

Assessment

Should I be Assessing?

Quantitative Reasoning

Quantitative Literacy Cycle

- Cycle for Assessment:
 - FL15
 - SP16
 - FL16
 - SP17

Quantitative Reasoning Assessment**FALL 2016****Allied Health & Public Service**

CRJ 203 Don Priddy

DMS 224 Valerie Newberry

MLT 228 Mike Baker

VET 219 Charlotte Greenwell

VET 239 Charlotte Greenwell

Applied Technology

ACT 194, 293, 296 None

CMG 100 Mike DeMattei

CMG 104 Greg Walker

CMG 105 None

CMG 110 Mike DeMattei

ELT 102 Deb Hess

ELT 103 None

ELT 125 None

ELT 150 Bricker, George

ELT 151 None

ELT 220, 236, 243 None

HAC 105 None

HAC 106 Jerry Parker

HAC 122 None

HAC 131 None

WEL 195 Damron, Max

Business/Mathematics		
ACC 100	Haily Fulk-Williams Brittany Dobill	
ACC 105	None	
ACC 200	Lora Hines	
ACC 201	Lora Hines	
ACC 202	Lora Hines	
ACC 218	None	
ACC 225	None	
BUS 111	Benna Williams	
BUS 121	Paul Melvin	
CIS 101	Cindy Minor Staff	
CIS 104	Mike Hwang Linda Patrick	
CIS 200	Mark Rogers	
CIS 220	None	
ECO 201	Brittany Dobill Marty Hawkins Paul Melvin Scott Wernsman	
ECO 202	Brittany Dobill Marty Hawkins Paul Melvin	
MAT 113	Miran Byun Joseph Dethrow Scott Elliott Joseph Willett	
MAT 116	Eric Ebersohl	
Business/Mathematics (cont.)		

Mapped Courses

MAT 120	Joseph Dethrow Jennifer Jeter Stephen Schroepel	
MAT 202	Joseph Dethrow	
Life/Physical Science		
BIO 101	Jo Forer Donna Ford	
BIO 102	None	
English/Humanities/Social Science		
<i>No courses mapped to Quantitative Reasoning</i>		

Currently Assessed Courses

- Will receive an Assessment and Institutional Learning Outcomes Report
 - Report is sent out by Assessment Academy (Susan May is the direct contact)
 - Report will walk you through the 6 Step Assessment Process
- Will be provided rubric/course assessment training if requested

Assessment Semester Timeline

RUBRIC

QUANTITATIVE REASONING

Definition: the ability to use and understand numbers to interpret, evaluate, and express information in quantitative terms

	Excellent 4	Proficient 3	Developing 2	Beginning 1	Not Evident 0
<p>Interpretation Ability to explain mathematical information presented in various forms (equations, graphs, diagrams, tables, words, etc.)</p>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but makes some errors.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	Makes no attempt to explain information presented in mathematical forms.
<p>Organization and Presentation Ability to organize and present relevant information in various mathematical forms (equations, graphs, diagrams, tables, words, etc.)</p>	Skillfully organizes relevant information into an insightful presentation in a way that contributes to a further or deeper understanding	Competently organizes relevant information into an appropriate and desired presentation.	Completes organization of information but resulting presentation is only partially appropriate or accurate.	Attempts organization of information but resulting mathematical presentation is inappropriate or inaccurate.	Makes no attempt to organize and present information.
<p>Calculation</p>	Calculations attempted are all successful and sufficiently comprehensive to solve the problem. Calculations are also expertly presented with exceptional detail.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are not attempted.
<p>Analysis/Synthesis Ability to make and draw conclusions based on quantitative analysis.</p>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, careful qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgements, drawing reasonable and appropriate qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for ordinary judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Does not use quantitative analysis as the basis for judgements

PART 2 – RESULTS, REFLECTIONS AND CONCLUSIONS

- 1. State the results of your assessment.**

Quantitative Reasoning

SP2016

SP 2016 PARTICIPANTS

COURSES

23

SECTIONS

46

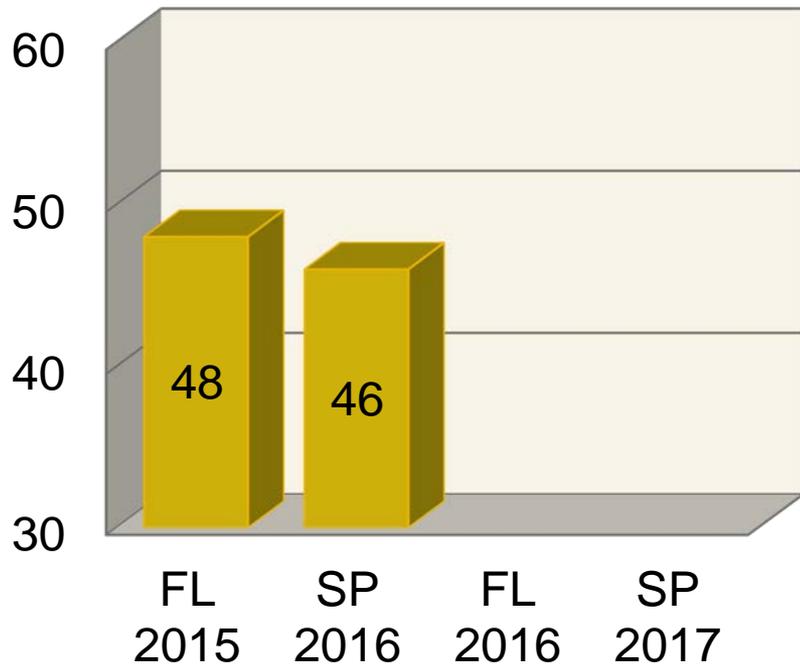
STUDENTS

562

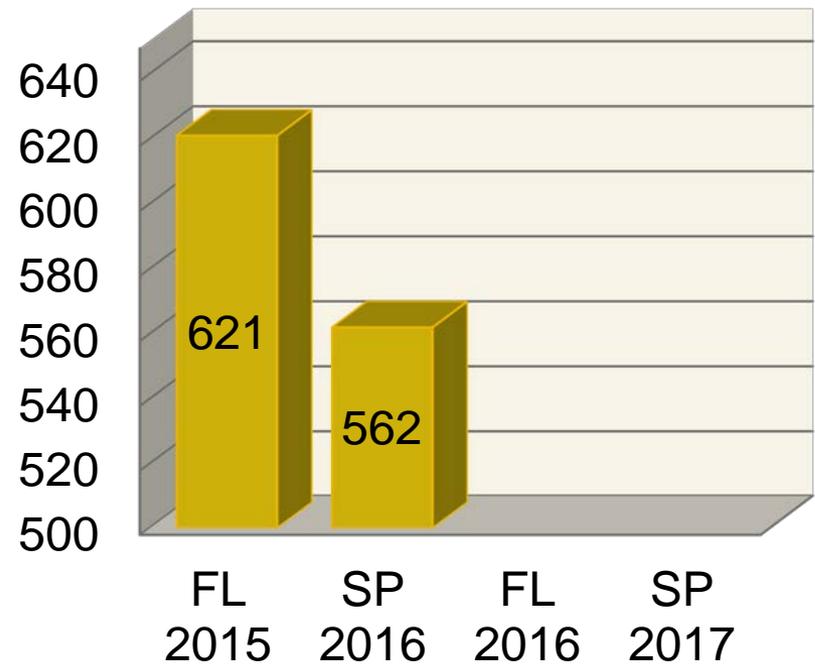
*Based on completed
assessment data*

Quantitative Reasoning PARTICIPATION

Sections



Students



SP 2016

FACULTY PARTICIPANTS

FULL-TIME

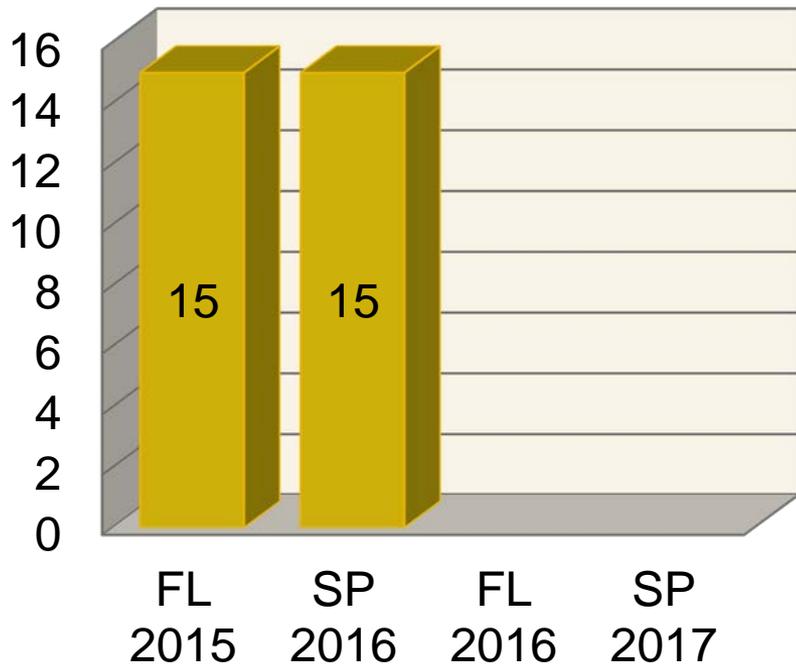
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TERM

