

Crafton Hills College - Outcomes Assessment Report

GEO Quantitative Reasoning

GEO 7: Quantitative Reasoning

Assessed: Fall 2022 to
Summer 2023

Learning Outcomes Statement

Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 26 sections in the following courses and resulted in a total of 2,084 assessments.

- ANTHRO-110
- ASL-101, 102, 103, 200, and 205
- HIST-171
- HIT-101
- KIN/D-150A
- MATH-103, 110, 115, and 251

Summary of Evidence

Referring to Table 1, statistically **there is Disproportionate Impact among students who reported their gender as non-binary (ES = 1.10, $p < .001$).**

The Faculty Department Chairs reviewed the results of the assessments at the March 1, 2024 meeting. The Chairs hypothesized that the DI only occurred in math courses, which is correct.

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

Ethnicity	# of Assessments	Percent
1 Female	43	61
2 Male	81	54
3 Non-Binary	6	0
9 Unknown/Not Reported	NA	NA
Total	130	54

List of Courses where Outcomes were mapped to the GEO.

- MATH-110, 115, and 251

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

The Faculty Department Chairs had the following questions:

1. What is the subject matter in math that may impact non-binary students?
2. What are the global issues on identity in relation to math?