SPRING 2009 MATH 52-GUIDANCE 48 LEARNING COMMUNITY

STUDENT SURVEY SUMMARY

Surveys=24

- 17% of respondents said they met outside class with their guidance instructor more than three times; 54% one to three times; and 29% never.

- The majority of the students who never met with their counselor said it was because they didn’t need to. Other reasons included: preferred contact through email, didn’t care for it, and being “too lazy.”

- 25% responded they met with a tutor more than three times; 25% one to three times; and 50% never.

- Again, the majority who never met with a tutor said it was because they didn’t need to. Other reasons included: the teacher gave good examples, not enough time, went to the math lab, and didn’t care for it.

- 83% rated counseling sessions as very important (44%) or important (39%) to their academic success this semester. 17% rated them as not important.

- 91% rated their instructors as very important (65%) or important (26%) to their academic success; 9% as not important.

- 74% rated tutoring as very important (39%) or important (35%) to their academic success; 26% as not important.

- 92% rated progress reports as very important (57%) or important (35%) to their academic success; 9% as not important.

- 91% responded it was very helpful (30%) or helpful (61%) to take math and guidance classes together. 9% said it was not helpful.

- Reasons students said it was helpful to take the classes together included: showed different ways to study, helped with time management; helped list priorities; students were more comfortable to ask questions and study together because they were in both classes together; and the guidance class referred to math. The only reason cited for not being helpful was that everybody did their own thing.

*Total percentages may not equal 100% due to rounding.*
Respondent stated the most important things they did to be successful included: went to class every day, participated in activities, did all work on time, asked for help, studied, went to tutoring and spoke to instructors, participated in class, and used time management skills.

The best part of being in a learning community this semester was: the people and ideologies; meeting new people and making new friends; learning new things; being able to go to other students for help; more relaxed, familiar class environment; being part of a community; less embarrassment asking questions; being able to see a counselor when necessary; it made it more important to attend class regularly; and it helped overcome fears and flaws and use them as a strength.

Students said the learning community could have been better by: more groups and clubs for students to get students more involved, more group activities, having the classes in the same room, in-class tutoring, people taking it more seriously, not allowing students to stay who were disruptive, linked study sessions for math, and not taking too many hours in each class.