

Sensemaking

(From Kezar & Eckel, 2002)

C. Intro Philosophy

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As you discuss the following questions, consider your role and capacity to make change at your institution:
(*please take notes as you go*)

1. What are the most important conclusions you take from the data?
2. What underlying causal factors might explain important aspects of the data?
3. What are the questions this data raises, and what do you need to know next?
4. How might such data be presented to key stakeholders to avoid accusation and defensiveness: instructors, department chairs, deans?
 - If you are Dr. Smith teaching this course, what is your reaction to the data likely to be, and under what circumstances would you be most likely to take positive action?

Dr. Smith

You have been teaching a high-enrollment introductory STEM course for the past 15 years. You have an active research program at a research university. In the department, students who do poorly in your course aren't considered good prospects for the major. You feel somewhat neutral about the teaching aspect of your job. Research dollars figure heavily into department status, and in this "helicopter parenting" environment, it just seems like students aren't taking enough responsibility. You emulate your graduate mentor and pride yourself in the consistency of your PowerPoint lectures over the years.

Select filters to affect detail of tables

C. Intro Philosophy

Course Filters:

Course Level
All

Course College
All

Course Department
All

Course Section #
All

Academic Year
Multiple values

Semester
Multiple values

Demographic Filters:

Gender/Sex
All

Race/Ethnicity
All

Nationality
All

First Generation Status
All

Pell Eligibility
All

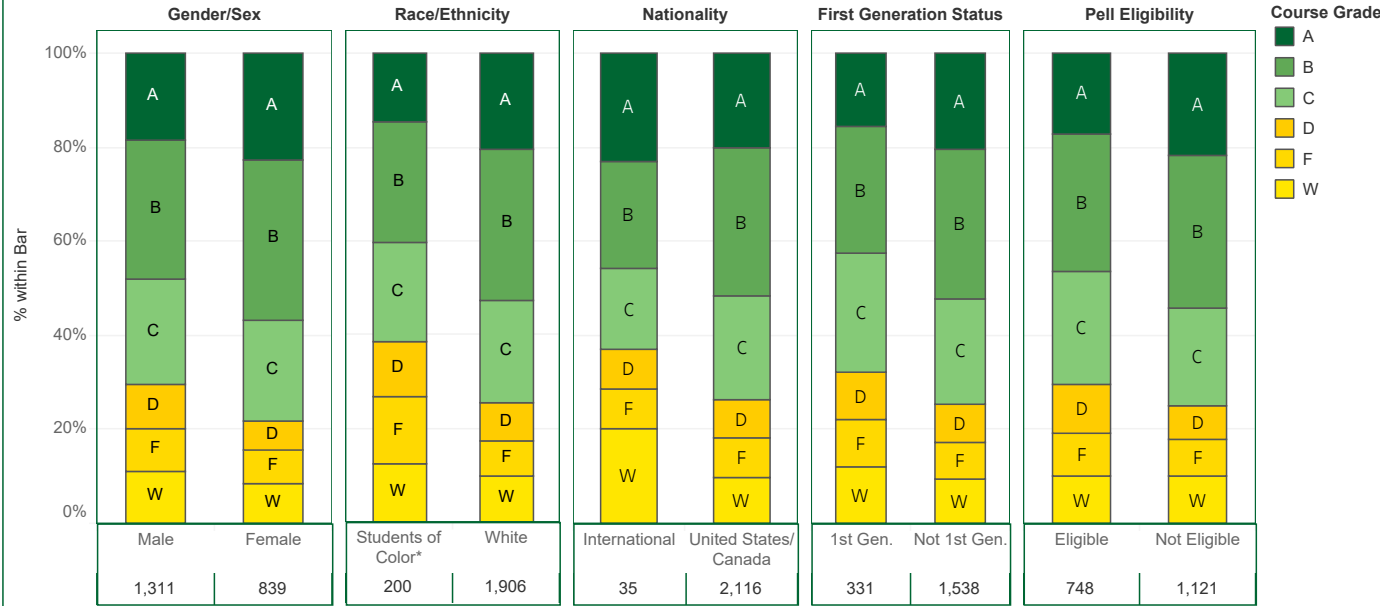
Filter by Instructor(s):

Instructor
All

Filter by Course Attempt Sequence(s):

