

## Spring 2023 Institutional Learning Outcomes Results Critical Thinking

Student ID# is required	Explanation of Issues	Evidence	Analysis	Conclusions and Related Outcomes	Perspective and Concession
<b>Total</b>					
No. Exemplary (4)	139	160	127	105	48
<b>% Exemplary</b>	<b>44%</b>	<b>51%</b>	<b>41%</b>	<b>34%</b>	<b>33%</b>
No. Competent (3)	127	112	113	125	68
<b>% Competent</b>	<b>41%</b>	<b>36%</b>	<b>36%</b>	<b>41%</b>	<b>47%</b>
No. Developing (2)	38	28	50	51	24
<b>% Developing</b>	<b>12%</b>	<b>9%</b>	<b>16%</b>	<b>17%</b>	<b>16%</b>
No. Beginning (1)	9	13	23	26	6
<b>% Beginning</b>	<b>3%</b>	<b>4%</b>	<b>7%</b>	<b>8%</b>	<b>4%</b>
No. Students Assessed	313	313	313	307	146

### Meeting/Exceeding Standards

Total	266	272	240	230	116
<b>% of Total</b>	<b>85%</b>	<b>87%</b>	<b>77%</b>	<b>75%</b>	<b>79%</b>
American Indian	1	1	1	1	1
<b>% of American Indian</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	74	76	68	70	40
<b>% of Asian</b>	<b>85%</b>	<b>87%</b>	<b>78%</b>	<b>83%</b>	<b>87%</b>
Black/African American	19	19	16	14	8
<b>% of Black/African Amer</b>	<b>76%</b>	<b>76%</b>	<b>64%</b>	<b>56%</b>	<b>67%</b>
Latinx	66	67	59	59	26
<b>% of Latinx</b>	<b>80%</b>	<b>82%</b>	<b>72%</b>	<b>74%</b>	<b>67%</b>
Two or More	19	20	17	16	7
<b>% of Two or More</b>	<b>86%</b>	<b>91%</b>	<b>77%</b>	<b>73%</b>	<b>78%</b>
Unknown/NR	3	3	3	3	2
<b>% of Unknown/NR</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>100%</b>
White	84	86	76	67	32
<b>% of White</b>	<b>91%</b>	<b>93%</b>	<b>83%</b>	<b>74%</b>	<b>86%</b>

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### American Indian

No. Exemplary (4)	1	0	1	0	1
<b>% Exemplary</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
No. Competent (3)	0	1	0	1	0
<b>% Competent</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
No. Developing (2)	0	0	0	0	0
<b>% Developing</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
No. Beginning (1)	0	0	0	0	0
<b>% Beginning</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
No. Students Assessed	1	1	1	1	1

### Asian

No. Exemplary (4)	31	44	36	24	15
<b>% Exemplary</b>	<b>36%</b>	<b>51%</b>	<b>41%</b>	<b>29%</b>	<b>33%</b>
No. Competent (3)	43	32	32	46	25
<b>% Competent</b>	<b>49%</b>	<b>37%</b>	<b>37%</b>	<b>55%</b>	<b>54%</b>
No. Developing (2)	13	8	13	12	5
<b>% Developing</b>	<b>15%</b>	<b>9%</b>	<b>15%</b>	<b>14%</b>	<b>11%</b>
No. Beginning (1)	0	3	6	2	1
<b>% Beginning</b>	<b>0%</b>	<b>3%</b>	<b>7%</b>	<b>2%</b>	<b>2%</b>
No. Students Assessed	87	87	87	84	46

### Black/African American

No. Exemplary (4)	5	8	4	4	1
<b>% Exemplary</b>	<b>20%</b>	<b>32%</b>	<b>16%</b>	<b>16%</b>	<b>8%</b>
No. Competent (3)	14	11	12	10	7
<b>% Competent</b>	<b>56%</b>	<b>44%</b>	<b>48%</b>	<b>40%</b>	<b>58%</b>
No. Developing (2)	4	5	5	7	4
<b>% Developing</b>	<b>16%</b>	<b>20%</b>	<b>20%</b>	<b>28%</b>	<b>33%</b>
No. Beginning (1)	2	1	4	4	0
<b>% Beginning</b>	<b>8%</b>	<b>4%</b>	<b>16%</b>	<b>16%</b>	<b>0%</b>
No. Students Assessed	25	25	25	25	12

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### Latinx

No. Exemplary (4)	29	35	24	23	9
<b>% Exemplary</b>	<b>35%</b>	<b>43%</b>	<b>29%</b>	<b>29%</b>	<b>23%</b>
No. Competent (3)	37	32	35	36	17
<b>% Competent</b>	<b>45%</b>	<b>39%</b>	<b>43%</b>	<b>45%</b>	<b>44%</b>
No. Developing (2)	11	9	13	11	10
<b>% Developing</b>	<b>13%</b>	<b>11%</b>	<b>16%</b>	<b>14%</b>	<b>26%</b>
No. Beginning (1)	5	6	10	10	3
<b>% Beginning</b>	<b>6%</b>	<b>7%</b>	<b>12%</b>	<b>13%</b>	<b>8%</b>
No. Students Assessed	82	82	82	80	39

### Two or More

No. Exemplary (4)	13	15	12	11	3
<b>% Exemplary</b>	<b>59%</b>	<b>68%</b>	<b>55%</b>	<b>50%</b>	<b>33%</b>
No. Competent (3)	6	5	5	5	4
<b>% Competent</b>	<b>27%</b>	<b>23%</b>	<b>23%</b>	<b>23%</b>	<b>44%</b>
No. Developing (2)	2	0	3	4	1
<b>% Developing</b>	<b>9%</b>	<b>0%</b>	<b>14%</b>	<b>18%</b>	<b>11%</b>
No. Beginning (1)	1	2	2	2	1
<b>% Beginning</b>	<b>5%</b>	<b>9%</b>	<b>9%</b>	<b>9%</b>	<b>11%</b>
No. Students Assessed	22	22	22	22	9

### Unknown/NR

No. Exemplary (4)	0	0	0	0	0
<b>% Exemplary</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
No. Competent (3)	3	3	3	3	2
<b>% Competent</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>100%</b>
No. Developing (2)	1	0	0	0	0
<b>% Developing</b>	<b>25%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
No. Beginning (1)	0	1	1	1	0
<b>% Beginning</b>	<b>0%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>0%</b>
No. Students Assessed	4	4	4	4	2

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**White**

No. Exemplary (4)	60	58	50	43	19
<b>% Exemplary</b>	<b>65%</b>	<b>63%</b>	<b>54%</b>	<b>47%</b>	<b>51%</b>
No. Competent (3)	24	28	26	24	13
<b>% Competent</b>	<b>26%</b>	<b>30%</b>	<b>28%</b>	<b>26%</b>	<b>35%</b>
No. Developing (2)	7	6	16	17	4
<b>% Developing</b>	<b>8%</b>	<b>7%</b>	<b>17%</b>	<b>19%</b>	<b>11%</b>
No. Beginning (1)	1	0	0	7	1
<b>% Beginning</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>8%</b>	<b>3%</b>
No. Students Assessed	92	92	92	91	37

Course/Subject	No. Students Assessed	%
Philosophy 1	29	9.3%
English 5	51	16.3%
ESOL (52, 53, 552, or 553)	44	14.1%
Biology (10, 1B, 50A, or 50B)	113	36.1%
Chemistry 1B	25	8.0%
Geography 1	51	16.3%
<b>Total</b>	<b>313</b>	<b>100%</b>