

De Anza College Office of Institutional Research and Planning

To: English Department Instructors; EPS Counselors; Thomas Ray, Language Arts Dean

From: Lisa Ly, Senior Research Analyst

Date: 4/14/2021

Subject: EWRT 1AS-1AT Student Survey, Winter 2021

Overview:

EWRT 1AS-1AT is a two-quarter composition and reading course. Initially offered in the fall 2019 quarter, it is a new curriculum to address AB 705 compliance and is intended for students whose high school GPA is 1.9 or less.¹ The English Department wanted to survey EWRT 1AS-1AT students to obtain feedback on their course experience to guide programmatic changes.

Methodology:

Winter 2021 EWRT 1AS-1AT students were surveyed and there was a separate survey for each course. The survey was developed with English faculty input and administered online by Institutional Research and Planning on March 12-26, 2021. The survey covered topics such as course pace and in-class support as well as gauged interests for embedded tutoring and counseling. Each student received a unique survey link and their identity is anonymous to the English Department. EWRT 1AS had 88 students enrolled and 26 students responded for a response rate of 30%. EWRT 1AT had 115 students enrolled and 59 students responded for a response rate of 51%.

Summary:

- **Course Pace:** The majority of EWRT 1AS and 1AT respondents reported they felt the pace of the course content was right for them, 85% and 83%, respectively.
- **In-Class Support:** The majority of EWRT 1AS and 1AT respondents reported the level of in-class support was right for them, 76% and 71%, respectively.
- **English Tutoring Awareness:** The majority of EWRT 1AS and 1AT respondents (95% or more) were aware that English tutoring is available at De Anza College, either heard of it or have used it during winter 2021 quarter. Those who used tutoring were likely to find it was helpful to their course success. Those who did not use tutoring were likely to cite the tutoring sessions did not fit into their schedule or they did not need the additional help.
- **English Performance Success (ESP) Counseling:** While EWRT 1AS and 1AT respondents were more likely to be aware of EPS counseling services than not, a sizeable proportion were not aware it was available, 42% and 34%, respectively. This finding suggest that more promotion of EPS counseling services is needed and/or further exploration to see if EWRT 1AS-1AT students are seeking general counseling.
- **Most Helpful Skill Learned in Course:** EWRT 1AS respondents reported the most helpful skill they learned were how to organize and develop ideas (31%) and how to proofread and

¹ AB 705 is a bill 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 (or quantitative reasoning) within a one year and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

make revisions (22%). EWRT 1AT respondents reported the most helpful skill they learned were how to organize and develop ideas (18%) and how to effectively integrate quotes to support ideas (16%). For both EWRT 1AS and 1AT respondents, using new vocabulary was the least reported skill they found helpful.

- **Area That Could Use More Time/Practice:** EWRT 1AS respondents wanted more time and practice with essay writing (28%), grammar (23%) and paragraph organization and development (23%). EWRT 1AS respondents wanted more time and practice with essay and research papers (26%) and thesis statements (26%).
- **Interest for Embedded Tutoring and Counseling:** Most EWRT 1AS and 1AT respondents expressed interest for EWRT 1AS/1AT with embedded support, 46% and 38%, respectively. However, there was no majority response. At least one-third of respondents are uncertain, suggesting more information may be needed in order for students to make an informed decision.
- **Learning Modality Preference:** When given the option of learning fully face-to-face, fully online or a combination of both, 50% of EWRT 1AS respondents prefer fully online, followed by a hybrid of face-to-face and online (42%). The same finding was observed for EWRT 1AT respondents, albeit a smaller proportion with 41% preferring fully online and 31% preferring hybrid learning.
- **Online Learning Asynchronous vs. Synchronous Preference:** If EWRT 1S-1AT continues to be offered fully online due to COVID-19, the majority of respondents prefer EWRT 1AS and 1AT with some synchronous, real-time interaction. Less than one-third of respondents prefer 100% asynchronous online learning.
- **Spring 2021 Enrollment:** All winter 2021 EWRT 1AS-1AT students were tracked to spring 2021 quarter enrollment. As of April 13, 2021 (second week of instruction), 68 of 88 EWRT 1AS (77%) and 97 of 115 EWRT 1AT (84%) are currently enrolled at De Anza. Of those enrolled, a little over 50% are enrolled in a EWRT course.
- Winter EWRT 1AS students are enrolled in EWRT 1AT (N=35) and EWRT 1A (N=2)
- Winter EWRT 1AT students are enrolled in EWRT 2 (N=49), EWRT 1AT (N=4) and EWRT 1B/1BH (N=2)

A. Course Confidence

Survey participants were asked the following questions about their confidence to complete EWRT 1AS or 1AT: At the beginning of this quarter, how confident were you in your ability to pass EWRT 1AS/1AT? How confident are you now that you will pass this course?

