

De Anza College Office of Institutional Research and Planning

To: English Faculty; Thomas Ray, Language Arts Division Dean

From: Lisa Ly, Senior Research Analyst

Date: 10/24/2024

Subject: EWRT 1A + LART 250 End-of-the-Quarter Survey Results, Spring 2024

Overview:

English Writing instructors wanted to know what their EWRT 1A + LART 250 students found helpful about the bundled course. The Office of Institutional Research, Planning and Accreditation collaborated with the instructors to create an online survey, which instructors disseminated the survey link to their students in LART 250. A total of 91 student responses were collected between June 12 and July 1, 2024. Some respondents did not answer every question; and therefore, results presented in this report will not always total 91.

Summary of Findings:

Confidence Level in Completing the Bundled Course

- Respondents became more confident in their ability to pass the bundled course as the quarter progressed, 73% (start of quarter) vs. 94% (end of quarter).
- Among those who *initially* thought they might pass with a C or P, they thought they “might” (50%) or “confidently” (25%) pass with a B or A by the end of the quarter.

Pace of the Content Covered in the Class

- Most respondents felt the pace of the course was about right (83%), followed by too fast (15%).

Worked on Assignments During Class

- Nearly all respondents (98%) indicated they worked on assignments during class, with most indicating they worked on assignments “often/very often” or “sometimes.”
- Most (79%) felt the amount of time given was about right and 20% wished there was more time.

Tutoring

- Most respondents (52%) cited they did not attend tutoring at the WRC for the bundled course.
- Among those who did attend tutoring, they were likely to attend one to two times per month.
- Not having the time or the tutoring session conflicted with their schedule was the main reason cited for not attending tutoring (58%), followed by not having a need for tutoring as respondents understood the material (33%).
- If the bundled course had tutors available during class time, 56% would “somewhat likely” and 29% would “very likely” utilize embedded tutoring.

Student Support Services

- Instructor’s office hours and customized student activities (CSA)/group workshops were the two services that most respondents (75% or more) indicated they used for the bundled course.

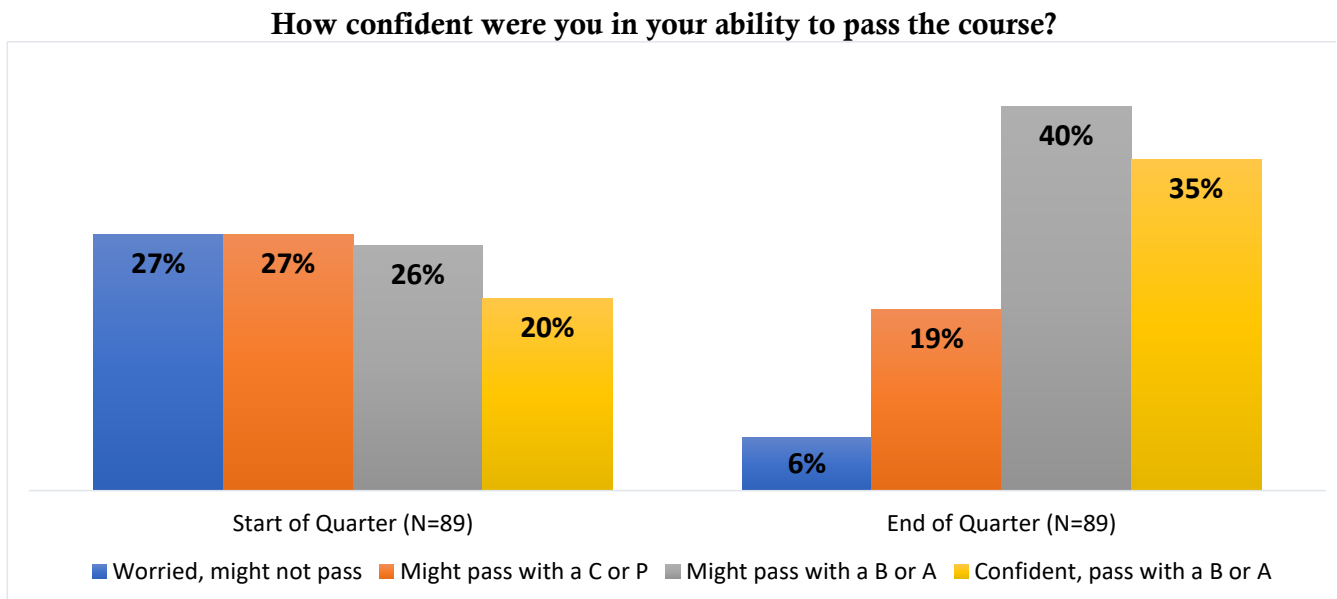
- The student support services respondents found “very helpful” or “extremely helpful” are listed in descending order. Some respondents specified what was helpful about the service.
 - Instructor’s office hours (83%)
 - One-on-one tutoring (72%)
 - EPS or general counseling (58%)
 - Psychological services (56%)
 - CSA/group workshops (51%)

