



Fall 2019 ENGLISH/MATH DROP SURVEY

Los Angeles Community Colleges

You are invited to participate in this survey that examines the various reasons why students dropped or withdrew from their English and math courses. We are looking for feedback from students who enrolled and then dropped an English or math course during the Fall 2019 term at any LACCD college.

Your participation is voluntary and your responses are kept confidential. Results will only be used for to better understand what courses students need to help achieve their educational goal.

Our records indicate that you enrolled in a [MATH XXX] course at [College Name]. Please take less than 5 minutes to complete this survey about your experience with that class.

If you would like to participate, please log in using your LACCD student ID number: [XXXXXXXXXX]

https://survey.laccd.edu/scripts/rws5.pl?FORM=F19_DropSurvey

If you have any questions, please email researchsurvey@email.laccd.edu.

Thank you in advance for your participation!

I. Please enter your student id (from the e-mail invitation): *(This is a required field)* [Textbox]

1. What was the reason(s) for dropping or withdrawing from the [MATH XXX or ENGLISH XXX] course?
(Select all that apply) (If a student selects "NEEDED MORE SUPPORT," they will be asked question 1a.

Otherwise the survey continues with question 2)

- COST (e.g., tuition was too expensive, no financial aid, supplies cost too much)
- CLASS TIME (e.g., class time didn't work with my schedule)
- CLASS IS TOO LONG (e.g., I prefer/need short-term classes)
- PERSONAL REASONS (e.g., didn't have time to complete work/study, family obligations, job schedule, health issues)
- I DID NOT NEED THE CLASS (e.g., class was not a required for my program)
- CLASS WAS TOO EASY (e.g., class was not challenging enough)
- I WAS NOT PREPARED (e.g., class was too difficult, did not understand the material, assignments were difficult)
- I NEEDED MORE SUPPORT (e.g., could not find sufficient support, needed more help)
- I DID NOT LIKE THE CLASS (e.g., class was not interesting, class was not what I expected)
- INSTRUCTOR (e.g., did not like the teaching style, instructor was not available outside of class, syllabus not followed)
- ENROLLED IN ANOTHER CLASS INSTEAD (e.g., you wanted to take another class instead)
- OTHER

If OTHER, please specify: [Textbox]

2. What was the MAIN reason for dropping or withdrawing from the [MATH XXX or ENGLISH XXX] course?
(Select one response)

- | | |
|--|---|
| <input type="radio"/> COST | <input type="radio"/> I WAS NOT PREPARED |
| <input type="radio"/> CLASS TIME | <input type="radio"/> NEEDED MORE SUPPORT |
| <input type="radio"/> CLASS IS TOO LONG | <input type="radio"/> I DID NOT LIKE THE CLASS |
| <input type="radio"/> PERSONAL REASONS | <input type="radio"/> INSTRUCTOR |
| <input type="radio"/> I DID NOT NEED THE CLASS | <input type="radio"/> ENROLLED IN ANOTHER CLASS INSTEAD |
| <input type="radio"/> CLASS WAS TOO EASY | |
| <input type="radio"/> OTHER | |

If OTHER, please specify: [Textbox]

3. Will you enroll in this course in the Spring 2020 term? *(Select one response)*

(If a student selects “Yes,” “No, I will take a higher-level class,” or “No, I will take a lower-level class,” they will be asked question 3a. Otherwise the survey continues with question 4)

- Yes
- No
- No, I don't need this class
- No, I will take a higher-level class
- No, I will take a lower-level class
- Not Sure

3a. Do you plan to take this course with co-requisite support? *(Select one response)*

- Yes
- No
- Not Sure

4. In the future, how could the college support you to succeed in your English and math classes? *(Select all that apply)*

- In-person tutoring
- Workshops
- Online tutoring
- Online videos
- Online materials (on Canvas)
- Summer/Winter bootcamp or bridge program
- More office hour availability
- More noncredit support classes
- More convenient scheduling
- A lower level math or English course
- OTHER

If OTHER, please specify: [Textbox]

