



The English as a Second Language/Noncredit (ESL/N) 602 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 12 valid online surveys were received and analyzed. Please note the number of responses offered ranged from 3-12 as each question was optional to answer.

Table 1 identifies the number of respondents in the ESL/N 602 Beginning Level 2 course. There was a total of 12 students who responded to the survey.

Table 1. Self-reported ESL/N course.

Select the course you're currently enrolled in:	#	%
ESL/N 602 ESL Beginning Level 2	12	100.0
Total	12	100.0

Table 2 identifies the number of other courses that each respondent was enrolled in while taking ESL/N 602 Beginning Level 2. The majority of respondents (90%) were only enrolled in one or two other courses.

Table 2. Self-reported number of other courses.

How many other courses are you currently enrolled in?	#	%
1	8	80.0
2	1	10.0
3	0	0.0
4	0	0.0
5 or more	1	10.0
Total	10	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=12)
All lessons help me to improve my self
Conversations about topics were very helpful for me. English in a minute too and others videos. Podcasts were excellent too. I could improve my listening (my weakness)
Every single lesson was so helpful especially the lesson about what does ESL mean.
Everything (2)
For me all of the lessons very important interesting I really appreciate how hard the professor works, they were very helpful because I have learned a lot of new vocabulary
Make paragraphs
The most helpful lesson I learned is vocabulary, English in a minute and grammar. All these lessons help me in my writing as a consequence my writing and vocabulary improve.
The samet
The self esteem
The two semesters were helpful, no one more than another.
Writing paragraph, emails Professor [Name] teach us how to add more writing to our paragraphs

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 on campus? (N=12)		
I have been able to apply well I UNDERSTAND MORE AND I CAN SPEAK WITH ANOTHER STUDENT.		
I learning some technical stuff, but I feel not yet		
Improve my writing		
I submit all my homework on canvas, also I felt free to talk with the administrator		
It has helped me a lot because my ear is learning to listen to the language. Reading, writing.		
My communications became better with my classmates and teacher.		
Sending emails was so much easier		
This class means a lot to me. Thanks to this class I'm honing my English skills.		
Yes (2)		
Yes, I am already applying on campus what I learned in class. For instance, I applied the new words I learned when I write essays for my different class.		
Yes of course all the time it's been a pleasure to have taken this course.		

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 off campus? (N=12)		
At work its so much easier to write notes emails also communicate with confident		
I been able to have a better understanding and speaking on my daily life.		
I have been able to apply what I learned in this class better and better. when out shopping, in restaurants, dentist appointment or doctor.		
I learned to believe in myself and not give up on achieving my personal and professional goals. I'm still growing in my workplace thanks to this class.		
I used most of the new vocabulary in my conversations out side the campus		
My communication in my trips, with people in grocery stores, in my church is so much better.		
Now wherever I'm going, I can communicate.		
On campus my Professor help me, and support slot an I'm learning more		
Using technology		
Yes (2)		
Yes, I applied what I learned from this class at home. especially when my husband was taking his brother. they used some words I learned English in a minute. Now I am able to understand more the content of their conversation when they used idioms.		

Table 6 identifies whether respondents felt more comfortable using technology for learning because of this course. All 12 respondents (100%) 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	12	100.0
No	0	0.0
Total	12	100.0

Table 7 includes all open-ended comments and suggestions by respondents regarding the technology skills they would have liked to learn 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=12)
Canvas (3)
Everything
Google docs
I'm familiar with Canvas, Google docs, and some other programs.
I would like to learn more about Google docs.
Learn how to do slide show
MORE ABOUT CANVAS
PowerPoint
Well I learned how to go on canvas on web advisor.
Vocabulary

Table 8 identifies respondents' level of agreement relating to the difficulty of the specified course. The majority of respondents (67%) disagreed or strongly disagreed while 4 respondents (33%) agreed that the 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	4	33.3
Disagree	3	25.0
Strongly Disagree	5	41.7
Total	12	100.0

Table 9 includes all open-ended responses regarding course difficulty. This question was only prompted if they agreed that the course was too difficult.

Table 9. Open-ended comments by respondents regarding course difficulty.

What made this course difficult? (N=3)
For writing
My rairig
TO WRITE FOR ME

Table 10 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 10. 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=11)
I would say grammar
On reading
Reading
Reading and writing and more grammar
READ MORE AND WRITE

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Read, write
Read vocabulary pronunciation listings.
The human relations
The topics about food and culture. I loved that.
To discuss relevant themes, like news. Write more using modals, and try to write my first long essay.
What I would like is for this class to be 3 time a week.

Table 11 includes all open-ended responses regarding different kinds of course materials that would have helped in their learning throughout the course.

