# English 101 Faculty Survey Fall 2021
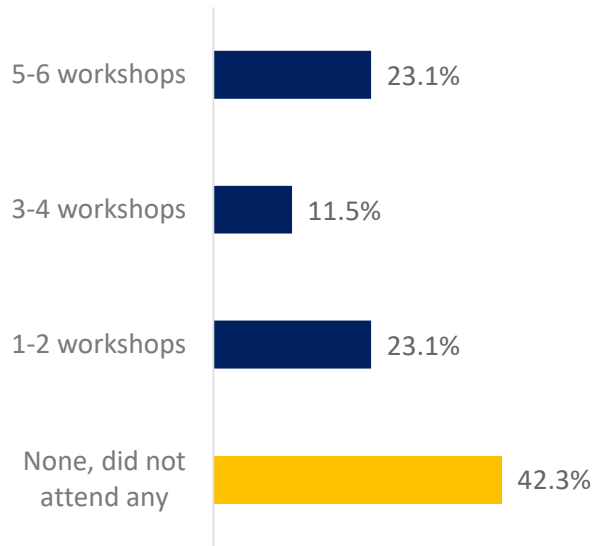
Data Collection: November 04 thru 18th, 2021
Sent survey link to individual faculty emails.

41 Email Invitations

Total Responses: 26

Response Rate: **64%**

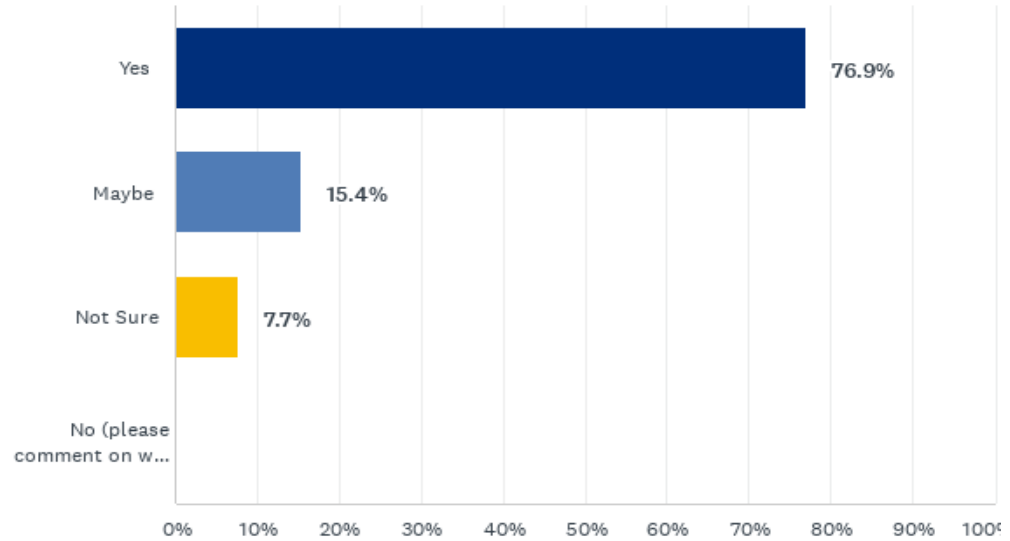## Q1: How many optional English Dept. Meetings/SkillShare Workshops did you attend this Fall?

Answered: 27    Skipped: 0



| | |
|---|---|
| 5-6 workshops | 23.1% |
| 3-4 workshops | 11.5% |
| 1-2 workshops | 23.1% |
| None, did not attend any | 42.3% |

| | |
|---|---|
| 1-2 workshops | 6 |
| 3-4 workshops | 3 |
| 5-6 workshops | 6 |
| None, did not attend any | 11 |
| Total | 26 |

## Q2: Did the English 101 SkillShare Workshops help you teach English 101?

Answered: 15    Skipped: 12



| | |
|---|---|
| Yes | 76.9% |
| Maybe | 15.4% |
| Not Sure | 7.7% |
| No (please comment on w... | |

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Yes | 76.9% | 10 |
| Maybe | 15.4% | 2 |
| Not Sure | 7.7% | 1 |
| No (please comment on what was not helpful) | 0.0% | 0 |
| TOTAL | | 13 |

*Excludes 'did not attend workshops'

# Q: Were the workshops more helpful for those who attended more often?

**How many optional English Department Meetings/SkillShare Workshops did you attend this Fall?**
**\* Did the English 101 SkillShare Workshops help you teach English 101? Crosstabulation**

Count

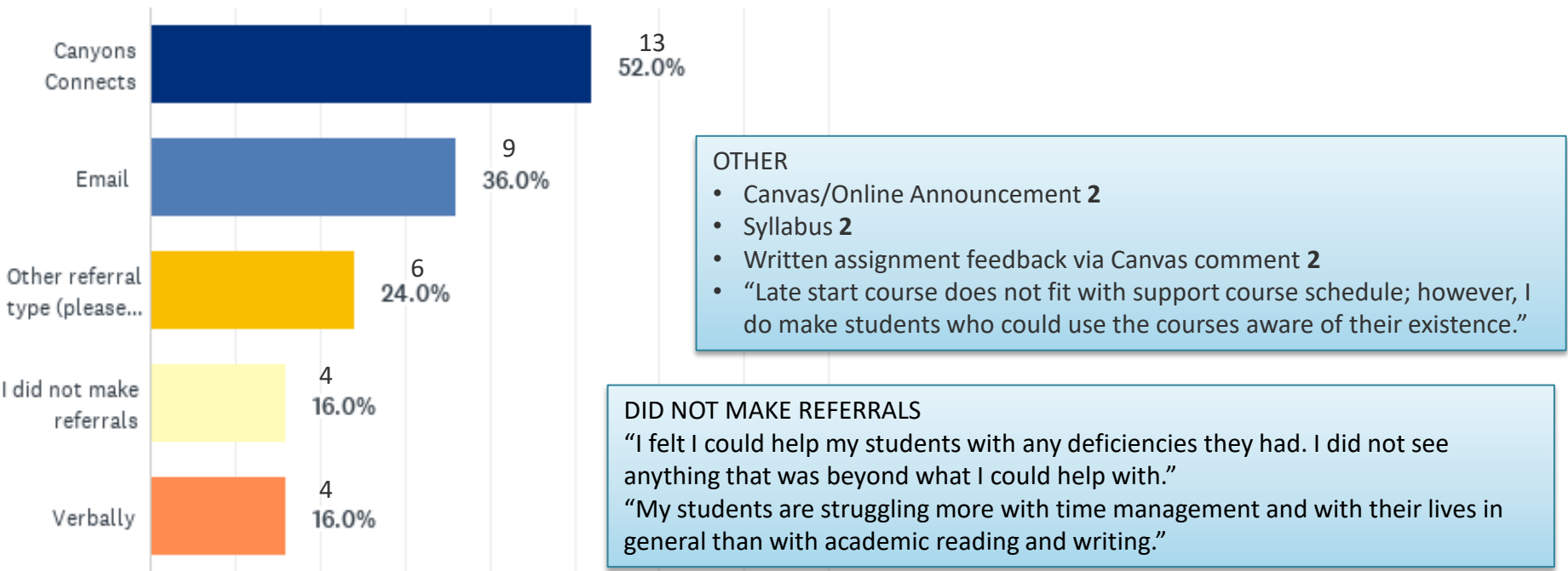| | | Did the English 101 SkillShare Workshops help you teach English 101? | | | Total |
|---|---|---|---|---|---|
| | | Yes | Maybe | Not Sure | |
| How many optional English Department Meetings/SkillShare Workshops did you attend this Fall? | 1-2 | 2 | 1 | 1 | 4 |
| | 3-4 | 3 | 0 | 0 | 3 |
| | 5-6 | 5 | 1 | 0 | 6 |
| Total | | 10 | 2 | 1 | 13 |

