



ILO 1 Communication Assessment and Review

EVIDENCE TEAM REPORT

Spring 2019

**Evidence Team**

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### Institutional Learning Outcome Statement

Institutional Learning Outcome (ILO) 1 Communication: Communicate effectively using verbal, visual, and written language with clarity and purpose in workplace, community, and academic context.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to:

- Reading effectively for many purposes including information gathering, appreciation, and analysis.
- Writing clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speaking effectively in many different situations, involving diverse people and viewpoints.
- Listening actively and analyzing the substance of other’s comments.
- Demonstrating effective visual literacy.

### Previous Review

In spring 2011, an evidence team reviewed ILO 1 Communication. The team reported the percentage of students meeting or exceeding the college-level expectations as follow:

#### Outcome of the Course Based Analysis for ILO Communication

	Clarity	Purpose	Style
Percentage of students meeting or exceeding college level expectations	65.1%	79.8%	70.3%

The 2011 evidence team found that the students met the Title V project benchmark of 70% for purpose (79.8%) and style (70.3%). They considered that the benchmark was “closely met” for clarity (65.1%). They did not make any recommendations on the improvement of communication skills in the curriculum or services at Allan Hancock College (AHC). This data was collected by having team members score artifacts provided by various faculty across several disciplines.

The 2011 evidence team used the results of the Community College Survey of Student Engagement (CCSE) survey. Nine hundred (900) respondents in over forty (40) classes participated in the survey. There were five questions that related to communication.

	Never	Sometimes	Often	Very Often	AHC Mean	National Mean
04f. Worked with other students on projects during class	104 (12%)	319 (38%)	292 (35%)	128 (15%)	2.53	2.48
04g. Worked with classmates outside of class to prepare class assignments	322 (38%)	302 (36%)	157 (19%)	63 (7%)	1.95	1.89
04l. Discussed grades or assignments with an instructor	132 (16%)	273 (33%)	233 (28%)	182 (22%)	2.33	2.54
04m. Talked about career plans with an instructor or advisor	272 (32%)	381 (45%)	128 (15%)	61 (7%)	1.97	2.04
04n. Discussed ideas from your readings or classes with instructors outside of class	456 (54%)	281 (34%)	69 (8%)	31 (4%)	1.61	1.74

Based on the CCSE survey, the 2011 evidence team concluded that the AHC students are below the national mean on communicating with instructor or advisor (04l, 04m, and 04n). The students scored slightly higher than the national mean on communicating with other students and classmates (04f and 04g).

They found that AHC students appeared to meet the level of communication skills appropriate for an associate degree. They made recommendations and identified some concerns.

- The rubric should include the dimension of “written language” to cover grammar, spelling and punctuation.
- The institutional research team should guide data collection and analysis.
- A list of courses with outcomes mapped to the communication ILO should be included in the evidence study. These courses should be identified several semesters prior to the formation of the evidence team. A random selection of these courses should then be used in the study.
- They identified challenges with artifact collection and recommended the use of data from eLumen, learning assessment system.
- Evidence team members should include faculty who are subject specialists to the courses mapped to the communication ILO.
- The communication ILO should be reassessed in two (2) years.

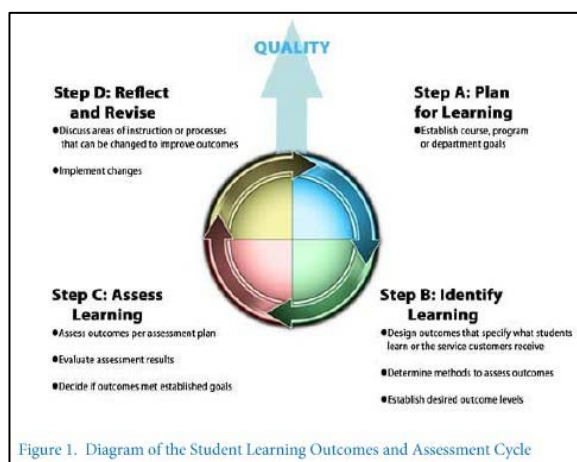
### Intentional Actions for the 2019 Evidence Study

The 2019 evidence team:

- Reviewed the ILO 1 communication definition and examples and updated the rubric.
- Collaborated with the institutional research team in developing the student survey based on the updated ILO 1 communication rubric.
- Gathered eLumen data with the past six years (2013-2019 inclusive). The data was aligned with the student demographics (gender, age, and ethnicity), subgroups (foster youth, veterans, and first generation), and groups who are directed to services and programs from the enrollment management platform, Banner.
- Provided various opportunities for faculty to review the rubric, the student survey, and the course student learning outcomes (CSLO) mapping to the ILO 1 communication.

### Purpose

The 2019 evidence team undertook step C (assess outcomes per assessment plan, evaluate assessment results, and decide if outcomes met established goals) and step D (discuss areas of instruction or processes that could be changed to improve outcomes and implement changes).



## Processes and Methods

### *The ILO 1 Communication Definition and Rubric*

The examples of ILO 1 communication served as templates for creating the dimensions (criteria) of the rubric (Exhibit 1). A three-point Likert scale, modeled after eLumen, determined the performance measures (exceeds, meets, and does not meet).

### *The Student Survey*

The ILO 1 communication rubric shaped the respondent self-reporting survey (Exhibit 2A). Prior to launch, the survey was sent to faculty for review and comment. The survey was translated to Spanish (Exhibit 2B) to capture a wider audience. The survey was available to the students for three weeks in March 2019. There were multiple student notifications to promote participation in the survey.

### *The eLumen Data Collection*

AHC uses eLumen as the assessment software. It served as a faculty-accessed CSLO assessment measures reporting system. The CSLOs were mapped to both program learning outcomes (PLOs) and the ILOs. The evidence study focused on specific CSLO that were mapped to ILO 1 communication. The eLumen data were collected within the past six years, 2013-19, inclusively. The data were aligned with Banner, the enrollment management platform. The Banner data extract linked data points with student demographics (gender, age, and ethnicity), subgroups (foster youth, veterans, and first generation), and groups who were directed to services and programs.

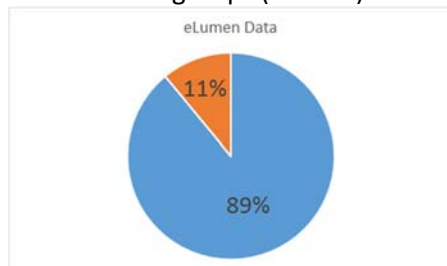
### *Opportunities for Faculty Involvement*

The evidence team solicited faculty input on the communication ILO rubric and student survey. The evidence team contacted faculty through electronic mail (Exhibit 3) and various college-wide meetings. These interactions promoted faculty review and possibly modification of CSLO mapping to ILO 1 communication (Exhibit 4). The team specifically contacted the different disciplines, departments, and/or course groups that had CSLO mapped to ILO 1 communication (Chart 1).

## Results

### *The eLumen Data*

The evidence study used the Title V benchmark of 70%. The eLumen data indicated that 89.04% (28, 344 data points) met the benchmark for ILO 1 communication regardless of age, gender, ethnicity, and other identified subgroups (Chart 2).



### *The Student Survey*

There were 627 respondents. They positively (agree and strongly agree) self-reported attainment of the ILO 1 communication standards at 81-92% in all five dimensions (listening, reading, speaking, visual literacy, and writing) regardless of gender, age, and ethnicity. The survey data indicated that 87.39% of

responses met the standards set for ILO1 while 12.61% did not.



