



# Undergraduate Degree Program Annual Assessment Report

## 2022-2023

Office of Institutional Research and Assessment

August 2023

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## Executive Summary

This report represents the 2022-2023 assessment review of the Hood College undergraduate degree programs, containing results relating to the Undergraduate College Competencies (UCCs) and the individual programs. Undergraduate program assessment is also reviewed in departmental annual reports for the Provost's Office. This report is the first formal undergraduate assessment report published by the Office of Institutional Research and Assessment (OIRA) in the past 5 years, although programs always have access to historic outcome results in the Chalk & Wire assessment platform. Undergraduate program assessment reports will be annually published by OIRA in future years.

This 2022-2023 report contains outcome achievement results from each of the past 3 years and also includes disaggregated data based on gender and race/ethnicity. Demographic data from the past 3 years is grouped together to increase the sample size. The disaggregated data has enabled the College to determine if a group has disproportionately higher or lower scores on a particular outcome.

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.

Programs received their 2022-2023 outcome results near the beginning of June 2023 in an Excel format. Results for sub-outcomes (i.e. 1.1, 1.2, 2.1, 2.2, etc.) were aggregated into their larger outcome (i.e. SLO 1, SLO 2) for most programs in this report, but the disaggregated sub-outcome results were also disseminated to programs in the Excel reports.

### SLOs

All undergraduate programs areas have clearly defined student learning outcomes (SLOs), which are [published on the College's website](#).

### Participation

The College requires all programs to annually collect and review assessment data in order to improve student learning. There were 13/32 (41%) programs that did not collect assessment data in 2022-2023. Of those 13 programs, 2 will be sunsetted/discontinued after 2022-2023, and the other 11 programs finalized plans to collect data in 2023-2024.

The Office of the Provost required all programs to finalize curriculum maps by July 1, 2023, and all programs complied with the requirement. Now that programs have developed curriculum maps, all programs will be required to collect assessment results during each semester moving forward.

### Strengths and Highlights

As previously mentioned, all undergraduate programs finalized curriculum maps in 2022-2023. The actions of programs to improve their assessment processes will increase their ability to collect and review outcome achievement results in 2023-2024, ultimately allowing for programs to implement detailed initiatives to improve student learning.

Assessment highlights from 2022-2023 include the following actions:

- The following programs created curriculum maps for the first time in 2022-2023: Accounting (B.A.), Arabic and Middle Eastern Studies (B.A.), Biology (B.A.), Economics (B.A.), English (B.A.), Environmental Science and Policy (B.A.), Finance (B.A.), French (B.A.), Law and Criminal Justice (B.A.), Spanish: Iberian and Latin American Cultural Studies (B.A.), and Sustainability Studies (B.A.).
- Biology (B.A.) and Law and Criminal Justice (B.A.) used a new data collection method that retrieved scores from the Blackboard gradebook. The new method allowed the programs to streamline data collection and analyze direct outcome results for the first time.
- The Delaplaine School of Business encouraged students to participate in the SPIRES Symposium, which showcased student research at Hood, to improve performance on several related SLOs. Business Administration (B.A.) also reaffirmed their ACBSP reaccreditation, signifying a strong culture of assessment within the program.
- The percentage of students that scored proficient or advanced on the Mathematics (B.A.) computation outcome (SLO 1) increased following the addition of a repeatable skills assessment in one course, which allowed the instructor to identify specific areas of weakness at multiple instances in the course. A similar assessment will be applied to other courses in future years.
- After review from an outside expert, Global Studies (B.A.) and Political Science (B.A.) decided to simplify their assessment plans through the use of portfolios. The programs consolidated several outcomes to prepare for the new portfolio assessments, which will enhance student involvement and reflection.

## General Recommendations

If programs agree with the validity and reliability of the results described in this report, then programs should identify the successful strategies that allowed students to achieve their target performance. Likewise, new or revised strategies should be developed to address outcomes where students fell short of expectations. Programs should also discuss and strategize methods to reduce performance differences between demographic groups.

As previously mentioned, 11 programs made plans to assess student learning in 2023-2024 after not collecting results in 2022-2023. A few other programs must also ensure that they collect more data in the upcoming year to address data reliability concerns attributed to small sample sizes and limited data collection in 2022-2023.

The Chalk & Wire assessment platform (now formally called Anthology Portfolio) continues to hinder the assessment efforts of many programs. Several programs avoid using Chalk & Wire because of its complex and outdated user interface. The College will explore alternate assessment platforms in 2023-2024 prior to the expiration of the Chalk & Wire contract on June 30, 2024.

## Overview

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

- **Program SLOs** and their UCC alignment;
- **Assessment plans** based on degree program curriculum maps, which list the courses and assignments that measure student learning of the program SLOs;
- **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 program requirements can be found in the [2022-2023 Hood College Catalog](#).

## Participation

Assessment data was collected in Chalk & Wire for 19/32 (59%) undergraduate degree programs in 2022-2023.

Program	2022-2023 Data Collection?	Notes
Accounting (B.A.)	No	Assessment planned for Fall 2023
Arabic and Middle Eastern Studies (B.A.)	No	Assessment planned for Fall 2023
Art and Archaeology (B.A.)	Yes	
Art Therapy (B.A.)	Yes	
Biochemistry (B.A.)	No	Assessment planned for Fall 2023
Biology (B.A.)	Yes	
Business Administration (B.A.)	Yes	
Chemistry (B.A.)	No	Assessment planned for Fall 2023
Communication Arts (B.A.)	No	Assessment planned for Fall 2023
Computer Science (B.S.)	Yes	
Early Childhood Education (B.A.)	Yes	
Economics (B.A.)	No	Assessment planned for Fall 2023
Elementary/Special Education (B.A.)	Yes	
English (B.A.)	Yes	
Environmental Science and Policy (B.A.)	No	Assessment planned for Fall 2023
Finance (B.A.)	No	Assessment planned for Fall 2023
French (B.A.)	Yes	
Global Studies (B.A.)	Yes	
History (B.A.)	Yes	
Integrated Marketing Communication (B.A.)	No	Assessment planned for Fall 2023
Law and Criminal Justice (B.A.)	Yes	
Mathematics (B.A.)	Yes	
Music (B.A.)	No	Sunset after 2022-2023
Nursing (BSN)	No	Assessment planned for Fall 2023
Philosophy (B.A.)	No	Sunset after 2022-2023
Political Science (B.A.)	Yes	
Psychology (B.A.)	Yes	
Public Health (B.A.)	Yes	
Social Work (B.A.)	Yes	
Sociology (B.A.)	Yes	
Spanish: Iberian and Latin American Cultural Studies (B.A.)	Yes	
Sustainability Studies (B.A.)	No	Assessment planned for Fall 2023

# Undergraduate College Competencies (UCC) Assessment

## UCC Descriptions

Many program SLOs are aligned to the various UCCs. The alignments can be found on program curriculum maps.

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: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	7,004	3.28	291	762	2,617	3,334	4%	11%	37%	48%	85%
2	2,940	3.39	71	252	1,071	1,546	2%	9%	36%	53%	89%
3	2,751	3.30	153	323	813	1,462	6%	12%	30%	53%	83%
4	3,327	3.27	172	440	1,036	1,679	5%	13%	31%	50%	82%
5	7,628	3.30	262	872	2,795	3,699	3%	11%	37%	48%	85%
6	2,366	3.26	164	266	716	1,220	7%	11%	30%	52%	82%
7	3,549	3.42	70	270	1,297	1,912	2%	8%	37%	54%	90%
8	3,517	3.41	69	242	1,369	1,837	2%	7%	39%	52%	91%
9	3,933	3.35	79	409	1,491	1,954	2%	10%	38%	50%	88%
<b>Total</b>	<b>37,015</b>	<b>3.33</b>	<b>1,331</b>	<b>3,836</b>	<b>13,205</b>	<b>18,643</b>	<b>4%</b>	<b>10%</b>	<b>36%</b>	<b>50%</b>	<b>86%</b>

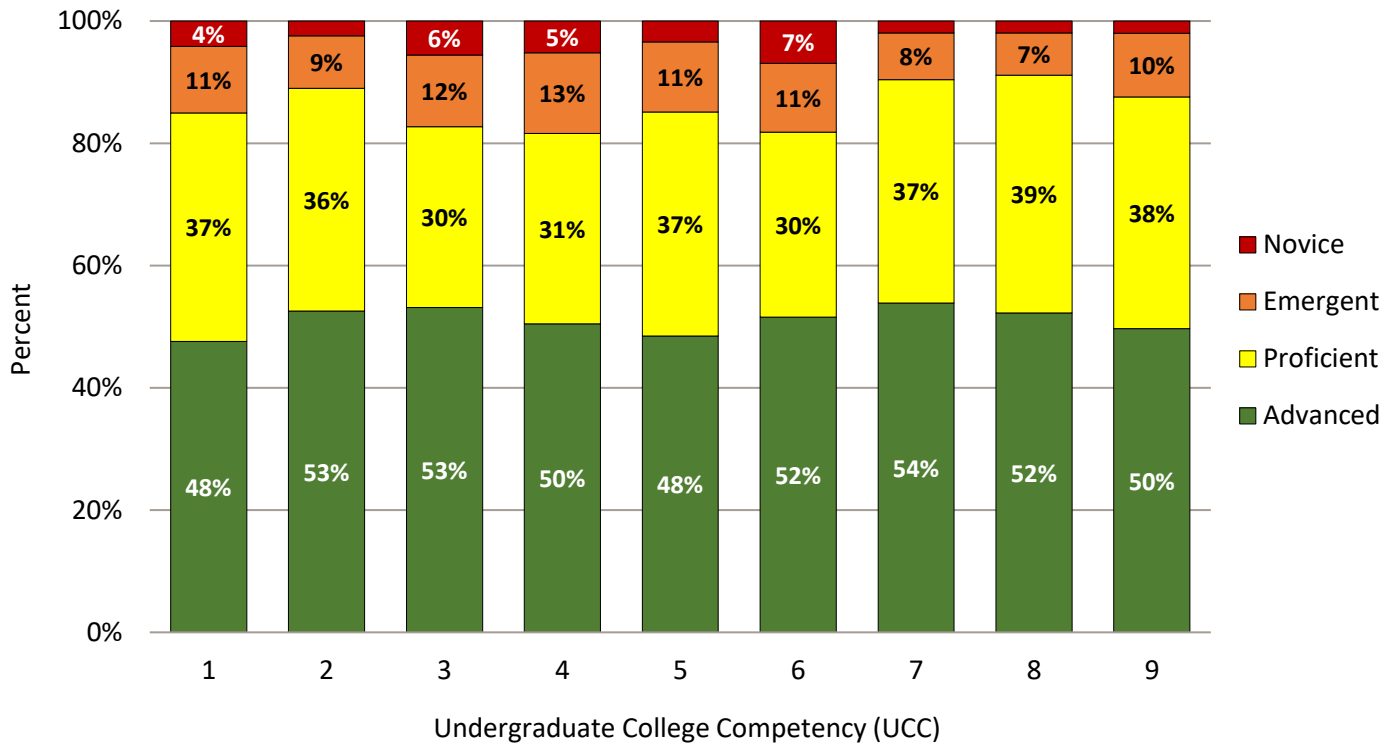
UCC Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	8,739	3.28	246	1,115	3,294	4,084	3%	13%	38%	47%	84%
2	3,774	3.39	81	343	1,355	1,995	2%	9%	36%	53%	89%
3	2,940	3.29	140	323	1,023	1,454	5%	11%	35%	49%	84%
4	2,843	3.30	127	390	816	1,510	4%	14%	29%	53%	82%
5	9,289	3.27	288	1,243	3,421	4,337	3%	13%	37%	47%	84%
6	2,615	3.37	87	243	898	1,387	3%	9%	34%	53%	87%
7	4,408	3.41	84	375	1,603	2,346	2%	9%	36%	53%	90%
8	4,292	3.39	81	388	1,616	2,207	2%	9%	38%	51%	89%
9	3,944	3.35	95	459	1,375	2,015	2%	12%	35%	51%	86%
<b>Total</b>	<b>42,844</b>	<b>3.33</b>	<b>1,229</b>	<b>4,879</b>	<b>15,401</b>	<b>21,335</b>	<b>3%</b>	<b>11%</b>	<b>36%</b>	<b>50%</b>	<b>86%</b>

UCC Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
UCC	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	7,454	3.24	233	1,025	2,896	3,300	3%	14%	39%	44%	83%
2	2,934	3.48	39	212	999	1,684	1%	7%	34%	57%	91%
3	2,018	3.35	50	197	769	1,002	2%	10%	38%	50%	88%
4	2,566	3.28	88	370	851	1,257	3%	14%	33%	49%	82%
5	7,585	3.23	267	1,072	2,883	3,363	4%	14%	38%	44%	82%
6	1,784	3.40	45	138	663	938	3%	8%	37%	53%	90%
7	3,560	3.40	66	333	1,269	1,892	2%	9%	36%	53%	89%
8	3,421	3.39	90	311	1,180	1,840	3%	9%	34%	54%	88%
9	3,150	3.34	58	367	1,164	1,561	2%	12%	37%	50%	87%
<b>Total</b>	<b>34,472</b>	<b>3.32</b>	<b>936</b>	<b>4,025</b>	<b>12,674</b>	<b>16,837</b>	<b>3%</b>	<b>12%</b>	<b>37%</b>	<b>49%</b>	<b>86%</b>

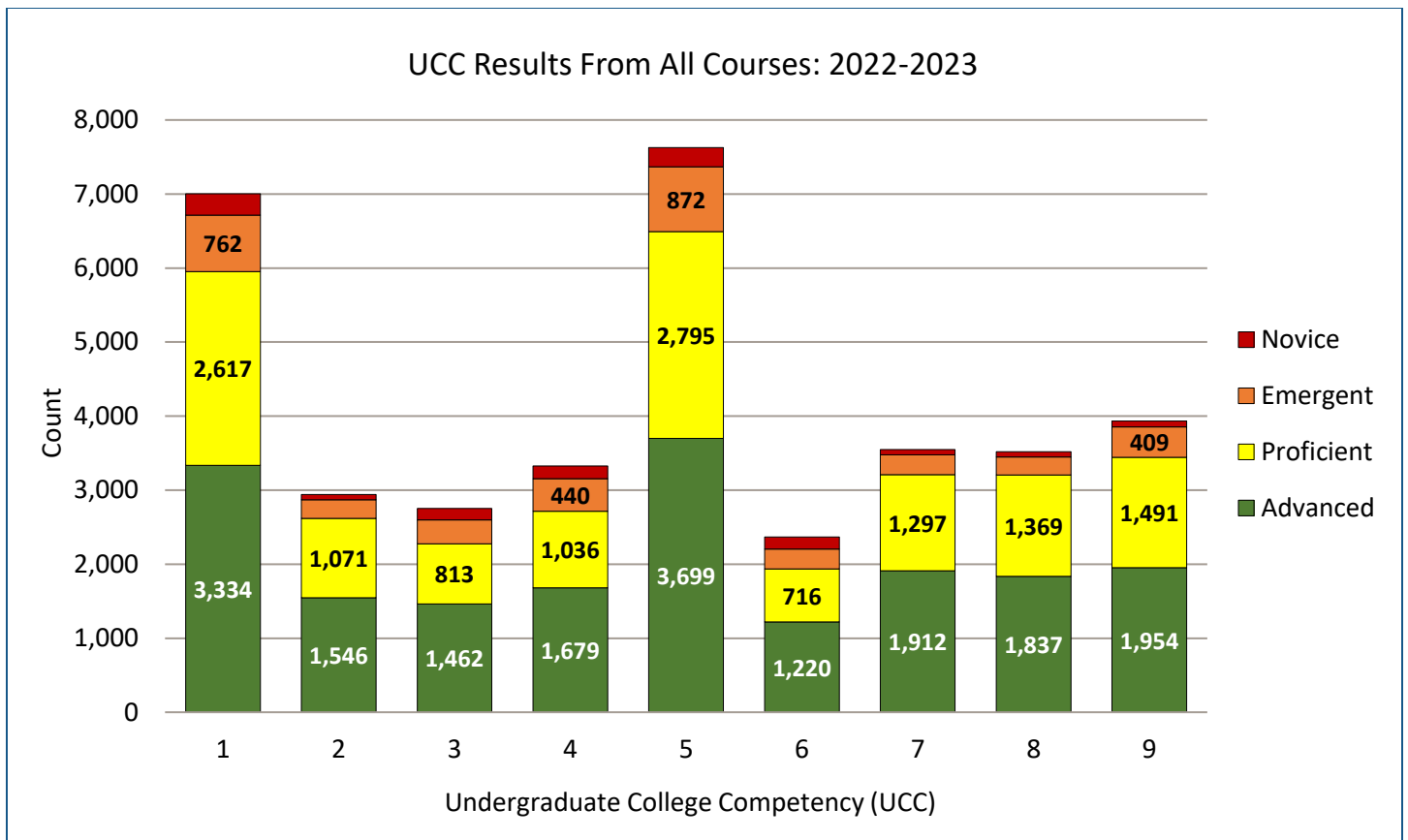
## UCC Demographic Results: Fall 2020-Spring 2023

June 1, 2020- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
UCC	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	23,197	12,875	10,250	9,425	13,184	84%	85%	83%	80%	87%
2	9,648	4,378	5,234	3,547	5,904	90%	89%	90%	87%	91%
3	7,709	4,102	3,582	3,149	4,361	85%	84%	85%	80%	88%
4	8,736	4,410	4,291	3,423	5,097	82%	82%	82%	78%	85%
5	24,502	13,033	11,377	9,749	14,143	84%	85%	82%	80%	86%
6	6,765	3,572	3,166	2,706	3,896	86%	85%	88%	82%	89%
7	11,517	5,545	5,931	4,365	6,906	90%	90%	90%	87%	91%
8	11,230	5,372	5,819	4,229	6,758	89%	90%	89%	87%	91%
9	11,027	5,230	5,752	4,074	6,735	87%	87%	86%	84%	89%
<b>Total</b>	<b>114,331</b>	<b>58,517</b>	<b>55,402</b>	<b>44,667</b>	<b>66,984</b>	<b>86%</b>	<b>86%</b>	<b>86%</b>	<b>82%</b>	<b>88%</b>

UCC Results From All Courses: 2022-2023







### Strengths

GSO 1 (Written Communication) and GSO 5 (Critical Reasoning) received the highest number of measurements. The highest percentage of students scored proficient or advanced on GSO 8 (Ethics, 91%) and GSO 7 (Values, 90%) in 2022-2023.