Confidence Level in Completing the Bundled Course (N=89)

Respondents were asked how confident they were in their ability to pass the EWRT 1A bundled course at the time they enrolled in the course. A follow-up question inquired about their confidence at the end of the quarter.

- Respondents who were worried they might not pass decreased from 27% to 6%, or 27 to 5.
- Respondents who thought they might or confidently pass with a B or A increased from 46% to 75%, or 41 to 67.

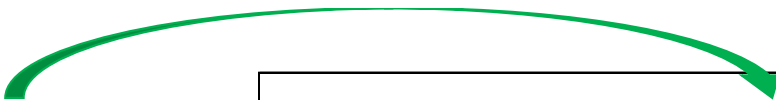
Figure 1:



- Table 1 illustrates the shift in confidence level, particularly among those who initially thought they might pass with a C or P. Most of these respondents by the end of the quarter thought they might pass with a B or A (50%) or confidently pass with a B or A (25%).

Table 1:

EWRT 1A Bundled Course: Confidence Level at the Start vs. End of Quarter



Beginning of Quarter (Respondent HC)		End of Quarter							
		Worried, might not pass		Might pass with a C or P		Might pass with a B or A		Confident, pass with a B or A	
		HC	Percent	HC	Percent	HC	Percent	HC	Percent
Worried, might not pass	24	3	13%	7	29%	10	42%	4	17%
Might pass with a C or P	24	1	4%	5	21%	12	50%	6	25%
Might pass with a B or A	23	1	4%	5	22%	11	48%	6	26%
Confident, pass with a B or A	18	0	0%	0	0%	3	17%	15	83%

Dark green represents the group with the most respondents.

Pace of the Content Covered in the Class (N=89)

- 83% (N=74) felt the pace of the content covered in the class was about right
- 15% (N=13) felt the pace of the content was too fast
- 2% (N=2) felt the pace of the content was too slow

Worked on Assignments During Class (N=89)

- 48% (N=43) indicated they “often” or “very often” worked on assignments during class
- 45% (N=40) indicated they “sometimes” worked on assignments during class
- 4% (N=4) cited they “rarely” worked on assignments during class
- 2% (N=2) reported they “never” worked on assignments during class
- Among the 87 survey respondents who worked on assignments during class time, 67 (79%) felt the amount of time given was about right and 17 (20%) wished there was more time.

Tutoring at the Writing and Reading Center (N=87)

- 52% (N=45) indicated they did not attend tutoring at all. Refer to Figure 2.
- The 42 respondents who did attend tutoring for the bundled course were likely to attend one or two times per month.
 - 1x per month (N=16)
 - 2x per month (N=12)
 - 3x per month (N=8)
 - 4x per month (N=2)
- Respondents could mark more than one reason for not going to tutoring and the main rationale cited were as follows (see Figure 3):
 - 58% (N=49) did not have the time or the tutoring session did not fit in their schedule
 - 33% (N=28) already understood the material and did not need tutoring
 - 8% (N=7) did not find the tutoring session helpful

Tutoring at the Writing and Reading Center (continued)

- Respondents who specified why they did not attend tutoring mentioned they were not aware tutoring was available through the WRC, they used NetTutor online tutoring, and they spoke with their instructor and received sufficient information.

Figure 2:

De Anza's Writing and Reading Center (WRC) provides tutoring for students taking any English course. How often did you go to the WRC for this course?

