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Reviewed by the General Education Committee, 2024-2025

Brightpoint Community College

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**Report on Assessment of Learning and Quality at**

**Brightpoint Community College, 2020-2024**

This report outlines the shared governance process that continues to shape our college’s plan for outcomes assessment, a discussion of the findings from academic years 2020-2021, 2021-2022, 2022-23, 2023-24, changes and improvements made, and a discussion of the findings.

# Background

The State Board of Higher Education in Virginia (SCHEV) initiated a statewide revision of outcomes in 2016.  The following year, in July 2017, SCHEV codified and published a final policy with four statewide student learning outcomes (Civic Engagement, Critical Thinking, Quantitative Reasoning, and Written Communication).  The policy requires that colleges assess the four State-adopted outcomes and select two additional outcomes for assessment, for a total of six general education outcomes.

A representative from the college participated on the Virginia Community College System (VCCS) taskforce and on the subcommittee formed to write the Systemwide policy for general education.  Taskforce updates were communicated to the college through committees, meetings, and to the college advisory board, and feedback was solicited throughout the process.  Two additional outcomes were selected, Scientific Literacy and Professional Readiness, and one of the outcomes was renamed to Quantitative Literacy (from Quantitative Reasoning).

In the 2018-2019 academic year, the college’s General Education Committee met to develop an assessment plan.  The initial plan included piloting outcomes assessment in 12 high-enrolled courses in the General Studies AS degree and cross-pollinated across other two-year programs. Since that time, the committee has added additional courses.

In Spring 2019, the college submitted its first institutional assessment plan to SCHEV. In 2020, the college submitted its first report detailing results of the pilot year and first year of plan implementation. This report details the findings in the two years following the first year of implementation, and includes assessments administered during the COVID pandemic. Presently, assessment results by outcome are published on the [Student Achievement Data](https://www.brightpoint.edu/about/offices-and-divisions/institutional-effectiveness/student-achievement/) webpage for the college as the institutional learning outcomes (ILOs).

# Civic Engagement

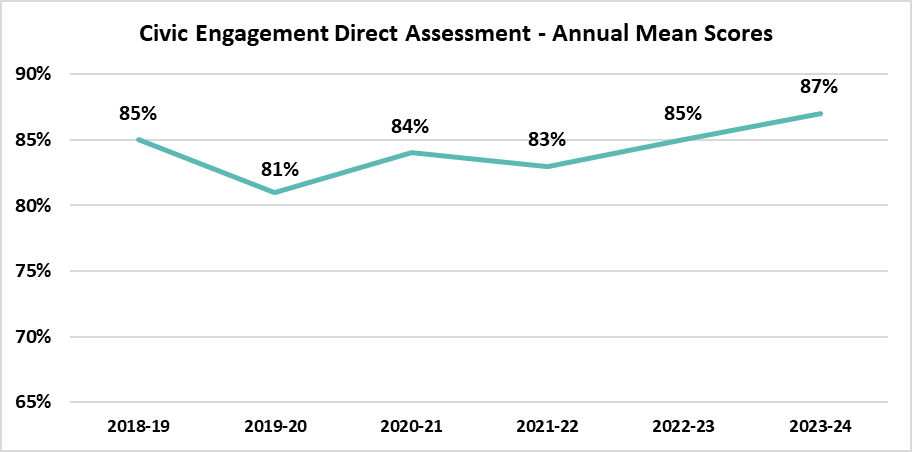
Civic engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

**ILO**: Demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society (Civic Engagement).

* Civic Knowledge: Summarize fundamental principles and debates about democracy and citizenship, both within the United States and in other countries.
* Civic Identity: Reflect on personal social/civic identity and how that identity differs from others in their communities.
* Civic Discourse: Deliberate on issues and problems to advance or achieve a civic aim.
* Diversity in Civic Life: Recognize the value of diverse feelings, perspectives, and life experiences, and the strength that such diversity brings to civic life.
* Ethical Reasoning: Examine the ethical implications of community and civic actions and decisions.
* Civic Responsibility: Consider and respond to civic, social, environmental, or economic challenges at local, national, or global levels.
* Social Justice: Identify personal and collective actions that could be taken to address injustices in society.

Figure 1 shows the annual mean score across all Civic Engagement assessments over a six-year period.

### Figure 1. Civic engagement direct assessment – annual mean scores



Assessment scores increased slightly during AY 2020-21 and decreased by 1% the following year. In 2023-24, the mean score rose to 87%. Courses assessed included HIS 121, SOC 200, and REL 230. REL 230 was an additional assessment added from the previous report and employed an indirect assessment. HIS 121 administered a quiz and SOC 200 administered an assignment/activity; both assessments were direct assessments.

Course assessment results are presented in Figures 2; 3; and 4.

## HIS 121

HIS 121 faculty selected a 10-question quiz for use across all sections. The assessment was piloted in 2018-2019 and has been administered each Fall and Spring term since 2019.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 2. HIS 121 civic engagement assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HIS 121 Civic Engagement Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **128** | **87%** | **19** | **147** | **333** | **93%** | **27** | **360** | **461** | **91%** | **507** |
| **Female** | **88** | **85%** | **16** | **104** | **218** | **93%** | **16** | **234** | **306** | **91%** | **338** |
| 2 or More | 5 | **100%** | 0 | 5 | 12 | **100%** | 0 | 12 | **17** | **100%** | 17 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | **2** | **100%** | 2 |
| Asian | 0 | **0%** | 1 | 1 | 2 | **100%** | 0 | 2 | **2** | **67%** | 3 |
| Black | 13 | **68%** | 6 | 19 | 49 | **86%** | 8 | 57 | **62** | **82%** | 76 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Hispanic | 12 | **71%** | 5 | 17 | 18 | **100%** | 0 | 18 | **30** | **86%** | 35 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Unspecified | 2 | **100%** | 0 | 2 | 3 | **75%** | 1 | 4 | **5** | **83%** | 6 |
| White | 53 | **93%** | 4 | 57 | 133 | **95%** | 7 | 140 | **186** | **94%** | 197 |
| **Male** | **40** | **93%** | **3** | **43** | **113** | **91%** | **11** | **124** | **153** | **92%** | **167** |
| 2 or More | 3 | **100%** | 0 | 3 | 5 | **100%** | 0 | 5 | **8** | **100%** | 8 |
| Asian | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | **2** | **100%** | 2 |
| Black | 10 | **91%** | 1 | 11 | 18 | **86%** | 3 | 21 | **28** | **88%** | 32 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | **0** | **0%** | 1 |
| Hispanic | 4 | **80%** | 1 | 5 | 6 | **75%** | 2 | 8 | **10** | **77%** | 13 |
| Unspecified | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | **3** | **100%** | 3 |
| White | 23 | **96%** | 1 | 24 | 79 | **94%** | 5 | 84 | **102** | **94%** | 108 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **100%** | **0** | **2** | **2** | **100%** | **2** |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| **2021-2022** | **103** | **89%** | **13** | **116** | **166** | **90%** | **19** | **185** | **269** | **89%** | **301** |
| **Female** | **59** | **82%** | **13** | **72** | **110** | **90%** | **12** | **122** | **169** | **87%** | **194** |
| 2 or More | 2 | **67%** | 1 | 3 | 4 | **80%** | 1 | 5 | **6** | **75%** | 8 |
| Asian | 4 | **100%** | 0 | 4 | 2 | **100%** | 0 | 2 | **6** | **100%** | 6 |
| Black | 12 | **75%** | 4 | 16 | 24 | **80%** | 6 | 30 | **36** | **78%** | 46 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 0 | **N/A** | 0 | 0 | **3** | **100%** | 3 |
| Hispanic | 6 | **75%** | 2 | 8 | 16 | **100%** | 0 | 16 | **22** | **92%** | 24 |
| White | 32 | **84%** | 6 | 38 | 64 | **93%** | 5 | 69 | **96** | **90%** | 107 |
| **Male** | **44** | **100%** | **0** | **44** | **55** | **89%** | **7** | **62** | **99** | **93%** | **106** |
| 2 or More | 3 | **100%** | 0 | 3 | 6 | **100%** | 0 | 6 | **9** | **100%** | 9 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Black | 7 | **100%** | 0 | 7 | 5 | **63%** | 3 | 8 | **12** | **80%** | 15 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 3 | **75%** | 1 | 4 | **3** | **75%** | 4 |
| Hispanic | 11 | **100%** | 0 | 11 | 3 | **75%** | 1 | 4 | **14** | **93%** | 15 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| White | 22 | **100%** | 0 | 22 | 37 | **95%** | 2 | 39 | **59** | **97%** | 61 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| **2022-2023** | **102** | **86%** | **17** | **119** | **281** | **87%** | **41** | **322** | **383** | **87%** | **441** |
| **Female** | **60** | **87%** | **9** | **69** | **133** | **84%** | **25** | **158** | **193** | **85%** | **227** |
| 2 or More | 3 | **75%** | 1 | 4 | 5 | **100%** | 0 | 5 | **8** | **89%** | 9 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Asian | 6 | **86%** | 1 | 7 | 2 | **67%** | 1 | 3 | **8** | **80%** | 10 |
| Black | 9 | **82%** | 2 | 11 | 26 | **81%** | 6 | 32 | **35** | **81%** | 43 |
| Hawaiian/Pacific Islander | 4 | **80%** | 1 | 5 | 4 | **80%** | 1 | 5 | **8** | **80%** | 10 |
| Hispanic | 7 | **78%** | 2 | 9 | 14 | **78%** | 4 | 18 | **21** | **78%** | 27 |
| White | 30 | **94%** | 2 | 32 | 82 | **86%** | 13 | 95 | **112** | **88%** | 127 |
| **Male** | **39** | **83%** | **8** | **47** | **118** | **90%** | **13** | **131** | **157** | **88%** | **178** |
| 2 or More | 3 | **75%** | 1 | 4 | 9 | **100%** | 0 | 9 | **12** | **92%** | 13 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | **3** | **100%** | 3 |
| Asian | 0 | **N/A** | 0 | 0 | 10 | **83%** | 2 | 12 | **10** | **83%** | 12 |
| Black | 8 | **62%** | 5 | 13 | 12 | **80%** | 3 | 15 | **20** | **71%** | 28 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | **3** | **100%** | 3 |
| Hispanic | 8 | **89%** | 1 | 9 | 13 | **87%** | 2 | 15 | **21** | **88%** | 24 |
| White | 19 | **95%** | 1 | 20 | 69 | **92%** | 6 | 75 | **88** | **93%** | 95 |
| **Unknown** | **3** | **100%** | **0** | **3** | **30** | **91%** | **3** | **33** | **33** | **92%** | **36** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Unspecified | 1 | **100%** | 0 | 1 | 28 | **90%** | 3 | 31 | **29** | **91%** | 32 |
| White | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | **2** | **100%** | 2 |
| **2023-2024** | **110** | **92%** | **9** | **119** | **150** | **87%** | **22** | **172** | **260** | **89%** | **291** |
| **Female** | **75** | **94%** | **5** | **80** | **73** | **88%** | **10** | **83** | **148** | **91%** | **163** |
| 2 or More | 4 | **100%** | 0 | 4 | 1 | **50%** | 1 | 2 | **5** | **83%** | 6 |
| Asian | 3 | **100%** | 0 | 3 | 5 | **100%** | 0 | 5 | **8** | **100%** | 8 |
| Black | 14 | **82%** | 3 | 17 | 13 | **81%** | 3 | 16 | **27** | **82%** | 33 |
| Hawaiian/Pacific Islander | 6 | **100%** | 0 | 6 | 1 | **100%** | 0 | 1 | **7** | **100%** | 7 |
| Hispanic | 12 | **100%** | 0 | 12 | 7 | **78%** | 2 | 9 | **19** | **90%** | 21 |
| White | 36 | **95%** | 2 | 38 | 46 | **92%** | 4 | 50 | **82** | **93%** | 88 |
| **Male** | **35** | **90%** | **4** | **39** | **73** | **88%** | **10** | **83** | **108** | **89%** | **122** |
| 2 or More | 0 | **N/A** | 0 | 0 | 5 | **100%** | 0 | 5 | **5** | **100%** | 5 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **25%** | 3 | 4 | **1** | **25%** | 4 |
| Asian | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | **3** | **100%** | 3 |
| Black | 8 | **89%** | 1 | 9 | 6 | **86%** | 1 | 7 | **14** | **88%** | 16 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 4 | **80%** | 1 | 5 | **5** | **83%** | 6 |
| Hispanic | 14 | **93%** | 1 | 15 | 12 | **92%** | 1 | 13 | **26** | **93%** | 28 |
| White | 12 | **86%** | 2 | 14 | 42 | **91%** | 4 | 46 | **54** | **90%** | 60 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **4** | **67%** | **2** | **6** | **4** | **67%** | **6** |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | **0** | **0%** | 1 |
| White | 0 | **N/A** | 0 | 0 | 4 | **80%** | 1 | 5 | **4** | **80%** | 5 |
| **Grand Total** | **443** | **88%** | **58** | **501** | **930** | **90%** | **109** | **1039** | **1373** | **89%** | **1540** |

**HIS 121 Discussion:**

During the first three years of assessment, Black students from both the 33+ and Less Than 33 Credits categories tended to underperform compared to their peers. This was especially true of 2020-21, where Black Females with 33 or more credits passed at a rate 17 points lower than their peers (68% vs. 85%). This improved to 75% vs. 82% in 2021-22. In 2023-24, a 9-point gap remains between all Black Females and their peers, but 82% of all Black Females are passing the HIS 121 assessment, representing a 14-point improvement over 2020-21 (82% vs. 68%).

Initially, Hispanic students experienced achievement gaps, with Male Hispanic students passing at a rate 14 points lower than the overall pass rate (77% vs. 91%) in 2020-21. In 2022-23, Hispanic Female students passed the assessment at a rate of 78% vs. the 85% for all Females. However, by 2023-24, the Hispanic Female pass rate stands at 1% higher than the overall rate (90% vs. 89%), and the Hispanic Male pass rate is 4% higher (93% vs. 89%).

Overall, pass rates for the HIS 121 assessment are strong across all years, with a four-year average pass rate of 89%.

## SOC 200

SOC 200 faculty selected a 15-question common assessment for use across all sections. The assessment was piloted in 2018-2019 and administered from Fall 2019 through the present.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 3. SOC 200 civic engagement assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SOC 200 Civic Engagement Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **114** | **83%** | **23** | **137** | **129** | **82%** | **29** | **158** | **243** | **82%** | **295** |
| **Female** | **63** | **83%** | **13** | **76** | **82** | **78%** | **23** | **105** | **145** | **80%** | **181** |
| 2 or More | 5 | **100%** | 0 | 5 | 2 | **50%** | 2 | 4 | **7** | **78%** | 9 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Asian | 2 | **67%** | 1 | 3 | 5 | **83%** | 1 | 6 | **7** | **78%** | 9 |
| Black | 11 | **85%** | 2 | 13 | 11 | **69%** | 5 | 16 | **22** | **76%** | 29 |
| Hispanic | 9 | **82%** | 2 | 11 | 8 | **73%** | 3 | 11 | **17** | **77%** | 22 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 3 | **75%** | 1 | 4 | **3** | **75%** | 4 |
| White | 35 | **81%** | 8 | 43 | 52 | **83%** | 11 | 63 | **87** | **82%** | 106 |
| **Male** | **51** | **84%** | **10** | **61** | **45** | **88%** | **6** | **51** | **96** | **86%** | **112** |
| 2 or More | 2 | **100%** | 0 | 2 | 3 | **100%** | 0 | 3 | **5** | **100%** | 5 |
| Asian | 4 | **100%** | 0 | 4 | 1 | **100%** | 0 | 1 | **5** | **100%** | 5 |
| Black | 8 | **80%** | 2 | 10 | 14 | **88%** | 2 | 16 | **22** | **85%** | 26 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Hispanic | 4 | **100%** | 0 | 4 | 1 | **100%** | 0 | 1 | **5** | **100%** | 5 |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **100%** | 0 | 4 | **4** | **100%** | 4 |
| White | 33 | **80%** | 8 | 41 | 21 | **84%** | 4 | 25 | **54** | **82%** | 66 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **100%** | **0** | **2** | **2** | **100%** | **2** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| **2021-2022** | **176** | **86%** | **29** | **205** | **116** | **81%** | **28** | **144** | **292** | **84%** | **349** |
| **Female** | **111** | **87%** | **17** | **128** | **76** | **84%** | **14** | **90** | **187** | **86%** | **218** |
| 2 or More | 7 | **100%** | 0 | 7 | 6 | **75%** | 2 | 8 | **13** | **87%** | 15 |
| Asian | 3 | **100%** | 0 | 3 | 3 | **100%** | 0 | 3 | **6** | **100%** | 6 |
| Black | 27 | **87%** | 4 | 31 | 14 | **64%** | 8 | 22 | **41** | **77%** | 53 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Hispanic | 17 | **94%** | 1 | 18 | 11 | **92%** | 1 | 12 | **28** | **93%** | 30 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| White | 56 | **82%** | 12 | 68 | 41 | **93%** | 3 | 44 | **97** | **87%** | 112 |
| **Male** | **65** | **84%** | **12** | **77** | **39** | **75%** | **13** | **52** | **104** | **81%** | **129** |
| 2 or More | 2 | **100%** | 0 | 2 | 4 | **80%** | 1 | 5 | **6** | **86%** | 7 |
| Asian | 2 | **67%** | 1 | 3 | 2 | **100%** | 0 | 2 | **4** | **80%** | 5 |
| Black | 6 | **60%** | 4 | 10 | 8 | **80%** | 2 | 10 | **14** | **70%** | 20 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 2 | **50%** | 2 | 4 | **3** | **60%** | 5 |
| Hispanic | 10 | **77%** | 3 | 13 | 2 | **40%** | 3 | 5 | **12** | **67%** | 18 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| White | 43 | **91%** | 4 | 47 | 21 | **81%** | 5 | 26 | **64** | **88%** | 73 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **50%** | **1** | **2** | **1** | **50%** | **2** |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | **1** | **50%** | 2 |
| **2022-2023** | **123** | **92%** | **11** | **134** | **106** | **83%** | **21** | **127** | **229** | **88%** | **261** |
| **Female** | 76 | **92%** | 7 | 83 | 67 | **85%** | 12 | 79 | **143** | **88%** | 162 |
| 2 or More | 6 | **86%** | 1 | 7 | 3 | **75%** | 1 | 4 | **9** | **82%** | 11 |
| Asian | 5 | **83%** | 1 | 6 | 1 | **100%** | 0 | 1 | **6** | **86%** | 7 |
| Black | 14 | **100%** | 0 | 14 | 11 | **69%** | 5 | 16 | **25** | **83%** | 30 |
| Hawaiian/Pacific Islander | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | **3** | **100%** | 3 |
| Hispanic | 4 | **67%** | 2 | 6 | 10 | **100%** | 0 | 10 | **14** | **88%** | 16 |
| White | 45 | **94%** | 3 | 48 | 41 | **87%** | 6 | 47 | **86** | **91%** | 95 |
| **Male** | 47 | **92%** | 4 | 51 | 37 | **80%** | 9 | 46 | **84** | **87%** | 97 |
| 2 or More | **2** | **100%** | **0** | **2** | **2** | **100%** | **0** | **2** | **4** | **100%** | **4** |
| American Indian/Alaskan | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| Asian | **1** | **100%** | **0** | **1** | **2** | **100%** | **0** | **2** | **3** | **100%** | **3** |
| Black | **4** | **67%** | **2** | **6** | **7** | **58%** | **5** | **12** | **11** | **61%** | **18** |
| Hawaiian/Pacific Islander | **1** | **100%** | **0** | **1** | **1** | **100%** | **0** | **1** | **2** | **100%** | **2** |
| Hispanic | **8** | **89%** | **1** | **9** | **5** | **83%** | **1** | **6** | **13** | **87%** | **15** |
| Other | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| White | **31** | **97%** | **1** | **32** | **18** | **86%** | **3** | **21** | **49** | **92%** | **53** |
| **Unknown** | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | **2** | **100%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | **2** | **100%** | 2 |
| **2023-2024** | **120** | **90%** | **14** | **134** | **79** | **89%** | **10** | **89** | **199** | **89%** | **223** |
| **Female** | **69** | **86%** | **11** | **80** | **47** | **90%** | **5** | **52** | **116** | **88%** | **132** |
| 2 or More | 3 | **100%** | 0 | 3 | 2 | **100%** | 0 | 2 | **5** | **100%** | 5 |
| Asian | 5 | **100%** | 0 | 5 | 1 | **100%** | 0 | 1 | **6** | **100%** | 6 |
| Black | 13 | **65%** | 7 | 20 | 9 | **75%** | 3 | 12 | **22** | **69%** | 32 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | **2** | **100%** | 2 |
| Hispanic | 12 | **100%** | 0 | 12 | 12 | **100%** | 0 | 12 | **24** | **100%** | 24 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| White | 36 | **90%** | 4 | 40 | 20 | **91%** | 2 | 22 | **56** | **90%** | 62 |
| **Male** | **51** | **94%** | **3** | **54** | **30** | **88%** | **4** | **34** | **81** | **92%** | **88** |
| 2 or More | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | **3** | **100%** | 3 |
| Asian | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | **3** | **100%** | 3 |
| Black | 3 | **100%** | 0 | 3 | 8 | **89%** | 1 | 9 | **11** | **92%** | 12 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | **2** | **67%** | 3 |
| Hispanic | 13 | **100%** | 0 | 13 | 3 | **100%** | 0 | 3 | **16** | **100%** | 16 |
| Unspecified | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | **0** | **0%** | 1 |
| White | 31 | **94%** | 2 | 33 | 15 | **88%** | 2 | 17 | **46** | **92%** | 50 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **67%** | **1** | **3** | **2** | **67%** | **3** |
| 2 or More | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | **0** | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| **Grand Total** | **410** | **86%** | **66** | **476** | **553** | **85%** | **99** | **652** | **963** | **85%** | **1128** |

**SOC 200 Discussion:**

Pass rates for the SOC 200 assessment increased steadily across all four years from 82% in 2020-21 to 89% in 2023-24, with an overall four-year pass rate of 85%.

