

Whispering rivers and the affective domain: assessing Eocene watersheds and  
rethinking geoscience education

By

Ethan C. Parrish

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The dissertation is approved by the following members of the Final Oral  
Committee:

*Alan R. Carroll, Professor, Geoscience, (Co-advisor)*

*Stephen R. Meyers, Professor, Geoscience, (Co-advisor)*

*Ken Ferrier, Associate Professor, Geoscience*

*Chaeyoon Lim, Professor, Sociology*

*Julie Libarkin, Associate Dean & Professor, Earth and Environmental  
Sciences (Michigan State University)*

## **ABSTRACT**

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This dissertation is comprised of both geological and educational research. Two of the three chapters herein are basin-scale studies in alluvial sedimentology. Chapter One uses detrital zircon, petrographic, and paleocurrent analysis to seek a more comprehensive understanding of the provenance of the Eocene Aspen River as it flowed into the Greater Green River Basin of southwest WY. Results suggest surprising provenance complexity within a relatively small area and indicate the need for caution in future studies that rely on the accurate understanding of detrital sandstone provenance.

Chapter Two builds on the findings in Chapter One and employs 3D model analysis, paleo-catchment size estimations, and sedimentologic observations to develop a comparative analysis of the Aspen and Idaho Rivers. Results indicate that the Idaho River, despite being similar in size to the Aspen, represented a more important hydrologic source to Lake Gosiute. Additionally, results indicate that the Aspen River was more beholden to astronomic influence than the Idaho River, likely a function of either a change in astronomic signal strength or differences in source area precipitation and that both the Aspen and Idaho rivers were fed by high-elevation catchments in the Eocene Laramide foreland and western U.S. Cordillera respectively.

Chapter Three is motivated by my belief that introductory geoscience education has an important role to play in the development of a diverse, climate-conscious citizenry as our global society inevitably reckons with a changing climate. In it, I study how an art-infused introductory geoscience curriculum impacted students' emotional connection to the course content. Specifically, I measure students' sense of belonging, their sense of place, their interest in further geoscience education, their outcome expectations, and their career goals. I find that all metrics except outcome expectations experienced positive

change over the semester, and argue that well-rounded introductory geoscience education should aim to reach students on an affective (emotional) level in addition to the more traditionally important cognitive level. ii

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Penultimately, some parents voice their opinions about what they want their children to do with their lives. My parents, however, have always been much more vocal about how much they love me. My endless thanks to them for how empowering that has been. To my siblings, for loving, challenging, and supporting me in all my endeavors including this one.

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*The end*



## INTRODUCTION

1

*“We give thanks to all of the waters of the world for quenching our thirst, for providing strength and nurturing life for all beings. We know its power in many forms—waterfalls and rain, mists and streams, rivers and oceans, snow and ice. We are grateful that the waters are still here and meeting their responsibility to the rest of Creation. Can we agree that water is important to our lives and bring our minds together as one to send greetings and thanks to the Water? Now our minds are one.”*

*(Stokes and Kanawahienton, 1993)*

The above is an excerpt from the Haudenosaunee Thanksgiving Address, which translates more accurately in the Onondaga language as the “Words That Come Before All Else” (Kimmerer, 2013). I lead with these words for several reasons (beyond the obvious reason that they are meant to be led with).

First, I believe it is incumbent upon me as an academic to recognize my privilege in pursuing critical thought and deeper understanding as a profession. The principal premise of the Words That Come Before All Else is that they position gratitude as the foremost priority in our relationships with the world and people around us, and this dissertation is evidence that I have a tremendous amount to be grateful for.

Second, two of the three chapters of this dissertation are basin-scale studies in alluvial sedimentology and are thus wholly dependent on the ancient power of water as it simultaneously reacted to and shaped its environment during the early Eocene. The early Eocene was punctuated by global hyperthermal events including the Eocene Climatic Optimum (EECO) and is often studied as an analog to climate change today (e.g., Lourens et al., 2005; Nicolo et al., 2007; Zachos et al., 2008, 2010; Sexton et al., 2011; Hyland and Sheldon, 2013; Lauretano et al., 2016). One way of understanding Eocene climate dynamics is via observations of lacustrine strata. Lacustrine sediments record high-resolution records of the environments within which they are deposited and can offer unparalleled opportunities to understand systematic

responses to allogenic drivers like shifts in climate and tectonics (e.g., Astin, 1990; Roehler, 1993; Rhodes et al., 2002; Melles et al., 2012; Chamberlain et al., 2013; Cohen et al., 2015; Lyons et al., 2015; Meyer et al., 2020). Decades of research, therefore, have resulted in the dominantly lacustrine Green River Formation (GRF) of Wyoming, Utah, and Colorado providing the highest-resolution terrestrial record of the early Eocene (e.g., Bradley, 1964; Roehler, 1993; Carroll and Bohacs, 1999; Rhodes et al., 2002; Smith et al., 2003, 2014, 2015; Walters et al., 2023; Bruck et al., 2023).

Yet the lacustrine record represents only one component of the larger sediment routing system and is inherently dependent on up-system dynamics (e.g., Zhao et al., 2015; Romans et al., 2016; Sickmann et al., 2016). A comprehensive understanding of the hydrologic sources to a basin is therefore vital to contextualizing the lacustrine record therein. Here lies the motivation for much of this dissertation, which follows a more holistic, source-to-sink (S2S) approach. S2S analysis embraces the totality of a sediment routing system and considers each segment of the system as being dynamically connected and dependent on those neighboring it (Einsele and Hinderer, 1998; Sømme et al., 2009; Hinderer, 2012; Helland-Hansen et al., 2016; Romans et al., 2016; Allen, 2017). The Greater Green River Basin (GGRB) of southwest Wyoming represented the terminal sink for two regional river systems during the early Eocene: the Idaho River and the Aspen River (Fig. 1; Chetel et al., 2011; Smith et al., 2014; Hammond et al., 2019; Honig et al., 2020; Parrish et al., 2023). The Idaho River, sourced from central Idaho flowed into the basin from the northwest, while the Aspen River, sourced from central Colorado entered from the southeast.

In chapter one, I focus on the Eocene Aspen River and seek a more comprehensive understanding of its provenance. Through the lenses of detrital

zircon, petrographic, and paleocurrent analysis I identify seven distinct “detrital zircon chronofacies” representing four separate source regions feeding the GGRB from the south and east (Parrish et al., 2023). The results of this study reveal surprising provenance complexity within a relatively small area, reflecting sand derived from local and distal sources. Results, therefore, indicate the need for caution in research dependent on the known provenance of detrital material (e.g. paleoaltimetry studies).

Building on the first chapter, chapter two broadens the scope to include both the Aspen and Idaho Rivers. Therein, I build a comparative assessment of the two fluvial systems based on 3D outcrop models, paleo-catchment estimates, and sedimentologic observations. In Chapter Two I seek to understand how the two rivers may have been shaped by their Eocene environment, as well as their respective influences on paleolake Gosiute, which occupied the Bridger sub-basin of the GGRB at that time. Results suggest a duality of Aspen River expression between a more ephemeral system with flashy, variable discharge and a more established, possibly perennial, system. This duality is likely a response to previously documented eccentricity-paced astronomical cyclicity, yet is absent in Idaho River deposits. Results further suggest that the Idaho River may have been a more consistent, and thus hydrologically important, source to Lake Gosiute and that both rivers were sourced from higher elevation catchments in the Laramide foreland (Aspen) and western U.S. cordillera (Idaho).

Finally, to appreciate my third motivation for beginning with the excerpt from the Haudenosaunee Thanksgiving Address, it’s helpful to read the address in its entirety – which I certainly recommend doing. Via prioritizing a sense of gratitude, the Words That Come Before All Else teach a posture of humility and awe for the world we inhabit. They do so by illustrating the interconnectedness

and interdependency of all things. In prioritizing gratitude, they teach reciprocity. 4 They remind us that gazing upon this planet in gratitude and wonder engenders the natural response to care for it and all it holds. Today, as our global society faces the monumental challenge of a changing climate amid the backdrop of myriad other crises, the wisdom offered both explicitly and inexplicitly by the Words That Come Before All Else is needed more than ever before. I believe it is not only within the purview of geoscience education but our responsibility as geoscience educators to do our best to help our students learn or reclaim a deeper, emotionally founded relationship with the world we otherwise teach them about. The third chapter of this dissertation is an exploration of that belief. In it, I explore the impacts of integrating art into a geoscience curriculum and measure its affective (emotional) impact on students. Specifically, I measure how an art-infused curriculum impacted students' sense of belonging, their sense of place, their interest in further geoscience education, their outcome expectations, and their career goals. I find that all metrics except outcome expectations experienced positive change over the semester, and argue that well-rounded introductory geoscience education should aim to reach students on an affective level in addition to the more traditionally important cognitive level.

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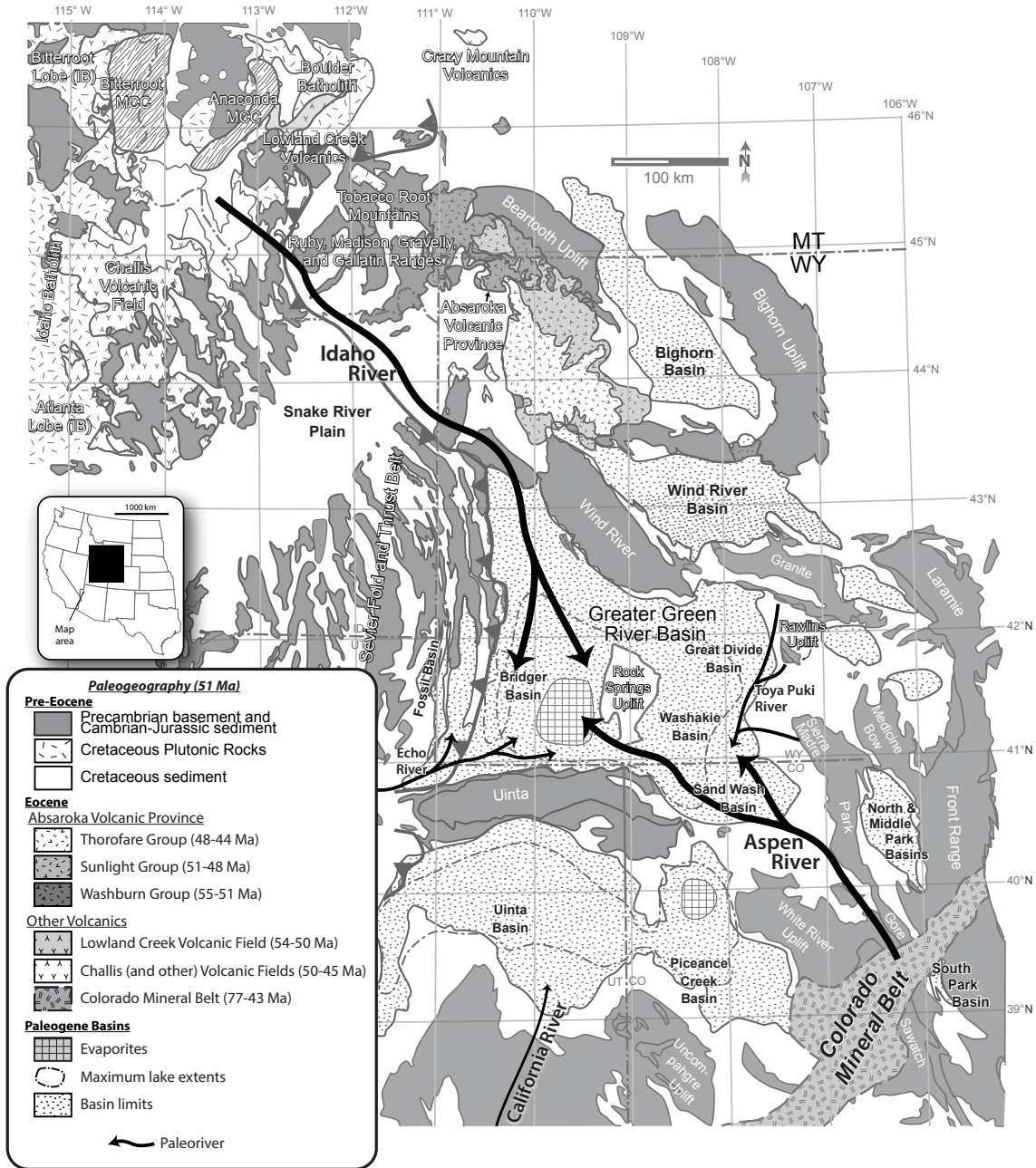
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**Figure 1** Regional map showing both the Aspen and Idaho rivers, sub-basins comprising the Greater Green River Basin (GGRB), and regional topographic uplifts.

# Chapter 1

## **Watershed-scale provenance heterogeneity within Eocene nonmarine basin fill: southern Greater Green River Basin, western U.S.**

<sup>1</sup>Ethan C. Parrish, <sup>1</sup>Alan R. Carroll,  
<sup>2</sup>Holly Gregorich, <sup>2</sup>Smith, M. Elliot, <sup>1</sup>Colby Schwaderer

<sup>1</sup>Department of Geoscience, University of Wisconsin—Madison, 1215 West  
Dayton Street, Madison, WI 53715

<sup>2</sup>School of Earth Sciences and Environmental Sustainability, Northern Arizona  
University, Flagstaff, Arizona 86011

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## ABSTRACT

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Weathering, erosion, and sediment transport in modern landscapes may be investigated via direct observation of attributes such as elevation, relief, bedrock lithology, climate, drainage organization, watershed extent, and others. Studies of ancient landscape evolution lack this synoptic perspective, however, and instead must rely more heavily on downstream records of fluvial deposits. Provenance analysis based on detrital grain ages has greatly enhanced the utility of such records but has often focused broadly on regional to continental scales. This approach may overlook important details of localized watersheds, which could lead to significant misinterpretation of past sediment dispersal patterns. The present study, therefore, explores the impact of geographic and stratigraphic sampling density on detrital zircon provenance, based on a high-density investigation of U-Pb ages ( $N = 23$ ,  $n = 4905$ ) obtained from a narrow chronostratigraphic range ( $\sim 2$  My) within a relatively small ( $\sim 25,000$  km<sup>2</sup>) area of an Eocene nonmarine sedimentary basin. Based on multi-dimensional scaling and DZmix modeling, these strata comprise seven distinct, approximately isochronous DZ chronofacies, defined as "...a group of sedimentary rocks that contains a specified suite of detrital zircon age populations" (Lawton et al., 2010). Four of these DZ chronofacies reflect long-distance transport from extrabasinal source areas. DZ chronofacies CO-1 and CO-2 are interpreted to derive from a primary sediment source in central Colorado, corroborating previously proposed long-distance sediment transport via Aspen paleoriver. DZ chronofacies ID-1 and ID-2 are interpreted to have been delivered to the basin from central Idaho by the Idaho paleoriver. In contrast, DZ chronofacies UT-1 and UT-2 are interpreted to reflect local drainage from the Uinta uplift south of the basin, and DZ chronofacies WY-1 is interpreted to have been sourced from the Rawlins, Granite, and Sierra Madre uplifts to the north and east via the Toya

Puki paleoriver. Lateral transitions between different DZ chronofacies in some cases occur over distances as little as 5 km, implying that depositional systems carrying sand from disparate watersheds directly competed to fill available basin accommodation. The results of this study reveal a high degree of complexity of Eocene rivers that converged on the Greater Green River Basin, indicating that their deposits contain a rich record of fine-scale landscape evolution across much of the Laramide foreland and Cordilleran orogen. These results illustrate the need for adequate sample density when assessing basin-scale provenance and offer a cautionary consideration for researchers using sandstone (and incorporated authigenic cement) in other nonmarine basins as the basis for paleoaltimetry or detrital thermochronology studies.

*Note: Samples referenced in this Chapter are in the collections of the Department of Geoscience, University of Wisconsin-Madison, under file number UW 2053 (Appendix A7).*

## **INTRODUCTION**

The weathering, erosion, and transport processes that shape modern continental landscapes and control the downstream delivery of weathering products shed light on a host of topics including, though not limited to, the influence of agriculture and bedrock lithology on stream-dissolved organic carbon (e.g., Longworth et al., 2007; Stahl et al., 2021), differential silicate weathering fluxes based on bedrock lithology and land use (e.g., West et al., 2002), pre- versus post-development denudation rates (e.g., Brown et al., 1998), spatial differences in denudation rates (e.g., Norton et al., 2010; Zhao et al., 2015), changes in erosion rates following glacial retreat (e.g., Delaney et al., 2018) and sediment mixing processes across source-to-sink transects (e.g., Sickmann et al., 2016). Allogenic and autogenic influences on watershed

evolution exert important controls on the nature of the downstream deposits (e.g., Zhao et al., 2015; Romans et al., 2016; Sickmann et al., 2016). Conversely, basinal deposits can provide a record of the geomorphic processes active upstream (e.g., Wren and Davidson, 2011).

The advent of rapid and inexpensive radioisotopic analyses of detrital zircon (DZ) grains (Gehrels, 2012, 2014) has revolutionized sedimentary provenance studies that link upstream processes to downstream products, and thus are profoundly expanding our understanding of source-to-sink relationships (e.g., Davis et al., 2010; Laskowski et al., 2013; Blum and Pecha, 2014; Sickmann et al., 2016; Blum et al., 2017; Leary et al., 2020). U-Pb geochronology has been widely employed to document watershed- to sub-watershed-scale provenance heterogeneity in modern fluvial systems (e.g., Capaldi et al., 2017; Jackson et al., 2019). For example, DZ results from Ecuador reveal drastic downstream changes within a single watershed, as the Rio Pastaza traverses the Andean hinterland to the foreland (Jackson et al., 2019). In contrast, DZ studies of ancient fluvial systems are commonly more limited in their spatial resolution, with a focus on regional- rather than watershed-scale variations (e.g., Rainbird et al., 2012; Laskowski et al., 2013; May et al., 2013; Gehrels and Pecha, 2014; Blum et al., 2017). Studies of ancient DZ provenance may also be hindered by limited chronostratigraphic control (e.g., Dickinson and Gehrels, 2003; Link et al., 2005; Sickmann et al., 2016; Karlstrom et al., 2018, Leary et al., 2020), which can make synoptic reconstruction of ancient drainage networks difficult to impossible.

Closed, nonmarine sedimentary basins offer an opportunity to better reconstruct detailed, synoptic source-to-sink relationships. Such basins can capture a relatively detailed and complete record of watershed- to sub-watershed-scale sediment delivery (e.g., Hinderer and Einsele, 2001; Smith et

al., 2008; Allen and Allen, 2013), and interfingering lacustrine strata can provide 14 greatly improved chronostratigraphic control. Eocene fluvial deposits of the Greater Green River Basin in southwestern Wyoming represent an ideal test case for this approach, due to their excellent outcrop exposure, well-established lithostratigraphy (Smoot, 1983; Roehler, 1993; Pietras and Carroll, 2006; Smith et al., 2015), and extensive radioisotopic dating of volcanic tuffs deposited in Eocene paleolake Gosiute (Smith et al., 2003, 2008, 2010; Machlus et al., 2015; Bruck et al. 2023). Past studies have inferred that detritus was supplied to the basin via intrabasinal (Smoot, 1983; Roehler, 1993), interbasinal (Dickinson et al., 1988), and orogen-scale rivers (Davis et al., 2010; Chetel et al., 2011; Hammond et al., 2019). Based on DZ age analyses of six existing samples ( $n = 861$ ; Hammond et al., 2019) and 17 new samples ( $n = 4044$ ), this study shows that at least four distinct watersheds contributed detritus to a relatively small ( $\sim 25,000$  km<sup>2</sup>) area of the southeastern Green River Basin. Detrital zircon analyses based on geographically-dense sampling are therefore vital to accurately interpret paleoelevation, paleoclimate, and sediment flux across the Laramide foreland.

## **GEOLOGIC SETTING**

During the late Cretaceous to early Paleogene, contractile tectonics within the North American Cordillera transformed the foreland landscape from a low-relief marine basin to the central Rocky Mountain region of North America (Fig. 1a; Weimer, 1960; Dickinson and Snyder, 1978; Bird, 1984, 1998; Dickinson et al., 1988; DeCelles, 2004). The final (70-50 Ma) phase of Cordilleran compression induced a series of diversely oriented and segmented, anticlinal basement-cored uplifts and associated basins across the foreland (Fig. 1a; DeCelles, 2004; Erslev, 1988). These basins acted as sediment sinks for several large and dynamically evolving watersheds (e.g., Dickinson et al., 1988; Carroll

et al., 2006; Smith et al., 2014; Lawton, 2019). Several regional-scale paleorivers 15 have been proposed as inputs to lakes that occupied the Uinta, Piceance, and Greater Green River Basins, including the Idaho River (Chetel et al., 2011), California River (Davis et al., 2010), the Aspen River (Smith et al., 2014; Hammond et al., 2019) and the Toya Puki River (this study).

The Greater Green River Basin comprises the Bridger, Washakie, Great Divide, and Sand Wash sub-basins, and is bounded by the Sevier fold and thrust belt to the west, the Wind River and Granite Mountains to the north, the Rawlins Uplift, and Sierra Madre Mountains to the east, and the Uinta Mountains to the south (Fig. 1; Love et al., 1963). Sub-basins comprising the Greater Green River Basin are separated by anticlinal structures including the Rock Springs Uplift, Wamsutter Arch, and Cherokee Ridge (Fig. 1b; Roehler, 1992; Jesse et al., 2011).

While each sub-basin records a unique succession of strata, the long-term trend in each is an evolution from a hydrologically open to closed system, followed by a return to a hydrologically open system during deposition of the Green River Formation between ~53.5 and ~48.5 Ma (Fig. 2; Roehler, 1969, 1992; Carroll and Bohacs, 1999; Smith et al., 2003, 2008, 2010; Machlus et al., 2015). Specifically, the Luman Tongue, Tipton, Wilkins Peak, and Laney Members of the Green River Formation record a progression from fluvial to fluvial-lacustrine to fluctuating profundal to evaporative lacustrine and back (Fig. 2). The evaporative Wilkins Peak Member is primarily limited to the Bridger sub-basin and is laterally equivalent to alluvial deposits of the Cathedral Bluffs Member of the Wasatch Formation in the adjacent Washakie, Great Divide and Sand Wash sub-basins (Fig. 2; Bradley, 1964; Sullivan, 1985; Roehler, 1992). The Laney Member overlies the Wilkins Peak Member and records an expansion of lacustrine strata into all the sub-basins of the Greater Green River Basin (Fig.

2; Surdam and Stanley, 1980; Roehler, 1992). Alluvial, volcanoclastic sediment of the Sand Butte bed of the Laney Member records a time-transgressive replacement of lacustrine strata in the Greater Green River Basin from north to south (Fig. 2; Roehler, 1992).

The Greater Green River Basin straddles the W-SW to E-NE-trending Cheyenne Belt—a regional suture that juxtaposes the Archean Wyoming province to the north with interpreted Proterozoic magmatic arc and related rocks of the Yavapai-Mazatzal province to the south (Fig. 1a; Karlstrom and Houston, 1984; Templeton and Smithson, 1994). The Cheyenne Belt is exposed in the Sierra Madre, Medicine Bow, and Laramie uplifts, of which the Laramie represent the easternmost exposure of the Cheyenne Belt (Karlstrom and Houston, 1984). Nd-isotope and trace element data of sediment from the Neoproterozoic Uinta Mountain Group suggest its derivation from the Wyoming province to the north and from a westward-flowing fluvial system sourcing younger sediments from the East (Ball and Farmer, 1998). Ball and Farmer (1998) suggest that the Uinta Mountain Group and the modern Uinta Mountains roughly represent the southern edge of the Wyoming province and the linear extent of the Cheyenne Belt reactivated before subsequent Cenozoic contraction. Prominent uplifts surrounding the basin exhumed sediment sources that include widespread Paleozoic passive margin strata, Cretaceous foreland basin deposits, and Late Cretaceous to Paleogene magmatism ranging from the Colorado Mineral Belt in central Colorado, to the Challis and Absaroka volcanics of central Idaho and northwest Wyoming (Bookstrom et al., 1989; Bookstrom, 1990; DeCelles, 2004; Dickinson and Gehrels, 2008; Chetel et al., 2011; Chapin, 2012; Laskowski et al., 2013; Fayon et al., 2017).

## **METHODS**



Field investigations were predominantly carried out on fluvial outcrops of the Wilkins Peak Member on the south and east margins of the Bridger sub-basin and directly south of the Rock Springs Uplift, as well as on age-equivalent fluvial outcrops on the western and eastern margins of the Washakie and Great Divide sub-basins (Figs. 1-3). This study is based on a total of 52 fluvial sandstone samples, six from Hammond et al. (2019), plus 46 new samples. Of the 46 new samples, 42 have associated petrographic data and eighteen have associated DZ data (Table 1). New samples were collected from seventeen fluvial outcrop localities within the Wasatch and Green River Formations in the southern and eastern reaches of the Greater Green River Basin (Figs. 1-3). A total of 303 new paleocurrent indicators were measured across six localities within the Wilkins Peak and Cathedral Bluffs Members within the Bridger and Washakie sub-basins (Fig. 3). For all localities, trough-cross bedding was measured, and in one locality (associated with sample SB3\_18) lateral accretionary faces were also measured (Fig. 3). Point counts of sandstone framework grains were conducted using a modified Gazzi-Dickinson method (Ingersoll et al., 1984). Framework grains not considered include phyllosilicates, accessory minerals, dense minerals, and unidentified grains. Samples for petrographic analysis range from very fine- to very coarse-grained fluvial sandstones from fifteen outcrop localities (Fig. 3). Sandstone modal compositions were determined by counting 300+ total points per slide including porosity, matrix, and cement, for 42 of 43 thin sections (App. A1). Each thin section was dual-stained with barium chloride + rhodizonate, as well as sodium cobaltinitrite, to distinguish potassium and plagioclase feldspar respectively.

Detrital zircons were separated from eighteen samples using standard separation techniques to prevent sample biases (e.g., grain size, shape, color, rounding) during separation (Sircombe and Stern, 2002; Fedo et al., 2003;

Gehrels, 2012). Samples were first crushed in a jaw-crusher before being reduced to sand ( $< \sim 2\text{mm}$ ) by a disc mill. Thereafter the sample was sieved to isolate grains between  $125\mu\text{m}$  and  $500\mu\text{m}$ . To separate the zircon grains, the isolated sample was first separated from lower-density minerals by gold-table density separation, from magnetic higher-density minerals using a Franz magnetometer, then from light minerals using methylene iodide heavy liquids separation. U-Pb ages were determined for a target of  $\sim 315$  grains per sample using laser ablation-inductively coupled plasma-mass spectrometry at the Arizona LaserChron Center at the University of Arizona (Gehrels et al., 2008; Gehrels and Pecha, 2014; Pullen et al., 2014, 2018). Data reduction was performed using the Arizona LaserChron Center's "AgeCalc" program (described in Gehrels and Pecha, 2014). Default discordance and reverse discordance filters of 20% and 5% (respectively) were applied to all samples (this study). Complete U-Pb analytical data is included in the supplemental material (App. A2).

Maximum depositional ages were calculated by three different metrics: "YSG" (youngest single grain age), "YC2" (youngest cluster of two or more grain ages ( $n \geq 2$ ) overlapping in age at  $1\sigma$ ), and "YC3" (youngest cluster of three or more grain ages ( $n \geq 3$ ) overlapping in age at  $2\sigma$ ) (e.g. Dickinson and Gehrels, 2009b) using the Python-based detrital-zircon analysis package "detritalPy" (Sharman et al., 2018; Table 1). Reported MDA uncertainties include both an MDA date uncertainty ( $\alpha$ ) and a total uncertainty ( $\beta$ ) (Table 1). External uncertainties (App. A2) have been manually propagated with date uncertainties ( $\alpha$ ) into the total uncertainty ( $\beta$ ) via quadrature and converted to Ma. For MDA ages  $< 900$  Ma, the  $^{206}\text{Pb}/^{238}\text{U}$  external uncertainty was used. For MDA ages  $> 900$  Ma, the  $^{206}\text{Pb}/^{207}\text{Pb}$  external uncertainty was used. For samples from Hammond et al. (2019), 2% external uncertainties were used (e.g. Horstwood et

We utilize both multi-dimensional scaling (MDS) (Vermeesch, 2013, 2018) and DZmix quantitative modeling (Sundell and Saylor, 2017) to assess statistical similarities and differences between samples. MDS is a dimension reduction statistical test that measures pairwise dissimilarity between two or more samples by calculating the Euclidean distance between samples. MDS plots were generated using DZmds (Saylor et al., 2018) for two compiled age ranges: 0-3500 Ma and 0-300 Ma. Two age ranges are shown to illustrate sample groupings more clearly and to remove the homogenizing influence of older ages for samples more appropriately compared according to their younger age populations. For all MDS analyses, kernel density estimate (KDE) distributions with adaptive bandwidth algorithms were used, stress was calculated and minimized using the metric squared criterion and the comparison statistics were chosen based on the best (lowest) Shepard plot stress value for 3 dimensions. Where MDS is purely a statistical test of sample similarity that avoids a priori assumptions about zircon sources, DZmix seeks to determine mixing proportions from potential sources through inverse Monte Carlo modeling, wherein mixed samples are compared to randomly generated combinations of source distributions, and a range of best mixing proportions are retained (Sundell and Saylor, 2017). For all DZmix models, cross-correlation comparison metrics were used. For the 0-300 Ma DZmix models a KDE density distribution with a fixed 1 m.y. bandwidth was used, and for the 0-3500 Ma models KDE density distributions with optimized bandwidths were used. In both age models, Monte Carlo simulations were run 15000 times for each sample (Sundell and Saylor, 2017).

Source compilations include U-Pb ages measured from in-situ and detrital grains in the Sierra Madre Mountains, Uinta Mountains, and the Colorado

Mineral Belt as well as detrital grains associated with the Rawlins Uplift in south- 20  
central Wyoming (Premo and Van Schmus, 1989; Souders and Frost, 2007;  
Dehler et al., 2010; Klein et al., 2010, Lynds and Xie, 2019). For the Colorado  
Mineral Belt, source compilations also include ages obtained via K-Ar and  
 $^{40}\text{Ar}/^{39}\text{Ar}$  chronometers (Klein et al., 2010). Both MDS and DZmix models were  
employed to more reliably characterize sample similarity. To further corroborate  
MDS and DZmix outputs, petrographic, MDA, and paleocurrent data were then  
compared on a sample-by-sample basis.

## **RESULTS**

### **Paleocurrents**

Paleocurrent directions vary across the Greater Green River Basin (Fig. 3). Figure 3 summarizes paleocurrent data collected as part of this study in addition to existing data published by Forss (1983) and Hammond et al. (2019). Paleocurrent trends can be grouped into three general groups: paleocurrents indicating north to northeastward paleoflow (N = 5), paleocurrents indicating a predominantly northwestward paleoflow (N = 9), and paleocurrents indicating southeast to southwestward paleoflow (N = 7) (Fig. 3). Complete paleocurrent data is included in the supplemental material (App. A3).

### **Sandstone Petrography**

Framework grain compositions were determined by point counting, using a modified Gazzi-Dickinson method (Ingersoll, 1984). Of 42 sandstone samples analyzed, 25 are arkosic arenite, 12 subarkose, 3 sublithic arenite, and 2 are quartz arenite (modified Dott, 1964; Fig. 4). More mature samples (quartz arenites, subarkoses, and sublithic arenites) occur adjacent to the Uinta Uplift, whereas less mature samples (arkosic arenites) occur farther from the Uintas (Fig. 3). There are two exceptions to this general trend. First, two of the six

samples adjacent to the Uinta Uplift are arkosic arenite, while the remaining four are subarkose, sublithic arenite, or quartz arenite (Figs. 3 & 4). Second, despite the close geographic proximity of the three Scrivner Butte localities, they show distinct differences in mineralogic maturity. The three samples from Scrivner Butte A are arkosic arenite, the two samples from Scrivner Butte\_C are subarkose, and of the two samples from Scrivner Butte\_B, one is arkosic arenite and the other subarkose. Finally, seritization of plagioclase feldspar was observed at several localities including Firehole Canyon, Sage Creek, Badger Creek, and Scrivner Butte\_A (Fig. 5).

### **U-Pb Geochronology**

For the eleven samples taken from the Wilkins Peak Member, U-Pb individual grain ages range from 46.2 Ma to 3551.1 Ma. For the ten samples taken from the Cathedral Bluffs Member of the Wasatch Formation, U-Pb individual grain ages range from 45.5 Ma to 3215.2 Ma. Two samples were collected from the Laney Member, they range in age from 35.1 Ma to 2940.0 Ma. Sample 17-BF-001 was collected from the Wasatch Main Body Member and ranges in age from 73.0 Ma to 2957.7 Ma. Considering all samples (including Hammond et al., 2019), major detrital zircon age populations define multiple peaks ranging from the Paleogene to the Archean (Fig. 6a). For compiled source spectra, major detrital zircon age populations define peaks at ~1040 Ma, ~1090 Ma, and ~2660 Ma for the Uintas; ~1755 Ma and ~2650 for the Sierra Madre; ~75 Ma, ~95 Ma, and ~1700 Ma for Rawlins Uplift; and ~65 Ma, with minor ~57 Ma and ~71 Ma peaks, as well as ~520 Ma, ~1370 Ma, and ~1700 Ma for the Colorado Mineral Belt. When divided by chronometer, age peaks for the Colorado Mineral Belt are ~1430 Ma and ~1700 Ma for U-Pb ages, and ~ 57 Ma, ~65 Ma, ~71 Ma, ~520 Ma, and ~1370 Ma for K-Ar and  $^{40}\text{Ar}/^{39}\text{Ar}$  ages (Fig. 6).

Maximum depositional ages are reported in Table 1 and shown in Figure 6.

Except for samples TR-19-372 and MD1\_20, all calculated MDA ages were at least 4 m.y. older than the ages indicated by lower bounding volcanic tuffs (Table 2; Smith et al., 2008, 2010). 22

### **Similarity Testing**

For 0-300 Ma MDS analysis, a Shepard plot stress of 0.061912 was obtained using the cross-correlation comparison metric. For 0-3500 Ma MDS analysis, the youngest age for sample PL3\_18 was omitted as an outlier, and a Shepard plot stress of 0.072596 was obtained using the cross-correlation comparison metric. Shepard plots are included in the supplemental material (App. A4).

DZmix model results returned poor cross-correlation R-values (App. A5). For 0-3500 Ma models, R-values ranged from  $0.336 \pm 0.01$  to  $0.665 \pm 0.004$ , not including MD1\_20 which we consider an outlier (discussed later). For 0-300 Ma models, R-values ranged from  $0.168 \pm 0$  to  $0.703 \pm 0$  (again omitting MD1\_20). We believe this to be a function of the complexity of our samples and their variable sources, and attribute the poor DZmix fit values to insufficient source comparison data to reliably identify the complexities of our samples. Regardless, DZmix results are incorporated here as we believe they capture the influence of the four primary provenance sources across our data and are largely corroborated by MDS, petrographic, and paleocurrent analysis.

Figure 7 summarizes both MDS analysis and DZmix modeling for ages 0-3500 Ma (Fig. 7a) and 0-300 Ma (Fig. 7b). DZmix outputs are displayed as pie-plots, showing the modeled relative percentage of different provenance sources per sample, overlain on an MDS plot. DZ chronofacies associations (e.g., CO-1, CO-2, etc.) are based on MDS and DZmix outputs, as well as visual spectral analysis. Details of why certain samples are grouped in specific DZ chronofacies are discussed later.

The distribution and magnitude of detrital zircon age populations in a sandstone represents an intrinsic rock property that is analogous to framework grain composition or heavy mineral assemblage. To describe this property Lawton et al. (2010) proposed the term “chronofacies”, which they defined as “a group of sedimentary rocks that contains a specified suite of DZ age populations.” It must be noted this term differs in meaning from the similar-sounding term “chronozone,” which is formally defined as “...the body of rocks formed anywhere during the time span of some designated stratigraphic unit or geologic feature” (Murphy and Salvador, 1999). “Chronofacies” does not signify the age of rock formation, but instead the age distribution of included detrital zircon grains (note that the two terms may be equivalent in the case of a sandstone containing only juvenile volcanic grains). Herein we use “DZ chronofacies” to help distinguish this from occasional earlier, dissimilar uses of “chronofacies” in other applications.

We identify seven distinct DZ chronofacies in this study: Colorado-1 (CO-1), Colorado-2 (CO-2), Utah-1 (UT-1), Utah-2 (UT-2), Wyoming-1 (WY-1), Idaho-1 (ID-1), and Idaho-2 (ID-2) (Figs. 6 & 7). DZ chronofacies are named for their interpreted source regions (see discussion), and, with the exception of sample SB3\_18, these divisions are also reflected in calculated MDAs (Fig. 6; Table 1). Moreover, excepting samples in UT-1, these divisions are further recognized in sandstone framework grain compositions (Fig. 4b).

***DZ Chronofacies CO-1 & CO-2***

CO-1 characteristically features prominent Paleocene, mid-Mesoproterozoic, and late-Paleoproterozoic age populations, as well as subdued Mesozoic, Paleozoic, and late-Mesoproterozoic populations. With the exception of sample TR-19-372 (discussed below), CO-1 has a notable dearth

of Archean grains (Fig. 6a). CO-2 features the same prominent Paleocene, mid-Mesoproterozoic, and late-Paleoproterozoic age populations as well as the lack of Archean grains as CO-1, but lacks the subdued Mesozoic, Paleozoic, and late-Mesoproterozoic populations (Fig. 6a). For all but one sample (RR1\_20, see discussion), MDS analysis clearly corroborates DZ chronofacies delineations (Fig. 7). Modeling of the relative contributions from the source domains using DZmix suggests that the majority of grains in CO-2 samples originated in central Colorado (Fig. 7). Samples in CO-1, however, are more variable, and DZmix modeling identifies age populations associated with all four source domains as significantly influencing these samples (Fig. 7).

Relative to DZ chronofacies UT-1 and UT-2, MDS analysis shows much greater inter-sample variation between samples in both CO-1 and CO-2 as well as in WY-1 (Fig. 7). Samples associated with CO-1 and CO-2 are all arkosic arenite (Fig. 4b) and all report MDAs of between 50 Ma and 58 Ma. (Fig. 6b; Table 1).

### ***DZ Chronofacies UT-1 & UT-2***

DZ chronofacies UT-1 and UT-2 contain large populations of late-Mesoproterozoic grains and more subdued populations of early-Mesoproterozoic ages. UT-1 additionally has subdued populations of Paleozoic and Paleoproterozoic grains. Both UT-1 and UT-2 contain small but present populations of Archean grains (Fig. 6a). With the exception of sample SB3\_18 (discussed below), neither UT-1 nor UT-2 has any significant grain populations younger than Paleozoic in age. MDS analysis for both Utah DZ chronofacies indicates less inter-sample variation than Colorado or Wyoming DZ chronofacies (Fig. 7). Modeling with DZmix suggests that UT-2 is nearly exclusively derived from the Uinta uplift whereas UT-1 also contains zircon grains derived from other sources (Fig. 7). Paleocurrent data for both UT-1 and UT-2 consistently indicate



northward transport—away from the uplift (Fig. 3), and in both, sandstone grain size is generally coarser than in CO-1, CO-2, and WY-1 (e.g., Fig. 5). 25

Of the samples associated with UT-1 two are arkosic arenite and one subarkose (Fig. 4b). Of the three samples associated with UT-2, one is subarkose, another sublithic arenite, and the third is quartz arenite. With the exception of sample SB3\_18 (discussed below), MDAs for UT-1 and UT-2 are all >300 Ma (Fig. 6a; Table 1).

### ***DZ Chronofacies WY-1, ID-1, & ID-2***

DZ chronofacies WY-1 contains late-Cretaceous, mid-Cretaceous, Paleoproterozoic, and Archean age populations as well as subdued Paleozoic, and early- and late-Mesoproterozoic populations (Fig. 6). DZ chronofacies ID-1, while similar to WY-1, lacks Mesozoic ages present in WY-1 and shows a far less pronounced Archean Peak. DZ chronofacies ID-2 contains a single, unique Eocene age population. With the exception of one sample (RR1\_20, see discussion) MDS analysis clearly distinguishes distinct Idaho (ID-1 & ID-2) and Wyoming (WY-1) DZ chronofacies from Colorado and Utah DZ chronofacies in both the full age spectrum (Fig. 7a) as well as for ages 0-300 Ma (Fig. 7b). For both age groups DZmix modeling identifies the Rawlins uplift as the overwhelming source to WY-1 samples, with minor contributions from the remaining three source domains (Figs. 7 & 8). Obtained petrographic data include an arkosic arenite associated with WY-1 and a subarkose associated with ID-1. MDAs range from 41 Ma to 73 Ma for WY-1, ID-1, and ID-2 (Fig. 6b; Table 1).

## **DISCUSSION**

### **Detrital Zircon Age Populations**

The sandstone samples in this study all represent mixed compositions

derived from multiple igneous, sedimentary, and metamorphic sources within the geologically complex central Rocky Mountain region (Fig. 8). Consequently, similar DZ ages may come from more than one source, zircon content may vary between different sources, and some DZ populations may reflect multiple cycles of erosion and deposition. A summary of zircon provenance populations is provided in Table 3 and a more comprehensive discussion is given in the supplemental material (App. A6).

### **Potential Sediment Sources**

Three distinct geographic DZ age domains strongly influenced the results: 1) the Sierra Madre Mountains, the Rawlins Uplift, and the Granite Mountains of southcentral Wyoming, 2) the Uinta Mountains of southwestern Wyoming and northeastern Utah, and 3) the Park and Sawatch ranges in central Colorado. DZmix pie charts visualize relative contributions from each of these source areas to each sample (Fig. 7). Zircon fertility among the domains is likely variable. The Uinta Mountains, in particular, are composed predominately of Grenville-aged sands suggesting higher-than-average zircon fertility (Moecher and Samson, 2006; Dickinson, 2008). Despite this, zircon fertility is a non-issue because all samples were collected from sedimentary strata (fluvial sandstones). Furthermore, the varied, though ubiquitous, presence of Grenville-aged zircons in our data is an archetypal indicator of high fertility (Moecher and Samson, 2006).

The Sierra Madre mountains of south-central Wyoming and northern Colorado are a Laramide-aged uplift that exposes the roughly east-to-west oriented Cheyenne Belt suture, separating Archean gneisses and metasedimentary sequences to the north from Mesoproterozoic accretionary metamorphic rocks to the south (Karlstrom et al., 1983; Karlstrom and Houston, 1984; Premo and Van Schmus, 1989). Accordingly, the age spectra of zircon

derived from this domain are distinctively bimodal, with peaks at ~1750 Ma and ~ 2600 Ma (Fig. 6). Based on both petrology and proximity, earlier work on the A-I arkose beds of the Wilkins Peak Member, by Smoot (1983) and Sullivan (1980, 1985) posited the Sierra Madres as the likely source for the arkosic A-I beds from which multiple samples were collected.

To the north of the Sierra Madre, lie the Rawlins Uplift and the Granite Mountains (Fig. 1). The Laramide-aged Rawlins Uplift is an asymmetric, basement-faulted, anticlinal fold that verges to the south (Ottoman and Snoke, 2005). The core of the structure is composed of Precambrian basement rock of the Wyoming Province and is flanked to the west by steeply dipping (30°-90°) Cambrian through late Cretaceous sedimentary cover. Accordingly, DZ spectra associated with the Rawlins Uplift are notably more complex as they inherit ages from the full Paleozoic-Mesozoic suite flanking the uplifted basement. Age populations for DZ samples associated with the Rawlins Uplift include prominent Cretaceous and Jurassic age populations, as well as a prominent late-Paleoproterozoic peak and a subdued late-Mesoproterozoic population (Lynds and Xie, 2019). For a comprehensive provenance assessment of DZ samples collected adjacent to the Rawlins Uplift see Lynds and Xie, 2019. The Granite Mountains are an east-west trending, Laramide-aged, basement-cored uplift, on-lapped to the south by the Eocene Battle Spring Formation which unconformably overlies the Paleocene Fort Union Formation in the northeast portion of the Great Divide sub-basin. The Battle Spring Formation is an arkosic conglomerate, sandstone, and siltstone deposited in alluvial fans derived from the Granite Mountains (Love, 1970, Pippingos and Denson, 1970, Lynds and Lichter, 2016), which is dominated in the south by the Neoproterozoic Granite Mountains batholith, and in the north hosts granitic and tonalitic gneisses and patches of amphibolite-grade supracrustal rocks >3.2 Ga (Grace et al., 2006).

The Uinta Mountains have been interpreted as a Neoproterozoic north-tilted half-graben that was inverted during the Laramide orogeny (Hansen, 1965; Dehler et al., 2010). Uinta Mountain Group metasedimentary rocks comprise rift fill and have been interpreted to incorporate detritus derived both from the uplifted Grenville-Llano province to the east and from Archean rocks of the Wyoming province to the north. DZ age spectra exhibit major peaks associated with these sources, along with subordinate Mesoproterozoic populations (Fig. 6). Smaller age populations from the early Mesoproterozoic and Paleoproterozoic reflecting grains collected along the flow path of the transcontinental fluvial system (Rainbird et al., 2012) are also present.

Central Colorado contains three principal magmatic/metamorphic assemblages: Paleoproterozoic accreted arc terranes, Mesoproterozoic anorogenic granite, and the Colorado Mineral Belt. The latter is a northeast/southwest-trending belt of plutons extending ~500 km, emplaced in three primary stages from ca. 75 Ma to 0 Ma (Fig. 1; Bookstrom, 1990; Chapin et al., 2004; Klein et al., 2010; Chapin, 2012; Gonzales, 2015; Pecha et al., 2018). The oldest and northernmost igneous bodies are primarily alkaline monzonite and quartz monzonite plutons emplaced between 75 Ma and 43 Ma in the northeastern portion of the Colorado Mineral Belt at the eastern edge of the Farallon flat slab. Later episodes of magmatism have been attributed to late Eocene-Oligocene Farallon slab rollback and Rio Grande rifting (Chapin, 2012), but are not relevant to the present study. Magmatic intrusive bodies throughout the Colorado Mineral Belt manifest as stocks, laccoliths, sills, and dikes. Hydrothermal activity associated with Colorado Mineral Belt magmatism resulted in extensive ore deposits (Tweto and Sims, 1963; Bookstrom, 1990). Whole-rock and single mineral measurements of Colorado Mineral Belt plutons suggest that U-Pb data preferentially captures older ages and K-Ar and  $^{40}\text{Ar}/^{39}\text{Ar}$

data preferentially capture younger ages (Fig. 6; Klein et al. 2010). Speculation as to why this may be is beyond the scope of the current study, but it is clear from the data that igneous bodies associated with the Colorado Mineral Belt were active before and during the deposition of the Green River Formation.

## **Eocene Watershed Implications**

### ***Chronofacies CO-1 & CO-2***

DZ chronofacies CO-2 is interpreted to primarily represent sand transported northwestward from central Colorado by the Aspen paleoriver corroborating the work done by Hammond et al. (2019). As the system progressed toward the Bridger sub-basin it was met with contributions from local tributary streams that drained Uinta and Rock Springs uplifts resulting in a dilution of the CO-2 signature and the more complex CO-1 characteristics (Figs. 7 & 9). Alternatively, differences between CO-1 and CO-2 DZ chronofacies may be explainable by sample size. Generally, samples making up DZ chronofacies CO-2 have fewer measured zircons than CO-1, therefore the complexity seen in CO-1 may be a result of more grains being measured. We believe this is less likely, however, because samples 19-VC-395 and TR-19-372 of CO-1 having similar n-counts to sample 19-HR-392 of CO-2, and sample CR-148-16 of CO-1 has similar n-counts to several samples from CO-2. Higher MDS intersample variation in DZ chronofacies CO-1, CO-2, and WY-1 may be a function of 1) greater grain-age complexity in the Colorado and Wyoming DZ chronofacies relative to the Utah DZ chronofacies, and/or, in the case of the Colorado DZ chronofacies, 2) the greater number of samples (12) relative to Utah (6).

DZmix identifies the Colorado Mineral Belt and the Rawlins uplift as the two primary sediment sources of CO-1 and CO-2 DZ chronofacies (Fig. 7). This serves as an important illustration of the limits of DZmix, which cannot resolve

differences in provenance when there are similar age ranges from differing source domains. In this case, the DZmix model recognizes the Yavapai-Mazatzal ages present in the Bridger sub-basin as being influenced by the Rawlins uplift rather than exclusively by the host rocks of the Colorado Mineral Belt. We know this not to be the case, however, due to the lack of Archean ages in CO-1 and CO-2, which would necessarily be present if sediments from the Rawlins uplift (and thus the Sierra Madre and Granite Mountains) were significantly present in the Bridger sub-basin (discussed below). This illustrates the need for caution when utilizing DZmix to interrogate provenance, and the importance of using multiple means of similarity assessment (in this study DZmix, MDS, and visual spectral analysis) to develop and interpret DZ chronofacies groupings.

Despite its proximity to CO-1 samples in MDS space (Fig. 7a), Sample RR1\_20 lacks the diagnostic Paleocene ages indicative of Colorado DZ chronofacies (Fig. 6b) making it more like DZ chronofacies WY-1 (Fig. 7b). The immature, arkosic nature of samples in CO-1 & CO-2 is consistent with first-cycle derivation from crystalline basement and juvenile intrusive or volcanic rocks (Figs. 4 & 5). Further, pervasive seritization of plagioclase feldspar in these samples is indicative of hydrothermal alteration, consistent with derivation from the Colorado Mineral Belt (Fig. 5; Bookstrom, 1990; Nesse, 2012). Paleocurrent data from Hammond et al. (2019) and Forss (1983) support the existence of a northwest-flowing Aspen paleoriver (Fig. 3), but CO-1 paleocurrent data collected for this study are more ambiguous (e.g., sample BC2\_18, Fig. 3). This ambiguity may in part reflect the generally finer-grained nature of the fluvial sandstone facies examined in this study, which contain fewer reliable paleocurrent indicators. Alternatively, the depositional nature of the paleoriver system remains in question and paleocurrent indicators at Badger Creek and Scrivner Butte may record meanders or other local departures from the primary

***Chronofacies UT-1 & UT-2***

Both UT-1 and UT-2 are interpreted as representing sediment shed proximally off the Uinta Mountains. Minimal MDS inter-sample variation in DZ chronofacies UT-1 and UT-2 suggests less age complexity in the source domains and/or less potential for inherited complexity between source and sink, and northward paleocurrent indicators are consistent with a more proximal source (Figs. 3 & 5). UT-2 framework grain compositions are dominantly quartzose, consistent with greater mineralogic maturity caused by multiple cycles of erosion and transport while UT-1 framework grain compositions are more variable (Fig. 4). Dehler et al. (2010) proposed that a major paleoriver system carried sediment derived from the Grenville orogen and its foreland westward across the continent to the Uinta graben, depositing Neoproterozoic Uinta Mountain Group strata that locally reach ~7 km in thickness. Subsequent Paleozoic sedimentary strata covered the Uinta Mountain Group before diachronous uplift and unroofing from the Paleogene through the early Eocene (Smith et al., 2015). Differences in UT-1 and UT-2, however, are inexplicable by unroofing patterns since we would expect to see 1) the Paleozoic ages associated with UT-1 to be both closer to the uplift and further east than they are, neither of which is true, and 2) stratigraphic organization of the two DZ chronofacies, which is similarly not present. UT-1 and UT-2 are therefore interpreted to be primarily from the recycling of sedimentary and metasedimentary strata within and adjacent to the Uinta uplift, and UT-1's Paleozoic populations are interpreted to be recycled from late Paleozoic and Mesozoic strata, specifically the Triassic–Jurassic aeolian sedimentary units recycling out of the fold-thrust belt to the west (Figs. 6a & 7; Leier and Gehrels, 2011; Lawton et al., 2010). Sample SB3\_18's notable Paleocene age population is discussed below.

Also of note is the lack of Neoproterozoic ages in either UT-1 or UT-2 relative to the compiled source spectra (Fig. 6a). In a study by Dehler et al. (2010), Neoproterozoic zircon grains are prominent in most samples and were attributed to local derivation from the southern Wyoming Province. They vary in abundance in Neoproterozoic units of the western Uinta Mountains from dominant to nearly absent (Yonkee et al., 2014). The lack of Neoproterozoic grains in our samples likely reflects their local absence in parent Neoproterozoic source rocks. Alternatively, Grenville-age zircons in UT-1 and UT-2 could also be derived from Mesozoic aeolian sandstone units that flank the northern Uinta uplift. Colorado Plateau aeolianites to the south contain abundant Grenville-age zircons (Dickinson and Gehrels, 2003, 2009a). Mesozoic aeolianites typically also contain major Appalachian-derived post-Grenville zircon populations, however, which are present in only minor quantities in UT-1 and absent altogether in UT-2 (Fig. 6a).

#### ***Chronofacies WY-1, ID-1, & ID-2***

WY-1 samples are interpreted as representing influence from uplifts to the east and north of the Greater Green River Basin. While DZmix identifies Colorado Mineral Belt and Uinta sources in WY-1 samples (Fig. 7), based on the geographic distribution of these samples, we believe that neither the Uinta Mountains nor the Colorado Mineral Belt has any influence on WY-1 samples and that all ages present can be attributed to either basement or cover strata associated with the Rawlins, Sierra Madre, and Granite uplifts. We propose the existence of an early Eocene paleoriver, herein named “Toya Puki” River, meaning “Mountain Fan”, honoring the Eastern Shoshone and their ancestral land. The Toya Puki paleoriver flowed south from the Granite Mountains and Rawlins Uplifts picking up drainage from the Sierra Madre prior to terminating in the Washakie sub-basin. The prominent Archean and late-Paleoproterozoic peaks in WY-1 suggest significant influence from the Sierra Madre uplift as



they provide the closest primary source for both age groups (Lynds and Xie, 2019). Recycling from cover strata associated with these uplifts also accounts for subdued Paleozoic and Mesoproterozoic age populations most likely inherited from North American passive margin strata, Paleozoic sandstones in surrounding areas, and/or Mesozoic eolianites. In the absence of influence from the Colorado Mineral Belt, which is supported by the lack of Paleocene ages as well as paleocurrent indicators (Figs. 3 and 6b), the late-Cretaceous ages present in WY-1 are likely indicative of recycled grains originating in the Cordilleran magmatic arc then transported east as part of a Cretaceous dispersal system.

As the only sample making up DZ chronofacies ID-2, sample MD1\_20 has a single distinct Eocene peak at ~47 Ma. At this time the Greater Green River Basin was filling with volcanoclastic sediment largely derived from the Challis Volcanic field (49.8–45.5 Ma) sourced more than 400 km northwest by the Idaho paleoriver (Chetel et al., 2011, Honig et al., 2020). As such, MD1\_20, which was collected stratigraphically above the Cathedral Bluffs Member, represents the exclusive influence of the Idaho Paleoriver as it filled the Greater Green River Basin from the north.

We differentiate between DZ chronofacies ID-1 (comprised solely of sample 17-BF-001) and DZ chronofacies WY-1 based on the differences in Mesozoic and Archean ages and attribute these variations to stratigraphic and geographic differences between 17-BF-001 and the other three samples. Where samples NFT2\_18, RR2\_20, and RR1\_20 were all collected near the Cathedral Bluffs and Laney member contact in the Washakie sub-basin, 17-BF-001 was collected near the top of the Wasatch Main Body member in the Bridger sub-basin, making it ~5 my older (Figs. 1b & 2; Smith et al., 2008). Sample 17-BF-001 contains zircons sourced from the north by the Idaho paleoriver. This

interpretation is in line with interpretations made by Honig et al. (2020) and DZ ages for sample 17-BF-001 closely resemble samples collected from the Wasatch Main Body associated with the Idaho paleoriver further north.

The presence of sample 17-BF-001 additionally suggests a shift in fluvial input to the Bridger sub-basin. Prior to ~53 Ma, Idaho paleoriver-derived zircon grains are prominent, whereas these grains are absent during the deposition of the Wilkins Peak Member. As evidenced by DZ chronofacies CO-1 and CO-2, however, fluvial input to the same area was dominantly from the southeast during Wilkins Peak Member deposition. Influence from the Idaho paleoriver seems to return and dominate again after Wilkins Peak/Cathedral Bluffs Member deposition as suggested by the presence of DZ chronofacies ID-2 (sample MD1\_20).

### **Lateral DZ Chronofacies Transitions**

Age-equivalent strata record profound differences in provenance over short distances. Based on field relationships to each other and to lacustrine facies that contain dated tephras, samples in DZ chronofacies CO-1, CO-2, UT-1, and UT-2 (with the exception of CR-148-16) were all deposited synchronously or nearly so (c.f., Smith et al., 2008; 2015). Lateral transitions between these DZ chronofacies, therefore, are interpreted to reflect contemporaneous depositional systems that competed to fill available basin accommodation, rather than secular changes in sources over time. The spatial stability of these deposystems is supported by the consistency of zircon ages in samples taken from different stratigraphic levels in the same general area. For example, samples SC1\_18, FH3\_18, and 5-SC\_18 are all part of DZ chronofacies CO-1 and collected from the Bridger sub-basin near its evaporite depocenter. Meanwhile, samples LMRC2\_18, 19-LM-405, 19-DM-403, and PL3\_18 are all either DZ chronofacies UT-1 or UT-2 and were collected at the southern margin of the

Bridger sub-basin near the Uinta uplift (Figs. 1-3). This suggests that the lateral transitions in sandstone provenance may occur on a kilometer scale. Samples FH3\_18, SC1\_18, and 5-SC\_18 were collected only ~25 km north of samples LMRC2\_18, 19-LM-405, 19-DM-403, and PL3\_18, yet they represent sand sources originating hundreds of kilometers apart. Moreover, samples SB3\_18 and SB7\_18 were collected ~5 km apart in what appears to be the same outcropping sandstone interval and show similar paleocurrent flow directions. Despite this, SB3\_18 and SB7\_18 display clear differences in petrography and DZ ages. Deposits at such localities, due to the dynamic and avulsive nature of distributive river systems (Mohrig et al., 2000; Weissmann et al., 2010, 2015; Best and Fielding, 2019) record reworked sediments from both sources, yet the abruptness (< 5km) of the mixing line between the Aspen paleoriver and tributaries that drained the Uinta uplift (Fig. 9b) suggests relatively discrete and consistent depositional features during the deposition of the Wilkins Peak Member.

DZ chronofacies boundaries may also reflect the interaction of depositional systems with intrabasinal structural relief. Despite close proximity (<20 km) to the Aspen paleoriver system, mixing of the Toya Puki paleoriver system with the Aspen paleoriver appears limited based on the notable dearth of Archean-aged grains associated with DZ chronofacies CO-1 and CO-2 (Fig. 6a). The Toya Puki paleoriver system appears to have terminated within the Washakie sub-basin. One possibility is that the Washakie sub-basin may have contained a lake that captured the Toya Puki paleoriver thus precluding it from joining the Aspen paleoriver. Alternatively, the Washakie basin may have been “hemiendorheic” (Por, 2000) impounded to the south by the Cherokee Ridge and to the west by the Rock Springs Uplift (Fig. 9b). As such the Toya Puki paleoriver may have succumbed to evaporation rather than joining the Aspen paleoriver as a

tributary. Modern analogs for this type of system include the Pantanal region as 36  
fed by the Taquari River in central South America and the Okavango Delta fed by  
the Cubango River in southcentral Africa. In either case, precedent for Greater  
Green River sub-basin accommodation is seen north in the Great Divide sub-  
basin, wherein the Battle Spring Formation represents continual fill of the basin  
beginning in the earliest Eocene and extending to the early middle Eocene—a  
timespan equal to that of the deposition of the Wasatch and Green River  
Formations combined (Pipiringos and Denson, 1970).

The presence of Aspen paleoriver-derived ages (Sample BC2\_18) north  
of Cherokee Ridge and on the western edge of the Washakie sub-basin,  
however, suggests that either the Aspen paleoriver produced enough sediment  
to periodically overcome Cherokee Ridge from south to north, or that it  
circumnavigated the structure to the west thus adding to the infill of Washakie  
sub-basin en route to the Bridger sub-basin. In either case, any mixing between  
the Aspen and Toya Puki paleoriver systems occurred in the Washakie sub-basin  
which provided the terminal sink for the Toya Puki paleoriver at the time.

Based on the presence of DZ chronofacies WY-1 in the Washakie sub-  
basin, the Wamsutter Arch, which separates the Washakie and Great Divide  
sub-basins, lacked surface expression and was not a barrier to the Toya  
Puki paleoriver entering the Washakie sub-basin. Alternatively, the Toya Puki  
paleoriver may have circumnavigated the structural high to the east during  
the deposition of the Cathedral Bluffs Member, but the arch was certainly  
overcome by the Idaho paleoriver during the deposition of the Laney Member, as  
evidenced by sample MD1\_20 and DZ chronofacies ID-2 (Figs. 6 & 9c).

### **Regional Implications**

In considering Laramide foreland basins, it is often assumed that sediments  
are sourced proximally (e.g., Dickinson et al., 1988). Though relatively limited,

more recent assessments of the relationships of Laramide foreland paleo-watersheds to paleo-lakes reveal that a substantial portion of the water entering a lake may have been transported long distances (e.g., 100-1000 km) by rivers (e.g., Davis et al., 2010; Dickinson et al., 2012, Hammond et al., 2019), and may have originated at relatively high elevations (e.g., Dettman and Lohmann, 2000; Carroll et al., 2008; Fan and Dettman, 2009; Chetel et al., 2011; Schneider et al., 2016; Ma et al., 2017). This study supports these previous findings as it recognizes sediments sourced from four distinct watersheds as proximally as the Uinta (< 30 km) and Sierra Madre Mountains (< 50 km) and as distally as the Granite Mountains (> 120 km), the Colorado Mineral Belt (> 300 km), and central Idaho (> 400km) to the Greater Green River Basin. Moreover, this study offers context on the timing of uplift and accommodation generation for intrabasinal Greater Green River Basin Laramide structures. Based on our, and findings by Hammond et al. (2019), drainage organizations within the surrounding region (and changes therein) may be equally as important as local climate change in controlling the overall character of lake deposits.

It is well-established that during the late-Cretaceous, sediment dispersal throughout what is now the intermountain west was dominantly eastward, driven by the Sevier thrust front (e.g., DeCelles, 2004). How and when this system was dissected and reoriented during the Paleocene and Eocene remains a topic of interest. Due to the temporal scope of our data, comment on the onset of Laramide uplift is beyond the purview of this paper. However, the ubiquitous presence of pre-Cambrian ages across our samples corroborates that extrabasinal Laramide structures including the Sierra Madre Mountains, the Rawlins Uplift and the Granite Mountains of southcentral Wyoming, the Uinta Mountains of southwestern Wyoming and northeastern Utah, and the Park and Sawatch ranges in central Colorado were all established sediment sources by

the early-Eocene (e.g., Bookstrom, 1990; Carroll et al., 2006; Lynds and Xie, 2019). Lynds and Xie posit the dominance of an eastward propagating sediment system throughout the Bridger sub-basin and into the Hanna Basin as late as the Paleocene Fort Union Formation (2019). Our data suggest that immediately thereafter, long-distance (> 100 km), west- and southwestward-flowing paleorivers including the Aspen and Toya Puki paleorivers were established as sediment dispersal systems into the western and southern Greater Green River Basin.

Hammond et al. (2019) posited that the influence of the Aspen paleoriver provided the requisite alkalinity for the formation of trona—a Na-carbonate evaporite—in the Bridger sub-basin. The highest frequency of bedded evaporites in the Bridger sub-basin occurs stratigraphically below sample FH3\_18 (Fig. 2B; Pietras and Carroll, 2006; Smith et al., 2014b) implying that the Aspen paleoriver influenced Lake Gosiute and the Bridger sub-basin as far back as the start of the Wilkins Peak Member. The presence of sample CR-148-16 (DZ chronofacies CO-1) in the Sand Wash sub-basin, however, suggests that the Aspen paleoriver influenced the Sand Wash sub-basin prior to the Wilkins Peak Member during the deposition of the Main Body of the early-Eocene Wasatch Formation. This establishes westward long-distance drainage, opposite that of the long-standing Cretaceous-Paleocene trend, by the earliest Eocene.

Differences between coeval samples 17-BF-001 and CR-148-16 (notably Paleocene, mid-Mesoproterozoic, and Archean DZ age populations), suggest that the Aspen Paleoriver did not make its way into the Bridger sub-basin until Wilkins Peak Member times and that until then, the Bridger sub-basin was largely influenced by fluvial input from the north (see discussion on Idaho DZ chronofacies, Fig. 9). Regardless, by the early Eocene, influence of the Uintas in the Sand Wash sub-basin is negligible. Potential reasons for this include

decreasing accommodation in the basin as the depocenter shifted west toward the Bridger sub-basin (possibly due to increased input from the Colorado Mineral Belt), diachronous uplift of the Uintas that shifted sedimentation westward (e.g., Smith et al., 2015), denudation of the Uintas resulting in less distal deposition, or some combination thereof. Input from the Uintas (UT-1 & 2) was likely consistent throughout the Wilkins Peak Member. Uplift of the Uinta Mountains occurred as part of the greater Laramide deformation, thus largely predating the Eocene Wilkins Peak Member (Bruhn et al., 1986; Smith et al., 2015). In the Uinta Basin, fluvial sediments sourced from the Uinta Uplift are recognized as early as the Maastrichtian, suggesting that sediment delivery from the Uintas was likely ongoing throughout the deposition of the Wasatch Formation as well (Bruhn et al., 1983, 1989; Roehler, 1992; Carroll et al., 2006; Smith et al., 2015). Despite this, UT-1 and UT-2 terminate  $< \sim 30$  km from the estimated watershed boundary. Comparatively, in the Uinta Basin to the south, Eocene fluvial deposits associated with the Uinta Mountains have been recognized  $> 45$  km from the estimated watershed boundary (Fouch, 1981; Bruhn et al., 1983). This suggests limited catchment for, or supply of, sediment issuing north off the Uintas into the Bridger sub-basin. Structurally, the Uinta Mountains are a north-verging anticlinal feature (Bruhn et al., 1986). As a result, the northern watershed, supplying sediment to the Bridger sub-basin, appears to have been smaller than the southern watershed which terminates into the Uinta Basin, resulting in greater sedimentation to the Uinta Basin than the Bridger (Allen et al., 2013).

Intrabasinal structures including the Cherokee Ridge and the Rock Springs Uplift were present and topographically exposed by Wilkins Peak Member time as evidenced by the isolation of the Toya Puki Paleoriver from the Aspen Paleoriver (Fig. 9b). If the Wamsutter Arch was present then, it is unlikely that

it created any relief given the transport of sediment south from the Granite Mountains and Rawlins uplift by the Toya Puki River during the early Eocene (Fig. 9).

Post-Wilkins Peak Member deposition of the Laney Member is characterized by freshwater and “over-filled” lake-type facies (Carroll and Bohacs, 1999, Rhodes and Carroll, 2015). This shift has been attributed to the recapture of the Idaho paleoriver (Fig. 9c; Chetel et al., 2011; Honig et al., 2020), which is supported by our data, as well as watershed expansion (Rhodes and Carroll, 2015). Throughout the deposition of the Laney Member, both paleoriver systems simultaneously filled the Greater Green River Basin, but the relative contribution of the Idaho paleoriver system was greater, as volcanoclastics brought by the Idaho paleoriver ultimately filled the Greater Green River Basin by the end of Laney Member deposition (Fig. 9c; Roehler, 1992; Carroll and Bohacs, 1999). Further work is needed to understand the evolution and influence of the Idaho paleoriver through Green River Formation time.

## **CONCLUSIONS**

Using DZ analysis on fluvial samples collected in three of the Greater Green River sub-basins, we were able to identify seven distinct DZ chronofacies associated with four separate source regions and watersheds in the southern and eastern reaches of the Greater Green River Basin. These DZ chronofacies are further corroborated by petrographic, paleocurrent, and MDA data. DZ chronofacies CO-2 primarily represents sand transported northwestward from central Colorado by the Aspen paleoriver, corroborating previous work done by Hammond et al. (2019) (Figs. 6 & 9). As the system progressed toward the Bridger sub-basin it was met with contributions from local tributary streams that drained the Uinta uplift resulting in the more complex characteristics



of DZ chronofacies CO-1 down system (Figs. 6, 7, & 9). DZ chronofacies UT-1 and UT-2 are associated with tributaries issuing out of the Uinta uplift and are comprised of sediment primarily recycled out of sedimentary and metasedimentary strata within and adjacent to the uplift (Figs. 6 & 9). DZ chronofacies WY-1 is indicative of primary and recycled sediments associated with the Toya Puki paleoriver and weathering out of the Sierra Madre, Rawlins, and Granite uplifts of south and central Wyoming. Contrary to previous suppositions, sediment from the Toya Puki paleoriver does not join the Aspen paleoriver headed to the Bridger sub-basin but is instead sequestered in the Washakie sub-basin, likely baffled by the Cherokee Ridge to the south (Figs. 6 & 9). DZ chronofacies ID-1 and ID-2 represent sedimentation via the Idaho paleoriver before and after Wilkins Peak Member deposition (respectively), implying that the Idaho paleoriver was not a contributing source to the Greater Green River Basin through Wilkins Peak Member deposition (e.g., Chetel et al., 2011; Honig et al., 2020).

The results of this study reveal a surprising complexity of sandstone provenance within a relatively small area, reflecting sand derived from diverse local and distal sources. Moreover, lateral transitions between different DZ chronofacies can occur over distances as little as 5 km, implying that different depositional features maintained discrete positions within the basin over millions of years rather than avulsing across it. Recognition of these complexities was made possible by high sample density, contrasting with regional- to continental-scale provenance studies with sampling densities that are often an order of magnitude lower (e.g., Laskowski et al., 2013; Gehrels and Pecha, 2014; Blum et al., 2017). These two approaches complement one another, with large-scale studies providing needed tectononomagnetic context and small-scale studies offering a clearer view of local sediment dispersal.

Finally, the complexity of these systems indicates a need for caution in conducting thermochronology or paleoaltimetry studies. The latter often use early, authigenic carbonate phases in basinal fluvial and floodplain deposits to infer precipitation  $\delta^{18}\text{O}$  associated with upstream mountain ranges (e.g., Chamberlain et al., 2012; Gao and Fan, 2018). The results of this study demonstrate that the deposits of rivers originating hundreds of kilometers away may reside closely adjacent to detritus derived from local uplifts. Detailed provenance studies are therefore critical to avoid misinterpretation of the drainage pathways that linked high-elevation sediment sources to low-elevation deposits.

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## FIGURES & TABLES

### *Figure 1 caption*

**a)** Generalized paleogeographic map (51 Ma) showing locations of principal Laramide uplifts and Eocene paleocatchment of the Greater Green River and surrounding basins. Isopach thicknesses for Eocene fill are shown with 1km counters (after Smith et al., 2008). Additionally depicted are the Cheyenne Belt, alluvial fans (Smith et al., 2015), and known as well as proposed paleodrainage paths. **b)** Map of field area showing detrital zircon sample locations by DZ chronofacies (see discussion) and cross-section locations (Fig. 2).

### *Figure 2 caption*

**a)** Schematic East-West cross section along the axis of the Aspen paleoriver modified from (Smith et al., 2015). A–I beds indicate named alluvial horizons of Culbertson (1961). Sample locations (this study and Hammond et al., 2019) are organized by DZ chronofacies (see discussion). Error bars associated with samples “CC”, “SCD”, “MCP”, and “HOR” represent the precision of stratigraphic location for samples collected by Hammond et al., 2019. **b)** Schematic N-S cross-section modified from (Smith et al., 2015). Sample locations (this study) are organized by DZ chronofacies (Fig. 7).

### *Figure 3 caption*

DZ sample localities and paleocurrent data. Paleocurrent rose diagrams summarize the direction of reported measurements—a total of 303 from this study plus an existing 354 from Hammond et al (2019) and 726 from Forss (1983)—subdivided by sedimentary structure (Fig. 3; App. A3). Pertinent structures including the Rock Springs Uplift, the Wamsutter Arch, and the

**Figure 4 caption**

Sandstone ternary plots. Q = monocrystalline quartz + polycrystalline (including chert), F = plagioclase feldspar + potassium feldspar, and L = all lithic fragments (excluding intrabasinal carbonate grains. **a**) All samples (including Hammond et al., 2019) organized by locality. **b**) Samples with corresponding detrital zircon ages (Fig. 6) shaded by DZ chronofacies (Fig. 7) and shaped by stratigraphy (Fig. 2; Table 1).

**Figure 5 caption**

**Top:** Side-by-side comparison of sand indicative of DZ chronofacies UT-1 (left; primary Uinta influence) to DZ chronofacies CO-1 (right; primary Colorado Mineral Belt influence). Major differences include grain size and compositional maturity. Grains from CO-1 (SC4) are smaller and more arkose than those from UT-1 (LMRC2) which are larger and more quartz-rich. **Bottom:** Magnified and annotated images of the same samples. Pervasive seritization (indicative of hydrothermal alteration) of plagioclase feldspars is common in sands associated with the Colorado Mineral Belt (DZ chronofacies CO-1 and CO-2).

**Figure 6 caption**

U-Pb detrital zircon kernel density estimate (KDE) spectra for **a**) all grains 0-3500 Ma (KDE bandwidth = 15 m.y.) and **b**) grains younger than 300 Ma (KDE bandwidth = 1 m.y.). DZ chronofacies groupings are based on consideration of MDS analysis and DZmix modeling (Fig. 7). Smaller vertical black dotted lines represent MDAs (Table 1). “n =” number of measured grains per sample. Bar plot (right) shows relative proportions of each sample colored by likely original provenance: “CMB” = Colorado Mineral Belt, “CMA” = Cordilleran Magmatic Arch, “App.-Ouch.” = Appalachian-Ouachita, “GV Pro.” = Grenville Provence,

“Y-M” = Yavapai-Mazatzal, “WY Prov.” = Wyoming province. Provenance age associations are based on prior regional studies by Whitmeyer and Karlstrom (2007); Gehrels et al. (2011); Chapin (2012); Dickinson et al. (2012); Laskowski et al., (2013); Yonkee et al. (2014) (Fig. 8; App. A6). Provenance source area age spectra are based off previously published geochronologic ages (Premo and Van Schmus, 1989; Souders and Frost, 2006; Dehler et al., 2010; Klein et al., 2010; Lynds and Xie, 2019). Sierra Madre ages represent in situ U-Pb zircon ages compiled from original work by Premo and Van Schmus (1989). Uinta ages represent DZ ages from original work by Dehler et al. (2010). Colorado Mineral Belt ages represent a compilation of in situ U-Pb, K-Ar, and Ar-Ar ages compiled from the database assembled by Klein et al. (2010). Rawlins Uplift ages represent DZ ages from Lynds and Xie (2019).

***Figure 7 caption***

Sample similarity measures, including MDS analysis and DZmix modeling for a) Ages 0-3500 Ma and b) ages 0-300 Ma. Distances between samples are plotted on a dimensionless cartesian coordinate grid wherein the distance between similar samples is small relative to the distance between dissimilar samples (Vermeesch, 2013, 2018; Saylor and Sundell, 2016). Each sample is connected to the sample most similar to it by a solid black line capped with a black cone and to the sample second most similar by a dotted grey line capped with a grey cone. Overlain on the MDS plot are DZmix results representing modeled provenance proportions per sample.

