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AB 705 English 101
Fall 2020 Faculty Survey

College of the Canyons

Santa Clarita Community College District

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Institutional Research, Planning, and Institutional Effectiveness

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COLLEGE OF THE CANYONS

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Introduction

At the request of the English department, the office of Institutional Research, Planning and Institutional Effectiveness conducted follow-up survey research as part of the evaluation process of the impact of AB705 implementation.

In the fall term of 2019, in response to AB 705[1] the English department implemented substantial structural changes to the curriculum and format of their transfer-level English 101 course (full review and discussion of these changes are discussed in Research Brief #198). The most significant of these changes was the addition of a unit equating to a 4-unit course and direct placement (open access) to transfer-level English 101. Institutional Research was asked to repeat a version of the 2019 survey with faculty for the fall 2020 term. These curriculum changes still held however, with the advent of COVID and the shift to complete remote/off-campus instruction (for the English Department among others) since spring 2020 the Department Chair wished to assess both the progress of the 4-unit course along with online instruction considerations.

The research questions guiding the analyses included:
- Did faculty attend training sessions/SkillShare Workshops and if so, how helpful did they find them?
- What were faculty perceptions regarding the addition of a full-length book, and rhetorical analysis in being effective in the classroom?
- What diagnostics if any did faculty use to make noncredit referrals?
- How effective was the faculty support peer coaching provided by the Faculty Inquiry Group?
- How comfortable were faculty teaching online?
- How helpful were online resources for Faculty?
- What areas of online teaching would faculty want more support in?

Method

Surveys were distributed online only toward the end of the fall via Survey Monkey. A student version of the survey was also administered (results for the student survey can be found in Research Brief #214).

The survey was administered to 49 faculty who were actively teaching a total of 92 sections of English 101 in fall 2020. The response rate was 78% (38 faculty responded).
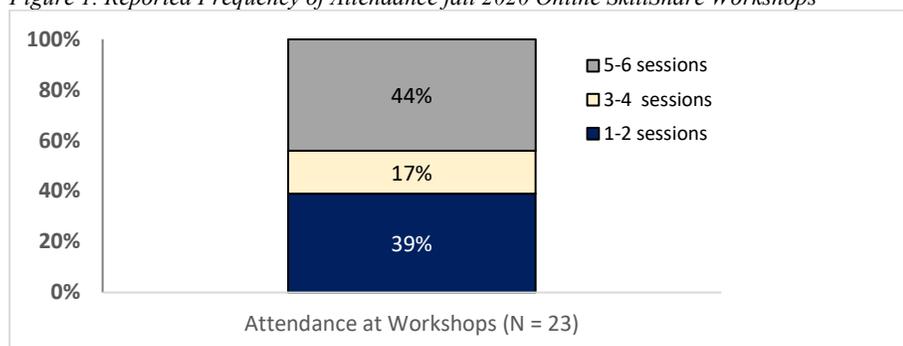
Research Results

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[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.

English 101 SkillShare Workshops

Of the thirty-eight faculty responses, twenty-three (61%) indicated they attended the English 101 SkillShare Workshops in fall 2020. In Fall 2019 attendance at the Brown Bag discussions was just 27% of faculty survey respondents. Of those who attended SkillShare Workshops in fall 2020, when asked if the workshops were found to be helpful, the majority sixteen (70%) said "Yes", one "No", three "Maybe", and three "Not Sure". Further, the largest proportion of faculty to attend the workshops reported having attended 5-6 sessions (44%) *See Figure 1*.