### Validity & Reliability

Performance scores remained similar in 2022-2023 versus previous years, suggesting a strong data reliability. Some programs have not aligned their program outcomes with the UCCs. Instructors assess student achievement based on rubrics for program or 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, GSO 1 (Written Communication) and GSO 5 (Critical Reasoning) received far more measurements than the other outcomes. Programs should review their SLO to UCC alignments to ensure the College addresses all UCCs with relative balance.

GSO 3, GSO 4, and GSO 6 received the lowest percentage of students that scored proficient or advanced in 2022-2023. Programs should discuss and implement new strategies for improving the lower performing outcomes in 2023-2024. The revised Core Curriculum, to be launched Fall 2025, has also been designed to improve performance on several of the weaker outcomes.

# Undergraduate Degree Programs Assessment

## Accounting (B.A.)

### SLOs

1. Apply relevant accounting policies, standards and principles to business activities and situations through:
  - 1.1: Demonstrating the ability to understand and apply generally accepted accounting principles to the measurement and reporting of income and financial position of businesses;
  - 1.2: Illustrating the ability to make routine operational and strategic cost/resource allocation decisions;
  - 1.3: Exhibiting competency in establishing internal controls and performing an external audit; and
  - 1.4: Analyzing situations using the concepts of the U.S. tax code.
2. Demonstrate literacy in both general quantitative skills and those specific to the business management discipline through:
  - 2.1: Showing an understanding of descriptive and inferential statistics and applying this understanding to economic and business phenomenon; and
  - 2.2: Illustrating the ability to apply data and models to analyze the economic environment of business.
3. Demonstrate competencies in business functions through:
  - 3.1: Showing competency in marketing;
  - 3.2: Substantiating the understanding of corporate finance topics, such as time value of money, risk and capital budgeting; and
  - 3.3: Demonstrating how organizations use information systems to improve decision-making.
4. Identify the various legal, ethical, and regulatory issues that affect business decisions and apply appropriate moral, ethical and socially responsible frameworks to make decisions through:
  - 4.1: Exhibiting an ability to recognize ethical dilemmas in business and apply ethical frameworks to develop solutions for resolving the dilemmas; and
  - 4.2: Identifying the legal ramifications of business situations and develop appropriate policies consistent with the business laws and regulations in the U.S.
5. Demonstrate effective competencies in critical-thinking, problem-solving, and communication skills through:
  - 5.1: Applying critical thinking and problem-solving skills to diagnose business problems and recommend solutions;
  - 5.2: Illustrating the ability to effectively communicate relevant business information to organizational stakeholders in writing; and
  - 5.3: Showing competence in effective oral and visual presentation of data and information.
6. Are prepared to join the workforce through:
  - 6.1: Applying business competencies to critically analyze a U.S. multinational company and recommend strategies for improvement; and
  - 6.2: Successfully completing an internship in accounting.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Accounting \(B.A.\) Curriculum Map](#).

### Data Summary

Accounting (B.A.) has not collected assessment data in the past 3 years.

### Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Arabic and Middle Eastern Studies (B.A.)

### SLOs

1. Demonstrate an ability to read and write at the intermediate-mid level in Arabic according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 1.1: Understanding non-complex texts that convey basic information and deal with basic personal and social topics as well as understand short connected texts featuring description and narration, and
  - 1.2: Writing simple communications, compositions and requests for information that express personal preferences and talk about common events.
2. Demonstrate an ability to speak and understand spoken discourse at the intermediate-mid level in Arabic according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 2.1: Engaging in a variety of non-complicated communicative tasks in straightforward social situations, and
  - 2.2: Understanding simple sentence-length speech in a variety of basic personal and social contexts.
3. Demonstrate an ability to do research effectively and evaluate sources of various kinds in both Arabic and in English through:
  - 3.1: Analyzing, interpreting and presenting research in narrative form.
4. Demonstrate an ability to understand and compare the values of the different cultures and ethnicities of the Arab world and the Middle East at large through:
  - 4.1: Defining, understanding and interpreting cultural and/or social interactions between different cultures and ethnicities of the Arabic-speaking world and the Middle East at large.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Arabic & Middle Eastern Studies \(B.A.\) Curriculum Map](#).

### Data Summary

Arabic and Middle Eastern Studies (B.A.) has not collected assessment data in the past 2 years. Data collection is planned for 2023-2024. Demographic results, graphs, and strengths are not included due to the low sample size.

Arabic and Middle Eastern Studies (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	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	63	3.25	0	8	31	24	0%	13%	49%	38%	87%
4.1	42	3.17	0	7	21	14	0%	17%	50%	33%	83%
Total	105	3.22	0	15	52	38	0%	14%	50%	36%	86%

### Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Art and Archaeology (B.A.) – Archaeology Concentration

### SLOs

1. Will demonstrate an understanding of the history of archaeology and its impact on the methods and goals of the discipline through:
  - 1.1: Knowledge of the historical development of archaeology as a discipline, and its connection to phases of European political and social history.
2. Will demonstrate an understanding of the methods of archaeology through:
  - 2.1: Knowledge of archaeological methods and interpretive models, through in- depth instruction, with emphasis on theory and interpretation;
  - 2.2: Knowledge of archaeological methods and interpretive models, through hands-on experience in research methods (excavation, survey, and/or lab); and
  - 2.3: Knowledge of archaeological materials, methods, and interpretive models, through hands-on experience in photography and ceramic production.
3. Will learn the application of archaeology and related disciplines to the reconstruction of ancient societies through:
  - 3.1: Reconstruction of ancient societies, through archaeological and art historical research;
  - 3.2: Reconstruction of ancient societies, through historical, religious, and/or literary research; and
  - 3.3: Extended research in and critical analysis of an archaeological question or topic, including directed research using primary and secondary sources, and presenting findings both orally and in writing.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Art & Archaeology \(B.A.\) Curriculum Map](#).

### Data Summary

Demographic results are not included due to the low sample size.

Art and Archaeology (B.A.) – Archaeology Concentration Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2b	3	4.00	0	0	0	3	0%	0%	0%	100%	100%
2c	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3a	10	3.40	0	1	4	5	0%	10%	40%	50%	90%
3b	8	3.50	0	0	4	4	0%	0%	50%	50%	100%
3c	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
<b>Total</b>	<b>23</b>	<b>3.57</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>14</b>	<b>0%</b>	<b>4%</b>	<b>35%</b>	<b>61%</b>	<b>96%</b>

Art and Archaeology (B.A.) – Archaeology Concentration Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2c	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3a	7	3.43	0	1	2	4	0%	14%	29%	57%	86%
3b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3c	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
<b>Total</b>	<b>9</b>	<b>3.56</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>0%</b>	<b>11%</b>	<b>22%</b>	<b>67%</b>	<b>89%</b>

Art and Archaeology (B.A.) – Archaeology Concentration Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2c	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
3a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3c	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>2</b>	<b>4.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>

### Strengths

In a limited sample size, all students scored proficient or advanced on SLO 2b, SLO 3b, and SLO 3c in 2022-2023.

### Validity & Reliability

The program received no more than 10 measurements for outcomes in each of the past 3 years, raising concerns about the sample size and data reliability. The program measures student performance using Excel spreadsheets and standard rubrics.

### Actionable Items

The program should ensure all courses listed in their curriculum map are assessed if running in 2023-2024 to increase the data reliability.

## Art and Archaeology (B.A.) – Art Education and Studio Arts Concentrations

### SLOs

- Will gain a broad knowledge base of a variety of studio art media, develop technical skills, gain an awareness of historical movements, and comprehend universal aesthetic concepts through:
  - 1.1: Demonstrating basic technical skills, especially drawing and design; through classroom exercises, project critiques and portfolio reviews; and
  - 1.2: Understanding the elements of art and the principles of design, demonstrated through critical, individual and group discussions. In the evaluation of projects and during portfolio reviews, progress of student's artwork will be assessed, as well as their ability to respond to feedback.
- Will develop the ability to observe, cultivating analytical and creative thinking skills through:
  - 2.1: Demonstrating the ability to communicate ideas verbally, through mark- making and other basic formal technical skills; and
  - 2.2: Presenting work and concepts, during one on one discussions with the instructor, group discussions, and project critiques will allow students to verbalize their defense of ideas, as well as demonstrating an ability to receive and put forth constructive feedback.
- Will develop a process for articulating aesthetic ideas and the ability to communicate their personal aesthetic intentions visually in their art work, verbally, and in written form through:
  - 3.1: Demonstrating accountability and awareness of all aspects of their artwork and methodology, during the presentation of artwork and developing concepts;
  - 3.2: Demonstrating an ability to describe and defend ideas, and to deconstruct the methods and validity of artwork; and
  - 3.3: Demonstrating knowledge articulated through concept development, using sketches, color roughs, maquettes, writing, and other methods to present ideas.

4. Will gain purpose and a sense of responsibility of the role an artist in society plays and how an artist effects societal change through:
- 4.1: Demonstrating the knowledge of a wide range artists/artwork, past and present, in the student's ability to recognize artwork in context. Understanding an artist's impact and/or relationship to society, and how a student's own work relates to the ideas, concerns and methodologies of past artists; and
  - 4.2: Understanding, interpreting and expanding on ideas and methods of both artists and critics through research, discussion and writing.
5. Will analyze formal design issues both literally and conceptually through:
- 5.1: Demonstrating strong understanding of aesthetics, and an awareness of regional versus universal associations that ultimately manifest in projects and during critiques; and
  - 5.2: Demonstrating evidence of good design/composition and an understanding of the important role context plays, through composition analysis, rigorous critical discussions, and artist talks.
6. Will gain the ability to seek the challenge of higher learning environments, become confident artists, intellectually sound risk takers, career oriented professionals, and empowered citizens meeting the challenges of today's society through:
- 6.1: Through formal presentation of artwork and concepts during critiques and portfolio reviews;
  - 6.2: Demonstrating a high level of understanding and skill with art media. Recognized through the presentation of artwork, during group critiques and individual portfolio reviews;
  - 6.3: Developing a series of artwork for a senior exhibition; and
  - 6.4: Fully developing the senior exhibition, including self- promotion, concept development, artist statement, artist biography, resume, a complete visual identity, including a website, project production plan, budget, and an artist talk. Work and knowledge will be evaluated during a final portfolio review. Student is also evaluated via the exhibition design of their work, gallery talk that took place during the opening reception and through a portfolio/gallery book.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Art & Archaeology \(B.A.\) Curriculum Map](#).

### Data Summary

Art and Archaeology (B.A.) – Art Education and Studio Arts Concentrations Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	72	3.21	4	10	25	33	6%	14%	35%	46%	81%
1b	72	3.35	4	6	23	39	6%	8%	32%	54%	86%
2a	68	3.59	0	3	22	43	0%	4%	32%	63%	96%
2b	53	3.32	0	13	10	30	0%	25%	19%	57%	75%
3a	12	3.75	0	1	1	10	0%	8%	8%	83%	92%
3b	12	3.58	0	0	5	7	0%	0%	42%	58%	100%
3c	12	3.58	0	0	5	7	0%	0%	42%	58%	100%
4a	12	3.75	0	0	3	9	0%	0%	25%	75%	100%
4b	12	3.50	0	0	6	6	0%	0%	50%	50%	100%
5a	6	3.50	0	0	3	3	0%	0%	50%	50%	100%
5b	6	4.00	0	0	0	6	0%	0%	0%	100%	100%
6a	10	3.60	0	0	4	6	0%	0%	40%	60%	100%
6b	4	2.50	0	2	2	0	0%	50%	50%	0%	50%
6c	6	3.50	0	0	3	3	0%	0%	50%	50%	100%
6d	6	4.00	0	0	0	6	0%	0%	0%	100%	100%
<b>Total</b>	<b>363</b>	<b>3.43</b>	<b>8</b>	<b>35</b>	<b>112</b>	<b>208</b>	<b>2%</b>	<b>10%</b>	<b>31%</b>	<b>57%</b>	<b>88%</b>

## Art and Archaeology (B.A.) – Art Education and Studio Arts Concentrations Results: 2021-2022

June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	14	3.50	0	1	5	8	0%	7%	36%	57%	93%
1b	14	3.57	0	1	4	9	0%	7%	29%	64%	93%
2a	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3a	3	3.67	0	0	1	2	0%	0%	33%	67%	100%
3b	3	3.00	0	1	1	1	0%	33%	33%	33%	67%
3c	3	3.33	0	0	2	1	0%	0%	67%	33%	100%
4a	3	3.33	0	0	2	1	0%	0%	67%	33%	100%
4b	3	3.67	0	0	1	2	0%	0%	33%	67%	100%
5a	3	3.33	0	0	2	1	0%	0%	67%	33%	100%
5b	3	4.00	0	0	0	3	0%	0%	0%	100%	100%
6a	3	3.67	0	0	1	2	0%	0%	33%	67%	100%
6b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6c	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6d	3	3.67	0	0	1	2	0%	0%	33%	67%	100%
<b>Total</b>	<b>55</b>	<b>3.53</b>	<b>0</b>	<b>3</b>	<b>20</b>	<b>32</b>	<b>0%</b>	<b>5%</b>	<b>36%</b>	<b>58%</b>	<b>95%</b>

## Art and Archaeology (B.A.) – Art Education and Studio Arts Concentrations Demographic Results: Fall 2020-Spring 2023

June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO		All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1a		86	58	27	34	47	83%	81%	85%	68%	91%
1b		86	58	27	34	47	87%	88%	85%	82%	89%
2a		68	55	13	30	37	96%	98%	85%	90%	100%
2b		53	43	10	25	28	75%	79%	60%	68%	82%
3a		15	13	2	7	8	93%	92%	100%	100%	88%
3b		15	13	2	7	8	93%	92%	100%	86%	100%
3c		15	13	2	7	8	100%	100%	100%	100%	100%
4a		15	13	2	7	8	100%	100%	100%	100%	100%
4b		15	13	2	7	8	100%	100%	100%	100%	100%
5a		9	8	1	4	5	100%	100%	100%	100%	100%
5b		9	8	1	4	5	100%	100%	100%	100%	100%
6a		13	10	3	6	7	100%	100%	100%	100%	100%
6b		4	2	2	2	2	50%	100%	0%	100%	0%
6c		6	5	1	3	3	100%	100%	100%	100%	100%
6d		9	8	1	4	5	100%	100%	100%	100%	100%
<b>Total</b>		<b>418</b>	<b>320</b>	<b>96</b>	<b>181</b>	<b>226</b>	<b>89%</b>	<b>91%</b>	<b>83%</b>	<b>84%</b>	<b>92%</b>

### Strengths

In a limited sample size, all students scored proficient or advanced on 9 total SLOs in 2022-2023. The program increased the number of measurements in recent years, and SLOs 1a, 1b, 2a, and 2b were measured the most.

