



The English as a Second Language/Noncredit (ESL/N) instructor at Crafton Hills College (CHC) administered a survey to their students at the beginning 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’ prior educational experiences, students’ English usage prior to and since taking this course, and what resources students would find helpful with their learning in course. This report illustrates results from the Spring 2024 Midterm survey. A total of 8 valid online surveys were received and analyzed. Please note the number of responses offered ranged from 7-25 as each question was optional and some questions had the option to select more than one response.

Table 1 identifies the number of respondents in the ESL/N 603 and 604 Beginning Level courses. There was a total of 8 students who responded to the survey.

Table 1. Self-Reported ESL/N Course.

Select the course you're currently enrolled in:	#	%
ESL/N 603 ESL Beginning Level 3	4	50.0
ESL/N 604 ESL Beginning Level 4	4	50.0
Total	8	100.0

Table 2 identifies the number of other courses that each respondent was enrolled in while taking either ESL/N 603 or 604 Beginning Level courses. The majority of respondents (62.5%) were enrolled in one other course.

Table 2. Self-Reported Number of Other Courses.

How many other courses are you currently enrolled in?	#	%
0	2	25.0
1	5	62.5
2	1	12.5
3	0	0.0
4	0	0.0
5 or more	0	0.0
Total	8	100.0

Table 3 identifies the highest educational credential that each respondent has earned. Half of the respondents have earned a high school diploma or less, while the other half of respondents have earned a degree in higher education.

Table 3. Self-Reported Highest Educational Credential Earned.

What is the highest educational credential you have earned?	#	%
Less than a high school diploma	0	0.0
High school diploma	4	50.0
College certificate	0	0.0
Associate's degree	1	12.5
Bachelor's Degree	1	12.5
Master's Degree	2	25.0
Doctorate	0	0.0
Total	8	100.0

Table 4 identifies whether the respondent earned their highest educational credential in the United States. The credentials in question are listed above in table 3. The majority of respondents (75%) reported that they did not receive their credential in the U.S., while only two respondents (25%) reported receiving their credential in the U.S.

Table 4. Earned Credential Location.

Did you earn your (credential?) in the United States?	#	%
Yes	2	25.0
No	6	75.0
Total	8	100.0

Table 5 includes the level of experience each respondent has with technology. The majority of respondents (75%) reported that they have an intermediate level of experience while the remaining respondents (25%) reported a beginner level of experience with technology.

Table 5. Experience with Technology

How would you describe your level of experience with technology?	#	%
Beginner	2	25.0
Intermediate	6	75.0
Advanced	0	0.0
Total	8	100.0

Table 6 indicates how respondents formally learned English before the course. The majority of responses (72.7%) reported learning English through ESL Adult School Education prior to the course.

Table 6. How Respondents Learned English Before Taking the Course

Before this class, how did you learn English formally? (select all that apply)	#	%
Citizenship classes	1	9.1
ESL Adult School Education	8	72.7
ESL credit courses	0	0.0
ESL non-credit courses	1	9.1
ESL University/College Education	1	9.1
Tutoring	0	0.0
Other (specify below)	0	0.0
Not applicable	0	0.0
Total	11	100.0

Note: respondents could select multiple educational opportunities, responses may be duplicated.

Table 7 indicates how often respondents use English in different settings. In all four settings, respondents use at least a little English. Out of all four settings, respondents (75%) used **the most** English in conversation and respondents (57.1%) used **the least** amount of English while completing forms.

Table 7. Frequency of English Use in Different Settings

Currently, how often do you use English in these different settings?	None at all		A little		A moderate amount		A lot		Total
	#	%	#	%	#	%	#	%	
Conversation	0	0.0	2	25.0	4	50.0	2	25.0	8
Reading	0	0.0	3	37.5	3	37.5	2	25.0	8
Writing	0	0.0	3	50.0	1	16.7	2	33.3	6
Completing forms	0	0.0	4	57.1	2	28.6	1	14.3	7

Table 8 indicates the kinds of course materials that would help respondents with their learning in this course. The majority of respondents (44.4%) indicated reading materials would be the most helpful followed by videos (22.2%) and handouts (16.7%). One student specified that having a computer would be helpful for them in this course.

Table 8. Helpful Course Materials for Learning

What kinds of course materials would help with your learning in this course? (select all that apply)	#	%
Handouts	3	16.7
Videos	4	22.2
Podcasts	2	11.1
Reading materials (e.g., articles, books, etc.)	8	44.4
Other (specify below)	1	5.6
Total	18	100.0

Note: respondents could select multiple course materials, responses may be duplicated.

