

Cal Poly Quantitative Reasoning Learning Community 2015-16

February 3, 2016

10:10 am to 11:00 am (1-301)

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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1. [Review Meeting Notes from Jan 20, 2016 \(PDF\)](#)
  - a. Meeting notes approved
2. Discussion of Rubric Criteria & Lower Division QR Assignments
  - a. [MATH 112: Home Buying \(PDF\)](#)
    - i. Taught by a variety of professors with a variety of teaching styles.
    - ii. Analysis of Home Buying Problem
      1. Applies to the real world
      2. Rubric discussion - [Checklist and Criteria with Definitions \(PDF\)](#)
        - a. Not only can the math be done, but can the skills be applied?
        - b. Is the context just a measure of how well the problem is explained by the student in regards to the real world?
      3. Data visualization/ Data analytics could be its own criteria.
        - a. There is a lot of overlap between sections.
        - b. Do we create a limitation?
  - b. Every member needs to identify top 3-4 descriptive traits of the four criteria on the rubric.
    1. Read 3/4 assignments and check if all four criteria are reflected in the assignment.
    2. Start from the top down, rather than put the little details in first.
  - c. General Guidelines
    - i. Calculation put at the top, or at least components, then argumentation at Bruno's suggestion, since both of those are valuable for QR.
      1. Context: applying the skills to real world is also important.
      2. Mary: The difference between disciplinary context and campus-wide context can be measured at the higher level courses.
      3. Susan: Does the disciplinary need to be listed, or is that not inherent in the rubric?
    - ii. Value of assignment design in regards to core competency
    - iii. Do we want to assess at higher levels or more general, given that discipline level it is known that it is done?
  - d. Have we determined what basic math skills are the minimum?
    - i. Gary: This is a polytechnic, we need a higher focus than just minimum.

- ii. Synthesis is the difficult piece for students.
- iii. "Synthesize college level mathematics and quantitative information to solve real world problems".
- iv. What exactly do we want to assess, is it discipline specific, or general?
- v. Fred: Is it the committee's job to assess upper division QR, or do we just give the department tools?
  - 1. Possible integration into program review.