

Assessment Questionnaire (AQ) Impact Project

DRAFT

The general purpose of the project was to gather feedback from students and faculty about the AQ during fall 2018, with a focus on placement (English & math) perception. Additional questions focused on tutoring, campus interactions, and self-efficacy.

METHODS

This project used a mixed methods design (qualitative & quantitative) to assess the impact of the AQ.

POPULATION

- English and math faculty
- Students enrolled in English and math
- Students who have taken the AQ

COLLECTION

- 5 Student Focus Groups
- 3 Class Pop-in Focus Groups
- 2 Math Faculty Focus Groups
- 1 English Faculty Focus Group
- 1 Student Survey (Online)

RESULTS

- 30 Students in Focus Groups
- 35 Students in Class Pop-ins
- 24 Faculty Members in Focus Groups
- 900+ Survey Responses

PRELIMINARY FINDINGS*

From Faculty

- Previously, prerequisite courses impeded students from taking transfer level math or English; however, faculty have noted concerns over student's maturity.
- There is a greater divide between the successful students and the failing students. Either students are doing well or they are failing the course.
- Student preparedness negatively impacted by AQ placement.
- Professional Development is needed on divergent levels of student preparedness, and new strategies to help students achieve successful outcomes.
- The support systems (tutoring and co-requisites) need to be aligned better with courses in order to improve student success and retention.
- Concern about the relationship between the funding formula and pressure on course success rates.
- Student referral to tutoring is often informal, which makes it difficult to follow up with students about their attendance and impact of tutoring.
- Tutor quality; they are often one to two levels above the students they help. Once they become good at their job, they transfer or get a higher paying job.

From Students

- Students like the option for higher placement provided by the AQ; but, they are willing to place themselves in a lower placement based on uncertainty.
- Some Pre-AQ and AQ students did not understand the connection between initial placement and length of time in college.
- More robust counseling; there is not enough time for in depth conversation about future career and educational exploration.
- Students' usage of tutors seemed to be utilized with more students in higher-level courses.
- Having a tutor embedded in the class was both useful and convenient. Conversely, some students saw their co-requisite class as a study "hour."
- Students felt that their placement was more accurate for English than Math.
- Overall, students were positive about their courses, and interactions with faculty.
- Some students expressed that they did not attend tutoring due to work schedule, and limited time offered for one on one tutoring (it felt rushed).

*Please note that the findings discussed here are not the final conclusions of the RIE team. Data analysis is still underway and results are subject to change.