Assessment Questionnaire Impact Survey: Faculty and Student Responses
Fall 2021

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Research and Institutional Effectiveness

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 2021 AQ Impact Student and Faculty Survey administered during the weeks of October 11-30, 2021, 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 81, and/or reading course and another version for students enrolled in a math or LERN 48 or 49 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 student perception of Math 71, Intermediate Algebra.

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 difficultly 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 subjects students were enrolled in, multiple survey links were included in the email. For example, if a student was enrolled in both a math and an English course, they received one email with two links. The invite message remained the same for these participants however, it was highlighted that both their math and English class were being evaluated. Links were identified by a header stating which link was associated with which class.

Participants:
Approximately, 5,113 unique students were included in the sample. Across multiple subjects, 1,235 students were enrolled in more than one of the targeted classes. Of those invited to participate, a total of 778 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 217 unique CRNs and 123 unique faculty members asked to provide an evaluation of course difficulty. Of those asked to participate, 58 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	229	199	68
READ	302	302	30
LERN	39	36	14
ENGL	1929	1928	178
MATH	3246	3240	488
Total	5745	5705	778

*Note. Total of unique students invited of 5,705 does not match unique count mentioned above of 5,113 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	13	12	92.3%	210	66
READ	14	7	50.0%	156	18
LERN	3	3	100.0%	39	13
ENGL	72	26	36.1%	659	78
MATH	115	59	51.3%	1715	304
Total	217	107	49.3%	2779	479

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 (see Table 3 and Figure 1).

Table 3. Faculty rating across subject area

Faculty Rating	AMLA #	AMLA %	READ #	READ %	ENGL #	ENGL %	MATH #	MATH %	LERN #	LERN %	Total #	Total %
Course is too difficult for student	26	12.4%	7	4.5%	134	20.3%	483	28.2%	2	5.1%	652	23.5%
Right level of difficulty for student	152	72.4%	126	80.8%	402	61.0%	768	44.8%	32	82.1%	1480	53.3%
Course is too easy for student	8	3.8%	5	3.2%	12	1.8%	107	6.2%	0	0.0%	132	4.7%
Don't know enough about student	5	2.4%	7	4.5%	24	3.6%	44	2.6%	0	0.0%	80	2.9%
Student has dropped class	19	9.0%	11	7.1%	59	9.0%	312	18.2%	5	12.8%	406	14.6%
Missing	0	0.0%	0	0.0%	28	4.2%	1	0.1%	0	0.0%	29	1.0%
Total	210	100%	156	100%	659	100%	1715	100%	39	100%	2779	100.0%

