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: 1/8/2025

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

Overview:

The Office of Institutional Research, Planning and Accreditation collaborated with the instructors to create an end-of-the quarter spring 2024 online survey to identify what EWRT 1A + LART 250 students helpful about the bundle course. The survey was administered again for the fall 2024 quarter. As before, instructors disseminated the survey link to their students in LART 250. A total of 193 student responses were collected on December 1-16, 2024. Some respondents did not answer every question; and therefore, results presented in this report will not always total 193.

Summary of Findings:

Confidence Level in Completing the Bundle Course
- Overall, respondents felt less confident in their ability to pass the bundle course as the quarter progressed, from 92% (N=175) to 86% (N=165).
- Respondents who were confident they could pass the course with a B or A were the only group to see increase in their group size, 25% to 35%. All other respondents, those who were worried or thought they might pass the course with P, C, B, or A had lower confidence level 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 (75%), followed by too fast (23%).

Worked on Assignments During Class
- Nearly all respondents (N=184) indicated they worked on assignments during class, with the majority indicating they worked on assignments "often/very often" or "sometimes"
- Most (64%) felt the amount of time given was about right and 27% wished there was more time.

Tutoring
- Most respondents (N=104)) did not attend tutoring at the WRC for the bundle course.
- Those who attended tutoring 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 (48%), followed by not having a need for tutoring as respondents understood the material (37%).
- If the bundle course had tutors available during class time, 53% (N=97) would "somewhat likely", 23% (N=42) would "very likely" utilize embedded tutoring.

[Student Support Services](#)
- Customized student activities (CSA)/group workshops and instructor's office hours were the two services that most respondents (60% or more) indicated they used for the bundle 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 (70%)
  - One-on-one tutoring (55%)
  - EPS or general counseling (53%)
  - CSA/group workshops (41%)
  - Psychological services (31%)

Confidence Level in Completing the Bundle Course (N=191)
- Overall, respondents felt less confident in their ability to pass the bundle course as the quarter progressed, from 92% (N=175) to 86% (N=165).
- Respondents who were worried they might not pass increased from 8% to 14%, or 16 to 26.
- Respondents who thought they might pass with a C or P declined from 30% to 19%, or 57 to 36.
- Those who thought they might pass with a B or A decreased from 37% to 32%, or 71 to 62.
- In contrast, those who were confident they would pass with a B or A increased from 25% to 68%, or 47 to 67.

Figure 1:

How confident were you in your ability to pass the course?

Start of Quarter (N=191): Worried, might not pass 8%; Might pass with a C or P 30%; Might pass with a B or A 37%; Confident, pass with a B or A 25%

End of Quarter (N=191): Worried, might not pass 14%; Might pass with a C or P 19%; Might pass with a B or A 32%; Confident, pass with a B or A 35%

Legend: ■ 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
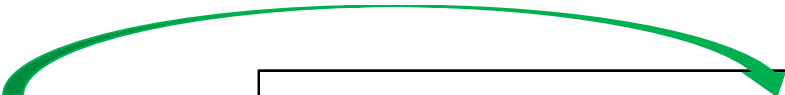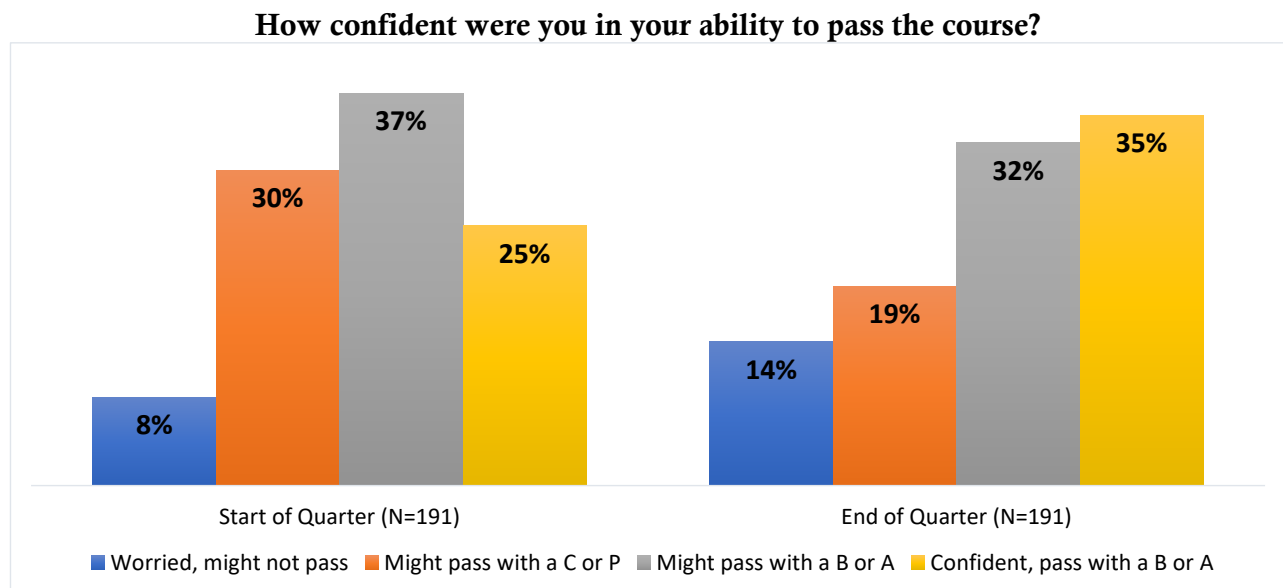
Table 1 illustrates the shift in confidence level from the start versus end of the quarter.
- Respondents who were worried they might pass the bundle course were split with 44% remaining worried at the end of the quarter and another 44% feeling they might pass.