***Figure 8 caption***

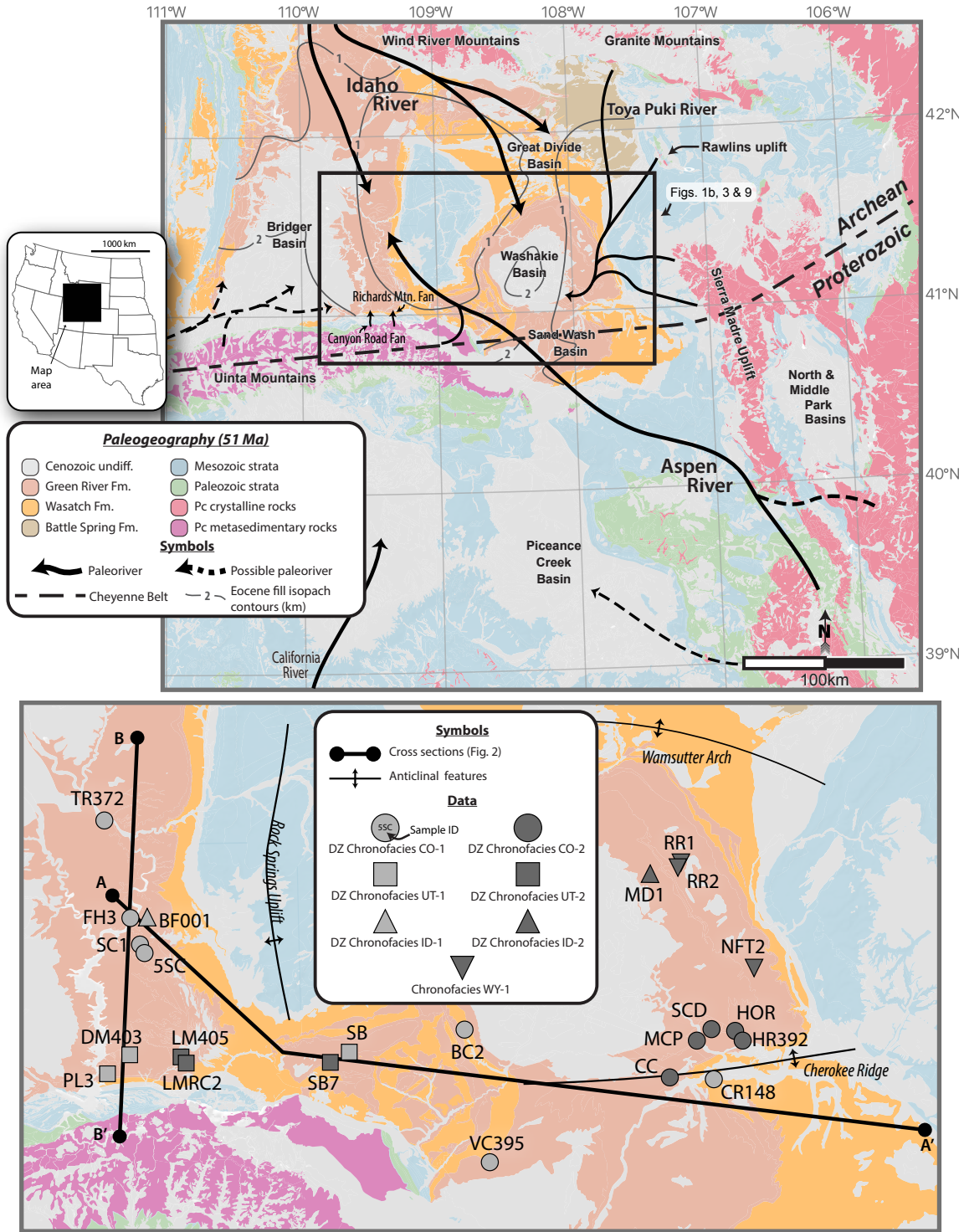
Generalized North American crustal province map (adapted from Gehrels et al., 2011; Laskowski et al., 2013; Pecha et al., 2018). Age domains are shaded to match detrital zircon spectral diagram (Fig. 6). Provenance age associations

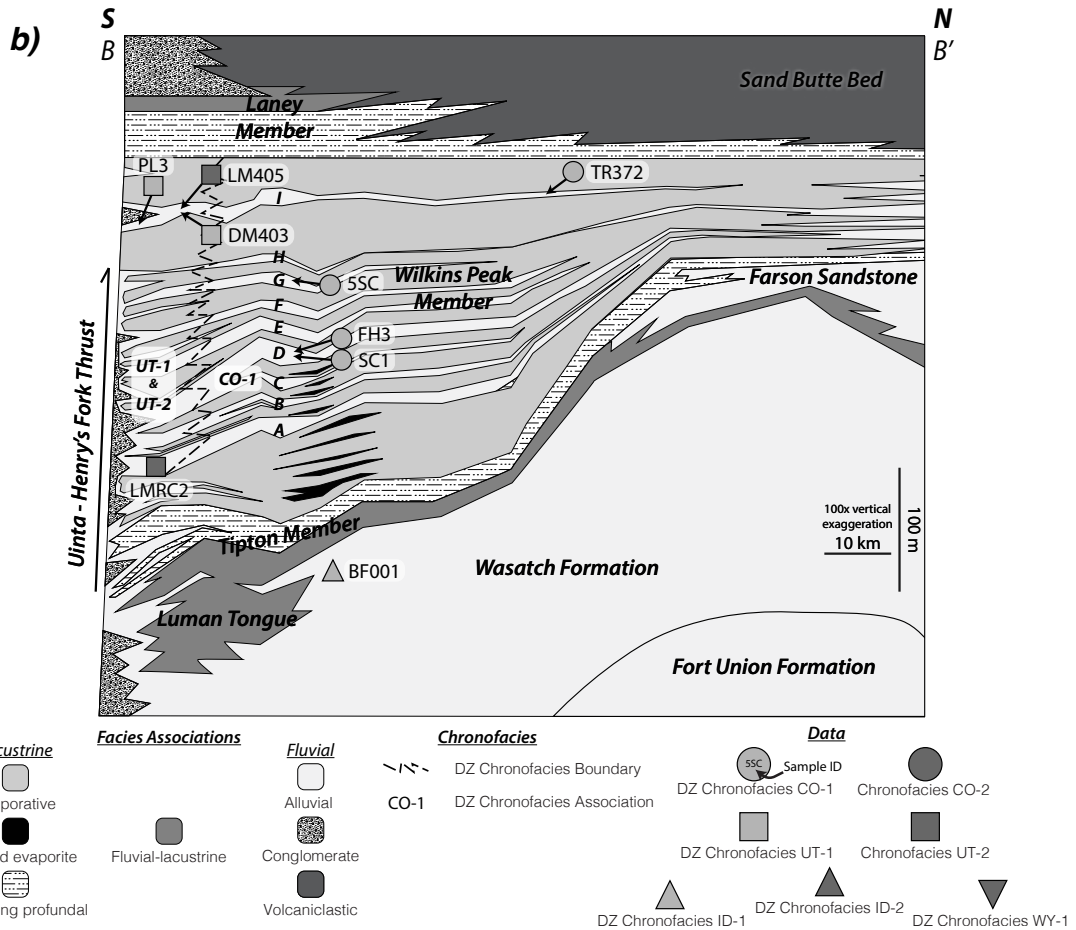
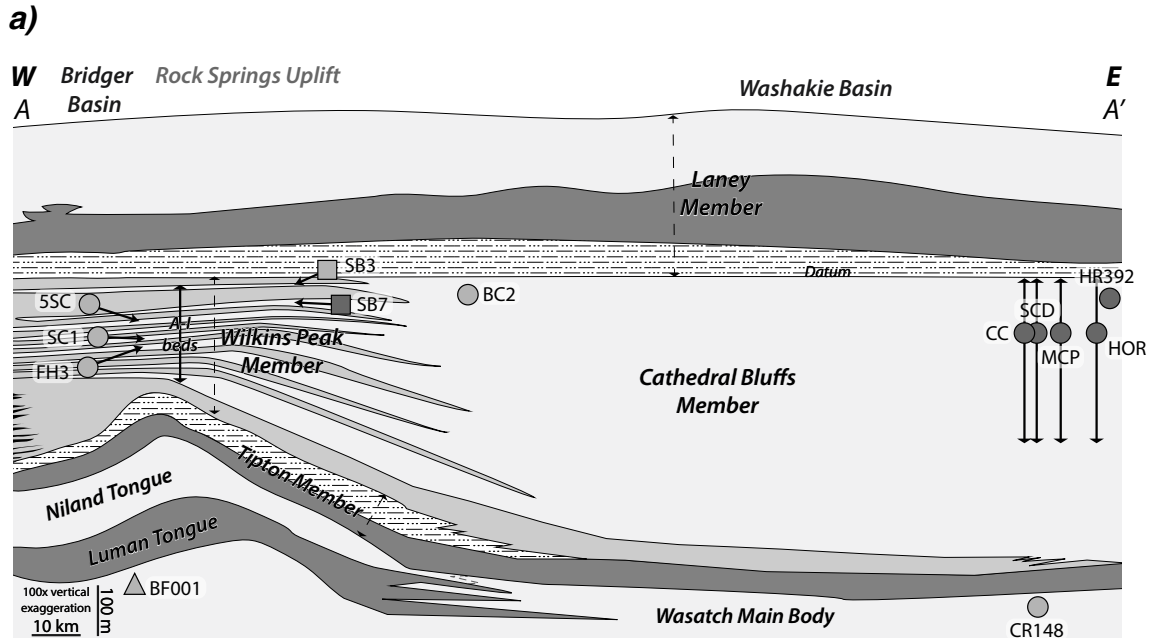
are based on prior regional studies by Whitmeyer and Karlstrom (2007), Gehrels et al. (2011), Chapin (2012), Dickinson et al. (2012), Laskowski et al. (2013), and Yonkee et al. (2014). Distribution of Mesozoic eolianites from (Leier and Gehrels, 2011).

***Figure 9 caption***

Paleowatershed reconstructions for the **a)** Tipton, **b)** Wilkins Peak, and **c)** Laney Member deposition, as well as age-equivalent strata of the Green River Formation. Known paleoriver systems include the Aspen, Idaho, and Toya Puki. Possible paleodrainage pathways, recognized DZ chronofacies boundaries and inputs, and pertinent structural features are also shown.

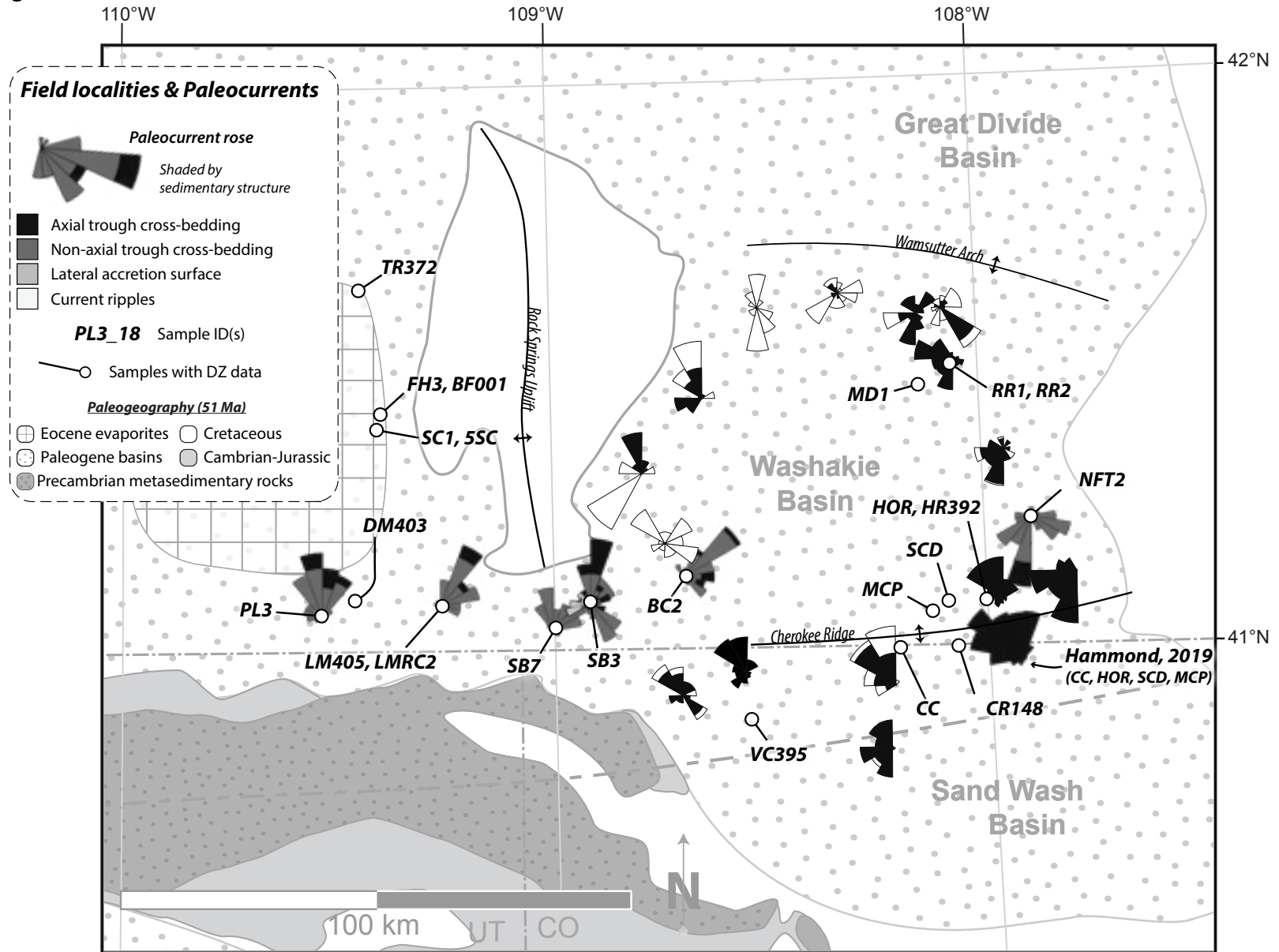
Figure 1

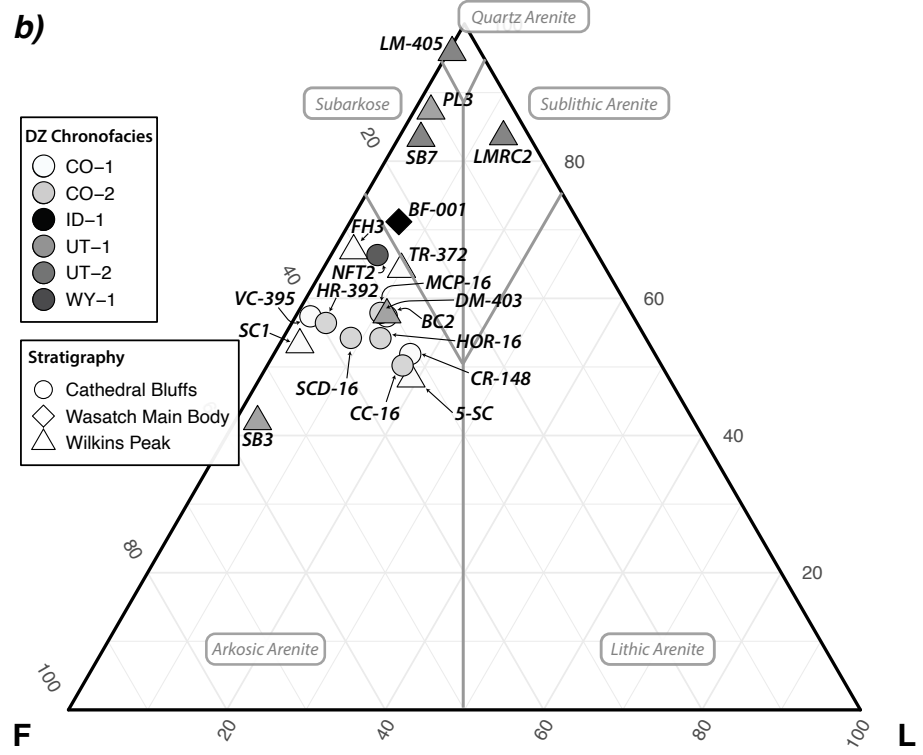
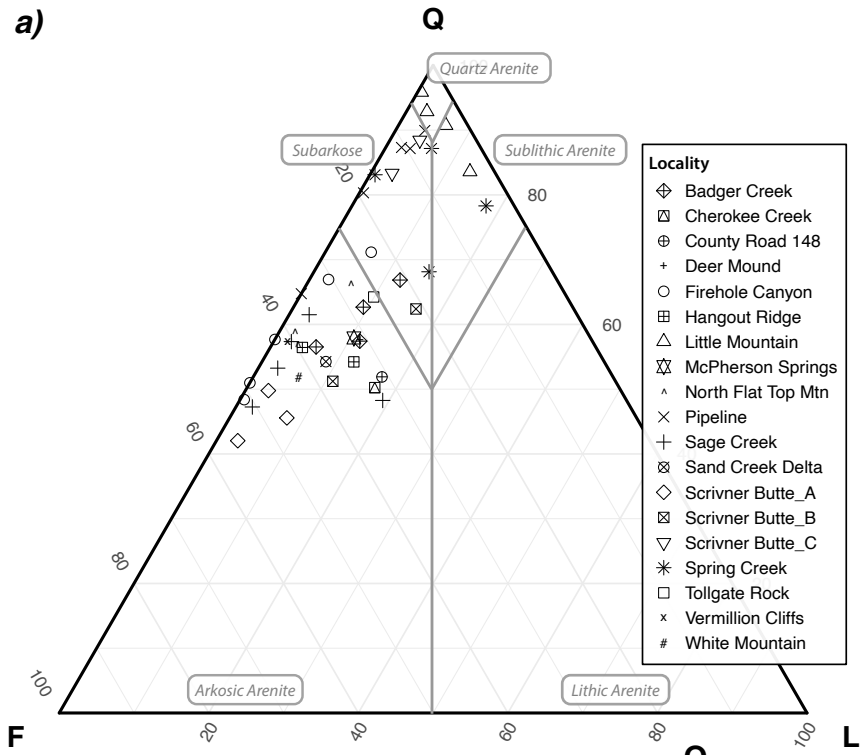


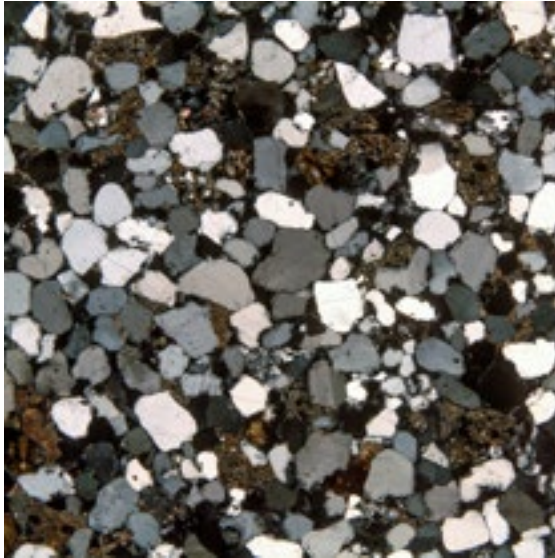




**Figure 3**







LMRC2 (4x magnification)  500 um



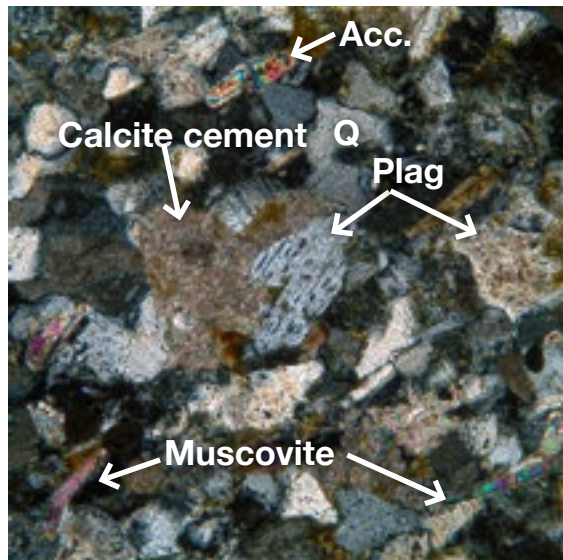
500 um SC4 (4x magnification)

LMRC2 (10x magnification)



500 um

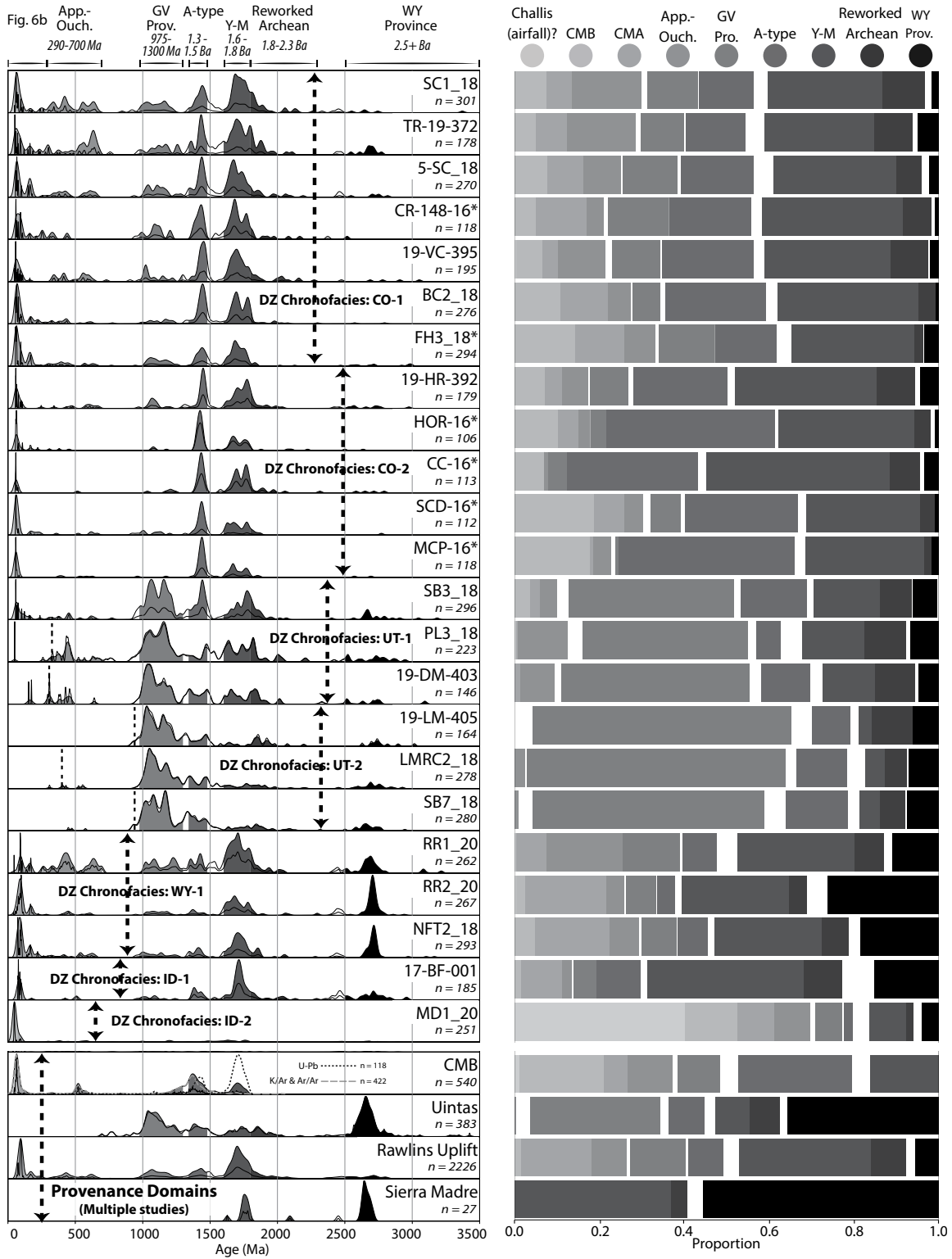
SC4 (20x magnification)



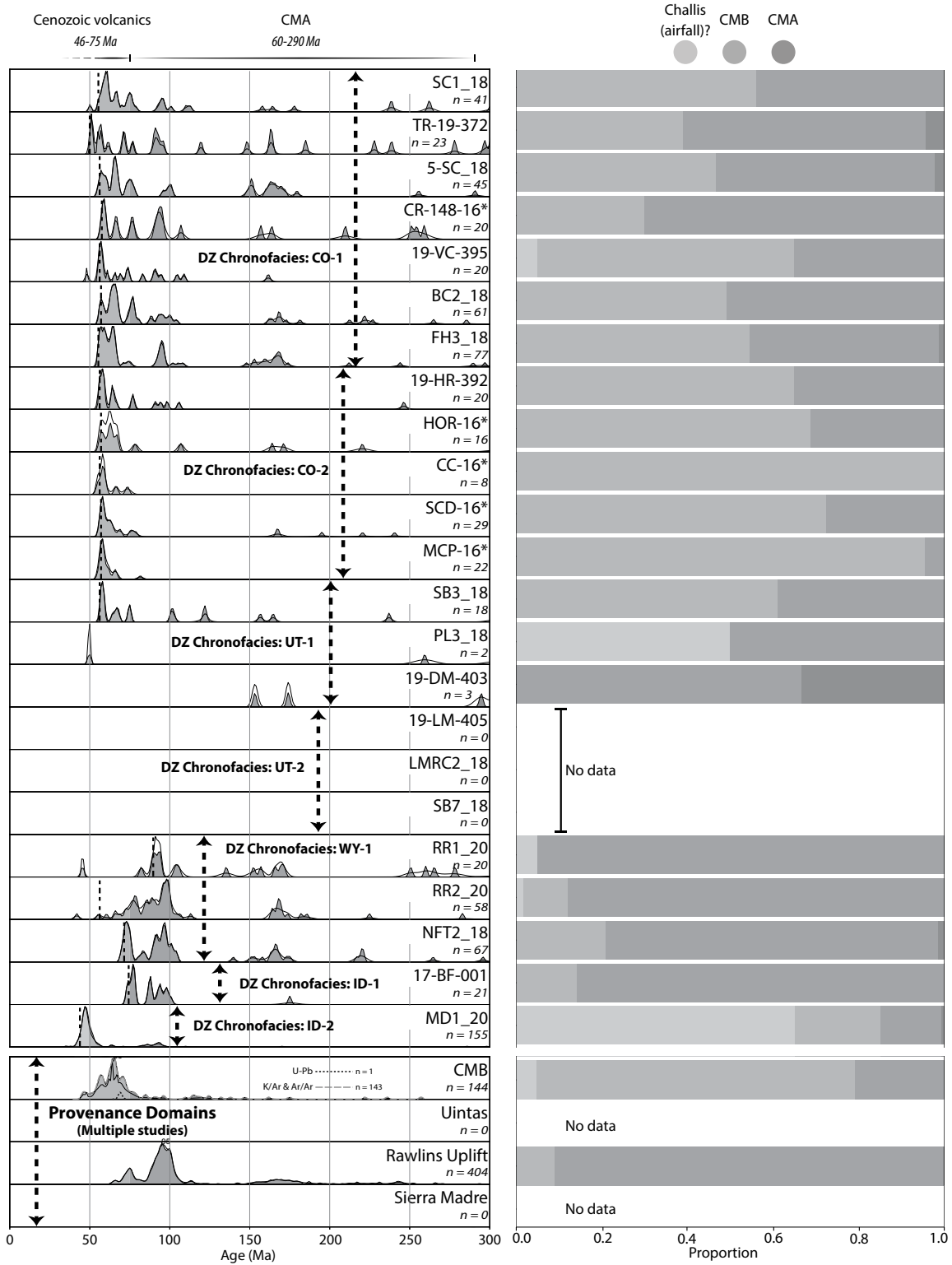
500 um

a)

Figure 6 52



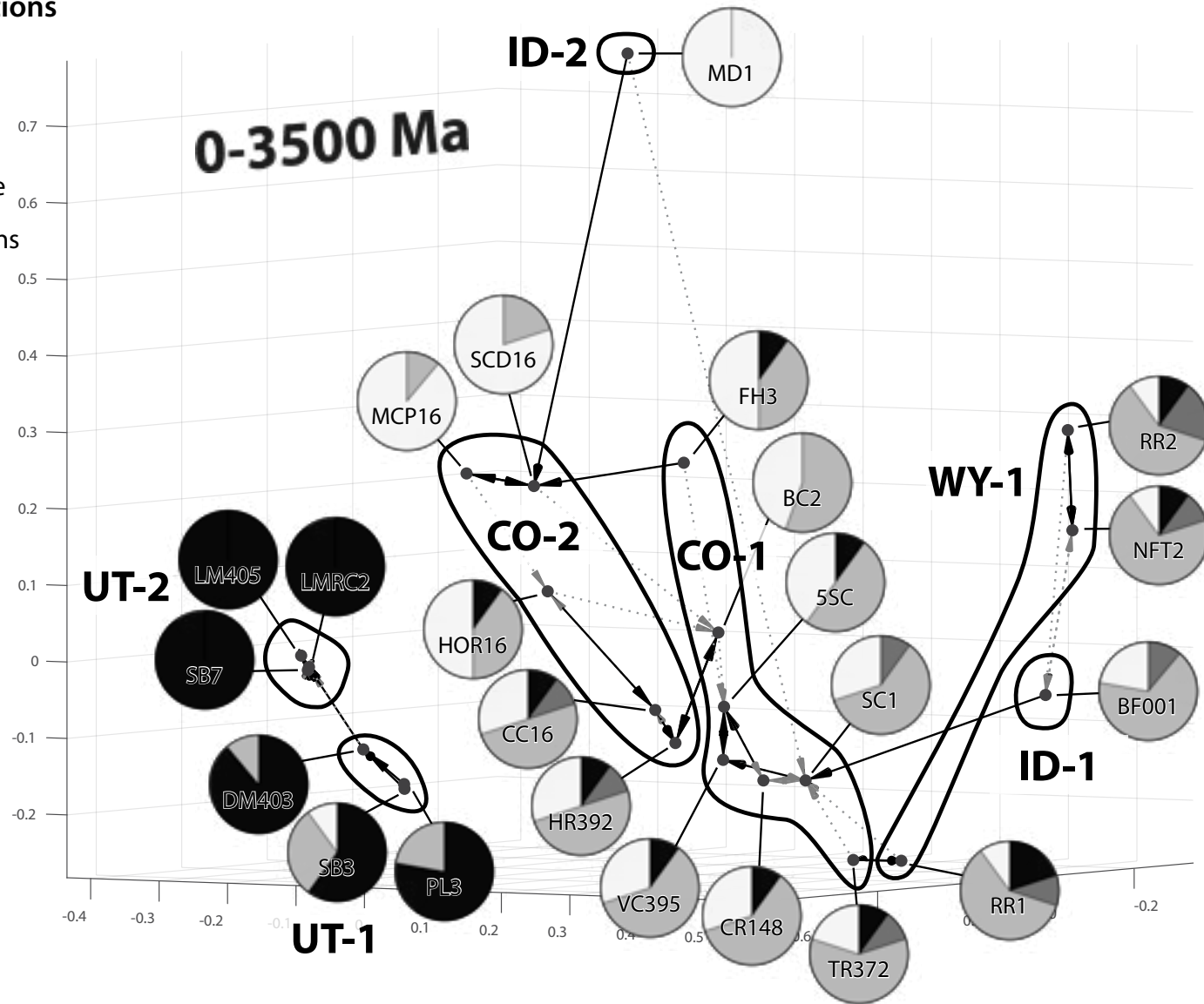
b)



**Modeled Relative Source Proportions**

*a)*

**Figure 7**



**Modeled Relative Source Proportions**

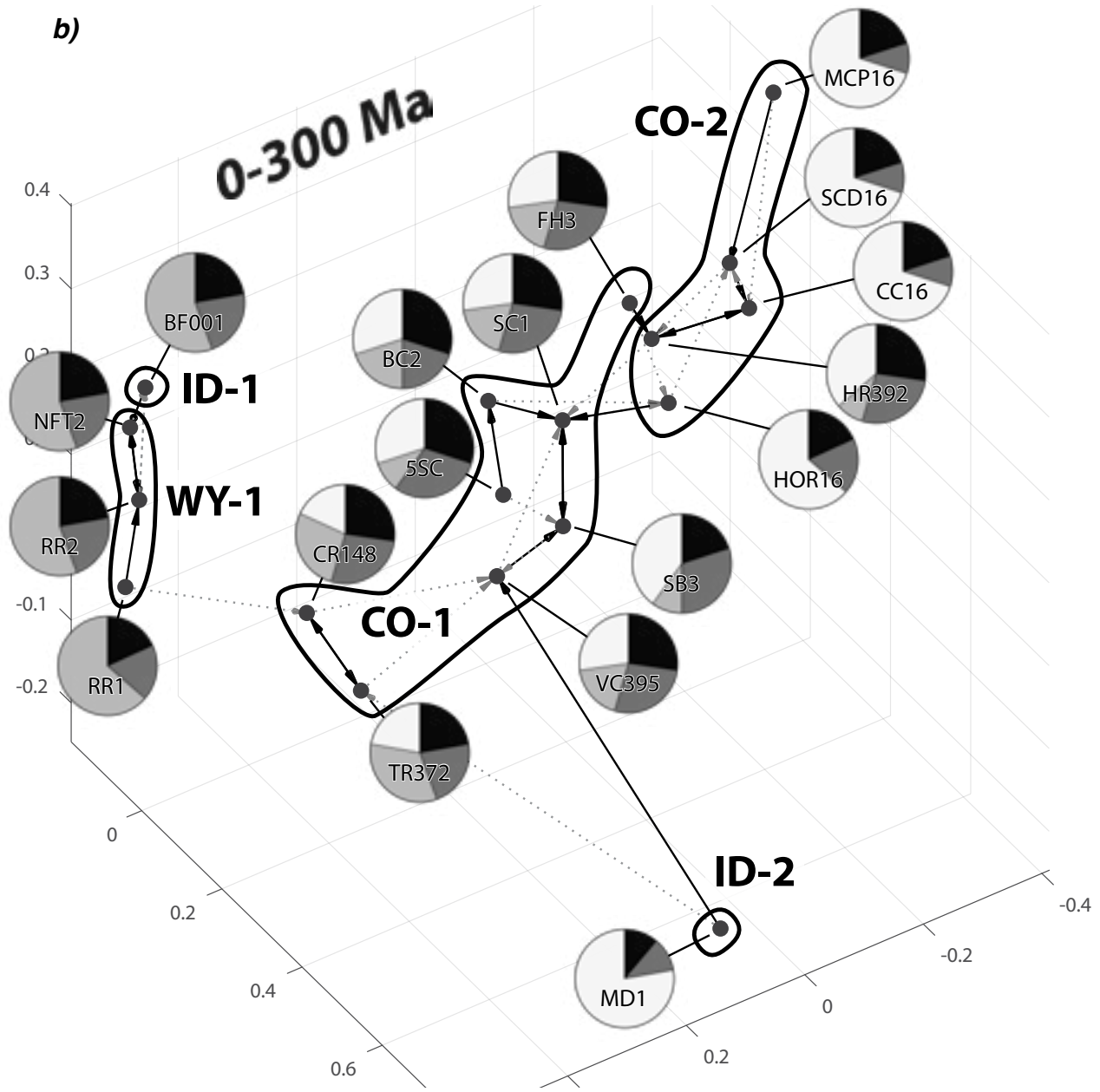
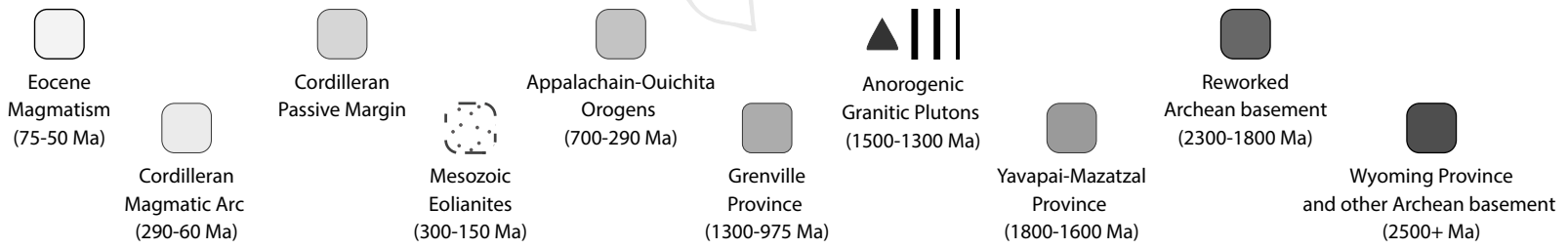
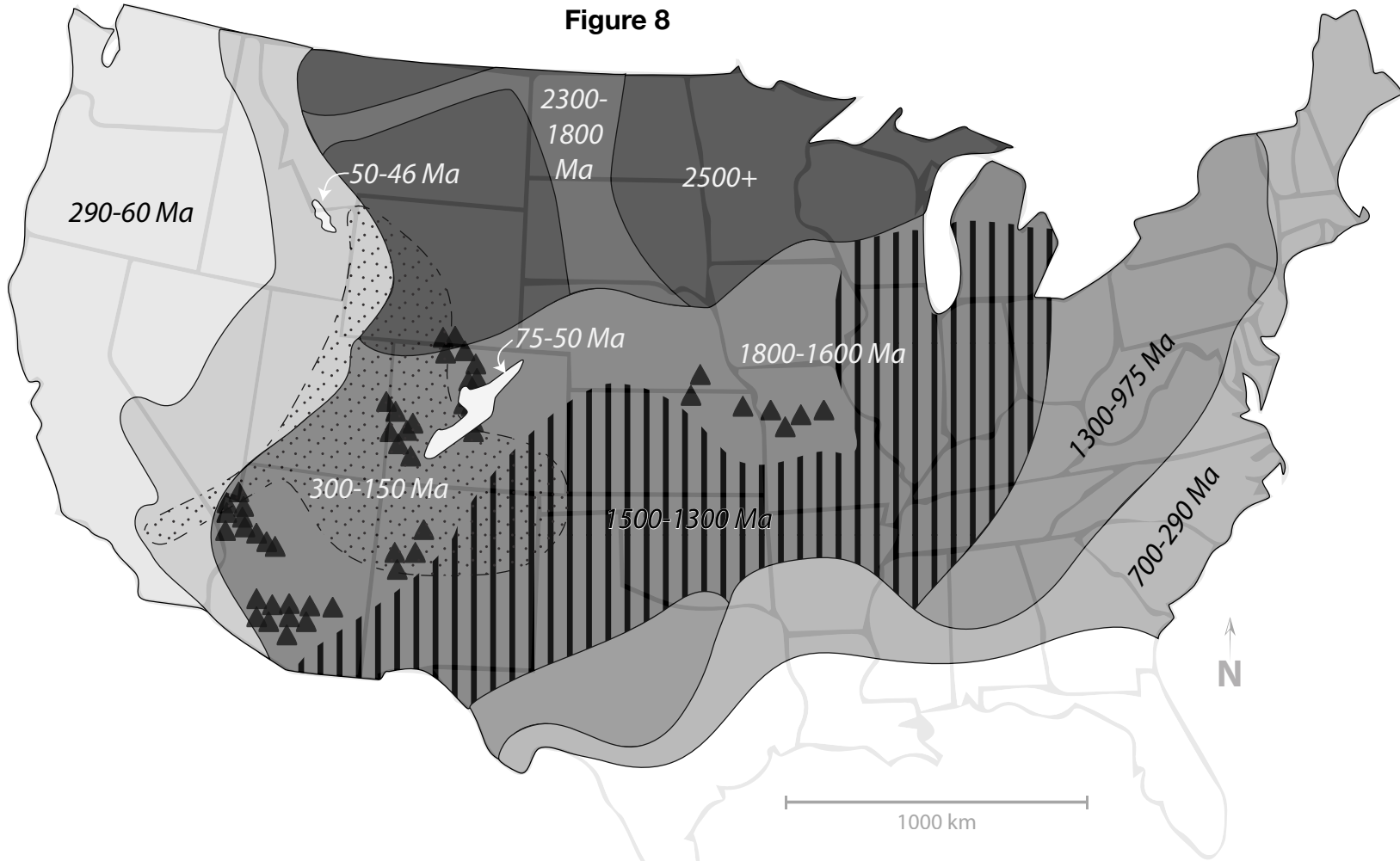
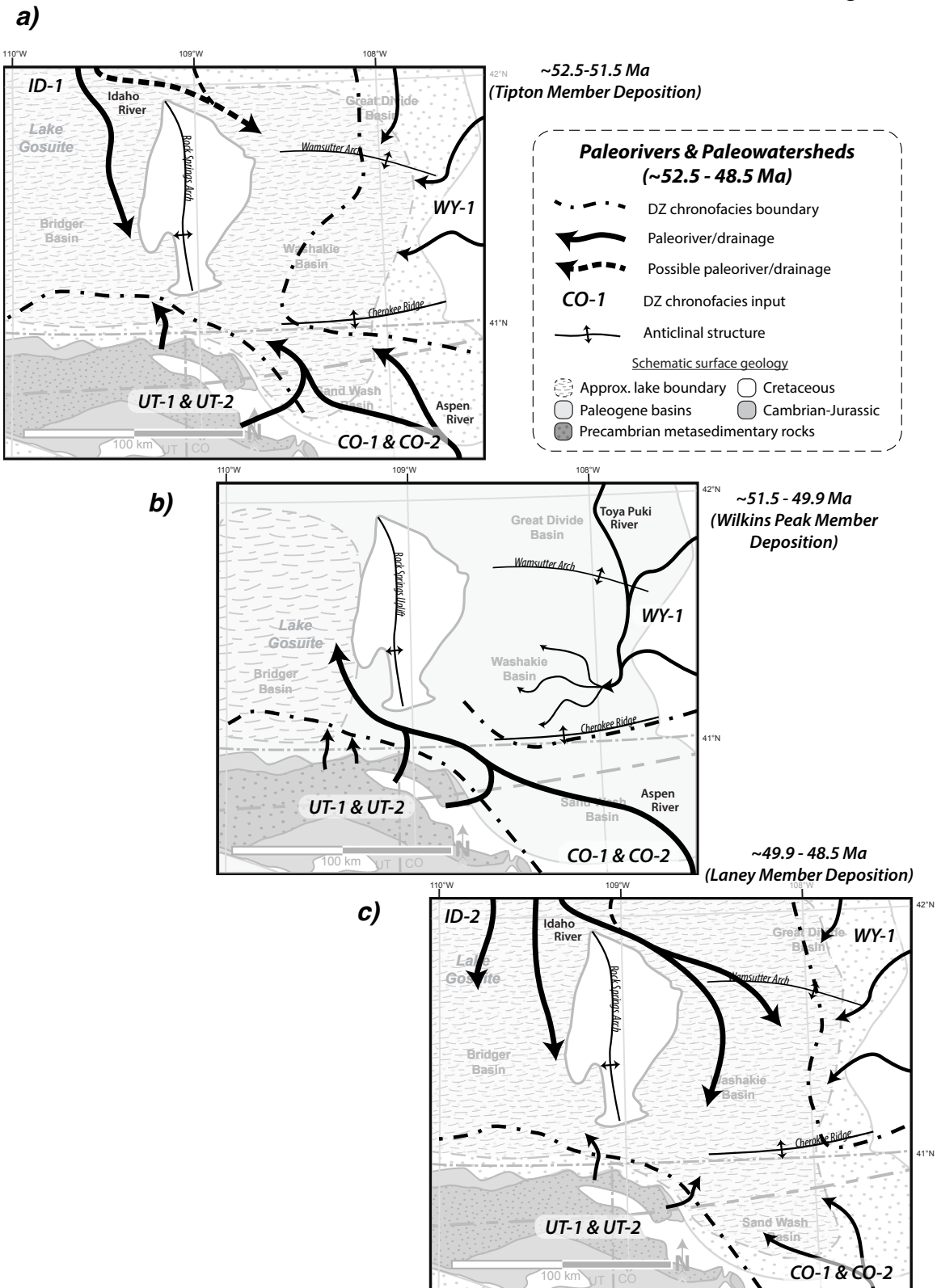


Figure 8







**Table 1**

TABLE 1. DZ SAMPLES																				
Sample Name	Abbreviated Name	Latitude (°N)	Longitude (°W)	Member	N <sup>†</sup> (U-Pb)	YSG <sup>§</sup>	U-Pb MDA*													# Disc. Grains
							YSG_Ma ± α 1σ	YSG_Ma ± β 2σ	YC2_Ma <sup>#</sup>	YC2_Ma ± α 1σ	YC2_Ma ± β 2σ	YC2 MSWD	YC2 cluster size	YC3_Ma* ± α 2σ	YC3_Ma ± β 2σ	YC3 MSWD	YC3 cluster size			
<b><u>This Study</u></b>																				
17-BF-001	BF001	41.3527	-109.3339	Wasatch	185	<b>73.02</b>	0.78	1.02	73.76	0.48	0.82	0.78	3	74.21	0.43	0.79	1.93	4	15	
19-DM-403	DM403	41.0724	-109.479	WPM	146	153.27	1.72	2.36	<b>307.45</b>	2.05	3.84	0.57	3	304.87	1.83	3.71	2.88	4	55	
19-HR-392	HR392	41.0868	-107.8518	CBM	179	<b>55.78</b>	0.67	0.88	56.40	0.28	0.64	0.37	4	57.00	0.23	0.63	2.58	6	25	
19-LM-405	LM405	41.0771	-109.3096	WPM	164	918.94	14.10	17.85	<b>931.28</b>	11.46	15.94	0.03	3	962.83	5.84	12.87	1.64	9	37	
19-VC-395	VC395	40.8555	-108.5031	CBM	195	48.27	0.43	0.63	<b>55.61</b>	0.32	0.62	0.63	2	56.19	0.22	0.58	1.97	5	5	
5-SC_18	5SC	41.2899	-109.3996	WPM	270	<b>55.1</b>	0.60	0.76	55.95	0.29	0.56	1.99	2	56.44	0.37	0.61	1.28	4	13	
BC2_18	BC2	41.1164	-108.5597	CBM	276	<b>56.0</b>	0.80	0.98	56.75	0.54	0.79	0.54	5	57.19	0.30	0.65	1.41	7	31	
LMRC2_18	LMRC2	41.068	-109.2854	WPM	278	307.8	0.70	2.96	<b>403.82</b>	0.38	3.79	0.81	2	995.60	5.61	10.87	1.12	10	36	
MD1_20	MD1	41.4096	-108.056	Laney	251	35.11	0.94	1.05	<b>41.72</b>	0.32	0.64	0.18	3	42.20	0.26	0.62	1.75	5	N.A.	
NFT2_18	NFT2	41.2245	-107.8093	CBM	293	<b>69.7</b>	1.00	1.17	69.98	0.66	0.89	0.14	2	71.95	0.30	0.69	1.57	11	18	
PL3_18	PL3	41.0339	-109.5227	WPM	223	49.7	4.40	4.43	<b>330.37</b>	4.67	5.62	0.07	2	326.19	3.65	4.79	2.83	3	14	
RR1_20	RR1	41.4334	-107.9935	CBM	262	45.49	0.68	0.86	<b>90.61</b>	0.59	1.20	0.82	3	91.84	0.44	1.15	2.46	6	N.A.	
RR2_20	RR2	41.4334	-107.9945	Laney	267	41.88	1.81	1.90	<b>56.52</b>	1.51	1.68	1.69	2	75.55	0.69	1.21	1.65	8	N.A.	
SB3_18	SB3	41.0773	-108.8638	WPM	296	<b>57.0</b>	1.00	1.08	57.35	0.66	0.77	0.21	4	57.90	0.30	0.51	1.21	6	18	
SB7_18	SB7	41.0605	-108.9126	WPM	280	447.7	3.50	4.53	<b>932.59</b>	7.67	9.73	0.14	6	941.07	6.60	8.95	1.00	7	31	
SC1_18	SC1	41.2899	-109.3996	WPM	301	50.2	5.60	5.62	<b>55.71</b>	7.53	7.55	0.93	2	56.41	0.42	0.64	1.69	4	13	
TR-19-372	TR372	41.5424	-109.4822	WPM	178	<b>50.61</b>	0.59	0.77	51.11	0.33	0.60	0.67	3	51.11	0.33	0.60	0.67	3	25	
<b><u>Hammond et al., 2019</u></b>																				
CC-16	CC	41.01033	-108.0272	CBM	113	<b>54.78</b>	1.05	1.52	55.37	0.79	1.36	0.76	2	57.27	0.48	1.24	2.04	6	N.A.	
CR-148-16	CR148	41.00566	-107.923	CBM	118	<b>57.49</b>	1.22	1.68	58.84	0.73	1.38	0.63	4	58.64	0.59	1.31	0.63	4	N.A.	
FH3_18	FH3	41.3515	-109.413	WPM	294	<b>55.3</b>	0.70	1.31	55.98	0.35	1.17	0.45	7	56.37	0.24	1.15	0.93	11	N.A.	
HOR-16	HOR	41.09575	-107.8637	CBM	106	<b>56.17</b>	1.24	1.67	57.07	0.36	1.20	0.58	3	57.69	0.62	1.31	1.25	4	N.A.	
MCP-16	MCP	41.08605	-107.9454	CBM	118	<b>55.04</b>	1.11	1.56	56.03	0.68	1.31	0.69	3	57.43	0.35	1.20	0.68	15	N.A.	
SCD-16	SCD	41.09517	-107.9292	CBM	112	<b>56.37</b>	1.14	1.60	57.61	0.59	1.29	0.38	11	57.89	0.33	1.21	0.76	13	N.A.	

\*MDA data generated using detritalPy (Sharman et al., 2018).

<sup>†</sup>Number of analyses.

<sup>§</sup>Youngest single DZ grain age.

<sup>#</sup>Youngest cluster of two or more grain ages (n ≥ 2) overlapping in age at 1σ.

<sup>..</sup>Youngest cluster of three or more grain ages (n ≥ 3) overlapping in age at 2σ.

TABLE 2. MDAs VS. DATED TUFF AGES

Sample Name	Stratigraphy	MDA (Ma)	Lower Tuff Bound	Tuff Age (Ma)*	$\pm 2\sigma$	Upper Tuff Bound	Tuff Age (Ma)	$\pm 2\sigma$
17-BF-001	Upper Wasatch Main Body	73.0	N.A.	N.A.	N.A.	Scheggs Bed	52.21	0.09
19-DM-403	WPM: ~I-bed equivalent	307.5	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
19-HR-392	Upper Cathedral Bluffs	55.8	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
19-LM-405	WPM: ~I-bed equivalent	931.3	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
19-VC-395	Upper Cathedral Bluffs	55.6	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
5-SC_18	WPM: G-Bed	55.1	Grey Tuff	50.86	0.21	Main Tuff	50.27	0.09
BC2_18	Upper Cathedral Bluffs	56.0	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
FH3_18	WPM: D-Bed	55.3	Boar Tuff	51.13	0.24	Grey Tuff	50.86	0.21
LMRC2_18	WPM: ~A-bed equivalent	403.82	Rife Tuff	51.61	0.3	Firehole Tuff	51.40	0.21
MD1_20	Laney	41.7	6th Tuff	49.92	0.1	N.A.	N.A.	N.A.
NFT2_18	Upper Cathedral Bluffs	69.7	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
PL3_18	WPM: ~I-bed equivalent	330.37	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
RR1_20	Upper Cathedral Bluffs	90.6	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
RR2_20	Laney	56.5	6th Tuff	49.92	0.1	N.A.	N.A.	N.A.
SB3_18	WPM: ~I-bed equivalent	57.0	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
SB7_18	WPM: ~H-bed equivalent	932.59	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1
SC1_18	WPM: E-Bed	55.7	Grey Tuff	50.86	0.21	Main Tuff	50.27	0.09
TR-19-372	WPM: ~I-bed equivalent	50.6	Layered Tuff	50.11	0.09	6th Tuff	49.92	0.1

\*From Smith et al., 2010

TABLE 3. DZ PROVENANCE AGES\*

DZ age population (Ma)	Most likely source(s)
3500 - 2500	Basement-cored, Laramide structures
2300 - 1800	Trans-hudson Province, Snowy Pass Supergroup
1800 - 1600	Yavapai and Mazatzal Provinces
1480 - 1340	A-type igneous plutons
1200 - 975	Grenville-Llano province
290 - 75	Cordilleran Magmatic Arc
75 - 50	Colorado Mineral Belt

\*See Data Repository 6 for details

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## **Chapter 2**

### **A tale of two rivers: a comparative analysis of the Aspen and Idaho paleorivers**

<sup>1</sup>Ethan C. Parrish

<sup>1</sup>Department of Geoscience, University of Wisconsin—Madison, 1215 West  
Dayton Street, Madison, WI 53715

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## **ABSTRACT**

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This study seeks a more holistic understanding of the Greater Green River Basin in southwest Wyoming by offering a comparative analysis of Eocene deposits representing the influent Idaho and Aspen Rivers. Grain sizes found in Idaho River deposits are, on average, larger than those in Aspen River deposits, yet channel dimensions measured for both systems suggest similar-sized rivers. This is likely a function of larger grains in the Aspen River system being sequestered in up-system sub-basins, especially the Sand Wash sub-basin. Within Aspen River deposits, sub- versus critical and super-critical flow structures suggest a duality of Aspen River expression, likely indicating astronomically mediated climatic influence and corroborating previous work (e.g., Meyers, 2008; Aswasereelert et al., 2013; Smith et al., 2014b; Bruck et al., 2023). The same duality of expression is not present in Idaho River deposits indicating a change in astronomical forcing between the existence of the two rivers, or a fundamental difference in signal propagation through each sediment routing system. Sub-critical sedimentary structures in Idaho River deposits suggest the latter as they indicate that the Idaho River was a more consistent, and thus important, hydrologic source to Eocene Lake Gosiute. Finally, based on the previously modeled semi-arid climate of the Eocene Greater Green River Basin, and relative to known watershed limits for each river, predicted watersheds using regional hydraulic curves were significantly larger than expected. This is likely a result of substantially wetter catchments for both systems at higher elevations in both the Cordillera and Laramide foreland.

## **INTRODUCTION**

The intermontane American West is uniquely defined by the enigmatic tectonic interplay between Laramide-style block uplifting as well as folding and

thrusting associated with Sevier tectonics. These two events imparted dramatic 80 changes on the Paleogene landscape, and understanding the implications thereof has been a focus of geologic research for decades (J. D. Love, 1961; Atwater, 1970; Dickinson and Snyder, 1978; Dickinson et al., 1988; DeCelles and Giles, 1996; Bird, 1998; DeCelles, 2004; Dickinson and Gehrels, 2008; Yonkee and Weil, 2015). The relative elevation of orogenic uplifts like the Laramide foreland and Sevier-driven western U.S. Cordillera exert important first-order controls on both erosion rates (and thus sedimentation) and regional atmospheric circulation (e.g., Molnar, 2005; Horton, 2018), and, as a result, have long been debated (e.g., Norris et al., 1996; Davis et al., 2008, 2009; Chamberlain et al., 2012; Smith et al., 2014a; Cassel et al., 2018; Gao and Fan, 2018; Canada et al., 2019). Understanding the nature of these uplifts, therefore, enables a more holistic understanding of landscape evolution as well as regional climate trends of the intermontane west of North America.

Lacustrine sediments record high-resolution records of the environments within which they are deposited and can offer unparalleled opportunities to understand systematic responses to allogenic drivers like shifts in climate and tectonics (e.g., Astin, 1990; Roehler, 1993; Rhodes et al., 2002; Melles et al., 2012; Chamberlain et al., 2013; Cohen et al., 2015; Lyons et al., 2015; Meyer et al., 2020). Accordingly, lakes have been the focus of substantial research in both the modern and the ancient. A preeminent example is the Eocene Green River Formation (GRF) of Wyoming, Utah, and Colorado (e.g., Bradley, 1964; Roehler, 1993; Carroll and Bohacs, 1999; Rhodes et al., 2002; Smith et al., 2003, 2014b, 2015; Walters et al., 2023; Bruck et al., 2023). Deposited within a vast lake system that existed during a time punctuated by global hyperthermal events including the Eocene Climatic Optimum (EECO) (Zachos et al., 2008), the GRF offers the highest resolution terrestrial record of the early Eocene — a time often



considered analogous to climate change today (e.g., Lourens et al., 2005; Nicolo 81  
et al., 2007; Zachos et al., 2010; Sexton et al., 2011; Hyland and Sheldon, 2013;  
Lauretano et al., 2016). Moreover, the Eocene Greater Green River Basin (GGRB)  
lies near the boundary of the western U.S. Cordillera and the adjacent Laramide  
foreland, capturing drainage from both, thus offering the opportunity to assess  
differences between the two uplifted regions (Fig. 1).

Yet a potential drawback to the lacustrine record is its tendency to average  
the signals of influent drivers. This is especially true of larger lake systems with  
more than one hydrologic source, and ancient systems wherein reworking of  
lacustrine sediment before analysis is more likely. For example, the GGRB of  
southwest Wyoming represented the terminal sink for two regional river systems  
during the early Eocene: the Idaho River and the Aspen River (Fig. 1; Chetel et  
al., 2011; Smith et al., 2014b; Hammond et al., 2019; Honig et al., 2020; Parrish  
et al., 2023). The Idaho River, sourced from central Idaho (i.e., the U.S. western  
Cordillera) flowed into the basin from the northwest, while the Aspen River,  
sourced from central Colorado (i.e., the Laramide foreland) entered from the  
southeast. Unique signals from these catchments, therefore, were mixed in Lake  
Gosiute resulting in a signal-to-noise ratio that may preclude detection in the  
lacustrine record.

A comprehensive understanding of the hydrologic sources to a basin is  
therefore vital to contextualizing the lacustrine record therein. Here a more  
holistic, source-to-sink (S2S) approach is warranted, which embraces the totality  
of a sediment routing system and considers each segment of the system as  
being dynamically connected and dependent on those neighboring it (Einsele  
and Hinderer, 1998; Sømme et al., 2009; Hinderer, 2012; Helland-Hansen et  
al., 2016; Romans et al., 2016; Allen, 2017). This study seeks a more holistic  
understanding of the GGRB through a comparative analysis of the Aspen and

Idaho rivers, thus offering a unique perspective on the impact of paleorivers on the hydrologic evolution of an important paleolake, as well as on the complex orogenic topography of its watershed. 82

## **GEOLOGIC SETTING**

Since the end of the Cretaceous, the intermontane American West has experienced dramatic tectonic changes, especially in the form of the abrupt onset and subsequent denudation of the Nevadaplano (DeCelles, 2004; Chamberlain et al., 2012), as well as Miocene basin and range extensional tectonics (Dickinson, 2002). The Idaho River watershed in central Idaho offers a representative glimpse of the complex geologic history since the Mesozoic. Several tectonomagmatic events influenced watershed evolution, including Cretaceous and Cenozoic interplay between tectonics of the Sevier fold and thrust belt and Laramide block-faulting, Late Cretaceous and Cenozoic hinterland igneous activity and regional uplift, the Paleogene shift from compressional to extensional tectonics in the western United States, and the resultant metamorphic core complexes that ensued (Chetel et al., 2011; Honig et al., 2020 and references therein).

The Aspen River, conversely, was sourced from headwaters draining what is now central Colorado (Hammond et al., 2019; Parrish et al., 2023). Broadly, central Colorado represents a tectonomagmatic history beginning with juvenile crust and island-arc accretion of the Yavapai (1.8–1.7 Ga) and Mazatzal (1.7–1.65 Ga) provinces before the Mesoproterozoic intrusion of anorogenic igneous rocks (Van Schmus et al., 1996; Whitmeyer and Karlstrom, 2007). Thereafter, the region underwent Paleozoic and Mesozoic sedimentary cycling, including the uplift and denudation of the ancestral Rockies, Jurassic erg formation, Cretaceous and Eocene Laramide uplift (Dickinson and Snyder, 1978; Bird,

1984; DeCelles, 2004; Davis et al., 2009; Christie-Blick et al., 2015; DeCelles and Graham, 2015; Yonkee and Weil, 2015), and finally, Eocene volcanic activity resulting in the Colorado Mineral Belt (Chapin, 2012).

In Wyoming, the Green River Formation (GRF) was deposited between 53.5 and 48.5 Ma in paleolake Gosiute which, at its most expanded state, occupied several regional basins that comprise the Greater Green River Basin (GGRB). These sub-basins include the Bridger, Great Divide, Washakie, and Sand Wash sub-basins (Fig. 1). In the Bridger sub-basin, which serves as the GGRB's ultimate sink, the GRF is comprised of the Luman tongue, the Tipton Member, the Wilkins Peak Member, and the Laney Member (Fig. 2) (Roehler, 1993; Smith et al., 2003, 2010). These strata record the system's evolution from overfilled (Luman tongue) to balanced filled (Tipton Member) to underfilled (Wilkins Peak Member) and back to balanced/overfilled (Laney/Sand Butte bed of the Laney) (Carroll and Bohacs, 1999). The GRF lies atop the mixed lacustrine, paludal and fluvial facies of the Wasatch Formation Main Body (Bradley, 1964; Roehler, 1969; Sullivan, 1985). The GGRB formed when Laramide tectonics, in conjunction with tectonics associated with the Sevier fold and thrust belt dissected the landscape throughout the current central Rocky Mountain region, transforming it into a series of discrete, hydrologically isolated, "fault-bounded" non-marine basins (Weimer, 1960; Dickinson and Snyder, 1978; Bird, 1984, 1998; Dickinson et al., 1988; DeCelles, 2004). These basins provided a sink for large and dynamically evolving watersheds (Smith et al., 2014b; Parrish et al., 2023). Several regional-scale paleorivers have been proposed as inputs to lakes that occupied the Uinta, Piceance, and Greater Green River Basins, including the Idaho River (Chetel et al., 2011; Honig et al., 2020), the California River (Davis et al., 2010), and the Aspen River (Smith et al., 2014b; Hammond et al., 2019; Parrish et al., 2023). Previous provenance work based on detrital zircon

geochronology, paleocurrent analysis, and petrographic thin-section analysis by 84 Hammond et al. and Parrish et al. (2019 and 2023) suggests that the headwaters of the Aspen River were sourced in central Colorado during the early Eocene. Similar work by Chetel et al. and Honig et al. (2011 and 2020) identified north central Idaho as the likely provenance of the Idaho River. From their respective catchments, both the Idaho and Aspen rivers emptied into the GGRB which, at ~50,000 km<sup>2</sup>, resulted in both rivers distributing sediment across 100s of km<sup>2</sup> (Fig. 1). Deposits associated with each distributive fluvial system (DFS) (e.g., Weissmann et al., 2010) provide the basis of this study.

Despite its continentality and orographic isolation, the fossil record from the GRF suggests a subhumid climate in the Laramide foreland with temperatures remaining above freezing year-round (Wilf, 2000; Smith et al., 2015). Yet, regional climate modeling of the early Eocene suggests that the structural features responsible for hydrologically isolating the GGRB also worked as barriers to the lateral advection of atmospheric moisture (Sewall and Sloan, 2006). Specifically, modeling suggests that the GGRB was mostly isolated from Pacific moisture and thus received the bulk of its influent precipitation from cyclonal semi-monsoonal airflow originating in the Gulf of Mexico. Despite this, and similar to today, the Front Range of Colorado and Wyoming, though not to the same degree as the uplifted Sevier foreland, also appears to have provided an orographic barrier to moisture from the Southeast (Sewall and Sloan, 2006), indicating a more arid Eocene climate in the GGRB (Smith et al., 2014b).

## **METHODS**

### **Field Data**

#### ***Outcrop Analysis***

At four key outcrop localities – Sand Creek Delta (SCD), Scrivner Butte

(SB), Firehole Canyon (FHC), and Little Mesa (LM) – measured sections, detailed 85  
sedimentary observations, and annotated photos were all collected (Figs. 3-6).  
Stratigraphic sections were measured at the decimeter scale (App. B1). High-  
resolution outcrop photos were shot with either a DJI Phantom 4 Unmanned  
Aerial Vehicle or a handheld Nikon Z6II mirrorless camera and stitched together  
in Adobe Photoshop. Outcrop-scale image annotations were made in the field  
using an iPad Pro and Procreate software. Smaller-scale feature annotations,  
sedimentary feature observations, and orientation data acquisition were all  
conducted within StraboSpot. Channelized sand percentages were calculated  
from measured sections where both channelized sand and overbank/lacustrine  
fines were adequately represented. When surrounding fine-grained facies were  
not adequately represented in the observed outcrop, analogous measured  
sections were used to calculate channelized sand percentages.

### ***3D Model Image Acquisition***

At each locality, 3D models were generated from acquired imagery using  
Agisoft Metashape, and then exported to Virtual Reality Geological Studio  
(VRGS) for annotation and analysis. Each 3D model represents 100s of still  
images acquired with a DJI Phantom 4 Unmanned Aerial Vehicle or a handheld  
Nikon Z6II mirrorless camera. Both methods captured GPS data on an image-  
by-image basis. When possible, imagery was shot on cloudy days to minimize  
the contrast between sunny and shady areas on outcrops. All camera settings  
were manually controlled to optimize image quality.

### **Paleohydraulic Measurements**

In addition to field observations, bar heights ( $B_H$ ) were measured from  
representative 3D photogrammetric models for three outcrop localities. Bankfull  
flow widths ( $B_{bf}$ ), paleoslopes (S), and catchment areas ( $D_a$ ) were then calculated

**Bankfull Flow Width ( $B_{bf}$ )**

In their 2021 publication, Greenberg et al. used Bayesian linear regression analysis to derive a relationship between bankfull flow width ( $B_{bf}$ ) and bar width ( $W_{bar}$ ) (therein called “point-bar surface width”). Using their methods  $B_{bf}$  is expressed as:

$$(1) B_{bf} = (2.34 \pm 0.13)W_{bar}$$

**Paleoslope (S)**

Trampush et al. (2014) developed a methodology to estimate paleoslope (S) based on Bayesian regression analysis of bankfull measurements in modern alluvial rivers (n = 541). Using their methods, paleoslope (S) is expressed as:

$$(2) \log S = \alpha_0 + \alpha_1 \log D_{50} + \alpha_2 \log H$$

where the constants are given by  $\alpha_0 = -2.08 \pm 0.036$ ,  $\alpha_1 = 0.254 \pm 0.016$ , and  $\alpha_2 = -1.09 \pm 0.044$ .

**Catchment Area ( $D_A$ )**

The catchment area for each system was calculated using regional hydraulic geometry curves after Davidson and North (2009):

$$(3) H = aD_A^b$$

where H = channel depth and  $D_A$  = drainage area. The constants, a and b, are empirically determined using survey and stream gauge data from analog catchment areas (Davidson and North, 2009 and references therein). Drainage-area calculations need to be done for the primary trunk channel of the drainage network (Bridge and Tye, 2000; Davidson and North, 2009). Here, maximum

measured channel depths are used to minimize the risk of using smaller or tributary channels. Calculations based on these curves assume substantial uncertainty due to inherent uncertainties in channel depth measurement, uncertainties in paleoclimate approximation, as well as the limitations of applicable published regional hydraulic curves. As such, and based on the range of proposed climates for the GGRB, a range of hydraulic geometry curves representing potentially representative climate settings have been used to calculate drainage areas for each catchment area (Table 1). These curves include 1) “humid, sub-tropical” – a humid, subtropical climate with year-round precipitation 2) “continental” – an amalgamation of dry summer continental climates with seasonal precipitation and humid continental climates with year-round precipitation, and 3) “semi-arid” – a semi-arid climate with seasonal precipitation (Davidson and North, 2009 and references therein).

## **RESULTS**

### **Representative Lithofacies**

#### ***Firehole Canyon (FHC)***

At FHC both outcropping sands (the “upper” and “lower” sands) are less than three stories thick and lenticular. Both sand bodies are erosionally based, thin toward their margins, and are laterally continuous on scales of 10s of meters (Fig. 3). The “upper sand” is dominated by thin (cm-scale) convex-up, low-angle, and rippled bedding (facies Sla, Sr; Fig. 7F; Table 2). The lower sand, by contrast, is predominantly characterized by laterally accreting clinofolds comprised of low-angle and rippled (predominantly climbing ripples) well-sorted, fine to medium-grained, arkosic sand (facies Sla and Srl; Fig. 7E; Table 2).

Since the modeled outcrop of the D-bed in FHC does not adequately represent fine-grained strata, a representative section in the neighboring canyon

was used to calculate the channelized sand percentage (Fig. 1b). Channelized sand in Sage Creek Canyon (and by proxy FHC) comprised 23% of the measured stratigraphy (Table 3).

### ***Scrivner Butte (SB)***

At SB, channelized sandstone facies are predominantly characterized by planar and low-angle laminations as well as highly bioturbated and massive stratification of very fine to fine, well-sorted, sub-rounded, arkosic sand (facies Spp, Sla, and Sm; Fig. 7D; Table 2). Channelized sand at SB comprised 24% of the measured stratigraphy (Fig. 4; Table 3).

### ***Sand Creek Delta (SCD)***

Channelized sands at SCD are bimodal. The “upper sand” is a poorly-sorted arkose characterized by pebble lags throughout. Grain sizes range from medium to granule sized and structures are almost exclusively dm-scale, trough-cross stratification (facies Stx; Fig. 7C; Table 2). The upper sand is laterally continuous for 10s to 100s of meters and thins gradually towards its margins (Fig. 5).

The lower sand is characterized by dm-scale clinofolds dipping up to 20° to the SE, comprised of well-sorted, fine to medium-sized sand, with variable sedimentary structures including planar and low-angle bedding, unidirectional ripples, and trough-cross stratification (facies Spp, Sla, Sr, and Stx; Table 2). It is laterally continuous for ~20-30 meters. A representative section that captured both channelized sands and surrounding fines was not attainable at the SCD locality, as such channelized sand percentages were not calculated.

### ***Little Mesa (LM)***

Channelized sands at the Little Mesa locality are multi-story sand bodies that characteristically sit atop an intraclast conglomerate (Fig. 6). Conglomeratic



facies and pebble lags are common within the characteristic medium- to coarse- 89  
grained, dm- to m-scale trough-cross stratification (facies Stx; Fig. 7A&B).

Other common facies include plane-parallel bedding, low-angle bedding, and conglomerate deposits (facies Spp, Sla, Gmm, Gmpp; Table 2). Channelized sand at LM comprised 50% of the measured stratigraphy (Fig. 6; Table 3).

### **Channel Geometries**

Average channel heights for Aspen paleoriver deposits ranged from 3.7 m at SB to 4.6 m at FHC. The average channel height measured for Idaho River deposits was 4.5 m at LM. Aspen River flow widths ranged from 24.3 m at SB to 36.6 m at FHC. Calculated flow widths at the LM locality averaged 40.8 m wide. Measurable clinofolds at the SCD locality were not reliably discernable from the 3D model. Further work would therefore be required to obtain channel geometry data for SCD (e.g., Lyster et al., 2021 and references therein).

### **Paleogeomorphic Calculations**

Paleoslopes are presented as  $y/x$  m. For example, a paleoslope of  $1 \cdot 10^{-3}$  results in an elevation decrease of 1 m per 1000 m. Calculated paleoslopes for Aspen River deposits were shallowest at FHC with a slope of  $2.1 \cdot 10^{-4}$ , and steepest at SB with a slope of  $2.29 \cdot 10^{-4}$ . The calculated paleoslope at the Little Mesa outcrop was  $2.16 \cdot 10^{-4}$  (Table 1).

Calculated catchment areas across three different climate zones ranged from 20,297 km<sup>2</sup> to 1,033,794 km<sup>2</sup> for the Aspen River and from 66,543 km<sup>2</sup> to 1,131,844 km<sup>2</sup> for the Idaho River (Table 1).

## **DISCUSSION**

### **Depositional Model**

#### ***Aspen River***

At the SCD locality, the lower sand, based on its dipping clinofolds and

lateral evolution of tractive flow structures (e.g., Stx and Sr) into suspension-deposited structures (e.g., Spp and Sm) is interpreted as a small delta (Figs. 5 & 7). The upper sand, as evidenced by its larger grain sizes and ubiquitous trough-cross stratification, is interpreted as a channel of the Aspen River. Here then, two expressions of the Aspen DFS's relationship to the lake are recognized. First, the lower sand represents deltaic deposition during an expanded phase of Lake Gosiute (Smoot, 1983; Roehler, 1992, 1993; Pietras and Carroll, 2006; Aswasereelert et al., 2013; Smith et al., 2014b), though this could alternatively represent deltaic deposition into an ephemeral lacustrine body within the Washakie sub-basin. Second, the upper sand represents the Aspen River during a Gosiute lowstand as an established river channel deposited amalgamated sands. There is a notable difference in sedimentary structures at SCD relative to structures at FHC and SB (discussed below) suggesting a fundamental difference in the fluvial character of the river at SCD. This, in part, is likely a function of SCD's relative location within the Aspen DFS. Amalgamated, trough-cross-bedded channel belt facies are typical of proximal and medial DFS lithofacies (Owen et al., 2015), though, based on the limited vertical stacking of the upper sand, it is most likely that SCD represents a medial locality within the Aspen DFS (Owen et al., 2015). Sub-critical flow structures (e.g. trough-cross stratification) are often interpreted to be indicative of perennial rivers (e.g., Birgenheier et al., 2020), though the recognition of poor sorting, variable paleocurrents, and pebble lags are conversely interpreted as deposition from a river that experienced seasonal flashy discharge (Owen et al., 2015 and references therein). It may therefore be that the fluvial deposits of the "upper sand" at SCD represent a combination thereof – a more established (potentially perennial) system that was seasonally subject to monsoonal flooding.

The predominance of planar and low-angle stratification at SB (Figs. 4 &

7) may suggest critical to super-critical flow conditions indicative of variable discharge flooding events (e.g., Wang and Plink-Björklund, 2019; Birgenheier et al., 2020). Moreover, Froude critical and supercritical flow deposits have been linked to dryland rivers, humid, subtropical conditions, and monsoonally influenced rivers (Wang and Plink-Björklund, 2019 and references therein). Common to rivers across these settings are significant seasonal discharge variability, high peak flows, and rapid changes in flow such that flood-stage can be supercritical and falling-stage too brief to rework flood-stage deposits (Lang et al., 2004; Fielding, 2006; McCarthy, 2013; Plink-Björklund, 2015; Sala et al., 2020). This interpretation of sedimentary structures observed at SB is in line with the hypothesized climate within the proposed catchment of the Aspen River as it flowed out of a region influenced by a Gulf of Mexico-driven monsoon (Sewall and Sloan, 2006).

Furthest down-system, at the FHC locality (Figs. 3 & 7), the predominance of high-deposition, lower flow-regime structures (e.g., climbing ripples) within laterally accreted clinofolds in the “lower sand” suggests rapid deposition in an established channel, followed by relative local hydrologic quiescence as indicated by bounding floodplain deposits. The “upper sand”, characterized by m-scale, convex-up, low-angle, and rippled sand lamina proves more enigmatic (Fig. 7F). One possibility is that similar to deposits at SB, the upper sand at FHC represents critical and super-critical flow (e.g., Fielding, 2006; Cartigny et al., 2014; Birgenheier et al., 2020). The differences observed between the upper and lower sands at FHC are reminiscent of observed differences in Jurassic and age-equivalent Eocene deposits described in the Uinta basin by both Wang and Plink-Björklund (2019) as well as Birgenheier et al. (2020), respectively. Specifically, Birgenheier et al. identify two separate fluvial facies (F1.1 and F2.2) differentiated based on sub- and super-critical deposition which

they attribute to differences in deposition imparted by changes in climate. Wang and Plink-Björklund recognize similar critical and super-critical flow structures (facies 1.2-1.5) and interpret them as indicative of climate-mediated seasonal flooding (2019). The single-story and isolated nature of channels at FHC and SB suggests minimal avulsion reoccupation and thus low channel return frequency (Hajek and Edmonds, 2014; Chamberlin and Hajek, 2015). While this is almost certainly influenced by variable seasonal discharge, this could also be a function of relative location within the DFS. Previous research recognizes a correlation between channelized sand percentages and relative location within a DFS (Table 3; Owen et al., 2015; Wang and Plink-Björklund, 2019). Channelized sand percentages for FHC and SB (23% and 24% respectively) suggest that both localities represent relatively distal deposition within an Aspen River DFS. The erosionally based, lenticular sand bodies of the “upper sand” at FHC and deposits at SB are thus interpreted as isolated channels within surrounding floodplain and/or lacustrine deposits wherein deposition was dominated by climatically mediated, episodic flooding events. Yet, the sub-critical structures observed in the “lower sand” at FHC and deposits at SCD suggest more established fluvial systems (Fig. 7C&E).

### ***Idaho River***

The predominance of trough-cross bedding at LM suggests channelized fluvial deposition in subcritical flow (Figs. 6 & 7). Like the “upper sand” at SCD, it is suggestive of a more established fluvial system (e.g., Birgenheier et al., 2020). Yet, the presence of conglomeratic facies, local low-angle and planer bedding, poor sorting, and pebble lags throughout may be indicative of variable discharge (e.g., Fielding, 2006; Owen et al., 2015; Wang and Plink-Björklund, 2019). In addition to the notable difference in mean grain size observed between the Idaho and Aspen Rivers, another significant difference is the multi-story

nature of channels at LM. Relative to the minimal vertical aggradation at Aspen River localities, multi-story sand bodies at LM are on the scale of 10s of meters suggesting frequent avulsion reoccupation (Fig. 6; Hajek and Edmonds, 2014; Chamberlin and Hajek, 2015). Moreover, channelized sand percentages at LM were measured at 50% implying a relatively proximal position within the Idaho River DFS (Table 3; Owen et al., 2015).

Finally, though a distinct bi-modality of lithofacies was observed in Aspen River deposits, the same is not true of Idaho River deposits. The implication herein is that whatever signal driver was moderating the Aspen River, it had no discernible influence on Idaho River deposits. This could be a function of the limitations of outcrops representing the Idaho River or even the scale of outcrop analysis in this study. Alternatively, it could also be the relative lack of signal influencing the Idaho system or a difference in signal propagation through each sediment routing system.

### **Grain Size Differences**

Within channelized sand bodies, the mean and maximum grain size is notably larger for Idaho River deposits than for Aspen River deposits (Fig. 7A; Table 1; Chetel et al., 2011; Hammond et al., 2019; Honig et al., 2020; Parrish et al., 2023). This difference could result from several different causes. One possible cause could be a difference in the grain size mix of the sediment supply to the two rivers. The grain-size characteristics of the sediment supply, which are largely controlled by catchment lithology, impart a first-order control on grain size trends and sedimentary architectures downstream (Allen et al., 2015). Therefore, if the Idaho River's catchment had higher fractions of resistant metamorphic and igneous lithologies, larger grain sizes might be expected relative to a catchment lacking such lithologies. Both catchments contain resistant lithologies, including the Challis and Absaroka volcanics drained by

the Idaho River and Proterozoic metamorphic rocks drained by the Aspen River. 94

However, the Idaho River headwaters also include thick, structurally imbricated sedimentary deposits associated with a Paleozoic passive margin and Mesozoic foreland basin. Equivalent strata are an order of magnitude thinner in the Aspen River headwaters. Larger grain sizes associated with the Idaho River therefore cannot be confidently attributed to differences in catchment lithology.

A second potential explanation for grain size differences could be the representative outcrop's relative distance along the sediment routing system. For example, if the Little Mesa locality is relatively further upstream than outcrop localities representing the Aspen River, it may still be within the system's gravel front, thus explaining the presence of pebble-sized grains (e.g., Michael et al., 2014). Downstream-fining relationships cannot be directly evaluated based on data from a single locality, but distance from basin center (Table 1) permits a first-order comparison of the two river systems. This distance is similar for both the Little Mesa and Sand Creek Delta localities, suggesting that downstream fining may not fully account for their grain size difference. Moreover, the Idaho River was significantly longer than the Aspen River (~550 and ~370 km, respectively) (Fig. 1), and therefore represents sand potentially transported 100s of km further than sand in the Aspen River.