## Validity & Reliability

The program measures student performance using Excel spreadsheets and standard rubrics, which has increased the number of measurements in recent years.

## Actionable Items

The program should continue to increase the number of annual measurements, especially for SLOs that received few measurements in 2022-2023. Only 75% of students were scored as proficient or advanced on SLO 2b in 2022-2023. Thus, the program should develop new strategies to improve performance on SLO 2b.

## Art and Archaeology (B.A.) – Art History Concentration

### SLOs

1. Will demonstrate the ability to identify and/or analyze the styles and subjects of art (including architecture) within their historical and cultural contexts, from antiquity to the present through:
  - 1.1: Identify and/or Analyze Art/Architecture before 200 CE;
  - 1.2: Identify and/or Analyze Art/Architecture from 200 - 1400 CE;
  - 1.3: Identify and/or Analyze Art/Architecture from 1400 - 1850 CE; and
  - 1.4: Identify and/or Analyze Art/Architecture from 1850 onwards.
2. Will demonstrate an ability to engage with art historical methods, theory, and criticism through:
  - 2.1: Analyze critical texts or literature;
  - 2.2: Use key terms, methods, and/or theories; and
  - 2.3: Analyze a work of art and/or architecture using critical theory and/or methodology.
3. Will demonstrate the ability to conduct formal research in art history through:
  - 3.1: Use primary and secondary sources;
  - 3.2: Present findings/research via formal oral presentations; and
  - 3.3: Present findings/research via formal academic papers.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Art & Archaeology \(B.A.\) Curriculum Map](#).

## Data Summary

Art and Archaeology (B.A.) – Art History Concentration Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	132	2.88	6	22	86	18	5%	17%	65%	14%	79%
1b	132	2.89	6	21	87	18	5%	16%	66%	14%	80%
1c	35	3.20	0	3	22	10	0%	9%	63%	29%	91%
1d	35	3.23	0	2	23	10	0%	6%	66%	29%	94%
2a	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
2b	37	3.22	0	4	21	12	0%	11%	57%	32%	89%
2c	37	3.14	0	5	22	10	0%	14%	59%	27%	86%
3a	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
3b	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
3c	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
Total	416	3.01	12	57	261	86	3%	14%	63%	21%	83%



Art and Archaeology (B.A.) – Art History Concentration Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	123	2.82	10	28	59	26	8%	23%	48%	21%	69%
1b	123	2.86	11	22	63	27	9%	18%	51%	22%	73%
1c	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1d	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2a	6	3.67	0	0	2	4	0%	0%	33%	67%	100%
2b	6	3.67	0	0	2	4	0%	0%	33%	67%	100%
2c	4	3.50	0	0	2	2	0%	0%	50%	50%	100%
3a	39	2.97	5	5	15	14	13%	13%	38%	36%	74%
3b	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3c	39	2.97	5	4	17	13	13%	10%	44%	33%	77%
<b>Total</b>	<b>340</b>	<b>2.91</b>	<b>31</b>	<b>59</b>	<b>160</b>	<b>90</b>	<b>9%</b>	<b>17%</b>	<b>47%</b>	<b>26%</b>	<b>74%</b>

Art and Archaeology (B.A.) – Art History Concentration Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1a	33	3.21	0	1	24	8	0%	3%	73%	24%	97%
1b	21	3.05	0	0	20	1	0%	0%	95%	5%	100%
1c	50	2.90	8	8	15	19	16%	16%	30%	38%	68%
1d	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2a	14	3.50	0	1	5	8	0%	7%	36%	57%	93%
2b	14	3.50	0	1	5	8	0%	7%	36%	57%	93%
2c	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
3a	35	3.06	0	5	23	7	0%	14%	66%	20%	86%
3b	2	4.00	0	0	0	2	0%	0%	0%	100%	100%
3c	35	2.97	0	7	22	6	0%	20%	63%	17%	80%
<b>Total</b>	<b>206</b>	<b>3.11</b>	<b>8</b>	<b>23</b>	<b>114</b>	<b>61</b>	<b>4%</b>	<b>11%</b>	<b>55%</b>	<b>30%</b>	<b>85%</b>

Art and Archaeology (B.A.) – Art History Concentration Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)				Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1a	288	185	103	112	172	77%	85%	61%	79%	74%
1b	276	177	99	111	161	78%	86%	64%	81%	76%
1c	85	60	24	37	41	78%	78%	75%	78%	76%
1d	35	24	11	15	16	94%	92%	100%	93%	100%
2a	22	11	11	4	18	95%	91%	100%	100%	94%
2b	57	35	22	19	34	91%	91%	91%	89%	97%
2c	43	27	16	18	21	88%	93%	81%	89%	100%
3a	76	43	33	20	56	80%	86%	73%	80%	80%
3b	4	1	3	2	2	100%	100%	100%	100%	100%
3c	76	43	33	20	56	79%	81%	76%	80%	79%
<b>Total</b>	<b>962</b>	<b>606</b>	<b>355</b>	<b>358</b>	<b>577</b>	<b>80%</b>	<b>86%</b>	<b>71%</b>	<b>82%</b>	<b>80%</b>

## Strengths

In a limited sample size, all students scored proficient or advanced on 4 total SLOs in 2022-2023. Among outcomes that were measured at least 30 times, SLO 1d received the highest percentage of students that scored proficient or advanced (94%). The program increased the number of measurements in recent years, and SLOs 1a, 1b, 2a, and 2b were measured the most.

## Validity & Reliability

The program measures student performance using Excel spreadsheets and standard rubrics, which has increased the number of measurements in recent years.

## Actionable Items

The program should continue to increase the number of annual measurements, especially for SLOs that received few measurements in 2022-2023. Only 79% of students were scored as proficient or advanced on SLO 1a in 2022-2023. Thus, the program should develop new strategies to improve performance on SLO 1a.

## Art Therapy (B.A.)

### SLOs

1. Show proficiency in the foundational learning content areas of psychology and studio art.
  - 1.1: Develop working knowledge of the foundational theories and content of developmental psychology.
  - 1.2: Demonstrate working knowledge of the foundational theories and content of abnormal psychology.
  - 1.3: Demonstrate studio art proficiency in two-dimensional art media techniques and processes.
  - 1.4: Demonstrate studio art proficiency in three-dimensional art media techniques and processes.
2. Demonstrate familiarity with the major concepts, theoretical perspectives, techniques, and historical trends in art therapy.
  - 2.1: Describe key concepts, principles, historical trends, and overarching themes in art therapy.
  - 2.2: Distinguish among the therapeutic benefits of various art processes and media, strategies, and interventions as well as their applicability to treatment for individuals, groups, and/or families.
3. Understand and apply the ethical principles and professional codes of practice for art therapists as they apply to clinical practice, communities, and self.
  - 3.1: Show understanding of the ethical principles and professional codes of practice for art therapists.
  - 3.2: Recognize the legal, ethical, and cultural considerations required for conducting art therapy research.
  - 3.3: Recognize that art therapy uses a multicultural perspective and considers how specific values, beliefs, and actions are influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
4. Recognize and show working knowledge of the use of imagery, creativity, symbolism, and metaphor to express challenges and strengths as well as promote growth and well-being.
  - 4.1: Demonstrate knowledge of the principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology to the assessment and treatment of clients.
  - 4.2: Articulate clinical theory and applied practice through written and oral communication across broad interdisciplinary communities.
  - 4.3: Comprehend and apply creative and aesthetic processes in the context of creative arts therapy theory and practice.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Art Therapy \(B.A.\) Curriculum Map](#).

## Data Summary

Art Therapy (B.A.) began collecting assessment data in 2021-2022.

Art Therapy (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	66	3.68	1	3	12	50	2%	5%	18%	76%	94%
1.2	20	3.70	0	0	6	14	0%	0%	30%	70%	100%
1.3	4	2.50	0	2	2	0	0%	50%	50%	0%	50%
1.4	28	3.64	0	2	6	20	0%	7%	21%	71%	93%
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	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
3.3	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
4.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>118</b>	<b>3.64</b>	<b>1</b>	<b>7</b>	<b>26</b>	<b>84</b>	<b>1%</b>	<b>6%</b>	<b>22%</b>	<b>71%</b>	<b>93%</b>

Art Therapy (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	48	3.33	0	7	18	23	0%	15%	38%	48%	85%
1.2	24	4.00	0	0	0	24	0%	0%	0%	100%	100%
1.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.4	8	3.88	0	0	1	7	0%	0%	13%	88%	100%
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	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
3.3	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
4.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>80</b>	<b>3.59</b>	<b>0</b>	<b>7</b>	<b>19</b>	<b>54</b>	<b>0%</b>	<b>9%</b>	<b>24%</b>	<b>68%</b>	<b>91%</b>

Art Therapy (B.A.) Demographic Results: Fall 2021-Spring 2023										
June 1, 2021-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	114	91	22	54	55	90%	91%	86%	93%	87%
1.2	44	34	9	24	19	100%	100%	100%	100%	100%
1.3	4	2	2	2	2	50%	100%	0%	100%	0%
1.4	36	26	10	20	16	94%	96%	90%	95%	94%
2.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4.3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>198</b>	<b>153</b>	<b>43</b>	<b>100</b>	<b>92</b>	<b>92%</b>	<b>94%</b>	<b>86%</b>	<b>95%</b>	<b>89%</b>

### Strengths

Art Therapy (B.A.) developed a detailed curriculum map prior to the Fall 2020 launch of the program. In a limited sample size, all students scored proficient or advanced on SLO 1.2 in 2022-2023. The program measured SLO 1.1 the most.

### Validity & Reliability

The program measures student performance using Excel spreadsheets and standard rubrics.

### Actionable Items

Art Therapy (B.A.) should continue to collect more results as the program grows following their relatively recent launch. The program should ensure that all outcomes are consistently assessed, including SLOs 2, 3, and 4. The program should also continue to develop methods that reduce the data collect workload, especially for new faculty.

## Biochemistry (B.A.)

### SLOs

1. Demonstrate proficiency in laboratory techniques and methods through:
  - 1.1: Conducting laboratory experiments using appropriate methods.
2. Demonstrate proficiency in discipline content through:
  - 2.1: Answering discipline-specific content questions in each discipline-specific course.
3. Show proficiency in use of the literature, scientific reading, writing and presentations through:
  - 3.1: Conducting literature searches;
  - 3.2: Reading scientific articles;
  - 3.3: Writing scientific reports; and
  - 3.4: Conducting scientific presentations.
4. Critically think and problem-solving through:
  - 4.1: Using critical thinking skills, and
  - 4.2: Solving multi-step problems.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Biochemistry \(B.A.\) Curriculum Map](#).

## Data Summary

Biochemistry (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Biology (B.A.)

### SLOs

1. Information Literacy: Acquire basic knowledge of foundational concepts that encompass all areas of biology, and develop skills to access and use scientific information.
  - 1.1: Recall key concepts of cell biology;
  - 1.2: Recall key concepts of genetics;
  - 1.3: Recall key concepts of animal physiology;
  - 1.4: Recall key concepts of plant physiology;
  - 1.5: Recall key concepts of evolution;
  - 1.6: Recall key concepts of ecology;
  - 1.7: Identify appropriate sources of scientific information;
  - 1.8: Compile information obtained from scientific sources.
2. Written Communication: Develop skills to prepare written reports that demonstrate scientific methodology and convention.
  - 2.1: Synthesize scientific ideas in written format;
  - 2.2: Utilize proper convention for scientific writing;
  - 2.3: Describe experimental design in written format;
  - 2.4: Describe experimental results of a project in written format;
  - 2.5: Explain conclusions of a scientific project in written format.
3. Oral Communication: Develop skills to prepare oral reports that demonstrate scientific understanding and methodology.
  - 3.1: Describe scientific ideas in oral format;
  - 3.2: Describe experimental design in oral format;
  - 3.3: Articulate results of a project in oral format;
  - 3.4: Articulate conclusions of a scientific project in oral format.
4. Quantitative Analysis: Develop skills to analyze scientific data.
  - 4.1: Analyze data acquired in the laboratory;
  - 4.2: Prepare visual diagrams depicting analyzed data.
5. Critical Reasoning: Develop skills to plan experiments and interpret scientific data.
  - 5.1: Outline experimental approach to answer a scientific question;
  - 5.2: Formulate conclusions based on data analysis.
6. Technological Capabilities: Acquire technical skills in the lab.
  - 6.1: Perform basic laboratory techniques;
  - 6.2: Identify the purpose of specific laboratory techniques/equipment.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Biology \(B.A.\) Curriculum Map](#).

## Data Summary

Biology (B.A.) began collecting assessment data in Spring 2023.

Biology (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	375	2.86	75	46	109	145	20%	12%	29%	39%	68%
2	839	2.90	161	91	257	330	19%	11%	31%	39%	70%
3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4	626	3.12	100	54	142	330	16%	9%	23%	53%	75%
5	258	2.91	39	36	91	92	15%	14%	35%	36%	71%
6	516	3.14	100	40	62	314	19%	8%	12%	61%	73%
<b>Total</b>	<b>2,614</b>	<b>3.00</b>	<b>475</b>	<b>267</b>	<b>661</b>	<b>1,211</b>	<b>18%</b>	<b>10%</b>	<b>25%</b>	<b>46%</b>	<b>72%</b>

Biology (B.A.) Demographic Results: Fall 2022-Spring 2023											
June 1, 2022- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	375	273	102	177	185	68%	67%	71%	67%	68%
	2	839	581	258	367	442	70%	70%	71%	71%	69%
	3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
	4	626	446	180	286	318	75%	76%	73%	76%	74%
	5	258	186	72	120	129	71%	70%	72%	73%	70%
	6	516	372	144	240	258	73%	72%	75%	70%	74%
	Total	2,614	1,858	756	1,190	1,332	72%	71%	72%	72%	71%

## Strengths

Biology (B.A.) developed a curriculum map and collected direct assessment results for the first time in Spring 2023. SLO 4 received the highest percentage of students that scored proficient or advanced (75%). SLO 6 received the highest percentage of students that scored advanced (61%). The program measured SLO 2 the most, and students in the various demographic groups received relatively similar performance scores.

## Validity & Reliability

Biology (B.A.) and OIRA developed a process to efficiently collect assessment results in Spring 2023. First, the program identified assignments that achieved the various outcomes. Then, OIRA personnel converted Blackboard scores on the designated assignments to a 4-point scale and uploaded the scores to Chalk & Wire. The new assessment process included norming discussions among program faculty regarding performance expectations.

## Actionable Items

The program should continue to develop their curriculum map in 2023-2024, adding more and higher-level courses. The program should also compare these initial baseline results with results in future semesters to identify performance trends. The lowest percentage of students scored proficient or advanced on SLO 1 (68%). The program should develop strategies for improving SLO 1 if the low performance trend continues in future semesters.

## Business Administration (B.A.)

### SLOs

1. Demonstrate competencies in business functions through:
  - 1.1: Proving understanding of financial and managerial accounting topics pertaining to the collection, recording, organization and reporting of financial information;
  - 1.2: Showing competency in marketing;
  - 1.3: Substantiating the understanding of business finance topics, such as time value of money, risk and capital budgeting; and
  - 1.4: Demonstrating how organizations use information systems to improve decision-making.
2. Demonstrate literacy in both general quantitative skills and those specific to the business management discipline through:
  - 2.1: Showing an understanding of descriptive and inferential statistics and applying this understanding to economic and business phenomenon; and
  - 2.2: Illustrating the ability to apply data and models to analyze the economic environment of business.
3. Show an understanding of how the external environment, especially the legal and international dimensions of the environment, affects managerial decision-making and business policies and practices through:
  - 3.1: Providing an understanding and appreciation of how legal and regulatory factors affect managerial decision-making in organizations; and
  - 3.2: Demonstrating the impact of the international and global environment on business decision-making.
4. Display competent decision-making, communication, and interpersonal skills through:
  - 4.1: Applying critical thinking and problem-solving skills to diagnose business problems and recommend solutions;
  - 4.2: Illustrating the ability to effectively communicate relevant business information to organizational stakeholders in writing;
  - 4.3: Showing competence in effective oral and visual presentation of data and information; and
  - 4.4: Demonstrating effective teamwork skills.
5. Will be prepared to join the workforce through:
  - 5.1: Applying business competencies to critically analyze a U.S. multinational company and recommending strategies for improvement; and
  - 5.2: Successfully completing an internship in business.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Business Administration \(B.A.\) Curriculum Map](#).