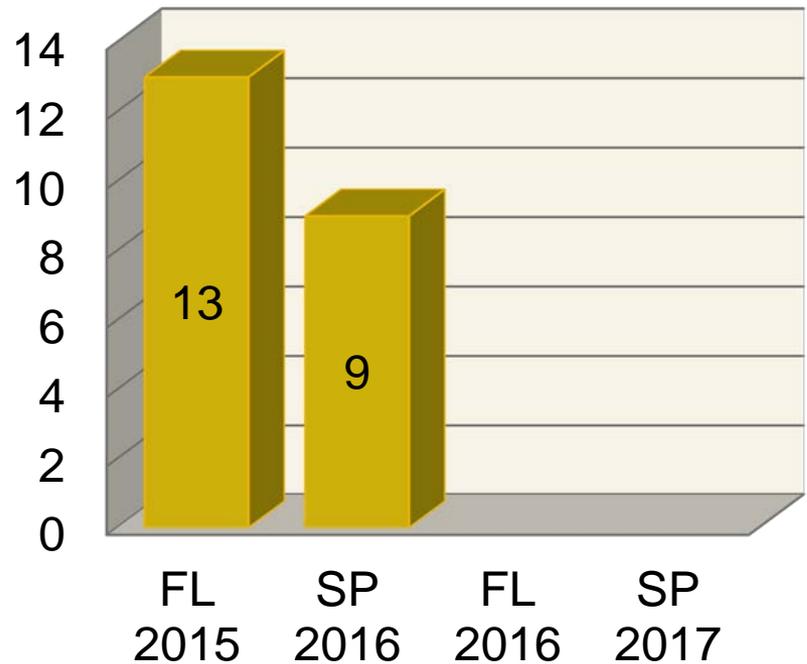
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Quantitative Reasoning Instructor Participation

Full Time



Term

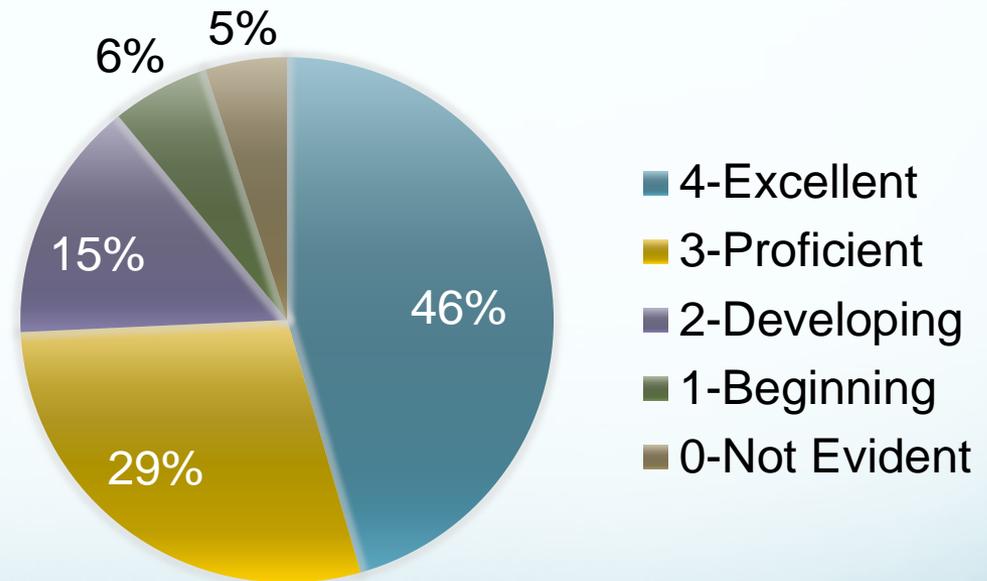


Interpretation SP 2016

of Students

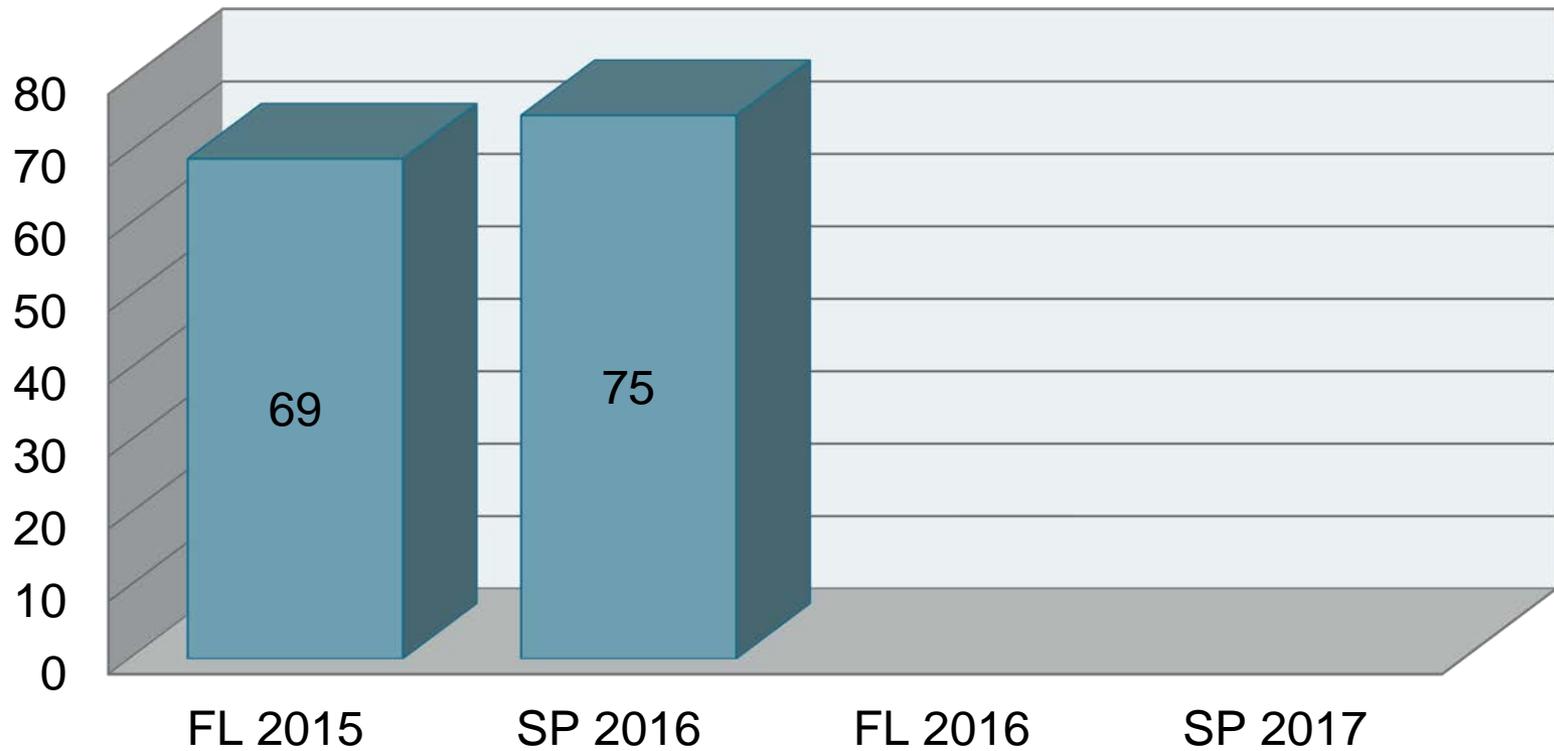
- **4-Excellent = 256**
- 3-Proficient = 162
- 2-Developing = 82
- 1-Beginning = 35
- 0-Not Evident = 27

