



The English as a Second Language/Noncredit (ESL/N) 601 instructor at Crafton Hills College (CHC) administered a survey to their students at the end of the term. The survey was anonymous and was administered through Qualtrics, an online survey platform. The purpose of the survey was to learn about students' thoughts regarding what worked and what did not work for them in the course. This report illustrates results from the Spring 2022 End of Term survey. A total of 6 valid online surveys were received and analyzed. Please note the number of responses offered ranged from 5-6 as each question was optional to answer.

Table 1 identifies the number of respondents in the ESL/N 601 Beginning Level I course. There was a total of 6 students who responded to the survey.

**Table 1. Self-reported ESL/N course.**

Select the course you're currently enrolled in:	#	%
ESL/N 601 ESL Beginning Level I	6	100.0
Total	6	100.0

Table 2 identifies the number of other courses that each respondent was enrolled in while taking ESL/N 601 Beginning Level I. All six students were enrolled in one other course.

**Table 2. Self-reported number of other courses.**

How many other courses are you currently enrolled in?	#	%
1	6	100.0
2	0	0.0
3	0	0.0
4	0	0.0
5 or more	0	0.0
Total	6	100.0

Table 3 includes all open-ended comments provided by respondents regarding the most helpful lessons they learned while taking this course as well as how those lessons were helpful to them.

**Table 3. Open-ended comments by respondents regarding helpfulness of specified course.**

What have been the most helpful lessons you have learned in this class? How were they helpful to you? (N=6)
For me the most help is: listen and understand people, also reading has been a lost of help for me
How to study English. Mind, listening etc...
I can't talk about one specific lesson because for me the whole course was a long and continuous lesson, we've been building this collective knowledge that has been pushing us since the first day to this day, and I think that's where the teacher is so fundamental, he's been helping us a lot in every single aspect of the class.
I learn about mindfulness, it is very important to practice with ours self if we want to grow because most the time we don't have patient learning a second language and this can be a barrier. This help me to be more kind with other and practice my listening to different cultures.
The most helpful lesson for me was when we talked about the transition words, they are helping me a lot, now I am learning how to connect two sentences
The most helpful lessons is writing and reading. I understand how to connecting the idea to writing the story. It make me more confident in writing. I think as the steps so that make me feel easier to writing and take time in writing shorter before I take his class. For reading lessen, I got the technique for reading which could help me can read and more understand the article on the magazine or on the website.

Table 4 includes all open-ended comments provided by respondents regarding how they have been able to apply their learning from this course on campus.

**Table 4. Open-ended comments by respondents regarding application of learning on campus.**

How have you been able to apply what you have learned from this class <b>on</b> campus? (N=6)
I apply when I do the writing homework and In class I can share the any idea in class which I can practice the conversation and listening.
In the activities of the class, like conversation groups, reading, writing, in the way I pronounce some tricky words in different contexts (the teacher speaks so clear and it's so patient that I can understand everything he tries to explain to me) and overall, using the tools and the resources that the teacher has been sharing with the class
In the class like to applied it when I write two sentences
I will have more confident to start a dialogue with my classmate
Talking someone, reading document.
Talking to the people

Table 5 includes all open-ended comments provided by respondents regarding how they have been able to apply their learning from this course off campus.

**Table 5. Open-ended comments by respondents regarding application of learning off campus.**

How have you been able to apply what you have learned from this class <b>off</b> campus? (N=5)
Communicating at work in the store or wherever I am
I always try to use it when i talk
I been applying all vocabulary anywhere I go.
In my speaking at every single place I have the chance to use it, in my way of write and how can I make use of the tools the teacher has taught me and identifying certain contexts where I can use those tools and where cannot
Talking to my son's teacher. Make a document. It was useful for everything in my American life.

Table 6 identifies whether respondents felt more comfortable using technology for learning because of this course. All 6 respondents felt more comfortable using technology for learning as a result of taking this course.

**Table 6. Comfortability with technology after course.**

As a result of this class, do you feel more comfortable with using technology for learning?	#	%
Yes	6	100.0
No	0	0.0
Total	6	100.0

Table 7 includes all open-ended comments and suggestions regarding the technology skills respondents would have liked to have learned from this course to assist with their education.

**Table 7. Open-ended comments and suggestions by respondents regarding other technology skills.**

What technology skills would you have liked to learn to help with your education (e.g., Canvas, Google docs, etc.)? (N=6)
Canvas
Canvas, Google doc.
Computer skills
Google
Google docs
No idea.

Table 8 identifies respondents' level of agreement relating to the difficulty of the specified course. All 6 respondents (100%) disagreed or strongly disagreed that this course was too difficult.

**Table 8. Level of agreement regarding course difficulty.**

Please rate your level of agreement with the following statement: This course is too difficult.	#	%
Strongly Agree	0	0.0
Agree	0	0.0
Disagree	4	66.7
Strongly Disagree	2	33.3
Total	6	100.0

Table 9 includes all open-ended responses regarding the kinds of topics that respondents would have liked to have spent more time on during the course.