Attempt Sequence
All

Table 1. Grade Distribution by Demographic



* Excludes students of color whose nationality is other than United States or Canada

Table 2. DFW Ratio & Enrollments by Academic Year

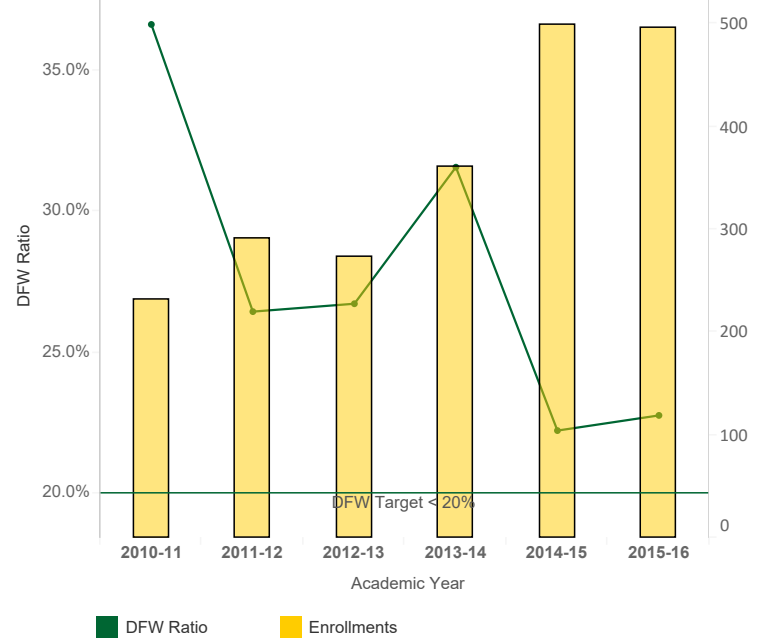


Table 3. Grade Distribution by Academic Year

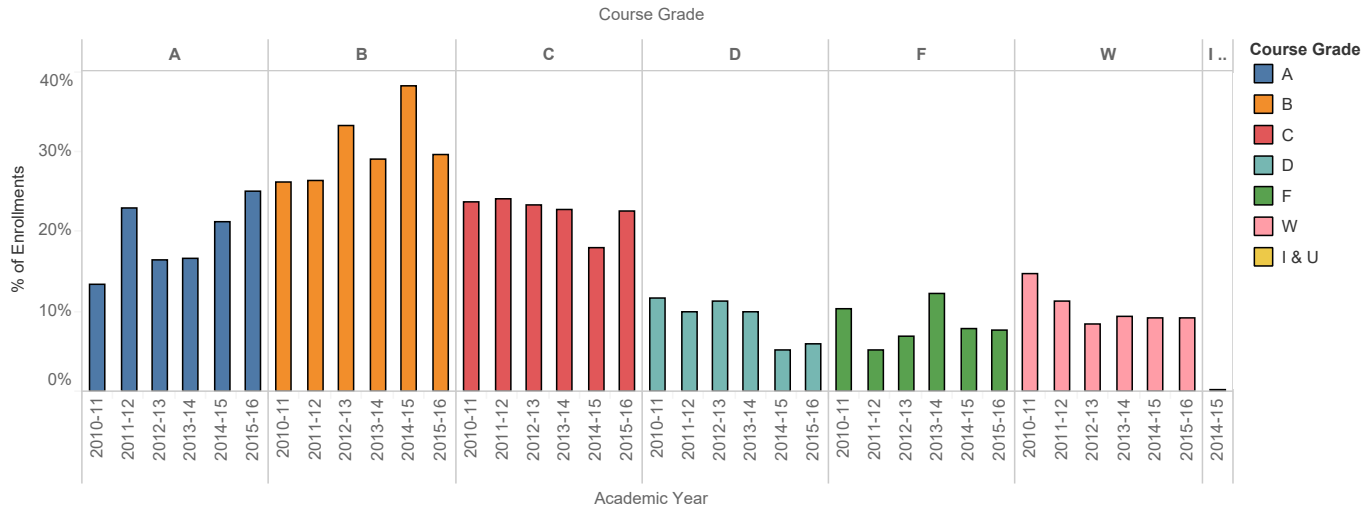


Table 4. Repeat Ratio by Academic Year

