

## 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)	41	39	47	31	35
<b>% Exemplary</b>	<b>33%</b>	<b>31%</b>	<b>38%</b>	<b>26%</b>	<b>33%</b>
No. Competent (3)	71	75	57	71	56
<b>% Competent</b>	<b>57%</b>	<b>60%</b>	<b>46%</b>	<b>60%</b>	<b>53%</b>
No. Developing (2)	10	8	18	14	14
<b>% Developing</b>	<b>8%</b>	<b>6%</b>	<b>15%</b>	<b>12%</b>	<b>13%</b>
No. Beginning (1)	2	2	2	2	0
<b>% Beginning</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>
No. Students Assessed	124	124	124	118	105

### Meeting/Exceeding Standards

Total	112	114	104	102	91
<b>% of Total</b>	<b>90%</b>	<b>92%</b>	<b>84%</b>	<b>86%</b>	<b>87%</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	32	33	29	30	28
<b>% of Asian</b>	<b>91%</b>	<b>94%</b>	<b>83%</b>	<b>94%</b>	<b>97%</b>
Black/African American	8	7	7	6	7
<b>% of Black/African Amer</b>	<b>80%</b>	<b>70%</b>	<b>70%</b>	<b>60%</b>	<b>70%</b>
Latinx	28	30	27	28	23
<b>% of Latinx</b>	<b>85%</b>	<b>91%</b>	<b>82%</b>	<b>90%</b>	<b>82%</b>
Two or More	6	6	5	5	4
<b>% of Two or More</b>	<b>100%</b>	<b>100%</b>	<b>83%</b>	<b>83%</b>	<b>80%</b>
Unknown/NR	3	3	3	3	2
<b>% of Unknown/NR</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
White	34	34	32	29	26
<b>% of White</b>	<b>94%</b>	<b>94%</b>	<b>89%</b>	<b>83%</b>	<b>87%</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)	8	10	13	5	10
<b>% Exemplary</b>	<b>23%</b>	<b>29%</b>	<b>37%</b>	<b>16%</b>	<b>34%</b>
No. Competent (3)	24	23	16	25	18
<b>% Competent</b>	<b>69%</b>	<b>66%</b>	<b>46%</b>	<b>78%</b>	<b>62%</b>
No. Developing (2)	3	2	6	2	1
<b>% Developing</b>	<b>9%</b>	<b>6%</b>	<b>17%</b>	<b>6%</b>	<b>3%</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	35	35	35	32	29

### Black/African American

No. Exemplary (4)	0	0	1	1	0
<b>% Exemplary</b>	<b>0%</b>	<b>0%</b>	<b>10%</b>	<b>10%</b>	<b>0%</b>
No. Competent (3)	8	7	6	5	7
<b>% Competent</b>	<b>80%</b>	<b>70%</b>	<b>60%</b>	<b>50%</b>	<b>70%</b>
No. Developing (2)	2	3	3	3	3
<b>% Developing</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>
No. Beginning (1)	0	0	0	1	0
<b>% Beginning</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>10%</b>	<b>0%</b>
No. Students Assessed	10	10	10	10	10

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### Latinx

No. Exemplary (4)	5	7	7	8	8
<b>% Exemplary</b>	<b>15%</b>	<b>21%</b>	<b>21%</b>	<b>26%</b>	<b>29%</b>
No. Competent (3)	23	23	20	20	15
<b>% Competent</b>	<b>70%</b>	<b>70%</b>	<b>61%</b>	<b>65%</b>	<b>54%</b>
No. Developing (2)	3	1	4	2	5
<b>% Developing</b>	<b>9%</b>	<b>3%</b>	<b>12%</b>	<b>6%</b>	<b>18%</b>
No. Beginning (1)	2	2	2	1	0
<b>% Beginning</b>	<b>6%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>0%</b>
No. Students Assessed	33	33	33	31	28

### Two or More

No. Exemplary (4)	5	4	4	3	2
<b>% Exemplary</b>	<b>83%</b>	<b>67%</b>	<b>67%</b>	<b>50%</b>	<b>40%</b>
No. Competent (3)	1	2	1	2	2
<b>% Competent</b>	<b>17%</b>	<b>33%</b>	<b>17%</b>	<b>33%</b>	<b>40%</b>
No. Developing (2)	0	0	1	1	1
<b>% Developing</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	<b>17%</b>	<b>20%</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	6	6	6	6	5

### 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>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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	3	3	3	3	2

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**White**

No. Exemplary (4)	22	18	21	14	14
<b>% Exemplary</b>	<b>61%</b>	<b>50%</b>	<b>58%</b>	<b>40%</b>	<b>47%</b>
No. Competent (3)	12	16	11	15	12
<b>% Competent</b>	<b>33%</b>	<b>44%</b>	<b>31%</b>	<b>43%</b>	<b>40%</b>
No. Developing (2)	2	2	4	6	4
<b>% Developing</b>	<b>6%</b>	<b>6%</b>	<b>11%</b>	<b>17%</b>	<b>13%</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	36	36	36	35	30

Course/Subject	No. Students Assessed	%
Philosophy 1	29	23.4%
English 5	51	41.1%
ESOL (52, 53, 552, or 553)	44	35.5%
<b>Total</b>	<b>124</b>	<b>100%</b>