- The proportion of EWRT 1AS respondents who were worried they might not pass the course decreased from 46% to 19%, indicating their confidence in completing the course grew during the quarter. Respondents who thought they might pass increased from 14 (pre) to 21 (post), with the growth driven by students who thought they would pass with a C or P grade (+11).
- Respondents who were worried they might not pass EWRT 1AT increased from 8% to 14%, or +3 students. The proportion of respondents who thought they might pass the course decreased from 92% to 86%. The decrease is driven by those who thought they might pass with a B or A grade (-3).

Table 1:

Course Confidence

	EWRT 1AS						EWRT 1AT					
	Pre		Post		Change		Pre		Post		Change	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
I was worried I might not pass the course.	12	46%	5	19%	-7	-58%	5	8%	8	14%	3	60%
I thought I might pass with a C or P.	5	19%	11	42%	6	120%	11	19%	11	19%	0	0%
I thought I might pass with a B or A.	6	23%	6	23%	0	0%	18	31%	14	24%	-4	-22%
I was confident I would pass with a B or A.	3	12%	4	15%	1	33%	25	42%	26	44%	1	4%
Total	26	100%	26	100%	0	0%	59	100%	59	100%	0	0%

B. Reason for Course Enrollment

Survey participants were asked why they enrolled in EWRT 1AS/1AT in winter 2021 quarter. A list of potential reasons were provided and respondents could select more than one answer.

- The top three reasons selected by EWRT 1AS respondents were a counselor recommended it (28%), ineligible to enroll in EWRT 1A (23%) and EWRT 1AS section was the best fit for their schedule (20%).
- Most EWRT 1AT respondents enrolled in the course because they needed to take it since it was the next course in the EWRT 1AS-1AT sequence (46%). Other reasons provided included: wanting to take the course with a specific instructor (17%), a counselor recommended it (13%) and wanting extra support (9%). Two respondents reported they were eligible for EWRT 1A but sections were full.
- For the entire results, see [Appendix A](#).

C. Course Pace and In-Class Support

Survey participants were asked to rate the pace of the content covered and the level of support that occurred in class.

- The majority of EWRT 1AS and 1AT respondents reported they felt the pace of the course content was right for them, 85% and 83%, respectively.

Table 2:

Course Pace				
	EWRT 1AS		EWRT 1AT	
	HC	Percent	HC	Percent
The pace was too slow, I was often bored.	1	4%	0	0%
The pace was about right for me.	22	85%	49	83%
The pace was too fast and it was sometimes hard to keep up.	3	12%	10	17%
Total	26	100%	59	100%

- Similarly, the majority of EWRT 1AS and 1AT respondents reported the level of in-class support (e.g., built-in study groups, class time to work on tasks, one-on-one help from the instructor) was right for them, 76% and 71%, respectively.
- Among the EWRT 1AT respondents (N=10) who indicated the course pace was too fast for them (see Table 2), 7 indicated the level of in-class support was right for them and another 2 respondents reported the in-class support was more than they needed.

Table 3:

In-Class Support				
	EWRT 1AS		EWRT 1AT	
	HC	Percent	HC	Percent
I wish there had been more in-class support.	3	12%	2	3%
The level of in-class support was about right for me.	19	76%	42	71%
There was more in-class support than I needed.	3	12%	15	25%
Total	25	100%	59	100%

EWRT 1AS had 1 null response.

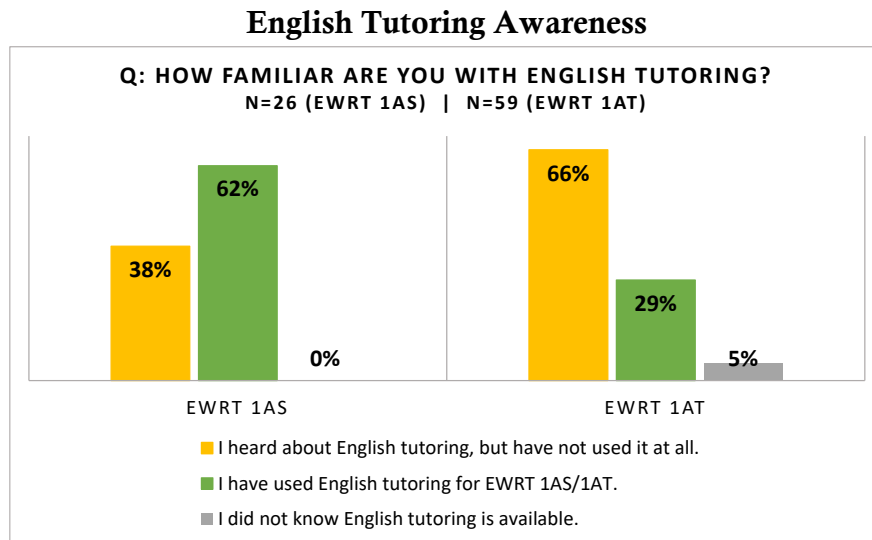
D. English Tutoring

Survey participants were informed through the survey that English tutoring is offered at De Anza and drop-in and individual tutoring are available. They were then asked to indicate their awareness for English tutoring. Respondents who utilized tutoring for EWRT 1AS/1AT received additional follow-up questions.

