

February
2021

AB705 English 101 Fall 2020 Student Survey

College of the Canyons

Santa Clarita Community College District
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

Institutional Research, Planning, and
Institutional Effectiveness

Vida M. Manzo, Ph.D.

Daylene M. Meuschke, Ed.D.



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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 fall 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: (full review and discussion of these changes are discussed in Research Brief #197 and #198).

Institutional Research was asked to repeat a version of the 2019 student survey 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 since spring 2020, the Department Chair wished to assess students experiences of the 4-unit course along with online instruction. The research questions guiding the analyses included:

- Who are the students in English 101 (prior English course/perceived preparation/ familiarity with online instruction, demographics etc.)?
- What are student perceptions of the course (rigor/workload/time spent)?
- What resources did students use to help with the course (e.g., supplemental support/ noncredit course)?
- How supported did the students feel?

Method

Surveys were distributed online only towards the end of the fall 2020 semester through CANVAS via Survey Monkey. 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 fall 2020 survey was also administered (results for this survey can be found in Research Brief #219).

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.

A total of 92 English 101 sections for Fall 2020 were sampled. There were 2,845 students enrolled for the course. Survey responses were received from 517 students in total (total response rate = 18%).

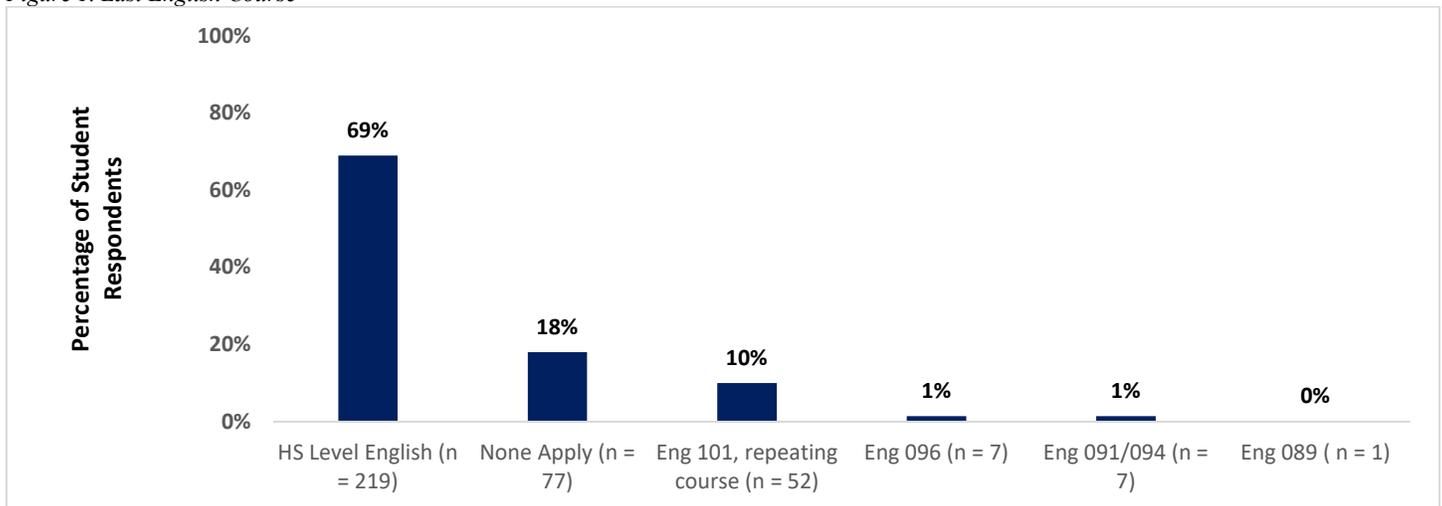
Research Results

Student Profile

Most students surveyed reported their gender to be female (64%), followed by male (34%), then non-binary (1%) and 1% reported “other”. For ethnicity the majority of respondents reported Latinx/Hispanic (34%), followed by, white/Caucasian (25%), then multiracial (12%), Filipinx (4%), Other (4%), Black/African American (2%), Asian (2%) Native American/Alaskan and Hawaiian/Pacific Islander (each .8%).