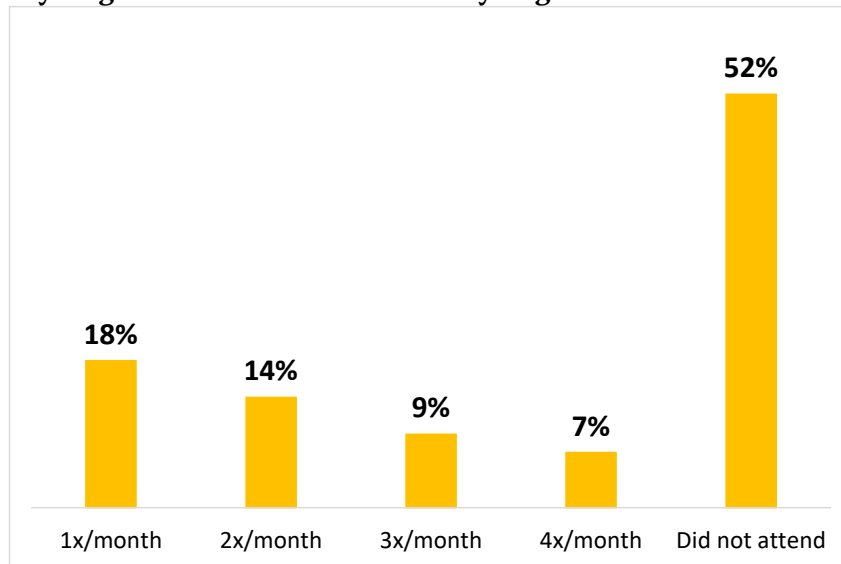
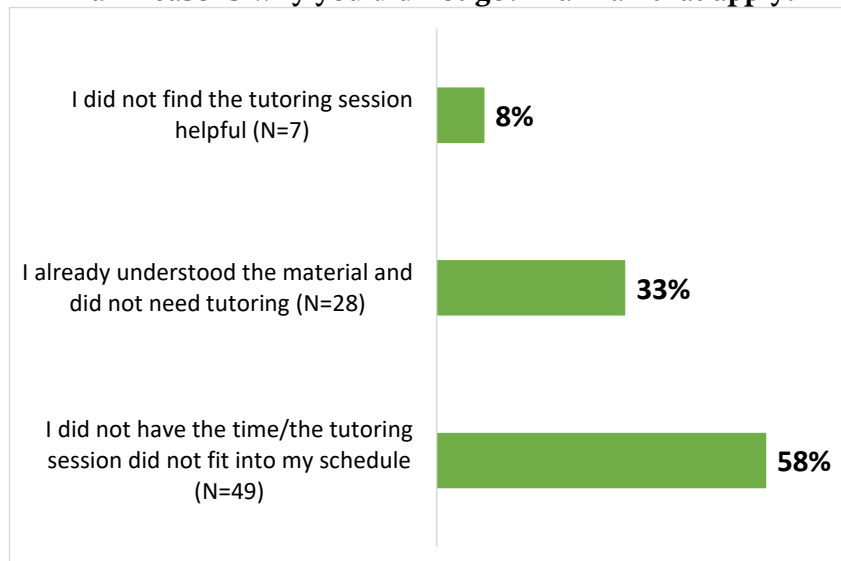


Figure 3:

When you did not go to the WRC for this course, what were the main reasons why you did not go? Mark all that apply.



Likelihood of Using Embedded Tutors if Available (N=86)

- 56% (N=48) would “somewhat likely” use tutors if they were available in class
- 29% (N=25) would “very likely” use embedded tutors
- 15% (N=13) would “not likely” use embedded tutors

Helpfulness of Student Support Services

The survey listed a few student support services and asked to what extent did respondents find the services helpful. This portion of the survey had 90 to 91 respondents.

- The student support services that was used the most were as follows:
 - Instructor’s office hours (N=71)
 - Customized student activities (CSA)/group workshops (N=70)
 - EPS or general counseling (N=40)
 - One-on-one tutoring (N=39)
 - Psychological services (N=27)
- Of the services used, the ones that respondents found “very helpful” or “extremely helpful” were as follows:
 - Instructor’s office hours (83%)
 - One-on-one tutoring (72%)
 - EPS or general counseling (58%)
 - Psychological services (56%)
 - CSA/group workshops (51%)

Figure 4:

Indicate whether the student support services offered during the course was helpful.

