

Meeting Notes
Cal Poly Quantitative Reasoning Learning Community 2015-16
Thursday, December 3, 2015
10:10 am to 11:00 am (25-229E)

Membership

Jack Phelan/Acad Prog; Mary Pedersen/Acad Prog; Bruno Giberti/Architecture; CAED; Thomas Fowler/Architecture; Gary Clay/Landscape Architecture, Susan Mackenzie/RPTA, Michael Latner/Political Science; Kevin Ross/Statistics; Todd Grundmeyer/Mathematics; Fred DePiero/CENG; Russ White/Library; Javier de la Fuente/OCOB

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**Meeting Notes**

1. Minutes approved for [November 12, 2015 \(PDF\)](#)
  2. Discussion: Developing Rubric Criterion (Definitions & Traits) – Numerical Evidence and Context
    - (1) [QR Rubric Criteria and Definitions \(PDF\)](#)
    - (2) [QR Rubric Draft \(PDF\)](#)
    - (3) PEER REVIEW ARTICLES

Quality Collaborative to Assess Quantitative Reasoning: Adapting the LEAP VALUE Rubric and the DQP  
<https://www.aacu.org/peerreview/2014/summer/berg>  
Quantitative Reasoning: The Next "Across the Curriculum" Movement  
<http://aacu.org/peerreview/2014/summer/elrod>
    - (4) REVIEW SAMPLE RUBRICS

AAC&U Value Rubric  
[https://manoa.hawaii.edu/assessment/resources/rubrics/QuantitativeLiteracy\\_value.pdf](https://manoa.hawaii.edu/assessment/resources/rubrics/QuantitativeLiteracy_value.pdf)  
University of New Orleans Quantitative Reasoning Rubric  
[http://content-calpoly-edu.s3.amazonaws.com/academicprograms/1/documents/NewOrleans\\_rubric.pdf](http://content-calpoly-edu.s3.amazonaws.com/academicprograms/1/documents/NewOrleans_rubric.pdf)  
North Seattle QR Rubric  
[http://content-calpoly-edu.s3.amazonaws.com/academicprograms/1/documents/NS\\_QR\\_rubric.pdf](http://content-calpoly-edu.s3.amazonaws.com/academicprograms/1/documents/NS_QR_rubric.pdf)
- Discussion
- Are we leaving anything out?
  - We need to decide which criteria are “core” and which are peripheral
  - We need to be clear about what we want to express in argumentation.
  - Should we be questioning assumptions? Students should have “habit of mind”.
  - We need to articulate assumptions. How do we flush out the framework? How do we apply detail?
  - Has the “use of numerical evidence” been chosen appropriately?
  - Some rubrics include calculations. These must be unpacked.
  - We need development of the context. Identify – Engage – Abstract – Concrete
  - How do we apply the context? How do students see connections to their major?
  - We should limit the components. Should we reorganize? We need to keep in mind the personal, professional, and public.
  - Transferability – How do we apply?
  - Quantitative information should be numerical and graphical.
  - Previous rubrics on campus were more of a grading level.

- How do we integrate the rubrics? Should we improve the definitions?
- We will develop a new draft. We will integrate and apply.
- WASC wants benchmark performance. How can we assess the definition?