Core Curriculum Annual Assessment Report

2022-2023

Office of Institutional Research and Assessment

August 2023

Table of Contents

Executive Summary

This report represents the 2022-2023 assessment review of the Hood College Core Curriculum (Core). The report contains results relating to the Undergraduate College Competencies (UCCs) and the individual Core areas. The Core has been reviewed annually in a formal report since 2021-2022.

A summary of the report findings follows. More detailed assessments for each Core area and recommendations are included in the body of the report. The Appendix includes CCAB information, Core SLO mapping to the UCCs, and data into action plans. OIRA compiled this report in conjunction with the Core Curriculum Assessment Board (CCAB).

The 2022-2023 report contains disaggregated data based on gender and race/ethnicity for the first time. The IPEDS demographic categories were used to organize the student groups, and this report groups the demographic data from the past 3 years to increase the sample size. The disaggregated data has enabled the College to determine if a group has disproportionally higher or lower scores on a particular outcome or Core area.

The data management system of the College organizes students in gender and race/ethnicity groups that mirror the Integrated Postsecondary Education Data System (IPEDS) demographic categories. For gender, students are organized into a "male" or "female" category. Students are also organized into one of the following race/ethnicity categories: "American Indian or Alaska Native," "Asian," "Black or African American," "Hispanic/Latino," "Native Hawaiian or other Pacific Islander," "White," "Two or more races," "Race/ethnicity unknown," or "U.S. Nonresident."

The Demographic Results tables use the College's gender and race/ethnicity groups, which mirror the IPEDS categories, to analyze student outcome performance within each demographic group. Students are classified into "white" or "diversity" to measure student performance based on race/ethnicity. This "diversity" group structure follows the College's definition of the group to include all race/ethnicity categories except "white" and "unknown." Combining students of multiple race/ethnicity groups into the "diversity" category enhances the reliability of the data by increasing the sample size. Students in the "diversity" category included 41% of all undergraduate students in Fall 2021.

SLOs

All Core areas have clearly defined student learning outcomes (SLOs), which are published on the College's website. FYS was the only area that made SLO revisions in 2022-2023. The FYS SLOs were adjusted to better reflect the skillset of the incoming first year students and increase the focus on a college readiness curriculum.

Participation

Overall, the number of course sections that submitted assessment results increased from the past two years. In 2022-2023, 81% of Core sections submitted assessment results, compared to 75% in 2021-2022 and 65% in 2020-2021. CCAB and OIRA aim to receive assessment results from 100% of Core sections each semester.

Data Summary

All Core areas report that a majority of students earned proficient or advanced on each of their SLOs for which data was collected in 2022-2023. Among the 51 assessed Core area outcomes, 49 outcomes had at least 70% of students score proficient or advanced. CCAB and OIRA aim for all Core outcomes to have at least 70% of students score proficient or advanced. Student SLO proficiency improved in 9 out of 12 Core areas in 2022-2023, compared to the previous year.

The disaggregated demographic results show that students in the "female" and "white" groups generally received the highest performance scores from Fall 2020 to Spring 2023. However, results fluctuated between the various Core areas. While the College should aim to increase overall performance in groups that received lower performance scores, actions to improve learning should especially focus on addressing individual outcomes that are weaker within each group.

Strengths

All Core areas follow a standard process of collecting student learning data and developing actions to improve student learning. Core areas have developed SLOs and standard rubrics while fostering a culture of continuous improvement. The structure and collaboration of CCAB, area coordinators, and faculty allow for regular discussions and changes to improve student learning. As previously mentioned, Core course participation in assessment reporting has increased in each of the past two years.

Core area coordinators complete data into action plans every 2-3 years to formalize actions that improve student learning. FYS, GL HA, LA, and VPA completed data into action plans in 2022-2023. The other Core areas completed plans in 2021-2022.

General Recommendations

The Core will benefit from the revised Heart, Mind, and Hands (HMH) curriculum, which was approved by the faculty in Spring 2023 and will be launched in Fall 2025. The HMH Core will provide thorough alignment between the College's mission, vision, UCCs (which will be named Essential Learning Outcomes, or ELOs), and Core SLOs. UCC 1 (Written Communications) and UCC 5 (Critical Reasoning) received the highest number of measurements in 2022-2023, and other areas received far less measurements. The new Heart, Mind, and Hands (HMH) Core Curriculum will address the alignment imbalance to ensure all ELOs receive a relatively equal focus from a curricular and assessment perspective.

Core areas should continue to improve the assessment reporting rate. A higher data collection rate will especially increase the sample size and reliability of the disaggregated demographic results. This report analyzes results by demographic groups for the first time. Next year, Core areas should compare 2022-2023 and 2023-2024 demographic results to identify performance trends.

Assessment workshops are scheduled for 2023-2024, including a half-day August workshop called "Assesstivus." The workshops will allow faculty to identify new strategies for using assessment results and sharing strategies to enhance student learning. Increased communication and assessment resources from CCAB, OIRA, and academic departments will further develop a culture of assessment to improve student learning at the College.

Overview

The current Core, approved by Hood faculty and implemented in 2013, follows a 44-50 credit distribution model. The model comprises of twelve areas across two parts: Foundation (EC, FYS, QL, GL, HW) and Methods of Inquiry (GP, HA, LA, PI, ST, SBA, and VPA).

Faculty began the process of assigning SLOs to the twelve Core areas in 2016. The 9 UCCs, which map to each Core area's SLOs, did not originate from the faculty, but rather from a past Provost and past Director of Institutional Research and Assessment. These 9 inherited College Competencies were rewritten by CCAB to better align with the American Association of Colleges and Universities (AAC&U) VALUE Rubrics and were approved by the faculty in Fall 2018. The new HMH Core will be launched in Fall 2025.

The Core is assessed using a course-level approach. Each Core course instructor is expected to develop assignments to address the SLOs, assess student mastery levels with a standard/common rubric, and report the findings to OIRA. Instructors are expected to refine their assessment tools and/or courses based on the summary assessment data provided by OIRA and report these changes to CCAB via assigned Area Coordinators.

CCAB, organized in 2017 as an ancillary of the Curriculum Committee, is charged with examining how well the Core is meeting its purpose, "to provide students with the basic skills needed to pursue a liberal arts education, to expose them to a variety of modes of inquiry to different disciplines, and to promote critical reflection about global perspectives" (2022-2023 Hood College Catalog). The Board is comprised of an appointed area coordinator for each Core area, a faculty chair of the Board, the Assistant Director of Institutional Assessment, and the Provost. Additional information regarding the Board's charge, composition, and procedures can be found in the Appendix.

Data was collected from July 1, 2022 to May 31, 2023 and was compiled in June and July 2023. The report was disseminated in Fall 2023. This annual report provides a summary of key findings and contains the following:

- **SLOs** and their UCC alignment;
- **Participation** status outlining Core courses for which data was collected;
- **Data summary** including the number of times an SLO was assessed (sum), mean score (average), and the percentage of student assessments identified as Novice (1), Emergent (2), Proficient (3), or Advanced (4). The summary also includes disaggregated data based on race/ethnicity and gender;
- **Strengths** faculty and/or OIRA identify after analyzing the data and reviewing the assessment process;
- **Actionable items** to address possible areas for improvement in student abilities and/or the assessment process, based on the data summary.

Course descriptions and Core area course lists can be found in the [2022-2023 Hood College Catalog](#).

Participation

Hood College relies on instructors to submit assessment results at the conclusion of each Core course. The participation results do not include Health and Wellness courses prior to Spring 2022, which were not expected to assess student SLO performance prior to Spring 2022. The results also do not include the language 101 courses because SLO assessment in the Global Languages area is only expected at the 102 level.

The percentage of Core sections that submitted assessment results increased from 65% in 2020-2021 and 75% in 2021-2022 to 81% in 2022-2023. CCAB and OIRA aim to receive assessment results from 100% of Core sections each semester. Substantially more submissions in PI, HA, GL, and GP raised the overall participation rate. VPA, ST, and EC also had a larger percentage of sections that submitted results in 2022-2023 versus 2021-2022. FYS maintained its perfect submission rate of 100% in 2022-2023, and HA also reached a 100% submission rate.

Physical Education courses within the HW Core area submitted assessment results for the first time in Spring 2022. The HW, VPA, ST, QL, and LA assessment results were collected via Excel spreadsheets, rather than the traditional submission method in Chalk & Wire (C&W). The alternate Excel method has enabled instructors to still collect data in courses where students do not submit artifacts online.

Other Core areas showed a decline in participation rates from 2021-2022 to 2022-2023. These areas include LA, HW, and QL. The participation rates of SBA and FYS remained the same. In 2023-2024, further attention will be invested into areas with a declining participation rate by increasing communication and invitations for support from OIRA and CCAB.

Participation Per Core Area (2022-2023)			
Core Area	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
English Composition (EC)	14	13	93%
First-Year Seminar (FYS)	22	22	100%
Quantitative Literacy (QL)	18	14	78%
Global Languages (GL)	7	5	71%
Health and Wellness (HW)	36	23	64%
Global Perspectives (GP)	23	20	87%
Historical Analysis (HA)	14	14	100%
Literary Analysis (LA)	10	7	70%
Philosophical Inquiry (PI)	14	9	64%
Scientific Thought (ST)	45	42	93%
Social and Behavioral Analysis (SBA)	26	19	73%
Visual and Performing Arts (VPA)	22	16	73%
Total	**251**	**204**	**81%**

Participation Per Core Area (2021-2022)			
Core Area	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
English Composition (EC)	21	18	86%
First-Year Seminar (FYS)	25	25	100%
Quantitative Literacy (QL)	16	14	88%
Global Languages (GL)	8	4	50%
Health and Wellness (HW)	18	15	83%
Global Perspectives (GP)	36	25	69%
Historical Analysis (HA)	11	7	64%
Literary Analysis (LA)	15	12	80%
Philosophical Inquiry (PI)	12	3	25%
Scientific Thought (ST)	42	34	81%
Social and Behavioral Analysis (SBA)	30	22	73%
Visual and Performing Arts (VPA)	26	15	58%
Total	**260**	**194**	**75%**

Participation Per Core Area (2020-2021)			
Core Area	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
English Composition (EC)	20	15	75%
First-Year Seminar (FYS)	23	23	100%
Quantitative Literacy (QL)	17	2	12%
Global Languages (GL)	7	5	71%
Health and Wellness (HW)	n/a	n/a	n/a
Global Perspectives (GP)	27	16	59%
Historical Analysis (HA)	11	8	73%
Literary Analysis (LA)	12	6	50%
Philosophical Inquiry (PI)	11	7	64%
Scientific Thought (ST)	42	38	90%
Social and Behavioral Analysis (SBA)	28	21	75%
Visual and Performing Arts (VPA)	26	4	15%
Total	**224**	**145**	**65%**

Core Assessment Reporting Rate Per Year
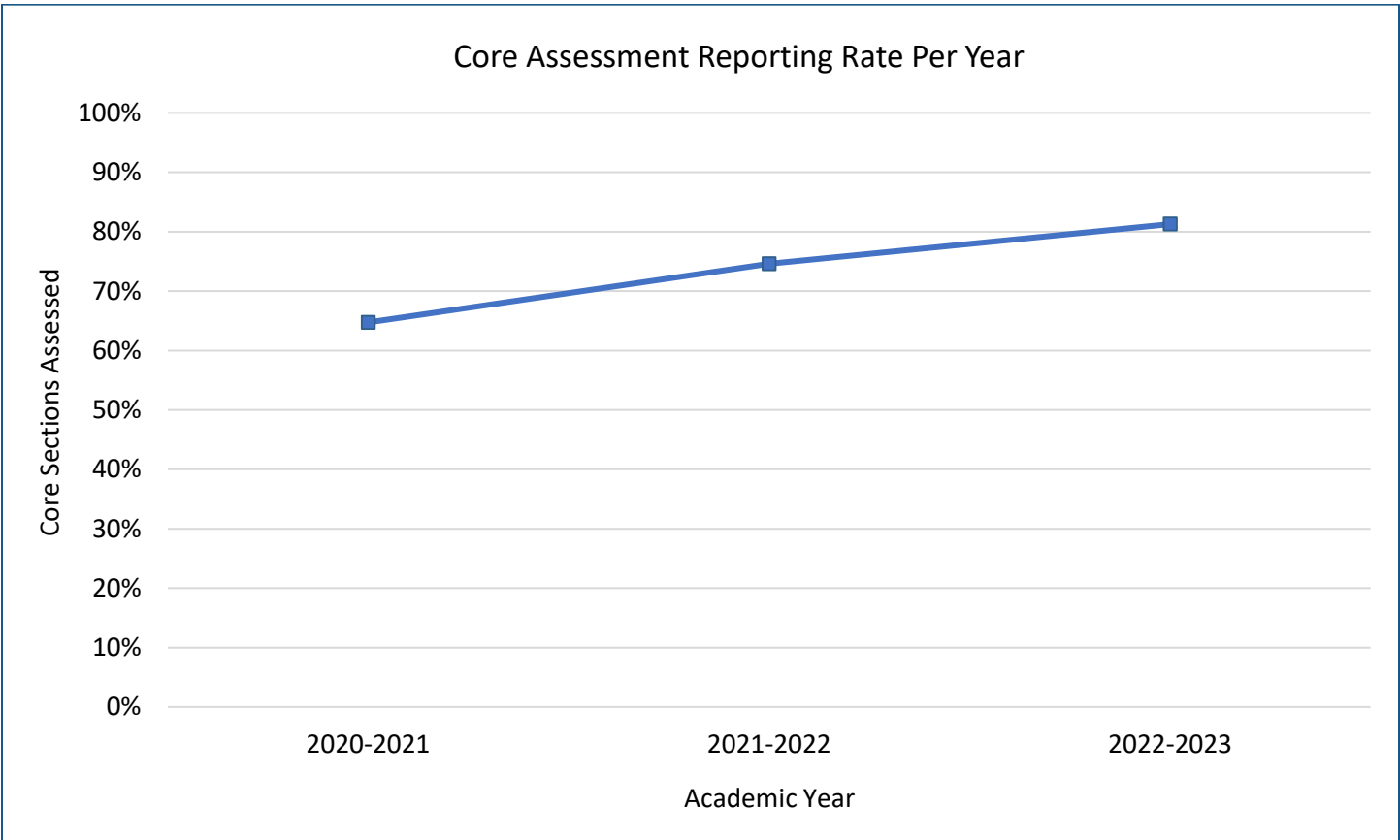
Undergraduate College Competencies (UCC) Assessment

UCC Descriptions

Core area SLOs are mapped to the various UCCs. The mapping can be found in the Core area SLO lists and also in the Appendix.
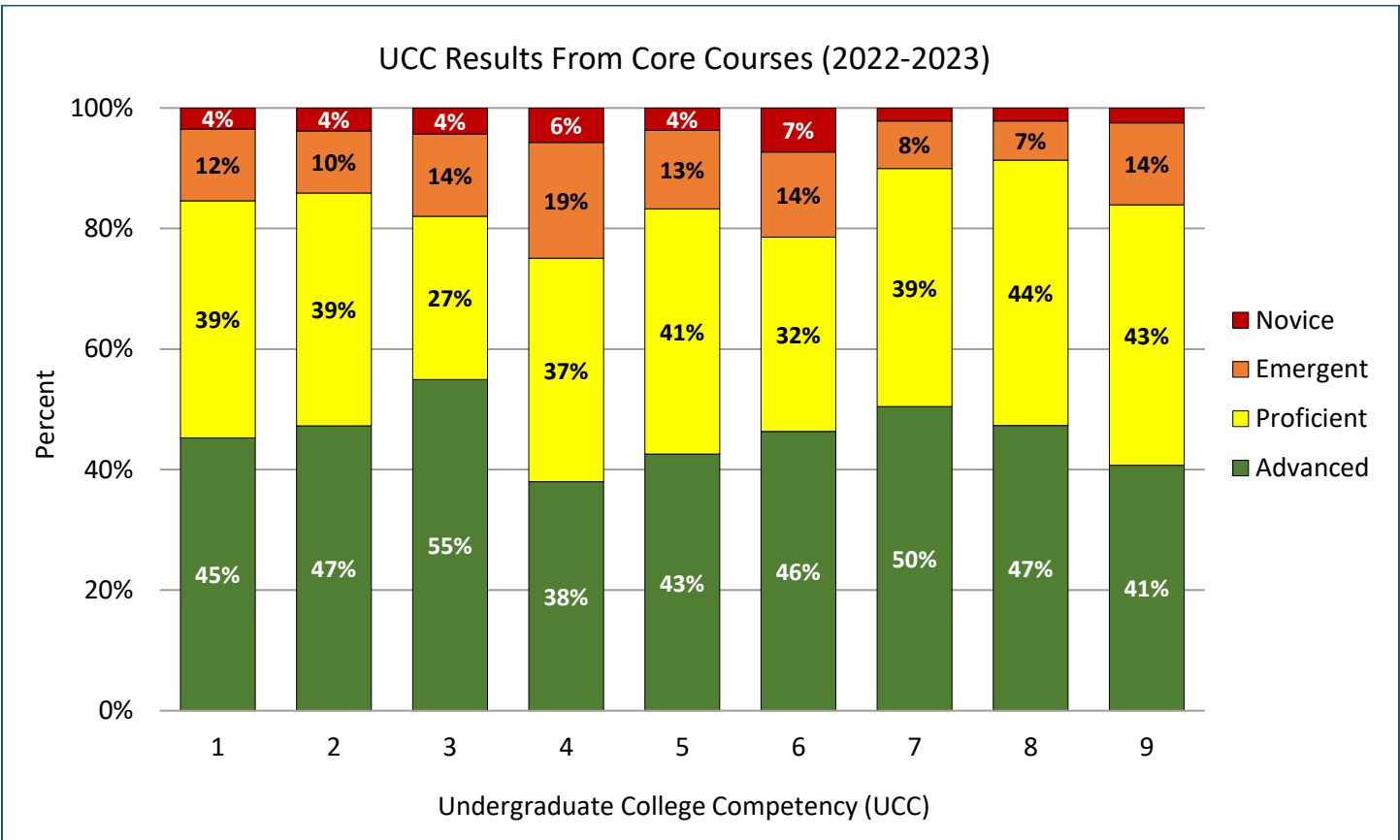
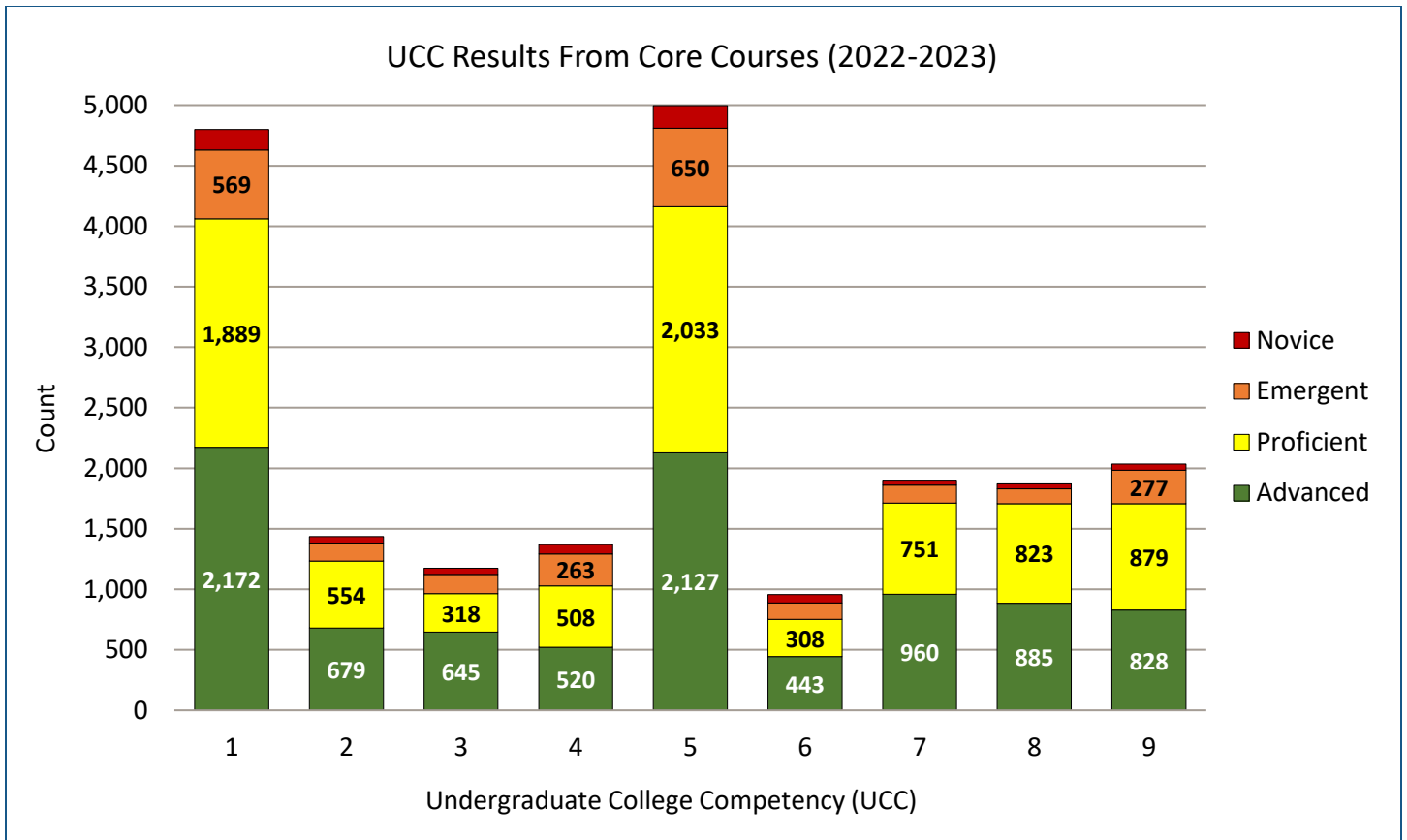| Upon graduation, undergraduate students will be able to:		
Number	**Title**	**Description**
UCC 1	Written Communications	Demonstrate an understanding of various writing contexts, purposes, and audiences. Develop and communicate ideas in clear, coherent, and persuasive writing. Demonstrate fluency in language, style, and source conventions.
UCC 2	Oral Communications	Demonstrate an understanding of various presentation contexts, purposes, and audiences, including interpersonal, group, and mass communications. Develop and communicate ideas clearly, coherently, and effectively using visual, verbal, and non-verbal modes. Demonstrate fluency in language, style, and source conventions.
UCC 3	Information Literacy	Access information and data sources appropriate to a research question. Critically evaluate sources for accuracy, currency, relevance, authority, and purpose. Use strategies to navigate the ethical and legal issues surrounding published, confidential, and/or proprietary information.
UCC 4	Quantitative Literacy	Use and interpret quantitative data arising in a variety of contexts and forms. Apply appropriate mathematical methods and technologies to address real-world problems. Develop data-supported arguments in tabular, graphic, numerical, and written form.
UCC 5	Critical Reasoning	Construct, analyze, or evaluate arguments using logical reasoning, sound evidence, and multiple perspectives.
UCC 6	Technological Skills	Use technologies to collect, manage, analyze, and/or communicate data/information. Navigate major legal, ethical, and security issues in information technology.
UCC 7	Values	Understand some of the ways in which values influence policies and practices across government, business, and society as well as some of the reasons used to defend existing cultural, societal, and personal values. Identify potential conflicts arising among different value systems and strategies for engaging in meaningful discussions about them.
UCC 8	Ethics	Recognize ethical issues in personal, professional, or societal contexts. Describe, apply, and evaluate different ethical perspectives and concepts.
UCC 9	Diversity and Global Awareness	Compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying local or global communities. Recognize cultural practices, institutions, and ideologies that contribute to hierarchies and inequalities across groups/communities. Develop ways of thinking and behaving that recognize and respect persons of diverse backgrounds.