The respondents were informed that the survey was confidential but not anonymous. They were given the option to provide personal details that would allow us to further analyze the data. Respondents were given the option to include information regarding their gender and ethnicity. Five hundred fifty-one respondents self-identified a gender category and an ethnicity group.

Students were also asked to indicate their H numbers. The H numbers linked the respondents to the college's databases to link age data, grade point average and credits earned. Four hundred survey respondents provided their H numbers. The evidence study associated "credits earned" with duration of college experience.

### **Analysis**

Disproportionate impact occurs when the subset of students based on a student characteristic such as age, race, and gender are unjustifiably experiencing lower outcomes compared to the total student population. Title 5 § 55502 (d) similarly described methods to determine disproportionate impact (Excerpt 1). It can be determined by percentage point gap (PPG) and 80% rule.

The PPG compares the percentage in a particular outcome for a disaggregated group to the percentage for all students. A negative PPG indicates that the disaggregated subgroup has a lower rate compared to the rate of all students and may be a significant disproportionate impact (Excerpt 2). PPG uses a threshold or margin of error that is adjusted by sample size or cohort size of the subgroup. The standard margin of error is three percent (3%) if the sample size is at least 800. The margin of error increases the sample size decreases (Figure 1). The PPG of the survey results were adjusted according to the sample size.

The eighty percent (80%) rule states that a selection rate for any group which is less than four fifths (4/5) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact (Excerpt 3).

#### *The eLumen Data*

Chart 1 indicated that there are eleven (11) departments or discipline groups that mapped the CSLO to ILO 1 communication. Fine Arts (27.92%), Language and Communication (19.26%), and Public Safety (14.03%) had the highest number of CSLOs mapped to ILO 1 communication. The CSLO performance for ILO 1 communication data points were further disaggregated based on the data extract from the enrollment management platform, Banner. The data points were further evaluated for disproportionate impact using the above two methods.

The eLumen data points indicated that 89.04% (28,344) met the ILO 1 communication standard (Chart 2). Data points disaggregated by gender, age groups, and ethnicity categories similarly indicated meeting the ILO 1 communication 70% benchmark at 87.41-90.63%, 87.92-91.34%, and 83.67-100% respectively (Table 1). Data points disaggregated by identified groups (first generation, foster youth, and veterans) and groups directed to services and programs similarly met the 70% benchmark for ILO 1 communication. Both PPG (at 3% confidence interval) and 80% rule indicated the absence of disproportionate impact on all of these groups (Table 2).

The eLumen data was deemed as “noisy”. On various discussions, the evidence team found that there were several variables that affect the data points on the attainment of the ILO 1 communication.

- There was no consistency with the assessment measures that were used to assess attainment of the CSLO and the mapped ILO.
- There was redundancy in data points. Students who were assessed for a specific CSLO may have taken other courses that had CSLOs mapped to the same ILO. Also, certain courses had multiple CSLOs mapped to the same ILO. Also, with further data points disaggregation, there were redundancies related to multiple eligibilities to the different services and programs as well as multiple identifications with the subgroups.

#### *The Student Survey*

Table 3 showed that the respondents (n=627) reported attainment of ILO 1 communication standards in listening (91%), reading (90%), speaking (86%), visual literacy (92%), and writing (81%) dimensions. Respondents identified lesser confidence with certain elements of the writing dimension. There was no disproportionate impact among gender groups within the margin of error of 4% and 80% rule. The “no response” and “decline to state” gender categories were disregarded due to lack of identifiable gender designation (Table 4).

Table 5 showed overall attainment of the ILO 1 communication standards among all age groups. Self-reports of the 20-34 age group had a PPG (margin of error = 4%) of -7% to -4% in reading, speaking, visual literacy, and writing. The group may have possibly experienced disproportionate impact. These self-reports may be attributed to the nature of the learning behaviors unique to the age group.

Table 6 showed that all ethnicity categories met the benchmark for ILO 1 communication. Notably, certain groups, Black, Native Hawaiian or Pacific Islander, and “unknown” may have experienced disproportionate impact based on PPG range of -15% to -5% (4% confidence interval) in all communication dimensions. There was not enough information to justify the possible reasons for the lower confidence in self-reporting certain communication skills. The 80% rule did not indicate disproportionate impact in any ethnicity categories.

The evidence team further scrutinized the student survey by linking reported H numbers to the Banner database which provides gender, age groups, and ethnicity categories.

Chart 3 indicated the gender self-reporting. The “decline to state” and “no response” were not considered in determining disproportionate impact because these did not specify any identifiable group. Among the respondents, 392 (71.14%) identified as female, 146 (26.50%) identified as male, eleven (2%) declined to state, and two (0.36%) had no response.

Overall, the female and male responses met the ILO 1 communication standards at 91.45% (Table 7A). The evidence team decided to base further calculations on the male and female gender groups since the

decline or no response did not fully identify a group (n=538, margin of error = 4%). Table 7B showed that male responses on specific survey questions demonstrated lower “met” percentages, specifically in “giving a presentation” (PPG = -5.93%), “writing for a variety of audiences” (PPG = -14.90%), “writing various forms, essays, short stories, poetry, etc.” (PPG = -14.20%), and “...as a way to demonstrate understanding of content or subject matter” (PPG = -4.55%) compared to the female respondents. The margin of error for the sample size of 538 is 4%. The 80% rule did not identify disproportionate impact on either gender.

Respondents self-reported their age groups. Chart 4 indicated that 49.75% of respondents were within the “under 20” and “20-24” groups while 50.25% were spread over several age groups above 25. The mix can be attributed to the college’s efforts to promote dual enrollment as well as career and technical education offerings in highly employable career pathways. The median age was approximately 20-34 years. The responses in all age groups met the ILO 1 communication standard at 92.74% (Benchmark: 70%).

The respondents met the ILO 1 communication standards at 85.94-98.89% in all dimensions regardless of age group. There were no identifiable disproportionate impact using both the percentage point gap and the 80% rule (Table 8A). All age groups met the ILO 1 communication standards (Table 8B). However, some “under 20” and “20-24” respondents reported less confidence in certain speaking and writing skills as evidenced by PPG of -14.16% to -5.1% within a 5% margin of error (n=400) when compared to the overall average (90.72%).

Five hundred fifty-one respondents reported an ethnicity category (Chart 5). Due to low numbers, certain groups (American Indian or Alaskan Native (17), Asian (18), Black (17), and Native Hawaiian or Pacific Islander (6)) were combined into an “underrepresented category” to create a sample size that could be used to check for disproportionate impact. Table 9A showed that all the ethnicity categories met the ILO 1 communication standard at 90.72% with a range of 83.81% (Writing, White) to 95.79% (Listening, underrepresented). Latinx and underrepresented group may have experienced disproportionate impact based on PPG > 4% margin of error (n=551) in certain questions listening, speaking, and writing. The respondents, regardless of ethnicity category, seemed to have lower “met” percentages in various forms of writing.

Diagram 1 showed a clustering of responses when mapped with the number of credits earned. Credits earned were deemed proportional to the amount of course completions and duration of college experience. Upon entering the college up to about fifty (50) credits earned, there was a sharp increase in confidence with all the dimensions of communication. Confidence in writing tended to lag behind the other communication skills. Writing had the lowest self-reports compared to the other dimensions. Writing trends continued to lag in comparison to the other dimensions even with more earned credits.