% of Students



COMPARE: Interpretation

Rubric 3 + 4 = Proficient

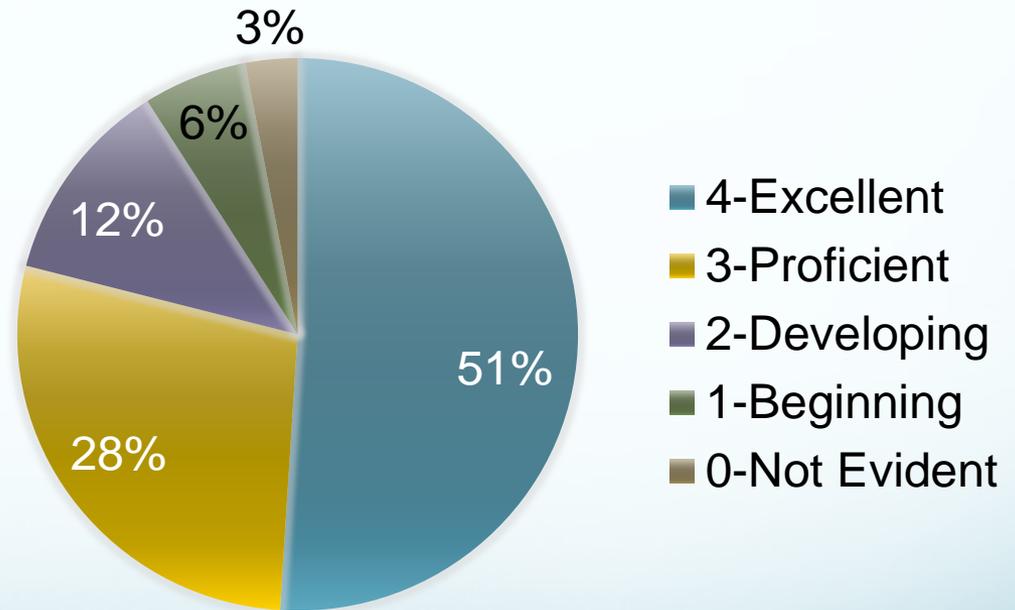


Organization & Presentation SP 2016

of Students

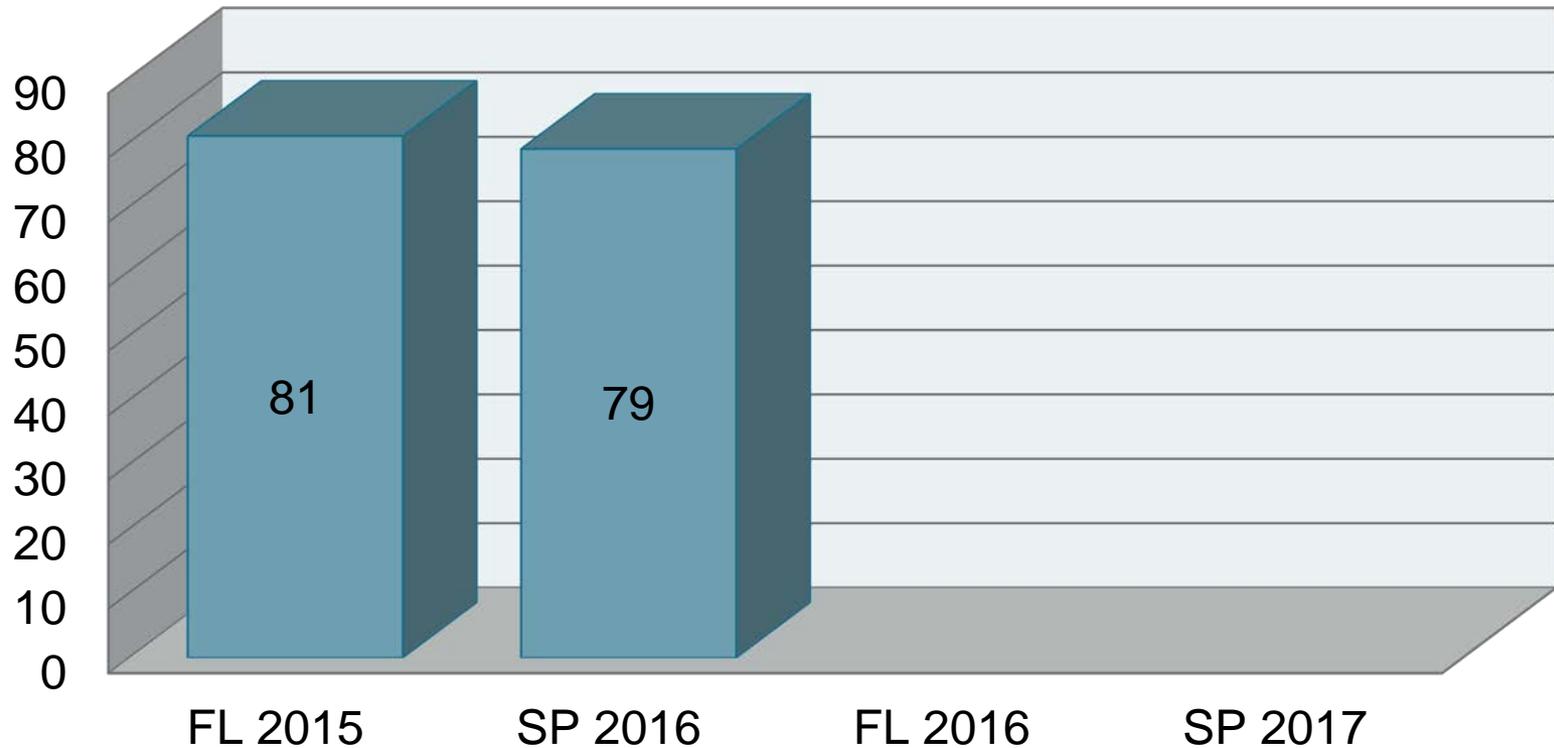
- **4-Excellent = 286**
- 3-Proficient = 158
- 2-Developing = 65
- 1-Beginning = 35
- 0-Not Evident = 18

