

Critical Analysis of Identity and Equity in the United States 2018-2020

Courses or course sequences addressing Critical Analysis of Identity and Equity in the United States (CAIEUS) must meet a majority of the student learning outcomes (SLOs). During the Fall 2018, Spring 2019, and Fall 2019 semesters,¹ Virginia Tech offered 38 Pathways courses that included the Core Concept of CAIEUS.

	Overall
Pathways Sections Offering CAIEUS	128
Pathways Sections Reporting CAIEUS Data ²	44 (34%)
Pathways Sections Included in Analyses ³	40 (31%)
Enrollment in Sections Offering CAIEUS*	7,737
Enrollment in Sections Included in Analyses*	2,466 (32%)

* Values include students who may be enrolled and/or assessed in multiple Pathways courses.

Table 1: Competency Levels per SLO for CAIEUS

	Sections Included in Analyses*	Students Included in Analyses	Percentage of Students		
			Below Competent	Competent	Above Competent
SLO 1: Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States.	40	1,793	11% (n=192)	44% (n=784)	46% (n=817)
SLO 2: Analyze social equity and diversity in the United States through multiple perspectives on power and identity.	28	1,251	13% (n=167)	43% (n=536)	44% (n=548)
SLO 3: Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States.	15	641	8% (n=50)	40% (n=259)	52% (n=332)
SLO 4: Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States.	8	222	8% (n=18)	46% (n=103)	45% (n=101)
SLO 5: Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States.	20	830	7% (n=58)	34% (n=285)	59% (n=487)

* Includes sections required to report data for a specific outcome and additional sections reporting data.

¹ Due to the small number of sections reporting CAIEUS data during 2018-2019, data from Fall 2018, Spring 2019, and Fall 2019 have been combined. Pathways data collection was suspended for Spring 2020 due to the COVID-19 pandemic.

² Thirteen sections (30%) were missing data for one or more required SLOs; 31 sections (70%) provided complete data.

³ Data from 37 sections (84%) were fully included; data from 3 sections (7%) were partially included; data from 4 sections (9%) were excluded.

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SLO 1: Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).

	Sections Required to Report Data for SLO 1	Additional CAIEUS Sections Reporting Data for SLO 1	Total Sections Included in Analyses of SLO 1
Pathways Sections Offering SLO 1	124	N/A	124
Pathways Sections Reporting Data	44 (35%)	N/A	44 (35%)
Pathways Sections Included in Analyses	40* (32%)	N/A	40 (32%)
Enrollment in Sections Offering CAIEUS 1**	7,653	N/A	7,653
Students Included in Analyses**	1,793 (23%)	N/A	1,793 (23%)