D1. English Tutoring Awareness

- The majority of EWRT 1AS respondents have used tutoring for EWRT 1AS (62%), followed by those who heard of but have not used English tutoring (38%).
- The opposite finding was observed for EWRT 1AT. Sixty-six percent (66%) of respondents reported they were aware of English tutoring but have not used it, whereas 29% have used tutoring for EWRT 1AT.
- Overall, very few EWRT 1AS and 1AT respondents reported they were unaware of English tutoring support.

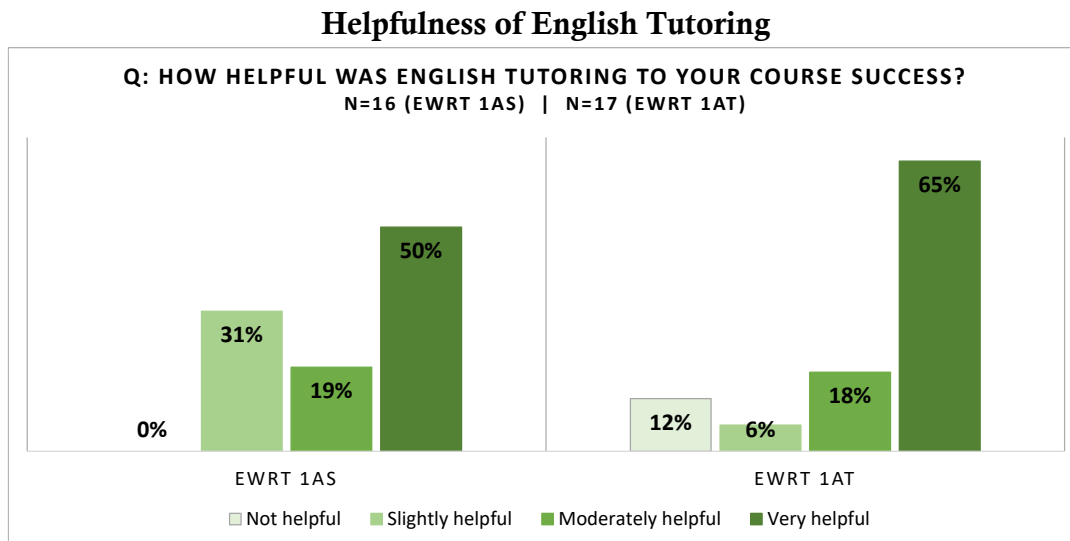
Figure 1:



D2. Helpfulness and Frequency of English Tutoring

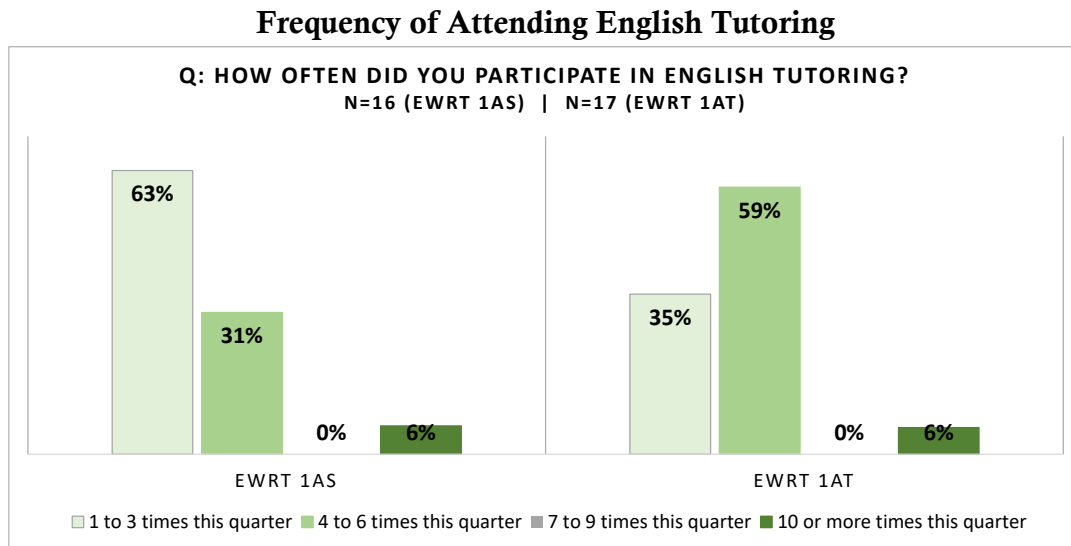
- Among the respondents who used tutoring for EWRT 1AS/1AT, they were likely to report that tutoring was more helpful to their course success than not. More than half of respondents indicated tutoring was moderately or very helpful—69% for EWRT 1AS and 82% for EWRT 1AT.

Figure 2:



- EWRT 1AS respondents were likely to attend English tutoring 1 to 3 times (63%) during winter quarter, whereas EWRT 1AT respondents attended 4 to 6 times (59%).