### Data Summary

Business Administration (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	3,357	3.46	56	244	1,152	1,905	2%	7%	34%	57%	91%
2	3,560	3.29	42	563	1,287	1,668	1%	16%	36%	47%	83%
3	3,334	3.50	7	163	1,325	1,839	0%	5%	40%	55%	95%
4	7,428	3.51	15	365	2,863	4,185	0%	5%	39%	56%	95%
5	165	3.58	0	4	62	99	0%	2%	38%	60%	98%
Total	17,844	3.45	120	1,339	6,689	9,696	1%	8%	37%	54%	92%

Business Administration (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	4,416	3.46	51	261	1,692	2,412	1%	6%	38%	55%	93%
2	3,386	3.31	99	467	1,106	1,714	3%	14%	33%	51%	83%
3	3,544	3.35	35	364	1,459	1,686	1%	10%	41%	48%	89%
4	12,140	3.44	123	980	4,443	6,594	1%	8%	37%	54%	91%
5	210	3.50	0	4	96	110	0%	2%	46%	52%	98%
<b>Total</b>	<b>23,696</b>	<b>3.41</b>	<b>308</b>	<b>2,076</b>	<b>8,796</b>	<b>12,516</b>	<b>1%</b>	<b>9%</b>	<b>37%</b>	<b>53%</b>	<b>90%</b>

Business Administration (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	4,625	3.47	41	309	1,691	2,584	1%	7%	37%	56%	92%
2	4,098	3.26	93	637	1,466	1,902	2%	16%	36%	46%	82%
3	3,075	3.41	49	254	1,165	1,607	2%	8%	38%	52%	90%
4	10,969	3.49	133	760	3,701	6,375	1%	7%	34%	58%	92%
5	140	3.46	1	4	65	70	1%	3%	46%	50%	96%
<b>Total</b>	<b>22,907</b>	<b>3.43</b>	<b>317</b>	<b>1,964</b>	<b>8,088</b>	<b>12,538</b>	<b>1%</b>	<b>9%</b>	<b>35%</b>	<b>55%</b>	<b>90%</b>

Business Administration (B.A.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)				Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	12,398	4,298	8,067	4,081	8,159	92%	94%	91%	89%	94%
2	11,044	4,166	6,836	3,822	6,992	83%	84%	82%	78%	85%
3	9,953	3,717	6,208	3,231	6,579	91%	92%	91%	90%	92%
4	30,537	11,813	18,620	10,219	19,775	92%	93%	91%	91%	93%
5	515	185	330	175	335	97%	98%	97%	97%	98%
<b>Total</b>	<b>64,447</b>	<b>24,179</b>	<b>40,061</b>	<b>21,528</b>	<b>41,840</b>	<b>90%</b>	<b>92%</b>	<b>90%</b>	<b>88%</b>	<b>92%</b>

### Strengths

Business Administration (B.A.) was reaccredited by the Accreditation Council for Business Schools and Programs (ACBSP) and continued to collect a large number of measurements in 2022-2023. The highest percentage of students achieved proficient or advanced on SLO 5 (98%) in 2022-2023. Student performance on SLO 3 and SLO 4 also increased by several percentage points (proficient or advanced) from the previous year.

### Validity & Reliability

The program uses rubrics that are unique to each assignment in Chalk & Wire to assess student learning. Overall performance remained consistent over the past 3 years, suggesting a strong data reliability.

### Actionable Items

The lowest percentage of students achieved proficient or advanced on SLO 2 (83%) in 2022-2023, continuing a trend from previous years. The program should discuss and implement new strategies to improve the outcome. The program received relatively small performance differences between demographic groups in the past 3 years. Still, efforts should be made to reduce the performance differences even further, especially on outcomes with larger differences (such as SLO 1 or SLO 2).



## Chemistry (B.A.)

### SLOs

1. Demonstrate proficiency in laboratory techniques and methods through:
  - 1.1: Conducting laboratory experiments using appropriate methods.
2. Demonstrate proficiency in discipline content through:
  - 2.1: Answering discipline-specific content questions in each discipline-specific course.
3. Show proficiency in use of literature, scientific reading, writing and presentation through:
  - 3.1: Conducting literature searches;
  - 3.2: Reading scientific articles;
  - 3.3: Writing scientific reports; and
  - 3.4: Conducting scientific presentations.
4. Critically think and problem-solve through:
  - 4.1: Using critical thinking skills, and
  - 4.2: Solving multi-step problems.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Chemistry \(B.A.\) Curriculum Map](#).

### Data Summary

Chemistry (B.A.) has not collected assessment data in the past 3 years.

### Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Communication Arts (B.A.)

### SLOs

1. Gain a practical understanding of the nature of their chosen field of work.
  - 1.a: Secure hands-on practical experience by completing an internship. Develop the capacity to meet deadlines.
  - 1.b: Apply guidelines, norms and codes of ethics that govern ethical decision-making within the profession and other communication-related professions.
2. Understand First Amendment principles and the law appropriate to professional practice.
  - 2.a: Apply legal and ethical principles by processing analyzing and editing information in stories and case studies.
  - 2.b: Gather and communicate information free of defamation, plagiarism, bias, copyright and trademark concerns.
3. Understand the role of mass media in society and evaluate its influence.
  - 3.a: Analyze industry trends and the issues facing both the professional practice of mass communication and audience use of mass media.
  - 3.b: Grasp the history of and issues facing the professional practice of mass communications.
4. Communicate in appropriate forms and styles for the designated audience.
  - 4.a: Use multimedia tools to produce written and oral communication clearly and specific for the audiences and purposes, using Associated Press style and proper mechanics.
5. Critically examine individual work and that of others for accuracy, fairness and clarity.
  - 5.a: Use appropriate research design methods to collect data and communicate findings.
  - 5.b: Analyze when information is missing, misplaced, biased or unclear.
6. Use appropriate tools and technologies for given communication procedures.
  - 6.a: Integrate the appropriate techniques for using, designing and editing multimedia tools; video and/or still cameras; graphic design software; content management software.
  - 6.b: Combine at least two multimedia elements to effectively inform or persuade an audience.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Communication Arts \(B.A.\) Curriculum Map](#).

## Data Summary

Communication Arts (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Computer Science (B.S.)

### SLOs

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
  - 1.a: Identify key components and algorithms necessary for a solution to a given problem.
  - 1.b: Classify generally stated problems and design solutions with appropriate specifications.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of computer science.
  - 2.a: Explain trends and directions of computer systems.
  - 2.b: Identify constraints on design problems and establish criteria for acceptability of solutions; implement and evaluate solutions.
3. Communicate effectively in a variety of professional contexts.
  - 3.a: Demonstrate oral skills that clearly convey information appropriate to peers and technical audiences.
  - 3.b: Demonstrate oral skills that clearly convey information appropriate to lay audiences.
  - 3.c: Demonstrate written skills that clearly convey information appropriate to peers and technical audiences.
  - 3.d: Demonstrate written skills that clearly convey information appropriate to lay audiences.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
  - 4.a: Consider a variety of available options in computing design and make a proper choice based on their impact.
  - 4.b: Demonstrate appropriate understanding of professional ethics and practices and of implications of Information Technology policy.
5. Function effectively as a member or leader of a team engaged in activities appropriate to computer science.
  - 5.a: Fulfill team duties, meet deadlines and help achieve project goals.
  - 5.b: Listen, communicate and share information with other team members.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
  - 6.a: Demonstrate an understanding of tradeoffs present in memory management, programming paradigms, etc.
  - 6.b: Integrate concepts and techniques involving hardware, software and networking under different scenarios.
  - 6.c: Students describe, explain the software development process to be used in a project.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Computer Science \(B.S.\) Curriculum Map](#).

# Data Summary

Computer Science (B.S.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	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	14	2.86	0	3	10	1	0%	21%	71%	7%	79%
3.2	14	2.86	0	3	10	1	0%	21%	71%	7%	79%
3.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.4	22	3.05	0	8	5	9	0%	36%	23%	41%	64%
4.1	13	3.31	0	0	9	4	0%	0%	69%	31%	100%
4.2	13	3.38	0	1	6	6	0%	8%	46%	46%	92%
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>76</b>	<b>3.08</b>	<b>0</b>	<b>15</b>	<b>40</b>	<b>21</b>	<b>0%</b>	<b>20%</b>	<b>53%</b>	<b>28%</b>	<b>80%</b>

Computer Science (B.S.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	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	12	3.00	0	0	12	0	0%	0%	100%	0%	100%
3.1	16	3.38	1	1	5	9	6%	6%	31%	56%	88%
3.2	16	3.38	1	1	5	9	6%	6%	31%	56%	88%
3.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.4	15	3.47	0	1	6	8	0%	7%	40%	53%	93%
4.1	17	3.35	0	0	11	6	0%	0%	65%	35%	100%
4.2	17	3.59	0	0	7	10	0%	0%	41%	59%	100%
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>93</b>	<b>3.38</b>	<b>2</b>	<b>3</b>	<b>46</b>	<b>42</b>	<b>2%</b>	<b>3%</b>	<b>49%</b>	<b>45%</b>	<b>95%</b>

Computer Science (B.S.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	30	2.97	0	1	29	0	0%	3%	97%	0%	97%
2.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.2	15	2.87	0	3	11	1	0%	20%	73%	7%	80%
3.1	14	3.00	0	1	12	1	0%	7%	86%	7%	93%
3.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.3	17	2.82	1	1	15	0	6%	6%	88%	0%	88%
3.4	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
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.3	18	2.89	0	2	16	0	0%	11%	89%	0%	89%
<b>Total</b>	<b>94</b>	<b>2.91</b>	<b>1</b>	<b>8</b>	<b>83</b>	<b>2</b>	<b>1%</b>	<b>9%</b>	<b>88%</b>	<b>2%</b>	<b>90%</b>

Computer Science (B.S.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)				Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	30	9	21	12	16	97%	100%	95%	100%	94%
2.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.2	27	8	19	15	11	89%	100%	84%	87%	91%
3.1	44	17	27	21	22	86%	88%	85%	81%	91%
3.2	30	15	15	16	14	83%	87%	80%	81%	86%
3.3	17	3	14	7	9	88%	67%	93%	100%	78%
3.4	37	16	20	23	13	76%	100%	55%	74%	77%
4.1	30	14	15	16	13	100%	100%	100%	100%	100%
4.2	30	14	15	16	13	97%	100%	93%	94%	100%
5.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
6.3	18	5	12	9	7	89%	100%	83%	78%	100%
<b>Total</b>	<b>263</b>	<b>101</b>	<b>158</b>	<b>135</b>	<b>118</b>	<b>89%</b>	<b>95%</b>	<b>85%</b>	<b>87%</b>	<b>91%</b>

### Strengths

In a limited sample size, all students scored proficient or advanced on SLO 4.1 in 2022-2023.

### Validity & Reliability

Information Technology (B.S.) received less than 15 measurements for most outcomes in 2022-2023, raising concerns about the sample size and data reliability.

## Actionable Items

The program should continue to increase the number of annual measurements, especially for SLOs that received no measurements in 2022-2023. Only 64% of students were scored as proficient or advanced on SLO 3.4 in 2022-2023. Thus, the program should develop new strategies to improve performance on SLO 3.4.

## Early Childhood Education (B.A.)

### SLOs

SLOs unique to the Early Childhood Education (B.A.) program at Hood College can be [found here](#).

Early Childhood Education (B.A.) program uses the Interstate Teacher Assessment and Support Consortium (InTASC) Standards to assess student learning. The InTASC outcomes are below.

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7. Planning of Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Early Childhood Education \(B.A.\) Curriculum Map](#).

## Data Summary

The following results show achievement of the InTASC outcomes among Early Childhood Education (B.A.) students.

Early Childhood Education (B.A.) InTASC Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	359	3.58	3	11	119	226	1%	3%	33%	63%	96%
2	192	3.58	2	7	60	123	1%	4%	31%	64%	95%
3	247	3.57	0	8	89	150	0%	3%	36%	61%	97%
4	239	3.67	0	4	70	165	0%	2%	29%	69%	98%
5	280	3.68	1	9	69	201	0%	3%	25%	72%	96%
6	222	3.64	0	12	56	154	0%	5%	25%	69%	95%
7	284	3.68	0	10	72	202	0%	4%	25%	71%	96%
8	195	3.61	0	8	61	126	0%	4%	31%	65%	96%
9	255	3.67	2	9	59	185	1%	4%	23%	73%	96%
10	111	3.50	1	4	45	61	1%	4%	41%	55%	95%
<b>Total</b>	<b>2,384</b>	<b>3.63</b>	<b>9</b>	<b>82</b>	<b>700</b>	<b>1,593</b>	<b>0%</b>	<b>3%</b>	<b>29%</b>	<b>67%</b>	<b>96%</b>

Early Childhood Education (B.A.) InTASC Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	290	3.37	3	29	116	142	1%	10%	40%	49%	89%
2	170	3.42	1	12	72	85	1%	7%	42%	50%	92%
3	183	3.54	0	7	70	106	0%	4%	38%	58%	96%
4	193	3.48	1	17	63	112	1%	9%	33%	58%	91%
5	227	3.52	0	11	87	129	0%	5%	38%	57%	95%
6	199	3.49	2	11	74	112	1%	6%	37%	56%	93%
7	243	3.51	0	12	94	137	0%	5%	39%	56%	95%
8	185	3.52	0	8	72	105	0%	4%	39%	57%	96%
9	119	3.66	4	4	21	90	3%	3%	18%	76%	93%
10	89	3.60	1	2	29	57	1%	2%	33%	64%	97%
<b>Total</b>	<b>1,898</b>	<b>3.49</b>	<b>12</b>	<b>113</b>	<b>698</b>	<b>1,075</b>	<b>1%</b>	<b>6%</b>	<b>37%</b>	<b>57%</b>	<b>93%</b>

Early Childhood Education (B.A.) InTASC Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	299	3.30	6	50	92	151	2%	17%	31%	51%	81%
2	186	3.34	2	30	56	98	1%	16%	30%	53%	83%
3	185	3.41	2	19	65	99	1%	10%	35%	54%	89%
4	219	3.36	7	28	64	120	3%	13%	29%	55%	84%
5	243	3.39	2	28	87	126	1%	12%	36%	52%	88%
6	180	3.49	0	15	61	104	0%	8%	34%	58%	92%
7	260	3.34	4	30	99	127	2%	12%	38%	49%	87%
8	203	3.39	3	20	74	106	1%	10%	36%	52%	89%
9	122	3.65	5	3	22	92	4%	2%	18%	75%	93%
10	73	3.60	0	6	17	50	0%	8%	23%	68%	92%
<b>Total</b>	<b>1,970</b>	<b>3.40</b>	<b>31</b>	<b>229</b>	<b>637</b>	<b>1,073</b>	<b>2%</b>	<b>12%</b>	<b>32%</b>	<b>54%</b>	<b>87%</b>

Early Childhood Education (B.A.) InTASC Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	948	869	74	245	698	89%	90%	81%	85%	91%
2	548	501	44	146	399	90%	91%	77%	81%	94%
3	615	564	48	168	444	94%	95%	90%	93%	94%
4	651	600	48	168	480	91%	92%	88%	93%	91%
5	750	688	58	195	551	93%	94%	86%	93%	93%
6	601	546	54	181	419	93%	93%	98%	93%	94%
7	787	721	62	205	578	93%	93%	90%	94%	93%
8	583	532	48	158	422	93%	94%	90%	94%	93%
9	496	463	32	145	350	95%	95%	91%	94%	95%
10	273	249	24	90	183	95%	94%	100%	99%	93%
<b>Total</b>	<b>6,252</b>	<b>5,733</b>	<b>492</b>	<b>1,701</b>	<b>4,524</b>	<b>92%</b>	<b>93%</b>	<b>88%</b>	<b>91%</b>	<b>93%</b>

### Strengths

At least 95% of students achieved proficient or advanced on each SLO in 2022-2023. The highest percentage of students scored proficient or advanced on SLO 4 (98%), and the program measured SLO 1 the most. The program increased the number of measurements of several outcomes that received relatively few measurements in previous years, including SLO 9 and SLO 10.

### Validity & Reliability

The program uses a detailed curriculum map that specifies the course, assignment, and rubrics that align with the various outcomes. Each assessed assignment uses a unique rubric in Chalk & Wire to assess student learning. Because the Elementary/Special Education (B.A.) program uses the same InTASC outcome set as Early Childhood Education (B.A.), scores are filtered to only include Early Childhood Education (B.A.) students.

### Actionable Items

Among all outcomes in the past 3 years, 93% of women achieved proficient or advanced, compared to 88% of men. The race/ethnicity groups received a smaller overall performance difference. Both men and those in the diversity category performed at a lower rate (proficient or advanced) on SLO 1 and SLO 2. The program should develop strategies to improve performance among students in the lower performing demographic groups on SLO 1 and SLO 2, in particular.