Writing dimension showed a steep rise when mapped with grade point average (GPA) (Diagram 2). Speaking seemed to have an early plateau that continued with increasing GPA but lagged when compared with the other dimensions at GPA of 0.5 and above. All dimensions (except speaking) started to plateau at GPA of 3.5.

Male respondents’ trend had a slow rise in attainment of confidence in communication skills upon entry to the college (no credits earned) to about 100 units of earned credit. Female self-reports showed higher confidence levels in communication skills upon entry to the college (Diagram 3).

Diagram 4 compared Latinx, White, and underrepresented group attainment of ILO 1 communication

standards. The Latinx self-reports curve gradually increased with greater earned credits but lagged when compared with the White self-reports curve. The lower trend among the Latinx may be due to the use of the less preferred language in day-to-day interactions. The underrepresented group trend unpredictably decreased with earned credits which may be due to the diminishing number of respondents with higher number of credits earned.

### **Conclusions, Recommendations, and Subsequent Actions**

Both eLumen data and student survey attest to the attainment of ILO 1 communication standards. Regardless of student characteristics (gender, age, and ethnicity), overall respondent ratings of their own writing confidence was generally lower than the other dimensions of communication.

The evidence team succeeded in paving the way to exploring options to gather data from available college-wide computer platforms and establishing links to databases that provided more depth of student information. Also, the use of methods to identify disproportionate impact on identified groups ushered pause for careful scrutiny of both information and the social-cultural context and college experience of the student population. There is much to be done to fully understand and create strategies to address the differences in student self-reporting of specific academic skills.

Although there no identified unjustified disproportionate impact, there continues to be a need to recruit students, faculty, and staff to engage in assessment of ILOs and to exert deliberate efforts to closely and more accurately measure ILOs.

The evidence team recommends:

- Continue to conduct evidence studies of ILOs. Consider ways of expanding the study to include program learning outcomes.
- Disseminate the evidence study results and gather input from students, faculty, and staff regarding the need for further studies.
- Continue updating the ILO 1 communication rubric to make it more applicable to academic courses and service programs.
- Consider input from writing labs regarding overall student use and improvement in academic skills.
- Continue collaboration and involvement of the institutional effectiveness and research team in developing and implementing student surveys.
- Further investigate student challenges and barriers regarding the low “met” percentages for the “writing” dimension. As the college moves toward using student self-reports as one of the measures for placement in English courses, low confidence in writing warrants further action.
- Consider adding related questions in the student survey that would provide more information. This may include but not limited to expanding gender and ethnicity options (Other: Please specify), current academic load to contrast full-time and part-time students, high school or GED completion, preferred language, etc.

### **Acknowledgement**

The evidence team expressed their deepest gratitude to:

Steven Butler, SLOs and Assessment Data Specialist, for his efforts and creativity in managing data.

### **References**

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Disproportionate Impact in Equity Plans. Retrieved from <file:///J:/ILO/ILO%201%20Communication/GUIDELINES%20FOR%20MEASURING%20DISPROPORTIONATE%20IMPACT%20IN%20EQUITY%20PLANS.pdf>.

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### Appendix A

**Exhibit 1: ILO 1 Communication Rubric.**

Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic context.

*Examples of when students have demonstrated mastery of this ILO include, but are not limited to:*

- Reading effectively for many purposes including information gathering, appreciation, and analysis.
- Writing clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speaking effectively in many different situations, involving diverse people and viewpoints.
- Listening actively and analyzing the substance of other’ comments.
- Demonstrating effective visual literacy.

Dimension	Exceeds (3)	Meets (2)	Does Not Meet (1)	N/A
Listening actively and analyzing the substance of other’ comments.	<p>Listens with no interruption,</p> <p>Always demonstrates the ability to sit still, face speaker and make eye contact.</p> <p>Consistently stays focused on speaker.</p> <p>Always accurately summarizes what a speaker has shared by restating main ideas to confirm accuracy. No inaccuracies present.</p>	<p>Listens with minor interruptions.</p> <p>Generally demonstrates the ability to sit still, face speaker and make eye contact.</p> <p>Most of the time stays focused on speaker.</p> <p>The ability to partially summarize what speaker has shared by restating main ideas to confirm accuracy. Minor omissions or inaccuracies present.</p>	<p>Listens, but often interrupts the speaker.</p> <p>Unable to sit still and make eye contact (head turned away/down) with speaker.</p> <p>Easily distracted and unable to focus on speaker.</p> <p>Unable to summarize what speaker has shared. Cannot convey main ideas.</p>	
Reading effectively for many purposes including information gathering, appreciation, and analysis	<p>Accurately and consistently determines the purpose and message of the text.</p> <p>Thoroughly describe how the text reinforces or changes understanding of the main topic.</p>	<p>Able to determine the purpose and message of the text most of the time.</p> <p>Able to describe how the text reinforces or changes understanding of the main topics.</p>	<p>Unable to or poorly determine the purpose and message of the text.</p> <p>Unable to or weakly describe how the text reinforces understanding or changes of the main topics.</p>	
Speaking effectively in many different situations, involving diverse people and viewpoints.	<p>Oral expression is articulate, always effective and always clear.</p> <p>Can always explain and defend ideas logically without being aggressive especially when confronted with opposing viewpoints.</p> <p>Speaks confidently in front of others.</p> <p>Adjusts communication style to match others with cultural</p>	<p>Oral expression is articulate, generally effective and generally clear.</p> <p>Can generally explain and defend ideas logically without being aggressive.</p> <p>May become flustered when speaking in front of people.</p> <p>Understands there are cultural differences but is</p>	<p>Oral expression may be inarticulate or difficult to follow, generally ineffective and generally unclear.</p> <p>Has difficulty explaining and defending ideas logically or becomes aggressive.</p> <p>Is unable to speak in front of others.</p> <p>Is unaware of cultural differences in communication</p>	

	differences.	ineffective at making changes in communication behaviors.	patterns that can lead to misunderstandings.
Demonstrating effective visual literacy.	Analyzes and describes meaning and purpose of visual elements with exceptional insight and attention to detail.	Analyzes and describes meaning and purpose of visual elements with attention to detail.	Has difficulty analyzing and describing meaning and purpose of visual elements with minimal or no attention to detail.
Writing clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.	Extraordinarily logical sequence and progression of ideas.  Excellent attention to details and content.  Writing is exceptionally appropriate displaying a clear understanding of format and audience.  Always correct grammar, punctuation and spelling.	Fairly logical sequence and progression of ideas.  Errors are few and content knowledge is still demonstrated.  Writing is appropriate displaying some understanding of format and audience.  Generally correct grammar, punctuation and spelling.	Little or no logical sequence and progression of ideas.  Numerous errors showing little knowledge of content.  Writing is inappropriate displaying lack of understanding of format and audience.  Numerous errors in grammar, punctuation and spelling.

### Exhibit 2A: AHC Student Survey (English)

This survey is a self-assessment of your gains on Institutional Learning Outcomes as a result of being a student at Allan Hancock College. This survey has been designed to help Allan Hancock College to get an understanding of what our students are learning during their time at the college. Please answer the questions as honestly as possible. The results from surveys like these are used for planning changes to courses and programs so it is important you give your honest opinion.