UCC Results From Core Courses (2022-2023)

6/1/2022-5/31/2023			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	4,799	3.26	169	569	1,889	2,172	4%	12%	39%	45%	85%
2	1,436	3.29	55	148	554	679	4%	10%	39%	47%	86%
3	1,174	3.33	51	160	318	645	4%	14%	27%	55%	82%
4	1,369	3.07	78	263	508	520	6%	19%	37%	38%	75%
5	4,995	3.22	185	650	2,033	2,127	4%	13%	41%	43%	83%
6	956	3.18	70	135	308	443	7%	14%	32%	46%	79%
7	1,902	3.38	41	150	751	960	2%	8%	39%	50%	90%
8	1,870	3.37	40	122	823	885	2%	7%	44%	47%	91%
9	2,034	3.22	50	277	879	828	2%	14%	43%	41%	84%
Total	**20,535**	**3.26**	**739**	**2,474**	**8,063**	**9,259**	**4%**	**12%**	**39%**	**45%**	**84%**

UCC Results From Core Courses (2021-2022)

6/1/2021-5/31/2022			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	5,591	3.25	192	819	1,968	2,612	3%	15%	35%	47%	82%
2	1,284	3.52	33	88	335	828	3%	7%	26%	64%	91%
3	967	3.12	84	147	308	428	9%	15%	32%	44%	76%
4	1,197	3.07	87	260	330	520	7%	22%	28%	43%	71%
5	4,626	3.15	199	814	1,704	1,909	4%	18%	37%	41%	78%
6	830	3.25	50	106	257	417	6%	13%	31%	50%	81%
7	1,627	3.53	35	107	441	1,044	2%	7%	27%	64%	91%
8	1,478	3.51	34	106	416	922	2%	7%	28%	62%	91%
9	1,403	3.21	54	251	441	657	4%	18%	31%	47%	78%
Total	**19,003**	**3.27**	**768**	**2,698**	**6,200**	**9,337**	**4%**	**14%**	**33%**	**49%**	**82%**

UCC Results From Core Courses (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	5,154	3.16	194	844	2,041	2,075	4%	16%	40%	40%	80%
2	1,210	3.52	22	110	300	778	2%	9%	25%	64%	89%
3	678	3.05	46	118	273	241	7%	17%	40%	36%	76%
4	955	2.82	62	278	383	232	6%	29%	40%	24%	64%
5	3,675	3.00	193	745	1,618	1,119	5%	20%	44%	30%	74%
6	342	3.03	29	47	150	116	8%	14%	44%	34%	78%
7	1,593	3.36	46	202	470	875	3%	13%	30%	55%	84%
8	1,585	3.33	72	200	450	863	5%	13%	28%	54%	83%
9	1,020	2.91	35	285	440	260	3%	28%	43%	25%	69%
Total	**16,212**	**3.14**	**699**	**2,829**	**6,125**	**6,559**	**4%**	**17%**	**38%**	**40%**	**78%**

UCC Demographic Results From Core Courses (Fall 2020-Spring 2023)									
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced			
UCC	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	16,069	9,724	6,304	6,863	8,725	82%	84%	78%	77%	85%
2	3,466	1,865	1,595	1,408	1,948	86%	86%	86%	85%	87%
3	2,430	1,590	836	1,145	1,206	76%	80%	67%	72%	79%
4	3,510	2,174	1,321	1,536	1,840	73%	76%	67%	70%	75%
5	15,170	9,137	5,990	6,482	8,229	80%	83%	75%	77%	82%
6	2,348	1,628	710	1,104	1,154	80%	81%	78%	77%	84%
7	5,175	2,931	2,234	2,158	2,862	87%	88%	86%	86%	88%
8	4,888	2,758	2,122	2,022	2,714	87%	88%	85%	85%	88%
9	4,799	2,679	2,103	1,876	2,787	80%	84%	76%	77%	82%
Total	57,855	34,486	23,215	24,594	31,465	81%	84%	78%	78%	84%

UCC Results From Core Courses (2022-2023)

UCC Results From Core Courses (2022-2023)

Stacked bar chart titled "UCC Results From Core Courses (2022-2023)" showing Count (y-axis, 0 to 5,000) by Undergraduate College Competency (UCC) 1–9 (x-axis). Legend categories: Novice (dark red), Emergent (orange), Proficient (yellow), Advanced (green).

- UCC 1: Advanced 2,172; Proficient 1,889; Emergent 569
- UCC 2: Advanced 679; Proficient 554
- UCC 3: Advanced 645; Proficient 318
- UCC 4: Advanced 520; Proficient 508; Emergent 263
- UCC 5: Advanced 2,127; Proficient 2,033; Emergent 650
- UCC 6: Advanced 443; Proficient 308
- UCC 7: Advanced 960; Proficient 751
- UCC 8: Advanced 885; Proficient 823
- UCC 9: Advanced 828; Proficient 879; Emergent 277

Strengths

More Undergraduate College Competency (UCC) assessment results were collected in 2022-2023 than each of the previous two years in Core courses. UCC 1 (Written Communications) and UCC 5 (Critical Reasoning) received the highest number of measurements. UCC 1 and UCC 5 also have the highest number of alignments with Core SLOs (see Appendix).

A higher percentage of students achieved proficient or advanced in 2022-2023 (84%) versus the previous two years (82% and 78%) among all UCCs. The overall improvement in UCC achievement can be attributed to strong outcome improvements in particular outcomes: UCC 9 (Diversity and Global Awareness), UCC 3 (Information Literacy), UCC 5 (Critical Reasoning), and UCC 1 (Written Communications). The percentage of UCC 9 assessments that scored proficient or advanced substantially increased from 68% in 2020-2021 and 78% in 2021-2022 to 84% in 2022-2023.

Overall, UCC 8 (Ethics, 91%) and UCC 7 (Values, 90%) received the highest percentage of students that scored proficient or advanced in Core courses in 2022-2023. A high percentage of students also achieved proficient or advanced on UCC 2 (Oral Communications, 86%) and UCC 1 (Written Communications, 85%).

Validity & Reliability

Most Core areas have aligned their respective Core outcomes with the UCCs. Instructors assess student achievement based on standard rubrics for Core outcomes, and the data is funneled into its respective UCC alignment. Thus, it should be noted that UCC results are aggregate and broad-level data.

Actionable Items

As previously noted, UCC 1 (Written Communications) and UCC 5 (Critical Reasoning) received the highest number of measurements, and other areas received far less measurements. The new Heart, Mind, and Hands (HMH) Core Curriculum addresses the alignment imbalance to ensure all UCCs will receive a relatively equal focus from a curricular and assessment standpoint. The current imbalance of UCC measurements encouraged the new HMH Core to equally align the UCCs to the Core area outcomes.

Although the new HMH Core will be launched in Fall 2025, the College will continue to address lower student UCC performance. The College should continue to focus on improving UCC 4 (Quantitative Literacy) in the future, which received the lowest percentage of students that scored proficient or advanced (75%). Proficient and advanced performances on UCC 4 did increase from 71% in 2021-2022. The HMH Core features a scaffolded curriculum that addresses Quantitative Reasoning in more Core outcomes and more Core areas/components.

Core Foundation Assessment

English Composition (EC)

SLOs

Students will be able to write with clarity in English	
Number	**Description**
EC 1 (UCC 1, 5)	Develop an effective thesis and support it well with evidence
EC 2 (UCC 1, 5)	Formulate well-organized and coherent essays
EC 3 (UCC 1)	Write with clarity and precision using appropriate tone and diction
EC 4 (UCC 1)	Apply conventions of standard U.S. English concerning grammar, syntax, spelling, punctuation, and mechanics
EC 5 (UCC 3)	Cite sources accurately and in current MLA style

Participation

EC improved its assessment reporting in 2022-2023, receiving data from almost all sections. Instructors have assessed at least 75% of EC sections in each of the past three years.

English Composition Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	14	13	93%
2021-2022	21	18	86%
2020-2021	20	15	75%

Data Summary

The overall percentage of students scoring proficient or advanced across all SLOs has remained consistent over the past three years, scoring between 81% and 83% each year. All outcomes except for EC 5 showed a slight increase in year-to-year student performance.

English Composition Results (2022-2023)										
6/1/2022-5/31/2023			**Count**				**Percent**			
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	154	3.29	14	14	40	86	9%	9%	26%	56%	82%
2	154	3.46	4	18	35	97	3%	12%	23%	63%	86%
3	154	3.53	3	15	34	102	2%	10%	22%	66%	88%
4	154	3.51	2	10	50	92	1%	6%	32%	60%	92%
5	154	3.00	8	41	48	57	5%	27%	31%	37%	68%
Total	**770**	**3.36**	**31**	**98**	**207**	**434**	**4%**	**13%**	**27%**	**56%**	**83%**

English Composition Results (2021-2022)

6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	152	3.25	9	24	39	80	6%	16%	26%	53%	78%
2	152	3.28	2	26	52	72	1%	17%	34%	47%	82%
3	152	3.32	2	20	57	73	1%	13%	38%	48%	86%
4	152	3.34	1	16	65	70	1%	11%	43%	46%	89%
5	152	2.94	14	29	61	48	9%	19%	40%	32%	72%
Total	760	3.23	28	115	274	343	4%	15%	36%	45%	81%

English Composition Results (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	128	3.23	7	16	46	59	5%	13%	36%	46%	82%
2	128	3.38	3	14	43	68	2%	11%	34%	53%	87%
3	128	3.36	2	11	54	61	2%	9%	42%	48%	90%
4	128	3.30	2	16	52	58	2%	13%	41%	45%	86%
5	128	2.97	15	23	41	49	12%	18%	32%	38%	70%
Total	640	3.25	29	80	236	295	5%	13%	37%	46%	83%

English Composition Demographic Results (Fall 2020-Spring 2023)

6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	434	241	193	199	216	81%	86%	74%	76%	84%
2	434	241	193	199	216	85%	89%	79%	79%	89%
3	434	241	193	199	216	88%	89%	86%	85%	90%
4	434	241	193	199	216	89%	91%	87%	85%	92%
5	434	241	193	199	216	70%	78%	60%	62%	76%
Total	2,170	1,205	965	995	1,080	82%	87%	77%	77%	86%

English Composition Outcome Results (2022-2023)

English Composition Outcome Results (2022-2023) — Percent (stacked bar chart)

Outcome	Advanced	Proficient	Emergent	Novice
EC 1	56%	26%	9%	9%
EC 2	63%	23%	12%	—
EC 3	66%	22%	10%	—
EC 4	60%	32%	6%	—
EC 5	37%	31%	27%	5%

English Composition Outcome Results (2022-2023) — Count (stacked bar chart)

Outcome	Advanced	Proficient	Emergent	Novice
EC 1	86	40	14	14
EC 2	97	35	18	—
EC 3	102	34	15	—
EC 4	92	50	10	—
EC 5	57	48	41	8
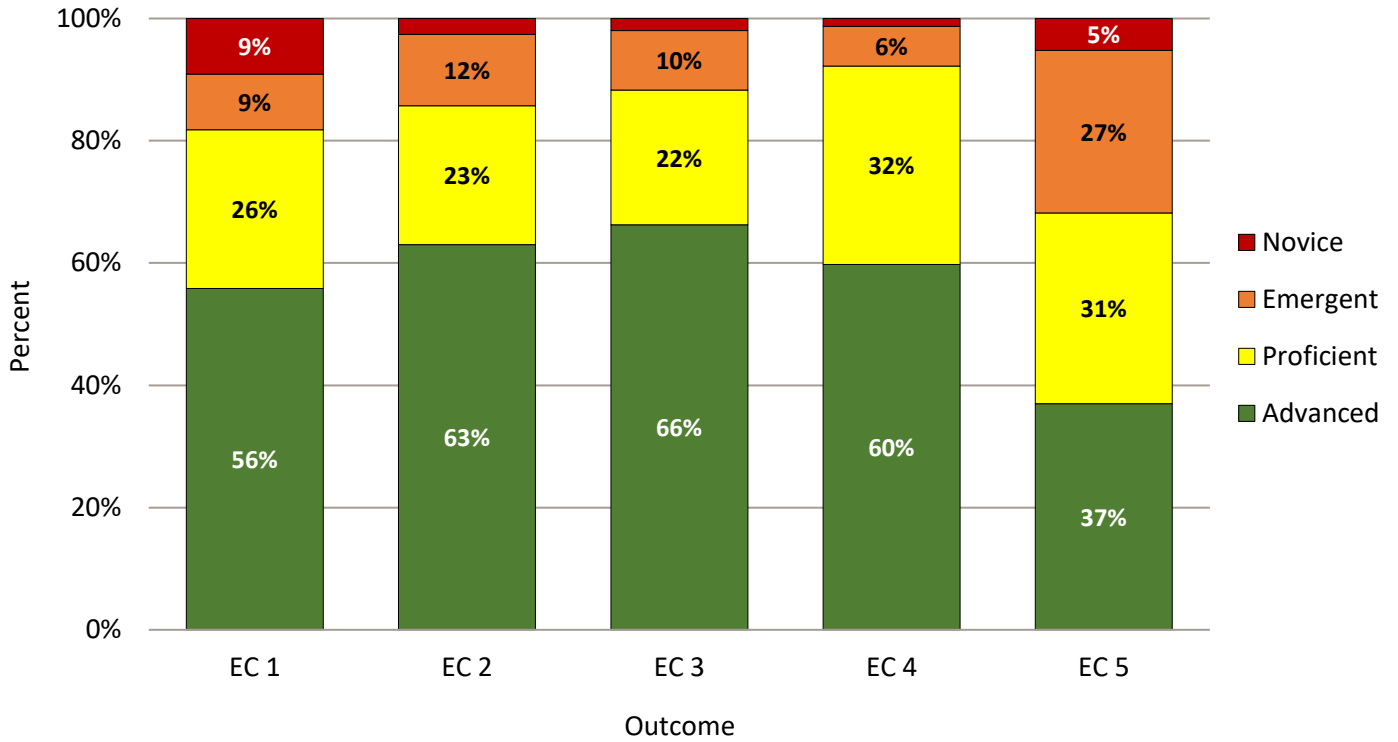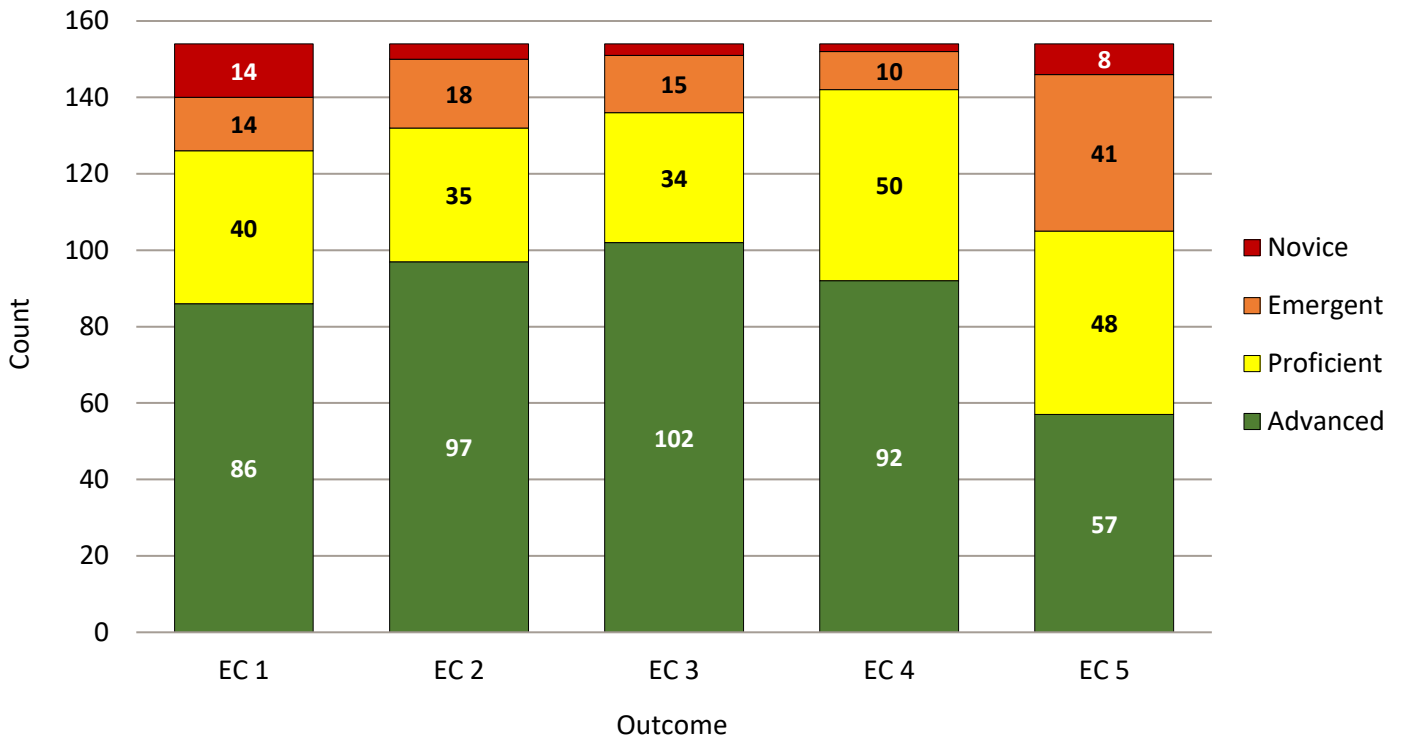
Strengths

In 2022-2023, students received the highest percentage of proficient or advanced scores in EC 4 (92%), in addition to EC 3 (88%). EC 1 received proficient or advanced scores from 86% of students and EC 2 received 82%. These values have also shown consistency in previous years.

EC faculty attribute the strong and consistent performance to the stylistically common, research-based essay capstone course assignment. Scored independently of course grades, the assignment uses a standard four-point rubric based on the Core and course outcomes.

Validity & Reliability

EC courses administer a researched-based essay capstone assignment each semester, which has been reviewed for alignment with the SLOs. Scoring variations exist across instructors, given the large percentage of adjunct EC instructors. However, the standard rubric minimizes reliability issues by detailing performance and scoring expectations.

Actionable Items

EC 5 received the lowest percentage of students that scored proficient or advanced (68%) in 2022-2023, which continues a low scoring trend from previous years. To improve on EC 5 prior to 2022-2023, the Core area added rigorous MLA instruction in every section, covering the rationale for documentation, practice exercises with documentation styles and formats, and the application of in-text and works cited documentation for all major course writings. However, this action did not raise student performance in 2022-2023.

The new HMH Core will address low performance on EC 5 by adding a 1 credit seminar for students placed in a 'developmental' course. The seminar will support students by focusing on grammar and MLA formatting while allowing students to earn credit for their studies. Additionally, the HMH Core will be supported by a new Writing Program Administrator faculty position who specializes in Rhetoric and Composition. This full-time faculty member will coordinate professional development trainings and hold norming sessions for EC instructors. The creation of permanent full-time and half-time departmental instructors, who specialize in English composition, will also decrease the number of adjunct faculty currently teaching English composition.

First-Year Seminar (FYS)

SLOs

The following outcomes were used starting in Fall 2022:

Number	Title	Description
FYS 1	Information Literacy / Research Skills	Students will be able to develop a research question; to identify potential sources; to evaluate the selected sources for currency, relevance, authority, and purpose relative to the research question; to provide citations using appropriate style and mechanics.
FYS 1.1	Accuracy	Develop a research question.
FYS 1.2 (UCC 3)	Argument	Identify potential sources.
FYS 1.3 (UCC 3)	Clarity	Evaluate the selected sources for currency, relevance, authority, and purpose relative to the research question.
FYS 1.4	Presentation	Provide citations using appropriate style and mechanics.
FYS 2	Learning Tools and Resources	Students will become familiar with some of the out-of-class learning tools and resources available at Hood College.

The following outcomes were used prior to Fall 2022.

Number	Title	Description
FYS 1	FYS: Pre and Post Writing Assignments	Students will demonstrate an ability to develop and present a logically convincing written argument, accurately utilizing source material as persuasive evidence to support their thesis. They will present their ideas clearly, employ an assigned citation style (MLA, APA, Chicago, etc.) and follow the conventions of standard written English usage and mechanics.
FYS 1.1 (UCC 5)	Accuracy	Accurately utilize source material as persuasive evidence to support their thesis.
FYS 1.2 (UCC 5)	Argument	Demonstrate an ability to develop and present a logically convincing written argument.
FYS 1.3 (UCC 1)	Clarity	Present ideas clearly.
FYS 1.4 (UCC 1)	Presentation	Employ an assigned citation style and follow the conventions of standard written English usage and mechanics.
FYS 2	Research Skills Assignment	Students will be able to develop a research question; to identify potential sources; to evaluate the selected sources for currency, relevance, authority, and purpose relative to the research question; to provide citations using appropriate style and mechanics.
FYS 2.1	Research Question	Develop a research question.
FYS 2.2 (UCC 3)	Potential Sources	Identify potential sources.
FYS 2.3 (UCC 3)	Evaluate Sources	Evaluate the selected sources for currency, relevance, authority, and purpose relative to the research question.
FYS 2.4	Citations and Mechanics	Provide citations using appropriate style and mechanics

Participation

All 2022-2023 FYS sections submitted assessment results to continue its 100% reporting rate from previous years.

First-Year Seminar Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	22	22	100%
2021-2022	25	25	100%
2020-2021	23	23	100%

Data Summary

FYS revised its outcomes in Fall 2022 after determining that the writing outcomes and assignments did not contribute to the purpose of FYS and did not effectively improve student learning. The FYS coordinator and other instructors identified that students were entering the College without proficient college readiness skills. Thus, FYS created new outcomes that required students to visit various resources at the College, including the writing center, the career center, fairs, and other events.