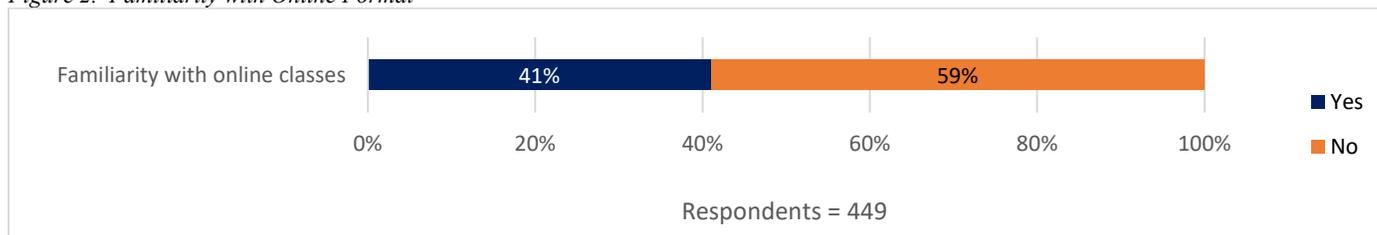
Students indicated their last English course. The most common (60%) reported previous English course was some type of High School level English (e.g., English 12, English 12 Honors, Expository Reading and Writing (ERWC), or AP English) *See Figure 1.*

Figure 1. Last English Course



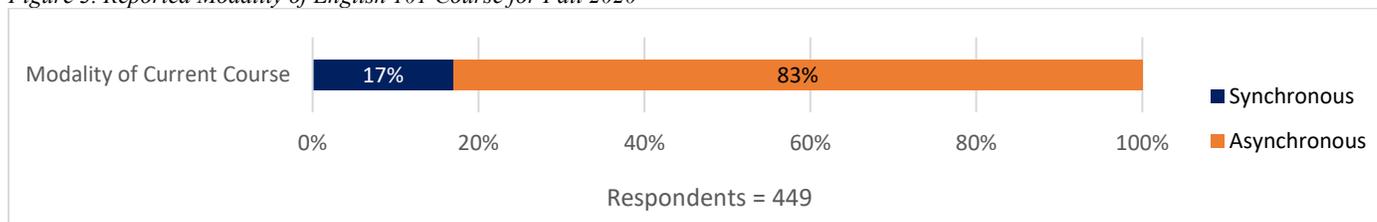
Students were asked if they “had taken any online classes before?” The majority of student survey respondents (41%) indicated that they had/were familiar with online (*See Figure 2*). These rates are similar to the rate reported (45%) by COC students in the spring of 2020 according to the COVID 19 Student Experiences Spring 2020 survey, but this rate is higher compared to the follow up COVID 19 Student Experiences Survey conducted in Fall of 2020 (38%).

Figure 2. Familiarity with Online Format



An overwhelming majority of the student respondents (83%) reported the modality of their English 101 course for Fall 2020 as Asynchronous (See Figure 3).

Figure 3. Reported Modality of English 101 Course for Fall 2020



Student Perceptions

Students indicated how **prepared** they felt for English 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 78% reported yes, 9% no, and 13% “I don’t know/I’m not sure”.

Table 1. Reported Student Perceptions on Preparation, Rigor & Metacognition

Prepared (N = 850)	Extremely/Very Prepared	Somewhat	Not So/Not At All Prepared	
	38%	47%	15%	
Rigor (N = 852)	Well Above/Above My Level	At or Around My Level	Below/Well Below My Level	
	23%	73%	5%	
Metacognition Helpful (N = 517)	Very Helpful	Somewhat Helpful	Not At All Helpful	Don't know what Metacognition Is
	44%	41%	9%	6%

There were differences in students who had never taken online courses before. They were less likely to report feeling well prepared (33%) as compared to those who reported taking online courses before 42%. Similarly, they reported the rigor of the course was well above their level (26%) at a higher rate than those who reported taking online courses before (21%) and they were more likely to report they did not learn or did not know if they had learned about metacognition (25%) than those who had taken online courses before (15%) (See Figure 3).

