Assessment Committee October Report  
Submitted by Mitchell Anderson, Chair


Present: Mitchell Anderson, chair, Michelle Ebersol (Social Sciences), Paula Zeszotarski (Pharmacy), Seri Luangphinit (Humanities, and Chair of the Written Communication Assessment sub-committee), Kim Furumo (CoBE), Makalapua Alencastre (HLC)

Excused: John Hamilton (NS)

**Intended Plan of Action**

The ultimate goal for the year is to develop a plan to assess Quantitative Reasoning across campus. To achieve this we will first gather information on program quantitative reasoning expectations of their students at graduation. This will involve identifying student learning outcomes related to QR, and more importantly for those majors that have no such learning outcomes identifying their expectations at graduation. As talking points we can use the following prompt questions:

At the time of graduation the students in your program should be able to:

**Perform Calculations**

1. Use symbolic formulas to model contextual scenarios.
2. Perform symbolic calculations by hand (i.e. Algebra).
3. Use symbolic formulas and appropriate technology to solve problems.

**Analysis real world models**

1. Analyze data in a quantifiable manner (e.g. mean, standard deviation, probability of an event occurring, etc.).
2. Understand how changing various parts of a symbolic formula affect the outputs.
3. Apply logic and reasoning to make conclusions (not necessarily quantifiable conclusions).
4. Apply reasoning based on quantifiable information to make logical conclusions.

**Visual Representation of Data and Information**

1. Represent quantifiable information visually, such as on a graph, picture, or table.
2. Identify quantifiable information from a visual representation that models the real world.

Once we have identified these expectations we will then attempt to modify our institutional learning outcome rubric for QR to see if we can develop a rubric that applies across the campus. Alternatively we have the option of developing a separate one for those majors that have little or no expectations.

Following the lead of the Written Communication Assessment subgroup from last year, our ultimate goal is to populate a matrix that identifies a QR assessment effort at the senior course level within each program scheduled for next year. The goal is to complete this by the end of the Fall semester to give programs sufficient time to prepare for next year.

Future possible agenda items:

1. Assessment training for programs/faculty.

2. Student Assessment Awareness (an educational activity). WASC would like our students to be aware of the role of assessment in their education and how it differs from simply taking exams. They would be more empowered if they were cognizant of their progress in reaching their learning outcome goals. I have an email inquiry into UHHS to get an UHHS member onto the committee.