Figure 3:



D3. Reasons for Not Attending English Tutoring

- Respondents who heard of but did not use English tutoring were asked why they did not attend. A list of potential reasons and an option to write-in a response were provided. Respondents could select more than one answer. The two most cited reasons by both EWRT 1AS and 1AT respondents were the tutoring sessions did not fit into their schedule and respondents did not need the additional help.
- Among the EWRT 1AT respondents who indicated they did not attend tutoring because they did not need the additional help (N=8), 7 passed the course.

Table 4:

Reasons for Not Attending English Tutoring

	EWRT 1AS		EWRT 1AT	
	Count	Percent	Count	Percent
The tutoring sessions did not fit into my schedule (I did not have time).	5	38%	14	29%
I already understood the material and did not need the extra help.	5	38%	19	39%
I do not believe tutoring would be helpful.	1	8%	8	16%
I prefer other forms of support, such as in-class tutoring.	1	8%	5	10%
Other: _____	1	8%	3	6%
Total	13	100%	49	100%

"Other" response specified with "*anxiety*" for EWRT 1AS and "*It slipped my mind; I utilized the workshops as much as I could; Depression*" for EWRT 1AT.

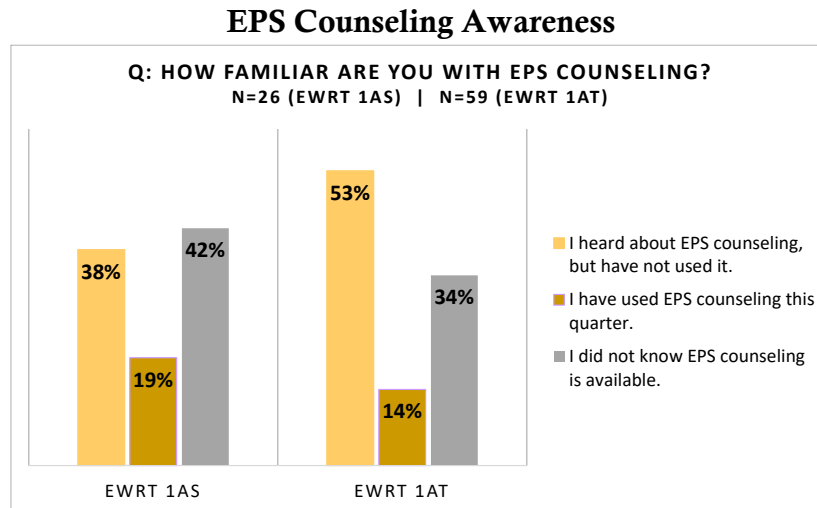
E. English Performance Success Counseling

Survey participants were informed through the survey that English Performance Success (EPS) counseling is available to all EWRT 1AS-1AT students. Participants were then asked to indicate how familiar they are with EPS counseling. Respondents who attended EPS counseling were asked additional follow-up questions.

E1. EPS Counseling Awareness

- While EWRT 1AS and 1AT respondents were more likely to be aware of EPS counseling services than not, a sizeable proportion were not aware it was available, 42% and 34%, respectively. About one in every five EWRT 1AS and 1AT respondent attended EPS counseling during winter 2021 quarter.

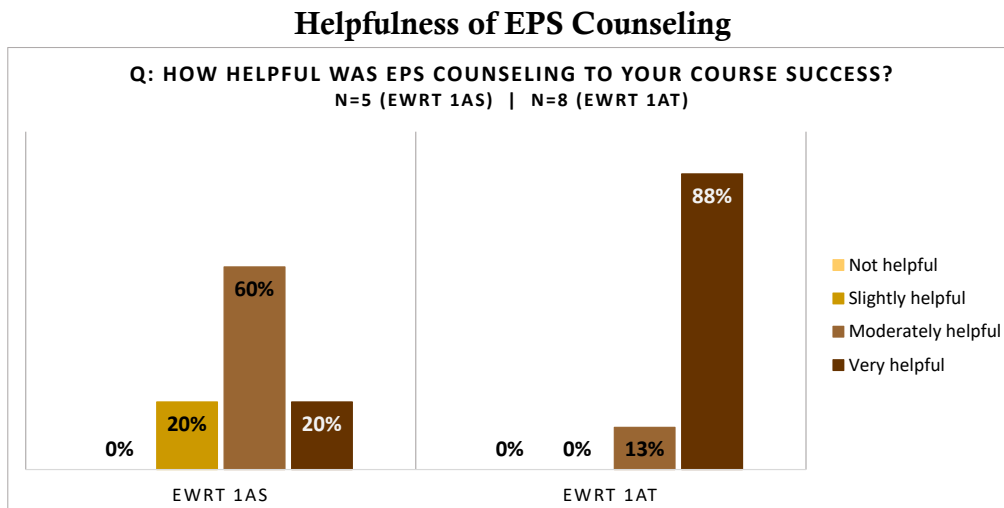
Figure 4:



E2. Helpfulness and Frequency of EPS Counseling

- There were five EWRT 1AS and eight EWRT 1AT respondents who attended EPS counseling. These counseling participants were likely to report that EPS counseling was more helpful to their EWRT 1S/1AT course success than not—80% of EWRT 1AS (N=4) and 100% of EWRT 1AT (N=8) found EPS counseling was moderately or very helpful.
- EWRT 1AS and 1AT respondents were likely to attend EPS counseling one time during winter 2021 quarter. All five EWRT 1AS and six of the eight EWRT 1AT respondents attended one time.