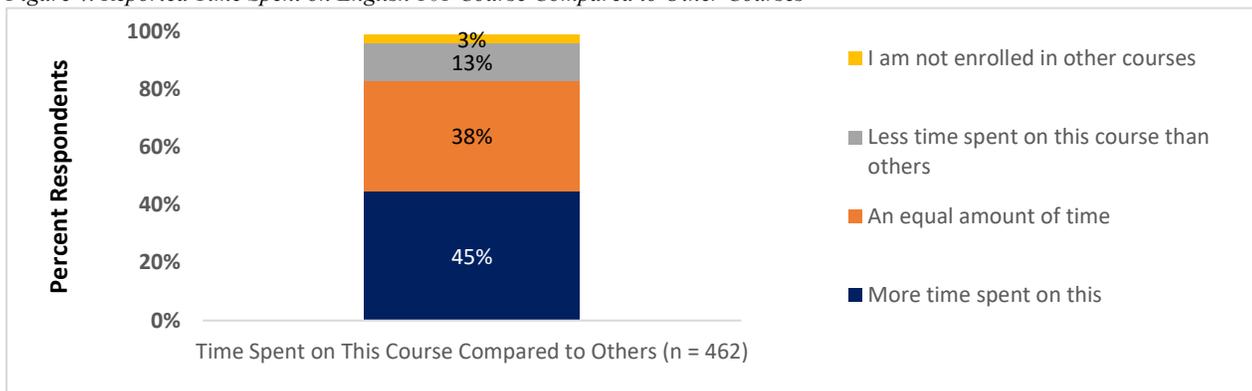
Table 2. Perception of English 101 Course Disaggregated by Familiarity with Online Format

	Online Before (n = 182)	Online Never (n= 267)
Prepared: Extremely/Very	42%	33%
Rigor: Well Above My Level	21%	26%
Metacognition: No or I don't know	15%	25%

Perceptions of Workload & Time Spent on Course

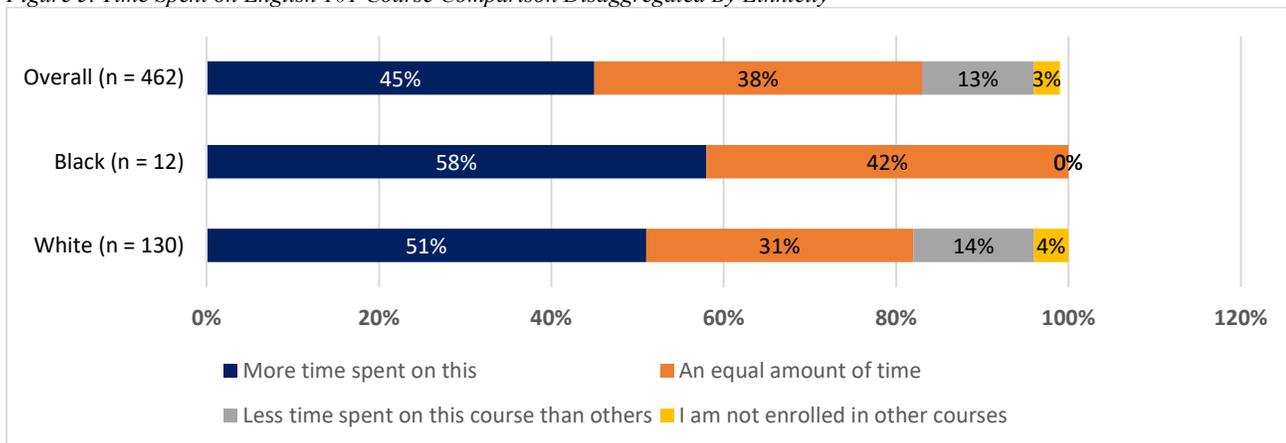
A majority of respondents reported that they either spent more time on this course (45%) or an equal amount of time on this course (38%) as others (See Figure 4).

