

QEP Frequent Assessment Strategy Evaluation
Comparison of College-wide Pass, Success, And Retention Rates
For Adjunct Faculty who Taught Target Courses During Spring Terms 20062 and 20072

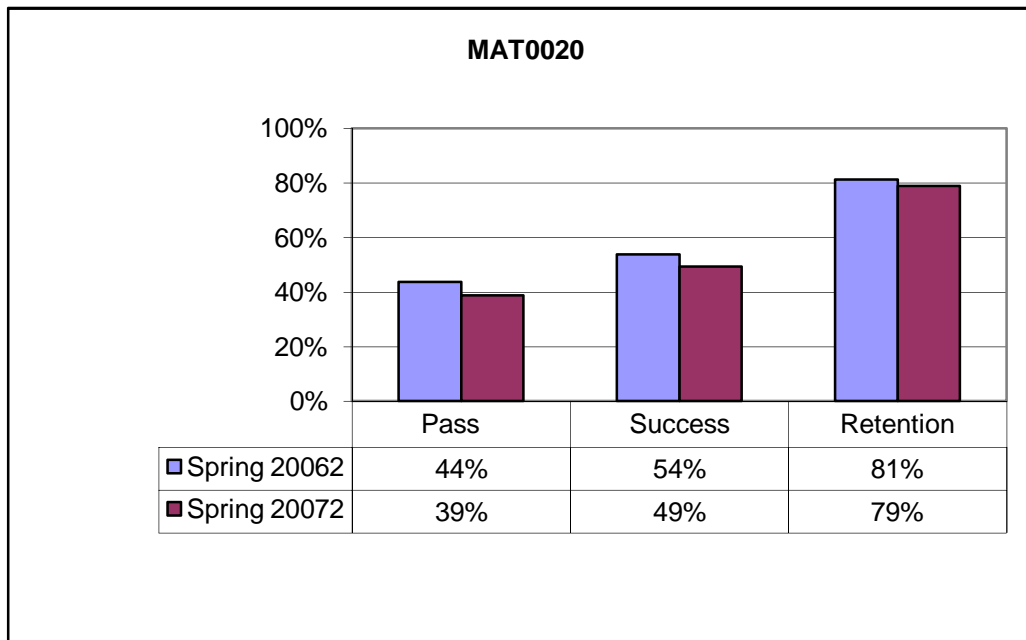
Method: Beginning in Spring 2007-2 all adjunct faculty teaching target math classes were required to conduct frequent assessment in their classes. The Mathematics discipline developed assessments and syllabi for adjuncts to assist them. For this analysis, student outcomes for adjunct faculty who taught the target courses during Spring Term 2006-2 before frequent assessment was required were compared with outcomes for the same faculty teaching in the Spring Term 2007-2.

Recommendation:

➡ Similar to other analyses, results of this method suggest that frequent assessment is having some success with students in MAC1105, but not showing similar success in lower level math courses. Since the frequent assessment requirement for adjuncts was new in Spring 20072, IR should repeat the evaluation using Fall 20081 classes compared to Fall 20071.

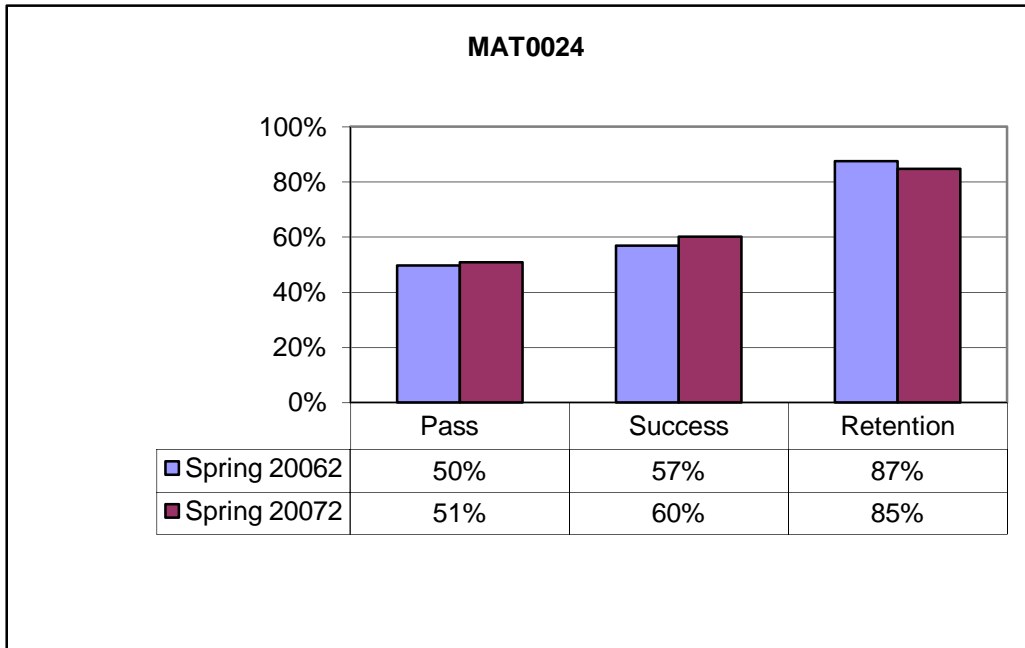
MAT0020

The frequent assessment strategy is NOT improving student performance in MAT0020. Spring 20072 classes show lower rates than comparison classes in 20062.



