Assessment Questionnaire Impact Survey: Faculty and Student Responses

Fall 2020

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Research and Institutional Effectiveness

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Purpose:

In compliance with the mandates of California AB705 and Title 5, multiple measures assessment requirements, Mt. SAC has developed and implemented a new placement process named Assessment Questionnaire (AQ) since April 2, 2018. AQ is open to all students at Mt. SAC, if applicable, allowing students who completed it to receive English and/or math placement without taking a content-based assessment test.

On May 7, 2019, Mt. SAC implemented phase 2 of the AQ placement process adopting revised placement recommendations that aligned with the newly published California Community College Chancellor Office's guidelines. The new placement system has impacted almost all aspects of our college operations, especially enrollment, course offerings, instruction curriculum and teaching strategies, academic and service supports, and student outcomes. It is important to collect students' feedback on such an impact that closely relates to them.

Methods:

This report provides the results of the fall 2020 AQ Impact Student and Faculty Survey administered during the weeks of October 12-29, 2020, in selected AMLA, English, math, LERN, and reading classes. To address the various stakeholder needs, two versions of the student survey were created: one version for students enrolled in an AMLA, English, LERN, and/or reading course and another version for students enrolled in a math course. Both versions contained questions asking for students' input on the helpfulness of the AQ placement process, reasons for enrolling in their class, confidence in passing, level of difficulty of the class, and self-evaluation on progress in class. The math version included additional questions on students' confidence in choosing the right math course for their major and academic goals.

Instructors of these surveyed classes were asked to complete an evaluation survey. The faculty evaluation survey asked faculty to evaluate if the difficulty of the class appropriately challenged the student. In thinking about the course content and the student's work in the class up until surveying, faculty were asked to rate the level of difficulty: *I feel this course is too difficult for this student; I feel this course is the right level of difficultly for this student; I feel this course is too easy for this student;* and *I don't know enough about this student*.

Both versions of the student survey and the faculty surveys were administered using the Qualtrics survey platform. All potential participants were emailed a survey link to their Mt. SAC email. Depending on how many of the targeted subjects students were enrolled in, multiple survey invites were sent identifying which subject students were being asked to evaluate. For example, if a student was enrolled in both a math and an English course, they received two emails. One email identified that the survey was asking them about their math course and another email identified that the survey was asking them about their English course.

Participants:
Approximately, 5,067 survey invites were sent out to 4,617 unique students. Of those invited to participate, a total of 829 students completed the survey. See Table 1 for a breakdown of the number of survey invites sent and number of surveys completed in the specific subjects sampled.

Across the subjects surveyed, there were a total of 179 unique CRNs and 134 unique faculty members asked to provide an evaluation of course difficulty. Of those asked to participate, 67 faculty members provided an evaluation of course difficulty as it relates to the students' ability (see Table 2).

Table 1. Subjects Surveyed, Unique Students Asked to Complete the Impact Survey, and Final Number of Participants by Subject

	Total Invites	Unique Students Invited	Total Completed
AMLA	333	298	201
READ	393	393	81
LERN	56	52	10
ENGL	1763	1763	186
MATH	2522	2519	351
Total	5067	5025	829

*Note. Total of unique students invited of 5,025 does not match unique count mentioned above of 4,617 as the latter refers to total unique across subject area (i.e., unique students that may have been registered in more than one subject area) and the former refers to unique students found in the same subject area (i.e., unique students that may have been registered in more than one class in the same subject area).

Table 2. CRN and faculty survey count

|	CRNs Surveyed	CRN completion Count	CRN completion %	Faculty evaluation count	Faculty/student match count
AMLA	15	11	73.3%	244	132
READ	17	13	76.5%	304	71
LERN	3	0	0.0%	0	0
ENGL	65	16	24.6%	397	55
MATH	79	27	34.2%	873	163
Total	179	67	37.4%	1818	421

Analysis:

To maintain confidentiality, survey responses that totaled 5 or less endorsements are not presented.

Faculty results:

The following section shows the results of faculty ratings by subject. Please note that although LERN faculty were invited to participate, no LERN faculty completed the survey so the results below focus only on ENGL, READ, AMLA, and Math faculty.