By removing the writing outcomes, which are addressed in the EC Core area, more time was allotted for college readiness and information literacy skills. At least 85% of students were scored as proficient or advanced on all FYS outcomes in 2022-2023. Performances on all information literacy outcomes (FYS 1 in 2022-2023, FYS 2 in prior years) substantially increased from 2021-2022 to 2022-2023.
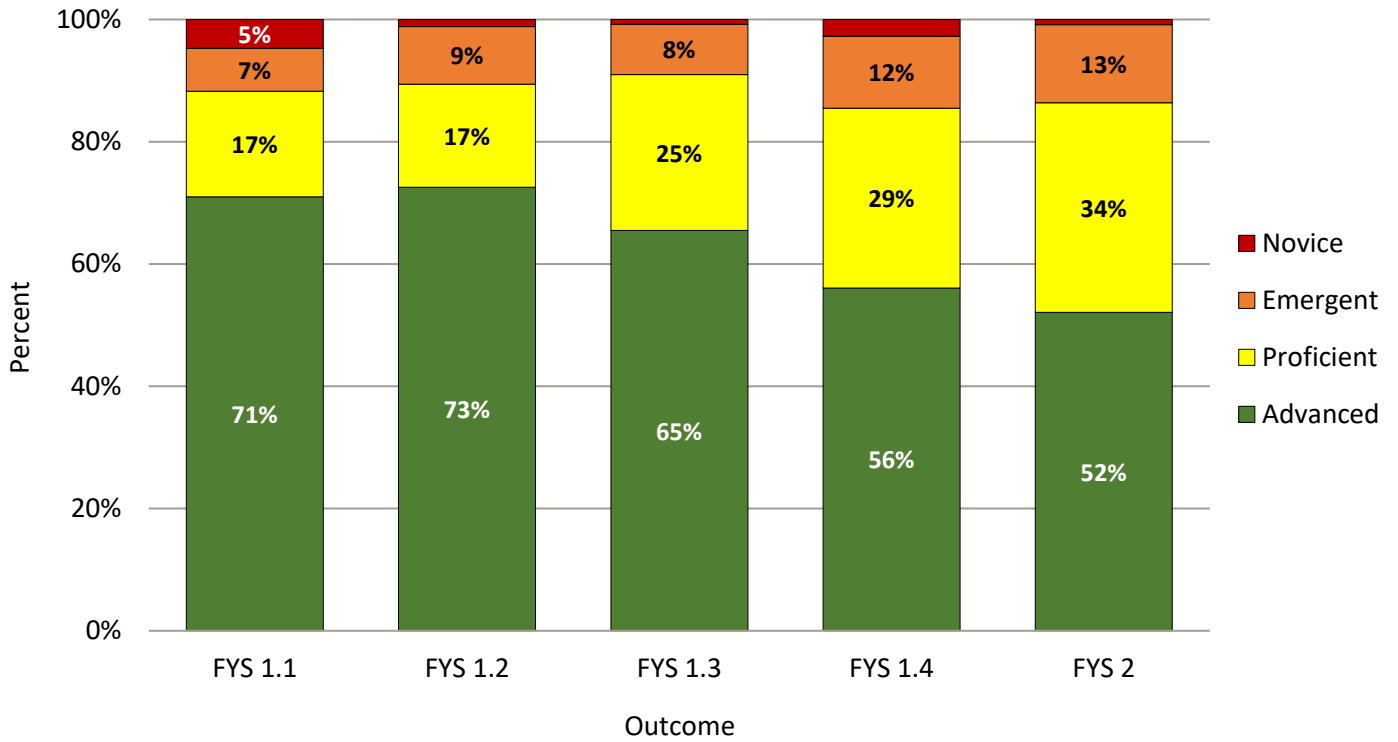
First-Year Seminar Results (2022-2023)

6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	255	3.55	12	18	44	181	5%	7%	17%	71%	88%
1.2	255	3.61	3	24	43	185	1%	9%	17%	73%	89%
1.3	255	3.56	2	21	65	167	1%	8%	25%	65%	91%
1.4	255	3.39	7	30	75	143	3%	12%	29%	56%	85%
2	242	3.64	2	31	83	126	1%	13%	34%	52%	86%
Total	**1,262**	**3.50**	**26**	**124**	**310**	**802**	**2%**	**10%**	**25%**	**64%**	**88%**

First-Year Seminar Results (2021-2022)

6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	505	3.17	12	88	208	197	2%	17%	41%	39%	80%
1.2	505	3.03	21	113	203	168	4%	22%	40%	33%	73%
1.3	505	3.12	20	97	192	196	4%	19%	38%	39%	77%
1.4	505	2.95	36	119	185	165	7%	24%	37%	33%	69%
2.1	245	3.11	15	39	96	95	6%	16%	39%	39%	78%
2.2	245	2.96	26	43	90	86	11%	18%	37%	35%	72%
2.3	245	2.99	22	42	98	83	9%	17%	40%	34%	74%
2.4	245	2.76	41	50	80	74	17%	20%	33%	30%	63%
Total	**3,000**	**3.03**	**193**	**591**	**1,152**	**1,064**	**6%**	**20%**	**38%**	**35%**	**74%**

First-Year Seminar Results (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	449	3.03	14	76	241	118	3%	17%	54%	26%	80%
1.2	449	2.96	18	101	210	120	4%	22%	47%	27%	73%
1.3	449	3.01	11	95	221	122	2%	21%	49%	27%	76%
1.4	449	2.93	13	107	228	101	3%	24%	51%	22%	73%
2.1	195	3.15	3	37	83	72	2%	19%	43%	37%	79%
2.2	195	3.18	13	27	67	88	7%	14%	34%	45%	79%
2.3	195	3.10	8	36	80	71	4%	18%	41%	36%	77%
2.4	195	2.94	17	39	78	61	9%	20%	40%	31%	71%
Total	**2,576**	**3.02**	**97**	**518**	**1,208**	**753**	**4%**	**20%**	**47%**	**29%**	**76%**

First-Year Seminar Demographic Results (2022-2023)

6/1/2022-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	255	147	107	117	116	88%	90%	86%	89%	90%
1.2	255	147	107	117	116	89%	89%	90%	88%	91%
1.3	255	147	107	117	116	91%	90%	92%	89%	94%
1.4	255	147	107	117	116	85%	84%	88%	84%	89%
2	242	140	101	105	113	86%	93%	77%	85%	87%
Total	**1,262**	**724**	**529**	**569**	**577**	**88%**	**89%**	**87%**	**87%**	**90%**

First-Year Seminar Outcome Results (2022-2023)

First-Year Seminar Outcome Results (2022-2023)
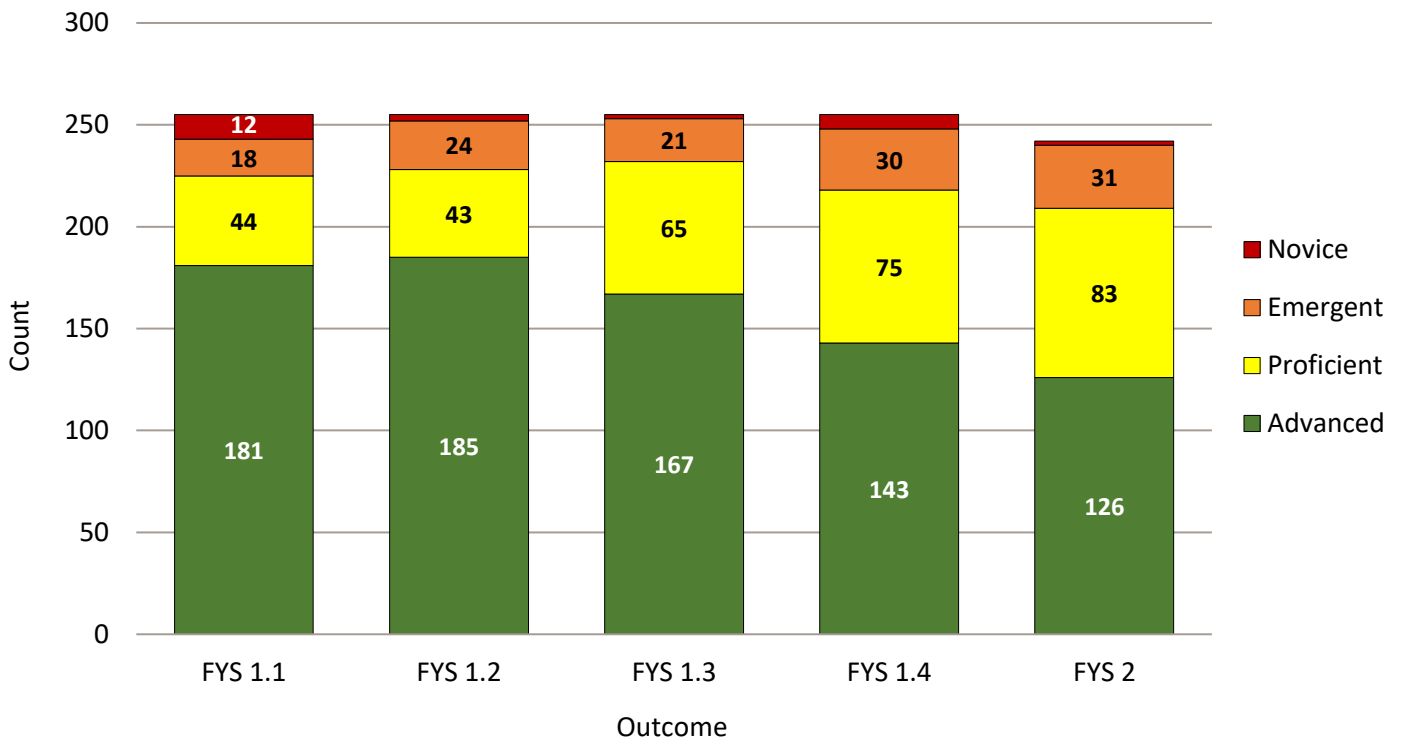
Strengths

FYS used assessment results to improve student learning by removing ineffective outcomes and assignments in 2022-2023. In addition to stronger student learning outcome performances, first-year student retention greatly increased from the previous year. FYS continued its strong assessment culture by receiving assessment results from all course sections.

FYS 1.3 received the highest percentage of proficient and advanced performances (91%) in 2022-2023, and FYS 1.2 received the highest percentage of advanced performances (73%). Most outcome performance differences between demographic groups were less than or equal to 5 percentage points (proficient and advanced).

Validity & Reliability

Each course section assesses an information literacy research assignment for FYS 1, but the assignment details vary between sections. All students are assessed using the same standard rubric. The information literacy assignment and rubric have been used for several consecutive years.

All students complete the same campus engagement for achieving FYS 2, and all students are assessed on FYS 2 using the same rubric. Given that the assignment and rubric recently debuted in Fall 2022, FYS should review future year-to-year differences to examine performance trends.

Variations in learning and performance expectations exist across sections due to the large number of staff teaching FYS sections. FYS has aimed to reduce these variations by developing assignment rubrics, holding instructor development workshops, and addressing instructors whose performance expectations appear different than the other FYS instructors (see 2023 FYS data into action plan in Appendix).

Actionable Items

Despite the relatively small outcome performance differences between demographic groups, improvements can be made to reduce the differences even further. FYS should address the substantially lower performance for male students on FYS 2. Only 77% of male students scored as proficient or advanced, compared to 93% for female students. FYS should discuss and apply strategies for supporting men, in particular, to complete all aspects of the Campus Engagement assignment (FYS 2).

Quantitative Literacy (QL)

SLOs

Students will be able to interpret and manipulate quantitative data arising in a variety of contexts using elementary mathematical tools and communicate arguments in many ways – using tables, graphs, mathematical expressions, and words.		
Number	**Title**	**Description**
QL 1 (UCC 5)	Interpret Quantitative Data	Interpret quantitative data arising in a variety of contexts
QL 2 (UCC 4)	Demonstrate Computational Fluency	Demonstrate computational fluency, including the use of technology as appropriate.
QL 3 (UCC 6)	Communicate Arguments: Tools	Communicate arguments using quantitative tools such as tables, graphs, and mathematical expressions.
QL 4 (UCC 1, 5)	Communicate Arguments: Narrative	Communicate arguments through the narrative analysis

NOTE: QL removed an outcome in 2021-2022 (QL 3 Create Arguments: Create arguments using data). QL faculty removed the outcome due to its difficulty to assess and its similarity with current outcomes QL 3 and QL 4.

Participation

Assessment reporting for QL slightly declined in 2022-2023.

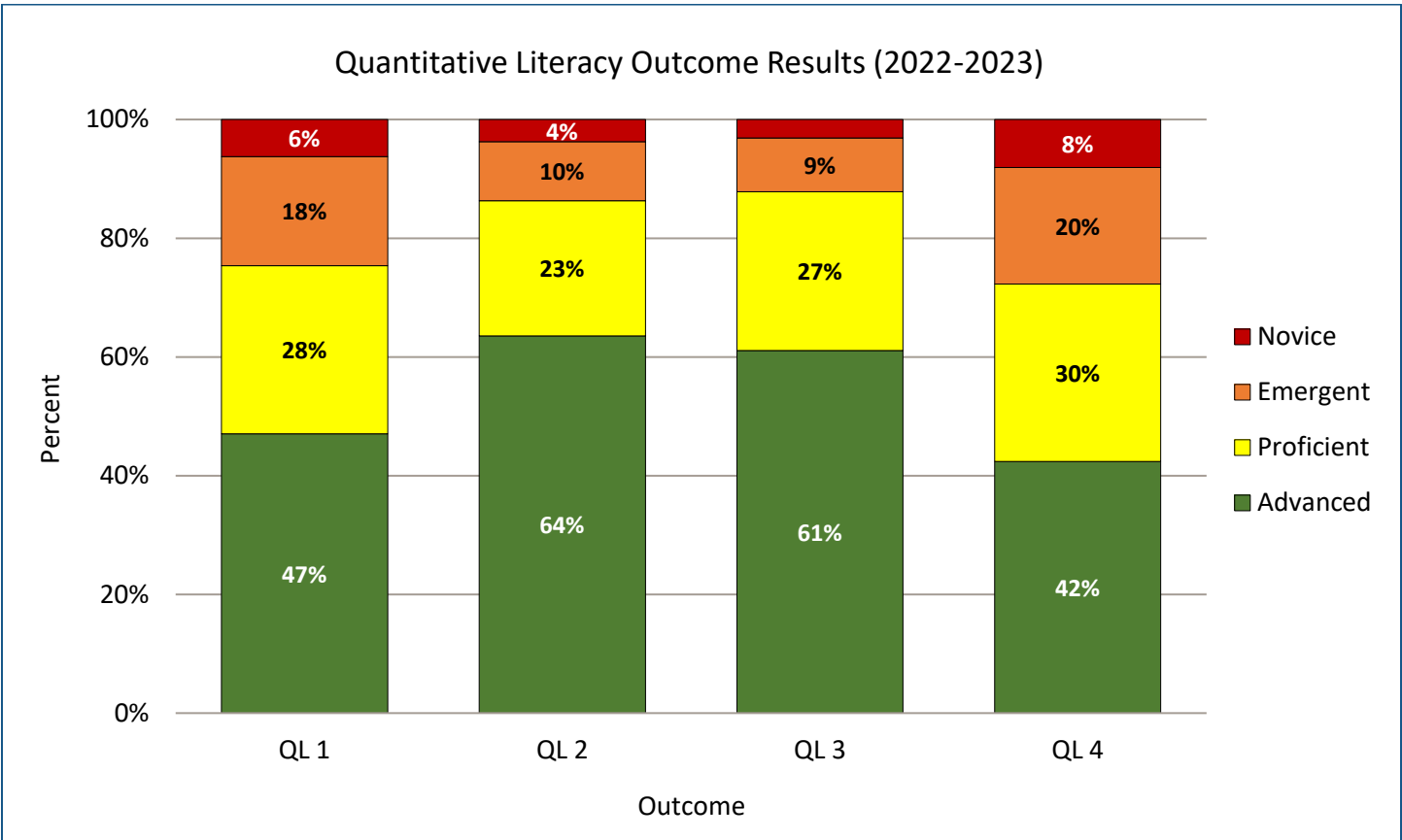| Quantitative Literacy Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	18	14	78%
2021-2022	16	14	88%
2020-2021	17	2	12%

Data Summary

The percentage of students that scored proficient or advanced in QL outcomes increased for the third consecutive year. All 4 outcomes showed year-to-year improvements, and the number of measurements remained consistent in 2022-2023. QL also had relatively small performance differences between demographic groups, especially gender.

Quantitative Literacy Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	321	3.16	20	59	91	151	6%	18%	28%	47%	75%
2	321	3.46	12	32	73	204	4%	10%	23%	64%	86%
3	321	3.46	10	29	86	196	3%	9%	27%	61%	88%
4	321	3.07	26	63	96	136	8%	20%	30%	42%	72%
Total	1,284	3.29	68	183	346	687	5%	14%	27%	54%	80%

Quantitative Literacy Results (2021-2022)											
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	336	3.04	26	74	96	140	8%	22%	29%	42%	70%
2	336	3.41	21	38	59	218	6%	11%	18%	65%	82%
3	336	3.40	13	36	90	197	4%	11%	27%	59%	85%
4	336	2.98	31	69	113	123	9%	21%	34%	37%	70%
Total	1,344	3.21	91	217	358	678	7%	16%	27%	50%	77%

Quantitative Literacy Results (2020-2021)											
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	216	2.89	15	57	81	63	7%	26%	38%	29%	67%
2	143	3.17	7	29	39	68	5%	20%	27%	48%	75%
3	94	3.48	4	14	9	67	4%	15%	10%	71%	81%
4	117	2.72	15	39	27	36	13%	33%	23%	31%	54%
Total	570	3.02	41	139	156	234	7%	24%	27%	41%	68%

Quantitative Literacy Demographic Results (Fall 2020-Spring 2023)									
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced			
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	873	589	278	422	426	71%	72%	69%	69%	73%
2	800	550	246	386	392	83%	81%	86%	81%	85%
3	751	514	233	362	367	86%	84%	89%	84%	88%
4	774	529	241	373	379	69%	69%	68%	68%	70%
Total	3,198	2,182	998	1,543	1,564	77%	77%	77%	75%	79%

Quantitative Literacy Outcome Results (2022-2023)

Quantitative Literacy Outcome Results (2022-2023)
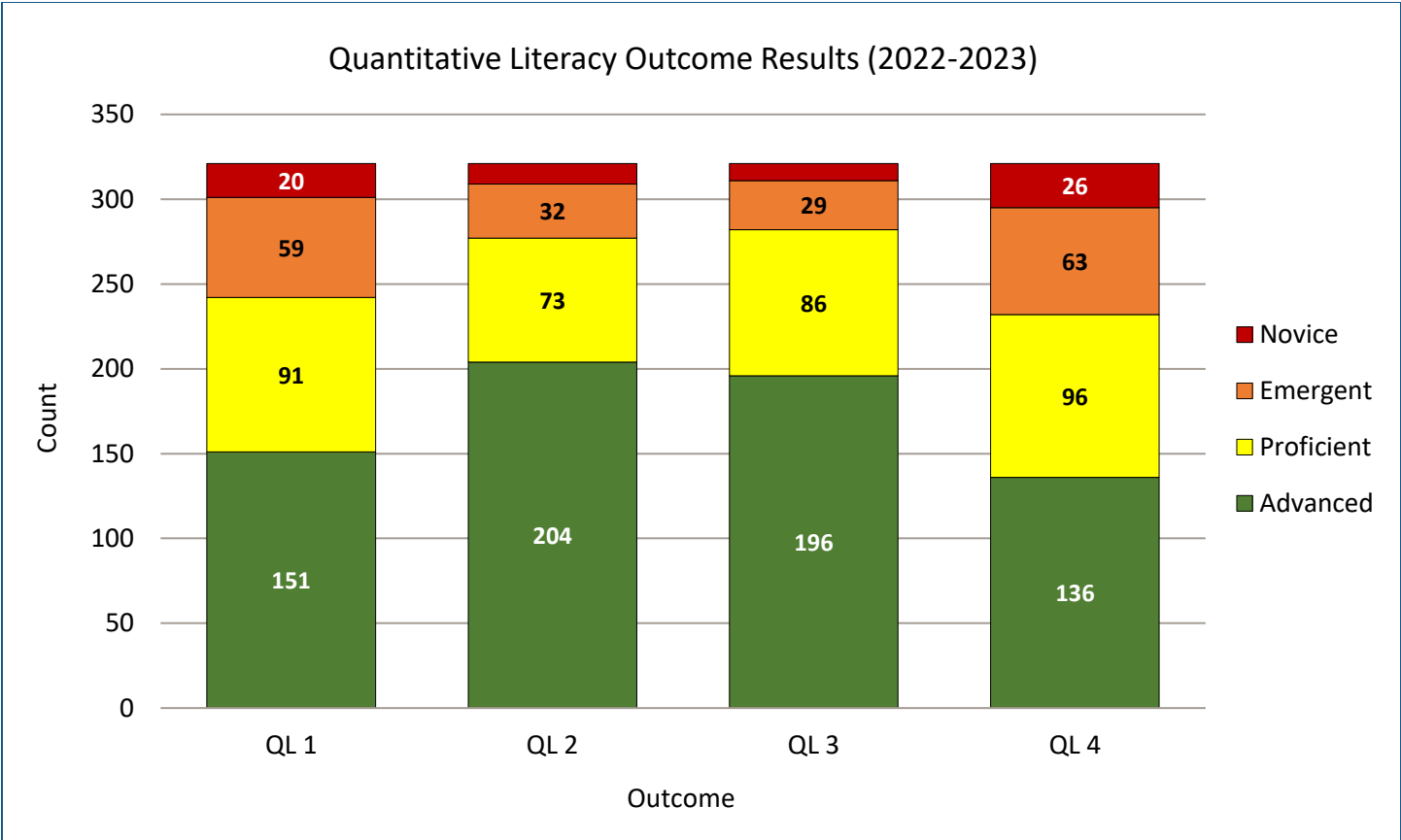
Strengths

The highest percentage of students scored proficient or advanced on QL 3 (88%) and QL 2 (86%) in 2022-2023, which also held the highest two outcome scores in previous years. The percentage of students that scored proficient or advanced on QL 1 increased 5 percentage points from 2021-2022 to 2022-2023.

As previously mentioned, QL had minimal performance differences between the gender demographic groups, and performance differences were under 5 percentage points (proficient and advanced) for the race/ethnicity groups on all QL outcomes.

Validity & Reliability

QL instructors collectively select and review assessed assignments, and they individually score student submissions using a standard rubric. QL instructors addressed scoring variations across sections by holding discussions about performance expectations and sharing strategies for assessed learning activities.