5. Have you heard about NetTutor (online tutoring)? *(Select one response)*

- Yes, I have used NetTutor
- Yes, but I have NOT used NetTutor
- No
- Not Sure

6. Do you have any comments to share about your experience with this class? [Textbox]

Fall 2019 English & Math Drop Survey -- Preliminary Results

- Preliminary Results:**
- The top reasons for students dropping or withdrawing from an English or Math included: Instructor, Personal Reasons, Not Prepared, Needed More Support.
 - o English students cited personal reasons more often as the cause of the drop or withdraw.
 - o Math students cited the instructor more often as the reason for dropping or withdrawing from a class.
 - About half of students who dropped or withdrew from a class are going to retake it in the Spring.
 - o 54% of students said they would take their English course in Spring 2020 (160 out of 299). Of these students, slightly under half (47%) said that they were not sure if they would take the course with co-requisite support, while 22% said they would take the course with co-requisite support and 31% would not.
 - o 51% of students said they would take their Math course in Spring 2020 (261 out of 511). Of these students, 43% said that they were not sure if they would take the course with co-requisite support, while 33% said they would take the course with co-requisite support and 24% would not.
 - In terms of support, English and math student identified that having more in-person tutoring would helpful, as would having online materials available on Canvas.
 - o English students also said that more convenient scheduling would be helpful, while math students also mentioned that online tutoring would provide helpful support.
 - Data suggest that NetTutor may be an underutilized resource.
 - o 35% of English and math students have not even heard of NetTutor.
 - o A large proportion of English and Math students (44% and 40%, respectively), have heard of NetTutor, but have not used it.

1. What was the reason(s) for dropping or withdrawing from the ENGLISH or MATH course?

	ENGLISH TOTAL			% ENGLISH TOTAL			MATH TOTAL			% MATH TOTAL		
	Drop	W	Total	Drop	W	Total	Drop	W	Total	Drop	W	Total
COST	8	10	18	4.3%	2.6%	3.2%	15	16	31	5.9%	1.9%	2.8%
CLASS TIME	20	28	48	10.9%	7.3%	8.4%	25	41	66	9.9%	4.8%	6.0%
CLASS IS TOO LONG	6	7	13	3.3%	1.8%	2.3%	7	31	38	2.8%	3.6%	3.4%
PERSONAL REASONS	41	84	125	22.3%	21.8%	22.0%	24	118	142	9.5%	13.8%	12.8%
I DID NOT NEED THE CLASS	8	4	12	4.3%	1.0%	2.1%	6	20	26	2.4%	2.3%	2.3%
CLASS WAS TOO EASY	1	3	4	0.5%	0.8%	0.7%	1	0	1	0.4%	0.0%	0.1%
I WAS NOT PREPARED	13	58	71	7.1%	15.1%	12.5%	41	155	196	16.2%	18.1%	17.7%
NEEDED MORE SUPPORT	12	52	64	6.5%	13.5%	11.2%	36	161	197	14.2%	18.9%	17.8%
I DID NOT LIKE THE CLASS	13	47	60	7.1%	12.2%	10.5%	17	75	92	6.7%	8.8%	8.3%
INSTRUCTOR	25	64	89	13.6%	16.6%	15.6%	42	180	222	16.6%	21.1%	20.1%
ENROLLED IN ANOTHER CLASS INSTEAD	24	3	27	13.0%	0.8%	4.7%	19	7	26	7.5%	0.8%	2.3%
OTHER	13	25	38	7.1%	6.5%	6.7%	20	50	70	7.9%	5.9%	6.3%
Total	184	385	569	100.0%	100.0%	100.0%	253	854	1,107	100.0%	100.0%	100.0%

