

January
2020

AB705 English-101 Fall 2019 Student Survey

College of the Canyons

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Institutional Research, Planning, and
Institutional Effectiveness

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Introduction

At the request of the English department, the office of Institutional Research, Planning and Institutional Effectiveness conducted survey research as part of the evaluation process of the impact of AB 705 implementation.

In summer 2019, in response to AB 705¹ the English department created the English Faculty Inquiry Group (FIG). The group set about making five main changes to the curriculum for Fall 2019: 1) Decreasing class size from 35 to 25; 2) Adding a complete book to the reading requirements; 3) Strengthening the rhetorical language already included in the previous course outline; 4) Introducing metacognition as integral to the reading and writing process. 5) Increasing the units of the course from 3 to 4.

Fall 2019 was the first semester where no other English course below ENGL-101 was offered. This first cohort of students enrolled in this four unit ENGL-101 course were surveyed. The purpose of the survey was to assess student experiences as they relate to their perception of the rigor, metacognition, and type of supplemental/noncredit support utilized. The research questions guiding the analyses included:

- Who are the students in ENGL-101 (prior English Course, demographics etc.)?
- What are student perceptions of the course (preparedness/rigor)?
- What resources did students use to help with the course?
- How supported did the students feel?

Method

Surveys were distributed in class toward the end of the fall semester in paper format for on ground classes and online through CANVAS via Survey Monkey for online English-101 courses. The surveys did not include any questions asking for personally identifying information and responses could not be connected to a students' course performance or institutional data. A faculty version of the survey was also administered (results for this survey can be found in Research Brief #198). Faculty who taught both online and on ground were selected for only one survey (the online version) to be completed.

A total of 65 ENGL-101 sections for Fall 2019 were sampled. Of these 42 were on-ground sections and 23 were online sections. There was 1,263 students (on-ground) and 641 students (online) who had registered for the course. Survey responses were received from 862 students in total (total response rate = 45%). The response rate among on-ground students was 61% and among online students was 15%.

¹ AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.

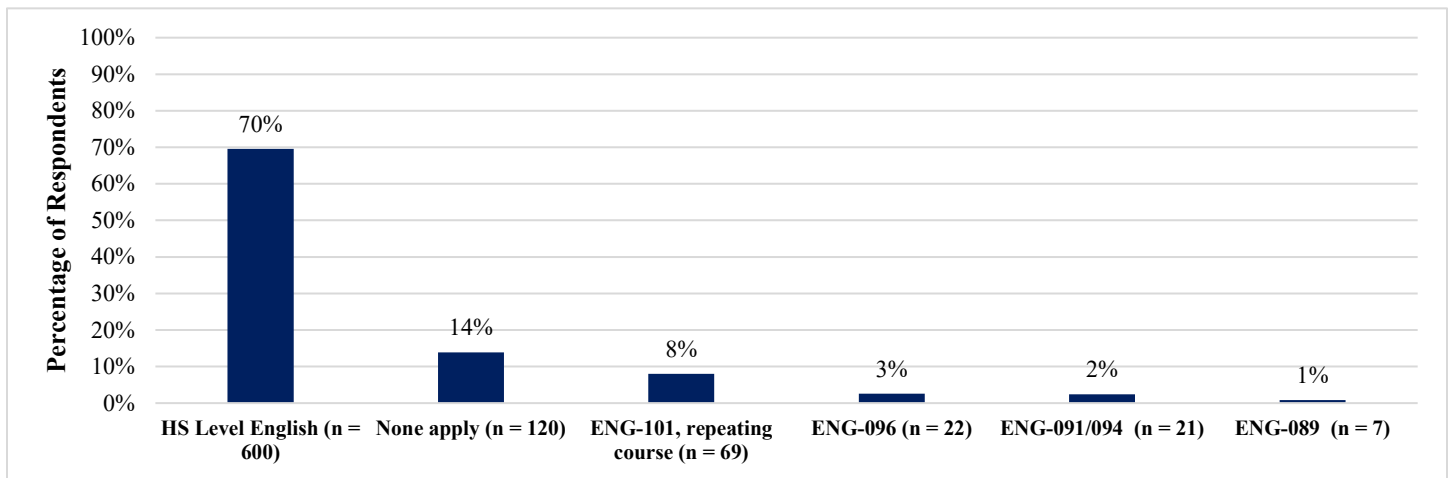
Research Results

Student Profile

Most students surveyed reported their sex to be female (51%), followed by male (47%), then non-binary (1%) and 1% reported “other”. For ethnicity the majority of respondents reported Latinx/Hispanic (44%), followed by, white/Caucasian (25%), then two or more races/multi-racial (13%), Asian American (5%), Filipinx (5%), Black/African American (4%), “other” (3%) and both Native American and Hawaiian/Pacific Islander (1%).