Actionable Items

The lowest percentage of students scored proficient or advanced on QL 4 (72%) and QL 1 (75%) in 2022-2023, continuing a trend from previous years. QL should continue to increase classroom time and learning activities related to the weaker outcomes.

Overall, women performed better than men on outcomes 1 and 4, while men performed better on outcomes 2 and 3. Instructors should be cognizant of these trends and consider strategies for supporting the weaker group, in particular, for each outcome. Outcomes 1, 2, and 3 received a performance difference of 4 percentage points (proficient and advanced) for the race/ethnicity groups. Strategies should be discussed amongst QL faculty to further reduce the performance difference between groups.

Global Languages (GL)

SLOs

Students will be able to function successfully using the four skills (listening, speaking, reading, and writing) of a foreign language and develop awareness of a foreign culture.		
Number	**Title**	**Description**
GL 1	Listening Comprehension	Students are able to understand some information from sentence-length speech in basic personal and social contexts.
GL 2	Spoken Communication	
GL 2.1	Making Basic Spoken Statements	Students are able to handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations (including but not limited to basic personal information and basic needs).
GL 2.2 (UCC 2)	Answering Questions	Students can answer direct questions or request for information with some difficulty.
GL 3	Written Communication	
GL 3.1	Creating Questions	Students can formulate questions based upon familiar material.
GL 3.2 (UCC 1)	Writing Simple Sentences	Students can write short and simple sentences on topics tied to highly predictable content areas and personal information.
GL 4	Reading	
GL 4.1	Understand Text	Students can understand simple facts and information presented in short, uncomplicated texts.
GL 4.2	Comprehend Vocabulary	Students can understand key words, cognates, and formulaic phrases in contextualized texts.

Participation

The following participation numbers represent the Core assessment of language 102 courses. The language 101 courses are not expected to submit assessment data due to the sequential nature of the GL requirement.

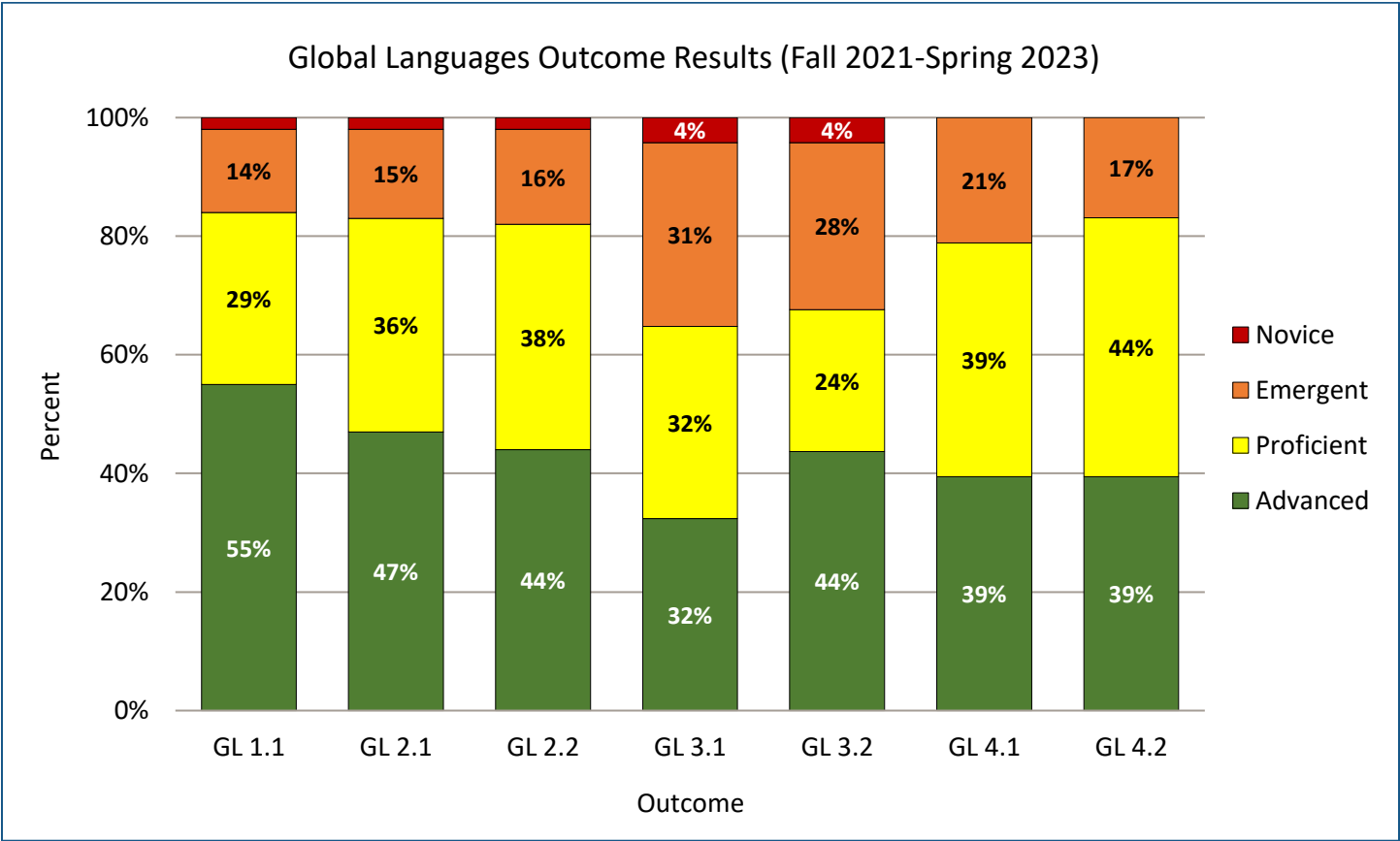| Global Languages Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	7	5	71%
2021-2022	8	4	50%
2020-2021	7	5	71%

Data Summary

GL alternates its annual assessment collection between GL 1 (listening) and GL 2 (speaking) versus GL 3 (writing) and GL 4 (reading). Performance on GL 1, 2.1, and 2.2 slightly decreased in 2022-2023 from 2020-2021 and was consistent among the three assessed outcomes.
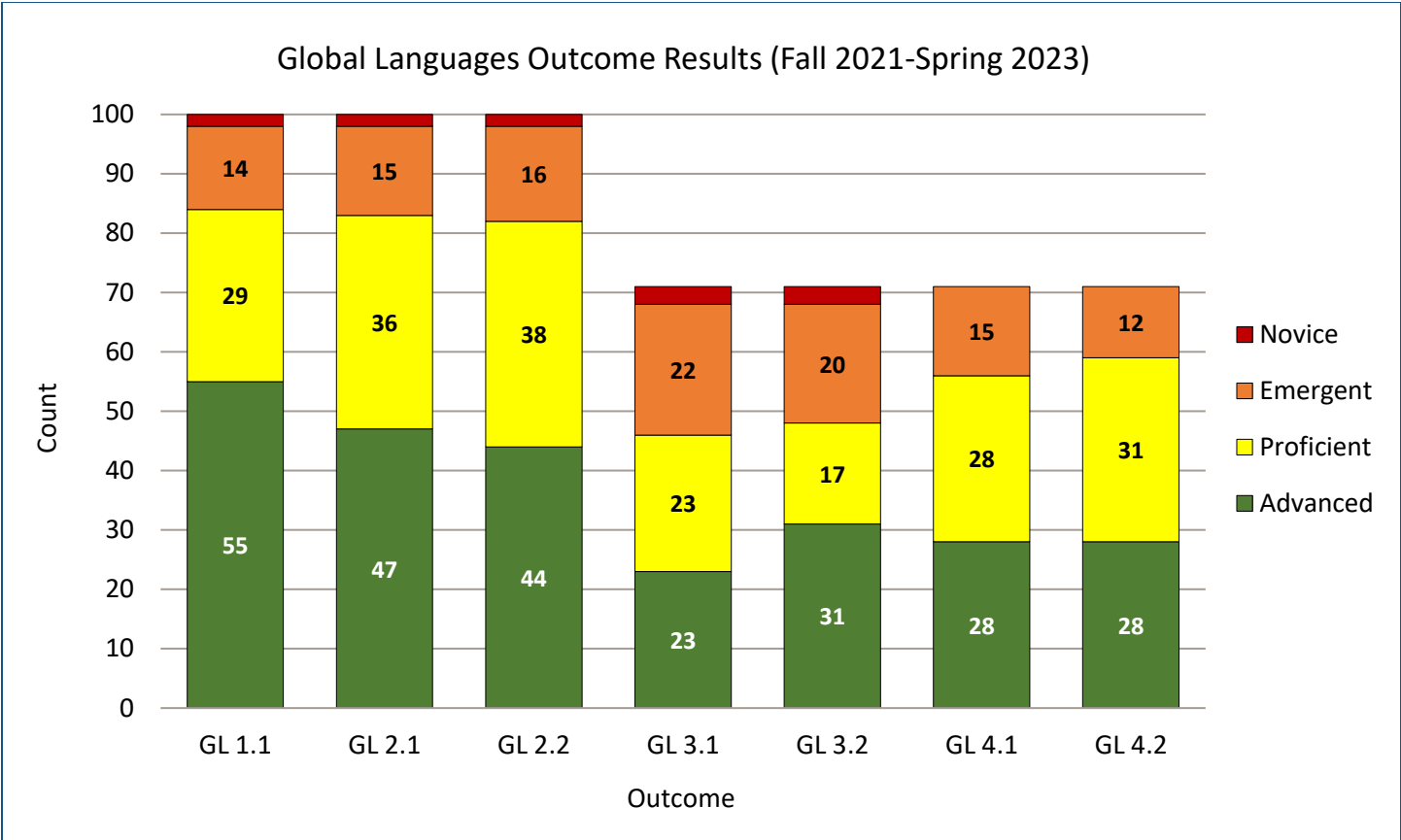
Global Languages Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	100	3.37	2	14	29	55	2%	14%	29%	55%	84%
2.1	100	3.28	2	15	36	47	2%	15%	36%	47%	83%
2.2	100	3.24	2	16	38	44	2%	16%	38%	44%	82%
3.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
Total	300	3.30	6	45	103	146	2%	15%	34%	49%	83%

Global Languages Results (2021-2022)											
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.1	71	2.93	3	22	23	23	4%	31%	32%	32%	65%
3.2	71	3.07	3	20	17	31	4%	28%	24%	44%	68%
4.1	71	3.18	0	15	28	28	0%	21%	39%	39%	79%
4.2	71	3.23	0	12	31	28	0%	17%	44%	39%	83%
Total	284	3.10	6	69	99	110	2%	24%	35%	39%	74%

Global Languages Results (2020-2021)											
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	113	3.38	1	14	39	59	1%	12%	35%	52%	87%
2.1	113	3.63	1	9	21	82	1%	8%	19%	73%	91%
2.2	113	3.40	1	13	39	60	1%	12%	35%	53%	88%
3.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
Total	339	3.47	3	36	99	201	1%	11%	29%	59%	88%

Global Languages Demographic Results (Fall 2020-Spring 2023)									
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced			
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	213	117	95	80	126	85%	86%	84%	79%	89%
2.1	213	117	95	80	126	87%	87%	87%	79%	94%
2.2	213	117	95	80	126	85%	85%	84%	78%	90%
3.1	71	41	30	26	41	65%	66%	63%	42%	80%
3.2	71	41	30	26	41	68%	71%	63%	46%	83%
4.1	71	41	30	26	41	79%	78%	80%	73%	85%
4.2	71	41	30	26	41	83%	83%	83%	73%	93%
Total	923	515	405	344	542	82%	83%	81%	72%	89%

Global Languages Outcome Results (Fall 2021-Spring 2023)

Global Languages Outcome Results (Fall 2021-Spring 2023)

Stacked bar chart showing Count (0–100) by Outcome for categories Novice, Emergent, Proficient, and Advanced.

Outcome	Advanced	Proficient	Emergent	Novice
GL 1.1	55	29	14	(small red)
GL 2.1	47	36	15	(small red)
GL 2.2	44	38	16	(small red)
GL 3.1	23	23	22	(small red)
GL 3.2	31	17	20	(small red)
GL 4.1	28	28	15	
GL 4.2	28	31	12	

Strengths

Performance on GL outcomes 1 (listening) and 2 (speaking) in 2022-2023 was higher than performance on outcomes 3 (writing) and 4 (reading) in 2021-2022. Among outcomes assessed in 2022-2023, GL 1 received the highest percentage of students that scored proficient or advanced (84%). GL also received relatively small performance differences between the gender demographic groups.

Validity & Reliability

GL instructors use a standard rubric to ensure consistent scoring of student submissions. However, year-to-year variations occur because of the alternating outcome collections and low reporting rates. Instructors individually decide which assignment(s) should be designated for assessment in alignment with the GL outcomes.

Actionable Items

The Spring 2023 GL data into action plan determined that the Core area will focus attention on improving the lowest performances on writing outcomes 3.1 and 3.2, most recently assessed in 2021-2022. A discussion will first be held amongst GL instructors to theorize reasons for a much lower performance on these two outcomes. If instructors agree with the validity of the data, then more classroom resources (i.e. classroom time, learning materials, writing activities, etc.) will be directed toward learning activities related to outcomes 3.1 and 3.2. Instructors who experience more success in regard to teaching the writing outcomes will describe their methods while sharing insight for those instructors who have been particularly challenged by the outcomes.

GL should also strategize methods to improve outcome performance for students that fall into the Diversity group. Race/ethnicity group differences appear on all outcomes, but even higher performance differences appear on outcomes 3.1 and 3.2 (writing).

Health and Wellness (HW)

SLOs

Number	Description
HW 1 (UCC 3)	Identify and evaluate credible sources for researching topics on health, wellness, and physical activities.
HW 2 (UCC 2)	Communicate or demonstrate knowledge of best practices regarding topics on health, wellness, and physical activity.
HW 3 (UCC 7)	Assess their own habits and abilities in relation to best practices for achieving health and wellness and/or a physical activity.
HW 4 (UCC 5)	Develop a plan for continuous improvement of health and wellness habits and/or a physical activity.

Participation

All HW instructors were expected to submit outcome achievement results for the first time in Spring 2022. Instructors submit data via Excel spreadsheets, allowing student learning to be captured in Physical Education sections where students must demonstrate physical competency and do not submit online artifacts.

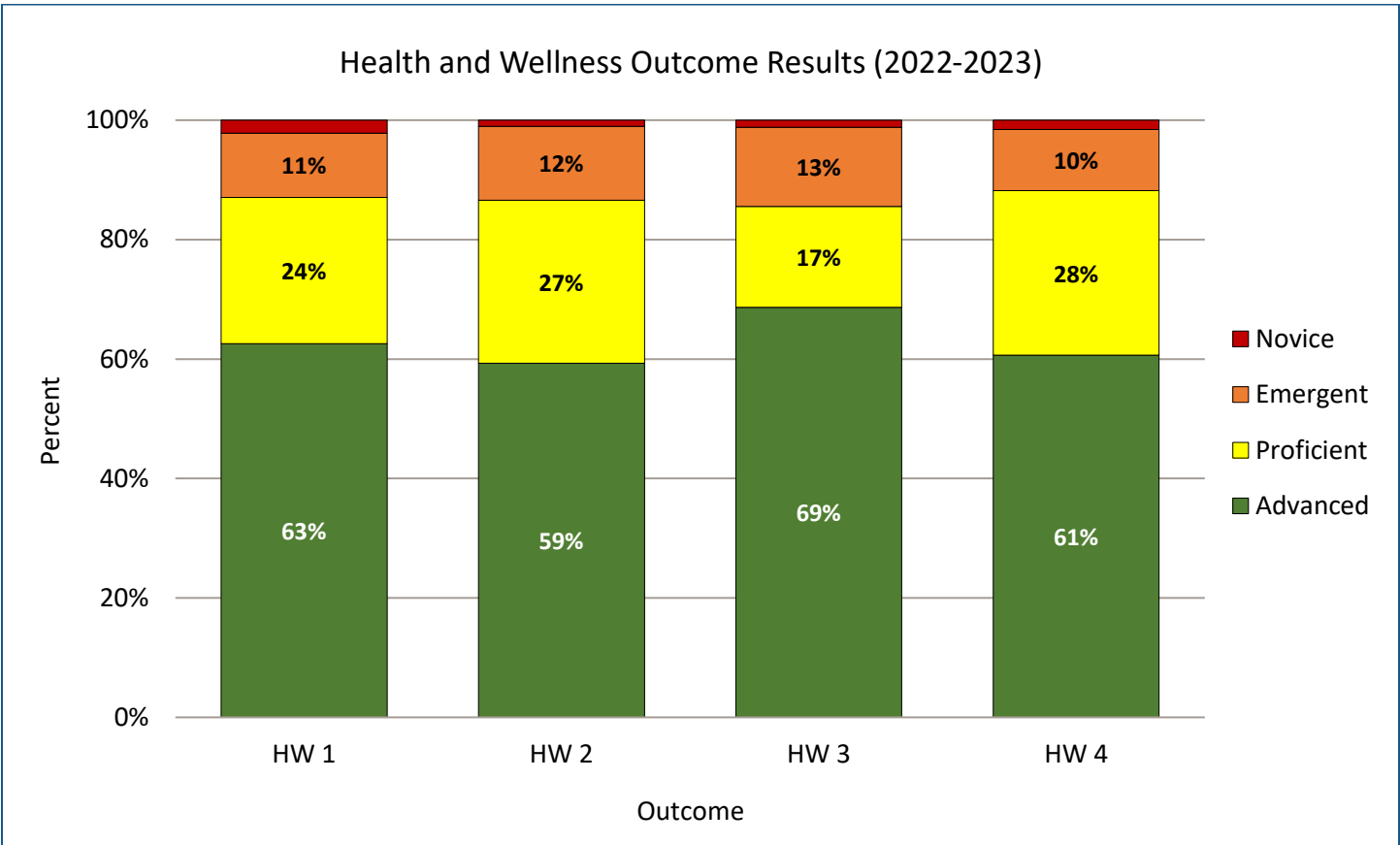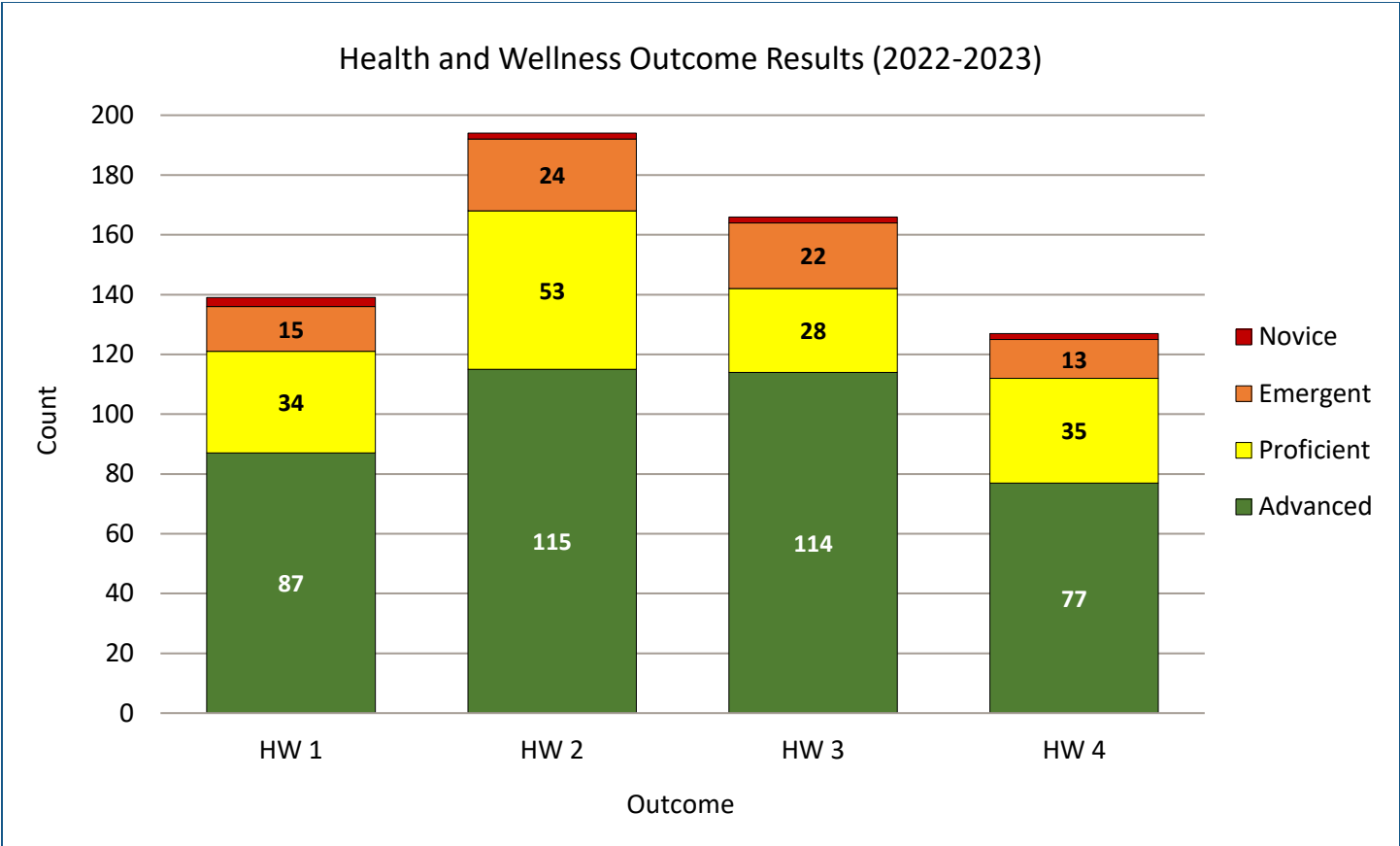| Health and Wellness Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	36	23	64%
Spring 2022	18	15	83%

Data Summary

HW outcomes were revised for Spring 2022, and instructors submitted assessment data for the first time in Spring 2022. Thus, the information below only shows data from 2021-2022 to 2022-2023. Students scored proficient or advanced on 87% of HW measurements in 2022-2023, a decrease from 2021-2022. HW 3 received the lowest percentage of students that scored proficient or advanced, but HW 3 also received the highest percentage of students that scored advanced.

