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# AB 705 English-101 Fall 2019 Faculty 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 AB705 implementation.

In summer 2019, in response to AB 705<sup>1</sup> 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 outline; 4) Introducing metacognition as integral to the reading and writing process and 5) Increasing the units of the course from 3 to 4.

This fall 2019 was the first semester where no other English course below English-101 was offered. Faculty teaching these 4 unit English-101 courses were surveyed. The purpose of the survey was to assess faculty experiences as they relate to their perception of the changes made to the course including the addition of metacognition, the FIG, the training sessions/Brown Bag discussions, and feedback on how course coordinators could better support the faculty. The research questions guiding the analyses included:

- Did faculty attend training sessions/Brown Bag discussions and if so, how helpful did they find them?
- What were faculty perceptions regarding the additional class time, addition of a full-length book, metacognition, and rhetorical analysis being effective in the classroom?
- What diagnostics if any did faculty use to make noncredit referrals?
- How effective of a support was the faculty support peer coaching provided by the FIG?

## ***Method***

Surveys were distributed in class toward the end of the fall semester in paper format for on-ground classes and online via Survey Monkey for online English-101 courses. A student version of the survey was also administered (results for the student survey can be found in Research Brief #197). Faculty who taught both online and on ground were selected for the online version to be completed.

Forty-two on ground sections and 23 online sections were identified. The response rate among on-ground faculty was 74% (n =31) and among online faculty 56% (n =13).

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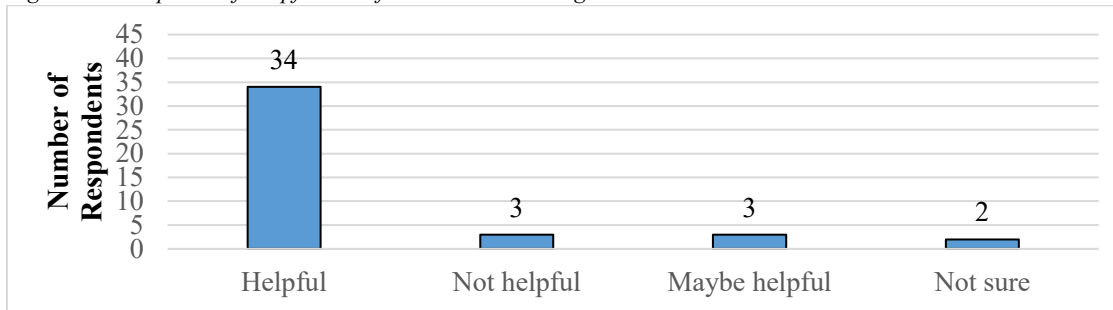
<sup>1</sup> AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year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

## Research Results

### ENGL-101 Training Sessions

Of the forty-four faculty responses forty-two (96%) indicated they attended the ENGL-101 training sessions. When asked how helpful they found them, thirty-four (77%) said it was “helpful”, three (7%) said it was “not helpful”, three (7%) said it was “maybe helpful”, and two (4%) said they were “not sure” if it was helpful.

Figure 1. Perceptions of Helpfulness of ENGL-101 Training Session



The primary free response when asked why the training was not helpful was “the material was redundant with other trainings” and “no instructional/pedagogical techniques were discussed.” One faculty member suggested that it would be more effective if they had experienced one semester of ENGL-101 in full.

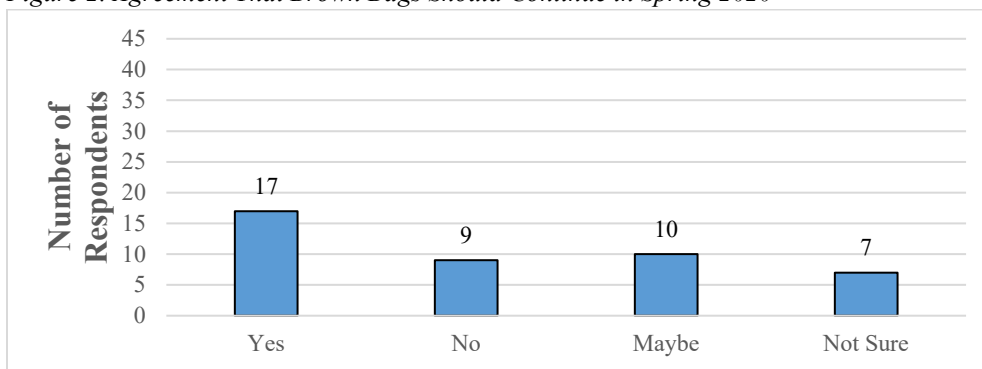
### Brown Bag Discussion Forums

Of the forty-four faculty responses, twelve (27%) attended Brown Bags, while thirty-two (73%) did not. Of those who attended the Brown Bags, ten (83%) responded that it was “helpful”; two replied it was “maybe helpful”.