Students indicated their last English course. The most common previous English course was some type of High School level English (e.g., English 12, English 12 Honors, Expository Reading and Writing (ERWC), or AP English). Next, were students who responded that none of the options provided matched or they do not remember, then English-101 thus, they were repeating the course and last were some indicator of a pre-transfer level college English course such as ENG-096, 091/094 or 089 (See Figure 1).

Figure 1. Last English Course



Student Perceptions

Students indicated how **prepared** they felt for ENGL-101, how they would describe the **rigor/difficulty** level of the course, and whether they felt that learning about **metacognition was a helpful** part of the course. When asked if they had learned about metacognition 72% reported yes, 7% no, and 21% “I don’t know/I’m not sure”.

Figure 2. Perceptions of English-101 Course

Prepared (n = 850)	Extremely/Very Prepared	Somewhat	Not So/Not At All Prepared	
	43%	45%	12%	
Rigor (n= 852)	Well Above/Above My Level	At or Around My Level	Below/Well Below My Level	
	21%	72%	7%	
Metacognition Helpful (n = 847)	Very Helpful	Somewhat Helpful	Not At All Helpful	Don't know what Metacognition Is
	32%	44%	5%	19%

There were differences in the agreement with the above statements when disaggregating them by course method of delivery (on ground versus online). A larger proportion of on ground students as opposed to online indicated that they were prepared for ENGL-101. Online students were more likely to indicate that the rigor level of the course was well above their level and that they did not learn about metacognition (*See Figure 3*).

Figure 3. Perceptions of English-101 Course Disaggregated by Mode of Delivery

	On-ground (n = 762)	Online (n= 92)
Prepared: Extremely Prepared	12%	6%
Rigor: Well Above My Level	2%	4%
Metacognition: Did Not Learn It	6%	13%

Students were also asked if they felt the amount of time spent in class (on-ground respondents, n = 765) was too long or just right. A majority of students (65%) said it was “just right”, followed by 30% who said it was too long, 2% said “not long enough,” and 3% said “not sure”.

Supplemental and Noncredit Support

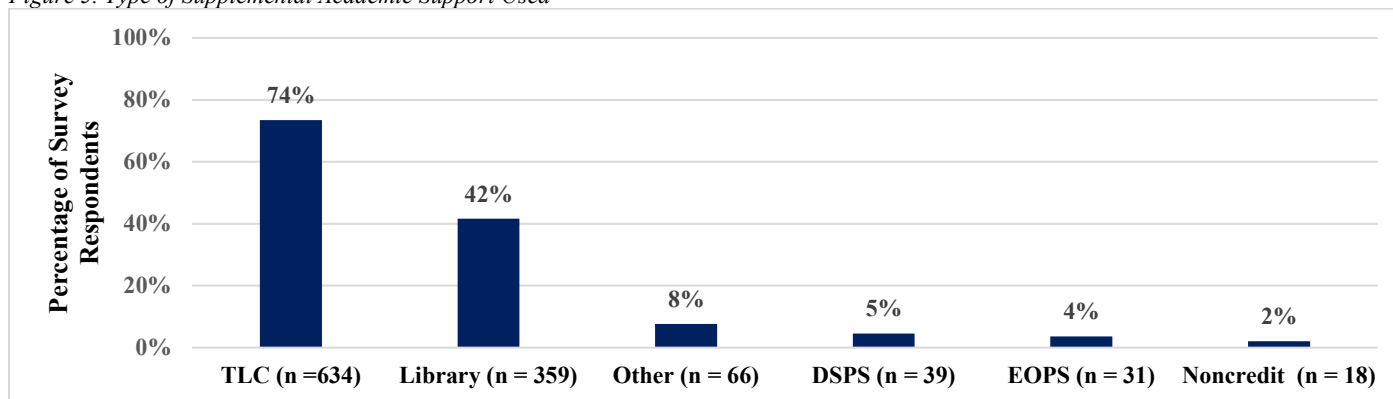
Students were asked if they knew there was a free, noncredit course to help support them while enrolled in English-101, 64% (n = 542) reported they were aware of this noncredit course, 36% (n = 303) were not aware of this supplemental support. A majority of the respondents (n = 686, 82%) reported that they either did not know about the noncredit course and/or did not use the noncredit course. Of those who did utilize the noncredit course (n = 142); 35% (n = 49) said it was very helpful, 51% (n = 72) said it was somewhat helpful and 15% (n = 21) reported it was not at all helpful. When asked to indicate all the ways in which they heard about the noncredit course the most popular method was from the instructor making an announcement (55%). The next was from a Counselor (7%), next was from an instructor individual email (6%), then other peers (6%), and last an email announcement from someone other than instructor (5%). Of these respondents 2% said they found out via an “other” source. In open-ended responses they replied with responses like; posters, CANVAS, first-year promise, and TLC.