2. What was the MAIN reason for dropping or withdrawing from the ENGLISH or MATH course?

	ENGLISH TOTAL			% ENGLISH TOTAL		
	Drop	W	Total	Drop	W	Total
COST	7	7	14	6.7%	3.7%	4.8%
CLASS TIME	8	10	18	7.7%	5.3%	6.1%
CLASS IS TOO LONG	0	1	1	0.0%	0.5%	0.3%
PERSONAL REASONS	24	52	76	23.1%	27.5%	25.9%
I DID NOT NEED THE CLASS	6	2	8	5.8%	1.1%	2.7%
CLASS WAS TOO EASY	1	1	2	1.0%	0.5%	0.7%
I WAS NOT PREPARED	6	33	39	5.8%	17.5%	13.3%
NEEDED MORE SUPPORT	3	15	18	2.9%	7.9%	6.1%
I DID NOT LIKE THE CLASS	8	16	24	7.7%	8.5%	8.2%
INSTRUCTOR	17	45	62	16.3%	23.8%	21.2%
ENROLLED IN ANOTHER CLASS INSTEAD	17	2	19	16.3%	1.1%	6.5%
OTHER *	7	5	12	6.7%	2.6%	4.1%
Total	104	189	293	100.0%	100.0%	100.0%

	MATH TOTAL			% MATH TOTAL		
	Drop	W	Total	Drop	W	Total
	8	4	12	6.5%	1.0%	2.4%
	9	10	19	7.3%	2.6%	3.8%
	2	4	6	1.6%	1.0%	1.2%
	14	67	81	11.3%	17.6%	16.0%
	3	13	16	2.4%	3.4%	3.2%
	1	0	1	0.8%	0.0%	0.2%
	24	64	88	19.4%	16.8%	17.4%
	17	67	84	13.7%	17.6%	16.6%
	5	18	23	4.0%	4.7%	4.6%
	27	120	147	21.8%	31.5%	29.1%
	11	4	15	8.9%	1.0%	3.0%
	3	10	13	2.4%	2.6%	2.6%
Total	124	381	505	100.0%	100.0%	100.0%

3. Will you enroll in this course in the Spring 2020 term? (Select one response)

	ENGLISH TOTAL			% ENGLISH TOTAL		
	Drop	W	Total	Drop	W	Total
Yes	46	114	160	43.0%	59.4%	53.5%
No	25	25	50	23.4%	13.0%	16.7%
No, I don't need this class	4	3	7	3.7%	1.6%	2.3%
No, I will take a higher-level class	5	2	7	4.7%	1.0%	2.3%
No, I will take a lower-level class	4	4	8	3.7%	2.1%	2.7%
Not Sure	23	44	67	21.5%	22.9%	22.4%
Total	107	192	299	100.0%	100.0%	100.0%

	MATH TOTAL			% MATH TOTAL		
	Drop	W	Total	Drop	W	Total
	54	207	261	42.5%	55.3%	51.1%
	19	59	78	15.0%	15.8%	15.3%
	11	22	33	8.7%	5.9%	6.5%
	8	2	20	6.3%	0.5%	3.9%
	7	21	28	5.5%	5.6%	5.5%
	28	63	91	22.0%	16.8%	17.8%
Total	127	374	511	100.0%	100.0%	100.0%

3a. Do you plan to take this course with co-requisite support? (Select one response)

	ENGLISH TOTAL			% ENGLISH TOTAL		
	Drop	W	Total	Drop	W	Total
Yes	9	29	38	16.4%	24.2%	21.7%
No	17	38	55	30.9%	31.7%	31.4%
Not Sure	29	53	82	52.7%	44.2%	46.9%
Total	55	120	175	100.0%	100.0%	100.0%

	MATH TOTAL			% MATH TOTAL		
	Drop	W	Total	Drop	W	Total
	21	80	101	30.9%	33.5%	32.9%
	18	55	73	26.5%	23.0%	23.8%
	29	104	133	42.6%	43.5%	43.3%
Total	68	239	307	100.0%	100.0%	100.0%

4. In the future, how could the college support you to succeed in your English or math class(es)?

	ENGLISH TOTAL		MATH TOTAL	
	N	%	N	%
In-person tutoring	103	34.1%	256	50.1%
Workshops	60	19.9%	134	26.2%
Online tutoring	63	20.9%	167	32.7%
Online videos	49	16.2%	159	31.1%
Online materials (on Canvas)	84	27.8%	167	32.7%
Summer/Winter boot camp or bridge progr	38	12.6%	91	17.8%
More office hou availability	39	12.9%	90	17.6%
More noncredit support classes	20	6.6%	66	12.9%
More convenient scheduling	72	23.8%	112	21.9%
A lower-level English course	28	9.3%	88	17.2%
Other	31	10.3%	61	11.9%

