

MEETING NOTES
Academic Assessment Council 2016-17
January 27, 2016
9:10 am to 10:00 am (Bldg. 10-241)

Membership

Richard Cavaletto (CAFES), Michael Lucas (CAED), Fred DePiero (CENG), Debra Valencia-Laver (CLA), Kellie Green Hall (CSM), Patrick O'Sullivan (CTLT), open (ITS), Mauricio Saavedra (IR), Mary Pedersen, Bruno Giberti, Jack Phelan (Academic Programs and Planning), Brenda Helmbrecht (GE), Connor Rudolph (ASI), Jason Hailer (CAED), Solina Lindahl, Beena Khurana (OCOB), Linda Vanasupa (CENG), Matthew Moore (CLA), Beth Chance (CSM), PCS/Career Services (open), Katherine O'Clair (Library), Dawn Janke (Writing Center); Tina Miller (Student Affairs).

MEETING NOTES

Agenda Item	Action Items & Context	Responsible Parties	Due Date
Oral Communication Assessment	APP will send out another email requesting for single speech artifacts, and also inform faculty to take this training opportunity by oral communication leaders.	Jack Phelan	
Discussion: Quantitative Reasoning Task Force Report	AAC needs to submit a response to the report by February 6.	Bruno Giberti	2/6/17
	Bruno Giberti requests committee members send comments on the QR Task Force report to him.	AAC members	2/6/17

AGENDA

1. Review Meeting Notes from [November 30, 2016](#)

2. Announcements & Updates

- Information Literacy Assessment
 - (Jack P.) ILLC – Megan Oakleaf workshops very successful. The topic of Information literacy has never been hotter. The I.L. learning community now has 22 members and will begin meeting to develop our definition, rubric and strategy to assess student learning. The Oakleaf workshops developed two products – I.L. definitions and rubric drafts from each college. The immediate goal is to find out how information literacy looks in different levels of student learning.
- Oral Communication Assessment
 - (Jack P.) The OCLC is completing artifact collection for the lower division GE assessment. Norming session is in three weeks. Scoring will be done remotely using Qualtrics. The learning community is also continuing the search for upper division artifacts. The OCLC group is reaching out again to faculty. Leadership from COMS will teach / train / educate upper division faculty to develop oral communication learning objectives in different programs and facilitate norming for program-level assessment.
 - (Debra V.) Was there any email or correspondence done to notify the faculty about upper division artifact collection?
 - (Jack P.) We got a healthy response from the first campus call for participation - although most upper division courses involved group/team presentations, but we will send out another email requesting single speech artifacts, and also inform faculty that this is a valuable training opportunity being led by oral communication leaders.

3. Discussion: Quantitative Reasoning Task Force Report

- Link to [Full Report](#)
- (Bruno G.) CSU Academic Senate has recognized an issue on Quantitative Reasoning education and informed us that there may be some inherent inequity on how Quantitative Reasoning is taught in Community Colleges versus in CSU. Senate of Long Beach took the lead to talk about this issue. They produced a report. And they asked for responses from administration of other CSUs. We are trying to come up with a single response. We already discussed this with Quantitative Reasoning Learning Community, we will discuss with University Executive Committee. CSU requires intermediate algebra as prerequisite for admission. The problem is there is inconsistency on how the code is applied and part of the problem is ELM. Freshman required to satisfy B4 requirements don't need Algebra as prerequisite. Students who are underprepared need to go to this path and which needs to be prepared in high school. On the other hand, curriculum in community colleges are very narrow in diversity. There is a developmental component, for which a student should have prepared. The report says that there is an inequity on how much pre-requisite mathematics is required by CSU and how much is taught in the high-school and community colleges. And that is not true. They did surveys on community colleges, CSU and UC. You can see those documents on the report. There are four (4) paths, a student can choose from - Traditional math, Math for Business, Calculus and advanced algebra and Life science math courses. There is less variety in Community Colleges. The report does not say percentage of the students taking these paths. The main differences are many students in CSU are doing Calculus. Students, who are going to community colleges are less academically prepared than students going to CSU or UC. We have to have a very good argument to make a response on this. We cannot justify the prerequisite for all different majors. As freshman, students have to do the ELM. Transfer students don't need to do the ELM. The report does not clarify the main problem. 90 percent students who require remediation do not complete the math requirement.
- (Michael L.) It's a 3-pronged problem. A large portion of students have to take calculus. There are students who are not prepared to take 141. When we look at the CM, ARCE, they all have Calculus.
- (Debra V.) Many of these students may take SAT. GPA and SAT give two different predictabilities and based on gender they might not be the best predictors.
- (Bruno G.) The proposal that they came up with, is the possibility of opening up multiple paths for high school students along with weakening of the standards for CSU admission criteria. They are proposing a combination of high-school mathematics with a fourth year of math in CSU. So, the student will be taking pre-calculus in the college, a course to broaden existing knowledge. Our response should be an outline. The response that we outlined so far is that, we appreciate the effort of redefining Quantitative Reasoning. They are not differentiating the difference between Quantitative Reasoning and Math. As a comprehensive polytechnic, we will support four (4) year of math education. The report acknowledges the problems. But they are trying to balance the two different criteria. I think there is an imbalance on how the committee is approaching the problem. The access is restricted by the majors not by CSU admission criteria.
- We do not have to offer anything higher than this. There can be some kind of classes for the students to prepare for college level Mathematics. There are AP level classes. There is no problem at what high school level courses are teaching.
- (Bruno G.) Because we are impacted, we are exempted from broad CSU admission requirements. It won't have any affect on Cal poly.
- (Debra V.) I think it needs to be acknowledged that our standards are higher than CSU. The Social Sciences program said they were ready to argue that the program required Statistics, but they did not require intermediate algebra. But having an intermediate algebra may help in Statistics.
- (Bruno G.) We need to submit a response by February 6. The report recommends and encourages taking alternative paths to get to the university. There are some defined paths. They recognized this paths, I am still trying to sort those requirements. It is really the hard classes where these alternate paths might not be enough.
- (Dawn J.) Is this an admission issue? Or is it an issue on how much pre-requisite learning a student should acquire to get into the university?
- (Bruno G.) Both. And there is inequity question as well. Students who go to community college are not getting diversity of learning Quantitative Reasoning that CSUs / UCs are offering.
- Where is the gap in success?

- (Debra V.) What if admission criteria for transfer students from Community Colleges are changed? E.g. Social Science students won't need to take an Algebra; they can only take Statistics. It does not shut the door for them. But it still continues to be challenging.
- (Bruno G.) Report leaves the impression of being confusing. The evidence they are presenting include a statistic of failing students. They are generalizing that, there is no variety in courses in community colleges. I do not know; how do they came to that conclusion. It is a failed quantitative comparison.
- (Michael L.) In new college levels, more students are forced in to Calculus, they need that kind of preparation to succeed. 62 % of the courses are Calculus or Algebra in CSU.
- (Bruno G.) Please send those comments to me.

4. Winter Topics

- Senior Project Summary Analysis
- CLA+ Results (2016-17)
- Oral Communication: Lower Division Assessment Results
- Assessment of Learn by Doing

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**Winter 2017 Schedule**

~~Friday 01/27; 9:10 to 10:00am Bldg. 10-241~~  
 Friday 02/17; 9:10 to 10:00am Bldg. 10-241  
 Friday 03/10; 9:10 to 10:00am Bldg. 10-241