* Data from 4 sections were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

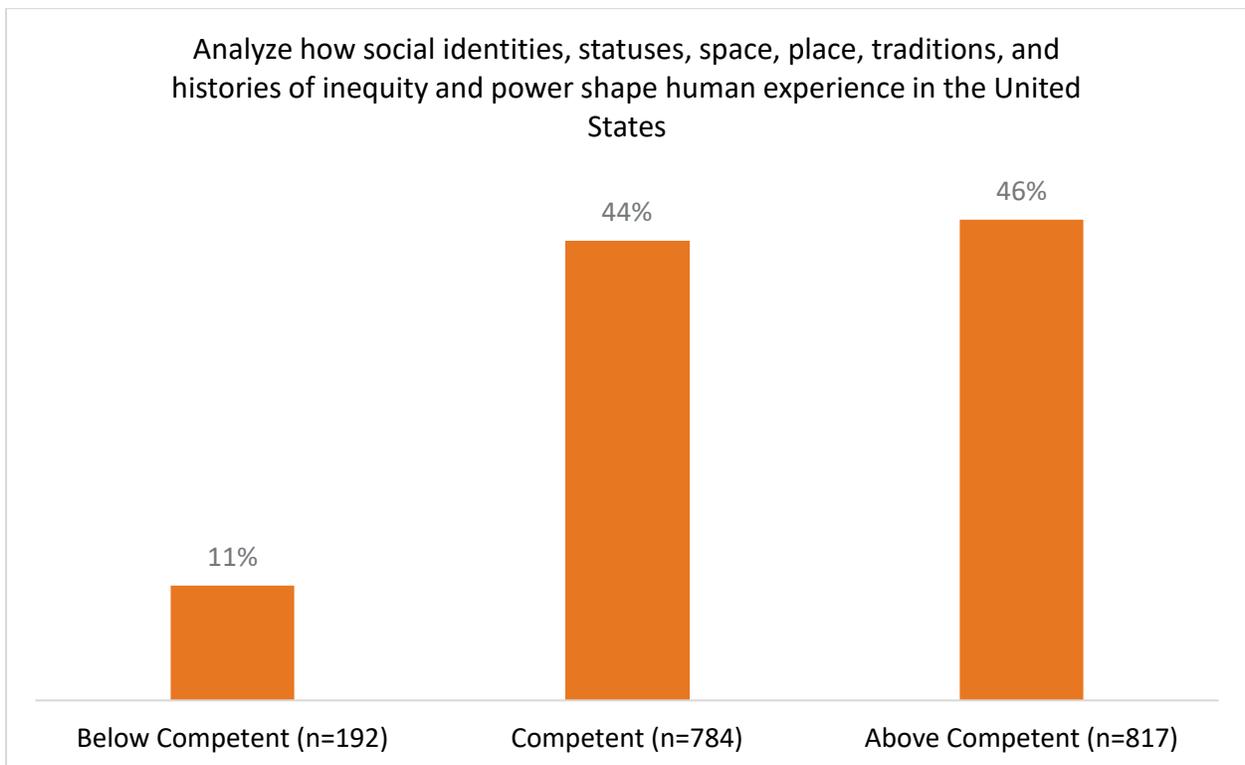


Figure 1. (n=1,793)

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SLO 2: Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.

	Sections Required to Report Data for SLO 2	Additional CAIEUS Sections Reporting Data for SLO 2	Total Sections Included in Analyses of SLO 2
Pathways Sections Offering SLO 2	112	N/A	112
Pathways Sections Reporting Data	35 (31%)	N/A	35 (31%)
Pathways Sections Included in Analyses	28* (25%)	N/A	28 (25%)
Enrollment in Sections Offering CAIEUS 2**	7,260	N/A	7,260
Students Included in Analyses**	1,251 (17%)	N/A	1,251 (17%)