5. Have you heard about NetTutor (online tutoring)? (Select one response)

	ENGLISH TOTAL		MATH TOTAL	
	N	%	N	%
Yes, I have used NetTutor	47	15.8%	89	17.5%
Yes, but I have NOT used NetTutor	131	44.1%	204	40.2%
No	105	35.4%	177	34.8%
Not Sure	14	4.7%	38	7.5%
Total	297	100.0%	508	100.0%

Success Rates in English and Math Courses (**PRELIMINARY - as of 01-06-2020**)

Fall 2019 vs Fall 2018

Row Labels	Fall 2018			Fall 2019		
	Sum of enrolled	Sum of success	Success Rate	Sum of enrolled	Sum of success	Success Rate
ENGLISH	31,268	19,039	60.9%	31,065	17,795	57.3%
NON-TRANSFERRABLE						
19	316	144	45.6%			
20	73	37	50.7%			
21	1,741	965	55.4%			
28	5,061	2,998	59.2%	746	433	58.0%
67	665	389	58.5%	169	77	45.6%
68	10	7	70.0%	17	4	23.5%
72				1,686	1,152	68.3%
94	95	66	69.5%	86	58	67.4%
97	346	164	47.4%			
100	1,028	602	58.6%	283	139	49.1%
104				348	214	61.5%
145	500	238	47.6%	57	18	31.6%
300	113	49	43.4%			
020A	195	107	54.9%			
107B	73	53	72.6%	350	223	63.7%
TRANSFERRABLE						
101	12,993	7,722	59.4%	18,912	9,880	52.2%
102	3,407	2,281	67.0%	3,361	2,157	64.2%
103	3,581	2,446	68.3%	3,658	2,405	65.7%
105	24	19	79.2%	31	25	80.6%
108	17	14	82.4%	91	49	53.8%
124	15	10	66.7%	25	20	80.0%
125	3	3	100.0%	3	3	100.0%
127	135	96	71.1%	169	141	83.4%
185	1	-	0.0%			
203	102	81	79.4%	121	78	64.5%
204	38	33	86.8%	33	29	87.9%
205	229	179	78.2%	235	182	77.4%
206	49	33	67.3%	56	41	73.2%
207	95	63	66.3%	133	108	81.2%
208	33	20	60.6%	79	57	72.2%
209				46	37	80.4%
211				97	65	67.0%
213	8	6	75.0%			
214	21	10	47.6%			
215	11	8	72.7%	16	10	62.5%
218	22	21	95.5%	16	21	80.8%
219	12	8	66.7%	13	9	69.2%
234	13	8	61.5%			
235				21	8	38.1%
239	30	20	66.7%	22	11	50.0%
240	60	33	55.0%	32	25	78.1%
245	15	10	66.7%	7	6	85.7%
250	23	16	69.6%	37	29	78.4%
270	69	35	50.7%	27	13	48.1%
271				31	28	90.3%
285	1	-	0.0%			
385	2	2	100.0%			
420	43	43	100.0%	41	40	97.6%

Success Rates in English and Math Courses (**PRELIMINARY - as of 01-06-2020**)

