

Results of Composition Fundamentals Student Focus Group

Frequency - Barriers/Challenges	Knowledge	Action Strategies	Changes	Effective Support “What Works”
<p>100%</p> <p>1. Instructor not enthusiastic, doesn't explain well.</p> <p>2. Instructor impatient with students' questions – could improve communication.</p> <p>3. Students help each other more than instructor helps.</p> <p>4. Instructor said it's irritating to repeat herself.</p> <p>5. Need more full-time counselors – maybe a nurse.</p> <p>6. Coordinate better with work schedules – student has to have work training 8-5 then needs to withdraw.</p> <p>7. Too much homework.</p>	<p>1. Students support each other, can be enthusiastic, persevere, know not to miss class.</p> <p>2. Same as above.</p> <p>3. Same as above.</p> <p>4. Same as above.</p> <p>5. Find outside counselors. Use stress management techniques. Journaling.</p> <p>6. Talks to teachers about working with schedule. Maybe changes to online classes or does assignments but not come to class.</p> <p>7. Time management – sign up for the number of classes that is realistic.</p>		<p>1. More diversity in teaching styles – more professional development. Have outside monitoring of teacher. Do instructor evaluations earlier.</p> <p>2. Same as above.</p> <p>3. Same as above.</p> <p>4. Same as above.</p> <p>5. Sick and bereavement policy for students. Have nurse on campus.</p> <p>6. None.</p> <p>7. Less homework – based on instructors.</p>	<p>1. Small classes. Book is good. Teachers in some classes conduct useful one-on-one. Tutoring available. Computer lab.</p> <p>2. Same as above.</p> <p>3. Same as above.</p> <p>4. Same as above.</p> <p>5. Getting defibrillators – need more other items.</p> <p>6. None.</p> <p>7. Tutoring. Having computer labs on campus. Teachers will meet at convenient time for students.</p>

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Frequency - Barriers/Challenges	Knowledge	Action Strategies	Changes	Effective Support “What Works”
<p>75%</p> <p>1. Teaches like students are 3rd graders, makes it hard to ask questions (humiliating), doesn't address different learning styles.</p>	<p>1. Students support each other, can be enthusiastic, persevere, know not to miss class.</p>		<p>1. More diversity in teaching styles – more professional development. Have outside monitoring of teacher. Do instructor evaluations earlier.</p>	<p>1. Small classes. Book is good. Teachers in some classes conduct useful one-on-one. Tutoring available. Computer lab.</p>
<p>50%</p> <p>1. Parking issue for some people certain times of day.</p> <p>2. Students dropped class because of instructor.</p>	<p>1. Get here early – timing – diligence.</p> <p>2. Talk with advisor before dropping. Check with financial aid. Go to tutoring.</p>		<p>1. Bigger parking lots.</p> <p>2. Get grades earlier (alert system). Tutor schedules a problem.</p>	<p>1. Parking is available.</p> <p>2. Advising center and tutors available. Focus groups allow idea sharing.</p>
<p>No percentage listed</p> <p>1. School shootings.</p> <p>2. Inclement weather policy should state if Saturday classes are being held (this year closed Friday, open Monday implied closed on Saturday).</p> <p>3. More flexible absence policy – funeral, illness, etc.</p>	<p>1. Check email.</p>		<p>1. Emergency drill and crisis plan. Use TV's for emergencies.</p>	<p>1. Email, crisis plan, intercom.</p>