Among those who attended 1-2 times, 2 out of 4 indicated 'Yes', whereas among those who attended more than 2 times, 8 out of 9 indicated 'Yes'

# Q3: Are you aware of Noncredit support courses for English 101?

All respondents indicated they were aware of the NC support courses.

## Q4: How did you communicate Noncredit support course referrals to students? Mark all.

Answered: 25    Skipped: 2

| Category | Count | Percentage |
|---|---|---|
| Canyons Connects | 13 | 52.0% |
| Email | 9 | 36.0% |
| Other referral type (please... | 6 | 24.0% |
| I did not make referrals | 4 | 16.0% |
| Verbally | 4 | 16.0% |

OTHER
- Canvas/Online Announcement **2**
- Syllabus **2**
- Written assignment feedback via Canvas comment **2**
- "Late start course does not fit with support course schedule; however, I do make students who could use the courses aware of their existence."

DID NOT MAKE REFERRALS
"I felt I could help my students with any deficiencies they had. I did not see anything that was beyond what I could help with."
"My students are struggling more with time management and with their lives in general than with academic reading and writing."

*Percentages don't add up to 100 because respondents could select more than one

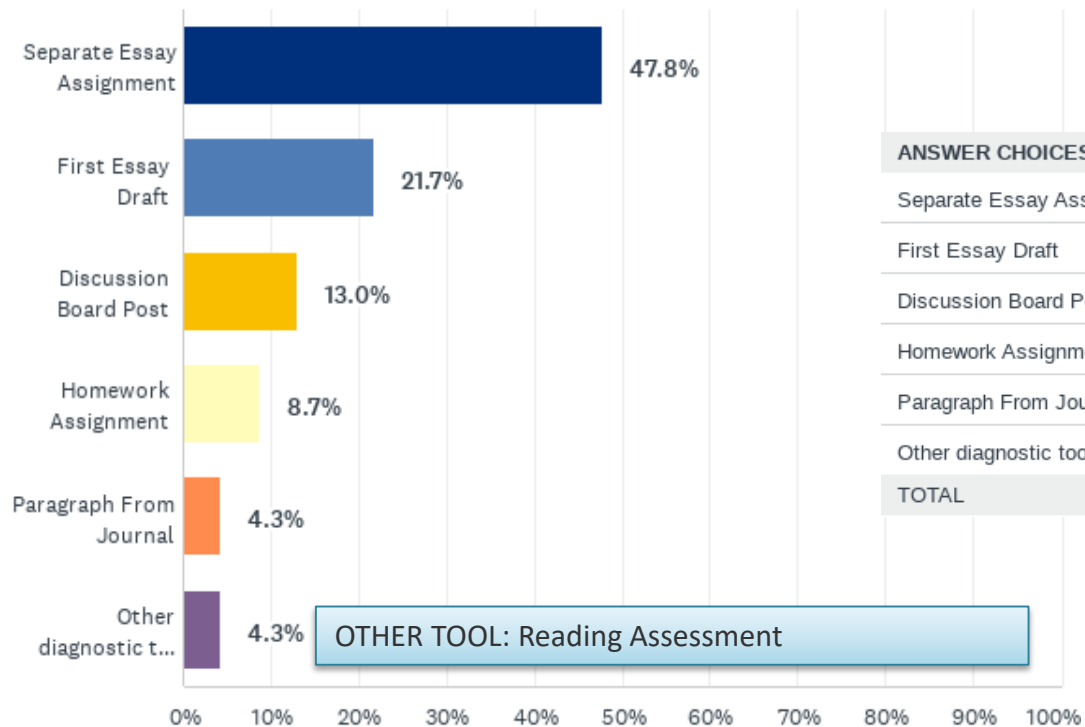# Q6: Did you use a diagnostic tool to assess the need for a Noncredit course referral?
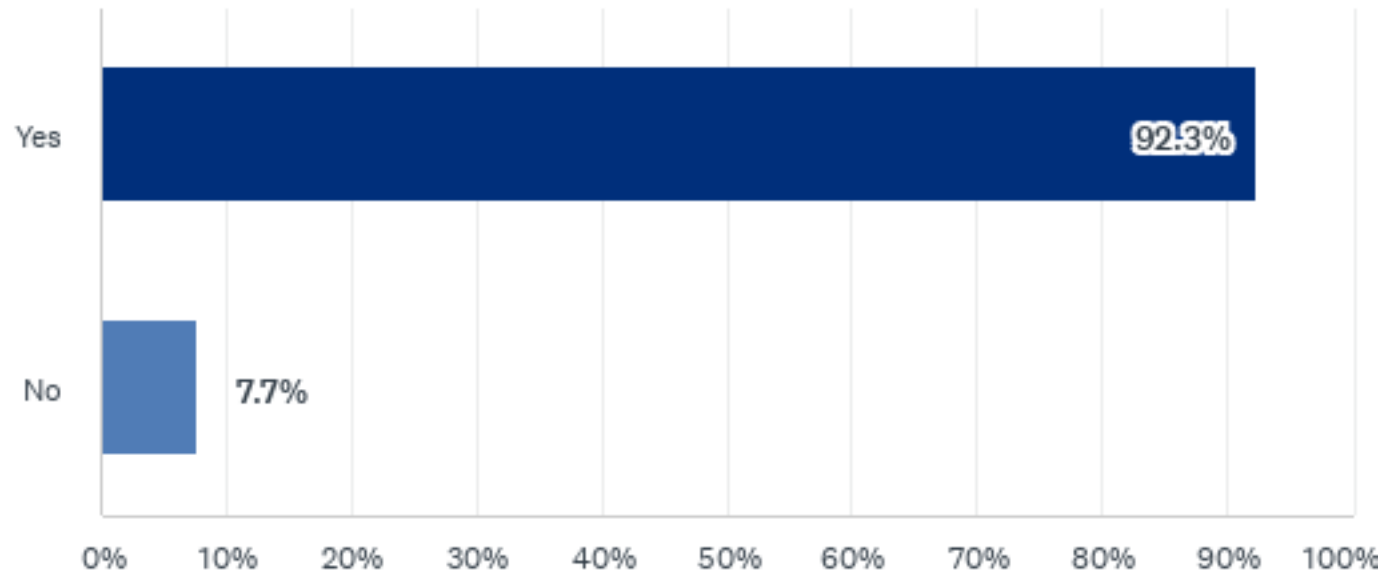
| | |
|---|---|
| Yes | 92.3% |
| No | 7.7% |