* Data from 7 sections were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

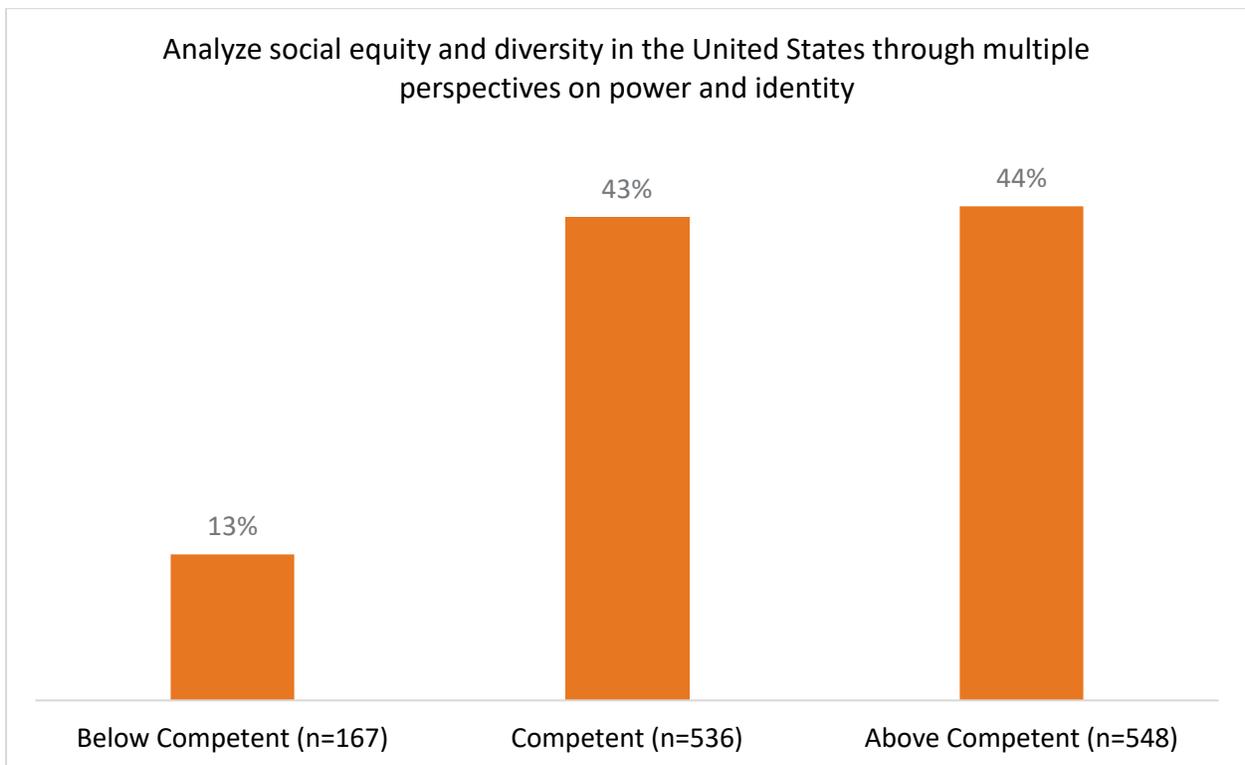


Figure 2. (n=1,251)

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SLO 3: Demonstrate how creative works analyze and/or reimagine diversity in human experiences in the United States (particularly or in comparative perspective).

	Sections Required to Report Data for SLO 3	Additional CAIEUS Sections Reporting Data for SLO 3	Total Sections Included in Analyses of SLO 3
Pathways Sections Offering SLO 3	29	4	33
Pathways Sections Reporting Data	13 (45%)	4 (100%)	17 (52%)
Pathways Sections Included in Analyses	11* (38%)	4 (100%)	15 (45%)
Enrollment in Sections Offering CAIEUS 3**	1,253	236	1,489
Students Included in Analyses**	439 (35%)	202 (86%)	641 (43%)