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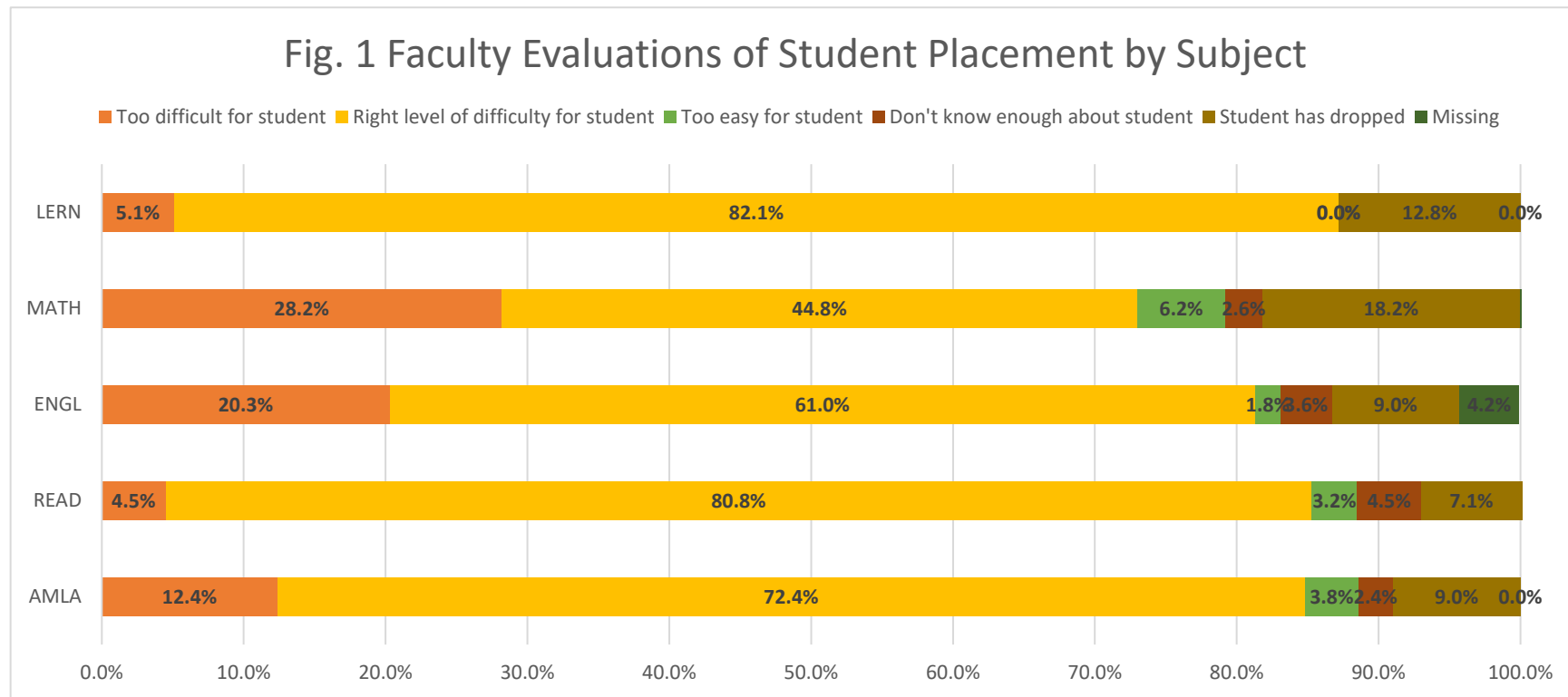
Analysis:

Table 4 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 O*verall Total* by the totals presented in each row.

Table 4. 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 33R	7	18.9%	27	73.0%	1	2.7%	0	0.0%	2	5.4%	37	17.6%
AMLA 70	1	11.1%	5	55.6%	3	33.3%	0	0.0%	0	0.0%	9	4.3%
AMLA 80	9	13.8%	46	70.8%	1	1.5%	3	4.6%	6	9.2%	65	31.0%
AMLA 90	8	11.8%	50	73.5%	3	4.4%	1	1.5%	6	8.8%	68	32.4%
AMLA 1A	1	3.2%	24	77.4%	0	0.0%	1	3.2%	5	16.1%	31	14.8%
AMLA Total	**26**	**12.4%**	**152**	**72.4%**	**8**	**3.8%**	**5**	**2.4%**	**19**	**9.0%**	**210**	**100.0%**
READ 70	3	18.8%	9	56.3%	2	12.5%	0	0.0%	2	12.5%	16	10.3%
READ 90	2	1.8%	92	81.4%	3	2.7%	7	6.2%	9	8.0%	113	72.4%
REAL 100	2	7.4%	25	92.6%	0	0.0%	0	0.0%	0	0.0%	27	17.3%
READ Total	**7**	**4.5%**	**126**	**80.8%**	**5**	**3.2%**	**7**	**4.5%**	**11**	**7.1%**	**156**	100.0%
ENGL 67	16	43.2%	11	29.7%	7	18.9%	1	2.7%	2	5.4%	37	5.9%
ENGL 68	9	18.0%	27	54.0%	1	2.0%	5	10.0%	8	16.0%	50	7.9%
ENGL 1A	109	20.0%	364	66.9%	4	0.7%	18	3.3%	49	9.0%	544	86.2%
ENGL Total	**134**	**21.2%**	**402**	**63.7%**	**12**	**1.9%**	**24**	**3.8%**	**59**	**9.4%**	**631**	**100.0%**
MATH 50	4	6.6%	20	32.8%	19	31.1%	2	3.3%	16	26.2%	61	3.6%
MATH 51	20	27.4%	28	38.4%	2	2.7%	1	1.4%	22	30.1%	73	4.3%
MATH 71	166	32.6%	210	41.3%	36	7.1%	13	2.6%	84	16.5%	509	29.7%
MATH 71A	10	18.5%	28	51.9%	1	1.9%	3	5.6%	12	22.2%	54	3.2%
MATH 100	28	21.4%	75	57.3%	9	6.9%	11	8.4%	8	6.1%	131	7.6%
MATH 110	127	27.7%	206	45.0%	28	6.1%	8	1.7%	89	19.4%	458	26.7%
MATH 120	8	26.7%	11	36.7%	1	3.3%	0	0.0%	10	33.3%	30	1.8%
MATH 130	109	36.9%	111	37.6%	10	3.4%	4	1.4%	61	20.7%	295	17.2%
MATH 150	11	10.7%	79	76.7%	1	1.0%	2	1.9%	10	9.7%	103	6.0%
MATH Total	**483**	**28.2%**	**768**	**44.8%**	**107**	**6.2%**	**44**	**2.6%**	**312**	**18.2%**	**1714**	**100.0%**