Figure 4. Method of Awareness of Noncredit Support Course

Instructor Announcement	55%
Counselor	7%
Instructor Email	6%
Peers/Other Students	6%
Email Announcement	5%
Other	2%

The most popular form of supplemental support utilized was The Learning Center (TLC), followed by the Library, then “Other”. Subsumed under “Other” were free responses such as: Teacher support/office hours, peers, ASG Lab, Internet, friends/family (*See Figure 5*).

Figure 5. Type of Supplemental Academic Support Used



Student Perceptions of Growth, Engagement, & Support

Students rated their level of agreement on a scale of Strongly Disagree-Agree with the following items:

- I felt challenged/engaged/like I can succeed in this course,
- I learned about growth mindset,
- From the beginning to the end of the semester I improved my writing/reading,
- I received adequate level of support services/ instructor guidance,
- This ENGL-101 course is set up for me to succeed,
- The content I learned in this course helped me with other courses,
- I would have benefited from some preparatory English course prior to this ENGL-101.

In total, the majority of students agreed with these positive statements except for the last statement where, about one-third disagreed they needed a preparatory English course prior to ENGL-101, one-third neither agreed nor disagreed and one-third agreed they could have used a preparatory English course (*See Figure 6*).

Figure 6. Agreement with Statements Regarding Perceptions of Growth, Engagement, & Support

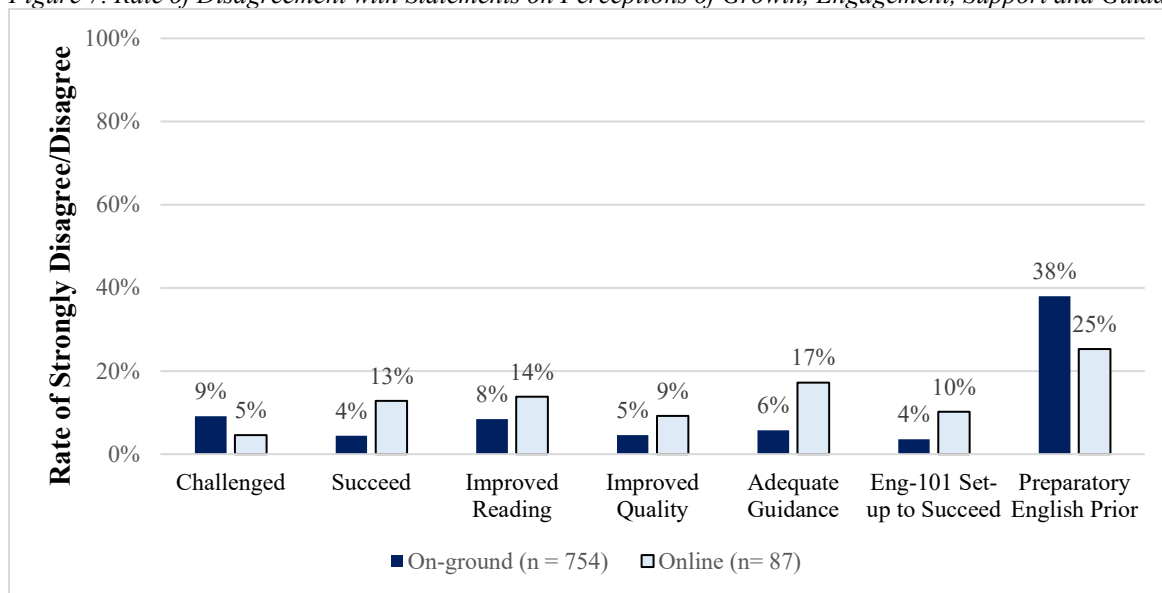
	Strongly Disagree/Disagree	Neither	Agree/Strongly Agree
Challenged*	9%	11%	81%
Engaged	6%	10%	84%
Succeed*	5%	10%	85%
Adequate Support	5%	16%	79%
Growth Mindset	10%	15%	75%
Improved Writing	5%	11%	85%
Improved Reading*	9%	21%	70%
Improved Quality*	5%	13%	82%
Adequate Guidance*	7%	8%	85%
Eng-101 Set-up to Succeed*	4%	15%	81%
Content Helped Other Courses	11%	23%	67%
Preparatory English Prior*	37%	30%	34%

