Appendix 6
Quality Assurance and Improvement

Appendix 6.1
Mean Rating of Faculty/Staff Accessibility

	FYE	FLC	EOP	No Program
Faculty Contact	2.60	2.60	2.94	2.45
Frequency Saw Department Advisor	2.77	2.83	3.24	2.71
Frequency Saw Advising Center Staff	1.81	2.10	2.59	2.13
Staff Contact	2.04	1.76	2.53	1.73

Note. Contact with staff and faculty could range from 1 (never) to 7 (daily).

Appendix 6.2
Mean Rating of Undergraduate Experiences

	FYE	FLC	EOP	No Program
University Pride	4.19	4.22	4.32	4.25
Intend to Stay	2.22	2.25	2.35	2.27
Treatment by Students	3.47	3.52	3.54	3.55
Treatment by Faculty	3.80	3.80	4.00	3.83
Treatment by Staff	3.54	3.51	3.57	3.51
Academic Engagement	3.74	3.79	3.87	3.76
GPA	5.07	5.13	5.24	4.84
Classes & Advising Accessible	3.35	3.35	3.31	3.14
Attend Campus Events	2.28	2.22	2.07	2.14

Note. For GPA, 4=3.00 to 3.24, 5=3.25-3.49, 6=3.50-4.0. Unless otherwise indicated, ratings ranged from 1 (strongly disagree or never) to 5 (strongly agree or very often).

FYE has a long history of analytical self-study, particularly in the GE area of Critical Thinking (Area A3). Since the last WSCUC accreditation review, and in a focused way over the past three years, the FYE faculty have been focusing assessment efforts on GE Learning Outcomes 1 and 2:

1. Engage critically with ideas and analyze and evaluate modes of reasoning, such as, scientific, rhetorical, inductive and deductive.

2. Identify and evaluate unstated assumptions in a variety of media.

The testing instrument—an in-class writing prompt—has been piloted and refined over the past three academic years. This year's faculty employed the instrument in rigorous pre- and post-tests, achieving strong results. Student growth in the above areas averaged 1.04 points in a four-point rubric scale. Mean exam scores rose from 1.80 to 2.83.

As it has been developed and used in recent years, this testing instrument has served as a formative assessment tool for improvement of pedagogy. Responding in part to findings from the exam, faculty have replaced textbooks, added or refined lecture and discussion material on critical thinking, developed an ever-evolving statement of "Values and Outcomes" concerning the GE area that pertain to our curriculum, and attended workshops on effective teaching of critical thinking.

The FYE faculty recognize that critical thinking, as both a content area and a developmental capacity, merits constant respectful scrutiny and has therefore developed a means for assessing growth in the area and a habit of revising curriculum in light of findings.

Qualitative Inquiry

As noted above, FYE constitutes a "teaching lab," and therefore the program necessarily merits constant qualitative inquiry. Much of the efforts in this area focus on two other components of GE Area A3:

3. Produce coherent, original and persuasive arguments that provide evidence in support of a thesis.

All FYE students write multiple critical response reflections or essays responding to both readings and lectures (the 5-unit course is built around four hours of class / seminar time and a one-hour plenary lecture). In these responses, students name and evaluate particular components of arguments, assess the effectiveness or validity of those components, identify strengths and fallacies in reasoning, and articulate their own agreements and disagreements. Assignments are repeated many times during the course of the term, allowing faculty to gauge the effectiveness of their assignments, track growth in understanding of critical thinking concepts, and support students' "voices" as they enter various human conversations. Individual section results are regularly discussed in faculty meetings and assignments and approaches are revised accordingly.

4. Develop verbal and non-verbal skills for making persuasive oral arguments and presentations.

As for SLO 3, students in FYE have repeated opportunities to practice and refine public-speaking skills. Over the years, FYE has focused its teaching efforts for this area around two general sub-areas: formal presenting and "seminaring." In formal presentations, FYE students teach specific elements of course content, present their responses to readings or lectures, and showcase their own creative activity (writing, film-making, art, etc.). Criteria for effectiveness of these presentations tend to be developed independently by sections, and success is tracked through grading and in-class responding. For "seminaring," the FYE faculty have developed a number of instruments that track student participation in terms of quality, quantity, readiness, sensitivity to other participants, etc. Sections tend to use this instrument as an element of the course grade, and faculty present and discuss their results in meetings.

Appendix 6.4
Organizational Development Enrollment Data

Enrollment by Major - Past 5 Years
Officially Enrolled Count by Term (Term) on rows sub-setted by Major, Organization-Dev-MA-Special Se (OD-MA-SS), Postbaccalaureate and All Term Types