	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* %
LERN 48	2	14.3%	10	71.4%	0	0.0%	0	0.0%	2	14.3%	14	35.9%
LERN 49	0	0.0%	9	81.8%	0	0.0%	0	0.0%	2	18.2%	11	28.2%
LERN 81	0	0.0%	13	92.9%	0	0.0%	0	0.0%	1	7.1%	14	35.9%
LERN Total	**2**	**5.1%**	**32**	**82.1%**	**0**	**0.0%**	**0**	**0.0%**	**5**	**12.8%**	**39**	**100.0%**

*Note. Total represents all valid responses and does not include missing values.

Table 5. Missing faculty ratings by course

	Missing #
ENGL 1A	28
MATH 110	1

AMLA: As previously mentioned, there were 66 matched faculty and student evaluations regarding course difficulty (see Table 6).

Table 6. Matching AMLA faculty and student skill evaluations

	AMLA Faculty evaluation											
	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Student Dropped		Total	
AMLA Student Evaluation	#	%	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	49	83.1%	4	6.8%	2	3.4%	2	3.4%	2	3.4%	59	89.4%
Course content is too difficult											≤ 5	
Course content is too easy											≤ 5	
I don't know											≤ 5	
Missing											≤ 5	
Total	**53**	**80.3%**	**5**	**7.6%**	**3**	**4.5%**	**2**	**3.0%**	**3**	**4.5%**	**66**	100.0%

READ: As previously mentioned, there were 18 matched faculty and student evaluations regarding course difficulty (see Table 7).

Table 7. Matching READ faculty and student skill evaluations

READ Faculty evaluation

READ Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Student Dropped		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	8	88.9%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	9	50.0%
Course content is too difficult											≤ 5	
Course content is too easy											≤ 5	
I don't know											≤ 5	
Missing											≤ 5	
Total	**15**	**83.3%**	**3**	**16.7%**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**18**	**100.0%**

ENGL: As previously mentioned, there were 78 matched faculty and student evaluations regarding course difficulty. Of the matched responses, *Don't know enough about student* was not used, therefore it is not displayed below (see Table 8).