Figure 5:



E3. Topics Discussed During EPS Counseling

Survey participants were asked what topics were discussed during their EPS counseling sessions. A list of potential reasons as well as an option to write-in a response were provided. Respondents could select more than one answer.

- EWRT 1AS respondents' discussion with an EPS counselor ranged from academic and student support services. Time management and stress reduction were not discussed.
- EWRT 1AT respondents primarily discussed their educational plan (33%) and academic goals (28%).

Table 5:

Topics Discussed During EPS Counseling

	EWRT 1AS		EWRT 1AT	
	Count	Percent	Count	Percent
We discussed my academic goal (e.g., earning a degree, certificate, transferring, etc.).	1	14%	5	28%
We discussed specific courses I could enroll in (e.g., educational plan).	1	14%	6	33%
We discussed career options.	2	29%	2	11%
We discussed tutoring.	1	14%	1	6%
We discussed financial aid.	1	14%	0	0%
We discussed tips such as time management.	0	0%	2	11%
We discussed tips such as stress reduction.	0	0%	1	6%
Other (specify): _____	1	14%	1	6%
Total	7	100%	18	100%

"Other" response was not specified for EWRT 1AS nor EWRT 1AT.

F. Most Helpful Skill Learned in Course and Area That Could Use More Time/Practice

Survey participants were given a list of skills that were covered in EWRT 1AS and 1AT. They were asked which skill were the most helpful and which skill they could use additional time or practice. Respondents could select more than one answer.

- EWRT 1AS respondents reported the most helpful skill they learned were how to organize and develop ideas (31%) and how to proofread and make revisions (22%). Using new vocabulary was the least reported skill that respondents found helpful (13%).
- EWRT 1AS respondents wanted more time and practice with essay writing (28%), grammar (23%) and paragraph organization and development (23%). See Figure 7.

Figure 6:

EWRT 1AS Most Helpful Skill Learned (Count=55)

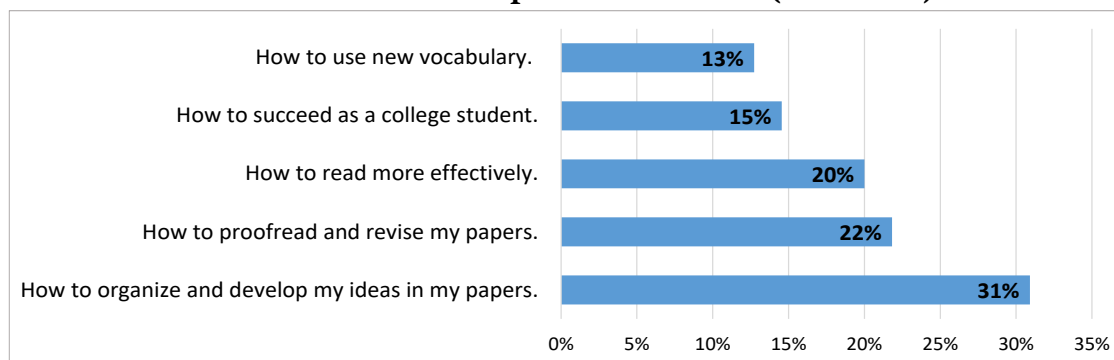
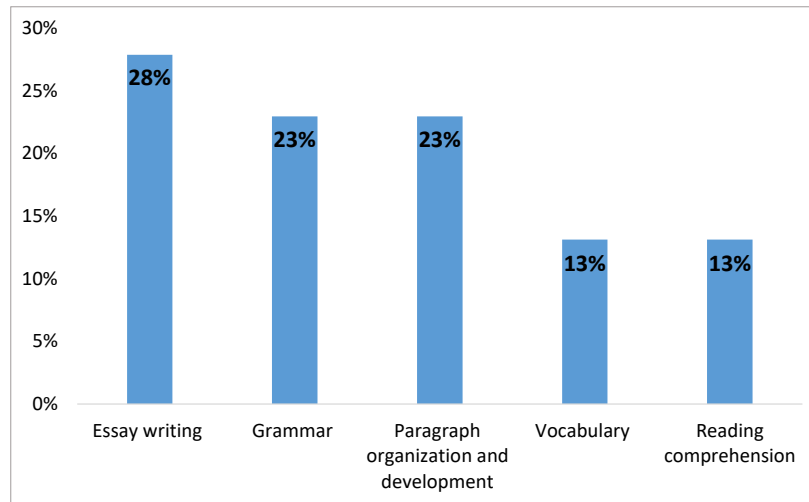


Figure 7:

