

## Notes from Spring 2015 Fac2Fac

### MATH Content Area

April 24, 2015

#### Quantitative Literacy:

1. Q1: Does any of this scare you?
  - a. No
2. Perhaps language with SLOs is too “academic” and not in “student speak”; perhaps can re-word and/or educate students on the language
3. Apply and Analyze bullet - last two sub-bullets could be “used as appropriate for the course” statement
4. Address Assumptions bullet - “used as appropriate for the course” statement
5. Wording in criteria itself:
  - a. Perhaps use data and mathematical analysis?
  - b. What do we mean by ‘data’? Too broad? Statistics only?
  - c. Perhaps grab from information literacy criteria?
6. Why do we need to call it Quantitative Literacy? Quantitative means ‘number crunch’ only

#### Problem Solving:

1. Critical Thinking Rubric - looked at this one to show who Problem Solving is more for MA and SC; critical thinking = problem solving
2. Compared old with new documents;
  - a. Made the ‘new’ one better and deeper
3. Criteria issues?
  - a. Tough to measure ‘evaluate’ in MA
4. Outcomes issues?
  - a. What is meant by “history of the problem” - could more info be added to this to better explain what is meant?
  - b. In the sub-bullets put “may” include
  - c. Solution/s...strategy/ies (3<sup>rd</sup> row of rubric; 2<sup>nd</sup> bullet of Propose a Solution/s Strategy); get consistent with SLO and rubric; 2<sup>nd</sup> SLO delete “solution” and put strategy; should propose a Strategy and not a Solution
  - d. Define a Problem SLO
    - i. Seems close to quant lit - is OK to be close/overlapped

### Guiding Questions:

1. Compare old to new - any concerns? No
2. Any competencies we should include?
  - a. Maybe consider 'written communication' - but might be OK for MA
  - b. Creative Thinking is 'kinda cool' to maybe include
3. Are you currently addressing these?
  - a. Depends on class
4. Would the rubrics help you better measure? Are you assessing now and doing it well?
  - a. Room for improvement but doing OK

### Take-aways:

1. Yes...could...has potential
2. Yes - move forward with specific competencies
  - a. The "not yet" to take forward is the timeframe
  - b. Yes...maybe - content is critical to this
3. Concerns? Challenges?
  - a. See #2
  - b. How to get adjuncts up-to-date (strategies discussed)
  - c.