Table 8. Matching ENGL faculty and student skill evaluations

ENGL Faculty evaluation

ENGL Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Student Dropped		Faculty Missing		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	48	73.8%	9	13.8%	3	4.6%	3	4.6%	2	3.1%	65	83.3%
Course content is too difficult	3	42.9%	2	28.6%	1	14.3%	0	0.0%	1	14.3%	7	9.0%
Course content is too easy											≤ 5	
I don't know											≤ 5	
Missing											≤ 5	
Total	**54**	**69.2%**	**13**	**16.7%**	**4**	**5.1%**	**3**	**3.8%**	**4**	**5.1%**	**78**	**100.0%**

MATH: As previously mentioned, there were 304 matched faculty and student evaluations regarding course difficulty (see Table 9).

Table 9. Matching MATH faculty and student skill evaluations

MATH Faculty evaluation

MATH Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Student Dropped		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	147	66.5%	43	19.5%	28	12.7%	0	0.0%	3	1.4%	221	72.7%
Course content is too difficult	3	10.7%	23	82.1%	0	0.0%	0	0.0%	2	7.1%	28	9.2%
Course content is too easy	9	60.0%	0	0.0%	4	26.7%	1	6.7%	1	6.7%	15	4.9%
I don't know	10	34.5%	17	58.6%	2	6.9%	0	0.0%	0	0.0%	29	9.5%
Missing	8	72.7%	3	27.3%	0	0.0%	0	0.0%	0	0.0%	11	3.6%
Total	**177**	**58.2%**	**86**	**28.3%**	**34**	**11.2%**	**1**	**0.3%**	**6**	**2.0%**	**304**	100.0%

LERN: As previously mentioned, there were 13 matched faculty and student evaluations regarding course difficulty (see Table 10).

Table 10. Matching LERN faculty and student skill evaluations

LERN Faculty evaluation

LERN Student Evaluation	Right level for student		Too difficult for student		Too easy for student		Don't know enough about student		Student Dropped		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Course content is right level for me	10	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	76.9%
Course content is too difficult											≤ 5	
Course content is too easy											≤ 5	
I don't know											≤ 5	
Missing											≤ 5	
Total	**12**	**92.3%**	**1**	**7.7%**	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**	**13**	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 (see Table 11).