*Response items with an asterisk are those for which online and on ground responses differed.

On-ground and online students differed the most in their rate of disagreement with the above-mentioned statements. Specifically, online students were more likely to disagree that they felt they could succeed, that they

had improved their reading and overall quality of work over the semester, that they received adequate instructor guidance and that the ENGL-101 course was set up for them to succeed. In some cases their rates of disagreement with these statements was two to three times that of the on-ground students. Conversely, they were less likely to disagree that the course was challenging and that they would have benefitted from some sort of preparatory English course prior to this ENGL-101 course (See Figure 7).

Figure 7. Rate of Disagreement with Statements on Perceptions of Growth, Engagement, Support and Guidance by Method of Delivery



Open-Ended Responses on Metacognition and Additional Feedback

Students were asked two open-ended questions on the survey:

- How/why was metacognition (thinking-about-thinking/reflecting on your learning) helpful?
- Please indicate any additional comments or feedback regarding this ENGL-101 course.

Students who responded that they found metacognition helpful wrote open-ended responses such as:

- “Metacognition was helpful in the way that I would go back to see the mistakes I had made and I would learn from them so I wouldn't repeat them in the future. Additionally, metacognition helped me see the things that I did good, and by doing this, I tried to improve them.”
- “Metacognition was useful to think back on what work [sic] and what did not work and from that fix what did not work and see if what did work could be improved upon.”

Students who responded that they did not find metacognition as helpful or did not know what it was wrote open-ended responses such as:

- “Metacognition was frequently mentioned but not taught as it should have been. Even then, considering how I typically work I do not think this would have been helpful and would have only taken up more time than it was worth.”

- “It was helpful, but it took a lot of time and effort, and felt burdensome at times.”
- “My teacher never even introduced this.”
- “Don’t remember talking about it.”

In response to additional feedback, students who replied with negative comments said things like:

- “Too many essays/essays demanded are too long.”
- “Too many assignments, some of us are STEM students taking 12-15 units. Lots of homework that could have been classwork.”
- “4 hours is too long for an English class, even on a full night’s sleep it was hard to keep focused and awake.”
- “I believe I am going to fail this class because I didn’t have a preparatory class.”
- “Please use canvas more, more in class writing one less essay more readings of exciting topics.”
- “If the point to changing the curriculum was to help ease people not familiar with English skills into a college class, the writing aspect should be decreased. Felt rushed into an essay every other week.”

Recommendations

Upon review of the survey data from the new 4 unit ENGL-101 courses from Fall 2019, the following recommendations should be taken into consideration:

- Consider increasing the teaching of metacognition in the classroom, there was quantitative and qualitative data suggesting that at least one-third of students either had not or were unsure if they had come into contact with the construct of metacognition.
- Clarify for students how metacognition will be helpful to them within ENGL-101 because even when students had come into contact with this construct many were still confused as to its’ utility in relation to their specific course work and educational career.
- Consider increasing the advertisement and number of students who utilize the noncredit support, as only a small portion of students have used those services, but of those, a majority say that it was very/somewhat helpful.
- The English department can consider increasing support to online students as they were less likely to feel prepared for the course, or, that they had adequate guidance, or that they had improved their reading or the quality of their work over the course of the semester as compared to on-ground students.

For more detailed information on this research brief or for a copy of the survey instrument, frequencies, or open-ended comments, stop by the Institutional Research, Planning, and Institutional Effectiveness office located in BONH-224, or contact Vida M. Manzo, Ph.D., Senior Research Analyst at 661.362.5871, or Daylene Meuschke, Ed.D., Associate V.P. Institutional Research, Planning and Institutional Effectiveness at 661.362.5329.