Figure 4. Reported Time Spent on English 101 Course Compared to Other Courses



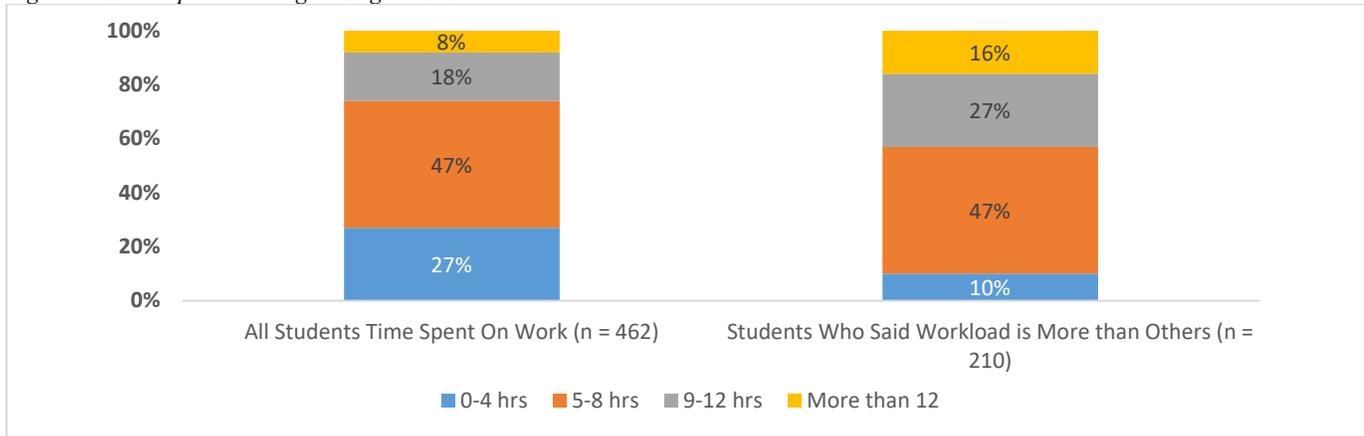
In disaggregating this response by Ethnicity, the rate at which Black/African American students selected having spent “more time on this course than others” was 13% higher than the overall rate (45%) and 7% higher than that reported by white students (51%) (See Figure 5).

Figure 5. Time Spent on English 101 Course Comparison Disaggregated By Ethnicity



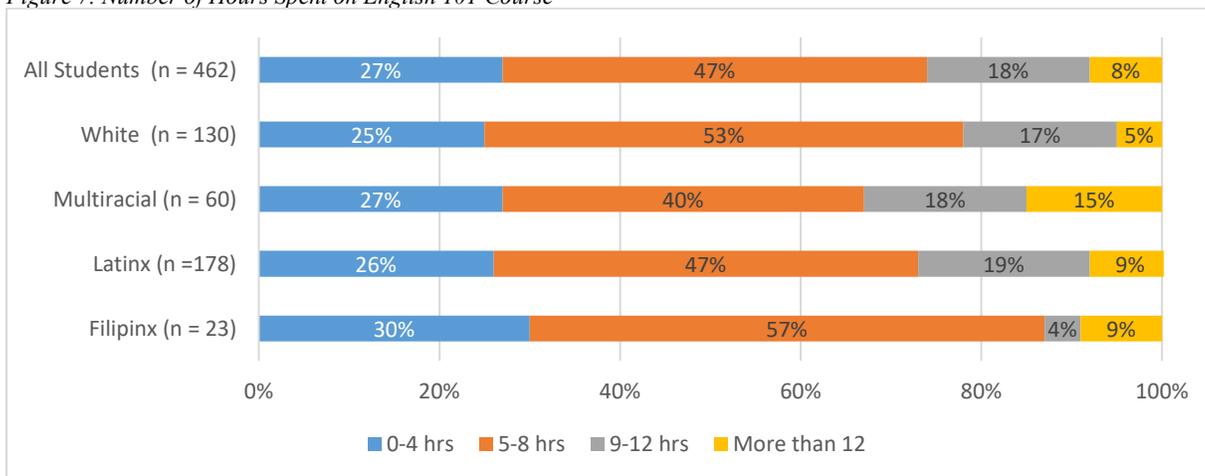
A majority (47%) of overall respondents when asked to select the hours spent on the English 101 course, selected 5-8 hours (See Figure 6). However, among those students who had previously selected they spent more time on this course than others, they reported working on the course for more than 12 hours at twice the rate (16%) than the overall population (8%) and they were also more likely to spend 9-12 hours on the course (27%) than the overall population (18%).