| | |
|---|---|
| Yes | 23 |
| No | 2 |
| Total | 25 |

# Q7: Which diagnostic tool did you use?

Answered: 23    Skipped: 3

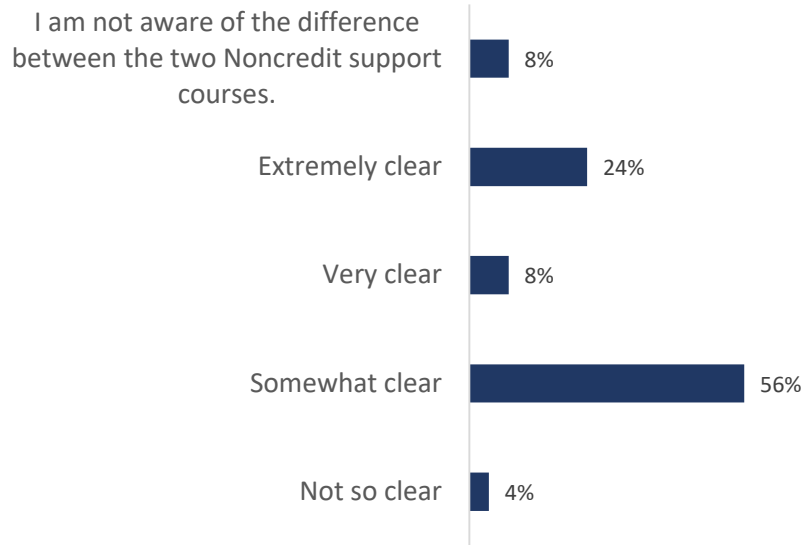| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Separate Essay Assignment | 47.8% | 11 |
| First Essay Draft | 21.7% | 5 |
| Discussion Board Post | 13.0% | 3 |
| Homework Assignment | 8.7% | 2 |
| Paragraph From Journal | 4.3% | 1 |
| Other diagnostic tool (please specify) | 4.3% | 1 |
| TOTAL | | 23 |

Separate Essay Assignment — 47.8%
First Essay Draft — 21.7%
Discussion Board Post — 13.0%
Homework Assignment — 8.7%
Paragraph From Journal — 4.3%
Other diagnostic t... — 4.3%

OTHER TOOL: Reading Assessment

# Q: What was the reason that you chose this diagnostic tool?

| | |
|---|---|
| **Separate Essay Assignment** | High quality of this tool |
| | I felt it most closely related to the course SLO #2, giving me information on which students would benefit from assistance to achieve that goal. |
| | I purposefully didn't want it attached to any other assignment so students could feel less pressured. |
| | I use it as an opportunity for students to practice paragraph structure before the first essay as well as a diagnostic tool (it counts as a journal assignment even though its written as a short essay). |
| | I used a short essay at the beginning of the semester so that I could evaluate the skills with which they came into the course. |
| | I wanted to see how well students could respond to a prompt, construct a thesis, and build an essay. I wanted to see what skills they brought with them to 101. |
| | It was the most honest tool, I felt! |
| | Wanted to test reading and writing skills with one assignment. |
| | We were told to do this. |
| **First Essay Draft** | It didn't produce any more work for me or students, and it needed to get done. |
| | It fits the existing design of my course, and the timing is perfect . |
| | It was the most convenient and also the best chance to see what the students were capable of. |
| **Discussion Board Post** | It occurs very early in the course, which enables sooner identification of those who need additional support. |
| | It was already present in the class, and it gives me a good sense of their sentence skills. |
| | It was the earliest writing assignment |
| **Homework Assignment** | It gave a more comprehensive idea of the student's current ability and potential needs early in the course. |
| | It is a reflective mini-essay (2-3 pages), so I think it is less threatening than a full essay assignment. |
| **Paragraph From Journal** | What I've used in the past |
| **Other: Reading Assessment** | To be able to see what they can do with writing and reading before instruction began. |

# Q9: Given the two options for Noncredit English (001 and 002), how clear was it to distinguish which Noncredit course would best support each student?

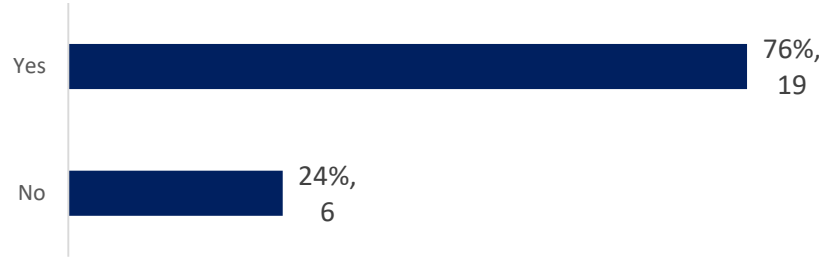Answered: 25    Skipped: 1



| Response | Percentage |
|---|---|
| I am not aware of the difference between the two Noncredit support courses. | 8% |
| Extremely clear | 24% |
| Very clear | 8% |
| Somewhat clear | 56% |
| Not so clear | 4% |

# Q10: Are you using the diagnostic rubric provided by English 101 coordinators to make referrals to noncredit English 001 or 002?

