



## 2014 Summer Assessment Institute NUMERACY Summary Report

In August 2014, an institute was conducted to assess LCC student artifacts collected during the 2013-14 academic year for Numeracy. The institute consisted of nine faculty readers and a faculty coordinator. Artifacts were evaluated based on rubrics developed by Instructional Assessment Committee (with outcomes approved by the Instructional Council). Readers included: **Hiedi Bauer, Merry Bond, Nicole DiGerlando, Dawn Draus, Jim Franz, Klint Hull, Mary Leach, Lucas Myers, Adam Wolfer.** **Brad Benjamin** served as faculty coordinator.

### OVERVIEW

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A total of 385 artifacts were submitted. Of the 385, 195 were evaluated by the readers. Each artifact was evaluated by a minimum of two and a maximum of nine readers. Artifacts were scored on a scale of 1 to 5, 5 being high. All artifacts submitted to the institute were in written form.

### SCORES

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**Numeracy** *Achieve* competency with numbers and graphical skills to interpret and communicate quantifiable information, and apply mathematical and statistical skills in practical and abstract contexts.

Outcome	Average. Score
A) Students will analyze, interpret and draw valid inferences from graphical and numerical data.	3.6
B) Students will use quantitative skills to arrive at a solution/conclusion.	3.4
C) Students will use quantitative skills to assess the validity of a proposed solution/conclusion.	3.1
D) Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology..	3.4

**Note: aggregate score = 3.4**

## COMMENTS AND RECOMMENDATIONS

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- For the next Numeracy institute, it was recommended that faculty members use a cover sheet to identify which outcomes are reasonably assessable with the artifacts provided.
- Similarly, faculty members will be asked to provide answer keys with artifacts submitted (just for numeracy outcome).
- Given substantial recommended revisions to the rubric language, it was recommended that a small amount of additional funding be requested to test the new rubric (possibly three readers for four hours, so \$360).
- Participation in the preliminary norming session should be a stated requirement of future institute participants. This could be added to the agreement signed by participants (which currently includes FERPA and confidentiality requirements).
- The most difficulty occurred with assessment of outcome “C.” Faculty need to address the issue of how to get more students to assess the validity of their answers.
- For fall assessment day, Lucas Myers will lead an activity with faculty to help answer the following question: “How can we increase the use of numerical reasoning in our classes?”
- Updated (draft) rubric attached.