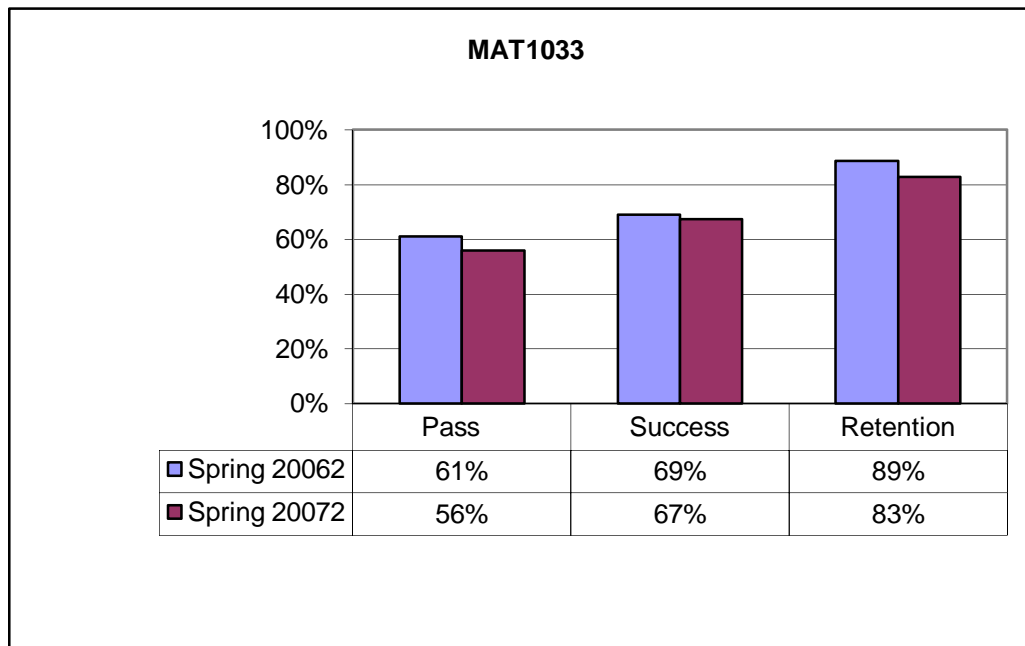
MAT0024

The success rate was slightly higher for MAT0024 classes taught in 20072 compared to classes taught by the same faculty in 20062, while retention rate was slightly lower, but no comparisons were significant.



MAT1033

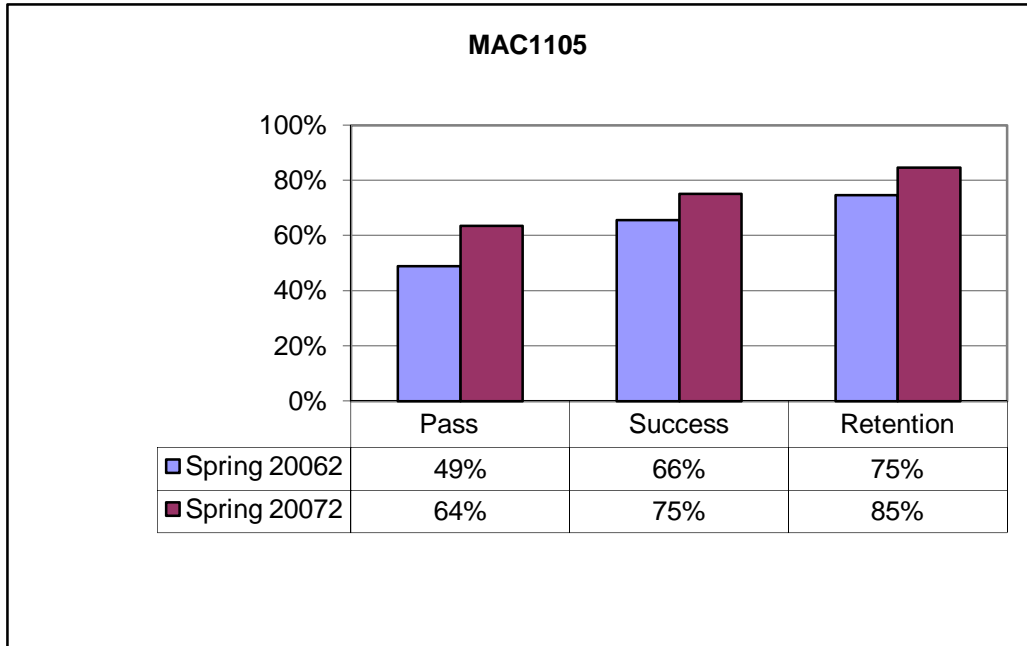
For MAT 1033, pass and retention rates were significantly lower for classes taught in 20072 compared to classes taught by the same faculty in 20062.



*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 higher pass, success rates, and retention rates for classes taught in Spring 20072.



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

Prepared by: Institutional Research, 12/2008