

QEP Frequent Assessment Strategy Evaluation
Comparison of College-wide Pass, Success, And Retention Rates
Frequent Testing, Frequent Testing Plus, or Alternative, vs. Other Classes, Spring 2007-2

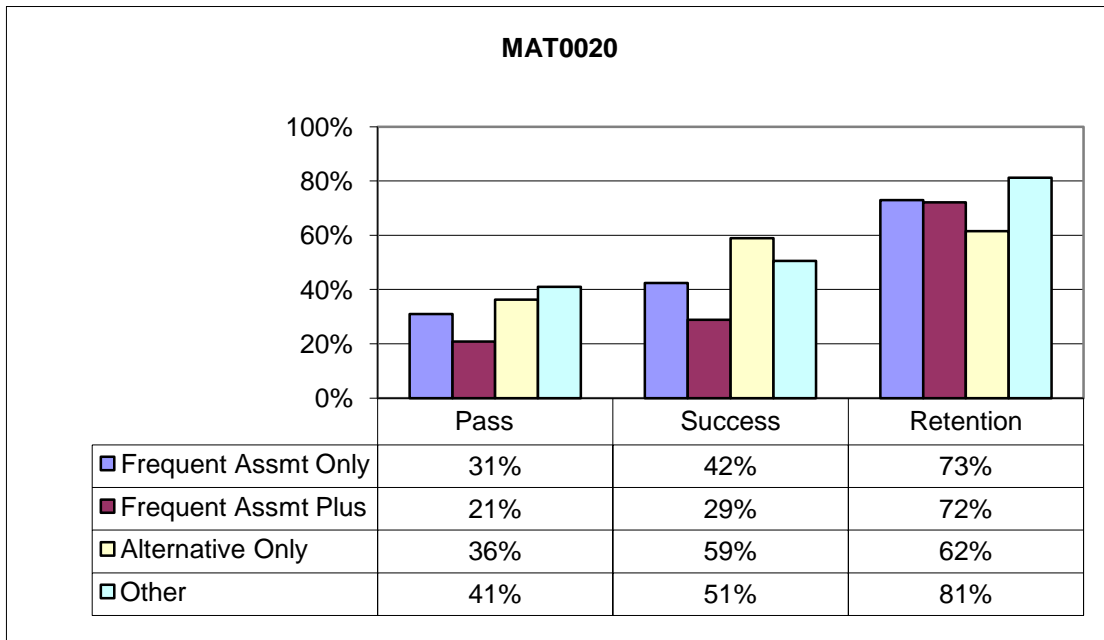
Method: Frequent assessment sections were identified by surveying full-time faculty about frequency and type of assessment used in the classroom, as well as additional strategies employed in their classes. For this analysis, sections were grouped into four categories: 1) frequent assessment only; 2) frequent assessment plus additional QEP strategies such as learning prescriptions, learning communities, and progress reports; 3) other strategies only such as online homework and short quizzes; and 4) no identified strategies.

Recommendation:

➡ Since all adjunct faculty were asked to conduct frequent assessment in the target math classes beginning in Spring term 2007-2, they are likely included in group 4 (other). IR should conduct an additional analysis comparing pass, success, and retention rates for adjuncts teaching the target classes during 2007-2 with the same faculty teaching the same classes during Spring 2006-2.

MAT0020

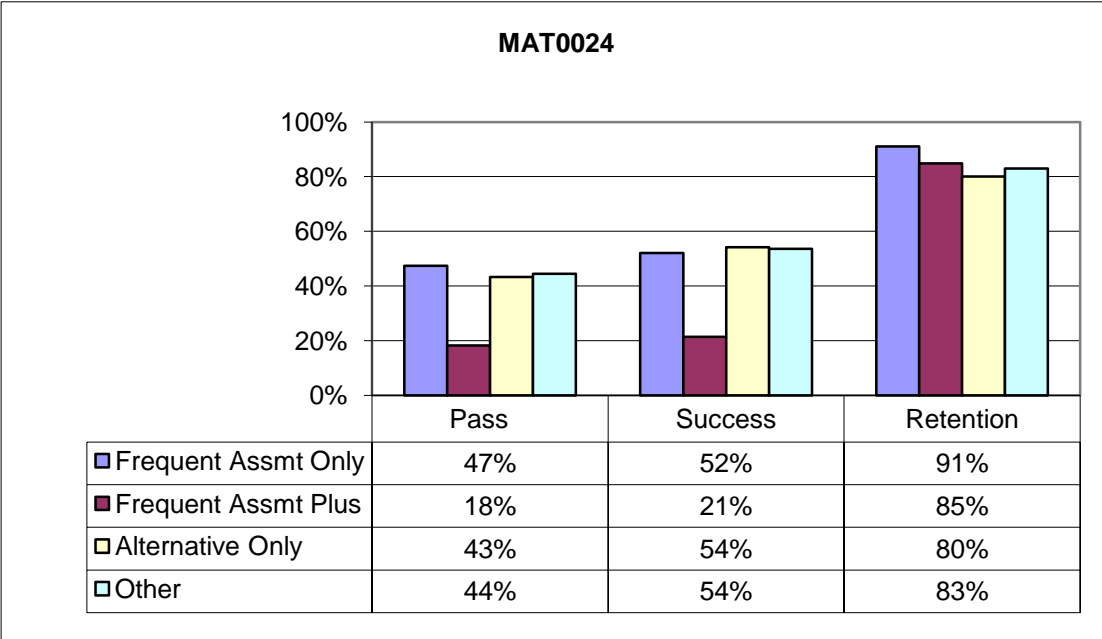
The interventions as currently structured are NOT improving student performance in MAT0020. Most interventions show no difference or significantly lower rates than comparison classes in 20072.