Faculty Rating	AMLA #	AMLA %	READ #	READ %	ENGL #	ENGL %	MATH #	MATH %	Total #	Total %
Course is too difficult for student	7	2.9%	42	13.8%	55	13.9%	225	25.8%	329	18.1%
Right level of difficulty for student	176	72.1%	200	65.8%	258	65.0%	470	53.8%	1104	60.7%
Course is too easy for student	36	14.8%	11	3.6%	6	1.5%	57	6.5%	110	6.1%
Don't know enough about student	25	10.2%	45	14.8%	78	19.6%	121	13.9%	269	14.8%
Missing	0	0.0%	6	2.0%	0	0.0%	0	0.0%	6	0.3%
Total	244	100.0%	304	100.0%	397	100.0%	873	100.0%	1818	100.0%

Fig. 1 Faculty Evaluations of Student Placement by Subject
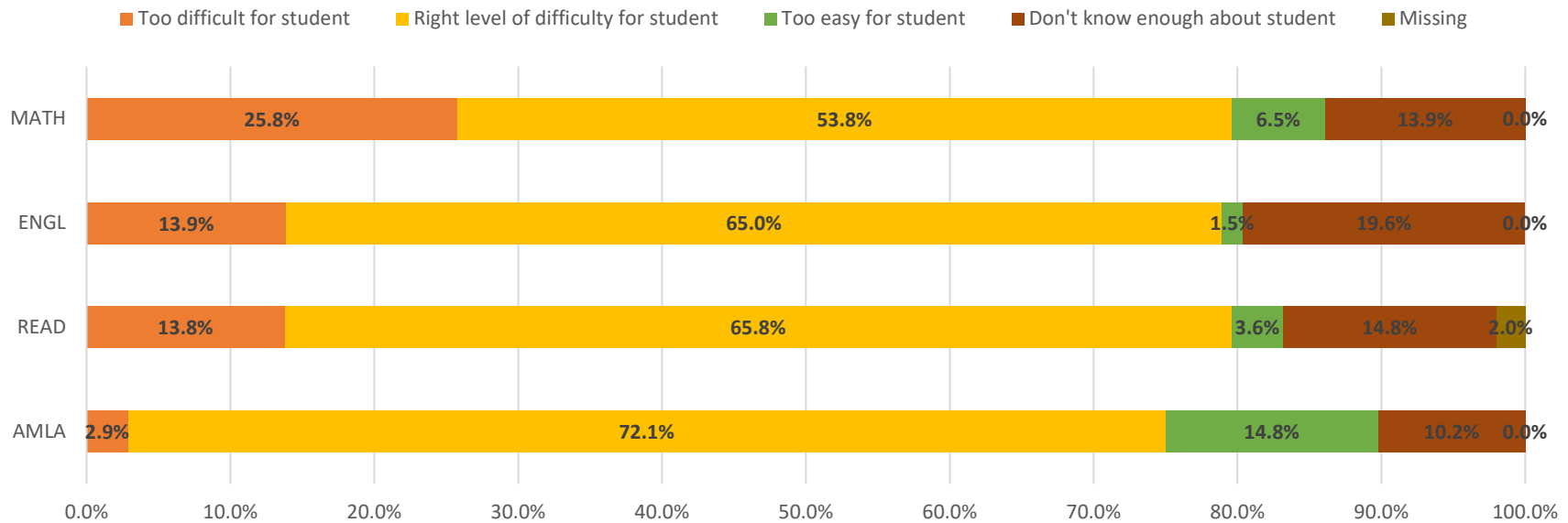
Analysis:

This report contains data across several rows and columns; however, please note that all percentages presented were calcuated by row total. The only exception to this is the column labeled *Overall Total %*, this column is calculated by dividing the O*verall Total* by the totals presented in each row.

