General Education Assessment Team – Quantitative Reasoning
**Assessment Worksheet**

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| --- | --- | --- | --- |
| **Instructor Name**: |  | **CCC Email\*:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course**: |  | **Semester:** |  | **CRN:** |  |

\* If returning electronically, please make sure to use your CCC email address because this document contains student identification information.

Use the worksheet below to document and summarize the assessment scores from your class.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  | **Banner ID** | **QR1** | **QR2** | **QR3** | **QR4** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |
| 16 |  |  |  |  |  |
| 17 |  |  |  |  |  |
| 18 |  |  |  |  |  |
| 19 |  |  |  |  |  |
| 20 |  |  |  |  |  |
| 21 |  |  |  |  |  |
| 22 |  |  |  |  |  |
|  | **Average** |  |  |  |  |

**Instructor Feedback Form**

This form is to be completed after applying the Quantitative Reasoning rubric to the student artifacts you collected in class. Please submit this form to the Assessment Team via Seth Freeman or Becky DeVito.

Thank you for taking the time and care to provide feedback on your students. This form serves as the first round of data collection from instructors. The information from these forms will be collated and synthesized by the Assessment Team and will inform and shape focus group discussions, which will serve as the second round of data collection from instructors. Please stay tuned: we will email invitations to participate in a focus group discussion regarding Quantitative Reasoning in the coming months.

Your participation in this process is invaluable. We appreciate your candor and willingness to share the expertise you have regarding your students.

1. Please copy the class averages of each Quantitative Reasoning subgoal from the Worksheet on the previous page.

|  |  |
| --- | --- |
| Subgoal | Class Average |
| QR 1 |  |
| QR 2 |  |
| QR 3 |  |
| QR 4 |  |

2. Which subgoal(s) did your students collectively perform best on: QR \_\_\_

Now please reflect briefly on why students excelled more on this/these subgoal(s) compared to the other subgoal(s).

3. Which subgoal(s) did your students collectively perform lowest on: QR \_\_\_

Now please reflect briefly on why students showed less progress on this/these subgoal(s) compared to the other subgoal(s).

4. As you were applying the rubric to the student artifacts or reflecting on student performance afterward, were you surprised by any of the results of this investigation into student learning? \_\_\_\_\_\_

If so, please explain:

5. Overall, what skills do you wish your students possessed at the start of the semester to successfully complete your course?

6. What skills and concepts did your students have difficulty with during the semester?

7. Identify one or two key issues that impact student learning in the classroom and suggest how the college should address them.

8. Describe some solutions that could be implemented in any area of the College (e.g. student services, library, advising, school policies, etc.) to enhance student success.

9. In what ways can the College better support faculty to increase student success? Please suggest specific solutions or strategies. (For example, if you identify professional development, list specific topics to be covered.)

10. Please list any other questions that should have been included on this feedback form and share your views.