Disclaimer: In Winter 2020’s In-Service Assessment Activity, we discussed the use/inclusion of data in our courses. (Data could be in numerical, tabular, graphical, or word forms.)

SOME EXAMPLES FROM THE WINTER IN-SERVICE ACTVITY:

* Equations/formulas directly used in your classes based upon data given or measured
* Support claims in arguments (note Harvard Dataverse mentioned multiple times) or make claims based on data
* Analyze validity of study, data, and conclusions.
* Interpreting data in graph form or given statistics

And even more great ideas…

**\*\*\*Feel free to discuss ideas with your Assessment Committee Representative or someone from Math/Science Division\*\*\***

**Prepackaged Course-Level IO 2 Activity**

*If you are using this activity to assess a course, edit section “A” of this document to fit your specific course-level assessment plan. Save this document in an assessment file (you are in charge of keeping this document for the duration of your assessment). You must also send a copy of the plan (Section A) to your Dean at the beginning of fall quarter.*

1. **Prepackaged Course-Level IO 2 Activity Plan**

**Institutional Outcome (IO) 2: Students will be able to reason mathematically.**

**Program Outcome** [number here] [list the program outcome here]

**Courses tied to this assessment:**

**Course Outcome**: [fill in appropriate course outcome here. Course outcomes can be found on the course MCO.]

**What did you do for your assessment and why? Please state the quarter(s) and year you did this assessment at the beginning of your response.**

Think of a lesson you teach twice in a year that doesn’t typically go so well. The first time do it as you normally would and collect assessment data on that assignment. The second time, using the same rubric, revise/include data (data could be in numerical, tabular, graphical, or word forms) and collect this assessment results to compare. How did the revision/inclusion of data affect student learning?

\*This could also be done with types of assignments that repeat in the same quarter (multiple discussions, two or more argumentative essays, etc.).

Example response: For my 2020-21 assessment, I looked at a lesson students typically struggled with and either revised or incorporated making sense and use of data in either numerical, tabular, graphical, or word forms in [Course###] and evaluated whether the revision/incorporation of data improved/had a positive impact on student learning.

**What tools/measures did you use for your assessment?**

*For the tool you will use to assess students’ ability to reason mathematically in your classes, you could use one of the following suggestions:*

* Think of a lesson/assignment for students where they need to support their ideas with data but previously students didn’t use data well or at all.
* Think of a lesson/assignment that hasn’t traditionally used data but might benefit from the inclusion of data.
* Think of a topic/concept that could be enhanced by the inclusion of data or that could have interesting implications (especially in visual form).
1. **Prepackaged Course-Level IO 2 Activity Conclusion**

You should leave the rest (section B) of this form blank until you are ready to submit your course-level assessment (at the end of the quarter, year, etc.):

**What were the results?**

**What now? How are you going to close the assessment loop?** W**hat changes are you making in your course(s)/program as a result of your assessment?**

**If not addressed above, what changes or recommendations do you have for the college as a result of your assessment?**

1. **Last Step:** When this plan is finished, and you have concluded this assessment plan, use this document to submit your assessment in the portal (in SharePoint): Portal>Faculty &Staff Workplace >MCOs/Assessment Reporting > Enter Program Assessment Here. This should be completed by the last day spring quarter.

**Feeling stuck?** Here’s an example that might fit many courses:

If you have the students do an argumentative or persuasive paper, assign the paper the first time as it has been done in the past, then in the assessment, require that the student include at least one graph or table in their paper to support their argument or position.  Measure engagement with the assignment, quality of the argument, etc.  This could also be a good exercise in citation practice.

**\*\*\*Feel free to discuss ideas with your Assessment Committee Representative or someone from Math/Science Division\*\*\***