

**Assessment Workshop 1: Strategies for Collecting Program Assessment Data**  
Your turn!

1. **Qualtrics:** Build any survey (that includes multiple choice question; open ended question) in Qualtrics and share the link of the survey with me. Email id: [vprabhu@calstatela.edu](mailto:vprabhu@calstatela.edu)

Example: **Feedback Survey**

	Rate helpfulness of each topic/activity for your program:	Not at all Helpful <span style="float: right;">Extremely Helpful</span>					
1.	Overview of using Qualtrics for assessment	1	2	3	4	5	6
2.	Overview of using Canvas for assessment	1	2	3	4	5	6
3.	Discussion of other strategies	1	2	3	4	5	6
5.	The content of the workshop overall	1	2	3	4	5	6

6.	I am confident that we can assess how well students are achieving learning outcomes in our program.	Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
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7.	How likely are you to use the strategies discussed today?	Very Unlikely 1	Unlikely 2	Somewhat Unlikely 3	Somewhat Likely 4	Likely 5	Very Likely 6
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8. What did you like best about the workshop?
9. What suggestions do you have to make this workshop more effective?

*Please turn over...*

## 2. Canvas:

- a. Submit a request to CETL for a special course
- b. Prepare a group “Quantitative Reasoning”
- c. Begin with uploading the three highlighted learning outcomes below: Remember to include the respective domain name (e.g. Interpretation for the first outcome below)
- d. Build your QR rubric

### Simplified Version of the Cal State LA Quantitative Reasoning Rubric

Fall 2018, Based on the AAC&U Quantitative Literacy VALUE Rubric

	Capstone Proficiency (4)	Proficient (3)	Approaching Proficiency (2)	Not Proficient (1)
<b>Interpretation</b> <i>Ability to explain information presented in mathematical forms.</i>	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 occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.
<b>Representation</b> <i>Ability to convert information into mathematical forms.</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument.</i>	Uses quantitative information in connection with the argument or purpose of the work and explicates it with consistently high quality.	Uses quantitative information in connection with the argument, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.