Male Hispanic students had drastically lower pass rates with the SOC 200 assessment during the 2021-22 academic year. There was a 14 point difference amongst all Hispanic Males and the overall average (67% vs. 81%), and those with 33 or fewer credits had a 35-point gap (40% vs. 75%) in that year. This has shifted entirely into 2023-24, where 100% of Hispanic students passed the assessment.

In 2021-22 and 2022-23, a pass rate gap grew amongst students with 33+ credits and those with Less Than 33 credits. In 2021-22 that gap was 86% vs. 81%, but it grew to 92% vs. 83% in 2022-23. In 2023-24, the gap between student credit loads evened out to 90% and 89% respectively.

## REL 230

REL 230 faculty selected a survey as an indirect assessment based on students’ final projects. Students rated the strength of their final project in increasing their understanding of six selected dimensions of Civic Engagement. The assessment was implemented in Fall 2020 and has been administered each semester.

### Table 4. REL 230 civic engagement indirect assessment, 4-year trend

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **REL 230 Civic Engagement Assessment - Agree or Strongly Agree Response Percentage by Question, 4-Year Trend** | | | | | | |
|
| **Year & Term** | **Q1 - REL 230 has raised my awareness of global religious activity and diversity.** | **Q2 - REL 230 has raised my awareness of local religious activity and diversity.** | **Q3 - REL 230 has demonstrated the connection between religion and the community.** | **Q4 - REL 230 has helped me recognize the importance of interaction with communities outside of my own.** | **Q5 - REL 230 has encouraged self-reflection and critical analysis of my personal beliefs.** | **Q6 - REL 230 demonstrated the advantage of collaborative, democratic decision process in a group environment with peers.** |
|
| **Fall 2020** | **95%** | **85%** | **93%** | **93%** | **81%** | **81%** |
| **Spring 2021** | **100%** | **95%** | **98%** | **98%** | **91%** | **84%** |
| **Fall 2021** | **95%** | **91%** | **98%** | **91%** | **82%** | **100%** |
| **Spring 2022** | **93%** | **85%** | **94%** | **94%** | **92%** | **91%** |
| **Fall 2022** | **99%** | **93%** | **91%** | **94%** | **84%** | **82%** |
| **Spring 2023** | **97%** | **94%** | **100%** | **88%** | **84%** | **91%** |
| **Fall 2023** | **91%** | **91%** | **91%** | **91%** | **91%** | **73%** |
| **Spring 2024** | **97%** | **94%** | **100%** | **88%** | **82%** | **91%** |

**REL 230 Discussion:**

Indirect assessment results for REL 230 have been strong, with most students agreeing or strongly agreeing with each of the six questions, especially in 2021-22 and 2023-24. Faculty may want to focus more attention to questions five and six, devoting a bit more discussion or class time to promote the critical analysis and decision-making processes detailed in those questions.

## Continuous Quality Improvement for the Civic Engagement Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* For HIS 121 and SOC 200, some racial disparities seem to persist amongst students with less than 33 credit hours. It is unclear whether this is due to overarching disparities or issues with the assessment. Further study of upcoming data and by-question analysis will be conducted by faculty.
* Pass rates in SOC 200 are meeting their targets. Two questions stood out as being more difficult than the others. It might be helpful to include an open-ended question at the end of the assessment asking students their thoughts about the questions or even the assessment itself.
* REL 230’s indirect assessment has garnered strong responses from students overall. The subject matter of question five may require more in-class focus to boost its level of agreement amongst student respondents, and it might be helpful to include some open-ended feedback regarding the questions/assessment.
* By-question scores for each assessment are provided by Brightpoint’s Office of Institutional Effectiveness, and faculty should consider reviewing questions with lower overall scores. Revision of the question(s) or additional class time focus may be required to improve assessment outcomes.

# Critical Thinking

Critical thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

**ILO**:  Locate, evaluate, interpret, and combine information, to reach well-reasoned conclusions or solutions (Critical Thinking).

Analytic Skills:

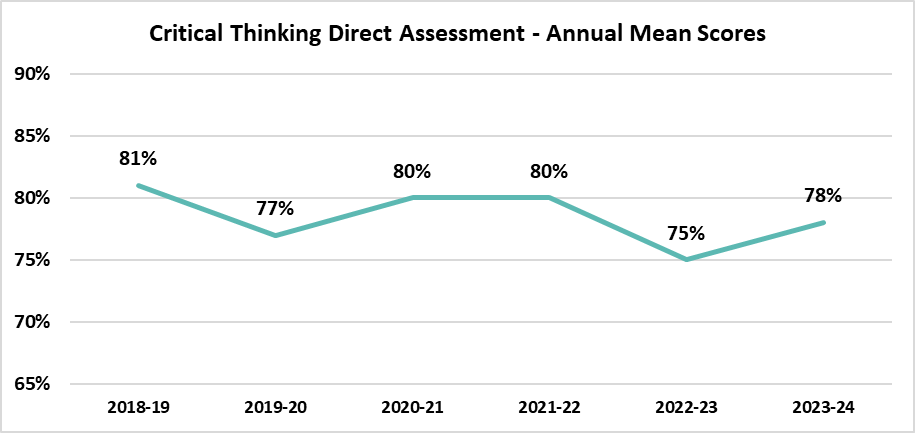
* Evaluate evidence, arguments, and its use,
* Demonstrate an understanding of the language of argumentation and recognize linguistic cues, and
* Distinguish between valid and invalid arguments.

Synthetic Skills:

* Demonstrate an understanding of implications and consequences, and
* Develop arguments that are valid and sound.

Figure 5 shows the annual mean score across all Critical Thinking assessments over a six-year period.

### Figure 5. Critical thinking direct assessment – annual mean scores



Courses assessed included CST 100, PHI 101, and PSY 200. All three courses administered direct assessments. Scores started at 81% during the pilot year but settled between 75% and 80% during the following academic years.

Course assessment results are presented in Figures 6; 7; and 8.

## CST 100

CST 100 administered a 5-dimension project-based assessment using a rubric. The assessment was piloted in 2018-2019 and has been administered each year since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 6. CST 100 critical thinking assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CST 100 Critical Thinking Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **240** | **97%** | **8** | **248** | **491** | **94%** | **31** | **522** | **731** | **95%** | **770** |
| **Female** | **148** | **98%** | **3** | **151** | **264** | **94%** | **16** | **280** | **412** | **96%** | **431** |
| 2 or More | 11 | **92%** | 1 | 12 | 15 | **100%** | 0 | 15 | 26 | **96%** | 27 |
| Asian | 6 | **100%** | 0 | 6 | 9 | **100%** | 0 | 9 | 15 | **100%** | 15 |
| Black | 27 | **100%** | 0 | 27 | 66 | **92%** | 6 | 72 | 93 | **94%** | 99 |
| Hispanic | 27 | **93%** | 2 | 29 | 40 | **100%** | 0 | 40 | 67 | **97%** | 69 |
| Other | 3 | **100%** | 0 | 3 |  | **N/A** | 0 | 0 | 3 | **100%** | 3 |
| Unspecified | 3 | **100%** | 0 | 3 | 6 | **100%** | 0 | 6 | 9 | **100%** | 9 |
| White | 71 | **100%** | 0 | 71 | 128 | **93%** | 10 | 138 | 199 | **95%** | 209 |
| **Male** | **91** | **96%** | **4** | **95** | **224** | **94%** | **14** | **238** | **315** | **95%** | **333** |
| 2 or More | 3 | **100%** | 0 | 3 | 13 | **93%** | 1 | 14 | 16 | **94%** | 17 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 |  | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 2 | **50%** | 2 | 4 | 7 | **88%** | 1 | 8 | 9 | **75%** | 12 |
| Black | 16 | **94%** | 1 | 17 | 37 | **86%** | 6 | 43 | 53 | **88%** | 60 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 15 | **94%** | 1 | 16 | 26 | **100%** | 0 | 26 | 41 | **98%** | 42 |
| Other | 1 | **100%** | 0 | 1 |  | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 8 | **89%** | 1 | 9 | 8 | **89%** | 9 |
| White | 53 | **100%** | 0 | 53 | 132 | **96%** | 5 | 137 | 185 | **97%** | 190 |
| **Unknown** | **1** | **50%** | **1** | **2** | **3** | **75%** | **1** | **4** | **4** | **67%** | **6** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| White | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| **2021-2022** | **184** | **93%** | **14** | **198** | **239** | **94%** | **14** | **253** | **423** | **94%** | **451** |
| **Female** | **89** | **95%** | **5** | **94** | **127** | **95%** | **6** | **133** | **216** | **95%** | **227** |
| 2 or More | 1 | **100%** | 0 | 1 | 9 | **90%** | 1 | 10 | 10 | **91%** | 11 |
| Asian | 3 | **100%** | 0 | 3 | 9 | **100%** | 0 | 9 | 12 | **100%** | 12 |
| Black | 16 | **94%** | 1 | 17 | 27 | **90%** | 3 | 30 | 43 | **91%** | 47 |
| Hawaiian/Pacific Islander | 2 | **67%** | 1 | 3 | 2 | **100%** | 0 | 2 | 4 | **80%** | 5 |
| Hispanic | 12 | **92%** | 1 | 13 | 23 | **96%** | 1 | 24 | 35 | **95%** | 37 |
| White | 55 | **96%** | 2 | 57 | 57 | **98%** | 1 | 58 | 112 | **97%** | 115 |
| **Male** | **94** | **91%** | **9** | **103** | **107** | **93%** | **8** | **115** | **201** | **92%** | **218** |
| 2 or More | 3 | **60%** | 2 | 5 | 3 | **100%** | 0 | 3 | 6 | **75%** | 8 |
| Asian | 6 | **86%** | 1 | 7 | 3 | **100%** | 0 | 3 | 9 | **90%** | 10 |
| Black | 10 | **91%** | 1 | 11 | 8 | **89%** | 1 | 9 | 18 | **90%** | 20 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 6 | **100%** | 0 | 6 | 9 | **100%** | 9 |
| Hispanic | 9 | **90%** | 1 | 10 | 22 | **96%** | 1 | 23 | 31 | **94%** | 33 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 63 | **94%** | 4 | 67 | 64 | **91%** | 6 | 70 | 127 | **93%** | 137 |
| **Unknown** | **1** | **100%** | **0** | **1** | **5** | **100%** | **0** | **5** | **6** | **100%** | **6** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **100%** | 0 | 4 | 4 | **100%** | 4 |
| White | 1 | **100%** | 0 | 1 |  | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| **2022-2023** | **99** | **88%** | **14** | **113** | **134** | **80%** | **33** | **167** | **233** | **83%** | **280** |
| **Female** | **59** | **92%** | **5** | **64** | **69** | **91%** | **7** | **76** | **128** | **91%** | **140** |
| 2 or More | 2 | **100%** | 0 | 2 | 4 | **80%** | 1 | 5 | 6 | **86%** | 7 |
| Asian | 3 | **75%** | 1 | 4 | 1 | **100%** | 0 | 1 | 4 | **80%** | 5 |
| Black | 12 | **100%** | 0 | 12 | 15 | **88%** | 2 | 17 | 27 | **93%** | 29 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 6 | **100%** | 0 | 6 | 9 | **100%** | 9 |
| Hispanic | 5 | **83%** | 1 | 6 | 13 | **93%** | 1 | 14 | 18 | **90%** | 20 |
| White | 34 | **92%** | 3 | 37 | 30 | **91%** | 3 | 33 | 64 | **91%** | 70 |
| **Male** | **39** | **81%** | **9** | **48** | **47** | **64%** | **26** | **73** | **86** | **71%** | **121** |
| 2 or More | 2 | **50%** | 2 | 4 | 4 | **67%** | 2 | 6 | 6 | **60%** | 10 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 1 | **50%** | 1 | 2 | 3 | **100%** | 0 | 3 | 4 | **80%** | 5 |
| Black | 7 | **78%** | 2 | 9 | 7 | **64%** | 4 | 11 | 14 | **70%** | 20 |
| Hawaiian/Pacific Islander | 2 | **67%** | 1 | 3 | 0 | **0%** | 1 | 1 | 2 | **50%** | 4 |
| Hispanic | 4 | **100%** | 0 | 4 | 8 | **67%** | 4 | 12 | 12 | **75%** | 16 |
| White | 23 | **88%** | 3 | 26 | 25 | **64%** | 14 | 39 | 48 | **74%** | 65 |
| **Unknown** | **1** | **100%** | **0** | **1** | **18** | **100%** | **0** | **18** | **19** | **100%** | **19** |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 17 | **100%** | 0 | 17 | 17 | **100%** | 17 |
| White | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| **2023-2024** | **179** | **92%** | **16** | **195** | **224** | **89%** | **29** | **253** | **403** | **90%** | **448** |
| **Female** | **115** | **94%** | **7** | **122** | **122** | **90%** | **14** | **136** | **237** | **92%** | **258** |
| 2 or More | 9 | **100%** | 0 | 9 | 6 | **100%** | 0 | 6 | 15 | **100%** | 15 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Asian | 5 | **83%** | 1 | 6 | 3 | **100%** | 0 | 3 | 8 | **89%** | 9 |
| Black | 17 | **89%** | 2 | 19 | 27 | **82%** | 6 | 33 | 44 | **85%** | 52 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 2 | **67%** | 1 | 3 | 5 | **83%** | 6 |
| Hispanic | 16 | **89%** | 2 | 18 | 23 | **88%** | 3 | 26 | 39 | **89%** | 44 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| White | 64 | **97%** | 2 | 66 | 58 | **94%** | 4 | 62 | 122 | **95%** | 128 |
| **Male** | **64** | **88%** | **9** | **73** | **93** | **86%** | **15** | **108** | **157** | **87%** | **181** |
| 2 or More | 3 | **100%** | 0 | 3 | 4 | **100%** | 0 | 4 | 7 | **100%** | 7 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Asian | 4 | **80%** | 1 | 5 | 5 | **100%** | 0 | 5 | 9 | **90%** | 10 |
| Black | 5 | **100%** | 0 | 5 | 23 | **82%** | 5 | 28 | 28 | **85%** | 33 |
| Hawaiian/Pacific Islander | 1 | **50%** | 1 | 2 | 4 | **57%** | 3 | 7 | 5 | **56%** | 9 |
| Hispanic | 12 | **86%** | 2 | 14 | 11 | **85%** | 2 | 13 | 23 | **85%** | 27 |
| White | 39 | **89%** | 5 | 44 | 44 | **90%** | 5 | 49 | 83 | **89%** | 93 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **9** | **100%** | **0** | **9** | **9** | **100%** | **9** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 7 | **100%** | 0 | 7 | 7 | **100%** | 7 |
| **Grand Total** | **702** | **93%** | **52** | **754** | **1088** | **91%** | **107** | **1195** | **1790** | **92%** | **1949** |

**CST 100 Discussion:**

CST 100 assessment scores were strong in 2020-21 and 2021-22, with overall pass rates of 95% and 94% respectively. The overall rate for 2022-23 was 83%, with the strongest pass rates amongst students with 33 or more credits earned over the course of their academic career (88%). In this same year, pass rates were the weakest amongst Male students across both credit categories. They passed at a rate 20 points lower than Females taking the assessment in 2022-23 (71% vs. 91%). That gap seems to have been an anomaly, as Male students brought their overall pass rate up to 87% in 2023-24, compared to Females with 92% and the overall 90% pass rate.

The pass rate for CST 100 assessments stands at 92% over four years, and the only achievement gap that warrants revisiting is the pass rates among Hawaiian/Pacific Islanders. While they scored well in the first two years of assessment, their rates have dipped from 2022-2024. It will be important to review the 2024-2025 data to determine if the achievement gap is persistent.

## PHI 101

PHI 101 faculty selected a 26-question common assessment for use across all sections. The assessment was piloted in 2018-2019 and has been administered each year since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 7. PHI 101 critical thinking assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PHI 101 Critical Thinking Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **22** | **43%** | **29** | **51** | **19** | **41%** | **27** | **46** | **41** | **42%** | **97** |
| **Female** | **15** | **41%** | **22** | **37** | **14** | **40%** | **21** | **35** | **29** | **40%** | **72** |
| 2 or More | 2 | **50%** | 2 | 4 | 1 | **100%** | 0 | 1 | 3 | **60%** | 5 |
| Asian | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Black | 1 | **17%** | 5 | 6 | 2 | **40%** | 3 | 5 | 3 | **27%** | 11 |
| Hispanic | 3 | **30%** | 7 | 10 | 1 | **33%** | 2 | 3 | 4 | **31%** | 13 |
| White | 9 | **56%** | 7 | 16 | 10 | **38%** | 16 | 26 | 19 | **45%** | 42 |
| **Male** | **7** | **50%** | **7** | **14** | **5** | **45%** | **6** | **11** | **12** | **48%** | **25** |
| 2 or More | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Black | 1 | **50%** | 1 | 2 | 0 | **0%** | 1 | 1 | 1 | **33%** | 3 |
| Hispanic | 2 | **67%** | 1 | 3 | 0 | **N/A** | 0 | 0 | 2 | **67%** | 3 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 4 | **50%** | 4 | 8 | 4 | **44%** | 5 | 9 | 8 | **47%** | 17 |
| **2021-2022** | **43** | **77%** | **13** | **56** | **23** | **82%** | **5** | **28** | **66** | **79%** | **84** |
| **Female** | **28** | **78%** | **8** | **36** | **17** | **77%** | **5** | **22** | **45** | **78%** | **58** |
| 2 or More | 3 | **100%** | 0 | 3 | 1 | **100%** | 0 | 1 | 4 | **100%** | 4 |
| Asian | 2 | **67%** | 1 | 3 | 2 | **67%** | 1 | 3 | 4 | **67%** | 6 |
| Black | 10 | **91%** | 1 | 11 | 1 | **50%** | 1 | 2 | 11 | **85%** | 13 |
| Hispanic | 3 | **75%** | 1 | 4 | 1 | **50%** | 1 | 2 | 4 | **67%** | 6 |
| White | 10 | **67%** | 5 | 15 | 12 | **86%** | 2 | 14 | 22 | **76%** | 29 |
| **Male** | **15** | **75%** | **5** | **20** | **6** | **100%** | **0** | **6** | **21** | **81%** | **26** |
| 2 or More | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| Asian | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Black | 1 | **33%** | 2 | 3 | 1 | **100%** | 0 | 1 | 2 | **50%** | 4 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 2 | **100%** | 0 | 2 | 2 | **100%** | 0 | 2 | 4 | **100%** | 4 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 9 | **75%** | 3 | 12 | 1 | **100%** | 0 | 1 | 10 | **77%** | 13 |
| **2022-2023** | **9** | **50%** | **9** | **18** | **11** | **46%** | **13** | **24** | **20** | **48%** | **42** |
| **Female** | **7** | **54%** | **6** | **13** | **4** | **31%** | **9** | **13** | **11** | **42%** | **26** |
| 2 or More | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 2 | **67%** | 1 | 3 | 1 | **14%** | 6 | 7 | 3 | **30%** | 10 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| White | 4 | **57%** | 3 | 7 | 1 | **25%** | 3 | 4 | 5 | **45%** | 11 |
| **Male** | **2** | **40%** | **3** | **5** | **7** | **64%** | **4** | **11** | **9** | **56%** | **16** |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 0 | **0%** | 2 | 2 | 1 | **100%** | 0 | 1 | 1 | **33%** | 3 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 2 | **100%** | 0 | 2 | 4 | **50%** | 4 | 8 | 6 | **60%** | 10 |
| **2023-2024** | **8** | **53%** | **7** | **15** | **4** | **80%** | **1** | **5** | **12** | **60%** | **20** |
| **Female** | **5** | **42%** | **7** | **12** | **1** | **50%** | **1** | **2** | **6** | **43%** | **14** |
| 2 or More | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| Black | 1 | **33%** | 2 | 3 | 1 | **100%** | 0 | 1 | 2 | **50%** | 4 |
| Hispanic | 1 | **50%** | 1 | 2 | 0 | **N/A** | 0 | 0 | 1 | **50%** | 2 |
| White | 1 | **20%** | 4 | 5 | 0 | **0%** | 1 | 1 | 1 | **17%** | 6 |
| **Male** | **3** | **100%** | **0** | **3** | **3** | **100%** | **0** | **3** | **6** | **100%** | **6** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | 3 | **100%** | 3 |
| **Grand Total** | **82** | **59%** | **58** | **140** | **57** | **55%** | **46** | **103** | **139** | **57%** | **243** |

**PHI 101 Discussion:**

Over the four-year reporting period, PHI 101’s assessment pass rates have fluctuated heavily. In 2020-21, the overall pass rate was 42%, with Female students passing at a rate 8% lower than their Male counterparts (40% vs. 48%). In 2021-22, the overall pass rate was 79%, 37 points higher than the previous year. In 2022-23, the overall pass rate dropped to 48% with Females achieving a passing score at a 42% rate versus Males with 56%. Finally, in 2023-24, the rate dropped to 60%, however this rate only reflects the scores of 20 students.

Lead faculty for PHI 101 may want to utilize the by-question data provided by the college’s Office of Institutional Effectiveness to identify where students are challenged and which concepts may need additional focus during class time to ensure that students are more successful on the assessment. Additionally, faculty should develop a plan for upcoming assessment years to proctor the PHI 101 assessment to more sections as the total completed assessments has dropped from 97 in 2020-21 to 20 in 2023-24.