Out of the seven free responses provided regarding why the Brown Bags were not helpful, five of them (71%) responded it was due to a scheduling conflict with their teaching schedule.

When asked if Brown Bag discussions should continue into Spring 2020, seventeen (40%) indicated yes, nine (21%) indicated no, ten (23%) indicated maybe, seven (16%) indicated not sure.

Figure 2. Agreement That Brown Bags Should Continue in Spring 2020



## Noncredit Support & Diagnostic Referrals

Faculty were asked:

- If they were aware of the non-credit support available for ENGL-101.
- If they used a diagnostic to make non-credit referrals.
- To indicate which specific diagnostic they used.

A majority 43 (98%) of faculty knew about the noncredit support. A majority of faculty 38 (86%) also used a diagnostic to make referrals. Below (Table 3) the most popular method of diagnostic utilized was a separate essay assignment followed by first essay draft, then homework assignment.

Table 3. Method of Diagnostic Utilized

	Frequency	Rate
Separate Essay Assignment	20	54%
First Essay Draft	11	30%
Homework Assignment	3	8%
Other	2	5%
Current Grade	1	3%

## Increased Class Time & Curriculum Additions

On-ground faculty (n = 31) indicated how they used the additional forty-five minutes of in-class time (Table 4). The majority (71%) filled the additional time with a combination of activities including reading, writing, affective domain, and “other”.

Table 4. How Faculty Utilize Additional Class Time

	Frequency	Rate
All of the above	22	71%
Both Reading & Writing	8	26%
Affective Domain	6	19%
Reading Instruction	5	16%
Writing Instruction	4	13%
Other	4	13%

\*Rates do not add up to 100% as faculty could select more than one option.

Faculty indicated their agreement with questions regarding whether the addition of extra class time, a full-length book, metacognition, and rhetorical analysis assisted in making the course more effective for student learning. The option with the highest rate of agreement was the addition of the full-length book (68%). Followed by metacognition (65%).

Table 5. Faculty Ratings of Effectiveness of Curriculum Changes For Student Learning

	Strongly/Disagree	Neither	Strongly/Agree
Extra Class Time (n = 44)	23%	34%	43%
Full Length Book (n = 44)	16%	16%	68%

	<b>Strongly/Disagree</b>	<b>Neither</b>	<b>Strongly/Agree</b>
<b>Metacognition (n = 44)</b>	5%	30%	65%
<b>Rhetorical Analysis (n = 44)</b>	16%	23%	61%

### Faculty Inquiry Group Feedback

Faculty indicated whether a FIG support member had reached out to them, whether it was an effective form of support, how much they appreciated the support, and whether it was helpful. Of 43 faculty respondents 19 (44%) indicated they were contacted by a faculty support peer coach via phone/email/and/or text. Fifteen faculty (35%) indicated they were not contacted and nine (21%) indicated they were unsure they had been contacted.

Faculty indicated their agreement with three statements regarding the FIG outreach/support. The statement which received the highest ratings of agreement was “I appreciated the distance support and outreach from the inquiry group” (80%).

Table 6. Faculty Ratings of Effectiveness of Faculty Inquiry Group Outreach

	<b>Strongly/Disagree</b>	<b>Neither</b>	<b>Strongly/Agree</b>
<b>Effective Support (n = 21)</b>	19%	14%	67%
<b>Appreciated support and outreach (n = 21)</b>	10%	10%	80%
<b>Support Coaching Helped (n = 21)</b>	19%	24%	57%

### Factors That Can Further Assist Faculty in Teaching ENGL-101

Faculty were asked, “What factors would be helpful in teaching the class more effectively?” The majority of faculty felt it would be very helpful to have a smaller class size (98%), followed by TLC support (89%), and then embedded tutors (70%).