### Economics (B.A.)

#### SLOs

1. Use quantitative tools and techniques in the preparation, interpretation, analysis and presentation of data and information for problem solving and decision making through:
  - 1.1: Using quantitative tools and techniques;
  - 1.2: Preparing data and information;
  - 1.3: Interpreting data and information;
  - 1.4: Analyzing data and information; and
  - 1.5: Presenting data and information.
2. Apply economic reasoning and models to understand and analyze problems of public policy through:
  - 2.1: Using various models of market to analyze public policies and issues;
  - 2.2: Using various macroeconomic models to analyze public policies and issues; and
  - 2.3: Identifying functions of key economic institutions.

3. Demonstrate effective oral and written communications skills for personal and professional success through:
- 3.1: Demonstrating effective written communication; and
  - 3.2: Demonstrating effective oral communication.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Economics \(B.A.\) Curriculum Map](#).

### Data Summary

Economics (B.A.) has not collected assessment data in the past 3 years.

### Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Elementary/Special Education (B.A.)

### SLOs

SLOs unique to the Elementary/Special Education (B.A.) program at Hood College can be [found here](#).

Elementary/Special Education (B.A.) program uses the Interstate Teacher Assessment and Support Consortium (InTASC) Standards to assess student learning in EDUC 353, EDUC 354, and EDUC 447. The InTASC Outcomes are below.

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7. Planning of Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Elementary/Special Education \(B.A.\) Curriculum Map](#).



## Data Summary

The following results show achievement of the InTASC outcomes among Elementary/Special Education (B.A.) students.

Elementary/Special Education (B.A.) InTASC Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	605	3.55	5	34	188	378	1%	6%	31%	62%	94%
2	299	3.61	3	11	85	200	1%	4%	28%	67%	95%
3	396	3.58	2	16	127	251	1%	4%	32%	63%	95%
4	463	3.60	2	29	121	311	0%	6%	26%	67%	93%
5	465	3.66	2	13	126	324	0%	3%	27%	70%	97%
6	385	3.63	4	21	90	270	1%	5%	23%	70%	94%
7	487	3.62	3	25	125	334	1%	5%	26%	69%	94%
8	313	3.57	2	17	94	200	1%	5%	30%	64%	94%
9	465	3.66	3	24	100	338	1%	5%	22%	73%	94%
10	255	3.52	1	14	91	149	0%	5%	36%	58%	94%
<b>Total</b>	<b>4,133</b>	<b>3.60</b>	<b>27</b>	<b>204</b>	<b>1,147</b>	<b>2,755</b>	<b>1%</b>	<b>5%</b>	<b>28%</b>	<b>67%</b>	<b>94%</b>

Elementary/Special Education (B.A.) InTASC Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	601	3.43	8	63	193	337	1%	10%	32%	56%	88%
2	322	3.43	6	30	104	182	2%	9%	32%	57%	89%
3	322	3.48	2	22	119	179	1%	7%	37%	56%	93%
4	462	3.49	4	40	144	274	1%	9%	31%	59%	90%
5	465	3.54	5	29	142	289	1%	6%	31%	62%	93%
6	289	3.44	9	25	84	171	3%	9%	29%	59%	88%
7	507	3.45	3	41	188	275	1%	8%	37%	54%	91%
8	349	3.44	4	25	134	186	1%	7%	38%	53%	92%
9	184	3.70	3	5	37	139	2%	3%	20%	76%	96%
10	150	3.53	1	10	48	91	1%	7%	32%	61%	93%
<b>Total</b>	<b>3,651</b>	<b>3.48</b>	<b>45</b>	<b>290</b>	<b>1,193</b>	<b>2,123</b>	<b>1%</b>	<b>8%</b>	<b>33%</b>	<b>58%</b>	<b>91%</b>

Elementary/Special Education (B.A.) InTASC Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	471	3.54	3	28	151	289	1%	6%	32%	61%	93%
2	288	3.48	3	16	109	160	1%	6%	38%	56%	93%
3	279	3.62	1	12	80	186	0%	4%	29%	67%	95%
4	405	3.49	3	37	123	242	1%	9%	30%	60%	90%
5	384	3.58	1	19	119	245	0%	5%	31%	64%	95%
6	316	3.52	0	17	118	181	0%	5%	37%	57%	95%
7	428	3.57	1	20	142	265	0%	5%	33%	62%	95%
8	333	3.49	6	18	117	192	2%	5%	35%	58%	93%
9	221	3.73	7	2	34	178	3%	1%	15%	81%	96%
10	189	3.68	0	8	45	136	0%	4%	24%	72%	96%
<b>Total</b>	<b>3,314</b>	<b>3.56</b>	<b>25</b>	<b>177</b>	<b>1,038</b>	<b>2,074</b>	<b>1%</b>	<b>5%</b>	<b>31%</b>	<b>63%</b>	<b>94%</b>

Elementary/Special Education (B.A.) Demographic InTASC Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	1,677	1,441	236	193	1,484	92%	92%	89%	93%	91%
2	909	781	128	116	793	92%	93%	90%	97%	92%
3	997	845	152	120	877	94%	94%	95%	92%	95%
4	1,330	1,139	191	162	1,168	91%	92%	90%	94%	91%
5	1,314	1,128	186	157	1,157	95%	95%	94%	96%	95%
6	990	822	168	126	864	92%	93%	90%	90%	93%
7	1,422	1,221	201	170	1,252	93%	94%	93%	94%	93%
8	995	853	142	132	863	93%	92%	95%	93%	93%
9	870	702	168	104	766	95%	95%	96%	88%	96%
10	594	485	109	79	515	94%	94%	94%	90%	95%
<b>Total</b>	<b>11,098</b>	<b>9,417</b>	<b>1,681</b>	<b>1,359</b>	<b>9,739</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>

### Strengths

At least 93% of students achieved proficient or advanced on each SLO in 2022-2023. The highest percentage of students scored proficient or advanced on SLO 5 (97%), and the program measured SLO 1 the most. The program received relatively small performance differences between the demographic groups.

### Validity & Reliability

The program uses a detailed curriculum map that specifies the course, assignment, and rubrics that align with the various outcomes. Each assessed assignment uses a unique rubric in Chalk & Wire to assess student learning. Because the Early Childhood Education (B.A.) program uses the same InTASC outcome set as Elementary/Special Education (B.A.), scores are filtered to only include Elementary/Special Education (B.A.) students.

### Actionable Items

SLO 4 received the lowest percentage of students that scored proficient or advanced (93%) in 2022-2023. The Elementary/Special Education (B.A.) program should note that students in the Early Childhood Education (B.A.) program actually scored highest on SLO 4. Elementary/Special Education (B.A.) should discuss and implement strategies for improving performance on SLO 4 among their majors.

### English (B.A.)

#### SLOs

1. Read literature from a number of historical periods and genres.
2. Analyze specific aspects of that literature.
3. Learn to write well:
  - a. Develop an effective thesis and support it well with evidence.
  - b. Formulate well-organized and coherent essays.
  - c. Write with clarity and precision, using appropriate tone and diction.
  - d. Apply conventions of standard U.S. English concerning grammar, syntax, spelling, punctuation, and mechanics.
  - e. Cite sources accurately and in correct MLA style.
4. Learn to think critically.
5. Discuss the relationships between literature and human experiences.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [English \(B.A.\) Curriculum Map](#).

## Data Summary

English (B.A.) began collecting assessment results in Spring 2023.

English (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	58	3.90	0	0	6	52	0%	0%	10%	90%	100%
2	66	3.73	0	3	12	51	0%	5%	18%	77%	95%
3.a	66	3.56	0	7	15	44	0%	11%	23%	67%	89%
3.b	66	3.52	0	8	16	42	0%	12%	24%	64%	88%
3.c	66	3.65	1	4	12	49	2%	6%	18%	74%	92%
3.d	66	3.61	1	5	13	47	2%	8%	20%	71%	91%
3.e	66	3.56	3	3	14	46	5%	5%	21%	70%	91%
4	66	3.83	0	2	7	57	0%	3%	11%	86%	97%
5	66	3.95	0	0	3	63	0%	0%	5%	95%	100%
<b>Total</b>	<b>586</b>	<b>3.70</b>	<b>5</b>	<b>32</b>	<b>98</b>	<b>451</b>	<b>1%</b>	<b>5%</b>	<b>17%</b>	<b>77%</b>	<b>94%</b>

English (B.A.) Demographic Results: 2022-2023											
June 1, 2022- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	58	37	21	15	41	100%	100%	100%	100%	100%
	2	66	42	24	17	46	95%	100%	88%	82%	100%
	3.a	66	42	24	17	46	89%	95%	79%	76%	93%
	3.b	66	42	24	17	46	88%	95%	75%	76%	91%
	3.c	66	42	24	17	46	92%	98%	83%	88%	93%
	3.d	66	42	24	17	46	91%	95%	83%	82%	93%
	3.e	66	42	24	17	46	91%	93%	88%	82%	93%
	4	66	42	24	17	46	97%	100%	92%	88%	100%
5	66	42	24	17	46	100%	100%	100%	100%	100%	
Total		586	373	213	151	409	94%	97%	87%	86%	96%

## Strengths

English (B.A.) developed a curriculum map and collected direct assessment results for the first time in Spring 2023. All students scored proficient or advanced on SLO 1 and SLO 5. The program measured almost all outcomes at the same frequency.

## Validity & Reliability

English (B.A.) designed the program outcomes so that each course aligns with all SLOs. The program uses Excel spreadsheets to assess student learning, rather than measuring performance directly in Chalk & Wire.

## Actionable Items

The program should compare these initial baseline results with results in future semesters to identify performance trends. The lowest percentage of students scored proficient or advanced on SLO 3.b (88%). The program should develop strategies for improving SLO 3.b if the low performance trend continues in future semesters.

## Environmental Science and Policy (B.A.)

### SLOs

1. Acquire basic knowledge of foundational concepts that encompass all areas of environmental science through:
  - 1.1: Demonstrating basic knowledge in Environmental Science.
2. Developing skills to present written and oral reports that demonstrate scientific methodology through:
  - 2.1: Preparing written reports of laboratory and field activities in discipline-appropriate format;
  - 2.2: Organizing and deliver a formal oral presentation to convey and articulate results of a project; and
  - 2.3: Demonstrating synthesis of ideas and experimental design in written format.
3. Develop skills to analyze and interpret scientific data through:
  - 3.1: Choosing methods and statistics to analyze data;
  - 3.2: Analyzing data acquired in the lab/field; and
  - 3.3: Formulating conclusions based on data analysis.
4. Acquire technical skills in the lab/field through:
  - 4.1: Performing basic laboratory/field techniques.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Environmental Science & Policy \(B.A.\) Curriculum Map](#).

### Data Summary

Environmental Science and Policy (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

The program developed a curriculum map for the first time Spring 2023. Environmental Science and Policy (B.A.) will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Finance (B.A.)

### SLOs

1. Apply relevant finance principles to business activities and situations.
2. Employ knowledge of business functions to manage various performance problems.
3. Use critical thinking, decision making, analytical and problem solving skills to address and resolve complex financial and management problems.
4. Concisely and effectively communicate relevant financial and non-financial information to different stakeholders through written and oral communication methods.
5. Identify legal, ethical, and regulatory issues affecting the business decisions and apply appropriate moral, ethical, and socially responsible framework to make decisions.

### Assessment Plan

The 2022-2023 curriculum map can be found here: [Finance \(B.A.\) Curriculum Map](#).

### Data Summary

Finance (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

The program developed a curriculum map for the first time Spring 2023. Finance (B.A.) will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## French (B.A.)

### SLOs

1. Demonstrate an ability to read and write at the advanced-low level in French according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 1.1: Writing routine, informal and formal texts of essay length as well as narratives, descriptions and summaries;
  - 1.2: Exhibiting good control of a range of grammatical structures and a fairly wide range of grammatical vocabulary; and
  - 1.3: Understanding main ideas and supporting details of authentic narrative and descriptive texts.
2. Speak and understand spoken discourse at the advanced-high level in French according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 2.1: Explaining in detail and narrate fully and accurately in all time frames with consistency;
  - 2.2: Contributing to conversations with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion; and
  - 2.3: Comprehending, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material.
3. Demonstrate an ability to do research effectively and evaluate sources of various kinds in both French and in English through:
  - 3.1: Analyzing, interpreting and presenting research in narrative form, and
  - 3.2: Evaluating sources of various kinds in both French and English.
4. Demonstrate an ability to understand the relationship between the products, practices, and perspectives of Francophone cultures through:
  - 4.1: Using the language to investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [French \(B.A.\) Curriculum Map](#).

### Data Summary

Demographic results are not included due to a low sample size.

French (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	10	3.40	0	0	6	4	0%	0%	60%	40%	100%
1.2	10	3.70	0	0	3	7	0%	0%	30%	70%	100%
1.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.1	44	3.43	2	0	19	23	5%	0%	43%	52%	95%
2.2	1	4.00	0	0	0	1	0%	0%	0%	100%	100%
2.3	22	3.64	1	0	5	16	5%	0%	23%	73%	95%
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
Total	87	3.52	3	0	33	51	3%	0%	38%	59%	97%

French (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.3	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
2.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3.1	26	3.88	0	0	3	23	0%	0%	12%	88%	100%
3.2	26	3.65	0	1	7	18	0%	4%	27%	69%	96%
4.1	52	3.71	0	2	11	39	0%	4%	21%	75%	96%
<b>Total</b>	<b>104</b>	<b>3.74</b>	<b>0</b>	<b>3</b>	<b>21</b>	<b>80</b>	<b>0%</b>	<b>3%</b>	<b>20%</b>	<b>77%</b>	<b>97%</b>

French (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.1	62	3.77	2	0	8	52	3%	0%	13%	84%	97%
2.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.3	31	3.48	1	0	13	17	3%	0%	42%	55%	97%
3.1	7	3.86	0	0	1	6	0%	0%	14%	86%	100%
3.2	7	4.00	0	0	0	7	0%	0%	0%	100%	100%
4.1	14	4.00	0	0	0	14	0%	0%	0%	100%	100%
<b>Total</b>	<b>121</b>	<b>3.74</b>	<b>3</b>	<b>0</b>	<b>22</b>	<b>96</b>	<b>2%</b>	<b>0%</b>	<b>18%</b>	<b>79%</b>	<b>98%</b>

### Strengths

In a limited sample size, all students scored proficient or advanced on SLO 1.1 and SLO 1.2 in 2022-2023.

### Validity & Reliability

The program generally has less than 5 students that graduate each academic year, and the total number of measurements mirror the low enrollment of the program. The program collects the assessment results from a variety of courses and assignments.

### Actionable Items

Due to the low enrollment of the program, French (B.A.) should ensure that results are collected when assignments are scheduled for assessment, as described in the curriculum map.

## Global Studies (B.A.)

### SLOs

1. Explore cultures through an interdisciplinary lens through:
  - 1.1: Critically examining a text, discourse, artifact, or institution of global significance in its historical, cultural, political, or economic context;
  - 1.2: Describing the cultural, ideological, or institutional structures that transcend two or more national, cultural, or continental boundaries; and
  - 1.3: Critically examining the process of globalization through the disciplinary lenses of the humanities, social sciences, and/or sciences.
2. Show competence in oral, written, and visual communication with respect to the analysis and presentation of global issues and problems through:
  - 2.1: Writing about global issues and problems with clarity;
  - 2.2: Developing a thesis statement that responds to global issues and problems;
  - 2.3: Writing a literature review or critical essay using relevant literature;
  - 2.4: Using appropriate visual communication to convey information; and
  - 2.5: Using appropriate citation format.
3. Comprehend the forces shaping globalization through:
  - 3.1: Analyzing the social, economic, political and environmental forces shaping globalization.
4. Demonstrate global language competency through:
  - 4.1: Developing proficiency in the target language consistent with ACTFL Proficiency ratings in four modalities: speaking, listening, reading, and writing; and
  - 4.2: Analyzing issues and problems related to globalization with respect to a specific region, country, or cultural group using a second-language.
5. Participate in an experiential learning activity emphasizing the complexity of global relations through:
  - 5.1: Producing a reflection paper conveying the understanding of global affairs acquired through the internship and/or study abroad experience, and
  - 5.2: Producing a paper reflecting upon the student's attendance and engagement in at least 8 on-and-off campus events addressing global issues.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Global Studies \(B.A.\) Curriculum Map](#).