% of Students



COMPARE: Organization & Presentation

Rubric 3 + 4 = Proficient



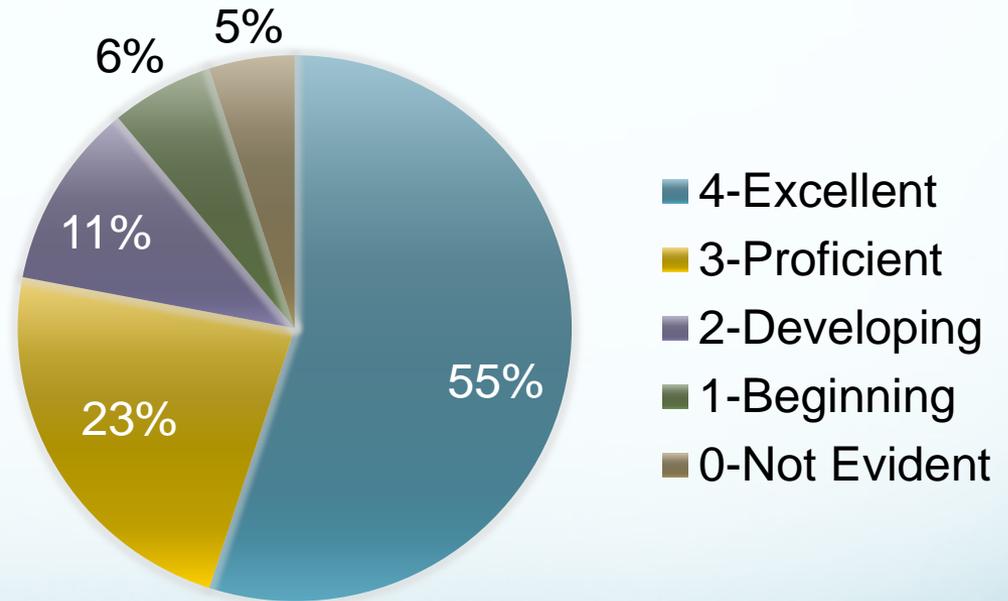
Calculation

SP 2016

of Students

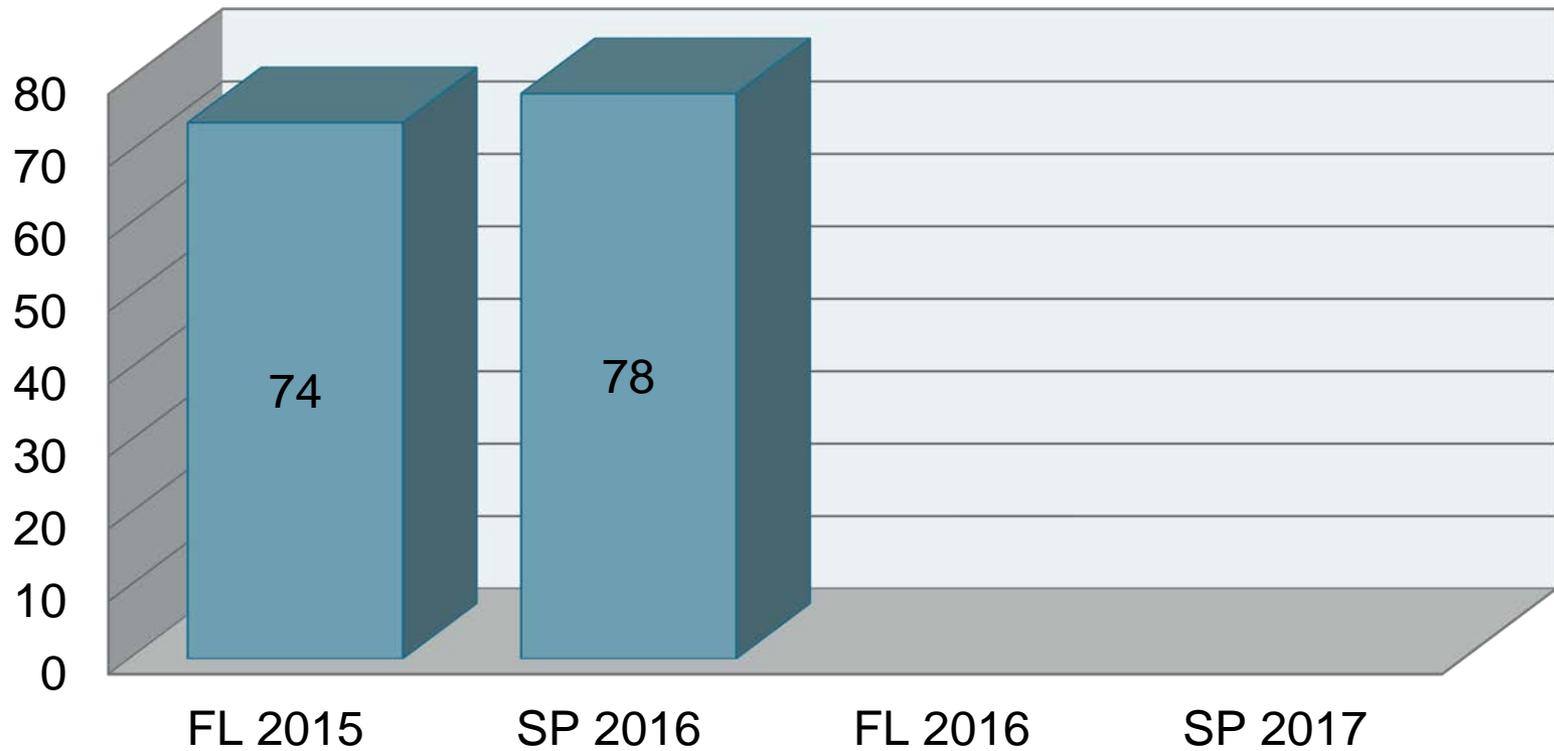
- **4-Excellent = 310**
- 3-Proficient = 127
- 2-Developing = 61
- 1-Beginning = 35
- 0-Not Evident = 29

% of Students



COMPARE: Calculation

Rubric 3 + 4 = Proficient



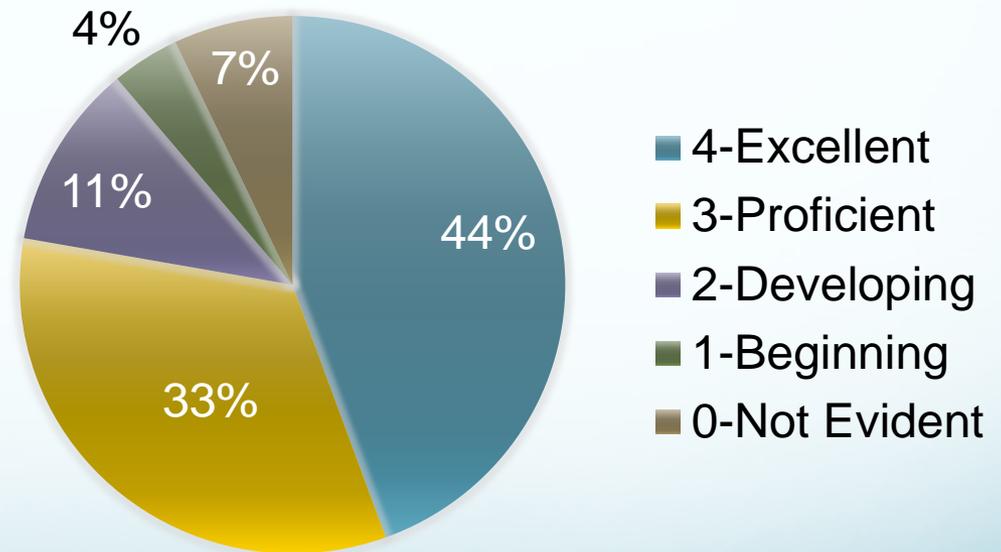
Analysis/Synthesis

SP 2016

of Students

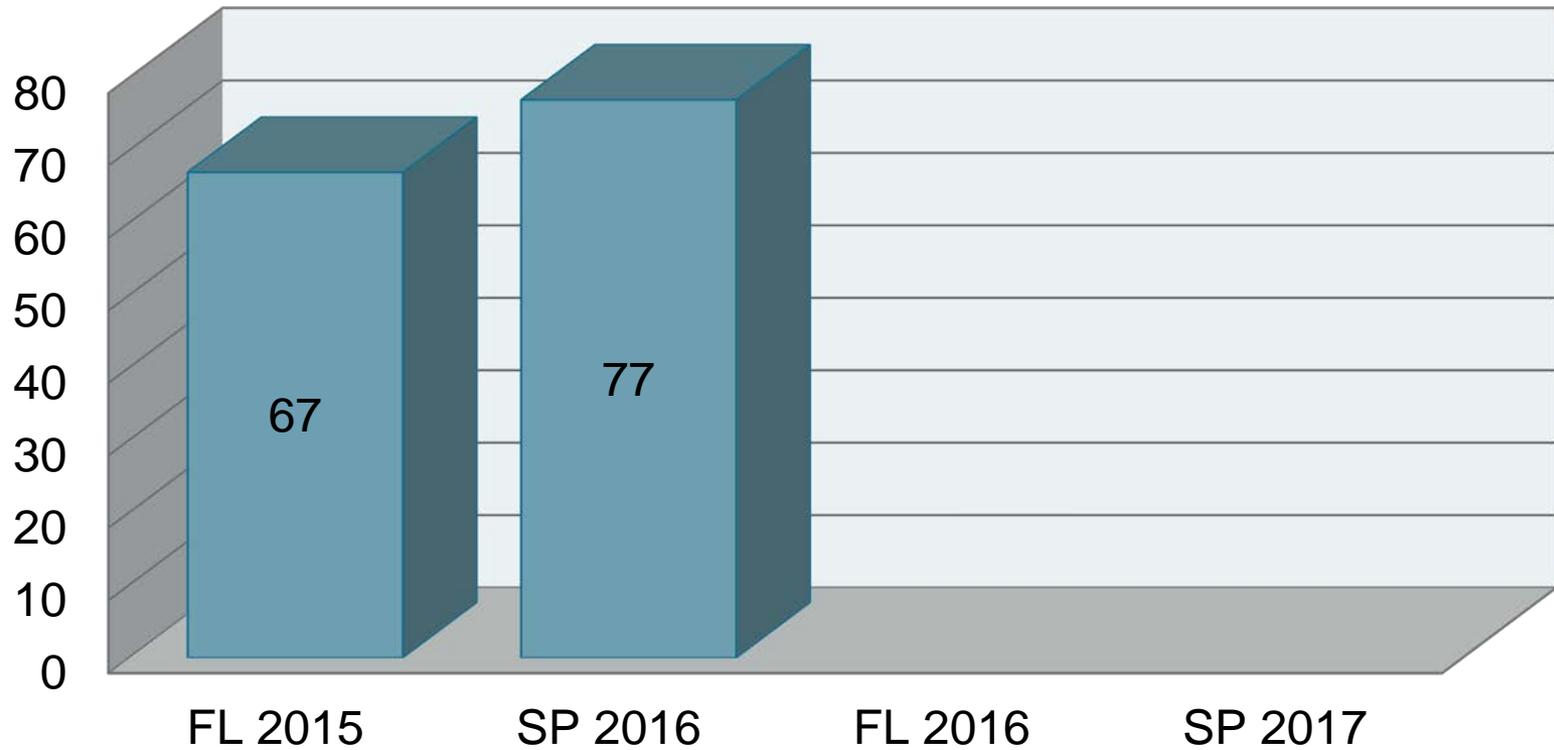
- **4-Excellent = 250**
- 3-Proficient = 186
- 2-Developing = 63
- 1-Beginning = 25
- 0-Not Evident = 38