A third interpretation of the grain size disparity could be the sequestration of coarser fractions in the Aspen fluvial system in upstream sub-basins. Enroute to its terminal sink (Lake Gosiute), the Aspen River encountered first the Sand Wash and then the Washakie sub-basins (Smith et al., 2014b; Hammond et al., 2019; Parrish et al., 2023), the former especially would have provided accommodation and a means of sequestering larger grains, thus leaving a smaller grain size fraction for distribution to downstream sub-basins. However, this hypothesis is difficult to fully evaluate due to the presence of younger cover

strata in the upstream sub-basins.

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A fourth interpretation of the grain size disparity is the differences in stream power of the two rivers. By virtue of deeper and more powerful peak flows, larger rivers are capable of transporting larger grain sizes. A system-scale size difference between the Aspen and Idaho rivers is supported by previous regional geological, geochemical, and sedimentary provenance analysis (Carroll et al., 2008; Doebbert et al., 2010; Chetel et al., 2011; Smith et al., 2014b; Hammond et al., 2019; Honig et al., 2020; Parrish et al., 2023). Although subject to large uncertainties, the reconstructed catchment area of the Idaho River appears to be approximately three times that of the Aspen River (Fig. 8; Table 1). Catchment area generally correlates with both point bar thickness and bankfull discharge in compilations of modern rivers (Blum et al., 2013 and references therein). The Idaho River might thus have been capable of transporting larger clasts than the Aspen River. However, channel height measurements for the Idaho River (at LM) and Aspen River (at FHC) are indistinguishable at  $\pm 1\sigma$  (Table 1). Average flow widths, paleoslopes, and drainage areas derived from these measurements therefore do not support significantly different discharge magnitudes for the two paleorivers.

### **Modern Analogs**

Modern rivers that terminate in endorheic basins offer analogs that may provide useful insights into the nature of the Idaho and Aspen Rivers. Three potentially instructive examples include the Ili River, which terminates in Lake Balkhash in Kazakhstan, the Neales River, which terminates in Lake Eyre in Australia (Croke et al., 1998; Lang et al., 2004), and the Okavango River, which terminates in the Okavango Delta in Botswana (McCarthy, 2013). Calculated paleoslopes for both the Aspen and Idaho rivers are comparable to known gradients for the end reaches of all three of these analogs (Table 1),

and are broadly characteristic of lowland rivers (Blum et al., 2013; Lyster et al., 2021). Measured channel geometries in Aspen and Idaho river deposits are also comparable to channel geometries of the Okavango and Neales river systems (measured geometries were not found for the Ili River). The Okavango has measured channel depths ranging from 3 to 7 m representative of pre-fan and upper DFS localities, and the Neales River has measured channel depths ranging from 2.5 to 5 m in main-trunk measurements (Table 1; Lang et al., 2004; McCarthy, 2013). Blum et al. (2013) show a correlation between bankfull discharge and drainage area ( $r^2 = 0.944$ ). Therefore, based on observed similarities to modern analogs in both paleoslope and channel geometries, the expectation is that estimated drainage areas for the two Eocene systems would also be similar.

For both the Aspen and the Idaho rivers, however, geologically reconstructed drainage areas are much smaller than predicted based on the relationship between drainage area and discharge of modern rivers occupying semi-arid regions (Table 1; Fig. 8; Davidson and North, 2009). Reconstructed drainage areas are also much smaller than those of the Okavango and Ili Rivers. Several factors might explain these observations. The reconstructed drainage could be too small due to limited preservation or outcrop exposure of fluvial deposits, insufficient provenance sampling resolution, masking of provenance signatures due to sedimentary recycling, or other causes. Alternatively, climate in the region may have been sub-humid as previously inferred by Wilf et al. (2000), rather than semi-arid (e.g., Sewall and Sloan, 2006; Smith et al., 2014b). Perhaps most importantly, portions of the drainage area may have stood substantially above the lowland termini of the Idaho and Aspen Rivers. Previous studies have suggested that portions of the drainage area for the Idaho River were 2 km or more above Lake Gosiute (Carroll et al., 2008; Doebbert et al.,



2010), and therefore would have experienced much higher precipitation rates than the adjacent lowlands.

### **Climatic Implications**

Astronomic influence on the deposition of GRF deposits is well documented. Most notably this is observed in the cyclicity of the characteristic “A-I” arkose beds – of which the FHC locality (this study) represents the “D” bed (Culbertson, 1961; Meyers, 2008; Smith et al., 2010, 2014b; Aswasereelert et al., 2013; Machlus et al., 2015; Bruck et al., 2023). In a study assessing the astronomic cyclicity of the “A-I” arkose beds, Bruck et al. (2023) hypothesized that increasing eccentricity enhanced the delivery of lowstand alluvial sediment possibly due to increased “monsoon-like” precipitation (2023). The implication therein is an augmentation of the status quo imparted on the depositional system by astronomic changes. In this case, Bruck et al. argue that an increase in eccentricity elevates a “monsoon-like” condition, suggesting not only that the increase in eccentricity increases monsoonal precipitation, but also that it exacerbates the dry season. The bi-modality observed in the Aspen River system may therefore be indicative of an astronomically-driven climate signal wherein increases in eccentricity exaggerate monsoonal seasonality resulting in critical and super-critical fluvial deposits indicative of variable, high-discharge flood events (e.g., SB and the upper sand at FHC), and decreases in eccentricity return the system to a relatively less exaggerated state wherein a more consistent (perennial?) system, as indicated by subcritical sedimentary structures could establish itself (e.g., SCD and the lower sand at FHC).

Yet the same climatic-driven bi-modality is not observed in Idaho River deposits. One possibility could be that the astronomic signal responsible for modulating Aspen River deposition was weaker or not present during the deposition of the Alkali Creek Member. The Alkali Creek Member of the Green

River Formation represents deposition between ~52.5 and ~51.5 Ma. The A-I beds are found within the Wilkins Peak Member of the Green River Formation which was deposited between ~51.5 and ~50 Ma. Given the age difference between the two members, the astronomic signal may simply have been too weak during the deposition of the Alkali Creek Member and then strengthened prior to deposition of the Wilkins Peak Member. This hypothesis is supported by the increase in frequency and strength of hyperthermal events around ~51.5 Ma relative to the previous 1 m.y. (Lauretano et al., 2018; Bruck et al., 2023).

There is also the possibility that the lack of an astronomic signal in Idaho River deposits is less a function of the astronomical signal as it is a reflection of inherent climatic differences between the watersheds – namely, the differences in patterns of precipitation. While both rivers terminated into a semi-arid to sub-humid lake Gosiute (Wilf, 2000; Sewall and Sloan, 2006; Smith et al., 2015), they sourced areas of notably different climates. If, for example, the Aspen River were a perennial river sourcing an area with seasonal changes in precipitation, such variability would be augmented by orbitally-paced climate variability resulting in a strong signal-to-noise ratio. Moreover, if the Idaho River sourced an area less influenced by seasonal changes in precipitation, orbitally-paced variability might be drowned out by the more consistent, regional climate signal, resulting in a weak signal-to-noise ratio. This interpretation is supported by climate modeling by Sewall and Sloan (2006). Based on a regional climate model, they identified a monsoonal trend imparting a significant seasonal influence on the Front Range, peaking in June, July, and August. This seasonal variability would have directly influenced the Aspen River headwaters and thus exaggerated any orbital signal (Sewall and Sloan, 2006). They additionally recognized that relatively heavier precipitation in the Northwest (i.e. the Idaho River headwaters), came predominantly as winter snow and that, due to the high elevations of

the Cordillera at the time, snowpack (and thus runoff) persisted throughout the summer. As such, the Idaho River would have been a much more seasonally consistent system which may have precluded an orbitally-paced influence on the river, and by extension, its influence on Lake Gosiute. The implication, therefore, is that the hydrologic budget of Lake Gosiute was much more dependent on the Idaho River than the Aspen River.

### **Landscape Evolution**

This unequal influence by each fluvial system on Lake Gosiute is corroborated by previous research on the provenance of the Idaho River. Using detrital zircon provenance analysis, Honig et al. (2020) recognized the disappearance and reappearance of Idaho River deposits in Bridger Basin between ~51.6 and 49.9 Ma. As the dominant hydrologic source of Lake Gosiute, the disappearance of the Idaho River dramatically affected the lake as evidenced by the evolution of Lake Gosiute from a balanced-filled to an under-filled lake (Carroll and Bohacs, 1999). Moreover, Hammond et al. (2019) argue that the formation of trona, a relatively rare non-marine evaporite found in the Wilkins Peak Member of the Green River Formation that requires unusually alkaline parent waters, was made possible by excess alkalinity sourced from central CO by the Aspen River. Recognizing a ~3-4 m.y. lag between the youngest detrital zircon ages connecting the Bridger sub-basin to the Colorado Mineral Belt and evaporite deposition onset, Hammond et al. cite the timing of hydrothermal activity in the Colorado Mineral Belt, zircon inheritance, zircon fertility, and unroofing times as potential explanations for the offset. Another plausible explanation might be that the alkalinity sourced by the Aspen River remained more or less constant and that the onset of evaporite deposition was triggered by the cessation of the Idaho River which would have diluted any alkaline influence by the Aspen. By this reasoning, the lag time becomes

a non-issue as alkalinity in Lake Gosiute builds not as a function of changes in the Aspen River watershed, but as a function of the dramatic hydrologic change engendered by the cessation of the more hydrologically influential Idaho River. 100

In a geologic instance of irony, the cessation of the Idaho River to Lake Gosiute may, in addition to enabling the deposition of bedded trona, also have been responsible (or partly so) for its short tenure in the Wilkins Peak Member. Walters et al. (2023) suggest that a tectonically induced environmental shift in the GGRB reduced accommodation and thus precluded bedded evaporite formation which requires deeper, stratified water (Demicco and Lowenstein, 2019; Walters et al., 2023). This environmental shift and subsequent change in “transfer function” might also be attributed to the cessation of the Idaho River. If the formation of the bedded evaporite requires excessively alkaline and deep water, the “Goldilocks” environment would have evolved as soon as alkalinity, sourced from the Aspen River, reached requisite levels, and depth, as controlled by the Aspen and late Idaho Rivers, remained significantly deep. With the cessation of the Idaho, however, the underfilled lake would have slowly shallowed. This shallowing may have, as Walters et al. (2023) argued, been a function of a tectonically moderated reduction in accommodation. Alternatively, it could also have been a function of evaporative output outpacing Aspen River input to a point where a critical threshold was reached and regardless of alkalinity, depth conditions were such that bedded evaporite deposition was not possible.

## **CONCLUSIONS**

Comparative analysis based on 3D model analysis, paleo-catchment size estimations, and sedimentologic observations of deposits representing the Eocene Aspen and Idaho Rivers reveals fundamentally different river systems.

Observed differences in both fluvial architectures and lithofacies across three localities representative of the Aspen River suggest a duality of Aspen River expression between a more ephemeral system with flashy, variable discharge and a more established, possibly perennial, system. This duality is likely a response to previously documented eccentricity-paced astronomical cyclicity, yet is absent in Idaho River deposits. The lack of bi-modality in Idaho River deposits may be the result of a change in the strength of the astronomic signal between Alkali Creek (Idaho River) and Wilkins Peak Member (Aspen River) deposition. Alternatively, there could be a fundamental difference in signal propagation through the Idaho fluvial system versus the Aspen. The latter is supported by modeled differences in catchment precipitation and observed differences in sedimentary structures between the two rivers, suggesting that the Idaho River may have been a more established and sustained fluvial system. In addition to dampening any astronomic signal, a more consistent fluvial system would also suggest that the Idaho River represented a more significant hydrologic source to Lake Gosiute. This interpretation is corroborated by previous provenance research and may play a role in both the appearance and disappearance of the enigmatic bedded evaporites present in the Wilkins Peak Member of the GRF. Finally, based on the previously modeled semi-arid climate of the Eocene GGRB, and relative to measured watershed limits for each river, predicted watersheds using regional hydraulic curves were significantly larger than expected. This is likely a result of substantially wetter catchments at higher elevations in both the Cordillera and Laramide foreland.

## **ACKNOWLEDGEMENTS**

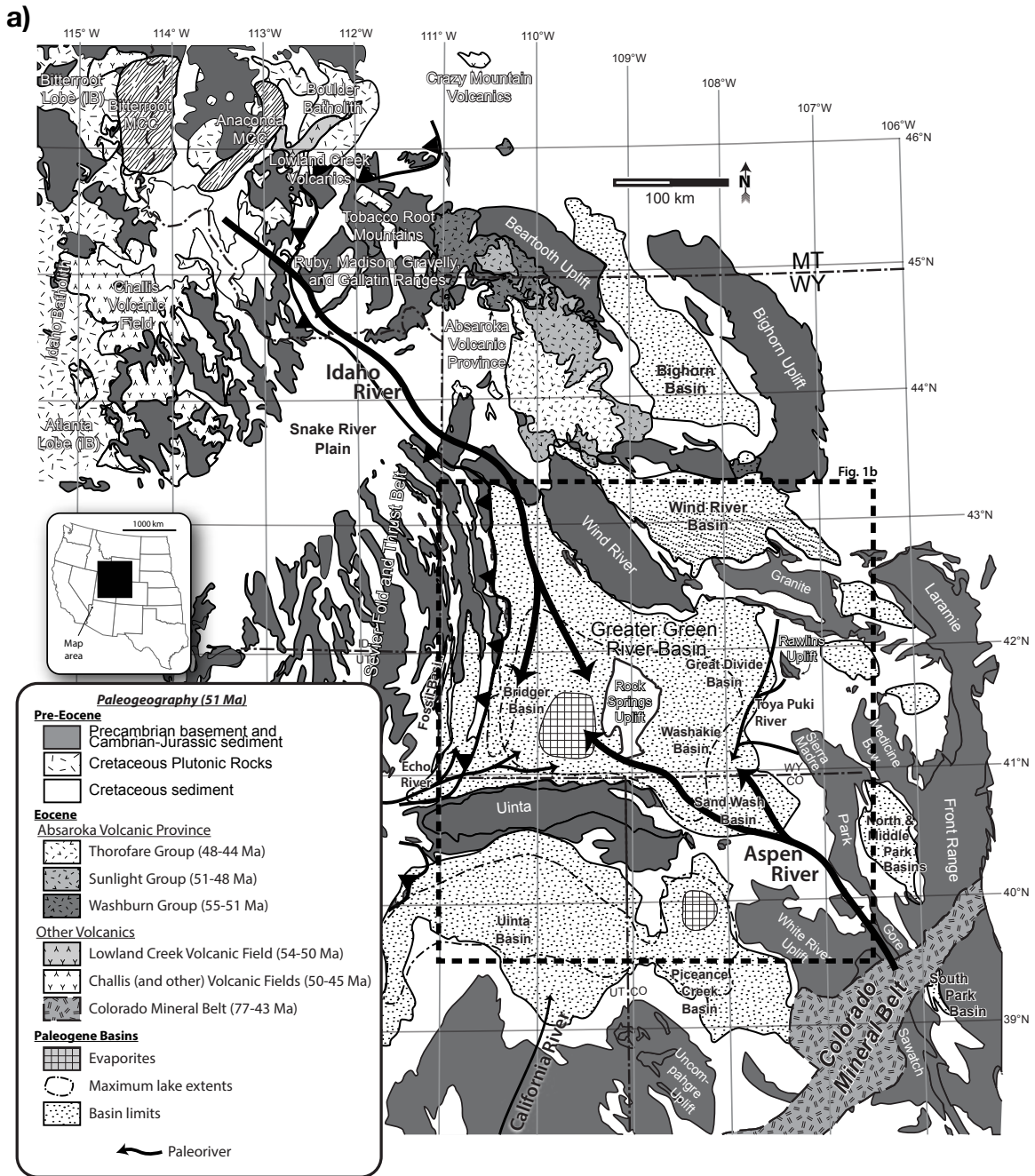
I extend my sincere appreciation to Dr. Alan Carroll for his unwavering patience and invaluable feedback throughout the manuscript preparation

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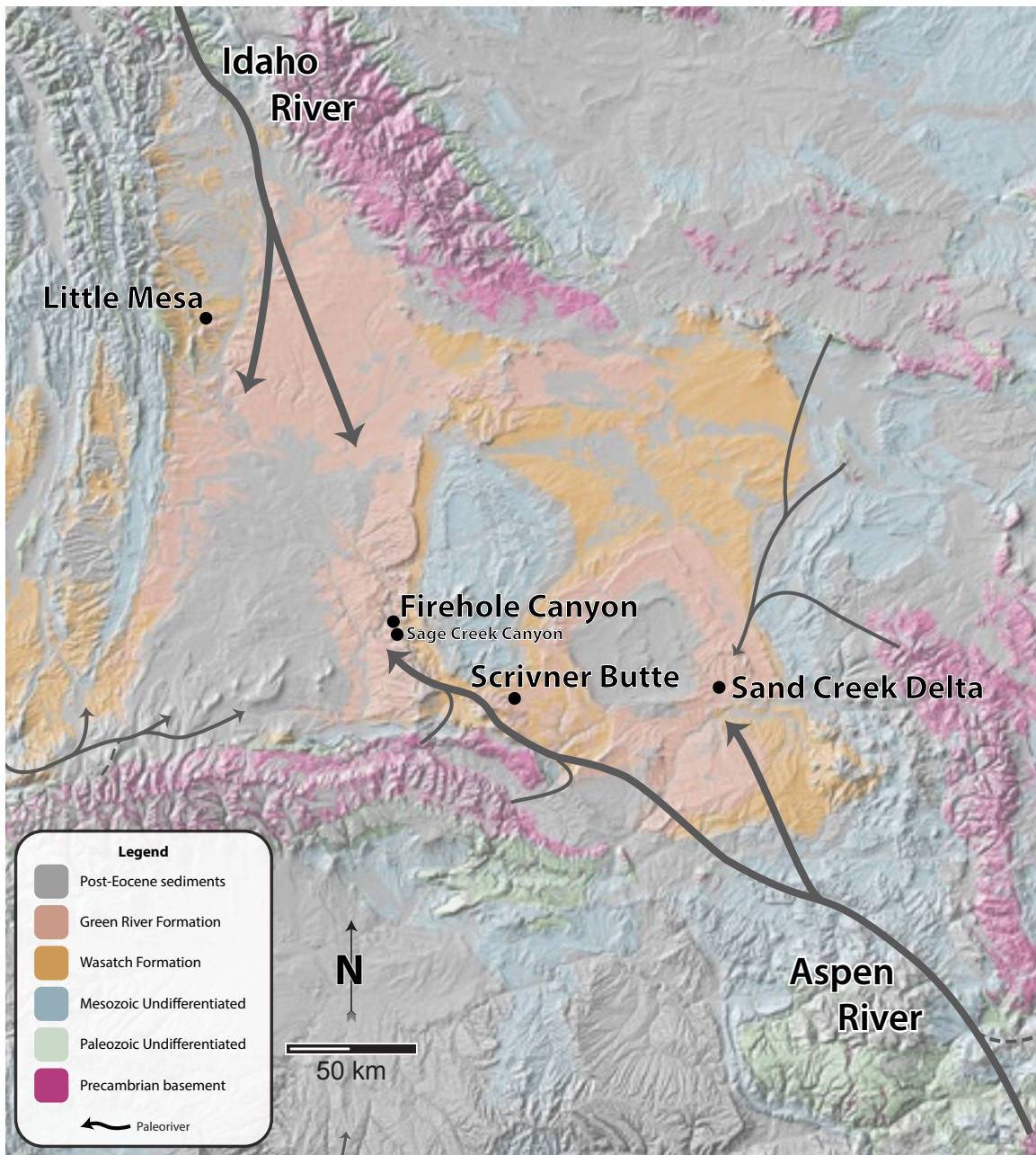
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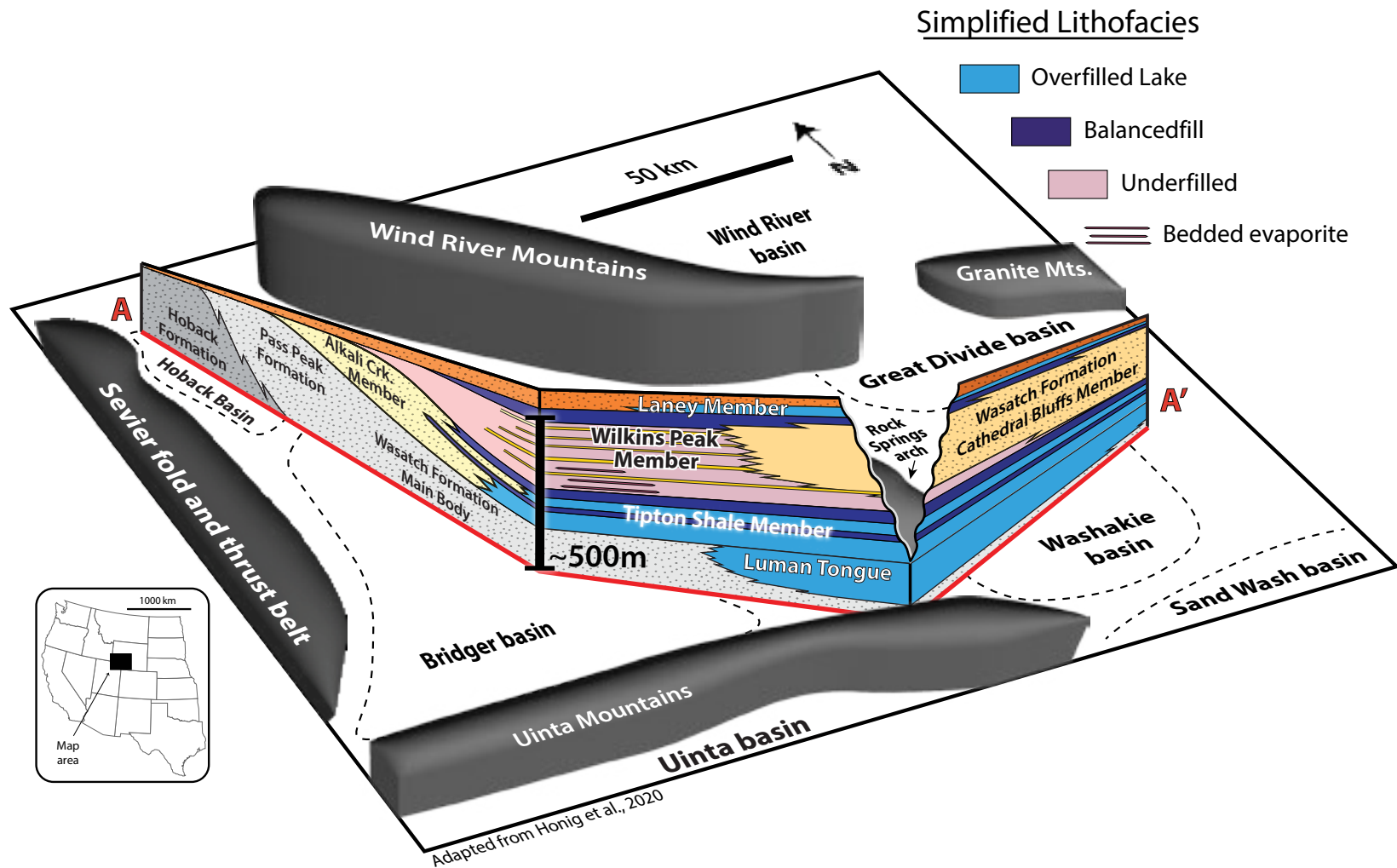


**Figure 1 a)** Regional map showing both the Aspen and Idaho rivers, sub-basins comprising the Greater Green River Basin (GGRB), and regional topographic uplifts. **b)** (Next page) map showing field area and outcrop localities.

b)

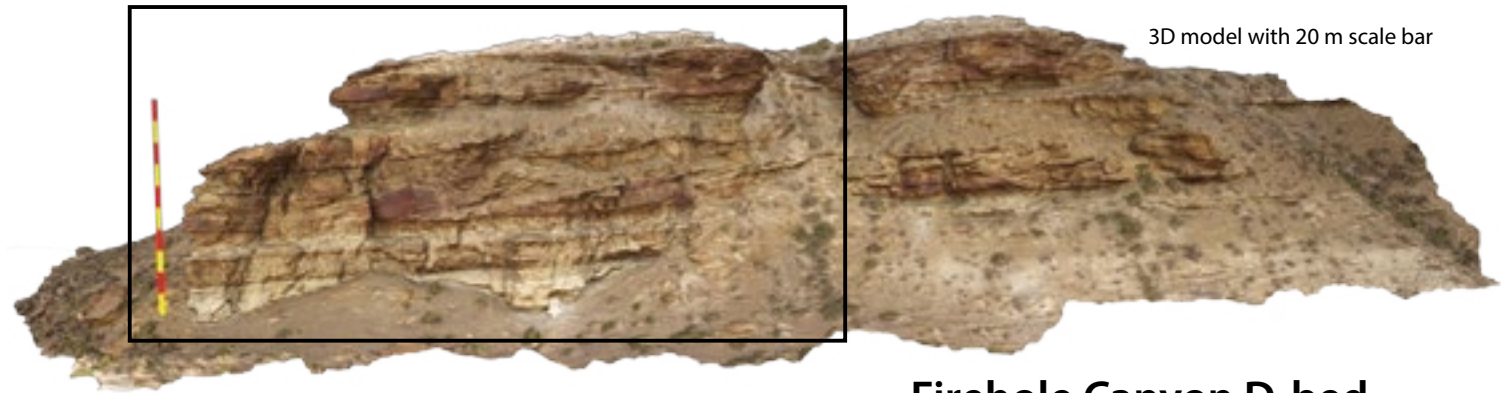






**Figure 2** Idealized 3D cross-sectional diagram showing regional uplifts, the sub-basins of the Greater Green River Basin, as well as the Wind River and Uinta basins, and the principal stratigraphy of the Green River Formation. Stratigraphic and spatial relationships are based on prior work by Roehler (1991, 1992), Pietras et al. (2003), Smith et al. (2008), and Chetel et al. (2011).

**Figure 3** Paired 3D model and annotated outcrop photo for the Firehole Canyon (FHC) locality.



**Firehole Canyon D-bed**

Annotated field photo

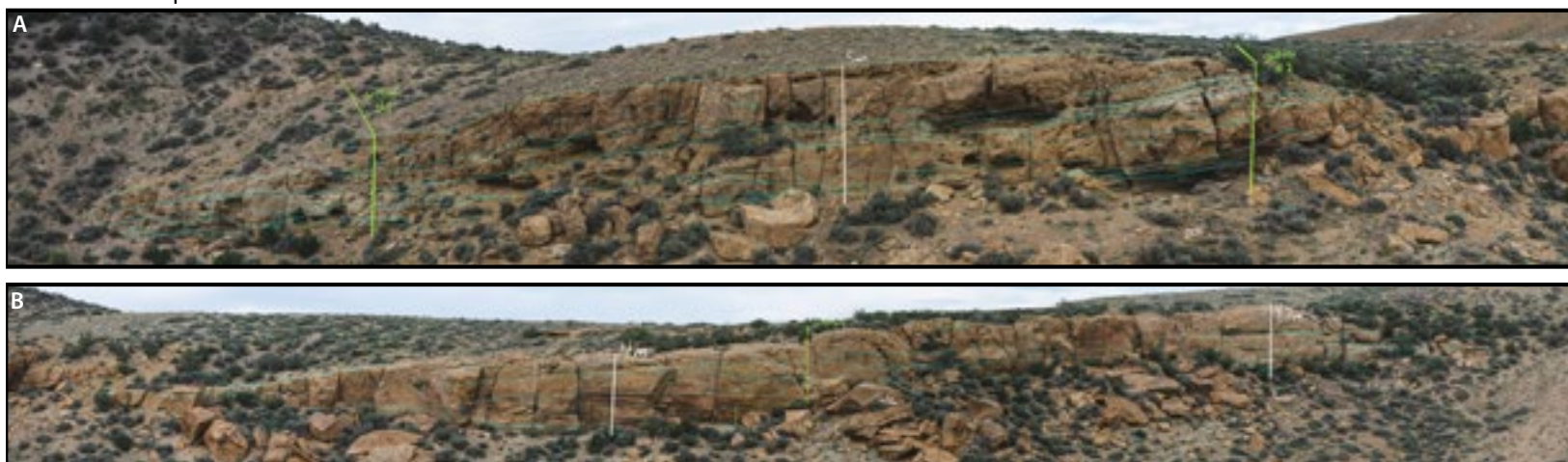


**Figure 4** Paired 3D model and annotated outcrop photos for the Scrivner Butte (SB) locality.



### Scrivner Butte

Annotated field photos





## Sand Creek Delta

Annotated field photo

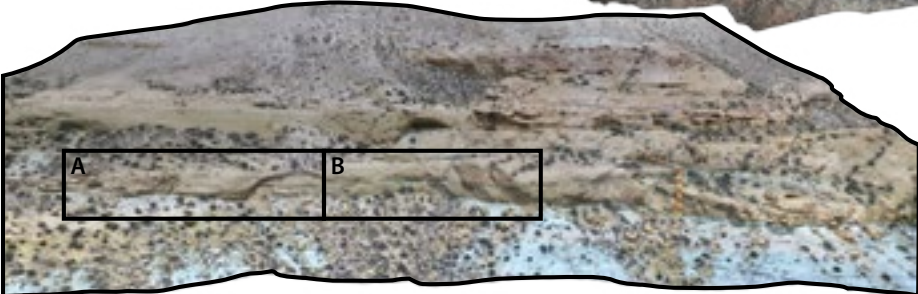


**Figure 5** Paired 3D model and annotated outcrop photo for the Sand Creek Delta (SCD) locality.

# Little Mesa



3D models with 20 m scale bar

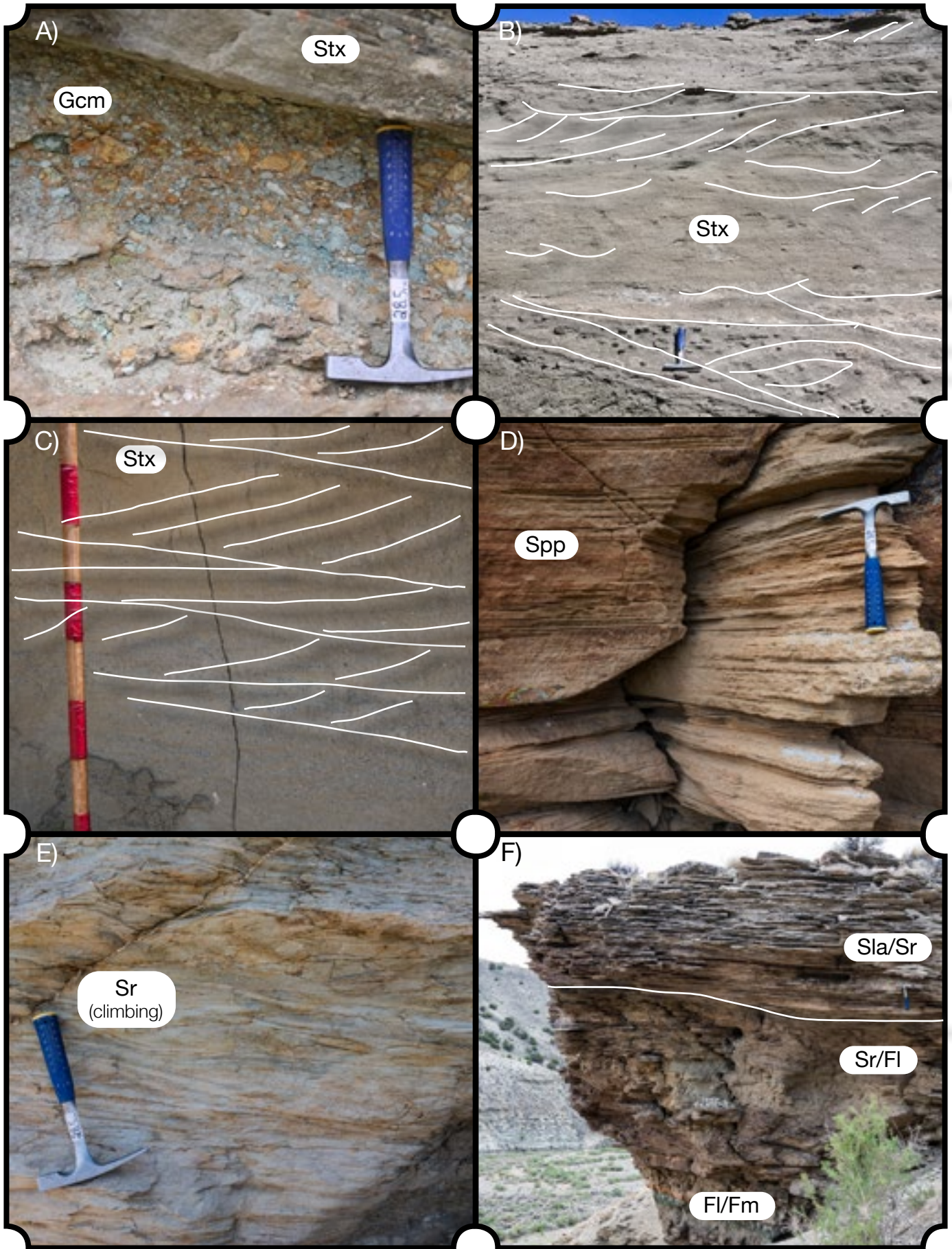


**Figure 6** Paired 3D models and annotated outcrop photos for the Little Mesa (LM) locality.

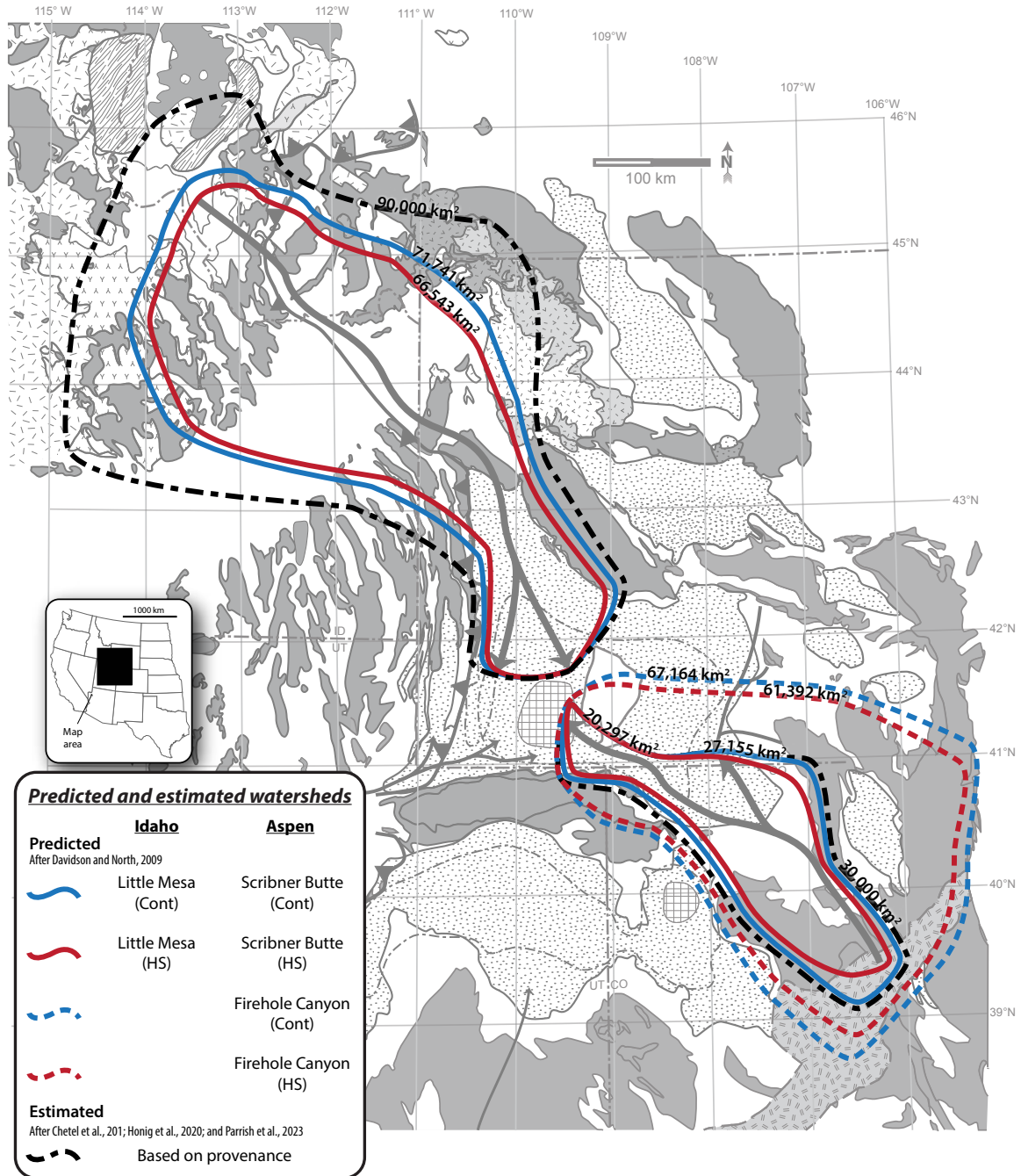


Annotated field photos





**Figure 7** Outcrop photos of common facies (Table 2). Rock hammer (28.5 cm) and Jacob's Staff (dm-scale intervals) for scale. **A)** Gravel (Gcm) at the LM locality (Fig. 6). **B)** Trough-cross stratification (Stx) at the LM locality (Fig. 6). **C)** Trough-cross stratification (Stx) in the Upper Sand at the SCD locality (Fig. 5). **D)** Plane parallel bedding (Spp) at the SB locality (Fig. 4). **E)** Climbing ripples (Sr) in the Lower Sand at the FHC locality (Fig. 3). **F)** Low-angle (Sla) convex-up, rippled (Sr) bedding in the Upper Sand at the FHC locality (Fig. 3).



**Figure 8** Predicted and estimated watershed sizes for the Idaho and Aspen river systems. Predicted watershed sizes include values calculated for “humid, sub-tropical” (HS) and “continental” (Cont) climates, based on measured geometries at the Little Mesa locality for the Idaho River as well as the Scribner Butte and Firehole Canyon localities for the Aspen River (Fig. 1b; Davidson and North, 2009). Calculated values for a “semi-arid” climate were omitted due to size, but are given in Table 1. Estimated watershed sizes are based on previous provenance research by Chetel et al. (2011), Honig et al. (2020), and Parrish et al. (2023).

**Table 1**

**TABLE 1. RIVER PARAMETERS**

Locality		Measured Parameters					Calculated Parameters		Predicted Watershed Area (Davidson and North, 2009)			
		Basin Center Distance (km)*	D <sub>avg</sub> (mm)	D <sub>50</sub> (mm)	H (m)	River Length (km)	Watershed Area (km <sup>2</sup> )	B (m)	S (y/x) <sup>†</sup>	Humid-Subtropical (km <sup>2</sup> )	Continental (km <sup>2</sup> )	Semi-arid (km <sup>2</sup> )
<u>Greater Green River Basin, WY</u>												
Aspen	Firehole Canyon (FHC)	25	0.375	0.375	4.64	~370	30,000	36.55	2.10E-04	61,392	67,164	1,033,764
Aspen	Scrivner Butte (SB)	80	0.164	0.188	3.66	~370	30,000	24.30	2.29E-04	20,297	27,155	297,620
Aspen	Sand Creek Delta (SCD)	152	3.469	3.000	N.D.	~370	30,000	N.D.	N.D.	N.D.	N.D.	N.D.
Idaho	Little Mesa (LM)	119	7.536	0.375	4.53	~550	90,000	48.14	2.16E-04	66,543	71,741	1,131,844
<u>Modern Analogs</u>												
Okavango, BOT <sup>1</sup>	Panhandle reach	N.A.	N.A.	N.A.	3-5	1700	156,250	50-90	1.25E-04	N.A.	N.A.	N.A.
Okavango, BOT <sup>1</sup>	Delta Upper	N.A.	N.A.	N.A.	5-7	1700	156,250	15-130	1.25E-04	N.A.	N.A.	N.A.
Okavango, BOT <sup>1</sup>	Delta Middle	N.A.	N.A.	N.A.	N.D.	1700	156,250	5-20	1.25E-04	N.A.	N.A.	N.A.
Okavango, BOT <sup>1</sup>	Delta Outlet	N.A.	N.A.	N.A.	N.D.	1700	156,250	N.D.	1.25E-04	N.A.	N.A.	N.A.
Ili, KZT <sup>2</sup>	N.A.	N.A.	N.A.	N.A.	N.A.	1439	140,000	N.A.	1.53E-04	N.A.	N.A.	N.A.
Neales, AUS <sup>3</sup>	Upstream of point Bar	N.A.	N.A.	0.75	5	420	35,000	80	2.32E-04	N.A.	N.A.	N.A.
Neales, AUS <sup>3</sup>	Prior to terminal splay	N.A.	N.A.	N.D.	2.5	420	35,000	200	N.D.	N.A.	N.A.	N.A.
Neales, AUS <sup>3</sup>	Avulsion channel	N.A.	N.A.	0.375	0.8	420	35,000	50-150	1.43E-03	N.A.	N.A.	N.A.

*Note:* D<sub>avg</sub> = average grain size, D<sub>50</sub> = median grain size, H = channel height, B = channel width, S = mean paleoslope

\*Basin center referenced as Solvay Core: 41.414231°N, 109.69675°W

<sup>†</sup>In modern analogs where paleoslopes were not calculable from D<sub>50</sub>, H, and B values, Google Earth was used to estimate gradients.

*Data sources:*

1. McCarthy (2013)
2. Wikipedia (2023)
3. Lang et al. (2004)



Table 2

TABLE 2 - OBSERVED FACIES, GREEN RIVER FORMATION, GREATER GREEN RIVER BASIN, WY, USA

Facies code	Textures	Structures	Interpretation
Stx	fine to coarse sand, well to moderately sorted	Trough-cross stratification	Bedload deposition and dune migration in subcritical flow
Spx	fine to coarse sand, well to moderately sorted	Planar-cross stratification	Bedload deposition and dune migration in subcritical flow
Spp	very fine to coarse sand, well to moderately sorted	plane parallel bedding	Bedload and suspension deposition in trans-supercritical flow
Sla	very fine to medium sand, well to moderately sorted	low-angle bedding, often convex up in nature	Suspension deposition, in supercritical flow; high deposition rates
Sm	very fine to medium sand, well to moderately sorted	Massive, often trace fossils	Bioturbated sand
Sr/Srl	very fine to coarse sand, well to moderately sorted	Ripple/wavy laminations, including climbing ripples	Bedload deposition and ripple migration in subcritical flow; climbing ripples suggest high deposition rates
Swr	very fine to coarse sand, well to moderately sorted	Wave/bi-directional ripples	Bedload deposition and ripple migration in wave-dominated flow regimes
Sc	very fine to coarse sand, well to moderately sorted	flame structures; overturned folds; ball and pillow structures; convolute bedding	soft sediment deformation from water escape and local collapse
Fl	clay to well-sorted, very fine sand, variably colored (greenish, purplish, grey/brown most common)	laminated, blocky, root traces possible	Purplish : oxidized well-drained floodplain/channel-fill mudstone Greenish: Reduced, poorly drained, floodplain/channel-fill mudstone Grey/brown: oxidized poorly-drained floodplain/channel-fill mudstone Mixed color: Variable redox conditions floodplain/channel-fill mudstone
Fm	clay to well-sorted, very fine sand, variably colored (greenish, purplish, grey/brown most common)	massive, blocky, root traces common	Highly bioturbated; Purplish : oxidized well-drained floodplain/channel-fill mudstone Greenish: Reduced, poorly drained, floodplain/channel-fill mudstone Grey/brown: oxidized poorly-drained floodplain/channel-fill mudstone Mixed color: Variable redox conditions floodplain/channel-fill mudstone
Gcm/Gmm	Dominantly gravel+ sized grains; matrix supported, sub-rounded to angular, variable in shape	Massive	Intrabasinal clasts (e.g. floodplain mudstones and lake carbonates) deposited by collapse and fluidization of channel banks during falling stage of flow (e.g. Wang and Plink-Björklund, 2019)?
Gmpp	Dominantly gravel+ sized grains; matrix supported, sub-rounded to angular, variable in shape	planar bedding	Intrabasinal clasts (e.g. floodplain mudstones and lake carbonates) deposited by supercritical tractive flow.
Gci/Gmi	Dominantly gravel+ sized grains; matrix supported, sub-rounded to angular, variable in shape	Inverse grading	Intrabasinal clasts (e.g. floodplain mudstones and lake carbonates) deposited within small-scale mudflows, from possible collapse of channel banks (like above)?
Gcn/Gmn	Dominantly gravel+ sized grains; matrix supported, sub-rounded to angular, variable in shape	Normal grading	Intrabasinal clasts (e.g. floodplain mudstones and lake carbonates) deposited by waning, sub/transcritical, tractive flow.

**Table 3**

TABLE 3 - CHANNELIZED SAND PERCENTAGES BY OUTCROP LOCALITY

Locality	Channel Sand (%)
Little Mesa (LM)	50
Sage Creek Canyon (Proxy for FHC)	23
Scrivner Butte (SB)	24

*Note:* channelized sand percentages calculated from measured sections (Appendix B1)

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## Chapter 3

### Honoring the affective domain: re-envisioning geoscience education

<sup>1</sup>Ethan C. Parrish

<sup>2</sup>Julie Libarkin, <sup>1</sup>Stephen R. Meyers, <sup>3</sup>Gigi Cohen

<sup>1</sup>Department of Geoscience, University of Wisconsin—Madison, 1215 West Dayton Street, Madison, WI 53715

<sup>2</sup>Department of Geological Sciences, Michigan State University, 288 Farm Lane, 206 Natural Science, East Lansing, MI 48824

<sup>3</sup>tadada Scientific Lab, University of Wisconsin—Madison, 1215 West Dayton Street, Madison, WI 53715

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In an era of unprecedented human-caused climate change, never has an education in the Earth Sciences been so societally necessary for the future and health of humanity. Moreover, diverse representation from a climate-conscious global community is vital to our movement toward a better future. One way to seek this future is through undergraduate geoscience education. Despite research showing the educational value of emotional engagement, the historic focus of science education has been placed largely on the cognitive domain. This paper seeks to address if and how the incorporation of interdisciplinary art into a geoscience curriculum can engage emotion and, by extension, enhance learning. We aim to understand if an arts-based geoscience curriculum influences students' sense of belonging, their sense of place, outcome expectations associated with the course, interest in the curriculum, and ultimately, their future goals.

This study consists of two sub-studies. Study 1 approaches the whole course as an arts-based intervention and consists of early and late-semester surveys. Study 2 focuses on the specific use of video as an educational tool and was implemented on a lab-specific basis via pre- and post-lab surveys. Both studies incorporate quantitative and qualitative data in the form of Likert-type and free-response form survey questions. The target demographic was introductory geoscience students representing a wide range of academic majors and ranks, with little to no geoscience experience.

The arts-based geoscience curriculum improved student perceptions of their sense of belonging in the Earth Science community, enhanced their sense of place, elevated their interest in further Earth Science education, and influenced their career goals. Moreover, the results were consistent for non-male and/or non-white-identifying students.

As our global society invariably reckons with the impacts of a changing climate, we are increasingly called to recognize the interconnectedness of humanity and Earth-system processes (IPCC, 2014). Never has an education in the Earth Sciences been so societally necessary for the future and health of humanity. Moreover, as the burden of the climate change crisis is unequally shouldered by marginalized and lower-income socioeconomic groups, diverse representation from a climate-conscious global community is vital to our movement toward a better future. One avenue to advance the development of such a community is through undergraduate geoscience education, yet undergraduate enrollment rates in geoscience writ large have been declining since 2017 (Keane et al., 2021). Among the physical sciences, geoscience is one of the least diverse (if not the least diverse), with 76% of respondents in a recent national study identifying as “White” (Beane et al., 2021; Diversity in the Geosciences, 2020; Keane et al., 2021). Research suggests that students from underrepresented groups who take a traditional geoscience course can actually have a decreased interest in geoscience at the end of the course (Keilson, 1998; Riggs & Semken, 2001) and that one of the principal obstacles in diversifying geoscience education may be the ineffective way the subject matter is presented, particularly in introductory undergraduate courses (Baber et al., 2010; Huntoon et al., 2005). In addition, students from underrepresented groups are overall less likely than majority students to perceive geosciences as socially or personally interesting or valuable (Sherman-Morris & McNeal, 2016).

Perera et al. (2018) offer a review of the systemic issues impacting diversity in geosciences, including the myriad barriers faced by marginalized groups before and after stepping into college geoscience classrooms. These barriers are almost completely external issues associated with historical and systemic



failure to value the assets marginalized students bring into STEM. Barriers include the lack of access to math and science in K-12 settings, uninviting learning environments, and lack of encouragement and support (Baber et al., 2010 and references therein). Notably, the latter two points are associated with the affective domain — the feelings, attitudes, emotions, and values that shape an individual's learning and behavior (Krathwohl et al., 1964; McConnell & van Der Hoeven Kraft, 2011); and not the more traditionally valued cognitive domain (the processes behind learning) within the realm of science, technology, engineering, and math (STEM) education.

Despite this, the historic focus of science education has been placed largely on the cognitive domain. Decades of research on science education have provided a plethora of tools for teaching conceptual understanding of geosciences, focusing on the cognitive processes behind learning. Much less focus, however, has been given to the affective domain (McConnell & van Der Hoeven Kraft, 2011). Yet the importance of addressing the affective domain in educational settings is well understood. Research shows that intrinsic value and positive emotions like enjoyment of learning, hope for success, and pride in a given task result in more effective learning (Emotion in Education, 2007). Moreover, students are more likely to engage in higher-order learning strategies such as elaboration, organization, and critical thinking when they feel they are in an emotionally supportive learning environment (Turner et al., 2002). Indeed, McConnell et al. (2010) demonstrated that for introductory geoscience students, motivation has a more significant influence on student performance than pre-existing student ability (measured by standardized test results such as ACT/SAT scores). Curriculum, therefore, that takes into account the affective domain, has not only a positive effect on student performance but may additionally serve to increase diversity in the field.

The question invariably becomes, what can geoscience educators do to more effectively honor the affective domain in introductory geoscience classrooms? This paper seeks to address if and how the incorporation of interdisciplinary art into a geoscience curriculum is one potential way of engaging emotion and, by extension, enhancing learning. We aim to understand if a less traditional geoscience curriculum that incorporates art, and the artistic expression of geologic principles, influences students' sense of belonging, their sense of place, their outcome expectations associated with the course, their interest in the curriculum, and ultimately, their future goals.

Sense of place encompasses the meanings and attachments that places hold for people. Its components, place attachment and place meaning, reference both cognitive (knowledge concerning the meaning of a place) and affective (place attachments and attitudes towards a place) domains. Place-based science education, therefore, reaches students on both cognitive and affective levels which is vital to an interest-based (i.e., intrinsically motivated) learning relationship between a person and an object of study (Ainley & Hidi, 2002), and focuses on referential environments by synthesizing different ways of knowing within and about a place (Semken & Freeman, 2008).

The need to belong — to form interpersonal relationships — is a fundamental human motive (Baumeister & Leary, 1995). Sense of belonging, writ large, is therefore fundamental to a rewarding human experience. This holds true for the academic realm as well. Academic sense of belonging, herein simply referred to as “sense of belonging”, reflects the feeling that one fits in, belongs to, or is a member of the academic community in question. It “involves one’s personal belief that one is an accepted member of an academic community whose presence and contributions are valued” (Good et al., 2012). Working to instill a positive sense of belonging is vitally important to educational spaces

as it influences students' interest in further learning, as well as their likelihood of remaining interested in the field. Furthermore, a sense of belonging to an educational community can decrease students' anxiety about that subject and increase confidence in personal ability, which are all critical factors in a student's experience and success in an educational setting (Ferkany, 2008; Good et al., 2012). Within the geosciences, sense of belonging has been tied to overall career satisfaction and is clearly important for retention (McCallum et al., 2018). Societal norms have historically had a significant influence on sense of belonging — specifically, capability-based stereotypes (e.g., perceived female inability in math/science) and fixed views on intelligence (e.g., that skill in math and/or science is a natural talent). These influences on a student's sense of belonging are typically more pronounced for marginalized groups (Good et al., 2012).

Together, self-efficacy and outcome expectations make up the two pillars of Social Cognitive Theory, which is widely recognized as being fundamental to understanding individual behavior (Bandura, 1986). Self-efficacy is concerned with an individual's beliefs in their ability to perform a specific task, while outcome expectancies are concerned with an individual's perceptions about the likely outcomes of their action (Koletsou & Mancy, 2011). Specific influence on behavior depends on the nature of the particular activity. In instances where outcomes are more loosely tied to the quality of performance (e.g., academic and career environments), outcome expectancies play a more significant independent role than they might otherwise (Lent et al., 1994). Both self-efficacy and outcome expectations are important for an individual's relative interest in a subject (Smith & Fouad, 1999), which in turn, can influence that individual's success in the subject.

Interest, broadly defined, is a phenomenological experience incorporating

both cognitive and affective components (Ainley et al., 2002; Lamb et al., 2012; 132 Sansone & Smith, 2000). More specifically, with respect to the relationship between interest and learning, interest in a topic is related to an individual's affective response to that topic. A positive emotional response, mediated by topical interest, engenders persistence within that subject and thus improves learning (Ainley et al., 2002). This "topical interest" might also be considered in terms of intrinsic motivation, i.e. when the behavior of an individual is motivated by the actual, anticipated, or sought experience of interest (Sansone & Smith, 2000).

Interest, in this case in Earth Science, is intimately related to one's goals. For example, if a student is interested in learning more about Earth Science, it follows then that they may have a goal of taking an Earth Science course in college, and may further have the goal of doing well in that course. Here, though, it is important to differentiate between "target" and "purpose" goals (Harackiewicz & Sansone, 2000), the prior referring to smaller tasks specific to an activity at a given point in time (e.g., doing well on an exam) and the latter operating at a higher level and representing the reasons for the behavior (e.g., pursuing an Earth Science-related career). The interest-goal relationship, however, is not a one-way continuum. Just as interest may beget goal-setting, goals may also beget interest. Therefore, interest, and thus intrinsic motivation, can be learned in the right context. The key to a particular goal's effect, however, depends on whether it is associated with performing the given activity in a way that involves and interests the individual (Sansone & Smith, 2000).

This has obvious and profound implications for educational curriculum: if the goals integrated into a curriculum do not involve and interest the students, the likelihood of students developing any intrinsic motivation to participate is low. This is less of an issue in higher-level collegiate courses, where presence in the

course is predicated on a purpose goal (i.e., established interest) in the form of a 133 declared major or minor, or more generally where the course is elective in nature. The same is not true of introductory-level courses where presence in the course is often a function of a mandated target goal (e.g., credit requirements).

We began by asking what geoscience educators can do to honor the affective domain in introductory geoscience classrooms, suggesting that an effort to do so may improve student performance as well as increase diversity in the field. We now posit that in addition to these, honoring the affective domain may also provide a way in which curriculum might more effectively involve and interest students, thereby increasing intrinsic motivation and potentially influencing higher-order purpose goals related to career and/or future paths of study.

#### ***Video as an affective teaching tool in geoscience***

One possible way to honor the affective domain is by incorporating curriculum-specific videos into the introductory geology curriculum. Advantages to the film medium are numerous, including 1) the potential to promote connectedness to Earth via place-based education principles (Frantz & Mayer, 2009; Mayer et al., 2009; Semken, 2005; Semken et al., 2017; Semken & Freeman, 2008); 2) the potential for increased student engagement via the employment of a “blended learning” or “flipped classroom” model (Brame, 2016; Jamaludin & Osman, 2014; Stockwell et al., 2015); 3) the potential to apply universal design for learning principles (Grogan & Ruzik, 2000; King-Sears, 2009); 4) the potential for film to engender an emotional connection to content (Dobele et al., 2007; Gross & Levenson, 1995; von Mossner, 2014); and 5) appealing to the values and preferences of younger generations (Ghersetti & Westlund, 2018; Nicholas, 2008; Schwieger & Ladwig, 2018).

### Locating the Research

Establishing the setting for the research may be important for understanding study findings. This study was conducted during the spring semester of 2022 in the introductory geology course taught at a large midwestern institution and was approved by the institution's Institutional Review Board (IRB# 2022-0041) prior to data collection. All participants were given a consent form approved by the IRB. The course was taught by the third author. All three authors adhere to postpositivist perspectives – that knowledge is not fixed. Rather, knowledge is supported by the strongest, currently available evidence, and is subject to change as better evidence evolves. In addition, we recognize knowledge as constructed by individuals and seek to find commonalities between individual interpretations of study data to generate interpretations.

The first author (EP) is a Ph.D. candidate at the University of Wisconsin-Madison with a focus on geoscience and education. He holds both a B.A. and an M.S. in geology and has experience as an educator both in K-12 and collegiate settings. Author 1 is also a professional filmmaker with a focus on educational and documentary media, some of which has been developed for and implemented in this study.

The second author (JL) holds a B.S. in physics and geology and a Ph.D. in geoscience. She is a professor of science education research housed in Earth and Environmental Sciences and Undergraduate Education at Michigan State University. She has experience teaching a wide range of geoscience topics, investigating conceptual understanding using qualitative and quantitative approaches, and bringing concepts from other disciplines into geoscience

The third author (SM) holds a B.S. in environmental science and an M.S. and Ph.D. in geology. He is a professor in the Department of Geoscience at the University of Wisconsin-Madison where he has developed a research, teaching, and outreach program that addresses climate change, Earth System history, and Solar System evolution. He regularly teaches the large introductory geoscience course that is the focus of this study, and co-founded tadada Scientific Lab, which develops approaches for science education that engage art-science collaboration (Meyers & Cohen, 2019b; tadada Scientific Lab, n.d.; Tyrell, 2018), as implemented in this study.

The fourth author (GC) started her career as newspaper photographer in 1987, and continued as a professional photojournalist and social documentary photographer for over 20 years. Her international body of work addresses social issues such as women's and children's rights, living with AIDS, and incarceration. Cohen's photography has been featured in a wide range of international publications (e.g., Sunday Times Magazine, L'Express, New York Times Magazine, LIFE, Der Spiegel, New York Newsday, Guardian) and exhibitions such as the "Child Labor and the Global Village: Photography for Social Change project" (Bachman et al., 2004). Her professional experience in the field followed a B.A. with a double major in Fine Arts and Rhetoric & Communication. Author 4 is the co-founder of tadada Scientific Lab and a primary collaborator on the project (Meyers & Cohen, 2019b; tadada Scientific Lab, n.d.; Tyrell, 2018).

### **Instructional Design**

The implemented curriculum (Study 1, see "Study Design" below) was developed over several years leading up to the 2022 semester. Holistically, the curriculum seeks to re-envision large introductory geoscience courses by

emphasizing a personal (affective) connection to the course content, while inspiring scientific literacy and building the skill sets that lead to successful engagement in science throughout life (Meyers & Cohen, 2019a). Recognizing the variety of backgrounds and lived experiences present in a large introductory classroom, the curriculum seeks to mirror this diversity by promoting personal and emotional connections to Earth Science in myriad ways.

For example, “connection events” that seek to foster wonderment, empathy, and inclusion through collaborations with artists, musicians, storytellers, and community members are integrated throughout the semester. In addition, the lecture portion of the course has been reenvisioned through the lens of narrative storytelling in an effort to illustrate the relatable human journey of science and to offer students a more personally relatable experience. Moreover, the curriculum takes the collaborative experience traditionally reserved for the lab portion of the course and extends it to the course writ large through classroom implementations like “pair & share” discussions, “gots & nots” feedback, experiential examples, and self-evaluation (among others). Moreover, and possibly most importantly, the curriculum seeks to blur the boundaries between science, art, and lived experience by showing examples of engaging with science in non-traditional and art-based ways, before asking students to do the same. The implicit argument is thereby made that everything is connected — that what and how students learn in the classroom, can be and is intimately connected with their personal lives. More information about the curriculum can be found in Meyers and Cohen (2019a), Tyrell (2018), and tadada.net (tadada Scientific Lab, n.d.)

### **Study Design**

This study consists of two sub-studies. Study 1 approaches the whole course as an arts-based intervention. Investigation of the impact of this



intervention was undertaken via two surveys. The first survey was administered 137  
in the first week of class and the second survey in the final week of class.

Study 2 focuses on the specific use of video as an educational tool. Each week students participated in a lab section that required them to complete a lab assignment for that week. For three specific labs during the semester, students were randomly split into treatment and control groups, both of which took identical pre- and post-lab surveys. The treatment group received the pre-lab content in the form of a video, while the control group received the pre-lab content in the form of a reading. The videos were designed specifically for the curriculum by the first author, and employ principles founded in place-based education, digital education best practices, narrative storytelling, and creative filmmaking.

### **Surveys**

A mixed-methods approach was taken in this study using close-ended (Likert-type) and open-ended (free-response) survey approaches. Participants were informed that surveys were optional, could be stopped at any point, and would take about 10 minutes of their time, with no time limits.

Prior to implementation, instrument appropriateness was established through two means. First, the calculation of a Flesch Reading Ease score indicates surveys fell at the 8th-9th grade level, appropriate for entry-level college courses. Second, five participants external to the study reviewed the survey. These external participants were an instructional consultant for diversity, equity, and inclusion, two graduate students with a research focus on geocognition, another graduate student focusing on writing, rhetoric, and culture, and a postdoc with a focus on biosystems and agricultural engineering. Feedback indicated general agreement that surveys targeted desired variables and were understandable. Minor revisions to the survey language were

implemented based on feedback from external participants.

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The pre- and post-course survey (Study 1) included four non-identifying questions used to link survey responses across the semester, six questions documenting Sense of Belonging (modified from Good et al., 2012), seven questions documenting student Career Goals (Gray & O'Brien, 2007), five questions documenting Sense of Place (modified from Wynveen & Kyle, 2015), five questions documenting Earth Science outcome expectations for the course (modified from Byars-Winston et al., 2016), four questions related to Interest in Further Earth Science Education (Berry et al., 2017), and one open-ended question (late-semester survey only) documenting additional thoughts and reactions to the course as a whole (this study). Finally, participants completed a set of demographic questions documenting both academic and personal demographic metrics (Supplement A).

The video-specific lab surveys (Study 2) included four non-identifying questions used to link survey responses across the semester, five questions documenting Sense of Place (modified from Wynveen & Kyle, 2015), seven questions documenting the efficacy of the pre-lab as a preparatory and teaching tool (this study), four questions related to student inspiration (Berry et al., 2017), one question assessing how likely a student is to use the pre-lab content as a study resource (this study), and one open-ended question documenting additional thoughts and reactions to the pre-lab content (this study).

## **Participants**

The target demographic was introductory geoscience students representing a wide range of academic majors and ranks, with varying experience in geoscience backgrounds. Large introductory geoscience classes offer the ideal setting for this study as enrollment represents a diverse array of student academic interests and backgrounds. Students representing majors

subsumed in the categories of “Humanities, Social Sciences, and the Arts”, “Natural Sciences”, “Professions and Applied Sciences”, and “Formal Sciences” are all represented in our data. All enrolled students in the course ( $n = 476$  in the spring of 2022 and  $n = 298$  in the spring of 2023) were included in the study, though participation in data collection was optional. Following university guidelines, the study was limited to students 18 years of age and older and incentivized by one extra credit point per survey taken.

In the spring of 2022, early semester survey respondents ( $N = 385$ ) ranged from first-year undergraduates to 5th-year undergraduates with an age range of 18 to 24 and an average age of 20. 54.1% of respondents identified as women, 42.9% as men, and 3% identified as transgender or otherwise. 69.3% reported their ethnicity as white, 10.9% as American Indian/Native American, 4.06% as Latinx/Hispanic, 2.03% as Black/African/African American, and 13.7% chose not to respond.

Respondents’ motivation for taking the course was varied, with the majority of respondents taking it to “fulfill a non-major credit requirement”. Respondents’ previous collegiate STEM experience ranged from zero to more than five previous courses with the majority of respondents (48.7%) having taken two previous STEM courses. Respondents’ previous experience in Earth Science courses ranged from zero to more than three with the majority of respondents (80.2%) having not previously taken any Earth Science course. 56.9% of respondents had already declared a major of which 15.7% fell under the umbrella of Humanities, Social Sciences, and the Arts (Anthropology, Philosophy, Sociology, Linguistics, Religion, Music, Visual/Performing Arts, Economics, Political Science, etc.) 3.05% under the umbrella of Natural Sciences (Physics, Biology, Chemistry, Geology, etc), 24.4% under the umbrella of Professions and Applied Sciences (Business, Agriculture, Architecture,

Education, etc.), and 9.14% under the umbrella of Formal Sciences (Computer Sciences, Mathematics, etc.). Of the respondents in the early-semester survey who had yet to declare a major, 1.02% responded that they were likely or very likely to major in Earth Science, 34.3% responded that they were unlikely or very unlikely to major in Earth Science, and 6.85% responded that they were neither likely nor unlikely to major in Earth Science. 48.5% of respondents hoped to attain a four-year college degree, 36.5% a Master's degree, and 13.5% a Doctorate or similar terminal degree. Respondents came from a variety of backgrounds including parents/guardians who never attended college to those who have terminal degrees. 91.1% of respondents grew up in the United States, while the remainder did not or chose not to answer, and 93.9% of respondents currently have a permanent address in the United States. 89.1% of respondents consider English their primary language while the remainder did not or chose not to answer. 3.3 % of respondents identified as having a disability while the remainder did not or chose not to answer. 0.51% of respondents identified as active military or veterans while the remainder did not or chose not to answer.

## **ANALYTICAL METHODS**

### **Study 1**

#### ***Quantitative***

Scores for each of the five Likert-type instruments were calculated by averaging responses for affiliated items. Averages and standard deviations are reported in Table 1. Pearson correlations between pre- and post-course variables were calculated to determine the potential influence of variables on each other. Paired T-tests and effect sizes comparing pre- and post-averages were conducted to determine changes in the student population. Cohen's D metrics between pre- and post-course variables were then calculated to

determine the importance of the difference between pre- and post-course responses (Supplement B).

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Hypothesizing that a student's "career goals" may be informed by a student's sense of belonging, sense of place, interest in education, and outcome expectancies, regression analysis was conducted to determine which factors most significantly influence career goals. All correlated variables were included in a stepwise regression analysis, allowing the determination of the importance of each variable in influencing career goals. We predicted that students' career goals prior to the course, and their interest in further education after the course would explain most of the variance in post-course career goals. Regression was carried out in four steps (Table 2). In the first step, pre-course survey variables (e.g., Interest in Further Education, Sense of Belonging, Outcome Expectations, Sense of Place, and Career Goals) were evaluated. Post-course variables including Earth Science Outcome Expectations, Sense of Place, and Sense of Belonging were carried out in step two. The final two steps considered Interest in Further Education (post) and treatment vs. control, respectively. Regression coefficients were further calculated to identify which variables within each regression step were most influential on the model's explanatory power.

### ***Qualitative***

Based on quantitative results from 2022, a follow-up qualitative assessment was conducted at the end of the spring of 2023. Students were asked: "In what ways did the incorporation of art (e.g., film, music, visual art, poetry, etc.) impact your experience in this course?". Coded themes for Study 1 were identified by author 1 following the protocol authors 1 and 2 used to co-code Study 2 (see below).

### **Study 2**

Factor analysis was conducted for questions comprising the Efficacy of Experience instrument (this study). Scores for each of the four Likert-type instruments were calculated by averaging responses for affiliated items. Averages and standard deviations are reported in Table 3. Independent T-tests and effect sizes for each instrument in both treatment and control groups were conducted to determine the effect of treatment versus control pre-lab material (Supplement C).

**Qualitative**

For each of the three labs in Study 2, students were asked the optional, free-response question, “We would love to hear your additional thoughts on this week’s pre-lab content (e.g., how it could be improved, what specifically it may have helped you with, etc.)” Authors 1 and 2 co-coded responses to identify recurring themes by iteratively identifying emergent themes to the free-response questions until both authors were: 1) in agreement with identified themes and 2) until a saturation of major themes was reached. Author 1 then solo-coded the remaining responses.

**RESULTS****Study 1**

In the spring of 2022, 385 pre- and 251 post-course surveys were collected (80% and 53% respectively). Both surveys were completed by 53% of all enrolled students (N = 476).

**Quantitative**

Results from both survey implementations are provided in Supplement D. We describe the pre-course results first. With the exception of Interest in Further Earth Science Education, averaged survey responses indicate that students

displayed positive attitudes regarding all other metrics (Sense of Belonging, Career Goals, Sense of Place, and Earth Science Outcome Expectations) (Table 1). Respondents displayed a notably positive Sense of Place with an average response of  $4.20 \pm 0.57$ . The same positive trend was also observed in Sense of Belonging, Earth Science Outcome Expectations, and Career Goals responses as well ( $3.87 \pm 0.64$ ,  $3.71 \pm 0.83$ , and  $3.45 \pm 0.55$  respectively). Interest in Further Earth Science Education was the only metric for which negative responses were recorded in the early-semester survey ( $2.34 \pm 0.71$ ).

Four out of five instruments measured saw statistically significant increases from pre- to post-course surveys (Table 1). Sense of Belonging scores increased by 3.35%, Career Goals scores increased by 2.71%, Sense of Place scores increased by 2.09%, and Interest in Further Earth Science Education increased by 2.77%. The final instrument (Earth Science Outcome Expectations) exhibited no significant change from pre-to post-course (+0.03%).

With the exception of Earth Science Outcome Expectations, all pre- to post-course paired averages were significantly positively correlated (Supplement B) suggesting that the pre- and post-course responses can be reliably compared. Moreover, effect sizes (Cohen's D metric) ranged from 0.49 to 0.88 suggesting that the magnitude of the difference between pre- to post-course responses is not trivial.

Based on the hypothesis that a student's "career goals" are informed by a student's sense of belonging, sense of place, interest in education, and outcome expectations, regression analysis was conducted to determine which factors most significantly influence career goals. Variables in step one provide a statistically significant change in the model's explanatory power ( $\Delta R^2 = 0.369$ ); they include Interest in Further Earth Science Education (pre), Sense of Belonging (pre), Earth Science Outcome Expectations (pre), Sense

of Place (pre), and Career Goals (pre). Adding the variables in step two – Earth Science Outcome Expectations (post), Sense of Place (post), and Sense of Belonging (post) – again provides a statistically significant change in the model’s explanatory power ( $\Delta R^2 = 0.135$ ). Step three, the addition of Interest in Further Earth Science Education (post) provides a very small, though statistically significant change in the model’s explanatory power ( $\Delta R^2 = 0.071$ ), and step four, Treatment vs. Control, provides no significant change in the model’s explanatory power (Table 2). As predicted, the only statistically significant variable in the first step of the regression analysis was the pre-course score for Career Goals ( $\beta = 0.414$ ). With the addition of the second step, Career Goals (pre) remained statistically significant, and Sense of Place (post) was also recognized as a statistically significant coefficient ( $\beta = 0.392$  and  $\beta = 0.407$ , respectively). With the third step, Interest in Further Earth Science Education (post) was also added as a statistically significant coefficient ( $\beta = 0.35$ ), and no new coefficients were identified with the fourth step. Recognizing, therefore, that these variables control each model step’s explanatory power, 56% of the dependent variable can be predicted by three variables: Career Goals (pre) (37%), Sense of Place (post) (12%), and Interest in Education (post) (7%) (Table 2).

### **Qualitative**

Analysis of qualitative data produced seven emergent themes that together provided additional context for the quantitative results. Themes included (in order of prevalence): 1) the course being more enjoyable and engaging than other courses, 2) help in recognizing the interconnectedness of geoscience to other aspects of life (including students’ personal lives) 3) appreciation for incorporated art, especially music and video, 4) recognition of how the inclusion of art aided in learning the content, 5) appreciation for approaching science from



new, different and creative perspectives, 6) recognition of how the inclusion of art helped deepen appreciation for geoscience, and 7) art inclusion as an unwanted and/or unhelpful aspect of the course.

The most common emergent theme related to an appreciation for the inclusion of art as it increased both engagement with, and enjoyment of, the curriculum. As one student wrote, “I think the incorporation of art into this course made it not as scary or stressful. It added a sense of fun to learning. It also showed how art and science are connected, which is really cool.” Similarly, “Film and music helped make lectures more engaging and relevant to my life/interests!”, and “It showed me that science isn’t a boring, monotonous thing that you have to study for 20 hours a week to understand. Science is artistic, and geological processes are like a brushstroke that we can interpret. Science can be informative while not being insanely boring.”

Second to the theme of increased engagement was the theme that the incorporation of art helped students recognize the interconnectedness of geoscience to other aspects of life, including their personal lives: “I really enjoyed the concerts and multimedia exposure offered in the course, it positioned geoscience within a global context not simply a required academic class”, and “[i]t showed me the depth of which Earth Science is deeply connected to the world around me.”

Beyond the purely affective impacts, students also felt that the inclusion of art enhanced learning (usually as it related to being interested or engaged). One student provided this insight about the relationship between science learning and art, “The incorporation of art made me feel more engaged during class which helped me understand the content better as I usually struggle with science.” Another noted, “It felt easy to recall information or facts from these lectures, because they stood out to me and were so engaging.” These

qualitative findings provide a deeper context for increases in survey measures documented above. 146

Yet not all students found the inclusion of art to be a helpful aspect of the course. Though relatively uncommon, these perspectives typically related to its lack of impact on their experience, e.g., “I thought it didn’t really impact my learning. I honestly thought we could’ve spent that time doing other things” and, “[i]t didn’t really impact [my experience]. It was cool though.”

## **Study 2**

Study 2 investigated the impact of a specific art form (videos) on student learning in the context of three lessons. Students were assigned to either treatment (video) or control (text) groups. Survey group 2 consisted of three surveys given after completion of three specific lab assignments during the semester (N = 181, 150, and 159 for each assignment).

### ***Quantitative***

Results from all survey implementations are provided in Supplement D. As previously noted, Study 2 included three quantitative instruments: Sense of Place, Inspiration, and Efficacy of Experience. The Efficacy of Experience survey was a seven-item survey developed and validated for this study (Supplement E). A factor analysis was conducted to establish scale validity. First, all items were well-correlated 0.40 or higher. According to KMO and Bartlett’s tests, the sample was both large enough (0.874) and varied enough (sig. <0.001) to be a statistically appropriate sample for factor analysis. Eigenvalue and scree plot analysis both pointed towards one single factor and all seven items exhibited factor loadings above 0.63 on a single scale. Relative to internal consistency, Cronbach’s alpha for the seven items comprising the scale was 0.89, suggesting items are measuring a single construct.

Averaged student responses to all independent variables were positive, ranging from 3.5 to 4.1, with no statistically significant variance between treatment and control responses (Table 3). T-test P-values were all high (not significant), with the exception of Efficacy of Experience (sed) and Sense of Place (sed), which approached significance in favor of the video treatment with T-test p-values of 0.07 and 0.15 respectively (Supplement C). Due to the lack of statistical significance of the T-test P-values, effect size statistics are not reported.

### ***Qualitative***

For the treatment (video) group, 90 responses were collected across all three labs, with response rates of 51%, 37%, and 40% for the mineralogy, sedimentology, and igneous rocks labs respectively. For the control (reading) group, 66 responses were collected across all three labs, with response rates of 40%, 40%, and 35% for the mineralogy, sedimentology, and igneous rocks labs respectively. For the treatment group, analysis of qualitative data produced six emergent themes which included (in order of prevalence): 1) liking the videos, especially the visuals included therein, 2) the videos being helpful, especially in terms of feeling prepared for the lab as well as clarifying course content, 3) the videos being engaging and fun, 4) suggestions for changes and improvements, 5) the videos being educational and informative, and 6) appreciating seeing real-world examples/places.

The most referenced theme related to an appreciation of the videos and the visuals within. In the words of one student, "I liked the demonstration with the trail mix and the examples of rocks in nature. They were visually engaging and useful for explaining the topics." Similarly, another student wrote, "I liked that the video had captions for the definitions so it was easier to take notes."

The second most prevalent theme identified the helpfulness of the content,

especially with respect to preparation for lab and the clarification of content: “I thought this video was incredibly engaging! I learned a ton and I feel more prepared going into lab”, and “I thought the video was so helpful! It not only clarified what we already learned in class but was super easy to follow and learn.”

Not all students, however, found the videos enjoyable. Though uncommon, these perspectives typically related to disliking the tone of the videos, e.g., “I didn’t like the humor in the video because it felt demeaning as a college student to be taught something in a tone that you teach middle schoolers. I like the definitions given in the background but they could be kept up there longer so I wouldn’t have to pause the video so much”. Moreover, even when students enjoyed or found the videos helpful, another prevalent theme was the offering of feedback or suggestions to make the video better, e.g., “[t]he first video was nice where their were definitions on the screen versus the second which was hard to follow along. I like to take notes during the pre lab videos so him explain these scientific terms without it written on the screen can get confusing.”

For the control group, analysis of qualitative data produced six emergent themes which included (in order of prevalence): 1) liking the pre-lab reading, especially the included visuals, 2) finding the material helpful and/or educational, 3) suggestions for changes to the pre-lab material, 4) finding the pre-lab material difficult to understand, and 5) finding the pre-lab material unengaging.

## **DISCUSSION**

Introductory geoscience curriculum that included curriculum-specific art integrations improved student perceptions of their sense of belonging in the Earth Science community, enhanced their sense of place, elevated their interest in further Earth Science education, and influenced their career goals.

Individually, each of these outcomes is significant; cumulatively, the implications 149 are profound.