Allan Hancock College would like to know more about each student's abilities to *communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic context.*

**[Ranking system – strongly agree, agree, disagree, and strongly disagree]**

Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to **listen actively and analyzing the substance of other' comments.**

- I am able to let the other person finish what she, he, they are saying without interruption.
- I am able to listen to another person and summarize what he/she/they said.
- I am able to listen to another person without interruption even if that person has a different opinion than my own.
- I am able to restate what another person has shared to that person to ensure I have heard her/him/they accurately.
- I am able to sit still and actively listen while the other person communicates.

As a result of your educational experience at Allan Hancock College, please respond to these statements about your ability to **read effectively for many purposes including information gathering, appreciation, and analysis.**

- I am able to determine the message of a variety of reading materials.
- I am able to determine the purpose of a variety of reading materials.
- I am able to develop ideas based on what I have read.
- I am able to understand the main topic of a variety of reading materials.

As a result of your educational experience at Allan Hancock College, please respond to these statements about your ability to **speak effectively in many different situations, involving diverse people and viewpoints.**

- I adapt my communication style appropriately when speaking with individuals from diverse backgrounds.
- I am able to give a presentation.
- I am able to orally express my ideas and opinions.
- I am able to speak clearly.
- When I disagree with someone, I am able to explain and defend my perspective.

Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to **demonstrate effective visual literacy.**

- I am able to describe my response to visual images.
- I am able to interpret visual images.
- I am able to objectively analyze visual images.

As a result of your educational experience at Allan Hancock College, please respond to these statements about your ability to write clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.

I am able to share my ideas through writing.

I am able to use correct grammar, punctuation and spelling in my writing.

I am able to write clearly.

I am able to write for a variety of audiences.

I am able to write in various forms, essays, short stories, poetry, etc.

My writing demonstrates an understanding of the content or subject matter.

Please provide your name and H Number.

## **Exhibit 2B: AHC Student Survey (Spanish)**

Esta encuesta es una autoevaluación de sus logros en los resultados institucionales del aprendizaje académico. La encuesta ha sido diseñada para ayudar al colegio de Allan Hancock a comprender lo que nuestros estudiantes están aprendiendo durante su tiempo en el colegio. De la manera más honesta, por favor, conteste las preguntas, ya que los resultados de dicha encuesta serán utilizados para planificar los cambios en los cursos y programas en nuestra institución.

El colegio de Allan Hancock le gustaría saber más sobre las habilidades de cada uno de sus estudiantes para comunicarse efectivamente utilizando el lenguaje verbal, visual y escrito con claridad y propósito en el ámbito laboral, académico y en la comunidad.

**[Sistema de clasificación- muy de acuerdo, de acuerdo, en desacuerdo y muy en desacuerdo]**

Tomando en cuenta su experiencia educativa en colegio de Allan Hancock, por favor, responda a estas afirmaciones sobre su capacidad para escuchar activamente y analizar el contenido de otros comentarios.

Soy capaz de escuchar a otra persona sin interrupción, incluso si esa persona tiene una opinión diferente a la mía.

Puedo dejar que la otra persona termine lo que está diciendo sin interrupción.

Puedo sentarme quieto y escuchar activamente mientras la otra persona se comunica.

Soy capaz de replantearle a una persona lo que otra persona ha compartido conmigo para asegurarme de que la he escuchado con precisión.

Soy capaz de escuchar a otra persona y resumir lo que dijo.

Como resultado de su experiencia educativa en colegio de Allan Hancock, por favor, responda a estas aclaraciones sobre su capacidad para leer de manera efectiva para muchos propósitos, incluida la recopilación de información, el reconocimiento y el análisis.

Soy capaz de entender el propósito de una variedad de materiales de lectura.

Soy capaz de entender el mensaje de una variedad de materiales de lectura.

Soy capaz de entender el tema principal de una variedad de materiales de lectura.

Soy capaz de desarrollar ideas basadas en lo que he leído.

Como resultado de su experiencia educativa en colegio de Allan Hancock, por favor, responda a estas aclaraciones sobre su capacidad de hablar eficazmente en situaciones diferentes, con la participación de diversas personas y puntos de vista.

Soy capaz de hablar con claridad.

Soy capaz de expresar oralmente mis ideas y opiniones.

Cuando no estoy de acuerdo con alguien, puedo explicar y defender mi perspectiva.

Adapto mi estilo de comunicación adecuadamente cuando hablo con personas de diferentes orígenes.

Soy capaz de dar una presentación.

Tomando en cuenta su experiencia educativa en colegio de Allan Hancock, por favor, responda a estas afirmaciones sobre su capacidad para demostrar una capacidad visual efectiva.

Soy capaz de interpretar imágenes visuales,

Soy capaz de describir mi respuesta a las imágenes visuales.

Soy capaz de analizar objetivamente las imágenes visuales.

Como resultado de su experiencia educativa en colegio de Allan Hancock, por favor, responda a estas aclaraciones sobre su capacidad para escribir de forma clara, concisa y precisa en una variedad de contextos y formatos y para muchas audiencias.

Soy capaz de escribir con claridad.

Soy capaz de compartir mis ideas a través de la escritura.

Mi escritura demuestra una comprensión del contenido o tema.

Soy capaz de escribir en varias formas, ensayos, cuentos, poesía, etc.

Soy capaz de escribir para una variedad de audiencias.

Soy capaz de usar la gramática, puntuación y ortografía correctas en mi escritura.

Por favor proporcione su nombre y número H.

### Exhibit 3: Faculty Letter

Dear \_\_\_\_\_,

This year we are reviewing and reassessing Institutional Learning Outcome ILO #1.

**ILO #1 COMMUNICATION** – Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic context.

Currently your course, program, or service area has SLOs that are mapped to this ILO. Please take a few minutes to do the following with the attached documents.

1. Review the rubric and comment.
2. Review the set of survey questions and provide feedback, if any.
3. Review your SLOs that map to this ILO. Mark the correct column in the excel file.
  - Maintain my map. Put an X in this column if you got it correct the first time and wish to move on with the day.
  - Change my map. Put the number of the ILO you wish to switch to in this column if needed.

Please respond with your Excel file by \_\_\_\_\_ so I can provide your input to the team.

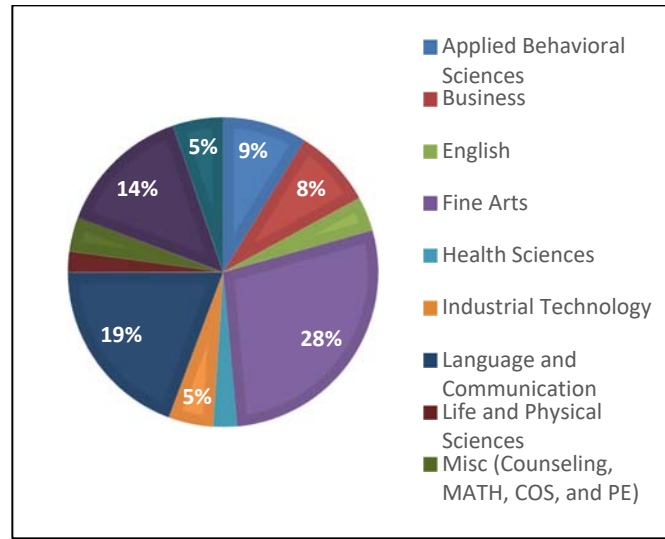
If everything looks good, please send an email confirming so. If you have any questions please feel free to contact me.

