

Crafton Hills College - Outcomes Assessment Report

GEO Quantitative Reasoning

GEO 7: Quantitative Reasoning

**Assessed: Fall 2022 to
Summer 2023**

Learning Outcomes Statement

Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 26 sections in the following courses and resulted in a total of 2,084 assessments.

- ANTHRO-110
- ASL-101, 102, 103, 200, and 205
- HIST-171
- HIT-101
- KIN/D-150A
- MATH-103, 110, 115, and 251

Summary of Evidence

Referring to Table 1, statistically there was no disproportionate impact. However, White students do appear to have a lower percent of three or higher on the quantitative reasoning GEO (43%) when compared to the entire group of students assessed (54%).

The Faculty Department Chairs reviewed the results of the assessments at the March 1, 2024 meeting. The Chairs hypothesized that students are afraid to engage in quantitative reasoning.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

Ethnicity	# of Assessments	Percent
1 Asian	6	0
2 Black/African American	8	75
4 Hispanic	77	60
6 Two or More Races	3	100
7 Unknown/Unreported	1	0
8 White	35	43
Total	130	54

List of Courses where Outcomes were mapped to the GEO.

- MATH-110, 115, and 251

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

The Faculty Department Chairs wanted to implement the following strategies:

1. Work through problems out loud
2. Help students learn to interact with each other when solving problems.
3. Increase icebreakers in class
4. Build community in the first two weeks of class
5. Communicate to students that it is okay not to know the answer
6. Have students write the answer on paper anonymously
7. Instructor turn around and student shouts out answer.