

Assessment Questionnaire Impact Survey: Faculty and Student Responses

Spring 2023

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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 Spring 2023 AQ Impact Student and Faculty Survey administered during the weeks of May 19th – June 2nd, 2023 (weeks 14 and 15 in the semester), in selected AMLA, English, math, 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, 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, their reasoning for enrolling in a specific math class this semester, and asking if previous math coursework in high school or at another college prepared them for the class they enrolled in.

Instructors of these surveyed classes were asked to complete an evaluation survey as well. 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 using the following response options: *I feel this course is too difficult for this student; I feel this course is the right level of difficulty for this student; I feel this course is too easy for this student; I don’t know enough about this student, and student has dropped out of this course.*

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 courses students were enrolled in, multiple survey links could have been emailed to a single student.

Participants:

Table 1 provides a breakdown of the number of invites, surveys completed, and the response rate for faculty, Math students, and Non-Math students.

Table 1. Survey invites, surveys completed, and response rates

	Total survey invites	Total surveys completed	Response Rate
Faculty	81	20	24.7%
Math Students	2,227	296	13.3%
Non-Math Students	923	99	10.7%

Table 2 shows the number of students who completed the survey broken down by subject.

Table 2: Students who Completed Survey by Subject

Subject	Number of students who completed survey
AMLA	53
ENGL	28
READ	18
MATH	296
Total	395

Table 3 highlights the number of faculty who completed the survey broken down by subject.

Table 3. Faculty who Completed Survey by Subject

Subject	Number of faculty who completed survey
AMLA	3
ENGL	3
MATH	12
READ	2
Total	20

Table 4 shows the section counts for the faculty survey and student survey broken down by subject.

Table 4. Sections Completed by Faculty and Student Survey

Subject	Faculty Survey	Student Survey
AMLA	3	14
ENGL	3	13
MATH	12	71
READ	2	9
Total	20	107

Faculty results:

The following section shows the results of faculty ratings by subject (see Table 5)

Table 5. Faculty rating across subject area

Faculty Rating	AMLA #	AMLA %	READ #	READ %	ENGL #	ENGL %	MATH #	MATH %	Total #	Total %
Course is too difficult for student	22	15.2%	3	7.0%	10	13.9%	87	21.6%	122	18.4%
Right level of difficulty for student	111	76.6%	34	79.1%	39	54.2%	176	43.7%	360	54.3%
Course is too easy for student	1	0.7%	0	0.0%	1	1.4%	20	5.0%	22	3.3%
Don't know enough about student	0	0.0%	2	4.7%	1	1.4%	13	3.2%	16	2.4%
Student has dropped class	11	7.6%	4	9.3%	21	29.2%	107	26.6%	143	21.6%
Total	145	100.0%	43	100.0%	72	100.0%	403	100%	663	100.0%

Table 6 presents data across several rows and columns; however, please note that all percentages presented were calculated by row total. The only exception to this is the column labeled *Total %*, this column is calculated by dividing the *Overall Total* by the totals presented in each row.

Table 6. Faculty ratings by course

	Too difficult #	Too difficult %	Right level #	Right level %	Too easy #	Too easy %	Don't know student #	Don't know student %	Student Drop #	Student Drop %	Total* #	Total* %
AMLA 80	1	4.5%	20	90.9%	0	0.0%	0	0.0%	1	4.5%	22	15.2%
AMLA 90	15	20.3%	55	74.3%	1	1.4%	0	0.0%	3	4.1%	74	51.0%
AMLA 1A	6	12.2%	36	73.5%	0	0.0%	0	0.0%	7	14.3%	49	33.8%
AMLA Total	22	15.2%	111	76.6%	1	0.7%	0	0.0%	11	7.6%	145	100.0%
READ 90	1	4.5%	17	77.3%	0	0.0%	0	0.0%	4	18.2%	22	51.2%
READ 100	2	9.5%	17	81.0%	0	0.0%	2	9.5%	0	0.0%	21	48.8%
READ Total	3	7.0%	34	79.1%	0	0.0%	2	4.7%	4	9.3%	43	100.0%
ENGL 1A	10	13.9%	39	54.2%	1	1.4%	1	1.4%	21	29.2%	72	100.0%
ENGL Total	10	13.9%	39	54.2%	1	1.4%	1	1.4%	21	29.2%	72	100.0%
MATH 100	15	22.4%	36	53.7%	5	7.5%	0	0.0%	11	16.4%	67	16.6%
MATH 110	29	21.6%	74	55.2%	2	1.5%	7	5.2%	22	16.4%	134	33.3%
MATH 120	10	33.3%	11	36.7%	1	3.3%	0	0.0%	8	26.7%	30	7.4%
MATH 130	2	7.4%	8	29.6%	4	14.8%	2	7.4%	11	40.7%	27	6.7%
MATH 140	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
MATH 150	13	54.2%	8	33.3%	2	8.3%	0	0.0%	1	4.2%	24	6.0%
MATH 160	2	8.0%	10	40.0%	1	4.0%	2	8.0%	10	40.0%	25	6.2%
MATH 180	16	16.7%	29	30.2%	5	5.2%	2	2.1%	44	45.8%	96	23.8%
MATH Total	87	21.6%	176	43.7%	20	5.0%	13	3.2%	107	26.6%	403	100.0%