## PSY 200

PSY 200 faculty selected a 7-question common assessment for use across all sections. The assessment was piloted in the Spring 2020 term and has been administered each semester afterward.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 8. PSY 200 critical thinking assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PSY 200 Critical Thinking Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **58** | **50%** | **58** | **116** | **111** | **54%** | **96** | **207** | **169** | **52%** | **323** |
| **Female** | **40** | **46%** | **47** | **87** | **75** | **50%** | **74** | **149** | **115** | **49%** | **236** |
| 2 or More | 4 | **100%** | 0 | 4 | 7 | **58%** | 5 | 12 | 11 | **69%** | 16 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Asian | 3 | **60%** | 2 | 5 | 2 | **40%** | 3 | 5 | 5 | **50%** | 10 |
| Black | 2 | **15%** | 11 | 13 | 14 | **39%** | 22 | 36 | 16 | **33%** | 49 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| Hispanic | 6 | **46%** | 7 | 13 | 7 | **50%** | 7 | 14 | 13 | **48%** | 27 |
| Unspecified | 0 | **0%** | 1 | 1 | 5 | **71%** | 2 | 7 | 5 | **63%** | 8 |
| White | 24 | **49%** | 25 | 49 | 39 | **53%** | 34 | 73 | 63 | **52%** | 122 |
| **Male** | **18** | **62%** | **11** | **29** | **35** | **65%** | **19** | **54** | **53** | **64%** | **83** |
| 2 or More | 1 | **33%** | 2 | 3 | 2 | **40%** | 3 | 5 | 3 | **38%** | 8 |
| Asian | 0 | **0%** | 2 | 2 | 0 | **0%** | 2 | 2 | 0 | **0%** | 4 |
| Black | 2 | **50%** | 2 | 4 | 4 | **44%** | 5 | 9 | 6 | **46%** | 13 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 2 | **50%** | 2 | 4 | 0 | **N/A** | 0 | 0 | 2 | **50%** | 4 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| White | 12 | **80%** | 3 | 15 | 25 | **74%** | 9 | 34 | 37 | **76%** | 49 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **25%** | **3** | **4** | **1** | **25%** | **4** |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 2 | 2 | 0 | **0%** | 2 |
| White | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| **2021-2022** | **88** | **57%** | **66** | **154** | **97** | **61%** | **62** | **159** | **185** | **59%** | **313** |
| **Female** | **51** | **52%** | **47** | **98** | **66** | **55%** | **53** | **119** | **117** | **54%** | **217** |
| 2 or More | 0 | **0%** | 4 | 4 | 4 | **67%** | 2 | 6 | 4 | **40%** | 10 |
| Asian | 2 | **50%** | 2 | 4 | 2 | **67%** | 1 | 3 | 4 | **57%** | 7 |
| Black | 9 | **50%** | 9 | 18 | 15 | **44%** | 19 | 34 | 24 | **46%** | 52 |
| Hawaiian/Pacific Islander | 0 | **0%** | 2 | 2 | 1 | **50%** | 1 | 2 | 1 | **25%** | 4 |
| Hispanic | 7 | **54%** | 6 | 13 | 8 | **53%** | 7 | 15 | 15 | **54%** | 28 |
| Other | 0 | **0%** | 3 | 3 | 1 | **100%** | 0 | 1 | 1 | **25%** | 4 |
| White | 33 | **61%** | 21 | 54 | 35 | **60%** | 23 | 58 | 68 | **61%** | 112 |
| **Male** | **37** | **66%** | **19** | **56** | **28** | **76%** | **9** | **37** | **65** | **70%** | **93** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Asian | 3 | **75%** | 1 | 4 | 1 | **50%** | 1 | 2 | 4 | **67%** | 6 |
| Black | 3 | **43%** | 4 | 7 | 3 | **60%** | 2 | 5 | 6 | **50%** | 12 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 3 | **50%** | 3 | 6 | 5 | **71%** | 2 | 7 | 8 | **62%** | 13 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 28 | **72%** | 11 | 39 | 15 | **83%** | 3 | 18 | 43 | **75%** | 57 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **3** | **100%** | **0** | **3** | **3** | **100%** | **3** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| **2022-2023** | **51** | **57%** | **39** | **90** | **56** | **47%** | **63** | **119** | **107** | **51%** | **209** |
| **Female** | **34** | **53%** | **30** | **64** | **43** | **47%** | **48** | **91** | **77** | **50%** | **155** |
| 2 or More | 3 | **50%** | 3 | 6 | 5 | **63%** | 3 | 8 | 8 | **57%** | 14 |
| American Indian/Alaskan | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 | 1 | 0 | **0%** | 2 |
| Asian | 1 | **100%** | 0 | 1 | 1 | **33%** | 2 | 3 | 2 | **50%** | 4 |
| Black | 7 | **54%** | 6 | 13 | 13 | **48%** | 14 | 27 | 20 | **50%** | 40 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Hispanic | 8 | **67%** | 4 | 12 | 4 | **57%** | 3 | 7 | 12 | **63%** | 19 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| White | 15 | **52%** | 14 | 29 | 20 | **44%** | 25 | 45 | 35 | **47%** | 74 |
| **Male** | **17** | **65%** | **9** | **26** | **11** | **58%** | **8** | **19** | **28** | **62%** | **45** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Asian | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| Black | 5 | **83%** | 1 | 6 | 0 | **0%** | 1 | 1 | 5 | **71%** | 7 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Hispanic | 3 | **100%** | 0 | 3 | 2 | **67%** | 1 | 3 | 5 | **83%** | 6 |
| White | 9 | **60%** | 6 | 15 | 7 | **54%** | 6 | 13 | 16 | **57%** | 28 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **22%** | **7** | **9** | **2** | **22%** | **9** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **14%** | 6 | 7 | 1 | **14%** | 7 |
| **2023-2024** | **65** | **70%** | **28** | **93** | **63** | **49%** | **65** | **128** | **128** | **58%** | **221** |
| **Female** | **35** | **64%** | **20** | **55** | **36** | **46%** | **43** | **79** | **71** | **53%** | **134** |
| 2 or More | 2 | **50%** | 2 | 4 | 1 | **50%** | 1 | 2 | 3 | **50%** | 6 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 1 | **33%** | 2 | 3 | 2 | **67%** | 1 | 3 | 3 | **50%** | 6 |
| Black | 6 | **60%** | 4 | 10 | 2 | **14%** | 12 | 14 | 8 | **33%** | 24 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| Hispanic | 6 | **67%** | 3 | 9 | 6 | **50%** | 6 | 12 | 12 | **57%** | 21 |
| White | 19 | **68%** | 9 | 28 | 24 | **53%** | 21 | 45 | 43 | **59%** | 73 |
| **Male** | **29** | **78%** | **8** | **37** | **16** | **48%** | **17** | **33** | **45** | **64%** | **70** |
| 2 or More | 2 | **100%** | 0 | 2 | 1 | **25%** | 3 | 4 | 3 | **50%** | 6 |
| Asian | 5 | **71%** | 2 | 7 | 0 | **0%** | 1 | 1 | 5 | **63%** | 8 |
| Black | 3 | **60%** | 2 | 5 | 2 | **25%** | 6 | 8 | 5 | **38%** | 13 |
| Hawaiian/Pacific Islander | 1 | **50%** | 1 | 2 | 1 | **100%** | 0 | 1 | 2 | **67%** | 3 |
| Hispanic | 4 | **100%** | 0 | 4 | 2 | **50%** | 2 | 4 | 6 | **75%** | 8 |
| White | 14 | **82%** | 3 | 17 | 10 | **67%** | 5 | 15 | 24 | **75%** | 32 |
| **Unknown** | **1** | **100%** | **0** | **1** | **11** | **69%** | **5** | **16** | **12** | **71%** | **17** |
| Hispanic | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 10 | **71%** | 4 | 14 | 10 | **71%** | 14 |
| White | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| **Grand Total** | **262** | **58%** | **191** | **453** | **327** | **53%** | **286** | **613** | **589** | **55%** | **1066** |

**PSY 200 Discussion:**

PSY 200 assessment pass rates started off low in 2020-21 at 52%. Females passed at a rate of 49% vs. Males with 64%. 2021-22 saw a 7% improvement overall to 59%, but achievement gap between Female and Male students remained at 54% vs. 70%. That same gap narrowed to 12 points (50% vs. 62%) in 2022-23, and 11 points in 2023-24 (53% vs. 64%), but the disparity between Females and Males remains persistent over four years.

Since 2022-23, Hispanic students have generally outperformed their peers, as Hispanic Females passed at 63% vs. 51% overall, and Hispanic Males passed at 85%. In 2023-24, Hispanic Males had a pass rate of 75% vs. the overall of 58% in that year.

After taking into consideration the upcoming scores from 2024-25, the lead faculty for PSY 200 may want to utilize the by-question data provided by the college’s Office of Institutional Effectiveness to identify where students are challenged and which concepts may need additional focus during class time to ensure that students are more successful on the assessment going forward.

## Continuous Quality Improvement for the Critical Thinking Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* Male students taking the CST 100 assessment in 2022-23 passed at a rate 12% lower than the overall rate that year (71% vs. 83%). It will be useful to CST 100 faculty to analyze the 2024-25 data to determine whether a similar achievement gap persists amongst Male students. Said students may need additional interventions or referring to tutoring to help improve their outcomes.
* PHI 101 pass rates have seen dramatic rises and dips over the 4-year period. This may be due to the low counts of assessments taken, but further study is needed to bring scores closer in line with the 75% target.
* PHI 101 faculty may want to examine by-question data to determine where students are not meeting the assessment goals.
* PSY 200 faculty have revised their assessment in Spring of 2024, and want to review the upcoming 2024-25 data to see the impact of their changes before taking further action.
* By-question scores for each assessment are provided by Brightpoint’s Office of Institutional Effectiveness, and faculty should consider reviewing questions with lower overall scores. Revision of the question(s) or additional class time focus may be required to improve assessment outcomes.

# Professional Readiness

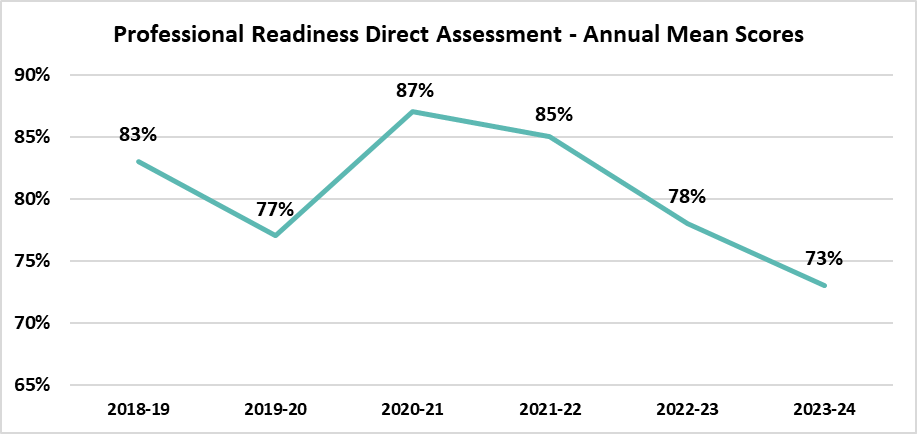
Professional readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

**ILO**: Demonstrate skills important for successful transition into the workplace and pursuit of further education (Professional Readiness).

* Interpersonal Communication: Maintain open, effective, and professional communications.
* Workplace Demeanor: Demonstrate appropriate workplace and classroom demeanor and behavior.
* Teamwork: Work effectively with others on a task in a group or a team to achieve a common goal while maintaining constructive interpersonal relationships
* Creative Problem-Solving: Solve a challenge or program through innovative ways
* Ethical Reasoning: Demonstrate the ability to assess the reasoning of an argument, recognize and/or apply ethical perspectives to ethical dilemmas, and consider the ramifications of alternative actions.
* Ethical Values: Demonstrate the ability to assess what one considers to be morally important or beneficial within the context of a problem and/or within a variety of settings.
* Leadership: Discern and describe personal leadership style, strengths, and limitations.
* Cultural Awareness: Recognize one’s own multiple identities, experiences, and biases, and how these affect one’s ability to lead, perceive, and/or interact with others.

Figure 9 shows the annual mean score across all Professional Readiness assessments over a six-year period.

Figure 9. Professional readiness direct assessment – annual mean scores



Courses assessed included BUS 100, PHI 220, and SPA 101. SPA 101 was an additional assessment added from the previous report. All three courses administered direct assessments. Assessment scores peaked in 2020-21 at 87% and decreased slightly the following year (2%) the following year. Drops of 7% and 5% in 2022-23 and 2023-24 were caused by a redesign of the BUS 100 assessment, whose first rubric had resulted in inflated scores.

Course assessment results are presented in Figures 10; 11; and 12.

# BUS 100

BUS 100 faculty selected a 9-question project-based assessment using a rubric. The assessment measured students’ competencies in Leadership, Problem Solving, Communication, Professionalism, and Collaboration. The original letter-grade based assessment was piloted in 2018-2019 and the revised 9-question assessment has been administered each year since Fall of 2022. The 2020-21 data did not have any student identifier tied to scores and thus cannot be disaggregated.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 10. BUS 100 – professional readiness assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BUS 100 Critical Thinking Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **0** | **N/A** | **0** | **0** | **157** | **89%** | **19** | **176** | **157** | **89%** | **176** |
| Unknown | 0 | **N/A** | 0 | 0 | 157 | **89%** | 19 | 176 | 157 | **89%** | 176 |
| Unspecified | 0 | **N/A** | 0 | 0 | 157 | **89%** | 19 | 176 | 157 | **89%** | 176 |
| **2021-2022** | **10** | **100%** | **0** | **10** | **81** | **90%** | **9** | **90** | **91** | **91%** | **100** |
| **Female** | **3** | **100%** | **0** | **3** | **10** | **100%** | **0** | **10** | **13** | **100%** | **13** |
| 2 or More | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Black | 1 | **100%** | 0 | 1 | 5 | **100%** | 0 | 5 | 6 | **100%** | 6 |
| White | 1 | **100%** | 0 | 1 | 4 | **100%** | 0 | 4 | 5 | **100%** | 5 |
| **Male** | **7** | **100%** | **0** | **7** | **15** | **100%** | **0** | **15** | **22** | **100%** | **22** |
| Asian | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Black | 1 | **100%** | 0 | 1 | 6 | **100%** | 0 | 6 | 7 | **100%** | 7 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 5 | **100%** | 0 | 5 | 7 | **100%** | 0 | 7 | 12 | **100%** | 12 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **56** | **86%** | **9** | **65** | **56** | **86%** | **65** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 55 | **86%** | 9 | 64 | 55 | **86%** | 64 |
| **2022-2023** | **53** | **79%** | **14** | **67** | **82** | **72%** | **32** | **114** | **135** | **75%** | **181** |
| **Female** | **28** | **82%** | **6** | **34** | **38** | **79%** | **10** | **48** | **66** | **80%** | **82** |
| 2 or More | 2 | **67%** | 1 | 3 | 0 | **N/A** | 0 | 0 | 2 | **67%** | 3 |
| Asian | 1 | **25%** | 3 | 4 | 2 | **100%** | 0 | 2 | 3 | **50%** | 6 |
| Black | 4 | **100%** | 0 | 4 | 11 | **79%** | 3 | 14 | 15 | **83%** | 18 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 4 | **80%** | 1 | 5 | 12 | **86%** | 2 | 14 | 16 | **84%** | 19 |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 17 | **94%** | 1 | 18 | 12 | **75%** | 4 | 16 | 29 | **85%** | 34 |
| **Male** | **25** | **76%** | **8** | **33** | **42** | **66%** | **22** | **64** | **67** | **69%** | **97** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **50%** | 2 | 4 | 2 | **50%** | 4 |
| Asian | 2 | **67%** | 1 | 3 | 5 | **71%** | 2 | 7 | 7 | **70%** | 10 |
| Black | 1 | **50%** | 1 | 2 | 2 | **40%** | 3 | 5 | 3 | **43%** | 7 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| Hispanic | 4 | **100%** | 0 | 4 | 7 | **70%** | 3 | 10 | 11 | **79%** | 14 |
| White | 17 | **74%** | 6 | 23 | 24 | **67%** | 12 | 36 | 41 | **69%** | 59 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **100%** | **0** | **2** | **2** | **100%** | **2** |
| White | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| **2023-2024** | **26** | **62%** | **16** | **42** | **41** | **64%** | **23** | **64** | **67** | **63%** | **106** |
| **Female** | **12** | **71%** | **5** | **17** | **19** | **66%** | **10** | **29** | **31** | **67%** | **46** |
| 2 or More | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| Asian | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| Black | 1 | **100%** | 0 | 1 | 2 | **50%** | 2 | 4 | 3 | **60%** | 5 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 1 | **50%** | 1 | 2 | 4 | **44%** | 5 | 9 | 5 | **45%** | 11 |
| White | 7 | **64%** | 4 | 11 | 9 | **75%** | 3 | 12 | 16 | **70%** | 23 |
| **Male** | **13** | **57%** | **10** | **23** | **20** | **63%** | **12** | **32** | **33** | **60%** | **55** |
| 2 or More | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| Asian | 1 | **50%** | 1 | 2 | 4 | **100%** | 0 | 4 | 5 | **83%** | 6 |
| Black | 2 | **67%** | 1 | 3 | 4 | **80%** | 1 | 5 | 6 | **75%** | 8 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 1 | **25%** | 3 | 4 | 5 | **63%** | 3 | 8 | 6 | **50%** | 12 |
| White | 7 | **58%** | 5 | 12 | 6 | **43%** | 8 | 14 | 13 | **50%** | 26 |
| **Unknown** | **1** | **50%** | **1** | **2** | **2** | **67%** | **1** | **3** | **3** | **60%** | **5** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 1 | **50%** | 1 | 2 | 1 | **100%** | 0 | 1 | 2 | **67%** | 3 |
| **Grand Total** | **89** | **75%** | **30** | **119** | **361** | **81%** | **83** | **444** | **450** | **80%** | **563** |

**BUS 100 Discussion:**

BUS 100 assessment overall pass rates were high in 2020-21 and 2021-22, with 89% and 91% respectively in those years. During these years, the assessment utilized a letter grade-based system, so percentage scores tended to be very stark (i.e.100% for an A, 80% for a B).

In 2023-24, Hispanic Female students passed at a rate 18 points lower than the average (45% vs. 63%), and 25 points lower than their White Female counterparts (45% vs. 70%). In the same year, Hispanic Male students passed at 50% comparatively to the overall 63%. White Male students also passed at the same rate of 50%. No significant trend seems to be present across student credit loads.

BUS 100 faculty may need to review which dimensions of the assessment project are lowest scoring in order to improve assessment pass rates through targeted instruction and preparation.

# PHI 220

PHI 220 faculty selected a written paper assessed with a 2-dimension rubric for use across all sections. The assessment was piloted in 2018-2019 and has been administered through Spring of 2022. Data was not collected in 2022-23 or 2023-24.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 11. PHI 220 Professional readiness assessment outcomes, 2-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PHI 220 Professional Readiness Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 2-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credit Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credit Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **45** | **71%** | **18** | **63** | **108** | **74%** | **38** | **146** | **153** | **73%** | **209** |
| ***Female*** | **27** | **66%** | **14** | **41** | **62** | **70%** | **26** | **88** | **89** | **69%** | **129** |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Asian | 2 | **100%** | 0 | 2 | 5 | **100%** | 0 | 5 | **7** | **100%** | 7 |
| Black | 7 | **78%** | 2 | 9 | 10 | **56%** | 8 | 18 | **17** | **63%** | 27 |
| Hispanic | 4 | **100%** | 0 | 4 | 6 | **60%** | 4 | 10 | **10** | **71%** | 14 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | **0** | **0%** | 1 |
| Unspecified | 2 | **100%** | 0 | 2 | 2 | **100%** | 0 | 2 | **4** | **100%** | 4 |
| White | 12 | **52%** | 11 | 23 | 38 | **73%** | 14 | 52 | **50** | **67%** | 75 |
| ***Male*** | **18** | **82%** | **4** | **22** | **41** | **79%** | **11** | **52** | **59** | **80%** | **74** |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | **0** | **0%** | 1 |
| Asian | 0 | **0%** | 1 | 1 | 4 | **100%** | 0 | 4 | **4** | **80%** | 5 |
| Black | 4 | **67%** | 2 | 6 | 6 | **55%** | 5 | 11 | **10** | **59%** | 17 |
| Hispanic | 1 | **50%** | 1 | 2 | 2 | **100%** | 0 | 2 | **3** | **75%** | 4 |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| White | 12 | **100%** | 0 | 12 | 29 | **85%** | 5 | 34 | **41** | **89%** | 46 |
| ***Unknown*** | **0** | **N/A** | **0** | **0** | **5** | **83%** | **1** | **6** | **5** | **83%** | **6** |
| Unspecified | 0 | **N/A** | 0 | 0 | 5 | **83%** | 1 | 6 | **5** | **83%** | 6 |
| **2021-2022** | **33** | **87%** | **5** | **38** | **14** | **82%** | **3** | **17** | **47** | **85%** | **55** |
| ***Female*** | **11** | **73%** | **4** | **15** | **9** | **82%** | **2** | **11** | **20** | **77%** | **26** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Asian | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | **3** | **100%** | 3 |
| Black | 1 | **50%** | 1 | 2 | 3 | **100%** | 0 | 3 | **4** | **80%** | 5 |
| Hispanic | 4 | **80%** | 1 | 5 | 1 | **50%** | 1 | 2 | **5** | **71%** | 7 |
| White | 4 | **67%** | 2 | 6 | 3 | **75%** | 1 | 4 | **7** | **70%** | 10 |
| ***Male*** | **20** | **95%** | **1** | **21** | **5** | **83%** | **1** | **6** | **25** | **93%** | **27** |
| 2 or More | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | **1** | **100%** | 1 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | **1** | **100%** | 1 |
| Black | 5 | **100%** | 0 | 5 | 1 | **50%** | 1 | 2 | **6** | **86%** | 7 |
| Hispanic | 3 | **100%** | 0 | 3 | 2 | **100%** | 0 | 2 | **5** | **100%** | 5 |
| White | 11 | **92%** | 1 | 12 | 1 | **100%** | 0 | 1 | **12** | **92%** | 13 |
| ***Unknown*** | **2** | **100%** | **0** | **2** | **0** | **N/A** | **0** | **0** | **2** | **100%** | **2** |
| White | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | **2** | **100%** | 2 |
| **Grand Total** | **78** | **77%** | **23** | **101** | **122** | **75%** | **41** | **163** | **200** | **76%** | **264** |

**PHI 220 Discussion:**

Assessment pass rates for PHI 220 came in below the target in the first year of rollout (2020-21) at 73% passing overall, but improved markedly in 2021-22, with 85% of all students achieving a 70% or higher. Data was unavailable for the 2022-23 and 2023-24 academic years.