	Too difficult #	Too difficult %	Right level #	Right level %	Too easy #	Too easy %	Don't know student #	Don't know student %	Missing #	Missing %	Overall Total #	Overall Total %
AMLA 31R	0	0.0%	12	75.0%	2	12.5%	2	12.5%	0	0.0%	16	6.6%
AMLA 32R	0	0.0%	15	60.0%	8	32.0%	2	8.0%	0	0.0%	25	10.2%
AMLA 33R	1	1.8%	45	78.9%	5	8.8%	6	10.5%	0	0.0%	57	23.4%
AMLA 70	0	0.0%	10	52.6%	7	36.8%	2	10.5%	0	0.0%	19	7.8%
AMLA 80	6	7.5%	51	63.8%	12	15.0%	11	13.8%	0	0.0%	80	32.8%
AMLA 90	0	0.0%	43	91.5%	2	4.3%	2	4.3%	0	0.0%	47	19.3%
AMLA Total	**7**	**2.9%**	**176**	**72.1%**	**36**	**14.8%**	**25**	**10.2%**	**0**	**0.0%**	**244**	**100.0%**
READ 100	20	13.4%	104	69.8%	5	3.4%	18	12.1%	2	1.3%	149	49.0%
READ 70	0	0.0%	20	90.9%	0	0.0%	2	9.1%	0	0.0%	22	7.2%
READ 90	22	16.5%	76	57.1%	6	4.5%	25	18.8%	4	3.0%	133	43.8%
READ Total	**42**	**13.8%**	**200**	**65.8%**	**11**	**3.6%**	**45**	**14.8%**	**6**	**2.0%**	**304**	**100.0%**
ENGL 1A	39	11.1%	237	67.3%	4	1.1%	72	20.5%	0	0.0%	352	88.7%
ENGL 1AH	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ENGL 67	2	16.7%	7	58.3%	1	8.3%	2	16.7%	0	0.0%	12	3.0%
ENGL 68	14	42.4%	14	42.4%	1	3.0%	4	12.1%	0	0.0%	33	8.3%
ENGL Total	**55**	**13.9%**	**258**	**65.0%**	**6**	**1.5%**	**78**	**19.6%**	**0**	**0.0%**	**397**	**100.0%**
MATH 100	6	20.0%	14	46.7%	2	6.7%	8	26.7%	0	0.0%	30	3.4%
MATH 110	57	27.4%	109	52.4%	18	8.7%	24	11.5%	0	0.0%	208	23.8%
MATH 110S	8	27.6%	12	41.4%	0	0.0%	9	31.0%	0	0.0%	29	3.3%
MATH 130	35	24.5%	81	56.6%	0	0.0%	27	18.9%	0	0.0%	143	16.4%
MATH 150	25	23.6%	64	60.4%	8	7.5%	9	8.5%	0	0.0%	106	12.1%
MATH 71	94	26.3%	190	53.2%	29	8.1%	44	12.3%	0	0.0%	357	40.9%
MATH Total	**225**	**25.8%**	**470**	**53.8%**	**57**	**6.5%**	**121**	**13.9%**	**0**	**0.0%**	**873**	**100.0%**

AMLA: As previously mentioned, there were 132 matched faculty and student evaluations regarding course difficulty.

AMLA Faculty evaluation

AMLA Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Total	
	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	95	83.3%	2	1.8%	16	14.0%	1	0.9%	114	86.4%
Course content is too difficult	5	83.3%	1	16.7%	0	0.0%	0	0.0%	6	4.5%
Course content is too easy	4	50.0%	0	0.0%	4	50.0%	0	0.0%	8	6.1%
I don't know									≤ 5	
Missing									≤ 5	
Total	**107**	**81.1%**	**4**	**3.0%**	**20**	**15.2%**	**1**	**0.8%**	**132**	100.0%

READ: As previously mentioned, there were 71 matched faculty and student evaluations regarding course difficulty.

READ Faculty evaluation

READ Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Total	
	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	52	82.5%	6	9.5%	3	4.8%	2	3.2%	63	88.7%
Course content is too difficult									≤ 5	
Course content is too easy									≤ 5	
I don't know									≤ 5	
Missing									≤ 5	
Total	**58**	**81.7%**	**8**	**11.3%**	**3**	**4.2%**	**2**	**2.8%**	**71**	100.0%

ENGL: As previously mentioned, there were 55 matched faculty and student evaluations regarding course difficulty.

ENGL Faculty evaluation

ENGL Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Total	
	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	31	68.9%	10	22.2%	1	2.2%	3	6.7%	45	81.8%
Course content is too difficult									≤ 5	
Course content is too easy									0	0.0%
I don't know									≤ 5	
Missing									≤ 5	
Total	**36**	**65.5%**	**11**	**20.0%**	**2**	**3.6%**	**6**	**10.9%**	**55**	100.0%

MATH: As previously mentioned, there were 163 matched faculty and student evaluations regarding course difficulty.