Table 7. Matching AMLA faculty and student skill evaluations

AMLA: There were 32 matched faculty and student evaluations regarding course difficulty

AMLA Student Evaluation	#	%
Course content is right level for me	28	87.5%
Course content is too difficult for me	1	3.1%
Course content is too easy	1	3.1%
I don't know	2	6.3%
Total	32	100.0%

AMLA Faculty Evaluation	#	%
I feel this course is the right level of difficulty for this student	29	90.6%
I feel this course is too difficult for this student	3	9.4%
I feel this course is too easy for the student	0	0.0%
I don't know enough about this student	0	0.0%
Student dropped out of the course	0	0.0%
Total	32	100.0%

Table 8. Matching MATH faculty and student skill evaluations

MATH: There were 57 matched faculty and student evaluations regarding course difficulty

MATH Student Evaluation	#	%
Course content is right level for me	38	66.7%
Course content is too difficult for me	17	29.8%
Course content is too easy	0	0.0%
I don't know	2	3.5%
Total	57	100.0%

MATH Faculty Evaluation	#	%
I feel this course is the right level of difficulty for this student	31	54.4%
I feel this course is too difficult for this student	13	22.8%
I feel this course is too easy for the student	5	8.8%
I don't know enough about this student	2	3.5%
Student dropped out of the course	6	10.5%
Total	57	100.0%

The reason that matching faculty and student evaluations data was not shown for English was Reading was because the numbers were too small. Both English and Reading had less than five faculty to student matches.

Student results:

The following section shows the results of the student survey. Please note that within this section percentages presented are subject specific (see Table 9).