### **Study 1**

Given students' motivation for taking the course (Fig. 1), early semester scores for the Sense of Belonging metric were particularly surprising (Table 1). By virtue of the motivation for taking the course being credit fulfillment, students' motivation for taking the course was likely not based on their pre-existing sense of belonging in geoscience or even scientific spaces in general. Moreover, it is likely, even, that presence in this course is indicative of a lack of a sense of belonging with respect to scientific spaces. One potential explanation for this is that despite the prompt asking students "[with respect to] the Earth Science community", students responded with respect to their presence in that specific Earth Science setting (e.g., an introductory geoscience course for which they chose to be present). If this were the case, students would have been more likely to feel that they belonged in the introductory course they enrolled in than in the Earth Science community writ large. Regardless, this study showed a classwide increase in Sense of Belonging (Table 1). Moreover, the same increase remained true for non-white-identifying (Fig. 2) as well as non-male-identifying students (Fig. 3), for which a healthy sense of belonging is not always the case (Good et al., 2012; Murphy et al., 2007; Walecki, 2023). The curriculum, therefore, was identity-agnostic with respect to its impact on Sense of Belonging. This outcome is especially significant within the context of an introductory geoscience class where the vast majority of students was not initially motivated to participate by the subject matter but rather by the prospect of an earned science credit (Fig. 1). In this light, the outcomes are more significant in that they represent an increase in the sense of belonging of a student population not predisposed to such.

Sense of place, as previously noted, entails the perceived cognitive

and emotional meanings and attachments affixed to a place by an individual or group. Within the context of an introductory geoscience curriculum, the place attachment component of Sense of Place most readily corresponds to a student's emotional connection to Earth. Based on the classwide increase from pre- to post-course Sense of Place scores, this curriculum engendered an increased appreciation for, or attachment to, Earth (Table 1). Again, this effect was identity-agnostic and was found to be true for non-white and non-female-identifying students (Figs. 2 & 3). This enhanced appreciation for Earth, mediated by an improved sense of place, likely leads to increased interest (and thus engagement) in the course.

Arguably the most direct proxy of a student's interest in Earth Science is their interest in continuing further with Earth Science education. Given that the overwhelming motive for taking the course was "to fulfill a non-major science credit" and not because the student "planned to major in an Earth Science related field" (which was, in fact, the least popular reason) (Fig. 1), the low pre-course score for Interest in Further Earth Science Education was not surprising. Here again, though, we see a classwide, as well as among non-male and non-white-identifying, increase in Interest in Further Earth Science Education (Figs. 2 & 3; Table 1), suggesting that the curriculum motivated students to want to learn more about Earth Science.

The educational implications are clear. The identity-agnostic impact seen in Sense of Belonging, Sense of Place, and Interest in Further Education responses suggest that the non-traditional, art-infused, curriculum reached students more ubiquitously than a more traditional course. Moreover, where each of these metrics stands alone as an important cog in the affective educational wheel, the cumulative impact is that of increased intrinsic motivation. That is, as a student's emotional relationship with a topic (in this case Earth Science) improves as a

function of increases in the aforementioned metrics, so too does the behavior of 151 that student as their engagement becomes motivated by the actual, anticipated, or sought experience of interest.

To this end, the Career Goals metric was included in this study as it reflects a more holistic change in perspective by the student. In other words, if the curriculum had an emotional impact on a student (e.g., increases in Sense of Place, Sense of Belonging, Interest in Further Education, and/or Outcome Expectations) the expected outcome would be a similar change in Career Goal responses, which is exactly what we see (Table 1). By treating the Career Goal metric as a proxy for affective impact, regression analysis of the Career Goal scores enables the identification of the metrics most influenced by this curriculum (Table 2).

It is expected that a student's career goals going into the course have a first-order influence on their career goals leaving the course, so seeing that Career Goal pre-course scores have the most significant impact on Career Goal post-course scores is not only expected but serves as a validation of the regression model. Two other metrics have a statistically significant influence on the regression model: Sense of Place (post) and Interest in Further Education (post). This suggests that the art-based approach, without regard to identity, reaches students on an affective level, which, based on the effect that it has on students' sense of place and their interest in further education, changes their perspective about their futures.

These impacts are further corroborated by qualitative data. Prevalent themes such as an appreciation for approaching science from new and different perspectives, and especially students' recognition of the interconnectedness of geoscience to other aspects of life (including their personal lives), speak directly to students' elevated sense of place, sense of belonging, and interest in further

education. Moreover, coded themes like the course being more enjoyable and engaging, and appreciation for the incorporation of interdisciplinary art speak to the positive affective relationships students had with the curriculum. 152

Undiscussed heretofore is the lack of change seen in the Outcome Expectations metric. One possibility is that the instrument used was a previously established instrument and is focused more on long-term outcomes like career intentions, satisfaction, and salary rather than shorter-term outcomes like appreciating science or doing well in school (Supplement A). Given the career-centric theme of the Outcome Expectancies Instrument, it is intriguing that we see a positive change in the Career Goals instrument and not in Outcome Expectancies. This may be because the Career Goals instrument employed is less focused on specific long-term goals, but more on a student's perceived capability as influenced by Earth Science. In other words, the Career Goals instrument might also be thought of as a self-efficacy instrument, which is more concerned with an individual's belief in their capability of an action or skill (e.g., using or incorporating Earth Science knowledge) than the perceived outcomes of an action requiring that skill (e.g., being an Earth Science professional) (Koletsou & Mancy, 2011). Here it becomes clear that the impact this curriculum has on students' "career goals", may more appropriately be considered less in light of students wanting to become geoscientists explicitly, but rather that their newfound appreciation for Earth Science is something that will serve them no matter their professional and/or life choices. Again, qualitative data identifying students' recognition of the interconnectedness of geoscience to other aspects of life, including their own personal lives, corroborates this finding. Moreover, this outcome aligns with the educational goal of the test curriculum, which is not exclusively to cultivate a new generation of geoscientists as much as it is to promote a personal and emotional connection to the content while inspiring



scientific literacy and building the skills that lead to successful engagement with 153 science throughout life. While the potential for this curriculum to inspire students to consider geoscience as a future career is certainly a possibility, and maybe even a likelihood; measurement thereof is beyond the scope of this study.

## **Study 2**

Despite average treatment group responses being slightly higher than average control group responses in most cases, the lack of statistical significance between the scores suggests two things (Table 3). First, the videos employed in this study were no more effective at reaching the students on an affective level than the pre-lab readings. Second, that both interventions (video and reading) were effective. Similarly, a student's incorporation in either the treatment or control group appears to have had no bearing on their Career Goals response scores (Table 2). Across the board, responses for both the treatment and control groups were higher for the Sense of Place and Efficacy of Experience metrics than they were for the Inspiration metric. One possible reason for this is the difference in the tangibility of the Inspiration instrument relative to the Efficacy of Experience and Sense of Place instruments. In the latter, the questions comprising the two instruments are more personal and may be more easily and confidently assessed by the individual, resulting in more positive (or negative) scores. The prior begs more existential consideration which may result in less confidence and more neutral responses. Alternatively, it may simply be that the impact that a simple pre-lab video or reading has on larger, more existential considerations (e.g., "This week's lab topic is useful to society") is negligible whereas its impact on the personal experience (e.g., "clarified material covered in the lecture portion of class" or "deepens my appreciation for places I visit") is more tangible.

The efficacy of both the treatment and control groups is evidenced by the

consistency of positive scores for both (Table 3). This observations stands in sharp contrast to themes coded from paired qualitative data wherein a stark preference for the video treatment over the reading control was recognized. Treatment group comments on how “engaging”, “fun” and “helpful” the videos were, as well as their appreciation for seeing real-world examples are not met with similar specificity or positivity in control group responses, where a general appreciation for having pre-lab information was the prevalent theme. This suggests that despite there not being an apparent quantitative difference between the treatment and control group, there is a preference for the treatment (video) over the control (reading) by the average student. This is in line with previous findings that younger generation students, specifically generation Z-age students, value more immersive, personalized, entertaining, and convenient experiences (Schwieger & Ladwig, 2018). Schwieger and Ladwig’s findings regarding personalization are further corroborated by the fact that a mutual theme for both the treatment and control group, was students’ offering ways in which the content could be improved (personalized).

The apparent dissonance between the quantitative and qualitative findings suggests the need for further research into the efficacy and optimization of curriculum-specific video education with respect to the affective domain. Given that students have a clear preference for the film medium (relative to reading), should educators not seek to incorporate it? Assuming as much, it is well documented that the video medium is capable of engendering emotional connection to content outside of the educational domain (Dobele et al., 2007; Gross & Levenson, 1995; Plantinga & Smith, 1999; von Mossner, 2014). Moreover, there is ample evidence that video is an effective educational tool from a cognitive perspective. (e.g., Brame, 2016; Carmichael et al., 2018; Hsin & Cigas, 2013; Mateer & Ghent, 2022; Noetel et al., 2021; Rasi & Poikela, 2016;

Stockwell et al., 2015). Therefore, further research needs to assess methods for educational content creation that adhere to cognitive best practices whilst influencing students on an affective level.

Here a discussion on the reproducibility of the curriculum is merited. This study assessed the efficacy of a specific curriculum (Meyers & Cohen, 2019a), a curriculum that was iteratively designed, curated, and led by Author 3, in collaboration with Author 4, and Author 1 over several years. Our argument here is not that this specific curriculum be implemented, or even that the specific methods therein be employed. Rather, we propose that as geoscience educators, we recognize the first-order importance of incorporating methods that honor the historically overlooked affective domain.

## **CONCLUSION**

In an era of unprecedented human-caused climate change, inspiring a connection to Earth in our citizenry has never been more important. As a diverse array of science-credit-seeking students enroll in large-scale introductory geoscience courses, these courses find themselves perfectly positioned to be active players in this effort. Yet geoscience writ large finds itself in the unenviable position of simultaneously seeing decreasing enrollments whilst suffering the reputation of being one of the least diverse science disciplines. Reframing how we approach geoscience education to holistically incorporate educational goals that target both cognitive and affective outcomes may aid in 1) diversifying the science and 2) inspiring future generations of Earth-conscious citizens.

This study shows that a curriculum that included art in myriad forms (e.g., music, painting, poetry, and film) and that sought to re-envision large introductory geoscience courses by emphasizing a personal (affective)

connection to the course content positively impacted the average student's sense of belonging, sense of place, and interest in further Earth Science education. This study also found that students have a preference for video media over reading, but further research is needed to understand how best to leverage this preference and verify the affective impact of video in introductory geoscience settings. Finally, this study shows that the curriculum's impact on students' sense of place and interest in further Earth science education has first-order impacts on their long-term goals.

Ultimately, this study shows that incorporating art in myriad forms is one way of honoring the affective domain. We posit, though, that as geoscience educators our ability to inspire connections to this wondrous planet is first dependent on our recognition of the importance of a balanced cognitive-affective approach, and then is limited only by our creativity in seeking how best to implement it.

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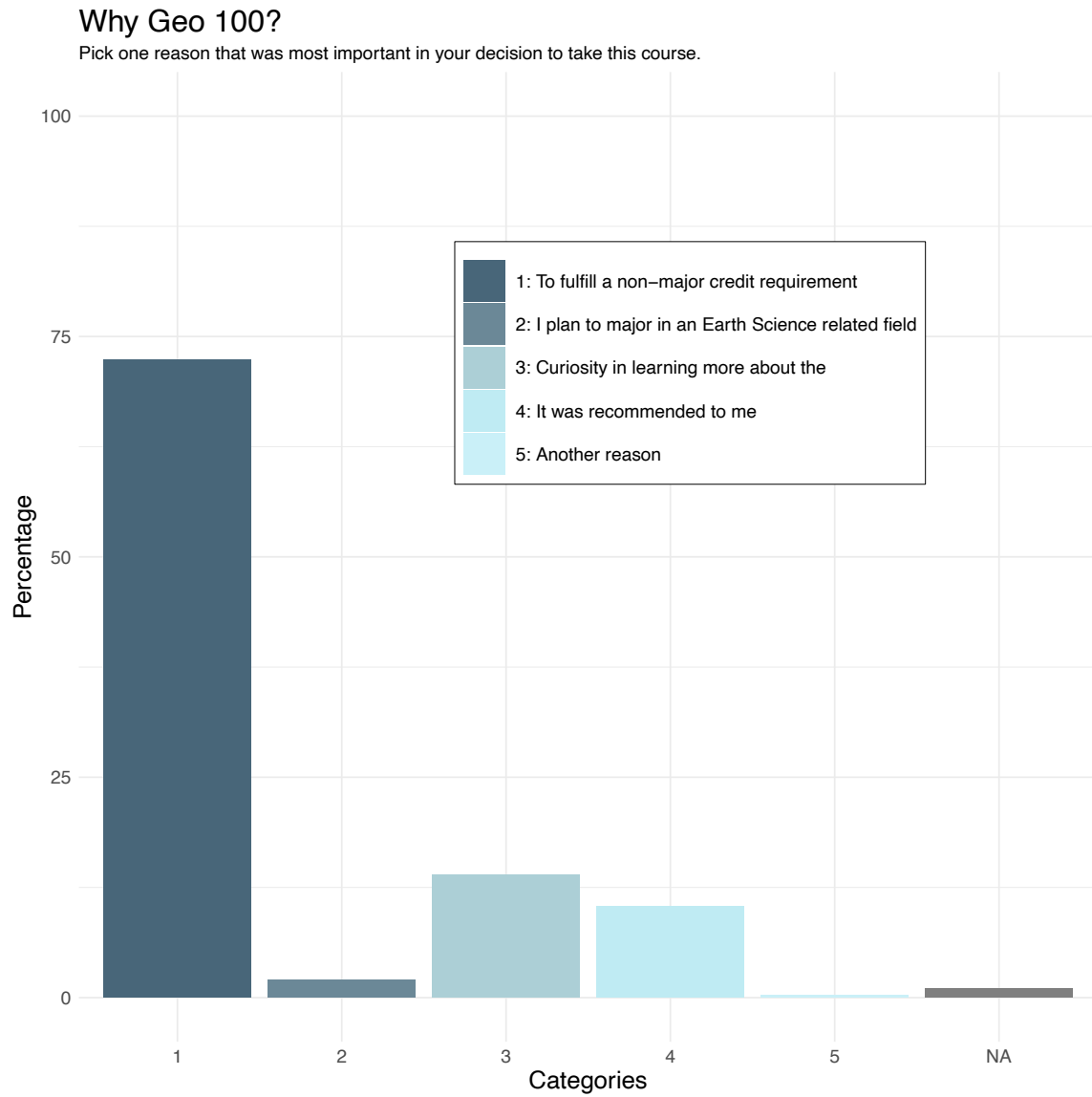
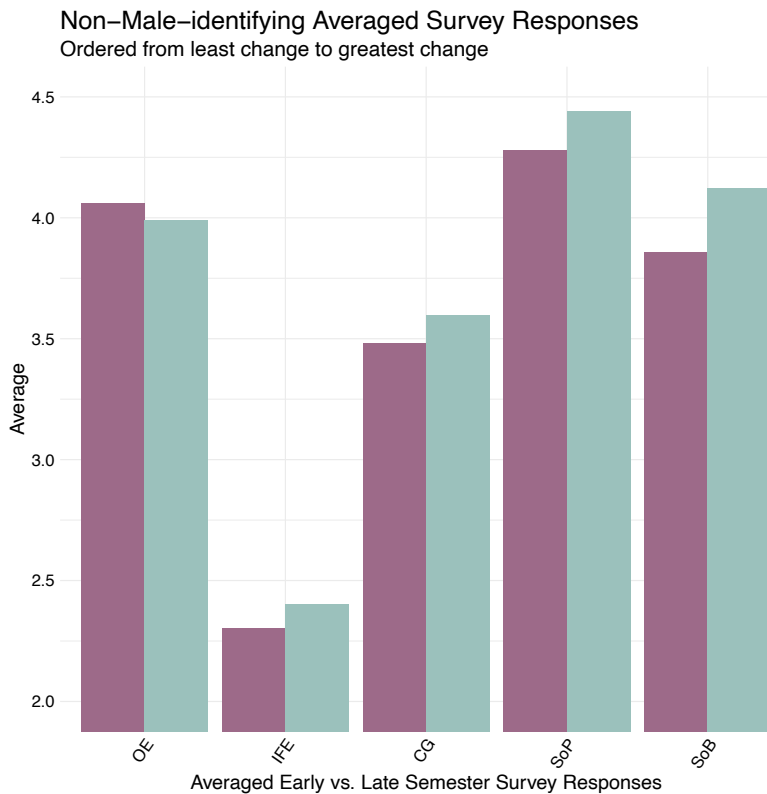
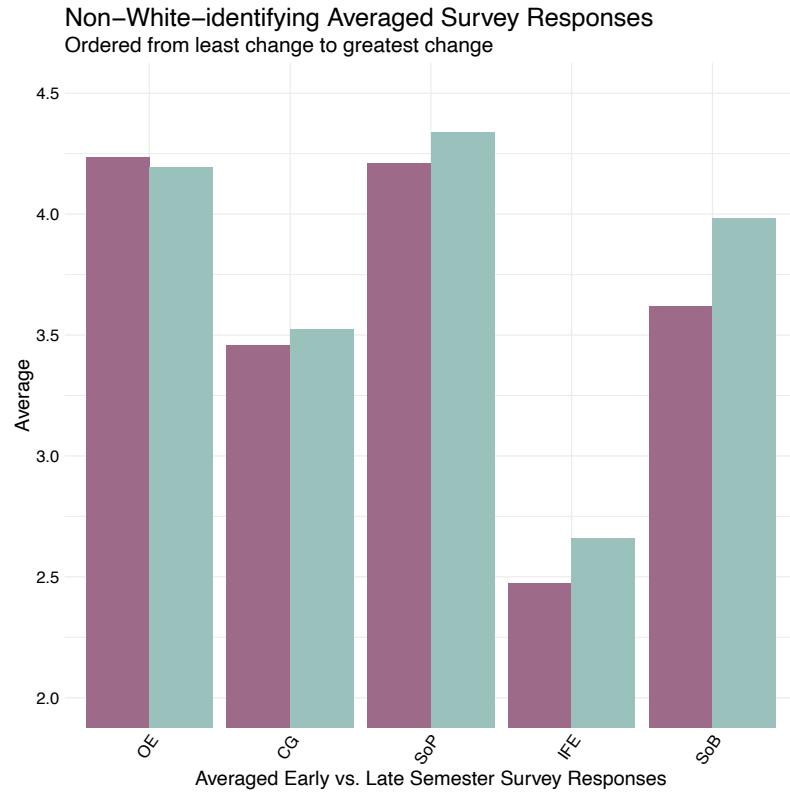


Figure 1: Motivation for taking geo100

**Figure 2:** Non-white-identifying response statistics ordered from least to greatest positive change. OE = Earth Science outcome expectations, CG = career goals, SoP = sense of place, IFE = interest in further Earth Science education, and SoB = sense of belonging.



**Figure 3:** Non-male-identifying response statistics ordered from least to greatest positive change. OE = Earth Science outcome expectations, IFE = interest in further Earth Science education, CG = career goals, SoP = sense of place, and SoB = sense of belonging.

**Table 1**

Table 1: Study 1 Averaged Scores															
	Sense of Belonging			Career Goals			Sense of Place			Earth Science Outcome Expectations			Interest in further Earth Science Education		
	SOBpre	SoBpost	% Change	CarGoalspre	CarGoalspost	% Change	SoPpre	SoPpost	% Change	ESOutExpecpre	ESOutExppost	% Change	IntEdpre	IntEdpost	% Change
<b>N</b>	386	251		385	251		384	251		385	251		385	251	
<b>Mean</b>	3.8725	4.0401	3.35%	3.4486	3.5842	2.71%	4.1958	4.3004	2.09%	3.7123	3.7136	0.03%	2.3418	2.4801	2.77%
<b>Std. Deviation</b>	0.6358	0.67823		0.54683	0.56168		0.5719	0.60143		0.82954	0.7193		0.71	0.77949	

**Table 2**

Table 2: Regression Analysis																					
		1					2					2					3				
		B	Std. Error	Beta	t	Sig.	B	Std. Error	Beta	t	Sig.	B	Std. Error	Beta	t	Sig.	B	Std. Error	Beta	t	Sig.
Pre-semester Survey	(Constant)	1.063	0.272		3.913	<.001	0.244	0.286		0.85	0.396	0.033	0.268		0.124	0.901	0.048	0.271		0.179	0.858
	Sense of Belonging	0.111	0.047	0.131	2.356	0.019	0.024	0.048	0.028	0.506	0.613	0.05	0.044	0.059	1.119	0.264	0.05	0.044	0.059	1.124	0.262
	Career Goals	0.443	0.078	0.414	5.707	<.001	0.42	0.069	0.392	6.046	<.001	0.396	0.064	0.37	6.142	<.001	0.398	0.065	0.372	6.144	<.001
	Sense of Place	0.075	0.061	0.074	1.225	0.222	-0.099	0.059	-0.097	-1.67	0.096	-0.038	0.056	-0.038	-0.69	0.491	-0.04	0.056	-0.039	-0.708	0.48
	ES Outcome Expectations	-0.009	0.034	-0.014	-0.257	0.797	0.024	0.034	0.037	0.713	0.476	0.033	0.031	0.05	1.05	0.295	0.035	0.032	0.053	1.095	0.275
Post-semester Survey	Interest in Further ES Education	0.123	0.052	0.153	2.374	0.018	0.103	0.046	0.128	2.219	0.027	-0.065	0.05	-0.081	-1.291	0.198	-0.066	0.05	-0.082	-1.301	0.195
	Sense of Belonging						0.054	0.049	0.065	1.09	0.277	0.045	0.046	0.055	0.984	0.326	0.046	0.046	0.056	0.994	0.321
	Sense of Place						0.377	0.054	0.407	7.024	<.001	0.328	0.05	0.353	6.499	<.001	0.329	0.051	0.354	6.499	<.001
	ES Outcome Expectations						0.013	0.039	0.017	0.335	0.738	-0.008	0.036	-0.01	-0.211	0.833	-0.009	0.036	-0.011	-0.238	0.812
	Interest in Further ES Education											0.251	0.039	0.35	6.352	<.001	0.252	0.04	0.351	6.354	<.001
	Treatment/Control																-0.02	0.048	-0.018	-0.409	0.683
	R2		0.369					0.488					0.56					0.559			
	ΔR2		28.574					21.968					40.348					0.167			
	Sig. F Change		<.001					<.001					<.001					0.683			

Table 1: Study 2 Averaged Scores					
Lab	Content	Treatment/Control	N	Mean	Std. Deviation
Minerals Lab	Sense of Place	T	96	3.9573	0.61861
		C	85	3.9835	0.54442
	Efficacy of Experience	T	96	3.9573	0.68285
		C	85	3.9496	0.62996
	Inspiration	T	96	3.48	0.64626
		C	85	3.5353	0.56715
Igneous Rocks Lab	Sense of Place	T	78	4.0513	0.67338
		C	71	3.9127	0.67843
	Efficacy of Experience	T	79	3.8807	0.72282
		C	71	3.7438	0.71539
	Inspiration	T	79	3.5063	0.74461
		C	71	3.4507	0.75666
Sedimentary Rocks Lab	Sense of Place	T	87	4.0736	0.65919
		C	72	3.9194	0.70063
	Efficacy of Experience	T	87	4.0345	0.60725
		C	72	3.8512	0.67196
	Inspiration	T	87	3.5431	0.73848
		C	71	3.5211	0.72672



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## **Appendices**

# Appendix A

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(Chapter 1)

## CAPTIONS

### ***Appendix A1***

Petrographic point counting data was gathered using a modified Gazzi-Dickinson point counting methodology (Ingersoll et al., 1984) for 40 samples from this study. Q = monocrystalline quartz + polycrystalline (including chert), F = plagioclase feldspar + potassium feldspar and L = all lithic fragments (excluding intrabasinal carbonate grains). Qp = polycrystalline quartz, Qm = monocrystalline quartz, P = plagioclase feldspar, K = potassium feldspar, Lv = Volcanic lithics, Lsed+met = sedimentary and metamorphic lithics, M = phyllosilicates, D = dense minerals, Acc = accessory minerals (Fig. 4)

### ***Appendix A2***

U-Pb data for all samples from this study. Dataset is hosted on the GeoChron database here: [http://www.geochron.org/dataset/html/geochron\\_dataset\\_2023\\_02\\_07\\_gVw3j](http://www.geochron.org/dataset/html/geochron_dataset_2023_02_07_gVw3j)

### ***Appendix A3***

Paleocurrent data

### ***Appendix A4***

Shepard plots for MDS analysis.

### ***Appendix A5***

Sample results for DZmix modeling.

### ***Appendix A6***

Pertinent detrital zircon provenance populations.



Samples housed in the collections of the Department of Geoscience, University of Wisconsin-Madison, under file number UW2053.

## Appendix A1

Sample	Locality	Q	F	L	Qp	Qm	Chert	P	K	Lv	Lsed+met	M	D	Acc.	Unknown	Matrix/ Cement	Total Framework Grains	UW Museum #
<b>5-SC</b>	Sage Creek	111	75	44	7	100	4	51	24	11		33	22	1	5	3	55	230
BC1	Badger Creek	121	38	22	7	113	1	19	19	17		5	19	1	3	2	24	181
<b>BC2</b>	Badger Creek	120	65	24	19	101	0	11	54	23		1	18	0	6	1	19	209
BC3	Badger Creek	94	42	14	12	79	3	41	1	11		3	43	0	2	2	46	150
BC4	Badger Creek	130	86	14	46	81	3	29	57	14		0	6	1	3	3	6	230
<b>BF-001</b>	Firehole Canyon	43	43	14	3	113	0	24	13	0		10	37	5	0	0	0	267
<b>DM-403</b>	Deer Mound	59	10	31	0	106	0	32	25	0		21	20	2	0	0	0	181
FH1	Firehole Canyon	75	55	0	5	70	0	49	6	0		0	13	1	4	0	13	130
FH2	Firehole Canyon	91	96	1	4	83	4	77	19	1		0	46	0	8	1	46	188
FH4	Firehole Canyon	77	74	0	12	65	0	44	30	0		0	24	2	3	0	24	151
<b>HR-392</b>	Hangout Ridge	51	14	35	15	77	0	15	49	0		7	24	0	0	0	49	182
<b>LM-405</b>	Little Mountain	70	27	3	0	185	0	0	7	0		1	0	3	0	0	0	264
LMRC1	Little Mountain Road-cut	186	6	13	14	170	2	1	5	3		10	0	0	0	0	10	205
<b>LMRC2</b>	Little Mountain Road-cut	229	9	36	22	207	0	5	4	0		36	0	0	1	0	36	274
LMRC3	Little Mountain Road-cut	169	8	5	17	152	0	2	6	2		3	0	0	1	0	3	182
PL1	Pipeline	151	36	1	8	142	1	0	36	1		0	1	1	1	0	1	188
PL2	Pipeline	101	55	0	8	93	0	1	54	0		0	0	0	0	0	0	156
<b>PL3</b>	Pipeline	124	15	3	11	110	3	2	13	1		2	0	0	0	1	2	142
PL4	Pipeline	161	11	7	19	140	2	1	10	1		6	0	0	1	0	6	179
PL5	Pipeline	156	17	6	15	138	3	0	17	5		1	0	0	0	0	1	179
SB1	Scrivner Butte_A	113	107	7	17	95	1	66	41	2		5	25	0	0	0	30	227
SB2	Scrivner Butte_A	113	116	19	20	92	1	56	60	13		6	13	0	3	2	19	248
<b>SB3</b>	Scrivner Butte_A	103	135	7	19	84	0	111	24	3		4	31	1	1	0	35	245
SB4	Scrivner Butte_B	42	31	9	2	40	0	18	13	0		9	11	5	4	0	20	82
SB5	Scrivner Butte_B	68	23	18	2	66	0	19	4	1		17	24	4	3	1	41	109
SB6	Scrivner Butte_C	199	17	9	17	181	1	10	7	6		3	0	0	2	0	3	225
<b>SB7</b>	Scrivner Butte_C	205	34	7	27	178	0	13	21	0		7	0	0	1	1	7	246
<b>SC1</b>	Sage Creek	123	102	6	10	112	1	91	11	6		0	24	2	2	0	24	231
SC2	Sage Creek	115	67	5	8	107	0	54	13	3		2	21	7	3	0	23	187
SC3	Sage Creek	<i>Not counted in point-counting metrics</i>																
SC4	Sage Creek	121	85	5	8	110	3	59	26	1		4	16	0	2	0	20	211
SC5	Sage Creek	86	92	4	6	79	1	74	18	1		3	27	2	5	0	30	182
SpCr1	Spring Creek	197	15	14	9	187	1	0	15	0		14	0	0	2	0	14	226
SpCr2	Spring Creek	166	8	38	10	151	5	3	5	0		38	0	1	1	0	38	212
SpCr3	Spring Creek	124	30	28	8	116	0	5	25	0		28	1	2	2	0	29	182
SpCr4	Spring Creek	123	24	1	11	112	0	12	12	0		1	0	0	1	2	1	148
<b>TR-372</b>	Tollgate Rock	71	0	29	0	97	0	11	28	0		15	30	24	4	0	0	136
<b>VC-395</b>	Vermillion Cliffs	58	0	42	26	67	0	11	55	0		3	17	2	0	0	36	159

**Bold = Processed for U-Pb DZ analysis**

## Appendix A2

Sample_ID	Unit	Basin	Age	Latitude	Longitude	Source
CC-16	Cathedral Bluffs	Sandwash	Eocene	41.01033	-108.02724	Hammond et al., 2019
CR-148	Cathedral Bluffs	Sandwash	Eocene	41.00566	-107.923	Hammond et al., 2019
FH3_18	Wilkins Peak	Bridger	Eocene	41.35152082	-109.4130088	Hammond et al., 2019
HOR-16	Cathedral Bluffs	Sandwash	Eocene	41.09575	-107.86373	Hammond et al., 2019
MCP-16	Cathedral Bluffs	Sandwash	Eocene	41.08605	-107.94543	Hammond et al., 2019
SDC-16	Cathedral Bluffs	Sandwash	Eocene	41.09517	-107.92923	Hammond et al., 2019
17-BF-001	Wasatch	Bridger	Eocene	41.352739	-109.333886	This study
19-DM-403	Wilkins Peak	Bridger	Eocene	41.072382	-109.479023	This study
19-HR-392	Cathedral Bluffs	Washakie	Eocene	41.086758	-107.8517526	This study
19-LM-405	Wilkins Peak	Bridger	Eocene	41.0771071	-109.3095767	This study
19-VC-395	Cathedral Bluffs	Sandwash	Eocene	40.8555014	-108.5030526	This study
5-SC_18	Wilkins Peak	Bridger	Eocene	41.28994795	-109.3996372	This study
BC2_18	Cathedral Bluffs	Washakie	Eocene	41.11635813	-108.5597383	This study
MD1_20	Laney	Washakie	Eocene	41.4095897	-108.0560462	This study
LMRC2_18	Wilkins Peak	Bridger Basin	Eocene	41.06795933	-109.2854359	This study
NFT2_18	Wilkins Peak	Washakie	Eocene	41.22446167	-107.8092895	This study
PL3_18	Wilkins Peak	Bridger	Eocene	41.03392515	-109.5227177	This study
RR1_20	Cathedral Bluffs	Washakie	Eocene	41.4334077	-107.9934752	This study
RR2_20	Cathedral Bluffs	Washakie	Eocene	41.43338106	-107.9945224	This study
SB3_18	Wilkins Peak	Washakie/Bridger Basins	Eocene	41.07730805	-108.8637856	This study
SB7_18	Wilkins Peak	Washakie/Bridger Basins	Eocene	41.06047438	-108.9126273	This study
SC1_18	Wilkins Peak	Bridger	Eocene	41.28994795	-109.3996372	This study
TR-19-372	Wilkins Peak	Bridger	Eocene	41.542441	-109.48219	This study
CMB						Klein et al., 2010
Rawlins Uplift						Lynds and Xie, 2019
Sierra Madre						Premo and Van Schmus, 1989; Souder and Frost, 2006
Uintas						Dehler et al., 2010













4. Concordance is based on  $^{206}\text{Pb}/^{238}\text{U}$  age /  $^{206}\text{Pb}/^{207}\text{Pb}$  age. Value is not reported for  $^{206}\text{Pb}/^{238}\text{U}$  ages <400 Ma because of large uncertainty in  $^{206}\text{Pb}/^{207}\text{Pb}$  age.
5. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >20% discordance (<80% concordance) are not included.
6. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
7. All uncertainties are reported at the 2-sigma level, and include only measurement errors.
8. Systematic errors are as follows (at 2-sigma level): [sample 1: xxx% ( $^{206}\text{Pb}/^{238}\text{U}$ ) & xxx% ( $^{206}\text{Pb}/^{207}\text{Pb}$ )]
9. Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pascha (2014).
10. U concentration and U/Pb are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
11. Common Pb correction is from measured  $^{204}\text{Pb}$  with common Pb composition interpreted from Stacey and Kramers (1975).
12. Common Pb composition assigned uncertainties of 1.5 for  $^{206}\text{Pb}/^{204}\text{Pb}$ , 0.3 for  $^{207}\text{Pb}/^{204}\text{Pb}$ , and 2.0 for  $^{208}\text{Pb}/^{204}\text{Pb}$ .
13. U/Pb and  $^{206}\text{Pb}/^{207}\text{Pb}$  fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
14. U decay constants and composition as follows:  $^{238}\text{U} = 9.8485 \times 10^{-10}$ ,  $^{235}\text{U} = 1.55125 \times 10^{-10}$ ,  $^{238}\text{U}/^{235}\text{U} = 137.82$ .
15. Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).











Spot 187	31.7243546	4641.248494	2.161091417	8.751646127	0.545083515	5.238896478	1.014694646	0.33984422	0.835736105	0.823633108	1885.920087	13.66512477	1858.966665	8.651827008	1828.934895	10.43360079	1828.934895	10.43360079	9.338727889
Spot 188	34.6288025	15430.22605	1.70363009	13.56931593	1.223468951	1.781690971	1.649787974	0.176854366	1.101478078	0.667648265	1049.76688	10.67056763	1038.796777	10.72995024	1015.764976	24.87223494	1015.764976	24.87223494	71.89286967
Spot 190	80.3171098	20063.50374	1.548436808	9.570886169	0.694495751	4.355548635	1.333418284	0.303101394	1.135855606	0.851837431	1706.669531	17.03146734	1703.947963	11.01164602	1700.587791	12.86513449	1700.587791	12.86513449	63.30172807
Spot 191	100.153042	13125.78572	1.714512557	13.83943498	0.837302416	1.596346797	1.436202295	0.162109213	1.01255268	0.705020932	968.4876134	9.105354835	968.7824329	8.966467106	969.4414176	20.77849515	969.4414176	20.77849515	67.35034224
Spot 192	115.222778	22182.96851	0.806387011	8.82179428	0.701225716	5.227708877	1.439278818	0.335106198	1.2556946	0.872447079	1863.083565	20.31750236	1857.144244	12.26814975	1850.485966	12.71788694	1850.485966	12.71788694	118.7986081
Spot 193	179.585538	23079.28451	3.952416024	12.81226259	0.69903969	2.09468821	1.297402575	0.195501484	1.085389257	0.836586328	1151.10878	11.44205733	1147.065199	8.916990802	1139.447583	14.13648375	1139.447583	14.13648375	43.50446654
Spot 194	66.080392	43172.8001	3.187822399	8.234137354	0.584182805	6.086713559	1.153735856	0.363148561	0.994614056	0.862081257	1997.080692	17.08106529	1988.34513	10.06209704	1979.259436	10.41254084	1979.259436	10.41254084	71.94982234
Spot 195	122.065075	16532.82461	3.564857178	12.53982372	0.714952723	2.165306155	1.236020949	0.198366702	0.965743574	0.781332691	1166.540197	10.30527161	1169.974902	8.585808089	1176.354617	15.25938666	1176.354617	15.25938666	34.00570662
Spot 196	50.3022621	111438.1281	2.206465568	13.23771121	0.910357753	1.999216363	1.418109631	0.191626772	1.08729836	0.766723768	1130.181526	11.27154148	1115.247035	9.598528403	1086.265487	18.23633063	1086.265487	18.23633063	486.9803778
Spot 197	118.45725	34753.11807	1.079396407	5.427476397	0.5550389	13.20563218	1.142108234	0.519395228	0.997333544	0.873239081	2696.614855	21.97796673	2694.459581	10.78082815	2692.827625	9.19337483	2692.827625	9.19337483	119.7460458
Spot 198	644.81836	1242.168918	1.271840518	7.89306607	1.89441704	1.411255406	2.058314996	0.088120547	1.01187634	0.49160242	544.4121784	5.282558634	893.688836	12.23277996	1897.808944	32.2278795	1897.808944	32.2278795	22.46158958
Spot 199	170.079711	269405.4808	2.358929661	10.89455229	0.762389182	3.121967838	1.175951128	0.246153604	0.895334135	0.761370191	1418.608801	11.40088123	1438.11817	9.043873809	1467.075526	14.47896332	1467.075526	14.47896332	902.4555042
Spot 200	168.710384	13193.14202	4.257339875	12.92667642	0.801871418	2.049600216	1.398923606	0.194336128	1.047028053	0.748452631	1144.821852	10.98256847	1132.162771	9.546912787	1107.95058	18.54643747	1107.95058	18.54643747	23.21921273

- Analyses with >10% uncertainty (1-sigma) in 206Pb/238U age are not included.
- Analyses with >10% uncertainty (1-sigma) in 206Pb/207Pb age are not included, unless 206Pb/238U age is <400 Ma.
- Best age is determined from 206Pb/238U age for analyses with 206Pb/238U age <900 Ma and from 206Pb/207Pb age for analyses with 206Pb/238U age >900 Ma.
- Concordance is based on 206Pb/238U age / 206Pb/207Pb age. Value is not reported for 206Pb/238U ages <400 Ma because of large uncertainty in 206Pb/207Pb age.
- Analyses with 206Pb/238U age >400 Ma and with >20% discordance (<80% concordance) are not included.
- Analyses with 206Pb/238U age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
- All uncertainties are reported at the 2-sigma level, and include only measurement errors.
- Systematic errors are as follows (at 2-sigma level): [sample 1; xxx% (206Pb/238U) & xxx% (206Pb/207Pb)]
- Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
- U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
- Common Pb correction is from measured 204Pb with common Pb composition interpreted from Stacey and Kramers (1975).
- Common Pb composition assigned uncertainties of 1.5 for 206Pb/204Pb, 0.3 for 207Pb/204Pb, and 2.0 for 208Pb/204Pb.
- U/Pb and 206Pb/207Pb fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
- U decay constants and composition as follows: 238U = 9.8485 x 10<sup>-10</sup>, 235U = 1.55125 x 10<sup>-10</sup>, 238U/235U = 137.82.
- Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).















11. Common Pb correction is from measured  $^{204}\text{Pb}$  with common Pb composition interpreted from Stacey and Kramers (1975).
12. Common Pb composition assigned uncertainties of 1.5 for  $^{206}\text{Pb}/^{204}\text{Pb}$ , 0.3 for  $^{207}\text{Pb}/^{204}\text{Pb}$ , and 2.0 for  $^{208}\text{Pb}/^{204}\text{Pb}$ .
13. U/Pb and  $^{206}\text{Pb}/^{207}\text{Pb}$  fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
14. U decay constants and composition as follows;  $^{238}\text{U} = 9.8485 \times 10^{-10}$ ,  $^{235}\text{U} = 1.55125 \times 10^{-10}$ ,  $^{238}\text{U}/^{235}\text{U} = 137.82$ .
15. Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).









6. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
7. All uncertainties are reported at the 2-sigma level, and include only measurement errors.
8. Systematic errors are as follows (at 2-sigma level): [sample 1: xxx% ( $^{206}\text{Pb}/^{238}\text{U}$ ) & xxx% ( $^{206}\text{Pb}/^{207}\text{Pb}$ )]
9. Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
10. U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
11. Common Pb correction is from measured  $^{204}\text{Pb}$  with common Pb composition interpreted from Stacey and Kramers (1975).
12. Common Pb composition assigned uncertainties of 1.5 for  $^{206}\text{Pb}/^{204}\text{Pb}$ , 0.3 for  $^{207}\text{Pb}/^{204}\text{Pb}$ , and 2.0 for  $^{208}\text{Pb}/^{204}\text{Pb}$ .
13. U/Pb and  $^{206}\text{Pb}/^{207}\text{Pb}$  fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
14. U decay constants and composition as follows:  $^{238}\text{U} = 9.8485 \times 10^{-10}$ ,  $^{235}\text{U} = 1.55125 \times 10^{-10}$ ,  $^{238}\text{U}/^{235}\text{U} = 137.82$ .
15. Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).







5. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >20% discordance (<80% concordance) are not included.
6. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
7. All uncertainties are reported at the 2-sigma level, and include only measurement errors.
8. Systematic errors are as follows (at 2-sigma level); [sample 1: xxx% ( $^{206}\text{Pb}/^{238}\text{U}$ ) & xxx% ( $^{206}\text{Pb}/^{207}\text{Pb}$ )]
9. Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
10. U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
11. Common Pb correction is from measured  $^{204}\text{Pb}$  with common Pb composition interpreted from Stacey and Kramers (1975).
12. Common Pb composition assigned uncertainties of 1.5 for  $^{206}\text{Pb}/^{204}\text{Pb}$ , 0.3 for  $^{207}\text{Pb}/^{204}\text{Pb}$ , and 2.0 for  $^{208}\text{Pb}/^{204}\text{Pb}$ .
13. U/Pb and  $^{206}\text{Pb}/^{207}\text{Pb}$  fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
14. U decay constants and composition as follows:  $^{238}\text{U} = 9.8485 \times 10^{-10}$ ,  $^{235}\text{U} = 1.55125 \times 10^{-10}$ ,  $^{238}\text{U}/^{235}\text{U} = 137.82$ .
15. Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).









Spot 315

253.0903338 716.2799014 1.430852006 15.65561852 5.284308737 0.044105957 21.93922173 0.007353963 4.850770781 0.221100404 47.23322954 2.282802471 43.82492288 9.410576618 NA NA 47.23322954 2.282802471

1. Analyses with >10% uncertainty (1-sigma) in  $^{206}\text{Pb}/^{238}\text{U}$  age are not included.
2. Analyses with >10% uncertainty (1-sigma) in  $^{206}\text{Pb}/^{207}\text{Pb}$  age are not included, unless  $^{206}\text{Pb}/^{238}\text{U}$  age is <400 Ma.
3. Best age is determined from  $^{206}\text{Pb}/^{238}\text{U}$  age for analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age <900 Ma and from  $^{206}\text{Pb}/^{207}\text{Pb}$  age for analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >900 Ma.
4. Concordance is based on  $^{206}\text{Pb}/^{238}\text{U}$  age /  $^{206}\text{Pb}/^{207}\text{Pb}$  age. Value is not reported for  $^{206}\text{Pb}/^{238}\text{U}$  ages <400 Ma because of large uncertainty in  $^{206}\text{Pb}/^{207}\text{Pb}$  age.
5. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >20% discordance (<80% concordance) are not included.
6. Analyses with  $^{206}\text{Pb}/^{238}\text{U}$  age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
7. All uncertainties are reported at the 2-sigma level, and include only measurement errors.
8. Systematic errors are as follows (at 2-sigma level): [sample 1: xxx% ( $^{206}\text{Pb}/^{238}\text{U}$ ) & xxx% ( $^{206}\text{Pb}/^{207}\text{Pb}$ )]
9. Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
10. U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
11. Common Pb correction is from measured  $^{204}\text{Pb}$  with common Pb composition interpreted from Stacey and Kramers (1975).
12. Common Pb composition assigned uncertainties of 1.5 for  $^{206}\text{Pb}/^{204}\text{Pb}$ , 0.3 for  $^{207}\text{Pb}/^{204}\text{Pb}$ , and 2.0 for  $^{208}\text{Pb}/^{204}\text{Pb}$ .
13. U/Pb and  $^{206}\text{Pb}/^{207}\text{Pb}$  fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
14. U decay constants and composition as follows:  $^{238}\text{U} = 9.8485 \times 10^{-10}$ ,  $^{235}\text{U} = 1.55125 \times 10^{-10}$ ,  $^{238}\text{U}/^{235}\text{U} = 137.82$ .
15. Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).







-#4 NFT2 Spot 305	447	32101	2.6	9.7159	0.9	3.6483	2.1	0.2572	1.9	0.90	1475.5	24.8	1560.1	16.6	1676.7	16.6	1676.7	16.6	88.0
-#4 NFT2 Spot 306	94	544567	2.2	5.3217	0.9	13.6098	1.6	0.5255	1.3	0.81	2722.6	28.1	2722.9	14.9	2723.2	15.3	2723.2	15.3	100.0
-#4 NFT2 Spot 307	824	17261	1.7	20.4265	1.1	0.1594	1.8	0.0236	1.4	0.78	150.6	2.1	150.2	2.5	144.7	26.2	150.6	2.1	NA
-#4 NFT2 Spot 308	68	704994	1.7	5.2919	0.7	13.6503	1.3	0.5241	1.0	0.83	2716.7	23.1	2725.8	11.9	2732.5	11.7	2732.5	11.7	99.4
-#4 NFT2 Spot 309	62	17946	1.4	9.6210	0.9	4.3820	1.4	0.3059	1.1	0.79	1720.5	17.1	1709.0	11.8	1694.8	16.0	1694.8	16.0	101.5
-#4 NFT2 Spot 310	135	76625	679.9	9.2546	0.9	4.8893	1.5	0.3149	1.3	0.83	1764.7	19.8	1765.3	13.0	1766.1	15.8	1766.1	15.8	99.9
-#4 NFT2 Spot 312	76	146644	5.0	11.2319	1.0	2.9736	1.8	0.2423	1.4	0.82	1398.9	18.1	1400.9	13.3	1404.0	19.2	1404.0	19.2	99.6
-#4 NFT2 Spot 313	1760	1102	21.6	4.2088	0.8	2.5910	2.4	0.0791	2.3	0.95	490.9	10.8	1298.1	17.7	3103.2	12.6	3103.2	12.6	15.8
-#4 NFT2 Spot 314	323	292139	2.5	8.8123	0.7	5.2779	1.4	0.3375	1.3	0.88	1874.5	20.4	1865.3	12.2	1855.0	12.5	1855.0	12.5	101.0

- Analyses with >10% uncertainty (1-sigma) in 206Pb/238U age are not included.
- Analyses with >10% uncertainty (1-sigma) in 206Pb/207Pb age are not included, unless 206Pb/238U age is <400 Ma.
- Best age is determined from 206Pb/238U age for analyses with 206Pb/238U age <900 Ma and from 206Pb/207Pb age for analyses with 206Pb/238U age >900 Ma.
- Concordance is based on 206Pb/238U age / 206Pb/207Pb age. Value is not reported for 206Pb/238U ages <400 Ma because of large uncertainty in 206Pb/207Pb age.
- Analyses with 206Pb/238U age >400 Ma and with >20% discordance (<80% concordance) are not included.
- Analyses with 206Pb/238U age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
- All uncertainties are reported at the 2-sigma level, and include only measurement errors.
- Systematic errors are as follows (at 2-sigma level): [sample 1: xxx% (206Pb/238U) & xxx% (206Pb/207Pb)]
- Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
- U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
- Common Pb correction is from measured 204Pb with common Pb composition interpreted from Stacey and Kramers (1975).
- Common Pb composition assigned uncertainties of 1.5 for 206Pb/204Pb, 0.3 for 207Pb/204Pb, and 2.0 for 208Pb/204Pb.
- U/Pb and 206Pb/207Pb fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
- U decay constants and composition as follows: 238U = 9.8485 x 10-10, 235U = 1.55125 x 10-10, 238U/235U = 137.82.
- Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).







-#7 PL3 Spot 36	66	25503	1.5	9.2397	1.0	4.7343	1.6	0.3174	1.3	0.79	1777.0	20.1	1773.3	13.8	1769.0	18.5	1769.0	18.5	100.5
-#7 PL3 Spot 124	158	56665	2.0	9.2265	1.0	4.6448	1.5	0.3109	1.1	0.74	1745.4	16.9	1757.4	12.4	1771.6	18.3	1771.6	18.3	98.5
-#7 PL3 Spot 81	857	54664	3.0	9.1660	0.9	4.1755	2.1	0.2778	2.0	0.92	1580.1	27.5	1669.2	17.5	1753.2	15.6	1783.2	15.6	88.6
-#7 PL3 Spot 39	340	141455	4.9	9.1419	0.8	4.6471	1.3	0.3083	1.1	0.82	1732.1	16.3	1757.8	11.0	1788.4	13.9	1788.4	13.9	96.9
-#7 PL3 Spot 71	185	69395	1.5	9.1344	0.8	4.7581	1.3	0.3154	1.0	0.79	1767.0	15.8	1777.5	10.9	1789.9	14.5	1789.9	14.5	98.7
-#7 PL3 Spot 234	492	113399	4.2	9.0682	0.8	4.7228	1.4	0.3108	1.2	0.82	1744.4	18.1	1771.3	12.1	1803.1	14.8	1803.1	14.8	96.7
-#7 PL3 Spot 60	392	994692	2.2	9.0110	0.7	4.8744	1.6	0.3187	1.4	0.88	1783.4	21.9	1797.8	13.4	1814.6	13.5	1814.6	13.5	98.3
-#7 PL3 Spot 19	36	282751	4.0	9.0105	1.0	5.0719	1.7	0.3316	1.4	0.82	1846.1	22.3	1831.4	14.4	1814.8	17.8	1814.8	17.8	101.7
-#7 PL3 Spot 108	435	232723	3.3	8.9989	0.8	5.1197	1.5	0.3343	1.3	0.87	1859.2	21.3	1839.4	13.0	1817.1	13.8	1817.1	13.8	102.3
-#7 PL3 Spot 200	248	434094	3.0	8.9664	0.8	4.9755	1.6	0.3248	1.4	0.88	1813.0	22.6	1815.2	13.7	1817.6	14.0	1817.6	14.0	99.7
-#7 PL3 Spot 24	264	42590	3.8	8.9658	0.7	4.5671	1.5	0.2978	1.4	0.89	1680.3	20.2	1743.3	12.8	1819.7	12.7	1819.7	12.7	92.3
-#7 PL3 Spot 45	49	23160	2.4	8.9775	0.7	4.3899	1.5	0.2860	1.3	0.89	1621.3	19.2	1710.4	12.5	1821.4	12.6	1821.4	12.6	89.0
-#7 PL3 Spot 228	76	219728	3.4	8.9749	0.8	4.9098	1.5	0.3197	1.2	0.83	1788.4	19.1	1803.9	12.5	1821.9	15.1	1821.9	15.1	98.2
-#7 PL3 Spot 143	501	46819	1.0	8.9658	0.8	4.6379	1.6	0.3017	1.4	0.85	1699.8	20.6	1756.1	13.5	1823.8	15.2	1823.8	15.2	93.2
-#7 PL3 Spot 169	171	117601	0.9	8.9559	0.8	5.0492	1.4	0.3281	1.1	0.80	1829.2	17.8	1827.6	11.8	1825.8	15.0	1825.8	15.0	100.2
-#7 PL3 Spot 137	48	61934	0.9	8.9419	0.9	5.1270	1.6	0.3326	1.3	0.84	1851.2	21.5	1840.6	13.5	1828.6	15.5	1828.6	15.5	101.2
-#7 PL3 Spot 173	340	298934	2.1	8.9036	0.6	5.1694	1.3	0.3340	1.1	0.86	1857.5	17.6	1847.6	10.8	1836.4	11.5	1836.4	11.5	101.2
-#7 PL3 Spot 209	180	1462835	0.9	8.7458	0.8	5.0167	1.6	0.3164	1.4	0.87	1781.7	21.6	1822.1	13.6	1868.7	14.4	1868.7	14.4	95.3
-#7 PL3 Spot 174	1180	87901	4.3	8.5887	0.7	4.7385	1.3	0.2953	1.1	0.84	1668.0	16.5	1774.1	11.2	1901.3	13.2	1901.3	13.2	87.7
-#7 PL3 Spot 1	138	338601	1.6	8.5120	0.8	5.6689	1.8	0.3501	1.6	0.90	1935.2	26.5	1926.6	15.2	1917.5	13.8	1917.5	13.8	100.9
-#7 PL3 Spot 154	165	1328013	1.2	8.1461	0.8	6.0609	1.3	0.3582	1.1	0.79	1973.8	18.1	1984.6	11.7	1995.9	14.5	1995.9	14.5	98.9
-#7 PL3 Spot 191	162	142909	1.6	8.1242	0.8	6.1634	1.7	0.3633	1.5	0.87	1997.9	25.4	1993.3	14.8	2000.7	14.8	2000.7	14.8	99.9
-#7 PL3 Spot 148	128	51995	1.8	8.1084	0.7	6.1979	1.2	0.3646	0.9	0.80	2004.1	16.3	2004.1	10.3	2004.2	12.5	2004.2	12.5	100.0
-#7 PL3 Spot 61	697	65260	1.4	8.0229	0.7	5.6691	1.3	0.3300	1.0	0.82	1838.5	16.8	1926.7	11.1	2022.9	13.1	2022.9	13.1	90.9
-#7 PL3 Spot 134	426	275041	2.7	7.9443	0.7	6.1982	1.5	0.3573	1.3	0.88	1969.3	22.4	2004.2	13.1	2040.4	12.6	2040.4	12.6	96.5
-#7 PL3 Spot 55	645	31172	3.6	7.2649	0.8	1.7946	3.2	0.0946	3.1	0.97	682.7	17.2	1043.5	20.8	2197.0	13.9	2197.0	13.9	26.5
-#7 PL3 Spot 3	448	241225	1.7	7.1947	0.7	6.7124	1.4	0.3504	1.2	0.87	1936.6	20.0	2074.3	12.2	2213.9	12.0	2213.9	12.0	87.5
-#7 PL3 Spot 98	85	85107	1.3	6.3794	1.0	9.7249	1.8	0.4501	1.5	0.84	2395.9	29.4	2409.1	16.1	2420.2	16.2	2420.2	16.2	99.0
-#7 PL3 Spot 11	225	964949	4.2	6.1363	0.9	10.2702	1.5	0.4573	1.2	0.80	2427.5	24.6	2459.4	14.1	2485.9	15.4	2485.9	15.4	97.6
-#7 PL3 Spot 102	96	33385	0.9	6.0184	0.8	11.0891	1.4	0.4834	1.1	0.81	2542.0	23.3	2529.0	12.8	2518.5	13.6	2518.5	13.6	100.9
-#7 PL3 Spot 131	659	1805711	2.1	6.0044	0.6	10.8907	1.4	0.4745	1.3	0.90	2503.1	26.7	2513.8	13.2	2522.5	10.2	2522.5	10.2	99.2
-#7 PL3 Spot 119	169	118703	2.6	5.9915	0.8	10.8524	1.4	0.4718	1.2	0.81	2491.4	23.8	2510.6	13.2	2526.1	14.0	2526.1	14.0	98.6
-#7 PL3 Spot 65	44	64608	0.8	5.7417	1.0	11.8345	1.6	0.4930	1.3	0.79	2583.8	27.6	2591.4	15.4	2597.3	17.0	2597.3	17.0	99.5
-#7 PL3 Spot 125	95	47188	0.8	5.6467	0.8	11.8780	1.2	0.4867	1.0	0.77	2556.2	20.1	2584.8	11.6	2625.1	13.1	2625.1	13.1	97.4
-#7 PL3 Spot 49	272	54357	1.9	5.4405	1.0	10.5158	1.8	0.4151	1.5	0.84	2238.3	28.6	2481.3	16.7	2686.8	16.1	2686.8	16.1	83.3
-#7 PL3 Spot 118	166	419517	1.0	5.3109	0.8	13.9721	1.3	0.5384	1.1	0.81	2776.8	23.8	2747.8	12.4	2726.6	12.6	2726.6	12.6	101.8
-#7 PL3 Spot 187	70	2905978	0.7	5.3046	0.9	13.5393	1.6	0.5211	1.3	0.81	2703.9	29.0	2718.0	15.2	2728.5	15.4	2728.5	15.4	99.1
-#7 PL3 Spot 64	201	144182	1.8	5.2577	0.8	13.9815	1.8	0.5334	1.6	0.90	2755.7	36.2	2748.5	17.1	2743.1	13.1	2743.1	13.1	100.5
-#7 PL3 Spot 66	22	459109	1.3	5.1715	0.9	14.4450	1.3	0.5420	1.0	0.75	2791.9	22.7	2779.4	12.6	2770.3	14.3	2770.3	14.3	100.8
-#7 PL3 Spot 52	43	62057	0.8	5.1232	0.8	14.5535	1.4	0.5410	1.2	0.81	2787.7	26.3	2786.5	13.6	2785.7	13.8	2785.7	13.8	100.1
-#7 PL3 Spot 70	624	2713504	95.6	5.0584	0.9	13.1693	1.8	0.4834	1.6	0.87	2541.9	32.6	2691.9	16.9	2806.5	14.5	2806.5	14.5	90.6
-#7 PL3 Spot 189	317	272984	2.2	4.9099	0.7	15.1222	1.4	0.5387	1.2	0.85	2778.1	27.4	2823.0	13.6	2855.1	12.1	2855.1	12.1	97.3
-#7 PL3 Spot 185	380	285880	0.8	4.8368	0.8	15.9290	1.5	0.5590	1.3	0.85	2862.6	30.1	2872.5	14.7	2879.5	13.2	2879.5	13.2	99.4
-#7 PL3 Spot 34	73	140139	1.1	4.6404	0.9	17.4771	1.6	0.5885	1.3	0.81	2983.2	30.1	2961.4	15.0	2946.6	14.9	2946.6	14.9	101.2

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- Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).







Spot 298	119.8595957	13284.48723	0.912969096	18.04026703	2.007423842	0.481612388	2.511429313	0.06433531	1.484054977	0.590920465	401.9370337	5.782814215	399.1785007	8.289408974	383.2180118	45.5336677	401.9370337	5.782814215	104.8846926
Spot 299	100.3152422	9417.963801	1.960347483	5.624786759	1.478206906	9.668879437	2.680349298	0.397680264	2.235791974	0.834142019	2158.349123	41.00923446	2403.747819	24.66971229	2618.694239	24.59632728	2618.694239	24.59632728	82.42081459
Spot 300	298.6487332	47639.8159	0.454895501	11.06305575	0.672653624	3.061593118	1.629807342	0.246726255	1.484475736	0.910828745	1421.570472	18.93611344	1423.135798	12.47495794	1425.459652	12.84866383	1425.459652	12.84866383	99.72716314
Spot 301	86.30733917	16862.04548	1.868185617	8.360515445	1.142303628	5.970777672	2.254582965	0.364866462	1.934994022	0.852429198	2005.19964	33.34613394	1971.596479	19.61100259	1936.503603	20.7093991	1936.503603	20.7093991	103.5474262
Spot 302	103.483925	22385.28666	1.056377151	9.678449478	0.544532769	4.293000192	1.666831826	0.30347911	1.574273262	0.944470365	1708.537813	23.62789303	1692.019322	13.7279963	1671.593835	10.12544624	1671.593835	10.12544624	102.210105
Spot 303	600.0587283	3764.688685	1.354549012	13.77929056	3.184133297	0.466359439	5.126284438	0.049243289	4.016806811	0.783570803	309.8741487	12.15263678	388.6711244	16.55584785	889.3644618	65.79228196	309.8741487	12.15263678	34.84220047
Spot 305	138.2840451	9480.629853	1.367565589	16.64764642	1.231862093	0.776497294	1.987507928	0.096207693	1.466803375	0.738011333	592.1461522	8.29864722	583.4833868	8.821147875	549.8908931	29.30441899	592.1461522	8.29864722	107.6842988
xx	2321.377904	1727664.86	2.020477311	13.63138239	0.502333986	1.79711921	1.508058785	0.177696317	1.421935955	0.942891596	1054.377155	13.83069539	1044.412889	9.83847266	1023.605484	10.16486608	1023.605484	10.16486608	103.0062042
Spot 306	463.9255572	11342.87858	4.502519286	9.444758489	0.497519867	3.83206005	1.189857958	0.26552776	1.080800739	0.908344338	1518.061155	14.6185009	1599.505395	9.581597075	1708.501612	9.15631393	1708.501612	9.15631393	88.85316394
Spot 307	125.1298622	12582.28696	2.531464565	12.11745898	1.000991099	2.407634067	1.359469331	0.214508481	0.908332227	0.66815279	1252.797602	10.34207527	1244.878132	9.753269177	1231.230083	19.85072878	1231.230083	19.85072878	101.7512989
Spot 309	132.4284166	90294.43042	1.215534848	9.011329809	0.558991104	5.086863014	1.123251894	0.332918596	0.974236709	0.867335915	1852.512305	15.68620839	1833.916682	9.53183118	1812.858569	10.15445882	1812.858569	10.15445882	102.1873596
Spot 310	156.5673141	11613.70671	2.715554969	9.622626725	0.869021718	4.311855539	1.743341656	0.303767692	1.511185882	0.866832888	1709.964851	22.69756429	1695.630011	14.37008571	1677.936993	16.0573481	1677.936993	16.0573481	101.9087641
Spot 311	226.8143282	103094.481	2.160077113	18.53688475	0.870146954	0.453066353	1.393740664	0.060950187	1.088739015	0.78116327	381.4015099	4.032014595	379.4243287	4.412563622	367.3547455	19.60890972	381.4015099	4.032014595	103.8237602
Spot 312	370.6322251	30438.53213	1.885499006	9.116321957	0.612273786	4.362848525	1.254312022	0.289064762	1.093860816	0.872080309	1636.853923	15.81253713	1705.33104	10.36156067	1790.503484	11.1797454	1790.503484	11.1797454	91.41863941
Spot 313	461.4880263	118963.3281	3.315209533	9.448049835	0.722182141	4.453630678	1.733085529	0.304902653	1.575420892	0.909026627	1715.574166	23.73011575	1722.375556	14.37167483	1730.635728	13.25314675	1730.635728	13.25314675	99.12970931
Spot 315	46.43529711	25190.14545	1.118325306	6.291935272	0.735558817	9.921094024	1.607718889	0.452535977	1.428270096	0.888382979	2406.571185	28.68518326	2427.472357	14.83079142	2445.071645	12.49517766	2445.071645	12.49517766	98.42317667

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Table with columns for Spot ID and various numerical values. The table spans multiple rows, with Spot IDs ranging from 182 to 287. The numerical values consist of several columns of digits, including integers and floating-point numbers.











-Spot 41	103	559022	0.7	5.4786	0.6	12.7827	1.1	0.5081	0.9	0.85	2648.7	20.5	2663.8	10.5	2675.2	9.7	2675.2	9.7	99.0
-Spot 117	60	63363	2.5	5.4630	0.8	12.8964	1.1	0.5152	0.8	0.69	2678.6	16.5	2679.4	10.3	2680.0	13.1	2680.0	13.1	99.9
-Spot 120	326	275405	1.0	5.3006	0.9	13.5641	1.4	0.5217	1.1	0.79	2706.3	24.4	2719.8	13.3	2723.8	14.2	2729.8	14.2	99.1
-Spot 184	104	56371	0.8	5.2714	0.7	13.7532	1.2	0.5260	1.0	0.85	2724.8	23.1	2732.9	11.6	2738.8	10.8	2738.8	10.8	99.5
-Spot 181	339	156869	2.0	5.1134	0.6	14.6870	1.1	0.5449	0.9	0.83	2804.0	21.5	2795.2	10.9	2788.8	10.5	2788.8	10.5	100.5
-Spot 305	157	219340	1.9	5.0889	0.7	14.4049	1.7	0.5319	1.6	0.91	2749.4	34.8	2776.8	16.2	2796.7	11.5	2796.7	11.5	98.3
-Spot 165	139	292535	0.9	4.9185	0.7	15.4022	1.2	0.5497	1.0	0.82	2823.8	21.8	2840.5	11.1	2852.3	10.8	2852.3	10.8	99.0
-Spot 124	65	36905	1.3	4.7546	0.7	16.8651	1.2	0.5818	1.0	0.82	2956.2	23.8	2927.2	11.8	2907.3	11.5	2907.3	11.5	101.7
-Spot 13	68	4648	2.0	4.3830	3.4	18.9257	4.8	0.5991	3.4	0.71	3026.4	81.8	3038.0	46.1	3045.8	54.0	3045.8	54.0	99.4
-Spot 112	86	99397	1.6	4.0006	0.7	22.4514	1.3	0.6517	1.1	0.85	3234.9	28.9	3203.5	13.0	3183.8	11.3	3183.8	11.3	101.6
-Spot 309	336	572463	3.2	3.1618	0.6	31.4110	1.1	0.7206	1.0	0.83	3498.4	25.7	3532.0	11.3	3551.1	10.0	3551.1	10.0	98.5
-Spot 278	138	1194	1.3	9.8141	4.2	0.1487	4.5	0.0106	1.7	0.38	67.9	1.1	140.8	5.9	1658.1	77.6	67.9	1.1	48.2 DISCORDANT

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#8 SC1 Spot 130	214	417154	2.3	7.5559	0.9	6.7649	1.6	0.3709	1.3	0.83	2033.6	23.3	2081.1	14.2	2128.6	15.7	2128.6	15.7	95.5
#8 SC1 Spot 91	261	86728	1.9	7.4626	0.9	7.2509	1.7	0.3837	1.5	0.85	2139.8	26.8	2142.8	15.5	2145.6	16.0	2145.6	16.0	99.7
#8 SC1 Spot 297	226	55010	11.1	6.9977	0.9	7.6846	1.6	0.3892	1.3	0.81	2119.0	23.8	2192.6	14.5	2261.9	16.2	2261.9	16.2	93.7
#8 SC1 Spot 258	162	29775	1.2	6.7249	0.9	8.8812	1.5	0.4334	1.3	0.83	2320.8	25.0	2325.9	14.1	2330.3	14.8	2330.3	14.8	99.6
#8 SC1 Spot 183	498	152048	14.5	6.4154	1.0	8.9422	2.9	0.4163	2.7	0.94	2243.4	51.2	2332.1	26.4	2410.6	17.2	2410.6	17.2	93.1
#8 SC1 Spot 95	260	88885	3.3	6.2806	0.8	10.2447	1.3	0.4669	1.0	0.77	2469.8	20.6	2457.1	12.0	2446.6	13.9	2446.6	13.9	100.9
#8 SC1 Spot 294	341	32606	2.8	6.2664	1.0	10.1471	1.4	0.4614	1.0	0.70	2445.6	19.7	2448.3	12.8	2450.5	16.7	2450.5	16.7	99.8
#8 SC1 Spot 266	145	34232	3.1	6.1799	0.8	10.1402	1.3	0.4547	1.1	0.81	2416.1	22.0	2447.6	12.4	2474.0	13.2	2474.0	13.2	97.7
#8 SC1 Spot 9	283	80232	2.5	5.9094	1.0	11.3744	1.6	0.4877	1.3	0.80	2560.7	26.9	2554.3	14.9	2549.2	16.2	2549.2	16.2	100.5
#8 SC1 Spot 296	75	67277	2.2	5.6043	0.9	12.2895	1.6	0.4997	1.3	0.83	2612.7	28.2	2626.8	14.8	2637.6	14.6	2637.6	14.6	99.1
#8 SC1 Spot 163	134	50529	1.8	5.5510	0.9	12.8838	1.7	0.5189	1.4	0.83	2694.6	30.9	2671.2	15.9	2653.5	15.5	2653.5	15.5	101.6
#8 SC1 Spot 167	70	26775	1.5	5.2549	0.9	13.9894	1.7	0.5334	1.4	0.85	2755.8	32.2	2749.0	16.0	2744.0	14.7	2744.0	14.7	100.4
#8 SC1 Spot 51	719	1864061	6.8	3.5514	1.0	24.2070	1.8	0.6238	1.5	0.84	3124.9	38.0	3276.8	17.8	3371.0	15.5	3371.0	15.5	92.7
#8 SC1 Spot 23	3348	1637	2.3	8.3954	1.6	0.1593	2.3	0.0097	1.6	0.72	62.2	1.0	150.1	3.2	1942.2	28.2	62.2	1.0	41.5 * discord
#8 SC1 Spot 106	175	1128	1.3	31.2074	21.2	0.0440	21.2	0.0100	1.2	0.06	63.9	0.8	43.7	9.1	NA	NA	63.9	0.8	146.2 *rev discord
#8 SC1 Spot 232	136	812	1.1	33.8726	16.2	0.0417	16.3	0.0102	1.4	0.09	65.7	0.9	41.5	6.6	NA	NA	65.7	0.9	158.5 *rev discord
#8 SC1 Spot 35	88	980	1.0	32.1584	11.6	0.0493	11.7	0.0115	1.7	0.14	73.7	1.2	48.9	5.6	NA	NA	73.7	1.2	150.9 *rev discord

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Spot 172	178.176171	101531.5471	1.46447722	9.704766088	0.795542637	4.25373652	1.543507462	0.299203674	1.322596304	0.85687169	1687.358698	16.93525451
Spot 173	413.617093	125508.5531	2.162292569	8.39202444	0.654217395	5.363181372	1.081377964	0.326078026	0.860938277	0.796149271	1819.343967	13.64719275
Spot 174	174.944331	66064.72424	1.231254896	11.013712	0.83307865	3.236506742	1.261221451	0.258459464	0.946613293	0.750552801	1481.955362	12.53269758
Spot 175	239.719765	269064.9772	2.840488668	13.16107395	1.425651666	6.24713004	1.560735665	0.224920178	1.235260262	0.791460264	1307.820668	14.62170611
Spot 176	160.831076	30445.57965	2.169592582	11.06779804	0.894752565	3.185511663	1.33121292	0.256820571	0.983372692	0.738704288	1473.554716	12.95368883
Spot 177	178.463905	210316.2085	1.248744934	9.100820614	0.693311091	4.664178931	1.23741422	0.307819983	1.0249417	0.828293131	1729.970127	15.55131261
Spot 178	726.227469	101726.6071	53.36927512	11.4392072	0.758820285	2.794260621	1.311025846	0.232023547	1.06890371	0.815318564	1345.095747	12.97688423
Spot 179	236.991933	11053.68489	8.082285282	17.32788944	1.063499808	0.661874363	1.535600421	0.085059977	1.104832333	0.719479051	526.2547227	5.583238835
Spot 180	319.225338	428455.5091	1.882571114	6.194073172	0.917166035	10.36420536	1.28638773	0.465347081	0.901997343	0.701186285	2463.124126	18.46550484
Spot 182	198.759258	30861.01452	1.735241023	9.608464819	0.880830663	4.314158432	1.38954452	0.301613301	1.074572795	0.77332736	1699.303762	16.05178952
Spot 183	139.980665	1411629.994	1.896148577	5.477113902	0.649489996	12.55147703	1.260975427	0.498099184	1.080855703	0.857158419	2605.621876	23.16664033
Spot 184	197.665301	80079.72411	1.485581629	9.150895146	0.92665903	4.863718109	1.193102576	0.322963944	0.75130207	0.629704508	1804.187793	11.82331635
Spot 185	672.418666	24210.97828	1.997253637	16.86950286	0.713674618	0.690355921	1.269908001	0.085238516	1.04387926	0.82201172	527.3153499	5.285416976
Spot 186	608.251327	50420.24973	0.996788909	21.15418146	1.762023744	0.057457675	2.205750347	0.008859599	1.326761476	0.601501198	56.86113133	0.751094175
Spot 187	109.132336	29118.13813	1.048171671	11.01662173	1.100947261	2.995694652	1.811848624	0.240330303	1.433673704	0.791276758	1388.413973	17.90774172
Spot 188	264.099436	81700.80151	0.984756743	10.13337842	0.826710622	3.828384288	1.443955252	0.28150142	1.18365084	0.819728201	1598.919419	16.76116854
Spot 189	266.80953	28797.38435	1.411036056	15.80024278	1.253661663	0.922802787	1.573146921	0.106461483	0.906964999	0.576529113	652.1648377	5.62555086
Spot 190	482.967482	192640.4921	2.235299064	10.5642674	0.747768769	3.272734441	1.125394608	0.250639123	0.841015415	0.74730713	1441.779953	10.86524253
Spot 191	180.248301	62487.15758	2.300099834	7.833074288	0.820792699	6.463221465	1.345831181	0.367299188	1.066255992	0.792265781	2016.67944	18.46448886
Spot 192	647.35965	79131.13742	3.02214594	9.332683542	0.839865149	4.285749556	1.52076585	0.290168526	1.26774008	0.833619508	1642.371312	18.38033674
Spot 193	769.539877	40172.2432	2.912645018	20.70343875	1.658790151	0.096231213	2.108156297	0.014540914	1.29826099	0.615827675	93.06177996	1.19950581
Spot 194	536.347905	314448.6683	1.283780403	9.815427357	0.736997943	3.94842913	1.173829707	0.28082655	0.913622089	0.778325922	1595.523687	12.91318048
Spot 195	455.68614	41383.86247	1.419242101	10.34959458	1.135052605	2.839855964	1.705743072	0.213620769	0.972693512	0.75433122	757.6672767	6.983487678
Spot 196	475.612143	2506376.686	1.011603686	15.19352797	0.850226077	1.134616297	1.295101004	0.124718898	0.97693512	0.75433122	757.6672767	6.983487678
Spot 197	1548.61224	31423.72969	5.334334961	19.91498653	1.016821398	0.176541373	1.655290195	0.025673208	1.270717977	0.767670817	163.4113482	2.050399673
Spot 199	434.85366	37998.89342	0.868085114	11.03743258	0.768218909	2.93986766	1.554628211	0.235690083	1.350311925	0.868575467	1364.256659	16.602299203
Spot 200	117.746412	27996.97942	1.706289887	9.835633618	0.80812908	4.167429208	1.30880643	0.29795705	1.018364653	0.77808653	1681.170205	15.07008344

- Analyses with >10% uncertainty (1-sigma) in 206Pb/238U age are not included.
- Analyses with >10% uncertainty (1-sigma) in 206Pb/207Pb age are not included, unless 206Pb/238U age is <400 Ma.
- Best age is determined from 206Pb/238U age for analyses with 206Pb/238U age <900 Ma and from 206Pb/207Pb age for analyses with 206Pb/238U age >900 Ma.
- Concordance is based on 206Pb/238U age / 206Pb/207Pb age. Value is not reported for 206Pb/238U ages <400 Ma because of large uncertainty in 206Pb/207Pb age.
- Analyses with 206Pb/238U age >400 Ma and with >20% discordance (<80% concordance) are not included.
- Analyses with 206Pb/238U age >400 Ma and with >5% reverse discordance (<105% concordance) are not included.
- All uncertainties are reported at the 2-sigma level, and include only measurement errors.
- Systematic errors are as follows (at 2-sigma level): [sample 1: xxx% (206Pb/238U) & xxx% (206Pb/207Pb)]
- Analyses conducted by LA-ICPMS, as described by Gehrels et al. (2008) and Gehrels and Pecha (2014).
- U concentration and U/Th are calibrated relative to FC-1 zircon standard and are accurate to ~20%.
- Common Pb correction is from measured 204Pb with common Pb composition interpreted from Stacey and Kramers (1975).
- Common Pb composition assigned uncertainties of 1.5 for 206Pb/204Pb, 0.3 for 207Pb/204Pb, and 2.0 for 208Pb/204Pb.
- U/Pb and 206Pb/207Pb fractionation is calibrated relative to fragments of large Sri Lanka zircons and individual crystals of FC-1, and R33.
- U decay constants and composition as follows: 238U = 9.8485 x 10<sup>-10</sup>, 235U = 1.55125 x 10<sup>-10</sup>, 238U/235U = 137.82.
- Weighted mean and concordia plots determined with Isoplot (Ludwig, 2008).



**Analytical Settings for U-Pb Geochronology at the Arizona LaserChron Center (Element 2 Single Collector)**

**Laboratory and Sample Preparation**

Laboratory name	Arizona LaserChron Center
Sample type/mineral	Zircon
Sample preparation	Conventional mineral separation, 1 inch epoxy mount, polished to 1-micron finish
Imaging	Hitachi 3400N SEM with BSE and/or Cathodoluminescence

**Laser ablation system**

Make, Model, and type	Photon Machines Analyte G2 Excimer laser
Ablation cell and volume	HelEx ablation cell
Laser wavelength	193 nm
Pulse width	~8 ns
Energy density	~7 J/cm <sup>2</sup>
Repetition rate	7 Hz
Ablation duration	10 s
Ablation pit depth/ablation rate	~12 microns & 0.8 microns/sec
Spot diameter nominal/actual	20 microns
Sampling mode/pattern	Spot
Carrier gas	Helium
Cell carrier gas flow	0.11 L/min He in inner cup, 0.29 L/min He in cell

**ICP-MS instrument**

Make, Model, and type	Thermo Element2 HR ICPMS
Sample introduction	Ablation aerosol
RF power	1200 W
Make-up gas flow	0.8 L/min Ar
Detection system	Dual mode Secondary Electron Multiplier
Masses measured	202Hg, 204(Hg+Pb), 206Pb, 207Pb, 208Pb, 232Th, 235U, 238U
Dwell times (ms)	202=5.2, 204=7.8, 206=20.2, 207=28.4, 208=2.6, 232=2.6, 235=15.4, 238=10.4
Total integration time per output data point (sec)	202=1.5, 204=2.3, 206=5.9, 207=8.3, 208=0.7, 232=0.7, 235=4.5, 238=3.0
Sensitivity as useful yield	~5000 cps/ppm
IC dead time	22 ns

**Data processing**

Gas blank	8 sec on-peak zero subtracted
Calibration strategy	SLM zircon used as primary standard
Reference material information	Gehrels et al. (2008)
Data processing package used/Correction for LUF	E2agecalc
Mass discrimination	Normalized to primary standard
Common Pb correction, composition and uncertainty	Common Pb correction based on measured 206Pb/204 Pb and the assumed composition of common Pb based on Stacey and Kramers (1975)
Uncertainty level and propagation	Uncertainties for individual analyses propagated at 2-sigma. Uncertainty of pooled analyses propagated at 2-sigma.
Quality control/validation	FC-1 and R33 analyzed as secondary standards.