Table 7. Helpfulness of Various Resources to Faculty Success

	<b>Not At all/Not Helpful</b>	<b>Somewhat Helpful</b>	<b>Very Helpful/ Helpful</b>
<b>Smaller Class (n = 42)</b>	0%	2%	98%
<b>TLC Support (n = 42)</b>	0%	11%	89%
<b>Embedded Tutors (n = 42)</b>	9%	21%	70%
<b>Computer Labs (n = 42)</b>	16%	14%	70%
<b>More Non-Credit Support (n = 42)</b>	14%	27%	59%
<b>Access Laptop Carts (n = 42)</b>	21%	25%	54%
<b>More Class Time/Assign. Load (n = 42)</b>	52%	17%	31%
<b>Less Class Time/Assign. Load (n = 42)</b>	71%	19%	10%
<b>Larger Class (n = 42)</b>	100%	0%	0%

Faculty indicated that among four options for how course coordinators could better support them they were most interested in sample materials, then one-on-one meetings, assistance with syllabus and assignment prompts and last reminder during the semester (Table 8).

*Table 8. Faculty Ratings for How Course Coordinators Can Better Support Them*

	Frequency	Rate
<b>Sample Materials</b>	38	86%
<b>One-on-One</b>	12	27%
<b>Syllabus Assistance</b>	12	27%
<b>Reminders</b>	7	16%

### **Open-Ended Suggestions for Course Coordinators**

Faculty responded to an open-ended question; “Please indicate suggestions for how coordinators can offer you more meaningful support.” Twenty faculty members provided open-ended responses. The most popular set of responses centered on obtaining sample materials to utilize in the course curriculum:

- “Rubric templates would be helpful.”
- “Online access to large, diverse sample material packets based on the assigned full length text of each course.”
- “Sharing of activities that work in class.”
- “As we begin to collect more experiences with the new English-101 population, I would appreciate seeing more updated and revised and sample materials that instructors found to be effective.”

The second most popular set of responses centered on rhetorical analysis and the full-length book:

- “Revise curriculum to eliminate rhetorical analysis.”
- “Rhetorical analysis focus could be more student friendly during trainings.”
- “More effective recommended textbook options that better align to 101’s new pedagogy.”

### **Open-Ended Additional Comments**

General overall feedback centered on the class size, the addition of a full-length book/rhetorical analysis.

- “Is rhetorical analysis necessary? More support for this if it needs to stay in 101 please.”
- “I think rhetorical analysis makes the class a little harder, now that the class is opened to all students, it doesn’t need to be made harder.”
- “I had several students who were very poor writers,- they would have benefitted from 029, but most of my students are older and not available for morning classes. I’d like to see 029 offered at night.”
- The class size is too large to be able to meaningfully interact with students at such a wide variety of levels and so many different required elements/assignments. It would be worth considering a separate co-requisite support class.”

- “Smaller class sizes are essential to help students succeed.”
- “Smaller class size is the most significant way we can increase student success. It’s essential!”

Other open-ended feedback that could not be set into a theme is below:

- “I don’t know if any of my students referred to the noncredit class took advantage of it. I couldn’t log in to Starfish, so I had to make all the referrals through Canvas inbox feature.”
- “The changes in TLC online tutoring via CANVAS have created barriers and impacted equity and access for online students.”
- “I appreciate the extra time in class, but student attention-span definitely slacked off during the last ½ hour of class.”

## ***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 modifying ENGL-101 training sessions to include instructional and pedagogical techniques.
- Consider increasing the advertisement of the Brown Bag sessions and perhaps offer a wider range of dates and times for these Brown Bag sessions as 71% of faculty who did not attend them indicated it was due to scheduling conflicts.
- Only 44% of faculty indicated that a faculty peer coach had definitely contacted them. Thus, consider increasing the outreach as those who did interact with the FIG appreciated the support and feedback.
- Ninety-eight percent of faculty respondents indicated a smaller class size to be the top most helpful factor that could assist in teaching ENGL-101 within quantitative and qualitative feedback.
- Consider obtaining further TLC support and embedded tutors. These were both popular factors indicated to be helpful in assisting faculty to more effectively teach ENGL-101.
- Course coordinators can consider obtaining and sharing sample materials (e.g., rubric templates, sample material packets, class activities) with faculty.
- Consider revising the discussion and teaching of rhetorical analysis in connection to the faculty and student.
- Faculty were unable to access Starfish or follow-up on whether a particular student had indeed took advantage of the non-credit course they had been referred to, consider the sharing of this information with the faculty member.



For more detailed information on this research brief or for a copy of the survey instruments, frequencies, percentages 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.