**Table 9. Open-ended comments and suggestions by respondents regarding topic coverage in class.**

What topics would you have liked to spend more time on in class? (N=6)
Any topics is interesting to learn.
Conversation.
Conversation and listening.
Conversation groups, creative writing.
I would like to spend more time typing in computers
Speak and read

Table 10 includes all open-ended responses regarding different kinds of course materials that would have helped in their learning throughout the course.

**Table 10. Open-ended comments and suggestions by respondents regarding course materials.**

What kinds of course materials would have helped with your learning in this course (e.g., handouts, videos, etc.)? (N=6)
Handout, video, module, and website.
I think just by focusing in conversation groups with a little of help of some subject of what to talk about (video, lecture) would be enough
Make a document home work. country introduce.
Videos
Videos and handouts
You tube videos, listening to music, watching tv

Table 11 includes all open-ended responses regarding which student services, would have been helpful towards learning in the course.

**Table 11. Open-ended comments by respondents regarding student services.**

What student services would you have found helpful with your learning in this course (e.g., tutoring, assistance with technology, academic advising, etc.)? (N=6)
Academic advising
Academic advising and consulting.
Assistance with technology (3)
I hope I can choice take lessons even with Zoom class.

Table 12 includes all open-ended responses regarding respondents' educational goals as well as how this course helped them work towards those goals.

**Table 12. Open-ended comments by respondents regarding educational goals.**

What are your <b>educational</b> goals? How did this class help you work towards your <b>educational</b> goals? (N=5)
Getting better speak English. smooth conversation.
I would like to take a certification,
Learn as much as I can. The teacher of this class really have the gift of teaching and that's helping me a lot to reach my educational goal.
Me goals is ... get the High School Diploma and take a career
Speak English fluently

Table 13 includes all open-ended responses regarding respondents' professional goals as well as how this course helped them work towards those goals.

**Table 13. Open-ended comments by respondents regarding professional goals.**

What are your <b>professional</b> goals? How did this class help you work towards your <b>professional</b> goals? (N=6)
By helping me to improve my English skills.
Child Development, Yes, I feel more comfortable speaking the language
I would like to obtain my GED
My professional goal is learn new skill and star my onw business
My professional goal to get the better job. This class help me more confident to writing and present my job experience.
Very helpful this class.

Table 14 includes all open-ended responses regarding respondents' personal goals as well as how this course helped them work towards those goals.

**Table 14. Open-ended comments by respondents regarding personal goals.**

What are your <b>personal</b> goals? How did this class help you work towards your <b>personal</b> goals? (N=6)
Getting a job.
Have a better job and thus be able to contribute more to my home, They help me a lot to communicate whit people around me
I personal goals is understand the routine conversation and can read the article. This course help me understand more.
My personal goal is communicated with others in English. This class help me because I am learning more words that way I can understand more what people talk to me.
This class is helping me a lot to make me understand better
To be able to communicate my ideas.

Table 15 identifies the age group of each respondent. The majority of respondents (83%) were in the 35-39 and 40-49 age groups.

**Table 15. Self-reported age.**

What is your age range?	#	%
19 or younger	0	0.0
20-24	0	0.0
25-29	1	16.7
30-34	0	0.0
35-39	2	33.3
40-49	3	50.0
50 or older	0	0
Total	6	100.0

Table 16 identifies the gender of each respondent. The majority of respondents (67%) reported as female while only 2 respondents (33%) reported as male.

**Table 16. Self-reported gender.**

What is your gender?	#	%
Male	2	33.3
Female	4	66.7
Transgender	0	0.0
Non-binary/non-conforming	0	0.0
Decline to state	0	0.0
Total	6	100.0

Table 17 identifies the race/ethnicity of each respondent. Two-thirds of respondents (67%) reported Hispanic/Latino(a)/Chicano(a) and one-third (33%) reported Asian as their race/ethnicity.

**Table 17. Self-reported race/ethnicity.**

Please select your race/ethnicity.	#	%
African American/Black	0	0.0
American Indian/Alaska Native	0	0.0
Asian	2	33.3
Caucasian/White	0	0.0
Hispanic/Latino(a)/Chicano(a)	4	66.7
Middle Eastern	0	0.0
Native Hawaiian/Pacific Islander	0	0.0
Other	0	0.0
Decline to state	0	0.0
Total	6	100.0

## Summary of Findings

### Areas of strength for ESL/N 601:

There was a considerable amount of positive feedback regarding the overall course. Respondents found this course to be helpful with reading, writing, listening, as well as mindfulness. Respondents were also able to apply what they have learned throughout the course, on and off campus, such as having conversations (with others on campus and at work), writing, and overall confidence in speaking. All students who responded to this survey felt more comfortable using technology for learning as a result of this course. According to the respondents, this course has helped in reaching their educational, professional, and personal goals by improving their communication and writing skills. Respondents also felt that their English skills (reading, writing, and speaking) improved by taking this course.

### Opportunities for improvement:

Although there was a considerable amount of positive feedback regarding this course, there are opportunities for improvement. Respondents have suggested the inclusion of technology skills such as Canvas, Google Docs, and general computer skills throughout the course. Respondents also suggested spending more time on topics such as creative writing, typing, speaking, and reading. Course materials that respondents would like to see in the classroom include handouts, videos, and music. Student services that respondents would have found helpful with their learning in the course include academic advising and assistance with technology.