GUIDELINES FOR YOUR COMMENTS

We are looking for your first impressions and thoughts about the data that we have collected in our first three semesters of General Education assessment. To help focus the discussion, we will break into four groups and look at different portions of the summarized data. You should organize your comments into three sections: What, So What, and Now What.

WHAT: Do these results seem reasonable to you? Do they match your expectations from your teaching experience? What, if anything, do you find surprising or interesting?

SO WHAT: What patterns do you see in these data? What factors (institutional, programmatic, societal, instructional, etc.) do you think are associated with the patterns that you perceive in the data?

NOW WHAT: What actions do you think we should take in response to the data? This may include gathering more data, changing curriculum, altering FLOs, revamping processes, or requesting resources (money, time, and positions).

After 10 to 15 minutes, we will switch everyone to a second station (everyone will see two of the four flipcharts. At the end our time together, we will briefly work to summarize and synthesize your comments.
REGISTRATIONS FOR ASSESSMENT

Courses

- 2017-08: 138
- 2018-01: 107
- 2018-08: 108

Faculty

- 2017-08: 123
- 2018-01: 62
- 2018-08: 58

Registrations

- 2017-08: 281
- 2018-01: 173
- 2018-08: 178
Of the 16 registrations, 9 reported actual data for the semester (56%). The contingent faculty elected not to participate, in general.
Of the 8 registrations, 4 reported actual data for the semester (50%). The contingent faculty still chose not to participate.
Of the 13 registrations, 5 reported actual data for the semester (38%). The contingent faculty now began to participate.
FALL 2017 – FLO3

MEASURES USED TO ASSESS LEARNING

[Bar chart showing measures used to assess learning with sample sizes for each measure.]

n = 29
n = 58
n = 12
n = 37
n = 15
SPRING 2018 – FLO4

MEASURES USED TO ASSESS LEARNING

![Bar chart showing measures used to assess learning. Measures 11 and 8 with respective counts of 31 and 16.]
Measures Used to Assess Learning

11: a capstone project
5: a short written report
7: a long written report
FALL 2017 – FLO3

RUBRIC SCORE USE BY COURSE

Rubric Score
0 1 2 3 4

<table>
<thead>
<tr>
<th>Reporting Courses</th>
<th>Relative Frequency of Rubric Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS 300</td>
<td></td>
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<tr>
<td>CAS 300</td>
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<tr>
<td>CAS 300</td>
<td></td>
</tr>
<tr>
<td>COB 300</td>
<td></td>
</tr>
<tr>
<td>COEHS 300</td>
<td></td>
</tr>
<tr>
<td>CET 400</td>
<td></td>
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</table>
## FALL 2017 – FLO3

### FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Prefix Level Outcome N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>CAS 300 COL3 12</td>
<td>3.58</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>CAS 300 COL3 19</td>
<td>3.16</td>
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<td>CAS 300 COL3 58</td>
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<tr>
<td>Fall 2017</td>
<td>CHP 300 COL3 29</td>
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<td>Fall 2017</td>
<td>COB 300 COL3 18</td>
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<tr>
<td>Fall 2017</td>
<td>CET 400 COL3 15</td>
<td>3.93</td>
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</tbody>
</table>

**Weighted average**

Mean rubric score ± 95% CI
FALL 2017 – FLO3

PERFORMANCE BY COURSE LEVEL

n = 136

n = 15
# SPRING 2018 – FLO4

## Forest Plot of Course Results

<table>
<thead>
<tr>
<th>Course</th>
<th>Prefix</th>
<th>Level</th>
<th>Outcome</th>
<th>N</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>CEHS</td>
<td>200</td>
<td>COL4</td>
<td>4</td>
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<tr>
<td>Spring 2018</td>
<td>CET</td>
<td>400</td>
<td>COL4</td>
<td>16</td>
<td>3.19</td>
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<tr>
<td>Spring 2018</td>
<td>CET</td>
<td>400</td>
<td>COL4</td>
<td>27</td>
<td>3.96</td>
</tr>
</tbody>
</table>

**Weighted Average:** 3.70
SPRING 2018 – FLO4

PERFORMANCE BY COURSE LEVEL

n = 4

n = 43
SPRING 2018 – FLO4

PERFORMANCE BY GENDER
SPRING 2018 – FLO4

PERFORMANCE BY RACE

![Bar chart showing performance by race with specific counts for each category.]

- Asian: n = 2
- Black or African American: n = 3
- Hispanic/Latino: n = 1
- Multiracial: n = 1
- Other: n = 18
- White: n = 22
FALL 2018 – FLO1

RUBRIC SCORE USE BY COURSE

Rubric Score
- 0
- 1
- 2
- 3
- 4

Reporting Courses
- COB 400
- CET 400
- CAS 400

Relative Frequency of Rubric Scores
FALL 2018 – FLO1

FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Prefix Level Outcome</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>CAS 400 COL1</td>
<td>12</td>
<td>2.58</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>CET 400 COL1</td>
<td>19</td>
<td>4.00</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>COB 400 COL1</td>
<td>21</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Weighted average: 3.67

Mean rubric score ± 95% CI
FALL 2018 – FLO1

PERFORMANCE BY COURSE LEVEL

n = 52
FALL 2018 – FLO1

PERFORMANCE BY GENDER
FALL 2018 – FLO1

PERFORMANCE BY RACE

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
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<tbody>
<tr>
<td>Asian</td>
<td>n = 3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>n = 1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>n = 3</td>
</tr>
<tr>
<td>Other</td>
<td>n = 8</td>
</tr>
<tr>
<td>White</td>
<td>n = 37</td>
</tr>
</tbody>
</table>