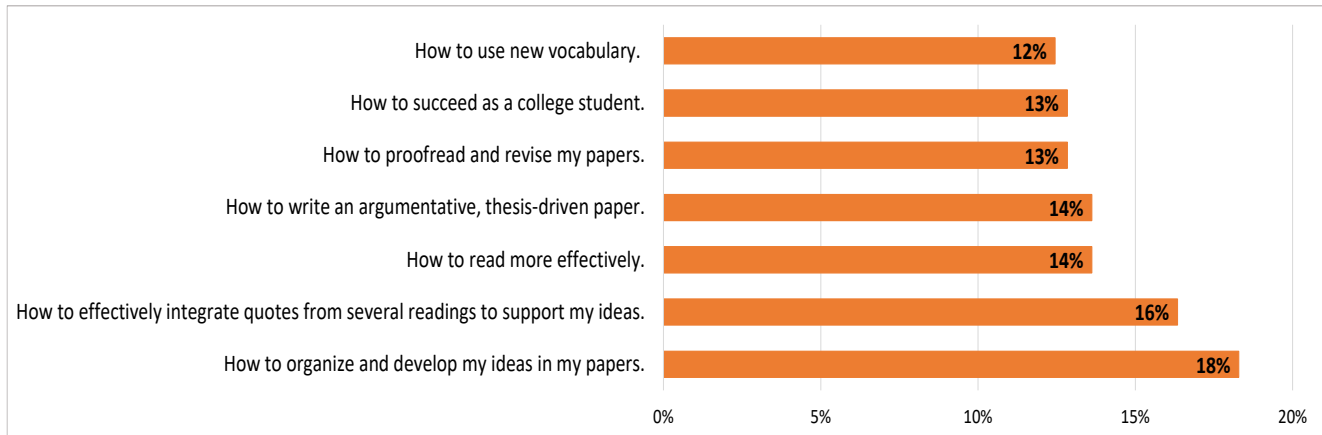
EWRT 1AS Areas That Could More Time and Practice (Count=61)



- EWRT 1AT respondents reported the most helpful skill they learned were how to organize and develop ideas (18%) and how to effectively integrate quotes to support ideas (16%). Similar to EWRT 1AS respondents, using new vocabulary was the least reported skill that EWRT 1AT respondents found helpful (12%).

Figure 8:

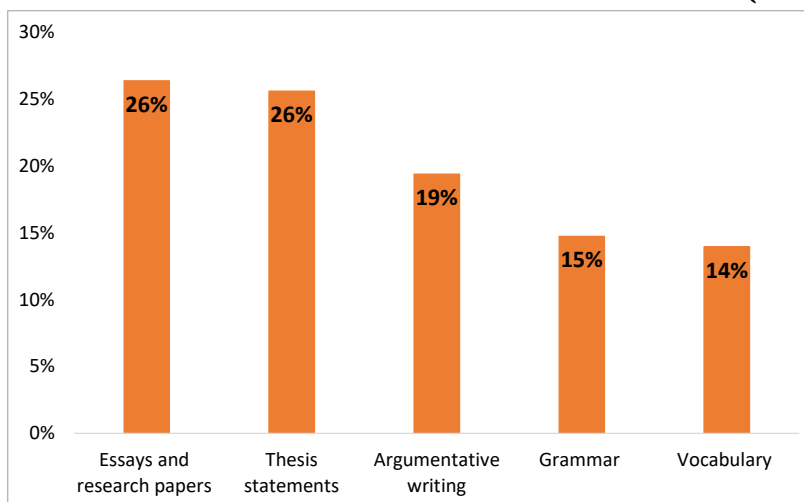
EWRT 1AT Most Helpful Skill Learned (Count=257)



- EWRT 1AS respondents wanted more time and practice with essay and research papers (26%) and thesis statements (26%).

Figure 9:

EWRT 1AT Areas That Could Use More Time and Practice (Count=129)



G. Interest for Embedded Tutoring and Counseling

Survey participants were asked to reflect on their EWRT 1AS and 1AT experience and if given a choice to enroll in a section with an embedded student tutor and counselor, both available during class time, would they prefer to enroll in a section with or without additional support. Participants were informed that any tutoring or counseling support needed while enrolled in a section without additional support would occur outside of class meeting times.

- The response option that was selected the most by EWRT 1AS and 1AT respondents was EWRT 1AS/1AT section with additional support, 46% and 38%, respectively. However, there was no majority response. At least one-third of respondents are uncertain, suggesting more information may be needed in order for students to make an informed decision.

Table 6:

Interest for Embedded Tutoring and Counseling

	EWRT 1AS		EWRT 1AT	
	HC	Percent	HC	Percent
I would choose additional support.	12	46%	22	38%
I would choose no additional support.	5	19%	18	31%
I am not sure which option I would choose.	9	35%	18	31%
Total	26	100%	58	100%

EWRT 1AT had 1 null response.

H. Learning Modality Preference

During winter 2021, EWRT 1AS-1AT were taught fully online as De Anza continued to be a virtual campus due to COVID-19. As the college plans for a safe return to campus, students were asked for their learning modality preference.

- Survey participants were asked which learning format do you they prefer for EWRT 1AS/1AT: fully face-to-face, fully online or combination of both. Fifty percent of EWRT 1AS respondents prefer fully online, followed by a hybrid of face-to-face and online (42%).

