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Gen Ed Data Review Follow Up 06/24/2016

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Gen Ed Data Review Follow Up
Questions, Items for Consideration, Recommendations
6.24.16

Math:

- Is Pre-Intermediate Algebra fulfilling its goal? Is it as successful as we would like it to be? This Sequential Learning Analysis (SLA) does not include students who place higher. How does the Math Placement Score correspond with Math progress? Maybe we should look at placement information and transfer information to see the bigger picture. Where were these students in their college career (when they took their Math Gen Ed)? Is there a correlation between repeat rates and drop-out rates? When did the Math Lab start? What is the impact of the Math Lab and the restructuring of Math 1000? Is there a correlation between the time students wait to take math and their success?

Writing/Composition:

- Is there a difference between on-line and in-classroom sections of Comp I and Comp II? What happens to the students without a record of Comp II? Are they going elsewhere to take Comp II? The English Dept. found a difference in grading by GA's. Recommendation – annual assessments (rather than every 3 years). Recommendation - SLA of Comp II to WID courses. Recommendation – how can we support part-time faculty better? We appreciate the department/faculty's attention to their SLO's.

Communication/Public Speaking:

- SLA should be run with Managerial Communication (after Comp II and Public Speaking). It would also be helpful to run SLA with Comp II and TED 4600/4640 (the teacher prep assessment presentation). How many of the DFW's are actually W's? The department is already planning to look at their cycle of assessment and align it with the Gen Ed SLO cycle.

Overarching Discussion Points:

- Progress is notable in all three areas, but is this enough progress? Additional analyses on the students receiving DFW is requested – to be focused on the educational characteristics of the students receiving DFW and on the consequences/impact of the DFW on the UNO career of the students. Do we want to suggest action or communication with students who receive a DFW to alert them to the critical nature of Gen Ed requirements?