

(ECC—Torrance Only)**Observation Patterns/ Trends:**

- Students Struggled with Analysis and Source Integration (14)
- Students Struggled with Documentation and Citation (14)
- Grammar Issues (8)
- Reading Comprehension Problems (7)
- Lack of Preparation for 1A (7)
- Failure to Meet Minimum Requirements (6)
- Lack of Organization (Especially in D/F Papers) (5)
- Students Taking Advantage of Resources/Help Performed Better (4)
- Students Chose Not to Take Advantage of Resources and Did Worse (4)
- Student Procrastination (1)
- Plagiarism Increase (1)
- Frequent Absences (1)

Implications and Future Direction: Teaching Strategies

- Focus on MLA/Works Cited/Sources (13)
- Use More Examples/Exercises & Repetition (9)
- Stress Basic Requirements (8)
- Start Research Essays Earlier/Give More Time (7)
- Prepare Students for Research (5)
- One on One Draft Conferencing (4)
- In-Class Projects and Student Presentations (4)
- Work on Reading Comprehension (3)
- Work on Basics (Grammar, Sentence Structure, etc.) (3)
- Have Research Paper as Requirement to Pass Class (2)
- Teach Using More Interactive Media (1)

Implications and Future Direction: Curriculum

- Stricter Requirements for English A Students to Get into English 1A (9)
- Have More Time for Research Papers and Have Multiple Drafts (7)
- Students Need More Practice to Work with Evidence, Support, and MLA (6)
- Add a “Mini-Research Essay” for More Practice (5)
- Research Paper Needs to Be Worth More (4)
- Greater Focus on Reading/Writing (4)
- Difficult for Students Jumping Straight into 1A (3)
- No Changes (2)
- Less Lecture, More In-Class Group Work (2)

Implications and Future Direction: Support from Program/College

- More Library Collaboration Including More Help with MLA, Works Cited (9)
- Continue Norming Workshops/Consistency (7)
- Additional Preparation Before 1A (7)
- Make English A Harder or Increase the Requirements for English 1A (6)
- Greater Emphasis on Drafts/Writing, Less Reading (5)
- Have Tutors in English 1A (4)
- Add More Contact Hours for 1A (2)
- Smaller Class Sizes (2)
- Do Research Paper Earlier (1)
- Require Research Papers in Other Disciplines (1)

Other Information/Anecdotes

- Students Unprepared for College Level Work (7)
- Students Passed A, but are Unprepared for 1A (5)
- Students Drop During Research Paper Writing Time (2)
- Librarians are a Helpful Resource for Students (2)
- Students Submitted No Research Paper at All (2)

(ECC—Compton Only)

Observation Patterns/ Trends:

- Problems with citing sources and Works Cited page (5)
- Students struggled with basic college writing skills (4)
- Lack of reading/reading comprehension experience (1)
- Students who took advantage of research did better (1)

Implications and Future Direction: Teaching Strategies

- More practice with in-text citations (4)
- More preparation in English A or before 1A (3)
- SI Tutor to help students with basic skills (2)
- More practice with databases/other media (2)

Implications and Future Direction: Curriculum

- MLA workshop/Research Class (3)
- More pre-writing activities (2)
- Tutoring (2)
- More Preparation Before 1A (2)

Implications and Future Direction: Support from Program/College

- Gather pre-writing and research templates to use in the curriculum (3)
- More resources for students including tutoring, library, workshops, etc. (2)
- Mandatory office hours that students attend (2)
- Greater collaboration among instructors (1)
- Research Papers as requirement in all disciplines (1)
- Ensure that unprepared students in lower sections do not pass (1)

Other Information/Anecdotes

- Students who had 1A skills emphasized in their previous classes did better (1)