On behalf of ILO team,  
 Thank you  
 ILO #1 Evidence Team  
 Chair – Liz West  
 Report Writer – Larry Manalo  
 Note taker – Lynn Becerra-Valencia  
 Member – Tim Webb  
 Member – Jennifer Schroeder

### Exhibit 4: Sample Faculty Response Worksheet

Course	Course Student Learning Outcome	Faculty Contact	KEEP current Mapping	CHANGE ILO Mapping to
NURS 102 Community Med-Surg Nursing	NURS102 SLO1 - Synthesize the nursing process in planning care for individuals and families in a variety of settings.	Larry Manalo	X	NA
NURS 103 RN Practicum 1	NURS103 SLO1 - Appropriately communicate with the patient while competently performing the psychomotor skills	Larry Manalo	X	NA
NURS 109 Medical Surgical Nursing 2	NURS109 SLO3 - Apply theories of growth and development to planning nursing care for clients at risk.	Larry Manalo	X	NA
NURS 110 Mental Health Nursing	NURS110 SLO5 - Apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.	Larry Manalo	X	NA
NURS 330 Pediatrics	NURS330 SLO2 - Provide instruction to both the child and the parent/caretaker which further promotes health.	Eileen Donnelly	X	NA
NURS 332 Neurosensory System	NURS332 SLO4 - Explain the rationale for drugs used in the treatment of neurological disorders.	Eileen Donnelly	X	NA
NURS 337 Professional Relationships	NURS337 SLO1 - Acquire knowledge and skills necessary for vocational nursing leadership roles	Bonny Friedrich	X	NA
NURS 422 EKG/Monitor Observer	NURS422 SLO1 - Describe the basic anatomy and electrophysiology of the heart.	Mary Nelson	X	NA

**Chart 1: CSLO by Departments or Groups Mapped to ILO 1 Communication**



**Appendix B**

**Excerpt 1: Disproportionate Impact**

“Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)].” (An excerpt from the California Community Colleges Chancellor’s Office on Disproportionate Impact. July 6, 2014).

**Excerpt 2: Percentage Point Gap**

The percentage point gap (PPG) is considered the simplest way to determine inequities in outcomes between student populations (Center for Urban Education, 2015). The formula compares the percentage in a particular outcome (e.g., course completion rate) for a disaggregated subgroup to the percentage for all students.

$$PPG = (\% \text{ of subgroup}) - (\text{overall } \%)$$

$$PPG = \hat{p} - p$$

Where:  $\hat{p}$  = percentage of subgroup and  $p$  = overall percentage

Note that the percentage point gap can have positive (+) or negative values (-). A negative PPG means that the disaggregated subgroup has a lower rate compared to the rate of all students, and might be experiencing significant disproportionate impact.

The detection of disproportionate impact in the point gap method uses a threshold or margin of error (E) that is adjusted by the sample size (n) or cohort size of the subgroup. The standard margin of error is 3% if the sample size of the subgroup is at least 800 ( $n \geq 800$ ). The margin of error decreases as the sample size increases.”

*Table 1. Margin of Error (E) or Thresholds in Identifying Disproportionate Impact*

$PPG \leq -E\%$	<i>Disproportionately lower than the overall population</i>
$-E\% < PPG < E\%$	<i>No disproportionate impact</i>
$PPG \geq E\%$	<i>Disproportionately higher than the overall population (or no adverse disproportionate impact)</i>

For  $n \geq 800$ , use  $E = 3\%$  margin of error for large samples

For  $n < 800$ , use  $E =$  margin of error table

(An excerpt from California Community Colleges Chancellor’s Office on Percentage Point Gap Method).

**Figure 1: Margin of Error: Thresholds for the Percentage Point Gap (based on 95% Confidence Interval)**

n	E(95%CI)	n	E(95%CI)	n	E(95%CI)	n	E(95%CI)
11	30%	51	14%	91	10%	410	5%
12	28%	52	14%	92	10%	420	5%
13	27%	53	13%	93	10%	430	5%
14	26%	54	13%	94	10%	440	5%
15	25%	55	13%	95	10%	450	5%
16	25%	56	13%	96	10%	460	5%
17	24%	57	13%	97	10%	470	5%
18	23%	58	13%	98	10%	480	4%
19	22%	59	13%	99	10%	490	4%
20	22%	60	13%	100	10%	500	4%
21	21%	61	13%	110	9%	510	4%
22	21%	62	12%	120	9%	520	4%
23	20%	63	12%	130	9%	530	4%
24	20%	64	12%	140	8%	540	4%
25	20%	65	12%	150	8%	550	4%
26	19%	66	12%	160	8%	560	4%
27	19%	67	12%	170	8%	570	4%
28	19%	68	12%	180	7%	580	4%
29	18%	69	12%	190	7%	590	4%
30	18%	70	12%	200	7%	600	4%
31	18%	71	12%	210	7%	610	4%
32	17%	72	12%	220	7%	620	4%
33	17%	73	11%	230	6%	630	4%
34	17%	74	11%	240	6%	640	4%
35	17%	75	11%	250	6%	650	4%
36	16%	76	11%	260	6%	660	4%
37	16%	77	11%	270	6%	670	4%
38	16%	78	11%	280	6%	680	4%
39	16%	79	11%	290	6%	690	4%
40	15%	80	11%	300	6%	700	4%
41	15%	81	11%	310	6%	710	4%
42	15%	82	11%	320	5%	720	4%
43	15%	83	11%	330	5%	730	4%
44	15%	84	11%	340	5%	740	4%
45	15%	85	11%	350	5%	750	4%
46	14%	86	11%	360	5%	760	4%
47	14%	87	11%	370	5%	770	4%
48	14%	88	10%	380	5%	780	4%
49	14%	89	10%	390	5%	790	3%
50	14%	90	10%	400	5%	800	3%

**Excerpt 3: Eighty Percent (80%) Rule**

The “80% Rule” methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

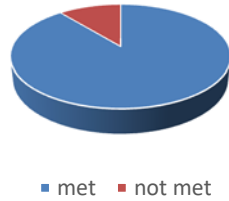
The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)]. Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

The advantage of the 80% Rule methodology is that it provides an historical cutoff point – 80 percent – with which to define disproportionate impact. The disadvantage is that it is not always clear that the highest performing group should be chosen as the reference group. There may be other factors – such as subgroup size – that need to be considered. (An excerpt from the California Community Colleges Chancellor’s Office on Disproportionate Impact.

July 6, 2014).