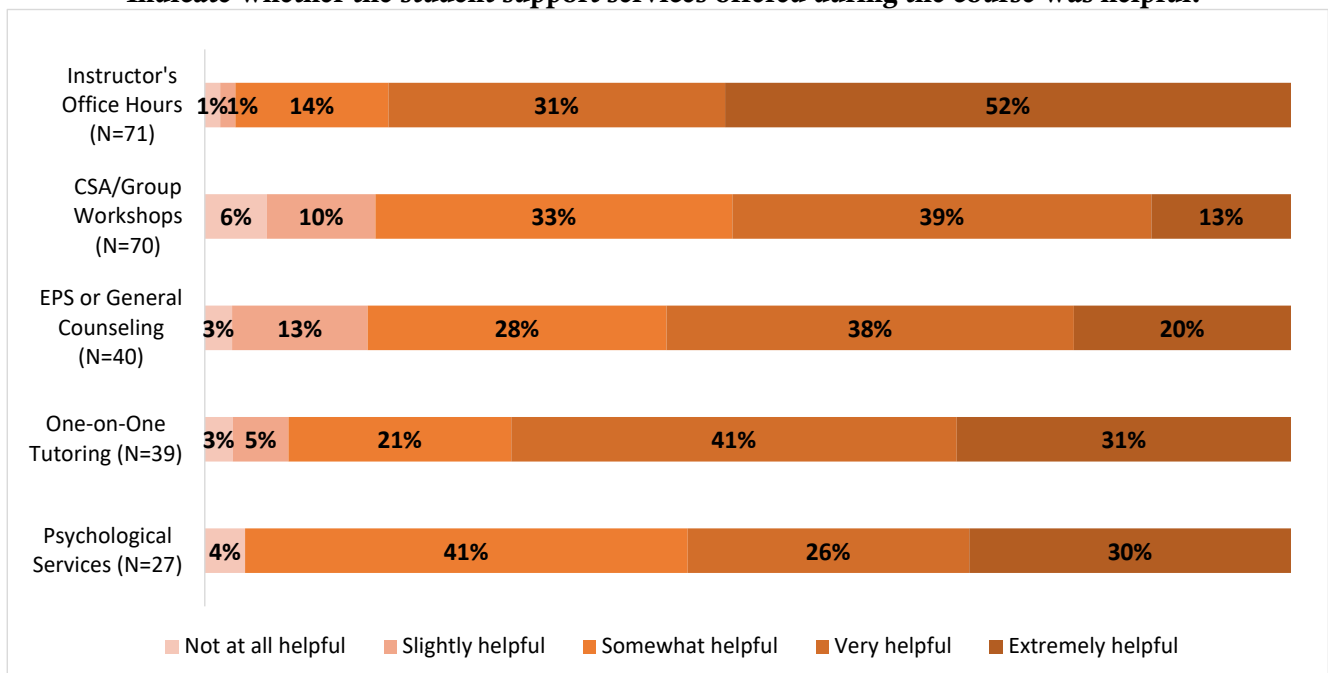


Figure omits responses from those who did not use the service.

Respondents were given the opportunity to specify what they found helpful about a support service. Open-ended responses were examined and some common themes surfaced.

Instructor's Office Hours (open-ended comments)

- Respondents appreciated their instructor being available and accessible.
- They appreciated the individualized time and opportunity to obtain feedback and clarity on what was expected of them and from the assignments.
- Some shared that the guidance and feedback helped them gain confidence in their writing skills and that they will do well on their assignments.

One-on-One Tutoring (open-ended comments)

- Respondents appreciated the feedback on their writing, with some noting they valued having another perspective and being able to incorporate suggestions.

EPS or General Counseling (open-ended comments)

- Respondents appreciated the guidance received when developing their educational plan as well as which courses to take and when.
- Some respondents noted the guidance helped them feel more confident that they were on track in meeting their educational goal as well as reducing stress.

Psychological Services (open-ended comments)

- Most responses mentioned psychological services was good or helpful.
- Those that offered more feedback mentioned it helped with their mental health and feeling they were heard and seen.

CSA/Group Workshops (open-ended comments)

- Respondents cited they gained learning skills to improve overall writing; appreciated the opportunity to obtain feedback and perspectives for assignments; acquired tips to improve writing techniques and comprehension.
- Respondents gave shoutouts to select workshops that touched on topics pertaining to time management, test taking, stress reduction, and notably tutoring and "Do on your own" learning activities (DLAs).