Fall 2019 vs Fall 2018

Row Labels	Fall 2018			Fall 2019		
	Sum of enrolled	Sum of success	Success Rate	Sum of enrolled	Sum of success	Success Rate
MATH	37,758	18,235	48.3%	29,331	12,905	44.0%
NON-TRANSFERRABLE						
10	33	15	45.5%	29	11	37.9%
100	264	142	53.8%	192	91	47.4%
103	17	6	35.3%			
105	757	304	40.2%			
107	18	14	77.8%			
110	2,680	1,281	47.8%			
112	2,091	1,069	51.1%			
113	175	74	42.3%			
114	79	40	50.6%			
115	6,606	2,741	41.5%	40	15	37.5%
120	515	279	54.2%	236	79	33.5%
121	181	84	46.4%			
122	58	23	39.7%	80	39	48.8%
125	7,849	3,503	44.6%	4,732	1,622	34.3%
134	140	52	37.1%	955	453	47.4%
137	259	118	45.6%	662	314	47.4%
157	67	34	50.7%	178	105	59.0%
167	399	222	55.6%	159	35	22.0%
123A	225	109	48.4%			
123B	289	153	52.9%	68	31	45.6%
123C	210	117	55.7%	109	50	45.9%
124A	126	55	43.7%			
124B	62	38	61.3%			
125S				725	283	39.0%
228A	274	184	67.2%	236	150	63.6%
236L				11	-	0.0%

Success Rates in English and Math Courses (**PRELIMINARY - as of 01-06-2020**)

Fall 2019 vs Fall 2018

Row Labels	Fall 2018			Fall 2019		
	Sum of enrolled	Sum of success	Success Rate	Sum of enrolled	Sum of success	Success Rate
TRANSFERRABLE						
173	59	46	78.0%	68	44	64.7%
185				1	1	100.0%
192	94	45	47.9%	31	24	77.4%
202	9	6	66.7%	24	17	70.8%
215	148	96	64.9%	359	196	54.6%
227	6,154	3,194	51.9%	10,316	4,548	44.1%
230	121	83	68.6%	398	209	52.5%
234	42	22	52.4%			
235	46	30	65.2%	26	15	57.7%
236	200	107	53.5%	187	102	54.5%
238	458	195	42.6%	513	260	50.7%
240	825	458	55.5%	1,023	435	42.5%
241	379	159	42.0%	504	203	40.3%
245	601	247	41.1%	791	305	38.6%
258	17	13	76.5%	147	29	19.7%
259	203	104	51.2%	290	111	38.3%
260	1,387	721	52.0%	1,698	766	45.1%
261	1,228	706	57.5%	1,116	570	51.1%
262	688	350	50.9%	699	357	51.1%
263	436	267	61.2%	449	295	65.7%
265	295	139	47.1%	306	134	43.8%
266	249	147	59.0%	212	134	63.2%
267	83	49	59.0%	107	65	60.7%
270	294	164	55.8%	354	219	61.9%
272	14	7	50.0%	28	12	42.9%
273				25	23	92.0%
275	196	106	54.1%	227	145	63.9%
285				3	3	100.0%
385	8	7	87.5%	1	1	100.0%
227A				123	41	33.3%
227B				38	25	65.8%
227S				525	187	35.6%
228B	150	110	73.3%	112	68	60.7%
240S				43	8	18.6%
241S				42	18	42.9%
245C				26	8	30.8%
245L				107	49	45.8%

College Entry	Number of New Students	% <u>Attempting</u> Transfer Level ENGLISH Course in Fall	% Successfully <u>Completing</u> Transfer Level ENGLISH Course in Fall	% <u>Attempting</u> Transfer Level MATH Course in Fall	% Successfully <u>Completing</u> Transfer Level MATH Course in Fall
Fall 2017 Entry	19,877	25.1%	17.1%	9.9%	5.0%
Fall 2018 Entry	20,021	31.4%	20.5%	12.2%	6.6%
Fall 2019 Entry (p)	18,184	55.5%	30.4%	28.6%	10.3%

(p) preliminary

College Entry	Number of New Students	% <u>Attempting</u> Transfer Level ENGLISH Course in ENTIRE YEAR 1	% Successfully <u>Completing</u> Transfer Level ENGLISH Course in ENTIRE YEAR 1	% <u>Attempting</u> Transfer Level MATH Course in ENTIRE YEAR 1	% Successfully <u>Completing</u> Transfer Level MATH Course in ENTIRE YEAR 1
Fall 2017 Entry	19,877	38.9%	27.7%	15.1%	8.8%
Fall 2018 Entry	20,021	47.8%	32.5%	18.2%	10.8%
Fall 2019 Entry (p)	18,184	N/A	N/A	N/A	N/A