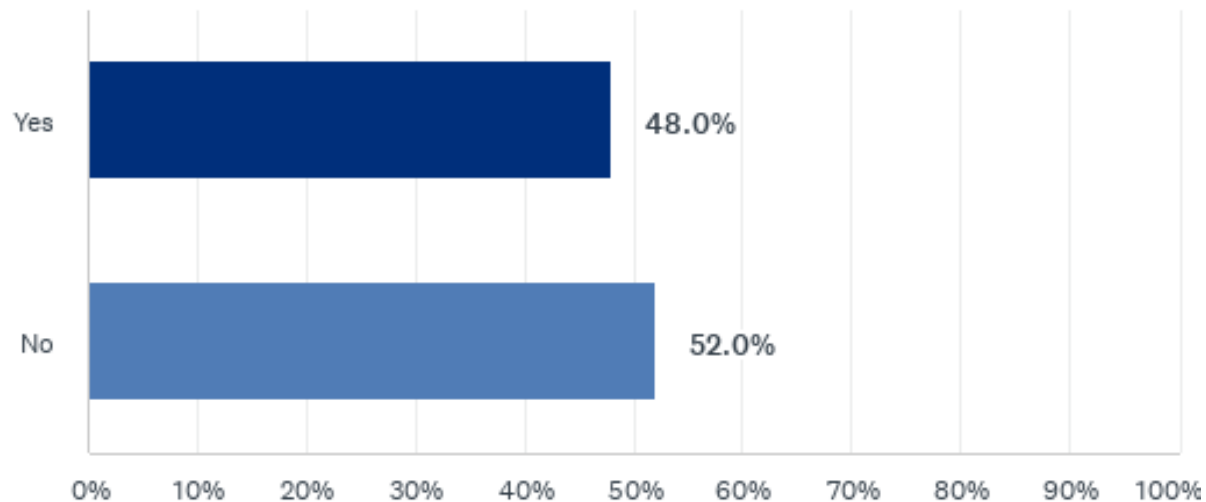Answered: 25    Skipped: 1

| | |
|---|---|
| Yes | 76%, 19 |
| No | 24%, 6 |

# Q11: How helpful is the rubric in assessing the diagnostic?

Answered: 19    Skipped: 7

| Extremely helpful, 37% | Very helpful, 21% | Somewhat helpful, 42% |
|---|---|---|
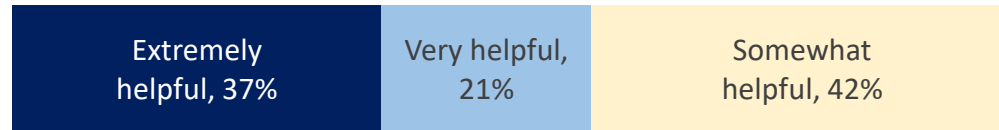
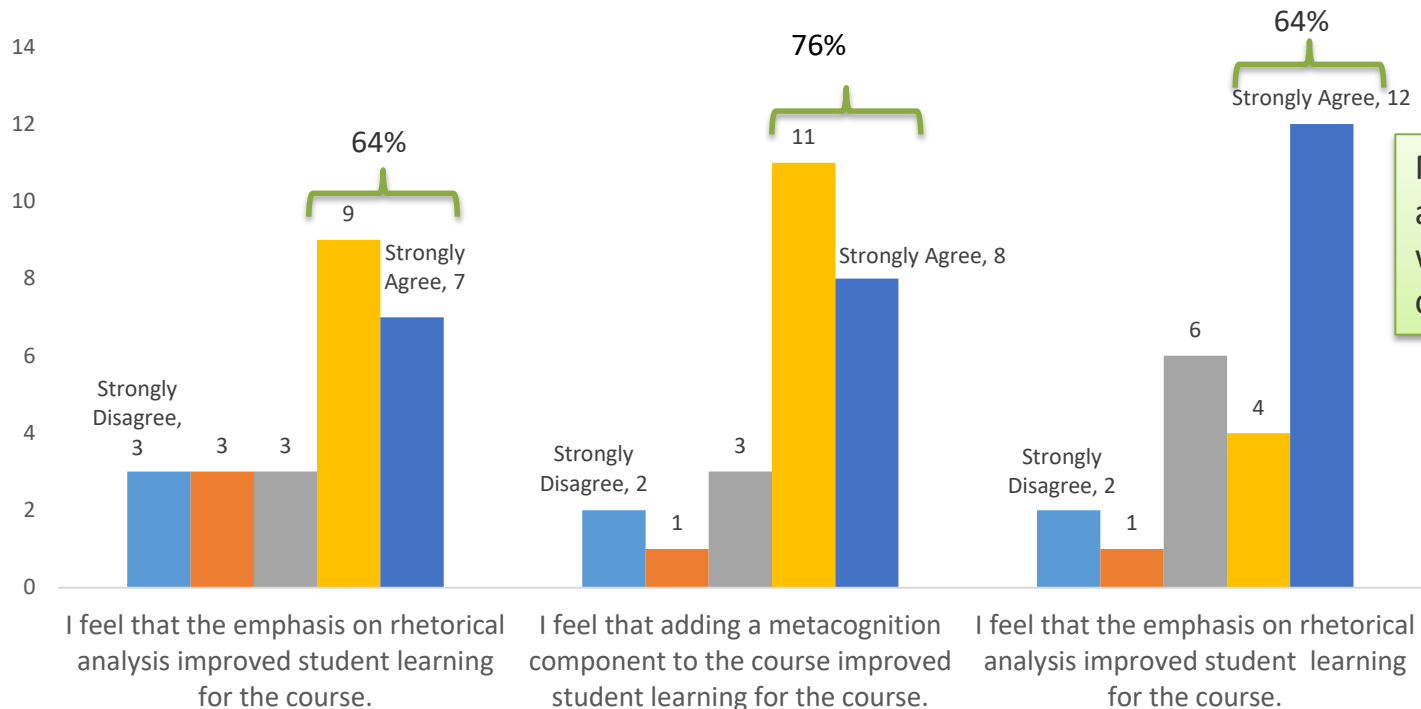# Q13: Would you support a standardized short diagnostic essay tool that all English 101 instructors would assign?