Figure 6. Hours Spent Working on English 101 Course



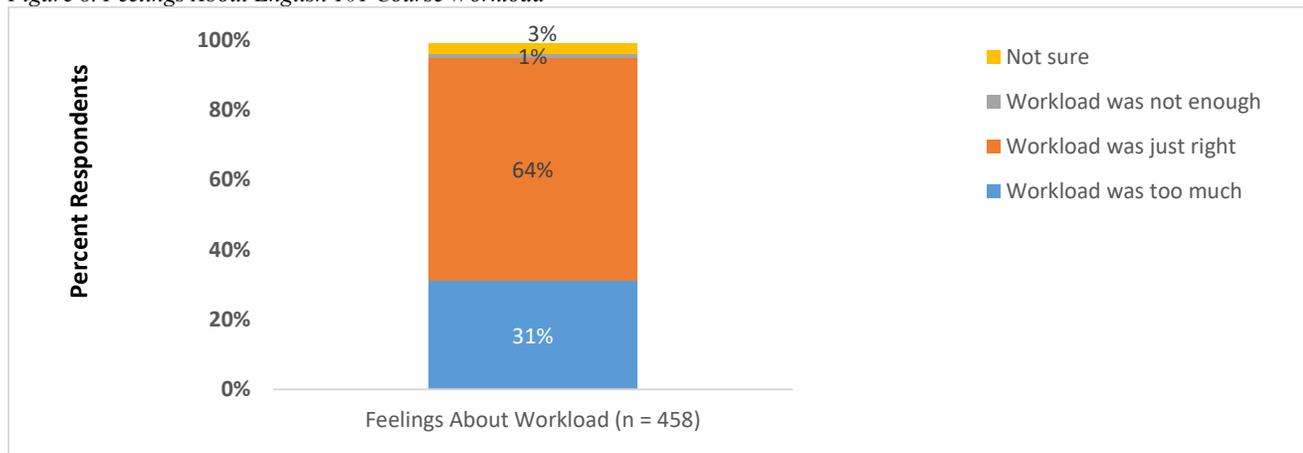
When disaggregating the hours spent on this course by Ethnicity specifically Multiracial and Latinx both reported a higher rate (33% and 28% respectively) having spent 9 or more hours as compared to the overall rate of all students (26%) (See Figure 7).

Figure 7. Number of Hours Spent on English 101 Course



Although there was variation in the number of hours spent and the comparison of time spent compared to other courses, a majority of students (64%) reported that the workload was just right. One-third however, reported the workload was too much (See Figure 8).

Figure 8. Feelings About English 101 Course Workload



Noncredit and Supplemental Support

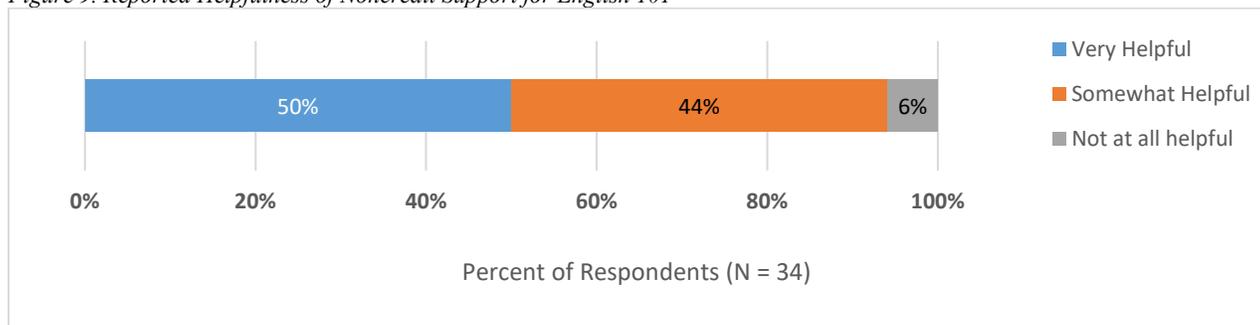
Students were asked if they knew there was a free, noncredit course to help support them while enrolled in English 101, a majority (60%) reported “no” and 40% “yes”. This was the opposite from results in the fall 2019 term. Of those who did know about the noncredit support course the most popular method of awareness as to this additional support was from the instructor making a general announcement (52%) followed by the instructor including the information in the Syllabus (28%) and then and Email announcement from instructor (15%) (See Table 3).