**Other information**

Primary and secondary standards mounted together with unknowns.  
Analytical methods described by Gehrels et al. (2008), Gehrels and Pecha (2014), and Pullen et al. (2018)

**Citations:**

Gehrels, G. E., Valencia, V., Ruiz, J., 2008, Enhanced precision, accuracy, efficiency, and spatial resolution of U-Pb ages by laser ablation–multicollector–inductively coupled plasma–mass spectrometry: *Geochemistry, Geophysics, Geosystems*, v. 9, Q03017, doi:10.1029/2007GC001805.  
 Gehrels, G. and Pecha, M., 2014, Detrital zircon U-Pb geochronology and Hf isotope geochemistry of Paleozoic and Triassic passive margin strata of western North America: *Geosphere*, v. 10 (1), p. 49–65.  
 Pullen, A., Ibanez-Mejia, M., Gehrels, G., Giesler, D., and Pecha, M., 2018, Optimization of a Laser Ablation–Single Collector–Inductively Coupled Plasma–Mass Spectrometer (Thermo Element 2) for Accurate, Precise, and Efficient Zircon U-Th–Pb Geochronology: *Geochemistry, Geophysics, Geosystems*, v. 19. <https://doi.org/10.1029/2018GC007889>  
 Stacey, J., and Kramers, J., 1975, Approximation of terrestrial lead isotope evolution by a two-stage model: *Earth and Planetary Science Letters*, v. 26, p. 207–221.

localityName	latitude	longitude	sedStructure	dip_plunge	dip_planeAzimuth	strike	declination
Badger Creek	41.1165618	-108.56132	Axial trough cross-bedding	12.5930681	110.213234		10.4493561
Badger Creek	41.1164801	-108.56134	Axial trough cross-bedding	17.9379196	81.02098083		10.4493561
Badger Creek	41.1165083	-108.5613	Axial trough cross-bedding	24.119112	57.40287399		10.4493561
Badger Creek	41.1165191	-108.56131	Axial trough cross-bedding	26.2361813	99.70909119		10.4493561
Badger Creek	41.1165335	-108.5613	Axial trough cross-bedding	35.9516678	80.90000916		10.4493561
Badger Creek	41.1173488	-108.56091	Axial trough cross-bedding	17.3208313	153.7442322		10.4493561
Badger Creek	41.1157899	-108.55795	Axial trough cross-bedding	20.4940491	112.0632248		10.4493561
Badger Creek	41.1157781	-108.55794	Axial trough cross-bedding	27.5839596	38.48783875		10.4493561
Badger Creek	41.1164999	-108.5613	Non-axial trough cross-bedding	51.1679306	82.37569427	352.375702	10.4493561
Badger Creek	41.1164999	-108.5613	Non-axial trough cross-bedding	49.606884	26.14912033	296.149109	10.4493561
Badger Creek	41.1164999	-108.5613	Non-axial trough cross-bedding	42.3918343	86.55478668	356.554779	10.4493561
Badger Creek	41.1165347	-108.56129	Non-axial trough cross-bedding	44.2028275	29.9827137	299.982727	10.4493561
Badger Creek	41.1165347	-108.56129	Non-axial trough cross-bedding	27.0981712	68.22768402	338.227692	10.4493561
Badger Creek	41.1165418	-108.5613	Non-axial trough cross-bedding	35.5710678	93.53717041	3.53717041	10.4493561
Badger Creek	41.1165418	-108.5613	Non-axial trough cross-bedding	39.5799751	102.6056595	12.6056595	10.4493561
Badger Creek	41.1165418	-108.5613	Non-axial trough cross-bedding	38.9438782	99.81793976	9.81793976	10.4493561
Badger Creek	41.1173488	-108.56091	Non-axial trough cross-bedding	22.4830399	200.6195374	110.619537	10.4493561
Badger Creek	41.1173154	-108.56092	Non-axial trough cross-bedding	17.5737057	184.7875366	94.7875366	10.4493561
Badger Creek	41.1173073	-108.56093	Non-axial trough cross-bedding	12.3882828	149.5708008	59.5708008	10.4493561
Badger Creek	41.1159397	-108.558	Non-axial trough cross-bedding	29.7004776	30.38845444	300.388458	10.4493561
Badger Creek	41.1159382	-108.55801	Non-axial trough cross-bedding	22.7246246	77.74940491	347.74939	10.4493561
Badger Creek	41.1159382	-108.55801	Non-axial trough cross-bedding	26.9721413	67.65350342	337.653503	10.4493561
Badger Creek	41.1157929	-108.55794	Non-axial trough cross-bedding	24.5615597	129.3514252	39.3514252	10.4493561
Badger Creek	41.1157929	-108.55794	Non-axial trough cross-bedding	32.0425606	110.3955841	20.3955841	10.4493561
Badger Creek	41.115777	-108.55794	Non-axial trough cross-bedding	31.3293095	139.6552277	49.6552277	10.4493561
Badger Creek	41.115777	-108.55794	Non-axial trough cross-bedding	32.3068924	123.9281158	33.9281158	10.4493561
Badger Creek	41.115777	-108.55794	Non-axial trough cross-bedding	33.2408447	127.0221252	37.0221252	10.4493561
Badger Creek	41.1157796	-108.55795	Non-axial trough cross-bedding	30.3047161	68.92433929	338.924347	10.4493561
Badger Creek	41.1164939	-108.5613	Non-axial trough cross-bedding	32.0136261	59.89397049	329.893982	10.4493561
Badger Creek	41.1164939	-108.5613	Non-axial trough cross-bedding	37.9315071	47.08481598	317.084808	10.4493561
Badger Creek	41.1164999	-108.5613	Non-axial trough cross-bedding	33.3619614	332.380188	242.380188	10.4493561
Badger Creek	41.1164999	-108.5613	Non-axial trough cross-bedding	34.7005806	44.48915482	314.489166	10.4493561
Badger Creek	41.1165347	-108.56129	Non-axial trough cross-bedding	46.5139771	36.98452377	306.984528	10.4493561
Badger Creek	41.1165347	-108.56129	Non-axial trough cross-bedding	41.73909	51.18487549	321.184875	10.4493561
Badger Creek	41.1165645	-108.56131	Non-axial trough cross-bedding	32.0640259	68.78193665	338.781921	10.4493561
Badger Creek	41.1165645	-108.56131	Non-axial trough cross-bedding	24.3961239	34.63885117	304.638855	10.4493561
Badger Creek	41.1165645	-108.56131	Non-axial trough cross-bedding	31.076292	42.62589645	312.625885	10.4493561
Badger Creek	41.1165645	-108.56131	Non-axial trough cross-bedding	32.9526215	55.79665375	325.796661	10.4493561
Badger Creek	41.1173488	-108.56091	Non-axial trough cross-bedding	34.889122	121.6935349	31.6935349	10.4493561
Badger Creek	41.1173474	-108.56092	Non-axial trough cross-bedding	15.3007975	332.9126892	242.912689	10.4493561
Badger Creek	41.1173259	-108.56096	Non-axial trough cross-bedding	21.5591412	341.2400513	251.240051	10.4493561
Badger Creek	41.1173365	-108.56096	Non-axial trough cross-bedding	15.8746996	329.8676453	239.867645	10.4493561
Badger Creek	41.1173154	-108.56092	Non-axial trough cross-bedding	7.50959969	65.48127747	335.481262	10.4493561
Badger Creek	41.1173154	-108.56092	Non-axial trough cross-bedding	15.2359572	58.48184586	328.481842	10.4493561
Badger Creek	41.1173058	-108.56093	Non-axial trough cross-bedding	18.9534321	35.62118149	305.621185	10.4493561
Badger Creek	41.117309	-108.56092	Non-axial trough cross-bedding	21.2561684	0.05585096	270.055847	10.4493561
Badger Creek	41.1173121	-108.56092	Non-axial trough cross-bedding	26.0809307	48.09956741	318.099579	10.4493561
Badger Creek	41.1159394	-108.55799	Non-axial trough cross-bedding	12.7985163	104.4722672	14.4722672	10.4493561
Badger Creek	41.1159394	-108.55799	Non-axial trough cross-bedding	20.7338429	133.65065	43.65065	10.4493561
Badger Creek	41.1157929	-108.55794	Non-axial trough cross-bedding	37.1186867	53.2124939	323.212494	10.4493561
Badger Creek	41.1157899	-108.55795	Non-axial trough cross-bedding	34.0557365	12.42259979	282.422607	10.4493561
Badger Creek	41.1157899	-108.55795	Non-axial trough cross-bedding	26.7405605	61.94136429	331.941376	10.4493561
Badger Creek	41.1157899	-108.55795	Non-axial trough cross-bedding	37.1417923	48.34720993	318.347198	10.4493561
Badger Creek	41.1157623	-108.55795	Non-axial trough cross-bedding	27.0243454	56.60873795	326.608734	10.4493561
Badger Creek	41.1157624	-108.55796	Non-axial trough cross-bedding	26.3809357	50.13727951	320.137268	10.4493561
Badger Creek	41.1157624	-108.55796	Non-axial trough cross-bedding	27.4233742	44.86706161	314.867065	10.4493561
Badger Creek	41.1157624	-108.55796	Non-axial trough cross-bedding	26.3150616	52.63001251	322.630005	10.4493561
Lil Mtn Roadcut	41.0678431	-109.28539	Axial trough cross-bedding	8.12110424	21.46976852		10.4493561
Lil Mtn Roadcut	41.067996	-109.2855	Axial trough cross-bedding	20.1910667	51.84741211		10.4493561
Lil Mtn Roadcut	41.0678503	-109.28543	Axial trough cross-bedding	12.6714258	31.66859055		10.4493561
Lil Mtn Roadcut	41.0678504	-109.28542	Non-axial trough cross-bedding	11.3461208	30.19482231	300.194824	10.4493561
Lil Mtn Roadcut	41.0678504	-109.28542	Non-axial trough cross-bedding	11.5859423	48.9468689	318.946869	10.4493561
Lil Mtn Roadcut	41.0679697	-109.28557	Non-axial trough cross-bedding	11.5606051	21.08867264	291.088684	10.4493561
Lil Mtn Roadcut	41.0679916	-109.28554	Non-axial trough cross-bedding	12.53477	42.28699875	312.286987	10.4493561
Lil Mtn Roadcut	41.0679916	-109.28554	Non-axial trough cross-bedding	16.4773808	118.3286514	28.3286514	10.4493561
Lil Mtn Roadcut	41.0679916	-109.28554	Non-axial trough cross-bedding	27.1116409	97.22270203	7.22270203	10.4493561
Lil Mtn Roadcut	41.0679432	-109.28553	Non-axial trough cross-bedding	24.4304009	73.84136963	343.84137	10.4493561
Lil Mtn Roadcut	41.0679432	-109.28553	Non-axial trough cross-bedding	19.9405708	111.9099808	21.9099808	10.4493561
Lil Mtn Roadcut	41.067943	-109.28553	Non-axial trough cross-bedding	17.4867325	93.06796265	3.06796265	10.4493561
Lil Mtn Roadcut	41.0679663	-109.28548	Non-axial trough cross-bedding	28.0244904	58.19355011	328.193542	10.4493561
Lil Mtn Roadcut	41.0679663	-109.28548	Non-axial trough cross-bedding	27.9120884	66.24699402	336.247009	10.4493561
Lil Mtn Roadcut	41.0678415	-109.28543	Non-axial trough cross-bedding	22.8545342	76.4052124	346.405212	10.4493561
Lil Mtn Roadcut	41.0678415	-109.28543	Non-axial trough cross-bedding	24.4332504	78.35495758	348.35495	10.4493561

Lil Mtn Roadcut	41.0678415	-109.28543	Non-axial trough cross-bedding	16.6122685	98.20715332	8.20715332	10.4493561
Lil Mtn Roadcut	41.0678415	-109.28543	Non-axial trough cross-bedding	18.9371491	105.3583756	15.3583756	10.4493561
Lil Mtn Roadcut	41.0678515	-109.2854	Non-axial trough cross-bedding	13.3206844	58.26920319	328.269196	10.4493561
Lil Mtn Roadcut	41.0678515	-109.2854	Non-axial trough cross-bedding	15.8841343	67.85510254	337.855103	10.4493561
Lil Mtn Roadcut	41.0678515	-109.2854	Non-axial trough cross-bedding	15.7947826	60.97402573	330.97403	10.4493561
Lil Mtn Roadcut	41.0679881	-109.28554	Non-axial trough cross-bedding	38.1693573	35.6335144	305.633514	10.4493561
Lil Mtn Roadcut	41.067994	-109.28554	Non-axial trough cross-bedding	25.6817951	339.9023743	249.902374	10.4493561
Lil Mtn Roadcut	41.067994	-109.28554	Non-axial trough cross-bedding	29.8307838	33.64400101	303.644012	10.4493561
Lil Mtn Roadcut	41.067994	-109.28554	Non-axial trough cross-bedding	31.3521633	36.92513657	306.92514	10.4493561
Lil Mtn Roadcut	41.067943	-109.28553	Non-axial trough cross-bedding	19.844801	38.34055328	308.340546	10.4493561
Lil Mtn Roadcut	41.0679346	-109.28553	Non-axial trough cross-bedding	27.0997028	22.04883575	292.048828	10.4493561
Lil Mtn Roadcut	41.0679346	-109.28553	Non-axial trough cross-bedding	18.9781036	5.099051	275.09906	10.4493561
Lil Mtn Roadcut	41.0679692	-109.28548	Non-axial trough cross-bedding	28.7132835	6.89918709	276.89917	10.4493561
Lil Mtn Roadcut	41.0678419	-109.28544	Non-axial trough cross-bedding	16.1785889	23.54277992	293.542786	10.4493561
Lil Mtn Roadcut	41.0678359	-109.28543	Non-axial trough cross-bedding	32.240696	296.5461426	206.546143	10.4493561
Lil Mtn Roadcut	41.0678411	-109.28544	Non-axial trough cross-bedding	38.1157837	1.19447076	271.194458	10.4493561
Lil Mtn Roadcut	41.0678411	-109.28544	Non-axial trough cross-bedding	41.9642105	9.44935608	279.449341	10.4493561
North Flat Top Mtn	41.2246136	-107.80929	Axial trough cross-bedding	11.0562935	163.1292114		9.71746826
North Flat Top Mtn	41.2246043	-107.80934	Axial trough cross-bedding	28.0498047	199.2019196		9.71746826
North Flat Top Mtn	41.2246152	-107.80934	Axial trough cross-bedding	26.1201725	187.4530945		9.71746826
North Flat Top Mtn	41.2246228	-107.80934	Axial trough cross-bedding	10.8658886	187.2146606		9.71746826
North Flat Top Mtn	41.2245948	-107.80931	Non-axial trough cross-bedding	42.3547897	354.5977478	264.597748	9.71746826
North Flat Top Mtn	41.2245948	-107.80931	Non-axial trough cross-bedding	19.3894177	248.6024933	158.602493	9.71746826
North Flat Top Mtn	41.2246081	-107.80935	Non-axial trough cross-bedding	12.2101507	221.0683136	131.068314	9.71746826
North Flat Top Mtn	41.2246081	-107.80935	Non-axial trough cross-bedding	28.1956158	219.1256714	129.125671	9.71746826
North Flat Top Mtn	41.2246192	-107.80929	Non-axial trough cross-bedding	35.7513619	222.7031403	132.70314	9.71746826
North Flat Top Mtn	41.2246192	-107.80929	Non-axial trough cross-bedding	40.7230377	234.0418396	144.04184	9.71746826
North Flat Top Mtn	41.2246128	-107.80932	Non-axial trough cross-bedding	26.644392	263.2928162	173.292816	9.71746826
North Flat Top Mtn	41.2246128	-107.80932	Non-axial trough cross-bedding	22.4922581	269.6820679	179.682068	9.71746826
North Flat Top Mtn	41.2246059	-107.80934	Non-axial trough cross-bedding	19.436409	195.8965454	105.896545	9.71746826
North Flat Top Mtn	41.2246059	-107.80934	Non-axial trough cross-bedding	11.3854332	234.3251343	144.325134	9.71746826
North Flat Top Mtn	41.2246059	-107.80934	Non-axial trough cross-bedding	21.1174297	250.9470367	160.947037	9.71746826
North Flat Top Mtn	41.2246059	-107.80934	Non-axial trough cross-bedding	17.5453739	225.7626495	135.76265	9.71746826
North Flat Top Mtn	41.2246072	-107.80934	Non-axial trough cross-bedding	27.1834869	216.3986816	126.398682	9.71746826
North Flat Top Mtn	41.2246072	-107.80934	Non-axial trough cross-bedding	22.749157	207.8490295	117.84903	9.71746826
North Flat Top Mtn	41.2246072	-107.80934	Non-axial trough cross-bedding	30.0945644	195.2354736	105.235474	9.71746826
North Flat Top Mtn	41.2246072	-107.80934	Non-axial trough cross-bedding	26.7816982	187.9349365	97.9349365	9.71746826
North Flat Top Mtn	41.2246022	-107.80931	Non-axial trough cross-bedding	16.8050118	104.5962143	14.5962143	9.71746826
North Flat Top Mtn	41.2246022	-107.80931	Non-axial trough cross-bedding	41.7848892	99.44978333	9.44978333	9.71746826
North Flat Top Mtn	41.2246081	-107.80935	Non-axial trough cross-bedding	28.0472889	131.9329681	41.9329681	9.71746826
North Flat Top Mtn	41.2246098	-107.80931	Non-axial trough cross-bedding	22.7547798	122.8482971	32.8482971	9.71746826
North Flat Top Mtn	41.2246098	-107.80931	Non-axial trough cross-bedding	29.5906391	108.8087921	18.8087921	9.71746826
North Flat Top Mtn	41.2246098	-107.80931	Non-axial trough cross-bedding	27.2795487	111.4562531	21.4562531	9.71746826
North Flat Top Mtn	41.2246136	-107.80929	Non-axial trough cross-bedding	33.596241	181.3157044	91.3157044	9.71746826
North Flat Top Mtn	41.2246192	-107.80929	Non-axial trough cross-bedding	32.1114311	201.1688843	111.168884	9.71746826
North Flat Top Mtn	41.2246192	-107.80929	Non-axial trough cross-bedding	23.5355206	191.8452301	101.84523	9.71746826
North Flat Top Mtn	41.2246192	-107.80929	Non-axial trough cross-bedding	43.5355682	198.6657715	108.665771	9.71746826
North Flat Top Mtn	41.2246057	-107.80934	Non-axial trough cross-bedding	33.5537148	111.0548477	21.0548477	9.71746826
North Flat Top Mtn	41.2246057	-107.80934	Non-axial trough cross-bedding	30.5058689	138.173172	48.173172	9.71746826
North Flat Top Mtn	41.224612	-107.80934	Non-axial trough cross-bedding	29.4739838	97.50958252	7.50958252	9.71746826
North Flat Top Mtn	41.224612	-107.80934	Non-axial trough cross-bedding	26.679884	13.15437317	283.154358	9.71746826
North Flat Top Mtn	41.224612	-107.80934	Non-axial trough cross-bedding	23.8840065	90.28521729	0.28521729	9.71746826
North Flat Top Mtn	41.224612	-107.80934	Non-axial trough cross-bedding	23.0022144	104.0725632	14.0725632	9.71746826
North Flat Top Mtn	41.2246142	-107.80934	Non-axial trough cross-bedding	21.6937332	158.7375031	68.7375031	9.71746826
North Flat Top Mtn	41.2246152	-107.80934	Non-axial trough cross-bedding	31.0112896	61.5899353	331.589935	9.71746826
North Flat Top Mtn	41.2246152	-107.80934	Non-axial trough cross-bedding	24.7482624	158.1611786	68.1611786	9.71746826
North Flat Top Mtn	41.2246152	-107.80934	Non-axial trough cross-bedding	6.18252087	129.8683319	39.8683319	9.71746826
Pipeline	41.0336993	-109.52312	Axial trough cross-bedding	20.6464691	24.66308022		10.4493561
Pipeline	41.0336993	-109.52312	Axial trough cross-bedding	25.4758949	20.26525497		10.4493561
Pipeline	41.0336993	-109.52312	Axial trough cross-bedding	23.2021675	0.08406222		10.4493561
Pipeline	41.034079	-109.5226	Axial trough cross-bedding	14.4051209	358.4521179		10.4493561
Pipeline	41.0339622	-109.52264	Axial trough cross-bedding	8.88301182	13.3286972		10.4493561
Pipeline	41.0339582	-109.52264	Axial trough cross-bedding	11.6733418	348.6143799		10.4493561
Pipeline	41.0339582	-109.52264	Axial trough cross-bedding	15.6559448	350.9431458		10.4493561
Pipeline	41.0339577	-109.52263	Axial trough cross-bedding	6.8309226	7.78776932		10.4493561
Pipeline	41.0339526	-109.52272	Axial trough cross-bedding	10.0596428	357.3473816		10.4493561
Pipeline	41.0339531	-109.52272	Axial trough cross-bedding	5.47474194	5.96741343		10.4493561
Pipeline	41.0339487	-109.52273	Axial trough cross-bedding	17.4080505	11.95995712		10.4493561
Pipeline	41.0337005	-109.52312	Non-axial trough cross-bedding	15.7200813	353.3469544	263.346954	10.4493561
Pipeline	41.0337048	-109.5231	Non-axial trough cross-bedding	18.2812691	351.4425659	261.442566	10.4493561
Pipeline	41.0337048	-109.5231	Non-axial trough cross-bedding	14.7541685	355.1275024	265.127502	10.4493561
Pipeline	41.0337084	-109.52312	Non-axial trough cross-bedding	34.7822876	3.11695957	273.116943	10.4493561
Pipeline	41.0337006	-109.5231	Non-axial trough cross-bedding	22.2988472	341.9229736	251.922974	10.4493561
Pipeline	41.0337006	-109.5231	Non-axial trough cross-bedding	38.1601105	7.97607899	277.976074	10.4493561
Pipeline	41.0336967	-109.52309	Non-axial trough cross-bedding	22.7904625	350.7521668	260.752167	10.4493561

Pipeline	41.0336967	-109.52309	Non-axial trough cross-bedding	25.0489636	3.00398135	273.003967	10.4493561
Pipeline	41.0336967	-109.52309	Non-axial trough cross-bedding	25.0792503	18.61831284	288.618317	10.4493561
Pipeline	41.0340798	-109.5226	Non-axial trough cross-bedding	18.2356834	34.49153519	304.491547	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	16.5032311	45.39326096	315.39325	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	24.7042637	35.99019623	305.990204	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	17.5096302	27.6946106	297.694611	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	20.4004288	38.06494522	308.064941	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	19.4458408	56.06200409	326.062012	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	28.4374313	22.23200607	292.231995	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	21.7979946	7.48695707	277.486938	10.4493561
Pipeline	41.0340789	-109.5226	Non-axial trough cross-bedding	20.5086498	4.64478111	274.644775	10.4493561
Pipeline	41.0339598	-109.52263	Non-axial trough cross-bedding	8.8954649	38.5806694	308.580658	10.4493561
Pipeline	41.0339598	-109.52263	Non-axial trough cross-bedding	6.98208094	35.54751968	305.547516	10.4493561
Pipeline	41.0339716	-109.52262	Non-axial trough cross-bedding	19.0386429	25.64020157	295.640198	10.4493561
Pipeline	41.0339716	-109.52262	Non-axial trough cross-bedding	10.3738699	74.27210236	344.272095	10.4493561
Pipeline	41.0339737	-109.52261	Non-axial trough cross-bedding	22.7047653	36.62360001	306.623596	10.4493561
Pipeline	41.0339789	-109.52262	Non-axial trough cross-bedding	16.4930096	358.3774109	268.377411	10.4493561
Pipeline	41.0339789	-109.52262	Non-axial trough cross-bedding	15.2713108	352.4538574	262.453857	10.4493561
Pipeline	41.0339789	-109.52262	Non-axial trough cross-bedding	19.444891	331.2197571	241.219757	10.4493561
Pipeline	41.0339789	-109.52262	Non-axial trough cross-bedding	23.4650707	309.0567017	219.056702	10.4493561
Pipeline	41.0339816	-109.52261	Non-axial trough cross-bedding	23.5949783	338.8365173	248.836517	10.4493561
Pipeline	41.0339816	-109.52261	Non-axial trough cross-bedding	20.463625	342.7944031	252.794403	10.4493561
Pipeline	41.0339551	-109.52272	Non-axial trough cross-bedding	5.03139114	44.95210266	314.952087	10.4493561
Pipeline	41.0339551	-109.52272	Non-axial trough cross-bedding	5.70937061	19.69159126	289.691589	10.4493561
Pipeline	41.0339253	-109.52272	Non-axial trough cross-bedding	3.72198272	357.5306091	267.530609	10.4493561
Pipeline	41.0339516	-109.52276	Non-axial trough cross-bedding	13.7872391	17.99647411	287.99646	10.4493561
Pipeline	41.0339785	-109.52274	Non-axial trough cross-bedding	16.5413284	23.67838478	293.678375	10.4493561
Pipeline	41.0339785	-109.52274	Non-axial trough cross-bedding	9.06671715	356.2312012	266.231201	10.4493561
Pipeline	41.0337024	-109.52312	Non-axial trough cross-bedding	20.005352	332.7301636	242.730164	10.4493561
Pipeline	41.0337048	-109.52311	Non-axial trough cross-bedding	26.8970375	337.1230164	247.123016	10.4493561
Pipeline	41.0337087	-109.52311	Non-axial trough cross-bedding	22.0028019	325.8920593	235.892059	10.4493561
Pipeline	41.0337087	-109.52311	Non-axial trough cross-bedding	20.4691467	331.5912781	241.591278	10.4493561
Pipeline	41.0337087	-109.52311	Non-axial trough cross-bedding	25.9478016	348.0445862	258.044586	10.4493561
Pipeline	41.0337087	-109.52311	Non-axial trough cross-bedding	36.6367188	350.8044739	260.804474	10.4493561
Pipeline	41.0337108	-109.52311	Non-axial trough cross-bedding	26.9353352	341.9920654	251.992065	10.4493561
Pipeline	41.0337084	-109.52312	Non-axial trough cross-bedding	25.6578198	336.8029175	246.802917	10.4493561
Pipeline	41.0337084	-109.52312	Non-axial trough cross-bedding	19.3926277	332.6828919	242.682892	10.4493561
Pipeline	41.034079	-109.5226	Non-axial trough cross-bedding	9.52240562	273.7189026	183.718903	10.4493561
Pipeline	41.034079	-109.5226	Non-axial trough cross-bedding	14.5665216	271.7320862	181.732086	10.4493561
Pipeline	41.0340798	-109.5226	Non-axial trough cross-bedding	7.08871269	140.8497009	50.8497009	10.4493561
Pipeline	41.0339588	-109.52263	Non-axial trough cross-bedding	25.0359306	295.1692505	205.16925	10.4493561
Pipeline	41.0339588	-109.52263	Non-axial trough cross-bedding	15.07199	281.6907349	191.690735	10.4493561
Pipeline	41.0339588	-109.52263	Non-axial trough cross-bedding	22.2486801	331.9723511	241.972351	10.4493561
Pipeline	41.0339641	-109.52262	Non-axial trough cross-bedding	13.3762484	257.4876099	167.48761	10.4493561
Pipeline	41.0339641	-109.52262	Non-axial trough cross-bedding	10.8520804	280.4851379	190.485138	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	13.3892679	334.4754639	244.475464	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	22.6602459	310.9382629	220.938263	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	19.3996143	311.1832886	221.183289	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	17.2607822	332.2200928	242.220093	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	12.538043	324.6271057	234.627106	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	22.4420033	289.4849243	199.484924	10.4493561
Pipeline	41.033966	-109.52261	Non-axial trough cross-bedding	26.158102	264.1114807	174.111481	10.4493561
Pipeline	41.0339716	-109.52262	Non-axial trough cross-bedding	22.1183929	257.6772461	167.677246	10.4493561
Pipeline	41.0339572	-109.52272	Non-axial trough cross-bedding	20.2956238	285.6126404	195.61265	10.4493561
Pipeline	41.0339572	-109.52272	Non-axial trough cross-bedding	23.02281	273.9361572	183.936157	10.4493561
Pipeline	41.0339572	-109.52272	Non-axial trough cross-bedding	12.5769377	175.7242279	85.7242279	10.4493561
Pipeline	41.0339349	-109.52273	Non-axial trough cross-bedding	16.8489742	302.7937012	212.793701	10.4493561
Pipeline	41.0339349	-109.52273	Non-axial trough cross-bedding	18.9178276	311.1430359	221.143036	10.4493561
Pipeline	41.0339349	-109.52273	Non-axial trough cross-bedding	23.2910709	49.86271286	319.862701	10.4493561
Pipeline	41.0605201	-108.9126	Non-axial trough cross-bedding	26.3294945	55.93182755	325.931824	10.4493561
Pipeline	41.0605201	-108.9126	Non-axial trough cross-bedding	35.6165466	48.51913834	318.519135	10.4493561
Pipeline	41.0605271	-108.91261	Non-axial trough cross-bedding	39.9961166	53.60217667	323.602173	10.4493561
Pipeline	41.0605271	-108.91261	Non-axial trough cross-bedding	42.1920815	49.07961273	319.07962	10.4493561
Pipeline	41.0605271	-108.91261	Non-axial trough cross-bedding	34.9021111	58.19419861	328.194214	10.4493561
Pipeline	41.0604851	-108.91285	Non-axial trough cross-bedding	18.2181873	71.469841	341.469849	10.4493561
Pipeline	41.0604851	-108.91285	Non-axial trough cross-bedding	18.1216316	54.68494034	324.684937	10.4493561
Pipeline	41.0604851	-108.91285	Non-axial trough cross-bedding	19.8883915	48.34486008	318.344849	10.4493561
Pipeline	41.0604852	-108.91283	Non-axial trough cross-bedding	30.1562119	70.29665375	340.296661	10.4493561
Pipeline	41.0604852	-108.91283	Non-axial trough cross-bedding	25.0793819	33.79831314	303.798309	10.4493561
Pipeline	41.0604852	-108.91283	Non-axial trough cross-bedding	22.4749069	52.80601501	322.80603	10.4493561
Pipeline	41.060483	-108.91297	Non-axial trough cross-bedding	10.7269163	19.67572784	289.67572	10.4493561
Pipeline	41.060462	-108.91279	Non-axial trough cross-bedding	17.1080647	76.17726898	346.177277	10.4493561
Pipeline	41.060462	-108.91279	Non-axial trough cross-bedding	23.0932274	129.9859009	39.9859009	10.4493561
Pipeline	41.060462	-108.91279	Non-axial trough cross-bedding	22.2882366	66.52972412	336.529724	10.4493561
Pipeline	41.060462	-108.91279	Non-axial trough cross-bedding	21.4267006	100.8531876	10.8531876	10.4493561

SB_C	41.0605275	-108.91259	Non-axial trough cross-bedding	35.8825607	346.4993286	256.499329	10.4493561
SB_C	41.0605275	-108.91259	Non-axial trough cross-bedding	15.044487	24.54099655	294.541016	10.4493561
SB_C	41.0605275	-108.91259	Non-axial trough cross-bedding	26.482975	27.28352165	297.283508	10.4493561
SB_C	41.0605275	-108.91259	Non-axial trough cross-bedding	36.0552673	14.35027599	284.350281	10.4493561
SB_C	41.0605264	-108.91259	Non-axial trough cross-bedding	19.4598675	345.5177307	255.517731	10.4493561
SB_C	41.0605295	-108.9126	Non-axial trough cross-bedding	25.2484398	341.8790283	251.879028	10.4493561
SB_C	41.0605295	-108.9126	Non-axial trough cross-bedding	24.771822	347.5819702	257.58197	10.4493561
SB_C	41.0604942	-108.91299	Non-axial trough cross-bedding	17.9451599	341.635376	251.635376	10.4493561
SB_C	41.0604914	-108.91299	Non-axial trough cross-bedding	25.16786	349.113678	259.113678	10.4493561
SB_C	41.0604883	-108.91297	Non-axial trough cross-bedding	13.7722588	326.5606079	236.560608	10.4493561
SB_C	41.060462	-108.91279	Non-axial trough cross-bedding	28.4016132	16.91066742	286.910675	10.4493561
SB_C	41.060462	-108.91279	Non-axial trough cross-bedding	34.9120445	53.06060791	323.060608	10.4493561
SB_C	41.060462	-108.91279	Non-axial trough cross-bedding	28.2966766	34.96554565	304.965546	10.4493561
SB_C	41.0604879	-108.91258	Non-axial trough cross-bedding	31.121872	331.0848084	241.084808	10.4493561
SB_C	41.0604879	-108.91258	Non-axial trough cross-bedding	31.1083508	332.3612671	242.361267	10.4493561
SB_C	41.0604879	-108.91258	Non-axial trough cross-bedding	16.3173847	335.0471191	245.047119	10.4493561
SB_C	41.0604879	-108.91258	Non-axial trough cross-bedding	16.7066174	316.0498047	226.049805	10.4493561
SB_A	41.077291	-108.86374	Axial trough cross-bedding	3.73991084	72.61410522		10.4493561
SB_A	41.077291	-108.86374	Axial trough cross-bedding	8.57499886	72.77626801		10.4493561
SB_A	41.0773025	-108.86373	Axial trough cross-bedding	5.63315105	101.4251328		10.4493561
SB_A	41.0773025	-108.86373	Axial trough cross-bedding	7.72565508	53.45877075		10.4493561
SB_A	41.0774693	-108.862	Axial trough cross-bedding	1.87203312	325.1015625		10.4493561
SB_A	41.0774447	-108.86203	Axial trough cross-bedding	4.21030283	113.1135712		10.4493561
SB_A	41.077293	-108.86373	Non-axial trough cross-bedding	25.8841076	117.0806732	27.0806732	10.4493561
SB_A	41.077293	-108.86373	Non-axial trough cross-bedding	27.5047836	130.5977783	40.5977783	10.4493561
SB_A	41.0772995	-108.86373	Non-axial trough cross-bedding	13.5961571	130.1080017	40.1080017	10.4493561
SB_A	41.0772995	-108.86373	Non-axial trough cross-bedding	24.2953949	161.8906403	71.8906403	10.4493561
SB_A	41.0772995	-108.86373	Non-axial trough cross-bedding	21.6532612	142.8804169	52.8804169	10.4493561
SB_A	41.0772995	-108.86373	Non-axial trough cross-bedding	23.1663761	162.3631592	72.3631592	10.4493561
SB_A	41.0773344	-108.86376	Non-axial trough cross-bedding	23.9711075	157.2454834	67.2454834	10.4493561
SB_A	41.0773344	-108.86376	Non-axial trough cross-bedding	18.4364605	137.3282318	47.3282318	10.4493561
SB_A	41.0773255	-108.86377	Non-axial trough cross-bedding	17.385149	125.9754181	35.9754181	10.4493561
SB_A	41.0773145	-108.86379	Non-axial trough cross-bedding	21.4538403	171.2737274	81.2737274	10.4493561
SB_A	41.0773269	-108.8638	Non-axial trough cross-bedding	25.695343	135.8043366	45.8043366	10.4493561
SB_A	41.0773241	-108.86381	Non-axial trough cross-bedding	26.8394013	133.6398468	43.6398468	10.4493561
SB_A	41.0774804	-108.86201	Non-axial trough cross-bedding	22.9874687	244.2288055	154.228806	10.4493561
SB_A	41.0774804	-108.86201	Non-axial trough cross-bedding	13.805685	216.8222504	126.82225	10.4493561
SB_A	41.0774286	-108.86205	Non-axial trough cross-bedding	8.41938114	251.0652466	161.065247	10.4493561
SB_A	41.0774286	-108.86205	Non-axial trough cross-bedding	5.61259985	261.982544	171.982544	10.4493561
SB_A	41.0774286	-108.86205	Non-axial trough cross-bedding	3.33743358	150.4587555	60.4587555	10.4493561
SB_A	41.077442	-108.86202	Non-axial trough cross-bedding	9.44135571	194.9514618	104.951462	10.4493561
SB_A	41.077442	-108.86202	Non-axial trough cross-bedding	5.93416214	155.5463562	65.5463562	10.4493561
SB_A	41.077442	-108.86202	Non-axial trough cross-bedding	9.14880562	184.4817352	94.4817352	10.4493561
SB_A	41.0774636	-108.86204	Non-axial trough cross-bedding	8.58492184	125.1200562	35.1200562	10.4493561
SB_A	41.0774636	-108.86204	Non-axial trough cross-bedding	9.38615513	146.0776672	56.0776672	10.4493561
SB_A	41.0771079	-108.86365	Non-axial trough cross-bedding	12.4675732	143.1964569	53.1964569	10.4493561
SB_A	41.0771151	-108.86366	Non-axial trough cross-bedding	14.3978891	154.1802521	64.1802521	10.4493561
SB_A	41.0771151	-108.86366	Non-axial trough cross-bedding	6.92085457	155.4613037	65.4613037	10.4493561
SB_A	41.077293	-108.86373	Non-axial trough cross-bedding	17.8682327	349.6922302	259.69223	10.4493561
SB_A	41.0772872	-108.86373	Non-axial trough cross-bedding	10.3289661	7.79081869	277.790833	10.4493561
SB_A	41.0772945	-108.86373	Non-axial trough cross-bedding	20.6886063	321.9894409	231.989441	10.4493561
SB_A	41.0772945	-108.86373	Non-axial trough cross-bedding	9.72859192	348.7448425	258.744843	10.4493561
SB_A	41.0772995	-108.86373	Non-axial trough cross-bedding	32.889183	293.8173523	203.817352	10.4493561
SB_A	41.0773103	-108.86373	Non-axial trough cross-bedding	14.7370901	48.28548431	318.285492	10.4493561
SB_A	41.0773325	-108.86376	Non-axial trough cross-bedding	16.2293625	67.91896057	337.918945	10.4493561
SB_A	41.0773325	-108.86376	Non-axial trough cross-bedding	31.4192162	20.51108742	290.511078	10.4493561
SB_A	41.0773344	-108.86376	Non-axial trough cross-bedding	11.984004	13.11062813	283.110626	10.4493561
SB_A	41.0773344	-108.86376	Non-axial trough cross-bedding	28.9995995	353.0036316	263.003632	10.4493561
SB_A	41.0773344	-108.86376	Non-axial trough cross-bedding	23.821476	8.20956612	278.209564	10.4493561
SB_A	41.0774798	-108.86201	Non-axial trough cross-bedding	17.3228684	356.1179199	266.11792	10.4493561
SB_A	41.0774798	-108.86201	Non-axial trough cross-bedding	16.1135502	16.25690269	286.256897	10.4493561
SB_A	41.0774548	-108.86206	Non-axial trough cross-bedding	11.491395	63.27964401	333.279633	10.4493561
SB_A	41.0774345	-108.86202	Non-axial trough cross-bedding	1.68646026	327.6871643	237.687164	10.4493561
SB_A	41.0774345	-108.86202	Non-axial trough cross-bedding	1.97200835	15.03354549	285.033539	10.4493561
SB_A	41.0774296	-108.86202	Non-axial trough cross-bedding	10.2364903	305.3942566	215.394257	10.4493561
SB_A	41.0774593	-108.86204	Non-axial trough cross-bedding	14.4414339	14.23545933	284.235474	10.4493561
SB_A	41.0774593	-108.86204	Non-axial trough cross-bedding	18.1193943	24.355299	294.355286	10.4493561
SB_A	41.0771151	-108.86366	Non-axial trough cross-bedding	31.6002235	358.7261353	268.726135	10.4493561
SB_A	41.0771484	-108.86367	Non-axial trough cross-bedding	17.9684162	36.17079544	306.170807	10.4493561
SB_A	41.0771484	-108.86367	Non-axial trough cross-bedding	19.0601883	356.3903809	266.390381	10.4493561
SB_A	41.0768261	-108.86058	LA face	24.0079479	236.4946137	146.494614	10.4493561
SB_A	41.0768261	-108.86058	LA face	22.8674698	253.45401	163.45401	10.4493561
SB_A	41.0768261	-108.86058	LA face	18.4373856	279.5144348	189.514435	10.4493561
SB_A	41.0768321	-108.86057	LA face	14.3440294	292.5484924	202.548492	10.4493561
SB_A	41.0768321	-108.86057	LA face	23.5248375	269.290741	179.290741	10.4493561

SB_A	41.0768323	-108.86058	LA face	28.0442848	307.5411682	217.541168	10.4493561
SB_A	41.0768323	-108.86059	LA face	24.892767	311.0029297	221.00293	10.4493561
SB_A	41.076831	-108.86057	LA face	14.8549767	247.14357	157.14357	10.4493561
SB_A	41.0768307	-108.86058	LA face	21.2148666	270.7695618	180.769562	10.4493561
SB_A	41.0768307	-108.86058	LA face	17.0922489	259.7470093	169.747009	10.4493561

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dip_planeAzi	dip_plunge	sedStructure
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20	10	Axial trough cross-bedding
270	18	Axial trough cross-bedding
280	15	Axial trough cross-bedding
290	4	Axial trough cross-bedding
260	25	Axial trough cross-bedding
280	20	Axial trough cross-bedding
290	14	Axial trough cross-bedding
345	15	Axial trough cross-bedding
355	31	Axial trough cross-bedding
325	15	Axial trough cross-bedding
305	32	Axial trough cross-bedding
240	24	Axial trough cross-bedding
260	22	Axial trough cross-bedding
280	20	Axial trough cross-bedding
315	15	Axial trough cross-bedding
220	15	Axial trough cross-bedding
0	25	Axial trough cross-bedding
280	24	Axial trough cross-bedding
270	11	Axial trough cross-bedding
300	22	Axial trough cross-bedding
280	22	Axial trough cross-bedding
290	11	Axial trough cross-bedding
180	21	Axial trough cross-bedding
290	10	Axial trough cross-bedding
320	16	Axial trough cross-bedding
300	17	Axial trough cross-bedding
270	22	Axial trough cross-bedding
0	26	Axial trough cross-bedding
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340	30	Axial trough cross-bedding
355	30	Axial trough cross-bedding
5	20	Axial trough cross-bedding
285	22	Axial trough cross-bedding
320	6	Axial trough cross-bedding

270	20 Axial trough cross-bedding
315	26 Axial trough cross-bedding
300	10 Axial trough cross-bedding
320	25 Axial trough cross-bedding
5	29 Axial trough cross-bedding
330	27 Axial trough cross-bedding
270	29 Axial trough cross-bedding
300	30 Axial trough cross-bedding
0	20 Axial trough cross-bedding
290	17 Axial trough cross-bedding
210	16 Axial trough cross-bedding
265	20 Axial trough cross-bedding
340	22 Axial trough cross-bedding
30	33 Axial trough cross-bedding
30	25 Axial trough cross-bedding
330	21 Axial trough cross-bedding
345	20 Axial trough cross-bedding
220	22 Axial trough cross-bedding
292	30 Axial trough cross-bedding
304	30 Axial trough cross-bedding
355	26 Axial trough cross-bedding
5	18 Axial trough cross-bedding
310	18 Axial trough cross-bedding
318	24 Axial trough cross-bedding
8	18 Axial trough cross-bedding
260	23 Axial trough cross-bedding
251	17 Axial trough cross-bedding
338	33 Axial trough cross-bedding
298	22 Axial trough cross-bedding
311	26 Axial trough cross-bedding
195	28 Axial trough cross-bedding
50	18 Axial trough cross-bedding
346	20 Axial trough cross-bedding
30	28 Axial trough cross-bedding
335	13 Axial trough cross-bedding
280	24 Axial trough cross-bedding
275	222 Axial trough cross-bedding
326	6 Axial trough cross-bedding
250	31 Axial trough cross-bedding
322	16 Axial trough cross-bedding
281	13 Axial trough cross-bedding
349	17 Axial trough cross-bedding
346	19 Axial trough cross-bedding



340	15 Axial trough cross-bedding
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330	20 Axial trough cross-bedding
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10	26 Axial trough cross-bedding
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340	20 Axial trough cross-bedding
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335	18 Axial trough cross-bedding
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255	15 Axial trough cross-bedding
314	23 Axial trough cross-bedding
285	24 Axial trough cross-bedding
317	12 Axial trough cross-bedding
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325	26 Axial trough cross-bedding
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300	15 Axial trough cross-bedding

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301	14 Axial trough cross-bedding
300	16 Axial trough cross-bedding
340	25 Axial trough cross-bedding
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322	18 Axial trough cross-bedding
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338	23 Axial trough cross-bedding
325	28 Axial trough cross-bedding
295	21 Axial trough cross-bedding
277	22 Axial trough cross-bedding

340	14 Axial trough cross-bedding
330	22 Axial trough cross-bedding
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335	17 Axial trough cross-bedding
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19	28 Axial trough cross-bedding
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280	18 Axial trough cross-bedding
284	17 Axial trough cross-bedding
294	19 Axial trough cross-bedding
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308	20 Axial trough cross-bedding
337	14 Axial trough cross-bedding

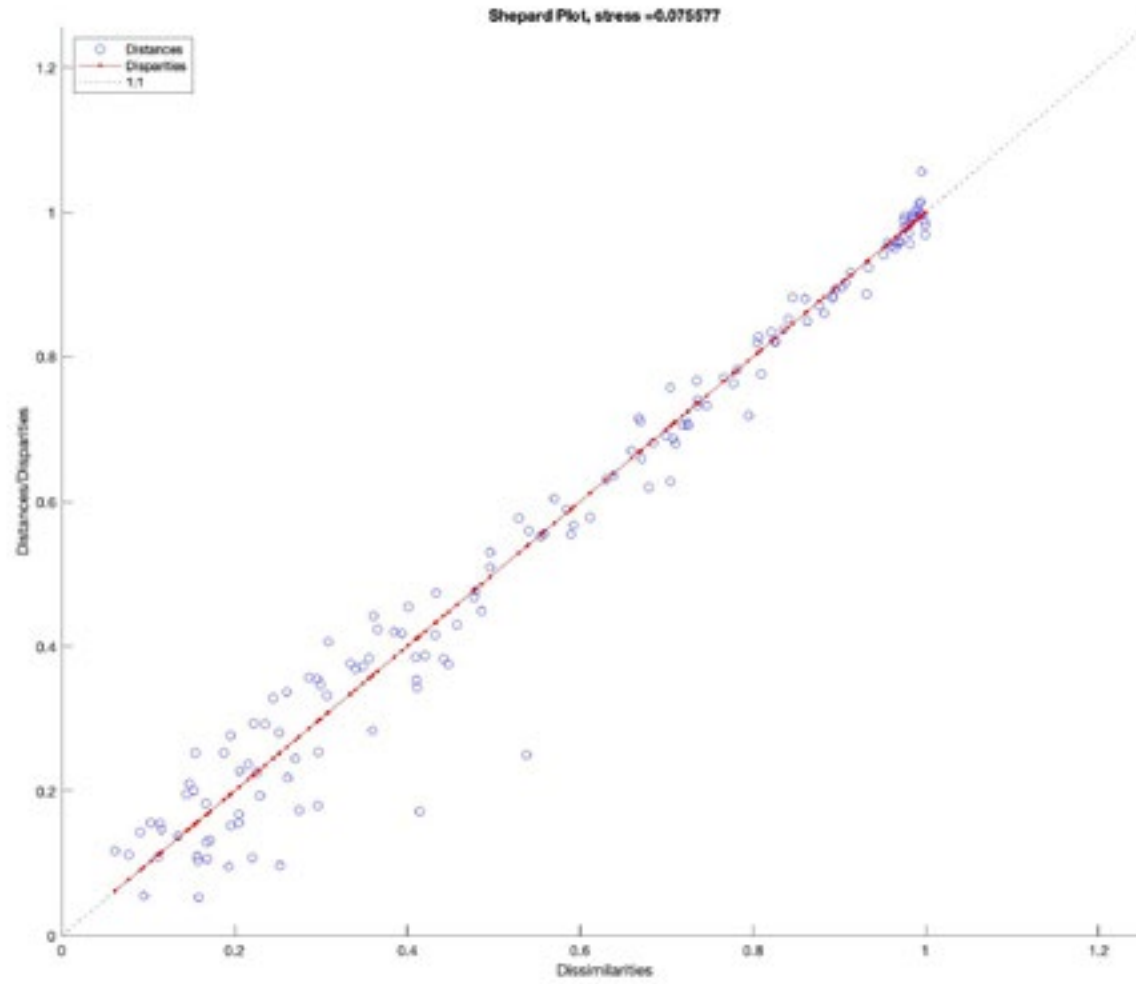
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333	15 Axial trough cross-bedding
310	16 Axial trough cross-bedding
262	24 Axial trough cross-bedding
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3349	11 Axial trough cross-bedding
300	11 Axial trough cross-bedding
321	21 Axial trough cross-bedding
285	17 Axial trough cross-bedding
325	16 Axial trough cross-bedding
293	15 Axial trough cross-bedding

Location	Latitude	Longitude	Scale	Type	Number	Mean_Direction
1.1	-108.03763	41.5141	Large	Axial trough	17	123
1.1	-108.03763	41.5141	Large	Axial trough	9	292
1.1	-108.03763	41.5141	Small	Axial trough	10	72
1.1	-108.03763	41.5141	Large	Non-Axial trc	1	38
1.1	-108.03763	41.5141	Small	Non-Axial trc	3	206
1.2	-108.03763	41.5141	Large	Axial trough	18	259
1.2	-108.03763	41.5141	Large	Axial trough	2	144
1.2	-108.03763	41.5141	Large	Current Rippl	1	176
2	-107.99664	41.43502	Large	Axial trough	50	107
2	-107.99664	41.43502	Large	Non-Axial trc	7	85
3	-107.88849	41.30116	Large	Axial trough	55	217
3	-107.88849	41.30116	Large	Current Rippl	4	211
3	-107.88849	41.30116	Large	Non-Axial trc	14	249
3	-107.88849	41.30116	Large	Non-Axial trc	5	122
4.1	-107.7552	41.09768	Large	Axial trough	25	235
4.2	-107.85068	41.08337	Large	Axial trough	105	331
5	-108.22038	40.86995	Large	Axial trough	51	248
5	-108.22038	40.86995	Small	Axial trough	2	196
5	-108.22038	40.86995	Small	Current Rippl	4	125
5	-108.22038	40.86995	Large	Non-Axial trc	11	317
6	-108.20161	40.94244	Large	Axial trough	21	310
6	-108.20161	40.94244	Large	Axial trough	5	287
6	-108.20161	40.94244	Small	Non-Axial trc	6	335
7	-108.42947	40.97131	Large	Axial trough	96	311
7	-108.42947	40.97131	Large	Non-Axial trc	14	310
8	-108.48662	40.95685	Large	Axial trough	10	311
8	-108.48662	40.95685	Small	Axial trough	2	326
8	-108.48662	40.95685	Small	Current Rippl	3	96
8	-108.48662	40.95685	Large	Non-Axial trc	9	80
9	-108.67002	41.2887	Large	Axial trough	8	181
9	-108.67002	41.2887	Small	Axial trough	10	353
9	-108.67002	41.2887	Large	Non-Axial trc	14	151
10	-108.59544	41.17232	Small	Axial trough	16	231
10	-108.59544	41.17232	Small	Current Rippl	1	223
10	-108.59544	41.17232	Large	Planar cross-	12	338
10	-108.59544	41.17232	Small	Planar cross-	1	354
11	-108.51348	41.40652	Small	Axial trough	18	341
11	-108.51348	41.40652	Small	Current Rippl	1	30
11	-108.51348	41.40652	Large	Planar cross-	31	297
13	-108.34025	41.53671	Large	Axial trough	1	42
13	-108.34025	41.53671	Small	Axial trough	2	83
13	-108.34025	41.53671	Large	Non-Axial trc	10	200
13	-108.34025	41.53671	Small	Non-Axial trc	7	13
14	-108.24774	41.56494	Large	Axial trough	3	322
14	-108.24774	41.56494	Large	Axial trough	8	140
14	-108.24774	41.56494	Large	Non-Axial trc	20	130
14	-108.24774	41.56494	Large	Planar cross-	3	213

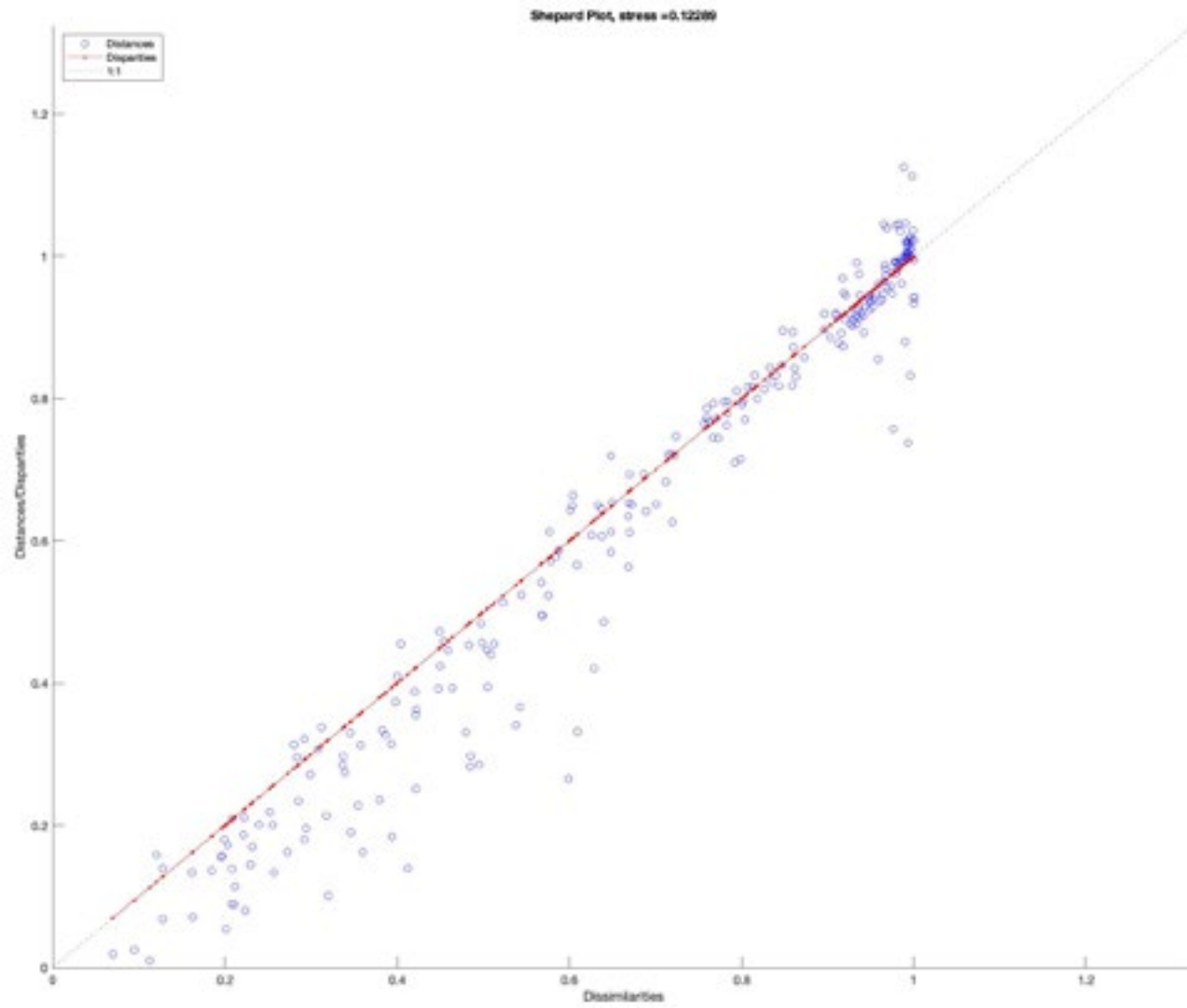


## Appendix A4

Shepards plot - 0-300 Ma



Shepards plot - 0-3500 Ma



**TR-19-372**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=

N/A

trials=

15000

percent accepted trials=

1

Cross-correlation cutoff=

0

Kuiper V value cutoff=

1

KS D value cutoff=

1

Cross-correlation

0.502 +/- 0.002

Sample Names

Relative Contribution

Standard Deviation

Uintas

0.068153266

0.04548594

Sierra Madre

0.088762934

0.033360494

CMB

0.230412814

0.032757864

Rawlins Uplift

0.612670985

0.048275502

Kuiper V value

0.112 +/- 0.005

Sample Names

Relative Contribution

Standard Deviation

Uintas

0.053318642

0.045066884

Sierra Madre

0.019180384

0.014396622

CMB

0.213844667

0.07585715

Rawlins Uplift

0.713656307

0.076808474

KS D value

0.065 +/- 0.003

Sample Names

Relative Contribution

Standard Deviation

Uintas

0.078298269

0.045253319

Sierra Madre

0.030937972

0.023335296

CMB

0.148654612

0.061889371

Rawlins Uplift

0.742109147

0.102151177

**5-SC\_18**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=

N/A

trials=

15000

percent accepted trials=

1

Cross-correlation cutoff=

0

Kuiper V value cutoff=

1

KS D value cutoff=

1

Cross-correlation	0.575 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.077101166	0.06353994
Sierra Madre	0.024044135	0.018289708
CMB	0.352398388	0.046108311
Rawlins Uplift	0.546456312	0.060269074

Kuiper V value	0.16 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.018586966	0.016840087
Sierra Madre	0.01125812	0.010090058
CMB	0.245713969	0.123471444
Rawlins Uplift	0.724440945	0.124597724

KS D value	0.09 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.0645425	0.062486911
Sierra Madre	0.04146114	0.039169601
CMB	0.324959658	0.086736801
Rawlins Uplift	0.569036702	0.145819007

**SCD-16**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.569 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.038220581	0.032217037
Sierra Madre	0.030066765	0.021586197
CMB	0.777425855	0.046630278
Rawlins Uplift	0.154286799	0.04359359

Kuiper V value	0.219 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.018297297	0.019315651

Sierra Madre	0.01434424	0.013835893	253
CMB	0.159783734	0.112234344	
Rawlins Uplift	0.807574729	0.129643012	

KS D value	0.12 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.055157246	0.04448996
Sierra Madre	0.05730154	0.045957451
CMB	0.488342814	0.089990272
Rawlins Uplift	0.3991984	0.136254716

**SC1\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.639 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.043781629	0.03512319
Sierra Madre	0.05065594	0.03095306
CMB	0.265414715	0.034217211
Rawlins Uplift	0.640147717	0.051919697

Kuiper V value	0.111 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.033938134	0.031177453
Sierra Madre	0.009155564	0.007942951
CMB	0.154031236	0.080169551
Rawlins Uplift	0.802875066	0.078724222

KS D value	0.062 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.03179448	0.029946631
Sierra Madre	0.019034402	0.017367016
CMB	0.171579362	0.079312834
Rawlins Uplift	0.777591756	0.10597438

**SB7\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	
Cross-correlation	0.409 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.923498123	0.056458649
Sierra Madre	0.004374873	0.003172255
CMB	0.03380398	0.036085009
Rawlins Uplift	0.038323024	0.042341729
Kuiper V value	0.364 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.922395144	0.080795187
Sierra Madre	0.006143326	0.005135841
CMB	0.060440024	0.07769725
Rawlins Uplift	0.011021505	0.009978577
KS D value	0.22 +/- 0.006	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.416971056	0.074544494
Sierra Madre	0.023870761	0.021131004
CMB	0.46519965	0.065893211
Rawlins Uplift	0.093958533	0.097374822

**SB3\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.462 +/- 0.01	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.625950496	0.073466122
Sierra Madre	0.012231255	0.010489595
CMB	0.099918306	0.065282739
Rawlins Uplift	0.261899944	0.08356411

Kuiper V value	0.236 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.549891592	0.060191894
Sierra Madre	0.014677926	0.011752557
CMB	0.290812958	0.090342007
Rawlins Uplift	0.144617523	0.095917313

KS D value	0.138 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.344799493	0.079576168
Sierra Madre	0.022997932	0.01599847
CMB	0.413193857	0.090338338
Rawlins Uplift	0.219008718	0.142024938

**RR2\_20**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.48 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.097076642	0.06499605
Sierra Madre	0.182951277	0.037831482
CMB	0.084109847	0.029645091
Rawlins Uplift	0.635862233	0.049498581

Kuiper V value	0.238 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.046195267	0.033823632
Sierra Madre	0.158290362	0.041672195

CMB	0.391330702	0.082568537	256
Rawlins Uplift	0.404183669	0.109115096	

KS D value	0.145 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.494760811	0.040995313
Sierra Madre	0.069538399	0.050223704
CMB	0.108606702	0.077984698
Rawlins Uplift	0.327094089	0.108345016

**RR1\_20**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.517 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.164728272	0.058663412
Sierra Madre	0.145927589	0.034491922
CMB	0.1089323	0.030992705
Rawlins Uplift	0.58041184	0.045357127

Kuiper V value	0.122 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.145028125	0.051490899
Sierra Madre	0.027420662	0.020315463
CMB	0.24284821	0.075186776
Rawlins Uplift	0.584703003	0.099272767

KS D value	0.075 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.308177605	0.054514513
Sierra Madre	0.03098575	0.023894254
CMB	0.138516763	0.089147308
Rawlins Uplift	0.522319882	0.137908537

**PL3\_18**



Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1

Cross-correlation	0.336 +/- 0.01	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.732036828	0.101391215
Sierra Madre	0.011160614	0.009870626
CMB	0.029720511	0.029484772
Rawlins Uplift	0.227082048	0.098954465

Kuiper V value	0.271 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.647741635	0.055892969
Sierra Madre	0.016526806	0.013199163
CMB	0.167717062	0.069783173
Rawlins Uplift	0.168014497	0.093116552

KS D value	0.16 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.2802812	0.081172635
Sierra Madre	0.013996758	0.0112756
CMB	0.349571925	0.149995363
Rawlins Uplift	0.356150117	0.218659266

**NFT2\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1

Cross-correlation	0.638 +/- 0.003
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Sample Names	Relative Contribution	Standard Deviation
Uintas	0.060665974	0.040922365
Sierra Madre	0.130270386	0.030300294
CMB	0.143367157	0.032702183
Rawlins Uplift	0.665696483	0.047378908

Kuiper V value 0.178 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.038700228	0.027750654
Sierra Madre	0.10053441	0.034519663
CMB	0.326018567	0.067092172
Rawlins Uplift	0.534746795	0.095981549

KS D value 0.102 +/- 0.001

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.248995576	0.032641739
Sierra Madre	0.062421232	0.041640092
CMB	0.161146865	0.107492903
Rawlins Uplift	0.527436327	0.153281432

**MD1\_20**

Results\_export\_1                      Results\_export\_2                      Results\_export\_3

Results of Monte Carlo unmixing model  
 wghtings applied to PDPs and CDFs  
 number of grains in each trial=

N/A  
 15000  
 1  
 0  
 1  
 1

Cross-correlation 0.036 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.011757637	0.011176953
Sierra Madre	0.017524311	0.018114089
CMB	0.951612232	0.027277915
Rawlins Uplift	0.01910582	0.021971067

Kuiper V value 0.487 +/- 0.001

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.25795341	0.052916037
Sierra Madre	0.0254537	0.021775687
CMB	0.681604251	0.062381018

Rawlins Uplift 0.034988639 0.032925692 259

KS D value 0.478 +/- 0.001

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.016659955	0.017831517
Sierra Madre	0.01563321	0.016228818
CMB	0.953861227	0.023764531
Rawlins Uplift	0.013845609	0.01544049

**MCP-16**

Results\_export\_1 Results\_export\_2 Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A

trials= 15000

percent accepted trials= 1

Cross-correlation cutoff= 0

Kuiper V value cutoff= 1

KS D value cutoff= 1

Cross-correlation 0.347 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.046570124	0.034680578
Sierra Madre	0.035802702	0.021528333
CMB	0.797741371	0.041441656
Rawlins Uplift	0.119885803	0.036936831

Kuiper V value 0.404 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.029868202	0.027510316
Sierra Madre	0.02633149	0.025519722
CMB	0.366204127	0.121734119
Rawlins Uplift	0.577596181	0.152588583

KS D value 0.21 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.064678637	0.064293413
Sierra Madre	0.047462271	0.046810293
CMB	0.175115311	0.091551756
Rawlins Uplift	0.712743782	0.160150571

**LMRC2\_18**

Results\_export\_1 Results\_export\_2 Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A  
 trials= 15000  
 percent accepted trials= 1  
 Cross-correlation cutoff= 0  
 Kuiper V value cutoff= 1  
 KS D value cutoff= 1

Cross-correlation 0.405 +/- 0.005

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.922155362	0.053520899
Sierra Madre	0.005215244	0.004177596
CMB	0.029671994	0.03371637
Rawlins Uplift	0.0429574	0.044695343

Kuiper V value 0.372 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.906883284	0.075340412
Sierra Madre	0.006342201	0.00541797
CMB	0.072548307	0.072442191
Rawlins Uplift	0.014226208	0.012937876

KS D value 0.236 +/- 0.004

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.306511031	0.06728722
Sierra Madre	0.020138934	0.014037119
CMB	0.517899514	0.078080618
Rawlins Uplift	0.15545052	0.120237126

**HOR-16**

Results\_export\_1 Results\_export\_2 Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A  
 trials= 15000  
 percent accepted trials= 1  
 Cross-correlation cutoff= 0  
 Kuiper V value cutoff= 1  
 KS D value cutoff= 1

Cross-correlation 0.339 +/- 0.001

Sample Names	Relative Contribution	Standard Deviation
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Uintas	0.077731403	0.056382447	261
Sierra Madre	0.037156841	0.026948716	
CMB	0.48838593	0.043405705	
Rawlins Uplift	0.396725827	0.047194846	

Kuiper V value	0.362 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.011440732	0.011601441
Sierra Madre	0.008049435	0.007904802
CMB	0.154851656	0.130570267
Rawlins Uplift	0.825658177	0.138586766

KS D value	0.196 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.064336072	0.059267223
Sierra Madre	0.092360533	0.035836366
CMB	0.063747524	0.06491305
Rawlins Uplift	0.779555871	0.109259924

**FH3\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.654 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.051450842	0.037242631
Sierra Madre	0.026267499	0.020523769
CMB	0.492673426	0.053288292
Rawlins Uplift	0.429608234	0.054821694

Kuiper V value	0.116 +/- 0.005	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.031448311	0.025216375
Sierra Madre	0.027182407	0.02392116
CMB	0.336428867	0.087525904
Rawlins Uplift	0.604940415	0.107243695

KS D value	0.078 +/- 0.005	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.045176921	0.034739982
Sierra Madre	0.022542574	0.016308333
CMB	0.492175314	0.075492532
Rawlins Uplift	0.440105191	0.094024758

**CR-148-16**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.606 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.082250583	0.063320984
Sierra Madre	0.024792348	0.019283159
CMB	0.251476408	0.039663254
Rawlins Uplift	0.641480661	0.061040759

Kuiper V value	0.176 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.019449383	0.01819156
Sierra Madre	0.018127912	0.017140783
CMB	0.256321499	0.096957529
Rawlins Uplift	0.706101206	0.103793279

KS D value	0.097 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.040103298	0.035727519
Sierra Madre	0.038000007	0.03121563
CMB	0.267060199	0.07888129
Rawlins Uplift	0.654836495	0.113142736

**CC-16**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A  
 trials= 15000  
 percent accepted trials= 1  
 Cross-correlation cutoff= 0  
 Kuiper V value cutoff= 1  
 KS D value cutoff= 1

Cross-correlation 0.381 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.054334659	0.036539347
Sierra Madre	0.142238957	0.037456639
CMB	0.300116201	0.046097177
Rawlins Uplift	0.503310183	0.057167755

Kuiper V value 0.368 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.011964067	0.011782577
Sierra Madre	0.027594016	0.028202423
CMB	0.012697802	0.013310752
Rawlins Uplift	0.947744115	0.031711788

KS D value 0.213 +/- 0.006

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.063677102	0.054477755
Sierra Madre	0.265658831	0.035781235
CMB	0.062793491	0.059642457
Rawlins Uplift	0.607870576	0.088295839

**BC2\_18**

Results\_export\_1 Results\_export\_2 Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A  
 trials= 15000  
 percent accepted trials= 1  
 Cross-correlation cutoff= 0  
 Kuiper V value cutoff= 1  
 KS D value cutoff= 1

Cross-correlation 0.614 +/- 0.004

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.039494868	0.036202055

Sierra Madre	0.034562622	0.027050252	264
CMB	0.40745436	0.05367304	
Rawlins Uplift	0.51848815	0.059625602	

Kuiper V value	0.191 +/- 0.003		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.010003181	0.010078045	
Sierra Madre	0.015727242	0.015455213	
CMB	0.017028995	0.018846024	
Rawlins Uplift	0.957240583	0.026553048	

KS D value	0.113 +/- 0.005		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.016774203	0.018221458	
Sierra Madre	0.018465899	0.021666076	
CMB	0.13031024	0.091148647	
Rawlins Uplift	0.834449658	0.118595522	

**19-VC-395**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.505 +/- 0.003		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.059137308	0.051302819	
Sierra Madre	0.025166202	0.02061407	
CMB	0.290743445	0.046246739	
Rawlins Uplift	0.624953045	0.062888614	

Kuiper V value	0.17 +/- 0.002		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.0143917	0.014836194	
Sierra Madre	0.006066039	0.0066918	
CMB	0.045223692	0.043195772	
Rawlins Uplift	0.934318569	0.045312931	



KS D value	0.09 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.021233348	0.023567493
Sierra Madre	0.010728862	0.012752288
CMB	0.044173604	0.03875665
Rawlins Uplift	0.923864187	0.061980539

**19-LM-405**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model wghtings applied to PDPs and CDFs number of grains in each trial= trials= percent accepted trials= Cross-correlation cutoff= Kuiper V value cutoff= KS D value cutoff=	N/A	15000 1 0 1 1

Cross-correlation	0.357 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.941694073	0.043543289
Sierra Madre	0.004386419	0.003501227
CMB	0.025282462	0.025684797
Rawlins Uplift	0.028637045	0.035305312

Kuiper V value	0.38 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.959791937	0.023853275
Sierra Madre	0.0077054	0.00757162
CMB	0.018994719	0.018825385
Rawlins Uplift	0.013507944	0.015899326

KS D value	0.261 +/- 0.005	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.320922236	0.071621993
Sierra Madre	0.023175267	0.017997174
CMB	0.542537499	0.070659138
Rawlins Uplift	0.113364998	0.105660214

**19-HR-392**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model wghtings applied to PDPs and CDFs		

number of grains in each trial=	N/A		
trials=		15000	
percent accepted trials=		1	
Cross-correlation cutoff=		0	
Kuiper V value cutoff=		1	
KS D value cutoff=		1	
Cross-correlation	0.45 +/- 0.002		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.05997652	0.042357548	
Sierra Madre	0.116098711	0.035459302	
CMB	0.282087319	0.039719619	
Rawlins Uplift	0.541837449	0.053206609	
Kuiper V value	0.208 +/- 0.004		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.020314609	0.016411455	
Sierra Madre	0.091829817	0.050947221	
CMB	0.019533031	0.017929113	
Rawlins Uplift	0.868322543	0.047541115	
KS D value	0.118 +/- 0.006		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.046846149	0.043401615	
Sierra Madre	0.113753968	0.03033867	
CMB	0.040809206	0.036241775	
Rawlins Uplift	0.798590676	0.061394865	
<b>19-DM-403</b>			
Results_export_1	Results_export_2	Results_export_3	
Results of Monte Carlo unmixing model			
wghtings applied to PDPs and CDFs			
number of grains in each trial=	N/A		
trials=		15000	
percent accepted trials=		1	
Cross-correlation cutoff=		0	
Kuiper V value cutoff=		1	
KS D value cutoff=		1	
Cross-correlation	0.369 +/- 0.008		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.798927331	0.08872616	
Sierra Madre	0.008054215	0.006455916	

CMB	0.044604667	0.041893537	267
Rawlins Uplift	0.148413787	0.086022804	

Kuiper V value	0.297 +/- 0.004		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.648152471	0.074942121	
Sierra Madre	0.013237538	0.011312861	
CMB	0.232220425	0.059738862	
Rawlins Uplift	0.106389566	0.080539601	

KS D value	0.176 +/- 0.003		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.226025775	0.073961132	
Sierra Madre	0.015656936	0.011470809	
CMB	0.425045275	0.128080162	
Rawlins Uplift	0.333272013	0.187461358	

**17-BF-001**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.665 +/- 0.004		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.040496624	0.029407396	
Sierra Madre	0.1488812	0.037902917	
CMB	0.168139114	0.036731571	
Rawlins Uplift	0.642483062	0.05414788	

Kuiper V value	0.184 +/- 0.006		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.030789111	0.026790588	
Sierra Madre	0.253013936	0.049674343	
CMB	0.032661296	0.027096136	
Rawlins Uplift	0.683535657	0.051039784	

KS D value	0.108 +/- 0.006		
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Sample Names	Relative Contribution	Standard Deviation	268
Uintas	0.056220073	0.049426262	
Sierra Madre	0.321440451	0.032223991	
CMB	0.076706832	0.069970587	
Rawlins Uplift	0.545632644	0.092929295	

**TR-19-372**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A

trials= 15000

percent accepted trials= 1

Cross-correlation cutoff= 0

Kuiper V value cutoff= 1

KS D value cutoff= 1

Cross-correlation 0.168 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.249263842	0.207072194
Sierra Madre	0.249488577	0.202025302
CMB	0.221604342	0.108752305
Rawlins Uplift	0.279643239	0.136742439

Kuiper V value 0.111 +/- 0.004

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.052851362	0.044403593
Sierra Madre	0.016922019	0.014467987
CMB	0.212753257	0.06645292
Rawlins Uplift	0.717473362	0.066988807

KS D value 0.065 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.081530603	0.048158499
Sierra Madre	0.024905472	0.02039592
CMB	0.143744573	0.067121711
Rawlins Uplift	0.749819352	0.111229227

**SCD-16**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A

trials= 15000

percent accepted trials= 1

Cross-correlation cutoff= 0

Kuiper V value cutoff= 1

KS D value cutoff= 1

Cross-correlation	0.426 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.182001213	0.236866189
Sierra Madre	0.110197036	0.196614248
CMB	0.706855004	0.283020664
Rawlins Uplift	0.000946748	0.000815747

Kuiper V value	0.219 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.020909131	0.018361196
Sierra Madre	0.014195892	0.014329981
CMB	0.170763265	0.110454621
Rawlins Uplift	0.794131712	0.128056173

KS D value	0.12 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.060757637	0.048876471
Sierra Madre	0.052978261	0.042701226
CMB	0.479352803	0.082274653
Rawlins Uplift	0.4069113	0.126516583

**SC1\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.488 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.253689968	0.193361959
Sierra Madre	0.271730202	0.218947617
CMB	0.312742287	0.161446675
Rawlins Uplift	0.161837543	0.083232059

Kuiper V value	0.112 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.031193612	0.028668877

Sierra Madre	0.011149227	0.010841555
CMB	0.151410979	0.083206531
Rawlins Uplift	0.806246183	0.081741581

KS D value 0.061 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.033749662	0.030227141
Sierra Madre	0.019094737	0.017213716
CMB	0.160262182	0.07967131
Rawlins Uplift	0.78689342	0.104674329

### SB3\_18

Results\_export\_1 Results\_export\_2 Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial= N/A

trials= 15000

percent accepted trials= 1

Cross-correlation cutoff= 0

Kuiper V value cutoff= 1

KS D value cutoff= 1

Cross-correlation 0.287 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.24899888	0.216141153
Sierra Madre	0.258669144	0.229018242
CMB	0.392800135	0.212552523
Rawlins Uplift	0.099531841	0.05367795

Kuiper V value 0.235 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.534598056	0.063113437
Sierra Madre	0.015799187	0.013226224
CMB	0.300660681	0.082995123
Rawlins Uplift	0.148942077	0.096342749

KS D value 0.137 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.353728164	0.068433106
Sierra Madre	0.019030144	0.014230639
CMB	0.428317639	0.092575976
Rawlins Uplift	0.198924053	0.131389755

**RR2\_20**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1

Cross-correlation 0.688 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.233708585	0.22553546
Sierra Madre	0.24281913	0.241586572
CMB	0.027386765	0.014557494
Rawlins Uplift	0.49608552	0.2606122

Kuiper V value 0.237 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.048317979	0.035401522
Sierra Madre	0.154539909	0.036791073
CMB	0.375026051	0.064508476
Rawlins Uplift	0.422116061	0.083695341

KS D value 0.144 +/- 0.001

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.499239267	0.035449091
Sierra Madre	0.067121442	0.045668148
CMB	0.107859075	0.069823274
Rawlins Uplift	0.325780216	0.096817157

**RR1\_20**

Results_export_1	Results_export_2	Results_export_3
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Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1



Cross-correlation	0.202 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.150771472	0.222411531
Sierra Madre	0.159331934	0.237917008
CMB	0.000894176	0.000809733
Rawlins Uplift	0.689002417	0.301924665

Kuiper V value	0.121 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.156272157	0.047143216
Sierra Madre	0.0230227	0.017899605
CMB	0.248063642	0.079360318
Rawlins Uplift	0.572641501	0.108224895

KS D value	0.075 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.301868776	0.060251908
Sierra Madre	0.032661217	0.024740808
CMB	0.134928682	0.085450255
Rawlins Uplift	0.530541324	0.14291936

**NFT2\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.631 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.235971345	0.237351726
Sierra Madre	0.24367733	0.250395949
CMB	0.038810316	0.021382531
Rawlins Uplift	0.481541009	0.265029526

Kuiper V value	0.178 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.04094896	0.031840421
Sierra Madre	0.098741983	0.036870041

CMB	0.31960775	0.068067442
Rawlins Uplift	0.540701308	0.097858921

KS D value	0.102 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.245639404	0.033927636
Sierra Madre	0.0629206	0.041924415
CMB	0.156809491	0.106094873
Rawlins Uplift	0.534630505	0.151635313

**MD1\_20**

Results\_export\_1                      Results\_export\_2                      Results\_export\_3

Results of Monte Carlo unmixing model  
wghtings applied to PDPs and CDFs

number of grains in each trial=	N/A
trials=	15000
percent accepted trials=	1
Cross-correlation cutoff=	0
Kuiper V value cutoff=	1
KS D value cutoff=	1

Cross-correlation	0.017 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.14467451	0.199799928
Sierra Madre	0.146895122	0.199060999
CMB	0.707564583	0.247599119
Rawlins Uplift	0.000865786	0.000701465

Kuiper V value	0.487 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.253455339	0.049278895
Sierra Madre	0.0267171	0.024041688
CMB	0.681762449	0.063997025
Rawlins Uplift	0.038065112	0.03356176

KS D value	0.478 +/- 0.001	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.014621254	0.015871068
Sierra Madre	0.018645279	0.018632148
CMB	0.953049545	0.024450687
Rawlins Uplift	0.013683922	0.015764201

**MCP-16**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1

Cross-correlation	0.337 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.201355887	0.269436278
Sierra Madre	0.147578151	0.224242399
CMB	0.650134915	0.310039095
Rawlins Uplift	0.000931047	0.000818456

Kuiper V value	0.404 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.026329663	0.02559257
Sierra Madre	0.029907896	0.026290671
CMB	0.372044511	0.13122204
Rawlins Uplift	0.57171793	0.161406137

KS D value	0.21 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.071752809	0.067476597
Sierra Madre	0.052330435	0.047869989
CMB	0.185093655	0.093781944
Rawlins Uplift	0.690823101	0.163143114

**HOR-16**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1

Cross-correlation	0.595 +/- 0
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Sample Names	Relative Contribution	Standard Deviation
Uintas	0.157714869	0.237060949
Sierra Madre	0.186003841	0.23984418
CMB	0.655205502	0.300020026
Rawlins Uplift	0.001075789	0.000884118

Kuiper V value 0.362 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.010145953	0.011125149
Sierra Madre	0.008182874	0.007925834
CMB	0.160899852	0.124639662
Rawlins Uplift	0.820771322	0.132405765

KS D value 0.196 +/- 0.003

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.075317686	0.060874727
Sierra Madre	0.089072865	0.030559651
CMB	0.060010046	0.055674955
Rawlins Uplift	0.775599404	0.093005903

**FH3\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation 0.574 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.262032762	0.214413187
Sierra Madre	0.252916146	0.21256984
CMB	0.325893072	0.164204013
Rawlins Uplift	0.15915802	0.080384565

Kuiper V value 0.115 +/- 0.005

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.032800262	0.02854851
Sierra Madre	0.023676869	0.019932841
CMB	0.326254114	0.075058981

Rawlins Uplift 0.617268756 0.091125482 277

KS D value 0.079 +/- 0.005  
Sample Names Relative Contribution Standard Deviation  
Uintas 0.039027699 0.033657905  
Sierra Madre 0.024257942 0.017221256  
CMB 0.487947171 0.079084034  
Rawlins Uplift 0.448767188 0.100420444

**CR-148-16**

Results\_export\_1 Results\_export\_2 Results\_export\_3  
Results of Monte Carlo unmixing model  
wghtings applied to PDPs and CDFs  
number of grains in each trial= N/A  
trials= 15000  
percent accepted trials= 1  
Cross-correlation cutoff= 0  
Kuiper V value cutoff= 1  
KS D value cutoff= 1

Cross-correlation 0.298 +/- 0  
Sample Names Relative Contribution Standard Deviation  
Uintas 0.277749942 0.229516951  
Sierra Madre 0.277103392 0.211833709  
CMB 0.157280848 0.085130565  
Rawlins Uplift 0.287865818 0.155526197

Kuiper V value 0.176 +/- 0.004  
Sample Names Relative Contribution Standard Deviation  
Uintas 0.019083283 0.016999336  
Sierra Madre 0.021564854 0.020937582  
CMB 0.24897729 0.092467058  
Rawlins Uplift 0.710374572 0.104351177

KS D value 0.097 +/- 0.003  
Sample Names Relative Contribution Standard Deviation  
Uintas 0.042990741 0.040636495  
Sierra Madre 0.038329744 0.034153909  
CMB 0.267937822 0.08315451  
Rawlins Uplift 0.650741693 0.119730152

**CC-16**

Results\_export\_1 Results\_export\_2 Results\_export\_3

## Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=	N/A
trials=	15000
percent accepted trials=	1
Cross-correlation cutoff=	0
Kuiper V value cutoff=	1
KS D value cutoff=	1

Cross-correlation 0.312 +/- 0

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.164142263	0.231606538
Sierra Madre	0.147584988	0.218684811
CMB	0.687333641	0.278040602
Rawlins Uplift	0.000939108	0.000716869

Kuiper V value 0.368 +/- 0.002

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.012708844	0.011991967
Sierra Madre	0.022567226	0.02444767
CMB	0.014900739	0.015691867
Rawlins Uplift	0.949823191	0.030033241

KS D value 0.213 +/- 0.006

Sample Names	Relative Contribution	Standard Deviation
Uintas	0.052516238	0.050349054
Sierra Madre	0.269171328	0.036144624
CMB	0.065751339	0.059351545
Rawlins Uplift	0.612561095	0.089325542

**BC2\_18**

Results\_export\_1

Results\_export\_2

Results\_export\_3

Results of Monte Carlo unmixing model

wghtings applied to PDPs and CDFs

number of grains in each trial=	N/A
trials=	15000
percent accepted trials=	1
Cross-correlation cutoff=	0
Kuiper V value cutoff=	1
KS D value cutoff=	1

Cross-correlation 0.703 +/- 0

Sample Names	Relative Contribution	Standard Deviation
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Uintas	0.289063484	0.241129399	279
Sierra Madre	0.236105084	0.192842891	
CMB	0.311081685	0.163138237	
Rawlins Uplift	0.163749747	0.085856096	

Kuiper V value	0.19 +/- 0.003		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.008316124	0.008417817	
Sierra Madre	0.014608513	0.015633726	
CMB	0.019143442	0.020151859	
Rawlins Uplift	0.957931921	0.028627769	

KS D value	0.113 +/- 0.004		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.017047816	0.020624627	
Sierra Madre	0.018744778	0.021984679	
CMB	0.12492867	0.090516816	
Rawlins Uplift	0.839278736	0.118439469	

**19-VC-395**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.328 +/- 0		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.262203171	0.251179868	
Sierra Madre	0.272061114	0.230412132	
CMB	0.312307632	0.177096103	
Rawlins Uplift	0.153428084	0.08701529	

Kuiper V value	0.171 +/- 0.002		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.014071501	0.014451999	
Sierra Madre	0.008690442	0.007986962	
CMB	0.05708931	0.058766599	
Rawlins Uplift	0.920148747	0.060670249	

KS D value	0.091 +/- 0.003	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.023887909	0.027265893
Sierra Madre	0.013436946	0.014244683
CMB	0.047993233	0.040299675
Rawlins Uplift	0.914681912	0.065741251

**19-HR-392**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=	15000	
percent accepted trials=	1	
Cross-correlation cutoff=	0	
Kuiper V value cutoff=	1	
KS D value cutoff=	1	

Cross-correlation	0.43 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.267044526	0.238365841
Sierra Madre	0.26988263	0.232090423
CMB	0.35109033	0.189109138
Rawlins Uplift	0.111982515	0.060166276

Kuiper V value	0.208 +/- 0.004	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.0194388	0.016644719
Sierra Madre	0.086490688	0.052984591
CMB	0.018507206	0.018247953
Rawlins Uplift	0.875563306	0.052162233

KS D value	0.119 +/- 0.006	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.048075803	0.043866627
Sierra Madre	0.113361832	0.030868521
CMB	0.043351995	0.042443094
Rawlins Uplift	0.795210369	0.067956223

**17-BF-001**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		



wghtings applied to PDPs and CDFs			
number of grains in each trial=	N/A		
trials=		15000	
percent accepted trials=		1	
Cross-correlation cutoff=		0	
Kuiper V value cutoff=		1	
KS D value cutoff=		1	
Cross-correlation	0.412 +/- 0		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.221036224	0.223910272	
Sierra Madre	0.236431981	0.234345307	
CMB	0.030476813	0.015625806	
Rawlins Uplift	0.512054982	0.264361152	
Kuiper V value	0.185 +/- 0.005		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.02923469	0.024525917	
Sierra Madre	0.258869511	0.055298429	
CMB	0.035249934	0.030149381	
Rawlins Uplift	0.676645865	0.055895822	
KS D value	0.107 +/- 0.007		
Sample Names	Relative Contribution	Standard Deviation	
Uintas	0.056560686	0.049342315	
Sierra Madre	0.32345625	0.02915071	
CMB	0.072400151	0.062277062	
Rawlins Uplift	0.547582913	0.086925178	

**5-SC\_18**

Results_export_1	Results_export_2	Results_export_3
Results of Monte Carlo unmixing model		
wghtings applied to PDPs and CDFs		
number of grains in each trial=	N/A	
trials=		15000
percent accepted trials=		1
Cross-correlation cutoff=		0
Kuiper V value cutoff=		1
KS D value cutoff=		1
Cross-correlation	0.554 +/- 0	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.263210677	0.22345653

Sierra Madre	0.263969293	0.209618232	282
CMB	0.332169195	0.169662707	
Rawlins Uplift	0.140650834	0.071896351	

Kuiper V value	0.16 +/- 0.002	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.019431388	0.016552213
Sierra Madre	0.010503087	0.009085087
CMB	0.233892668	0.123076714
Rawlins Uplift	0.736172858	0.121793742

KS D value	0.09 +/- 0.005	
Sample Names	Relative Contribution	Standard Deviation
Uintas	0.064938868	0.061239129
Sierra Madre	0.042599668	0.039065087
CMB	0.328474371	0.085589233
Rawlins Uplift	0.563987093	0.141947087

***Archean (3.5-2.5 Ga)***

Representative of the Archean Wyoming province (Fig. 8), these sediments came from north of the Cheyenne belt, predominantly from basement-cored, Laramide structures, especially the Sierra Madre, or as grains recycling from earlier detritus like the Uinta Mountains. In the late Mesoproterozoic and into the Neoproterozoic, a failed rift created accommodation that provided regional catchment for sediments from both the north and east. This aulacogen, which has since inverted into the Uinta Mountains, makes up both the Uinta Mountain Group and Big Cottonwood Formations (Mueller et al., 2007; Dehler et al., 2010). From the north, sediments were likely sourced directly out of the Wyoming province, whereas from the east, they came from a major transcontinental fluvial system issuing out of the recently uplifted Grenville-Llano province (Rainbird et al., 2012, and sources therein). This westward flowing system cut across the accreted Yavapai and Mazatzal provinces, as well as the intruded anorogenic (A-type) granitic pluton provinces, before running through the southern reaches of the Superior, Trans-Hudson and Wyoming provinces, parallel with the trend of the Cheyenne Belt and the western fabric of the Paleoproterozoic accreted terranes (Hoffman, 1991; Ball and Farmer, 1998; Condie et al., 2001; Mueller et al., 2007; Whitmeyer and Karlstrom, 2007; Dehler et al., 2010; Rainbird et al., 2012). Accordingly, any Archean grains recycling out of the Uinta Mountains may have been sourced both proximally from the Wyoming province, or more distally from the Superior province by way of the Mesoproterozoic transcontinental fluvial system.

