

Cal Poly Quantitative Reasoning Learning Community 2015-16
Meeting Notes
January 20, 2016
10:10 am to 11:00 am (1-301)

Membership

Susan Mackenzie/RPTA; Fred DePiero/CENG; Todd Grundmeyer/Mathematics; Jack Phelan/Acad Prog;
Gary Laver/Academic Senate Chair; Mary Pedersen/Acad Prog; Bruno Giberti/Architecture;
Quantitative Reasoning 1/20/16

1. [Meeting Notes from Jan 13 2016: Approved \(PDF\)](#)
2. **Discuss the results of the Activity given out last week**
 - a. Discussion of number crunching
 - i. Objectives that show up frequently are colored on the handout
 1. Those that show up frequently on the page are color coded.
 - ii. Frequency vs intensity: how should we read the graph results
 1. Not too important to make a decision between variables, since they say nearly the same thing.
3. **Assessment Process**
 - a. Discussion the cycle and how there is rarely a full cycle, but it's more of a changing process.
 - b. Moving past just math, adding reasoning: the reason we spend so much time on the rubric
 - i. Bruno: what is the research question? Is the goal to capture now, or directed towards future improvements? Determines whether to act before assessment if necessary.
 - ii. Mary: Be clear and make it clear what the criteria are.
 - iii. While the results may not be perfect, or the assignments might not be perfect, but we can get good actionable data.
 - iv. Critical thinking was a good example of making sure that the assignments fit what we are testing for.
 - c. Focus on lower division GE with large classes to try and be inclusive with the sample.
 - i. What is the sampling plan to ensure we cover a large portion of students?
 - ii. Focus on "turning back the dial" to help with improving the programs before assessment.
 - iii. Difference between classes might be too large due to variances between teaching styles.
 1. Possibly using the "good" assignments could be a way to judge the other classes by.
 2. The question is posed; If we know a class isn't doing something, does it even need to be assessed?
 3. In the future, we need to inject that missing piece into classes that lack those skills.
 - d. Closing the loop: making decisions based on the data from the last assessment