The same finding was observed for EWRT 1AT respondents, albeit a smaller proportion with 41% preferring fully online and 31% preferring hybrid learning.

Table 7:

Learning Modality Preference

	EWRT 1AS		EWRT 1AT	
	HC	Percent	HC	Percent
All in-person, no online	2	8%	16	28%
Combination of in-person and online	11	42%	18	31%
All online, no in-person	13	50%	24	41%
Total	26	100%	58	100%

EWRT 1AT had 1 null response.

- When probed with the scenario that if the college continues to be a virtual campus and EWRT 1AS-AT had to be offered online, most EWRT 1AS and 1AT respondents preferred the course to be taught 100% synchronous real-time interaction, 38% and 41%, respectively.
- Overall, the majority of respondents prefer EWRT 1AS and 1AT with some synchronous interaction. Less than one-third of respondents prefer 100% asynchronous online learning.

Table 8:

Online Learning Asynchronous vs. Synchronous

	EWRT 1AS		EWRT 1AT	
	HC	Percent	HC	Percent
100% scheduled meeting times (real-time interaction)	10	38%	24	41%
100% unscheduled (no real-time interaction; content available online to access at anytime)	8	31%	16	27%
Combination of scheduled and unscheduled meeting times	8	31%	19	32%
Total	26	100%	59	100%

I. Spring 2021 Quarter Enrollment

II. Plan to Enroll


- Most EWRT 1AS and 1AT respondents do plan to enroll in the next EWRT course during spring 2021 quarter with 65% of EWRT 1AS respondents planning to enroll in EWRT 1AT (N=17) and 54% of EWRT 1AT respondents planning to enroll in EWRT 2 (N=32).
- For respondents who indicated they may or will not enroll, they were asked why not. A list of potential reasons and an option to write-in a response were provided. Respondents could select more than one answer.
 - EWRT 1AS respondents indicated they were uncertain if they would pass EWRT 1AS (N=4) or they plan to enroll at De Anza but need to take other classes (N=4).
 - EWRT 1AT respondents indicated they do plan to enroll at De Anza but need to enroll in other classes (N=13), were unsure if they need to take EWRT 2 (N=9) and unsure if they will complete EWRT 1AT (N=7).
 - For the entire results, see [Appendix B](#).

I2. Actual Enrollment

- All winter 2021 EWRT 1AS-1AT students were tracked to spring 2021 quarter enrollment. As of April 13, 2021 (second week of instruction), the majority of winter EWRT 1AS (77%) and EWRT 1AT (84%) students are still enrolled at De Anza. Of those enrolled, a little over 50% are enrolled in a EWRT course.
- Winter EWRT 1AS students are enrolled in EWRT 1AT (N=35) and EWRT 1A (N=2)
- Winter EWRT 1AT students are enrolled in EWRT 2 (N=49), EWRT 1AT (N=4) and EWRT 1B/1BH (N=2)

Table 9:

Enrollment from Winter 2021 to Spring 2021



	Winter 2021	Spring 2021 - De Anza		Spring 2021 - EWRT	
	HC	HC	Rate	HC	Rate
EWRT 1AS	88	68	77%	37	54%
EWRT 1AT	115	97	84%	55	57%
Total	203	165	81%	92	56%

Appendix A: Reason for Course Enrollment

Figure A-1:

EWRT 1AS Reason for Enrollment (Count=40)

