

2012

Targeted Report: Developmental (DVS) Courses and Student Engagement

The Community College Survey of Student
Engagement (CCSSE)

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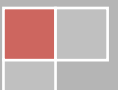
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Target Report: Developmental (DVS) Courses and Student Engagement

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, 2011 and 2012 the Office of Assessment, Research, and Planning (ARP) administered the CCSSE 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.

The purpose of this brief, targeted report is to analyze the level of engagement of students taking Developmental Studies (DVS) courses at MTC compared with other MTC students, with students attending other large colleges who took the CCSSE, and with all students taking the CCSSE survey (called the “CCSSE cohort”). Developmental Studies students at MTC were defined by their response to Question 8c, 8d, 8e, and 8f of the CCSSE: have you taken or plan to take a developmental/reading course.

Analysis

MTC students who take at least one developmental course are more engaged than those who do not, as shown in Figure 1. The 2012 CCSSE findings show that the scores for developmental students are higher than non-developmental students on all five benchmarks and statistically significantly higher in three of five:

- Student Effort – Students who take developmental courses perceive an increase in “time on task” or the amount of time their behaviors contribute to their learning.
- Academic Challenge – Students who take developmental courses perceive an increase in the nature and amount of assigned academic work, the complexity of cognitive tasks assigned and the standards faculty members use to evaluate their performance.
- Support for Learners – Students who take developmental courses perceives an increase in the services targeted to assist them with their academic and career planning.

Figure 1. Benchmark Scores 2012 comparison

	All MTC Students	DVS Students who took at least one developmental/remedial course		Non-DVS Students who did not take any developmental/remedial courses	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	46.8	47.9	1.1%	46.0	-0.8%
Student Effort	47.8	52.1↑	4.3%	45.1	-2.7%
Academic Challenge	51.8	54.5↑	2.7%	50.2	-1.6%
Student-Faculty Interaction	51.0	52.7	1.7%	49.8	-1.2%
Support for Learners	48.2	52.6↑	4.4%	45.8	-2.4%

*Note: ↑↓ Significant difference between DVS and Non-DVS groups in 2012. Using a T-test (2-tailed) the differences in the means are significant at $p < .05$, a 95% confidence level. Difference column denotes the percentage difference between all MTC students

This same pattern exists over time. Students who have taken developmental courses students consistently are more engaged on the five benchmarks according to the results of the earlier CCSSE administrations. From 2007 to 2012 the engagement levels for students who take developmental courses have increased almost five percent (4.7%) as compared to non-developmental students (3.7%).

The developmental course-taking patterns of MTC students differ from that of the large college cohort and the CCSSE cohort. MTC students *have taken* more developmental reading, writing, and study skills courses than students in the other cohorts, but fewer have taken developmental math courses. As they look ahead, fewer MTC students participating in the 2012 CCSSE *plan in the future to take* fewer developmental reading, writing or math classes than

students in the large college or CCSSE cohorts. This could mean that MTC students tend to take developmental courses (other than math) earlier in their academic careers compared with students at other colleges.

Next Steps

It is clear that students taking DVS courses at MTC feel more engaged than those who do not. This may speak to the instructional approach used in DVS classes the college, the instructors who teach these courses, other special programs and initiatives set up for DVS students, and/or other college and non-college factors the CCSSE nor this target report address.

Engagement is not the only factor which affects student success, of course. DVS students may face financial and other pressures which may counterbalance DVS course engagement, hence DVS students may still have less overall academic success. Nevertheless, it is clear students taking DVS courses have overall greater engagement, which increases the likelihood of academic goal achievement.

The college may wish to study the instructional methods used in DVS courses and/or the effect of other special programs and activities set up for DVS students, with a thought of expanding those to other groups of students as constraints permit.

