

## Assessment committee's activity report for 2020-2021

### 1. Achieved 2020-2021

- a. **Goal 1: Assess the extent of inequities in access to signature experiences (research, internship, honors designation, etc.), and work with HSS departments to acknowledge and dismantle these inequities.**
  - i. Ask HSS departments for lists of course codes used for internship, research, and departmental honors experiences. Use these course codes to generate lists of students who have participated in these experiences over the last six academic years (2013-2014 through 2020-2021).
    1. Acquired signature experience codes from departments
    2. Sent emails to R & R for I/IP reports and PAWS IDs that correspond with signature experience codes
    3. *Will request PAWS ID and student demographics from R&R and CIE in Fall 2021 (email send to R&R May 2021)*
  - ii. Ask the Director of Faculty Student Collaborative for data on HSS student participation in the Mentored Undergraduate Summer Experience (MUSE) from 2013 through 2020.
    1. Acquired and analyzed data about students who participated in MUSE Summer 2014-202 from CIE
    2. *Conducting additional research to better understand the experiences of faculty who do and do not participate in MUSE*
      - a. *Will be sent out May 2021 with a report to be made in Fall 2021*
  - iii. Compare these lists of students with college-wide demographic data to determine inequities in access to and completion of these experiences for BIPOC, 1st generation, and transfer students.
    1. *Will analyze Fall 2021 and develop report for Spring 2022*
  - iv. Develop a survey for HSS departments that aims to determine (1) the mechanisms (informal and formal) and/or processes (application, word of mouth) for which students learn about and get involved in the above-mentioned academic experiences, and (2) asks how departments assess academic excellence (for honors awards, honor designation, etc.).
    1. Developed questions to have departments discuss these inequities (February and March 2021)
      - a. *In the process of coding these data to make a report at the Spring 2022 HSS all school meeting*
- b. **Goal 2: Assess inequities in students' academic progress toward degree completion and work with HSS departments to acknowledge and dismantle these inequities.**
  - i. Ask HSS departments for lists of required courses for their majors that have high D/F/W and repeat rates ("kill" courses).
    1. Acquired list of "kill courses" from departments (November 2020)
    2. *Will analyze student demographics in Fall 2021*

- ii. Examine college data for the last six academic years (2013-2014 through 2020-2021) to assess inequities related to success in these courses for BIPOC, 1st generation, and transfer students.
  - 1. *Will analyze in Fall 2021 and report at Spring 2022 HSS all school meeting*
- c. **Goal 3: Assess inequities in students' completion of courses for which they have received an Incomplete (I) or In-Progress grade (IP).**
  - i. Develop a how-to document that shows HSS departments how to run reports of their students who carry I and IP grades.
    - 1. Email sent to R&R to discuss the process of acquiring these reports
      - a. *Plan will be finalized in Fall 2021*
  - ii. Have departments disaggregate the data by BIPOC, 1st generation, and transfer status.
    - 1. *Will do in Fall 2021 and Spring 2022 (contingent on i)*
  - iii. Encourage departments to develop and implement procedures to track students who carry I and IP grades for more than one semester, and to develop a strategy for providing better support to these students.
    - 1. *Will develop Fall 2021 and Spring 2022*