



Closing Equity Gaps through Teaching Excellence Otero Grant – 2022-2023 Year One Implementation Summary Report

Otero College – Submitted January 25, 2023

Program Name: Student Equity and Achievement (SEA) through Universal Design for Learning (UDL): Different not Deficient

Program Leads: Dr. Chelsea Herasingh, Warren McClure, Dr. Kimberly Munro, Emily Litle

Program Description: The Student Equity and Achievement (SEA) Program was designed to address persistent equity gaps in pass rates for students of color by creating learning environments that reflect culturally responsive pedagogy, support inclusion, and provide students space that is aesthetically pleasing and stimulating. According to Holeton (2002), “If we accept that campus learning environments work best when they provide a sense of security and inclusion along with ways for students to be involved in an experience of community, it follows that we should design spaces with, at a minimum, human friendly infrastructure and accessibility in mind.” Through best practices of Universal Design for Learning (UDL) and knowledge obtained at the Teaching Professor’s Conference, Otero faculty and instructors will ensure inclusive excellence as classroom spaces and course curriculum is designed, developed, and delivered in all educational settings (I.e., face-to-face, hybrid, hyflex and online learning.) UDL is traditionally viewed as serving those with disabilities; however, it addresses equity needs for all student populations. Research shows that engaged students typically improve their persistence rates and subject matter understanding. The goal of UDL is to remove learning barriers in the classroom and create equitable learning opportunities for all students: by implementing UDL we aim to create positive trends of persistence for our target groups by creating responsive learning environments and inclusive learning, especially students historically underserved by traditional pedagogy. This presentation is meant to introduce UDL to our CCCS colleagues and provide tangible teaching methods across discipline.

Players and Partners included full-time faculty, part time instructors, tutors, Learning Commons staff, IT staff, physical plant staff, and administrators.

The SEA Program was designed to address persistent equity gaps in pass rate, retention, and degree completion for students of color at Otero College. Our data illustrated that equity gaps exist; the program was designed as a targeted approach to engage places on campus where equity gaps occurred despite existing support services. Many resources existed for students on campus outside of the classroom, however, we recognized that due to time constraints, and marketing/missed information, not all students on campus were taking advantage of these resources. Otero has many student support services, but our data reflected we were missing many of them: students with lower pass rates were disengaged from coursework, campus life, and were less likely to reenroll. Therefore, SEA was developed to tackle equity issues within the classroom, to ensure all students would benefit from Otero’s efforts and resources. The grant committee focused on implementing Universal Design for Learning (UDL) in two distinct ways. First, through physical UDL classroom redesign, and second, by applying UDL principles to our classroom curriculum and teaching strategies.

Year One Implementation and Outcomes (Spring-Fall Semesters, 2022):

Proposed Strategy 1: Engage faculty in intense professional development opportunities through UDL training, the Teaching Professor's Conference, and the CCCS Summer Intensive Teaching and Learning Institute that will prepare them to design courses that fully incorporate the principles of Universal Design for Learning.

In January of 2022 a professional development workshop focused on UDL was held for all of Otero's current faculty, including full time and part time. The workshop was conducted by the CAST organization and consisted of teaching faculty and instructors how to implement the basics of UDL in college classroom. Following this training, 12 total faculty members consisting of 10 full time faculty members and two part time instructors enrolled in a 12-week CAST UDL training cohort. Out of the 12 faculty, 11 completed the course, with one of the part time instructors dropping out for personal reasons. The 12-week UDL training was one of the most useful and effective implementation strategies of the Grant. UDL encourages a mindset that benefits all learners, in its physical redesign to help people of all physical abilities, but also in its redesign of curriculum, and learning environments to help individuals who may have ADHD, dyslexia, and anxiousness or anxiety, and variation in learning preferences. When we, as educators, consider all learning preferences and the variability from the beginning, we can better accommodate all students. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

