



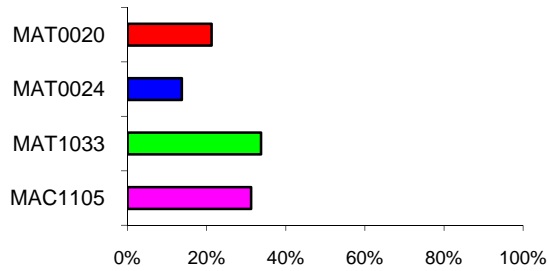
QEP “Frequent Assessment” Student Survey

The purpose of the QEP frequent assessment student survey was to gain insight to students’ perception and attitudes about their math courses and implementation of the frequent testing strategy. MDC is striving to provide sufficient resources and adequate assistance to ensure its students a positive math experience. More importantly, responses to this survey will allow the QEP team determine the effectiveness of this strategy and continue to seek ways to ensure student success at Miami Dade College

In March 2008, an online survey was administered to 4,327 students across the College who were enrolled in frequent assessment sections of MAT0020, MAT0024, MAT1033, or MAC1105. The QEP Director sent the survey to students and one reminder email to encourage responses. A total of 80 students responded to the survey.

1. In which of the following classes are you enrolled this term?

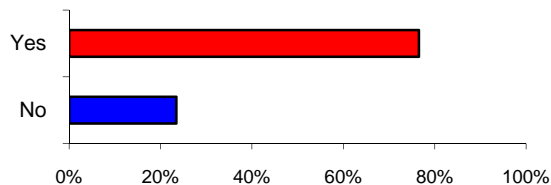
	No.	%
MAT0020	17	21.3%
MAT0024	11	13.8%
MAT1033	27	33.8%
MAC1105	25	31.3%
Total	80	100.0%



2. Is this your first time taking this class?

- Seventy-seven percent of students stated that it was the first time they were taking the math course
- Although the number repeating the class was low, where responses differed by group, they are noted below

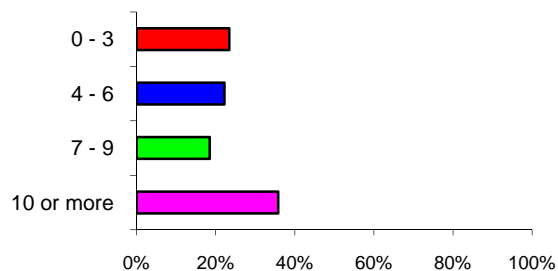
	No.	%
Yes	62	76.5%
No	19	23.5%
Total	81	100.0%



3. How many classes have you taken so far at MDC?

- Twenty-four percent of students had completed 3 or fewer classes so far; thirty-six percent of students have taken 10 or more classes

	No.	%
0 - 3	19	23.5%
4 - 6	18	22.2%
7 - 9	15	18.5%
10 or more	29	35.8%
Total	81	100.0%



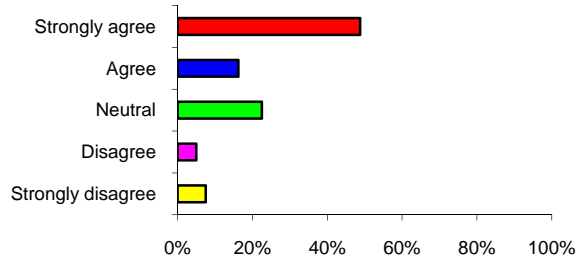


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4. I believe the number of tests given in this class so far is fair.

- About 65% of students thought the number of tests given was fair
- Sixty-seven percent of first-time math students indicated that the number of exams given was fair compared to 58% of math repeaters

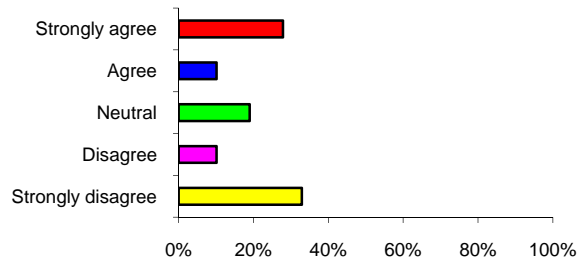
	No.	%
Strongly agree	39	48.8%
Agree	13	16.3%
Neutral	18	22.5%
Disagree	4	5.0%
Strongly disagree	6	7.5%
Total	80	100.0%



5. There is too much material covered on each test.

- Thirty-eight percent of students indicated that they thought there was too much material covered on each test, however, 43% percent stated the opposite

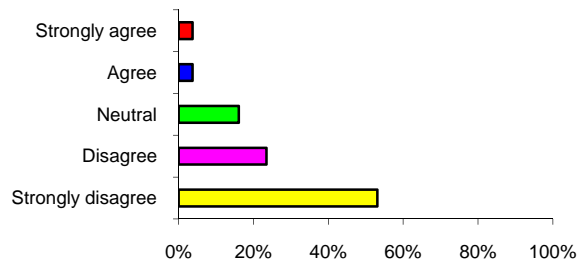
	No.	%
Strongly agree	22	27.8%
Agree	8	10.1%
Neutral	15	19.0%
Disagree	8	10.1%
Strongly disagree	26	32.9%
Total	79	100.0%



6. There is too much time between taking the tests and getting grades or feedback from the instructor.

- Approximately 77% of students did not feel that too much time elapsed between taking tests and getting feedback from instructors

	No.	%
Strongly agree	3	3.7%
Agree	3	3.7%
Neutral	13	16.0%
Disagree	19	23.5%
Strongly disagree	43	53.1%
Total	81	100.0%



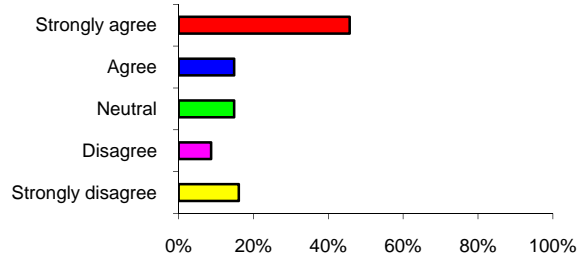


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7. The feedback I receive from my instructor about the tests or graded assignments helps me improve my performance on the next one.