MATH Faculty evaluation

MATH Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Total	
	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	94	71.8%	20	15.3%	15	11.5%	2	1.5%	131	80.9%
Course content is too difficult	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6	3.7%
Course content is too easy									≤ 5	
I don't know	9	69.2%	3	23.1%	1	7.7%	0	0.0%	13	8.0%
Missing	6	60.0%	1	10.0%	0	0.0%	3	30.0%	10	6.2%
Total	**113**	**69.8%**	**28**	**17.3%**	**16**	**9.9%**	**5**	**3.1%**	**162**	**100.0%**

Student results:

The following sections shows the results of the student survey. Please note that within this section percentages presented are subject specific.

Subject	AMLA	AMLA	ENGL	ENGL	READ	READ	MATH #	MATH	LERN	LERN	Overall	Overall
Survey Participant Count	201	24.2%	186	22.4%	81	9.8%	351	42.3%	10	1.2%	829	100.0%
Fall 2020 AQ Impact Survey Questions												
1. Which of the following parts of the AQ did you find helpful? (mark all that apply)												
I did not take the AQ	38	18.9%	39	21.0%	14	17.3%	100	28.5%	4	40.0%	195	23.5%
Course information in the AQ	96	47.8%	55	29.6%	23	28.4%	79	22.5%	1	10.0%	254	30.6%
Guidance videos	62	30.8%	36	19.4%	18	22.2%	57	16.2%	0	0.0%	173	20.9%
Counseling links	49	24.4%	28	15.1%	5	6.2%	37	10.5%	1	10.0%	120	14.5%
Placement results and recommendations	69	34.3%	69	37.1%	35	43.2%	144	41.0%	1	10.0%	318	38.4%
None of the above	18	9.0%	37	19.9%	14	17.3%	55	15.7%	3	30.0%	127	15.3%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2. After receiving your AQ placement, please describe your class decision process (mark all that apply)												
I followed the recommendations to take classes	122	60.7%	104	55.9%	50	61.7%	168	47.9%	1	10.0%	445	53.7%
I took the highest level course I was eligible for	42	20.9%	21	11.3%	24	29.6%	58	16.5%	0	0.0%	145	17.5%
I used the resources on the placement page to understand my placement and choices	53	26.4%	36	19.4%	16	19.8%	62	17.7%	0	0.0%	167	20.1%
I met with a counselor to help me understand my placement and choices	70	34.8%	50	26.9%	16	19.8%	79	22.5%	2	20.0%	217	26.2%
I had other people help me understand my placement and choices	34	16.9%	24	12.9%	7	8.6%	32	9.1%	2	20.0%	99	11.9%
Not applicable	19	9.5%	37	19.9%	9	11.1%	87	24.8%	5	50.0%	157	18.9%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	201	24.2%	186	22.4%	81	9.8%	351	42.3%	10	1.2%	829	100.0%
3. Please describe how confident you are in your ability to pass this class.												
I am confident that I am going to pass this class	161	80.1%	133	71.5%	65	80.2%	212	60.4%	9	90.0%	580	70.0%
I don't think I'll pass this class	4	2.0%	15	8.1%	4	4.9%	29	8.3%	0	0.0%	52	6.3%
I don't know if I will pass this class or not	35	17.4%	35	18.8%	10	12.3%	105	29.9%	1	10.0%	186	22.4%
Missing	1	0.5%	3	1.6%	2	2.5%	5	1.4%	0	0.0%	11	1.3%
4. Please describe your understanding of the material covered in this class.												
I understand most of the class material	159	79.1%	128	68.8%	62	76.5%	189	53.8%	9	90.0%	547	66.0%
I understand some of the class material	35	17.4%	49	26.3%	16	19.8%	123	35.0%	1	10.0%	224	27.0%
I understand only a small amount of the class material	6	3.0%	6	3.2%	1	1.2%	33	9.4%	0	0.0%	46	5.5%
Missing	1	0.5%	3	1.6%	2	2.5%	6	1.7%	0	0.0%	12	1.4%
5. Please describe your successes in this class (mark all that apply)												
I am as successful as most students in this class	103	51.2%	82	44.1%	46	56.8%	128	36.5%	7	70.0%	366	44.1%
I am passing my exams	87	43.3%	48	25.8%	34	42.0%	143	40.7%	3	30.0%	315	38.0%
I am able to complete my assignments	133	66.2%	116	62.4%	55	67.9%	212	60.4%	6	60.0%	522	63.0%