While some faculty at Otero were already engaging in UDL practices prior to the SEA Grant implementation, there was no real background or knowledge in what UDL was and how to best take advantage of a UDL mindset. This mindset focused on the user experience and understanding the barriers that educators may have unintentionally built into pre-existing course structures. UDL principles, when practiced in an intentional way can benefit all our unique individuals on campus, not just our target groups, but also including our first generation, international, and indigenous students. The focus of the training was on UDL strategies and their intentional implementation, considering the unique needs of all our students. Those faculty who completed the 12-week UDL cohort training course through CAST (and even several who only participated in the initial workshop), went back to their courses to implement UDL principles, mostly involving re-working existing assignments and assessments for more student choice and variability. When we incorporate variability into our assignments and presentation of information in an intentional way and give students choice and flexibility in their learning environment that doesn't cater to one type of student learner (VARK), we open more doors to our students, more doors meaning more accessibility --to information, education, and buy in/stake to their own learning outcomes.

In addition to the UDL training, in June of 2022, three full time Faculty members attended the Teaching Professor Conference in Atlanta, GA. This 3-day training offered immersive insight and implementation into UDL principles. At the beginning of the following fall semester of 2022, the faculty who participated in the conference conducted an all-faculty professional development session to help introduce and train current faculty in the principles they learned.

The CCCS Summer Intensive Teaching and Learning Institute was postponed over the summer and moved to October of 2022. At this event, two of Otero's own faculty, Dr. Kimberly Munro and Emily Litle presented the results of the first year of the SEA Program in an hour-long session. Also, due to the Learning Institute taking place both in-person and over Zoom, at least 15 Otero faculty and administrators were able to attend. This was a perfect opportunity for our faculty to participate in professional development, learning and discussing best practices for classroom application of UDL, not just within our own cohort, but within the entire CCCS system.

Proposed Strategy 2: Acquire educational resources that support active learning, such as Nearpod, which is a low-cost application that provides real-time insight into student understanding through interactive lessons, videos, gamification, and activities.

To further ensure variability and accessibility in our classroom settings, a Nearpod campus license was purchased, so that 10 faculty could utilize Nearpod quizzes and resources into their course design, making the class more tech friendly and presentable to our “modern” day students in the age of technology. Nearpod helps to build in interactive lessons, interactive videos, gamification, and activities into courses, to make classes more dynamic, engaging and encourage class participation. One Faculty member, who is an early adopter of Nearpod, is also planning a training session for other faculty members on Nearpod use.

Proposed Strategy 3: Reform traditional classroom(s) into “learning spaces” with an efficient, proactive design that supports a diverse student population. The classroom learning spaces created on campus will incorporate varied technology and digital resources to ensure multiple means of action and expression. The layout and furniture options will create functional space for working groups and other relative means of engagement or independent work and will embrace fidgeting movements. The layout and furniture options will also allow students to move around as they learn and will provide options to stand or sit while fostering collaboration and community among students. Careful attention will be paid to visual elements (e.g., posters, photos, artwork) that may negatively impact our students’ sense of belonging. Modernizing classrooms could be a great recruiting tool for our institution.

Three classrooms were redesigned using UDL principles to help better engage students. One classroom from three individual department buildings was targeted for this purpose. The redesign included:

- Adjustable height standing desks
- Whiteboard desks
- Alternative seating (height adjustable stools, wobble seats and other options)
- New movable white boards

Faculty who engaged in the UDL Cohort also implemented basic UDL classroom redesign principles into other classrooms, by adjusting desks/chairs and rearranging existing furniture. Even these small changes encouraged students to participate more in group work and in-class discussion in the classroom.

Proposed Strategy 4: Encourage knowledge sharing among faculty who participate in professional development to discuss best practices and classroom application.

Faculty who participated in the UDL cohort created a video to discuss their implementation and thoughts on the training. Additionally, the creation of the cohort has allowed a space and created a core community on campus for the participants to continue to share ideas, strategies, and qualitative outcomes for their classes. The ability to discuss UDL principles and share ideas for assignments, different styles of assessments, and what appears to be working or not working has greatly improved faculty dynamics, and updated course designs.