Survey Question Details

Figure 2. Question 8c - Developmental/remedial reading course 2012

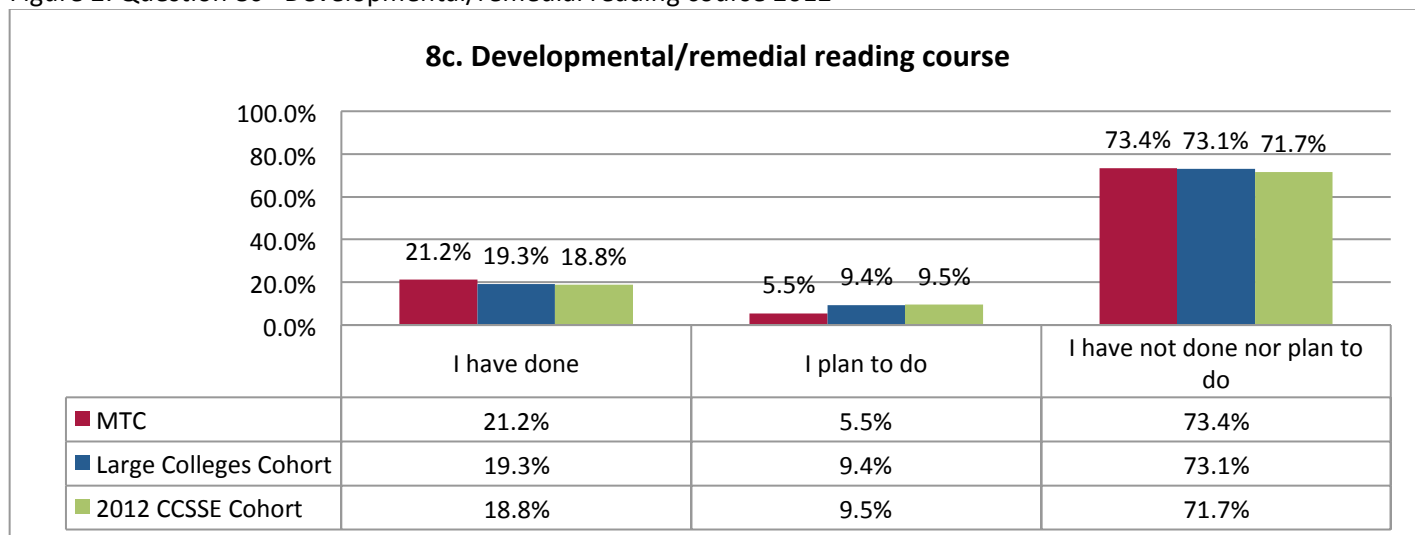


Figure 3. Question 8d – Developmental/remedial writing course 2012

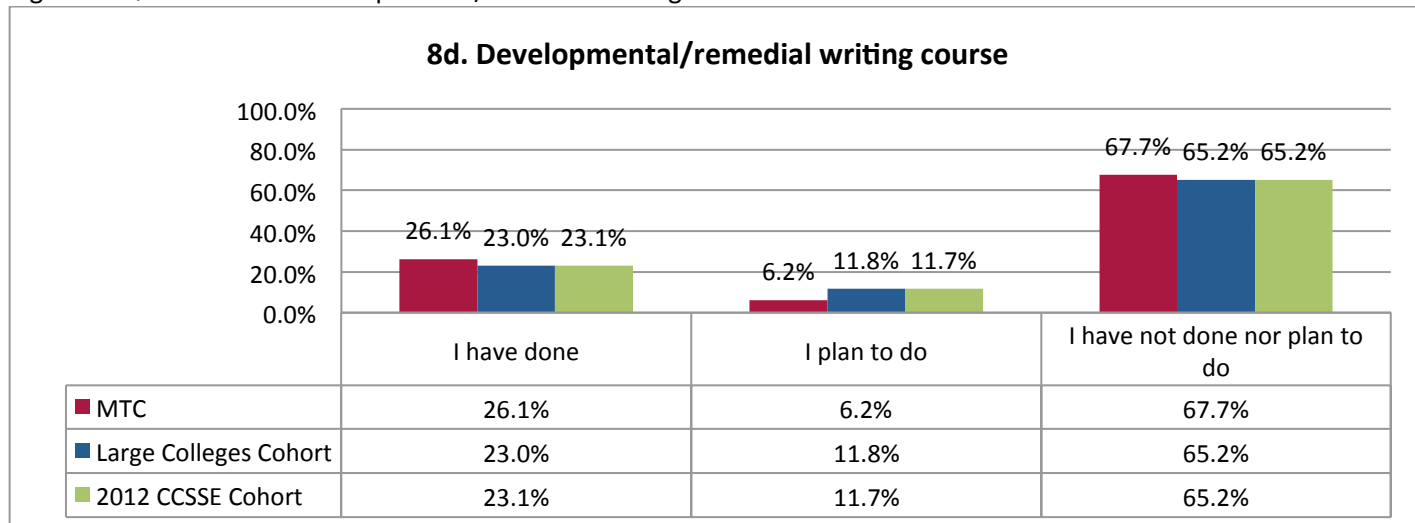


Figure 4. Question 8e – Developmental/remedial math course 2012

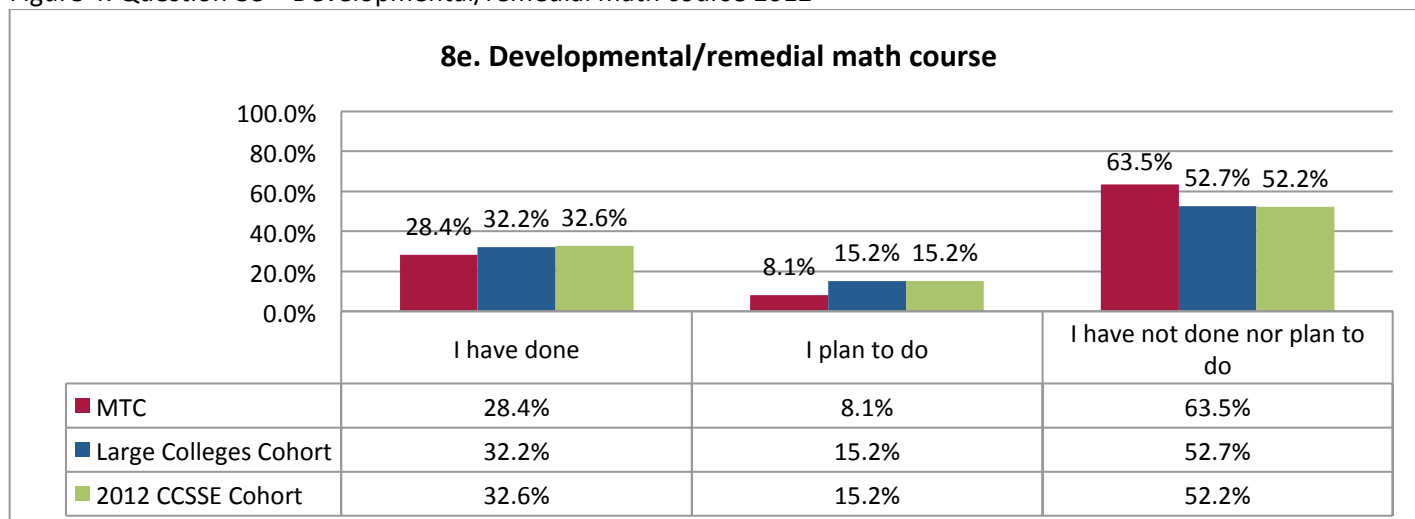


Figure 5. Question 8f – Study skills course 2012

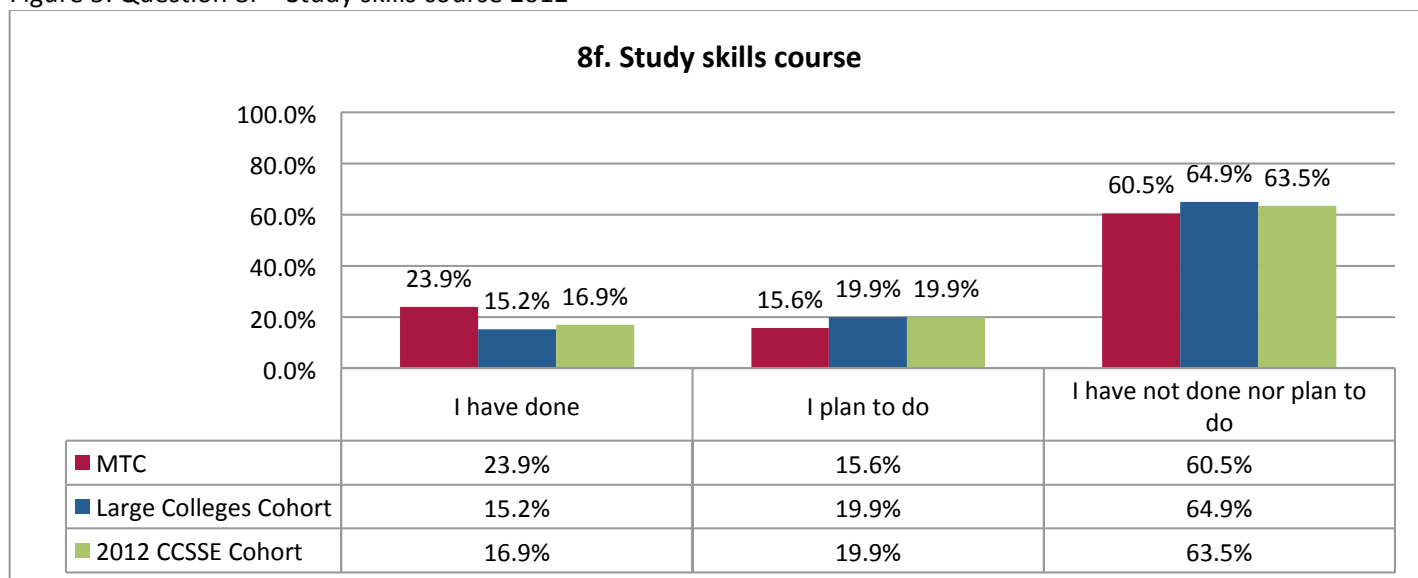


Figure 6. Question results from 2007 to 2012