***Late Paleoproterozoic (1.8-1.6 Ga)***

This age range reflects ages in line with sediments originating south of

the Cheyenne belt from the Yavapai (1.8–1.7 Ga) and Mazatzal (1.7–1.65 Ga) provinces (Hoffman, 1989; Whitmeyer and Karlstrom, 2007; Gehrels et al., 2011; Laskowski et al., 2013; Lynds and Xie, 2019). For grains not weathering out of the Sierra Madre adjacent to the basin (Lynds and Xie, 2019), the Aspen paleoriver, originally proposed by Smith et al. (2014), is the likely mechanism by which these grains were transported north leading up to and during the early Eocene (Hammond et al., 2019). It should also be noted that, though a less likely source, grains of this age are also in the Belt Supergroup of Montana, Idaho, and Canada as recycled Laurentian sediments (Ross and Villeneuve, 2003; Link et al., 2007; Lewis et al., 2010). Sourcing these ages from the Belt Supergroup is less likely, however, as the Belt Supergroup is both further away and separated by topographic highs that would have prevented fluvial transport south during the Eocene. Additionally, paleocurrent indicators associated with Yavapai-Mazatzal age populations are predominantly to the north and northwest (Figs. 3 & 6).

#### ***Mesoproterozoic (1.48-1.34 Ga)***

These zircons were most likely sourced directly from A-type igneous rocks emplaced south of the Cheyenne belt in central Colorado (and across Laurentia) between 1330 and 1480 Ma (Van Schmus et al., 1996). As with Yavapai-Mazatzal-aged grains, the most likely mechanism of transport to the GGRB was the Aspen paleoriver prior to and during the early Eocene (Hammond et al., 2019). There are also two potential sources for second-order recycling of 1340 and 1480 Ma ages. The first is out of the Uinta Mountains which originally received these grains from the Mesoproterozoic trans-continental fluvial system previously discussed (Mueller et al., 2007; Dehler et al., 2010; Rainbird et al., 2012; Yonkee et al., 2014). The second is the recycling of grains out of the “Nugget Erg” that potentially covered the area in the early Jurassic having since eroded (Dickinson

and Gehrels, 2003, 2009a). In addition, it should be noted that, like Yavapai-Mazatzal ages, these ages are also found in the Belt-Purcell Supergroup of Montana, Idaho, and Canada (Ross and Villeneuve, 2003). Due to proximity and paleogeographic reconstructions, however, we consider this source less likely than those previously mentioned.

#### ***Middle-Late Mesoproterozoic (1200–975 Ma)***

These ages are associated with the Grenville-Llano province and are most likely recycled out of the Uinta Mountains reaffirming the aforementioned Mesoproterozoic trans-continental fluvial system (Mueller et al., 2007; Dehler et al., 2010; Rainbird et al., 2012; Yonkee et al., 2014). Other potential sources include recycling out Proterozoic through Mesozoic siliciclastic strata of the Sevier orogenic belt (DeCelles, 2004; Dickinson and Gehrels, 2008; Lawton et al., 2010; Lawton and Bradford, 2011; Leier and Gehrels, 2011) and recycling of the aforementioned early Jurassic “Nugget Erg” (Dickinson and Gehrels, 2003, 2009a).

#### ***Permian-mid Cretaceous (290–75 Ma)***

Ages in this range are associated with the Cordilleran Magmatic Arc (Davis et al., 2010; Laskowski et al., 2013; Sharman et al., 2015) and are likely recycled from late Jurassic-Cretaceous sediments shed from the Cordilleran Magmatic Arc. By approximately 155 Ma, a west-facing magmatic arc was well established along the Cordilleran margin, and paleoenvironmental conditions were conducive to sediment dispersal to the east into western Wyoming (DeCelles, 2004; May et al., 2013). Zircon ages indicative of a Cretaceous dispersal system from a west facing Cretaceous magmatic arc are well documented in the Bighorn basin in sediment packages like the Cloverly, Muddy, Mowry, Frontier, Cody Shale and Mesa Verde Formations (May et al., 2013). The presence of

these strata in the GGRB suggest similar DZ signatures there as well (May et al., 2013). In a study done by Laskowski et al. (2013), 12% of the grains from sample EM6 taken from the Rock Springs Formation plot between 75 and 290 Ma. The Uinta Uplift exposes a much larger Paleozoic-Cretaceous package including the Mesa Verde, Mancos (Cody Shale equivalent), Frontier and Mowry formations (Bruhn et al., 1989; Roehler, 1990; Mederos et al., 2005). The Mesozoic and some unknown fraction of the Paleozoic ages in our samples are therefore interpreted to be recycled from these, and previously existing, uplifted strata.

#### ***Late Cretaceous to Eocene (75-50 Ma)***

The primary source for these ages is the CMB of central Colorado (Hammond et al., 2019). The CMB is a northeast/southwest-trending belt of plutons extending ~500 km, emplaced from ca. 75 to 0 Ma (Fig. 1; Bookstrom, 1990; Chapin et al., 2004; Klein et al., 2010; Chapin, 2012; Gonzales, 2015; Pecha et al., 2018). Other, less likely sources include the Challis and Absaroka volcanic fields to the north and the Laramide plutonic and volcanic strata of northern Mexico, all of which were associated with Laramide tectonism and active at that time. The Challis volcanics are a complex assortment of both intrusive and extrusive igneous deposits throughout eastern Idaho that were emplaced between ~50 and ~47 Ma (Chetel et al., 2011 and sources therein). The Absaroka volcanics of northwestern Wyoming and southwestern Montana erupted between ~55 and ~44 Ma (Smedes and Prostka, 1972; Hiza, 1999; Chetel et al., 2011). The coastal Sonora batholith of northern Mexico comprises a series of Cretaceous-Paleogene granitoids emplaced ca. ~90-40 Ma (Ramos-Velázquez et al., 2008). The related Tarahumara Formation of northern Mexico is composed of volcanic, volcanoclastic, pyroclastic and plutonic strata ranging in age from ~79 to 50 Ma (González-León et al., 2011; Lawton and Bradford,

2011). Ages related to these Sonoran sources have been interpreted in Rocky Mountain Laramide basins including the Piceance and San Juan (Foreman and Rasmussen, 2016; Pecha et al., 2018). 287

In their assessment of the Paleocene-Eocene Wasatch formation of the Piceance Basin in Northeastern CO, Foreman and Rasmussen (2016) interpret Cretaceous and Paleogene DZ grains as being reworked out of Cretaceous sediments including the Williams Fork Formation and Mancos Shale overlying the Sawatch and Uncompaghre uplifts, and hypothesize that these grains originated in the Tarahumara formation of Northern Mexico. Despite K-S test statistical similarities recognized between the Wasatch, the overlying GRF and the CMB, Foreman and Rasmussen argue against the standing hypothesis that these ages would have come from the more proximal CMB, noting a lack of igneous clasts in the conglomeratic facies of both the Wasatch and underlying Paleocene Ohio Creek formations as the principal reason. They posit that, relative to the underlying Williams Fork Formation, increased similarity of the Wasatch formation to the CMB can be accounted for by recycling of additional Tarahumara-derived grains out the Mancos shale without erosion of the crystalline basement and the actively intruding CMB—though they offer little discussion of these grain's potential journey north in the first place. Assuming, however, this to be true, a similar explanation cannot be extended north of the Uinta Uplift for the late Cretaceous and Paleocene ages found in the Green River Formation (this study). There, late Cretaceous strata including the Rock Springs Formation and the Ericson Formation lack Maastrichtian ages to begin (Laskowski et al., 2013; Leary et al., 2015).

Moreover, when we consider that the Mancos shale was deposited from the Cenomanian through the Campanian (Stroker et al., 2013), which only overlaps the noted 50-75 Ma DZ peaks by a few million years and would thus only

capture the oldest (>72.1 Ma) ages. Increased recycling out of the Mancos could therefore feasibly only account for peaks >72.1 Ma but fails to account for the notable ~66 Ma peak reported. By this metric, only recycling of the Williams Fork can account for grains between 66 Ma and 72.1 Ma, and neither grains originally deposited in the Williams Fork nor the Mancos Shale can account for DZ ages <66 Ma. Recycling could therefore conceivably account for some early Laramide grains, but is impermissible for the prominent Paleocene peaks recognized in this study (Fig. 6). The presence of these younger peaks, therefore, complicates the scenario proposed by Foreman et al., because it demonstrates an alternative source of Laramide-age DZ, sourced from the CMB.

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# Appendix A7

UW Museum #	Field Sample	Abbreviated Sample Name	Sample Type	Description	Location		Figured in
					Latitude°	Longitude°	
UW2053 / 1.2	2016-5-SC	5SC	Billet		41.28994795	-109.3996372	
UW2053 / 1.3	2016-5-SC	5SC	DZ Puck		41.28994795	-109.3996372	Figures 6 & 7
UW2053 / 1.1	2016-5-SC	5SC	Thin Section	Arkosic Arenite	41.28994795	-109.3996372	Figure 4
UW2053 / 2	2018-CM-1	CM1	Thin Section	Arkosic Arenite	40.562565	-106.445652	Figure 4
UW2053 / 3.2	2018-CM-2	CM2	Billet		40.694115	-106.40873	
UW2053 / 3.3	2018-CM-2	CM2	DZ Puck		40.694115	-106.40873	Figures 6 & 7
UW2053 / 3.1	2018-CM-2	CM2	Thin Section	Arkosic Arenite	40.694115	-106.40873	Figure 4
UW2053 / 4	2018-MP-1	MP1	Thin Section	Arkosic Arenite	40.192536	-106.027159	Figure 4
UW2053 / 5	2018-MP-2	MP2	Thin Section	Arkosic Arenite	40.286849	-106.081906	Figure 4
UW2053 / 6	2018-MP-3	MP3	Thin Section	Arkosic Arenite	40.322398	-106.068997	Figure 4
UW2053 / 7	BC1_18	BC1	Thin Section	Subarkose	41.11569485	-108.5579078	Figure 4
UW2053 / 8.2	BC2_18	BC2	Billet		41.11635813	-108.5597383	
UW2053 / 8.3	BC2_18	BC2	DZ Puck		41.11635813	-108.5597383	Figures 6 & 7
UW2053 / 8.1	BC2_18	BC2	Thin Section	Arkosic Arenite	41.11635813	-108.5597383	Figure 4
UW2053 / 9	BC3_18	BC3	Thin Section	Arkosic Arenite	41.1173119	-108.5609652	Figure 4
UW2053 / 10	BC4_18	BC4	Thin Section	Arkosic Arenite	41.11656922	-108.5613264	Figure 4
UW2053 / 11	FH1_18	FH1	Thin Section	Arkosic Arenite	41.35140552	-109.4131602	Figure 4
UW2053 / 12	FH2_18	FH2	Thin Section	Arkosic Arenite	41.35148223	-109.4131604	Figure 4
UW2053 / 13.2	FH3_18	FH3	Billet		41.35173443	-109.4132338	
UW2053 / 13.3	FH3_18	FH3	DZ Puck		41.35173443	-109.4132338	Figures 6 & 7
UW2053 / 13.1	FH3_18	FH3	Thin Section	Arkosic Arenite	41.35173443	-109.4132338	Figure 4
UW2053 / 13	FH4_18	FH4	Thin Section	Arkosic Arenite	41.35179193	-109.4132227	Figure 4
UW2053 / 14	LMRC1_18	LMRC1	Thin Section	Sublithic Arenite	41.06796522	-109.28535	Figure 4
UW2053 / 15.2	LMRC2_18	LMRC2	Billet		41.06795933	-109.2854359	
UW2053 / 15.3	LMRC2_18	LMRC2	DZ Puck		41.06795933	-109.2854359	Figures 6 & 7
UW2053 / 15.1	LMRC2_18	LMRC2	Thin Section	Sublithic Arenite	41.06795933	-109.2854359	Figures 4 & 5
UW2053 / 16	LMRC3_18	LMRC3	Thin Section	Quartz Arenite	41.06794368	-109.2855451	Figure 4
UW2053 / 17	MD1_20	MD1	Thin Section		41.4095897	-108.0560462	
UW2053 / 18	NFT1_18	NFT1	Thin Section	Arkosic Arenite	41.22462093	-107.8093396	Figure 4
UW2053 / 19.2	NFT2_18	NFT2	Billet		41.22446167	-107.8092895	
UW2053 / 19.3	NFT2_18	NFT2	DZ Puck		41.22446167	-107.8092895	Figures 6 & 7
UW2053 / 19.1	NFT2_18	NFT2	Thin Section	Arkosic Arenite	41.22446167	-107.8092895	Figure 4
UW2053 / 20	NFT3_18	NFT3	Thin Section	Arkosic Arenite	41.22447605	-107.8078936	Figure 4
UW2053 / 21	PL1_18	PL1	Thin Section	Subarkose	41.03407253	-109.522656	Figure 4
UW2053 / 22	PL2_18	PL2	Thin Section	Arkosic Arenite	41.03408485	-109.5226609	Figure 4
UW2053 / 23.2	PL3_18	PL3	Billet		41.03392515	-109.5227177	
UW2053 / 23.3	PL3_18	PL3	DZ Puck		41.03392515	-109.5227177	Figures 6 & 7
UW2053 / 23.1	PL3_18	PL3	Thin Section	Subarkose	41.03392515	-109.5227177	Figure 4
UW2053 / 24	PL4_18	PL4	Thin Section	Subarkose	41.03375358	-109.5225774	Figure 4
UW2053 / 25	PL5_18	PL5	Thin Section	Subarkose	41.03358099	-109.5229395	Figure 4
UW2053 / 26	RR1_20	RR1	Thin Section		41.4334077	-107.9934752	
UW2053 / 27	RR2_20	RR2	Thin Section		41.43338106	-107.9945224	
UW2053 / 28	SB1_18	SB1	Thin Section	Arkosic Arenite	41.07672568	-108.8607805	Figure 4
UW2053 / 29	SB2_18	SB2	Thin Section	Arkosic Arenite	41.07741117	-108.8620586	Figure 4
UW2053 / 30.2	SB3_18	SB3	Billet		41.07730805	-108.8637856	
UW2053 / 30.3	SB3_18	SB3	DZ Puck		41.07730805	-108.8637856	Figures 6 & 7
UW2053 / 30.1	SB3_18	SB3	Thin Section	Arkosic Arenite	41.07730805	-108.8637856	Figure 4
UW2053 / 31	SB4_18	SB4	Thin Section	Arkosic Arenite	41.09007227	-108.8710199	Figure 4
UW2053 / 32	SB5_18	SB5	Thin Section	Subarkose	41.08978548	-108.8714605	Figure 4
UW2053 / 33	SB6_18	SB6	Thin Section	Subarkose	41.06053145	-108.9126001	Figure 4
UW2053 / 34.2	SB7_18	SB7	Billet		41.06047438	-108.9126273	
UW2053 / 34.3	SB7_18	SB7	DZ Puck		41.06047438	-108.9126273	Figures 6 & 7
UW2053 / 34.1	SB7_18	SB7	Thin Section	Subarkose	41.06047438	-108.9126273	Figure 4
UW2053 / 35.2	SC1_18	SC1	Billet		41.28994795	-109.3996372	

UW2053 / 35.3	SC1_18	SC1	DZ Puck		41.28994795	-109.3996372	Figures 6 & 7
UW2053 / 35.1	SC1_18	SC1	Thin Section	Arkosic Arenite	41.28994795	-109.3996372	Figure 4
UW2053 / 36	SC2_18	SC2	Thin Section	Arkosic Arenite	41.28950832	-109.4002018	Figure 4
UW2053 / 37	SC3_18	SC3	Thin Section	Arkosic Arenite	41.2895587	-109.4000938	Figure 4
UW2053 / 38	SC4_18	SC4	Thin Section	Arkosic Arenite	41.28969928	-109.4000367	Figures 4 & 5
UW2053 / 39	SC5_18	SC5	Thin Section	Arkosic Arenite	41.28956443	-109.4001371	Figure 4
UW2053 / 40	SpCr1_18	SpCr1	Thin Section	Sublithic Arenite	41.04101407	-109.4112796	Figure 4
UW2053 / 41	SpCr2_18	SpCr2	Thin Section	Sublithic Arenite	41.04088417	-109.4111688	Figure 4
UW2053 / 42	SpCr3_18	SpCr3	Thin Section	Subarkose	41.0408309	-109.4113826	Figure 4
UW2053 / 43	SpCr4_18	SpCr4	Thin Section	Subarkose	41.04063773	-109.4114497	Figure 4

(Chapter 2)




## CAPTIONS

### *Appendix B1*

Measured stratigraphic sections

Location: FH D 41,35173, - 109,41271 = Locality 1 in slide  
 Date: 7-24-20



Stratigraphics = Ellen + Dan

Scale	Lithology														Sed Structures/Notes	Photo/GPS reference	
	Clay	Mud	Silt	Mud	Wacke	Sand	Grain	Gravel	Bound	Coar	St	Bould	Xaline	Carbonates			
																- surface?	
																- thicker (1m-dm-scale) laminations	
																- symmetrical laminations	
4m															SS	- wavy-planar (1m-scale) laminations	
1m															SS w/ MS lens	- 1-10s m MS lenses (dm-scale)	
X																- erosional surface	



Location: FH D 41.35172, -109.41271 = Locality 1 in slide  
 Date: 7-24-20

Stratigraphers = Ellen + Dawn

Scale	Carbonates												Lithology	Sed Structures/Notes	Photo/GPS reference	
	Clay	Mud	Silt	Mud	Wacke	Pack	Sand	Grain	Bound	Gravel	Coar	Boold				Xaline
X																
1m														SS	- climbing rippled SS	
														Siltstn	- cm-scale bedding - oxidized mud-drops	
														ms	- paleosol?	
														ms		
														SS	- massive to cm-scale wavy lamination	
														ms	- nodular	
														sb	- mm-scale wavy lamination	
														Siltstn	- nodular siltstone	
														SS	- cm-scale wavy lamination - mm scale wavy lamination	
														ms	- nodular mudstone	


Location: PHD 41,35172, - 109.41271 = Locality 1 in dike  
 Date: 7.24.20

Stratigraphic = Ethar + Dawn

Scale	Lithology													Sed Structures/Notes	Photo/GPS reference
	Clay	Mud	Silt	Sand	Grain	Gravel	Bound	Coar	Silt	Bound	Coar	Silt	Bound		
														<ul style="list-style-type: none"> <li>- dm-scale massive bodies interbedded with</li> <li>- cm-scale wavy laminations</li> <li>- mud-draps</li> </ul>	
															<p>M<sub>6</sub> = recessed mudstone                      = possible FSS lenses</p>
														<p>SS</p>	




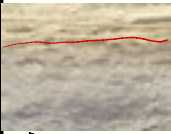
Location: FHD 41,3517, -109,41271 = Locality 1 in slide  
 Date: 7-24-20

Stratigraphies = Ellen + Dawn

Scale	Clay Mud Silt Mud Wacke F M C VC	Sand Pack Grain	Carbonates Grain	Gravel Bound Cob Bould Xoaline	Lithology	Sed Structures/Notes	Photo/GPS reference
					SS	<ul style="list-style-type: none"> <li>- variable SS channels</li> <li>- Trough cross</li> <li>- ripples</li> <li>- climbing ripples</li> <li>- low-angle laminae?</li> </ul> all present	
					SS	m	
					SH slt	<ul style="list-style-type: none"> <li>- dm-scale erosional base, channel cutting down below meander belt contact</li> </ul>	
1.5m					MS	<ul style="list-style-type: none"> <li>- very minor coarsening up</li> <li>- laminated ~ top 30cm</li> <li>- nodular/massive for</li> </ul>	
					MS		
.1					MS		
.2					SS		
.2					MS		
10					SS	- wavy VF-SS	
					ms/shale	<ul style="list-style-type: none"> <li>- nodular weathering</li> <li>- evap textures</li> </ul>	

Location: PHD 41.35172, -109.41271 = Locality 1 incline  
 Date: 7-24-20

Stratigraphies = Ethen & Dawn

Scale	Carbonates											Lithology	Sed Structures/Notes	Photo/GPS reference
	Clay	Mud	Silt	VF	M	C	VC	Grain	Bound	Gravel	Xaline			
X														
													<ul style="list-style-type: none"> <li>- VF-F ss</li> <li>- climbing ripples</li> <li>- mm laminations; cm cross-bed sets</li> <li>- erosional base</li> </ul>	
0.5m												MS	<ul style="list-style-type: none"> <li>- highly weathered mudstone</li> <li>- cm-Dm scale bedding w/ fine laminations occasionally visible</li> <li>- lots of evaporite textures</li> </ul>	
-1												MS	<ul style="list-style-type: none"> <li>- gradational MS bed</li> </ul>	
-4												VF SS / mudstone	<ul style="list-style-type: none"> <li>- med-coarsely interlaminated mudstone &amp; VF sand</li> <li>- laminations mm-cm scale</li> <li>- VF ss: wavy</li> <li>- mudstone: nodular weathering pattern</li> </ul>	
												mudstone / evaporite	<ul style="list-style-type: none"> <li>- interbedded (cm scale) mud &amp; evap</li> </ul>	
												mudstone	<ul style="list-style-type: none"> <li>- planar-wavy mudstone</li> </ul>	
0												<ul style="list-style-type: none"> <li>↑ gypsum evaporitic</li> </ul>	<ul style="list-style-type: none"> <li>- stacking section @ contact shows evaporitic texture &amp; muddy layer</li> <li>- occasional mud partings</li> </ul>	

Location: Scribner Butte, West panel A, section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): Elan  
 Date: 6-6-21

Scale	Clay Mud Silt	Mud	Wacke	Carbonates	Sand Pack Grain	Gravel Bound Cob Bould Xaline	Lithology	Lithofacies	Sed Structures/Notes/Photos
end									<p> <span style="border: 1px solid black; padding: 2px;">FM</span> - both uni + bi-directional dipping (cm)                      - local permeability barriers (cm)                      - highly imbricate, calcareous                 </p> <p>- short face / shallow lake? <span style="color: orange;">073</span></p> <p>- recessed, looks muddy, mostly float from above.                      - lake</p>
4.7m									
0.2									<p>                     contact with top of                      contact                      possibly a fault                      surface                 </p>

Location: Scripps Butte, West panel A, section #1

Scale: 1 vertical box = 0.5m

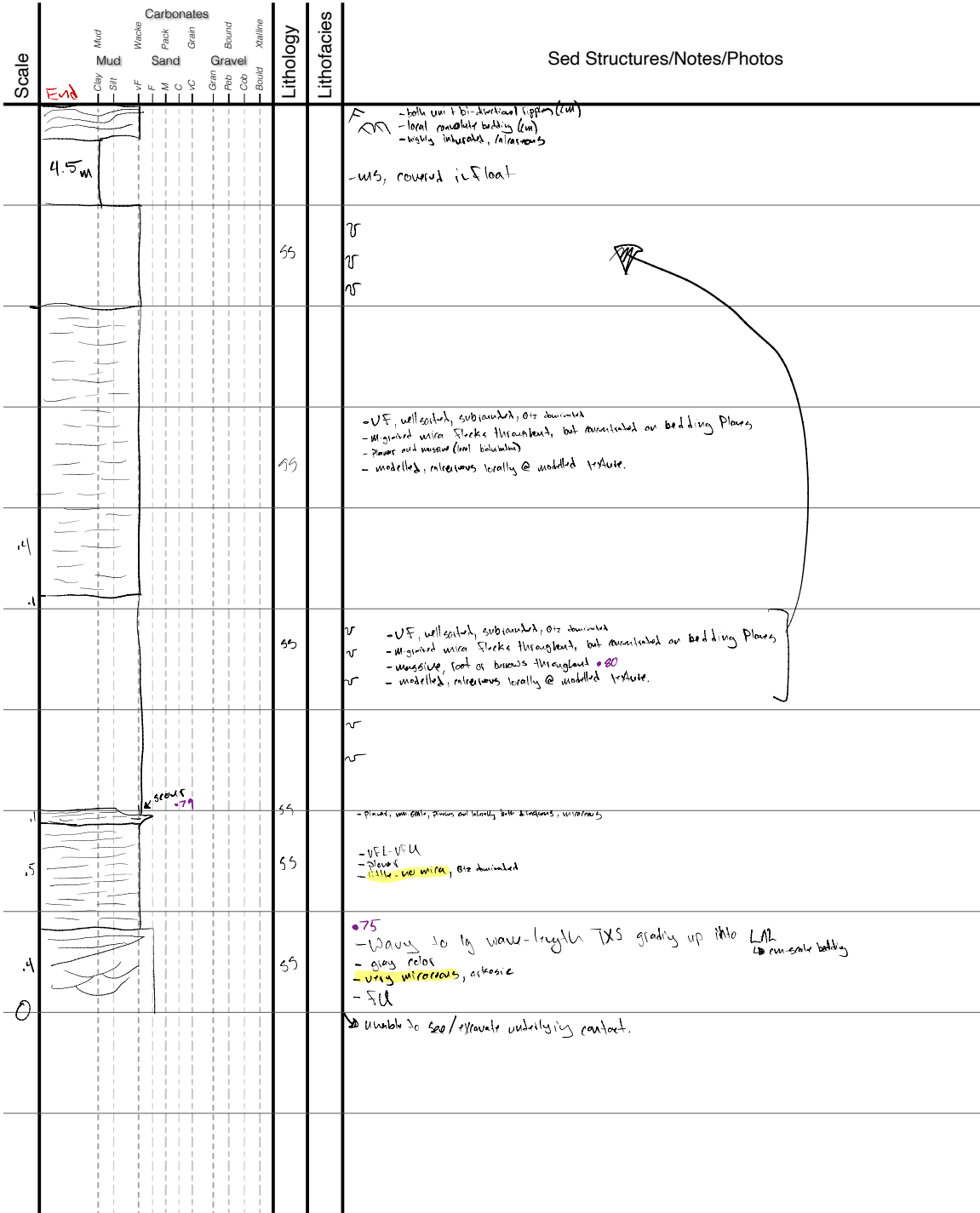
Stratigrapher(s): E. Lan

Date: 6-6-21

Scale	Lithology													Lithofacies	Sed Structures/Notes/Photos
	Clay	Mud	Silt	Wacke	Carbonates	Sand	Gravel	Bound	Grain	Coar	Boold	Xaline			
														65	<ul style="list-style-type: none"> <li>- Same sand throughout section w/ less and finer-grained mica @ base. Otherwise quality of sand pretty much the same throughout</li> <li>- VFU-FL, well sorted, sub-arenitic, grt dominant, minor illites + mica</li> <li>- Planar/LAL, massive where extensively bioturbated (esp @ top sand)</li> </ul>
															<ul style="list-style-type: none"> <li>- grades into more massive texture (likely bioturbation)</li> <li>- hints of some planar structures as below</li> </ul>
															<p>V 072</p> <ul style="list-style-type: none"> <li>- illite-mica within mid-FL ss</li> </ul> <p>A ↑</p> <p>↑ increasing size &amp; amount of mica</p>
															<ul style="list-style-type: none"> <li>- Planar-LAL, mid-scale (areolae) curvilinear</li> <li>- VFU-FL, well sorted, subarenitic</li> <li>- Buff color (likely from weathering)</li> <li>- micaceous, fine lenticled. → pic</li> <li>- Qtz rich, minor illites, increasing mica up section</li> <li>- locally calcareous in nodded areas → bioturbate</li> </ul> <p>- more calcareous than expected.</p> <p>071</p>
															<p>↓</p> <p>can't see contact w/ underlying unit here.</p>

Location: *Spruce Butte, W.P., A2*  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): *Ethan*  
 Date: *0-0-21*



Location: Scribble Butte, W.P. B Section #3  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): Elton  
 Date: 6-6-21

Scale	Lithology													Sed Structures/Notes/Photos					
	Clay	Mud	Silt	Sand	Gravel	Bould	Carbonates	Wacke	Block	Grain	Bound	Coar	Xaline						

end

- massive, locally planar  
 - same sand character (SB Facies #1)

65

- planar + locally wavy  
 - same sand as typical sand (SB Facies #1)

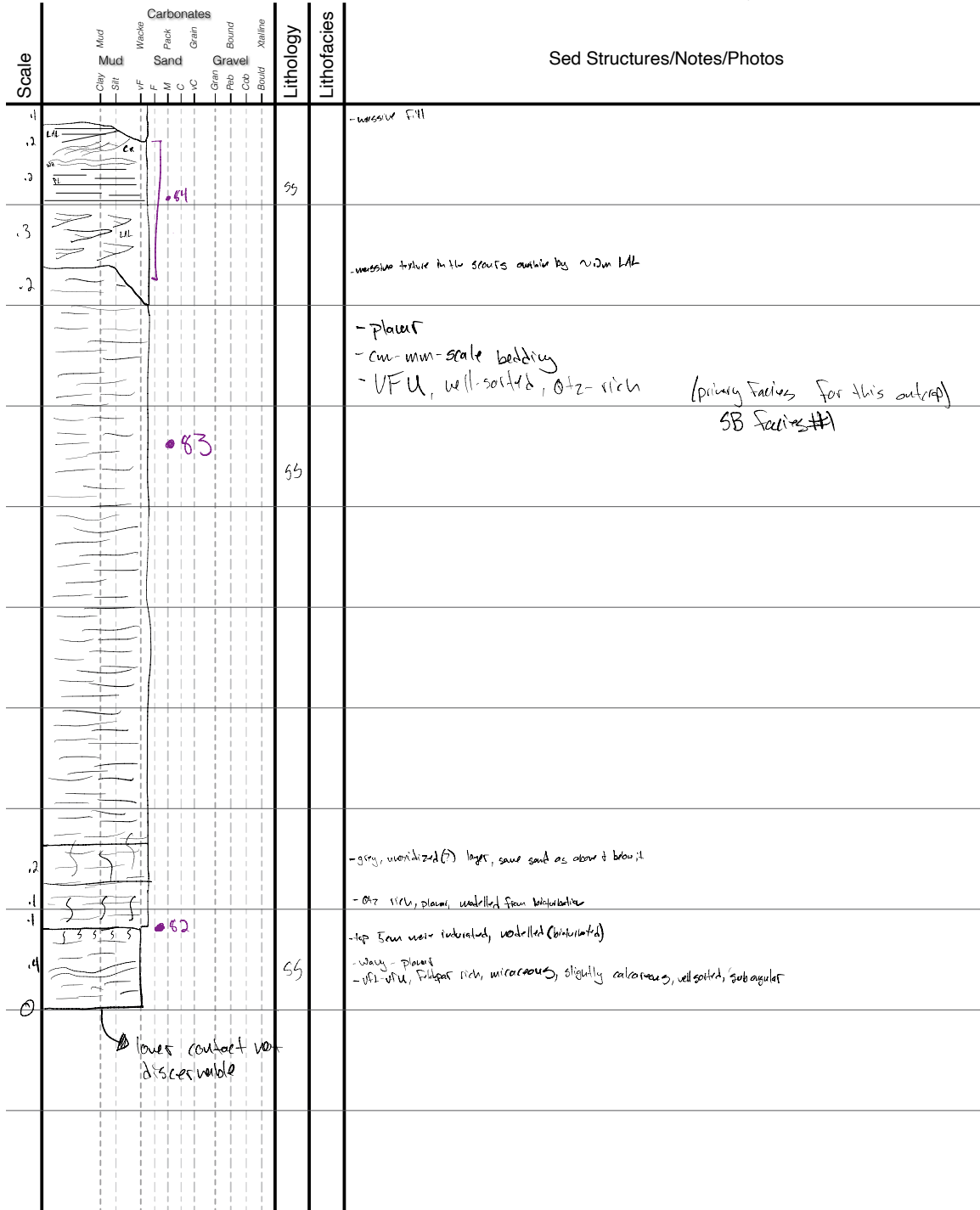
65

- massive fill



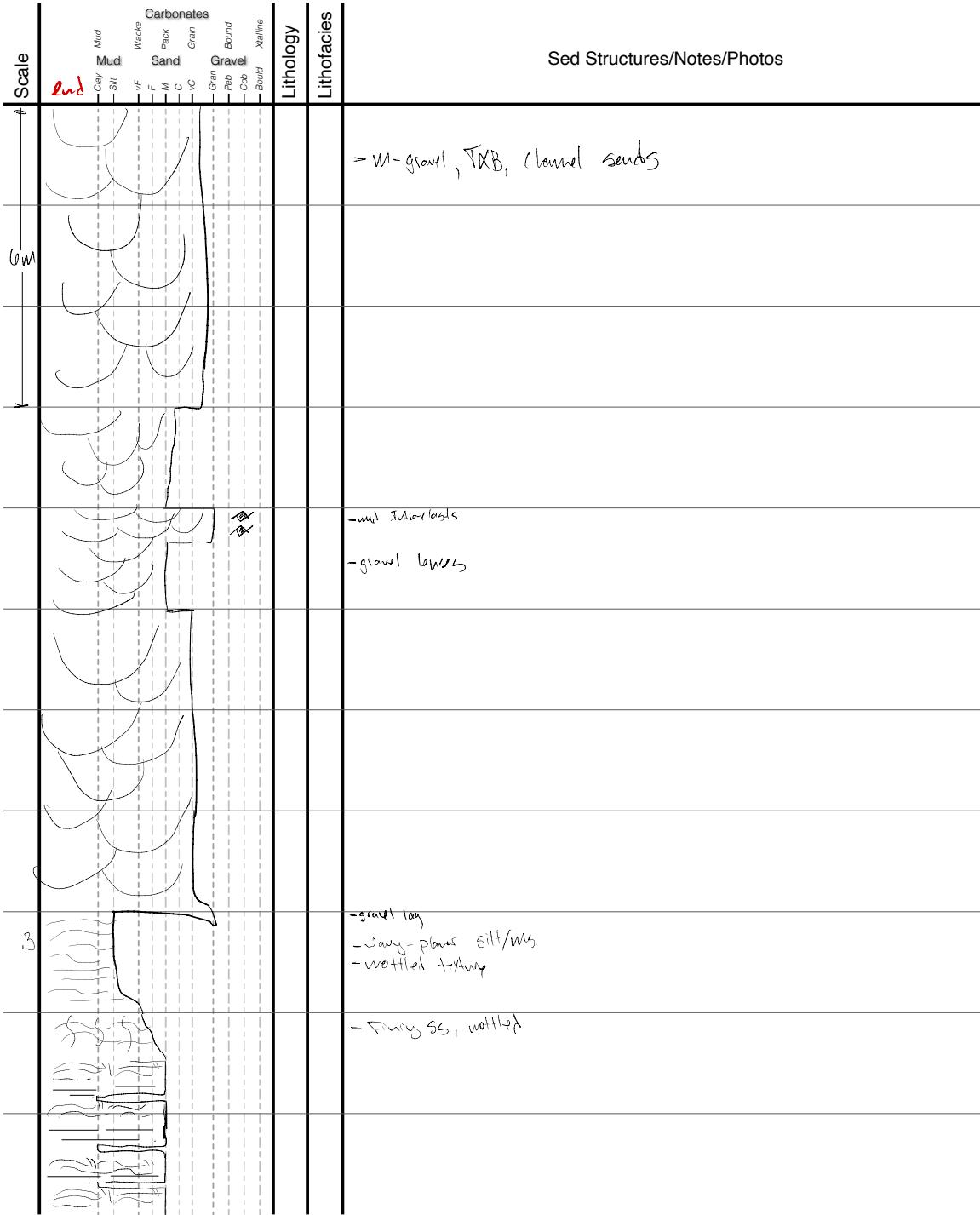
Location: Scripps Butte, WP B Section #3  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): E. Horn  
 Date: 6-6-21



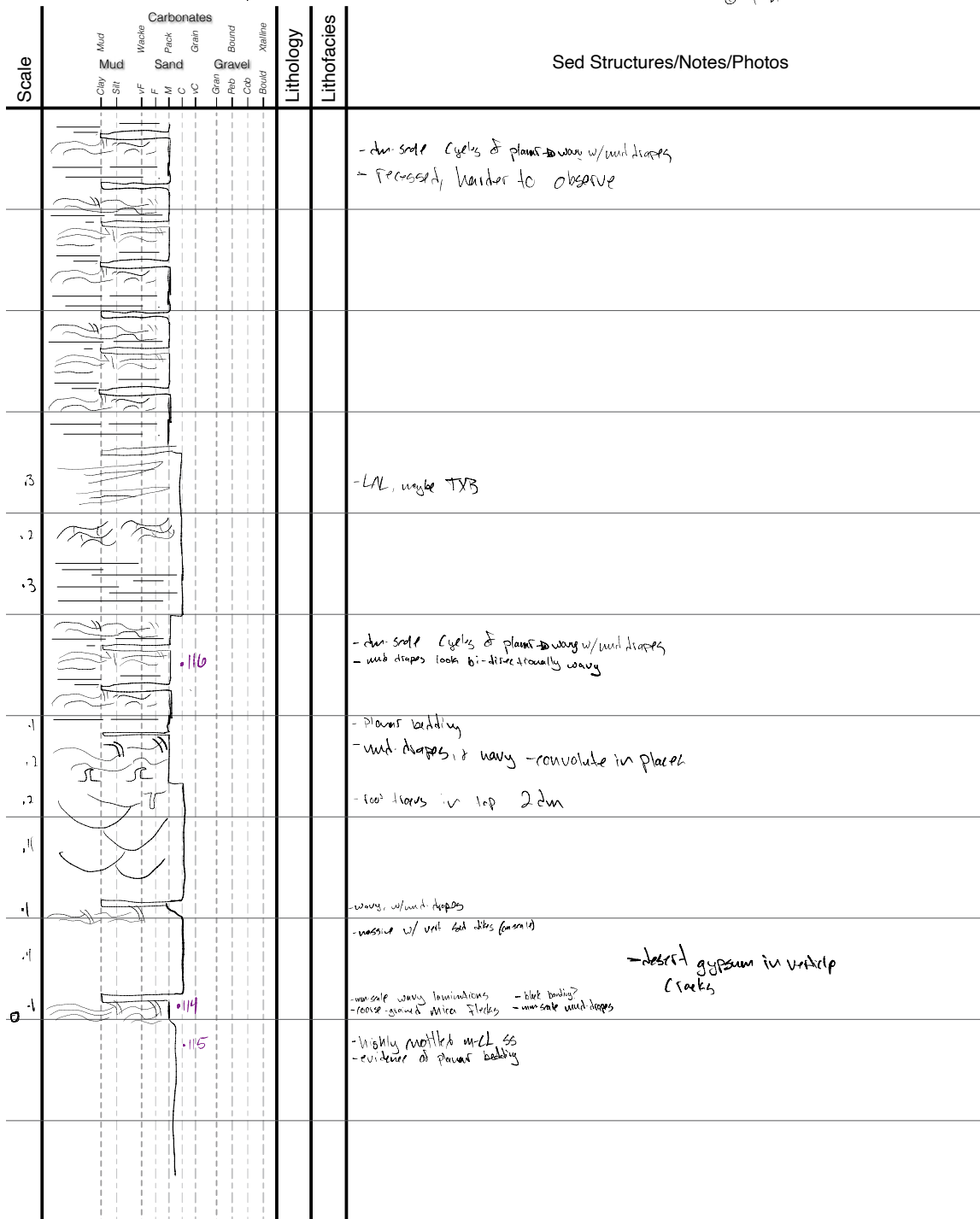
Location: SCD, section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): Ethan  
 Date: 6-14-21



Location: SCD, section #1  
 Scale: 1 vertical box = 0.5m

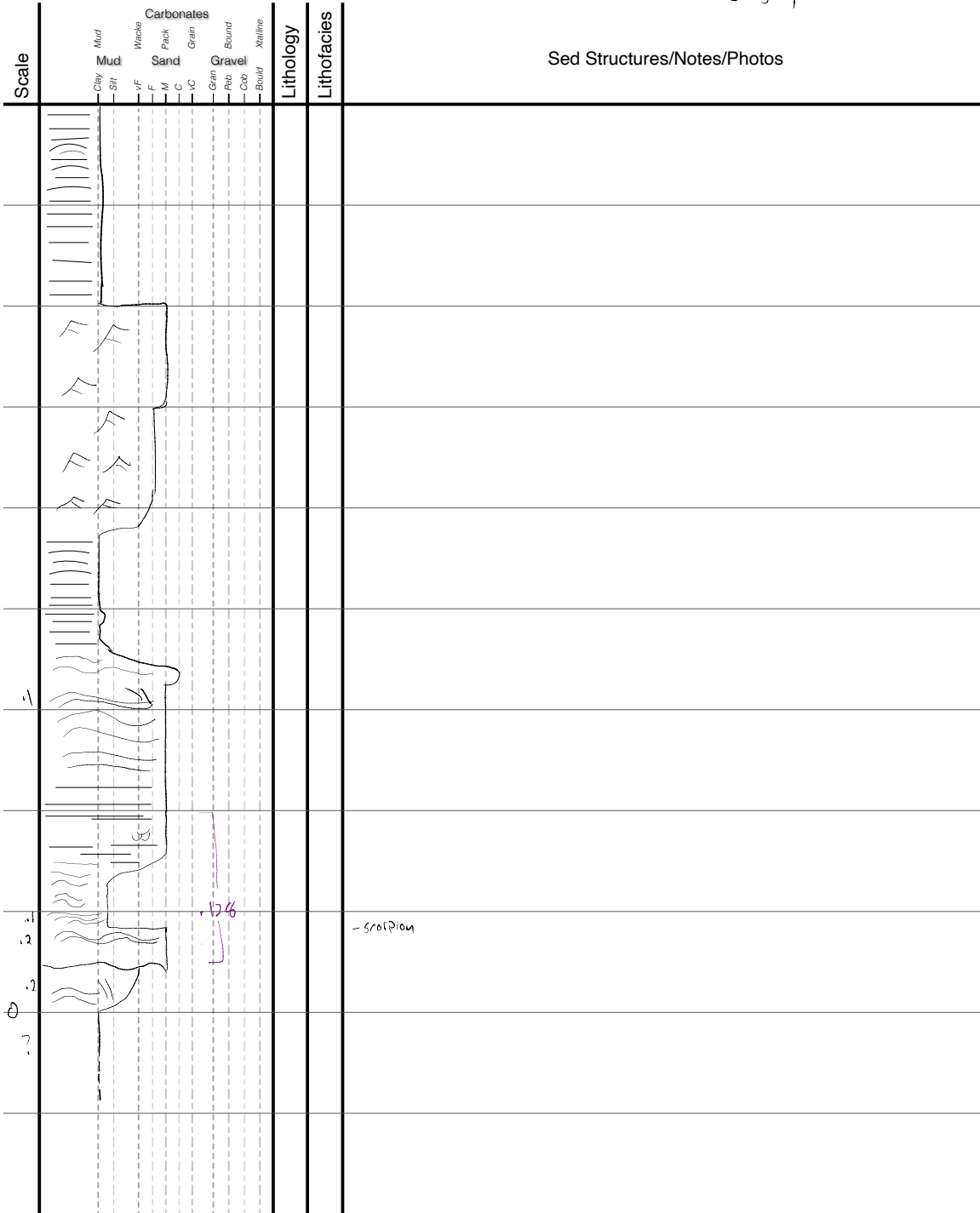
Stratigrapher(s): Ethan  
 Date: 6-14-21





Location: *SCD-A section # 2*  
 Scale: 1 vertical box = *.5m*

Stratigrapher(s): *ETM*  
 Date: *6-15-21*



-scorpion

Location: SCD-B, section #3  
 Scale: 1 vertical box = .5m

Stratigrapher(s): Eflan  
 Date: 6-15

Scale	Lithology	Lithofacies	Sed Structures/Notes/Photos
	<p>Carbonates                      Mud                      Sand                      Gravel                      Grain                      Bound                      Cob                      Shell                      Xaline</p>		
3m			<p>- 3m float w/ a little bit of med-grained massive ss peeling out.</p>
			<p>Interbedded (Dun-slope) planar-wavy sand w/ laminated fines                      - very micaceous, lg Flocks</p>
			<p>- massive, faint Trb?</p>
0			<p>unknown trace fossil in mud</p>

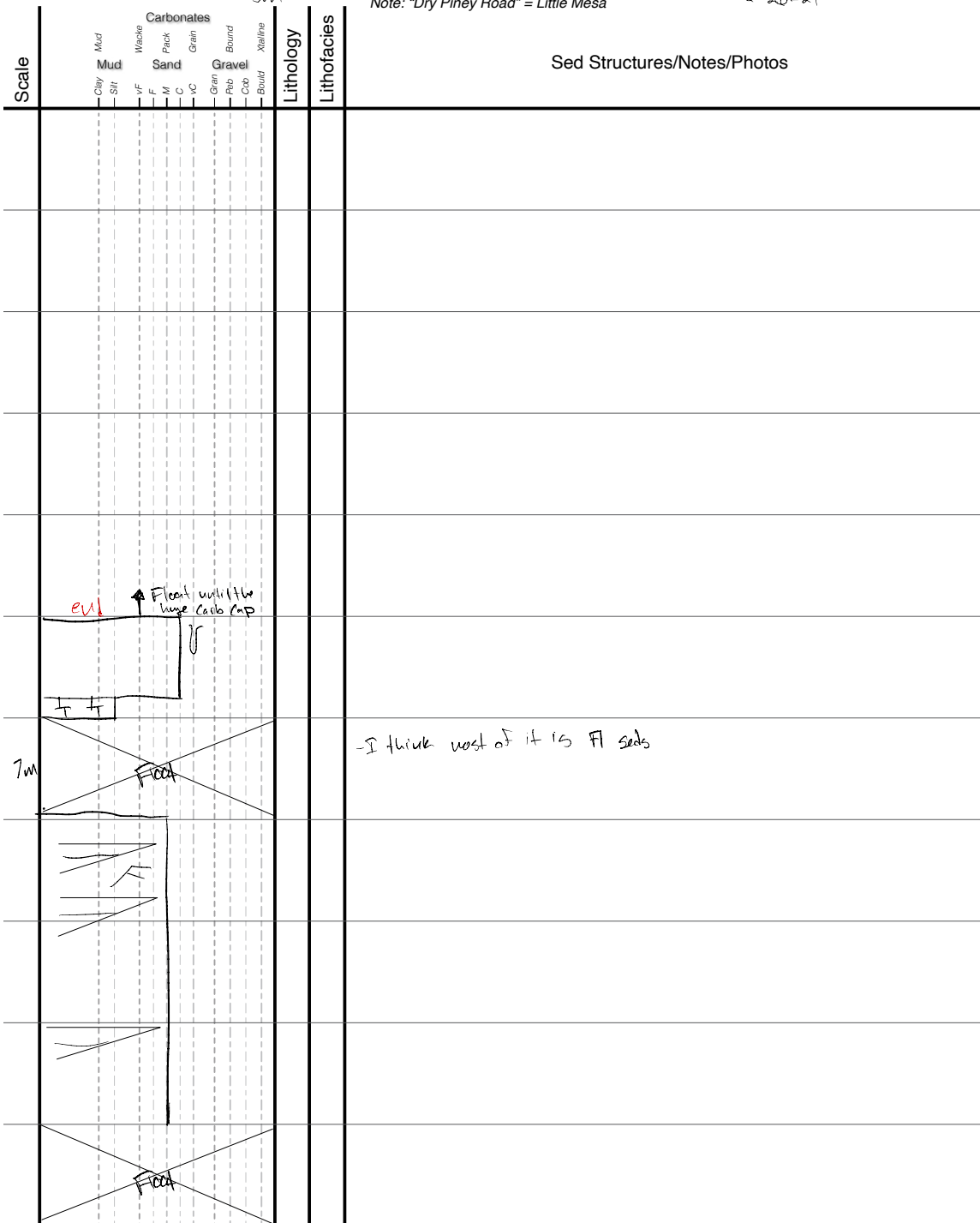
Location: Dry Piney Road; section #1

Scale: 1 vertical box = 0.5m

Stratigrapher(s): JHou

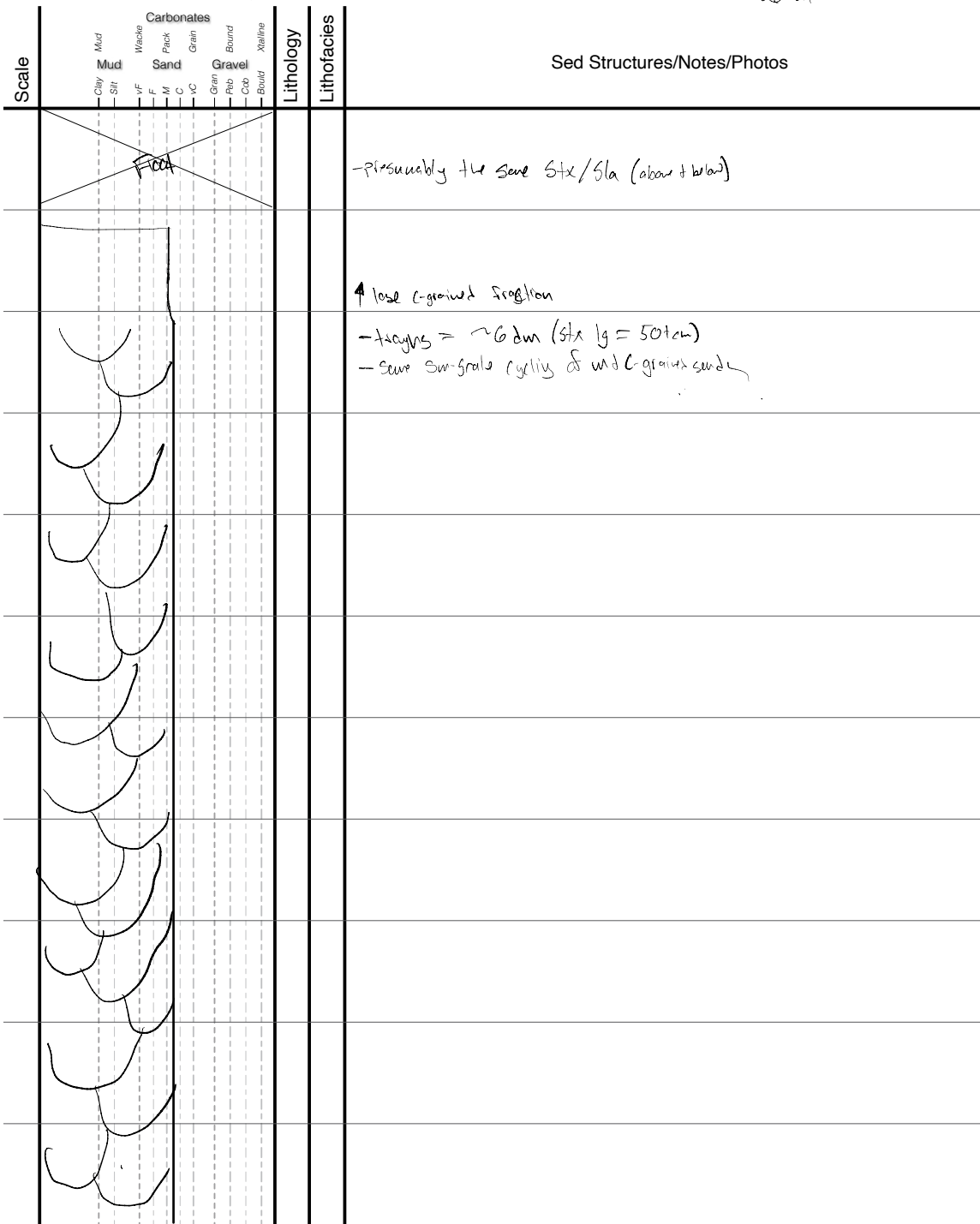
Date: 6-26-21

Note: "Dry Piney Road" = Little Mesa



Location: Dry Piny Road; section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): E. Han  
 Date: 6-28-21







Location: Dry Piny Road; section #1  
Scale: 1 vertical box = 0.5m

Stratigrapher(s): *Jham*  
Date: 6-26-21

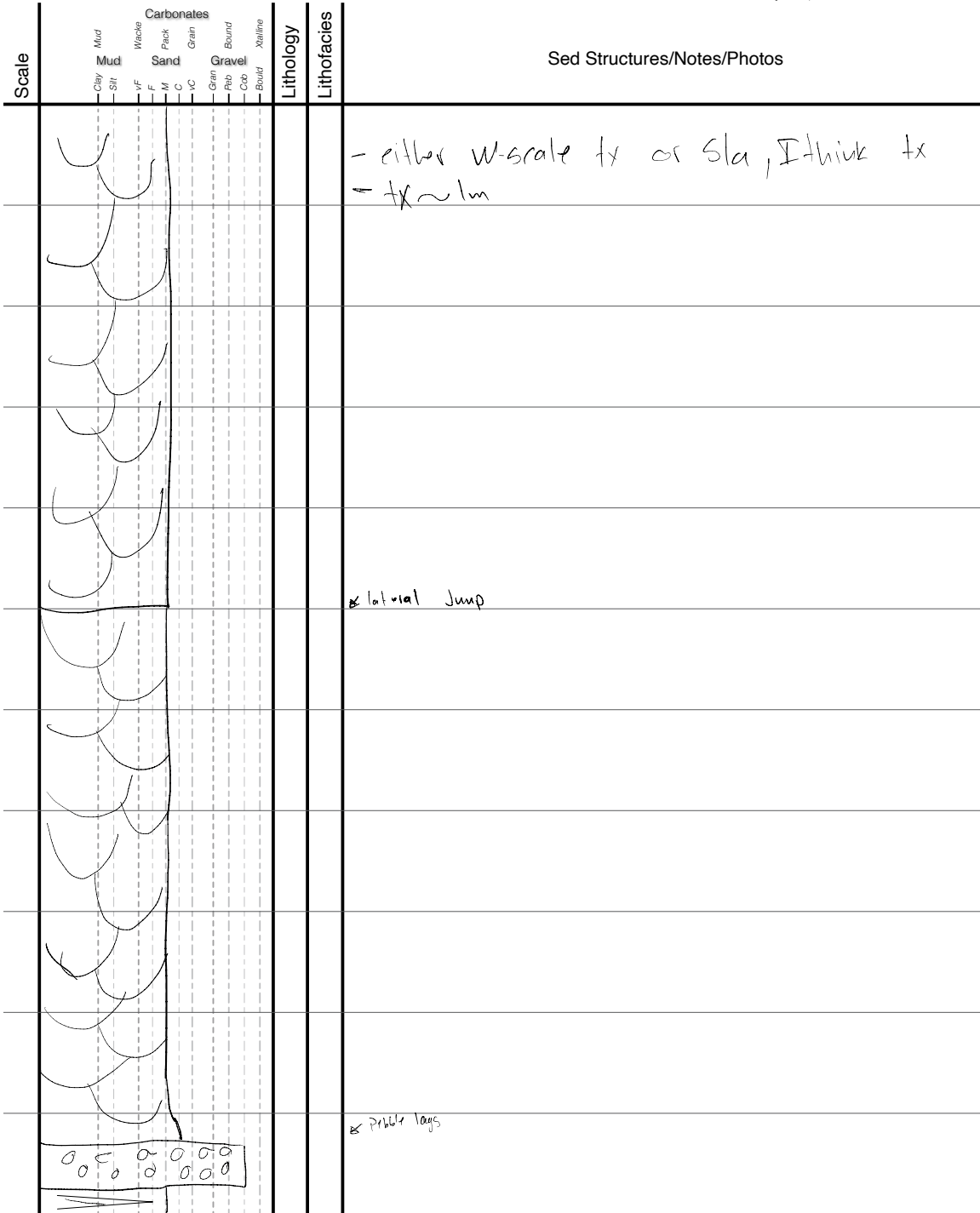
Scale	Clay	Mud	Silt	Mud	Wacke	F	M	C	VC	Grain	Rubble	Bound	Cob	S	Bould	Xaline	Lithology	Lithofacies	Sed Structures/Notes/Photos	

-technically covered in float but likely were  
M-grained Stx

*[Handwritten scribble]*

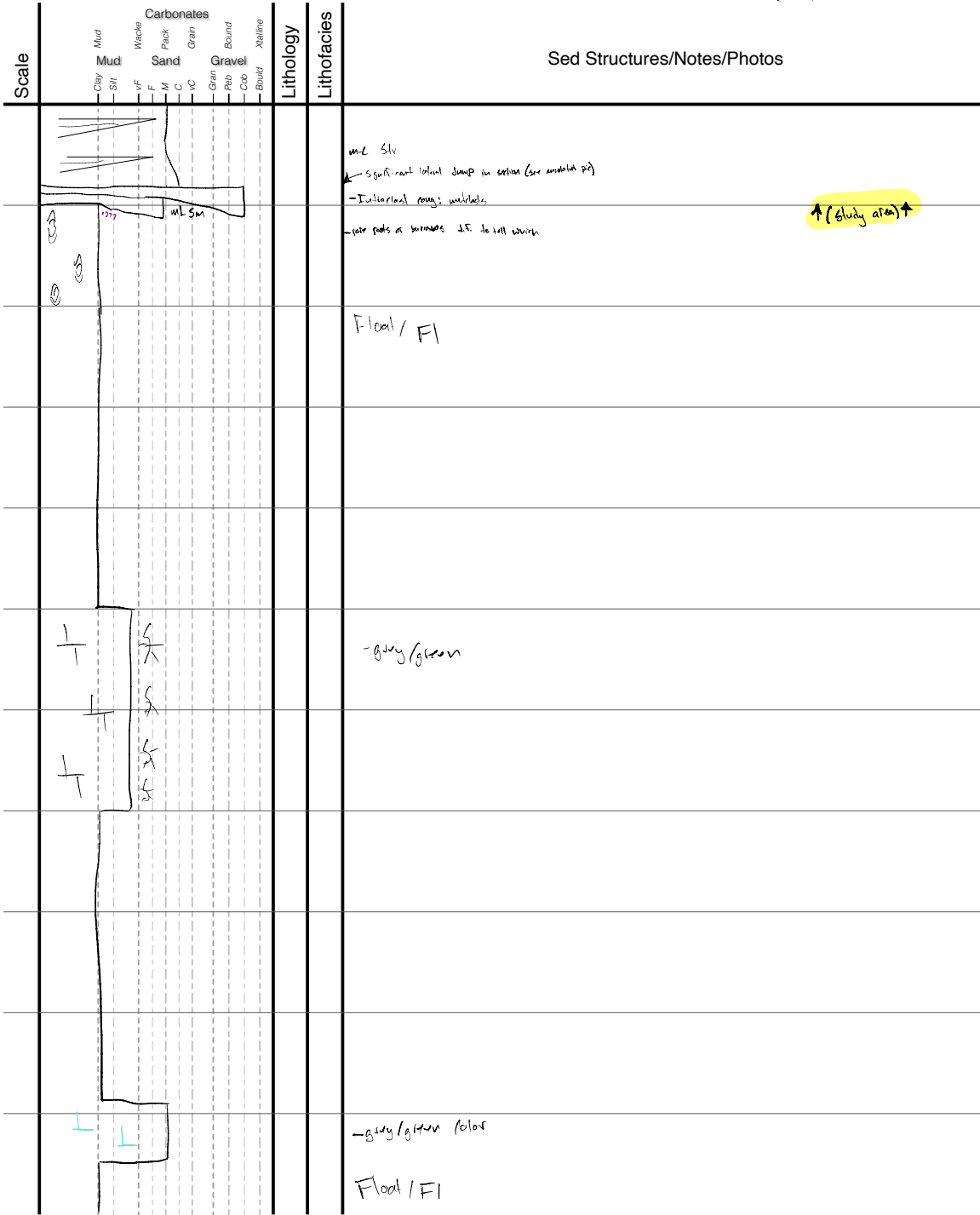
Location: Dry Pine Road; section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): Eham  
 Date: 6-26-21



Location: Dry Piny Road; section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): J. Ham  
 Date: 6-26-21

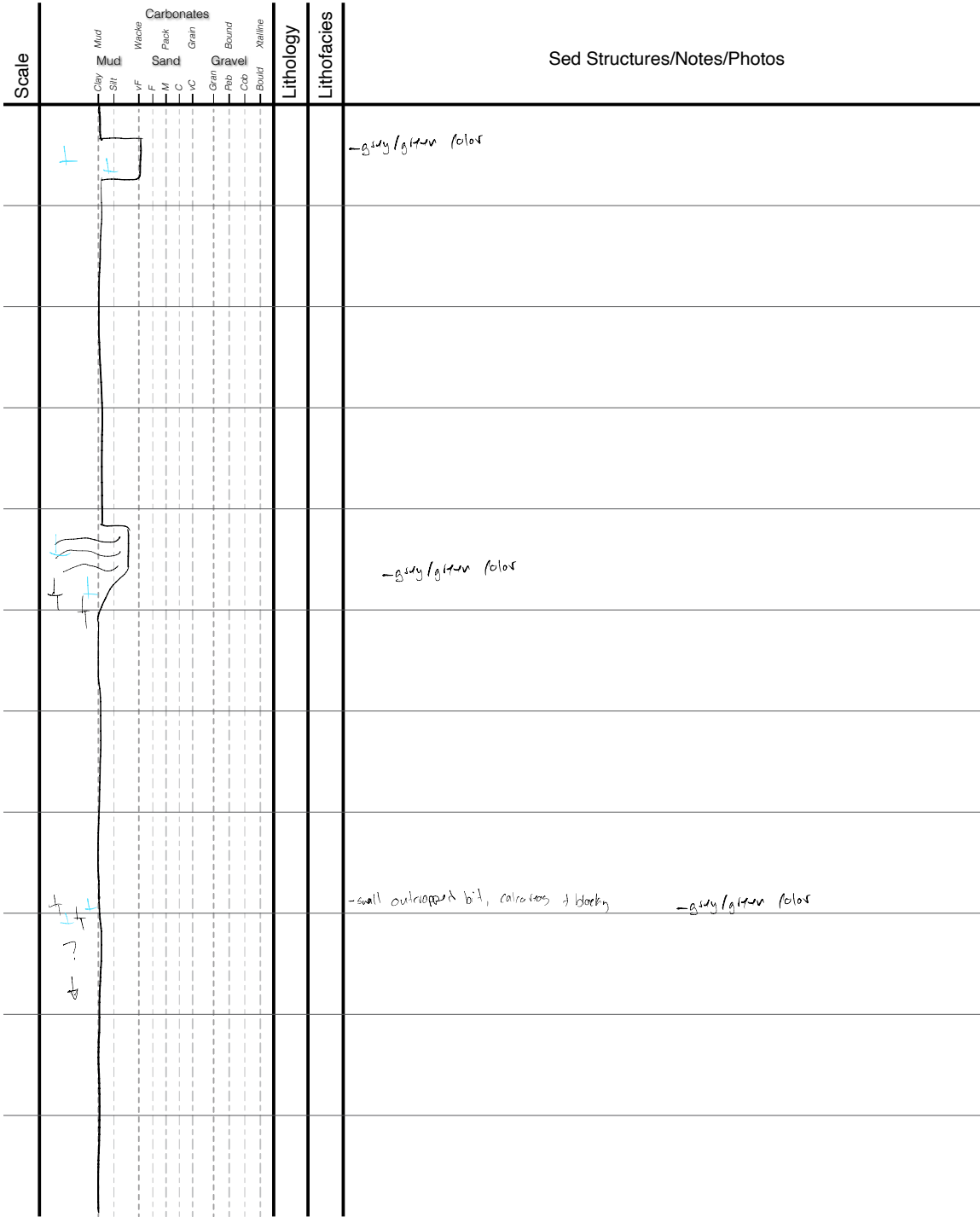






Location: Dry Pine Road; section #1  
Scale: 1 vertical box = 0.5m

Stratigrapher(s): Eham  
Date: 6-20-21







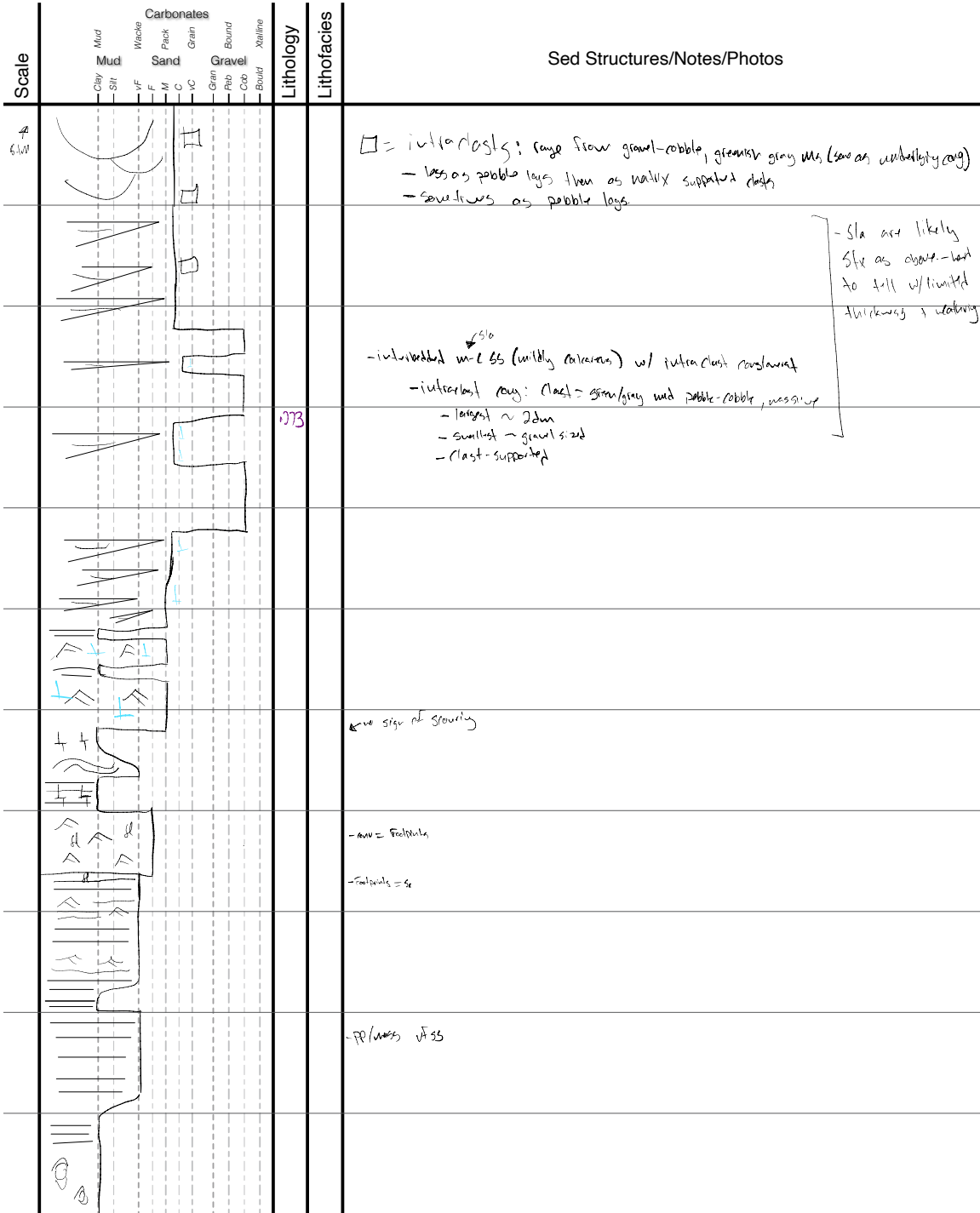
Location: Dry Piny Road; section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): E. Ham  
 Date: 6-26-21

Scale	Sed Structures/Notes/Photos														Lithology	Lithofacies
	Clay	Mud	Silt	VF	F	M	C	VC	Grain	Bound	Gravel	Coarse	Bould	Xaline		
	<p>~6.1m of m-c arkosic stx</p> <ul style="list-style-type: none"> <li>- talus</li> <li>- Interbeds common (gravel-robble)</li> <li>- mostly stx, but insubers of silt &amp; c</li> </ul>															

Location: Dry Piny Road; Section #1  
 Scale: 1 vertical box = 0.5m

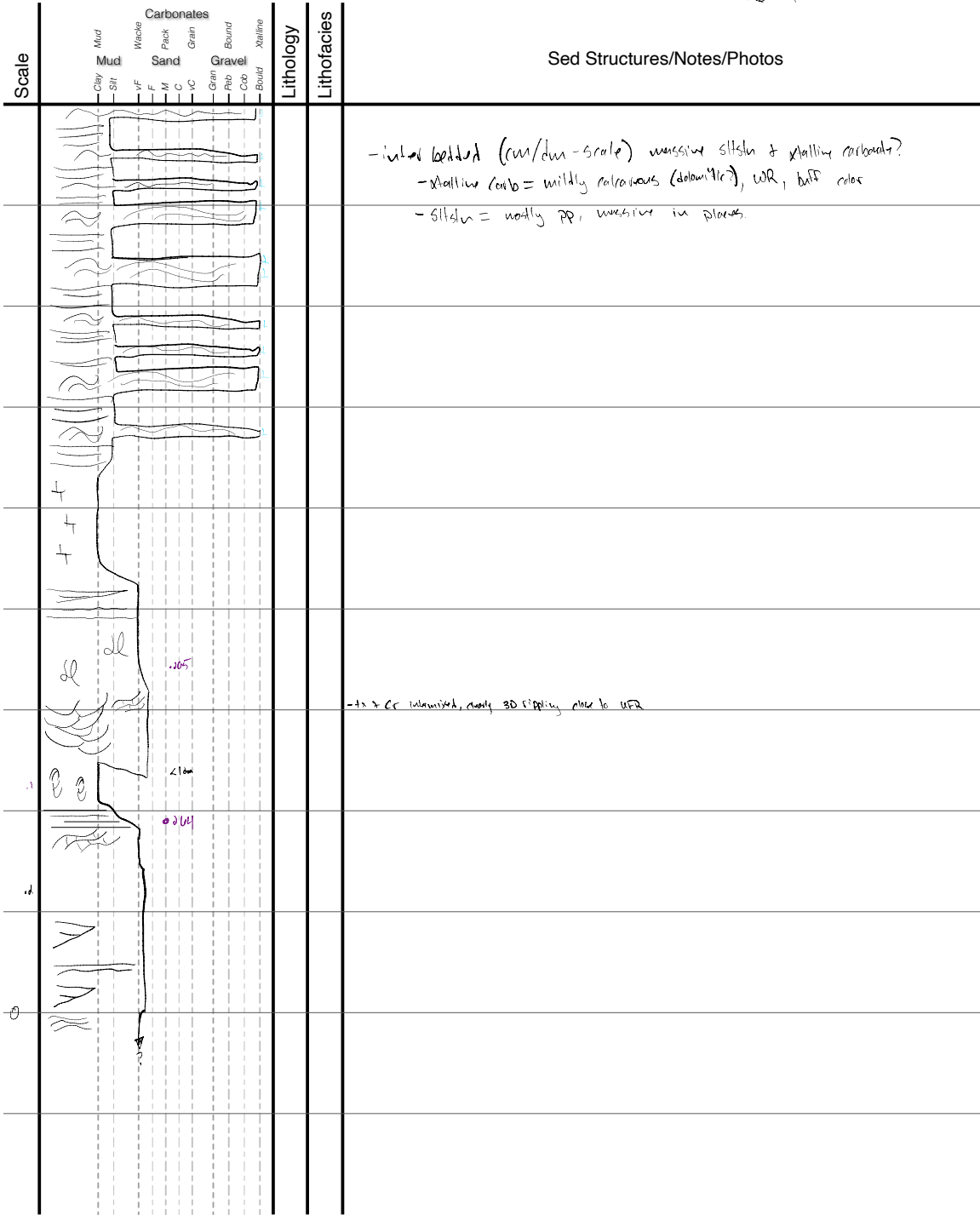
Stratigrapher(s): J. Ham  
 Date: 6-20-21





Location: Dry Pine Road; section #1  
 Scale: 1 vertical box = 0.5m

Stratigrapher(s): E. Ham  
 Date: 6-20-21



### Strat Column Legend

	trough Cross Beds	#	Evaporites
	Climbing ripples	-	mud cracks
	Ripples (uni-directional)	v	Burrows/Roots
	Ripples (bi-directional)	⊙ <sub>Fe</sub>	iron concretion
	Low-angle Cross beds	⊙ <sub>Ca</sub>	calcareous " "
	mettling blocky	⊙ <sub>Si</sub>	Siliceous " "
	Wavy Laminations (bi-directional)	⊖	Nodular
	Planar Laminations	⊖	Algal laminations
	mud drapes	xxx	Tuff
	chert	X	missing section/colluvium
	Flame structure	□	Massive/No sed structure
	Rip-ups	⊗	Sample collected
	UFR ripples		
	Concrete bedding		
	Root tracing		
	Vertic structures		
	Intra clasts		



Dolostone



Sandstone



micritic Limestone



calcareous sandstone



conglomerate



mudstone/siltstone



silty sand/marl



calcareous mudstone



Evaporite

(Chapter 3)

## **CAPTIONS**

### ***Appendix C1***

Surveys

### ***Appendix C2***

Study 1 quantitative results

### ***Appendix C3***

Study 2 quantitative results

### ***Appendix C4***

Raw survey results for both studies

### ***Appendix C5***

Efficacy of experience instrument

# Geoscience 100 Early Semester Survey

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## Start of Block: Intro

### Consent **Research Participant Information and Consent**

### Study

**Title:** Curriculum-specific Introductory Geoscience Videos Principal Investigator: Stephen R. Meyers ([smeyers@geology.wisc.edu](mailto:smeyers@geology.wisc.edu)) Graduate Researcher: Ethan C. Parrish ([eparrish3@wisc.edu](mailto:eparrish3@wisc.edu))

### Description of the research

You are invited to participate in a research study about the use of curriculum-specific educational video in the introductory geoscience curriculum. You have been asked to participate because you are a student enrolled in Geoscience 100 at the University of Wisconsin-Madison. The purpose of the research is to assess and improve educational strategies employed in this course.