Proposed Strategy 5: Compensate faculty and staff for their active participation in the grant committee, and for collecting and analyzing data, attending professional development, and implementing and assessing grant outcomes.

All faculty who participated in the UDL Cohort were given a \$1,000 stipend, separated into two parts. The first was when faculty completed the full 12-week course, and the second, when they finished the task of recording a reflexive video on their experience and how they implemented UDL in the classroom

following the course. This video was edited and put together to create a 55-minute Professional Development resource for other faculty on campus who are hoping to learn more about the benefits and implementation of UDL.

Proposed Strategy 6: Teach explicit and organized lessons that include opportunities for authentic learning experiences, individual choice and autonomy, and collaborative learning while ensuring these lessons include reflective practices and cultural responsiveness.

As mentioned above, one of the purposes of UDL is an intentional design and implementation of UDL principles into classroom physical design and curriculum. Planning specific strategies, environments and assignments. As such, faculty who participated in the UDL training also started handing out Introductory class surveys, so that they could get a handle of each class's unique demographic and needs (i.e., More international students or athletes vs. "non-traditional" students who may have more demands on their time or responsibilities outside of their campus life). This helped faculty to add more variability and flexibility into their existing course designs.

Through our orientation program at the beginning of the semester, our campus administrators also asked all students to take the VARK questionnaire, so that we, as a campus community, could understand the learning needs and preferences/styles of our student body. What we discovered was that our students lean more towards Kinesthetic learning. Understanding these needs helps administrators and specific faculty work in variability into their classroom assignments and the educational presentation of materials to ensure that we are creating more accessible classrooms that allow all our students to thrive. Many of our UDL Cohort faculty changed their final paper/project assignments to include variability in their final presentations. Instead of forcing all students to present PowerPoint presentations for their final visuals, students could choose to prerecord a visual or create a short documentary style film or poster. This helped for students who had anxiety with public speaking or were more comfortable with other forms of media. Allowing these students to have choice made the final presentations more dynamic, and overall "higher quality of work." Students took this choice to take more accountability and ownership of their final projects, and therefore put in more effort and had a sense of pride in their presentations instead of "just phoning it in."

Another opportunity for multiple means of engagement was self-assessment and reflection, which was worked into at least three different participating faculties' assignments. These kinds of assessments stimulate interest and motivation for learning because it helps understand the why of learning. Through self-assessment, many students realized they were making progress toward greater mastery of the material, and that was highly motivating for students. These reflexive essays were worked into student papers to allow students more "low stakes" and "low stress" assignments that helped them develop critical thinking skills and engage in materials in a more qualitative way. For example, CTE Faculty Ryan Philips implemented verbal self-reflexive assessments that created more "light-bulb moments for students of their work," allowing students to identify their progress and areas of improvement, talking through how to create a plan for their own future learning. This created more student interest and "buy in."

Another example of how an Otero UDL Cohort Faculty made changes to his classroom assignment comes from Dr. James Lind, our Music Faculty, "The concepts of UDL helped to transform my teaching and engagement for students. At the end of class, I used to ask students if they had any questions. After UDL, I now ask the students to take out a piece of paper and tell me something you learned in class today. In addition, I post a series of questions for students to respond to at the end of class based on what we covered in class. I have found that students are more willing to give open and honest feedback through a writing activity than they are in a 'round table' discussion format. This strategy of writing at the end of

class has provided opportunities for students to become more engaged and thoughtfully reflecting on what we discussed in class each day.”

Additional methods for “Multiple means of engagement,” implemented in separate classrooms were the use of handheld white boards, and online/interactive quizzes for students to answer questions in different ways. For those students who have anxiety about speaking in class, the use of hand-held white boards to answer questions, or Nearpod quizzes helps to keep them engaged and participating. A trend that has emerged with our UDL Faculty (which is beginning to rub off on faculty members who did not participate in the 12-week training) is providing multiple modes of content delivery, from written directions to videos or podcasts. Faculty are also lecturing less and adding in more hands-on activities, which helps students to feel like they are part of the classroom and not just sitting through lectures.