### Data Summary

Global Studies (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	143	2.99	0	41	62	40	0%	29%	43%	28%	71%
1.2	83	3.42	0	1	46	36	0%	1%	55%	43%	99%
1.3	97	2.81	0	39	37	21	0%	40%	38%	22%	60%
2.1	253	3.13	1	36	145	71	0%	14%	57%	28%	85%
2.2	37	2.95	1	8	20	8	3%	22%	54%	22%	76%
2.3	22	3.09	1	4	9	8	5%	18%	41%	36%	77%
2.4	297	2.91	4	78	157	58	1%	26%	53%	20%	72%
2.5	145	3.46	1	14	48	82	1%	10%	33%	57%	90%
3.1	12	3.50	0	0	6	6	0%	0%	50%	50%	100%
4.1	170	2.96	0	31	115	24	0%	18%	68%	14%	82%
4.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>1,259</b>	<b>3.07</b>	<b>8</b>	<b>252</b>	<b>645</b>	<b>354</b>	<b>1%</b>	<b>20%</b>	<b>51%</b>	<b>28%</b>	<b>79%</b>

Global Studies (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	77	2.95	6	20	23	28	8%	26%	30%	36%	66%
1.2	46	3.50	0	1	21	24	0%	2%	46%	52%	98%
1.3	76	2.89	2	32	14	28	3%	42%	18%	37%	55%
2.1	198	3.07	8	47	66	77	4%	24%	33%	39%	72%
2.2	17	3.47	0	1	7	9	0%	6%	41%	53%	94%
2.3	16	3.50	0	1	6	9	0%	6%	38%	56%	94%
2.4	221	2.86	19	61	74	67	9%	28%	33%	30%	64%
2.5	120	3.09	12	24	25	59	10%	20%	21%	49%	70%
3.1	16	3.50	0	1	6	9	0%	6%	38%	56%	94%
4.1	120	2.93	4	38	41	37	3%	32%	34%	31%	65%
4.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>907</b>	<b>3.02</b>	<b>51</b>	<b>226</b>	<b>283</b>	<b>347</b>	<b>6%</b>	<b>25%</b>	<b>31%</b>	<b>38%</b>	<b>69%</b>

Global Studies (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	172	2.87	3	52	81	36	2%	30%	47%	21%	68%
1.2	92	3.09	1	12	57	22	1%	13%	62%	24%	86%
1.3	207	2.68	4	83	96	24	2%	40%	46%	12%	58%
2.1	257	2.98	3	59	135	60	1%	23%	53%	23%	76%
2.2	33	2.97	0	6	22	5	0%	18%	67%	15%	82%
2.3	4	3.25	0	1	1	2	0%	25%	25%	50%	75%
2.4	273	2.81	14	76	131	52	5%	28%	48%	19%	67%
2.5	135	3.21	6	13	62	54	4%	10%	46%	40%	86%
3.1	4	3.75	0	0	1	3	0%	0%	25%	75%	100%
4.1	160	2.94	1	36	94	29	1%	23%	59%	18%	77%
4.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>1,337</b>	<b>2.91</b>	<b>32</b>	<b>338</b>	<b>680</b>	<b>287</b>	<b>2%</b>	<b>25%</b>	<b>51%</b>	<b>21%</b>	<b>72%</b>



Global Studies (B.A.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	392	213	178	160	220	69%	72%	65%	64%	72%
1.2	221	133	88	99	117	93%	90%	98%	90%	96%
1.3	380	230	149	177	195	58%	61%	53%	59%	55%
2.1	708	367	339	283	407	78%	83%	73%	74%	81%
2.2	87	59	28	47	40	82%	81%	82%	81%	83%
2.3	42	29	13	19	23	83%	86%	77%	89%	78%
2.4	791	378	410	316	451	68%	73%	63%	65%	70%
2.5	400	210	189	165	226	83%	89%	76%	81%	85%
3.1	32	22	10	14	18	97%	95%	100%	100%	94%
4.1	450	200	248	170	264	76%	81%	71%	73%	77%
4.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.1	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
5.2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>3,503</b>	<b>1,841</b>	<b>1,652</b>	<b>1,450</b>	<b>1,961</b>	<b>74%</b>	<b>78%</b>	<b>70%</b>	<b>72%</b>	<b>76%</b>

### Strengths

Global Studies (B.A.) collected a large number of measurements in 2022-2023, continuing a trend from previous years. SLO 2.1 and SLO 2.4 received the highest number of measurements. Among outcomes that received at least 20 measurements, students performed best on SLO 2.1, where 99% of students achieved proficient or advanced.

### Validity & Reliability

Outcome descriptions had differed between the website, Chalk & Wire, and the curriculum map. The assessment results report prompted the program to revise the outcomes and bring consistency to the learning expectations.

### Actionable Items

As previously mentioned, the program revised their outcomes and curriculum map after 2022-2023. The program should also reexamine their rubrics in Chalk & Wire to ensure that instructors apply consistent performance expectations. Several of the outcomes that received few measurements were consolidated or eliminated prior to 2023-2024. The program should ensure that results are collected when assignments are scheduled for assessment, as described in the curriculum map.

Only 60% of students achieved proficient or advanced on SLO 1.3 in 2022-2023. The program should discuss and implement strategies to improve performance on SLO 1.3 in 2023-2024. In addition, the program should develop strategies to reduce performance differences between the demographic groups.

## History (B.A.)

### SLOs

1. Develop an understanding of a range of historical periods and geographical areas:
  - 1.1: Through papers, short-answer questions on exams, identification questions on exams, or exam essays, students will demonstrate familiarity with the key vocabulary, facts, and concepts of the relevant region(s) and time period for the course.

2. Learn and employ the standard methodologies of the historical profession through:

2.1: Identifying and analyzing primary sources;

2.2: Analyzing and making historical arguments;

2.3: Carrying out historical research; and

2.4: Writing reflectively on a planned exercise in experiential learning.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [History \(B.A.\) Curriculum Map](#).

### Data Summary

History (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	78	3.59	0	1	30	47	0%	1%	38%	60%	99%
2.1	53	3.43	0	2	26	25	0%	4%	49%	47%	96%
2.2	47	3.40	0	3	22	22	0%	6%	47%	47%	94%
2.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>178</b>	<b>3.49</b>	<b>0</b>	<b>6</b>	<b>78</b>	<b>94</b>	<b>0%</b>	<b>3%</b>	<b>44%</b>	<b>53%</b>	<b>97%</b>

History (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	31	3.19	0	2	21	8	0%	6%	68%	26%	94%
2.1	37	3.27	0	5	17	15	0%	14%	46%	41%	86%
2.2	37	3.27	0	7	13	17	0%	19%	35%	46%	81%
2.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>105</b>	<b>3.25</b>	<b>0</b>	<b>14</b>	<b>51</b>	<b>40</b>	<b>0%</b>	<b>13%</b>	<b>49%</b>	<b>38%</b>	<b>87%</b>

History (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	39	3.49	0	0	20	19	0%	0%	51%	49%	100%
2.1	54	3.06	1	6	36	11	2%	11%	67%	20%	87%
2.2	15	3.53	0	2	3	10	0%	13%	20%	67%	87%
2.3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>108</b>	<b>3.28</b>	<b>1</b>	<b>8</b>	<b>59</b>	<b>40</b>	<b>1%</b>	<b>7%</b>	<b>55%</b>	<b>37%</b>	<b>92%</b>

History (B.A.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	148	80	68	51	91	98%	98%	99%	96%	99%
2.1	144	84	60	48	91	90%	94%	85%	88%	91%
2.2	99	49	50	37	60	88%	86%	90%	86%	88%
2.3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.4	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>391</b>	<b>213</b>	<b>178</b>	<b>136</b>	<b>242</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>	<b>90%</b>	<b>93%</b>

### Strengths

Students achieved proficient or advanced on 99% of SLO 1.1 measurements in 2022-2023, continuing a strong performance trend from previous years.

### Validity & Reliability

The program uses a detailed curriculum map that specifies the course and assignment that align with the various outcomes. History (B.A.) also uses a standard rubric to assess student learning in Chalk & Wire.

### Actionable Items

The curriculum outcomes on the History (B.A.) webpage appear outdated and should be updated. In addition, SLO 2.3 and SLO 2.4 were not assessed in the past 3 years. The program should ensure that SLO 2.3 and 2.4 results are collected when assignments are scheduled for assessment, as described in the curriculum map.

## Integrated Marketing Communication (B.A.)

### SLOs

- 1. The Profession:** Understand the role of the marketing and public relations professional within an organization.
- 2. Analysis:** Understand the role of the consumer and be able to research and identify a target audience for a business, product or service.
- 3. Communication:** Develop effective written and visual marketing and communication strategies to reach that target audience.
- 4. Financial:** Understand the financial implications of various marketing and public relations strategies.
- 5. Legal Aspects:** Understand the legal and ethical limits of communicating with the public.
- 6. Application:** Apply public relations, social media and marketing techniques to develop an effective integrated campaign to promote a business, product or service.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Integrated Marketing Communications \(B.A.\) Curriculum Map](#).

### Data Summary

Integrated Marketing Communications (B.A.) has not collected assessment data in the past 3 years.

### Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Law and Criminal Justice (B.A.)

### SLOs

1. Identify and explain the legal concepts, underlying theories and policy implications in both fields of the major.
2. Understand the role of case law and precedent in our legal system.
3. Effectively prepare students for law school and employment in the law and criminal justice fields.
4. Promote an-depth experience and advancement of law, legal institutions, and the rule of law through advanced research and scholarship.
5. Organize and deliver cogent and persuasive verbal and written skills.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Law & Criminal Justice \(B.A.\) Curriculum Map](#).

### Data Summary

Law and Criminal Justice (B.A.) collected assessment results for the first time in 2022-2023.

Law and Criminal Justice (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	135	3.09	17	17	38	63	13%	13%	28%	47%	75%
2	118	3.04	17	15	32	54	14%	13%	27%	46%	73%
3	91	3.49	1	6	31	53	1%	7%	34%	58%	92%
4	64	3.44	1	4	25	34	2%	6%	39%	53%	92%
5	135	3.09	17	17	38	63	13%	13%	28%	47%	75%
Total	543	3.19	53	59	164	267	10%	11%	30%	49%	79%

Law and Criminal Justice (B.A.) Demographic Results: 2022-2023											
June 1, 2022- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	135	78	57	65	65	75%	73%	77%	75%	78%
	2	118	73	45	54	59	73%	73%	73%	72%	78%
	3	91	54	37	43	46	92%	89%	97%	91%	96%
	4	64	43	21	29	33	92%	88%	100%	90%	97%
	5	135	78	57	65	65	75%	73%	77%	75%	78%
	Total	543	326	217	256	268	79%	78%	82%	79%	84%

### Strengths

Law and Criminal Justice (B.A.) developed a curriculum map and collected assessment results for the first time in 2022-2023. The highest percentage of students achieved proficient or advanced on SLO 3 and SLO 4 (both 92%).

### Validity & Reliability

Law and Criminal Justice (B.A.) and OIRA developed a process to efficiently collect assessment results in 2022-2023. First, the program identified assignments that achieved the various outcomes. Then, OIRA personnel converted Blackboard scores on the designated assignments to a 4-point scale and uploaded the scores to Chalk & Wire.

## Actionable Items

After reviewing the assessment results following the 2022-2023 academic year, the program added more courses and assignments to the curriculum map. The program aims to further develop the curriculum map in 2023-2024 by reducing the number of assignments that align with multiple outcomes to isolate the learning for each outcome and assignment.

## Mathematics (B.A.)

### SLOs

1. Demonstrate mastery of computational techniques and concepts through:
  - 1.1: Mastering basic and advanced skills in calculus; and
  - 1.2: Mastering basic and advanced skills in linear algebra.
2. Demonstrate skill in problem solving through:
  - 2.1: Identifying appropriate mathematical techniques; and
  - 2.2: Implementing techniques effectively to reach a solution.
3. Construct mathematical arguments through:
  - 3.1: Writing proofs with sound logic, correct use of terminology and notation, and clear communication.
4. Demonstrate skill in written and oral communication of mathematics through:
  - 4.1: Speaking about mathematics coherently and logically with mastery of disciplinary style and conventions; and
  - 4.2: Writing about mathematics coherently and logically with mastery of disciplinary style and conventions.
5. Make effective use of the computer as a tool in mathematics through:
  - 5.1: Using appropriate applications for computation, visualization and exploration; and
  - 5.2: Using a statistical package to perform calculations and interpreting the results.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Mathematics \(B.A.\) Curriculum Map](#).

### Data Summary

Mathematics (B.A.) forwarded program assessment results to OIRA for the first time in 2022-2023.

Mathematics (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	104	2.99	12	22	25	45	12%	21%	24%	43%	67%
2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3	297	3.56	12	13	69	203	4%	4%	23%	68%	92%
4	170	3.51	3	20	35	112	2%	12%	21%	66%	86%
5	4	3.25	0	1	1	2	0%	25%	25%	50%	75%
Total	575	3.44	27	56	130	362	5%	10%	23%	63%	86%

Mathematics (B.A.) Demographic Results: 2022-2023											
June 1, 2022- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	104	47	53	55	43	67%	62%	74%	64%	72%
	2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
	3	297	137	142	131	136	92%	92%	90%	87%	94%
	4	170	90	68	60	90	86%	81%	93%	78%	90%
	5	4	3	1	1	3	75%	67%	100%	0%	100%
	Total	575	277	264	247	272	86%	83%	88%	79%	89%

## Strengths

SLO 3 received the highest number of measurements and the highest percentage of students that scored proficient or advanced (92%) in 2022-2023.

## Validity & Reliability

As previously mentioned, Mathematics (B.A.) collects and analyzes assessment results within the program prior to forwarding the results to OIRA. Some of the measurements, particularly in SLO 5, represent summative results from an entire class, and the other measurements represent formative results from individual assignments. This assessment process allows the program to fully interpret the results and confirm the data validity and reliability.

## Actionable Items

The program should continue to forward assessment results to OIRA so that the data can be included in the evidence of student learning inventory for the entire College. SLO 1 received the lowest percentage of students that scored proficient or advanced (67%). In addition, the program received sizable performance variations between the demographic groups.

The program should continue to develop and implement new strategies that improve performance on SLO 1 and further support the weaker performing demographic groups. The percentage of students that scored proficient or advanced on SLO 1 did increase following the addition of a repeatable skills test in MATH 253, which allowed instructors to identify specific areas of weakness at multiple instances. The program should consider similar tests for other courses in future years.

## Music (B.A.)

### SLOs

1. Demonstrate specific knowledge in music theory and music history through:
  - 1.1: Analyzing a written musical score, and
  - 1.2: Composing a brief passage.
2. Perform using instrument or voice with technical proficiency and appropriate artistry to perform a variety of appropriate repertoire as a soloist or ensemble performer through:
  - 2.1: Performing advanced techniques of the vocal instrument;
  - 2.2: Performing advanced techniques of a chosen instrument expanding knowledge of the instrument repertoire; and
  - 2.3: Demonstrating the development of ear training for greater listening skills.
3. Demonstrate the ability to think, speak, and write clearly and effectively about the art of music through a series of research-based activities through:
  - 3.1: Assembling a research assignment using peer-reviewed sources and accurate APA, MLA or Chicago formatting and documentation criteria on a musical topic, and
  - 3.2: Delivering a formal oral presentation on the influence that music played during a historical period or social movement in the western culture.
4. Demonstrate proficiency in the use of technologies available for music notation, composition, documentation and analysis through:
  - 4.1: Using music industry standard software for music notation and research, and
  - 4.2: Mastering a general word processing program through written assignments.
5. Demonstrating proficiency in the use of a piano through:
  - 5.1: Playing all major/minor scales and primary chords in all keys;
  - 5.2: Playing an intermediate piece;
  - 5.3: Playing a quick movement piece; and
  - 5.4: Sight-reading a choral or easy piano piece.

## Assessment Plan

Music (B.A.) does not have a curriculum map available (program sunset after 2022-2023).

## Data Summary

Music (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

If the program returns to the College in the future, a curriculum map should be developed to collect assessment data.

## Nursing (BSN)

### SLOs

1. Integrate nursing science, humanities and behavioral and physical sciences as a basis for safe nursing practice including clinical reasoning, critical thinking and judgment.
2. Provide caring and competent nursing care to culturally diverse clients in a changing and complex healthcare environment across the lifespan.
3. Support optimal health outcomes for patients, families, communities and populations through actions that include health promotion, disease prevention, autonomy and advocacy.
4. Utilize effective communication strategies to collaborate with multidisciplinary teams to provide patient-centered care.
5. Safely utilize information technologies to promote optimal patient care.
6. Apply basic organizational and systems leadership for quality care, ethical practice, and patient safety.
7. Cultivate professional development by making a commitment to life-long learning and professional activities.
8. Evaluate the health policy, regulation, and payment process for the improvement of health care for all.
9. Integrate research, ethical principles, and patient preference into clinical decision making through evaluative nursing practice.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Nursing \(BSN\) Curriculum Map](#).