In both years, Males have performed at higher rates than their Female counterparts. In 2020-21, it was an overall pass rate of 80% vs. 69% respectively, and in 2021-22, that gap was 93% vs. 77%. While both groups improved markedly over the two years, the most important task for PHI 220 faculty will be reengaging the assessment and working with faculty to ensure that multiple course sections are proctoring and submitting data for upcoming assessment years.

## SPA 101

SPA 101 faculty selected a 10-question common assessment for use across all sections. The assessment was piloted in 2020-21 and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 12. SPA 101 – Professional readiness assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPA 101 Professional Readiness Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **12** | **92%** | **1** | **13** | **27** | **84%** | **5** | **32** | **39** | **87%** | **45** |
| **Female** | **9** | **90%** | **1** | **10** | **21** | **88%** | **3** | **24** | **30** | **88%** | **34** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Black | 2 | **100%** | 0 | 2 | 3 | **100%** | 0 | 3 | 5 | **100%** | 5 |
| Hispanic | 0 | **N/A** | 0 | 0 | 4 | **80%** | 1 | 5 | 4 | **80%** | 5 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 6 | **86%** | 1 | 7 | 13 | **93%** | 1 | 14 | 19 | **90%** | 21 |
| **Male** | **3** | **100%** | **0** | **3** | **6** | **75%** | **2** | **8** | **9** | **82%** | **11** |
| 2 or More | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 2 | **100%** | 0 | 2 | 3 | **75%** | 1 | 4 | 5 | **83%** | 6 |
| **2021-2022** | **78** | **93%** | **6** | **84** | **57** | **80%** | **14** | **71** | **135** | **87%** | **155** |
| **Female** | **51** | **93%** | **4** | **55** | **44** | **81%** | **10** | **54** | **95** | **87%** | **109** |
| 2 or More | 3 | **100%** | 0 | 3 | 5 | **100%** | 0 | 5 | 8 | **100%** | 8 |
| Asian | 2 | **100%** | 0 | 2 | 2 | **100%** | 0 | 2 | 4 | **100%** | 4 |
| Black | 8 | **89%** | 1 | 9 | 11 | **79%** | 3 | 14 | 19 | **83%** | 23 |
| Hispanic | 4 | **80%** | 1 | 5 | 9 | **69%** | 4 | 13 | 13 | **72%** | 18 |
| White | 34 | **94%** | 2 | 36 | 17 | **85%** | 3 | 20 | 51 | **91%** | 56 |
| **Male** | **27** | **93%** | **2** | **29** | **11** | **79%** | **3** | **14** | **38** | **88%** | **43** |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 7 | **100%** | 0 | 7 | 0 | **0%** | 1 | 1 | 7 | **88%** | 8 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 4 | **80%** | 1 | 5 | 1 | **50%** | 1 | 2 | 5 | **71%** | 7 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 15 | **94%** | 1 | 16 | 8 | **89%** | 1 | 9 | 23 | **92%** | 25 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **67%** | **1** | **3** | **2** | **67%** | **3** |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| **2022-2023** | **44** | **94%** | **3** | **47** | **41** | **75%** | **14** | **55** | **85** | **83%** | **102** |
| **Female** | **32** | **97%** | **1** | **33** | **32** | **74%** | **11** | **43** | **64** | **84%** | **76** |
| 2 or More | 2 | **100%** | 0 | 2 | 2 | **100%** | 0 | 2 | 4 | **100%** | 4 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 4 | **100%** | 0 | 4 | 2 | **100%** | 0 | 2 | 6 | **100%** | 6 |
| Black | 9 | **90%** | 1 | 10 | 7 | **70%** | 3 | 10 | 16 | **80%** | 20 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Hispanic | 6 | **100%** | 0 | 6 | 6 | **67%** | 3 | 9 | 12 | **80%** | 15 |
| White | 10 | **100%** | 0 | 10 | 15 | **79%** | 4 | 19 | 25 | **86%** | 29 |
| **Male** | **12** | **86%** | **2** | **14** | **8** | **73%** | **3** | **11** | **20** | **80%** | **25** |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 2 | **100%** | 0 | 2 | 0 | **0%** | 3 | 3 | 2 | **40%** | 5 |
| Hispanic | 3 | **100%** | 0 | 3 | 3 | **100%** | 0 | 3 | 6 | **100%** | 6 |
| White | 7 | **78%** | 2 | 9 | 4 | **100%** | 0 | 4 | 11 | **85%** | 13 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2023-2024** | **38** | **88%** | **5** | **43** | **24** | **77%** | **7** | **31** | **62** | **84%** | **74** |
| **Female** | **25** | **93%** | **2** | **27** | **12** | **80%** | **3** | **15** | **37** | **88%** | **42** |
| 2 or More | 3 | **100%** | 0 | 3 | 0 | **0%** | 1 | 1 | 3 | **75%** | 4 |
| Asian | 1 | **50%** | 1 | 2 | 1 | **100%** | 0 | 1 | 2 | **67%** | 3 |
| Black | 5 | **83%** | 1 | 6 | 5 | **83%** | 1 | 6 | 10 | **83%** | 12 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Hispanic | 4 | **100%** | 0 | 4 | 0 | **N/A** | 0 | 0 | 4 | **100%** | 4 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 10 | **100%** | 0 | 10 | 5 | **83%** | 1 | 6 | 15 | **94%** | 16 |
| **Male** | **12** | **80%** | **3** | **15** | **9** | **69%** | **4** | **13** | **21** | **75%** | **28** |
| 2 or More | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| Asian | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Black | 4 | **100%** | 0 | 4 | 4 | **67%** | 2 | 6 | 8 | **80%** | 10 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 3 | **75%** | 1 | 4 | 1 | **100%** | 0 | 1 | 4 | **80%** | 5 |
| White | 3 | **60%** | 2 | 5 | 2 | **100%** | 0 | 2 | 5 | **71%** | 7 |
| **Unknown** | **1** | **100%** | **0** | **1** | **3** | **100%** | **0** | **3** | **4** | **100%** | **4** |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| White | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| **Grand Total** | **172** | **92%** | **15** | **187** | **149** | **79%** | **40** | **189** | **321** | **85%** | **376** |

**SPA 101 Discussion:**

SPA 101 assessment pass rates surpassed the 75% target in each year, at 87% overall in both 2020-21 and 2021-22, 83% in 2022-23 and 84% in 2023-24.

Perhaps the most persistent gap in pass rates amongst SPA 101 assessments is between that of students with 33+ or Less Than 33 Credits. In 2020-21, this gap was only 92% vs. 84%, but the gap grew to 93%-80% in 2021-22, and 94%-75% in 2022-23. This has evened off somewhat in 2023-24, with students with 33+ credits passing at a rate of 88% vs. 77% for those with 33 or fewer. It is clear that students earlier in their academic careers are not scoring as highly on the SPA 101 assessment, however, their pass rates are still within the 75% target.

Exploring other demographics, it is difficult to draw conclusions on pass rates by Gender and Race/Ethnicity, as the overall counts of assessments are relatively small and no major trends emerge.

## Continuous Quality Improvement for the Professional Readiness Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* The BUS 100 assessment Venture Challenge worked well for F2F but did not work well for the Zoom and Virtual classes. Faculty wanted to try something different that might work better online. Work continues on revamping the assessment.
* The Professional Readiness subcommittee talked about a college-wide assessment and the group liked the college-wide assessment idea.
* SDV 100 incorporates some form of Professional Readiness. This may be a course to implement a new assessment.
* An indirect assessment self-quiz or survey for Professional Readiness (how students feel about their own Professional Readiness) was a possible idea.
* SPA 101 students primarily miss a specific question regarding translating their last names, and that question will be revised for the 2024-25 collection period.
* Some type of student portfolio was an idea for a future assessment.

# Quantitative Literacy

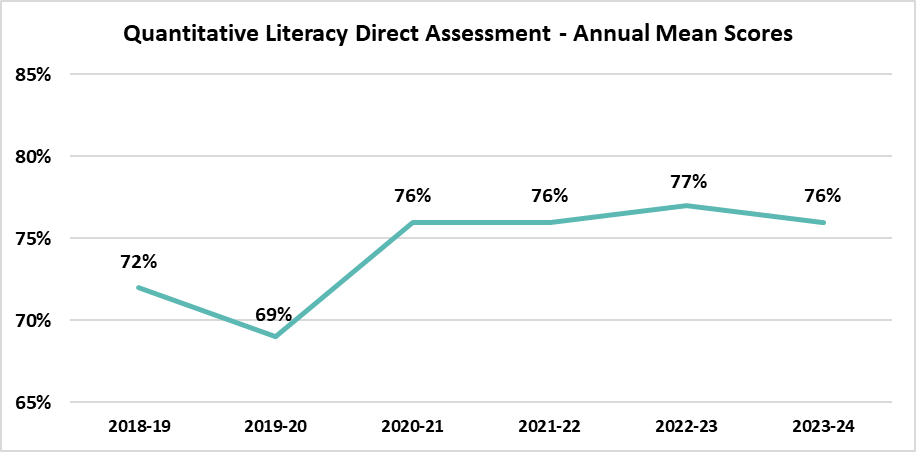
Quantitative literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

**ILO**:  Calculate, interpret, and/or use numerical and quantitative information in a variety of settings (Quantitative Literacy).

* Interpretation:  Identify and/or explain mathematical information, data, graphs; this may include drawing conclusions and/or recognizing sources of error.
* Representation:  Convert information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
* Modeling:  Describe assumptions or recognize relationships in the environment or in mathematical forms, or express model(s) in one or more mathematical representations.
* Communication:  Present symbolic and/or numerical concepts and ideas (e.g., mathematical arguments or models).
* Calculation:  Provide accurate solutions to problems, using symbolic and/or numerical information.

Figure 13 shows the percent success by course and semester.

### Figure 13. Quantitative literacy direct assessment – annual mean scores



Mean assessment scores increased strongly after the pilot and rollout years (2018-19, 2019-20) and were stable through AY 2023-24 around 76%. Courses assessed included MTH 154, MTH 161, and MTH 245. MTH 245 was an additional assessment added from the previous report. All three courses administered direct assessments.

Course assessment results are presented in Figures 14; 15; and 16.

## 

## MTH 154

MTH 154 faculty selected a 19-question common assessment split into four separate tests, for use across all sections. The assessment was piloted in 2018-2019 and has been administered each year.

**Target**: 70% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 14. MTH 154 – Quantitative literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MTH 154 Quantitative Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **76** | **50%** | **75** | **151** | **391** | **60%** | **264** | **655** | **467** | **58%** | **806** |
| **Female** | **54** | **51%** | **51** | **105** | **279** | **58%** | **199** | **478** | **333** | **57%** | **583** |
| 2 or More | 2 | **67%** | 1 | 3 | 12 | **55%** | 10 | 22 | 14 | **56%** | 25 |
| Asian | 0 | **0%** | 1 | 1 | 12 | **63%** | 7 | 19 | 12 | **60%** | 20 |
| Black | 15 | **43%** | 20 | 35 | 56 | **42%** | 76 | 132 | 71 | **43%** | 167 |
| Hispanic | 8 | **57%** | 6 | 14 | 27 | **63%** | 16 | 43 | 35 | **61%** | 57 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Unspecified | 0 | **0%** | 1 | 1 | 10 | **59%** | 7 | 17 | 10 | **56%** | 18 |
| White | 29 | **57%** | 22 | 51 | 161 | **66%** | 82 | 243 | 190 | **65%** | 294 |
| **Male** | **21** | **47%** | **24** | **45** | **107** | **64%** | **61** | **168** | **128** | **60%** | **213** |
| 2 or More | 1 | **33%** | 2 | 3 | 5 | **63%** | 3 | 8 | 6 | **55%** | 11 |
| Asian | 1 | **100%** | 0 | 1 | 6 | **75%** | 2 | 8 | 7 | **78%** | 9 |
| Black | 3 | **43%** | 4 | 7 | 23 | **64%** | 13 | 36 | 26 | **60%** | 43 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Hispanic | 3 | **75%** | 1 | 4 | 9 | **64%** | 5 | 14 | 12 | **67%** | 18 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **57%** | 3 | 7 | 4 | **57%** | 7 |
| White | 13 | **45%** | 16 | 29 | 59 | **63%** | 34 | 93 | 72 | **59%** | 122 |
| **Unknown** | **1** | **100%** | **0** | **1** | **5** | **56%** | **4** | **9** | **6** | **60%** | **10** |
| Unspecified | 1 | **100%** | 0 | 1 | 5 | **63%** | 3 | 8 | 6 | **67%** | 9 |
| White | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| **2021-2022** | **159** | **55%** | **130** | **289** | **452** | **63%** | **264** | **716** | **611** | **61%** | **1005** |
| **Female** | **109** | **52%** | **101** | **210** | **308** | **62%** | **189** | **497** | **417** | **59%** | **707** |
| 2 or More | 2 | **18%** | 9 | 11 | 19 | **63%** | 11 | 30 | 21 | **51%** | 41 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 3 | 3 | 0 | **0%** | 3 |
| Asian | 2 | **40%** | 3 | 5 | 14 | **78%** | 4 | 18 | 16 | **70%** | 23 |
| Black | 19 | **49%** | 20 | 39 | 73 | **57%** | 56 | 129 | 92 | **55%** | 168 |
| Hawaiian/Pacific Islander | 0 | **0%** | 2 | 2 | 4 | **67%** | 2 | 6 | 4 | **50%** | 8 |
| Hispanic | 20 | **53%** | 18 | 38 | 40 | **52%** | 37 | 77 | 60 | **52%** | 115 |
| Other | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Unspecified | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| White | 66 | **58%** | 48 | 114 | 156 | **67%** | 76 | 232 | 222 | **64%** | 346 |
| **Male** | **49** | **63%** | **29** | **78** | **122** | **64%** | **69** | **191** | **171** | **64%** | **269** |
| 2 or More | 1 | **50%** | 1 | 2 | 3 | **38%** | 5 | 8 | 4 | **40%** | 10 |
| Asian | 1 | **50%** | 1 | 2 | 6 | **86%** | 1 | 7 | 7 | **78%** | 9 |
| Black | 4 | **27%** | 11 | 15 | 21 | **47%** | 24 | 45 | 25 | **42%** | 60 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 4 | **50%** | 4 | 8 | 4 | **50%** | 8 |
| Hispanic | 9 | **64%** | 5 | 14 | 17 | **59%** | 12 | 29 | 26 | **60%** | 43 |
| Other | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| White | 34 | **76%** | 11 | 45 | 69 | **76%** | 22 | 91 | 103 | **76%** | 136 |
| **Unknown** | **1** | **100%** | **0** | **1** | **22** | **79%** | **6** | **28** | **23** | **79%** | **29** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 19 | **76%** | 6 | 25 | 19 | **76%** | 25 |
| White | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| **2022-2023** | **176** | **60%** | **115** | **291** | **434** | **63%** | **250** | **684** | **610** | **63%** | **975** |
| **Female** | **111** | **57%** | **84** | **195** | **291** | **61%** | **184** | **475** | **402** | **60%** | **670** |
| 2 or More | 4 | **50%** | 4 | 8 | 7 | **35%** | 13 | 20 | 11 | **39%** | 28 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **33%** | 2 | 3 | 1 | **33%** | 3 |
| Asian | 6 | **75%** | 2 | 8 | 6 | **67%** | 3 | 9 | 12 | **71%** | 17 |
| Black | 22 | **48%** | 24 | 46 | 62 | **49%** | 65 | 127 | 84 | **49%** | 173 |
| Hawaiian/Pacific Islander | 7 | **78%** | 2 | 9 | 10 | **83%** | 2 | 12 | 17 | **81%** | 21 |
| Hispanic | 11 | **37%** | 19 | 30 | 46 | **52%** | 43 | 89 | 57 | **48%** | 119 |
| Other | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 60 | **65%** | 33 | 93 | 158 | **74%** | 55 | 213 | 218 | **71%** | 306 |
| **Male** | **65** | **68%** | **31** | **96** | **117** | **66%** | **60** | **177** | **182** | **67%** | **273** |
| 2 or More | 2 | **50%** | 2 | 4 | 7 | **78%** | 2 | 9 | 9 | **69%** | 13 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 2 | **100%** | 0 | 2 | 6 | **100%** | 0 | 6 | 8 | **100%** | 8 |
| Black | 14 | **58%** | 10 | 24 | 17 | **41%** | 24 | 41 | 31 | **48%** | 65 |
| Hawaiian/Pacific Islander | 2 | **100%** | 0 | 2 | 2 | **40%** | 3 | 5 | 4 | **57%** | 7 |
| Hispanic | 3 | **43%** | 4 | 7 | 21 | **84%** | 4 | 25 | 24 | **75%** | 32 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| White | 41 | **75%** | 14 | 55 | 64 | **70%** | 27 | 91 | 105 | **72%** | 146 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **26** | **81%** | **6** | **32** | **26** | **81%** | **32** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 20 | **80%** | 5 | 25 | 20 | **80%** | 25 |
| White | 0 | **N/A** | 0 | 0 | 4 | **80%** | 1 | 5 | 4 | **80%** | 5 |
| **2023-2024** | **147** | **62%** | **91** | **238** | **454** | **65%** | **248** | **702** | **601** | **64%** | **940** |
| **Female** | **108** | **65%** | **57** | **165** | **298** | **63%** | **172** | **470** | **406** | **64%** | **635** |
| 2 or More | 10 | **71%** | 4 | 14 | 16 | **62%** | 10 | 26 | 26 | **65%** | 40 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 1 | **33%** | 2 | 3 | 2 | **50%** | 4 |
| Asian | 8 | **100%** | 0 | 8 | 13 | **87%** | 2 | 15 | 21 | **91%** | 23 |
| Black | 14 | **41%** | 20 | 34 | 74 | **56%** | 57 | 131 | 88 | **53%** | 165 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 4 | **67%** | 2 | 6 | 4 | **67%** | 6 |
| Hispanic | 17 | **55%** | 14 | 31 | 48 | **59%** | 34 | 82 | 65 | **58%** | 113 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 57 | **75%** | 19 | 76 | 142 | **69%** | 65 | 207 | 199 | **70%** | 283 |
| **Male** | **39** | **55%** | **32** | **71** | **138** | **66%** | **71** | **209** | **177** | **63%** | **280** |
| 2 or More | 0 | **0%** | 4 | 4 | 9 | **75%** | 3 | 12 | 9 | **56%** | 16 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| Asian | 2 | **67%** | 1 | 3 | 7 | **88%** | 1 | 8 | 9 | **82%** | 11 |
| Black | 5 | **45%** | 6 | 11 | 13 | **38%** | 21 | 34 | 18 | **40%** | 45 |
| Hawaiian/Pacific Islander | 1 | **33%** | 2 | 3 | 7 | **88%** | 1 | 8 | 8 | **73%** | 11 |
| Hispanic | 8 | **57%** | 6 | 14 | 13 | **54%** | 11 | 24 | 21 | **55%** | 38 |
| White | 23 | **64%** | 13 | 36 | 87 | **73%** | 33 | 120 | 110 | **71%** | 156 |
| **Unknown** | **0** | **0%** | **2** | **2** | **18** | **78%** | **5** | **23** | **18** | **72%** | **25** |
| Black | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 0 | **0%** | 2 | 2 | 1 | **100%** | 0 | 1 | 1 | **33%** | 3 |
| Unspecified | 0 | **N/A** | 0 | 0 | 7 | **100%** | 0 | 7 | 7 | **100%** | 7 |
| White | 0 | **N/A** | 0 | 0 | 5 | **50%** | 5 | 10 | 5 | **50%** | 10 |
| **Grand Total** | **558** | **58%** | **411** | **969** | **1731** | **63%** | **1026** | **2757** | **2289** | **61%** | **3726** |

**MTH 154 Discussion:**

Year over year, MTH 154 assessment’s pass rate has grown steadily, from 58% in 2020-21, 61% in 2021-22, 63% in 2022-23, up to 64% in 2023-24. Faculty have indicated that they actively review the by-question data and make in-course adjustments to help improve assessment success rates.

Scores amongst Black students were low, with pass rates rarely breaking the 50% mark. Black Males struggled the most, with a 42% pass rate in 2021-22, 48% in 2022-23, and 40% in 2023-24. In 2023-24, this put them 24 percentage points below the overall pass rate of 64%.