First Year Expenses

Year 1 - FY22-FY23 Expenditures			
Faculty Training Stipends			
* Stipends paid to 12 faculty who completed UDL training and 3 who attended conferences*			
			Total Salary
			\$11,924.03
Teaching Tools/Software			
NEARPOD	6/8/2022		\$2,475.00
Handheld White Boards	2/28/2022		\$79.98
			TOTAL
			\$2,554.98
UDL FURNITURE			
Worthington Direct	11/30/2022		\$24,309.95
School Outfitters	8/26/2022		\$7,618.46
Vari Sales Corporation	8/26/2022		\$7,918.95
Total UDL Furniture			\$39,847.36
UDL Faculty Training			
CAST Inc.	6/30/2022		\$1,500.00
CAST, Inc	5/23/2022		\$2,000.00
CAST, Inc	4/11/2022		\$2,000.00
CAST, Inc	4/25/2022		\$2,000.00
Total Training Cost			\$7,500.00
Teaching Conferences			
(Teaching Prof Conference)	4/25/2022		\$3,024.00
Faculty	6/13/2022		\$1,825.56
Faculty	6/13/2022		\$311.35
Reallocate Travel Card 4/25	5/31/2022		\$2,205.60
Faculty	7/29/2022		\$104.00
Total Training Cost			\$7,470.51
Total Budget			
			100,000.00

Total Expenses FY 22 & FY 23			\$69,296.88
Total Remaining Balance			\$30,703.12

The Colorado Community College System’s Vice Chancellor for Academic and Student Affairs has approved Otero’s request to use our remaining balance to purchase more furniture for UDL classrooms and spaces on campus.

Assessment/Analysis of First Year Implementation:

Assess outcomes to determine that efforts are consistent and effective.

Pass rate data from Fall 2021 and Fall 2022 was collected and analyzed for eight of the 11 faculty members who participated in the UDL training cohort. Data from the other three faculty is not available because they did not teach at Otero in Fall 2021. Identifying trends with just 2 years of pass rate data is challenging due to variability in course sizes and *n* values for the three areas we looked at: gender, ethnicity, and disability status. The final pass rates for gender and ethnic groups improved in some courses but decreased in others, which is not an anomaly as *n* values changed. Black Non-Hispanic and Hispanic students had lower pass rates than White Non-Hispanic students in many of the courses surveyed, which aligns with institutional pass rate data. The pass rates for students with disabilities stayed consistent in every course, with almost all students with disabilities passing the courses that were examined. Below is the course comparison data for the eight faculty members we evaluated:

Faculty Member 1 - Art

ART 110/1110 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	2	50%
Asian or Pacific Islander	2	100%
Black Non-Hispanic	3	100%
Hispanic	6	83%
Unknown/Other		
White Non-Hispanic	6	50%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%

ART 110/1110 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	2	100%
Black Non-Hispanic	3	100%
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	2	50%

Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	5	80%

Hispanic	6	67%
Unknown/Other		
White Non-Hispanic	5	80%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic		
Unknown/Other		
White Non-Hispanic		

ART 111/1111 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	3	100%
Hispanic	10	80%
Unknown/Other		
White Non-Hispanic	6	83%

ART 111/1111 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	2	100%
Hispanic	5	100%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate

FEMALES

Ethnicity	Total Students	Pass Rate

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	4	100%
Unknown/Other		
White Non-Hispanic	1	100%

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic	3	100%
Unknown/Other	1	100%
White Non-Hispanic	2	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Faculty Member 2 – Math

MAT 121/1340 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	1	0%
Hispanic	4	75%

MAT 121/1340 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic	4	50%

Unknown/Other		
White Non-Hispanic	17	71%

Unknown/Other		
White Non-Hispanic	4	75%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	1	100%
Hispanic	5	100%
Unknown/Other	1	0%
White Non-Hispanic	4	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	0%
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	6	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