Answered: 25    Skipped: 1



| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Yes | 48.0% | 12 |
| No | 52.0% | 13 |
| TOTAL | | 25 |

# Q14: Please indicate your level of agreement with the following statements about changes in English 101 curriculum.

Answered: 25    Skipped: 1



More respondents either agreed/strongly agreed with the statements about changes in curriculum.
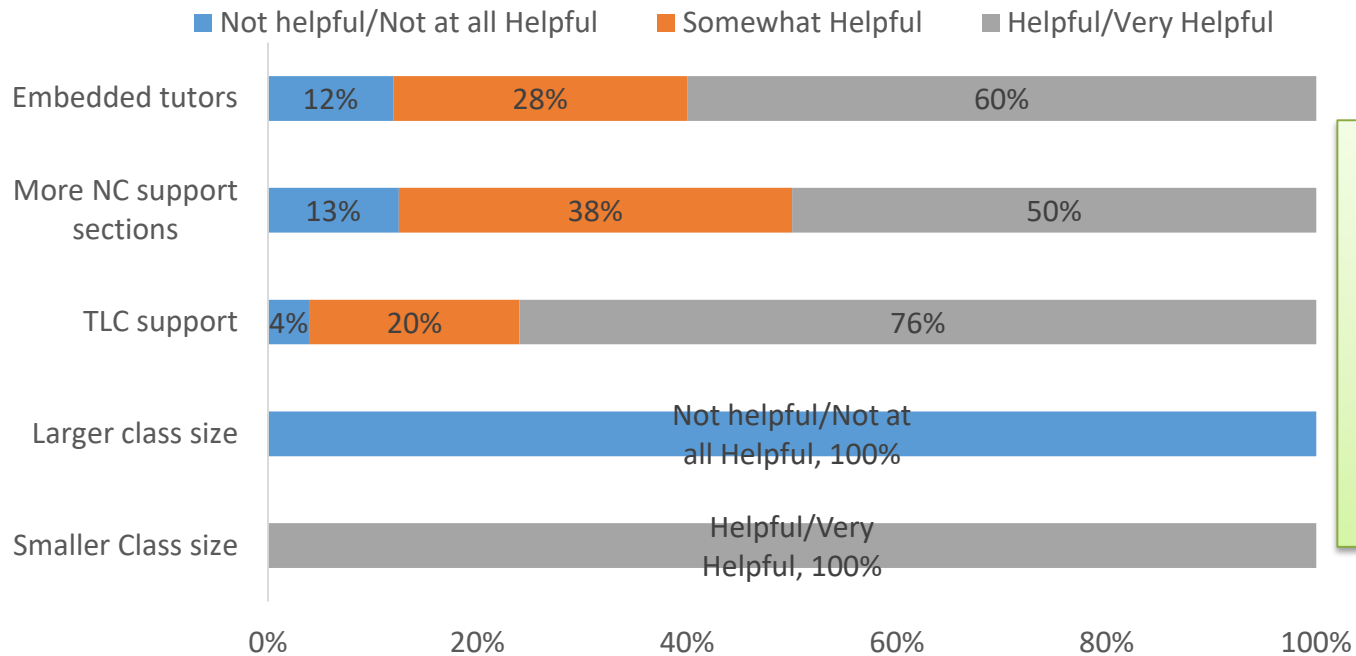
# Q14: Please indicate your level of agreement with the following statements about changes in English 101 curriculum.

Answered: 25    Skipped: 1

| | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE | TOTAL | WEIGHTED AVERAGE |
|---|---|---|---|---|---|---|---|
| I feel that the addition of teaching a full-length book improved student learning for the course. | 8.0%<br>2 | 4.0%<br>1 | 24.0%<br>6 | 16.0%<br>4 | 48.0%<br>12 | 25 | 3.92 |
| I feel that adding a metacognition component to the course improved student learning for the course. | 8.0%<br>2 | 4.0%<br>1 | 12.0%<br>3 | 44.0%<br>11 | 32.0%<br>8 | 25 | 3.88 |
| I feel that the emphasis on rhetorical analysis improved student learning for the course. | 12.0%<br>3 | 12.0%<br>3 | 12.0%<br>3 | 36.0%<br>9 | 28.0%<br>7 | 25 | 3.56 |

# Q15: Which of the following factors would be helpful in teaching English 101 more effectively:

Answered: 25     Skipped: 2

Legend: ■ Not helpful/Not at all Helpful  ■ Somewhat Helpful  ■ Helpful/Very Helpful

| Factor | Not helpful/Not at all Helpful | Somewhat Helpful | Helpful/Very Helpful |
|---|---|---|---|
| Embedded tutors | 12% | 28% | 60% |
| More NC support sections | 13% | 38% | 50% |
| TLC support | 4% | 20% | 76% |
| Larger class size | Not helpful/Not at all Helpful, 100% | | |
| Smaller Class size | | | Helpful/Very Helpful, 100% |

There is consensus regarding the helpfulness of class size with 100% favoring smaller.

Helpfulness of NC support is mixed with the largest number indicating 'not helpful/not at all helpful'

# Q15: Which of the following factors would be helpful in teaching English 101 more effectively:

Answered: 25    Skipped: 1

| | VERY HELPFUL | HELPFUL | SOMEWHAT HELPFUL | NOT HELPFUL | NOT AT ALL HELPFUL | TOTAL | WEIGHTED AVERAGE |
|---|---|---|---|---|---|---|---|
| Smaller class size | 80.0%<br>20 | 20.0%<br>5 | 0.0%<br>0 | 0.0%<br>0 | 0.0%<br>0 | 25 | 1.20 |
| Larger class size | 0.0%<br>0 | 0.0%<br>0 | 0.0%<br>0 | 15.0%<br>3 | 85.0%<br>17 | 20 | 4.85 |
| TLC support | 48.0%<br>12 | 28.0%<br>7 | 20.0%<br>5 | 4.0%<br>1 | 0.0%<br>0 | 25 | 1.80 |
| More noncredit support sections | 16.7%<br>4 | 33.3%<br>8 | 37.5%<br>9 | 8.3%<br>2 | 4.2%<br>1 | 24 | 2.50 |
| Embedded tutors | 44.0%<br>11 | 16.0%<br>4 | 28.0%<br>7 | 12.0%<br>3 | 0.0%<br>0 | 25 | 2.08 |