% of Students



COMPARE: Analysis/Synthesis

Rubric 3 + 4 = Proficient



Assessment To-Date

- Rubric Trainings (Department and 1-1) – Please Request
- Assessment and Institutional Learning Outcomes Report
 - Digital Assessment Submissions (Faculty provided score sheets)
 - More Streamline Submission
 - Course Assessment Reflection
- Provide Overall Course Results (Ex: all ENG_101)
- Extended Semester Data to 4 semesters (2 –FL & 2-SP)
- Extended Involvement with Rubric Creation
- Full-Time & Term Faculty Participation is provided in data
- New Assessment Academy Members

Cultural & Global Awareness

FL 2016

Cultural & Global Awareness - Timeline

- SP2016 - Rubric Development
- SM2016 – Rubric Pilot
- FL 2016 – Assessment of Cultural & Global Awareness begins
 - 4 semester cycle (FL2016, SP2017, FL2017, & SP2018)

John A. Logan College	
Cultural & Global Awareness	
Fall 2016	
Allied Health & Public Service	
ALH 110	Ashley Nenonen
MAS 101	Bill Connell
English/Humanities/Social Science	
ANT 111	Rick Deutsch
ANT 216	Rick Deutsch
ART 111	DeSande R
ART 220	Gretchen Hilliard-Cudworth Stephen Constantine
ART 221	None
ART 291	None
HIS 101	Devitt Oliver
HIS 102	None
HIS 103	Denis Mcdonald
HIS 104	None
LIT 211	Robyn Stevens
LIT 212	None
LIT 231	None
LIT 232	None
LIT 275	Matt Garrison
LIT 281	Kathleen Carl Jennifer Justice
LIT 284	Robyn Stevens
English/Humanities/Social Science (cont.)	

Mapped Courses

MUS 105	Rick Gardner Nathan Arnett Marva Watson Paul Intravaia Rebecca Newburn
PHL 260	Brian Stanfield
PSC 131	Jane Bryant Perry Knop Tricia Martin-Dick
PSC 212	Perry Knop
PSC 213	None
PSC 289	None
PSY 200	None
SOC 133	Tom Chandler Rick Deutsch Jane Bryant Catherine Field
THE 113	Pam Kimball
Applied Technology	
CMG 215	
Business/Mathematics	
MKT 224	
Life/Physical Science	
BIO 115	