Faculty Member 3 – Communication, English, and Literature

COM 125/1250 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate

COM 125/1250 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate

American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	2	100%
Hispanic	6	67%
Unknown/Other		
White Non-Hispanic	9	78%

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic	6	100%
Unknown/Other		
White Non-Hispanic	3	67%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	3	100%
Hispanic	10	70%
Unknown/Other	1	100%
White Non-Hispanic	9	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	5	40%
Hispanic	3	100%
Unknown/Other	1	100%
White Non-Hispanic	5	40%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	0%
Asian or Pacific Islander	2	100%
Black Non-Hispanic	2	100%
Hispanic	5	80%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic		
Hispanic	9	78%
Unknown/Other		
White Non-Hispanic	1	0%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	4	25%
Unknown/Other		
White Non-Hispanic	6	100%

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

LIT 225/2025 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	0%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	3	100%
Hispanic	1	0%
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		

LIT 225/2025 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other	1	100%
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		

Hispanic		
Unknown/Other		
White Non-Hispanic		

Hispanic		
Unknown/Other		
White Non-Hispanic		

Faculty Member 4 – English, Humanities, and Literature

ENG 121/1021 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic		
Hispanic	4	75%
Unknown/Other		
White Non-Hispanic	7	100%

ENG 121/1021 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	2	100%
Black Non-Hispanic	3	100%
Hispanic	9	67%
Unknown/Other	1	100%
White Non-Hispanic	4	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	7	86%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	2	50%
Hispanic	4	100%
Unknown/Other		
White Non-Hispanic	11	64%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

Females

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	2	100%

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

HUM 115/1015 - Fall 2021

HUM 115/1015 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	3	100%
Black Non-Hispanic	3	33%
Hispanic	10	90%
Unknown/Other		
White Non-Hispanic	5	80%

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	2	100%
Black Non-Hispanic	4	75%
Hispanic	7	86%
Unknown/Other		
White Non-Hispanic	5	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	8	88%
Unknown/Other		
White Non-Hispanic	8	88%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	7	86%

DOCUMENTED DISABILITY

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		

White Non-Hispanic		
--------------------	--	--

White Non-Hispanic		
--------------------	--	--

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

LIT 115/1015 - Fall 2021

LIT 115/1015 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	
Black Non-Hispanic	5	80%
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	1	100%

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	3	67%
Hispanic	3	67%
Unknown/Other		
White Non-Hispanic		

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic	4	100%
Unknown/Other		
White Non-Hispanic	5	80%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	2	50%
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	6	67%

DOCUMENTED DISABILITY

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		

Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic		
Unknown/Other		
White Non-Hispanic		

Faculty Member 5 – Humanities and Music

HUM 220/1020 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	2	50%
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic	3	100%

DOCUMENTED DISABILITY

Males

HUM 220/1020 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	2	50%
Hispanic		
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Music 120/1020 - Fall 2021

Music 120/1020 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	7	100%
Black Non-Hispanic	4	100%
Hispanic	7	100%
Unknown/Other		
White Non-Hispanic	4	75%

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	2	100%
Hispanic	3	100%
Unknown/Other		
White Non-Hispanic	6	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	2	100%
Hispanic	3	33%
Unknown/Other		
White Non-Hispanic	5	80%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	5	100%
Unknown/Other	2	100%
White Non-Hispanic	7	86%

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

MUS 123/1023 - Fall 2021**MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other	1	100%
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

MUS 123/1023 - Fall 2022**MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	2	100%
Black Non-Hispanic	3	100%
Hispanic	7	86%
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	1	0%
Asian or Pacific Islander		
Black Non-Hispanic		

Hispanic		
Unknown/Other		
White Non-Hispanic		

Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	6	100%

DOCUMENTED DISABILITY

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Faculty Member 6 – Welding

WEL 100/1000 - Fall 2021

WEL 100/1000 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	4	75%
Unknown/Other		
White Non-Hispanic	5	80%