Table 3. Awareness of Noncredit Support

Awareness of Noncredit Support	%	N
Instructor general announcement	52%	99
Instructor included in syllabus	28%	52
Email announcement from instructor	15%	29
Counselor informed me	14%	27
Other students	13%	25
Instructor talked to me individually	8%	16
Other	7%	13

Only a minority (6%) reported that the Noncredit Support Course for English 101 was “not at all helpful” however only 34 respondents reported having used this course (See Figure 9). There were an additional 188 respondents who selected that they did not use the noncredit support course they are not factored into the below denominator

Figure 9. Reported Helpfulness of Noncredit Support for English 101



The most popular response was for student respondents to select that they did not use any form of supplemental support (47%) followed by support offered through the TLC (32%) then the Library (23%) then Net Tutor (6%) (See Table 4).

Table 4. Reported Supplemental Support

Supplemental Support	%	N
Did Not Use	47%	216
TLC	32%	147
Library	23%	106
Net Tutor	6%	27
Other	6%	29
DSPS	4%	20
Noncredit	3%	12
EOPS	1%	4

Student Perceptions of Growth, Engagement, & Support

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

- I felt had to work hard, course was engaging, I feel I can succeed
- I am aware of support services,
- 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 English 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 101 course.

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 Table 5). However, in comparison to the responses on these items from Fall 2019 the rate of agreement on these items was on average

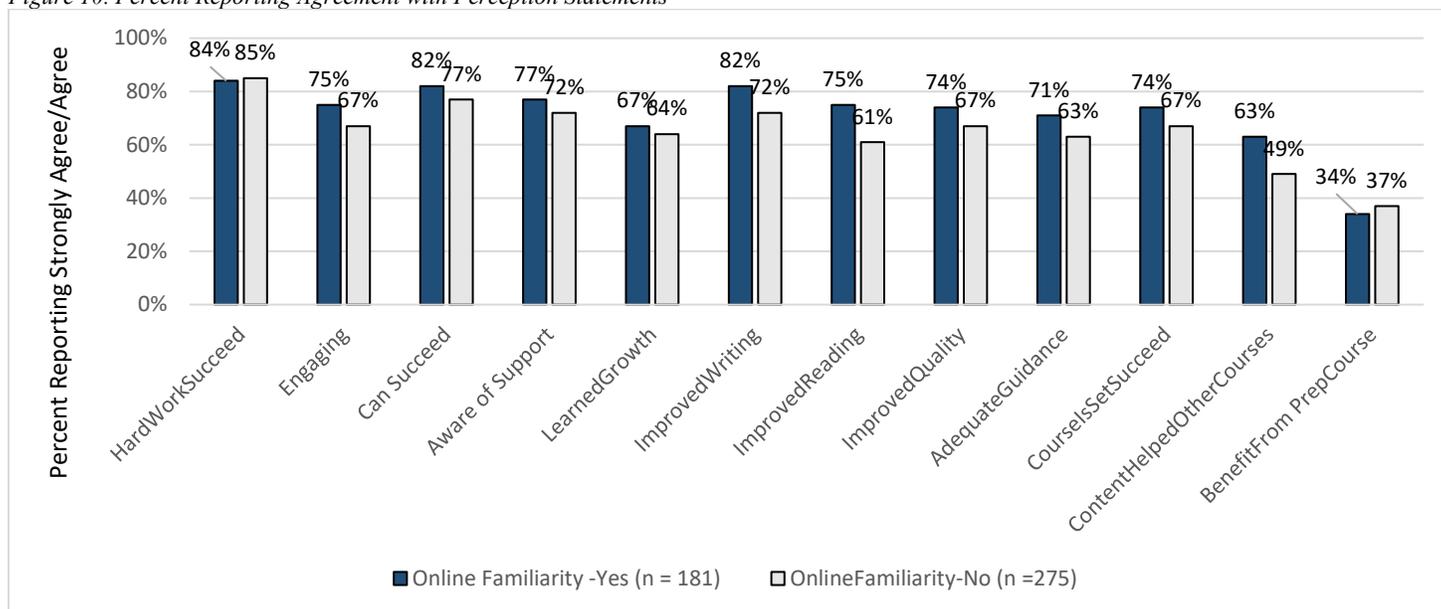
10% points lower for the agreement and on average 6-8% higher for the disagree items, indicating students struggled slightly more in the fall 2020 term. The only item where rates remained almost identical was on the final item indicated by (*).