- Among respondents who thought they might pass with a grade of C or P, 35% of them had confidence level that was unchanged and another 30% thought they might pass with a B or A by the end of the quarter.
- For those who thought they might pass with a grade of B or A, 44% of them had confidence level that was unchanged and another 34% felt confident they would pass the with a B or A by the end of the quarter.
- Most of those who were confident they would pass the bundle course with a B or A remained confident at the end of the quarter (72%).

Table 1:

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

Beginning of Quarter (Respondent HC)		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	16	7	44%	3	19%	4	25%	2	13%
Might pass with a C or P	57	13	23%	20	35%	17	30%	7	12%
Might pass with a B or A	71	5	7%	11	15%	31	44%	24	34%
Confident, pass with a B or A	47	1	2%	2	4%	10	21%	34	72%

Dark green represents the group with the most respondents.

Pace of the Content Covered in the Class (N=191)
- 75% (N=144) felt the pace of the content covered in the class was about right
- 23% (N=43) felt the pace of the content was too fast
- 2% (N=4) felt the pace of the content was too slow

Worked on Assignments During Class (N=188)
- 60% (N=114) indicated they "often" or "very often" worked on assignments during class
- 28% (N=52) indicated they "sometimes" worked on assignments during class
- 10% (N=18) cited they "rarely" worked on assignments during class
- 2% (N=4) reported they "never" worked on assignments during class
- Among the 184 survey respondents who worked on assignments during class time, 117 (64%) felt the amount of time given was about right and 50 (27%) wished there was more time.
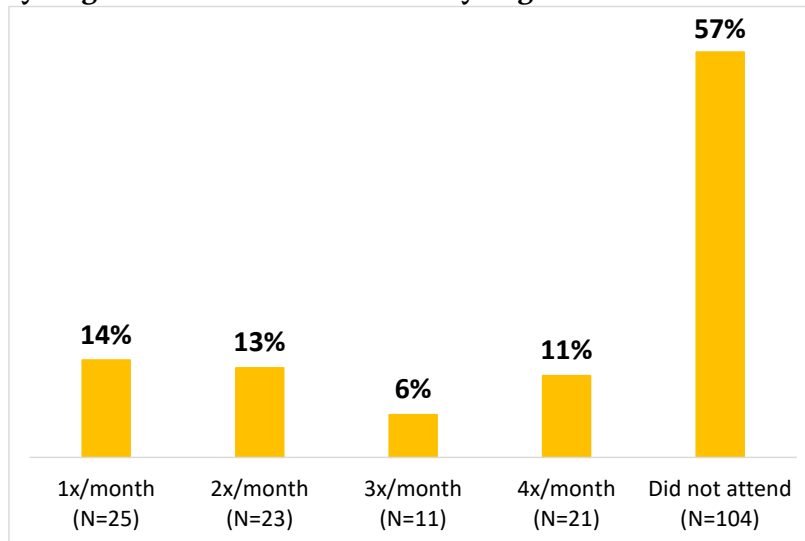
Tutoring at the Writing and Reading Center (N=184)
- 57% (N=104) indicated they did not attend tutoring at all. Refer to Figure 2.