Table 11. Student survey responses by subject

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	68	8.7%	178	22.9%	30	3.9%	488	62.7%	14	1.8%	778	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	10	14.7%	38	21.3%	4	13.3%	128	26.2%	4	28.6%	184	23.7%
Course information in the AQ	32	47.1%	59	33.1%	12	40.0%	124	25.4%	2	14.3%	229	29.4%
Guidance videos	20	29.4%	30	16.9%	5	16.7%	50	10.2%	1	7.1%	106	13.6%
Counseling links	24	35.3%	32	18.0%	4	13.3%	66	13.5%	2	14.3%	128	16.5%
Placement results and recommendations	23	33.8%	85	47.8%	10	33.3%	209	42.8%	5	35.7%	332	42.7%
None of the above	6	8.8%	22	12.4%	5	16.7%	80	16.4%	2	14.3%	115	14.8%
Missing	1	1.5%	5	2.8%	0	0.0%	10	2.0%	0	0.0%	16	2.1%
2. After receiving your AQ placement, please describe your reasons for taking this class (mark all that apply)												
I followed the AQ recommendations to take classes	33	48.5%	74	41.6%	14	46.7%	156	32.0%	4	28.6%	281	36.1%
It was the next course in the sequence	18	26.5%	35	19.7%	5	16.7%	117	24.0%	2	14.3%	177	22.8%
I took the course at the level I was most comfortable with taking	16	23.5%	28	15.7%	4	13.3%	108	22.1%	8	57.1%	164	21.1%
It was offered with a corequisite support class	10	14.7%	11	6.2%	1	3.3%	33	6.8%	1	7.1%	56	7.2%
It was on my educational plan	23	33.8%	62	34.8%	9	30.0%	158	32.4%	2	14.3%	254	32.6%
An instructor/counselor suggested it	23	33.8%	46	25.8%	8	26.7%	126	25.8%	3	21.4%	206	26.5%
I had other people help me understand my placement and choices	10	14.7%	22	12.4%	4	13.3%	32	6.6%	2	14.3%	70	9.0%
Not applicable	4	5.9%	22	12.4%	2	6.7%	65	13.3%	4	28.6%	97	12.5%
Other reason (please specify)*	2	2.9%	6	3.4%	0	0.0%	28	5.7%	0	0.0%	36	4.6%
Missing	0	0.0%	4	2.2%	1	3.3%	6	1.2%	0	0.0%	11	1.4%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	68	8.7%	178	22.9%	30	3.9%	488	62.7%	14	1.8%	778	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	56	82.4%	130	73.0%	24	80.0%	292	59.8%	11	78.6%	513	65.9%
I don't think I'll pass this class	1	1.5%	4	2.2%	1	3.3%	49	10.0%	0	0.0%	55	7.1%
I don't know if I will pass this class or not	11	16.2%	41	23.0%	3	10.0%	136	27.9%	3	21.4%	194	24.9%
Missing	0	0.0%	3	1.7%	2	6.7%	11	2.3%	0	0.0%	16	2.1%
4. Please describe your understanding of the material covered in this class.												
I understand most of the class material	48	70.6%	139	78.1%	28	93.3%	261	53.5%	10	71.4%	486	62.5%
I understand some of the class material	20	29.4%	31	17.4%	0	0.0%	167	34.2%	3	21.4%	221	28.4%
I understand only a small amount of the class material	0	0.0%	5	2.8%	0	0.0%	49	10.0%	1	7.1%	55	7.1%
Missing	0	0.0%	3	1.7%	2	6.7%	11	2.3%	0	0.0%	16	2.1%
5. Please describe your successes in this class (mark all that apply)												
I am as successful as most students in this class	34	50.0%	97	54.5%	22	73.3%	193	39.5%	7	50.0%	353	45.4%
I am passing my exams	31	45.6%	62	34.8%	6	20.0%	191	39.1%	4	28.6%	294	37.8%
I am able to complete my assignments	46	67.6%	113	63.5%	15	50.0%	316	64.8%	11	78.6%	501	64.4%
I need to get more academic help	14	20.6%	34	19.1%	4	13.3%	146	29.9%	3	21.4%	201	25.8%
Missing	1	1.5%	4	2.2%	1	3.3%	13	2.7%	0	0.0%	19	2.4%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	68	8.7%	178	22.9%	30	3.9%	488	62.7%	14	1.8%	778	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	56	82.4%	107	60.1%	14	46.7%	282	57.8%	8	57.1%	467	60.0%
I visit/communicate with my instructor during office hours	36	52.9%	62	34.8%	9	30.0%	127	26.0%	5	35.7%	239	30.7%
I visit/communicate with my class tutor	35	51.5%	28	15.7%	1	3.3%	37	7.6%	0	0.0%	101	13.0%
I got to my counselor for help	16	23.5%	21	11.8%	3	10.0%	28	5.7%	1	7.1%	69	8.9%
I don't need help with this class	2	2.9%	39	21.9%	13	43.3%	106	21.7%	3	21.4%	163	21.0%
I don't know where to go for help	3	4.4%	14	7.9%	2	6.7%	57	11.7%	1	7.1%	77	9.9%
Missing	1	1.5%	3	1.7%	1	3.3%	13	2.7%	0	0.0%	18	2.3%
7. When you registered in this class, how confident did you feel that you would pass the class?												
Very confident	22	32.4%	47	26.4%	12	40.0%	75	15.4%	3	21.4%	159	20.4%
Confident	24	35.3%	53	29.8%	7	23.3%	136	27.9%	5	35.7%	225	28.9%
Somewhat confident	17	25.0%	60	33.7%	7	23.3%	211	43.2%	5	35.7%	300	38.6%
Not confident	3	4.4%	10	5.6%	2	6.7%	43	8.8%	1	7.1%	59	7.6%
I don't know	1	1.5%	2	1.1%	1	3.3%	9	1.8%	0	0.0%	13	1.7%
Missing	1	1.5%	6	3.4%	1	3.3%	14	2.9%	0	0.0%	22	2.8%
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	1	1.5%	13	7.3%	1	3.3%	48	9.8%	2	14.3%	65	8.4%
The course content is not too difficult and not too easy; I feel I am at the correct level	61	89.7%	143	80.3%	18	60.0%	351	71.9%	11	78.6%	584	75.1%
The course content is too easy for me; I should be at a higher level class	3	4.4%	7	3.9%	6	20.0%	25	5.1%	0	0.0%	41	5.3%
I don't know	2	2.9%	9	5.1%	4	13.3%	50	10.2%	1	7.1%	66	8.5%
Missing	1	1.5%	6	3.4%	1	3.3%	14	2.9%	0	0.0%	22	2.8%