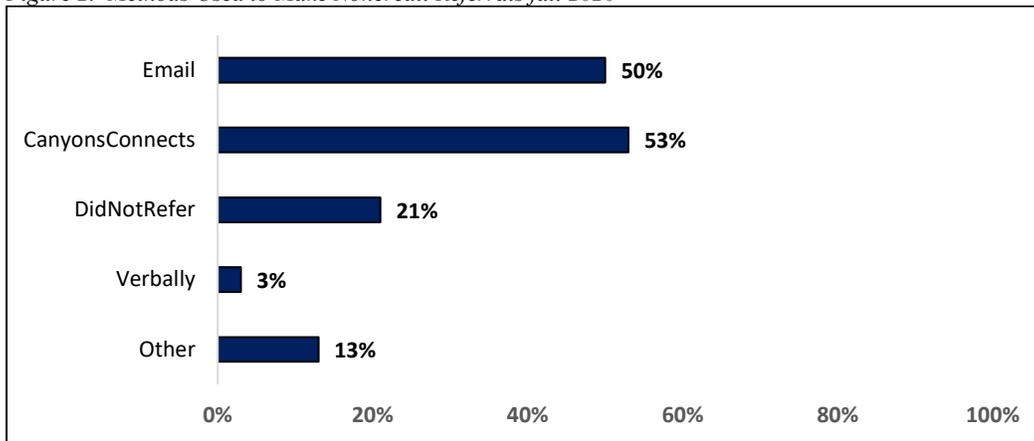*Figure 1. Reported Frequency of Attendance fall 2020 Online SkillShare Workshops*

When asked if the English 101 SkillShare Workshops helped teach English 101, twenty-four faculty responded to this question and a majority of those respondents 67% (n = 16) selected "yes". The next most popular response was "maybe" at 13% (n = 3).

The primary free response when asked why the training was not helpful was "I am unsure what 'skillshare' means" and "Not sure what helpful info I missed because I did not attend all sessions" and "Some information I already knew."

Noncredit Referrals and Diagnostic Tools

One hundred percent of the instructors surveyed were aware of the noncredit support courses available for English 101. Of these, 32 instructors (84%) used a diagnostic tool to make noncredit course referrals. The most popular diagnostic tool used by instructors was "Separate Essay Assignment" (50%) followed by 28% of instructors who reported "First Essay Draft". Instructors were asked to select all methods utilized to communicate the noncredit referrals. All thirty-eight instructors answered this question and could select multiple methods. The most popular response was via Canyons Connects (53%) and Email (50%). Amongst methods provided in "Other" the majority of these were reported as via "assignment feedback/comments". *See Figure 2*.
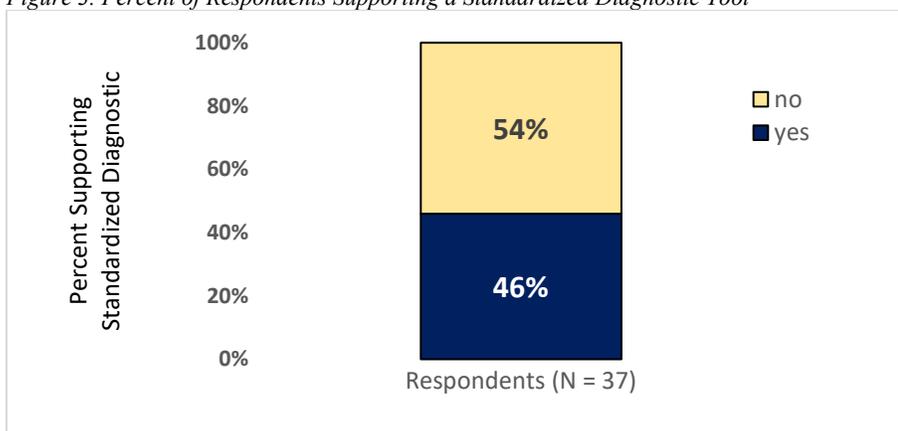
Figure 2. Methods Used to Make Noncredit Referrals fall 2020

Among those who reported that they had not made referrals (five responses) two instructors indicated they were overwhelmed with their classes, one indicated they did not know what Canyons Connects was, one indicated they had no students lacking skills, and the last indicated they let students self-identify needed additional support.

