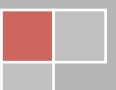


2012

Targeted Report: Assessment and Testing

The Community College Survey of Student
Engagement (CCSSE)

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Target Report: Assessment and Testing

Research by Tinto and others has shown that student engagement is directly related to retention and student success. The University of Texas (Austin) developed the Community College Survey of Student Engagement (CCSSE) to measure levels of student engagement in five benchmark areas: Student/Faculty Interaction, Support for Learners, Active in Class Learning, Student Effort, and Academic Challenge.

During the Spring semesters in the years 2007, 2008, 2009, and 2011 the Office of Assessment, Research, and Planning (ARP) administered the Community College Survey of Student Engagement to students in randomly selected classes. ARP analyzed the results of each of the survey administrations focusing on the benchmarks, and previously distributed those analyses in comprehensive written reports and briefings to members of the college community. Yet another way to organize the CCSSE questions/results is based on campus activity or program. This brief, targeted report provides results of CCSSE questions which relate to MTC's student assessment and testing program.

Analysis

The following observations can be made from the data:

- In almost every instance the perceptions/experiences of MTC students regarding the college's assessment and testing program closely parallel those of students at other colleges.
- Responses to Question 14 validate college data regarding the percentage of students who come to MTC needing course work at the developmental level.
- Of the 76% of MTC students required to take a placement test prior to registration (Question 9), only:
 - a. 28% used online or printed materials provided by the college to help me prepare on my own for this colleges placement tests (Question 10).
 - b. 11% participated in a brief (8 hours or less), intensive brush-up (Question 11).
 - c. 9% participated in a multi-day or multi-week brush-up/refresher program (Question 12).
- Questions 10, 11, and 12 indicate that MTC students, like its national counterparts, do not seek opportunities to prepare prior to taking the placement test.
- Students who study and prepare for MTC placement tests show almost no difference from students who do not study or prepare for the placement tests. Of the MTC students who **DID NOT** study or prepare, 63.7% of them were required to take one or more remedial courses. However, of the MTC students **who did** study or prepare, only slightly less, 62.5%, were required to take one or more remedial courses. See Figure 1.

Figure 1. Q14 CCSSE Survey

	Students required to take a placement test who prepared for the test (*N=208)	Students required to take a placement test who did not prepare for the test (*N=391)
14. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was...		
TOLD that I was REQUIRED to take ONE OR MORE of these courses in my first term	62.5%	63.7%
TOLD that I should or could take one of these courses, but I was NOT required to in my first term	28.8%	32.5%

*Note: Raw un-weighted data was used

It appears the MTC's Assessment and Testing program is similar in a number of respects to those at other colleges whose students answered the special supplement questions. Question by question the answers of students at other colleges are close or nearly identical to the patterns of responses of MTC students. For example, in question 14, the percentage of MTC survey respondents choosing each of the "answers" closely parallels the percentages of students at the other schools.

The responses to the questions in this target report appear to have validity. Placement testing data analyzed by ARP independently of the CCSSE indicates that about 75% of the MTC student body tests into developmental level courses. In response to the survey, 25.7% of the respondents to question 14 indicated “my placement test results did not indicate that I needed to take any of these courses”. A total of 348 (44%) MTC students answered question 14 that they did not take an assessment or did not need to take a “developmental/basic skills/ college prep course.” 330 (43%) MTC students answered “not applicable to question 15.

Next steps

An important barrier to success and graduation in community colleges is the time needed to complete course work. Here at MTC fewer than 10% of the college’s associate degree students complete their course within the federal 150% time frame. Nationally the figure is 10-15%. If students do take one or more developmental/pre-collegiate courses or a college skills course early in their educational programs, that may further delay graduation.

Sixty eight (68%) percent of all MTC respondents (Question 12) who needed to take placement tests did not take any pre-test refresher or brush-up course prior to taking these placement exams. MTC might consider brief refresher programs, with the aim of improving assessment test results. There are several models.

If a refresher program is feasible, Student Development Services, Academic Affairs, and ARP should partner to monitor the impact of the refresher program over time, comparing success, persistence, retention, and graduation rates between groups who students who take the pre-test programs and those students who do not.