Health and Wellness Results (2022-2023)										
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	139	3.47	3	15	34	87	2%	11%	24%	63%	87%
2	194	3.45	2	24	53	115	1%	12%	27%	59%	87%
3	166	3.53	2	22	28	114	1%	13%	17%	69%	86%
4	127	3.47	2	13	35	77	2%	10%	28%	61%	88%
Total	626	3.48	9	74	150	393	1%	12%	24%	63%	87%

Health and Wellness Results (2021-2022)										
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	110	3.39	0	19	29	62	0%	17%	26%	56%	83%
2	161	3.45	0	4	80	77	0%	2%	50%	48%	98%
3	149	3.61	0	1	56	92	0%	1%	38%	62%	99%
4	149	3.60	0	0	60	89	0%	0%	40%	60%	100%
Total	569	3.52	0	24	225	320	0%	4%	40%	56%	96%

6/1/2020- 5/31/2023	Total Number of Measurements (Sum)				Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	249	142	106	134	104	85%	87%	82%	82%	88%
2	355	215	138	182	157	92%	93%	90%	88%	94%
3	315	185	128	161	142	92%	92%	91%	91%	94%
4	276	166	108	144	121	95%	95%	94%	94%	95%
Total	1,195	708	480	621	524	91%	92%	90%	89%	93%

Health and Wellness Demographic Results (Fall 2020-Spring 2023)

Health and Wellness Outcome Results (2022-2023)

Health and Wellness Outcome Results (2022-2023)

Stacked bar chart showing Count by Outcome (HW 1, HW 2, HW 3, HW 4) with categories Novice, Emergent, Proficient, Advanced.

- HW 1: Advanced 87, Proficient 34, Emergent 15
- HW 2: Advanced 115, Proficient 53, Emergent 24
- HW 3: Advanced 114, Proficient 28, Emergent 22
- HW 4: Advanced 77, Proficient 35, Emergent 13

Strengths

The highest percentage of students scored proficient or advanced on outcomes 1 (87%) and 2 (87%). Instructors became more familiar with the assessment process and rubrics in 2022-2023, the second year that HW collected performance scores.

Validity & Reliability

HW instructors launched new outcomes and a standard rubric in Spring 2022. The new outcomes and rubric aimed to standardize learning expectations for both Physical Education courses and traditional classroom courses. Instructors individually selected assignments to best align with the SLOs. The rubric may require revisions to clarify the various achievement levels and improve reliability.

Actionable Items

The HW area should continue to familiarize instructors with rubrics and scoring strategies, given the lack of familiarity with best assessment practices for many HW instructors. Performance differences between demographic groups were highest on outcome 1. HW instructors should discuss explanations for the performance differences and develop strategies to improve the achievement of the weakest groups.

Core Methods of Inquiry Assessment

Global Perspectives (GP)

SLOs

Number	Title	Description
GP 1.1 (UCC 9)	Examine Global Significance	Critically examines a text, discourse, artifact, or institution of global significance in its historical, cultural, economic, and/or political context.
GP 1.2 (UCC 7, 8)	Analyze for Impact: Across Boundaries	Analyze a cultural, ideological, or institutional process and/or impact that transcends two or more boundaries in space and/or time.
GP 2.1 (UCC 1)	Clear Communications	Writes about global issues and processes with clarity.
GP 2.2 (UCC 1)	Thesis	Develops a thesis statement that responds to global issues and problems.
GP 2.3 (UCC 1)	Citations	Utilizes appropriate citation format.

NOTE: GP removed an outcome in 2021-2022 (GP 3c Visual Communication: Uses appropriate visual communication to convey information about global studies). GP faculty removed the outcome due to its difficulty to assess and its relative lack of curricular importance in comparison to the other outcomes. The GP outcome numbers were subsequently adjusted.

Participation

GP typically runs among the most course sections of any Core area per year. GP also has the greatest number of overall Core course options, most of which span multiple departments. The percentage of assessed sections was higher in 2022-2023 (87%) than both of the previous two years.

Global Perspectives Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	23	20	87%
2021-2022	36	25	69%
2020-2021	27	16	59%

Data Summary

GP continued its growth in the percentage of students who scored proficient or advanced among all outcomes in 2022-2023 (90%), compared with 2021-2022 (89%) and 2020-2021 (85%).

Global Perspectives Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	312	3.46	3	26	107	176	1%	8%	34%	56%	91%
1.2	291	3.35	2	17	150	122	1%	6%	52%	42%	93%
2.1	294	3.49	2	26	91	175	1%	9%	31%	60%	90%
2.2	216	3.45	2	27	58	129	1%	13%	27%	60%	87%
2.3	261	3.44	8	20	81	152	3%	8%	31%	58%	89%
Total	1,374	3.44	17	116	487	754	1%	8%	35%	55%	90%

Global Perspectives Results (2021-2022)

6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	276	3.46	2	21	101	152	1%	8%	37%	55%	92%
1.2	248	3.41	1	20	103	124	0%	8%	42%	50%	92%
2.1	238	3.33	5	29	86	118	2%	12%	36%	50%	86%
2.2	186	3.49	2	8	73	103	1%	4%	39%	55%	95%
2.3	241	3.29	13	30	72	126	5%	12%	30%	52%	82%
Total	**1,189**	**3.39**	**23**	**108**	**435**	**623**	**2%**	**9%**	**37%**	**52%**	**89%**

Global Perspectives Results (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	226	3.17	2	42	98	84	1%	19%	43%	37%	81%
1.2	170	3.27	1	20	81	68	1%	12%	48%	40%	88%
2.1	201	3.25	2	32	80	87	1%	16%	40%	43%	83%
2.2	107	3.29	1	15	43	48	1%	14%	40%	45%	85%
2.3	179	3.50	1	18	50	110	1%	10%	28%	61%	89%
Total	**883**	**3.29**	**7**	**127**	**352**	**397**	**1%**	**14%**	**40%**	**45%**	**85%**

Global Perspectives Demographic Results (Fall 2020-Spring 2023)

6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	814	515	297	342	452	88%	87%	91%	85%	91%
1.2	709	437	270	298	391	91%	91%	93%	89%	94%
2.1	733	455	276	299	418	87%	89%	84%	84%	89%
2.2	509	314	193	216	279	89%	89%	90%	87%	92%
2.3	681	419	260	280	386	87%	89%	83%	85%	88%
Total	**3,446**	**2,140**	**1,296**	**1,435**	**1,926**	**88%**	**89%**	**88%**	**86%**	**90%**

Global Perspectives Outcome Results (2022-2023)
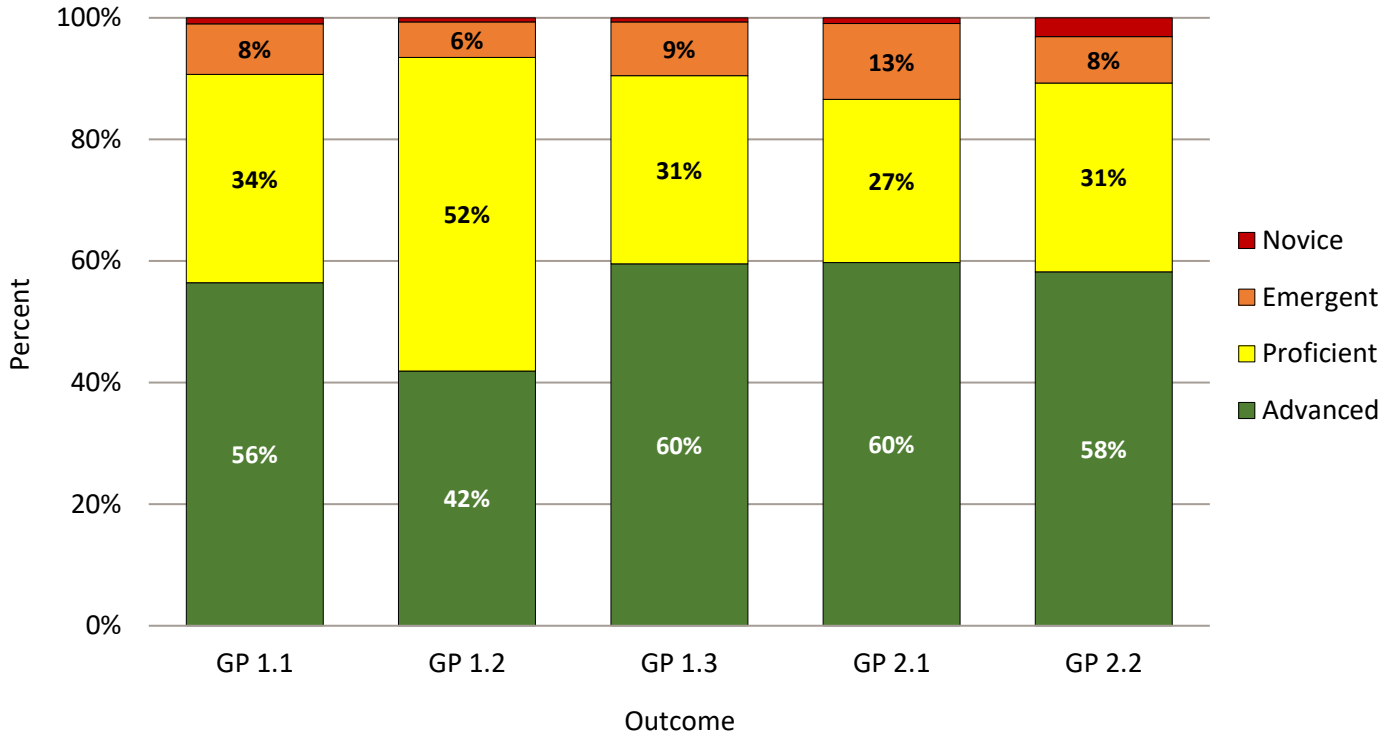
Global Perspectives Outcome Results (2022-2023)
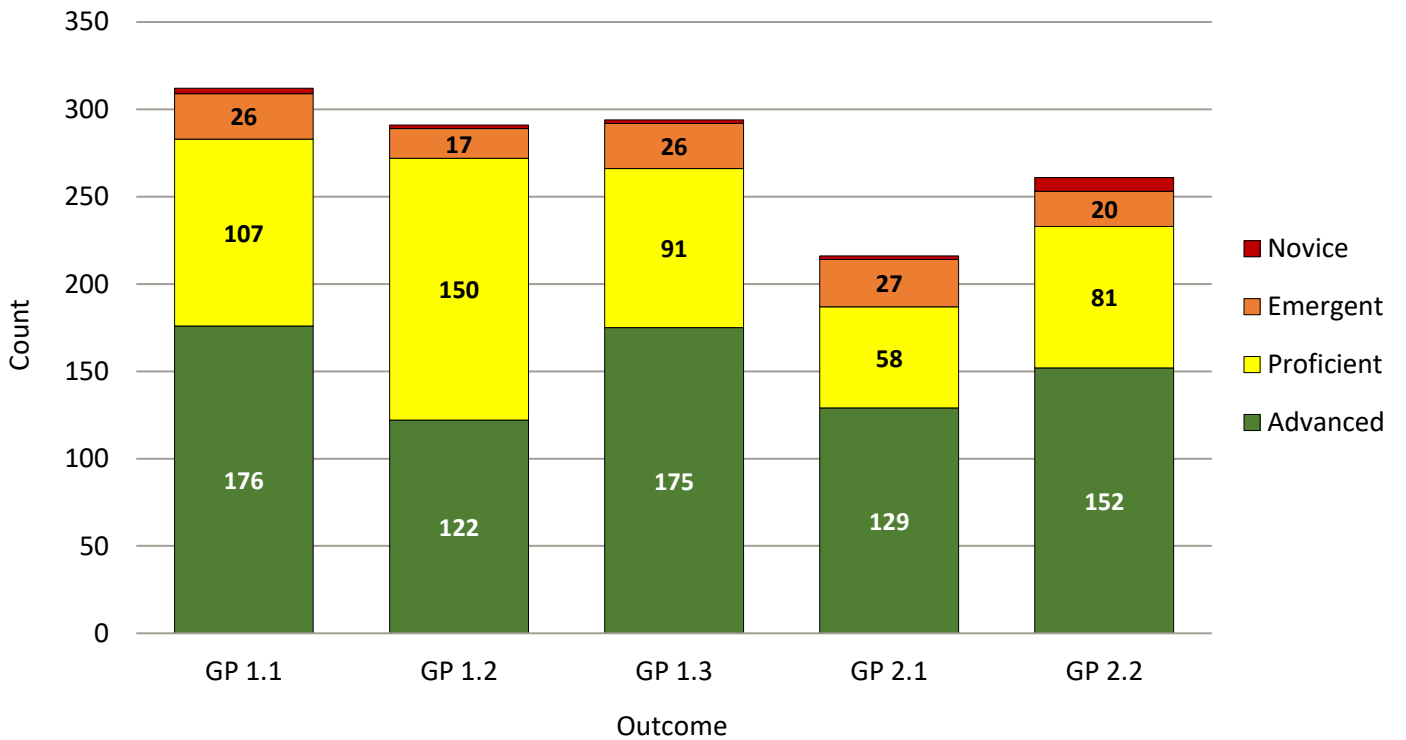
Strengths

The highest percentage of students scored proficient or advanced on GP 1.2 (93%) in 2022-2023. The highest percentage of students scored advanced on GP 2.1 (60%) and 2.2 (60%). After identifying GP 2.3 as an opportunity for improvement prior to 2022-2023, the Core area incorporated more low-stakes assessments for the outcome, rather than only using a final research paper. The action appears to have positively impacted student learning. 89% of students scored proficient or advanced in 2022-2023, compared to 82% in 2021-2022. GP also received minimal outcome performance differences between the gender demographic groups.

Validity & Reliability

All GP instructors use a standard rubric to assess SLO outcome achievements. Given the wide diversity of content between GP courses, the Core area received notable variability in scores between sections. Several outcome scores also fluctuated without a clear trend in the past three years.

Actionable Items

The new HMH Core will eliminate the expansive GP area and instead scaffold the global awareness outcomes across multiple Core areas. Instructors within Core area should continue to discuss strategies for improving global awareness outcomes.

GP received performance differences of about 5 percentage points (proficient and advanced) between the race/ethnicity groups on most outcomes. Women performed several percentage points better than men on outcomes 2.1 and 2.3, but men performed better on outcomes 1.1 and 1.2. GP instructors should be cognizant of these group differences and discuss strategies for the supporting the weaker performing groups for each outcome.

Historical Analysis (HA)

SLOs

<table>
<tr><td colspan="2">Historical Analysis courses introduce students to an analysis of human affairs that goes beyond the mere narration of historical facts by acquainting students with the methods historians use to describe, explain and reconstruct the past. Upon satisfactory completion of this requirement, students will be able to make use of historical information found in primary source materials; place significant works in their proper historical and cultural context; assess the complex relationship between historical events and the human condition; and chronologically order and explain the significance of major events and the development of key social and political institutions for at least one period of history.</td></tr>
<tr><th>Number</th><th>Description</th></tr>
<tr><td>HA 1 (UCC 5)</td><td>Appropriately identify and analyze primary sources</td></tr>
<tr><td>HA 2</td><td>Place significant works in their proper historical and cultural context</td></tr>
<tr><td>HA 3 (UCC 5)</td><td>Assess the complex relationship between historical events and the human condition</td></tr>
<tr><td>HA 4</td><td>Chronologically order major events and the development of key social and political institutions for at least one period of history</td></tr>
<tr><td>HA 5 (UCC 1)</td><td>Explain the significance of major events and the development of key social and political institutions for at least one period of history</td></tr>
</table>

Participation

HA received assessment scores from all sections in 2022-2023, reversing a downward reporting trend from previous years.

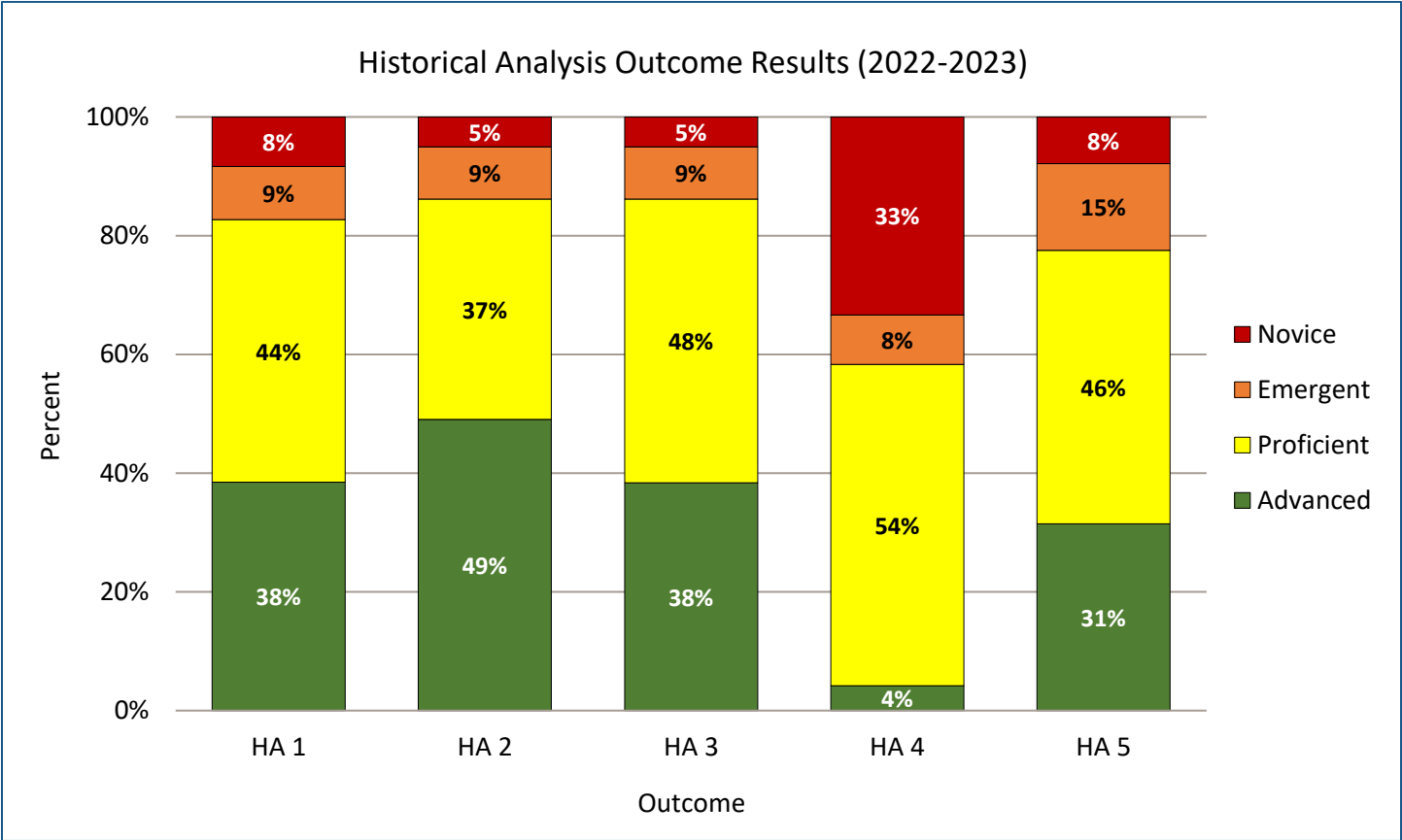|	Historical Analysis Reporting		
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	14	14	100%
2021-2022	11	7	64%
2020-2021	11	8	73%

Data Summary

The total number of measurements increased in 2022-2023. HA 4 was measured for the first time in several years, but the total HA 4 measurements were still far less than other outcomes. HA 4 received a low percentage of students that scored proficient or advanced (58%), a score that was likely impacted by the low sample size.
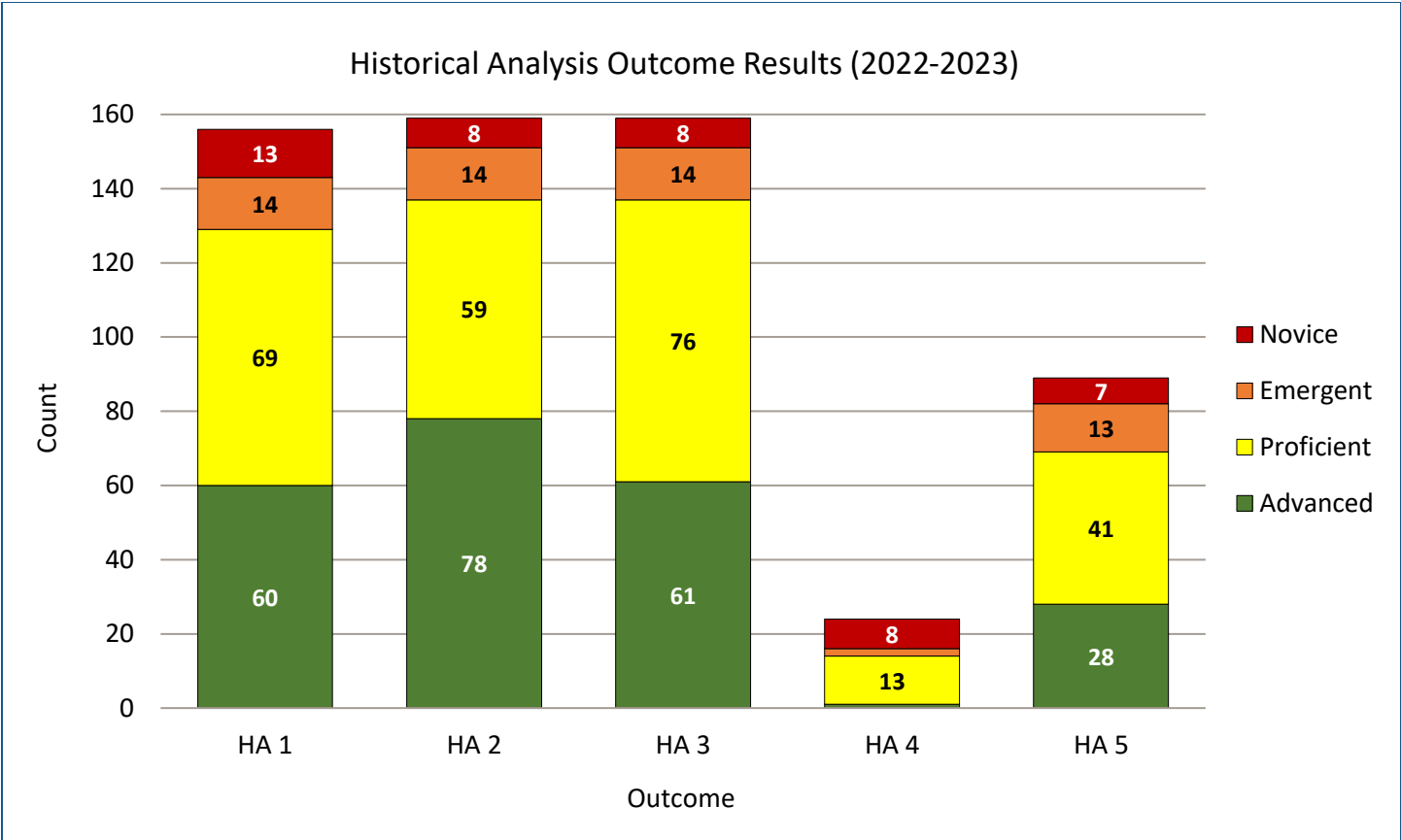
	Historical Analysis Results (2022-2023)										
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	156	3.13	13	14	69	60	8%	9%	44%	38%	83%
2	159	3.30	8	14	59	78	5%	9%	37%	49%	86%
3	159	3.19	8	14	76	61	5%	9%	48%	38%	86%
4	24	2.29	8	2	13	1	33%	8%	54%	4%	58%
5	89	3.01	7	13	41	28	8%	15%	46%	31%	78%
Total	587	3.14	44	57	258	228	7%	10%	44%	39%	83%

	Historical Analysis Results (2021-2022)										
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	109	3.01	3	26	47	33	3%	24%	43%	30%	73%
2	107	3.17	1	18	50	38	1%	17%	47%	36%	82%
3	107	3.19	1	17	50	39	1%	16%	47%	36%	83%
4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5	70	2.99	1	17	34	18	1%	24%	49%	26%	74%
Total	393	3.10	6	78	181	128	2%	20%	46%	33%	79%

	Historical Analysis Results (2020-2021)										
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	125	2.90	4	31	64	26	3%	25%	51%	21%	72%
2	126	3.00	2	23	74	27	2%	18%	59%	21%	80%
3	126	3.06	2	22	69	33	2%	17%	55%	26%	81%
4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5	126	3.08	2	22	66	36	2%	17%	52%	29%	81%
Total	503	3.01	10	98	273	122	2%	19%	54%	24%	79%

Historical Analysis Demographic Results (Fall 2020-Spring 2023)										
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	390	222	167	143	232	77%	80%	72%	71%	80%
2	392	214	177	148	229	83%	84%	83%	80%	86%
3	392	214	177	148	229	84%	84%	84%	81%	86%
4	24	14	10	12	9	58%	50%	70%	50%	78%
5	285	160	124	102	171	78%	79%	78%	74%	81%
Total	1,483	824	655	553	870	80%	81%	80%	76%	83%

Historical Analysis Outcome Results (2022-2023)

Historical Analysis Outcome Results (2022-2023)

Count (y-axis) vs **Outcome** (x-axis)

Outcome	Advanced	Proficient	Emergent	Novice
HA 1	60	69	14	13
HA 2	78	59	14	8
HA 3	61	76	14	8
HA 4		13		8
HA 5	28	41	13	7

Legend: ■ Novice ■ Emergent ■ Proficient ■ Advanced

Strengths

HA 2 and 3 received the highest percentage of students that scored proficient or advanced (both 86%), continuing a strong performance trend from previous years. HA 2 and 3 were also assessed at the highest frequency in the past few years. The Core area received small outcome performance differences between the gender demographic groups.