*Significance testing conducted using the test of the difference between two proportions using $p < .05$ level.

MAT0024

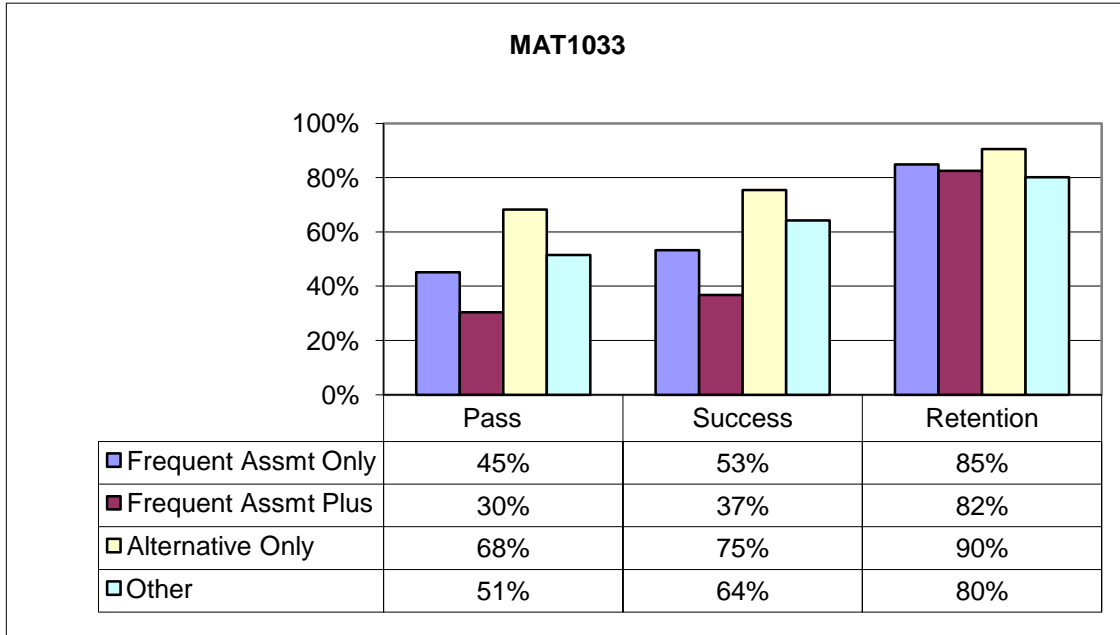
The pass rate was slightly higher for frequent assessment in MAT0024 than alternative only and other groups. Retention rate was significantly higher than other sections. Frequent assessment plus had significantly lower pass and success rates.*



*Significance testing conducted using the test of the difference between two proportions using $p < .05$ level.

MAT1033

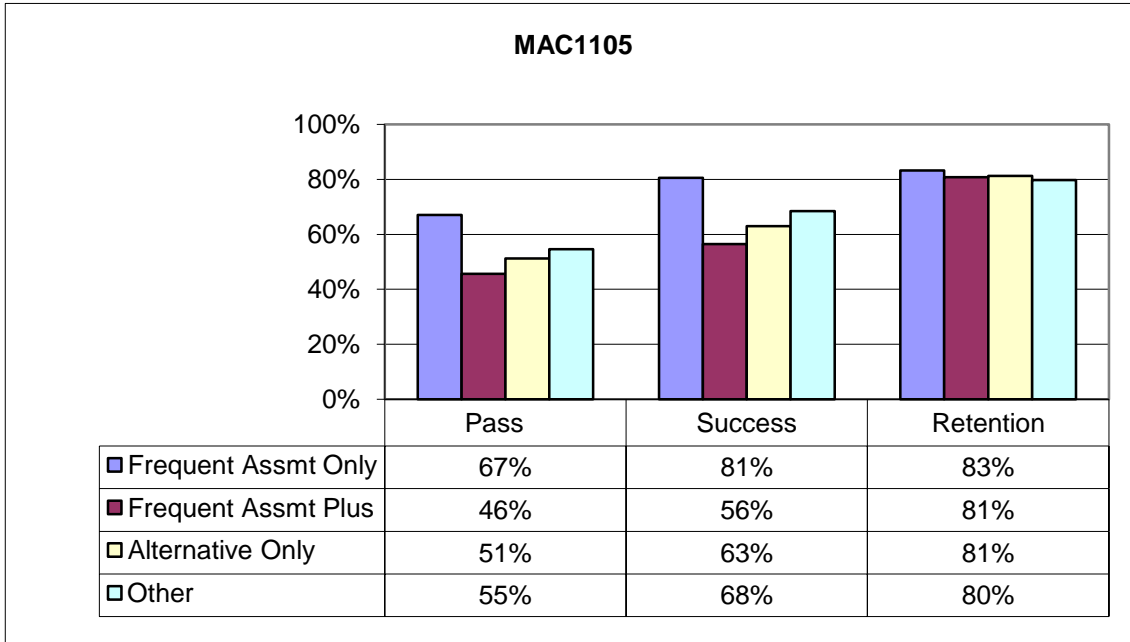
For MAT 1033, frequent assessment only showed significantly lower pass rates but higher retention rates than other sections. Alternatives to frequent assessment were significantly better than classes with no intervention ("other"), but the number of students participating was small (n=63).



*Significance testing conducted using the test of the difference between two proportions using $p < .05$ level.

MAC1105

The frequent assessment intervention shows success in MAC1105, with significantly higher pass and success rates, and slightly higher retention rates than comparison groups.



*Significance testing conducted using the test of the difference between two proportions using $p < .05$ level.

Prepared by: Institutional Research, 10/2008