

Subject Area Committee Name: ESR

Outcome Being Assessed (Critical Thinking, Written Communication, or Quantitative Literacy): Quantitative Literacy

Contact Person: Valance Brenneis

<i>Name</i>	<i>e-mail</i>
Valance Brenneis	valance.brenneis@pcc.edu

Narrative

Why did your SAC choose to participate in MSC?

Our SAC thinks that Quantitative Literacy is a very important outcome and one that our classes should help to develop. We had used the MSC Values rubrics for a previous assessment and found them useful. In addition, we are incorporating course-based research into this class (ESR 200) and wanted to work on developing that assignment and assessment.

What does your SAC hope to learn from the project?

Our SAC wants to assess how well students in our introductory majors course (ESR 200) are using quantitative reasoning to assess the results of a research project that students designed. This is a bit challenging as most of the papers submitted will be describing different types of data. However, we did ask all students to calculate mean and standard deviation and represent that information in both a data table and bar graph to allow similar assessment of diverse data.

What are your SAC's plans for the data when it becomes available next fall? How do you hope to use the information to improve student learning?

The results of the MSC assessment process will be shared at the fall SAC meeting and feedback will be taking into consideration when revising this assignment and assessment in the future.

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Background Information

Which courses (e.g., SOC 204, BI 211) are artifacts being selected from?

ESR 200

What process is in place to gather artifacts from the courses you have chosen?

All instructors teaching the course(s) from which artifacts are gathered will contribute artifacts.

A representative sample of instructors in terms of full / part-time status and in-person / distance learning modality will contribute artifacts.

A voluntary group of instructors will contribute artifacts.

(Note that volunteer sample groups inherently introduce bias to the process. Sometimes they are unavoidable, however, depending on the degree of instructor involvement in the assessment process within a given SAC.)

End of Planning Section! Complete the next portion in the spring of 2017 after assessments have occurred.

How did your SAC determine which instructors were going to participate in MSC?

Only one instructor teaches ESR 200. It is taught only in Fall and Winter terms at Rock Creek.

What type(s) of assignments are the artifacts? (E.g., a paper (note 3 page minimum for Written Communication or Critical Thinking), exam, project, or other. Note that team projects are not eligible.)

Individual papers written to communicate results of a group research project.

Did faculty use a shared, common assignment, or did assignments vary?

Yes, one faculty member used the same assignment for both Fall and Winter terms.

Please provide a description of your SAC's process for ensuring that the assignment was likely to elicit evidence of student attainment for a majority of the selected VALUE rubric's elements. (If faculty attended an assignment design workshop, which one(s) and who attended? If assignment design was carried out by the SAC, how did that work?)

In designing the assignment, as well as the course-specific grading rubric, the instructor used the Quantitative Literacy rubric. While the match is not perfect, we tried hard to incorporate most of the major features of the rubric in the requirements of the research project assignment. Two rubrics were provided to the students, the VALUES rubric and the course-specific rubric for the assignment.