

# **Hood College Core Area Outcomes**

*Last Updated: Fall 2022*

## English Composition Outcomes

Students will be able to write with clarity in English.

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

<b>First-Year Seminar Outcomes</b>		
<b>Number</b>	<b>Title</b>	<b>Description</b>
FYS 1	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 1.1	Research Question	Develop a research question.
FYS 1.2	Potential Sources	Identify potential sources.
FYS 1.3	Evaluate Sources	Evaluate the selected sources for currency, relevance, authority, and purpose relative to the research question.
FYS 1.4	Citations and Mechanics	Provide citations using appropriate style and mechanics
FYS 2	Campus Engagement	Students will become familiar with some of the out-of-class learning tools and resources available at Hood College.

## Quantitative Literacy Outcomes

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	Interpret Quantitative Data	Interpret quantitative data arising in a variety of contexts
QL 2	Demonstrate Computational Fluency	Demonstrate computational fluency, including the use of technology as appropriate.
QL 3	Communicate Arguments: Tools	Communicate arguments using quantitative tools such as tables, graphs, and mathematical expressions.
QL 4	Communicate Arguments: Narrative	Communicate arguments through the narrative analysis

## Global Languages Outcomes

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
FL 1	Listening Comprehension	Students are able to understand some information from sentence-length speech in basic personal and social contexts.
FL 2	Spoken Communication	
FL 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).
FL 2.2	Answering Questions	Students can answer direct questions or request for information with some difficulty.
FL 3	Written Communication	
FL 3.1	Creating Questions	Students can formulate questions based upon familiar material.
FL 3.2	Writing Simple Sentences	Students can write short and simple sentences on topics tied to highly predictable content areas and personal information.
FL 4	Reading	
FL 4.1	Understand Text	Students can understand simple facts and information presented in short, uncomplicated texts.
FL 4.2	Comprehend Vocabulary	Students can understand key words, cognates, and formulaic phrases in contextualized texts.

<b>Health &amp; Wellness Outcomes</b>	
<b>Number</b>	<b>Description</b>
HW 1	Identify and evaluate credible sources for researching topics on health, wellness, and physical activities.
HW 2	Communicate or demonstrate knowledge of best practices regarding topics on health, wellness, and physical activity.
HW 3	Assess their own habits and abilities in relation to best practices for achieving health and wellness and/or a physical activity.
HW 4	Develop a plan for continuous improvement of health and wellness habits and/or a physical activity.

<b>Global Perspectives Outcomes</b>		
<b>Number</b>	<b>Title</b>	<b>Description</b>
GP 1.1	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	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	Clear Communications	Writes about global issues and processes with clarity.
GP 2.2	Thesis	Develops a thesis statement that responds to global issues and problems.
GP 2.3	Citations	Utilizes appropriate citation format.

## Historical Analysis Outcomes

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.

Number	Description
HA 1	Appropriately identify and analyze primary sources
HA 2	Place significant works in their proper historical and cultural context
HA 3	Assess the complex relationship between historical events and the human condition
HA 4	Chronologically order major events and the development of key social and political institutions for at least one period of history
HA 5	Explain the significance of major events and the development of key social and political institutions for at least one period of history



## Literary Analysis Outcomes

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	Read and Comprehend Literary works	Read with perception the literature they have studied.
LA 2	Analyze Significant Aspects of Literature	Analyze significant aspects of literature.
LA 3	Discuss Relationships Between Literature and Human Experience	Intelligently discuss relationships between the literature and human experience.

## Philosophical Inquiry Outcomes

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	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	Issues	Comprehends central issues
PI 1.2	Terms	Uses disciplinary terms appropriately
PI 1.3	Reasoning	Appreciates intentional/explicit reasoning
PI 2	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	Background	Provides context or background for the Issue
PI 2.2	Commentary	Provides critical commentary
PI 2.3	Understanding	Careful reading of source material
PI 2.4	Cohesiveness	Analytical organization/cohesiveness
PI 3	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	Thesis	Thesis statement and organization plan
PI 3.2	Premises	Plausible argument
PI 3.3	Scope	Limitations of the argument
PI 4	Mechanics	Writing style, sources, and citations
PI 4.1	Clarity	Writes with clarity
PI 4.2	Sources	Uses sources appropriately
PI 4.3	Citations	Uses appropriate citations

## Scientific Thought Outcomes

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 matters on society and the environment;

and ii) use scientific tools and techniques to measure and analyze the systems under study.

Number	Description
ST 1	The student shows proficiency in understanding and appreciation of fundamental concepts in a scientific discipline.
ST 2	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	Lab - Shows proficiency in using tools and techniques in the scientific approach to problem solving
ST 3.b	Lab - Shows proficiency in analyzing data and in drawing the appropriate conclusions in the scientific approach to problem solving

## Social & Behavioral Analysis Outcomes

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	Understands Concepts	Demonstrates an understanding of disciplinary concepts associated with a major institution.
SBA 2a.2	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	Understands Concepts	Demonstrates an understanding of disciplinary concepts associated with behaviors.
SBA 2b.2	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.

## Visual & Performing Arts Outcomes

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