Students with 33 or more credits tended to pass the assessment at a lower rate than their peers with less than 33 credits earned. The divide was most sharp in the first two years of assessment, with a 50% to 60% split (33+ and less than 33 credits) in 2020-21, and 55% vs. 63% in 2021-22. This trend may be evening off, as only a 3-point gap remained in 2022-23 and 2023-24. It may be useful for MTH 154 faculty to identify those students who are later in their academic careers and engage them with additional course interventions to ensure the disparity in pass rates improves.

## MTH 161

MTH 161 faculty selected a 13-question common assessment for use across all sections. The assessment was piloted in 2018-2019 and has been administered each year.

**Target**: 70% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 15. MTH 161 – Quantitative literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MTH 161 Quantitative Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **83** | **63%** | **48** | **131** | **836** | **81%** | **192** | **1028** | **919** | **79%** | **1159** |
| **Female** | **53** | **58%** | **38** | **91** | **439** | **82%** | **95** | **534** | **492** | **79%** | **625** |
| 2 or More | 4 | **57%** | 3 | 7 | 25 | **78%** | 7 | 32 | 29 | **74%** | 39 |
| American Indian/Alaskan | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Asian | 4 | **80%** | 1 | 5 | 21 | **78%** | 6 | 27 | 25 | **78%** | 32 |
| Black | 11 | **55%** | 9 | 20 | 68 | **79%** | 18 | 86 | 79 | **75%** | 106 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 8 | **62%** | 5 | 13 | 37 | **74%** | 13 | 50 | 45 | **71%** | 63 |
| Other | 1 | **50%** | 1 | 2 | 1 | **50%** | 1 | 2 | 2 | **50%** | 4 |
| Unspecified | 1 | **100%** | 0 | 1 | 7 | **88%** | 1 | 8 | 8 | **89%** | 9 |
| White | 24 | **57%** | 18 | 42 | 279 | **85%** | 49 | 328 | 303 | **82%** | 370 |
| **Male** | **30** | **75%** | **10** | **40** | **388** | **80%** | **95** | **483** | **418** | **80%** | **523** |
| 2 or More | 1 | **100%** | 0 | 1 | 25 | **74%** | 9 | 34 | 26 | **74%** | 35 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 0 | **0%** | 1 | 1 | 24 | **73%** | 9 | 33 | 24 | **71%** | 34 |
| Black | 5 | **50%** | 5 | 10 | 44 | **77%** | 13 | 57 | 49 | **73%** | 67 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Hispanic | 4 | **100%** | 0 | 4 | 23 | **72%** | 9 | 32 | 27 | **75%** | 36 |
| Other | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 9 | **75%** | 3 | 12 | 9 | **75%** | 12 |
| White | 20 | **83%** | 4 | 24 | 260 | **84%** | 50 | 310 | 280 | **84%** | 334 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **9** | **82%** | **2** | **11** | **9** | **82%** | **11** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **100%** | 0 | 4 | 4 | **100%** | 4 |
| White | 0 | **N/A** | 0 | 0 | 3 | **60%** | 2 | 5 | 3 | **60%** | 5 |
| **2021-2022** | **128** | **63%** | **75** | **203** | **669** | **73%** | **251** | **920** | **797** | **71%** | **1123** |
| **Female** | **65** | **66%** | **33** | **98** | **370** | **73%** | **138** | **508** | **435** | **72%** | **606** |
| 2 or More | 3 | **60%** | 2 | 5 | 14 | **67%** | 7 | 21 | 17 | **65%** | 26 |
| Asian | 4 | **57%** | 3 | 7 | 24 | **77%** | 7 | 31 | 28 | **74%** | 38 |
| Black | 12 | **60%** | 8 | 20 | 63 | **65%** | 34 | 97 | 75 | **64%** | 117 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 5 | **56%** | 4 | 9 | 6 | **60%** | 10 |
| Hispanic | 11 | **61%** | 7 | 18 | 36 | **72%** | 14 | 50 | 47 | **69%** | 68 |
| White | 34 | **72%** | 13 | 47 | 228 | **76%** | 72 | 300 | 262 | **76%** | 347 |
| **Male** | **63** | **60%** | **42** | **105** | **285** | **72%** | **110** | **395** | **348** | **70%** | **500** |
| 2 or More | 3 | **60%** | 2 | 5 | 16 | **67%** | 8 | 24 | 19 | **66%** | 29 |
| Asian | 6 | **86%** | 1 | 7 | 20 | **74%** | 7 | 27 | 26 | **76%** | 34 |
| Black | 7 | **54%** | 6 | 13 | 30 | **68%** | 14 | 44 | 37 | **65%** | 57 |
| Hawaiian/Pacific Islander | 2 | **67%** | 1 | 3 | 8 | **80%** | 2 | 10 | 10 | **77%** | 13 |
| Hispanic | 5 | **45%** | 6 | 11 | 31 | **70%** | 13 | 44 | 36 | **65%** | 55 |
| Other | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| Unspecified | 1 | **50%** | 1 | 2 | 0 | **N/A** | 0 | 0 | 1 | **50%** | 2 |
| White | 39 | **61%** | 25 | 64 | 178 | **73%** | 65 | 243 | 217 | **71%** | 307 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **14** | **82%** | **3** | **17** | **14** | **82%** | **17** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 5 | **83%** | 1 | 6 | 5 | **83%** | 6 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 5 | **83%** | 1 | 6 | 5 | **83%** | 6 |
| White | 0 | **N/A** | 0 | 0 | 3 | **75%** | 1 | 4 | 3 | **75%** | 4 |
| **2022-2023** | **120** | **62%** | **74** | **194** | **750** | **73%** | **281** | **1031** | **870** | **71%** | **1225** |
| **Female** | **62** | **67%** | **31** | **93** | **406** | **78%** | **113** | **519** | **468** | **76%** | **612** |
| 2 or More | 2 | **100%** | 0 | 2 | 21 | **72%** | 8 | 29 | 23 | **74%** | 31 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 8 | **80%** | 2 | 10 | 28 | **88%** | 4 | 32 | 36 | **86%** | 42 |
| Black | 8 | **53%** | 7 | 15 | 50 | **78%** | 14 | 64 | 58 | **73%** | 79 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 9 | **90%** | 1 | 10 | 9 | **82%** | 11 |
| Hispanic | 14 | **70%** | 6 | 20 | 50 | **66%** | 26 | 76 | 64 | **67%** | 96 |
| White | 30 | **67%** | 15 | 45 | 248 | **81%** | 59 | 307 | 278 | **79%** | 352 |
| **Male** | **57** | **57%** | **43** | **100** | **335** | **67%** | **167** | **502** | **392** | **65%** | **602** |
| 2 or More | 3 | **50%** | 3 | 6 | 26 | **79%** | 7 | 33 | 29 | **74%** | 39 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 5 | **71%** | 2 | 7 | 28 | **80%** | 7 | 35 | 33 | **79%** | 42 |
| Black | 5 | **36%** | 9 | 14 | 45 | **69%** | 20 | 65 | 50 | **63%** | 79 |
| Hawaiian/Pacific Islander | 2 | **100%** | 0 | 2 | 6 | **60%** | 4 | 10 | 8 | **67%** | 12 |
| Hispanic | 8 | **62%** | 5 | 13 | 32 | **57%** | 24 | 56 | 40 | **58%** | 69 |
| White | 34 | **59%** | 24 | 58 | 198 | **66%** | 104 | 302 | 232 | **64%** | 360 |
| **Unknown** | **1** | **100%** | **0** | **1** | **9** | **90%** | **1** | **10** | **10** | **91%** | **11** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| White | 1 | **100%** | 0 | 1 | 5 | **100%** | 0 | 5 | 6 | **100%** | 6 |
| **2023-2024** | **104** | **54%** | **87** | **191** | **561** | **71%** | **232** | **793** | **665** | **68%** | **984** |
| **Female** | **50** | **51%** | **48** | **98** | **254** | **72%** | **98** | **352** | **304** | **68%** | **450** |
| 2 or More | 5 | **100%** | 0 | 5 | 16 | **70%** | 7 | 23 | 21 | **75%** | 28 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Asian | 4 | **80%** | 1 | 5 | 17 | **77%** | 5 | 22 | 21 | **78%** | 27 |
| Black | 5 | **25%** | 15 | 20 | 48 | **72%** | 19 | 67 | 53 | **61%** | 87 |
| Hawaiian/Pacific Islander | 2 | **50%** | 2 | 4 | 9 | **75%** | 3 | 12 | 11 | **69%** | 16 |
| Hispanic | 11 | **48%** | 12 | 23 | 29 | **53%** | 26 | 55 | 40 | **51%** | 78 |
| White | 23 | **56%** | 18 | 41 | 134 | **78%** | 38 | 172 | 157 | **74%** | 213 |
| **Male** | **51** | **57%** | **39** | **90** | **241** | **68%** | **111** | **352** | **292** | **66%** | **442** |
| 2 or More | 3 | **60%** | 2 | 5 | 16 | **76%** | 5 | 21 | 19 | **73%** | 26 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 4 | **100%** | 0 | 4 | 14 | **70%** | 6 | 20 | 18 | **75%** | 24 |
| Black | 4 | **50%** | 4 | 8 | 36 | **58%** | 26 | 62 | 40 | **57%** | 70 |
| Hawaiian/Pacific Islander | 1 | **33%** | 2 | 3 | 12 | **67%** | 6 | 18 | 13 | **62%** | 21 |
| Hispanic | 7 | **50%** | 7 | 14 | 36 | **62%** | 22 | 58 | 43 | **60%** | 72 |
| White | 31 | **56%** | 24 | 55 | 127 | **73%** | 46 | 173 | 158 | **69%** | 228 |
| **Unknown** | **3** | **100%** | **0** | **3** | **66** | **74%** | **23** | **89** | **69** | **75%** | **92** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 4 | **100%** | 0 | 4 | 5 | **100%** | 5 |
| Hispanic | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| Unspecified | 0 | **N/A** | 0 | 0 | 49 | **75%** | 16 | 65 | 49 | **75%** | 65 |
| White | 2 | **100%** | 0 | 2 | 7 | **58%** | 5 | 12 | 9 | **64%** | 14 |
| **Grand Total** | **435** | **61%** | **284** | **719** | **2816** | **75%** | **956** | **3772** | **3251** | **72%** | **4491** |

**MTH 161 Discussion:**

Pass rates for the MTH 161 assessment started strong at 79% in 2020-21, and held steady at 71% overall in 2021-22 and 2022-23. In 2023-24, this dipped 3 points to 68%, just under the target pass rate for the assessment.

Students with Less than 33 credits consistently outperformed their peers with 33 or more credits in all four years. Across the four years, this worked out to pass rates of 75% vs. 61% (Less than 33 and 33+ credits respectively), a 14 point gap. This may indicate that students further along in their academic careers are putting off mathematics requirements, and struggling in said courses. Additionally, pass rates for Black and Hispanic students were somewhat lower than other demographic groups, although this trend was not as pronounced in 2022-23. It may be useful to plan early interventions in the semester for these student groups, especially when faculty find individual students may be struggling.

## MTH 245

MTH 245 faculty selected a 10-question common assessment for use across all sections. The assessment has been administered each year since Fall 2019.

**Target**: 70% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 16. MTH 245 - Quantitative literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MTH 245 Quantitative Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **189** | **56%** | **149** | **338** | **208** | **68%** | **98** | **306** | **397** | **62%** | **644** |
| **Female** | **113** | **55%** | **93** | **206** | **145** | **67%** | **70** | **215** | **258** | **61%** | **421** |
| 2 or More | 8 | **57%** | 6 | 14 | 8 | **67%** | 4 | 12 | 16 | **62%** | 26 |
| Asian | 5 | **45%** | 6 | 11 | 9 | **100%** | 0 | 9 | 14 | **70%** | 20 |
| Black | 14 | **39%** | 22 | 36 | 24 | **63%** | 14 | 38 | 38 | **51%** | 74 |
| Hispanic | 19 | **58%** | 14 | 33 | 14 | **58%** | 10 | 24 | 33 | **58%** | 57 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Unspecified | 1 | **100%** | 0 | 1 | 2 | **67%** | 1 | 3 | 3 | **75%** | 4 |
| White | 65 | **59%** | 45 | 110 | 88 | **68%** | 41 | 129 | 153 | **64%** | 239 |
| **Male** | **76** | **58%** | **56** | **132** | **62** | **69%** | **28** | **90** | **138** | **62%** | **222** |
| 2 or More | 2 | **67%** | 1 | 3 | 4 | **100%** | 0 | 4 | 6 | **86%** | 7 |
| American Indian/Alaskan | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Asian | 6 | **55%** | 5 | 11 | 4 | **100%** | 0 | 4 | 10 | **67%** | 15 |
| Black | 10 | **48%** | 11 | 21 | 2 | **22%** | 7 | 9 | 12 | **40%** | 30 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 7 | **35%** | 13 | 20 | 9 | **69%** | 4 | 13 | 16 | **48%** | 33 |
| Unspecified | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| White | 50 | **67%** | 25 | 75 | 41 | **72%** | 16 | 57 | 91 | **69%** | 132 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2021-2022** | **269** | **66%** | **140** | **409** | **144** | **75%** | **47** | **191** | **413** | **69%** | **600** |
| **Female** | **168** | **65%** | **91** | **259** | **86** | **75%** | **29** | **115** | **254** | **68%** | **374** |
| 2 or More | 5 | **45%** | 6 | 11 | 6 | **75%** | 2 | 8 | 11 | **58%** | 19 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 10 | **71%** | 4 | 14 | 7 | **100%** | 0 | 7 | 17 | **81%** | 21 |
| Black | 26 | **53%** | 23 | 49 | 18 | **69%** | 8 | 26 | 44 | **59%** | 75 |
| Hawaiian/Pacific Islander | 3 | **43%** | 4 | 7 | 1 | **100%** | 0 | 1 | 4 | **50%** | 8 |
| Hispanic | 37 | **79%** | 10 | 47 | 6 | **60%** | 4 | 10 | 43 | **75%** | 57 |
| Other | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| White | 85 | **66%** | 44 | 129 | 47 | **76%** | 15 | 62 | 132 | **69%** | 191 |
| **Male** | **101** | **68%** | **48** | **149** | **54** | **75%** | **18** | **72** | **155** | **70%** | **221** |
| 2 or More | 5 | **71%** | 2 | 7 | 4 | **100%** | 0 | 4 | 9 | **82%** | 11 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 4 | **80%** | 1 | 5 | 2 | **67%** | 1 | 3 | 6 | **75%** | 8 |
| Black | 12 | **55%** | 10 | 22 | 4 | **80%** | 1 | 5 | 16 | **59%** | 27 |
| Hawaiian/Pacific Islander | 2 | **67%** | 1 | 3 | 1 | **50%** | 1 | 2 | 3 | **60%** | 5 |
| Hispanic | 13 | **62%** | 8 | 21 | 4 | **44%** | 5 | 9 | 17 | **57%** | 30 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 64 | **71%** | 26 | 90 | 38 | **79%** | 10 | 48 | 102 | **74%** | 138 |
| **Unknown** | **0** | **0%** | **1** | **1** | **4** | **100%** | **0** | **4** | **4** | **80%** | **5** |
| 2 or More | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| **2022-2023** | **247** | **68%** | **115** | **362** | **123** | **68%** | **57** | **180** | **370** | **68%** | **542** |
| **Female** | **151** | **68%** | **71** | **222** | **87** | **73%** | **33** | **120** | **238** | **70%** | **342** |
| 2 or More | 8 | **57%** | 6 | 14 | 4 | **57%** | 3 | 7 | 12 | **57%** | 21 |
| Asian | 8 | **57%** | 6 | 14 | 2 | **100%** | 0 | 2 | 10 | **63%** | 16 |
| Black | 27 | **63%** | 16 | 43 | 13 | **68%** | 6 | 19 | 40 | **65%** | 62 |
| Hawaiian/Pacific Islander | 5 | **71%** | 2 | 7 | 2 | **67%** | 1 | 3 | 7 | **70%** | 10 |
| Hispanic | 16 | **55%** | 13 | 29 | 8 | **50%** | 8 | 16 | 24 | **53%** | 45 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 87 | **76%** | 28 | 115 | 57 | **79%** | 15 | 72 | 144 | **77%** | 187 |
| **Male** | **94** | **68%** | **44** | **138** | **33** | **60%** | **22** | **55** | **127** | **66%** | **193** |
| 2 or More | 7 | **88%** | 1 | 8 | 0 | **0%** | 1 | 1 | 7 | **78%** | 9 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 3 | **75%** | 1 | 4 | 1 | **33%** | 2 | 3 | 4 | **57%** | 7 |
| Black | 14 | **70%** | 6 | 20 | 3 | **38%** | 5 | 8 | 17 | **61%** | 28 |
| Hawaiian/Pacific Islander | 4 | **80%** | 1 | 5 | 3 | **100%** | 0 | 3 | 7 | **88%** | 8 |
| Hispanic | 10 | **59%** | 7 | 17 | 3 | **60%** | 2 | 5 | 13 | **59%** | 22 |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 55 | **66%** | 28 | 83 | 23 | **68%** | 11 | 34 | 78 | **67%** | 117 |
| **Unknown** | **2** | **100%** | **0** | **2** | **3** | **60%** | **2** | **5** | **5** | **71%** | **7** |
| 2 or More | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| **2023-2024** | **207** | **62%** | **127** | **334** | **178** | **75%** | **58** | **236** | **385** | **68%** | **570** |
| **Female** | **136** | **63%** | **80** | **216** | **92** | **74%** | **32** | **124** | **228** | **67%** | **340** |
| 2 or More | 9 | **60%** | 6 | 15 | 7 | **88%** | 1 | 8 | 16 | **70%** | 23 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 7 | **70%** | 3 | 10 | 3 | **50%** | 3 | 6 | 10 | **63%** | 16 |
| Black | 28 | **58%** | 20 | 48 | 16 | **67%** | 8 | 24 | 44 | **61%** | 72 |
| Hawaiian/Pacific Islander | 5 | **83%** | 1 | 6 | 1 | **50%** | 1 | 2 | 6 | **75%** | 8 |
| Hispanic | 21 | **55%** | 17 | 38 | 9 | **50%** | 9 | 18 | 30 | **54%** | 56 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 65 | **66%** | 33 | 98 | 55 | **85%** | 10 | 65 | 120 | **74%** | 163 |
| **Male** | **67** | **59%** | **46** | **113** | **79** | **76%** | **25** | **104** | **146** | **67%** | **217** |
| 2 or More | 3 | **75%** | 1 | 4 | 5 | **83%** | 1 | 6 | 8 | **80%** | 10 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Asian | 6 | **100%** | 0 | 6 | 7 | **88%** | 1 | 8 | 13 | **93%** | 14 |
| Black | 5 | **33%** | 10 | 15 | 9 | **82%** | 2 | 11 | 14 | **54%** | 26 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 4 | **80%** | 1 | 5 | 4 | **80%** | 5 |
| Hispanic | 14 | **56%** | 11 | 25 | 8 | **80%** | 2 | 10 | 22 | **63%** | 35 |
| White | 39 | **62%** | 24 | 63 | 45 | **71%** | 18 | 63 | 84 | **67%** | 126 |
| **Unknown** | **4** | **80%** | **1** | **5** | **7** | **88%** | **1** | **8** | **11** | **85%** | **13** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| White | 3 | **75%** | 1 | 4 | 3 | **75%** | 1 | 4 | 6 | **75%** | 8 |
| **Grand Total** | **912** | **63%** | **531** | **1443** | **653** | **72%** | **260** | **913** | **1565** | **66%** | **2356** |

**MTH 245 Discussion:**

Overall, MTH 245 assessment pass rates have remained steady after rising from 62% to 69% between 2020-21 and 2021-22. They stand at 68% in 2023-24, just under the 70% target.

An achievement gap is apparent amongst Hispanic students, especially in the most recent two year of data (2022-23 and 2023-24). In 2022-23, Hispanic Males passed at a rate 7% lower than their Male peers (59% vs. 66%). Among Hispanic Females, that rate was 17% lower (53% vs. 70%). Black students also passed at lower rates in several years, including 2020-21 (Black Females passed at 51%, Black Males at 40%), 2021-22 (Black Females and Males at 59%), and 2023-24 (Black Males at 54%).

It may be useful for math faculty leaders to study the upcoming 2024-25 data to see if this achievement gap continues and adjust accordingly to assist their most at-risk students.

## Continuous Quality Improvement for the Quantitative Literacy Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* Black Males have scored particularly low on the MTH 154 assessment. Faculty may consider targeting these student groups with interventions early in the course, or recommendations for tutoring where specific students are struggling.

MTH 161 faculty feedback:

* As we know, HS have the ability to funnel their stronger students that qualify for precalculus into dual enrollment sections and steer weaker students into regular or honors sections that do not use the common assessment. We believe this has a significant impact on better overall scores in the Fall vs. Spring.
* We plan to augment the common MTH 161 homework shell shared with instructors to include more practice with the skills associated with these problems (finding domain (Q1) and finding horizontal asymptotes (Q11)).
* We are going to swap out the current version of Q11 for a more straightforward question that assesses the same skill.
* We will encourage instructors to increase the incorporation of these skills in quizzes, tests, class discussions with the end of increasing exposure throughout the semester.
* We will conduct a more directed review of the assessment’s results with instructors prior to the start of the semester.