The majority (84%) 31 instructors understood the difference in the two noncredit (001 and 002) courses. When asked if they were clear on which course would be most helpful for students (41%) felt it was extremely clear/clear. A majority (78%) of the instructors are using the diagnostic rubric provided by coordinators to make referrals and 43% of them felt the rubrics were either extremely helpful/helpful. Among those reporting the provided rubrics were **not** helpful (2 faculty), half indicated they felt it caused them to "over-refer" or that it was "too time consuming". When asked if instructors would support a standardized diagnostic tool (n = 37) the results were split nearly equally with 54% reporting "no" not in support and 46% "yes" in support. *See Figure 3.*

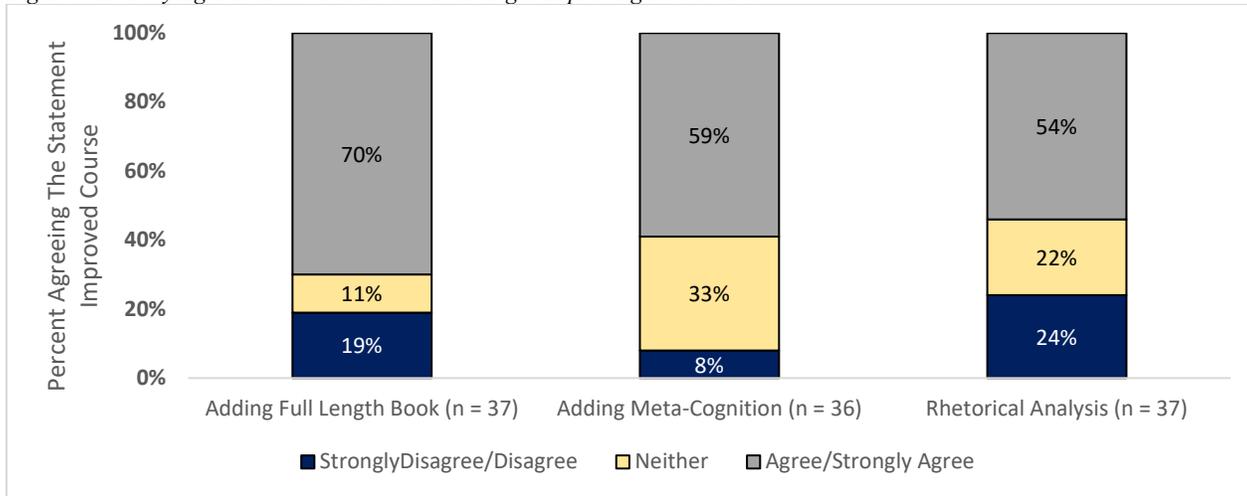*Figure 3. Percent of Respondents Supporting a Standardized Diagnostic Tool*

Curriculum Additions & Needed Resources

Faculty were asked about how much they agreed or disagreed that the below (*See Figure 4*) three curriculum additions had improved the course. A majority of the faculty respondents (70%), reported that the addition of a
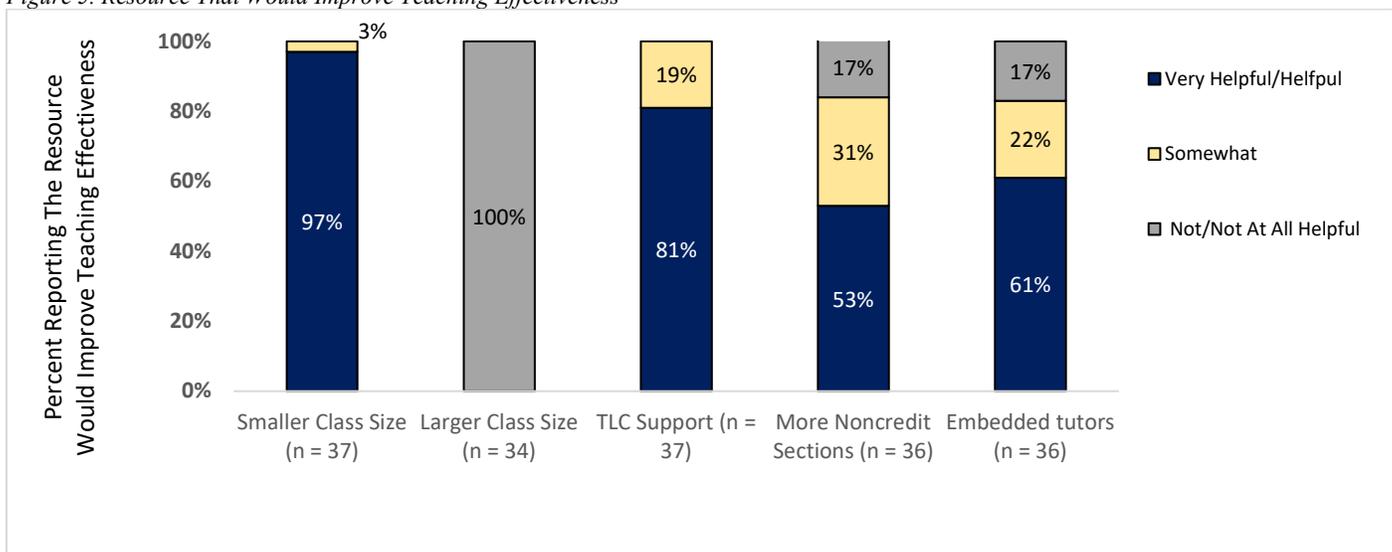
full-length book assisted in improving the course (*See Figure 4*). This was also the most popular response in Fall 2019. While rhetorical analysis had the lowest rate of agreement (54%) though still the majority.