I need to get more academic help	38	18.9%	34	18.3%	7	8.6%	86	24.5%	0	0.0%	165	19.9%
Missing	1	0.5%	9	4.8%	3	3.7%	11	3.1%	0	0.0%	24	2.9%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	201	24.2%	186	22.4%	81	9.8%	351	42.3%	10	1.2%	829	100.0%
6. Please describe how you go about getting help with this class (mark all that apply)												
I know where to find tutoring services to help me (MARC, ASAC, STEM Center, etc.)	142	70.6%	111	59.7%	39	48.1%	196	55.8%	7	70.0%	495	59.7%
I see my instructor during office hours	101	50.2%	82	44.1%	35	43.2%	133	37.9%	4	40.0%	355	42.8%
I go to my counselor for help	62	30.8%	20	10.8%	9	11.1%	20	5.7%	2	20.0%	113	13.6%
I don't know where to go for help	7	3.5%	23	12.4%	11	13.6%	52	14.8%	1	10.0%	94	11.3%
Missing	3	1.5%	10	5.4%	7	8.6%	22	6.3%	0	0.0%	42	5.1%
7. When you registered in this class, how confident did you feel that you would pass the class?												
Very confident	44	21.9%	45	24.2%	16	19.8%	72	20.5%	2	20.0%	179	21.6%
Confident	83	41.3%	77	41.4%	35	43.2%	106	30.2%	6	60.0%	307	37.0%
Somewhat confident	53	26.4%	45	24.2%	21	25.9%	127	36.2%	2	20.0%	248	29.9%
Not confident	14	7.0%	6	3.2%	3	3.7%	30	8.5%	0	0.0%	53	6.4%
I don't know	6	3.0%	4	2.2%	4	4.9%	3	0.9%	0	0.0%	17	2.1%
Missing	1	0.5%	9	4.8%	2	2.5%	13	3.7%	0	0.0%	25	3.0%
8. How do you feel about the level of difficulty of this class so far?												
The course content is too difficult for me; I should be in a lower level class	8	4.0%	6	3.2%	4	4.9%	19	5.4%	0	0.0%	37	4.5%
The course content is not too difficult and not too easy; I feel I am at the correct level	172	85.6%	156	83.9%	68	84.0%	282	80.3%	9	90.0%	687	82.9%
The course content is too easy for me; I should be at a higher level class	13	6.5%	2	1.1%	4	4.9%	6	1.7%	1	10.0%	26	3.1%
I don't know	7	3.5%	13	7.0%	3	3.7%	31	8.8%	0	0.0%	54	6.5%
Missing	1	0.5%	9	4.8%	2	2.5%	13	3.7%	0	0.0%	25	3.0%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	201	24.2%	186	22.4%	81	9.8%	351	42.3%	10	1.2%	829	100.0%
9. You indicated that the course was too difficult, please select the best explanation for this feeling.												
I feel I could learn the course content more easily if the class was not online	3	1.5%	2	1.1%	3	3.7%	11	3.1%	0	0.0%	19	2.3%
I feel like the course content would still be too difficult for me even if the class was not online	4	2.0%	2	1.1%	1	1.2%	6	1.7%	0	0.0%	13	1.6%
None of the above											≤ 5	
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10. Why did you enroll in this class? (mark all that apply)												
It was the next course in the sequence of courses I need to take	107	53.2%	52	28.0%	23	28.4%	147	41.9%	2	20.0%	331	39.9%
I was directed to take it after I took the online Mt. SAC Assessment (AQ)	55	27.4%	55	29.6%	36	44.4%	78	22.2%	2	20.0%	226	27.3%
I was directed to take it after I took a placement test	33	16.4%	17	9.1%	15	18.5%	30	8.5%	0	0.0%	95	11.5%
It was offered with corequisite class	19	9.5%	11	5.9%	1	1.2%	35	10.0%	1	10.0%	67	8.1%
An instructor/counselor suggested it	53	26.4%	50	26.9%	11	13.6%	51	14.5%	2	20.0%	167	20.1%
My family or my friends suggested it	21	10.4%	16	8.6%	4	4.9%	19	5.4%	2	20.0%	62	7.5%
It was on my educational plan	64	31.8%	77	41.4%	29	35.8%	158	45.0%	3	30.0%	331	39.9%
Other reason (write-in option)*	5	2.5%	11	5.9%	5	6.2%	25	7.1%	2	20.0%	48	5.8%
Missing	1	0.5%	11	5.9%	3	3.7%	18	5.1%	0	0.0%	33	4.0%

*Note. Participants that marked the *other (please specify)* option, were permitted to write in an explanation for why they chose to enroll in this specific class that was not listed in the response options provided.