- Sixty-one percent of students agreed that the feedback received from their instructor helps them improve their performance on the next test/assignment

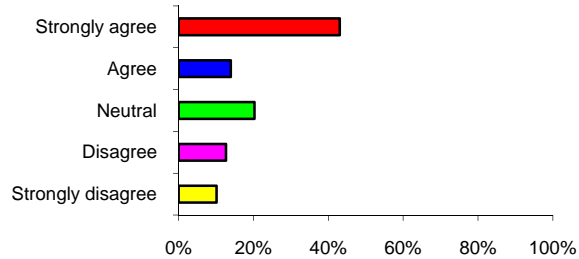
	No.	%
Strongly agree	37	45.7%
Agree	12	14.8%
Neutral	12	14.8%
Disagree	7	8.6%
Strongly disagree	13	16.0%
Total	81	100.0%



8. Frequent tests and other graded assignments help me learn the material better.

- Fifty-seven percent of students agreed frequent tests and assignments help them learn the material better

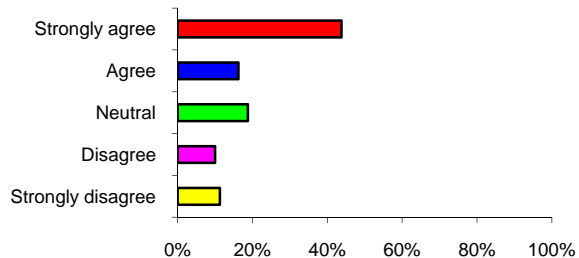
	No.	%
Strongly agree	34	43.0%
Agree	11	13.9%
Neutral	16	20.3%
Disagree	10	12.7%
Strongly disagree	8	10.1%
Total	79	100.0%



9. There is enough time between tests or graded assignments to use the feedback received from the instructor on my performance before the next test.

- Sixty percent of the students agreed that there is enough time between tests/assignments to use the feedback received from the instructor
- Students that were repeating a math course were more likely to agree (78%) than first-time math students (56%) that they had enough time between tests/graded assignments to use feedback from the instructor on subsequent exams

	No.	%
Strongly agree	35	43.8%
Agree	13	16.3%
Neutral	15	18.8%
Disagree	8	10.0%
Strongly disagree	9	11.3%
Total	80	100.0%



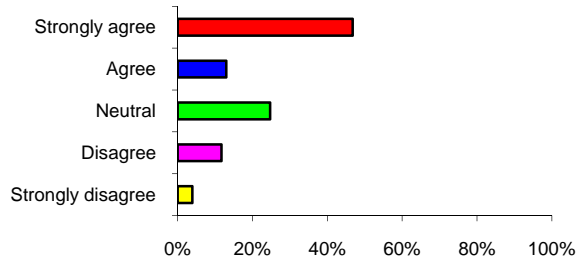


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10. The frequent feedback from tests helps me get the assistance I need from my instructor during office hours and/or tutors from the math lab.

- Sixty percent of students agreed that the frequent feedback from tests helps them get the assistance needed from their instructor
- Sixty-nine percent of math repeaters agreed that frequent feedback helps them get the assistance needed compared to 58% of first-time math students

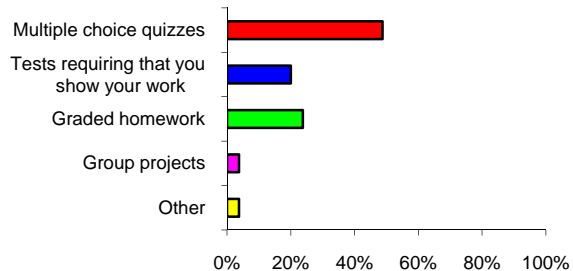
	No.	%
Strongly agree	36	46.8%
Agree	10	13.0%
Neutral	19	24.7%
Disagree	9	11.7%
Strongly disagree	3	3.9%
Total	77	100.0%



11. What types of exams or graded assignments are MOST helpful to you in learning mathematics?

- Forty-nine percent of students stated that multiple choice quizzes to be the most helpful while learning mathematics
- Fifty-eight percent of math repeaters said multiple choice exams were most helpful compared to 47% of first-time math students. Graded homework was most popular with first-time math students – 27% said this type of assessment was most helpful compared to 16% of math repeaters

	No.	%
Multiple choice quizzes	39	48.8%
Tests requiring that you	16	20.0%
Graded homework	19	23.8%
Group projects	3	3.8%
Other	3	3.8%
Total	80	100.0%



12. In what ways did the feedback from assignments and exams encourage or motivate you to perform better in the course? (Comments grouped by related themes)

- Encouragement – several students just mentioned the appreciation of their instructors encouraging them in math (19)
- Studying – several students discussed how the feedback from the instructors prompted more studying (8)
- Insufficient Feedback/Encouragement – students felt that instructor provided no type of feedback and encouragement upon return of their examinations (5); students wanted feedback in terms of going over the actual exam (3)



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- Poor Instruction – students criticized the level of poor instruction which resulted in some either dropping the class or currently failing (5)
- Identify Weakness/Strengths – students suggested that instructor feedback helped them identify their weaknesses (2)
- Issue of Time – some students were frustrated because if exams were offered in math lab the times weren’t conducive to their schedules, identifying that work and family often conflict with class (sessions outside of classroom time) (2)

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May 2008**