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 31 registrations, 17 reported actual data for the semester (55%). The contingent faculty elected not to participate, in general.
Of the 9 registrations, 5 reported actual data for the semester (56%). The contingent faculty still not to participate.
Of the 11 registrations, 16 reported actual data for the semester (145%). The contingent faculty now began to participate.
FALL 2017 – FLO3

Measures Used to Assess Learning

![Bar chart showing measures used to assess learning](chart.png)
SPRING 2018 – FLO4

Measures Used to Assess Learning

Measure

2: a constructed response exam
5: a short written report
6: a medium written report

n = 94
n = 84
n = 18
FALL 2018 – FLO1

MEASURES USED TO ASSESS LEARNING

1: a selected response exam
2: a constructed response exam
3: a pre-test post-test
4: a nationally normed exam

n = 325
n = 280
n = 22
n = 193
## FALL 2017 – FLO3

### FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Prefix</th>
<th>Level</th>
<th>Outcome</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>ASTR</td>
<td>100</td>
<td>SCI3</td>
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<td>3.62</td>
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<td>SCI3</td>
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</tr>
</tbody>
</table>

Weighted average: 2.77

Mean rubric score ± 95% CI
FALL 2017 – FLO3

PERFORMANCE BY GENDER

![Bar chart showing performance by gender]

- Gender: Female (F) with n = 544
- Gender: Male (M) with n = 356
- Gender: NA with n = 353
FALL 2017 – FLO3

Performance by Race

![Bar chart showing performance by race and ethnicity]
SPRING 2018 – FLO4

RUBRIC SCORE USE BY COURSE

- GEOX 200
- PHSC 100
- BIOL 200
- GEOX 100
- PHYS 200

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

Relative Frequency of Rubric Scores

0  | 20  | 40  | 60  | 80  | 100
## SPRING 2018 – FLO4

### FOREST PLOT OF COURSE RESULTS

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Prefix Level Outcome N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>GEOX 100 SCI4 27</td>
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<td>Spring 2018</td>
<td>PHSC 100 SCI4 71</td>
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<td>BIOL 200 SCI4 57</td>
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<td>Spring 2018</td>
<td>GEOX 200 SCI4 23</td>
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<td>Spring 2018</td>
<td>PHYS 200 SCI4 18</td>
<td>3.44</td>
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</tbody>
</table>

**Weighted average**

Mean rubric score ± 95% CI
SPRING 2018 – FLO4

PERFORMANCE BY COURSE LEVEL

n = 98
SPRING 2018 – FLO4

PERFORMANCE BY GENDER

![Graph showing performance by gender with data points and error bars.](image)
SPRING 2018 – FLO4

PERFORMANCE BY RACE

![Bar chart showing performance by race](chart.png)

- Asian: n = 5
- Black or African American: n = 6
- Hispanic/Latino: n = 6
- Multiracial: n = 3
- Other: n = 97
- White: n = 79

SOC14

Race
FALL 2018 – FLO1

RUBRIC SCORE USE BY COURSE

![Bar chart showing rubric score use by course](chart.png)

- PHYS 200
- PHYS 200
- CHEM 200
- CHEM 200
- BIOL 200
- PHYS 100
- GEOX 100
- GEOX 100
- CHEM 100
- CHEM 100
- CHEM 100
- CHEM 100
- CHEM 100
- BIOL 100
- ASTR 100

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

Relative Frequency of Rubric Scores

0 20 40 60 80 100
### Forest Plot of Course Results

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Prefix</th>
<th>Level</th>
<th>Outcome</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
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</table>

**Weighted average:** 2.70

Mean rubric score ± 95% CI
FALL 2018 – FLO1

PERFORMANCE BY COURSE LEVEL

![Graph showing performance by course level with n = 587 and n = 233.]
PERFORMANCE BY GENDER
FALL 2018 – FLO1

Performance by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>8</td>
</tr>
<tr>
<td>Black or African American Hispanic/Latino</td>
<td>16</td>
</tr>
<tr>
<td>Multiracial</td>
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<tr>
<td>Other</td>
<td>359</td>
</tr>
<tr>
<td>White</td>
<td>394</td>
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