* Data from 2 sections were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

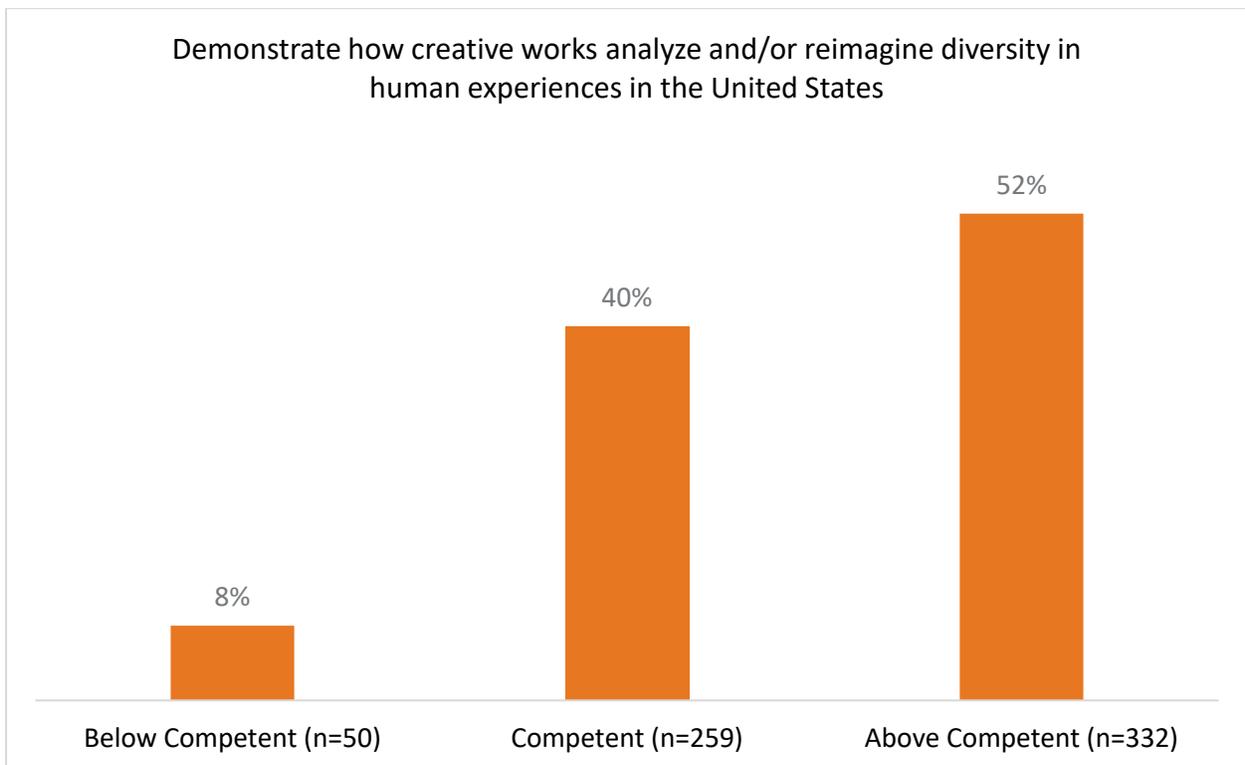


Figure 3. (n=641)

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SLO 4: Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).

	Sections Required to Report Data for SLO 4	Additional CAIEUS Sections Reporting Data for SLO 4	Total Sections Included in Analyses of SLO 4
Pathways Sections Offering SLO 4	22	2	24
Pathways Sections Reporting Data	7 (32%)	2 (100%)	9 (38%)
Pathways Sections Included in Analyses	6* (27%)	2 (100%)	8 (33%)
Enrollment in Sections Offering CAIEUS 4**	614	116	730
Students Included in Analyses**	169 (28%)	53 (46%)	222 (30%)

* Data from 1 section were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

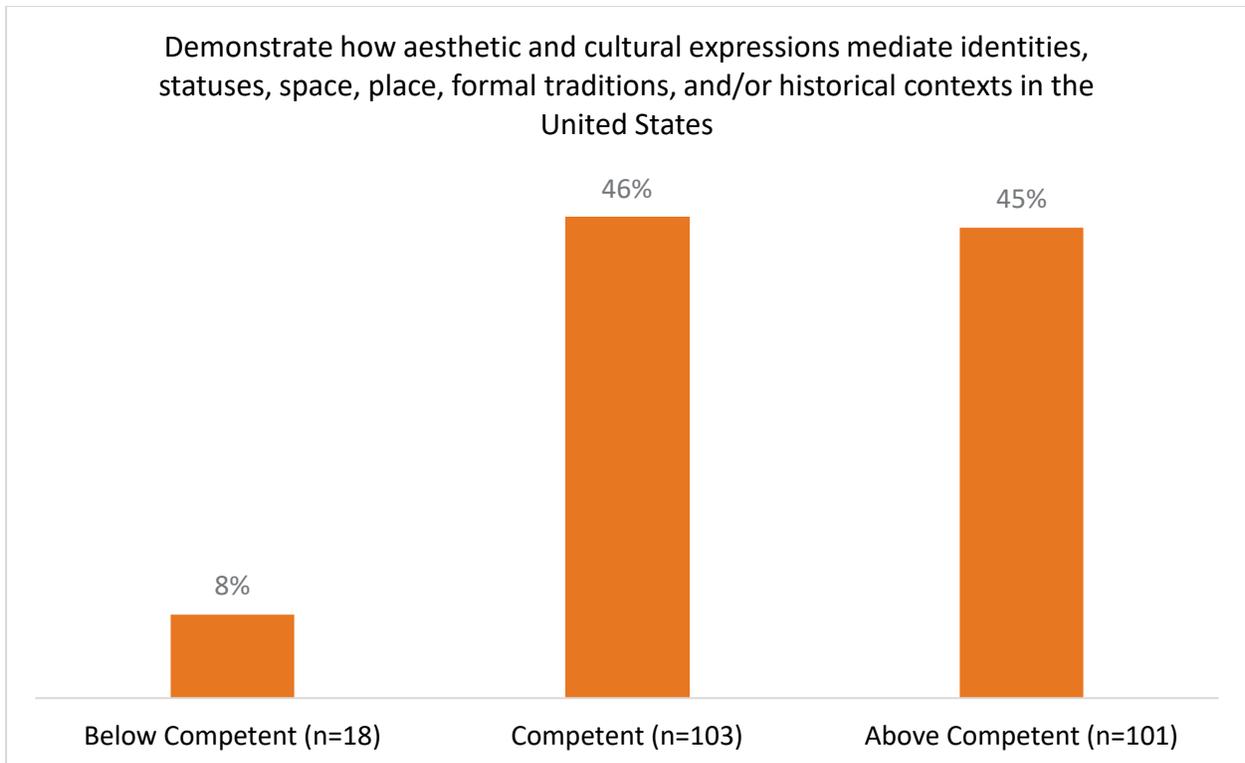


Figure 4. (n=222)

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SLO 5: Analyze the interactive relationships between place, space, identity formation, and sense of community in the United States (particularly or in comparative perspective).