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	5	100%
Unknown/Other		
White Non-Hispanic	5	80%

FEMALES

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

WEL 103/1003 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	4	50%
Unknown/Other		
White Non-Hispanic	4	100%

WEL 103/1003 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	5	100%
Unknown/Other		
White Non-Hispanic		

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY**Males**

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY**Males**

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Pass Rate	Male
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Faculty Member 7 – Math**MAT 121/1340 - Fall 2021****MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	3	67%

MAT 121/1340 - Fall 2022**MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native	2	50%
Asian or Pacific Islander		
Black Non-Hispanic	3	100%

Hispanic	4	50%
Unknown/Other		
White Non-Hispanic	1	100%

Hispanic	7	86%
Unknown/Other	1	100%
White Non-Hispanic	7	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	3	100%
Hispanic	3	67%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	0	0%
Hispanic	6	67%
Unknown/Other		
White Non-Hispanic	12	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	100%
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	3	67%
Unknown/Other		
White Non-Hispanic		

MAT 135/1260 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate

MAT 135/1260 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	3	100%

American Indian/Alaskan Native	1	100%
Asian or Pacific Islander		
Black Non-Hispanic	1	0%
Hispanic	4	75%
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	5	100%
Unknown/Other	1	100%
White Non-Hispanic	6	67%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander	1	100%
Black Non-Hispanic	1	100%
Hispanic	4	100%
Unknown/Other		
White Non-Hispanic	6	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

BIO 201/2101 - Fall 2021**MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	0%
Unknown/Other		
White Non-Hispanic	2	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	1	0%
Hispanic	14	64%
Unknown/Other		
White Non-Hispanic	16	56%

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		

BIO 201/2101 - Fall 2022**MALES**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	2	100%
Unknown/Other		
White Non-Hispanic	1	0%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	14	50%
Unknown/Other		
White Non-Hispanic	7	71%

DOCUMENTED DISABILITY**Males**

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		

Hispanic		
Unknown/Other		
White Non-Hispanic		

Hispanic		
Unknown/Other		
White Non-Hispanic	1	0%

BIO 202/2102 - Fall 2021

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

BIO 202/2102 - Fall 2022

MALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic		

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic	2	50%
Unknown/Other		
White Non-Hispanic	3	100%

FEMALES

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic	2	100%
Hispanic	1	100%
Unknown/Other		
White Non-Hispanic	1	100%

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

DOCUMENTED DISABILITY

Males

Ethnicity	Total Students	Pass Rate
American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Females

Ethnicity	Total Students	Pass Rate

Females

Ethnicity	Total Students	Pass Rate

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic	1	100%

American Indian/Alaskan Native		
Asian or Pacific Islander		
Black Non-Hispanic		
Hispanic		
Unknown/Other		
White Non-Hispanic		

Classroom redesign was not implemented until midway through the Fall of 2022 semester (due to furniture delivery delays, back orders, and general shortages with the supply chain), so quantifiable data has not been collected for a full semester on how classroom redesign affected teaching and learning. Feedback from faculty and students, however, has been positive.

First Year Summary Outcomes Conclusions:

Overall, in its first year of implementation, the SEA Program has been extremely beneficial for our campus faculty, students, and overall climate. The creation of a UDL cohort to brainstorm and implement strategies, as well as tackle internal professional developments, helping to “train the trainer” so to speak has created a climate of innovation, flexibility, and breaking out of classroom comfort zones. The UDL training and implementation allowed faculty to look at their traditional curriculum and analyze how their course designs were instituting barriers to students. Adopting a UDL mindset from the beginning of course preparation and course design has invigorated our participating faculty and their students. In the UDL course assignments that were piloted during and after faculty trainings student participation has been far beyond faculty expectations. UDL is not just a tool we can use in our kit as educators, but a mindset we can expand into to help students retain information and succeed at our institutions.