# Q16: Are you aware of the instructor resources available to you on the English Department Canvas page?

Answered: 25    Skipped: 1

Yes — 100.0%

# Q17: Have you been consulting the sample course materials available on the English Department Canvas page?

Answered: 25    Skipped: 2

Yes — 76.0%

No — 24.0%

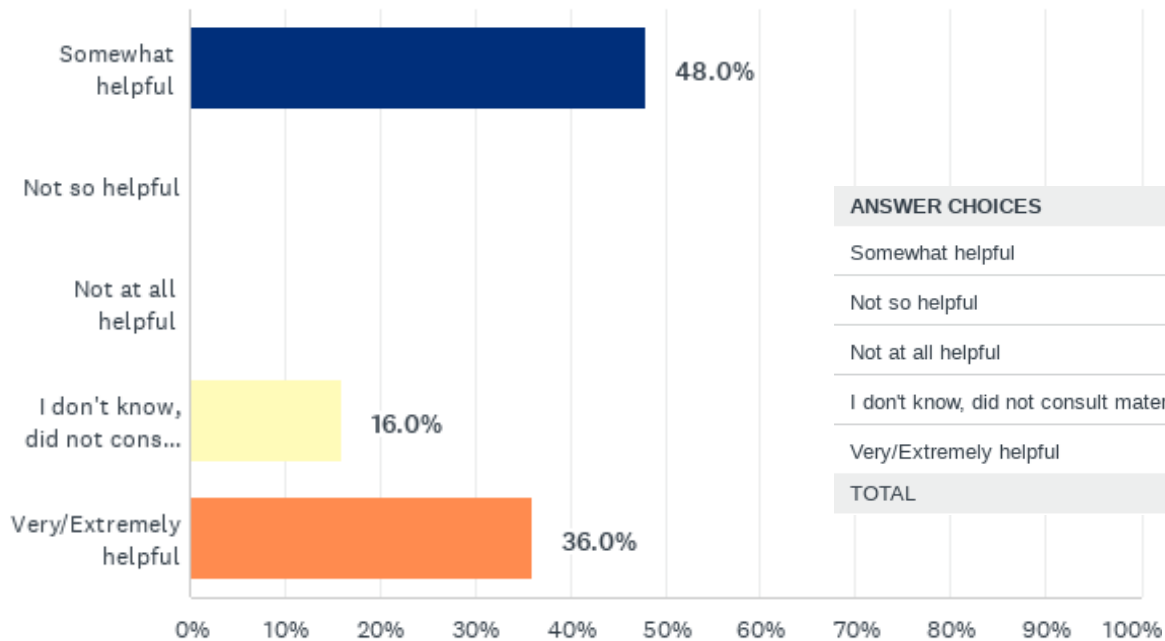| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Yes | 76.0% | 19 |
| No | 24.0% | 6 |
| TOTAL | | 25 |

Although all indicating awareness, 3-quarters indicated consulting the resources on Canvas.

"I'm sure the resources on the English Department Canvas would have been helpful when I first started using Canvas, but since I developed a lot of my own resources, I don't use them."

# Q18: How helpful are the sample course materials available on the English Department Canvas page?

Answered: 25    Skipped: 1
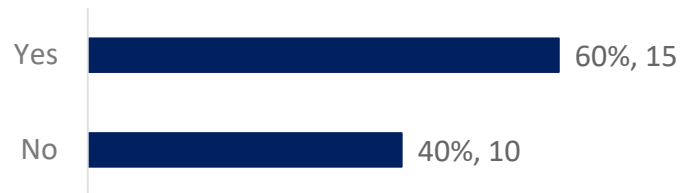
| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Somewhat helpful | 48.0% | 12 |
| Not so helpful | 0.0% | 0 |
| Not at all helpful | 0.0% | 0 |
| I don't know, did not consult materials | 16.0% | 4 |
| Very/Extremely helpful | 36.0% | 9 |
| TOTAL | | 25 |

Somewhat helpful: 48.0%
Not so helpful
Not at all helpful
I don't know, did not cons...: 16.0%
Very/Extremely helpful: 36.0%

# Q19: Are you using an embedded tutor in your English 101 course(s)?

Answered: 25    Skipped: 1

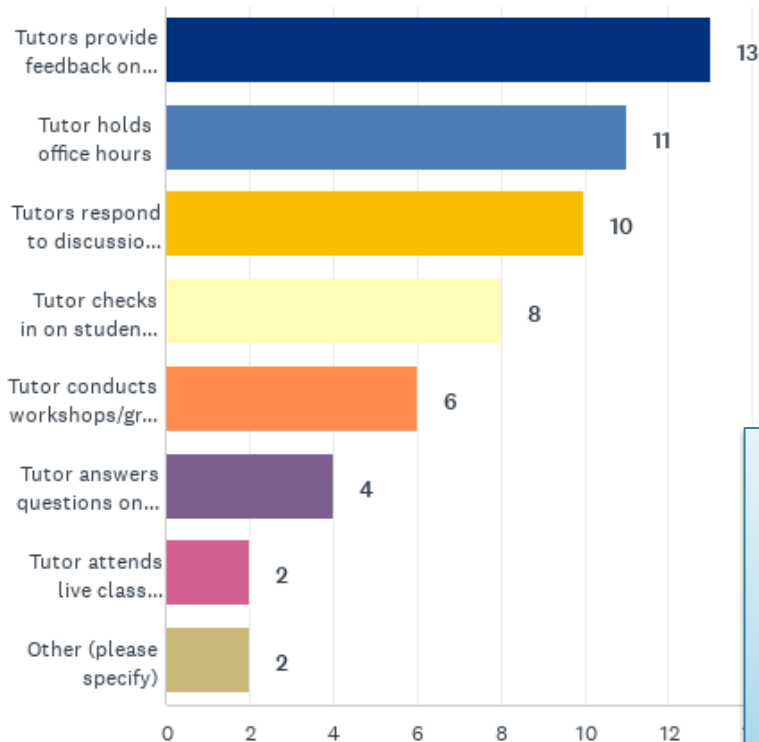| | |
|---|---|
| Yes | 60%, 15 |
| No | 40%, 10 |

## Q23: Would you incorporate an embedded tutor in your future English 101 classes?

Answered: 15    Skipped: 11

| | |
|---|---|
| Yes | 93.3% |
| No | 6.7% |

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%
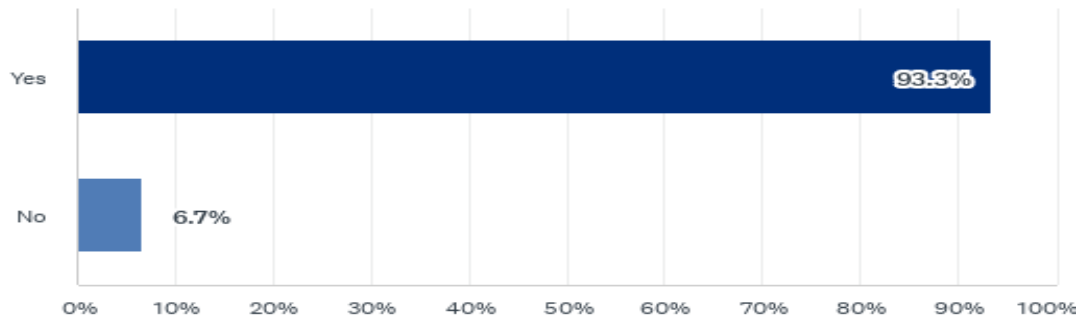
# Q21: How are you incorporating your embedded tutor in your English 101? Mark all that apply.

