AAU Undergraduate STEM Education Initiative
Effective STEM Education: The Role of the Academic Department and Department Chair
October 14-16, 2018

Data to Inform and Assess Curricular Innovations
Session Worksheet

1. **What data and information are most important (please place a H, M or L in boxes below)? Please also indicate if available (A) or not (N/A)? What additional information would you find valuable? Consider the information for various levels.**

Source of Information	Course	Department	College	University
1) **Student Demographics** (student characteristics such as ethnicity/race, income, ESL and class standing)				
2) **Student Preparation** (preparatory/remediation needs, transfer credits, prerequisites met and grades, curriculum pathways, pre-college courses, and special preparatory programs)				
3) **Student Performance** (course and term GPA, GPA gaps, DFW rates and gaps between various groups/preparation levels, persistence/retention in major/school, time to degree and graduation rate, post-graduation schooling/employment outcomes)				
4) **Student Choice** (major selection in and out of major, inflection points, and pathways toward graduation)				
5) **Curricular Complexity** (pre/co-requisite path lengths, course dependencies, timing of course offerings)				
6) **Instructional Resources** (class sizes, classroom affordances, TA resources, instructional variability)				
7) **Student learning** (level of achievement of student learning outcomes)				
Other(s):				

2. **What strategies and approaches would you use to facilitate productive conversations within your department about these types of data?**

Source: Based on a list from George Rehrey, Indiana University Bloomington, and expanded by Marco Molinaro, UC Davis.