**What will my participation involve?** If you decide to participate in this research, you will be asked to take a brief survey (<10 minutes). You can skip any survey questions that you do not want to answer. Even if you start the survey, you are not required to complete it and can stop at any time. All your answers will be confidential. Your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no negative effect on your grade. Participating in this survey earns you 1 extra credit point towards your final discussion section grade. Students ineligible for the survey (i.e. <18 yrs. old) can reach out to Ethan Parrish for means of earning the same amount of extra credit.

**Are there any risks or benefits to me?** Participants may inadvertently reveal personal, sensitive, or identifiable information when responding to open-ended questions (see below for the measures we will take to remove confidential information). Beyond extra credit, there are no direct benefits to you. Participation in this survey, however, will improve this course for future Geoscience 100 students.

**How will my confidentiality be protected?** This study is confidential. Neither your name nor any other identifiable information will be published. All information that could identify you will only be used to link your responses together across multiple surveys you complete. Once all surveys have been completed that information will be removed. Only approved personnel will have access to the data, which will be securely stored on UW servers and/or UW hard drives.

**Whom should I contact if I have questions?** You may ask any questions about the research at any time. If you have questions, concerns, or complaints, please contact the lead researcher: Ethan Parrish at [eparrish3@wisc.edu](mailto:eparrish3@wisc.edu). If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at 1-833-652-2506. By taking this survey, you confirm that you are 18 years or older and that your responses on this survey can be used for research.

## Start of Block: Anon\_ID

Anon The researchers on this project would like to connect your responses to this survey to responses you may provide in the future. The following four questions are designed to facilitate that.

---

Mid\_name

In the box below, please write your MIDDLE NAME. If you do not have a middle name, use your first name.

---

Phone In the box below, please write the LAST FOUR DIGITS OF YOUR PHONE NUMBER.

---

DiscSection What discussion section are you in?

▼ 301 (1) ... 326 (26)

TA Who is your TA?

- Andrew Jones (1)
- Cameron Desilva (2)
- Kaitlyn Crouch (3)
- Sally Stevens (4)
- Eneas Andrade (5)



---

**Start of Block: Questions**

text **Please respond to the following questions to the best of your ability.**

There are no right or wrong answers to any of these questions; we are interested in your honest reactions and opinions.

-----

EarthScience Please answer the following questions about your experiences with Earth Science courses and in the Earth Science academic community. When we mention the *Earth Science academic community*, we are referring to the broad group of people, including the students in a course, associated with Earth Science.

*Earth Science* includes any courses that discuss rocks, mountains, rivers, earthquakes, or other processes that happen on or within our planet.



SenseofBelonging We would like you to consider your experience with the Earth Science 330 community. Please respond to the following statements based on how you feel about the Earth Science community and your membership in it. Please read each statement carefully and indicate how strongly you agree or disagree with the statement.

**When I am in an Earth Science setting...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I feel valued. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel excluded. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I fit in. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel insignificant. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break \_\_\_\_\_

CareerGoals Please read each statement carefully and indicate how strongly you **agree** 331  
**or disagree** with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
The Earth Sciences are something that I would be good at. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn the skills and knowledge needed to obtain a degree in the Earth Sciences. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like a career in the Earth Sciences. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an Earth Scientist would be exciting. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the world around me through knowing about the Earth Sciences. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Earth Sciences are useful to society. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Earth Sciences are relevant to my life. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break
 

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SenseofPlace Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

### Studying Earth Science...

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
provides a sense of exploration. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel connected to the natural world. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for the place I live. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for places I visit. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me more aware of the world around me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Page Break
 

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EarthSci\_OutcomeExp Rate your agreement with each of the following statements.

**Earth Science skills will help me...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (6)	Agree (3)	Strongly Agree (4)
do work that makes a difference in people's lives or society. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do work that I find satisfying. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
go into a field with good employment opportunity. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get respect from other people. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
earn an attractive salary. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interests in Educ Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

**After this course...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I intend to take more Earth Science courses in college. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to go into the Earth Sciences as a career. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to learn more about the Earth Sciences. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to go to graduate school for Earth Sciences. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Questions

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Start of Block: Academic Demographics

WhyGeo100 Pick one reason that was *most* important in your decision to take this course.

335

- To fulfill a non-major credit requirement (1)
  - I plan to major in an Earth Science related field (2)
  - Curiosity in learning more about the Earth (3)
  - It was recommended to me (4)
  - Another reason (5) \_\_\_\_\_
- 

prev\_STEM Not including this course, how many STEM courses have you taken in college?

(STEM = Science, Technology, Engineering, Mathematics)

- 0 (1)
  - 1-2 (2)
  - 3-4 (3)
  - 4-5 (4)
  - More than 5 (5)
-

prev\_ES Not including this course, how many Earth Science courses have you taken college?

336

- 0 (1)
  - 1 (2)
  - 2 (3)
  - 3 (4)
  - More than 3 (5)
- 

DeclaredMajor Have you declared a major(s)?

- No (1)
  - Yes (2)
- 

*Display This Question:*

*If Have you declared a major(s)? = Yes*

major\_broad Under what umbrella do/does your major(s) most accurately fall?

- Humanities, Social Sciences and the Arts (Anthropology, Philosophy, Sociology, Linguistics, Religion, Music, Visual/Performing Arts, Economics, Political Science, etc.) (1)
  - Natural Sciences (Physics, Biology, Chemistry, Geology, etc.) (2)
  - Professions and Applied Sciences (Business, Agriculture, Architecture, Education, etc.) (3)
  - Formal Sciences (Computer Sciences, Mathematics etc.) (4)
-



Display This Question:

337

If Have you declared a major(s)? = Yes

major\_specific What is/are your major(s)?

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Display This Question:

If Have you declared a major(s)? = No

ES\_major How *likely* are you to major in Earth Science?

- Very unlikely (1)
- Unlikely (2)
- Neither likely nor unlikely (3)
- Likely (4)
- Very likely (5)

student\_year In what year of college are you?

- First year (1)
- Second year (2)
- Third year (3)
- Fourth year (4)
- Fifth year or higher (5)

educ\_goal What is the highest degree you hope to obtain?

338

- Two-year College Degree (1)
- Four-Year College Degree (2)
- Master's Degree (3)
- Law, Medical, Doctorate, or Similar Degree (4)

**End of Block: Academic Demographics**

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**Start of Block: Demographics**

DemoIntro We are interested in collecting information about the diversity of people who completed this survey. Please respond to all items that apply as of the current date.



Age What is your year of birth (yyyy)?

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Origins Did you grow up in the United States?

- Choose not to respond (1)
  - No (2)
  - Yes (3)
-

Origins Is the United States your current permanent residence?

339

Choose not to respond (1)

No (2)

Yes (3)

---

ESL Is English your primary language?

Choose not to respond (1)

No (2)

Yes (3)

---

Gender Identity Which of these terms best describes your current gender identity?  
Choose all that apply.

340

- Choose not to respond (4)
  - Woman (1)
  - Man (2)
  - Transgender man to woman (5)
  - Transgender woman to man (6)
  - Agender (7)
  - Genderqueer (8)
  - Non-binary (9)
  - Other. Please specify: (3)
- 

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Ethnicity What is your ethnicity? Choose all that apply.

341

- Choose not to respond (1)
  - American Indian/Native American (2)
  - Asian/Asian American (3)
  - Black/African/African American (10)
  - Latinx/Hispanic (5)
  - Native Hawaiian/Pacific Islander (4)
  - White/Caucasian (9)
  - Other. Please specify: (11)
- 

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Disability Do you self-identify as having any disability or disabilities?

- Choose not to respond (1)
  - No, I do not identify as having a disability (2)
  - Yes, I identify as having a disability (3)
- 

Disability Please provide as much or as little information about your disability as you feel comfortable sharing.

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Parents Education What is the highest level of education achieved by your parent(s) or guardian(s)?

- I do not know. (1)
- Elementary, middle, or high school (4)
- Some college (5)
- Associate's Degree (6)
- Bachelor's Degree (7)
- Some graduate school (8)
- Master's Degree (9)
- PhD, MD, or similar (10)
- Other. Please specify: (11)
- 
-

Veteran Are you now or have you ever been a member of any military or other uniformed services?

Choose not to respond (1)

No (2)

Yes, I am currently an active member (3)

Yes, I am a veteran (4)

Other. Please specify: (5)

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Additional Info Is there anything else you would like to tell us about yourself?

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End of Block: Demographics



# Geoscience 100 Late Semester Survey

344

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Start of Block: Intro

## Consent **Research Participant Information and Consent** Study

**Title:** Curriculum-specific Introductory Geoscience Videos Principal Investigator: Stephen R. Meyers ([smeyers@geology.wisc.edu](mailto:smeyers@geology.wisc.edu)) Graduate Researcher: Ethan C. Parrish ([eparrish3@wisc.edu](mailto:eparrish3@wisc.edu)) **Description of the research**

You are invited to participate in a research study about the use of curriculum-specific educational video in the introductory geoscience curriculum. You have been asked to participate because you are a student enrolled in Geoscience 100 at the University of Wisconsin-Madison. The purpose of the research is to assess and improve educational strategies employed in this course. **What will my participation involve?** If you decide to participate in this research, you will be asked to take a brief survey (<10 minutes). You can skip any survey questions that you do not want to answer. Even if you start the survey, you are not required to complete it and can stop at any time. All your answers will be confidential. Your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no negative effect on your grade. Participating in this survey earns you 1 extra credit point towards your final discussion section grade. Students ineligible for the survey (i.e. <18 yrs. old) can reach out to Ethan Parrish for means of earning the same amount of extra credit. **Are there any risks or benefits to me?** Participants may inadvertently reveal personal, sensitive, or identifiable information when responding to open-ended questions (see below for the measures we will take to remove confidential information). Beyond extra credit, there are no direct benefits to you. Participation in this survey, however, will improve this course for future Geoscience 100 students. **How will my confidentiality be protected?** This study is confidential. Neither your name nor any other identifiable information will be published. All information that could identify you will only be used to link your responses together across multiple surveys you complete. Once all surveys have been completed that information will be removed. Only approved personnel will have access to the data, which will be securely stored on UW servers and/or UW hard drives. **Whom should I contact if I have questions?** You may ask any questions about the research at any time. If you have questions, concerns, or complaints, please contact the lead researcher: Ethan Parrish at [eparrish3@wisc.edu](mailto:eparrish3@wisc.edu). If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at 1-833-652-2506. By taking this survey, you confirm that you are 18 years or older and that your responses on this survey can be used for research.



## Start of Block: Anon\_ID

Anon The researchers on this project would like to connect your responses to this survey to responses you may provide in the future. The following four questions are designed to facilitate that.

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Mid\_name

In the box below, please write your MIDDLE NAME. If you do not have a middle name, use your first name.

---

Phone In the box below, please write the LAST FOUR DIGITS OF YOUR PHONE NUMBER.

---

DiscSection What discussion section are you in?

▼ 301 (1) ... 326 (26)

TA Who is your TA?

- Andrew Jones (1)
- Cameron Desilva (2)
- Kaitlyn Crouch (3)
- Sally Stevens (4)
- Eneas Andrade (5)

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**Start of Block: Questions**

text **Please respond to the following questions to the best of your ability.**

There are no right or wrong answers to any of these questions; we are interested in your honest reactions and opinions.

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EarthScience Please answer the following questions about your experiences with Earth Science courses and in the Earth Science academic community. When we mention the *Earth Science academic community*, we are referring to the broad group of people, including the students in a course, associated with Earth Science.

*Earth Science* includes any courses that discuss rocks, mountains, rivers, earthquakes, or other processes that happen on or within our planet.

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SenseofBelonging We would like you to consider your experience with the Earth Science 347 community. Please respond to the following statements based on how you feel about the Earth Science community and your membership in it. Please read each statement carefully and indicate how strongly you agree or disagree with the statement.

**When I am in an Earth Science setting...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I feel valued. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like an outsider. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel excluded. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I fit in. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel insignificant. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CareerGoals Please read each statement carefully and indicate how strongly you **agree** 348  
**or disagree** with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
The Earth Sciences are something that I would be good at. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn the skills and knowledge needed to obtain a degree in the Earth Sciences. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like a career in the Earth Sciences. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an Earth Scientist would be exciting. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the world around me through knowing about the Earth Sciences. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Earth Sciences are useful to society. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Earth Sciences are relevant to my life. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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SenseofPlace Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

**Studying Earth Science...**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
provides a sense of exploration. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel connected to the natural world. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for the place I live. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for places I visit. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me more aware of the world around me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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EarthSci\_OutcomeExp Rate your agreement with each of the following statements.

**Earth Science skills will help me...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (6)	Agree (3)	Strongly Agree (4)
do work that makes a difference in people's lives or society. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
do work that I find satisfying. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
go into a field with good employment opportunity. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get respect from other people. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
earn an attractive salary. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interests in Educ Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

**After this course...**

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I intend to take more Earth Science courses in college. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to go into the Earth Sciences as a career. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to learn more about the Earth Sciences. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to go to graduate school for Earth Sciences. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Questions

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Start of Block: Academic Demographics

WhyGeo100 Pick one reason that was *most* important in your decision to take this course.

352

- To fulfill a non-major credit requirement (1)
  - I plan to major in an Earth Science related field (2)
  - Curiosity in learning more about the Earth (3)
  - It was recommended to me (4)
  - Another reason (5) \_\_\_\_\_
- 

prev\_STEM Not including this course, how many STEM courses have you taken in college?

(STEM = Science, Technology, Engineering, Mathematics)

- 0 (1)
  - 1-2 (2)
  - 3-4 (3)
  - 4-5 (4)
  - More than 5 (5)
-



prev\_ES Not including this course, how many Earth Science courses have you taken college?

353

- 0 (1)
  - 1 (2)
  - 2 (3)
  - 3 (4)
  - More than 3 (5)
- 

DeclaredMajor Have you declared a major(s)?

- No (1)
  - Yes (2)
- 

*Display This Question:*

*If Have you declared a major(s)? = Yes*

major\_broad Under what umbrella do/does your major(s) most accurately fall?

- Humanities, Social Sciences and the Arts (Anthropology, Philosophy, Sociology, Linguistics, Religion, Music, Visual/Performing Arts, Economics, Political Science, etc.) (1)
  - Natural Sciences (Physics, Biology, Chemistry, Geology, etc.) (2)
  - Professions and Applied Sciences (Business, Agriculture, Architecture, Education, etc.) (3)
  - Formal Sciences (Computer Sciences, Mathematics etc.) (4)
-

Display This Question:

354

If Have you declared a major(s)? = Yes

major\_specific What is/are your major(s)?

---

Display This Question:

If Have you declared a major(s)? = No

ES\_major How *likely* are you to major in Earth Science?

- Very unlikely (1)
- Unlikely (2)
- Neither likely nor unlikely (3)
- Likely (4)
- Very likely (5)

student\_year In what year of college are you?

- First year (1)
- Second year (2)
- Third year (3)
- Fourth year (4)
- Fifth year or higher (5)

educ\_goal What is the highest degree you hope to obtain?

355

- Two-year College Degree (1)
- Four-Year College Degree (2)
- Master's Degree (3)
- Law, Medical, Doctorate, or Similar Degree (4)

**End of Block: Academic Demographics**

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**Start of Block: Demographics**

DemoIntro We are interested in collecting information about the diversity of people who completed this survey. Please respond to all items that apply as of the current date.



Age What is your year of birth (yyyy)?

---

Origins Did you grow up in the United States?

- Choose not to respond (1)
  - No (2)
  - Yes (3)
-

Origins Is the United States your current permanent residence?

356

Choose not to respond (1)

No (2)

Yes (3)

---

ESL Is English your primary language?

Choose not to respond (1)

No (2)

Yes (3)

---

Gender Identity Which of these terms best describes your current gender identity?  
Choose all that apply.

357

- Choose not to respond (4)
  - Woman (1)
  - Man (2)
  - Transgender man to woman (5)
  - Transgender woman to man (6)
  - Agender (7)
  - Genderqueer (8)
  - Non-binary (9)
  - Other. Please specify: (3)
- 

-----

Ethnicity What is your ethnicity? Choose all that apply.

358

- Choose not to respond (1)
  - American Indian/Native American (2)
  - Asian/Asian American (3)
  - Black/African/African American (10)
  - Latinx/Hispanic (5)
  - Native Hawaiian/Pacific Islander (4)
  - White/Caucasian (9)
  - Other. Please specify: (11)
- 

-----

Disability Do you self-identify as having any disability or disabilities?

- Choose not to respond (1)
  - No, I do not identify as having a disability (2)
  - Yes, I identify as having a disability (3)
- 

Disability Please provide as much or as little information about your disability as you feel comfortable sharing.

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Parents Education What is the highest level of education achieved by your parent(s) or guardian(s)?

- I do not know. (1)
- Elementary, middle, or high school (4)
- Some college (5)
- Associate's Degree (6)
- Bachelor's Degree (7)
- Some graduate school (8)
- Master's Degree (9)
- PhD, MD, or similar (10)
- Other. Please specify: (11)
- 
-

Veteran Are you now or have you ever been a member of any military or other uniformed360 services?

Choose not to respond (1)

No (2)

Yes, I am currently an active member (3)

Yes, I am a veteran (4)

Other. Please specify: (5)

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Additional Info Is there anything else you would like to tell us about yourself?

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End of Block: Demographics





# Pre-lab Content Survey - Minerals

361

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## Start of Block: Consent

Consent **Research Participant Information and Consent Study Title:** Curriculum-specific Introductory Geoscience Videos

Principal Investigator: Stephen R. Meyers ([smeyers@geology.wisc.edu](mailto:smeyers@geology.wisc.edu))

Graduate Researcher: Ethan C. Parrish ([eparrish3@wisc.edu](mailto:eparrish3@wisc.edu)) **Description of the research**

You are invited to participate in a research study about the pre-lab content provided for your discussion section this week. You have been asked to participate because you are a student enrolled in Geoscience 100 at the University of Wisconsin-Madison. The purpose of the research is to assess and improve educational strategies employed in this course. **What will my participation involve?**

If you decide to participate in this research, you will be asked to take a brief survey (<5 minutes). You can skip any survey questions that you do not want to answer. Even if you start the survey, you are not required to complete it and can stop at any time. All your answers will be confidential. Your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no negative effect on your grade. Participating in this survey earns you 1 extra credit point towards your final discussion section grade. Students ineligible for the survey (i.e. <18 yrs. old) can reach out to Ethan Parrish for means of earning the same amount of extra credit. **Are there any risks or benefits to me?**

Participants may inadvertently reveal personal, sensitive, or identifiable information when responding to open-ended questions (see below for the measures we will take to remove confidential information). Beyond extra credit, there are no direct benefits to you. Participation in this survey, however, will improve this course for future Geoscience 100 students. **How will my confidentiality be protected?**

This study is confidential. Neither your name nor any other identifiable information will be published. All information that could identify you will only be used to link your responses together across multiple surveys you complete. Once all surveys have been completed that information will be removed. Only approved personnel will have access to the data, which will be securely stored on UW servers and/or UW hard drives. **Whom should I contact if I have questions?**

You may ask any questions about the research at any time. If you have questions, concerns, or complaints, please contact the lead researcher: Ethan Parrish at [eparrish3@wisc.edu](mailto:eparrish3@wisc.edu). If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at 1-833-652-2506. By taking this survey, you confirm that you are 18 years or older and that your responses on this survey can be used for research.

## Start of Block: Anon\_ID

Anon The researchers on this project would like to connect your responses to this survey to responses you may provide in the future. The following four questions are designed to facilitate that.

---

Mid\_name

In the box below, please write your MIDDLE NAME. If you do not have a middle name, use your first name.

---

Phone In the box below, please write the LAST FOUR DIGITS OF YOUR PHONE NUMBER.

---

DiscSection What discussion section are you in?

▼ 301 (1) ... 326 (26)

TA Who is your TA?

- Andrew Jones (1)
- Cameron Desilva (2)
- Kaitlyn Crouch (3)
- Sally Stevens (4)
- Eneas Andrade (5)

## Start of Block: Questions

text **Please respond to the following questions to the best of your ability.**

The following questions pertain to your pre-lab content for this week. There are no right or wrong answers to any of these questions; we are interested in your honest reactions and opinions.

SenseofPlace Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

## Learning about this week's lab topic...

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
provides a sense of exploration (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel connected to the natural world (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for the place I live (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for places I visit (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me more aware of the world around me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Content

Please read the following statements and tell how strongly you agree or disagree with each statement.

**This week's pre-lab content...**

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
helped me feel prepared for the lab. (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarified material covered in the lecture portion of class. (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in seeing more geology in the field. (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped me understand the natural context of the geology discussed in class. (Q4_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in learning more about the lab topic. (Q4_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was engaging. (Q4_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
brought to mind experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I've had, or places that I've been/seen. (Q9\_8)

Inspiration Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Becoming an Earth Scientist would be exciting. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the world around me through knowing more about this week's lab topic. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is useful to society. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is relevant to my life. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q6 How likely are you to use the pre-lab content as a study resource?

366

- Very unlikely (1)
  - unlikely (2)
  - Neither likely nor unlikely (3)
  - Likely (4)
  - Very likely (5)
- 

Q7 We would love to hear your additional thoughts on this week's pre-lab content (e.g. how it could be improved, what specifically it may have helped you with, etc.).

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**End of Block: Questions**

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# Pre-lab Content Survey - Igneous Rocks

367

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## Start of Block: Consent

Consent **Research Participant Information and Consent Study Title:** Curriculum-specific Introductory Geoscience Videos

Principal Investigator: Stephen R. Meyers ([smeyers@geology.wisc.edu](mailto:smeyers@geology.wisc.edu))

Graduate Researcher: Ethan C. Parrish ([eparrish3@wisc.edu](mailto:eparrish3@wisc.edu)) **Description of the research**

You are invited to participate in a research study about the pre-lab content provided for your discussion section this week. You have been asked to participate because you are a student enrolled in Geoscience 100 at the University of Wisconsin-Madison. The purpose of the research is to assess and improve educational strategies employed in this course. **What will my participation involve?**

If you decide to participate in this research, you will be asked to take a brief survey (<5 minutes). You can skip any survey questions that you do not want to answer. Even if you start the survey, you are not required to complete it and can stop at any time. All your answers will be confidential. Your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no negative effect on your grade. Participating in this survey earns you 1 extra credit point towards your final discussion section grade. Students ineligible for the survey (i.e. <18 yrs. old) can reach out to Ethan Parrish for means of earning the same amount of extra credit. **Are there any risks or benefits to me?**

Participants may inadvertently reveal personal, sensitive, or identifiable information when responding to open-ended questions (see below for the measures we will take to remove confidential information). Beyond extra credit, there are no direct benefits to you. Participation in this survey, however, will improve this course for future Geoscience 100 students. **How will my confidentiality be protected?**

This study is confidential. Neither your name nor any other identifiable information will be published. All information that could identify you will only be used to link your responses together across multiple surveys you complete. Once all surveys have been completed that information will be removed. Only approved personnel will have access to the data, which will be securely stored on UW servers and/or UW hard drives. **Whom should I contact if I have questions?**

You may ask any questions about the research at any time. If you have questions, concerns, or complaints, please contact the lead researcher: Ethan Parrish at [eparrish3@wisc.edu](mailto:eparrish3@wisc.edu). If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at 1-833-652-2506. By taking this survey, you

confirm that you are 18 years or older and that your responses on this survey can be used for research.

368

End of Block: Consent

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Start of Block: Anon\_ID

Anon The researchers on this project would like to connect your responses to this survey to responses you may provide in the future. The following four questions are designed to facilitate that.

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Mid\_name

In the box below, please write your MIDDLE NAME. If you do not have a middle name, use your first name.

\_\_\_\_\_

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Phone In the box below, please write the LAST FOUR DIGITS OF YOUR PHONE NUMBER.

\_\_\_\_\_

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DiscSection What discussion section are you in?

▼ 301 (1) ... 326 (26)

-----



TA Who is your TA?

369

- Andrew Jones (1)
- Cameron Desilva (2)
- Kaitlyn Crouch (3)
- Sally Stevens (4)
- Eneas Andrade (5)

End of Block: Anon\_ID

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Start of Block: Questions

text **Please respond to the following questions to the best of your ability.**

The following questions pertain to your pre-lab content for this week. There are no right or wrong answers to any of these questions; we are interested in your honest reactions and opinions.

-----

SenseofPlace Please read each statement carefully and indicate how strongly you agree or disagree with the statement.

**Learning about this week's lab topic..**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
provides a sense of exploration (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel connected to the natural world (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for the place I live (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for places I visit (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me more aware of the world around me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please read the following statements and tell how strongly you agree or disagree with each statement.

**This week's pre-lab content...**

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
helped me feel prepared for the lab. (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarified material covered in the lecture portion of class. (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in seeing more geology in the field. (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped me understand the natural context of the geology discussed in class. (Q4_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in learning more about the lab topic. (Q4_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was engaging. (Q4_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
brought to mind experiences I've had, or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

places that  
I've  
been/seen.  
(Q9\_8)

---

Inspiration Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Becoming an Earth Scientist would be exciting. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the world around me through knowing more about this week's lab topic. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is useful to society. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is relevant to my life. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q6 How likely are you to use the pre-lab content as a study resource?

373

- Very unlikely (1)
  - unlikely (2)
  - Neither likely nor unlikely (3)
  - Likely (4)
  - Very likely (5)
- 

Q7 We would love to hear your additional thoughts on this week's pre-lab content (e.g. how it could be improved, what specifically it may have helped you with, etc.).

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**End of Block: Questions**

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# Pre-lab Content Survey - Sedimentary Rocks<sup>374</sup>

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## Start of Block: Consent

Consent **Research Participant Information and Consent Study Title:** Curriculum-specific Introductory Geoscience Videos

Principal Investigator: Stephen R. Meyers ([smeyers@geology.wisc.edu](mailto:smeyers@geology.wisc.edu))

Graduate Researcher: Ethan C. Parrish ([eparrish3@wisc.edu](mailto:eparrish3@wisc.edu)) **Description of the research**

You are invited to participate in a research study about the pre-lab content provided for your discussion section this week. You have been asked to participate because you are a student enrolled in Geoscience 100 at the University of Wisconsin-Madison. The purpose of the research is to assess and improve educational strategies employed in this course. **What will my participation involve?**

If you decide to participate in this research, you will be asked to take a brief survey (<5 minutes). You can skip any survey questions that you do not want to answer. Even if you start the survey, you are not required to complete it and can stop at any time. All your answers will be confidential. Your participation is completely voluntary. If you decide not to participate or to withdraw from the study, it will have no negative effect on your grade. Participating in this survey earns you 1 extra credit point towards your final discussion section grade. Students ineligible for the survey (i.e. <18 yrs. old) can reach out to Ethan Parrish for means of earning the same amount of extra credit. **Are there any risks or benefits to me?**

Participants may inadvertently reveal personal, sensitive, or identifiable information when responding to open-ended questions (see below for the measures we will take to remove confidential information). Beyond extra credit, there are no direct benefits to you. Participation in this survey, however, will improve this course for future Geoscience 100 students. **How will my confidentiality be protected?**

This study is confidential. Neither your name nor any other identifiable information will be published. All information that could identify you will only be used to link your responses together across multiple surveys you complete. Once all surveys have been completed that information will be removed. Only approved personnel will have access to the data, which will be securely stored on UW servers and/or UW hard drives. **Whom should I contact if I have questions?**

You may ask any questions about the research at any time. If you have questions, concerns, or complaints, please contact the lead researcher: Ethan Parrish at [eparrish3@wisc.edu](mailto:eparrish3@wisc.edu). If you have any questions about your rights as a research participant or have complaints about the research study or study team, call the confidential research compliance line at 1-833-652-2506. By taking this survey, you

confirm that you are 18 years or older and that your responses on this survey can be used for research.

375

End of Block: Consent

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Start of Block: Anon\_ID

Anon The researchers on this project would like to connect your responses to this survey to responses you may provide in the future. The following four questions are designed to facilitate that.

-----

Mid\_name

In the box below, please write your MIDDLE NAME. If you do not have a middle name, use your first name.

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-----

Phone In the box below, please write the LAST FOUR DIGITS OF YOUR PHONE NUMBER.

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-----

DiscSection What discussion section are you in?

▼ 301 (1) ... 326 (26)

-----

TA Who is your TA?

376

- Andrew Jones (1)
- Cameron Desilva (2)
- Kaitlyn Crouch (3)
- Sally Stevens (4)
- Eneas Andrade (5)

End of Block: Anon\_ID

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Start of Block: Questions

text **Please respond to the following questions to the best of your ability.**

The following questions pertain to your pre-lab content for this week. There are no right or wrong answers to any of these questions; we are interested in your honest reactions and opinions.

-----



SenseofPlace Please read each statement carefully and indicate how strongly you agree or disagree with the statement.

**Learning about this week's lab topic..**

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
provides a sense of exploration (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me feel connected to the natural world (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for the place I live (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepens my appreciation for places I visit (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes me more aware of the world around me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please read the following statements and tell how strongly you agree or disagree with each statement.

**This week's pre-lab content...**

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
helped me feel prepared for the lab. (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarified material covered in the lecture portion of class. (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in seeing more geology in the field. (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped me understand the natural context of the geology discussed in class. (Q4_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested me in learning more about the lab topic. (Q4_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was engaging. (Q4_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
brought to mind experiences I've had, or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

places that  
I've  
been/seen.  
(Q9\_8)

Inspiration Please read each statement carefully and indicate how strongly you **agree or disagree** with the statement.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Becoming an Earth Scientist would be exciting. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the world around me through knowing more about this week's lab topic. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is useful to society. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This week's lab topic is relevant to my life. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q6 How likely are you to use the pre-lab content as a study resource?

380

- Very unlikely (1)
  - unlikely (2)
  - Neither likely nor unlikely (3)
  - Likely (4)
  - Very likely (5)
- 

Q7 We would love to hear your additional thoughts on this week's pre-lab content (e.g. how it could be improved, what specifically it may have helped you with, etc.).

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**End of Block: Questions**

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## Appendix C2

<b>T-test_PairedSampleCorr</b>											
		<b>N</b>	<b>Correlation</b>	<b>Significance</b>							
				<b>One-Sided p</b>	<b>Two-Sided p</b>						
Pair 1	SOBpre & SoBpost	251	0.548	<.001	<.001						
Pair 2	CarGoalspre & CarGoalspost	251	0.579	<.001	<.001						
Pair 3	SoPpre & SoPpost	250	0.486	<.001	<.001						
Pair 4	ESOutExpecpre & ESOutExppost	251	0.378	<.001	<.001						
Pair 5	IntEdpre & IntEdpost	251	0.612	<.001	<.001						
<b>T-test_PairedSamplesTest</b>											
		<b>Paired Differences</b>						<b>Significance</b>			
		<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>	<b>95% Confidence Interval of the Difference</b>		<b>t</b>	<b>df</b>	<b>One-Sided p</b>	<b>Two-Sided p</b>	
					<b>Lower</b>	<b>Upper</b>					
Pair 1	SOBpre - SoBpost	-0.1672	0.63549	0.04011	-0.2462	-0.0882	-4.168	250	<.001	<.001	
Pair 2	CarGoalspre - CarGoalspost	-0.13517	0.49849	0.03146	-0.19714	-0.0732	-4.296	250	<.001	<.001	
Pair 3	SoPpre - SoPpost	-0.0968	0.58666	0.0371	-0.16988	-0.02372	-2.609	249	0.005	0.01	
Pair 4	ESOutExpecpre - ESOutExppost	0.01547	0.88589	0.05592	-0.09466	0.1256	0.277	250	0.391	0.782	
Pair 5	IntEdpre - IntEdpost	-0.15405	0.65354	0.04125	-0.23529	-0.07281	-3.734	250	<.001	<.001	
<b>T-test_PairedSampleEffSz</b>											
			<b>Standardizer</b>	<b>Point Estimate</b>	<b>95% Confidence Interval</b>						
					<b>Lower</b>	<b>Upper</b>					
Pair 1	SOBpre - SoBpost	Cohen's d	0.63549	-0.263	-0.389	-0.137					
		Hedges' correction	0.63741	-0.262	-0.388	-0.137					
Pair 2	CarGoalspre - CarGoalspost	Cohen's d	0.49849	-0.271	-0.397	-0.145					
		Hedges' correction	0.49999	-0.27	-0.396	-0.144					
Pair 3	SoPpre - SoPpost	Cohen's d	0.58666	-0.165	-0.29	-0.04					
		Hedges' correction	0.58843	-0.165	-0.289	-0.04					
Pair 4	ESOutExpecpre - ESOutExppost	Cohen's d	0.88589	0.017	-0.106	0.141					
		Hedges' correction	0.88856	0.017	-0.106	0.141					
Pair 5	IntEdpre - IntEdpost	Cohen's d	0.65354	-0.236	-0.361	-0.11					
		Hedges' correction	0.65551	-0.235	-0.36	-0.11					

### Appendix C3

T-test_IndSamples		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
SoPMin	Equal variances assumed	1.154	0.284	-0.301	179	0.382	0.764	-0.02624	0.08712	-0.19816	0.14568
InstrEfficMin	Equal variances assumed	0.782	0.378	0.079	179	0.469	0.937	0.00776	0.09808	-0.18578	0.20131
InspMin	Equal variances assumed	0.607	0.437	-0.608	179	0.272	0.544	-0.05526	0.09091	-0.23466	0.12414
SoPlgn	Equal variances assumed	0	0.997	1.25	147	0.107	0.213	0.13861	0.11085	-0.08046	0.35767
InstrEfficlgn	Equal variances assumed	0.007	0.932	1.163	148	0.123	0.247	0.13685	0.11763	-0.0956	0.36931
Insplgn	Equal variances assumed	0.249	0.619	0.453	148	0.325	0.651	0.05562	0.1227	-0.18685	0.2981
SoPSed	Equal variances assumed	0.107	0.744	1.426	157	0.078	0.156	0.15412	0.10806	-0.05932	0.36755
InstrEfficSed	Equal variances assumed	0.92	0.339	1.805	157	0.036	0.073	0.18329	0.10154	-0.01727	0.38385
InspSed	Equal variances assumed	0.03	0.863	0.187	156	0.426	0.852	0.02198	0.11727	-0.20966	0.25361
T-test_IndSampEffSz		Standardizera	Point Estimate	95% Confidence Interval							
				Lower	Upper						
SoPMin	Cohen's d	0.58497	-0.045	-0.337	0.247						
	Hedges' correction	0.58743	-0.045	-0.335	0.246						
	Glass's delta	0.54442	-0.048	-0.34	0.244						
InstrEfficMin	Cohen's d	0.65856	0.012	-0.28	0.304						
	Hedges' correction	0.66133	0.012	-0.279	0.302						
	Glass's delta	0.62996	0.012	-0.28	0.304						
InspMin	Cohen's d	0.61041	-0.091	-0.382	0.202						
	Hedges' correction	0.61299	-0.09	-0.381	0.201						
	Glass's delta	0.56715	-0.097	-0.389	0.195						
SoPlgn	Cohen's d	0.67579	0.205	-0.118	0.527						
	Hedges' correction	0.67926	0.204	-0.117	0.524						
	Glass's delta	0.67843	0.204	-0.12	0.527						
InstrEfficlgn	Cohen's d	0.71931	0.19	-0.131	0.511						
	Hedges' correction	0.72298	0.189	-0.131	0.509						
	Glass's delta	0.71539	0.191	-0.131	0.513						
Insplgn	Cohen's d	0.75033	0.074	-0.247	0.395						
	Hedges' correction	0.75416	0.074	-0.245	0.393						
	Glass's delta	0.75666	0.074	-0.247	0.394						
SoPSed	Cohen's d	0.67824	0.227	-0.086	0.54						
	Hedges' correction	0.6815	0.226	-0.086	0.538						
	Glass's delta	0.70063	0.22	-0.095	0.534						
InstrEfficSed	Cohen's d	0.63733	0.288	-0.027	0.601						
	Hedges' correction	0.64039	0.286	-0.027	0.598						
	Glass's delta	0.67196	0.273	-0.044	0.587						
InspSed	Cohen's d	0.73323	0.03	-0.284	0.343						
	Hedges' correction	0.73678	0.03	-0.282	0.342						
	Glass's delta	0.72672	0.03	-0.283	0.344						

# Appendix C4

ID	Treatment_Control	SoB1_FeelValued_ES	SoB2_FeelOutsider_ES	SoB3_FeelExcluded_ES	SoB4_FeelFitIn_ES	SoB5_FeelInsignificant_ES	SoB6_FeelComfortable_ES	CG1_WouldBeGoodAtEarthSci_ES	CG2_CanLearnSkills_ES	CG3_LikeEarthSciCareer_ES
1	1	3	4	4	3	4	4	2	4	1
2	1	4	4	3	3	3	4	2	3	2
3	2	5	3	5	3	3	4	3	4	2
4	2	5	4	5	5	5	5	4	3	3
5	2	5	5	5	4	5	5	4	3	2
6	2	5	4	4	4	4	4	3	4	3
7	1	4	2	2	4	2	4	4	4	4
8	2	5	5	5	5	5	4	4	4	2
9	2	4	4	4	4	5	4	4	4	3
10	1	5	4	4	4	4	4	3	3	2
11	2	3	2	4	3	3	4	4	4	2
12	2	2	2	2	3	3	3	3	2	2
13	2	3	3	3	4	2	4	2	3	2
14	1	4	5	5	4	5	4	3	3	1
15	1	4	4	4	3	4	4	3	3	2
16	2	5	5	4	3	5	4	4	4	2
17	1	4	4	4	3	4	4	2	2	2
18	1	3	3	3	3	3	3	4	4	1
19	1	4	4	4	3	4	4	3	4	3
20	1	5	4	4	4	5	4	4	4	3
21	2	4	4	4	4	3	5	4	4	2
22	1	4	2	3	3	3	4	4	2	3
23	2	4	4	5	4	4	4	4	3	3
24	1	4	4	4	3	2	4	4	4	2
25	2	3	4	4	3	3	4	2	3	1
26	1	4		3	3	4	4	4	4	4
27	2	4	2	2	4	5	4	2	4	2
28	2	4	4	4	4	5	5	4	4	3
29	2	5	4	3	4	4	4	4	4	2
30	2	4	3	4	4	4	5	4	4	2
31	1	4	4	4	3	4	4	4	2	2
32	1	5	4	4	4	4	4	4	4	3
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CG4_ExcitingCareer_ES	CG5_EarthSciAllowsUnderstandWorld_ES	CG6_EarthSciUsefulSociety_ES	CG7_EarthSciRelevantMyLife_ES	SoP1_SenseOfExploration_ES	SoP2_ConnectsMeToNaturalWorld_ES	SoP3_DeepensApprecPlaceLive_ES
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SoP4_DeepensApprecPlacesVisit_ES	SoP5_MoreAwareOfWorldAroundMe_ES	ESOEx1_SkillsMakeDifinPeoplesLives_ES	ESOEx2_WorkThatIsSatisfying_ES	ESOEx3_GoodEmploymentOpportunity_ES	ESOEx4_EarnRespectFromOthers_ES	ESOEx5_AttractiveSalary_ES
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IntEd1_IntendTakeMoreEarthSci_ES	IntEd2_IntendPursueCareer_ES	IntEd3_IntendLearnMore_ES	IntEd4_IntendGradSchoolForEarthSci_ES	WhyGeo100_ES	WhyGeo100_5_TEXT_ES	prev_STEM_ES	prev_ES_ES	DeclaredMajor_ES	major_broad_ES
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major_specific_ES	ES_major_ES	student_year_ES	educ_goal_ES	Age_ES	Origins...60_ES	Origins...61_ES	ESL_ES	Gender Identity_ES	Gender Identity_3_TEXT_ES	Ethnicity_ES	Ethnicity_11_TEXT_ES
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civil engineering		1	2	2002	3	3	3	2		9	
Elementary Education		1	2	2002	3	3	3	1		9	
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Computer Science		2	3	2001	3	3	3	1		3	
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Civil Engineering		1	2	2002	3	3	3	2		9	
Actuarial Science		1	2	2003	3	3	3	2			
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Biochemistry		2	4	2002	3	3	3	1		3	
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	1	2	2	2002	3	3	3	2			
Marketing & International Business		1	2	2003	2	3	3	2		3	
Electrical Engineering		2	2	2001	3	3	3	2		9	
communications		2	2	2002	3	3	3	1			
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Marketing and International Business		1	2	2003	3	3	3	1		9	
Biology		4	4	2000	3	3	3	1		9	
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	1	1	3	2002	3	3	3	1		9	
Accounting BBA		1	2	2003	3	3	3	2		3	
Data Science		2	3		3	3	3	1		9	
Journalism		1	2		3	3	3	1		9	
Investment, Banking, and Finance		1	2	2002	3	3	3	2		9	
History and Economics		1	4	2002	3	3	3	2		1	
Computer science		1	3	2003	3	3	3	2		3	
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Economics and Business Certificate		2	3	2002	3	3	3	1			
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English		1	2	2002	3	3	3	1		9	
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Finance, Investment, & Banking; Pre-law		1	4	2003	3	3	3	2		3	
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	1	1	2	2003	3	3	3	2		9	
International Business & Marketing		1	3	2001	3	3	3	1		9	
Civil engineering		1	2	2003	3	3	3	1		9	
History and Political Science		2	3	2001	2	3	3	1		3	
History		3	4	2001	3	3	3	1		9	
journalism and political science		2	3	2001	3	3	3	1		9	
Economics		3	3	1999	3	3	3	2		9	
Elementary education		1	3	2003	3	3	3	1		9	

Environmental engineering		1	2	2003	3	3	2	1	5
	2	1	2	2003	3	3	3	1	9
Finance, Investment, & Banking		4	2	1999	3	3	3	1	9
	2	2	2	2001	3	3	3	2	9
Kinesiology		1	2	2002	3	3	3	2	9
	2	1	4	2002	3	3	3	1	9
Biology		3	4	2001	3	3	3	2	9
psychology		2	4	1999	3	3	3	2	9
Political Science and French		2	4	2001	3	3	3	1	5
Nutritional Sciences and Dietetics		3	3	2001	3	3	3	1	9
	2	1	2	2002	3	3	3	2	9
	1	1	2	2003	3	3	3	1	9
	2	1	3	2003	3	3	3	1	9
	2	1	2	2002	3	3	3	1	9
	2	1	2	2003	3	3	3	1	9
Economics		2	4	2001	3	3	3	2	5
Finance and Risk Management		3	3	2001	3	3	3	2	9
Management and Human Resources		1	2	2003	3	3	3	1	9
Marketing		1	2	2003	3	3	3	2	9
Entrepreneurship		3	3	1998	1	1	2	2	1
Management and Human Resources		2	2	2002	3	3	3	1	9
marketing		1	3	2003	3	3	3	1	9
	4	1	3	2003	3	3	3	1	9
	1	2	3	2001	3	3	3	1	9
	1	1	4	2003	3	3	3	1	9
	3	1	3	2003	3	3	3	1	9
Finance and Computer Science		1	2	2003	3	3	3	2	9
Computer science		3	2	2000	3	3	3	1	3
Biology		2	2	2001	3	3	3	1	9
	1	1	4	2003	3	3	3	1	9
	2	1	2	2003	3	3	3	2	9
Human Resources and international business		2	2	2002	3	3	3	1	9
Finance		1	3	2002	3	3	3	1	9
Marketing		1	3	2003	3	3	3	1	9
Legal Studies		2	4		3	3	3	1	9
	3	2	2	2001	3	3	3	1	5
Marketing and International Business		1	2	2003	3	3	3	1	9
	1	2	3	2002	3	3	3	1	9
Finance		2	2	2002	3	3	3	2	9
Textiles & Fashion Design		2	2	2002	3	3	3	1	9
Pre-Business		1	3		3	3	3	1	9
Marketing		1	3	2003	3	3	3	1	9
Consumer behavior and market place studies		1	3		2	3	3	1	9
Marketing		1	2	2002	3	3	3	1	3
Business- Marketing		1	2	2003	3	3	3	2	9
	1	1	2	2002	3	3	3	2	3
Com Arts		2	2		3	3	3	2	1
	1	1	3	2002	3	3	3	1	9
	2	1	3	2003	3	3	3	1	9
	1	1	3	2022	3	3	3	2	10
	2	1	2	2003	3	3	2	1	5
	2	1	3	2003	3	3	3	1	9
Finance/Real Estate		1	2	2002	3	3	3	2	9
	2	1	2	2002	3	3	3	2	9
	1	1	3	2002	3	3	3	2	9
Operations and Technology Management		1	3	2003	3	3	3	1	9
	1	1	3	2003	3	3	3	2	9
	3	1	2	2002	2	3	2	2	10
	2	1	2	2002	3	3	3	1	9
	2	1	2	2003	3	3	3	2	9
Civil Engineering		1	2	2001	3	3	3	2	9
Marketing		1	2	2002	3	3	3	1	9

middle eastern

Psychology and Spanish		2	3	2002	3	3	3	1	9
Business		1	4	2002	3	3	3	2	9
	1	2	3	2002	3	3	3	1	3
Economics		1	2		3	3	3	2	9
	1	1	2		3	3	3	1	9
Computer Science, Mathematics		2	4	2001	3	3	3	2	9
	2	1	3	2002	2	2	3	2	3
Civil Engineering + Environmental Studies		2	3	2002	3	3	3	2	9
Computer Science		2	3	2001	3	3	3	1	
Civil Engineering		2	3	2002	3	3	3	2	9
	1	1	2	2003	3	3	3	2	9
	2	1	3	2003	3	3	3	1	9
	2	1	3	2003	3	3	3	1	9
Marketing		1	3	2003	3	3	3	1	9
	1	1	4	2003	3	3	3	1	3
Elementary Education		1	2	2003	3	3	3	1	9
	2	1	3	2003	3	3	3	1	9
History, Japanese		1	3	2002	3	3	3	1	
Retail and consumer behavior		1	2		3	3	3	1	9
Retail behavior		1	2	2002	3	3	3	1	9
Computer Science		1	2	2002	3	3	3	2	9
	2	2	4	2002	3	3	3	1	9
Finance		1	3		3	3	3	1	9
Mhr and otm		1	2	2003	3	3	3	1	5
	2	1	4	2003	3	3	3	2	9
	1	1	3	2003	3	3	3	1	9
	1	1	4	2002	3	3	3	2	9
Real Estate		1	2	2003	3	3	3	1	9
Consumer Behavior and Marketplace Studies		1	2	2003	3	3	3	1	9
Mathematics, Data Science		4	2	2000	3	3	3	2	9
Finance and Accounting		1	4	2003	3	3	3	1	9
	1	2	3	2002	3	3	3	1	9
Finance		1	3	2003	3	3	3	2	
Civil Engineering		1	3		2	3	2	1	5
Civil Engineering		2	2	2001	3	3	3	2	9
	2	1	4	2004	2	2	2	2	3
Environmental Engineering		1	4	2003	3	3	3	1	9
Finance, Marketing		1	3	2002	3	3	3	1	9
Finance		2	3	2002	3	3	3	2	9
	3	1	2	2002	3	3	3	1	9
Economics		1	2	2003	3	3	3	2	9
Genetics right now but it will be anthropology		1	3	2003	3	3	3	1	9
Real estate and finance		2	2	2001	3	3	3	2	9
Civil engineering		2	2	2002	3	3	3	2	9
econ		1	3	2003	3	3	3	1	9
	1	1	2	2002	3	3	3	1	
Supply Chain Management and Marketing		1	3	2002	3	3	3	1	
	2	1	3	2003	3	3	3	2	9
	1	1	3	2002	2	3	2	1	3
Finance/Real Estate		1	3	2002	3	3	3	2	
Marketing		1	2	2003	3	3	3	1	9
Human Development and Family studies		1	3	2003	3	3	3	1	9
Economics		3	3	2001	2	2	2	9	3
Data science		3	3	2000	2	1	2	1	3
	3	1	2	2003	3	3	3	2	9
Conservation Biology		2	2	2002	3	3	3	2	9
	2	1	3	2003	2	2	2	2	3
	1	1	3	2001	2	2	2	2	3
	1	1	3	2003	3	3	3	1	9
Psych		1	4		3	3	3	1	
	2	1	2	2003	3	3	3	1	9

psychology and social welfare		2	3	2002	3	3	3	1	9
Civil Engineering		1	2	2003	3	3	3	1	9
Computer Science		2	3		3	2	2	2	3
Real Estate Development	1	1	3	2003	3	3	3	1	9
		1	3	2002	3	3	3	2	9
	1	1	2	2002	2	2	2	2	3
	1	2	3		3	2	3	1	9
Consumer Behavior and Marketplace Studies		2	3	2002	3	3	2	2	5
	2	1	4	2002	3	3	3	1	9
	1	1	2	2003	3	3	3	1	9
Finance and Marketing		2	3	2001	3	3	3	2	9
	1	1	3	2003	3	3	3	1	9
Psychology, Criminal Justice		2	2	2001	3	3	3	1	9
	2	1	3	2003	3	3	3	2	9
	2	1	3	2002	3	3	3	1	9
Human Development and Family Studies		1	3	2003	3	3	3	1	9
	3	1	2	2003	3	3	3	2	3
psychology		2	4	2002	3	3	3	1	9
Finance, Information Systems		2	2	2001	3	3	3	2	9
Legal Studies and History		1	2	2003	3	3	3	1	
Marketing and international business		2	2	20002	3	3	3	1	9
Personal Finance		2	2	2002	3	3	3	2	9
	1	1	2	2002	3	3	3	1	9
	2	1	3	2003	3	3	3	2	9
	3	1	4	2003	3	3	3	1	9
	2	1	2	2003	3	3	3	2	9
Legal Studies		1	4	2003	3	3	3	2	9
	2	1	2	2003	3	3	3	1	5
	2	2	3	2002	3	3	3	2	9
	4	1	2	2003	3	3	3	1	9
	1	2	2	2002	3	3	3	1	10
Finance and Real Estate		2	3		3	3	3	2	9
Finance		1	4	2003	3	3	3	2	9
	1	2	3	2002	3	3	3	2	9
international studies		2	3	2002	3	3	3	1	9
English		1	2	2003	3	3	3	1	9
Economics and International Studies		2	2	2001	2	2	2	1	3
Psychology and Chicano/a & Latino/a Studies		2	4	2001	3	3	3	1	Biracial
Civil Engineering		1	2		3	3	3	2	9
Consumer Behavior and Marketplace studies		2	3	2001	3	3	3	1	9
	1	1	2	2003	3	3	3	1	9
	2	2	2	2001	3	3	3	2	9
Japanese, Global Security		2	2	1998	3	3	3	1	9
Finance and Comp Sci		2	2	2001	3	3	3	2	9
Consumer Behavior and Marketplace Studies		3	2		3	3	3	1	9
	1	1	2	2002	3	3	3	2	9
	1	2	2	2001	3	3	3	1	9
Computer Science		1	2	2003	2	2	2	2	1
civil engineering		1	4	2003	3	3	3	2	9
	1	2	3	2001	3	3	3	1	5
	3	1	2		3	3	3	2	3
Conservation Biology		1	2	2003	3	3	3	1	
	1	1	2	2002	3	3	2	4	1
Finance		2	3	2002	3	3	3	1	5
Journalism and Gender and Women's studies		3	3	2000	3	3	3	1	
pursuing business finance and accounting		2	2	2002	3	3	3	2	9
Finance		1	2		3	3	3	2	
Computer science and data science		2	2	2001	3	3	3	1	9
	3	1	4	2003	3	3	3	1	9
	3	1	3	2002	2	3	2	2	3
PoliSci		2	4	2002	3	3	3	2	9
	1	2	4	2002	3	3	3	1	

	1	1	3	2003	3	3	3	1	
	1	1	2	2003	3	3	3	2	9
	1	2	3	2002	3	3	3	2	9
Civil Engineering		1	2		3	3	3	2	9
	3	1	2		3	3	3	2	9
Business-Real Estate		1	2	2003	3	3	3	2	9
Civil Engineering		1	2	2002	3	3	3	2	9
	3	1	2	2003	3	3	3	1	9
psychology		1	2		3	3	3	1	9
	1	1	2	2003	3	3	3	2	9
Political Science Pre-law		2	4	2001	3	3	3	2	9
	3	1	2	2003	3	3	3	2	1
	4	1	3	2002	2	2	2	1	3
	2	1	2	2003	3	3	3	2	
	3	2	2	2001	3	3	3	2	9
Political Science		2	4	2002	3	3	2	1	5
Civil Engineering		2	2	2002	3	3	3	1	9
Japanese and Computer Science		1	2	2002	3	3	3	2	3
Education	2	3	3	2000	2	3	3	1	9
		1	2	2003	3	3	3	1	9
Communications		1	2	2003	3	3	3	1	9
Genetics and Genomics		2	4	2002	3	3	3	1	9
Journalism		2	3	2002	3	3	3	1	9
Civil Engineering		2	2	2002	3	3	3	2	9
	2	1	3	2002	3	3	3	1	9
Pre-Business		1	3	2002	3	3	3	2	9
real estate		1	3	2002	3	3	3	1	9
Marketing & Real Estate		4	2	2000	3	3	3	2	
	1	1	3	2003	3	3	3	1	9
Finance		1	2	2003	3	3	3	2	9
Environmental Engineering		2	3	2002	3	3	3	1	9
	1	1	2	2003	3	3	3	1	9
Finance		1	3	2003	3	3	3	1	9
Marketing		1	2	2002	3	3	3	1	
Journalism and Mass Communications		2	2	2002	3	3	3	1	9
Communication Arts		2	2	2002	3	3	3	9	9
Consumer Behavior and Marketplace Studies		2	3	2002	3	3	3	1	9
	1	1	3		3	3	2	1	9
Finance, Investment, and Banking		1	3	2003	3	3	2	1	3
	3	2	2	2002	3	3	3	2	9
	1	1	3	2003	3	3	3	1	9
Information Systems (BBA)		1	2	2003	3	3	3	2	9
	1	1	3	2003	3	3	3	2	9
finance		1	2	2003	3	3	3	2	3
	2	1	2	2002	3	3	3	1	9
Risk Management & Insurance and Management Human Resources: Entrepreneurship		4	2	1999	3	3	3	2	9
	1	1	3	2002	3	3	3	1	
	2	2	2	2002	3	3	3	2	9
Gender and Women's Studies and Psychology		1	2	2003	3	3	3	1	9
Finance		1	3	2003	3	3	3	2	3
Finance		1	3	2002	3	3	3	2	
	1	2	2		3	3	3	2	9
	1	2	2	2001	3	3	3	1	9
Civil and Environmental Engineering		1	3	2003	3	3	3	2	9
	1	2	3	2002	3	3	3	1	9
Actuarial Science		1	2	2003	3	3	3	2	9
Legal Studies and Sociology		1	4	2002	3	3	3	1	9
	2	3	2	2001	3	3	3	2	
	1	2	3	2002	3	3	3	1	3
	2	1	2	2003	3	3	3	2	1
Psychology		1	2	2003	3	3	3	1	9
	1	1	3	2002	3	3	3	1	1

Data and computer science		2	4	2001	3	3	3	2	9
	1	1	3	2003	3	3	3	1	9
sociology		2	2	2002	3	3	3	1	3
	2	2	4	2002	3	3	3	1	9
Psychology		2	2	2002	3	3	3	2	10
Business marketing and either real-estate or international business		1	3	2002	3	3	3	1	
Economics with Math Emphasis option		3	3	2001	2	2	2	2	9
	1	1	3	2003	3	3	3	1	9
	2	1	2	2002	3	3	3	1	9
Political science, sociology, gender and women's studies		4	4	2000	3	3	3	1	9
Consumer Behavior and Marketplace Studies		1	3	2002	3	3	3	1	9
Computer Science		1	4	2002	2	3	2	2	3
finance		1	2	2003	3	3	3	1	9
	1	1	3	2003	3	3	3	2	1
	1	1	3	2002	3	3	3	1	9
Education Studies		1	3	2002	3	3	2	1	5
	2	1	2	2002	2	2	2	1	3
Finance		1	2	2003	3	3	3	2	9
Marketing		1	3	2003	3	3	3	1	
	2	1	3	2002	3	3	1	1	5
Elementary Education		2		2001	3	3	3	2	9
Civil Engineering		3	3	2001	3	3	3	2	9
Computer Science		1	2	2003	2	3	2	2	3
	2	1	3	2003	3	3	3	1	9
	1	1	3	2003	3	3	3	1	9
Finance		1	2	2003	3	3	3	2	9
	3	1	3	2003	3	3	3	2	9
	3	1	2	2003	3	3	3	2	
Psychology, BA		2	3	2002	3	3	3	1	9
Personal Finance		1	2	2002	3	3	3	1	9
	2	2	3		3	3	3	2	9
geological engineering		1	3	2003	3	3	2	1	9
Business		1	3	2003	3	3	3	2	9
Psychology		2	4	2003	2	2	2	1	3
finance		2	2	2002	3	3	3	1	9
		2	3						
Finance		1	3	2003	3	3	3	2	9
Computer science		2	2	2002	3	3	3	2	10
	1	1	2	2003	3	3	3	2	9
Computer Science		1	2	2003	3	3	3	2	9
	3	2	3	2002	3	3	3	2	9
Computer Science		1	4	2003	3	3	3	2	
Journalism and Mass Communications and French		2	2		3	3	3	1	9
History/Political Science		3	4		3	3	3	1	9
Computer Science		1	2	2003	3	3	3	2	9
Real Estate		1	2		3	3	3	4	1
Business		1	2	2002	2	2	2	2	3
Journalism		2	2	2002	3	3	3	1	9
Psychology and HDFS		1	4	2002	3	3	3	1	10
	1	1	3	2003	3	3	3	2	9
	2	1	2	2003	3	3	3	2	1
Political Science		2	2	2002	3	3	3	2	9
Pre Business		1	3	2002	3	3	3	25	9
	2	1	2	2002	3	3	3	2	9
Accounting		1	3	2002	3	3	3	2	9
	2	1	2	2003	2	1	2	2	3
Political Science		4	2	1999	3	3	3	1	9
civil engineering		1	2	2002	3	3	3	1	9
Personal finance		1	2	2003	3	3	3	2	10
Accounting and computer science		1	2	2003	3	3	3	1	3
Political Science		2	4	2002	3	3		42	9
	3	1	3	2002	3	3	3	2	9



Consumer Behavior		1	2	2002	3	3	3	1	9
	1	1	3	2003	3	3	3	2	9
		2	3	2001	3	3	3	2	
computer science	2	2	3	2001	3	3	3	2	9
		2	2	2002	3	3	3	1	
	2	1	2	2002	3	3	3	2	9
	1	1	3	2003	3	3	3	2	9
	2	2	2	2002	3	3	3	1	
Finance		1	3	2002	3	3	3	2	9
		1	2	2003	3	3	3	2	9
Marketing		3	2	2001	3	3	3	2	9
	1	1	2	2002	3	3	3	2	9
	2	1	3	2002	3	3	3	2	
Consumer Behavior and Marketplace studies		2	2	2002	3	3	3	1	3
Interior Architecture		2	2		3	3	3	1	9

Disability...67_ES	Disability...68_ES	Parents Education_ES	Parents Education_11_TEXT_ES	Veteran_ES	Veteran_5_TEXT_ES	Additional Info_ES	SoP1_SenseOfExploration_Min
2		7		2			4
2		4		2			
2		7		2			
2		7		2			5
2		79		2			5
2		9		2			4
2		9		2			4
2		9		2			
2		7		2			
2		7		2			5
2		10		2			4
2		6		2			4
2		9		2		no	
2		9		2			
2		7		2		n/a	
2		7		2			4
2		9		2			4
2		4		3			
2		45		2			4
2		9		2			
2		7		2			
2		7		2			4
2		9		2			4
2		9		2			
2		7		2			4
2		10		2			5
1		8		2			
2		7		2			4
2		7		2		no	4
2		7		2			4
2		56		2			5
2		7		2			
2		4		2			5
2		10		1		no	
2		7		2			
2		7		2			4
2		9		2			4
2		9		2			
2		7		2			
2		9		2			
2		7		1		No	4
1		9		2		Overall as a student and person I love	4
2		9		2			
2		7		2			5
2		10		2			4
2		5		2			
1		7		2			4
2		9		2			
2		1		1			3
2		4		2			4
2		5		2			5
2		910		2			
2		7		2			
2		9		2			4
2		6		2			
2		67		2			4
2		9		2			4
2		10		2			3
2		9		2			5
2	ADD but do not consider it a disability (Personally of course)	7		2			
2		6		2			4

2	9	2	5
2	7	2	4
2	6	2	
2	5	2	3
2	79	2	
2 N/A	10	2	I am excited to learn more about the
2	7	2	
2	7	2	nope
2	4	2	
1	79	2	
	7	2	
2	7	2	
2	10	2	
2	7	2	
2 n/a	9	2	
3 Attention deficit disorder	9	2	N/A. I am excited for the remainder of the course.
	9	2	
2	7	2	
2	7	2	
2	8	2	
2	7	2	n/a
2	10	2	
2	10	2	
2	10	2	
2	79	2	
2	7	2	
3 ADD and Anxiety	710	2	
2	67	2	N/a
2	9	2	
2	7	2	
2	7	2	
2	7	2	
2	7	2	
2 none	89	2	none
2	4	2	
2	4	2	
2	9	2	
2	7	2	
2	8	2	no
2	7	2	
2 N/A	78	2	N/A
2	10	2	
2	9	2	not at this time
2	7	2	
2	7	2	no.
2	7	2	
1	7	2	
2	7	2	
2	7	2	n/a
2	9	2	
2	4	2	
2	78	2	
2	9	2	
2	7	2	No
2	9	2	
2	7	2	
2	9	2	
2	4	2	Nope
2	79	2	
2	7	2	nope
2	10	2	
2	7	2	

2	7	2		4
2	78910	2	No :)	
2	7	2		
2	8	2	I love earth.	
2	79	2		
2	910	2		3
2	910	2		4
2	9	2		
2	910	2	No	4
2 I do not have a disability	7	2	no	
2	9	2		4
2	9	2		
2	10	2		5
2 N/A	9	2		4
2	9	2		
2	9	2		4
2	7	2		4
2	1	2		5
2	7	2		4
3 Dyslexia	7	2		
2	9	2		4
2	7	2		
2	10	2		3
2	4	2		
2	10	2		1
2	7	2		
2 reading comprehension disorder	9	2	no	
2	10	2		
2	7	2		
2	9	2	No	4
2	9	2		4
2	10	2		
2	9	2		4
2	10	2		
2	9	2		4
2	9	2		
2	910	2		
2	79	2		
2	5	2		
2	7	2		
2	10	2		4
2	710	2		4
2	9	2		
2	78	2		
2	10	2		4
2	9	2		
2	9	2		
2 N/A	710	2	None	4
1	7	2		
2	7	2		4
2	7	2		
2	910	2	n/a	
2	7	2		
2	9	2		
1 Adhd, anxiety	5	2		
1	4	2		3
3	5	2		4
2	10	2		4
3 I have mental and learning disabilities.	7	2		4
2	7	2		4
2	9	2		

2	7	2	5
2	7	2	4
1	5	2	
2	5	2	
2	9	2	
2	10	2	
2	10	2	5
2	4	2	4
2	6	2	4
2	7	2	
2	4	2	4
3 ADHD	9	2	
2	79	2	2
2	59	2	
2	7	2	4
2	79	2	
2	7	2	4
2	7	2	
2	9	2	5
2	7	5 ROTC	
2	9	2	
2	7	2	
2	7	2	4
2	10	2	
3 OCD/misophonia	10	2	
2	9	2	
2	9	2	3
1	9	2	I didn't know what discussion group I am in so I chose a random one.
2	10	2	Nope:)
2	7	2	
2	9	2	2
2	10	2	
2	9	2	5
3 i have type 1 diabetes	9	2	
2	9	2	5
2	7	2	
1	8	2	
2	10	2	4
	7	2	
2	10	2	4
2	4	2	4
2	7	2	4
2	6	4	
2	7	2	
2	10	2	
2	1	2	3
2	9	2	4
2	9	2	
2	10	2	4
2	4	2	5
2	4	2	
2	710	2	
2	19	2	
2	9	2	
3 Asperger Syndrome	10	2	4
2 I have raging ADHD like everyone else nowadays	9	2	None.
3 My mind thinks of too many things!	7	2	Nope
2	7	2	Though I am majoring in business I have always been really good in the
2	9	2	
2	7	2	3
2	9	2	3
2	10	2	5
2		2	

2	78	2	N/A	3
2	8	2		4
2	7	2		4
2	7	2		
2	9	2		
2	7	2	no	
2	79	2		
2	79	2		
2	9	2		
2	7	2		
2	7	2		5
1	7	2		
2	7	2		
2	6	2	Nah	3
2	19	2		
2	5	2		
2	9	2		5
2 N/A	7	2	N/A	
2	7	2		
2	7	2		4
2	7	2		
2	7	2	N/A	5
2	9	2		4
2	79	2		4
2	9	2		4
2	7	2		
2	7	2		4
2	79	2		4
2	9	2		3
2	7	2		4
2	9	2		4
2	7	2		5
2	79	2		4
2	9	2		5
2 n/a	9	2	no	4
3 I have Crohn's disease	7	2		
2	78	2		
2	910	2	no	
2	5	2		
2	9	2		5
2	9	2		4
2	7	2		
2	7	2		
2	10	2		
2	7	2		4
2	6	2		4
2	7	2		
1	5	2		
2	10	2	I like playing golf and basketball.	4
2	10	2		
2	7	2		
2	7	2		4
2	10	2	nope	
2	7	2		
2	9	2		4
2	79	2		4
2	45	2	n/a	
1	8	2		
2	7	2		
2	9	2		



2	9	2	
2 na	8	2	
3 Epilepsy	7	2	No
2	7	2	
2	6	2	
2 N/A	9	2	N/A
2	9	2	I took a geo science class first semester
2	5	2	
2	9	2	
2	7	2	
2	7	2	
2	7	2	
2	10	2	
2	456	2	no
2	10	2	
			4
			5





4	4	4	4	4	4
4	4	4	5	3	4
4	4	4	4	3	3
4	4	4	4	4	4
3	3	4	4	4	4
4	4	4	4	4	4
4	4	4	4	4	5
4	3	3	4	5	5
3	2	3	3	5	4
5	5	5	5	4	4
3	2	2	4	4	4
4	3	3	4	5	4
4	4	4	5	5	5
4	3	4	4	5	5
4	4	4	5	5	5
4	4	4	4	4	4
4	4	4	3	3	4
3	3	3	3	3	3
5	5	3	4	5	5
4	4	4	4	4	4
5	5	5	5	5	5
3	3	3	4	5	5
3	4	4	4	5	3
4	4	4	4	4	4
2	2	2	2	4	3
4	4	4	4	4	4
4	4	4	4	3	4
4	4	3	4	4	4
4	4	4	4	3	3
5	5	5	5	5	5
3	4	3	4	5	5
3	4	4	4	3	3
3	3	3	3	4	4
4	3	3	3	4	4
4	4	4	4	4	4
4	4	4	4	5	5
4	4	4	4	4	4
4	4	4	4	5	5
2	2	4	3	5	2
4	3	3	4	4	4

5	4	5	4	4	4
4	3	4	4	3	4
4	4	4	4	5	5
4	4	4	4	4	4
4	5	5	3	4	5
5	5	5	5	5	4
4	4	4	4	4	4
4	4	4	4	4	4
2	2	2	4	4	2
5	5	5	5	5	5
4	4	4	4	4	4
4	3	4	4	4	4
3	2	2	4	4	4
3	1	2	2	2	2
3	4	4	4	5	4
4	4	4	4	4	4
3	3	3	4	5	4
3	3	3	4	4	2
5	4	4	5	5	5
4	4	4	4	5	5
4	4	4	4	4	4
4	4	4	4	4	4
4	4	5	4	4	3
3	3	3	3	3	3
4	4	4	4	4	4
4	4	4	4	4	4
4	4	4	3	4	4
4	4	4	4	3	4

5	5	5	5	5	5
4	4	4	4	5	5
5	5	5	5	4	4
4	4	4	4	4	4
4	4	4	4	5	5
4	5	5	5	5	5
2	2	3	2	2	2
4	4	4	4	4	4
4	4	4	4	5	5
5	3	4	4	5	5
4	4	4	4	4	3
4	2	4	4	4	3
3	4	1	4	4	2
5	5	4	4	4	3
5	5	5	5	5	5
4	5		4	5	4
4	4	4	4	5	5
4	4	4	4	4	4
4	3	3	4	4	5
4	3	3	4	4	4
4	4	4	5	4	5
4	4	4	4	4	4
4	4	4	4	4	4
4	4	4	4	3	3
5	5	5	5	5	5
4	4	4	4	4	5
sciences and have an interest in it maybe because of my curiosity and how I love to imagine how things work. I am an outdoorsman so this class is very interesting as many of the maps applies to how I fish and navigate terrain.					
3	3	3	4	4	3
3	3	3	3	3	3
5	5	5	5	5	5

3	3	4	4	3	4
4	4	4	4	5	5
3	3	3	3	3	3
5	3	4	4	5	4
4	4	4	4	4	5
4	4	3	4	5	4
4	4	4	4	5	5
4	4	5	5	4	4
3	3	3	4	5	5
2	3	4	4	4	4
4	4	4	4	4	4
4	4	4	4	4	4
4	4	4	5	5	4
3	4	4	4	3	4
3	3	2	4	4	4
4	4	4	4	4	4
5	4	4	5	5	5
4	4	4	4	3	3
4	4	4	4	4	4
4	4	4	4	4	3
5	5	5	5	5	5
4	4	4	4	4	4
4	3	3	4	4	3
4	4	4	4	4	4
4	4	3	4	5	5
4	4	4	4	5	5
4	4	4	4	5	5
4	5	5	5	4	4

4	4	4	4	3	4
4	4	4	4	5	5
4	4	4	4	4	4
5	5	5	5	5	5
4	3	4	4	3	4
5	5	5	5	5	5
4	5	5	4	5	4
4	4	4	4	3	3
5	5	5	5	5	5
4	3	3	3	4	4
4	4	4	4	4	4
4	4	4	4	5	5
4	4	4	4	4	3
5	5	5	5	5	5
4	4	4	4	3	3
4	5	5	4	4	5
5	5	5	5	5	5
4	4	4	4	5	4
4	3	4	5	4	4

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Cont3_InterestSeeMoreFieldGeo_Min	Cont4_HelpUnderstandNaturalContext_Min	Cont6_InterestLearnMoreOnTopic_Min	Cont7_WasEngaging_Min	Cont8_RemindedOfPastExperiencesPlaces_Min	Insp1_ExcitingCareer_Min
2	4	2	4	2	2
3	5	5	3	3	3
5	4	5	5	5	4
3	4	4	3	3	3
3	4	3	4	4	2
5	5	5	5	4	3
4	4	4	4	4	2
5	3	4	4	3	2
2	3	3	3	2	4
2	3	3	2	2	2
4	3	3	5	4	3
3	3	3	4	3	4
5	5	5	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
4	4	4	4	4	3
4	4	4	4	4	4
4	5	4	4	4	4
4	5	5	5	2	4
5	5	5	5	5	4
3	4	3	3	4	3
3	3	3	4	3	2
4	4	4	4	4	4
4	5	5	5	5	4
4	5	4	4	3	3
4	4	4	4	4	2
5	5	4	5	4	4
3	3	3	3	3	3
5	5	5	5	3	4
5	5	5	5	5	5
4	4	4	4	4	2
3	4	4	4	3	4
4	4	5	5	2	2
4	5	5	5	5	3
5	5	5	5	5	4
4	4	4	4	4	3



4	4	5	4	3	4
4	4	4	5	4	4
3	4	3	3	4	4
4	4	4	4	4	4
2	4	4	3	3	3
4	4	4	4	4	4
4	4	4	5	4	4
5	5	4	5	3	4
2	5	4	4	4	2
5	4	4	3	3	4
3	4	4	5	2	2
3	3	3	4	4	2
4	4	4	4	5	3
5	5	5	5	5	3
3	5	5	4	4	1
5	5	5	2	4	4
2	3	4	3	2	2
2	2	2	2	2	1
5	5	5	5	5	4
4	4	4	4	3	3
5	5	5	5	5	3
3	4	3	3	4	3
4	4	5	5	3	4
2	4	4	4	4	2
3	3	3	3	3	1
4	3	4	3	4	4
1	2	3	4	3	2
4	4	4	4	4	4
4	4	4	4	4	3
5	5	5	5	5	3
3	5	3	5	2	3
3	4	2	2	3	3
3	4	3	3	5	3
3	4	4	5	2	3
4	4	4	4	4	4
4	4	4	2	4	4
4	4	4	4	4	4
5	5	5	5	5	5
2	2	2	5	4	3
5	4	5	4	4	2

4	3	3	4	4	4
4	4	3	4	4	4
5	5	5	5	5	4
4	4	4	4	4	3
4	4	4	3	2	3
5	5	5	5	5	4
4	4	4	4	4	4
4	4	4	4	4	4
2	4	4	2	2	3
3	4	4	5	3	4
4	4	5	5	4	4
3	4	3	3	3	3
2	4	3	2	4	2
	1	2	4	3	1
4	4	4	5	5	5
4	4	4	4	4	4
4	3	3	4	3	3
3	4	3	3	3	2
4	4	4	5	3	4
4	4	4	4	5	4
3	4	3	4	4	4
4	4	4	4	4	2
4	4	5	4	3	4
3	3	3	3	3	3
4	4	4	4	4	4
4	4	4	4	4	4
3	4	3	4	3	3
3	4	4	3	4	2

5	5	5	5	5	3
3	4	4	5	4	3
4	4	4	4	4	3
4	4	5	5	4	4
4	4	4	5	4	3
4	4	3	4	4	3
1	2	1	1	2	2
3	4	3	3	4	3
4	4	4	4	4	4
5	5	5	5	5	2
3	4	4	4	3	2
3	4	4	2	3	1
3	2	2	3	3	4
3	3	2	3	3	3
5	5	5	5	5	5
5	5	5	5	3	4
1	4	3	5	5	1
4	4	4	4	4	2
3	5	4	5	2	3
4	4	4	3	4	4
3	4	4	5	2	3
4	4	4	5	4	3
3	4	4	4	3	3
5	5	5	5	5	2
3	3	4	4	3	3
3	3	3	3	3	3
3	3	3	3	3	3
5	5	5	5	5	4

4	3	4	4	3	2
5	5	5	5	5	3
3	3	3	3	3	3
4	4	5	5	5	3
5	5	5	5	4	3
3	5	4	5	4	3
4	5	5	5	4	4
4	4	5	5	4	4
4	4	5	5	3	3
2	4	4	4	4	4
4	4	4	4	4	2
2	4	4	4	4	1
5	5	4	4	4	4
2	3	2	2	3	3
3	3	4	3	4	3
4	4	4	4	4	4
5	5	5	5	4	4
4	4	4	4	4	4
3	4	4	3	3	2
4	3	3	3	3	3
5	5	5	5	5	5
2	4	3	4	4	2
3	4	2	4	2	2
3	4	3	3	4	2
4	5	4	4	3	4
3	4	3	4	4	3
4	5	5	5	5	4
3	4	3	4	4	4

3	3	4	4	3	3
4	5	4	5	3	4
2	2	2	4	2	1
5	5	5	5	5	4
1	2	2	3	1	1
5	5	5	5	5	3
3	5	4	5	5	3
4	4	3	4	4	4
5	5	5	5	5	5
4	3	4	4	3	2
4	4	4	4	4	4
4	5	5	4	4	4
2	3	2	2	3	1
3	3	3	4	5	2
4	3	3	3	4	4
4	5	5	5	4	3
5	5	5	5	5	5
4	4	4	4	4	4
5	5	4	4	4	4

4	4	4	5	4	3
3	3	4	4	3	4

Insp2_TopicHelpsUnderstandWorld_Min	Insp3_TopicUsefulSociety_Min	Insp4_TopicRelevantMyLife_Min	StudyResource_UseToStudy_Min	AdditionalThoughts_Min	SoP1_SenseOfExploration_Ig	SoP2_ConnectsMeToNaturalWorld_Ig
4	2	2	4	I enjoyed watching a video in stea	4	4
4	4	3	4	i liked it	4	2
5	5	5	5	5	5	5
4	4	3	4	I really like how you included photos with the text, but maybe adding more pictures would help unders	4	4
4	3	3	4	4	4	4
4	3	3	4	Mr. Parrish provided examples th	5	5
4	4	4	4	4		
3	3	4	3	3		
					2	2
					4	4
					4	3
2	2	3	3	3		
3	4	2	2	2		
4	4	4	4	3	3	3
					4	4
3	3	3	3	I have a rather short attention sp:	4	4
4	4	4	4	5	4	4
4	4	4	4	4		
5	5	5	5	I thought this video was incredib	5	5
4	4	4	4	4	4	4
4	3	4	4	I found that including graphics/ir	1	1
4	3	3	4	4		
5	5	3	5	I thought the video was so helpfu	5	5
5	5	5	5	1	5	5
					4	4
4	4	4	4	4	4	4
3	3	3	3	5		
4	4	4	4	4		
4	4	2	5	The pre lab content was a nice exj	5	4
4	4	5	4	It really helped clarify specific def	5	4
4	4	4	3	3	4	4
					5	5
4	4	4	4	4	4	4
3	3	3	3	3 no		
4	3	2	4	the charts/pictures are very helpf	4	4
5	5	5	4	4	5	5
					4	4
3	3	3	3	3	2	3
4	4	3	4	4	4	4
4	3	3	5	5	4	4
4	2	2	4	4	4	3
4	4	4	5	N/A	5	5
4	3	2	5	5	4	4

4	4	3	4 I liked that the video had captions for the definitions so it was easier to take notes	4
4	4	4		4
4	4	4	3 I felt it was a little too vague at tir	4
4	4	3		
4	4	2		3
4	4	4		4
4	4	3	5 maybe more of an interactive pre	3
4	2	4	5 Zoom in on the objects talked abt	5
3	2	2		
4	4	4	4 The left column is very narrow so	3
4	3	3	5 I thought the energy he brought r	3
4	2	3		
4	4	3		3
4	4	4		4
5	4	4	4 It would be helpful to provide qu	5
4	2	2		4
4	3	3		2
3	3	2		3
				3
4	3	3		3
4	4	3		4
				5
				5
4	4	4	4 N/A	
4	4	3	5 It was a short pre-lab, but if there	3
4	4	3	4 It was interesting and engaging	5
3	3	3		
2	3	1	4 Helps with the lab content	3
4	3	4		4
4	3	2		4
4	4	3	5 It helped me learn more about th	4
4	3	3		5
5	5	5		5
5	5	2	5 Demonstrations within the video was a huge help	
3	3	3	4 none	4
4	3	3		3
				4
				4
2	2	2	4 I thought it was great for an gener	2
4	4	4	5 poop	
4	4	4		4
4	4	4		
5	5	5	4 I really enjoed the lab, they are fun and interesting.	
2	5	2		4
4	2	2	4 Thank you for making it easy to fo	2



4	4	4	4	4	4	4
					4	2
4	4	3	4	4	5	5
4	4	4	5	4	4	4
4	4	2	4	4 No improvement needed.	4	4
4	3	2	5			
4	4	3	5	5 I liked how it was!	4	4
4	4	4	4		4	4
4	4	3	4		4	3
4	4	4	5			
4	2	2	5			
4	4	3	4	4 I would like to see in lab crystals in real life and how they scratch against each other to show which one i		
4	4	3	4			
4	4	3	3		4	3
	1	4	3		3	4
4	4	4	3	3 The video was very engaging and i	4	4
5	4	3	4			
4	4	3	4			
4	3	2	3			
					4	4
					5	5
4	4	3	4	4 I liked the comparisons		
5	4	4	4			
4	4	2	5	5 I enjoyed the video because it wa	4	4
					4	2
4	4	4	2	2 N/A	4	4
4	4	4	3			
					3	2
					5	5
3	3	3	4		3	3
4	4	4	4		4	4
4	4	4	3			
3	4	3	4			
4	2	2	5		2	4

5	5	5	4	5	5
4	3	4	4	4	4
4	4	4	4	4	5
4	3	3	4	4	4
4	4	4	4	4	4
4	3	1	5	4	4
2	4	4	2	3	3
4	3	3	4 It was helpful. I liked the offered v	4	4
4	4	4	3		
4	2	2	2	4	4
4	4	3	3		
				4	4
				5	5
4	2	1	2	4	5
3	2	2	2	3	3
3	4	3	4 very informative	4	4
5	5	5	4		
4	3	3	5 I liked this pre lab content better	4	5
5	4	2	4 I liked the table/picture structure	5	4
2	2	2	4	4	4
4	3	3	4		
4	4	2	4	4	4
4	4	3	4		
4	4	4	4		
4	3	4	1	4	4
5	4	4	4 n/a	4	4
				5	5
4	4	4	5 None.	4	4
4	4	3	3		
3	3	3	5		
4	5	5	4	5	5

3	2	2	3	3	4
4	4	3	4	4	4
3	3	3	3 Very good	2	3
4	4	2	4		
3	4	4	5 nah	2	3
4	5	4	4		
4	4	3	5	4	4
4	4		2 N/A	4	4
4	3	3	4	4	4
4	4	2	3		
4	5	5	4		
4	4	4	4 n/a		
4	3	2	4	4	4
3	3	3	3		
4	3	3	4	4	4
4	4	4	4 Was put together well. There should be more interactive things popping on screen.		
5	5	3	5	4	4
4	4	2	2	4	4
4	4	2	4		
4	4	3	3 I think it is good the way it is	4	4
				5	5
5	5	4	5 Nothing comes to mind	4	5
4	4	4	4	5	5
4	4	2	3	3	3
4	4	3	4		
				4	4
4	4	4	4 I think this week's pre-lab was good because of the picture examples to help understand the material. I d	5	5
4	5	4	4	4	5
4	4	4	5	4	4
4	3	4	4		

4	4	3	4		
5	3	3	4	The video was entertaining yet ve	4
4	4	3	5	While I thought the video was kin	4
4	4	4	3		
3	3	2	4		3
5	4	4	4	It sounds really interesting!	
5	5	4	4		4
4	3	3	3		
					4
5	4	4	4		
4	4	3	4	It was very good	4
5	3	3	5		
4	4	4	4		4
					5
					4
3	3	3	4		
5	5	3	4	n/a	5
4	3	3	4		4
5	4	3	5	I found the video to be helpful as	5
5	4	4	4		5
4	4	4	5		3
4	4	4	4	It was good to me.	