Table 8a. Helpful Course Materials for Learning – Other Specified

Other (specify below) (n=1)
Computer

Table 9 indicates the different student support services that can help respondents going forward. Respondents feel that all of the listed student support services can help them moving forward, but the respondents indicated that the tutoring center (20%) and library (20%) would be of the greatest help.

Table 9. Helpful Student Support Services

Which student support services can help you going forward? (select all that apply)	#	%
Admissions and Records	2	8.0
Counseling	3	12.0
Career Services	3	12.0
Financial Aid	1	4.0
Food Pantry – Coach’s Cupboard	3	12.0
Health and Wellness	1	4.0
Library	5	20.0
Tutoring Center	5	20.0
University Transfer Center	1	4.0
Veterans Services	0	0.0
All of the above	1	4.0
Other (specify below)	0	0.0
Total	25	100.0

Note: respondents could select multiple services, responses may be duplicated.

Table 10 indicates the respondents’ main goal they are currently pursuing. Once the respondent selected an option, it prompted them with the corresponding open-ended question as seen below in tables 10a, 10b, and 10c.

Table 10. Current Main Goal

Select a main goal you are currently pursuing.	#	%
Educational goal	3	37.5
Personal goal	3	37.5
Professional goal	2	25.0
Total	8	100.0

Table 10a, 10b, and 10c provide insights into how the course can help the respondents in achieving either their educational, personal, or professional goal.

Table 10a. Educational Goal

How can this course help you achieve your educational goal? (n=3)
A desarroyar un mejor idioma para obtener un diploma o un mejor trabajo
A lot also my correer
I want to validate my career.

Table 10b. Personal Goal

How can this course help you achieve your personal goal? (n=3)
Any
Create my own business
To improve my conversation skills

Table 10c. Professional Goal

How can this course help you achieve your professional goal? (n=2)
Learning more English
With writing and reading in a profecional vocabulary

Table 11 indicates how the respondents found out about the ESL/N courses. The majority of responses (75%) reported finding out about the course through adult school. One respondent found out through personal research and another respondent was referred by a staff member.

Table 11. How Respondents Found Out About this Course

How did you find out about this course?	#	%
Adult school	6	75.0
Crafton website	0	0.0
Mail postcard	0	0.0
Personal research	1	12.5
Recommended by friend or family	0	0.0
Referred by a staff member (e.g., Counselor, Professor, etc.)	1	12.5
Other (specify below)	0	0.0
Total	8	100.0

Table 12 indicates the time of day that works best for the respondents to attend future ESL/N courses. The majority of respondents (71.4%) reported evenings were the best time for them to attend ESL/N courses.

Table 12. Best Time of Day to Attend Future ESL/N Courses

Based on your schedule, please select a time that works best for you to attend future ESL/N courses.	#	%
Mornings (9:00 AM – 12:00 PM)	1	14.3
Afternoons (1:00 PM – 4:00 PM)	1	14.3
Evenings (6:00 PM – 9:00 PM)	5	71.4
Total	7	100.0

Table 13 identifies the age group of each respondent. The majority of respondents (87.5%) were in the 35 or older age groups, while one respondent (12.5%) was in the 25-29 age group.

Table 13. Self-Reported Age.

What is your age range?	#	%
19 or younger	0	0.0
20-24	0	0.0
25-29	1	12.5
30-34	0	0.0
35-39	1	12.5
40-49	2	25.0
50 or older	4	50.0
Total	8	100.0

Table 14 identifies the gender of each respondent. The majority of respondents (87.5%) reported as female, while one respondent (12.5%) reported as male.

Table 14. Self-Reported Gender.

What is your gender?	#	%
Male	1	12.5
Female	7	87.5
Transgender	0	0.0
Non-binary/non-conforming	0	0.0
Decline to state	0	0.0
Total	8	100.0

Table 15 identifies the race/ethnicity of each respondent. All of the respondents (100%) reported Hispanic/Latino(a)/Chicano(a) as their race/ethnicity.

Table 15. Self-Reported Race/Ethnicity.

Please select your race/ethnicity (select all that apply)	#	%
African American/Black	0	0.0
American Indian/Alaska Native	0	0.0
Asian	0	0.0
Caucasian/White	0	0.0
Hispanic/Latino(a)/Chicano(a)	8	100.0
Middle Eastern	0	0.0
Native Hawaiian/Pacific Islander	0	0.0
Other (Please Specify)	0	0.0
Decline to state	0	0.0
Total	8	100.0

Note: respondents could select multiple races/ethnicities, responses may be duplicated.