### Appendix C: eLumen Data

**Chart 2:** Overall Attainment of ILO 2 Communication



MET		NOT MET	
28,344	89.04%	3,488	10.96%

**Table 1:** eLumen Data: Gender, Age Groups, and Ethnicity Categories

CATEGORY: GENDER	MET (EXCEEDS OR MEETS STANDARDS)		NOT MET (BELOW STANDARDS)		DI	
					3%	80%
Male	17,264	90.11%	1,895	9.89%	1%	100%
Female	11,022	87.41%	1,587	12.59%	2%	97%
Unknown	58	90.63%	6	9.38%	2%	101%
<b>CATEGORY: AGE</b>						
Under 20	8026	88.62%	1031	11.38%	0%	97%
20-24	11270	87.92%	1548	12.08%	1%	96%
25-34	5225	90.76%	532	9.24%	2%	99%
35-54	3006	91.34%	285	8.66%	2%	100%
Over 54	817	89.88%	92	10.12%	1%	98%
<b>CATEGORY: ETHNICITY</b>						
American Indian/Alaskan Native	216	88.89%	27	11.11%	0%	98%
Asian	924	91.76%	83	8.24%	3%	101%
Black Non-Hispanic	784	83.67%	153	16.33%	5%	92%
Filipino	904	84.96%	160	15.04%	4%	93%
Hispanic	16911	88.49%	2199	11.51%	1%	97%
Other Non-White	5	100.00%	0	0.00%	11%	110%
Pacific Islander	149	84.18%	28	15.82%	5%	92%
Unknown/Undeclared	204	84.30%	38	15.70%	5%	92%
White Non-Hispanic	8244	91.15%	800	8.85%	2%	100%

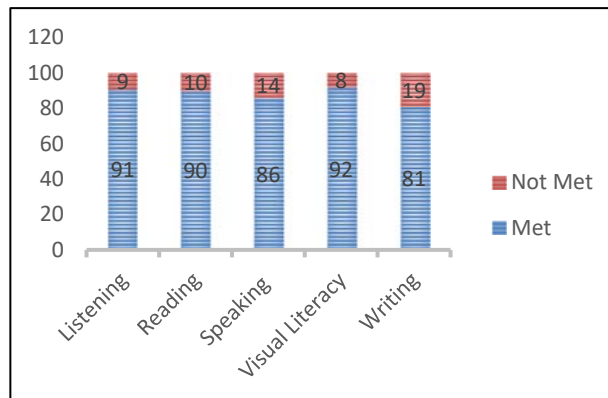
**Table 2:** eLumen Data: Subgroups and Groups who are Directed to Services and Programs

CATEGORY: FIRST GENERATION	MET (EXCEEDS OR MEETS STANDARDS)		NOT MET (BELOW STANDARDS)		DI	
					3%	80%
Yes	1674	87.55%	238	12.45%	1%	
No	26668	89.14%	3249	10.86%		98%
<b>CATEGORY: FOSTER YOUTH</b>						
Yes	483	80.90%	114	19.10%	8%	91%
No	27861	89.20%	3374	10.80%		
<b>CATEGORY: VETERANS</b>						
Yes	607	87.21%	89	12.79%	2%	98%
No	27736	89.08%	3399	10.92%		
<b>CATEGORY: MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT PROGRAM (MESA)</b>						
Yes	75	87.21%	11	12.79%	2%	98%

No	28266	89.05%	3477	10.95%		
<b>CATEGORY: DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)</b>						
Yes	1532	85.87%	252	14.13%	3%	96%
No	26812	89.23%	3236	10.77%		
<b>CATEGORY: BOARD OF GOVERNORS (BOG) ELIGIBILITY</b>						
Yes	19976	88.50%	2596	11.50%	1%	96%
No	8368	90.37%	892	9.63%		98%
<b>CATEGORY: CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITY FOR KIDS (CALWORKS) ELIGIBILITY</b>						
Yes	356	90.59%	37	9.41%	2%	
No	27988	89.02%	3451	10.98%		102%
<b>CATEGORY: COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE) PROGRAM</b>						
Yes	361	89.14%	44	10.86%	0%	
No	27982	89.04%	3444	10.96%		100%
<b>CATEGORY: EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)</b>						
Yes	3142	87.67%	442	12.33%	1%	
No	25202	89.22%	3046	10.78%		98%

### Appendix D: Student Survey

**Table 3:** Student Survey Summary (Regardless of H Number Reporting, n = 627, 4% CI)



DIMENSION	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET
Listening	44%	47%	9%	91%	9%
Reading	41%	49%	10%	90%	10%
Speaking	37%	48%	14%	86%	14%
Visual Literacy	43%	49%	8%	92%	8%
Writing	35%	46%	19%	81%	19%

**Table 4:** Student Survey: Gender (n=627, 4%CI)

DIMENSION	GENDER	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET	DI	
							4%	80%
Listening	Female	46%	45%	9%	91%	9%	0%	100%
	Male	39%	51%	9%	91%	9%	0%	
Reading	Female	42%	49%	9%	91%	9%	1%	102%
	Male	38%	51%	11%	89%	11%	-1%	
Speaking	Female	37%	49%	14%	86%	14%	1%	103%
	Male	36%	47%	16%	84%	16%	-2%	
Visual	Female	44%	48%	7%	93%	7%	1%	103%
	Male	39%	51%	10%	90%	10%	-2%	
Writing	Female	36%	46%	18%	82%	18%	0%	102%
	Male	34%	47%	20%	80%	20%	-1%	

**Table 5:** Student Survey: Age Groups (n=627, 4%CI)



DIMENSION	AGE	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET	DI	
							4% CI	80%
Listening	under 20	44%	47%	9%	91%	9%	0%	97%
	20-34	44%	46%	11%	89%	11%	-1%	95%
	25-34	51%	42%	6%	94%	6%	3%	100%
	35-54	40%	48%	12%	88%	12%	-2%	94%
	over 54	50%	44%	6%	94%	6%	3%	100%
Reading	under 20	33%	54%	13%	87%	13%	-3%	89%
	20-34	37%	50%	14%	86%	14%	-4%	88%
	25-34	54%	41%	5%	95%	5%	5%	97%
	35-54	42%	49%	9%	91%	9%	1%	93%
	over 54	61%	37%	2%	98%	2%	8%	100%
Speaking	under 20	35%	48%	16%	84%	16%	-2%	89%
	20-34	32%	46%	22%	78%	22%	-7%	83%
	25-34	46%	45%	10%	90%	10%	5%	96%
	35-54	35%	52%	13%	87%	13%	2%	93%
	over 54	51%	43%	6%	94%	6%	9%	100%
Visual Literacy	under 20	40%	52%	8%	92%	8%	0%	96%
	20-34	39%	49%	12%	88%	12%	-4%	92%
	25-34	50%	46%	4%	96%	4%	4%	100%
	35-54	39%	52%	9%	91%	9%	-1%	95%
	over 54	51%	43%	6%	94%	6%	2%	98%
Writing	under 20	33%	45%	22%	78%	22%	-3%	83%
	20-34	33%	45%	22%	78%	22%	-4%	82%
	25-34	39%	44%	17%	83%	17%	2%	88%
	35-54	32%	50%	18%	82%	18%	1%	86%
	over 54	52%	43%	5%	95%	5%	14%	100%

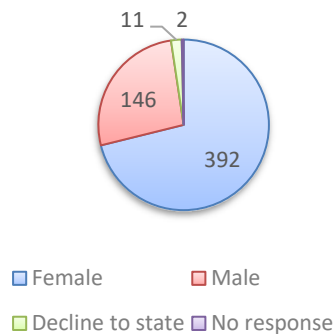
**Table 6:** Student Survey: Ethnicity Categories (n=627, 4%CI)