Answered: 15     Skipped: 12



| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Tutors provide feedback on assignments or drafts of assignments | 86.7% | 13 |
| Tutor holds office hours | 73.3% | 11 |
| Tutors respond to discussion boards to help students better develop their responses | 66.7% | 10 |
| Tutor checks in on students that are struggling or missing assignments | 53.3% | 8 |
| Tutor conducts workshops/group tutoring sessions | 40.0% | 6 |
| Tutor answers questions on a questions forum | 26.7% | 4 |
| Tutor attends live class sessions | 13.3% | 2 |
| Other (please specify) | 13.3% | 2 |

OTHER
- My embedded tutor is CRUCIAL in helping my students to succeed! I am beyond thrilled with the program. I want an embedded tutor for every class I teach!

- Tutor provides verbal feedback on drafts - I have asked that she not email papers back and forth with students. They  must meet with her via Zoom through the TLC portal.

# Q22: How much time do you spend communicating with your embedded tutor per week?

Answered: 15    Skipped: 11
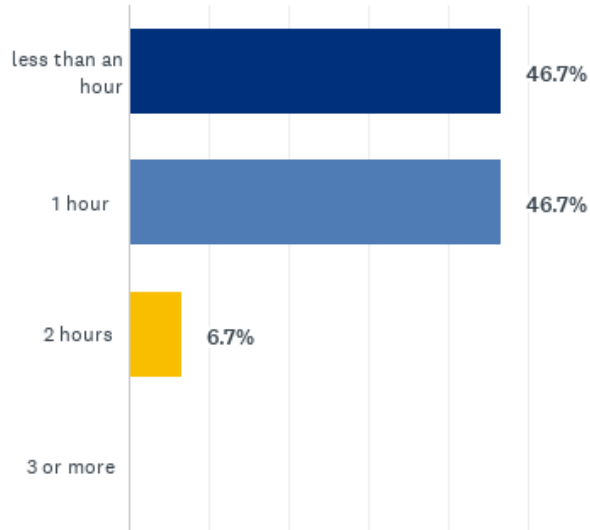


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| less than an hour | 46.7% | 7 |
| 1 hour | 46.7% | 7 |
| 2 hours | 6.7% | 1 |
| 3 or more | 0.0% | 0 |
| TOTAL | | 15 |

# Q23: Please comment about embedded tutors

*A GREAT RESOURCE*
- The tutor is **very helpful**, and I anticipate it being more so as we return to the classroom and get more comfortable with the concept.
- I want my embedded tutor for all future classes. It completely transformed how I teach and how my students succeed. It was **the best thing** I have ever seen!
- I think some students have appreciated the peer tutor's presence in our online class.
- I find that my tutor has been **very helpful**, and helps ensure students get more one-on-one help.
- I am **extremely happy with my tutor**. She is dedicated and even caught an instance of plagiarism.
- Having the embedded tutor makes a big difference for my students. They get an additional point of view, and some are more comfortable accessing tutoring services with a known tutor rather than meeting with a "stranger."
- Having an embedded tutor in 101 is **very helpful** for modeling effective online student behavior and the tutor provides thoughtful feedback to students.

*CAN IMPROVE ON EMBEDDED TUTORING*
- Notification of this program was kind of last minute, so it does feel like there has been some scrambling. We are still feeling our way, since this has only been in place for about 7 weeks. In the future, I will have a better idea of what me and my assigned tutor can achieve together to support students.
- My tutor is great, but he is very busy and not available enough. So he's not able to give feedback on assignments or discussions and has limited time for tutoring sessions. The students also under-utilize the tutor no matter how much we reach out to them.
- I think we have more work to do coming up with best practices for embedded tutoring. It is very valuable and I look forward to bolstering ENGL 101 with their help!
- I am somewhat on the fence about having a tutor in my future ENGL 101 classes. I think the concept works better in a live class than an asynchronous class. It's not always easy to find something for them to do every week, and because they aren't a TA, they don't always know what the reading materials are. I can't expect them to read the full length non-fiction book because they won't be compensated for that labor. So, the advice they can give on some of the classwork is limited.
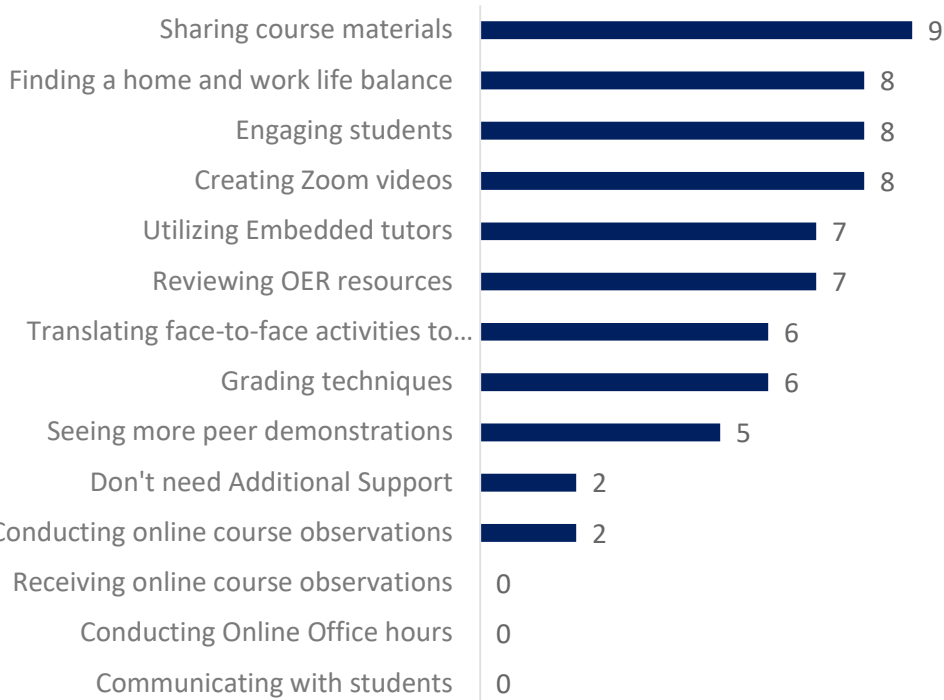
# Q25: Please indicate your level of agreement with the following statements:

Answered: 15    Skipped: 11
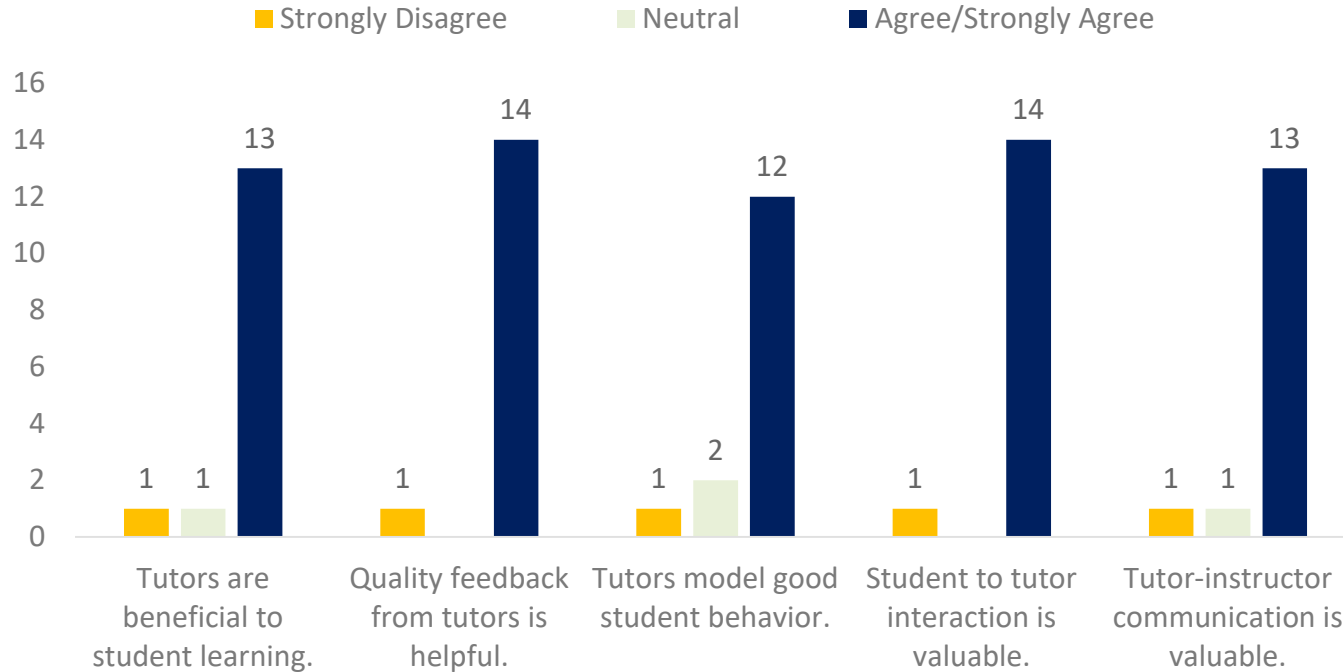
# Q26: In what areas of online teaching would you like more support? Mark all that apply.

Answered: 22   Skipped: 4

| Area | Count |
|------|-------|
| Sharing course materials | 9 |
| Finding a home and work life balance | 8 |
| Engaging students | 8 |
| Creating Zoom videos | 8 |
| Utilizing Embedded tutors | 7 |
| Reviewing OER resources | 7 |
| Translating face-to-face activities to… | 6 |
| Grading techniques | 6 |
| Seeing more peer demonstrations | 5 |
| Don't need Additional Support | 2 |
| Conducting online course observations | 2 |
| Receiving online course observations | 0 |
| Conducting Online Office hours | 0 |
| Communicating with students | 0 |

OTHER
- While I do appreciate the English 101 resources on our department page, I honestly think we have huge gaps that should be filled. I would like to see how teachers are creating 5-week assignments and syllabi, 8-week assignments and syllabi, online only vs OnLive assignments and syllabi, and more. I think that we **should encourage MORE adjuncts to submit what they are doing**, too. I think that having a wider variety of ideas is helpful. Finding new assignment ideas and syllabus ideas is useful. I would like to see other ways teachers are using technology, too.  One thing that would help is **to record the SkillShare workshops** and post them on the 101 resource page. That way, we can see the workshops if we can't meet at that time. Finally, it would be nice if we could have more OER resources for zero cost textbooks.  Is there any way that the English Department **meetings can be recorded,** too? It's hard to attend them when we teach at the same time they are held. We can feel like we are pretty isolated when we can't connect with  our peers.
- Trainings from faculty **on how to use utilize Canvas** pedagogically
- Being updated briefly on **Changes in the Canvas platform**.

# Q: Please indicate additional resources, or help that you need to teach English 101 more effectively?

The SkillShare workshops have been very helpful; it's nice to meet with colleagues and talk about our teaching a few times a month. Special thanks to Alene for her organization and persistence on this!

- Smaller class size **x 3**
- More OER materials.
- Embedded Tutors in all courses
- A common grading rubric for essays.
- More connection to noncredit courses (001 and 002).

More freedom/less control from coordinators

Just more ideas as to what works and what doesn't

I have been noticing that during the pandemic and online teaching and learning that students seem to be more emboldened to disrespect instructors. I have always felt that administration could do more to communicate an atmosphere of respect for faculty that would permeate campus culture.

More institutional support, generally. Not only do we need less than 30 people in the classroom, we need a culture shift. The STEM fields get lots of support in the form of a separate tutoring center (MESA), early registration for those MESA students, and new buildings. How does the administration value writing and show that value? I've seen no sign of it.

 Can't think of any/ none/I think we're fine the way we are.

## Q: Please indicate if you have any additional comments or feedback regarding the English 101 Course?

More mandated assignments will make it harder for teachers to give the class in a way that works for them. Academic freedom and diversity in instruction is good for students, rather than imposing a homogenizing course.

I'm finding that many students are extremely underprepared for the expectations, workload, and time-intensive nature of the course. Students often struggle not only in the beginning but throughout the course and no matter how much I email them to check in or cheer them on, they cannot keep up.

I believe classes would improve if instructors had more academic freedom to choose the materials they wish to teach.

1. Assign rhetorical assignments in the second half of the semester. Emphasis on teaching rhetorical strands to unsophisticated writers at the beginning of the semester is ineffective.