## Data Summary

Nursing (BSN) has not collected assessment data in the past 3 years.

## Actionable Items

The program will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.

## Philosophy (B.A.)

### SLOs

1. Identify and examine historically significant philosophical perspectives of a range of thinkers, movements and ideas in the history of philosophy through:
  - 1.1: Identifying and examining some historically significant ancient and/or medieval philosophers, their argument, and their ideas;
  - 1.2: Identifying and examining some historically significant modern and/or influential contemporary philosophical perspectives; and
  - 1.3: Identifying and examining at least one philosophical perspective that is outside of the Western European intellectual tradition.

2. Learn to do philosophy and to use the standard methodologies of philosophers through:
  - 2.1: Demonstrating the ability to analyze and evaluate arguments and to construct good arguments;
  - 2.2: Recognizing fallacies and to prove arguments valid using symbolic (sentential) logic; and
  - 2.3: Writing a substantial philosophical paper integrating primary and secondary sources.
3. Critically think about and apply normative ethics and values through:
  - 3.1: Demonstrating knowledge of various normative (prescriptive) ethical theories;
  - 3.2: Engaging in respectful critical discourse about differing ethical theories and practices; and
  - 3.3: Applying ethical theories to practical moral problems and issues.

## Assessment Plan

Philosophy (B.A.) does not have a curriculum map available (program sunset after 2022-2023).

## Data Summary

Philosophy (B.A.) has not collected assessment data in the past 3 years.

## Actionable Items

If the program returns to the College in the future, a curriculum map should be developed to collect assessment data.

## Political Science (B.A.)

### SLOs

1. Understand the nature of political processes and institutions, both in the United States and internationally through:
  - 1.1: Analyzing the development of the U.S. political system and debate the impact on current issues;
  - 1.2: Comparing and contrasting different voting systems, political parties, and structures of government; and
  - 1.3: Describing the evolution and role of political theory in politics.
2. Foster a sense of political efficacy by offer experiential learning experiences in and out of the classroom through:
  - 2.1: Interpreting the key components of electoral, legislative and non-profit organizations;
  - 2.2: Evaluate the impact of public policy on society; and
  - 2.3: Identify and define different types of civic engagement and political participation.
3. Foster an appreciation for the historical obstacles faced by marginalized groups in accessing the political process in the U.S. and internationally through:
  - 3.1: Identifying social and political hierarchies, and
  - 3.2: Identifying strategies to combat political inequality.
4. Demonstrate an understanding of and exhibit specific skills in the design and conduct of political research through:
  - 4.1: Differentiating between opinion and empirical research;
  - 4.2: Utilizing and interpreting qualitative and quantitative data with appropriate documentation; and
  - 4.3: Designing and executing a political research project:
    - 4.3.1: Interpretation of data
    - 4.3.2: Research design
    - 4.3.3: Research methods design
5. Communication:
  - 5.1: Written communication:
    - 5.1.1: Analytical organization/cohesiveness
    - 5.1.2: Thesis
    - 5.1.3: Writes with clarity
    - 5.1.4: Uses sources appropriately
    - 5.1.5: Uses appropriate citations
  - 5.2: Delivering clear, concise and persuasive oral presentations:
    - 5.2.1: Organization
    - 5.2.2: Language
    - 5.2.3: Delivery
    - 5.2.4: Supporting material
    - 5.2.5: Central message



## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Political Science \(B.A.\) Curriculum Map](#).

## Data Summary

Political Science (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	40	2.78	0	15	19	6	0%	38%	48%	15%	63%
2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4	50	2.96	1	7	35	7	2%	14%	70%	14%	84%
5	104	3.53	1	5	36	62	1%	5%	35%	60%	94%
<b>Total</b>	<b>194</b>	<b>3.23</b>	<b>2</b>	<b>27</b>	<b>90</b>	<b>75</b>	<b>1%</b>	<b>14%</b>	<b>46%</b>	<b>39%</b>	<b>85%</b>

Political Science (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	17	3.29	0	3	6	8	0%	18%	35%	47%	82%
2	7	3.29	0	2	1	4	0%	29%	14%	57%	71%
3	7	3.43	0	1	2	4	0%	14%	29%	57%	86%
4	44	3.11	0	10	19	15	0%	23%	43%	34%	77%
5	177	3.25	3	28	67	79	2%	16%	38%	45%	82%
<b>Total</b>	<b>252</b>	<b>3.24</b>	<b>3</b>	<b>44</b>	<b>95</b>	<b>110</b>	<b>1%</b>	<b>17%</b>	<b>38%</b>	<b>44%</b>	<b>81%</b>

Political Science (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	20	3.45	0	1	9	10	0%	5%	45%	50%	95%
2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4	85	3.04	3	11	51	20	4%	13%	60%	24%	84%
5	288	3.33	2	38	110	138	1%	13%	38%	48%	86%
<b>Total</b>	<b>393</b>	<b>3.27</b>	<b>5</b>	<b>50</b>	<b>170</b>	<b>168</b>	<b>1%</b>	<b>13%</b>	<b>43%</b>	<b>43%</b>	<b>86%</b>

Political Science (B.A.) Demographic Results: Fall 2020-Spring 2023											
June 1, 2020- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	77	39	38	37	40	75%	74%	76%	68%	83%
	2	7	7	0	3	4	71%	71%	n/a	67%	75%
	3	7	7	0	3	4	86%	86%	n/a	67%	100%
	4	179	101	78	84	95	82%	85%	78%	82%	82%
	5	569	251	183	194	238	86%	89%	79%	78%	90%
	Total	1,601	771	560	605	722	85%	87%	79%	78%	88%

## Strengths

SLO 5 received the greatest number of measurements and the highest percentage of students that achieved proficient or advanced (94%) in 2022-2023.

## Validity & Reliability

Outcome descriptions differed between the website, Chalk & Wire, and the curriculum map. The assessment results report prompted the program to revise the outcomes and bring consistency to the learning expectations.

## Actionable Items

As previously mentioned, the program revised their outcomes and curriculum map after 2022-2023. The program should also reexamine their rubrics in Chalk & Wire to ensure that instructors apply consistent performance expectations. Several of the outcomes that received few measurements were consolidated or eliminated after 2022-2023. The program should ensure that results are collected when assignments are scheduled for assessment, as described in the curriculum map.

Only 63% of students achieved proficient or advanced on SLO 1 in 2022-2023. The program should discuss and implement strategies to improve performance on SLO 1 in 2023-2024. In addition, the program should develop strategies to reduce performance differences between the demographic groups.

## Psychology (B.A.)

### SLOs

1. Knowledge Base in Psychology:
  - 1.1: Describe key concepts, principles, and overarching themes in Psychology;
  - 1.2: Develop a working knowledge of Psychology's content domains;
  - 1.3: Describe applications of Psychology.
2. Scientific Inquiry and Critical Thinking:
  - 2.1: Use scientific reasoning to interpret psychological phenomena;
  - 2.2: Demonstrate Psychology information literacy;
  - 2.3: Engage in innovative and integrative thinking and problem solving;
  - 2.4: Interpret, design, and conduct basic psychological research;
  - 2.5: Incorporate sociocultural factors in scientific inquiry.
3. Ethical and Social Responsibility in a Diverse World:
  - 3.1: Apply ethical standards to evaluate psychological science and practice;
  - 3.2: Build and enhance interpersonal relationships;
  - 3.3: Adopt values that build community at local, national, and global levels.
4. Communication:
  - 4.1: Demonstrate effective writing for different purposes;
  - 4.2: Exhibit effective presentation skills for different purposes
  - 4.3: Interact effectively with others.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Psychology \(B.A.\) Curriculum Map](#).

## Data Summary

Psychology (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	233	3.00	28	35	80	90	12%	15%	34%	39%	73%
2	302	3.23	21	36	98	147	7%	12%	32%	49%	81%
3	163	3.11	26	19	29	89	16%	12%	18%	55%	72%
4	213	3.36	10	22	63	118	5%	10%	30%	55%	85%
<b>Total</b>	<b>911</b>	<b>3.18</b>	<b>85</b>	<b>112</b>	<b>270</b>	<b>444</b>	<b>9%</b>	<b>12%</b>	<b>30%</b>	<b>49%</b>	<b>78%</b>

Psychology (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	201	3.17	17	28	60	96	8%	14%	30%	48%	78%
2	153	3.31	7	23	39	84	5%	15%	25%	55%	80%
3	148	2.97	20	27	39	62	14%	18%	26%	42%	68%
4	63	3.81	0	3	6	54	0%	5%	10%	86%	95%
<b>Total</b>	<b>565</b>	<b>3.22</b>	<b>44</b>	<b>81</b>	<b>144</b>	<b>296</b>	<b>8%</b>	<b>14%</b>	<b>25%</b>	<b>52%</b>	<b>78%</b>

Psychology (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	87	3.03	8	13	34	32	9%	15%	39%	37%	76%
2	20	3.35	2	2	3	13	10%	10%	15%	65%	80%
3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>107</b>	<b>3.09</b>	<b>10</b>	<b>15</b>	<b>37</b>	<b>45</b>	<b>9%</b>	<b>14%</b>	<b>35%</b>	<b>42%</b>	<b>77%</b>

Psychology (B.A.) Demographic Results: Fall 2020-Spring 2023											
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	1	521	365	153	252	245	75%	78%	69%	71%	80%
	2	475	391	81	241	208	81%	81%	78%	78%	84%
	3	311	224	82	147	152	70%	73%	62%	69%	72%
	4	276	241	35	156	120	87%	88%	83%	88%	86%
	Total	1,583	1,221	351	796	725	78%	80%	71%	76%	81%

## Strengths

The number of measurements substantially increased in the past few years, and SLO 2 received the highest number of measurements in 2022-2023. SLO 4 received the highest percentage of students that scored proficient or advanced (85%).

## Validity & Reliability

The program uses standard rubrics and Excel spreadsheets to assess student learning, rather than measuring performance directly in Chalk & Wire. Psychology (B.A.) also uses the Educational Testing Service (ETS) Major Field Test (MFT) to identify performance patterns.

## Actionable Items

SLO 3 received the lowest percentage of students that scored proficient or advanced (72%) in 2022-2023, continuing a low performance trend from previous years. The program should target learning relating to SLO 3.1, in particular, in introductory courses. Psychology (B.A.) should also develop strategies to reduce performance differences between the demographic groups if the differences continue in future years.

## Public Health (B.A.)

### SLOs

#### **Program Competencies (PC):**

1. Examine concepts and applications of basic statistics.
2. Discuss the foundations of biological and life sciences and the concepts of health and disease.
3. Describe the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
4. Explain the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice.
5. Use concepts of population health, and apply the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.
6. Discuss the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.
7. Differentiate the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
8. Distinguish fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
9. Compare the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries.
10. Organize the basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government.
11. Demonstrate the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

#### **Council on Education for Public Health (CEPH) Competencies:**

1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.
2. Locate, use, evaluate, and synthesize public health information.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Public Health \(B.A.\) Curriculum Map](#).

# Data Summary

Public Health (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
PC 1	70	2.96	6	15	25	24	9%	21%	36%	34%	70%
PC 2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 4	115	3.22	8	16	34	57	7%	14%	30%	50%	79%
PC 5	122	3.26	13	10	31	68	11%	8%	25%	56%	81%
PC 6	76	3.63	3	2	15	56	4%	3%	20%	74%	93%
PC 7	32	3.72	1	2	2	27	3%	6%	6%	84%	91%
PC 8	35	3.46	2	4	5	24	6%	11%	14%	69%	83%
PC 9	38	3.00	1	11	13	13	3%	29%	34%	34%	68%
PC 10	66	2.74	13	12	20	21	20%	18%	30%	32%	62%
PC 11	32	3.91	0	0	3	29	0%	0%	9%	91%	100%
CEPH 1	723	3.02	87	140	170	326	12%	19%	24%	45%	69%
CEPH 2	716	3.01	87	139	169	321	12%	19%	24%	45%	68%
<b>Total</b>	<b>2,025</b>	<b>3.09</b>	<b>221</b>	<b>351</b>	<b>487</b>	<b>966</b>	<b>11%</b>	<b>17%</b>	<b>24%</b>	<b>48%</b>	<b>72%</b>

Public Health (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
PC 1	79	3.04	6	19	20	34	8%	24%	25%	43%	68%
PC 2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 4	72	3.01	6	18	17	31	8%	25%	24%	43%	67%
PC 5	70	3.10	10	11	11	38	14%	16%	16%	54%	70%
PC 6	22	3.14	5	1	2	14	23%	5%	9%	64%	73%
PC 7	22	3.86	0	1	1	20	0%	5%	5%	91%	95%
PC 8	8	2.75	0	4	2	2	0%	50%	25%	25%	50%
PC 9	18	3.06	4	1	3	10	22%	6%	17%	56%	72%
PC 10	36	2.72	5	11	9	11	14%	31%	25%	31%	56%
PC 11	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
CEPH 1	554	3.07	90	80	86	298	16%	14%	16%	54%	69%
CEPH 2	546	3.06	90	80	82	294	16%	15%	15%	54%	69%
<b>Total</b>	<b>1,427</b>	<b>3.07</b>	<b>216</b>	<b>226</b>	<b>233</b>	<b>752</b>	<b>15%</b>	<b>16%</b>	<b>16%</b>	<b>53%</b>	<b>69%</b>

Public Health (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
PC 1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 3	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 4	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 5	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 6	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 7	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 8	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
PC 9	22	3.18	2	3	6	11	9%	14%	27%	50%	77%
PC 10	44	2.80	8	12	5	19	18%	27%	11%	43%	55%
PC 11	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
CEPH 1	88	2.93	11	21	19	37	13%	24%	22%	42%	64%
CEPH 2	88	2.93	11	21	19	37	13%	24%	22%	42%	64%
<b>Total</b>	<b>242</b>	<b>2.93</b>	<b>32</b>	<b>57</b>	<b>49</b>	<b>104</b>	<b>13%</b>	<b>24%</b>	<b>20%</b>	<b>43%</b>	<b>63%</b>

Public Health (B.A.) Demographic Results: Fall 2020-Spring 2023											
June 1, 2020- May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced					
	SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
	PC 1	149	128	21	88	61	69%	69%	71%	72%	66%
	PC 2	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
	PC 3	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a
	PC 4	187	169	18	107	80	74%	75%	67%	75%	74%
	PC 5	192	172	20	106	86	77%	79%	60%	76%	78%
	PC 6	98	90	8	50	48	89%	88%	100%	88%	90%
	PC 7	54	46	8	28	26	93%	91%	100%	93%	92%
	PC 8	43	39	4	21	22	77%	77%	75%	67%	86%
	PC 9	78	60	18	40	38	72%	72%	72%	60%	84%
PC 10	146	112	34	76	70	58%	54%	71%	57%	60%	
PC 11	32	28	4	12	20	100%	100%	100%	100%	100%	
CEPH 1	1,365	1,113	248	755	606	69%	70%	63%	64%	75%	
CEPH 2	1,350	1,100	246	746	600	68%	70%	63%	63%	75%	
Total	3,694	3,057	629	2,029	1,657	70%	71%	65%	66%	75%	

### Strengths

The highest percentage of students achieved proficient or advanced on PC 11 (100%), PC 6 (93%), and PC 7 (91%) in 2022-2023. Overall performance increased in 2022-2023 from previous years.

### Validity & Reliability

Students are scored on a unique rubric for each assessed assignment in Chalk & Wire. It should be noted that the CEPH 1 and CEPH 2 alignments are paired together on most rubric lines, resulting in similar performance scores for the outcomes.

## Actionable Items

The current curriculum map only aligns PC 2 with BIOL 112. Public Health (B.A.) should collaborate with the Biology Department to ensure that assessment results are collected for the outcome. The program should also ensure that PH 101 collects results for PC 3, the only course aligned with the outcome.

The lowest percentage of students achieved proficient or advanced on PC 10 (62%), PC 9 (68%), and PC 1 (70%) in 2022-2023. The program also received sizeable performance differences between the various demographic groups. Public Health (B.A.) should develop strategies to improve achievement levels on the lower performing outcomes and demographic groups.

## Social Work (B.A.)

### SLOs

The Social Work (B.A.) program uses the following Council on Social Work Education (CSWE) 2015 Education Policy and Accreditation Standards (EPAS) to assess student learning.

