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

![Graph showing registrations for assessment](image)
Of the 50 registrations, 15 reported actual results for the semester (30%). The contingent faculty elected not to participate, in general.
Of the 59 registrations, 4 reported actual results for the semester (7%). The contingent faculty still not to participate.
Of the 42 registrations, 16 reported actual results for the semester (38%). The contingent faculty now began to participate.
FALL 2017 – FLO3

Measures Used to Assess Learning

Measure

1: a selected response exam
2: a constructed response exam
3: a medium written report
4: a student project

n = 226
n = 18
n = 154
n = 17

DIV3
SPRING 2018 – FLO4

M E A S U R E S  U S E D  T O  A S S E S S  L E A R N I N G
FALL 2018 – FLO1

MEASURES USED TO ASSESS LEARNING

Measure

2: a constructed response exam
3: a pre-test post-test
5: a short written report
7: a long written report

n = 236
n = 19
n = 43
n = 17
FALL 2017 – FLO3

FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Prefix Level Outcome</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>PSYC 100</td>
<td>120</td>
<td>3.48</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>PSYC 100</td>
<td>35</td>
<td>3.14</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>ARTH 200</td>
<td>46</td>
<td>3.33</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>HIST 200</td>
<td>98</td>
<td>2.95</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>PSYC 200</td>
<td>71</td>
<td>3.21</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>HIST 300</td>
<td>18</td>
<td>2.72</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>LITR 300</td>
<td>27</td>
<td>2.85</td>
</tr>
<tr>
<td>Weighted average</td>
<td></td>
<td></td>
<td>3.19</td>
</tr>
</tbody>
</table>
FALL 2017 – FLO3

PERFORMANCE BY COURSE LEVEL
FALL 2017 – FLO3

PERFORMANCE BY GENDER

![Bar chart showing performance by gender with sample sizes: n = 219 for F, n = 139 for M, and n = 57 for NA.](image)
FALL 2017 – FLO3

PERFORMANCE BY RACE

![Performance by Race Chart]

- Asian: n = 7
- Black or African American: n = 29
- Hispanic/Latino: n = 14
- Multiracial: n = 15
- Other: n = 59
- White: n = 291
SPRING 2018 – FLO4

RUBRIC SCORE USE BY COURSE

Reporting Courses

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 100</td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relative Frequency of Rubric Scores
SPRING 2018 – FLO4

FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Prefix Level Outcome</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>PSYC 100</td>
<td>37</td>
<td>2.19</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>PSYC 200</td>
<td>74</td>
<td>2.84</td>
</tr>
<tr>
<td>Weighted average</td>
<td></td>
<td></td>
<td>2.62</td>
</tr>
</tbody>
</table>

Mean rubric score ± 95% CI
SPRING 2018 – FLO4

PERFORMANCE BY COURSE LEVEL

![Graph showing performance by course level.](chart.png)
SPRING 2018 – FLO4

PERFORMANCE BY GENDER

![Graph showing performance by gender with bars for female (F), male (M), and NA categories. The bars indicate the number of observations (n) for each category: n = 50 for female, n = 20 for male, and n = 41 for NA.](image)
SPRING 2018 – FLO4

Performance By Race

![Bar chart showing performance by race with sample sizes]
FALL 2018 – FLO1

RUBRIC SCORE USE BY COURSE

Relative Frequency of Rubric Scores
## Fall 2018 – FLO1

**Forest Plot of Course Results**

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Prefix Level Outcome N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>FREN 100 DIV1 31</td>
<td>1.35</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>SPAN 100 DIV1 67</td>
<td>2.03</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>FREN 200 DIV1 46</td>
<td>2.17</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>LITR 200 DIV1 14</td>
<td>2.21</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>SPAN 200 DIV1 33</td>
<td>2.67</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>FREN 300 DIV1 15</td>
<td>2.53</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>HIST 300 DIV1 17</td>
<td>2.47</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>LITR 300 DIV1 29</td>
<td>2.86</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>RELG 300 DIV1 19</td>
<td>3.16</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>SPAN 300 DIV1 44</td>
<td>3.07</td>
</tr>
</tbody>
</table>

**Weighted average**

Mean rubric score ± 95% CI
FALL 2018 – FLO1

PERFORMANCE BY COURSE LEVEL

![Bar chart showing performance by course level with 98 students at Level 100, 93 students at Level 200, and 124 students at Level 300.](image)
FALL 2018 – FLO1

**PERFORMANCE BY GENDER**

![Graph showing performance by gender with samples sizes n = 133, n = 72, and n = 110.](image)
FALL 2018 – FLO1

PERFORMANCE BY RACE

![Bar chart showing performance by race with sample sizes for each category: Asian (n=4), Black or African American (n=14), Hispanic/Latino (n=17), Multiracial (n=4), Other (n=113), White (n=163).]