A few unanticipated events happened between Fall 2017 and Spring 2018. The class that I was teaching in the fall for this class did not run in the spring due to low enrollment. At the same time, I became the coordinator for the developmental reading courses at our college, and I was interested to see how we could incorporate some measure of quantitative reasoning in our assessment procedure. The learning outcomes for developmental reading are divided into four areas (Reading Comprehension, Vocabulary Development, Analytical Thinking, and Critical Thinking), and analytical thinking includes "reading and understanding graphs, charts, and other visual aids. However, as long as I have been at BCC, we have never actually assessed students in that area. Therefore, at the beginning of Spring 2018, I had to revise my QR goals.

My new QR goals were geared toward RDL 02, the upper level of the developmental reading courses. By placing at least two questions in which students had to respond to a chart, graph, or table in the both the midterm and final exams, I wanted to see whether students were able to grasp the most fundamental of quantitative reasoning.

1) Knowledge and conceptual understanding: Students are able to comprehend the axis on charts and graphs and what they represent.

2) Thinking: Students are able to make comparisons between different data points in charts and graphs AND understand the visual aids in the context of a reading passage.

3) Attitudes, values, habits of mind: Students are able to address the question asked and use context clues and critical thinking skills to answer the questions.