Open-ended responses and example quotes:

When students were asked why they enrolled in a specific course they were given several options and permitted to check all that applied to them. One of these options included an *other (please specify)*. When this option was checked, students were permitted to type in a response that may not have appeared in the list provided. Of the 48 students that marked *other (please specify)*, 15 did not elaborate on what their other reason was and the remaining indicated their decision was based on a desire to prepare for their next course, they needed the course to transfer, or that their decision was based on personal preference. See Table 3 for additional information on the themes that emerged for why students chose to enroll in a specific course.

Additionally, example quotes are also provided below that highlight the common themes among the open-ended responses.

Table 3. Other reasons given for enrolling in a course

Theme	Count
Prepare for next course	9
Transfer	7
Personal preference*	7
Course was required	5
Prerequisite course	3
Wasn't sure which class to take	2
Failed it in previous semester	2
Instructor recommended	1
Suggested to take it (no further explanation)	1
Marked other, provided no explanation	15

*Note. Personal preference included remarks that they chose this course to avoid another, wanted an easy class while classes were remote, fulfill full-time schedule, highest they could take, wanted a challenge, wanted a specific teacher, and the class was not available at their community college.

Example quotes:

"Because I was forced to. I do not value this class. One READ class would have been sufficient, if any at all. I have found no value in these classes. Also if READ 90 is the exact same as READ 100 except with a more confusing teacher that thinks they have 24/7 access to me and my time, how is that a "good" class?? How is that helpful?? A class being "TBA" doesn't and shouldn't mean that in a regular semester, you have 4-5 assignments due daily."

"I previously took English 1A, I ran into an obstacle which is I never learned how to write an essay including form an essay or even how essays are made. I contacted my professor he suggested I should go to English 68, I took English 68 and I didn't learn how to form or make an essay, I did commit and look for help but, I didn't get the answers that I needed, I just got that I should stay in the class even though I'm not going to pass. I even did tutoring with the tutor that was supplied by the class. She didn't help at all and her help wasn't really much, she just told me I wasn't listening in class which I was."

"I am cleared to take up to Calculus but I've been out of school for years and didn't think I would do well going into Calculus straight away and since Trig was never my strongest subject, I decided to go take Trig to refresh my Trig skills."

"I basically took the class for fun and choose to take an easy class until on campus classes start again ."

"I did not want to take a philosophy course, so I chose this class instead ."

"After attempting MATH 150, I decided I needed to strengthen my math foundations and decided to enroll in MATH 130."

"It is a required/recommended class for my transfer. I also wanted to challenge myself."

"I need to take it to transfer."

Math-only questions:

In order to address concerns raised by the Math Department, students enrolled in a math course were asked math-specific questions.

Subject	MATH #	MATH %
Survey Participant Count	351	100.0%
Fall 2020 AQ Impact Survey Questions		
11. Are you currently enrolled in Math 71?		
Yes	114	32.5%
No	218	62.1%
Missing	19	5.4%
12. Why did you enroll in Math 71? (Only asked if answered "Yes" to question #11)		
I chose to take Math 71 to prepare me for a transfer-level math class	44	12.5%
I only need Math 71 for my program or associate degree	66	18.8%
I did not know I was eligible for a transfer-level math class	4	1.1%
I did not know I was eligible for a lower level math class	0	0.0%
13. What is your confidence level that you have chosen the correct math course for your major or academic goals?		
I am 100% confident that I have chosen the correct math course for my academic goals	211	60.1%
I am somewhat confident that I have chosen the correct math course for my academic goals	98	27.9%
I am not sure at all that I have chosen the correct math course for my academic goals	21	6.0%
Missing	21	6.0%