DIMENSION	ETHNICITY	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET	DI	
							4%	80%
Listening	American Indian or Alaska Native	35%	60%	5%	95%	5%	4%	102%
	Asian	36%	55%	9%	91%	9%	0%	98%
	Black	50%	33%	17%	83%	17%	-7%	89%
	Latinx	40%	49%	10%	90%	10%	-1%	96%
	Native Hawaiian or Pacific Islander	57%	29%	14%	86%	14%	-5%	92%
	Two/+ Races	51%	37%	12%	88%	12%	-2%	95%
	Unknown/Non-respondent	33%	56%	11%	89%	11%	-2%	95%
	White	48%	45%	7%	93%	7%	2%	100%
Reading	American Indian or Alaska Native	28%	67%	6%	94%	6%	4%	101%
	Asian	27%	64%	9%	91%	9%	1%	98%
	Black	50%	35%	15%	85%	15%	-5%	91%
	Latinx	33%	58%	9%	91%	9%	1%	98%
	Native Hawaiian or Pacific Islander	50%	33%	17%	83%	17%	-7%	89%
	Two/+ Races	52%	37%	11%	89%	11%	-1%	96%
	Unknown/Non-respondent	25%	50%	25%	75%	25%	-15%	80%
	White	51%	39%	10%	90%	10%	0%	96%
Speaking	American Indian or Alaska Native	35%	65%	0%	100%	0%	14%	107%
	Asian	26%	61%	13%	87%	13%	1%	93%
	Black	52%	35%	13%	87%	13%	1%	93%
	Latinx	32%	52%	17%	83%	17%	-2%	89%
	Native Hawaiian or Pacific Islander	57%	29%	14%	86%	14%	0%	92%
	Two/+ Races	40%	44%	15%	85%	15%	-1%	91%

	Unknown/Non-respondent	38%	44%	19%	81%	19%	-4%	87%
	White	42%	45%	13%	87%	13%	2%	94%
Visual Literacy	American Indian or Alaska Native	28%	61%	11%	89%	11%	-3%	95%
	Asian	35%	61%	4%	96%	4%	4%	103%
	Black	47%	42%	11%	89%	11%	-3%	96%
	Latinx	34%	56%	10%	90%	10%	-2%	97%
	Native Hawaiian or Pacific Islander	50%	33%	17%	83%	17%	-9%	89%
	Two/+ Races	58%	31%	11%	89%	11%	-3%	95%
	Unknown/Non-respondent	42%	42%	17%	83%	17%	-9%	89%
	White	53%	43%	4%	96%	4%	4%	103%
Writing	American Indian or Alaska Native	25%	58%	17%	83%	17%	2%	89%
	Asian	27%	58%	15%	85%	15%	3%	91%
	Black	37%	37%	26%	74%	26%	-7%	79%
	Latinx	28%	50%	21%	79%	21%	-3%	84%
	Native Hawaiian or Pacific Islander	50%	25%	25%	75%	25%	-6%	80%
	Two/+ Races	47%	36%	17%	83%	17%	2%	89%
	Unknown/Non-respondent	35%	41%	24%	76%	24%	-5%	82%
	White	43%	43%	14%	86%	14%	4%	92%

### APPENDIX E: Student Survey (H Number Reporting)

**Chart 3: Respondents by Gender**



GENDER	NUMBER OF RESPONSES	
Female	392	71.14%

Male	146	26.50%
Decline to state	11	2.00%
No response	2	0.36%
<b>Total</b>	<b>551</b>	<b>100%</b>

**Table 7A:** Student Survey with Gender Reporting (n=538, 4% CI)

DIMENSION	GENDER	MET		UNMET	
Listening	Female	368	93.87%	24	6.13%
	Male	139	95.21%	7	4.79%
Reading	Female	366	93.37%	26	6.63%
	Male	135	92.47%	11	7.53%
Speaking	Female	352	89.80%	40	10.20%
	Male	132	90.41%	14	9.59%
Visual Literacy	Female	367	93.62%	25	6.38%
	Male	135	92.47%	11	7.53%
Writing	Female	343	87.50%	49	12.50%
	Male	370	94.39%	22	5.61%
Overall Average		492	<b>91.45%</b>	46	8.55%

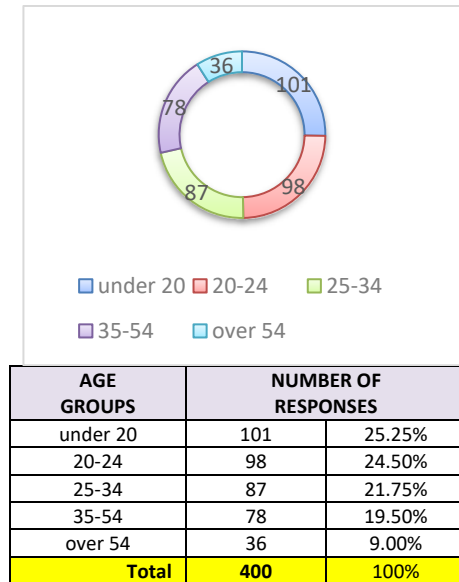
**Table 7B:** Detailed Student Survey with Gender Reporting (n=538, 4% CI)

LISTENING	GENDER	STRONGLY AGREE		AGREE		DISAGREE		MET	NOT MET	DI	
										4%	80%
I am able to let the other person finish what she, he, they are saying without interruption.	Female	188	47.95%	170	43.33%	34	8.72%	91.28%	8.72%		
	Male	63	43.45%	75	51.03%	8	5.52%	94.48%	5.52%		
I am able to listen to another person and summarize what he/she/they said.	Female	197	50.26%	177	45.13%	18	4.61%	95.39%	4.61%		
	Male	53	36.55%	86	58.62%	7	4.83%	95.17%	4.83%		
I am able to listen to another person without interruption even if that person has a different opinion than my own.	Female	195	49.74%	175	44.62%	22	5.64%	94.36%	5.64%		
	Male	65	44.83%	73	49.66%	8	5.51%	94.49%	5.51%		
I am able to restate what another person has shared to that person to ensure I have heard her/him/they accurately.	Female	186	47.56%	184	47.04%	22	5.40%	94.60%	5.40%		
	Male	56	38.62%	77	52.41%	13	8.97%	91.03%	8.97%		
I am able to sit still and actively listen while the other person communicates.	Female	206	52.56%	164	41.79%	22	5.65%	94.35%	5.65%		
	Male	62	42.76%	77	52.41%	7	4.83%	95.17%	4.83%		
<b>READING</b>											
I am able to determine the message of a variety of reading materials.	Female	169	43.11%	196	50.00%	27	6.89%	93.11%	6.89%		
	Male	55	37.93%	78	53.79%	13	8.28%	91.72%	8.28%		
I am able to determine the purpose of a	Female	173	44.13%	193	49.23%	26	6.64%	93.36%	6.64%		
	Male	56	38.62%	79	53.79%	11	7.59%	92.41%	7.59%		