Question	MTC 2007 Mean	MTC 2008 Mean	MTC 2009 Mean	MTC 2011 Mean	MTC 2012 Mean	Difference from 2007 to 2012
Which of the following have you done, are you going to do, or do you plan to do while attending this college?						
8c. Developmental/remedial reading course						
I have done	23.8%	20.9%	18.3%	19.7%	21.2%	-2.70%
I plan to do	5.5%	6.4%	5.9%	6.5%	5.5%	-0.11%
I had not done nor plan to do	70.6%	72.7%	75.7%	73.7%	73.4%	2.81%
8d. Developmental/remedial writing course						
I have done	26.7%	22.9%	20.8%	23.5%	26.1%	-0.58%
I plan to do	7.6%	10.1%	8.1%	8.2%	6.2%	-1.35%
I had not done nor plan to do	65.7%	67.0%	71.0%	68.3%	67.7%	1.94%
8e. Developmental/remedial math course						
I have done	30.8%	27.5%	21.9%	26.2%	28.4%	-2.49%
I plan to do	10.6%	12.0%	11.2%	11.1%	8.1%	-2.48%
I had not done nor plan to do	58.5%	60.5%	66.9%	62.8%	63.5%	4.98%
8f. Study skills course						
I have done	22.9%	23.7%	23.5%	21.7%	23.9%	0.98%
I plan to do	18.8%	15.6%	18.5%	15.4%	15.6%	-3.15%
I had not done nor plan to do	58.3%	60.8%	58.0%	62.9%	60.5%	2.17%