Validity & Reliability

Individual instructors determine which assignments best align with the HA outcomes. The assignments have not been collectively reviewed. A standard rubric exists, but the rubric has not been used for all assessed assignments. No formal calibration training has occurred with the standard rubric.

Actionable Items

The HA area will be incorporated into several different areas in the new HMH Core, including a Humanities area. The new Core will not include HA 4 because of its assessment challenges. Still, HA should attempt to balance the measurement of the current outcomes prior to the launch of the new curriculum. As noted in the Spring 2023 data into action plan, HA will discuss assignment prompts that effectively improve student learning, especially prompts related to HA 1. The area should also discuss strategies for reducing the strong performance differences between the race/ethnicity groups.

Literary Analysis (LA)

SLOs

Students will be able to i) read with perception the literature they have studied; ii) analyze significant aspects of this literature; and iii) intelligently discuss relationships between the literature and human experience.		
Number	**Title**	**Description**
LA 1 (UCC 1, 5, 9)	Read and Comprehend Literary works	Read with perception the literature they have studied.
LA 2 (UCC 1, 5, 9)	Analyze Significant Aspects of Literature	Analyze significant aspects of literature.
LA 3 (UCC 1, 5, 9)	Discuss Relationships Between Literature and Human Experience	Intelligently discuss relationships between the literature and human experience.

Participation

LA received outcome achievement scores from 70% of its course sections 2022-2023, a decline from the previous year.

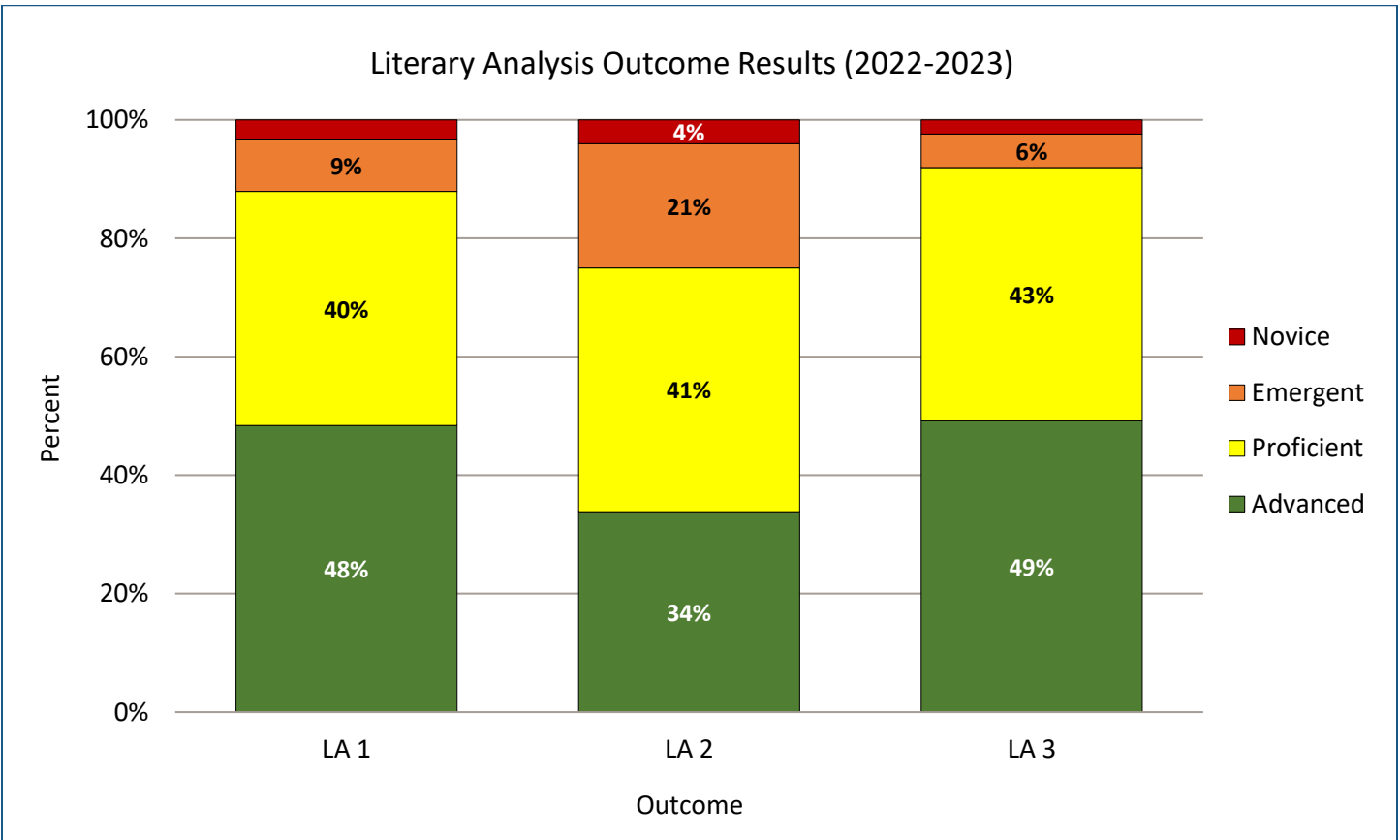| Literary Analysis Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	10	7	70%
2021-2022	15	12	80%
2020-2021	12	6	50%

Data Summary

LA remained fairly consistent in the percentage of students who scored proficient or advanced among all outcomes in 2022-2023 (85%), compared with 2021-2022 (88%) and 2020-2021 (85%). Fewer measurements were collected in 2022-2023 versus the previous year.
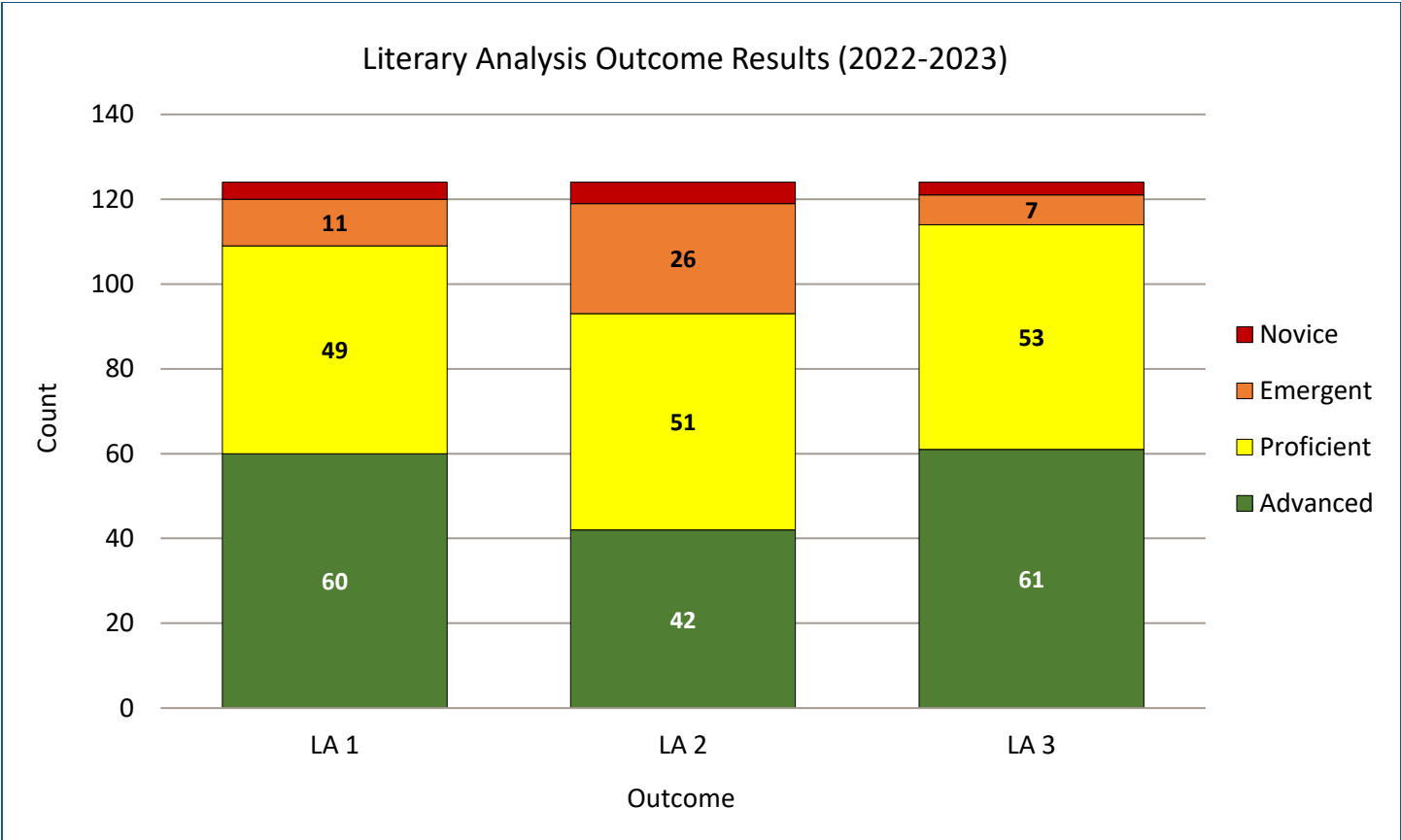
Literary Analysis Results (2022-2023)											
6/1/2022-5/31/2023			**Count**				**Percent**				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	124	3.33	4	11	49	60	3%	9%	40%	48%	88%
2	124	3.05	5	26	51	42	4%	21%	41%	34%	75%
3	124	3.39	3	7	53	61	2%	6%	43%	49%	92%
Total	**372**	**3.26**	**12**	**44**	**153**	**163**	**3%**	**12%**	**41%**	**44%**	**85%**

Literary Analysis Results (2021-2022)											
6/1/2021-5/31/2022			**Count**				**Percent**				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	172	3.47	2	14	58	98	1%	8%	34%	57%	91%
2	172	3.28	2	29	59	82	1%	17%	34%	48%	82%
3	172	3.53	2	11	52	107	1%	6%	30%	62%	92%
Total	**516**	**3.43**	**6**	**54**	**169**	**287**	**1%**	**10%**	**33%**	**56%**	**88%**

Literary Analysis Results (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	81	3.35	2	9	29	41	2%	11%	36%	51%	86%
2	81	3.19	2	15	30	34	2%	19%	37%	42%	79%
3	81	3.33	2	6	36	37	2%	7%	44%	46%	90%
Total	243	3.29	6	30	95	112	2%	12%	39%	46%	85%

Literary Analysis Demographic Results (Fall 2020-Spring 2023)

6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	377	250	125	151	216	89%	93%	81%	83%	93%
2	377	250	125	151	216	79%	86%	64%	71%	84%
3	377	250	125	151	216	92%	96%	83%	87%	95%
Total	1,131	750	375	453	648	87%	92%	76%	80%	90%

Literary Analysis Outcome Results (2022-2023)

Literary Analysis Outcome Results (2022-2023)

Strengths

LA equally measured the various outcomes in each of the past 3 years. The highest percentage of students scored proficient or advanced on LA 3 (92%) in 2022-2023, which also received the strongest performance in 2021-2022 and 2020-2021.

Validity & Reliability

LA instructors use a standard rubric to assess student achievement. The Core area analyzed and discussed student artifacts in a calibration-style exercise in Spring 2023.

Actionable Items

LA created a data into action plan in Spring 2023 that emphasized analyses within individual classrooms to improve LA 2. The strategy to improve LA 2 involves providing sample analytical writing to students. Moving forward, the Core area will convene additional discussions with both English and Global Languages departments to share and discuss prompts relating to LA 2.

The Core area should also discuss strategies to reduce performance differences between the demographic groups. Men achieved proficient and advanced at a much lower percentage than women on LA outcomes, especially LA 2. Likewise, students in the Diverse group achieved proficient and advanced at a much lower percentage than White students on LA outcomes, especially LA 2.

Philosophical Inquiry (PI)

SLOs

Data for each sub-outcome is grouped other with its outcome area (e.g. PI 1 data includes PI 1.1, PI 1.2, and PI 1.3).

Students will be able to
i) analyze, in a preliminary way, questions about reality, meaning or value;
ii) discuss some of the traditional views on such questions;
and iii) develop criteria to arbitrate differences between conflicting normative claims about thought or behavior.

Number	Title	Description
PI 1 (UCC 1, 5, 7)	Salient Features	Accurately describe the salient features of either (a) some major (e.g., historically significant) ethical values or (b) some major theories of ethical value.
PI 1.1 (UCC 1, 5, 7)	Issues	Comprehends central issues
PI 1.2 (UCC 1, 5, 7)	Terms	Uses disciplinary terms appropriately
PI 1.3 (UCC 1, 5, 7)	Reasoning	Appreciates intentional/explicit reasoning
PI 2 (UCC 1, 5, 8)	Persuasively Analyzes	Persuasively analyze either (a) how some major ethical values are informed or not informed by some major theories of ethical value or (b) how some major ethical values recommend or do not recommend certain individual behaviors, societal norms, and/or states of affairs.
PI 2.1 (UCC 1, 5, 8)	Background	Provides context or background for the Issue
PI 2.2 (UCC 1, 5, 8)	Commentary	Provides critical commentary
PI 2.3 (UCC 1, 5, 8)	Understanding	Careful reading of source material
PI 2.4 (UCC 1, 5, 8)	Cohesiveness	Analytical organization/cohesiveness
PI 3 (UCC 1, 5, 8)	Constructing Arguments	Offer rationally constructed arguments about the strengths and/or weaknesses of either (a) how some major ethical values are informed by or not sufficiently informed by some major theories of ethical value or (b) how some major ethical values recommend or do not recommend enough certain individual behaviors, societal norms, and/or states of affairs.
PI 3.1 (UCC 1, 5, 8)	Thesis	Thesis statement and organization plan
PI 3.2 (UCC 1, 5, 8)	Premises	Plausible argument
PI 3.3 (UCC 1, 5, 8)	Scope	Limitations of the argument
PI 4 (UCC 1, 5, 7, 8)	Mechanics	Writing style, sources, and citations
PI 4.1 (UCC 1, 5, 7, 8)	Clarity	Writes with clarity
PI 4.2 (UCC 1, 5, 7, 8)	Sources	Uses sources appropriately
PI 4.3 (UCC 1, 5, 7, 8)	Citations	Uses appropriate citations

Participation

PI assessment participation in 2022-2023 rebounded from a very low reporting rate in the previous year. However, PI participation remained lower than most other Core areas.

Philosophical Inquiry Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	14	9	64%
2021-2022	12	3	25%
2020-2021	11	7	64%

Data Summary

PI maintained strong outcome achievements in 2022-2023, with 95% of students achieving proficient or advanced. PI 4 received far more assessments than PI 1, 2, and 3.
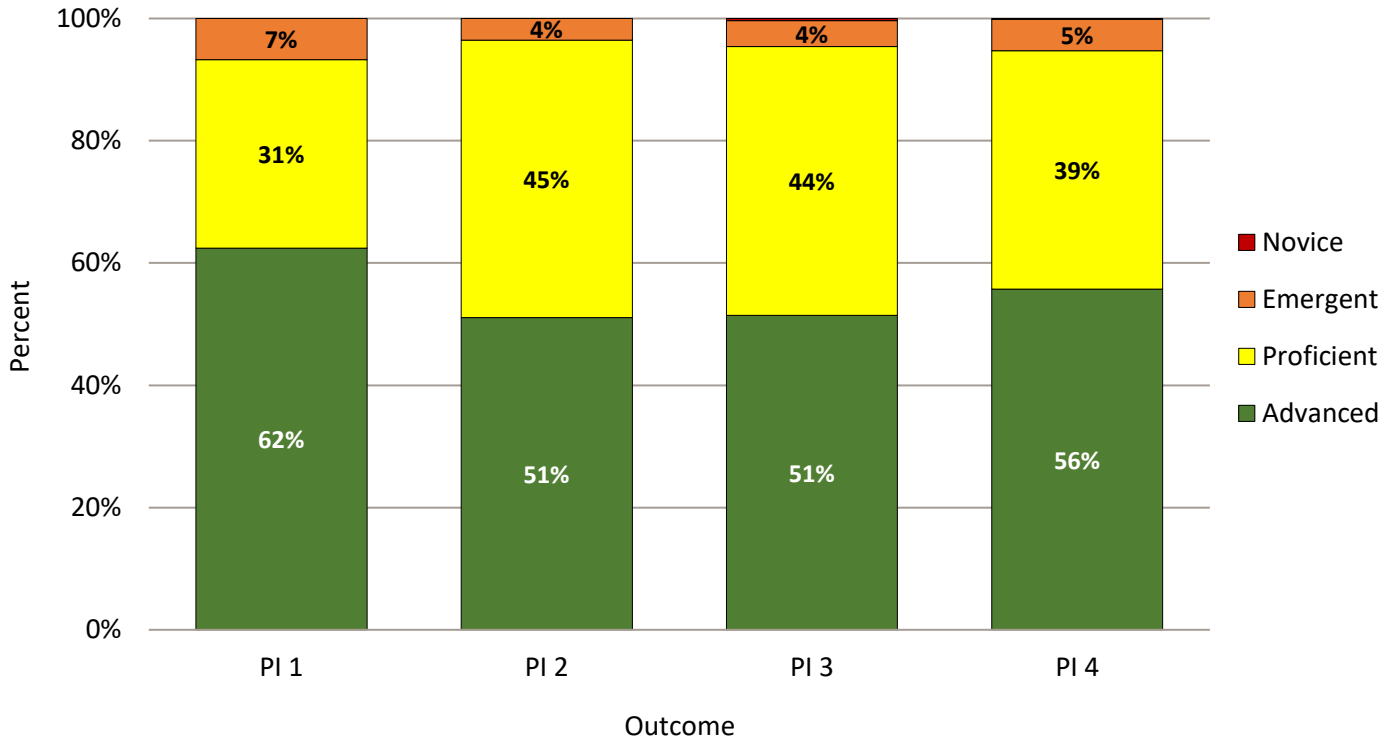
Philosophical Inquiry Results (2022-2023)										
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	282	3.56	0	19	87	176	0%	7%	31%	62%	93%
2	141	3.48	0	5	64	72	0%	4%	45%	51%	96%
3	282	3.46	1	12	124	145	0%	4%	44%	51%	95%
4	705	3.50	1	36	275	393	0%	5%	39%	56%	95%
Total	1,410	3.50	2	72	550	786	0%	5%	39%	56%	95%

Philosophical Inquiry Results (2021-2022)										
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	307	3.49	3	7	134	163	1%	2%	44%	53%	97%
2	216	3.35	4	11	107	94	2%	5%	50%	44%	93%
3	257	3.34	1	14	138	104	0%	5%	54%	40%	94%
4	655	3.32	3	35	364	253	0%	5%	56%	39%	94%
Total	1,435	3.37	11	67	743	614	1%	5%	52%	43%	95%

Philosophical Inquiry Results (2020-2021)										
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	331	3.05	13	62	153	103	4%	19%	46%	31%	77%
2	319	3.08	12	54	148	105	4%	17%	46%	33%	79%
3	252	2.87	30	47	102	73	12%	19%	40%	29%	69%
4	471	2.81	58	101	186	126	12%	21%	39%	27%	66%
Total	1,373	2.94	113	264	589	407	8%	19%	43%	30%	73%

Philosophical Inquiry Demographic Results (Fall 2020-Spring 2023)										
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	920	587	333	404	498	89%	90%	86%	85%	92%
2	676	442	234	322	345	87%	89%	84%	83%	91%
3	791	501	290	354	419	87%	89%	82%	83%	89%
4	1,831	1,173	658	844	942	87%	89%	84%	82%	91%
Total	4,218	2,703	1,515	1,924	2,204	87%	89%	84%	83%	91%

Philosophical Inquiry Outcome Results (2022-2023)