Survey Questions

The following questions/responses come from a special, supplemental section of questions on the 2011 CCSSE survey. MTC student responses are compared with the responses of other students nationally who also answered the special questions that year.

Item		MTC Students		Other Students	
		Count	Percent	Count	Percent
8. WHILE I was in high school, besides taking the SAT or ACT, I completed this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.	Yes	347	44.0	52,413	40.6
	No	294	37.3	52,645	40.8
	I don't remember	147	18.6	23,907	18.5
Total		787	100.0	128,965	100.0
9. Before I could register for my first semester/quarter at this college, I was REQUIRED to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.	Yes, and I took it	595	76.3	88,762	69.3
	Yes, it was required, but I did NOT take it	30	3.8	5,467	4.3
	No, it was not required	155	19.9	33,916	26.5
Total		780	100.0	128,145	100.0

Item		MTC Students		Other Students	
		Count	Percent	Count	Percent
10. Before enrolling at this college, I used online or printed materials provided by the college to help me prepare ON MY OWN for this college's placement test(s) (ACCUPLACER, ASSET, COMPASS, etc.).	Yes, AND I found them to be very helpful	111	14.0	16,609	12.7
	Yes, AND I found them to be somewhat helpful	87	10.9	15,111	11.6
	Yes, AND I found them to be not helpful	27	3.4	4,705	3.6
	No	473	59.5	71,339	54.7
	Not applicable; I did not take a placement test	96	12.1	22,755	17.4
Total		795	100.0	130,520	100.0
11. Before enrolling at this college, I participated in a brief (8 hours or less), intensive brush-up/refresher workshop, designed to help me prepare for this college's placement test(s) (ACCUPLACER, ASSET, COMPASS, etc.).	Yes, AND I found it to be very helpful	26	3.3	5,151	3.9
	Yes, AND I found it to be somewhat	36	4.6	5,204	4.0
	Yes, AND I found it to be not helpful	22	2.8	3,059	2.3
	No	617	77.8	94,111	72.1
	Not applicable; I did not take a placement test	91	11.5	23,035	17.6
Total		793	100.0	130,559	100.0
12. Before enrolling at this college, I participated in a multi-day or multi-week brush-up/refresher program (often held during the summer before fall enrollment) designed to help me prepare for this college's placement test(s) (ACCUPLACER, ASSET, COMPASS, etc.).	Yes, AND I found it to be very helpful	25	3.2	4,513	3.5
	Yes, AND I found it to be somewhat	23	2.9	4,725	3.6
	Yes, AND I found it to be not helpful	19	2.4	2,933	2.2
	No	631	79.7	95,290	73.1
	Not applicable; I did not take a placement test	93	11.8	22,979	17.6
Total		791	100.0	130,441	100.0
13. The results of the placement test(s) I took at this college indicated that I needed to take a developmental/basic skills/college prep course...	In MORE THAN ONE academic skills	162	21.6	27,904	23.2
	In ONE academic skill area (reading, writing, or math)	255	34.0	39,804	33.1
	None of the academic skill areas (reading, writing, or math)	190	25.4	25,674	21.3
	Not applicable; I did not take a placement test	142	19.0	26,983	22.4
Total		748	100.0	120,366	100.0

Item		MTC Students		Other Students	
		Count	Percent	Count	Percent
14. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was...	TOLD that I was REQUIRED to take MORE THAN one of these courses in my first term	131	16.5	20,794	16.0
	TOLD that I was REQUIRED to take ONE of these courses in my first term	192	24.2	27,531	21.2
	TOLD that I should or could take one of these courses, but I was NOT required to in my first term	122	15.4	22,397	17.2
	Not applicable; my placement test results did not indicate that I needed to take any of these courses	204	25.7	28,548	22.0
	Not applicable; I did not take a placement test	144	18.2	30,618	23.6
Total		792	100.0	129,888	100.0
15. I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first term, and I...	DID enroll in MORE THAN ONE of these courses	148	19.3	24,274	19.2
	DID enroll in ONE of these courses	219	28.5	32,258	25.5
	DID NOT enroll in any of these courses	70	9.1	11,654	9.2
	Not Applicable	330	43.0	58,091	46.0
Total		768	100.0	126,278	100.0