MTH 245 faculty feedback:

* It has been observed that many Dual-Enrollment instructors are not entering any data for Q7. This must be adversely affecting the success rate for this question and the overall assessment in the spring (which is when the High Schools typically teach MTH 245). We will be reaching out to all DE instructors to remind them that they must include all common questions on their final exam and subsequent reporting.
* There is a concern among instructors that students are not using their calculators to their fullest extent for certain topics, and are instead trying to work these problems by hand. This results in students running out of time on tests and being more susceptible to making errors in their work. In particular, the skills needed on Q6-Q10 would suffer from this practice.   
  To combat this, we will be reaching out to all instructors to make everyone aware of this concern and encourage them to be proactive in regularly reminding students when it is in their best interests to correctly and efficiently leverage technology with these topics. There are also plans to create and share out videos for students about the effective use of calculators in this class.
* We will also say that a number of faculty noted that, with the new placement of spring break so late in the semester, many students essentially checked out for the last few weeks. In MTH 245, this would have been severely detrimental for the skills assessed in questions 6-10, and it appears that the data reflects that. True or not, we will meet this semester to consider if the assessment is a little too “end of the course” heavy, and adjust the selection of questions accordingly.

# Scientific Literacy

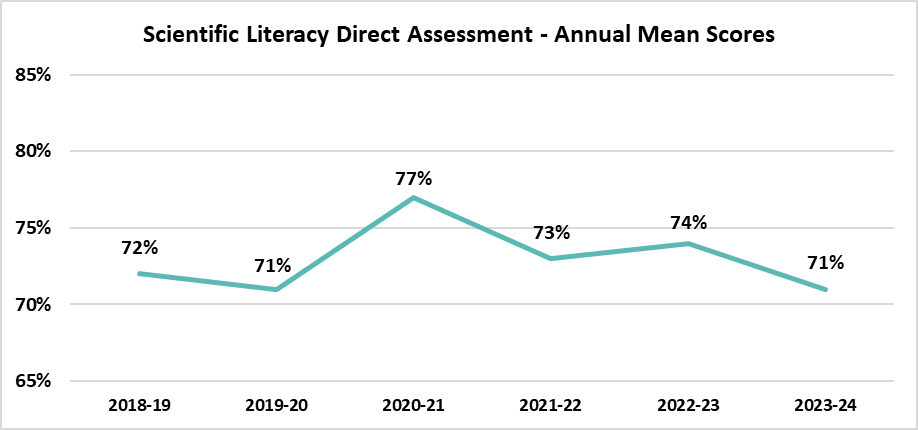
Scientific literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to us the scientific method, and to evaluate empirical information.

**ILO**:  Recognize and know how to use the scientific method, and to evaluate empirical information (Scientific Literacy).

* Method of Inquiry: Recognize the steps of the scientific method of inquiry leading to evidence-based knowledge.
* Empirical Evidence:  Use theories, reasoning, and/or models as unifying principles of natural phenomena and/or to draw evidence-based conclusions.
* Societal Influences:  Recognize the interdependence of applied research, theoretical research, and technology, and how they impact society.
* Ethical Implications:  Demonstrate an understanding of the interdependence between developments in science or technology, and ethical issues.
* Scientific Argument:  Distinguish a scientific argument from a non-scientific argument.

Figure 17 shows the percent success by course and semester.

### Figure 17. Scientific literacy direct assessment – annual mean scores



Assessment scores increased 6% from AY 2019-20 to 2020-21 and decreased another 6% through AY 2023-24. Courses assessed included BIO 101, ENV 121, and PHY 100. PHY 100 was an additional assessment added from the previous report. All three courses administered direct assessments.

Course assessment results are presented in Figures 18; 19; and 20.

# BIO 101

BIO 101 faculty selected a 20-question standard assessment for use across all sections. The assessment measured students’ competencies in Scientific Literacy, focusing on Methods of Inquiry, Societal Influences, Empirical Evidence, Scientific Argument, and Ethical Implications. The assessment was piloted in 2018-2019 and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 18. BIO 101 – Scientific literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **BIO 101 Scientific Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **201** | **64%** | **112** | **313** | **259** | **73%** | **97** | **356** | **460** | **69%** | **669** |
| **Female** | **115** | **57%** | **86** | **201** | **149** | **68%** | **71** | **220** | **264** | **63%** | **421** |
| 2 or More | 4 | **50%** | 4 | 8 | 10 | **83%** | 2 | 12 | 14 | **70%** | 20 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Asian | 5 | **50%** | 5 | 10 | 2 | **67%** | 1 | 3 | 7 | **54%** | 13 |
| Black | 21 | **38%** | 34 | 55 | 21 | **45%** | 26 | 47 | 42 | **41%** | 102 |
| Hispanic | 19 | **54%** | 16 | 35 | 11 | **58%** | 8 | 19 | 30 | **56%** | 54 |
| Other | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | 3 | **100%** | 3 |
| Unspecified | 3 | **100%** | 0 | 3 | 2 | **67%** | 1 | 3 | 5 | **83%** | 6 |
| White | 61 | **69%** | 27 | 88 | 101 | **76%** | 32 | 133 | 162 | **73%** | 221 |
| **Male** | **86** | **77%** | **26** | **112** | **107** | **81%** | **25** | **132** | **193** | **79%** | **244** |
| 2 or More | 8 | **80%** | 2 | 10 | 6 | **100%** | 0 | 6 | 14 | **88%** | 16 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 4 | **80%** | 1 | 5 | 4 | **50%** | 4 | 8 | 8 | **62%** | 13 |
| Black | 15 | **65%** | 8 | 23 | 10 | **53%** | 9 | 19 | 25 | **60%** | 42 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 10 | **77%** | 3 | 13 | 11 | **100%** | 0 | 11 | 21 | **88%** | 24 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 48 | **80%** | 12 | 60 | 74 | **86%** | 12 | 86 | 122 | **84%** | 146 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **3** | **75%** | **1** | **4** | **3** | **75%** | **4** |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2021-2022** | **276** | **69%** | **126** | **402** | **297** | **75%** | **97** | **394** | **573** | **72%** | **796** |
| **Female** | **162** | **65%** | **89** | **251** | **120** | **69%** | **54** | **174** | **282** | **66%** | **425** |
| 2 or More | 10 | **91%** | 1 | 11 | 6 | **60%** | 4 | 10 | 16 | **76%** | 21 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 4 | **50%** | 4 | 8 | 9 | **75%** | 3 | 12 | 13 | **65%** | 20 |
| Black | 28 | **56%** | 22 | 50 | 23 | **64%** | 13 | 36 | 51 | **59%** | 86 |
| Hawaiian/Pacific Islander | 1 | **20%** | 4 | 5 | 0 | **N/A** | 0 | 0 | 1 | **20%** | 5 |
| Hispanic | 35 | **64%** | 20 | 55 | 21 | **64%** | 12 | 33 | 56 | **64%** | 88 |
| Other | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 84 | **69%** | 38 | 122 | 61 | **75%** | 20 | 81 | 145 | **71%** | 203 |
| **Male** | **113** | **75%** | **37** | **150** | **90** | **82%** | **20** | **110** | **203** | **78%** | **260** |
| 2 or More | 7 | **88%** | 1 | 8 | 6 | **86%** | 1 | 7 | 13 | **87%** | 15 |
| American Indian/Alaskan | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Asian | 7 | **58%** | 5 | 12 | 2 | **67%** | 1 | 3 | 9 | **60%** | 15 |
| Black | 11 | **58%** | 8 | 19 | 13 | **72%** | 5 | 18 | 24 | **65%** | 37 |
| Hawaiian/Pacific Islander | 1 | **33%** | 2 | 3 | 4 | **80%** | 1 | 5 | 5 | **63%** | 8 |
| Hispanic | 14 | **78%** | 4 | 18 | 13 | **87%** | 2 | 15 | 27 | **82%** | 33 |
| Other | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Unspecified | 0 | **0%** | 1 | 1 | 1 | **50%** | 1 | 2 | 1 | **33%** | 3 |
| White | 73 | **83%** | 15 | 88 | 49 | **84%** | 9 | 58 | 122 | **84%** | 146 |
| **Unknown** | **1** | **100%** | **0** | **1** | **87** | **79%** | **23** | **110** | **88** | **79%** | **111** |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 85 | **79%** | 23 | 108 | 85 | **79%** | 108 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2022-2023** | **100** | **70%** | **43** | **143** | **436** | **66%** | **221** | **657** | **536** | **67%** | **800** |
| **Female** | **55** | **66%** | **28** | **83** | **92** | **69%** | **41** | **133** | **147** | **68%** | **216** |
| 2 or More | 0 | **0%** | 3 | 3 | 5 | **71%** | 2 | 7 | 5 | **50%** | 10 |
| Asian | 0 | **0%** | 1 | 1 | 6 | **100%** | 0 | 6 | 6 | **86%** | 7 |
| Black | 13 | **54%** | 11 | 24 | 15 | **50%** | 15 | 30 | 28 | **52%** | 54 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 6 | **75%** | 2 | 8 | 7 | **78%** | 9 |
| Hispanic | 7 | **70%** | 3 | 10 | 13 | **65%** | 7 | 20 | 20 | **67%** | 30 |
| White | 34 | **77%** | 10 | 44 | 47 | **76%** | 15 | 62 | 81 | **76%** | 106 |
| **Male** | **44** | **75%** | **15** | **59** | **62** | **72%** | **24** | **86** | **106** | **73%** | **145** |
| 2 or More | 2 | **100%** | 0 | 2 | 2 | **100%** | 0 | 2 | 4 | **100%** | 4 |
| Asian | 2 | **67%** | 1 | 3 | 1 | **33%** | 2 | 3 | 3 | **50%** | 6 |
| Black | 5 | **45%** | 6 | 11 | 9 | **43%** | 12 | 21 | 14 | **44%** | 32 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| Hispanic | 4 | **50%** | 4 | 8 | 10 | **83%** | 2 | 12 | 14 | **70%** | 20 |
| Other | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 29 | **91%** | 3 | 32 | 38 | **84%** | 7 | 45 | 67 | **87%** | 77 |
| **Unknown** | **1** | **100%** | **0** | **1** | **282** | **64%** | **156** | **438** | **283** | **64%** | **439** |
| Unspecified | 0 | **N/A** | 0 | 0 | 280 | **64%** | 156 | 436 | 280 | **64%** | 436 |
| White | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| **2023-2024** | **224** | **61%** | **143** | **367** | **236** | **56%** | **187** | **423** | **460** | **58%** | **790** |
| **Female** | **121** | **55%** | **100** | **221** | **121** | **49%** | **124** | **245** | **242** | **52%** | **466** |
| 2 or More | 7 | **50%** | 7 | 14 | 7 | **58%** | 5 | 12 | 14 | **54%** | 26 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 1 | **33%** | 2 | 3 | 2 | **50%** | 4 |
| Asian | 9 | **75%** | 3 | 12 | 11 | **65%** | 6 | 17 | 20 | **69%** | 29 |
| Black | 16 | **37%** | 27 | 43 | 11 | **24%** | 34 | 45 | 27 | **31%** | 88 |
| Hawaiian/Pacific Islander | 2 | **100%** | 0 | 2 | 3 | **75%** | 1 | 4 | 5 | **83%** | 6 |
| Hispanic | 18 | **49%** | 19 | 37 | 20 | **45%** | 24 | 44 | 38 | **47%** | 81 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| White | 68 | **61%** | 43 | 111 | 67 | **57%** | 51 | 118 | 135 | **59%** | 229 |
| **Male** | **99** | **70%** | **43** | **142** | **91** | **65%** | **50** | **141** | **190** | **67%** | **283** |
| 2 or More | 7 | **78%** | 2 | 9 | 7 | **88%** | 1 | 8 | 14 | **82%** | 17 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **0%** | 2 | 2 | 1 | **33%** | 3 |
| Asian | 8 | **80%** | 2 | 10 | 5 | **50%** | 5 | 10 | 13 | **65%** | 20 |
| Black | 8 | **35%** | 15 | 23 | 12 | **43%** | 16 | 28 | 20 | **39%** | 51 |
| Hawaiian/Pacific Islander | 6 | **86%** | 1 | 7 | 5 | **63%** | 3 | 8 | 11 | **73%** | 15 |
| Hispanic | 16 | **67%** | 8 | 24 | 14 | **64%** | 8 | 22 | 30 | **65%** | 46 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 52 | **78%** | 15 | 67 | 48 | **76%** | 15 | 63 | 100 | **77%** | 130 |
| **Unknown** | **4** | **100%** | **0** | **4** | **24** | **65%** | **13** | **37** | **28** | **68%** | **41** |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Unspecified | 0 | **N/A** | 0 | 0 | 17 | **61%** | 11 | 28 | 17 | **61%** | 28 |
| White | 2 | **100%** | 0 | 2 | 4 | **100%** | 0 | 4 | 6 | **100%** | 6 |
| **Grand Total** | **801** | **65%** | **424** | **1225** | **1228** | **67%** | **602** | **1830** | **2029** | **66%** | **3055** |

**BIO 101 Discussion:**

Pass rates for the BIO 101 assessment were strong in the first years, beginning at 69% in 2020-21 and climbing to 72% in 2021-22. The overall pass rate fell to 58%% in 2023-24, after changes to a few questions to align them with other Scientific Literacy assessments. Faculty have readjusted those questions for 2024-25, so it will be helpful to study the upcoming data to see if overall scores bounce back from the 2023-24 dip.

An achievement gap persists amongst Black students, with Black Females passing at a rate 24% lower than their White counterparts (52% vs. 68% in 2022-23). Among Males, the pass rate gap between Black and White students is very pronounced at 44% vs. 73% in 2022-23 and 39% vs. 77% in 2023-24. Early course interventions or recommendations for tutoring may be needed for struggling students to help close these gaps going forward.

## ENV 121

ENV 121 faculty selected a lab activity assessed using a 10-question rubric. The assessment was piloted in 2018-2019 and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 19. ENV 121 – Scientific literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENV 121 Scientific Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **93** | **82%** | **21** | **114** | **58** | **82%** | **13** | **71** | **151** | **82%** | **185** |
| **Female** | **56** | **84%** | **11** | **67** | **38** | **83%** | **8** | **46** | **94** | **83%** | **113** |
| 2 or More | 4 | **100%** | 0 | 4 | 2 | **100%** | 0 | 2 | 6 | **100%** | 6 |
| Asian | 5 | **100%** | 0 | 5 | 2 | **100%** | 0 | 2 | 7 | **100%** | 7 |
| Black | 10 | **77%** | 3 | 13 | 4 | **67%** | 2 | 6 | 14 | **74%** | 19 |
| Hispanic | 2 | **50%** | 2 | 4 | 3 | **75%** | 1 | 4 | 5 | **63%** | 8 |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 35 | **85%** | 6 | 41 | 27 | **87%** | 4 | 31 | 62 | **86%** | 72 |
| **Male** | **37** | **79%** | **10** | **47** | **19** | **83%** | **4** | **23** | **56** | **80%** | **70** |
| 2 or More | 2 | **67%** | 1 | 3 | 2 | **100%** | 0 | 2 | 4 | **80%** | 5 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 3 | **75%** | 1 | 4 | 0 | **N/A** | 0 | 0 | 3 | **75%** | 4 |
| Black | 2 | **29%** | 5 | 7 | 2 | **67%** | 1 | 3 | 4 | **40%** | 10 |
| Hispanic | 0 | **0%** | 2 | 2 | 1 | **50%** | 1 | 2 | 1 | **25%** | 4 |
| White | 30 | **97%** | 1 | 31 | 14 | **93%** | 1 | 15 | 44 | **96%** | 46 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **50%** | **1** | **2** | **1** | **50%** | **2** |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| **2021-2022** | **96** | **79%** | **25** | **121** | **23** | **82%** | **5** | **28** | **119** | **80%** | **149** |
| **Female** | **60** | **80%** | **15** | **75** | **14** | **88%** | **2** | **16** | **74** | **81%** | **91** |
| 2 or More | 4 | **57%** | 3 | 7 | 1 | **100%** | 0 | 1 | 5 | **63%** | 8 |
| Asian | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | 3 | **100%** | 3 |
| Black | 10 | **71%** | 4 | 14 | 3 | **100%** | 0 | 3 | 13 | **76%** | 17 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 0 | **N/A** | 0 | 0 | 3 | **100%** | 3 |
| Hispanic | 9 | **75%** | 3 | 12 | 2 | **50%** | 2 | 4 | 11 | **69%** | 16 |
| White | 32 | **86%** | 5 | 37 | 7 | **100%** | 0 | 7 | 39 | **89%** | 44 |
| **Male** | **34** | **77%** | **10** | **44** | **9** | **75%** | **3** | **12** | **43** | **77%** | **56** |
| 2 or More | 0 | **0%** | 2 | 2 | 1 | **100%** | 0 | 1 | 1 | **33%** | 3 |
| Asian | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Black | 2 | **40%** | 3 | 5 | 1 | **33%** | 2 | 3 | 3 | **38%** | 8 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 6 | **100%** | 0 | 6 | 0 | **N/A** | 0 | 0 | 6 | **100%** | 6 |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 23 | **82%** | 5 | 28 | 7 | **88%** | 1 | 8 | 30 | **83%** | 36 |
| **Unknown** | **2** | **100%** | **0** | **2** | **0** | **N/A** | **0** | **0** | **2** | **100%** | **2** |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| **2022-2023** | **100** | **88%** | **13** | **113** | **38** | **78%** | **11** | **49** | **138** | **85%** | **162** |
| **Female** | **63** | **90%** | **7** | **70** | **24** | **89%** | **3** | **27** | **87** | **90%** | **97** |
| 2 or More | 5 | **100%** | 0 | 5 | 1 | **50%** | 1 | 2 | 6 | **86%** | 7 |
| Asian | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Black | 8 | **67%** | 4 | 12 | 4 | **80%** | 1 | 5 | 12 | **71%** | 17 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Hispanic | 11 | **100%** | 0 | 11 | 3 | **100%** | 0 | 3 | 14 | **100%** | 14 |
| Other | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| White | 35 | **92%** | 3 | 38 | 14 | **93%** | 1 | 15 | 49 | **92%** | 53 |
| **Male** | **37** | **86%** | **6** | **43** | **13** | **62%** | **8** | **21** | **50** | **78%** | **64** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Asian | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Black | 3 | **43%** | 4 | 7 | 2 | **50%** | 2 | 4 | 5 | **45%** | 11 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Hispanic | 6 | **100%** | 0 | 6 | 2 | **100%** | 0 | 2 | 8 | **100%** | 8 |
| White | 26 | **93%** | 2 | 28 | 7 | **58%** | 5 | 12 | 33 | **83%** | 40 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2023-2024** | **72** | **84%** | **14** | **86** | **44** | **94%** | **3** | **47** | **116** | **87%** | **133** |
| **Female** | **44** | **86%** | **7** | **51** | **14** | **88%** | **2** | **16** | **58** | **87%** | **67** |
| 2 or More | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Asian | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Black | 9 | **82%** | 2 | 11 | 2 | **67%** | 1 | 3 | 11 | **79%** | 14 |
| Hispanic | 5 | **56%** | 4 | 9 | 1 | **100%** | 0 | 1 | 6 | **60%** | 10 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 26 | **96%** | 1 | 27 | 10 | **100%** | 0 | 10 | 36 | **97%** | 37 |
| **Male** | **26** | **79%** | **7** | **33** | **19** | **95%** | **1** | **20** | **45** | **85%** | **53** |
| 2 or More | 1 | **50%** | 1 | 2 | 0 | **N/A** | 0 | 0 | 1 | **50%** | 2 |
| Asian | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| Black | 3 | **60%** | 2 | 5 | 5 | **83%** | 1 | 6 | 8 | **73%** | 11 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 3 | **75%** | 1 | 4 | 2 | **100%** | 0 | 2 | 5 | **83%** | 6 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 16 | **84%** | 3 | 19 | 11 | **100%** | 0 | 11 | 27 | **90%** | 30 |
| **Unknown** | **2** | **100%** | **0** | **2** | **11** | **100%** | **0** | **11** | **13** | **100%** | **13** |
| Unspecified | 2 | **100%** | 0 | 2 | 10 | **100%** | 0 | 10 | 12 | **100%** | 12 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **Grand Total** | **361** | **83%** | **73** | **434** | **163** | **84%** | **32** | **195** | **524** | **83%** | **629** |

**ENV 121 Discussion:**

ENV 121 pass rates have exceeded the 75% target each year, with a 4-year pass rate of 83%. An achievement gap persisted among Black Male students and their peers, with a 40% gap (40% vs. 80%) in 2020-21, a 39% gap (38% vs. 77%) in 2021-22, and a 33% (45% vs. 78%) gap in 2022-23. This gap was much smaller in 2023-24, with Black Males passing at a rate of 73% vs. the 85% for all Males.

Hispanic students performed well overall, with a few exceptions such as in 2020-21 where Hispanic Female students passed at a rate 20% less than their Female peers (63% vs. 83%), and Hispanic Males at 65% below (25% vs. 80%) their Male peers. These results were mostly isolated to the 2020-21 academic year, but Hispanic Females passed at 60% in 2023-24, so it will be important to analyze the 2024-25 with an eye towards mitigating this trend if it persists.