Subject	AMLA #	AMLA %	ENGL #	ENGL %	READ #	READ %	MATH #	MATH %	LERN #	LERN %	Overall #	Overall %
Survey Participant Count	68	8.7%	178	22.9%	30	3.9%	488	62.7%	14	1.8%	778	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	0	0.0%	1	0.6%	0	0.0%	5	1.0%	0	0.0%	6	0.8%
I feel like I don't have the preparation and skills to be successful in this class	1	1.5%	9	5.1%	0	0.0%	30	6.1%	0	0.0%	40	5.1%
None of the above	0	0.0%	3	1.7%	1	3.3%	13	2.7%	2	14.3%	19	2.4%
Missing	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

*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 36 students that marked *other (please specify)*, 15 did not elaborate on what their other reason was and the remaining indicated their decision was to fulfill a requirement that was related to their major, career, or degree, or to fulfill a requirement for their general education or to transfer. See Table 12 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 12. Other reasons given for enrolling in a course

Theme	Count
Requirement for major/career/degree	4
Fulfills general education/transfer requirement	4
Pre-requisite for another class	3
Took as a refresher/familiarize myself with college courses	2
Failed it in previous semester	2
Other*	5

*Note. Other includes students saying they accidently enrolled in the course, it was the only class available to them during registration, it was the only class approved by the GI Bill, and that they enrolled in the Honors program.

Example quotes:

"I've withdrawn [from] this class the last two semesters because I was failing, so I'm taking it again."

"I don't know what [the] AQ is, but I enrolled accidentally."

"I wanted to take a math class that was recommended, but for my major I have to take quite a few math courses, so I took Math 150 in order to get used to math courses in college rather than starting with a course that would be too challenging. "

"Reviewing basics for better future class taking."

"It's a class I need to take to transfer to a different college."

"It was needed for my major in architecture."

Math-only questions:

In order to address concerns raised by the Math Department, students enrolled in a math, LERN 48, or LERN 49 course were asked math-specific questions. Participants were asked to indicate the math or LERN course they are currently enrolled in. This indication, dictated which questions they were asked. For reporting purposes, question blocks are presented below. These blocks represent what questions the participant viewed and was able to respond to.

Table 13. Questions presented to all math students

	MATH #	MATH %
Survey Participant Count	497	100.0%
What is your confidence level that you have chosen the correct math course for your major or		
I am 100% confident that I have chosen the correct math course for my academic goals	268	53.9%
I am somewhat confident that I have chosen the correct math course for my academic goals	161	32.4%
I am not sure at all that I have chosen the correct math course for my academic goals	46	9.3%
Missing	22	4.4%
Which of the listed math classes are you taking this semester?		
I am taking either LERN 48 or LERN 49	10	2.0%
I am taking either MATH 50 or MATH 51	36	7.2%
I am taking MATH 71	153	30.8%
I am taking either MATH 100, 110, 120, 130, or 150	279	56.1%
Missing	19	3.8%

Table 14. Questions for students enrolled in LERN 48 or LERN 49	LERN #	LERN %
Survey Participant Count	10	
Why did you enroll in LERN 48 or LERN 49?		
I only need to take this class for my program	2	20.0%
I wanted to prepare for higher-level math classes	2	20.0%
I did not know I was eligible for a lower level math class	0	0.0%
Other (please specify)	1	10.0%
Missing	5	50.0%

The single individual that indicated *Other* stated that they enrolled in a LERN course to fulfill transfer requirements.