Table 9. Student survey responses by subject

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	Overall #	Overall %
Survey Participant Count	53	13.4%	28	7.1%	18	4.6%	296	74.9%	395	100.0%
1. Which of the following parts of the AQ did you find helpful? (mark all that apply)										
I did not take the AQ	14	26.4%	6	21.4%	3	16.7%	120	40.5%	143	36.2%
Course information in the AQ	19	35.8%	7	25.0%	3	16.7%	60	20.3%	89	22.5%
Guidance videos	6	11.3%	4	14.3%	2	11.1%	37	12.5%	49	12.4%
Counseling links	11	20.8%	10	35.7%	6	33.3%	40	13.5%	67	17.0%
Placement results and recommendations	19	35.8%	7	25.0%	6	33.3%	76	25.7%	108	27.3%
None of the above	8	15.1%	4	14.3%	4	22.2%	45	15.2%	61	15.4%
Missing	2	3.8%	0	0.0%	0	0.0%	14	4.7%	16	4.1%
2. After receiving your AQ placement, please describe your reasons for taking this class (mark all that apply)										
I followed the recommendations in the AQ to take classes	12	22.6%	6	21.4%	6	33.3%	69	23.3%	93	23.5%
It was the next course in the sequence	16	30.2%	8	28.6%	4	22.2%	62	20.9%	90	22.8%
I took the course at the level I was most comfortable with taking	10	18.9%	2	7.1%	1	5.6%	37	12.5%	50	12.7%
It was offered with a corequisite support class	3	5.7%	1	3.6%	2	11.1%	17	5.7%	23	5.8%
It was on my educational plan	14	26.4%	12	42.9%	6	33.3%	110	37.2%	142	35.9%
An instructor/counselor suggested it	18	34.0%	6	21.4%	4	22.2%	70	23.6%	98	24.8%
I had other people help me understand my placement and choices	2	3.8%	4	14.3%	1	5.6%	16	5.4%	23	5.8%
Not applicable	6	11.3%	5	17.9%	1	5.6%	69	23.3%	81	20.5%
Other reason (please specify)*	8	15.1%	4	14.3%	1	5.6%	12	4.1%	25	6.3%
Missing	1	1.9%	0	0.0%	0	0.0%	15	5.1%	16	4.1%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	Overall #	Overall %
Survey Participant Count	53	13.4%	28	7.1%	18	4.6%	296	74.9%	395	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	42	79.2%	22	78.6%	13	72.2%	186	62.8%	263	66.6%
I don't think I'll pass this class	4	7.5%	4	14.3%	2	11.1%	41	13.9%	51	12.9%
I don't know if I will pass this class or not	6	11.3%	2	7.1%	3	16.7%	54	18.2%	65	16.5%
Missing	1	1.9%	0	0.0%	0	0.0%	15	5.1%	16	4.1%
4. Please describe your understanding of the material covered in this class.										
I understand most of the class material	39	73.6%	23	82.1%	16	88.9%	171	57.8%	249	63.0%
I understand some of the class material	11	20.8%	4	14.3%	2	11.1%	76	25.7%	93	23.5%
I understand only a small amount of the class material	2	3.8%	1	3.6%	0	0.0%	33	11.1%	36	9.1%
Missing	1	1.9%	0	0.0%	0	0.0%	16	5.4%	17	4.3%
5. Please describe your successes in this class (mark all that apply)										
I am as successful as most students in this class	32	60.4%	17	60.7%	11	61.1%	153	51.7%	213	53.9%
I am passing my exams	18	34.0%	10	35.7%	8	44.4%	125	42.2%	161	40.8%
I am able to complete my assignments	29	54.7%	14	50.0%	11	61.1%	169	57.1%	223	56.5%
I need to get more academic help	9	17.0%	5	17.9%	4	22.2%	91	30.7%	109	27.6%
Missing	1	1.9%	1	3.6%	0	0.0%	15	5.1%	17	4.3%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	Overall #	Overall %
Survey Participant Count	53	13.4%	28	7.1%	18	4.6%	296	74.9%	395	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	39	73.6%	21	75.0%	10	55.6%	179	60.5%	249	63.0%
I visit/communicate with my instructor during office hours	24	45.3%	12	42.9%	7	38.9%	106	35.8%	149	37.7%
I visit/communicate with my class tutor	33	62.3%	3	10.7%	0	0.0%	36	12.2%	72	18.2%
I go to my counselor for help	7	13.2%	3	10.7%	3	16.7%	20	6.8%	33	8.4%
I don't need help with this class	4	7.5%	2	7.1%	7	38.9%	56	18.9%	69	17.5%
I don't know where to go for help	2	3.8%	0	0.0%	1	5.6%	21	7.1%	24	6.1%
Missing	1	1.9%	0	0.0%	0	0.0%	0	0.0%	1	0.3%
7. When you registered in this class, how confident did you feel that you would pass the class?										
Very confident	11	20.8%	9	32.1%	5	27.8%	59	19.9%	84	21.3%
Confident	14	26.4%	6	21.4%	8	44.4%	75	25.3%	103	26.1%
Somewhat confident	18	34.0%	0	0.0%	5	27.8%	96	32.4%	119	30.1%
Not confident	9	17.0%	2	7.1%	0	0.0%	47	15.9%	58	14.7%
I don't know	1	1.9%	11	39.3%	0	0.0%	5	1.7%	17	4.3%
Missing	0	0.0%	0	0.0%	0	0.0%	14	4.7%	14	3.5%
8. How do you feel about the level of difficulty of this class so far?										
The course content is too difficult for me	3	5.7%	3	10.7%	2	11.1%	59	19.9%	67	17.0%
The course content is the right level of difficulty for me	44	83.0%	23	82.1%	11	61.1%	197	66.6%	275	69.6%
The course content is too easy for me	2	3.8%	0	0.0%	3	16.7%	13	4.4%	18	4.6%
I don't know	3	5.7%	2	7.1%	2	11.1%	13	4.4%	20	5.1%
Missing	1	1.9%	0	0.0%	0	0.0%	14	4.7%	15	3.8%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	Overall #	Overall %
Survey Participant Count	53	13.4%	28	7.1%	18	4.6%	296	74.9%	395	100.0%
9. Since you indicated that the course was too difficult, please select the best explanation for this feeling.										
I'm taking an online class, but I feel I could learn the course content more easily if the class were in-person	1	1.9%	0	0.0%	0	0.0%	7	2.4%	8	2.0%
I feel like I don't have the preparation and skills to be successful in this class	1	1.9%	2	7.1%	1	5.6%	35	11.8%	39	9.9%
None of the above	1	1.9%	1	3.6%	1	5.6%	17	5.7%	20	5.1%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Math-only questions:

The following questions are a set of questions the Math department worked on to include in the AQ Impact Survey. The questions focused on students' confidence in choosing the right math course for their major and academic goals, their reasoning for enrolling in a specific math class this semester, and asking if previous math coursework in high school or at another college prepared them for the class they enrolled in.

Table 10. Question for all students who enrolled in a Math course

	MAT 100	42	14.2%
	MATH 110	104	35.1%
	MATH 120	1	0.3%
	MATH 130	26	8.8%
	MATH 150	34	11.5%
	MATH 160	22	7.4%
	MATH 180	46	15.5%
	Missing	21	7.1%
	Total	296	100.0%

Table 11. Question for all students who enrolled in a Math course

Why did you enroll in this math class?	#	%
I need the math class for my major or certificate	171	57.8%
I used the recommendation given by the Assessment Questionnaire (AQ)	11	3.7%
A counselor recommended that I enroll in this class	23	7.8%
I needed any math class to satisfy the math requirement for an Associate's Degree	58	19.6%
Other	19	6.4%
Missing	14	4.7%
Total	296	100.0%

Table 12. Question for all students who enrolled in a Math course

I feel that my previous math coursework in high school or at another college has prepared me for this math class.	#	%
Strongly agree	44	14.9%
Agree	83	28.0%
Neither disagree nor agree	89	30.1%
Disagree	37	12.5%
Strongly disagree	28	9.5%
Missing	15	5.1%
Total	296	100.0%

Table 13. Question for students who only enrolled in Math 160

Since you are enrolled in MATH 160, why did you enroll in this class?	#	%
I followed the recommendation given by the Assessment Questionnaire (AQ)	8	36.4%
I requested an override from the Math and Computer Science Department Chair	2	9.1%
I was given an override by my counselor	2	9.1%
I completed the prerequisite at another college or university	4	18.2%
Other	6	27.3%
Total	22	100.0%

Table 14. Question for students who only enrolled in Math 160

I feel that trigonometry has prepared me for MATH 160	#	%
Strongly agree	6	27.3%
Agree	12	54.5%
Neither disagree nor agree	3	13.6%
Disagree	1	4.5%
Strongly disagree	0	0.0%
Total	22	100.0%

Table 15. Question for students who only enrolled in Math 180

Since you are enrolled in MATH 180, why did you enroll in this class?	#	%
I followed the recommendation given by the Assessment Questionnaire (AQ)	17	37.0%
I requested an override from the Math and Computer Science Department Chair	1	2.2%
I was given an override by my counselor	4	8.7%
I completed the prerequisite at another college or university	9	19.6%
Other	13	28.3%
Missing	2	4.3%
Total	46	100.0%

Table 16. Question for students who only enrolled in Math 180

I feel that precalculus has prepared me for MATH 180	#	%
Strongly agree	14	30.4%
Agree	15	32.6%
Neither disagree nor agree	8	17.4%
Disagree	4	8.7%
Strongly disagree	3	6.5%
Missing	2	4.3%
Total	46	100.0%

Table 17. Question for all students who enrolled in a Math course

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	178	60.1%
I am somewhat confident that I have chosen the correct math course for my academic goals	75	25.3%
I am not sure at all that I have chosen the correct math course for my academic goals	26	8.8%
Missing	17	5.7%
Total	296	100.0%