## PHY 100

PHY 100 faculty selected a 10-question common assessment for use across all sections. The assessment was piloted in the Spring 2020 term and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 20. PHY 100 – Scientific literacy assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PHY 100 Scientific Literacy Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **23** | **37%** | **39** | **62** | **9** | **28%** | **23** | **32** | **32** | **34%** | **94** |
| **Female** | **13** | **33%** | **26** | **39** | **3** | **23%** | **10** | **13** | **16** | **31%** | **52** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Asian | 1 | **50%** | 1 | 2 | 0 | **N/A** | 0 | 0 | 1 | **50%** | 2 |
| Black | 1 | **25%** | 3 | 4 | 0 | **0%** | 2 | 2 | 1 | **17%** | 6 |
| Hispanic | 1 | **25%** | 3 | 4 | 0 | **0%** | 2 | 2 | 1 | **17%** | 6 |
| White | 10 | **34%** | 19 | 29 | 1 | **14%** | 6 | 7 | 11 | **31%** | 36 |
| **Male** | **9** | **41%** | **13** | **22** | **6** | **32%** | **13** | **19** | **15** | **37%** | **41** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 2 | **67%** | 1 | 3 | 2 | **40%** | 3 | 5 | 4 | **50%** | 8 |
| Hispanic | 0 | **0%** | 4 | 4 | 0 | **0%** | 1 | 1 | 0 | **0%** | 5 |
| White | 7 | **47%** | 8 | 15 | 3 | **25%** | 9 | 12 | 10 | **37%** | 27 |
| **Unknown** | **1** | **100%** | **0** | **1** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **1** |
| Unspecified | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| **2021-2022** | **3** | **12%** | **22** | **25** | **5** | **45%** | **6** | **11** | **8** | **22%** | **36** |
| **Female** | **3** | **18%** | **14** | **17** | **4** | **57%** | **3** | **7** | **7** | **29%** | **24** |
| 2 or More | 0 | **0%** | 1 | 1 | 1 | **50%** | 1 | 2 | 1 | **33%** | 3 |
| Asian | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Black | 0 | **0%** | 3 | 3 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 3 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Hispanic | 0 | **0%** | 2 | 2 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 2 |
| White | 3 | **27%** | 8 | 11 | 3 | **100%** | 0 | 3 | 6 | **43%** | 14 |
| **Male** | **0** | **0%** | **8** | **8** | **1** | **25%** | **3** | **4** | **1** | **8%** | **12** |
| 2 or More | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Black | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Hispanic | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| White | 0 | **0%** | 5 | 5 | 0 | **0%** | 2 | 2 | 0 | **0%** | 7 |
| **2022-2023** | **9** | **47%** | **10** | **19** | **7** | **39%** | **11** | **18** | **16** | **43%** | **37** |
| **Female** | **5** | **50%** | **5** | **10** | **5** | **36%** | **9** | **14** | **10** | **42%** | **24** |
| Asian | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Black | 1 | **33%** | 2 | 3 | 1 | **33%** | 2 | 3 | 2 | **33%** | 6 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 2 | **40%** | 3 | 5 | 4 | **40%** | 6 | 10 | 6 | **40%** | 15 |
| **Male** | **4** | **44%** | **5** | **9** | **2** | **50%** | **2** | **4** | **6** | **46%** | **13** |
| 2 or More | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Black | 1 | **100%** | 0 | 1 | 1 | **50%** | 1 | 2 | 2 | **67%** | 3 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 | 1 | 0 | **0%** | 2 |
| White | 3 | **50%** | 3 | 6 | 1 | **100%** | 0 | 1 | 4 | **57%** | 7 |
| **2023-2024** | **26** | **67%** | **13** | **39** | **13** | **46%** | **15** | **28** | **39** | **58%** | **67** |
| **Female** | **16** | **64%** | **9** | **25** | **9** | **39%** | **14** | **23** | **25** | **52%** | **48** |
| 2 or More | 2 | **100%** | 0 | 2 | 1 | **33%** | 2 | 3 | 3 | **60%** | 5 |
| Black | 2 | **50%** | 2 | 4 | 1 | **25%** | 3 | 4 | 3 | **38%** | 8 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 2 | **40%** | 3 | 5 | 0 | **0%** | 1 | 1 | 2 | **33%** | 6 |
| White | 9 | **69%** | 4 | 13 | 7 | **47%** | 8 | 15 | 16 | **57%** | 28 |
| **Male** | **10** | **71%** | **4** | **14** | **4** | **80%** | **1** | **5** | **14** | **74%** | **19** |
| 2 or More | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Asian | 0 | **0%** | 1 | 1 | 1 | **100%** | 0 | 1 | 1 | **50%** | 2 |
| Black | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 3 | **100%** | 0 | 3 | 0 | **N/A** | 0 | 0 | 3 | **100%** | 3 |
| White | 6 | **75%** | 2 | 8 | 2 | **100%** | 0 | 2 | 8 | **80%** | 10 |
| **Grand Total** | **61** | **42%** | **84** | **145** | **34** | **38%** | **55** | **89** | **95** | **41%** | **234** |

**PHY 100 Discussion:**

PHY 100 pass rates were low overall, with 41% of all attempts scoring a 70% or higher over the four-year period. Scores and pass rates have vastly improved over 2021-22's 22% pass rate, with 43% of students passing in 2022-23 and 58% in 2023-24.

While it is hard to pin down achievement trends due to the low counts of assessments each year, the most recent 2023-24 data suggests that Black students (both Male and Female) are not passing the assessment at comparable rates to their peers. It will be useful for faculty to increase the number of sections proctoring the PHY 100 assessment in order to gather more valuable data. Additionally, faculty may consider reviewing the questions in the assessment to determine which parts of the curriculum need additional attention prior to administering the assessment.

## Continuous Quality Improvement for the Scientific Literacy Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* BIO 101: Look across the virtual and face-to-face courses to determine whether there are disparities in assessment scores and instruction. For example, do the F2F courses require students to create more graphs? It may be that the online students receive less feedback on their graphs, whereas those taking in person courses benefit from immediate feedback from their in-person instructors and additional feedback provided in Canvas.
* ENV 121 faculty may want to examine the most current data to determine whether the achievement gap between Black Male students and their peers is persistent and take measures to ensure at-risk student groups are engaged with interventions or tutoring to help improve their success.
* PHY 101 has migrated to PHY 100 in fall 22. PHY 100 in fall 24 is one section of 7-week, online only. PHY 101 was taught in person as well. Can we see a breakdown by session type (15W vs 7W), format (in person vs online) and PHY 101 vs PHY 100?
* Faculty want to discuss further in Janaury 2024: Do differences in session length and modality play a role in success on the assessment?

# Written Communication

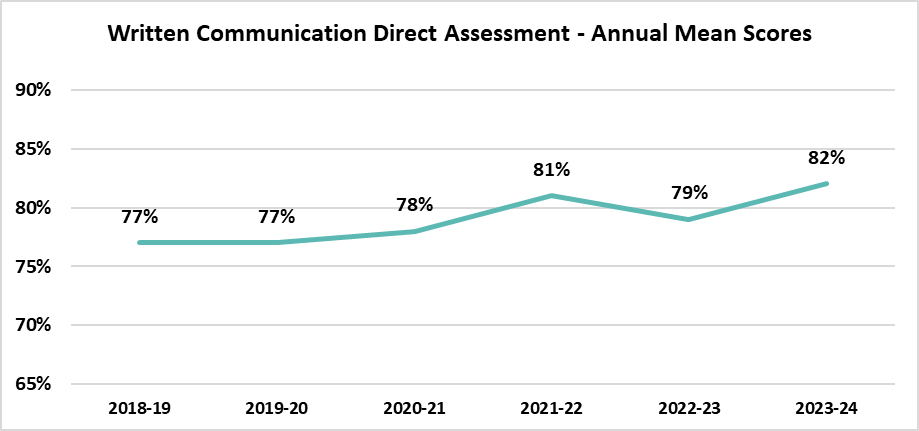
Written communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

**ILO***:*Express oneself effectively by developing, conveying, and/or exchanging ideas in writing, as appropriate to a given context and audience (Written Communication).

* Context and Purpose: Present the topic with respect to the intended audience, setting, and objective.
* Content Development: Show an understanding of the subject matter through use of appropriate, relevant, and compelling writing.
* Genre and Disciplinary Conventions:  Demonstrate appropriate use of organization, content, presentation, formatting, and stylistic choices.
* Sources and Evidence:  Apply high-quality, credible, and relevant sources to develop and communicate ideas appropriate to the goal and genre.
* Syntax and Mechanics:  Use language that communicates meaning to readers with clarity and fluency, with few or no errors.

Figure 21 shows the percent success by course and semester.

### Figure 21. Written communication direct assessment – annual mean score



Written Communication assessment scores increased steadily beginning in 2020-21 and have risen by 5% (77% to 82%) over six years of data collection. Courses assessed included ENG 112, ENG 246, and HIS 122. ENG 246 was an additional assessment added from the previous report. All three courses administered direct assessments.

Course assessment results are presented in Figures 22, 23, and 24.

## ENG 112

ENG 112 faculty selected a written paper assessment with a 4-criteria rubric (and added a 5th criteria in Fall 2021) for use across all sections. The assessment was piloted in 2018-2019 and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 22. ENG 112 - Written communication assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENG 112 Written Communication Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **122** | **60%** | **81** | **203** | **1070** | **72%** | **425** | **1495** | **1192** | **70%** | **1698** |
| **Female** | **77** | **62%** | **48** | **125** | **677** | **74%** | **232** | **909** | **754** | **73%** | **1034** |
| 2 or More | 2 | **67%** | 1 | 3 | 39 | **85%** | 7 | 46 | 41 | **84%** | 49 |
| Asian | 2 | **50%** | 2 | 4 | 28 | **82%** | 6 | 34 | 30 | **79%** | 38 |
| Black | 12 | **57%** | 9 | 21 | 102 | **63%** | 60 | 162 | 114 | **62%** | 183 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Hispanic | 17 | **65%** | 9 | 26 | 59 | **70%** | 25 | 84 | 76 | **69%** | 110 |
| Unspecified | 0 | **N/A** | 0 | 0 | 13 | **62%** | 8 | 21 | 13 | **62%** | 21 |
| White | 43 | **61%** | 27 | 70 | 435 | **78%** | 126 | 561 | 478 | **76%** | 631 |
| **Male** | **45** | **58%** | **33** | **78** | **367** | **67%** | **179** | **546** | **412** | **66%** | **624** |
| 2 or More | 2 | **33%** | 4 | 6 | 26 | **72%** | 10 | 36 | 28 | **67%** | 42 |
| American Indian/Alaskan | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 | 1 | 0 | **0%** | 2 |
| Asian | 1 | **33%** | 2 | 3 | 26 | **84%** | 5 | 31 | 27 | **79%** | 34 |
| Black | 11 | **65%** | 6 | 17 | 39 | **54%** | 33 | 72 | 50 | **56%** | 89 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 2 | 2 | 0 | **0%** | 2 |
| Hispanic | 4 | **80%** | 1 | 5 | 23 | **56%** | 18 | 41 | 27 | **59%** | 46 |
| Other | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Unspecified | 0 | **0%** | 1 | 1 | 13 | **81%** | 3 | 16 | 13 | **76%** | 17 |
| White | 27 | **60%** | 18 | 45 | 239 | **69%** | 106 | 345 | 266 | **68%** | 390 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **26** | **65%** | **14** | **40** | **26** | **65%** | **40** |
| Unspecified | 0 | **N/A** | 0 | 0 | 19 | **63%** | 11 | 30 | 19 | **63%** | 30 |
| White | 0 | **N/A** | 0 | 0 | 7 | **70%** | 3 | 10 | 7 | **70%** | 10 |
| **2021-2022** | **171** | **65%** | **91** | **262** | **664** | **73%** | **251** | **915** | **835** | **71%** | **1177** |
| **Female** | **98** | **64%** | **56** | **154** | **409** | **74%** | **144** | **553** | **507** | **72%** | **707** |
| 2 or More | 4 | **57%** | 3 | 7 | 27 | **82%** | 6 | 33 | 31 | **78%** | 40 |
| Asian | 11 | **79%** | 3 | 14 | 21 | **70%** | 9 | 30 | 32 | **73%** | 44 |
| Black | 17 | **50%** | 17 | 34 | 72 | **64%** | 41 | 113 | 89 | **61%** | 147 |
| Hawaiian/Pacific Islander | 3 | **100%** | 0 | 3 | 8 | **80%** | 2 | 10 | 11 | **85%** | 13 |
| Hispanic | 7 | **44%** | 9 | 16 | 39 | **64%** | 22 | 61 | 46 | **60%** | 77 |
| Other | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 56 | **70%** | 24 | 80 | 241 | **79%** | 63 | 304 | 297 | **77%** | 384 |
| **Male** | **72** | **67%** | **35** | **107** | **237** | **71%** | **96** | **333** | **309** | **70%** | **440** |
| 2 or More | 3 | **60%** | 2 | 5 | 12 | **86%** | 2 | 14 | 15 | **79%** | 19 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 7 | **64%** | 4 | 11 | 14 | **78%** | 4 | 18 | 21 | **72%** | 29 |
| Black | 10 | **56%** | 8 | 18 | 29 | **55%** | 24 | 53 | 39 | **55%** | 71 |
| Hawaiian/Pacific Islander | 1 | **50%** | 1 | 2 | 6 | **67%** | 3 | 9 | 7 | **64%** | 11 |
| Hispanic | 5 | **56%** | 4 | 9 | 22 | **76%** | 7 | 29 | 27 | **71%** | 38 |
| Other | 0 | **N/A** | 0 | 0 | 4 | **80%** | 1 | 5 | 4 | **80%** | 5 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 45 | **74%** | 16 | 61 | 149 | **73%** | 55 | 204 | 194 | **73%** | 265 |
| **Unknown** | **1** | **100%** | **0** | **1** | **18** | **62%** | **11** | **29** | **19** | **63%** | **30** |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| Unspecified | 0 | **N/A** | 0 | 0 | 12 | **57%** | 9 | 21 | 12 | **57%** | 21 |
| White | 1 | **100%** | 0 | 1 | 3 | **75%** | 1 | 4 | 4 | **80%** | 5 |
| **2022-2023** | **180** | **65%** | **95** | **275** | **956** | **75%** | **312** | **1268** | **1136** | **74%** | **1543** |
| **Female** | **110** | **67%** | **54** | **164** | **603** | **78%** | **168** | **771** | **713** | **76%** | **935** |
| 2 or More | 8 | **80%** | 2 | 10 | 45 | **85%** | 8 | 53 | 53 | **84%** | 63 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Asian | 5 | **50%** | 5 | 10 | 24 | **92%** | 2 | 26 | 29 | **81%** | 36 |
| Black | 19 | **59%** | 13 | 32 | 128 | **70%** | 56 | 184 | 147 | **68%** | 216 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 17 | **89%** | 2 | 19 | 17 | **85%** | 20 |
| Hispanic | 20 | **61%** | 13 | 33 | 76 | **79%** | 20 | 96 | 96 | **74%** | 129 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 56 | **74%** | 20 | 76 | 312 | **80%** | 79 | 391 | 368 | **79%** | 467 |
| **Male** | **70** | **63%** | **41** | **111** | **313** | **71%** | **127** | **440** | **383** | **70%** | **551** |
| 2 or More | 3 | **60%** | 2 | 5 | 25 | **76%** | 8 | 33 | 28 | **74%** | 38 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 7 | **70%** | 3 | 10 | 17 | **85%** | 3 | 20 | 24 | **80%** | 30 |
| Black | 4 | **27%** | 11 | 15 | 42 | **58%** | 31 | 73 | 46 | **52%** | 88 |
| Hawaiian/Pacific Islander | 1 | **33%** | 2 | 3 | 10 | **77%** | 3 | 13 | 11 | **69%** | 16 |
| Hispanic | 9 | **75%** | 3 | 12 | 41 | **66%** | 21 | 62 | 50 | **68%** | 74 |
| Other | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 46 | **71%** | 19 | 65 | 178 | **75%** | 59 | 237 | 224 | **74%** | 302 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **40** | **70%** | **17** | **57** | **40** | **70%** | **57** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Black | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 4 | **67%** | 2 | 6 | 4 | **67%** | 6 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 21 | **66%** | 11 | 32 | 21 | **66%** | 32 |
| White | 0 | **N/A** | 0 | 0 | 10 | **71%** | 4 | 14 | 10 | **71%** | 14 |
| **2023-2024** | **135** | **65%** | **74** | **209** | **882** | **76%** | **277** | **1159** | **1017** | **74%** | **1368** |
| **Female** | **75** | **60%** | **50** | **125** | **526** | **78%** | **147** | **673** | **601** | **75%** | **798** |
| 2 or More | 1 | **25%** | 3 | 4 | 34 | **81%** | 8 | 42 | 35 | **76%** | 46 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Asian | 4 | **57%** | 3 | 7 | 14 | **74%** | 5 | 19 | 18 | **69%** | 26 |
| Black | 21 | **68%** | 10 | 31 | 113 | **73%** | 42 | 155 | 134 | **72%** | 186 |
| Hawaiian/Pacific Islander | 3 | **75%** | 1 | 4 | 10 | **83%** | 2 | 12 | 13 | **81%** | 16 |
| Hispanic | 10 | **53%** | 9 | 19 | 62 | **76%** | 20 | 82 | 72 | **71%** | 101 |
| Other | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| White | 35 | **59%** | 24 | 59 | 292 | **81%** | 69 | 361 | 327 | **78%** | 420 |
| **Male** | **58** | **71%** | **24** | **82** | **329** | **73%** | **123** | **452** | **387** | **72%** | **534** |
| 2 or More | 0 | **N/A** | 0 | 0 | 26 | **67%** | 13 | 39 | 26 | **67%** | 39 |
| Asian | 6 | **75%** | 2 | 8 | 18 | **75%** | 6 | 24 | 24 | **75%** | 32 |
| Black | 9 | **64%** | 5 | 14 | 45 | **62%** | 28 | 73 | 54 | **62%** | 87 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 13 | **72%** | 5 | 18 | 14 | **74%** | 19 |
| Hispanic | 12 | **67%** | 6 | 18 | 26 | **70%** | 11 | 37 | 38 | **69%** | 55 |
| Unspecified | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| White | 30 | **73%** | 11 | 41 | 201 | **77%** | 59 | 260 | 231 | **77%** | 301 |
| **Unknown** | **2** | **100%** | **0** | **2** | **27** | **79%** | **7** | **34** | **29** | **81%** | **36** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 0 | **N/A** | 0 | 0 | 2 | **50%** | 2 | 4 | 2 | **50%** | 4 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 6 | **100%** | 0 | 6 | 6 | **100%** | 6 |
| Hispanic | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 3 | **50%** | 3 | 6 | 3 | **50%** | 6 |
| White | 2 | **100%** | 0 | 2 | 12 | **86%** | 2 | 14 | 14 | **88%** | 16 |
| **Grand Total** | **608** | **64%** | **341** | **949** | **3572** | **74%** | **1265** | **4837** | **4180** | **72%** | **5786** |

**ENG 112 Discussion:**

ENG 112 has seen its overall pass rates steadily improve over the four-year period, from 70% in 2020-21 to 74% in 2022-23 and 2023-24.

Pass rates across most demographics have been good, although scores among Black Male students have tended to be lower than their peers. In 2022-23, they passed at a rate of 52%, 18% lower than the overall Male pass rate of 70%. In 2023-24, this gap improved to 10% (Black Males passing at 62% vs. 72% for all Males).

There may be opportunities to engage Black Male students early in the course with interventions and tutoring recommendations to improve their outcomes. With a few improvements to scores (and thus pass rates), ENG 112 would easily meet and surpass the 75% pass rate target.