Philosophical Inquiry Outcome Results (2022-2023)
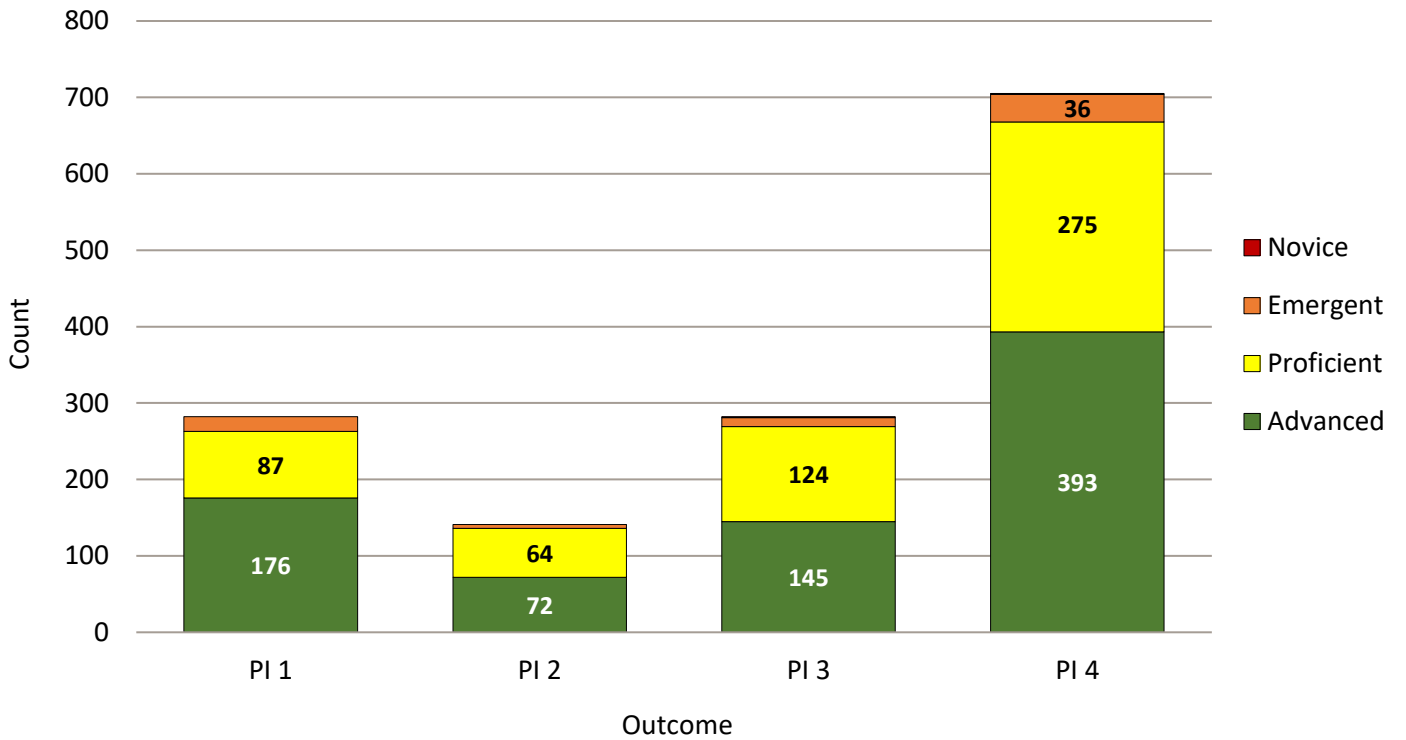
Strengths

Over 90% of students were scored as proficient or advanced for all PI outcomes in 2022-2023, continuing a strong performance trend from the previous year. PI 2 received the highest percentage of students that achieved proficient or advanced (96%). PI instructors revised the standard rubric in Spring 2021 to align with the AAC&U rubrics that address ethics and values. Scores substantially increased in the years following the rubric revision.

Validity & Reliability

Individual instructors determine which assignments best align with the PI outcomes. Some instructors assess argumentative position papers while others use written reflections on the course material. As previously mentioned, PI instructors revised the standard rubric in Spring 2021 to align with the AAC&U rubrics that address ethics and values.

Actionable Items

PI 4 received far more assessments than PI 1, 2, and 3. The rubric for the Ethics area of the new HMH Core should balance the assessment frequency of the various outcomes.

Women scored several percentage points (proficient and advanced) better than men on PI outcomes. In addition, white students scored serval percentage points better than those in the Diversity race/ethnicity group. Men were particularly challenged by PI 3, and those in the Diversity group were particularly challenged by PI 4. PI faculty should discuss strategies to support students in the lower performance groups, especially on the outcomes with the largest group differences.

Scientific Thought (ST)

SLOs

Number	Description
Students will be able to i) understand from a nonprofessional perspective the scientific concepts, laws, and principles that affect current societal issues and assess the impact of scientific or technological maters on society and the environment; and ii) use scientific tools and techniques to measure and analyze the systems under study.	
Number	**Description**
ST 1 (UCC 1)	The student shows proficiency in understanding and appreciation of fundamental concepts in a scientific discipline.
ST 2 (UCC 7, 8)	Non-Lab - The student describes the importance of science and technology on society.
ST 3	Lab - Hands-on laboratory experience using the scientific approach to problem solving
ST 3.a (UCC 6)	Lab - Shows proficiency in using tools and techniques in the scientific approach to problem solving
ST 3.b (UCC 4, 5)	Lab - Shows proficiency in analyzing data and in drawing the appropriate conclusions in the scientific approach to problem solving

Participation

Out of 45 ST course sections in 2022-2023, only 3 sections were not assessed.

Scientific Thought Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	45	42	93%
2021-2022	42	34	81%
2020-2021	42	38	90%

Data Summary

ST increased the number of measurements in each of the past 3 years. Lab and non-lab courses both assess ST 1, resulting in the most measurements among the outcomes. ST continued its slight growth in the percentage of students who scored proficient or advanced among all outcomes in 2022-2023 (78%), compared with 2021-2022 (77%) and 2020-2021 (75%).
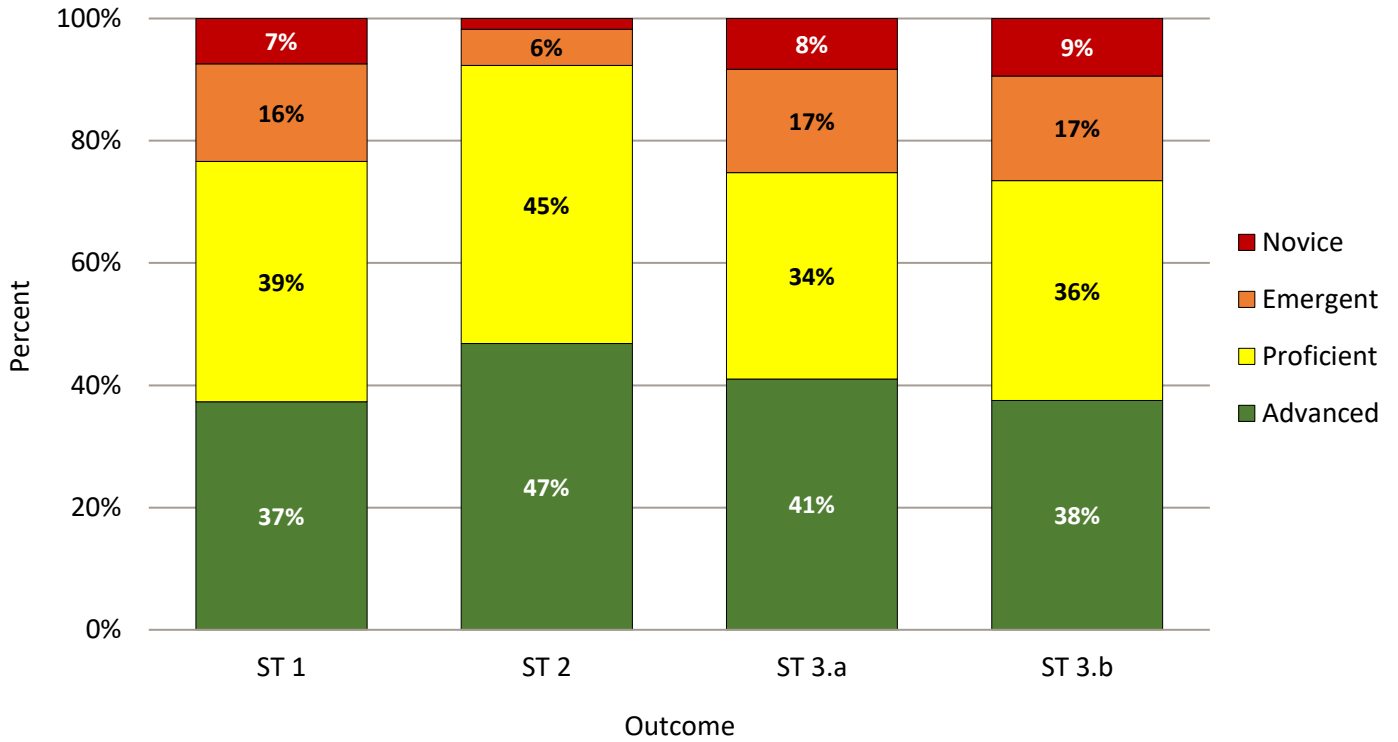
Scientific Thought Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	659	3.07	49	105	259	246	7%	16%	39%	37%	77%
2	286	3.37	5	17	130	134	2%	6%	45%	47%	92%
3a	373	3.08	31	63	126	153	8%	17%	34%	41%	75%
3b	373	3.02	35	64	134	140	9%	17%	36%	38%	73%
Total	1,691	3.11	120	249	649	673	7%	15%	38%	40%	78%

Scientific Thought Results (2021-2022)											
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	595	3.07	28	118	235	214	5%	20%	39%	36%	75%
2	196	3.27	8	28	64	96	4%	14%	33%	49%	82%
3a	399	3.17	21	60	147	171	5%	15%	37%	43%	80%
3b	383	3.09	20	74	140	149	5%	19%	37%	39%	75%
Total	1,573	3.12	77	280	586	630	5%	18%	37%	40%	77%

Scientific Thought Results (2020-2021)											
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	615	3.08	49	90	241	235	8%	15%	39%	38%	77%
2	278	3.16	14	52	88	124	5%	19%	32%	45%	76%
3a	279	2.94	28	44	123	84	10%	16%	44%	30%	74%
3b	337	2.98	31	69	114	123	9%	20%	34%	36%	70%
Total	1,509	3.04	122	255	566	566	8%	17%	38%	38%	75%

Scientific Thought Demographic Results (Fall 2020-Spring 2023)										
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	1,869	1,217	646	823	974	77%	79%	72%	71%	82%
2	760	456	301	336	396	84%	85%	81%	84%	83%
3a	1,051	717	331	466	544	76%	78%	74%	71%	81%
3b	1,093	750	340	476	573	73%	76%	67%	67%	78%
Total	4,773	3,140	1,618	2,101	2,487	77%	79%	73%	72%	81%

Scientific Thought Outcome Results (2022-2023)

Scientific Thought Outcome Results (2022-2023)
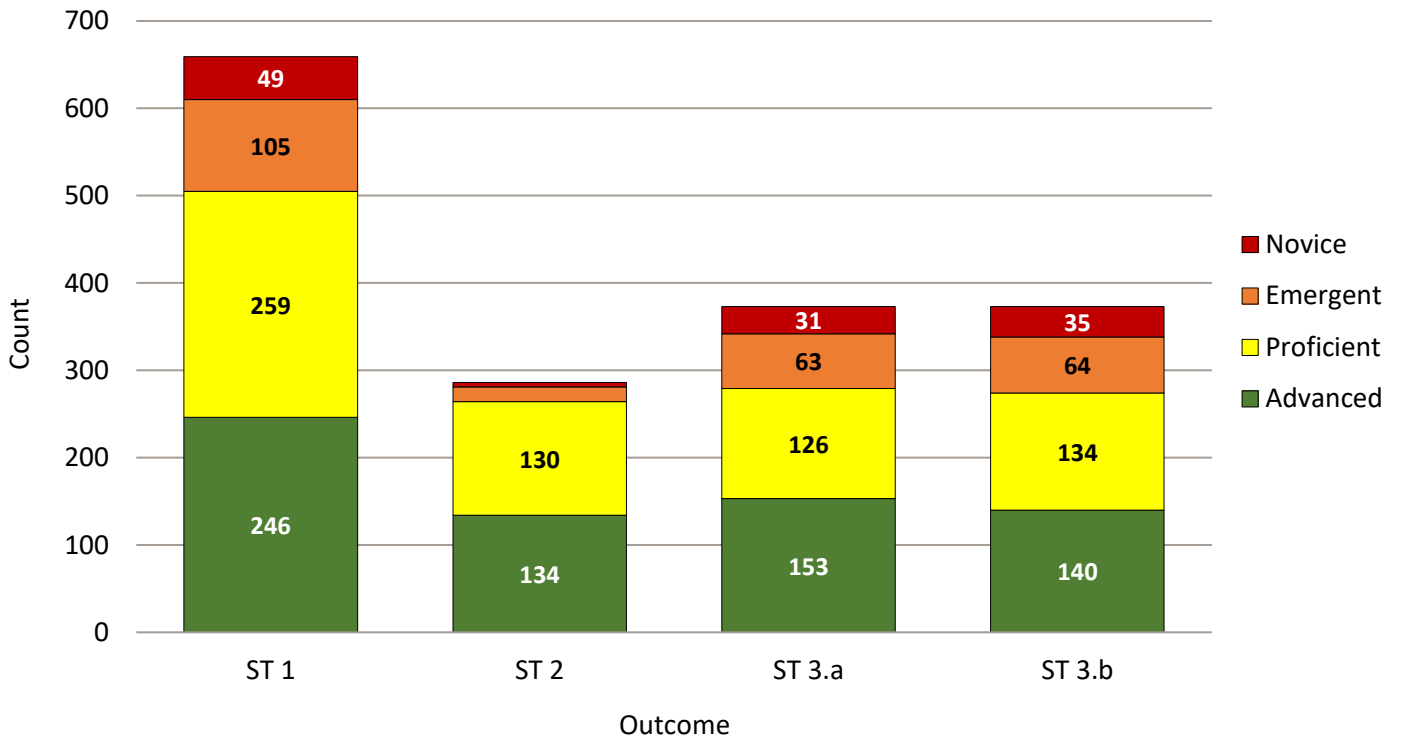
ST received the highest percentage of proficient and advanced scores on ST 2 (92%), continuing a trend from previous years. ST 2 performance increased 10 percentage points from the previous year.

Validity & Reliability

Individual instructors determine which assignments best align with the ST outcomes. Core area instructors meet at the beginning of each semester to discuss their assessed assignments and review assessment procedures. ST uses a standard rubric for all assessed assignments.

Actionable Items

The lowest percentage of students scored proficient or advanced on ST 3b (73%) in 2022-2023. Students have historically struggled on ST 3b, but performance did improve in 2021-2022 from previous years. The improvement from 2021-2022 was attributed to faculty discussions and increased attention to class activities involving ST 3b. Core area faculty will reemphasize ST 3b assessments and continue routine data sharing conversations in 2023-2024.

Social and Behavioral Analysis (SBA)

SLOs

Data for each sub-outcome is grouped with its outcome area (e.g. SBA 1 data includes SBA 1a and SBA 1b).

Social and Behavioral Analysis courses introduce students to the study of human behavior and/or the structures of society by acquainting students with the methods used for solving problems in the social or behavioral sciences. Upon satisfactory completion of this requirement, students will be able to identify the essential features of society and culture or the major factors of human behavior, either in general or as they apply to particular social, political or economic issues; describe the structures and functions of some major social institution or analyze the effect of social structures on their own and others' attitudes and behavior; analyze and synthesize information that deals with social or behavioral issues, distinguish between relevant and irrelevant information and lines of reasoning and form appropriate conclusions.

Number	Title	Description
SBA 1	Identify	Identify the essential features of society/culture, or the major factors of human behavior, either in general or as they apply to particular social, political or economic issues.
SBA 1a	Identify Features/Society	Identify the essential features of society/culture either in general or as they apply to particular social, political or economic issues.
SBA 1b	Identify Factors/Behaviors	Identify the major factors of human behavior, either in general or as they apply to particular social, political or economic issues.
SBA 2	Analyze	Analyze the structures/functions of some major social institution, or the effect of social structures on individuals' attitudes and behaviors.
SBA 2a	Analyze Institutions	Analyze the structures/functions of some major social institution.
SBA 2a.1 (UCC 5)	Understands Concepts	Demonstrates an understanding of disciplinary concepts associated with a major institution.
SBA 2a.2 (UCC 5)	Applies Concepts	Appropriately applies disciplinary concepts associated with a major institution.
SBA 2b	Analyze Human Behaviors	Analyze the effect of social structures on individuals' attitudes and behaviors.
SBA 2b.1 (UCC 5)	Understands Concepts	Demonstrates an understanding of disciplinary concepts associated with behaviors.
SBA 2b.2 (UCC 5)	Applies Concepts	Appropriately applies disciplinary concepts associated with behaviors.
SBA 3	Identify Methods	Identify the methods used to address questions related to structures of society and/or human behavior.

Participation

SBA maintained its year-to-year data reporting participation, receiving data from 73% of sections in both 2022-2023 and 2021-2022.

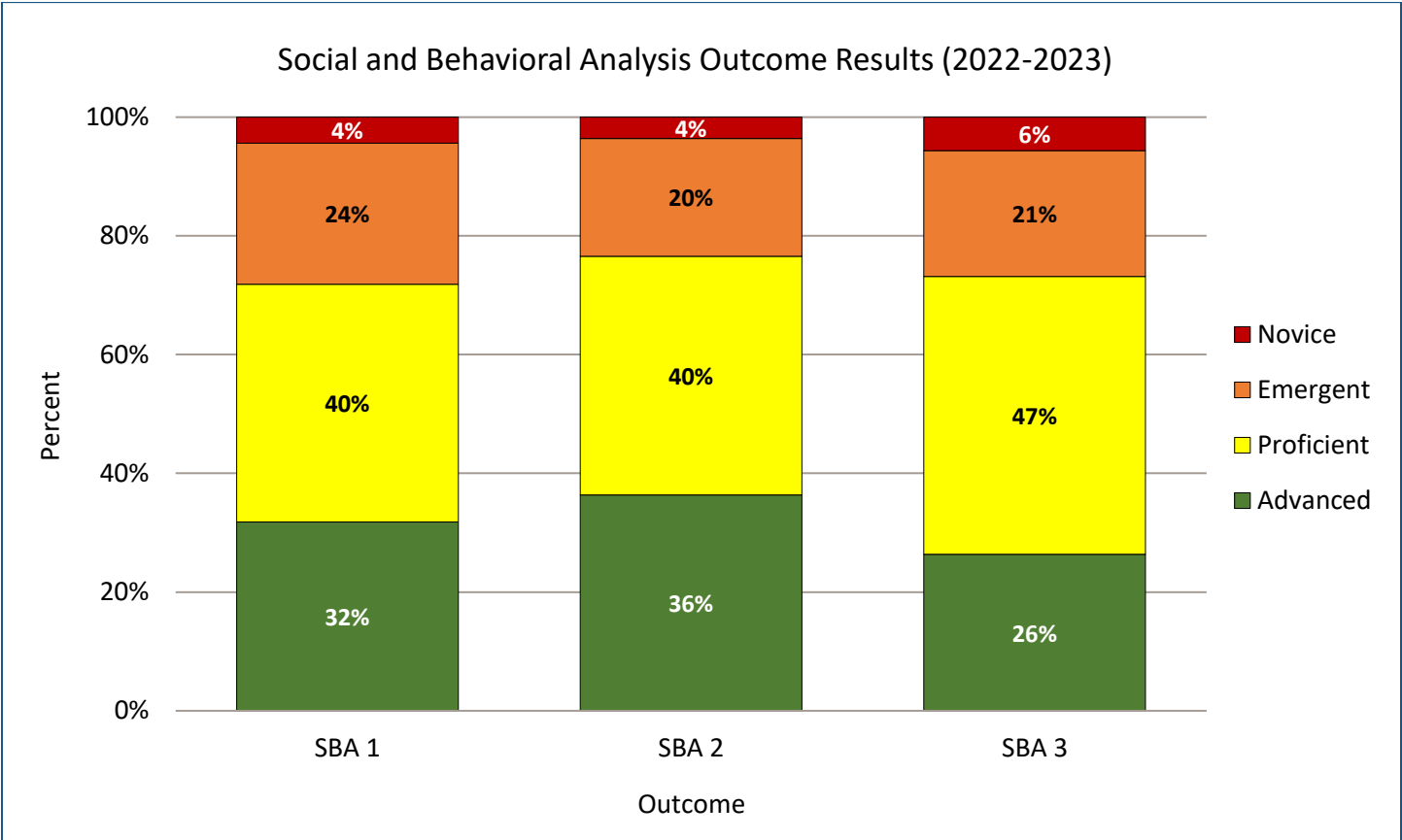| Social and Behavioral Analysis Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	26	19	73%
2021-2022	30	22	73%
2020-2021	28	21	75%