- The 80 respondents who did attend tutoring for the bundle course were likely to attend one or two times per month.
- Respondents could mark more than one reason for not going to tutoring and the main rationale was not having time or schedule conflicts. Refer to Figure 3. Respondents who specified why they did not attend tutoring mentioned reiterated scheduling conflicts as well as acknowledging their procrastination or being too timid to ask for help.
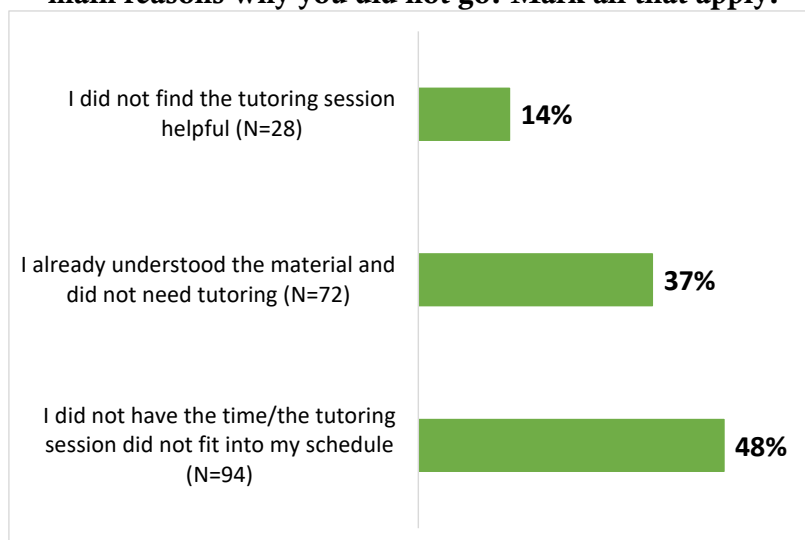
Figure 2:

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?

Category	Percentage
1x/month (N=25)	14%
2x/month (N=23)	13%
3x/month (N=11)	6%
4x/month (N=21)	11%
Did not attend (N=104)	57%

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.

Reason	Percentage
I did not find the tutoring session helpful (N=28)	14%
I already understood the material and did not need tutoring (N=72)	37%
I did not have the time/the tutoring session did not fit into my schedule (N=94)	48%

Likelihood of Using Embedded Tutors if Available (N=183)

- 53% (N=97) would "somewhat likely" use tutors if they were available in class
- 24% (N=44) would "not likely" use embedded tutors
- 23% (N=42) would "very 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 192 to 193 respondents.

- The student support services that was used the most were as follows:
  - Customized student activities (CSA)/group workshops (N=150)
  - Instructor's office hours (N=118)
  - One-on-one tutoring (N=99)
  - EPS or general counseling (N=87)
  - Psychological services (N=65)
- Of the services used, the ones that respondents found "very helpful" or "extremely helpful" were as follows:
  - Instructor's office hours (70%)
  - One-on-one tutoring (55%)
  - EPS or general counseling (53%)
  - CSA/group workshops (41%)
  - Psychological services (31%)

Figure 4:

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

Service	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful
CSA/Group Workshops (N=150)	10%	15%	35%	28%	13%
Instructor's Office Hours (N=118)	3%	6%	21%	37%	33%
One-on-One Tutoring (N=99)	5%	13%	27%	41%	13%
EPS or General Counseling (N=87)	2%	9%	36%	33%	20%
Psychological Services (N=65)	12%	20%	37%	18%	12%
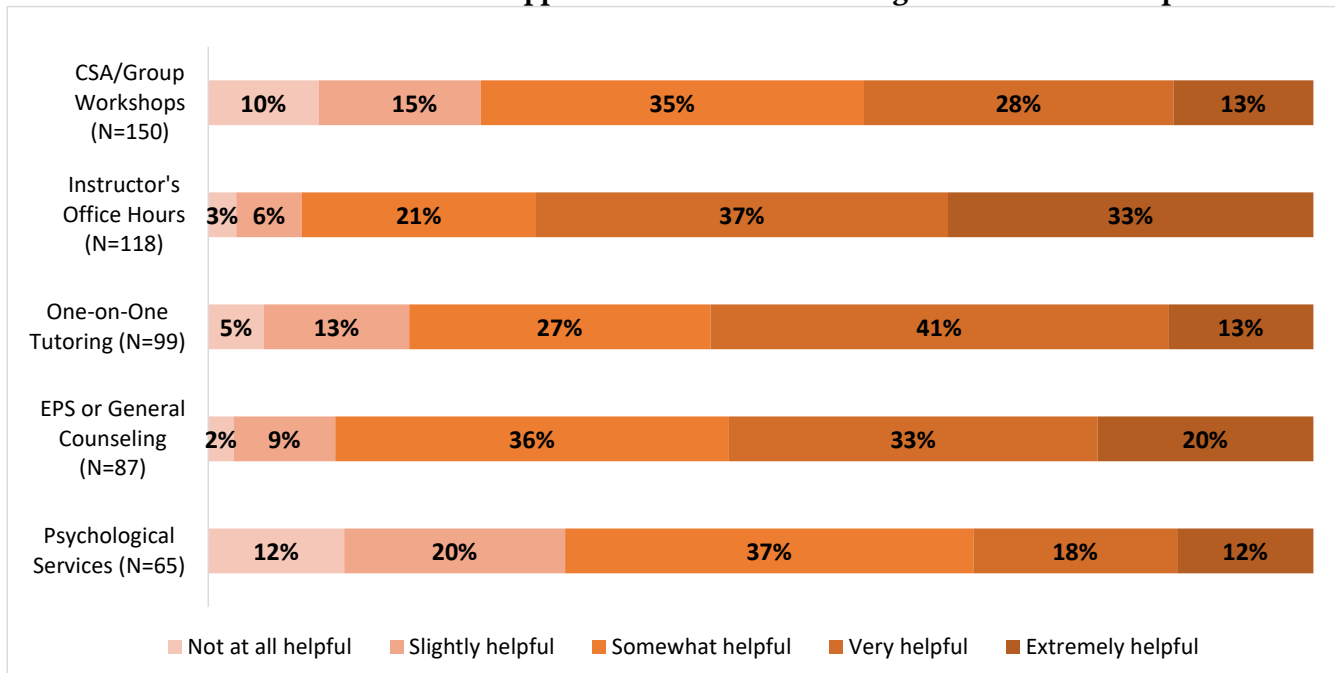
Respondents were given the opportunity to specify what they found helpful about a support service. Additionally, respondents could provide comments or suggestions to improve the bundle course. Open-ended responses were examined and some common themes surfaced.

CSA/Group Workshops
- Respondents mentioned general appreciation for the support and clarity received, specifically having their assignments reviewed and hearing alternative perspectives. Some mentioned they enjoyed being in community and having some shared experiences with their peer students.
- Respondents gave shoutouts to select workshops that touched on topics pertaining to time management, test taking, stress reduction, MLA format and "Do on your own" learning activities (DLAs).

Instructor's Office Hours
- Respondents appreciated the opportunity to obtain feedback and ask clarifying questions. The individualized guidance helped illuminated expectations and how to improve respondents' writing skills.

One-on-One Tutoring
- Respondents appreciated having tutoring as another form of support to improving their writing or getting started on an assignment.
- While most respondents gave kudos about their tutor providing helpful feedback and guidance, some respondents shared sometimes their tutor was unsure about the instructor's expectations or how to provide support, which left the respondent feeling frustrated or confused.

EPS or General Counseling
- Respondents appreciated the guidance on which courses to take and when and the status of their progress in meeting their educational goal. Some respondents mentioned the time with their counselor helped reassured them they were on the right path.

Psychological Services
- Responses mentioned psychological services provided general help and support. A few respondents mentioned the service helped them remain calm.

Comments/Suggestions to Improve Support Services of the Bundle Course
Respondents to complete the assignments on time and to not be afraid or shy to ask for help. Some suggestions for improvement include clearer communication regarding assignment expectations, improvements in locating feedback and to the modules, assignments and grading in Canvas and more class time to work on assignments.
- *"Be more clear on what the assignments are. I was extremely confused all quarter and wondering if I was going to fail for no reason."*
- *"Maybe more straightforward ways to receive essay feedback, sometimes I'd have to spend time searching for my essay comments on different websites just to not find any anywhere."*

- *"On canvas, I'm used to looking at my assignments to see what I haven't been graded on, which assignments are overdue, and when an assignment will be due. Not having this became extremely difficult to keep track of what I'm supposed to be doing in class. Looking at the modules itself was confusing and overwhelming to look at, same with looking at grades. In general, I wish this class had the assignments tab because I learned to look at my assignments through the assignments tab."*
- *"More class work and being more pace friendly for everybody"* and *"Slow down on the material and give more time for assignments and work."*