Plan Type: **Major**   Plan: **Organization-Dev-MA-Special Se (OD-MA-SS)**   Career: **Postbaccalaureate**
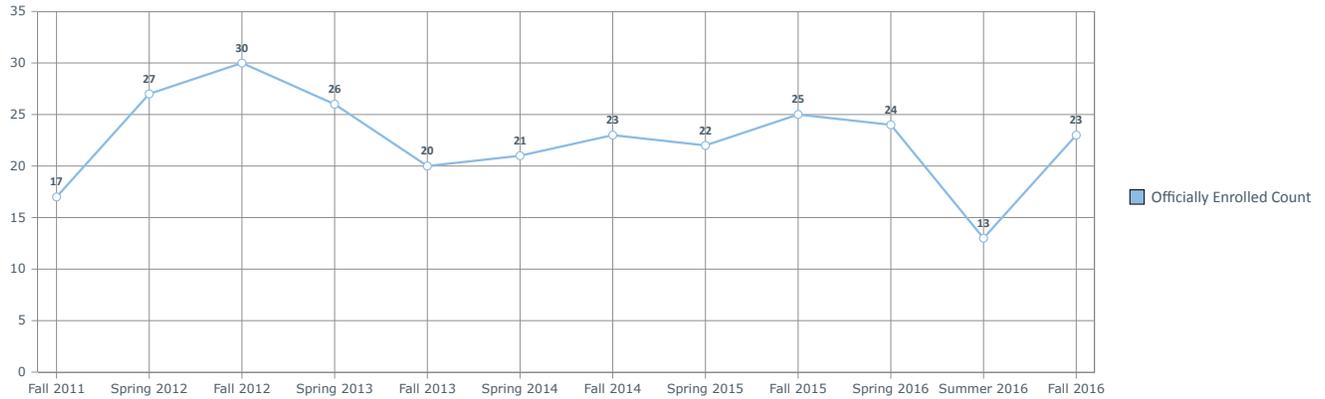
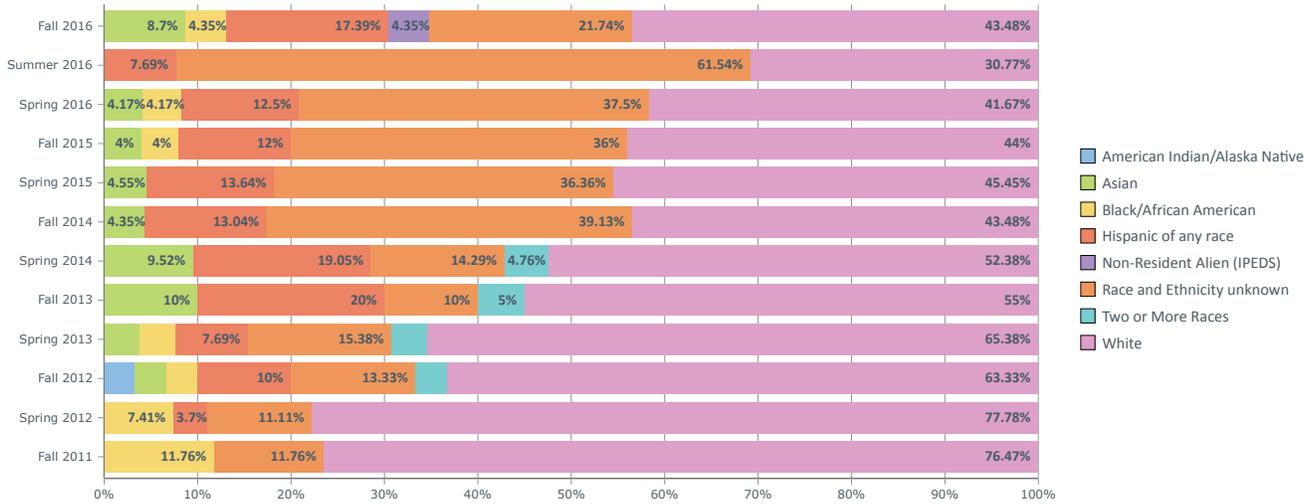|	Officially Enrolled Count
Fall 2011	17
Spring 2012	27
Fall 2012	30
Spring 2013	26
Fall 2013	20
Spring 2014	21
Fall 2014	23
Spring 2015	22
Fall 2015	25
Spring 2016	24
Summer 2016	13
Fall 2016	23

Appendix 6.5
Organizational Development Enrollment by Ethnicity

Ethnicity by Major - Past 5 Years
Officially Enrolled Count by Term (Term) on columns; and IPEDS Ethnicity (IPEDS Ethnicity) on rows sub-setted by Major, Organization-Dev-MA-Special Se (OD-MA-SS) and Postbaccalaureate

Plan Type: **Major** Plan: **Organization-Dev-MA-Special Se (OD-MA-SS)** Career: **Postbaccalaureate**

Legend:
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic of any race
- Non-Resident Alien (IPEDS)
- Race and Ethnicity unknown
- Two or More Races
- White

	Fall 2011		Spring 2012		Fall 2012		Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Summer 2016		Fall 2016	
American Indian/Alaska Native					1	3.3%		0%		0%														
Asian					1	3.3%	1	3.8%	2	10%	2	9.5%	1	4.3%	1	4.5%			1	4.2%		0%	2	8.7%
Black/African American	2	11.8%	2	7.4%	1	3.3%	1	3.8%									1	4%	1	4.2%		0%	1	4.3%
Hispanic of any race			1	3.7%	3	10%	2	7.7%	4	20%	4	19%	3	13%	3	13.6%	3	12%	3	12.5%	1	7.7%	4	17.4%
Non-Resident Alien (IPEDS)																							1	4.3%
Race and Ethnicity unknown	2	11.8%	3	11.1%	4	13.3%	4	15.4%	2	10%	3	14.3%	9	39.1%	8	36.4%	9	36%	9	37.5%	8	61.5%	5	21.7%
Two or More Races							1	3.3%	1	3.8%	1	5%	1	4.8%										
White	13	76.5%	21	77.8%	19	63.3%	17	65.4%	11	55%	11	52.4%	10	43.5%	10	45.5%	11	44%	10	41.7%	4	30.8%	10	43.5%
All IPEDS Ethnicity	17	100%	27	100%	30	100%	26	100%	20	100%	21	100%	23	100%	22	100%	25	100%	24	100%	13	100%	23	100%

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