1. Demonstrate ethical and professional behavior through:
  - 1.1: Making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research;
  - 1.2: Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
  - 1.3: Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication;
  - 1.4: Using technology ethically and appropriately to facilitate practice outcomes; and
  - 1.5: Using supervision and consultation to guide professional judgment and behavior.
2. Engaging diversity and difference in practice through:
  - 2.1: Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;
  - 2.2: Presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
  - 2.3: Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice through:
  - 3.1: Applying their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels, and
  - 3.2: Engaging in practices that advance social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice through:
  - 4.1: Using practice experience and theory to inform scientific inquiry and research;
  - 4.2: Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
  - 4.3: Using and translating research evidence to inform and improve practice, policy, and service delivery.
5. Engage in Policy Practice through:
  - 5.1: Identifying social policy at the local, state and federal level that impacts well-being, service delivery and access to social services;
  - 5.2: Assessing how social welfare and economic policies impact the delivery of and access to social services; and
  - 5.3: Applying critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.
6. Engage with individuals, families, groups, organizations and communities through:
  - 6.1: Applying knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies, and
  - 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Assess individuals, families, groups, organizations, and communities through:
- 7.1: Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies;
  - 7.2: Applying knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
  - 7.3: Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and
  - 7.4: Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities through:
- 8.1: Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
  - 8.2: Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
  - 8.3: Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
  - 8.4: Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
  - 8.5: Facilitating effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate practice with individuals, families, group organizations and communities through:
- 9.1: Selecting and using appropriate methods for evaluation of outcomes;
  - 9.2: Applying knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
  - 9.3: Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
  - 9.4: Applying evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Social Work \(B.A.\) Curriculum Map](#).

### Data Summary

Social Work (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	142	3.62	0	6	42	94	0%	4%	30%	66%	96%
2	82	3.57	0	4	27	51	0%	5%	33%	62%	95%
3	42	3.24	0	7	18	17	0%	17%	43%	40%	83%
4	106	3.36	3	15	29	59	3%	14%	27%	56%	83%
5	98	3.18	7	16	27	48	7%	16%	28%	49%	77%
6	166	3.38	2	18	61	85	1%	11%	37%	51%	88%
7	193	3.58	4	14	41	134	2%	7%	21%	69%	91%
8	146	3.46	4	12	43	87	3%	8%	29%	60%	89%
9	70	3.17	4	9	28	29	6%	13%	40%	41%	81%
<b>Total</b>	<b>1,045</b>	<b>3.44</b>	<b>24</b>	<b>101</b>	<b>316</b>	<b>604</b>	<b>2%</b>	<b>10%</b>	<b>30%</b>	<b>58%</b>	<b>88%</b>



Social Work (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	107	3.60	0	7	29	71	0%	7%	27%	66%	93%
2	78	3.60	0	6	19	53	0%	8%	24%	68%	92%
3	66	3.50	0	6	21	39	0%	9%	32%	59%	91%
4	69	3.20	0	13	29	27	0%	19%	42%	39%	81%
5	100	3.53	0	10	27	63	0%	10%	27%	63%	90%
6	116	3.29	1	20	39	56	1%	17%	34%	48%	82%
7	204	3.48	3	19	60	122	1%	9%	29%	60%	89%
8	110	3.39	1	9	46	54	1%	8%	42%	49%	91%
9	46	3.04	0	7	30	9	0%	15%	65%	20%	85%
<b>Total</b>	<b>896</b>	<b>3.43</b>	<b>5</b>	<b>97</b>	<b>300</b>	<b>494</b>	<b>1%</b>	<b>11%</b>	<b>33%</b>	<b>55%</b>	<b>89%</b>

Social Work (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	112	3.62	3	5	24	80	3%	4%	21%	71%	93%
2	42	3.50	0	4	13	25	0%	10%	31%	60%	90%
3	44	3.55	0	2	16	26	0%	5%	36%	59%	95%
4	73	3.37	0	7	32	34	0%	10%	44%	47%	90%
5	74	3.62	0	2	24	48	0%	3%	32%	65%	97%
6	174	3.39	1	24	56	93	1%	14%	32%	53%	86%
7	222	3.61	5	8	56	153	2%	4%	25%	69%	94%
8	92	3.49	1	7	30	54	1%	8%	33%	59%	91%
9	61	3.43	0	6	23	32	0%	10%	38%	52%	90%
<b>Total</b>	<b>894</b>	<b>3.51</b>	<b>10</b>	<b>65</b>	<b>274</b>	<b>545</b>	<b>1%</b>	<b>7%</b>	<b>31%</b>	<b>61%</b>	<b>92%</b>

Social Work (B.A.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)				Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1	361	317	44	183	178	94%	94%	95%	96%	93%
2	202	178	24	116	86	93%	94%	88%	92%	94%
3	152	137	15	80	72	90%	91%	87%	91%	89%
4	248	223	24	134	113	85%	85%	83%	84%	86%
5	272	243	25	150	118	87%	87%	84%	88%	87%
6	456	411	45	247	209	86%	86%	84%	86%	85%
7	619	546	73	319	300	91%	92%	88%	90%	93%
8	348	311	37	165	183	90%	90%	89%	93%	87%
9	177	157	20	83	94	85%	85%	85%	84%	86%
<b>Total</b>	<b>2,835</b>	<b>2,523</b>	<b>307</b>	<b>1,477</b>	<b>1,353</b>	<b>90%</b>	<b>90%</b>	<b>88%</b>	<b>90%</b>	<b>90%</b>

### Strengths

The program collected assessment results for all 9 outcomes in 2022-2023, totaling over 1,000 measurements. The highest percentage of students achieved proficient or advanced on EPAS 1 (96%), EPAS 2 (95%), and EPAS 7 (91%) in 2022-2023. The program also received minimal performance differences between demographic groups.

## Validity & Reliability

As previously mentioned, Social Work (B.A.) uses CSWE's 2015 EPAS to assess student learning. The program uses a unique rubric for each assignment in Chalk & Wire to measure outcome performance.

## Actionable Items

The program will be adopting CSWE's 2022 EPAS to assess student learning beginning in 2023-2024. This adoption process will involve reorganizing the curriculum map and syllabi, in addition to the Chalk & Wire assignments, rubrics, and table of contents. Once the 2022 outcomes are implemented, Social Work (B.A.) should monitor outcome performance relating to 2015 EPAS 5 and 2015 EPAS 9, which received the lowest percentage of proficient or advanced performances in 2022-2023.

## Sociology (B.A.)

### SLOs

1. Able to demonstrate an understanding of the sociological perspective of society and human behavior through:
  - 1.1: Demonstrating an understanding of the meaning of important sociological concepts, and
  - 1.2: Applying sociological thinking (concepts and principles) to understand aspects of the social world.
2. Able to articulate the role of theory in sociology through:
  - 2.1: Understanding the history of sociological thought, and
  - 2.2: Comparing and contrasting different theoretical orientations in sociology.
3. Can demonstrate an understanding of, and specific skills in, the design and conduct of social research through:
  - 3.1: Demonstrating an understanding of the specific uses, strengths and limitations of different method of social research;
  - 3.2: Designing and carrying out a social research project; and
  - 3.3: Using the computer to compile, manipulate and analyze quantitative data.
4. Possess communication and analytical skills that can be directly applies to their future endeavors in education, employment and life through:
  - 4.1: Writing in a clear and concise manner;
  - 4.2: Making clear and concise oral presentations;
  - 4.3: Using current technology to find, organize and communicate information; and
  - 4.4: Critically evaluating information that comes in a variety of formats - published reports, peer-reviewed research, and general media.

## Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Sociology \(B.A.\) Curriculum Map](#).

## Data Summary

Sociology (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	24	3.00	0	2	20	2	0%	8%	83%	8%	92%
2	28	2.86	0	6	20	2	0%	21%	71%	7%	79%
3	112	3.03	7	25	38	42	6%	22%	34%	38%	71%
4	260	2.88	0	66	158	36	0%	25%	61%	14%	75%
Total	424	2.93	7	99	236	82	2%	23%	56%	19%	75%

Sociology (B.A.) Results: 2021-2022											
June 1, 2021-May 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	4	3.00	0	0	4	0	0%	0%	100%	0%	100%
3	70	3.49	0	9	18	43	0%	13%	26%	61%	87%
4	199	3.23	1	17	116	65	1%	9%	58%	33%	91%
<b>Total</b>	<b>273</b>	<b>3.29</b>	<b>1</b>	<b>26</b>	<b>138</b>	<b>108</b>	<b>0%</b>	<b>10%</b>	<b>51%</b>	<b>40%</b>	<b>90%</b>

Sociology (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1	28	3.18	0	3	17	8	0%	11%	61%	29%	89%
2	10	3.20	0	1	6	3	0%	10%	60%	30%	90%
3	112	3.05	0	16	74	22	0%	14%	66%	20%	86%
4	204	3.00	7	42	100	55	3%	21%	49%	27%	76%
<b>Total</b>	<b>354</b>	<b>3.03</b>	<b>7</b>	<b>62</b>	<b>197</b>	<b>88</b>	<b>2%</b>	<b>18%</b>	<b>56%</b>	<b>25%</b>	<b>81%</b>

Sociology (B.A.) Demographic Results: Fall 2020-Spring 2023											
June 1, 2020-May 31, 2023		Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO		All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1		52	41	11	23	29	90%	95%	73%	87%	93%
2		42	28	14	24	18	83%	75%	100%	79%	89%
3		294	257	37	158	136	81%	79%	92%	77%	85%
4		663	520	143	301	362	80%	81%	76%	74%	85%
<b>Total</b>		<b>1,051</b>	<b>846</b>	<b>205</b>	<b>506</b>	<b>545</b>	<b>81%</b>	<b>81%</b>	<b>80%</b>	<b>76%</b>	<b>85%</b>

### Strengths

Sociology (B.A.) collected more assessment results in 2022-2023 than in previous years, with SLO 4 receiving the highest number of measurements. In a limited sample size, 92% of students scored proficient or advanced on SLO 1 in 2022-2023. The program also received minimal performance differences between the gender demographic groups.

### Validity & Reliability

The program uses a detailed curriculum map that specifies the courses and assignments that align with the various outcomes. Sociology (B.A.) also uses a standard rubric to assess learning for some of the outcomes. Other outcomes solely rely on the expertise of instructors to determine student performance.

### Actionable Items

SOC 470 had assessed SLO 1 in previous years, but the course was removed from the curriculum after 2021-2022. The program should identify an upper-level opportunity to replace the SOC 470 measurement for SLO 1.

Sociology (B.A.) received the lowest percentage of students that scored proficient or advanced on SLO 2, continuing a trend from the previous year. In addition, students in the diversity demographic group achieved proficient or advanced at a lower rate than white students. The program should develop and implement new strategies to improve performance on SLO 2 and reduce performance differences between the race/ethnicity demographic groups.

## Spanish: Iberian and Latin American Cultural Studies (B.A.)

### SLOs

1. Demonstrate an ability to read and write at the advanced-low level in Spanish according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 1.1: Writing routine, informal and formal texts of essay length as well as narratives, descriptions and summaries, and
  - 1.2: Understanding main ideas and supporting details of authentic narrative and descriptive texts.
2. Demonstrate an ability to speak and understand spoken discourse at the advanced-high level in Spanish according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines through:
  - 2.1: Conversing in a clearly engaging manor in order to communicate information in a participatory fashion, and
  - 2.2: Understanding the main ideas and most supporting details in connected discourse on a variety of topics.
3. Demonstrate an ability to do research effectively and evaluate sources of various kinds in both Spanish and in English through:
  - 3.1: Analyzing, interpreting and presenting research in narrative form.
4. Demonstrate an ability to understand the relationship between the products, practices, and perspectives of German cultures through:
  - 4.1: Defining, understanding and interpreting cultural and/or social interactions between different cultures and ethnicities of Latin America.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Spanish: Iberian and Latin American Cultural Studies \(B.A.\) Curriculum Map](#).

### Data Summary

Spanish: Iberian and Latin American Cultural Studies (B.A.) Results: 2022-2023											
June 1, 2022-May 31, 2023			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.1	132	3.19	2	30	41	59	2%	23%	31%	45%	76%
2.2	66	3.26	1	14	18	33	2%	21%	27%	50%	77%
3.1	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
<b>Total</b>	<b>198</b>	<b>3.21</b>	<b>3</b>	<b>44</b>	<b>59</b>	<b>92</b>	<b>2%</b>	<b>22%</b>	<b>30%</b>	<b>46%</b>	<b>76%</b>

Spanish: Iberian and Latin American Cultural Studies (B.A.) Results: 2021-2022											
June 1, 2021-May 31, 2022			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	142	3.00	6	42	40	54	4%	30%	28%	38%	66%
1.2	142	3.20	0	27	59	56	0%	19%	42%	39%	81%
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	48	3.38	0	6	18	24	0%	13%	38%	50%	88%
4.1	48	3.50	0	2	20	26	0%	4%	42%	54%	96%
<b>Total</b>	<b>380</b>	<b>3.19</b>	<b>6</b>	<b>77</b>	<b>137</b>	<b>160</b>	<b>2%</b>	<b>20%</b>	<b>36%</b>	<b>42%</b>	<b>78%</b>

Spanish: Iberian and Latin American Cultural Studies (B.A.) Results: 2020-2021											
June 1, 2020-May 31, 2021			Count				Percent				
SLO	Sum	Mean	Novice	Emergent	Proficient	Advanced	Novice	Emergent	Proficient	Advanced	Prof+Adv
1.1	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
1.2	0	n/a	0	0	0	0	n/a	n/a	n/a	n/a	n/a
2.1	134	3.40	0	21	39	74	0%	16%	29%	55%	84%
2.2	67	3.22	0	14	24	29	0%	21%	36%	43%	79%
3.1	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
<b>Total</b>	<b>201</b>	<b>3.34</b>	<b>0</b>	<b>35</b>	<b>63</b>	<b>103</b>	<b>0%</b>	<b>17%</b>	<b>31%</b>	<b>51%</b>	<b>83%</b>

Spanish: Iberian and Latin American Cultural Studies (B.A.) Demographic Results: Fall 2020-Spring 2023										
June 1, 2020-May 31, 2023	Total Number of Measurements (Sum)					Percent Proficient or Advanced				
SLO	All	Female	Male	Diversity	White	All	Female	Male	Diversity	White
1.1	142	82	60	52	82	66%	68%	63%	44%	82%
1.2	142	82	60	52	82	81%	80%	82%	73%	89%
2.1	266	138	128	100	160	80%	81%	79%	69%	89%
2.2	133	69	64	50	80	78%	80%	77%	70%	83%
3.1	48	40	8	30	12	88%	88%	88%	83%	92%
4.1	48	40	8	30	12	96%	95%	100%	93%	100%
<b>Total</b>	<b>779</b>	<b>451</b>	<b>328</b>	<b>314</b>	<b>428</b>	<b>79%</b>	<b>80%</b>	<b>77%</b>	<b>69%</b>	<b>87%</b>

### Strengths

All outcomes have been measured within the past 2 years. In a limited sample size, the highest percentage of students scored proficient or advanced on SLO 4.1 (96%).

### Validity & Reliability

The Spanish program uses a standard rubric to assess student learning on each outcome. The program collects data through both Excel spreadsheets and direct Chalk & Wire measurements but has transitioned to mostly Excel spreadsheets in recent years. The SLO data collection rotates every other year, and most of the SLO 1 and SLO 2 results are collected from Core courses.

### Actionable Items

The program intermittently assessed 200- and 300-level content courses in the past few years. The Spanish program aims to expand the emphasis on SLO 4.1 (cultural proficiency), aligning with Goal 2 of the Hood College strategic plan. The program should also expand its measurement of middle to high level courses to emphasize the results of non-Core courses for all program SLOs.

## Sustainability Studies (B.A.)

### SLOs

1. Understand and clearly discuss how concepts of sustainability are connected to issues of social justice, the environment, and the economy at both local, national, and global levels.
2. Evaluate complex environmental issues from multiple perspectives to illuminate optimally sustainable solutions.
3. Employ skills and analytical methods that align with the nexus approach to Sustainability Studies.
4. Explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
5. Demonstrate the ability to be an agent for institutional change toward greater sustainability by promoting and supporting new processes and paradigms within diverse organizations.

### Assessment Plan

The 2022-2023 curriculum map can be accessed here: [Sustainability Studies \(B.A.\) Curriculum Map](#).

### Data Summary

Sustainability Studies (B.A.) has not collected assessment data in the past 3 years.

### Actionable Items

The program developed a curriculum map for the first time Spring 2023. Sustainability Studies (B.A.) will ensure that student learning data is collected and reviewed in 2023-2024 by collaborating with instructors of courses listed in the curriculum map.