Table 5. Indicated Disagreement to Agreement on Student Perceptions of Growth, Engagement, & Support

	Strongly Disagree/Disagree	Neither	Agree/Strongly Agree
Work Hard Succeed	6%	10%	85%
Engaged	13%	17%	70%
Can Succeed	8%	13%	79%
Aware of Support	14%	12%	74%
Growth Mindset	16%	19%	65%
Improved Writing	9%	16%	76%
Improved Reading	12%	21%	67%
Improved Quality	12%	18%	70%
Adequate Guidance	16%	17%	67%
Eng-101 Set-up to Succeed	12%	18%	70%
Content Helped Other Courses	19%	26%	55%
Preparatory English Prior*	33%	31%	36%

In disaggregating the above perceptions by students prior familiarity with the online format, there was an overall pattern where students who had reported no familiarity with the online format, had a lower rate of “strongly agree/agree” with the perception statements as compared to those students who did have prior familiarity with the online format (See Figure 10). The largest gap in agreement was students with no prior online format familiarity were less likely to agree/strongly agree with statements like; “the course improved reading” and “content learned in this course helped other courses” as compared to students with online familiarity.

Figure 10. Percent Reporting Agreement with Perception Statements



Open-Ended Responses

One of the Open-ended questions asked **if students did not use supplemental support, why not?** One analyst and an assistant from the research office coded open-ended responses to this question into a total of 8 themes (*See Table 6*). For all open-ended coding, each response can be coded with multiple (more than one) themes. The most popular among them (68%) was; **did not need support**. The second most popular theme was; **did not have time** (12%). Examples of quotes representing this theme were:

- “I haven't had any time to get support because i'm[sic] working most of the time or i'm [sic] doing other homework.”
- “I tried to use TLC at the beginning of the semester, but I was on a wait time for a pretty long time. So, I just thought it was always going to be fully scheduled.”

Table 6. Open-Ended Responses for Why Supplemental Support was Not Used

Theme	N	%
Didn't Need/My Professor was sufficient	120	68%
Did not have time/Didn't Fit My schedule	21	12%
Needed Support But Did Not Know Where to Go	13	7%
Other	13	7%
Didn't Know About It	12	7%
Asking for Help is Difficult/Embarrassed	4	2%
Rather Live Help	3	2%
Professor Did not Respond	1	1%

When asked **what their experience was like in this English 101 online class**, a majority of the responses were coded as **Positive/great** (54%) followed by responses coded as **Trusted my professor/professor was helpful** (20%) the next most popular were **Negative** themed comments (16%) followed by comments themed as **Enjoyed own pace/flexible schedule** (15%) (*See Table 7*).