Data Summary

SBA measured outcome 2 far more frequently than the other outcomes in previous years, but the assessment distribution was considerably more even in 2022-2023. The percentage of students who scored proficient or advanced among all outcomes was 74% in 2022-2023, a decrease in performance compared to 80% in 2021-2022 and 77% in 2020-2021.
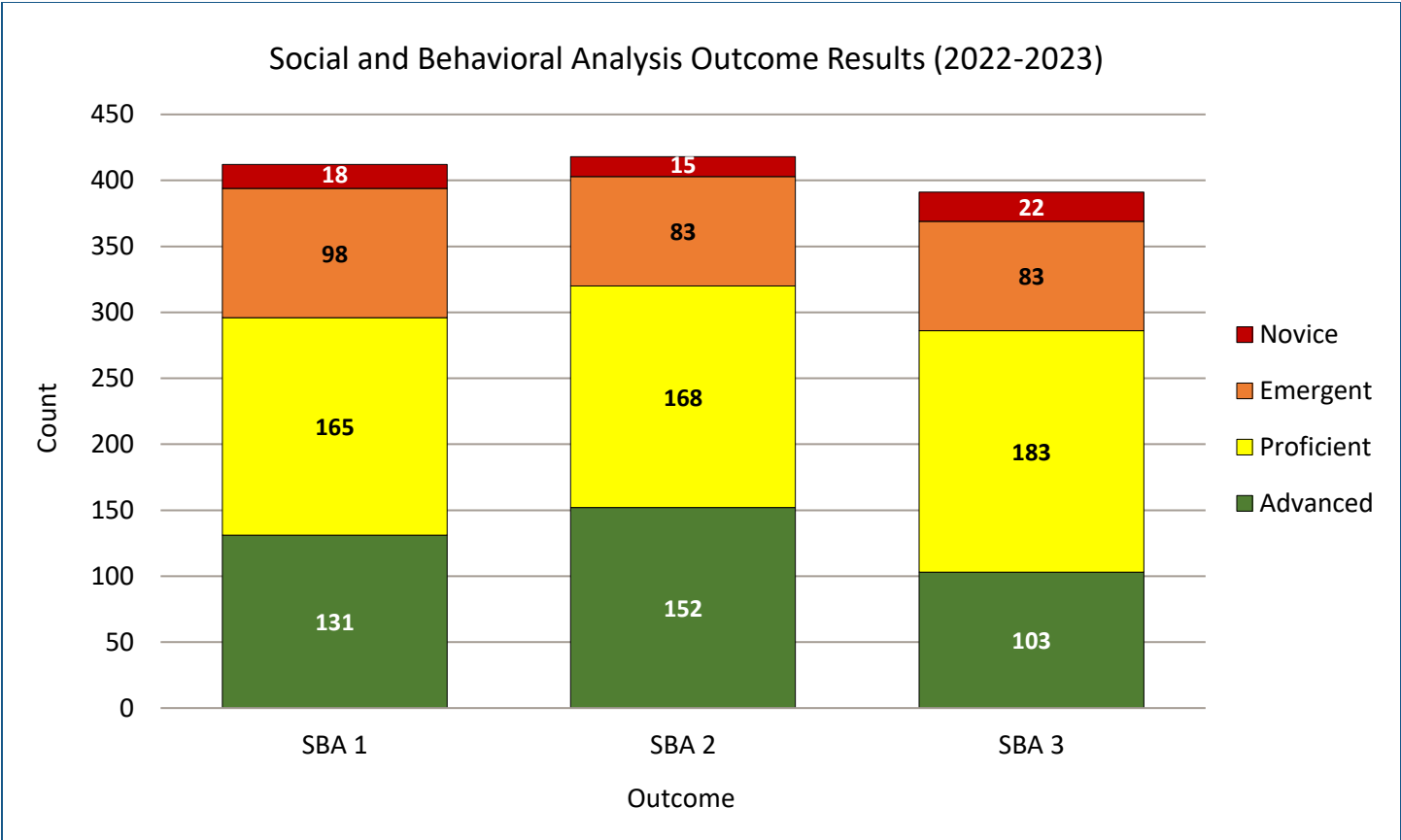
Social and Behavioral Analysis Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	412	2.99	18	98	165	131	4%	24%	40%	32%	72%
2	418	3.09	15	83	168	152	4%	20%	40%	36%	77%
3	391	2.94	22	83	183	103	6%	21%	47%	26%	73%
Total	1,221	3.01	55	264	516	386	5%	22%	42%	32%	74%

Social and Behavioral Analysis Results (2021-2022)											
6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	407	3.13	19	84	131	173	5%	21%	32%	43%	75%
2	835	3.25	21	126	311	377	3%	15%	37%	45%	82%
3	435	3.31	12	75	112	236	3%	17%	26%	54%	80%
Total	1,677	3.24	52	285	554	786	3%	17%	33%	47%	80%

Social and Behavioral Analysis Results (2020-2021)											
6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	174	2.90	5	66	44	59	3%	38%	25%	34%	59%
2	722	3.21	25	123	252	322	3%	17%	35%	45%	80%
3	331	3.26	7	62	100	162	2%	19%	30%	49%	79%
Total	1,227	3.18	37	251	396	543	3%	20%	32%	44%	77%

Social and Behavioral Analysis Demographic Results (Fall 2020-Spring 2023)										
6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	993	614	374	438	518	71%	76%	63%	68%	74%
2	1,975	1,191	780	874	1,048	80%	84%	75%	77%	82%
3	1,157	684	468	514	599	77%	81%	73%	76%	79%
Total	4,125	2,489	1,622	1,826	2,165	77%	81%	71%	75%	79%

Social and Behavioral Analysis Outcome Results (2022-2023)

Social and Behavioral Analysis Outcome Results (2022-2023)

Chart showing stacked bar graph of Count by Outcome (SBA 1, SBA 2, SBA 3) with categories Novice, Emergent, Proficient, Advanced.

- SBA 1: Advanced 131, Proficient 165, Emergent 98, Novice 18
- SBA 2: Advanced 152, Proficient 168, Emergent 83, Novice 15
- SBA 3: Advanced 103, Proficient 183, Emergent 83, Novice 22

Strengths

The highest percentage of students scored proficient or advanced on SBA 2 in 2022-2023 (77%). SBA 2 also received the highest percentage that scored proficient or advanced in 2021-2022 (82%) and 2020-2021 (80%). SBA received relatively small performance differences between the race/ethnicity demographic groups.

Validity & Reliability

Individual instructors determine which assignments best align with the SBA outcomes. SBA instructors use a standard rubric to assess outcome achievement.

Actionable Items

SBA instructors should discuss possible reasons for the 2022-2023 drop in outcome achievement. Only 63% of men achieved proficient or advanced on SBA 1, compared to 76% of women. The Core area should continue to review key assignments used for assessment, especially those contributing to SBA 1. Discussions should be held to develop strategies for improving male outcome performance on SBA 1 and the other two outcomes.

Visual and Performing Arts (VPA)

SLOs

Allow students to explore the creation of art from a variety of perspectives (expectation of behavior needed). As delineated in the catalog, courses in this area of the core primarily fit into one of two categories: **Analytical** and **Practicum.** Thus, the numbering is slightly different for this section.	
Number	**Description**
VPA 1a	Analyze a work/piece/site in terms of its cultural role, content, meaning, significance, and/or influence
VPA 2a	Analyze a particular figure and/or their work(s) in terms of their cultural role, content, meaning, significance, and/or influence
VPA 3a	Demonstrate the ability to use and appropriately apply methods and/or vocabulary appropriate to the discipline
VPA 1p	Demonstrate technical skill(s), including an understanding of the fundamental techniques and/or tools of the discipline
VPA 2p	Demonstrate the ability to communicate original ideas in creative, discipline-specific ways
VPA 3p	Demonstrate the ability to use and appropriately apply methods of work and/or vocabulary appropriate to the discipline

Participation

The VPA reporting rate sharply increased in the past few years. OIRA provided Excel spreadsheets to all VPA sections beginning in Spring 2022 to improve in the data collection process, assisting courses that do not submit online artifacts. This alternate assessment method increased VPA reporting rates.

Visual and Performing Arts Reporting			
Year	Total Number of Sections Offered	Number of Assessed Sections	Percent of Assessed Sections
2022-2023	22	16	73%
2021-2022	26	15	58%
2020-2021	26	4	15%

Data Summary

VPA received considerably more measurements in 2022-2023 than the previous years. The enhanced reporting rate has provided a more complete picture of the VPA outcome achievements. The percentage of students who scored proficient or advanced among all outcomes increased from 78% in 2021-2022 to 82% in 2022-2023.

Visual and Performing Arts Results (2022-2023)											
6/1/2022-5/31/2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	127	3.06	5	19	66	37	4%	15%	52%	29%	81%
2a	127	3.04	5	18	71	33	4%	14%	56%	26%	82%
3a	142	3.06	6	22	71	43	4%	15%	50%	30%	80%
1p	199	3.16	5	30	92	72	3%	15%	46%	36%	82%
2p	184	3.13	6	26	90	62	3%	14%	49%	34%	83%
3p	171	3.15	5	21	89	56	3%	12%	52%	33%	85%
Total	**950**	**3.11**	**32**	**136**	**479**	**303**	**3%**	**14%**	**50%**	**32%**	**82%**

Visual and Performing Arts Results (2021-2022)

6/1/2021-5/31/2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	179	3.00	12	31	81	55	7%	17%	45%	31%	76%
2a	77	3.13	4	9	37	27	5%	12%	48%	35%	83%
3a	109	3.01	9	15	51	34	8%	14%	47%	31%	78%
1p	107	3.08	4	19	48	36	4%	18%	45%	34%	79%
2p	91	3.20	4	12	37	38	4%	13%	41%	42%	82%
3p	91	3.08	4	18	36	33	4%	20%	40%	36%	76%
Total	**654**	**3.07**	**37**	**104**	**290**	**223**	**6%**	**16%**	**44%**	**34%**	**78%**

Visual and Performing Arts Results (2020-2021)

6/1/2020-5/31/2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	21	3.05	0	0	20	1	0%	0%	95%	5%	100%
2a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1p	20	3.40	0	1	10	9	0%	5%	50%	45%	95%
2p	10	3.40	0	1	4	5	0%	10%	40%	50%	90%
3p	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
Total	**51**	**3.25**	**0**	**2**	**34**	**15**	**0%**	**4%**	**67%**	**29%**	**96%**

Visual and Performing Arts Demographic Results (Fall 2020-Spring 2023)

6/1/2020-5/31/2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1a	327	218	109	140	175	80%	85%	69%	83%	77%
2a	204	145	59	98	94	82%	86%	73%	88%	77%
3a	251	168	83	116	122	79%	84%	70%	83%	75%
1p	326	210	115	142	170	82%	86%	74%	80%	83%
2p	285	183	101	127	145	83%	85%	78%	87%	80%
3p	262	171	91	120	131	82%	86%	74%	79%	85%
Total	**1,655**	**1,095**	**558**	**743**	**837**	**81%**	**85%**	**73%**	**83%**	**80%**

Visual and Performing Arts Outcome Results (2022-2023)
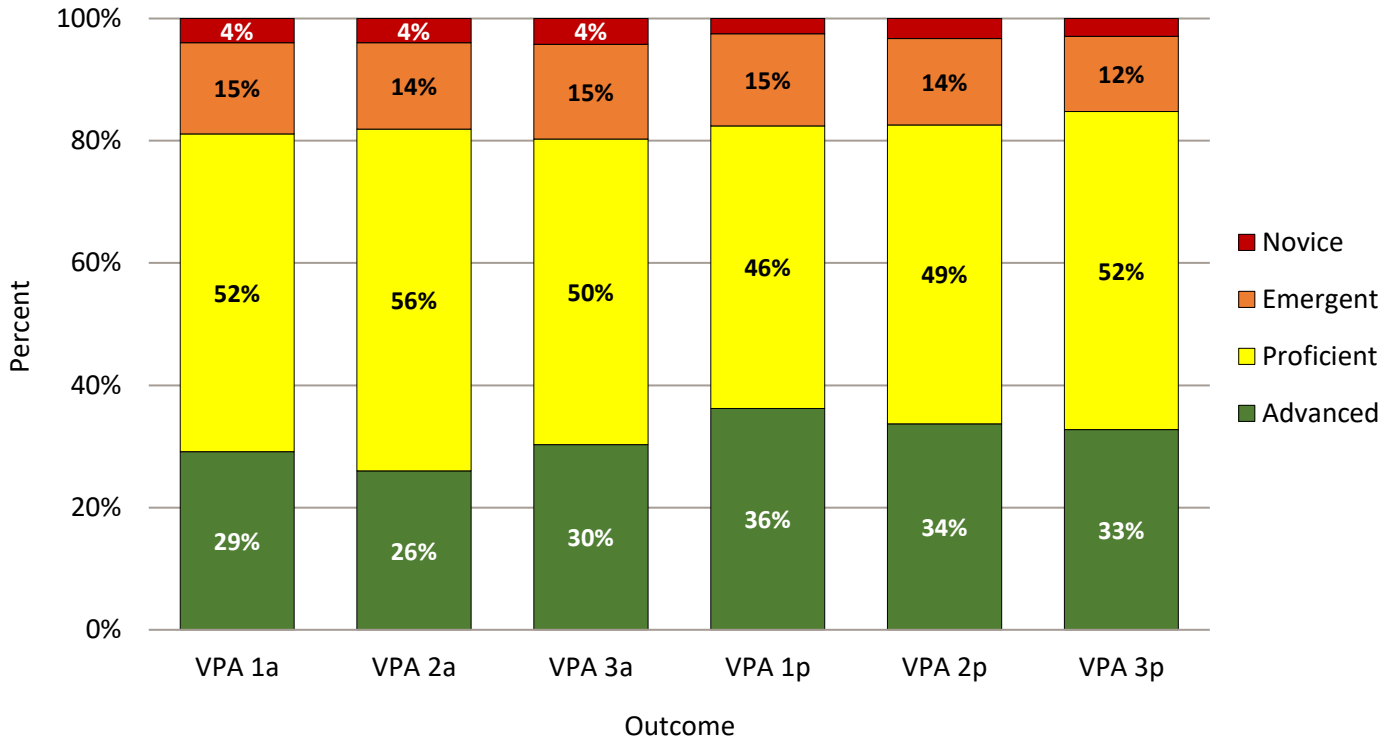
Visual and Performing Arts Outcome Results (2022-2023)
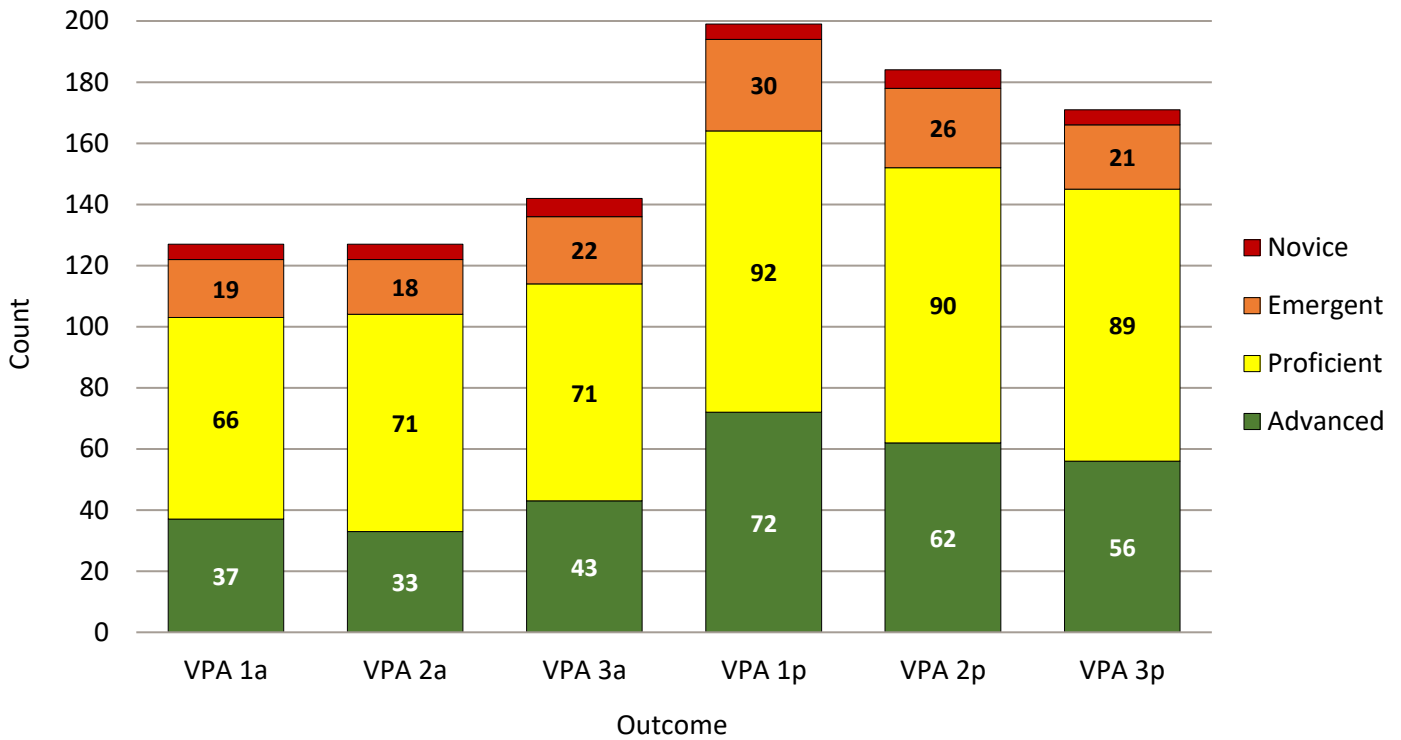
Strengths

The VPA practicum outcomes (1p, 2p, and 3p) received the highest percentage of proficient and advanced scores. Students performed best on VPA 3p, where 85% of students scored proficient or advanced in 2022-2023. Students in the Diversity race/ethnicity group scored higher than White students on the VPA outcomes, the only instance among all Core areas.

Validity & Reliability

Individual instructors determine which assignments best align with the VPA outcomes and use a standard rubric to assess outcome achievement. The enhanced reporting rate has enhanced the reliability of the data.

Actionable Items

The lowest percentage of students scored proficient or advanced on VPA 3a (80%) and 1a (VPA 81%) in 2022-2023. As noted in the Spring 2023 data into action plan, instructors who experience more success in regard to teaching the VPA 1a and 3a will describe their methods for those instructors who have been particularly challenged by the outcome.

As previously mentioned, VPA was the only Core area in which students of the Diversity race/ethnicity group scored higher than white students. VPA instructors should share their strategies with other academic areas to enhance the ability of the entire Core Curriculum to support students in the Diversity race/ethnicity group.

Appendix

CCAB Composition, Charge, and Procedures

Composition and Charge

Composition: One coordinator appointed for each of the twelve Core areas (for a two-year term), the faculty assessment liaison (chair), the Assistant Director of Institutional Assessment and the Provost.

Charge: The board examines how well the Core Curriculum is meeting its stated purpose "to provide students with the basic skills needed to pursue a liberal arts education, to expose them to a variety of modes of inquiry to different disciplines, and to promote critical reflection about global perspectives" (Hood College Catalog).

Area coordinators will examine assessment reports for a designated Core area, identify possible impediments to student learning, and make recommendations for improvement in collaboration with faculty responsible for these courses. Coordinators will also review assessment reports and make recommendations to improve cohesion across courses and/or Core areas related to the nine College Competencies. Coordinators will serve as a point of contact for assessment inquiries related to their designated area throughout their term.

Recommendations requiring formal changes to the Core Curriculum (such as catalog descriptions, learning outcomes, prerequisites, and course offerings) will be forwarded to the Curriculum Committee as a request for implementation. Informal recommendations (such as modifications to courses, assignments, or rubrics) will be documented in a summary submitted to the OIRA for institutional record. A summary report of the board's findings and recommendations will be provided to the faculty annually.

Core Area Review Schedule: Three to four areas a semester on a two-year rotation (may shift to a three or four-year rotation).

Potential Coordinator Summary Content: faculty discussions; strengths and weaknesses related to students' ability to meet learning outcomes; goals set; modifications to courses, assignments, or rubrics based on assessment findings; changes in assessment plan; cohesion across courses to meet SLOs; cohesion across courses/areas to meet college competencies; formal changes/recommendations.

Core Areas: English Composition (EC), First-Year Seminar (FYS), Quantitative Literacy (QL), Global Languages (GL), Health and Wellness (HW), Global Perspectives (GP), Historical Analysis (HA), Literary Analysis (LA), Philosophical Inquiry (PI), Scientific Thought (ST), Social and Behavioral Analysis (SBA), Visual and Performing Arts (VPA)

Suggested Core Area Review Timeline

Week One – AC identifies CPARs and forwards names to OIRA.

Week Two - OIRA provides *Area Assessment Data Reports* to Area Coordinator (AC). AC meets with OIRA and Chair if needed.

Week Three – AC submits *Area Coordinator Reflections Report* to Chair for feedback.

Weeks Four through Six - AC forwards *Program-level Assessment Data Reports* and *Area Coordinator Reflections Report* to appropriate CPARs. AC coordinates meeting date/time with CPARs, OIRA, and Chair to review Area Assessment Data Reports and AC Reflections Report.

Week Seven – AC submits *Meeting Notes (with Action Items)* to Chair.

Weeks Eight and Nine– Chair summarizes AC *Meeting Notes with Action Items* into first draft of *Core Curriculum Assessment Report* and forwards to CCAB.

*Week Ten – CCAB meets to review Chair's *Core Curriculum Assessment Report* draft.

Weeks Eleven and Twelve – Revised *Core Curriculum Assessment Report* forwarded to CCAB for feedback.

Week Thirteen – CCAB Chair submits final *Core Curriculum Assessment Report* to the Curriculum Committee.

*Estimate we will need one CCAB meeting a semester.

_____

Reports Timeline:

OIRA Area Assessment Data Reports (OIRA→ AC/Week Two)

Area Coordinator Reflections Report (AC→Chair/Week Three)

Meeting Notes with Action Items (AC→Chair/Week Seven)

Core Curriculum Assessment Report Draft (Chair→CCAB/Week Nine) [Format TBD]

Core Curriculum Assessment Report Final (Chair →CC/Week Thirteen)

_____

AC – Area Coordinator

CC- Curriculum Committee

CCAB – Core Curriculum Assessment Board

Chair – CCAB Chair

CPAR – Core Program Area Representative(s)

OIRA – Office of Institutional Research and Assessment

Core SLO Alignments to UCCs

Core Area	SLO	UCC	UCC 1	UCC 2	UCC 3	UCC 4	UCC 5	UCC 6	UCC 7	UCC 8	UCC 9	None
EC	1	1,5	X				X					
	2	1,5	X				X					
	3	1	X									
	4	1	X									
	5	3			X							
FYS	1.1											X
	1.2	3			X							
	1.3	3			X							
	1.4											X
	2											X
QL	1	5					X					
	2	4				X						
	3	6						X				
	4	1,5	X				X					
GL	1.1											X
	2.1											X
	2.2	2		X								
	3.1											X
	3.2	1	X									
	4.1											X
	4.2											X
HW	1	3			X							
	2	2		X								
	3	7							X			
	4	5					X					
GP	1.1	9									X	
	1.2	7,8							X	X		
	2.1	1	X									
	2.2	1	X									
	2.3	1	X									
HA	1	5					X					
	2											X
	3	5					X					
	4											X
	5	1	X									
LA	1	1,5,9	X				X				X	
	2	1,5,9	X				X				X	
	3	1,5,9	X				X				X	

Core Area	SLO	UCC	UCC 1	UCC 2	UCC 3	UCC 4	UCC 5	UCC 6	UCC 7	UCC 8	UCC 9	None
PI	1.1	7							X			
	1.2											X
	1.3	5					X					
	2.1	5					X					
	2.2	5					X					
	2.3	3			X							
	2.4	1	X									
	3.1	1	X									
	3.2	5					X					
	3.3	5					X					
	4.1	1	X									
	4.2	3			X							
	4.3	3			X							
ST	1	1	X									
	2	7,8							X	X		
	3.a	6						X				
	3.b	4,5				X	X					
SBA	1.a											X
	1.b											X
	2.a.1	5					X					
	2.a.2	5					X					
	2.b.1	5					X					
	2.b.2	5					X					
	3											X
VPA	1.a											X
	2.a											X
	3.a											X
	1.p											X
	2.p											X
	3.p											X
Total Alignments			**17**	**2**	**7**	**2**	**20**	**2**	**4**	**2**	**4**	**20**