Core curriculum assessment ~ fall '14 AAC

A. Ahn, B. Daub, E. Ditwiler, Z. Dodds, E. Dyson, D. Harris, L. Paulcki-Blake, V. Sahakian, F. Su

STRATEGIC VISION CURRICULUM IMPLEMENTATION COMMITTEE

REPORT TO THE FACULTY

Overview
Our report is divided into several sections, outlined below:

1. Charge — The original charge of the committee
2. Scheduling — A new plan that allows electives in almost any time slot
3. Core Division — A structure and Director to manage shared Core responsibilities
4. Writing Course — Course objectives and development of this new 1st-semester course
5. Choice Lab — Guidelines for the new "third lab" in the core
6. Departmental Revisions — Updates on curricular revision in departments
7. First-Year Advising — Considerations for advising
8. Transition to Credit for PE’s and Colloquia — Principles to manage shifting requirements
9. Assessment — Expectations and outcomes for the new curriculum
10. Towards Full Implementation — Course development and pilots
11. Resources and Staffing — Estimate of needs for implementation
12. Timeline — List of what’s happening when

- We will retain and graduate a greater percentage of the students that we enroll
- We will attract, enroll, retain, and graduate a greater percentage of students who contribute to the diversity of the college, as measured by gender, ethnicity, and economic background
- Students will be more satisfied with their ability to choose courses that satisfy their interests
- Students will be more satisfied with their ability to shape their own academic programs
- The numbers of students participating in language study during their first year will increase
- Students will be able to create breathing space within their first two years to accommodate academic, social, or emotional needs
- Students will be as able to achieve success in their majors as they were prior to the core reform (each department will choose one outcome they would like to use to assess success-in-major)
- Students will be more able to employ interdisciplinary thinking
- Students will be more proficient writers
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12. Timeline — List of what's happening when

- retention
- diversity
- flexibility
- language
- breathing space
- major success
- interdisciplinary
- writing
Source materials considered

- Institutional data on retention, diversity, and language study (thanks to the OIR)
- Core lab assessment report, 2012-2014 (thanks and acknowledgments to the CCD)
- Writ1, Writing Center and AE assessments, '02-'14 (huge thanks to Wendy Menefee-Libey!)
- 1st and 3rd semester student surveys, 2011-2 through 2013-4 (thanks to previous AACs)
- Department-specific insights (thanks to the 2012 AAC and 2014’s departmental representatives)
- Core-assessment reports, 2012-2014 (thanks to previous AACs)
- Faculty interviews, 2013-2014 (thanks to the current and previous AAC)

### Per-semester retention rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1Sem</th>
<th>2Sem</th>
<th>3Sem</th>
<th>4Sem</th>
<th>5Sem</th>
<th>6Sem</th>
<th>7Sem</th>
<th>8Sem</th>
<th>4yr grad.</th>
<th>6yr grad.</th>
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<tbody>
<tr>
<td>2005</td>
<td>98.9%</td>
<td>93.8%</td>
<td>91.8%</td>
<td>89.2%</td>
<td>87.6%</td>
<td>87.1%</td>
<td>86.1%</td>
<td>85.6%</td>
<td>75%</td>
<td>84%</td>
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<tr>
<td>2006</td>
<td>100.0%</td>
<td>96.7%</td>
<td>92.2%</td>
<td>90.6%</td>
<td>90.6%</td>
<td>91.8%</td>
<td>88.9%</td>
<td>88.9%</td>
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<td>88%</td>
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<tr>
<td>2007</td>
<td>98.5%</td>
<td>95.9%</td>
<td>93.9%</td>
<td>93.9%</td>
<td>92.3%</td>
<td>91.8%</td>
<td>91.8%</td>
<td>90.8%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>2008</td>
<td>98.0%</td>
<td>93.1%</td>
<td>92.6%</td>
<td>90.6%</td>
<td>90.6%</td>
<td>90.0%</td>
<td>89.6%</td>
<td>89.6%</td>
<td>89%</td>
<td>91%</td>
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<tr>
<td>2009</td>
<td>100.0%</td>
<td>98.1%</td>
<td>98.1%</td>
<td>96.5%</td>
<td>95.1%</td>
<td>93.7%</td>
<td>92.7%</td>
<td>91.3%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>2010</td>
<td>99.5%</td>
<td>97.4%</td>
<td>97.4%</td>
<td>94.9%</td>
<td>93.8%</td>
<td>91.7%</td>
<td>91.2%</td>
<td>89.2%</td>
<td>89%</td>
<td>89%</td>
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<tr>
<td>2011</td>
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<td>99.5%</td>
<td>98.4%</td>
<td>97.4%</td>
<td>97.4%</td>
<td>93.8%</td>
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<td>2012</td>
<td>99.4%</td>
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<td>95.4%</td>
<td>93.9%</td>
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<tr>
<td>2013</td>
<td>99.1%</td>
<td>96.7%</td>
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<tr>
<td>2014</td>
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</tr>
</tbody>
</table>

Cumulative retention rates
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<table>
<thead>
<tr>
<th>SVCIC objective</th>
<th>Overall valence</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>retention</td>
<td>positive</td>
<td>retention has increased, though not uniformly</td>
</tr>
<tr>
<td>diversity</td>
<td>positive</td>
<td>student diversity has increased along some axes</td>
</tr>
<tr>
<td>language</td>
<td>mixed</td>
<td>language study (and opportunity) did increase</td>
</tr>
<tr>
<td>flexibility</td>
<td>mixed</td>
<td>flexibility has increased; its perception less so</td>
</tr>
<tr>
<td>breathing space</td>
<td>mixed</td>
<td>solid support is available; student reports are mixed</td>
</tr>
<tr>
<td>interdisciplinarity</td>
<td>mixed</td>
<td>has increased cohort-wide; per student, less so</td>
</tr>
<tr>
<td>writing</td>
<td>positive</td>
<td>positively viewed by faculty; mixed by first-years</td>
</tr>
<tr>
<td>major success</td>
<td>mixed</td>
<td>some see increased success; others do not</td>
</tr>
</tbody>
</table>

**SLOs**
- student learning outcomes
  - needs work
- departmental SLOs; reports to DOF via AAC
Choosing languages...
Satisfaction with flexibility...

You don't really get to pick classes cause of core. So it's not really flexible. (fy)

There are a lot of required classes. I understand why they're there, but still, I've placed out of classes both semesters, and I still felt like I didn't have the flexibility to take all the classes I wanted. I don't like how the first year of classes have such limited space for humanities classes, since that balance is so important! But at the same time, I like that you're forcing us to take a certain amount of bio and math and comp sci and chem because that science breadth is really valuable too, and I don't think I would have achieved it were it not required. (fy)

It seemed like half the classes I wanted to take were all scheduled for the same time. Once again, more coordination between departments would be nice. (so)

I don't like options very much and so having my schedule practically laid out for the first few semesters was nice. It was like a task I didn't have to deal with. (so)
The current core curriculum is neither perfect nor irredeemable. The AAC anticipates the successful resolution of the adjustments underway, prompted by existing feedback loops. We do not rule out more substantive changes, though the crux of such changes would likely lie in choosing a different tradeoff point along the axis running from individual flexibility to shared experience.

(Re)defining that facet of HMC's identity will likely engage us for years to come.

Onward!