Table 7. Open- Ended Experiences in English 101 Course Fall 2020

Theme	N	%
Positive	213	54%
Trusted my Professor/ Professor was helpful	79	20%
Negative	64	16%
Enjoyed Own Pace Flexible Schedule/Preferred Not being On Zoom	60	15%
Workload too Heavy/Time Concerns	54	14%
Issues communicating with instructor/ Issues with instructor helpfulness	31	8%
Difficulty Navigating online assignments instruction/difficulty	28	7%
Good Clarity on Assignments and Syllabus	24	6%
Complaint about modality	24	6%
Disappointed no Live Lecture Time	20	5%
Other	19	5%
Not Engaged Or lacking motivation	11	3%
Discrepancy in expectations about an online Live vs. Fully online Course	8	2%
Good Topics Meaningful Discussions	7	2%
Did Not Understand Content	4	1%

Examples for each of the top four themes above are provided below:

- “I think it was a great experience overall!”
- “Different from being in a classroom but very helpful and engaging. The professor went over the material repeatedly to make sure we understood what was expected.”
- “It was terrible, Professor [Name] who tells you to quit your job because his work is more important. He also deducts points when you turn in your work before the due date. We signed up for a weekly scheduled class but instead got a class that had no live zoom meetings and egomaniac. He only cares about the work he gives and has no consideration for students taking other classes or students who have to work. He has also required that we go to campus to turn in assignments during a pandemic which is extremely unsafe and ridiculous that the College lets him do this.”
- “Best English I have taken. I learned a lot and being able to work around my schedule but still meet deadlines weekly helped.”

Respondents were asked about metacognition specifically, “**How/why was reflecting on your reading, writing, and thinking, helpful in this course?**” The most popular responses included the theme of metacognition assisting the student in Retaining content (40%) and assisting with Critical thinking (39%) and assisting with improvement and growth (30%), *See Table 8.*

Table 8. Open-Ended Responses on Metacognition

Theme	N	%
Retain Content/Understand Info/Increase Learning	133	40%
Critical thinking/Self-reflection	128	39%
For Improvement/growth/Better Grade	98	30%

Better Writer	47	14%
Analysis of essays	18	5%
Helps with Other Classes/concepts	17	5%
Strengths Weaknesses	13	4%
Other	11	3%
It was difficult/Not helpful	8	2%

Examples for each of the top three themes above are provided below:

- “I have a hard time reflecting on reading because I have a hard time picking up what I’ve read so it has helped me keep the new information that I had read.”
- “Reflecting on your writing helps you figure out all the mistakes you put in on your work.”
- “It was helpful because I earned new strategies to improve for the future.”

Last, respondents were asked “**Please indicate if you have any additional comments or feedback**”. Again, the most popular them was **Positive** themed comments (46%) next were **Negative** (23%) themed comments, next were comments regarding the amount of course **Workload** (15%), *See Table 9.*

Table 8. *Open-Ended Student Feedback on English 101 Course*

Theme	N	%
Positive	46	46%
Negative	23	23%
Workload was too much	15	15%
Other	13	13%
Needed more Instructor Feedback/Communication	12	12%
Preferred Flexible Schedule/zoom	6	6%
Need for More Engagement	6	6%
Grading/Flexible	6	6%
Need Clearer Course Structure	5	5%

Recommendations

Upon review of the student survey data from the English 101 course from Fall 2020, the following recommendations should be taken into consideration:

- Rates of agreement with statements regarding growth, engagement and support were on average 10% lower this Fall 2020 as compared to Fall 2019 and among students with less familiarity with the online modality. Suggesting the current environment (Post-COVID) and individual differences (online familiarity) should be considered when interacting with students/planning curriculum.
- There was much variability in the time spent/workload when disaggregating by ethnicities as well as by familiarity with online modality. This variability illustrated itself within the open-ended themes that emerged concerning workload as well as the data for Faculty (RB#219). Faculty had wanted more direction and benchmarking in the amount of assignments and workload that their colleagues were

providing students, thus it is recommended that the faculty inquiry group consider a discussion surrounding department standards or parameters for workload or time expectations for the course.

- From open-ended responses the results echoed those found in the general student surveys whereby most feedback was positive however, when it was negative, students were discussing too much workload, inability to communicate with instructor/lack of instructor guidance, and difficulty navigating online assignments. These are areas with opportunity for improvement.

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.