Table 15. *Questions for students enrolled in MATH 50 or MATH 51*	MATH 50/51 #	MATH 50/51 %
Survey Participant Count	36	
Why did you enroll in MATH 50 or MATH 51?		
I only need to take this class for my program	7	19.4%
I wanted to prepare for higher-level math classes	23	63.9%
I did not know I was eligible for a lower level math class	3	8.3%
Other (please specify)	3	8.3%

Although three individuals marked *Other*, only two provided a written explanation. One individual indicated they enrolled in MATH 50 or MATH 51 because it offered a corequisite course and the other stated that the course was on their educational plan.

Table 16. Questions for students enrolled in MATH 71	MATH 71 #	MATH 71 %
Survey Participant Count	153	
Why did you enroll in MATH 71?		
I chose to take MATH 71 to prepare me for a transfer-level math class	53	34.6%
I only need MATH 71 for my program or associate degree	88	57.5%
I did not know I was eligible for a transfer-level math class	8	5.2%
I did not know I was eligible for a lower-level math class	4	2.6%

Table 17. Questions for MATH 71 students who took the course to fulfill their program/degree requirement	MATH 71 #	MATH 71 %
Survey Participant Count	88	
I feel I would have been successful in at least one Math 100 class without taking MATH 71.		
Strongly agree	6	6.8%
Agree	21	23.9%
Neither agree no disagree	31	35.2%
Disagree	16	18.2%
Strongly disagree	14	15.9%
If Math 71 (Intermediate) were no longer offered, how would you feel about taking one of the classes listed below to fulfill your associate degree (AA/AS) math requirement instead?*		
Math 71 provides a foundation for future math classes and recommend keeping it	17	
Generally good or fine with taking a Math 100 class	16	
Do not feel prepared for Math 100's or not confident about taking those classes	13	
I would struggle with listed classes	10	
I would feel discouraged or disadvantaged to start in Math 100s	10	
I worry about taking higher level math or starting off in Math 100s would make things difficult on me	8	
Math is generally difficult for me	7	
I would need to get help if I was taking a Math 100 class	6	
Uncertain or it dependents on what I would have to take	4	
Very confident with taking Math 100 classes	4	
With the change, I'm nervous about how it would impact my progress	4	
Other*	7	
Invalid	5	

*Note. Other responses include that some degrees require too much higher level math and should be modified appropriately, it would depend on the pace or structure of the Math 100 class, courses listed are not required for my degree, and that they would be good with the change as long as it doesn't impact getting my degree.

Table 18. Questions for students enrolled in MATH 100, 110, 120, 130, or 150	MATH 100's #	MATH 100's %
Survey Participant Count	279	
In a previous semester, did you take MATH 71 (Intermediate Algebra) at Mt. SAC?		
Yes	42	15.1%
No	237	84.9%

Table 19. Questions for MATH 100, 110, 120, 130, or 150 students who previously took MATH 71	MATH 100's #	MATH 100's %
Survey Participant Count	42	
I feel that Math 71 (Intermediate Algebra) prepared me for success in my current math class.		
Strongly agree	11	26.2%
Agree	9	21.4%
Neither agree nor disagree	16	38.1%
Disagree	4	9.5%
Strongly disagree	2	4.8%

Table 20. Questions for MATH 100, 110, 120, 130, or 150 students who did not take MATH 71	MATH 100's #	MATH 100's %
Survey Participant Count	237	
I would have benefited from taking MATH 71 (Intermediate Algebra) prior to my current math class.		
Strongly agree	12	5.1%
Agree	30	12.7%
Neither agree nor disagree	113	47.7%
Disagree	45	19.0%
Strongly disagree	37	15.6%