Figure 7. Benchmark Scores 2012

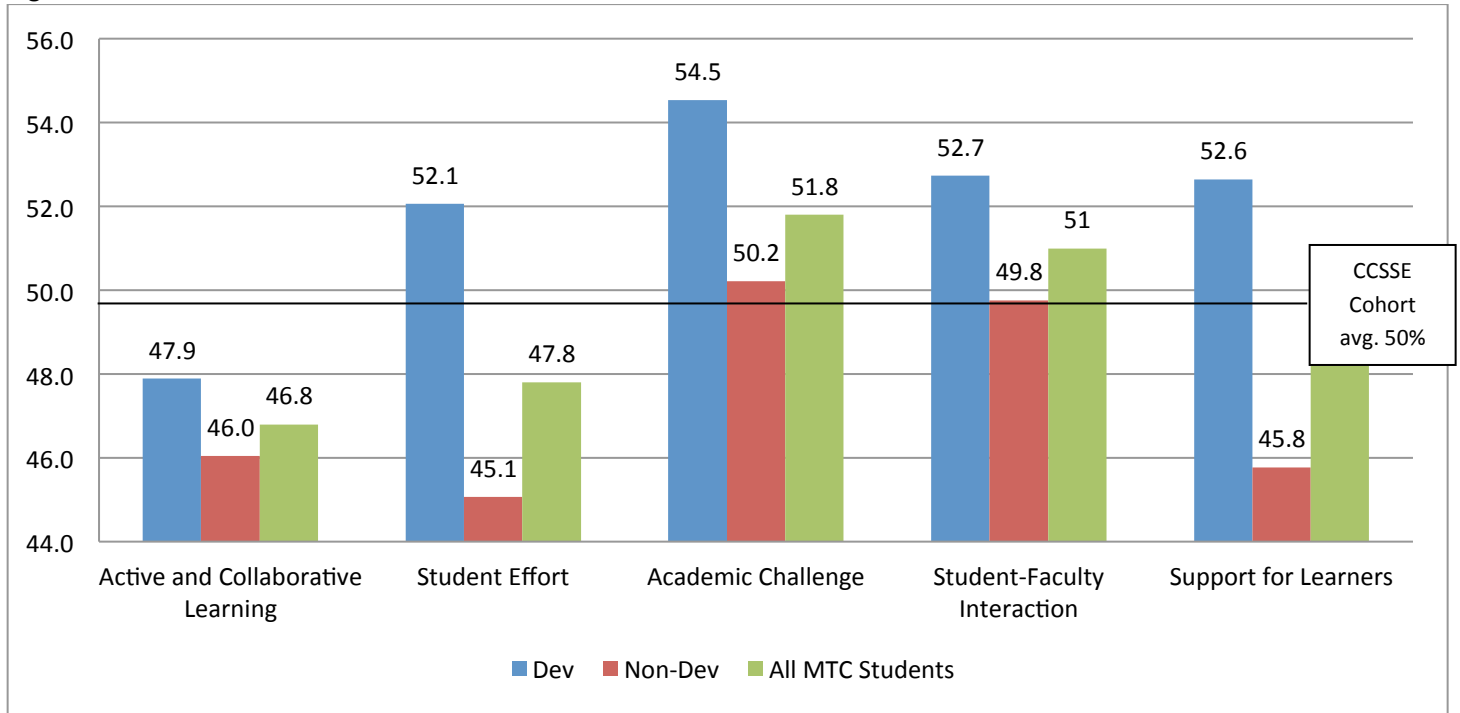


Figure 8. CCSSE Question results (2012 administration)

			Your College		Large Colleges		2012 Cohort	
Item	Variable	Response	Count	Percent	Count	Percent	Count	Percent
Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college?								
8c. Developmental/remedial reading course	DEVREAD	I have not done nor plan to do	729	73.4	77,035	71.3	316,256	71.7
		I plan to do	54	5.5	10,133	9.4	41,683	9.5
		I have done	210	21.2	20,814	19.3	83,045	18.8
		Total	994	100.0	107,982	100.0	440,985	100.0
8d. Developmental/remedial writing course	DEVWRITE	I have not done nor plan to do	675	67.7	70,429	65.2	287,615	65.2
		I plan to do	62	6.2	12,706	11.8	51,791	11.7
		I have done	261	26.1	24,900	23.0	101,768	23.1
		Total	998	100.0	108,035	100.0	441,174	100.0
8e. Developmental/remedial math course	DEVMATH	I have not done nor plan to do	632	63.5	56,813	52.7	229,858	52.2
		I plan to do	81	8.1	16,348	15.2	67,121	15.2
		I have done	282	28.4	34,729	32.2	143,596	32.6
		Total	995	100.0	107,889	100.0	440,575	100.0
8f. Study skills course	STUDSKIL	I have not done nor plan to do	604	60.5	69,960	64.9	279,422	63.5
		I plan to do	156	15.6	21,405	19.9	86,180	19.6
		I have done	239	23.9	16,412	15.2	74,414	16.9
		Total	998	100.0	107,778	100.0	440,016	100.0