Table 11. 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=12)
All the materials the Teacher provided to the class were interesting. Podcast, Reading articles...
Book, videos
Handouts, videos
Handouts, videos etc
Handouts, videos vocabulary
PADCAST, READ BOOKS
Podscast
The materials help me in my English 602 is videos, audio, handouts.
Videos and podcast.
Videos
Videos, notes.
Yes

Table 12 includes all open-ended responses regarding which student services would have been helpful towards learning in the course.

Table 12. 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=10)
Academic advising
Academic, advising, technology
Academy advisory a lot of help from the profesor
All of the above mentioned.
I found very helpful the Writing Center because my writing tutoring helps me to understand my assignments as a consequence, I am able to succeed and all my classes.
The learning center or writing center
Technology (2)
Tutoring, helpfully for me
Work in teams, do projects,

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

Table 13. Open-ended comments by respondents regarding educational goals.

What are your educational goals? How did this class help you work towards your educational goals? (N=12)
Feel comfortable to help my kids with their homework
Fount a veret work
Get my degree
Get my degree in Associates and art
I want to improve my communication and this class helped me a lot with this.
My degree in Arts
My goals are to get my Business management certificate
My education goals is to improve my English on speaking and writing. This class helped me to improve by being able to comprehend and write a paragraph.
My educational goals are to develop my writing skills and reading skills.
My educational goal is to understand reading, talking, and listening in English
Trying to pass my English 101
Yes

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

Table 14. Open-ended comments by respondents regarding professional goals.

What are your professional goals? How did this class help you work towards your professional goals? (N=11)
Childhood development
Improve my English
Improve my skills to made better in class
I'm working on my English skills to get a Teacher Permit from CTC and enroll in a Teacher Credential Program.
I want to be better because I am a teacher.
My professional goal is to get my teaching certification for preschool.
My professional goals is to be able to pass my phlebotomy license. This class helped me to be more comfortable to accomplish it.
Muchas veret rearding
Nothing now
Speak more English band write more
The professor really motivate us to continue with a career

Table 15 includes all open-ended responses regarding respondents' personal goals as well as how this course helped them work towards those goals.

Table 15. Open-ended comments by respondents regarding personal goals.

What are your personal goals? How did this class help you work towards your personal goals? (N=12)
Alat
Communication and understanding English are my personal, professional, and educational goals.
Improve my English and finish college.
Improve my language

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I'm so happy that my personal goals are so close to reaching because of this class.
Introduce me with another people
More Learn English
My personal goals Will be Such as bilingual person. When I was in ESL 60I I didn't no how to use internet and find resources to help me in class. Now I feel more confident and able to navigate the computer and internet.
My personal is to get better in my writing skills which improved compared last year, but I need to continue practicing.
Speak English so fluency
To be fluent in English
To learn to manage my own business

Table 16 identifies the age group of each respondent. The majority of respondents (92%) were in the 30 or older age groups while only 1 respondent (8%) was in the 19 or younger age category.

Table 16. Self-reported age.

What is your age range?	#	%
19 or younger	1	8.3
20-24	0	0.0
25-29	0	0.0
30-34	1	8.3
35-39	1	8.3
40-49	6	50.0
50 or older	3	25.0
Total	12	100.0

Table 17 identifies the gender of each respondent. The majority of respondents (91%) reported as female while only one respondent (9%) reported as male.

Table 17. Self-reported gender.

What is your gender?	#	%
Male	1	9.1
Female	10	90.9
Transgender	0	0.0
Non-binary/non-conforming	0	0.0
Decline to state	0	0.0
Total	11	100.0

Table 18 identifies the race/ethnicity of each respondent. The majority of respondents (82%) reported Hispanic/Latino(a)/Chicano(a) as their race/ethnicity.

Table 18. Self-reported race/ethnicity.

Please select your race/ethnicity.	#	%
African American/Black	0	0.0
American Indian/Alaska Native	0	0.0
Asian	0	0.0
Caucasian/White	1	9.1
Hispanic/Latino(a)/Chicano(a)	9	81.8
Middle Eastern	1	9.1
Native Hawaiian/Pacific Islander	0	0.0
Other	0	0.0
Decline to state	0	0.0
Total	11	100.0

Summary of Findings

Areas of strength for ESL/N 602:

There was a considerable amount of positive feedback regarding the overall course. Respondents found this course to be helpful with having conversations, learning vocabulary, as well as writing paragraphs. Respondents were also able to apply what they have learned throughout the course, on and off campus, such as speaking with other students, reading, sending emails (to other students and at work), and communicating at stores and with family. 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 communication, reading, writing, and technology skills as well as overall English skills.

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 PowerPoint throughout the course. Respondents also suggested spending more time on topics such as grammar, reading, writing, and vocabulary pronunciation. Course materials that respondents would like to see in the classroom include books, videos, handouts, and podcasts. Student services that respondents would have found helpful with their learning throughout the course include academic advising, the writing center, and tutoring.