## ENG 246

ENG 246 faculty selected a written paper assessment with a 5-criteria rubric for use across all sections. The assessment was piloted in the Spring 2020 term and has been administered from Fall 2020 to the present.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 23. ENG 246 - Written communication assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ENG 246 Written Communication Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **141** | **74%** | **50** | **191** | **49** | **73%** | **18** | **67** | **190** | **74%** | **258** |
| **Female** | **93** | **70%** | **40** | **133** | **35** | **70%** | **15** | **50** | **128** | **70%** | **183** |
| 2 or More | 8 | **73%** | 3 | 11 | 1 | **33%** | 2 | 3 | 9 | **64%** | 14 |
| American Indian/Alaskan | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 2 | **67%** | 1 | 3 | 0 | **N/A** | 0 | 0 | 2 | **67%** | 3 |
| Black | 7 | **47%** | 8 | 15 | 7 | **54%** | 6 | 13 | 14 | **50%** | 28 |
| Hispanic | 10 | **71%** | 4 | 14 | 2 | **50%** | 2 | 4 | 12 | **67%** | 18 |
| White | 65 | **73%** | 24 | 89 | 25 | **83%** | 5 | 30 | 90 | **76%** | 119 |
| **Male** | **48** | **83%** | **10** | **58** | **10** | **91%** | **1** | **11** | **58** | **84%** | **69** |
| 2 or More | 2 | **67%** | 1 | 3 | 1 | **100%** | 0 | 1 | 3 | **75%** | 4 |
| Asian | 2 | **100%** | 0 | 2 | 0 | **N/A** | 0 | 0 | 2 | **100%** | 2 |
| Black | 7 | **100%** | 0 | 7 | 1 | **100%** | 0 | 1 | 8 | **100%** | 8 |
| Hispanic | 8 | **89%** | 1 | 9 | 1 | **100%** | 0 | 1 | 9 | **90%** | 10 |
| White | 29 | **78%** | 8 | 37 | 7 | **88%** | 1 | 8 | 36 | **80%** | 45 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **4** | **67%** | **2** | **6** | **4** | **67%** | **6** |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **67%** | 2 | 6 | 4 | **67%** | 6 |
| **2021-2022** | **45** | **75%** | **15** | **60** | **186** | **94%** | **11** | **197** | **231** | **90%** | **257** |
| **Female** | **32** | **76%** | **10** | **42** | **130** | **96%** | **6** | **136** | **162** | **91%** | **178** |
| 2 or More | 3 | **100%** | 0 | 3 | 2 | **100%** | 0 | 2 | 5 | **100%** | 5 |
| Asian | 0 | **N/A** | 0 | 0 | 7 | **100%** | 0 | 7 | 7 | **100%** | 7 |
| Black | 7 | **78%** | 2 | 9 | 31 | **100%** | 0 | 31 | 38 | **95%** | 40 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 1 | **25%** | 3 | 4 | 14 | **100%** | 0 | 14 | 15 | **83%** | 18 |
| White | 21 | **81%** | 5 | 26 | 74 | **93%** | 6 | 80 | 95 | **90%** | 106 |
| **Male** | **13** | **72%** | **5** | **18** | **53** | **91%** | **5** | **58** | **66** | **87%** | **76** |
| 2 or More | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Asian | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| Black | 2 | **67%** | 1 | 3 | 8 | **100%** | 0 | 8 | 10 | **91%** | 11 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Hispanic | 1 | **100%** | 0 | 1 | 4 | **100%** | 0 | 4 | 5 | **100%** | 5 |
| White | 10 | **71%** | 4 | 14 | 35 | **88%** | 5 | 40 | 45 | **83%** | 54 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **3** | **100%** | **0** | **3** | **3** | **100%** | **3** |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| **2022-2023** | **53** | **91%** | **5** | **58** | **151** | **91%** | **15** | **166** | **204** | **91%** | **224** |
| **Female** | **36** | **92%** | **3** | **39** | **106** | **89%** | **13** | **119** | **142** | **90%** | **158** |
| 2 or More | 1 | **100%** | 0 | 1 | 7 | **88%** | 1 | 8 | 8 | **89%** | 9 |
| Asian | 1 | **100%** | 0 | 1 | 5 | **100%** | 0 | 5 | 6 | **100%** | 6 |
| Black | 6 | **100%** | 0 | 6 | 21 | **84%** | 4 | 25 | 27 | **87%** | 31 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 4 | **100%** | 0 | 4 | 7 | **88%** | 1 | 8 | 11 | **92%** | 12 |
| White | 24 | **89%** | 3 | 27 | 64 | **90%** | 7 | 71 | 88 | **90%** | 98 |
| **Male** | **17** | **89%** | **2** | **19** | **41** | **95%** | **2** | **43** | **58** | **94%** | **62** |
| 2 or More | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | 3 | **100%** | 3 |
| Asian | 2 | **100%** | 0 | 2 | 3 | **100%** | 0 | 3 | 5 | **100%** | 5 |
| Black | 2 | **100%** | 0 | 2 | 3 | **100%** | 0 | 3 | 5 | **100%** | 5 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 2 | **100%** | 0 | 2 | 1 | **100%** | 0 | 1 | 3 | **100%** | 3 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| White | 9 | **82%** | 2 | 11 | 29 | **94%** | 2 | 31 | 38 | **90%** | 42 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **4** | **100%** | **0** | **4** | **4** | **100%** | **4** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| White | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2023-2024** | **56** | **85%** | **10** | **66** | **317** | **91%** | **32** | **349** | **373** | **90%** | **415** |
| **Female** | **32** | **84%** | **6** | **38** | **173** | **91%** | **17** | **190** | **205** | **90%** | **228** |
| 2 or More | 0 | **N/A** | 0 | 0 | 11 | **92%** | 1 | 12 | 11 | **92%** | 12 |
| Asian | 1 | **100%** | 0 | 1 | 6 | **100%** | 0 | 6 | 7 | **100%** | 7 |
| Black | 6 | **67%** | 3 | 9 | 36 | **78%** | 10 | 46 | 42 | **76%** | 55 |
| Hawaiian/Pacific Islander | 0 | **0%** | 1 | 1 | 5 | **100%** | 0 | 5 | 5 | **83%** | 6 |
| Hispanic | 5 | **83%** | 1 | 6 | 16 | **84%** | 3 | 19 | 21 | **84%** | 25 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 20 | **95%** | 1 | 21 | 98 | **97%** | 3 | 101 | 118 | **97%** | 122 |
| **Male** | **22** | **85%** | **4** | **26** | **88** | **88%** | **12** | **100** | **110** | **87%** | **126** |
| 2 or More | 3 | **100%** | 0 | 3 | 5 | **83%** | 1 | 6 | 8 | **89%** | 9 |
| Asian | 1 | **100%** | 0 | 1 | 7 | **100%** | 0 | 7 | 8 | **100%** | 8 |
| Black | 6 | **75%** | 2 | 8 | 13 | **76%** | 4 | 17 | 19 | **76%** | 25 |
| Hispanic | 5 | **83%** | 1 | 6 | 15 | **94%** | 1 | 16 | 20 | **91%** | 22 |
| White | 7 | **88%** | 1 | 8 | 48 | **89%** | 6 | 54 | 55 | **89%** | 62 |
| **Unknown** | **2** | **100%** | **0** | **2** | **56** | **95%** | **3** | **59** | **58** | **95%** | **61** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Unspecified | 2 | **100%** | 0 | 2 | 51 | **94%** | 3 | 54 | 53 | **95%** | 56 |
| White | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| **Grand Total** | **295** | **79%** | **80** | **375** | **703** | **90%** | **76** | **779** | **998** | **86%** | **1154** |

**ENG 246 Discussion:**

ENG 246 assessment pass rates have exceeded the 75% target since the second year of administration, with 90% of students passing in 2021-22, 91% in 2022-23, and 90% in 2023-24. Across all four years, 86% of students passed the assessment.

No strong demographic trends emerge during the four-year period, but students with 33 credits or less tend to outperform those with 33 or more credits. Over four years, the split was 90% to 79% (33 or less vs. 33+ credits). This may indicate that students who are further along in their academic career may be waiting to take ENG 246 and may require extra intervention from faculty to succeed. Students with more than 33 credits are still hitting the target metric for the assessment, but finding ways to boost their outcomes will increase student success at the college level.

## HIS 122

HIS 122 faculty selected a written paper assessment with a 4-dimension rubric for use across all sections. The assessment was piloted in 2018-2019 and has been administered since.

**Target**: 75% of students taking the assessment will achieve a benchmark score of 70% or higher.

### Table 24. HIS 122 - Written communication assessment outcomes, 4-year trend

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HIS 122 Written Communication Assessment - Assessment Pass Rates by Credits Earned and Selected Demographics, 4-Year Trend** | | | | | | | | | | | |
|
| **Year and Demographic** | **33+ Credits** | | | | **Less than 33 Credits** | | | | **Overall Pass Rate** | | **Grand Total** |
| **Passed** | **Passed %** | **Did Not Pass** | **33+ Credits Sum** | **Passed** | **Passed %** | **Did Not Pass** | **Less than 33 Credits Sum** | **n** | **Total Pass Rate** |
| **2020-2021** | **46** | **79%** | **12** | **58** | **158** | **57%** | **120** | **278** | **204** | **61%** | **336** |
| **Female** | **33** | **80%** | **8** | **41** | **97** | **59%** | **68** | **165** | **130** | **63%** | **206** |
| 2 or More | 1 | **50%** | 1 | 2 | 7 | **64%** | 4 | 11 | 8 | **62%** | 13 |
| Asian | 1 | **100%** | 0 | 1 | 0 | **0%** | 2 | 2 | 1 | **33%** | 3 |
| Black | 7 | **70%** | 3 | 10 | 16 | **53%** | 14 | 30 | 23 | **58%** | 40 |
| Hispanic | 5 | **83%** | 1 | 6 | 5 | **71%** | 2 | 7 | 10 | **77%** | 13 |
| Unspecified | 1 | **100%** | 0 | 1 | 1 | **14%** | 6 | 7 | 2 | **25%** | 8 |
| White | 18 | **86%** | 3 | 21 | 68 | **63%** | 40 | 108 | 86 | **67%** | 129 |
| **Male** | **13** | **76%** | **4** | **17** | **59** | **54%** | **51** | **110** | **72** | **57%** | **127** |
| 2 or More | 1 | **100%** | 0 | 1 | 1 | **20%** | 4 | 5 | 2 | **33%** | 6 |
| Asian | 1 | **100%** | 0 | 1 | 4 | **80%** | 1 | 5 | 5 | **83%** | 6 |
| Black | 2 | **67%** | 1 | 3 | 7 | **44%** | 9 | 16 | 9 | **47%** | 19 |
| Hispanic | 1 | **100%** | 0 | 1 | 4 | **100%** | 0 | 4 | 5 | **100%** | 5 |
| Unspecified | 0 | **N/A** | 0 | 0 | 4 | **100%** | 0 | 4 | 4 | **100%** | 4 |
| White | 8 | **73%** | 3 | 11 | 39 | **51%** | 37 | 76 | 47 | **54%** | 87 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **2** | **67%** | **1** | **3** | **2** | **67%** | **3** |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| **2021-2022** | **47** | **89%** | **6** | **53** | **50** | **81%** | **12** | **62** | **97** | **84%** | **115** |
| **Female** | **36** | **90%** | **4** | **40** | **32** | **84%** | **6** | **38** | **68** | **87%** | **78** |
| 2 or More | 3 | **100%** | 0 | 3 | 0 | **N/A** | 0 | 0 | 3 | **100%** | 3 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Black | 9 | **100%** | 0 | 9 | 9 | **69%** | 4 | 13 | 18 | **82%** | 22 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Hispanic | 3 | **100%** | 0 | 3 | 2 | **100%** | 0 | 2 | 5 | **100%** | 5 |
| White | 20 | **83%** | 4 | 24 | 20 | **95%** | 1 | 21 | 40 | **89%** | 45 |
| **Male** | **11** | **85%** | **2** | **13** | **15** | **75%** | **5** | **20** | **26** | **79%** | **33** |
| 2 or More | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| American Indian/Alaskan | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Black | 2 | **100%** | 0 | 2 | 0 | **0%** | 2 | 2 | 2 | **50%** | 4 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 | 1 | 0 | **0%** | 1 |
| Hispanic | 1 | **50%** | 1 | 2 | 0 | **0%** | 1 | 1 | 1 | **33%** | 3 |
| White | 7 | **88%** | 1 | 8 | 14 | **93%** | 1 | 15 | 21 | **91%** | 23 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **3** | **75%** | **1** | **4** | **3** | **75%** | **4** |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 2 | **67%** | 1 | 3 | 2 | **67%** | 3 |
| **2022-2023** | **64** | **73%** | **24** | **88** | **83** | **73%** | **30** | **113** | **147** | **73%** | **201** |
| **Female** | **37** | **74%** | **13** | **50** | **43** | **80%** | **11** | **54** | **80** | **77%** | **104** |
| 2 or More | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| Asian | 4 | **80%** | 1 | 5 | 1 | **100%** | 0 | 1 | 5 | **83%** | 6 |
| Black | 8 | **73%** | 3 | 11 | 8 | **62%** | 5 | 13 | 16 | **67%** | 24 |
| Hawaiian/Pacific Islander | 0 | **N/A** | 0 | 0 | 2 | **100%** | 0 | 2 | 2 | **100%** | 2 |
| Hispanic | 2 | **50%** | 2 | 4 | 6 | **75%** | 2 | 8 | 8 | **67%** | 12 |
| Other | 1 | **100%** | 0 | 1 | 0 | **N/A** | 0 | 0 | 1 | **100%** | 1 |
| White | 21 | **75%** | 7 | 28 | 26 | **87%** | 4 | 30 | 47 | **81%** | 58 |
| **Male** | **27** | **71%** | **11** | **38** | **39** | **67%** | **19** | **58** | **66** | **69%** | **96** |
| 2 or More | 3 | **100%** | 0 | 3 | 4 | **80%** | 1 | 5 | 7 | **88%** | 8 |
| Asian | 0 | **0%** | 1 | 1 | 0 | **N/A** | 0 | 0 | 0 | **0%** | 1 |
| Black | 8 | **73%** | 3 | 11 | 4 | **44%** | 5 | 9 | 12 | **60%** | 20 |
| Hispanic | 1 | **50%** | 1 | 2 | 3 | **43%** | 4 | 7 | 4 | **44%** | 9 |
| White | 15 | **71%** | 6 | 21 | 28 | **76%** | 9 | 37 | 43 | **74%** | 58 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **1** | **100%** | **0** | **1** | **1** | **100%** | **1** |
| 2 or More | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| **2023-2024** | **50** | **78%** | **14** | **64** | **44** | **77%** | **13** | **57** | **94** | **78%** | **121** |
| **Female** | **28** | **74%** | **10** | **38** | **20** | **77%** | **6** | **26** | **48** | **75%** | **64** |
| 2 or More | 1 | **100%** | 0 | 1 | 1 | **100%** | 0 | 1 | 2 | **100%** | 2 |
| Asian | 0 | **N/A** | 0 | 0 | 1 | **50%** | 1 | 2 | 1 | **50%** | 2 |
| Black | 5 | **71%** | 2 | 7 | 4 | **80%** | 1 | 5 | 9 | **75%** | 12 |
| Hispanic | 3 | **60%** | 2 | 5 | 0 | **0%** | 1 | 1 | 3 | **50%** | 6 |
| Unspecified | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| White | 19 | **76%** | 6 | 25 | 13 | **81%** | 3 | 16 | 32 | **78%** | 41 |
| **Male** | **22** | **85%** | **4** | **26** | **20** | **74%** | **7** | **27** | **42** | **79%** | **53** |
| 2 or More | 1 | **100%** | 0 | 1 | 2 | **67%** | 1 | 3 | 3 | **75%** | 4 |
| Asian | 1 | **100%** | 0 | 1 | 2 | **100%** | 0 | 2 | 3 | **100%** | 3 |
| Black | 1 | **33%** | 2 | 3 | 4 | **80%** | 1 | 5 | 5 | **63%** | 8 |
| Hawaiian/Pacific Islander | 1 | **100%** | 0 | 1 | 0 | **0%** | 1 | 1 | 1 | **50%** | 2 |
| Hispanic | 2 | **100%** | 0 | 2 | 2 | **67%** | 1 | 3 | 4 | **80%** | 5 |
| White | 16 | **89%** | 2 | 18 | 10 | **77%** | 3 | 13 | 26 | **84%** | 31 |
| **Unknown** | **0** | **N/A** | **0** | **0** | **4** | **100%** | **0** | **4** | **4** | **100%** | **4** |
| Black | 0 | **N/A** | 0 | 0 | 1 | **100%** | 0 | 1 | 1 | **100%** | 1 |
| Unspecified | 0 | **N/A** | 0 | 0 | 3 | **100%** | 0 | 3 | 3 | **100%** | 3 |
| **Grand Total** | **207** | **79%** | **56** | **263** | **335** | **66%** | **175** | **510** | **542** | **70%** | **773** |

**HIS 122 Discussion:**

HIS 122 pass rates exceeded the 75% target in 2021-22 and 2023-24, with overall rates of 84% and 78% respectively. Across four years, the pass rate was 70%.

Students with more than 33 credits tended to pass at a higher rate than their peers with less than 33 credits. Over four years, 79% of students with 33+ credits passed, vs. 66% of students with fewer than 33, a gap of 13%. This gap was primarily driven by the first two years of assessment, and in 2022-23 and 2023-24, the gap was effectively non-existent.

Black Males passed at lower rates than their peers, at 60% vs. 69% for all Males in 2022-23, with the gap growing to 63% vs. 79% in 2023-24. Likewise, Hispanic Males only passed at a rate of 44% in 2022-23, though their rate jumped to 80% (vs. 79% for Males overall) in 2023-24. It may be useful for HIS 122 faculty to examine the upcoming 2024-25 data to determine whether these achievement gaps are persistent and take measures in class to ensure at-risk student groups are engaged with interventions or recommended tutoring to help improve their scores.

## Continuous Quality Improvement for the Written Communication Outcome

Based on the evidence collected through analysis of outcomes assessment, the following changes and improvements were made with the intention of improving student learning:

* ENG 112 faculty may consider ways to engage their weakest students early in the course. Faculty plan to study student outcomes in ENG 111 to better understand the skills students are bringing into ENG 112.
* Students are performing well on the ENG 246 assessment, and faculty want to look into students coming in with ENG 111 and ENG 112 credit to study their grades and repeats, and how that may affect their skills on the asssessment.
* ENG 246 faculty want to look at the affect of different sessions (7-week, 5-week, 15-week, mini-session) on student assessment outcomes.
* HIS 122 faculty should consider comparing the data in this report to the upcoming 2024-25 data to see if there are persistent achievement gaps amongst Black and Hispanic Male students. HIS 122 faculty were interested in exploring disaggregated data to better understand which question(s) were challenging these student groups.
* By-question scores for each assessment are provided by Brightpoint’s Office of Institutional Effectiveness, and faculty should consider reviewing questions with lower overall scores. Revision of the question(s) or additional class time focus may be required to improve assessment outcomes.

# Graduate Testing and Indirect Collegewide Assessment

In Spring of 2022, Brightpoint administered the Madison Assessment Scientific Reasoning Test to 160 students. This test was not repeated due to difficult testing logistics and time constraints. Additionally, Brightpoint has found it difficult to select a graduate test that fits into the cost parameters required by the Office of Institutional Effectiveness.

The results report for the testing is included below:

**Madison Assessment – Scientific Reasoning Test Report**

Brightpoint Community College

Spring 2022

In the Spring term of 2022, the Madison Assessment Scientific Reasoning (SR) test was administered to 160 Brightpoint students. The test consisted of 49 multiple-choice questions, and the average time to completion was 28 minutes. The final scores were broken out into three groupings: Scored 85% or higher (85+%), Scored 70-85%, or Scored Under 70%. The following tables detail the score groupings by gender, age group, full- or part-time student status\*, and race/ethnicity.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Table 1.*** |  |  |  |  |  |  |  |  |
| **Brightpoint Community College – Madison Assessment Final Score Results by Gender** | | | | | | | | |
| **Final Score Range** | **Male** | **Male %** | **Female** | **Female %** | **Unknown** | **Unknown %** | **Total** | **Total %** |
| Scored 85+% | 13 | 19% | 8 | 9% | 0 | 0% | 21 | 13% |
| Scored 70-85% | 31 | 46% | 33 | 36% | 0 | 0% | 64 | 40% |
| Scored Under 70% | 24 | 35% | 50 | 55% | 1 | 100% | 75 | 47% |
| **Grand Total** | **68** | **100%** | **91** | **100%** | **1** | **100%** | **160** | **100%** |

**Discussion of Table 1 Results:**

A combined 65% of Male students scored 70% and higher on the test, whereas a combined 45% of Female students scored similarly. This 20 percent difference may prompt exploration of student achievement data to better understand if this trend is indicative of a larger achievement gap by gender in courses involving Scientific Reasoning.

***Table 2.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Brightpoint Community College – Madison Assessment Final Score Results by Age Group** | | | | | | | | |
| **Final Score Range** | **24 or younger** | **24 or younger %** | **25 to 44** | **25 to 44**  **%** | **45 & Over** | **45 & Over %** | **Total** | **Total %** |
| Scored 85+% | 13 | 12% | 7 | 16% | 1 | 10% | 21 | 13% |
| Scored 70-85% | 39 | 37% | 22 | 51% | 3 | 30% | 64 | 40% |
| Scored Under 70% | 55 | 51% | 14 | 33% | 6 | 60% | 75 | 46% |
| **Grand Total** | **107** | **100%** | **43** | **100%** | **10** | **100%** | **160** | **100%** |

**Discussion of Table 2 Results:**

A combined 88% of students under age 25 did not score above an 85% on the assessment, and over half (51%) scored under 70%. Students aged between 25 and 44 fared better, with the majority (51%) scoring between 70-85%, and 67% achieving 70% and higher.

***Table 3.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Brightpoint Community College – Madison Assessment Final Score Results by Full\*/Part-Time Status** | | | | | | |
| **Final Score**  **Range** | **Full-Time\*** | **Full-Time**  **%** | **Part-Time** | **Part-Time %** | **Total** | **Total %** |
| Scored 85+% | 13 | 17% | 8 | 10% | 21 | 13% |
| Scored 70-85% | 32 | 41.5% | 32 | 38% | 64 | 40% |
| Scored Under 70% | 32 | 41.5% | 43 | 52% | 75 | 47% |
| **Grand Total** | **77** | **100%** | **83** | **100%** | **160** | **100%** |

**Discussion of Table 3 Results:**

The distribution of full-time\* and part-time students was nearly evenly split (77 and 83 respectively). Scoring was better amongst full-time students, with 58.5% of students scoring 70% and higher. 48% of part-time students scored similarly.

\**Full-time students are students who took at least 24 credits during an academic year.*

***Table 4.***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Brightpoint Community College – Madison Assessment Final Score Results by Race/Ethnicity** | | | | | | | | | | | | | | |
| **Final Score Range** | **White** | **White %** | **Black** | **Black %** | **Hispanic** | **Hispanic %** | **Asian** | **Asian %** | **2 or More** | **2 or More %** | **Hawaiian** | **Hawaiian %** | **Total** | **Total %** |
| Scored 85+% | 15 | 14% | 2 | 9% | 2 | 11% | 0 | 0.0% | 2 | 40% | 0 | 0.0% | 21 | 13% |
| Scored 70-85% | 45 | 42% | 6 | 26% | 9 | 47% | 2 | 50% | 1 | 20% | 1 | 100% | 64 | 40% |
| Scored Under 70% | 48 | 44% | 15 | 65% | 8 | 42% | 2 | 50% | 2 | 40% | 0 | 0.0% | 75 | 47% |
| **Grand Total** | **108** | **100%** | **23** | **100%** | **19** | **100%** | **4** | **100%** | **5** | **100%** | **1** | **100%** | **160** | **100%** |

**Discussion of Table 4 Results:**

108 out of 160 (68%) test takers were White, and 56% of those students scored 70% and higher. Hispanic students scored similarly, with 58% scoring 70% and higher. 65% of Black students scored below 70%. Similar to the gap between Male and Female students, it may be worth exploring course achievement in Scientific Reasoning courses to better understand the achievement gap between Black students and their peers.

**Conclusion:**

Roughly half (47%) of the 160 students who completed the Madison Assessment SR test scored below a 70%. Additionally, analysis of the data underscores gaps amongst Black and Female students in their understanding of SR concepts. Brightpoint’s leadership might explore student achievement data, along with General Education Assessment results to better understand and address these disparities amongst student groups.