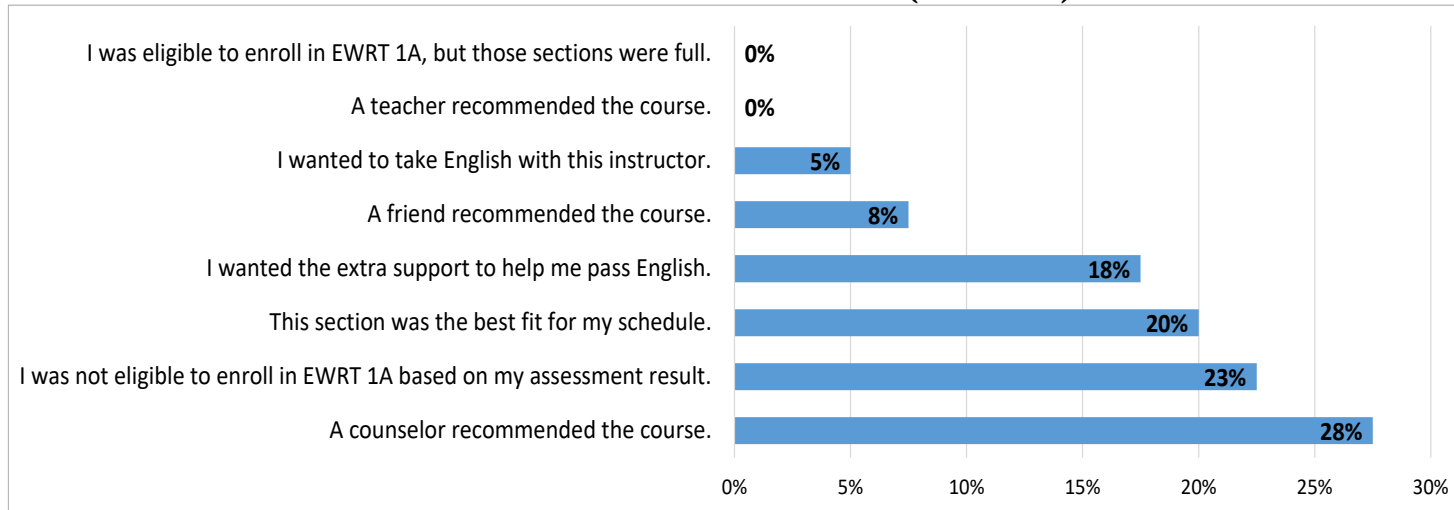
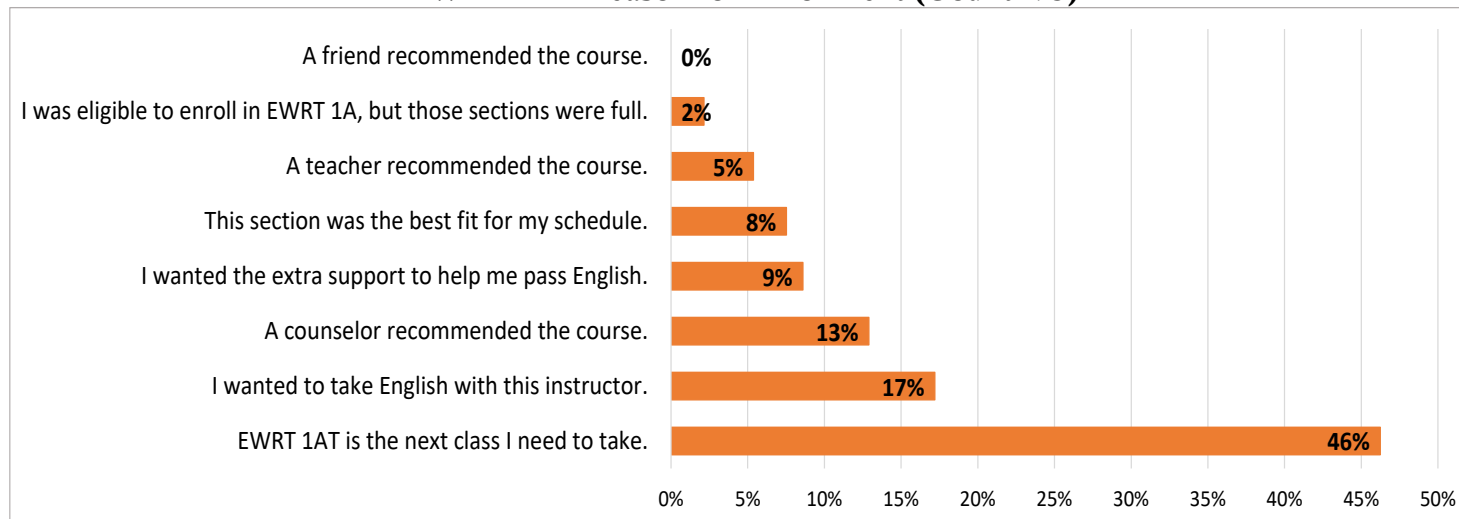


Figure A-2:

EWRT 1AT Reason for Enrollment (Count=93)



Appendix B: Reason for Not Enrolling in the Next EWRT Course

Table B-1:

EWRT 1AS Reason for Not Planning to Enroll in EWRT 1AT Spring 2021 Quarter

	Count	Percent
I do not know if I will pass EWRT 1AS this quarter.	4	25%
I will enroll at De Anza in spring 2021, but not in EWRT 1AT because I need to enroll in other classes.	4	25%
I have family responsibilities.	2	13%
I need to take a mental break from school.	2	13%
I will enroll at De Anza in spring 2021, but not in EWRT 1AT because the available EWRT 1AT class meeting times are not a good fit for my schedule.	2	13%
I have a job (full-time or part-time).	1	6%
I have financial reasons.	1	6%
I do not plan to enroll in any classes at De Anza in spring 2021.	0	0%
Other (specify): _____	0	0%
Total	16	100%

Table B-2:

EWRT 1AT Reason for Not Planning to Enroll in EWRT 2 Spring 2021 Quarter

	Count	Percent
I will enroll at De Anza in spring 2021, but not in EWRT 2 because I need to enroll in other classes.	13	27%
I do not know if I need to take EWRT 2.	9	18%
I do not know if I will pass EWRT 1AT this quarter.	7	14%
I have a job (full-time or part-time).	6	12%
I do not plan to enroll in any classes at De Anza in spring 2021.	3	6%
I need to take a mental break from school.	3	6%
I will enroll at De Anza in spring 2021, but not in EWRT 2 because the available EWRT 2 class meeting times are not a good fit for my schedule.	3	6%
Other (specify): _____	3	6%
I have family responsibilities.	1	2%
I have financial reasons.	1	2%
Total	49	100%