Figure 4. Faculty Agreement with Curriculum Changes Improving The Course

Faculty were asked about how helpful the five possible resources (*See Figure 5*, below) would be to the teaching effectiveness of the course. A majority of the faculty respondents felt overwhelmingly as in Fall 2019, that smaller class sizes would be beneficial (97%) along with more TLC support (81%).

Figure 5. Resource That Would Improve Teaching Effectiveness
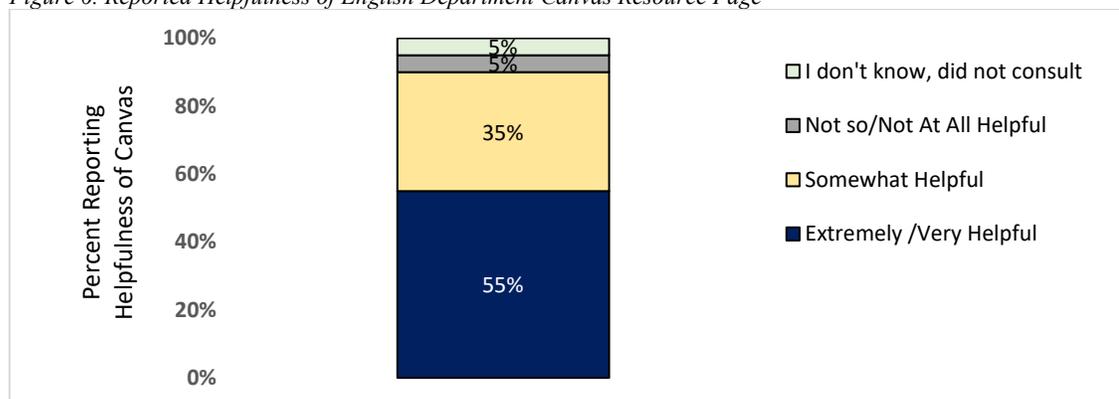

Faculty Inquiry Group Feedback

When asked if they would prefer that the FIG continue to reach out (n = 37) via phone calls/emails/texts, 49% responded "yes", 24% "no", and 27% "not sure". When asked about the comfort level with online teaching a

majority (81%) indicated they were extremely comfortable/very comfortable. None of the respondents indicated that they were <u>not</u> comfortable with online teaching. All (100%) of faculty respondents indicated they were aware of the instructor resources available via the English Department Canvas page. One hundred percent knew about the Canvas page, and 78% of the faculty indicated consulting the materials on that Canvas resource.

All thirty-seven faculty responded as to the helpfulness of the Canvas English department resource. A majority, 55% found it extremely/very helpful. About a third (35%) found it to be only somewhat helpful (*See Figure 6*).

Figure 6. Reported Helpfulness of English Department Canvas Resource Page

When asked in what areas faculty would like to see more support, the most popular selected responses were with sharing of sample course materials (49%) followed by assistance in engaging students (43%) and reviewing of OER resources (43%) *See Table 1*. These responses are no surprise given the shift in modality of instruction that faculty would need further support in how to engage students better via the online environment, and as students are experiencing increased hardships currently, accessing of OER resources would be helpful as well.