	Sections Required to Report Data for SLO 5	Additional CAIEUS Sections Reporting Data for SLO 5	Total Sections Included in Analyses of SLO 5
Pathways Sections Offering SLO 5	103	N/A	103
Pathways Sections Reporting Data	23 (22%)	N/A	23 (22%)
Pathways Sections Included in Analyses	20* (19%)	N/A	20 (19%)
Enrollment in Sections Offering CAIEUS 5**	6,562	N/A	6,562
Students Included in Analyses**	830 (13%)	N/A	830 (13%)

* Data from 3 sections were excluded.

** Values include students who may be enrolled and/or assessed in multiple Pathways courses.

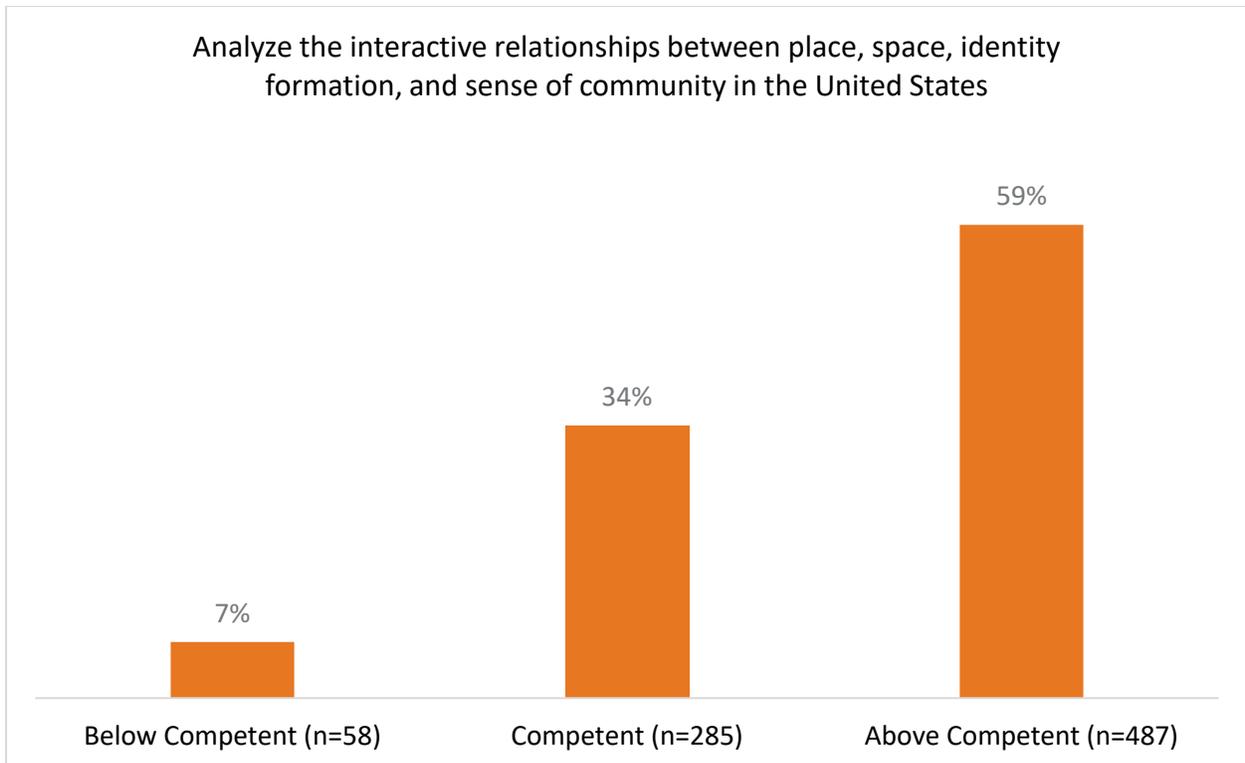


Figure 5. (n=830)