Information Literacy

SP2016

SP 2016 PARTICIPATION

COURSES

8

SECTIONS

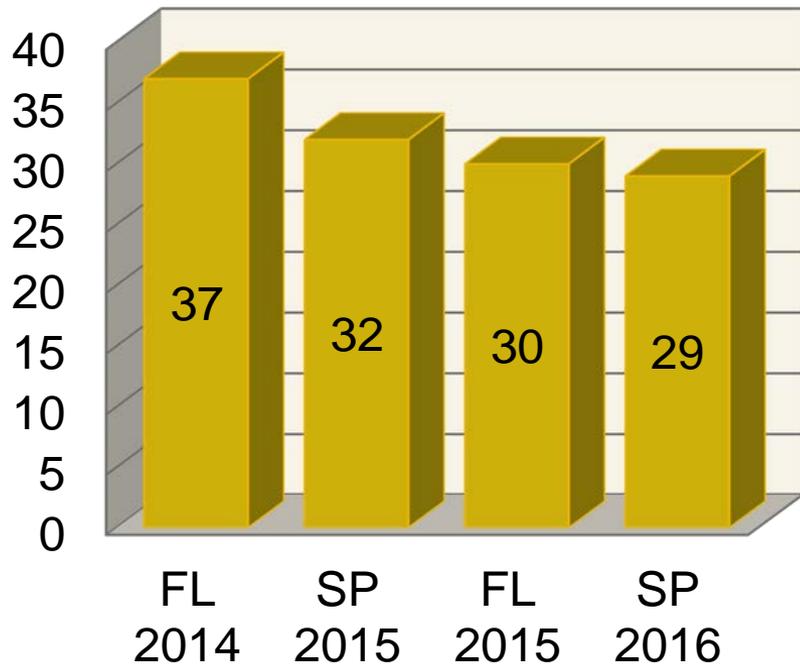
29

STUDENTS

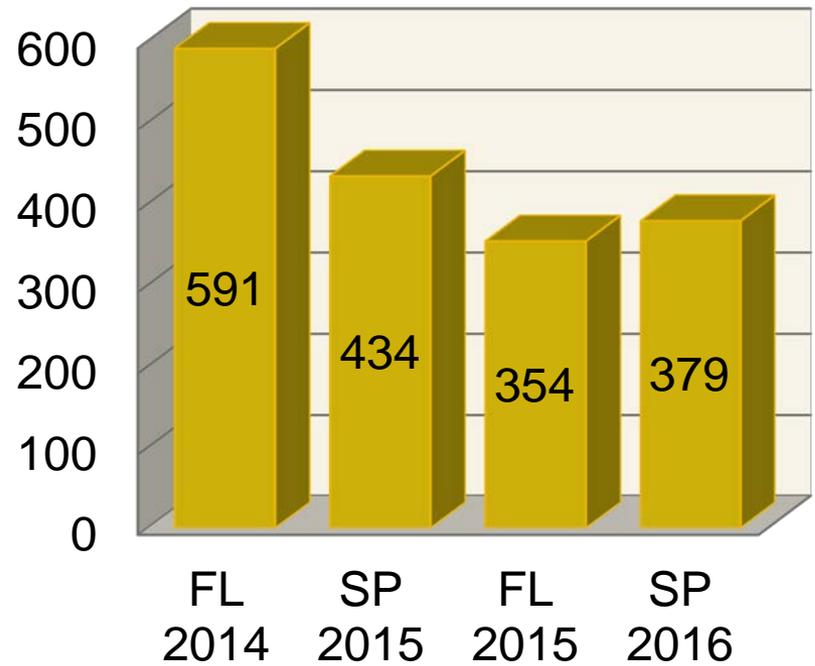
379

INFORMATION LITERACY PARTICIPATION

Sections

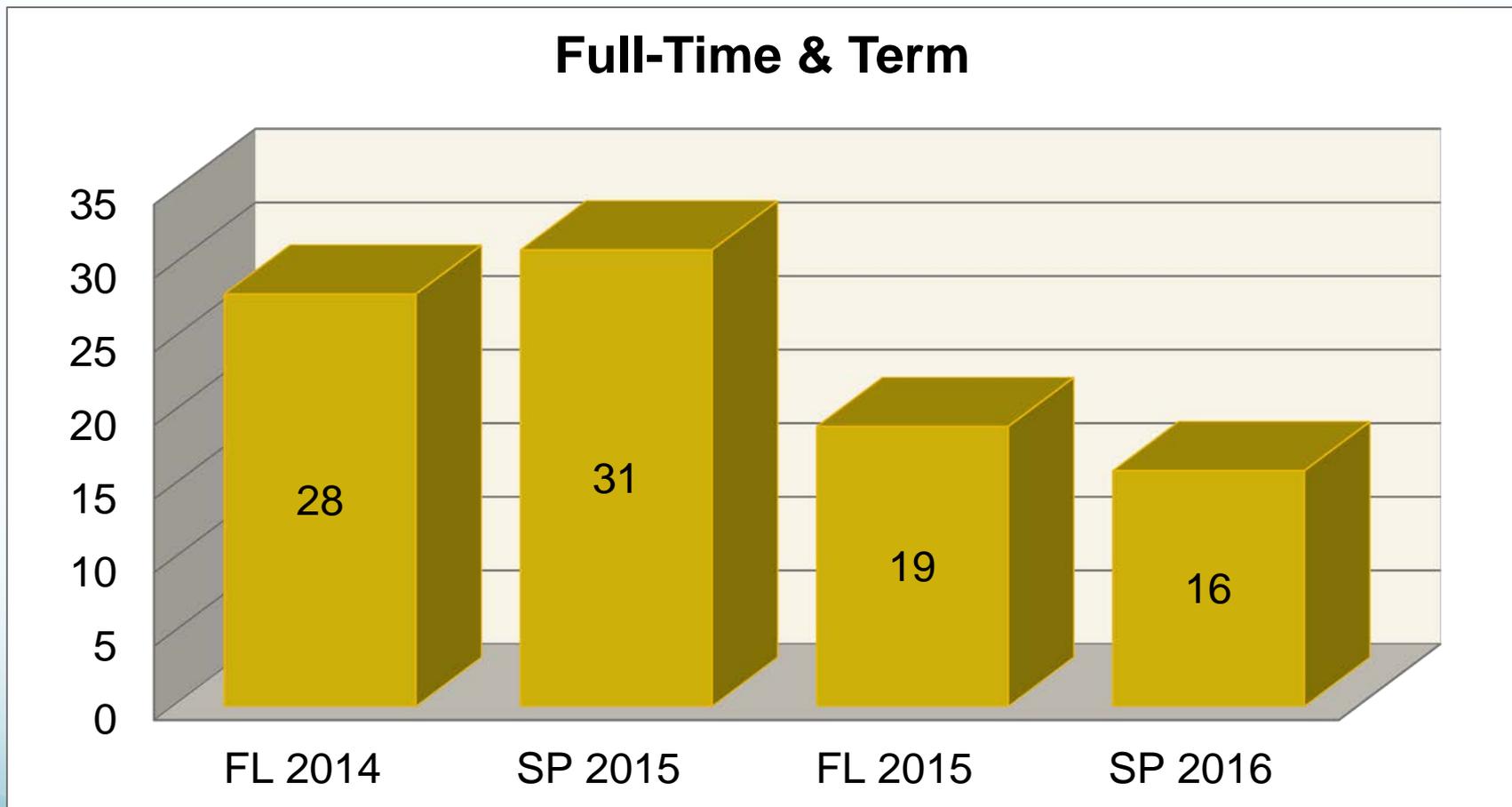


Students



INFORMATION LITERACY

Instructor Participation

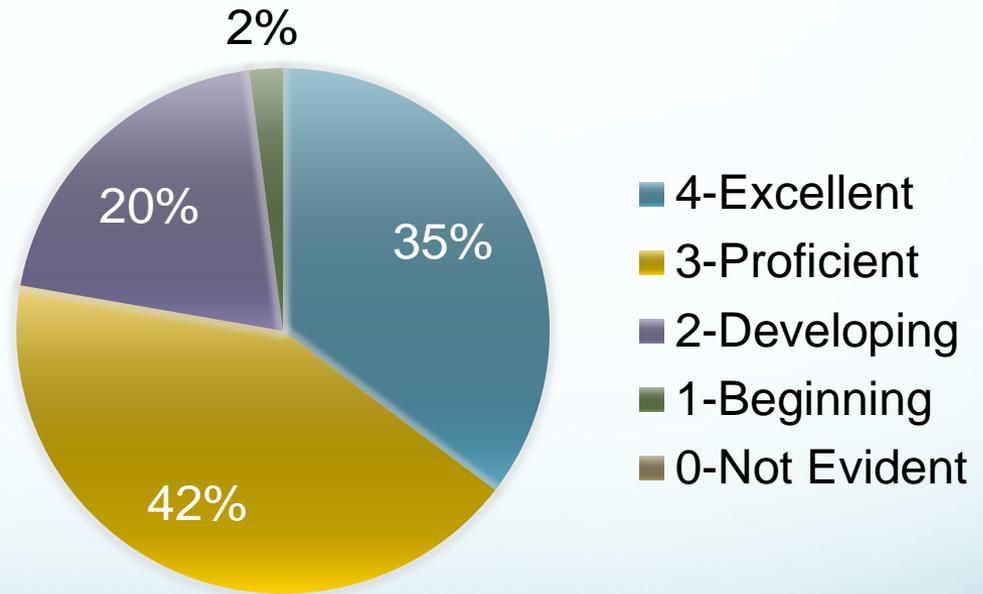


Determine the extent of Information needed SP 2016

of Students

- 4-Excellent = 134
- **3-Proficient = 159**
- 2-Developing = 77
- 1-Beginning = 9
- 0-Not Evident = 0

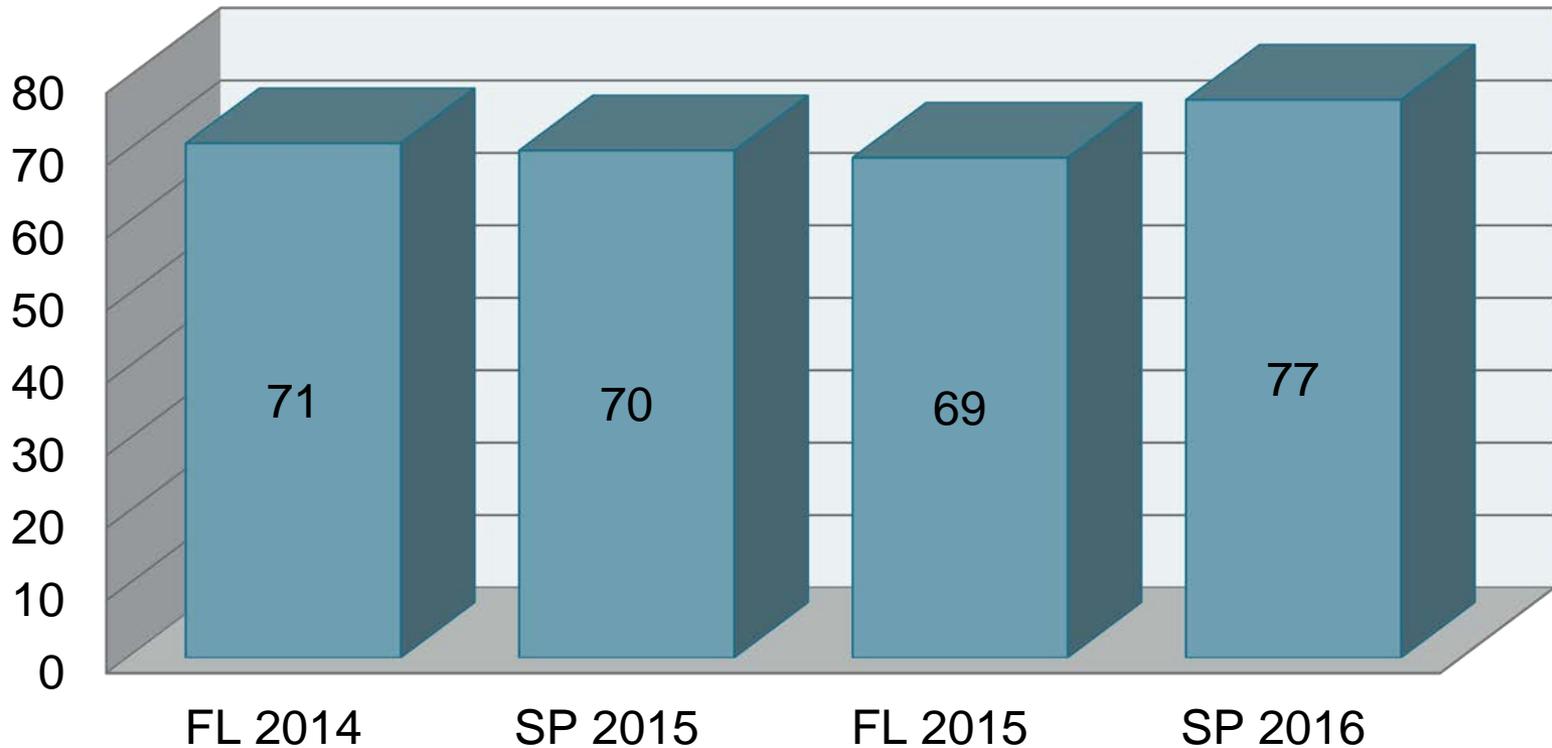
% of Students



COMPARE:

Determine the extent of Information needed

Rubric 3 + 4 = Proficient

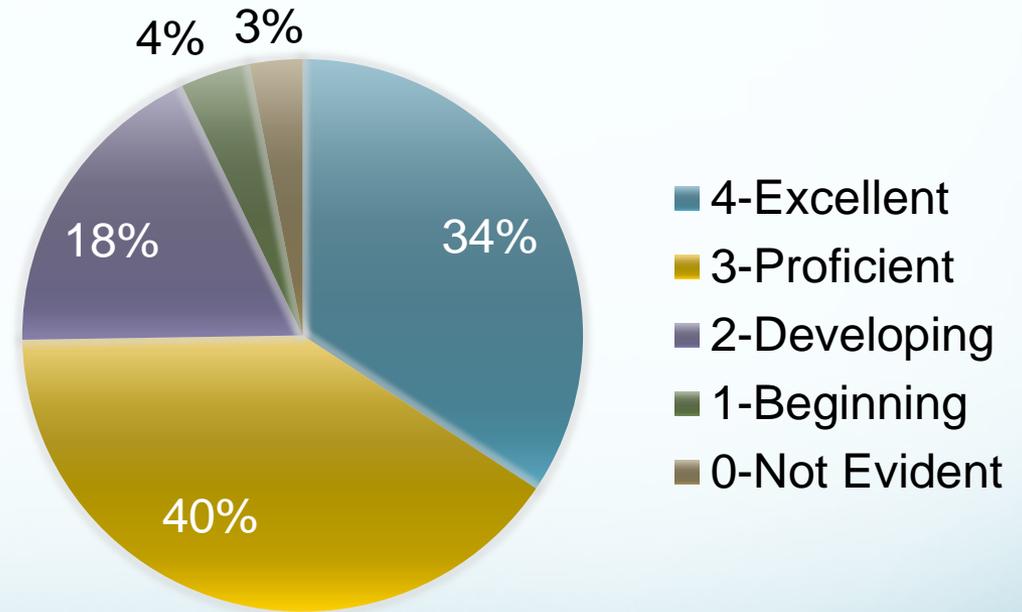


Integrate relevant information from appropriate sources SP 2016

of Students

- 4-Excellent = 130
- **3-Proficient = 153**
- 2-Developing = 70
- 1-Beginning = 15
- 0-Not Evident = 11

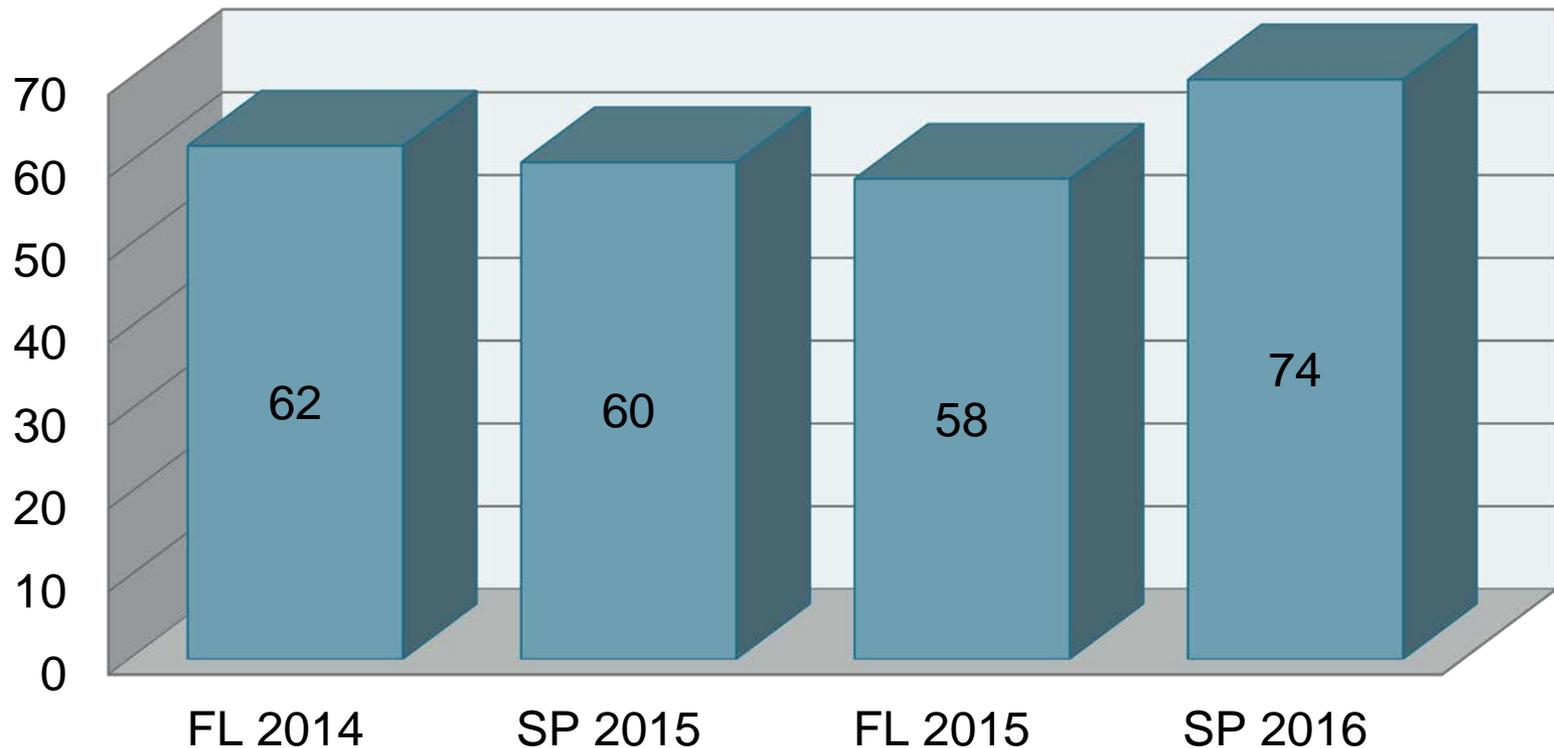
% of Students



COMPARE:

Integrate relevant information from appropriate sources

Rubric 3 + 4 = Proficient



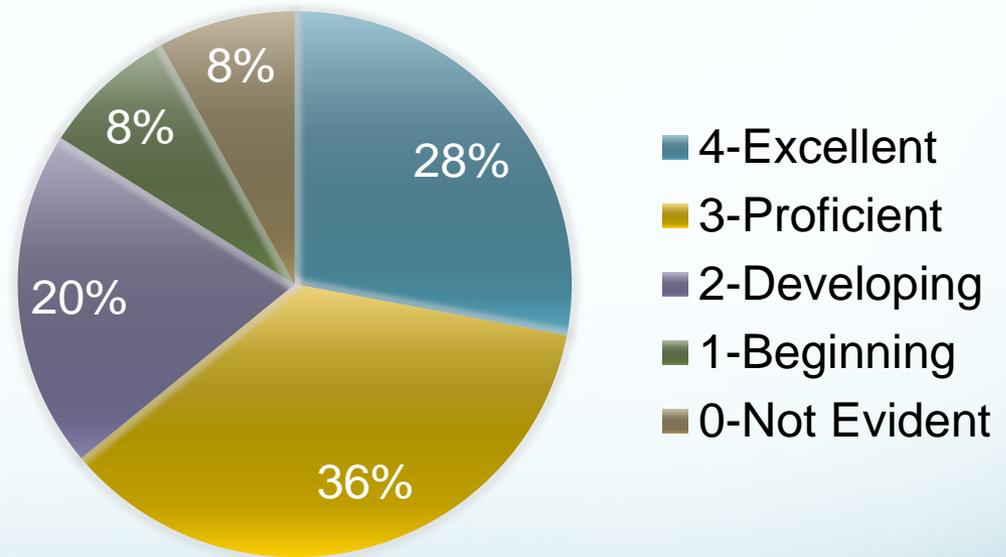
Use information legally & ethically in appropriate disciplines

SP 2016

of Students

- 4-Excellent = 108
- **3-Proficient = 135**
- 2-Developing = 76
- 1-Beginning = 30
- 0-Not Evident = 30