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	SoP3_DeepensApprecPlaceLive_Ig	SoP4_DeepensApprecPlacesVisit_Ig	SoP5_MoreAwareOfWorldAroundMe_Ig	Cont1_FeelPreparedForLab_Ig	Cont2_ClarifiedLectureMaterial_Ig	Cont3_InterestSeeMoreFieldGeo_Ig	Cont4_HelpUnderstandNaturalContext_Ig
	4	4	4	4	4	2	4
	2	2	3	2	2	3	2
	5	5	5	4	4	3	4
tanding.	4	4	4	4	4	4	4
	5	5	5	5	5	4	4
	2	2	2	1	1	1	2
	5	5	4	5	4	3	5
	4	4	4	4	4	3	4
	3	3	3	4	4	2	2
	4	4	4	4	5	4	4
	2	2	4	4	4	3	3
	5	4	5	5	5	4	3
	5	5	5	5	5	5	5
	3	3	4	4	4	4	4
	1	5	5	5	5	5	5
	4	4	5	5	5	5	5
	5	5	5	5	5	5	5
	5	4	4	4	4	3	3
	4	4	4	4	4	4	4
	4	3	4	4	4	5	5
	4	5	5	4	4	3	4
	4	5	4	4	4	3	4
	5	5	5	5	3	5	5
	4	4	4	4	4	3	4
	3	4	5	5	5	3	4
	5	5	5	5	5	5	5
	3	3	4	3	4	1	4
	4	4	4	4	4	3	3
	3	3	4	4	4	4	3
	4	4	5	5	5	3	2
	4	4	5	4	3	3	3
	5	5	5	4	4	3	4
	3	3	4	4	4	3	4

5	5	4	4	5	2	4
4	4	4	4	4	4	4
4	3	4	3	4	2	4
4	4	4	4	3	4	4
3	4	4	4	4	5	4
4	5	4	4	3	4	5
2	3	3	4	4	2	3
3	3	4	4	4	2	3
3	2	5	4	4	2	4
4	4	3	5	4	2	4
4	5	5	5	4	3	3
5	5	5	5	5	5	5
4	4	4	5	4	2	4
3	4	4	4	4	2	4
3	3	4	4	4	3	3
3	3	3	4	3	2	2
3	3	3	3	3	3	3
4	4	4	3	3	4	4
5	5	5	4	5	4	4
2	2	4	5	5	3	3
5	5	5	4	4	5	4
2	2	2	4	4	3	3
4	5	5	4	5	3	4
4	4	4	4	4	4	4
4	4	5	5	5	4	4
5	5	5	5	5	5	5
3	4	4	3	3	2	3
3	3	3	3	3	3	3
4	4	4	4	4	4	4
3	3	3	4	4	2	4
4	5	4	2	4	4	3
4	5	4	3	5	5	5
2	2	4	3	4	1	2

4	4	4	4	4	4	4
2	3	3	4	4	2	4
5	5	5	5	5	5	5
3	3	4	4	3	3	2
5	4	3	4	3	4	4

4	4	4	5	4	4	4
3	3	4	3	3	4	3
3	3	4	4	4	4	4

s harder.

4	3	4	4	4	3	4
2	2	4	3	3	2	3
5	4	4	4	5	4	4

4	5	5	4	4	3	4
5	5	5	5	5	5	5

4	4	4	4	4	3	3
2	4	5	3	4	4	4
4	4	4	4	4	5	5

2	5	5	5	4	3	4
5	5	5	5	5	5	5
3	2	3	2	4	3	2
4	4	4	4	4	4	4
4	4	4	4	3	4	4



5 4	5 4	5 4	5 5	5 4	3 4	5 4
5 4	5 4	5 4	5 4	5 4	5 4	5 4
4 4	4 5	4 4	4 4	4 5	4 4	4 4
2	2	4	2	2	1	2
4	3	3	5	5	2	4
4	4	4	4	4	4	4
4 5	4 5	5 5	5 4	3 4	3 5	4 5
2	5	3	3	4	3	4
4 4	4 4	4 4	2 4	2 4	3 4	4 4
5	5	5	4	4	3	4
4	4	4	5	2	1	4
4	4	4	2	3	2	4
3	5	3	4	5	3	3
4 4	4 4	4 4	3 4	3 4	3 4	4 4
5	5	5	5	5	5	5
4	3	3	4	3	3	4
5	5	5	5	5	5	5

3	4	4	3	4	3	4
4	4	4	4	4	4	4
3	3	3	3	5	4	4

3	3	4	5	5	3	4
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4	5	4	5	5	5	4
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4	5	5	5	5	5	5
4	4	4	4	4	3	3

4	4	4	5	5	4	4
3	4	4	4	3	3	4
3	3	4	4	4	3	4
4	4	4	4	4	4	4
4	4	3	3	4	4	3
5	5	5	4	4	3	4

4	4	5	5	5	3	4
5	5	5	5	5	5	5
5	5	5	4	5	5	5

3	3	4	4	3	3	4
3	3	4	4	4	3	4
5	5	5	5	5	5	5

idn't fully understand the description of a streak but when I looked at the picture it made sense.

5	5	5	5	5	3	4
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4	4	4	5	5	3	4
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4	4	4	3	3	3	3
3	4	4	2	4	2	4
3	4	4	4	4	1	4
4	4	3	5	4	4	4
4	3	4	3	4	3	4
3	4	3	4	4	4	4
4	4	4	4	4	3	3
3	3	4	4	3	2	4
5	5	5	5	5	5	5
5	5	5	4	5	5	4
5	5	5	5	5	5	5
4	3	4	4	3	4	4
5	5	5	5	5	4	5
5	5	5	5	5	5	5
4	3	4	4	4	4	4
			5	4	3	4

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Cont6_InterestLearnMoreOnTopic_Ig	Cont7_WasEngaging_Ig	Cont8_RemindedOfPastExperiencesPlaces_Ig	Insp1_ExcitingCareer_Ig	Insp2_TopicHelpsUnderstandWorld_Ig	Insp3_TopicUsefulSociety_Ig	Insp4_TopicRelevantMyLife_Ig	StudyResource_UseToStudy_Ig
2	2	2	2	4	4	2	2
2	1	3	2	3	2	3	4
3	3	5	3	4	4	4	4
4	4	4	4	4	4	4	4
4	5	4	3	4	3	3	4
3	1	2	1	2	2	3	3
4	5	3	2	4	4	3	4
4	4	4	2	4	4	4	4
2	2	2	1	2	3	3	4
4	4	4	4	4	4	4	3
4	4	2	4	3	3	3	3
4	4	3	3	4	4	4	5
5	5	5	5	5	5		5
4	4	4	3	4	3	3	4
5	5	5	4	5	5	4	5
5	5	5	4	5	5	5	5
4	4	4	3	4	4	3	4
4	4	4	4	4	4	4	3
3	4	2	4	5	5	5	4
3	5	4	3	4	4	3	4
4	5	4	2	4	4	4	4
5	5	5	4	4	5	5	4
4	4	4	4	4	4	4	4
3	4	3	2	4	3	3	5
5	5	5	4	4	4	4	1
1	4	4	1	4	3	1	4
3	2	3	3	3	3	3	3
3	3	3	4	3	3	3	4
2	4	3	2	2	2	2	5
3	4	4	3	4	3	3	4
4	4	4	3	4	4	4	4
4	4	3	3	4	3	2	5

4	5	4	3	4	4	4	4
4	4	4	4	4	3	4	4
4	3	4	3	4	4	4	4
4	4	4	4	4	4	4	5
4	2	4	4	4	3	3	4
3	5	3	3	4	3	4	4
3	2	2	1	2	2	1	4
3	2	3	4	4	2	2	4
1	4	3	1	3	1	3	4
4	4	3	2	3	3	2	3
4	4	3	2	4	3	3	3
5	5	5	3	4	4	4	5
2	2	4	1	4	4	4	4
2	4	2	4	3	4	2	4
2	3	3	2	4	3	3	4
2	2	2	2	4	3	3	4
3	3	3	2	3	2	2	4
4	4	4	3	4	4	3	4
4	5	5	5	5	5	5	4
2	4	3	2	4	3	3	4
5	5	5	4	5	5	4	4
3	4	4	1	3	3	1	4
3	4	4	4	4	4	4	5
4	4	4	4	3	2	1	5
4	4	4	4	4	4	4	5
4	5	3	3	5	4	3	5
5	5	5	3	5	5	5	5
2	4	3	3	4	3	3	4
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
4	4	4	2	4	2	2	4
3	2	4	4	4	4	2	4
5	5	5	3	4	4	3	2
1	2	4	1	4	2	2	3

4	4	4	4	4	5	3	5
4	4	3	2	4	3	2	2
5	5	5	3	5	5	4	5
3	3	2	3	4	3	2	4
3	4	4	4	4	4	3	4
4	4	4	4	5	5	5	5
4	4	3	4	3	4	3	2
4	3	4	4	4	4	3	4
3	2	3	3	4	4	4	3
2	3	1	2	4	3	3	3
4	4	5	4	4	3	4	4
3	3	4	3	4	3	2	3
5	5	5	5	5	3	3	4
3	4	4	2	4	4	4	4
2	2	4	2	4	2	2	2
4	5	4	2	5	5	5	3
4	4	5	1	3	4	2	5
5	5	5	5	5	5	5	5
3	3	3	4	3	3	4	5
4	4	4	4	4	4	4	4
4	4	4	2	4	5	4	5

5 4	5 3	4	2 4	5 4	5 4	5 4	4 1
5 4	4 4	4 4	4 3	4 3	4 3	4 3	4 3
3 4	3 3	2 4	2 4	3 4	4 3	2 2	4 5
1	1	2	2	4	4	4	2
4	3	4	4	4	3	3	4
4	4	4	3	3	3	3	2
3 5	5 4	5 4	3 5	4 5	3 4	3 5	4 4
3	2	5	1	3	4	3	4
3 4	1 4	4 4	2 2	4 4	3 4	2 2	4 5
4	4	4	3	4	3	4	3
3	4	2	1	4	4	2	5
1	1	1	1	1	1	1	1
4	4	3	3	5	4	4	4
4 4	4 4	3 4	3 4	4 4	4 4	4 4	4 5
5	5	5	4	5	4	3	4
4	4	2	3	4	4	4	5
5	5	5	4	4	5	5	4



3	4	4	2	3	3	3	4
4	4	4	3	4	4	3	4
3	3	3	3	3	3	3	3
4	5	3	4	4	3	3	5
3	3	4	3	4	3	3	4
5	5	5	4	4	4	4	3
2	4	4	2	3	3	2	4
4	5	4	4	4	3	3	4
4	3	4	3	4	3	2	5
4	3	3	4	4	4	3	4
4	2	2	4	4	4	4	2
3	3	3	4	4	3	3	2
4	4	3	2	4	4	2	4
3	4	4	4	5	3	5	4
5	5	5	5	5	5	5	5
5	5	5	3	4	4	4	4
2	4	3	1	4	4	2	2
3	4	5	2	4	4	4	4
5	5	5	1	5	5	5	5
4	4	4	2	4	4	3	4
4	4	4	3	4	4	3	5

4	4	3	4	4	3	3	4
2	4	2	1	4	2	1	4
1	3	2	1	4	3	2	4
5	5	4	3	4	5	4	4
3	3	4	3	4	4	4	4
4	4	3	2	3	4	3	4
3	4	4	4	3	3	2	5
4	4	3	2	4	3	3	4
5	5	5	5	5	5	5	5
4	4	3	4	5	5	4	4
5	5	5	5	5	5	5	3
4	4	4	3	3	3	3	3
5	5	5	3	5	4	4	5
5	5	5	5	5	4	4	3
4	4	4	4	4	4	5	3
4	4	4	4	4	4	4	3

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AdditionalThoughts_Ig	SoP1_SenseOfExploration_Sed	SoP2_ConnectsMeToNaturalWorld_Sed	SoP3_DeepensApprecPlaceLive_Sed	SoP4_DeepensApprecPlacesVisit_Sed	SoP5_MoreAwareOfWorldAroundMe_Sed	Cont1_FeelPreparedForLab_Sed
We haven't covered any of this m:	3 5	3 5	3 5	3 5	3 5	2 5
	4	4	4	3	4	4
	4 5	3 5	3 4	4 4	4 4	4 5
I did not like it	4	5	5	5	4	5
N/a	4 3	2 3	4 3	4 3	3 3	4 4
	3 4	4 4	3 4	3 4	4 4	4 5
	5	5	5	5	5	4
	4 2 5	4 2 4	4 2 4	4 2 4	4 1 5	4 5 5
I really like these videos! Nothing	4	4	4	5	5	4
Nothing						
I think it's great	4	4	4	5	4	4
Overall the material provided in t	5	5	4	4	4	3
I think that the pre-lab content w	5 5 5 4	5 4 5 4	4 4 5 3	5 5 5 5	5 5 5 5	4 4 4 4
	3 5	3 5	3 5	4 5	5 5	5 5
	4 4 4 4	4 4 4 4	3 2 4 4	4 4 4 4	4 3 4 4	4 5 5 5
	4	4	4	4	4	5

	5	4	5	5	4	4
I enjoyed the content. It's hard to	5	5	4	4	5	4
	5	5	5	5	5	5
The video was fun, all in all well d	4	4	4	3	4	4
I really think that a more interactive pre lab would help me stay engaged	4	4	4	4	4	5
	4	3	4	4	3	4
	5	5	5	5	5	5
n/a	4	4	4	4	5	4
Again, I find all of his videos to be so engaging due to his evident enthusiasm for the topic. Helps me understand and stay engaged						
	3	3	3	3	3	3
	4	4	3	3	4	4
N/A	5	5	5	5	5	5
	4	4	2	5	4	5
	4	4	4	4	4	4
	3	2	2	2	2	4
	3	2	2	2	2	4
	3	3	3	3	3	4
	3	4	4	4	4	4
	5	5	5	5	5	5
very clear and concise	2	3	2	4	4	5
I really enjoyed this weeks video.	5	5	5	5	5	5
I enjoyed it	3	3	3	4	3	4
	4	4	4	5	4	4
I have no thoughts on improvem	5	5	5	5	5	5
	4	4	4	4	4	4
	5	5	5	5	5	5
none	3	4	3	4	4	5
	3	4	4	4	4	3
	3	3	3	3	3	3
Nothing Specific	4	4	3	4	3	4
	3	4	4	4	4	2
Sick video production... make the videos public!!						
	3	2	2	3	4	4

	5	5	5	5	5	4
More instructions before working	4	4	5	5	3	4
	5	4	5	4	4	5
None	4	3	4	3	4	2
	4	4	4	4	4	4
	4	4	4	4	4	4
	5	5	5	5	5	5
I really liked it!	4	4	4	5	4	4
	4	4	3	3	4	4
	4	4	4	4	4	4
	4	4	4	4	4	4
	4	4	4	3	4	4
	4	4	4	4	4	4
I really enjoyed the field example	4	4	4	4	4	5
	4	4	3	4	4	4
	4	4	4	4	4	5
	4	4	3	4	4	4
	4	4	3	4	4	4
	5	5	5	5	5	5
I liked the video!	4	4	4	4	3	5
NONE						
n/a						
	4	5	5	4	5	5
	3	3	3	3	3	3
	4	4	3	5	3	5
	4	2	4	3	5	4

	5	5	5	5	5	5
	4	4	4	4	4	4
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	4
	4	3	4	4	3	2
it was interesting and engaging	4	4	3	4	4	5
	4	5	5	5	5	5
	4	4	4	3	4	4
	4	5	4	5	5	4
	4	4	4	5	5	5
N/A	4	2	2	4	4	4
	5	5	5	5	5	5
	4	4	4	4	4	2
	4	4	4	4	5	4
	4	4	3	3	4	5
	4	4	4	5	4	4
	3	3	3	3	3	3
	4	3	3	3	4	3
N/A	4	4	4	4	4	4
I liked the demonstration with the trail mix and the examples of rocks in nature. They were visually engaging and useful for explaining the topics						
None.	4	4	4	4	4	4
	3	3	4	4	3	3
	5	5	5	5	5	5

	5	5	4	5	5	4
	3	3	4	4	3	3
No	5	4	4	4	4	4
	4	4	4	4	4	4
	5	5	4	4	4	5
Nah						
	4	4	4	4	4	5
N/A	3	4	3	3	3	4
	4	4	4	5	4	5
	4	3	3	4	4	4
	4	4	4	4	4	4
	4	4	4	4	4	5
	4	4	4	4	4	4
I think maybe less emphasis on m	4	3	3	4	3	
	5	4	4	5	5	4
	4	4	4	4	5	4
Nothing comes to mind.	4	5	5	5	5	5
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	4	3	5	4
I liked how in-depth and interesting the video was. The person who makes the pre-lab videos is always so engaging and helps me grasp the topics that we're going to cover better.	4	4	5	4	5	4
	4	4	4	4	4	5
	5	4	4	4	4	5
	4	4	4	4	4	5



	4	4	5	4	4	4
	4	4	4	5	5	4
The first video was nice where their were definitions on the screen versus the second which was hard to follow along. I like to take notes during the pre lab videos so him explain these scientific terms without it written on the screen can get confusing						
Again, I didn't like the humor in tl	3	4	3	4	4	4
	4	4	4	4	4	5
	5	5	5	5	5	5
	4	4	4	5	5	5
	4	4	4	4	4	4
	4	4	3	4	3	4
	5	5	3	4	5	5
	5	4	4	5	4	4
	4	4	4	4	4	4
little long	4	4	4	5	5	4
	4	2	5	5	4	4
I think it is great and useful	1	1	2	2	1	4
	4	4	3	4	4	5
	4	4	5	4	5	5
	4	4	4	4	4	4
I really liked the breakdown of th	4	4	4	4	4	4
	4	5	4	4	5	4
n/a	5	5	5	5	5	5
	5	5	5	5	5	5
	5	5	5	5	5	5
no	3	3	3	3	3	3
	4	4	4	4	4	5
No additonal thoughts	4	4	4	4	4	4

	4	4	2	2	4	5
	5	4	4	5	4	5
	4	3	3	4	3	4
Having a video and the short read	4	4	4	4	4	5
	4	4	4	4	4	4

Cont2\_ClarifiedLectureMaterial\_Sed Cont3\_InterestSeeMoreFieldGeo\_Sed Cont4\_HelpUnderstandNaturalContext\_Sed Cont6\_InterestLearnMoreOnTopic\_Sed Cont7\_WasEngaging\_Sed Cont8\_RemindedOfPastExperiencesPlaces\_Sed Insp1\_ExcitingCareer\_Sed

2	3	3	3	3	3	3	3
5	5	5	5	5	5	5	3
5	3	4	4	4	4	5	3
5	5	5	4	4	4	3	4
5	4	4	4	4	5	4	3
4	3	4	3	5	5	3	3
4	2	4	2	4	4	2	2
4	2	4	2	2	2	2	2
5	3	3	4	3	3	3	3
5	3	4	4	4	4	4	4
4	5	5	5	5	5	5	5
4	4	4	4	4	3	4	3
2	3	3	3	3	5	3	5
4	3	4	4	4	4	3	4
4	3	4	4	5	5	5	4
5	5	4	4	3	3	4	3
4	4	4	4	5	5	4	4
4	4	5	4	4	5	4	3
4	5	4	4	4	4	3	3
5	5	5	5	5	5	5	3
5	3	5	3	4	4	4	3
5	5	5	5	5	5	5	4
4	3	4	3	3	3	2	2
4	2	4	3	5	4	2	2
4	3	4	4	3	4	3	1
4	4	4	4	4	4	4	3
5	4	4	4	4	4	4	3

4	5	4	5	5	4	4
4	4	4	4	5	5	4
5	5	5	5	5	5	4
3	2	4	3	2	4	3
5	4	5	4	4	4	4
4	4	4	4	5	3	3
5	5	5	5	5	5	5
4	3	3	3	2	4	4
3	3	3	3	3	3	4
4	2	2	2	3	3	2
5	3	5	2	3	5	1
4	2	4	4	4	4	4
4	4	4	4	4	4	5
4	2	3	2	3	2	1
3	2	2	2	2	2	2
4	2	3	2	2	2	2
3	3	3	4	4	4	3
5	5	5	5	5	5	2
5	3	4	2	3	2	2
5	5	5	5	5	4	4
4	4	4	4	3	3	2
5	4	4	4	4	3	4
5	5	5	5	5	5	4
4	4	4	4	4	3	2
5	5	5	5	5	5	3
5	3	5	3	5	4	3
3	4	2	3	3	4	3
3	3	3	3	3	3	3
4	3	3	3	4	3	3
3	2	2	2	2	3	3
4	3	4	2	2	4	2

4	2	4	4	4	4	4
4	2	2	2	4	3	1
5	4	4	4	4	5	3
3	3	3	4	4	5	2
5	3	4	3	4	2	3
4	4	4	4	4	4	3
5	5	5	5	5	5	3
3	3	4	4	4	4	3
4	3	4	4	4	4	3
4	3	4	4	4	4	4
4	4	4	4	4	4	2
4	3	5	3	3	4	3
5	4	4	4	5	5	4
4	3	4	3	3	4	3
5	4	4	4	4	4	2
4	3	3	2	3	2	2
4	2	4	3	3	4	2
5	5	5	5	5	5	5
5	3	4	4	4	3	3
5	5	5	5	5	4	4
3	3	3	3	3	3	3
4	2	3	3	4	4	2
5	2	4	2	2	4	2

5	3	5	5	5	5	5
4	4	4	4	3	4	4
5	5	5	5	5	5	1
4	4	4	4	4	4	4
3	3	3	3	3	3	3
4	4	4	4	2	3	1
3	2	2	2	2	3	2
5	3	4	3	4	4	4
5	4	5	4	5	4	4
3	4	3	3	4	4	2
5	4	4	4	5	5	4
5	3	5	5	4	3	4
5	1	4	1	4	2	1
5	5	5	5	5	5	5
4	4	4	4	4	4	1
5	3	4	4	5	4	3
4	3	4	4	5	2	3
5	3	4	4	5	4	4
3	3	3	3	3	3	3
4	4	4	3	4	2	3
3	3	4	4	4	4	4
5	3	5	4	5	3	3
3	3	3	3	3	3	1
5	5	5	5	5	5	5

5	3	5	5	5	4	3
4	4	3	3	3	4	3
4	4	4	4	4	4	3
4	4	4	4	4	4	3
4	5	5	5	5	5	3
5	4	5	5	5	4	4
4	3	4	3	4	3	3
5	3	4	3	4	4	2
4	3	4	3	3	4	2
4	4	4	4	4	4	4
5	5	5	4	4	3	4
5	4	2	4	2	4	2
3	4	3	2	3	3	4
4	4	4	4	4	4	3
4	5	4	4	4	4	3
4	3	4	4	4	4	4
5	5	5	5	5	5	5
4	4	4	4	4	4	4
4	2	3	2	3	4	2
5	4	5	4	4	3	4
5	2	5	4	4	4	2
5	3	5	3	5	5	3
5	3	4	4	4	4	4

5 4	5 4	4 4	4 4	4 4	4 4	4 4	4 4
4	3	4	2	2	2	1	
5 5 4	4 5 5	5 5 5	4 5 4	5 5 4	4 5 4	4 5 3	4 5 3
4	4	5	5	5	4	5	
3 5 4	3 5 3	4 5 4	3 5 4	3 5 4	4 5 4	4 5 4	3 4 4
4	4	4	4	4	4	3	
5	5	5	5	4	4	4	
4	2	4	4	4	4	3	
4 5	4 3	4 3	3 4	4 4	4 4	4 3	2 2
5 4 4 5	3 4 4 4	4 4 4 4	4 4 4 4	4 4 4 5	4 4 4 4	3 4 4 4	4 2 4 4
5	5	5	5	5	5	5	5
5 5 4 5	5 5 4 4	5 5 3 5	5 5 4 4	5 5 4 4	5 5 3 4	5 5 4 4	4 5 3 4
4	4	4	4	4	4	5	



4	3	4	4	4	4	2
5	4	4	4	4	4	3
4	3	3	2	2	3	2
4	5	3	3	5	4	2
4	3	4	3	4	4	1

Insp2_TopicHelpsUnderstandWorld_Sed	Insp3_TopicUsefulSociety_Sed	Insp4_TopicRelevantMyLife_Sed	StudyResource_UseToStudy_Sed	AdditionalThoughts_Sed	SoB1_FeelValued_LS	SoB2_FeelOutsider_LS	SoB3_FeelExcluded_LS	SoB4_FeelFitIn_LS
					4	4	4	4
3	3	3	3	1	4	5	5	4
5	5	5	5	5	5	4	5	5
					5	5	5	5
4	3	3	3	4 I liked the recap of grain shape, size, a	5	1	1	5
					4	4	3	4
					5	5	5	4
4	4	3	3	4				
4	4	3	3	4 I enjoy seeing different real world loc:	5	4	5	4
					4	4	4	4
					5	5	5	4
					4	3	3	3
4	4	3	4	4	4	1	4	4
					4	4	2	3
3	3	3	3	3				
4	4	3	3	4	2	3	4	2
					5	4	4	4
					5	4	4	2
					3	3	3	3
					5	3	4	3
4	4	3	3	5	5			
3	4	3	3	4	5	4	4	4
					4	3	3	3
5	5	5	5	4 Maybe cut out like just 30 seconds of	5	4	4	5
4	3	3	3	4	4	4	4	3
4	5	5	5	4	4	4	4	4
5	4	3	3	5 I have no suggestions	4	4	4	4
4	3	3	3	4 I always like these videos and will con	4	4	4	4
					1	4	4	4
					5	5	5	5
3	3	3	3	2	4	4	4	4
					4	4	4	3
					3	5	4	4
					5	5	5	3
					3	3	3	3
					4	2	2	4
5	4	3	3	4 The prelabs provide students with a g	4	4	5	4
					4	5	5	4
4	4	4	4	4 It was very helpful in further explainir	5	5	5	3
4	5	4	4	4				
5	5	5	5	4	5	4	4	4
5	4	3	3	3				
					4	4	4	3
					4	2	2	4
4	3	3	3	4	5	5	5	4
4	4	4	4	5	5	5	5	5
					5	5	5	5
					5	4	5	4
4				4				
3	3	3	3	5	3	2	4	2
					5	2	5	2
4	4	4	4	4 n/a	5	5	5	5
3	3	3	3	5	4	4	4	4

4	4	5	4	5	5	5	5
5	4	5	4	4	5	4	4
4	4	4	5 n/a	5	5	5	5
4	4	3	4	4	3	4	3
4	4	4	4	4	5	5	4
4	2	4	4	5	5	5	4
5	5	5	5 very descriptive	5	5	5	5
4	3	3	4 n/a	4	4	4	4
				4	4	4	3
				5	4	4	4
				2	1	1	1
				5	5	5	5
3	3	3	4	4	4	4	4
3	2	2	3	4	4	4	4
				4	4	4	4
5	4	4	4 N/A	5	1	1	5
4	4	2	4	5	5	5	5
4	4	4	4 More videos	4	3	4	4
2	3	3	4	5	4	4	5
3	3	3	4	2	2	3	3
				3	3	3	2
2	2	2	3	4	4	4	4
				3	2	4	2
4	4	3	4	5	5	5	5
4	3	2	3	5	4	5	4
				4	4	4	4
				4	4	4	4
				5	5	5	5
4	4	3	4 None				
5	5	4	4 These videos are so sick. Keep it up	5	4	4	4
				5	4	4	4
				4	4	4	4
2	4	2	4 Helped prepare for lab	4	2	2	4
				4	4	4	3
				5	4	4	4
4	4	4	4	4	4	2	4
				4	4	3	2
4	4	4	4 I have none				
4	4	3	5				
4	5	5	5	5	5	5	5
				4	4	4	3
3	3	3	5	4	5	5	4
4	4	4	4 none	5	2	3	3
3	3	3	4	4	4	4	4
3	3	3	4 N/A	4	2	2	4
				4	3	4	4
4	4	3	2	4	3	3	3
				4	2	2	4
				5	1	4	4
				5	5	5	5
3	2	2	3				

5	4	3	5	5	5	5
1	2	2	2	4	4	4
4	4	3	3	5	5	5
4	5	3	4 None			
				5	4	4
4	3	2	5	4	2	2
4	4	4	4	3	3	3
4	5	3	5 It was good information and will help	5	5	5
4	4	4	5 N/A	4	5	5
4	4	4	1	4	4	4
4	4	3	4	4	4	4
2	2	2	4	4	4	4
				5	4	4
				4	4	4
				1	5	5
				4	4	4
				4	4	4
				4	5	5
4	4	4	4	4	5	4
				5	5	3
				3	3	3
				5	4	4
5	4	4	3 The field examples are always helpful	4	4	4
				4	4	5
4	3	3	3	4	4	4
4	4	3	3	5	5	5
3	4	2	2	4	4	4
				5	5	5
				5	4	4
4	3	3	4	4	4	4
				3	3	3
				5	5	5
5	5	5	4 I thought it was good	5	1	1
4	4	4	4	5	4	4
				5	5	5
				4	2	4
				5	1	1
				4	4	4
4	3	3	5	4	4	4
				4	4	4
3	3	3	5	3	3	3
				4	5	5
4	4	3	5	4	4	4
4	4	2	4	4	4	5

5	5	5	5	5	5	1	1	5
4	4	3	4	4	4	4	4	4
3	1	1	4 none	5	5	5	5	5
4	4	4	5	3	3	3	3	3
3	3	3	2	4	4	4	5	4
				5	5	5	5	4
2	3	2	4	4	4	2	2	4
2	4	4	2	4	5	3	5	3
4	3	3	5 I find videos really engaging, so maybe	5	4	2	4	2
				5	5	5	5	5
				4	4	3	4	3
				5	3	4	4	2
				4	4	4	4	4
5	4	4	5					
4	4	3	4					
				4	4	4	4	4
				5	4	4	4	4
				3	4	4	4	4
				4	4	5	4	4
4	3	5	4	4	5	5	5	5
4	3	1	4	4	4	4	4	3
1	5	4	4	4	5	4	5	4
5	5	5	4	4	4	5	5	4
1	2	1	2	2	5	3	3	4
4	4	4	3	3	5	5	5	5
					5	5	5	5
					4	3	3	4
4	4	2	4	4	4	4	4	4
4	4	4	3	3	4	4	4	4
3	3	3	1	4	4	4	4	4
4	3	4	4	4	4	3	4	3
4	4	4	4 n/a	4	5	4	4	5
4	4	4	5 None.	5	5	1	1	5
5	4	3	3 n/a	4	4	4	4	4
				3	2	4	4	3
				5	5	5	5	4
5	5	5	4	4	4	4	4	4
				5	4	4	4	5

4	4	4	4	4	4	4	4	4
3	4	4	4	3	3	3	3	3
4	4	3	3	4	4	3	4	3
					4	4	4	4
					5	5	5	5
					5	4	4	4
3	3	3	3	4	5	5	5	5
4	3	2	2	5	4	4	4	3
					5	4	4	5
					5	5	5	4
5	5	5	5	5	5	5	5	4
4	4	4	4	3 n/a	5	3	5	5
4	3	3	3	4	4	4	4	4
					4	4	5	4
					4	3	4	4
					4	4	5	3
3	3	2	2	4	4	4	4	4
4	4	4	4	3 Very well-edited	4	4	4	4
4	4	3	3	5	4	4	4	4
4	4	2	2	2 Just in general when it says take quiz to complete the survey, I think the wording should change to complete the survey since we				
3	3	4	4	3 nothing	5	5	5	5
4	3	2	2	4 n/a				
4	4	3	3	3	5	5	5	4
4	4	4	4	5	5	5	5	5
5	5	5	5	5 N/A	5	5	5	5
4	4	4	4	4	4	5	5	4
					3	3	3	3
					5	5	5	5
4	3	4	4	4 I thought this week's prelab content was done well.				
4	3	4	4	4 I think adding a video would make it r	5	5	5	5
					4	4	4	4
					4	4	4	4
4	4	4	4	4	5	5	5	4
					4	5	5	3
					4	5	5	4
5	4	3	3	5	4	3	4	4
4	4	4	4	4	4	3	4	4
					3	3	3	3
					1	1	1	2

					4	4	4	4
4	4	4	4	4	5	1	5	1
4	5	3	2	It was cool, doesn't need improving	5	1	1	5
2	3	1	4	I really don't like the weird segments I	4	1	5	2
					4	5	5	4
					5	5	5	4
					2	4	3	3
4	4	4	5	I like it:)	5	5	5	5
5	4	5	4		4	4	4	4
					3	3	3	3
5	5	4	4		4	4	4	4
5	4	3	4		5	5	5	5
5	3	3	3		4	3	5	3
4	4	2	3					
					5	5	5	5
4	4	3	4		5	5	4	3
4	4	4	3		5	1	5	4
4	3	2	4		5	5	5	5
3	3	1	3	I think its great and very hands-on	4	3		3
4	3	3	4	Well organized	4	4	4	3
5	4	3	4	I dont think any imporevment	5	4	4	3
4	4	4	4	I enjoyed the video I thought it was h	5	4	4	5
4	4	4	4		5	4	5	5
5	5	3	4					
					4	4	4	4
					4	4	5	4
5	5	5	3	n/a	5	3	1	2
					5	5	5	5
					4	4	4	4
5	4	4	5		5	5	5	5
5	4	4	4					
3	3	3	5		3	2	2	2
4	4	4	4					
					5	5	5	5
					5	4	4	5
4	3	4	4	noneas of now	4	4	4	4

4	4	4	4	4	4	4	5	5
					3	3	3	3
4	4	3	4	4	4	4	4	3
4	4	2	4	4 Not much	4	4	4	4
					5	5	5	5
					3	5	5	3
					5	5	5	4
3	4	3	4	4 I think the video was really cool! I did	4	4	4	2
4	4	4	4	5	4	4	4	4



SoB5_FeelInsignificant_LS	SoB6_FeelComfortable_LS	CG1_WouldBeGoodAtEarthSci_LS	CG2_CanLearnSkills_LS	CG3_LikeEarthSciCareer_LS	CG4_ExcitingCareer_LS	CG5_EarthSciAllowsUnderstandWorld_LS	CG6_EarthSciUsefulSociety_LS
4	4	2	4	1	2	4	4
5	4	3	4	1	3	4	4
5	5	4	4	3	5	5	4
5	5	4	5	3	4	4	5
4	5	3	4	3	3	5	5
3	3	2	2	2	2	2	4
5	4	5	5	1	3	4	4
5	4	4	3	3	4	4	5
2	4	4	4	2	4	4	4
5	3	3	3	2	3	3	4
4	3	2	2	2	2	2	4
5	5	3	2	2	4	5	5
4	4	3	3	2	2	3	4
4	3	3	4	2	2	4	4
4	5	3	4	2	2	4	4
4	4	5	4	3	5	5	5
4	4	4	4	2	2	3	4
4	5	2	3	2	4	4	5
5	5	2	4	2	2	5	5
3	4	4	4	2	4	3	4
3	4	3	3	2	3	4	4
4	5	5	5	5	5	5	5
4	4	4	4	3	3	4	4
5	5	4	4	2	4	4	4
4	4	4	4	2	4	5	4
4	4	4	4	3	4	4	4
4	4	3	3	3	4	5	5
5	5	5	5	3	5	5	5
4	4	3	3	3	4	4	4
3	4	3	4	2	4	4	4
3	4	3	4	1	4	5	3
5	4	2	3	2	2	4	5
3	3	3	3	3	3	3	3
2	4	4	4	4	4	4	4
5	4	3	2	2	4	5	5
5	4	2	4	1	3	4	5
4	4	2	3	2	4	5	4
4	4	4	4	3	4	4	4
4	4	2	3	2	4	4	5
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already have to take a prelab quiz that is completed by clicking a different button.

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CG7_EarthSciRelevantMyLife_LS	SoP1_SenseOfExploration_LS	SoP2_ConnectsMeToNaturalWorld_LS	SoP3_DeepensApprecPlaceLive_LS	SoP4_DeepensApprecPlacesVisit_LS	SoP5_MoreAwareOfWorldAroundMe_LS	ESOEx1_SkillsMakeDifinPeoplesLives_LS
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ESOEx2_WorkThatIsSatisfying_LS	ESOEx3_GoodEmploymentOpportunity_LS	ESOEx4_EarnRespectFromOthers_LS	ESOEx5_AttractiveSalary_LS	IntEd1_IntendTakeMoreEarthSci_LS	IntEd2_IntendPursueCareer_LS	IntEd3_IntendLearnMore_LS
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IntEd4_IntendGradSchoolForEarthSci_LS	WhyGeo100_LS	WhyGeo100_5_TEXT_LS	prev_STEM_LS	prev_ES_LS	DeclaredMajor_LS	major_broad_LS	major_specific_LS	ES_major_LS	student_year_LS
1	1		3	1	2	3 Finance			1
1	1		3	1	1			1	1
2	3		4	1	2	4 Civil engineering			1
2	4		2	1	2	1 Elementary education			1
2	1		2	1	1			3	1
2	1		5	2	2	4 Computer Science			2
1	1		5	1	1			1	1
3	1		2	1	2	3 Actuarial Science			1
2	1		3	1	1			2	1
3	1		3	1	2	2 biochemistry			2
1	1		3	1	1			1	1
1	1		5	1	2	4 Statistics			2
2	3		1	1	2	3 Marketing and International Business			1
2	1		2	1	1			1	2
5	1		2	1	1			2	1
3	1		3	1	1			3	1
1	1		2	1	1			1	1
2	1		2	2	2	1 Creative Writing			2
2	1		1	1	1			2	1
2	1		5	2	2	4 Computer Science			2
2	1		2	1	2	1 Sociology			1
5	2		3	1	1			5	1
2	3		2	1	1			2	1
2	1		2	1	1			1	1
1	1		2	1	2	3 Marketing and International Business			1
2	3		5	3	2	2 Biology			4
1	2		5	1	2	Civil Engineering			1
3	3		3	2	1			3	1
3	1		2	1	1			3	1
2	1		2	1	1			1	1
1	1		2	2	2	3 Accounting BBA			1
1	1		5	1	2	4 Data Science			2
3	1		2	1	2	1			1
3	3		2	2	2	1 Finance			1
2	4		1	1	2	1 History and Economics			1
1	1		5	1	2	4 Computer Science			1
2	1		2	1	1			1	1
1	1		2	2	1			2	2
2	1		2	1	1			1	1
4	3		1	1	2	3 business			1
1	1		2	1	2	1 English			1
2	1		3	1	1			2	1
2	1		3	1	2	3 FINANCE, LAW			1
1	1		3	3	2	1 Chinese BA			1
1	1		2	1	2	1 History			2
1	1		3	1	2	1 History			3
1	1		2	1	2	1 Journalism and Political Science			2
2	1		2	1	2	3 Elementary Education			1

3	2	3	1	2	3 Environmental engineering	1
3	4	2	1	2	3 Finance/Accounting	1
1	1	4	1	1		2
2	1	4	1	2	Health equity and health promotion	1
1	1	5	1	2	2 Biology	3
2	1	3	1	2	1 Psych & Philos	2
2	1	3	1	2	1 political science and french	2
1	3	5	1	2	2 Nutritional Sciences and Dietetics	3
3	1	1	1	1		1
1	1	3	1	1		1
2	1	4	2	2	1 Psychology	1
2	4	2	1	2	3 consumer behavior and marketplace studies	1
1	1	2	1	1		1
2	4	2	2	2	1 Economics/English	2
1	1	3	1	2	3 Management and Human Resources	1
1	3	2	1	2	3 Marketing	1
3	1	2	1			3
1	4	2	4	2	3 Management and Human Resources	2
1	1	2	1	2	3 marketing	1
5	2	3	2	1		1
1	1	1	1	2	3 Real Estate with an Accounting certificate	2
2	1	1	1	1		1
2	1	2	1	1		1
1	1	3	1	2	Finance and Computer Science	1
2	1	5	1	2	4 Computer Science	3
2	3	5	1	2	2 Biology	2
3	1	2	1	1		1
1	1	4	2	2	3	2
2	1	2	1	2	3 Finance	1
2	1	3	2	2	1 Legal Studies and Socioloyg	2
3	3	2	1	1		2
1	1	2	2	2	3 International Business and Marketing	1
2	1	1	1	2	3 Finance	2
2	1	4	1	2	1 Textile & Fashion Design	2
1	3	2	3	1		1
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2	1	3	1	1		1
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2	1	2	1	2	3 Operations and Technology Management	1
3	1	2	1	2	1 Health Promotion and Health Equity	1
5	1	2	2	1		1
1	1	2	2	1		1
1	1	5	1	2	3 Civil Engineering	1

2	1	4	1	2	1 Psychology and Spanish		2
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1	1	4	5	2	1 Economics		1
3	3	5	1	2	4 Computer Science		1
1	2	5	4	2	3 Civil Engineering		2
3	4	2	1	1		1	1
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1	1	1	1	2	1 Interior Architecture		1
1	1	2	1	2	3 Marketing		1
2	1	4	1	2	4		1
2	1	2	1	2	3 Elementary Education		1
2	1	3	1	1		2	1
1	1	2	1	2	1 History, Japanese		1
2	1	2	1	2	1 Retail and consumer behavior		1
1	1	1	1	2	3		1
2	1	4	1	2	4 Computer Science		1
3	3	5	1	2	2		2
1	1	2	2	2	3 MHR AND OTM		1
1	1	3	4	2	1 Personal Finance		1
1	1	2	1	2	3 Real Estate		1
2	3	5	3	2	4 Data Science, Mathematics		4
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1	1	2	1	2	3 Finance		1
1	1	4	1	2	4 Civil Engineering		1
1	1	5	1	2	3 Civil Engineering		2
3	4	4	1	1		2	1
1	1	3	1	2	2 Environmental Engineering		1
2	1	2	1	2	3 Finance/Marketing		1
3	1	2	1	2	3 Finance		2
1	1	3	1	1		3	1
1	1	3	1	2	3 Real Estate and Finance		2
2	3	2	1	1		1	1
1	1	2	1	1		1	1
1	1	2	1	2	3 Supply Chain Management and Marketing		1
2	1	1	1	2	3 Finance and Real Estate		1
2	4	1	1	2	3 Marketing		1
1	1	3	1	2	1 Economics		3
2	1	5	2	2	Data Science		3
3	1	5	3	2	2 Conservation Biology		2
2	1	2	1	2	1 Economics		1
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1	1	3	1	1		1	1



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1	1	1	1	1		1 1
1	1	2	1	2	3 Real Estate	1 1
2	1	4	1	1		2 1
2	1	2	1	1		2 2
2	1	3	1	2	1 Consumer Behavior and Marketplace Studies	2 2
2	1	2	1	2	1 English	1 1
2	1	2	1	1		1 1
1	1	2	1	2	3 Finance and Marketing	1 2
1	1	2	1	1		1 1
2	1	3	1	2	1 Psychology, Criminal Justice, Education	1 2
5	3	2	3	1		3 1
2	1	3	1	1		2 1
1	1	4	1	2	3 Finance; Information Systems	2
2	1	2	1	2	Personal Finance	2
2	1	2	1	1		1 1
2	1	5	1	1		2 2
1	3	5	1	2	2 Atmospheric and Oceanic Sciences, Environmental Sciences	1 1
1	1	3	1	2	3 Finance and International Business	1
1	1	5	1	2	4 Computer Science and Data Science	2
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2	1	2	1	2	1 Economics and International Studies	2
1	1	3	1	2	1 Psychology and Chicano/Latino Studies	2
2	1	5	1	2	3 Consumer Behavior and Marketplace Studies	2
2	4	2	1	1		2 1
2	1	4	2	2	1 Japanese and International Studies	2
3	1	3	1	2	3 Finance	2
2	1	2	1	1		1 1
2	1	3	2	1		2 2
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2	1	2	1	2	3	2
2	3	3	2	2	1 Journalism and Mass Communications and Gender and Women Studies	3
1	4	2	3	2	3 Intended to major in finance and accounting	2
2	1	2	1	1		2 1
3	1	3	2	2	math, economics	1

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2	1	2	1	2	1 Journalism		1
2	3	5	1	2	2 Genetics		2
1	4	2	1	2	1 Strategic communication		2
1	3	2	2	1		2	1
1	1	2	1	1		1	1
2	1	2	1	2	Finance and Economics		1
1	1	2	1	1		2	1
3	4	3	1	2	1 Journalism and Mass Communications		2
1	1	2	1	2	1 communication science and disorder		1
2	3	3	1	2	1 Psychology		2
1	1	1	1	1		1	1
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2	3	1	1	1		1	1
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1	1	2	3	1		1	2
1	1	3	2	1		1	2
1	4	5	1	2	4 Civil Engineering		1
1	1	3	1	2	Actuarial Science		1
1	1	2	1	2	1 Legal Studies and Sociology		1
1	1	2	1	2	1 Gender and Women Studies		2
1	1	2	1	1		2	1

2	1	5	1	2	4 Computer Science and Data Science	2	2
3	1	4	1	2	1 Sociology		2
4							
1	1	1	1	2	1 triple major in Political Science, Sociology, and Gender and Women's Studies		4
1	1	2	1	2	1 Consumer Behavior and Marketplace Studies		1
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1	3	3	2	1		2	1
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2	1	2	1	2	1 Social Welfare		1
2	1	5	1	2	3 Civil Engineering		3
2	4	2	1	2	3 Business Management and Human Resources		1
1	1	2	1	1		1	1
2	3	4	3	1		2	1
1	4	2	2	2	3 Personal Finance		1
3	2	5	1	2	4 geological engineering		1
1	1	3	1	2	3 Finance, Investment, and Banking		2
2	3	3	3	2	4 Computer science		2
2	1	2	2	1		1	1
3	3	2	1	2	1 Economics		2
3	1	3	1	2	4 Data Science		1
1	1	2	1	2	1 Journalism and Mass Communications and French		2
2	1	4	2	2	4 Computer science		1
2	1	2	1	2	1 Business		1
2	4	2	1	2	1 HDFS and psychology		1
3	3	4	1	1		1	1
1	1	5	1	2	1 Political Science		2
1	1	2	1	1		2	1
4	3	3	1	1		1	1
1	1	2	1	2	3 Accounting and computer science		1
2	1	3	1	2	1 Political Science		2
3	3	2	2	1		3	1

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3	1	1	1	2		
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1	1	2	2	1		1
2	3	4	1	2	mechanical engineering	1
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2	3	2	1	2	3 Real Estate	1
2	1	3	2	2	3 Consumer Behavior and Marketplace Studies	2
1	1	1	1	2	3 Interior Architecture	2

educ_goal_LS	Age_LS	Origins...60_LS	Origins...61_LS	ESL_LS	Gender Identity_LS	Gender Identity_3_TEXT_LS	Ethnicity_LS	Ethnicity_11_TEXT_LS	Disability...67_LS	Disability...68_LS
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3	2002	3	3	3	1		9		2	
3	2003	3	3	3	1		9		2	
3	2001	3	3	3	1		3		2	
2	2002	2	3	3	2		3		2	
2	2003	3	3	3	2				2	
4	2003	3	3	3	1		9		2	
3	2002	3	3	3	1		3		2	
2	2002	2	3	2	2		5		2	
2	2002	3	3	3	2				2	
2	2002	2	3	3	4		3		2	
2	2001	3	3	3	1		10		2	
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3	2003	3	3	3	1		9		2	
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2	2003	3	3	3	1		9		2	
3	2002	3	3	3	1		3		2	
4	2003	2	2	2	2		3		1	
3	2009	3	3	3	1		9		2	
3	2002	3	3	3	1		9		2	
2	2003	3	3	3	2		9		2	
2	2003	3	3	3	1		9		2	
3	2000	3	3	3	1		9		2	
2	2002	3	3	3	2		9		2	
3	2003	3	3	2	1		9		2	
2	2002	3	3	3	2		9		2	
2	2002	3	3	3	1		9		2	
2	2003	3	3	3	2		3		2	
3	2002	3	3	3	1		9		2	
2	2003	3	3	3	1		9		2	
2	2003	3	3	3	1		9		2	
3	2002	3	3	3	2		9		2	
4	2002	3	3	3	2		1		1	
3	2003	3	3	3	2		3		2	
2	2002	3	3	3	1		9		2	
2	2002	3	3	3	1		9		2	
3	2003	3	3	3	1		9		2	
3	2003	3	3	3	2		9		2	
2	2002	3	3	3	1		9		1	
4	2003	3	3	3	1		9		2	
4	2003	3	3	3	2		3		2	
2	2003	3	3	3	2		9		2	n/a
3	2001	2	3	3	1		3		2	
4	2001	3	3	3	1		9		2	
3	2001	3	3	3	1		9		1	
3	2003	3	3	3	1		9		2	

2	2003	3	3	3	1	5	2
2	2003	3	3	3	1	9	2
2	2001	3	3	3	2	9	2 N/A
4	2002	3	3	3	1	9	2
4	2001	3	3	3	2	9	2
4	1999	3	3	3	2	9	2
4		3	3	3	1	5	2
3	2001	3	3	3	1	9	2
2	2002	3	3	3	2	9	2
2	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2
2	2002	3	3	3	1	9	2
2	2003	3	3	3	1	9	1
4	2001	3	3	3	2		3 ADHD/Executive Disfunction
2	2003	3	3	3	1	9	2
2	2003	3	3	3	2	9	2
		2	2	2	2	3	2
2	2002	3	3	3	1	9	2
3	2003	3	3	3	1		2
3	2003	3	3	3	1	9	2
3	2001	3	3	3	1	9	2
4	2003	3	3	3	1	9	2
2	2003	3	3	3	1	9	2
3	2003	3	3	3	2	9	3 ADD and Anxiety
2	2000	2	3	3	1	3	2
4	2001	3	3	3	1	9	2
3	2003	3	3	3	2		2
2	2002	3	3	3	1	9	2
3	2002	3	3	3	1	9	2
4		3		3	1	9	2
2	2001	3	3	3	1	5	2
2	2003	3	3	3	1	9	2
2	2002	3	3	3	2	9	2
2	2002	3	3	3	1	9	2
3	2002	3	3	3	1	9	2 N/A
3		3	3	3	1	9	2
2	2002	2	3	3	1	3	2
2	2002	3	3	3	1	9	2
2	2003	3	3	3	1	9	2
3	2002	3	3	3	2	10	2
3	2003	3	3	1	1	5	2
3	2003	3	3	3	1	9	2
3	2002			3	2	9	2
3	2003	3	3	3	1	9	2
3	2003	3	3	3	2	9	2
2		2	3	2	2	10	2
2		3	3	3	2	9	2
2	2001	3	3	3	2		2

4	2002	3	3	3	1	9	2
3	2002	3	3	3	1	3	2
2	2003	3	3	3	2	9	2
3	2002	2	2	3	2	3	2
3	2002	1	1	1	4	1	1
2	2003	3	3	3	2	9	3
3	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2 N/A
4	2003	3	3	2	1	3	2
3	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2
3	2002	3	3	3	1	9	2
2	2003	3	3	3	1	9	2
2	2002	3	3	3	1	9	2
2	2002	3	3	3	2	9	2
4	2002	3	3	3	1	9	2
3	2003	3	3	3	1	5	2
2	2002	3	3	3	2	9	2 none
2	2003	3	3	3	1	9	2
2	2000	3	3	3	2	9	2
3	2003	3	3	3	1	9	2
3	2003	3	3	3	2		2
3	2003	2	3	2	1	5	2
2	2001	3	3	3	2	9	2
3	2004	2	2	2	2	3	2
4	2003	3	3	3	1	9	3
3	2002	3	3	3	1	9	2
2	2002	3	3	3	2	9	2
2	2002	3	3	3	1	9	2
2	2001	3	3	3	2	9	2
3	2003	3	3	3	1	9	2
2	2002	3	3	3	1		2
3	2002	3	3	3	1		2
3	2002	3	3	3	2		2
2	2003	3	3	3	1	9	2
3	2001	2	2	2	9	3	2
3	2000	2	3	2	1	3	2
2	2002	3	3	3	2	9	2
3	2003	2	3	2	2	3	2
2	2003	3	3	3	1	9	3 Mental health disability
4	2003	3	3	3	1		2

3		3	3	3	1	9	2
2	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2
2	2002	3	3	3	2	9	1
3	2002	2	3	2	2	3	2
3	2002	3	3	3	1	9	2
2	2002	3	3	2	2	5	2
3	2002	3	3	3	1	9	2
2	2003	3	3	3	1	9	2
3	2001	3	3	3	2	9	2
3	2003	3	3	3	1	9	2
3	2001	3	3	3	1	9	3
2	2003	3	3	3	2	9	2
3		3	3	3	1	9	2
3	2001	3	3	3	2	9	2
2	2002	3	3	3	2	9	2
2	2003	3	3	3	1		2
3	2002	3	3	3	2	9	2 N/A
2	2003	3	3	3	1	9	2
3	2003	3	3	3	2	9	2
3		3	3	3	2	9	3 Diabetes
2	2003	3	3	3	1	9	2
3	2001	2	2	2	1	3	1
4	2001	3	3	3	1		2
3	2001	3	3	3	1	9	2
2	2003	3	3	3	1	9	2
2	1998	3	3	3	1	9	2
2	2001	3	3	3	2	9	2
2	2002	3	3	3	2	9	2
2	2001	3	3	3	1	9	2
4	2003	3	3	3	2	9	2
3	2001	3	1	3	1	5	2
2	2002	3	3	2	1	3	2
3		3	3	3	1		2
3	2000	3	3	3	1		1
2	2002	3	3	3	2	9	2
2	2003	3	3	3	1	9	2
3	2002	2	3	2	2	3	2



2	2003	3	3	3	1		2	N/A
2	2003	3	3	3	2	9	2	
3	2002	3	3	3	2	9	2	
2	2002	3	3	3	2	9	2	
2	2003	3	3	3	2	9	2	
2	2003	3	3	3	1	9	2	
2	2002	3	3	3	1	9	2	
2	2003	3	3	3	2	9	2	
4	2001	3	3	3	2	9	2	
4	2002	2	2	2	1	3	1	
2	2002	3	3	3	1	9	2	
2	2003	3	3	3	1	9	2	
2	2002	3	3	3	1	9	2	
4	2002	3	3	3	1	9	2	n/a
2	2002	3	3	3	1	9	2	
3		3	3	3	2	9	2	
2	2003	3	3	3	1	9	2	
2	2003	3	3	3	2	9	2	
2	2003	3	3	3	1	9	2	
2	2002	3	3	3	1	9	2	n/a
3	2002	3	3	3	1	9	2	
3	2002	3	3	3	2	9	2	
3	2003	3	3	3	1	9	2	
2		3	3	3	2	3	2	N/A
2	2002	3	3	3	1	9		
3	2003	3	3	3	2	3	2	None.
3	2002	3	3	3	2		2	
2	2001	2	3	3	2	9	2	
2	2001	3	3	3	1	9	2	
3	2003	3	3	3	2	9	2	
2	2003	3	3	3	2	9	2	N/A
4	2002	3	3	3	1	9	2	
3	2002	3	3	3	1	3	2	
3	2003	3	3	3	2	9	2	

4	2001	3	3	3	2	9	3 Color Blind
2	2002	3	3	3	1	3	2
4	2000	3	3	3	1	9	2
2	2002	3	3	3			
2	2003	3	3	3	1	9	3
3	2002	3	3	3	1	9	2
2	2002	2	2	2	1	3	2
3	2003	3	3	3	2	9	2
3		3	3	3	1	5	2
2	2001	3	3	3	2	9	2
3	2003	3	3	3	1	9	2
3	2003	3	3	3	1	9	2
2	2003	3	3	3	2		2
2	2002	3	3	3	1	9	3 Anxiety, Mild Depression, Claustrophobia, PTSD/sexual abuse related (I'm okay! :))
3	2003	3	3	3	1	9	2
2		3	3	3	1	9	3 I have a couple GI diseases which can often affect my daily life.
2	2002	1	3	3	1	10	2
2	2003	3	3	3	2	9	2
3	2002	3	3	3	2	9	2
2	2003	3	3	3	2	9	2
3	2002	3	3	3	1	9	2
2	2003	3	3	3	2	9	2
2	2002	2	2	2	2	3	2
4	2002	3	3	3	1	10	2
4	2003	3	3	3	2	9	2
2	2002	3	3	3	2	9	2
3	2002	3	3	3	2	9	2
2	2003	2	2	2	2	3	2
3	2003	3	3	3	1	3	2
4	2002	3	3	3	2	9	2
3	2002	3	3	3	2	9	2

3	2002	3	3	3	1	9	2
4	2002	3	3	3	2	9	2
3	2003	3	3	3	2	9	2
2	2003	3	3	3	2	9	2
2	2002	3	3	3	2	9	2
3	2002	3	3	3	2	9	2
2	2002	3	3	3	1	3	2
2	2001	3	3	3	1	9	2

Parents Education_LS	Parents Education_11_TEXT_LS	Veteran_LS	Veteran_5_TEXT_LS	Additional Info_LS
7		2		
7		2		
7		2		
89		2		
79		2		
9		2		
9		2		
7		2		
10		2		
6		2		
89		2		
9		2		
7		2	n/a	
4		3		
4		2		
9		2		
7		2		
67		2		
9		2		
9		2		
7		2		
10		2		
7		2		
7		2		
7		2		
6		2		
7		2		
4		2		
7		2		
7		2		
9		2	no, thanks for a great semester	
7		2		
9		2		
7		2		
9		1	I love to learn and have a deep appreciation for knowledge.	
10		2		
7		2		
5		2		
9		2		
9		2		
4		2		
5		2		
9		2		
7		2		
9		2		
10		2		
9		2	N/A	
6		2		

9	2	
7	2	
5	2	N/A
10	2	
7	2	no
7	2	
4	2	
79	2	
7	2	
7	2	
5	2	
7	2	n/a
9	2	n/a
9	2	N/A
7	2	
7	2	
8	2	
7	2	n/a
10	2	
10	2	
10	2	
79	2	
7	2	
710	2	
7	2	
9	2	
7	2	
8	2	
7	2	
4	2	
1	2	
9	2	
9	2	no
7	2	
9	2	N/A
10	2	
7	2	
7	2	
7	2	
9	2	
4	2	
78	2	
79	2	
7	2	
9	2	
4	2	
9	2	Nope
10	2	

7	2	
7	2	no
8	2	
9	2	
1	1	No
79	2	
9	2	
9	2	
9	2	N/A
9	2	
8	2	
7	2	
14	2	
9	2	I had a wonderful semester
7	2	
9	2	
7	2	
4	2	
7	2	no
9	2	
9	2	
9	2	
10	2	
79	2	
9	2	
910	2	
79	2	
5	2	
7	2	
9	2	
10	2	
79	2	
9	2	
7	2	
7	2	
6	2	
7	2	
4	2	
5	2	
7	2	
7	2	No.

7	2
7	2
7	2
9	2
10	2
10	2
4	2
6	2
7	2
4	2
9	2
69	2
57	2
7	2

9	2
---	---

7	2
---	---

49	2	
10	2	:)
7	2	

9	2
9	2

7	2
8	2
10	2

10	2
4	2

5	4
7	2

7	2
9	2

10	2
4	2

4	2
9	2
10	2
9	2

Thanks for a great semester!  
n/a

9	2
7	2

7	2	N/A
8	2	
7	2	
9	2	
7	2	
9	2	
9	2	
7	2	
7	2	
9	2	
9	2	
7	2	
7	2	
7	2	n/a
9	2	
7	2	
9	2	
7	2	
9	2	n/a, loved the class!
10	2	
79	2	No
9	2	
7	2	
10	2	
910	2	None.
5	2	
7	2	
7	2	
10	2	
7	2	N/A
7	2	
5	2	
9	2	



9 2

7 2

6 2

7 2

9 2

8 2

7 2

4 2

9 2

78 2

5 2

9 2

79 2

9 2

9 2

7 2

10 2

7 2

10 2

7 2

79 2

7 2

7 2

9 2

4 2

9 2

5 2

9 2

7 2

79 2

Nothing more to say!  
No

no  
no

No

Two people should be in a group rather than 4. "From my point of view"

9 2

9 2  
9 2

No

7 2

7 2

10 2

6 2

10 2

Cov Matrix

	Cont1_FeelPreparedForLab_Ig	Cont2_ClarifiedLectureMaterial_Ig	Cont3_InterestSeeMoreFieldGeo_Ig	Cont4_HelpUnderstandNaturalContext_Ig	Cont6_InterestLearnMoreOnTopic_Ig	Cont7_WasEngaging_Ig	Cont8_RemindedOfPastExperiencesPlaces_Ig
Cont1_FeelPreparedForLab_Ig	0.677	0.393	0.35	0.317	0.414	0.514	0.319
Cont2_ClarifiedLectureMaterial_Ig	0.393	0.623	0.397	0.284	0.34	0.406	0.353
Cont3_InterestSeeMoreFieldGeo_Ig	0.35	0.397	1.143	0.501	0.781	0.556	0.591
Cont4_HelpUnderstandNaturalContext_Ig	0.317	0.284	0.501	0.594	0.493	0.483	0.407
Cont6_InterestLearnMoreOnTopic_Ig	0.414	0.34	0.781	0.493	1.037	0.649	0.59
Cont7_WasEngaging_Ig	0.514	0.406	0.556	0.483	0.649	1.046	0.52
Cont8_RemindedOfPastExperiencesPlaces_Ig	0.319	0.353	0.591	0.407	0.59	0.52	0.909

FactorAnalysis\_CorrMatrix

	Cont1_FeelPreparedForLab_Ig	Cont2_ClarifiedLectureMaterial_Ig	Cont3_InterestSeeMoreFieldGeo_Ig	Cont4_HelpUnderstandNaturalContext_Ig	Cont6_InterestLearnMoreOnTopic_Ig	Cont7_WasEngaging_Ig	Cont8_RemindedOfPastExperiencesPlaces_Ig
Cont1_FeelPreparedForLab_Ig	1	0.605	0.398	0.501	0.494	0.611	0.406
Cont2_ClarifiedLectureMaterial_Ig	0.605	1	0.471	0.466	0.423	0.503	0.468
Cont3_InterestSeeMoreFieldGeo_Ig	0.398	0.471	1	0.609	0.718	0.509	0.58
Cont4_HelpUnderstandNaturalContext_Ig	0.501	0.466	0.609	1	0.628	0.614	0.554
Cont6_InterestLearnMoreOnTopic_Ig	0.494	0.423	0.718	0.628	1	0.624	0.607
Cont7_WasEngaging_Ig	0.611	0.503	0.509	0.614	0.624	1	0.533
Cont8_RemindedOfPastExperiencesPlaces_Ig	0.406	0.468	0.58	0.554	0.607	0.533	1

KMO-Bart

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.874
Approx. Chi-Square	535.099	
Bartlett's Test of Sphericity	df	21
Sig.	<.001	

Communalities

	Initial	Extraction
Cont1_FeelPreparedForLab_Ig	0.51	0.425
Cont2_ClarifiedLectureMaterial_Ig	0.459	0.391
Cont3_InterestSeeMoreFieldGeo_Ig	0.59	0.592
Cont4_HelpUnderstandNaturalContext_Ig	0.535	0.602
Cont6_InterestLearnMoreOnTopic_Ig	0.643	0.68
Cont7_WasEngaging_Ig	0.561	0.585

TotVarExp

Factor	Total	Initial Eigenvalues			Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	4.245	60.641	60.641	3.791	54.163	54.163	
2	0.825	11.789	72.43				
3	0.534	7.63	80.06				
4	0.446	6.372	86.432				

5	0.392	5.6	92.032
6	0.321	4.588	96.62
7	0.237	3.38	100

**FactMatrix**

	Factor	1
Cont1_FeelPreparedForLab_Ig		0.652
Cont2_ClarifiedLectureMaterial_Ig		0.626
Cont3_InterestSeeMoreFieldGeo_Ig		0.77
Cont4_HelpUnderstandNaturalContext_Ig		0.776
Cont6_InterestLearnMoreOnTopic_Ig		0.824
Cont7_WasEngaging_Ig		0.765
Cont8_RemindedOfPastExperiencesPlaces_Ig		0.719

**Good Fit Test**

Chi-Square	df	Sig.
54.717	14	0

**Cronbachs**

Cronbach's Alpha	N of Items
0.889	7

**Item Stats**

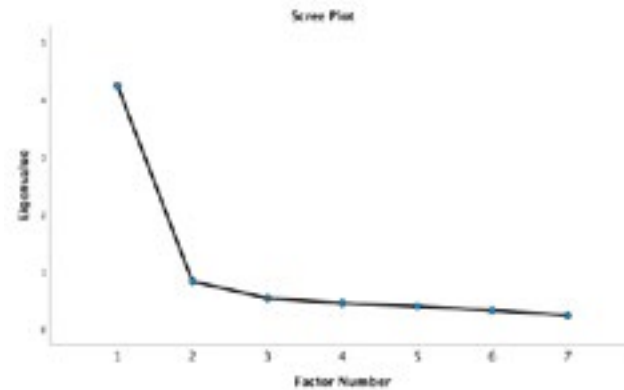
	Mean	Std. Deviation	N
Cont1_FeelPreparedForLab_Ig	4.07	0.823	149
Cont2_ClarifiedLectureMaterial_Ig	4.07	0.789	149
Cont3_InterestSeeMoreFieldGeo_Ig	3.48	1.069	149
Cont4_HelpUnderstandNaturalContext_Ig	3.91	0.771	149
Cont6_InterestLearnMoreOnTopic_Ig	3.61	1.018	149
Cont7_WasEngaging_Ig	3.81	1.023	149
Cont8_RemindedOfPastExperiencesPlaces_Ig	3.71	0.954	149

**Item Tot stats**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cont1_FeelPreparedForLab_Ig	22.6	20.053	0.626	0.88
Cont2_ClarifiedLectureMaterial_Ig	22.6	20.377	0.61	0.882
Cont3_InterestSeeMoreFieldGeo_Ig	23.19	17.847	0.703	0.872
Cont4_HelpUnderstandNaturalContext_Ig	22.76	19.779	0.725	0.87
Cont6_InterestLearnMoreOnTopic_Ig	23.06	17.773	0.761	0.863
Cont7_WasEngaging_Ig	22.86	18.041	0.72	0.869
Cont8_RemindedOfPastExperiencesPlaces_Ig	22.96	18.877	0.671	0.875

**Scale Stats**

Mean	Variance	Std. Deviation	N of Items
26.67	25.344	5.034	7



*The end*