Table 1. Areas of Reported Need for Support

Area	%	N
Sharing course materials	49%	17
Engaging students	43%	15
Reviewing OER resources	43%	15
Grading techniques	40%	14
Translating Face-to--Face to online format	40%	14
Creating Zoom Videos	34%	12
Seeing More Peer Demonstrations	34%	12
Finding a home & work life balance	34%	12
Other (Please specify)	17%	6
Communicating with students	14%	5
Conducting online office hours	9%	3
Conducting online course observations	6%	2
Receiving online course observations	6%	2

When asked via what methods course coordinators could best support faculty, the most popular response was with "More sample materials" (66%) followed by "Reminders during the semester" (38%) *See Table 2*.

Table 2. Selected Methods of Support

Methods of Support	%	N
More Sample Materials	66%	19
Reminders during the semester	38%	11
Assistance with syllabus and assignment prompts	24%	7
Optional One-on-One ZOOM meeting during the semester	21%	6

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 more sample materials to utilize in the course curriculum (40%). This was also the most popular response made by faculty in the survey conducted in Fall 2019:

- "I would like more sample materials on the Canvas page."
- "Sometimes when I do use the English Dept Shell for resources, I feel like there isn't much there. I wish there were numerous assignments/syllabus/activity documents that were easy to find in our shell."
- "More sample materials and making the English 101 module more streamlined."
- "I would like to see the course materials, samples and outline of the coordinators courses."

The second most popular set of responses after positive thanks to the coordinators was a random assortment "other":

- "Syllabus requirements are not made clear until after syllabi have been submitted for approval."
- "Send the assessment early in the semester or before the semester begins."
- "Coordinators can show support by having more option one-on-one meetings."

Open-Ended Additional Comments

General overall feedback was mixed, some responses reflected on class size and rhetorical analyses similar to feedback from Fall 2019, others reflected on the difficulties of teaching online.

- "I don't feel it's beneficial to require that the first essay be about rhetorical analysis. Every semester I have students who instead write a traditional persuasive essay because they have no experience with rhetorical analysis. To me, this seems like a good activity for a journal rather than essay. It's challenging when the textbook They Say/I Say offers no instruction or examples on this topic."

- "Drop rhetorical analysis. Bring back a developmental class. Offer English 101 in person."
- "I would like to know how many assignments instructors assign each week in an online class. I want to know if I'm giving too many assignments per week and how others pace or scaffold the assignments in the class."
- "Stipends for adjuncts who want to participate on committees and other department work groups."
- "The pandemic has made teaching this four-unit course more challenging."
- "There should be more community of practice like a revamp of the English dept Canvas page."
- "The biggest thing I needed was more warning that I would be teaching the class. I'm glad we added sections to accommodate students, but building an online class is comparable to writing a book, and I would end up doing it while trying to teach."
- "Smaller class size is the most important factor than can help student success. Without it, we aren't giving our students their best chance to succeed."

Recommendations

Upon review of the survey data from the new 4 unit ENGL-101 courses from Fall 2020, the following recommendations should be taken into consideration:

- While attendance at Skillshare has increased to 61% in Fall 2020 from 23% for Brown Bag discussion in Fall 2019, since a majority of those who attended the sessions found them helpful both terms, consider ways to increase the advertisement and benefits of attending these sessions among the faculty constituency.
- Consider further discussions amongst course coordinators and the Faculty Inquiry Group regarding a decision to adopt a Standardized Diagnostic tool. 46% of Faculty were in favor of a standardized version and 54% were not. These results were the most split and thus may warrant further inquiry/ discussion.
- About a third (35%) of faculty respondents found the Canvas English department resource page only "somewhat helpful" in combination with open-ended feedback, consider increasing materials and resources available on that page.
- The top methods and areas of support requested by faculty were for increased availability of sample materials, so consider increasing the sharing of these resources.
- Open ended responses revealed requests for more resources on the Canvas page as well as more sharing or benchmarking/pacing/scaffolding of number of assignments given in the online environment. This in conjunction with results from student feedback (RB #214) suggests there is great variability in the amount of coursework and expectations, especially in the online environment, the Faculty Inquiry Group can consider further discussions on this.

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.