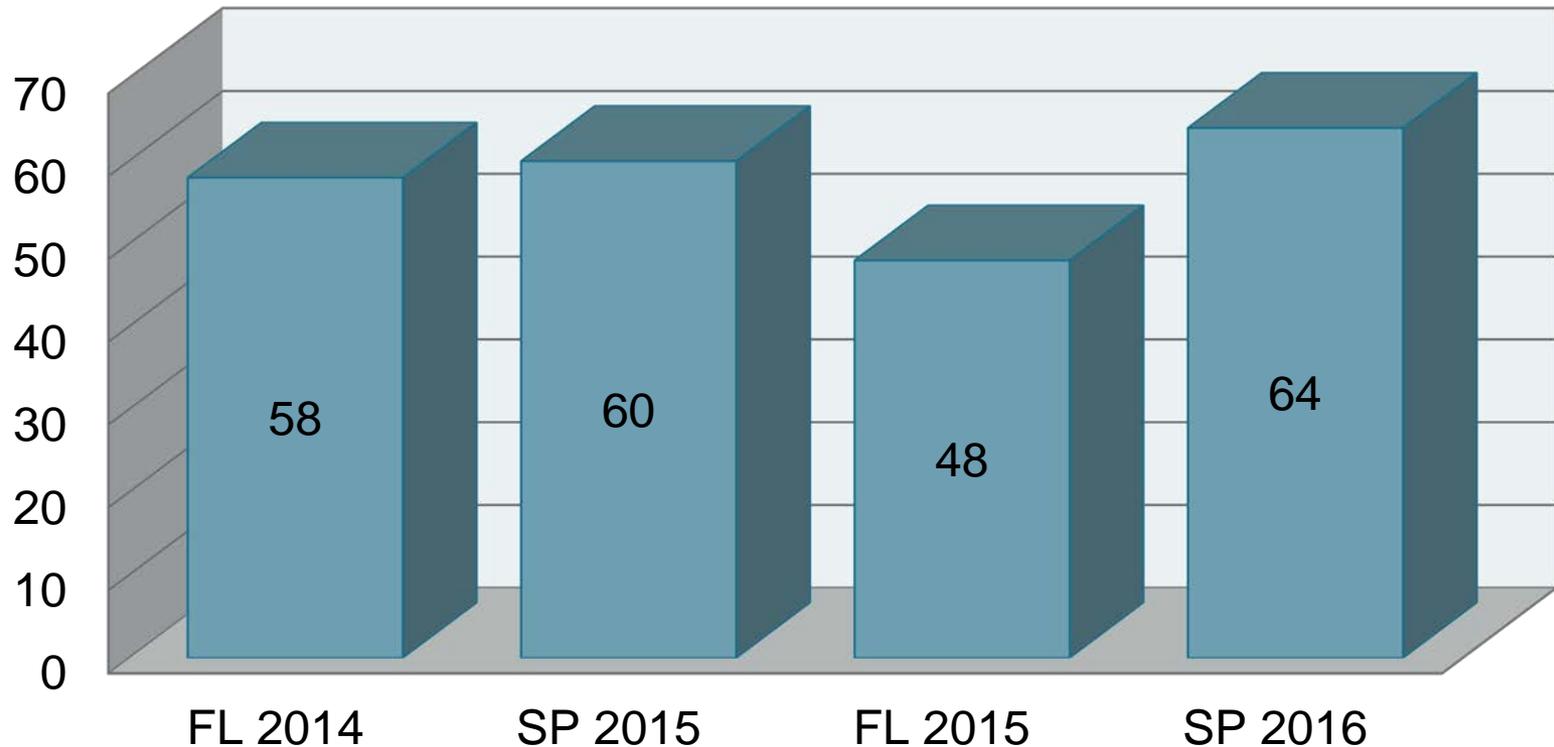
% of Students



COMPARE:

Use information legally & ethically in appropriate disciplines

Rubric 3 + 4 = Proficient

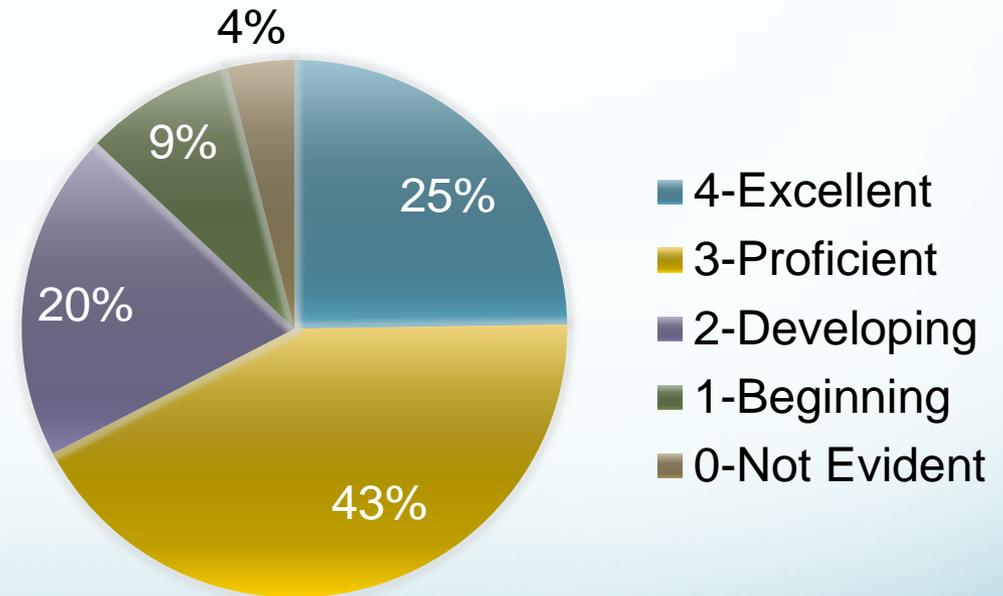


Cite sources legally & ethically SP 2016

of Students

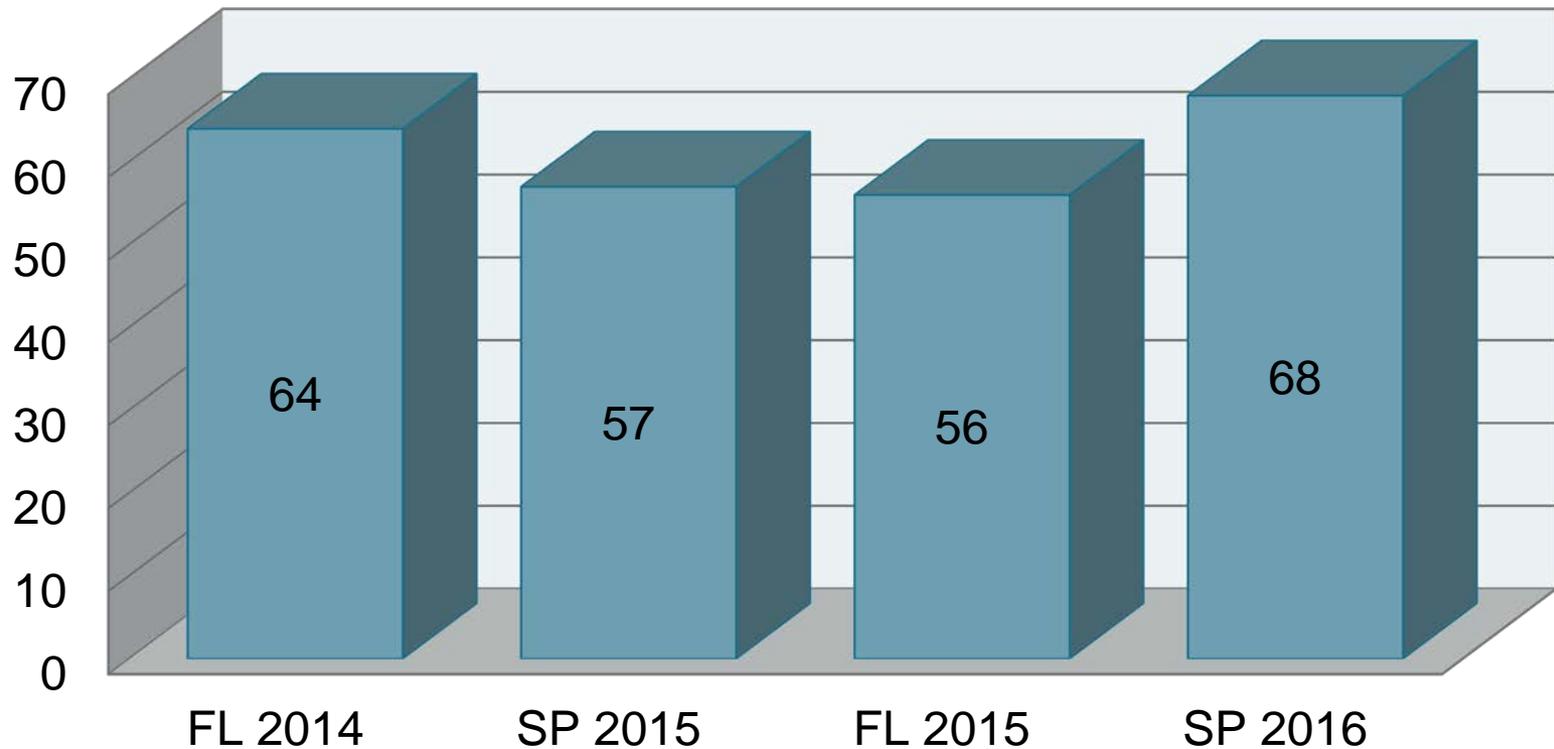
- 4 Excellent = 93
- **3-Proficient = 162**
- 2-Developing = 76
- 1-Beginning = 33
- 0-Not Evident = 15

% of Students



COMPARE: Cite sources legally & ethically

Rubric 3 + 4 = Proficient



Information Literacy Cycle

- Cycle is Complete: FL14, SP15, FL15, SP16
- Cycle will begin: FL19
- Cycle may continue
 - Request Outcomes Report from Susan May
 - Request Course/Section Spreadsheet from Susan May
 - Artifacts may be submitted (2)