variety of reading materials.											
I am able to develop ideas based on what I have read.	Female	176	44.90%	194	49.49%	22	5.61%	94.39%	5.61%		
	Male	58	39.73%	77	52.74%	11	7.53%	92.47%	7.53%		
I am able to understand the main topic of a variety of reading materials.	Female	182	46.29%	181	46.29%	29	7.42%	95.58%	7.42%		
	Male	62	42.36%	75	51.39%	9	6.25%	93.75%	6.25%		
<b>SPEAKING</b>											
I adapt my communication style appropriately when speaking with individuals from diverse backgrounds.	Female	163	41.54%	196	50.00%	33	8.46%	91.54%	8.46%		
	Male	53	36.55%	76	51.72%	17	11.73%	88.27%	11.73%		
I am able to give a presentation.	Female	147	37.60%	200	50.90%	45	11.50%	88.50%	11.50%		
	Male	55	37.93%	70	47.59%	21	14.48%	85.52%	14.48%	- 5.93	
I am able to orally express my ideas and opinions.	Female	172	43.85%	177	45.13%	43	11.02%	88.98%	11.02%		
	Male	58	40.00%	76	51.72%	12	8.28%	91.72%	8.28%		
I am able to speak clearly.	Female	176	45.01%	185	47.06%	31	7.93%	92.07%	7.93%		
	Male	58	39.73%	79	54.11%	9	6.16%	93.84%	6.16%		
When I disagree with someone, I am able to explain and defend my perspective.	Female	144	36.83%	201	51.15%	47	12.02%	87.98%	12.02%		
	Male	57	39.04%	76	52.05%	13	8.91%	91.09%	8.91%		
<b>VISUAL LITERACY</b>											
I am able to describe my response to visual images.	Female	184	46.92%	182	46.41%	26	6.67%	93.33%	6.67%		
	Male	58	39.58%	77	52.78%	11	7.64%	92.36%	7.64%		
I am able to interpret visual images.	Female	177	45.27%	189	48.34%	26	6.39%	93.61%	6.39%		
	Male	64	44.14%	73	49.66%	9	6.20%	93.80%	6.20%		
I am able to objectively analyze visual images.	Female	170	43.33%	199	50.77%	23	5.90%	94.10%	5.90%		
	Male	56	38.46%	77	52.45%	13	9.09%	90.91%	9.09%		
<b>WRITING</b>											
I am able to share my ideas through writing.	Female	176	44.87%	180	45.90%	36	9.23%	90.77%	9.23%		
	Male	59	40.69%	73	50.34%	14	8.97%	91.03%	8.97%		
I am able to use correct grammar, punctuation and spelling in my writing.	Female	151	38.62%	192	49.10%	49	12.28%	87.72%	12.28%		
	Male	56	38.19%	74	50.69%	16	11.12%	88.88%	11.12%		
I am able to write clearly.	Female	182	46.43%	180	45.92%	30	7.65%	92.35%	7.65%		
	Male	57	39.31%	77	52.41%	12	8.28%	91.72%	8.28%		
I am able to write for a variety of audiences.	Female	122	31.03%	199	50.77%	71	18.20%	81.80%	18.20%		
	Male	45	31.03%	67	45.52%	34	23.45%	76.55%	23.45%	-14.90	
I am able to write in various forms, essays, short stories, poetry, etc.	Female	129	32.99%	195	49.62%	68	17.36%	82.61%	17.36%	-8.84	
	Male	42	28.97%	71	48.28%	33	22.75%	77.25%	22.75%	-14.20	
My writing demonstrates an understanding of	Female	161	41.07%	193	49.23%	38	9.70%	90.30%	9.70%		
	Male	56	38.62%	70	48.28%	20	13.10%	86.90%	13.10%	-4.55	

the content or subject matter.											
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**Chart 4: Respondents by Age Groups**



**Table 8A: Student Survey with Age Group Reporting (n = 400, 5% CI)**

DIMENSION	AGE GROUPS	MET		UNMET	
Listening	under 20	95	93.65%	6	6.35%
	20-34	92	93.49%	6	6.51%
	25-34	82	94.83%	5	5.17%
	35-54	72	92.84%	6	7.16%
	over 54	34	95.11%	2	4.89%
Reading	under 20	93	92.05%	8	7.95%
	20-34	92	93.64%	6	6.36%
	25-34	83	95.47%	4	4.53%
	35-54	74	95.23%	4	4.77%
	over 54	35	98.89%	1	1.11%
Speaking	under 20	89	88.55%	12	11.45%
	20-34	85	86.90%	13	13.10%
	25-34	81	93.02%	6	6.98%
	35-54	73	93.19%	5	6.81%
	over 54	34	94.22%	2	5.78%
Visual Literacy	under 20	94	93.25%	7	6.75%
	20-34	90	92.30%	8	7.70%
	25-34	84	96.38%	3	3.62%
	35-54	73	93.09%	5	6.91%
	over 54	34	94.07%	2	5.93%
Writing	under 20	87	85.94%	14	14.06%
	20-34	85	86.33%	13	13.67%
	25-34	78	90.22%	9	9.79%
	35-54	70	89.21%	8	10.79%
	over 54	35	96.67%	1	3.33%
Overall Average		371	<b>92.74%</b>	29	7.26%

**Table 8B: Detailed Student Survey with Age Group Reporting (n = 400, 5% CI)**

DIMENSION: LISTENING	AGE	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET	DI	
							5%	80%

I am able to let the other person finish what she, he, they are saying without interruption.	under 20	50.37%	41.04%	8.59%	91.41%	8.59%		
	20-34	47.78%	45.32%	6.90%	93.10%	6.90%		
	25-34	47.62%	44.90%	7.48%	92.52%	7.48%		
	35-54	44.63%	46.28%	9.09%	90.91%	9.09%		
	over 54	42.22%	48.89%	8.89%	91.11%	8.89%		
I am able to listen to another person and summarize what he/she/they said.	under 20	45.90%	49.25%	4.85%	95.15%	4.85%		
	20-34	47.29%	47.29%	5.42%	94.58%	5.42%		
	25-34	51.02%	45.58%	3.40%	96.60%	3.40%		
	35-54	43.80%	50.41%	6.06%	93.94%	6.06%		
	over 54	53.33%	42.22%	4.45%	95.55%	4.45%		
I am able to listen to another person without interruption even if that person has a different opinion than my own.	under 20	51.12%	42.91%	5.97%	94.03%	5.97%		
	20-34	50.74%	42.89%	6.37%	93.63%	6.37%		
	25-34	51.02%	43.54%	5.44%	94.56%	5.44%		
	35-54	43.80%	51.24%	4.96%	95.04%	4.96%		
	over 54	40.00%	55.56%	4.44%	95.56%	4.44%		
I am able to restate what another person has shared to that person to ensure I have heard her/him/they accurately.	under 20	43.82%	49.44%	6.74%	93.26%	6.74%		
	20-34	46.53%	46.53%	6.94%	93.06%	6.94%		
	25-34	51.37%	43.84%	4.79%	95.21%	4.79%		
	35-54	43.80%	47.93%	8.27%	91.73%	8.27%		
	over 54	55.56%	42.22%	2.22%	97.78%	2.22%		
I am able to sit still and actively listen while the other person communicates.	under 20	51.87%	42.54%	5.59%	94.41%	5.59%		
	20-34	47.29%	45.81%	6.90%	93.10%	6.90%		
	25-34	49.66%	45.58%	4.76%	95.24%	4.76%		
	35-54	46.28%	46.28%	7.44%	92.56%	7.44%		
	over 54	57.78%	37.78%	4.44%	95.56%	4.44%		

**DIMENSION: READING**

I am able to determine the message of a variety of reading materials.	under 20	38.58%	53.56%	7.86%	92.14%	7.86%		
	20-34	43.14%	51.47%	5.39%	94.61%	5.39%		
	25-34	52.35%	42.95%	4.70%	95.30%	4.70%		
	35-54	45.45%	48.76%	5.79%	94.21%	5.79%		
	over 54	55.56%	42.22%	2.22%	97.78%	2.22%		
I am able to determine the purpose of a variety of reading materials.	under 20	37.83%	53.56%	8.61%	91.39%	8.61%		
	20-34	44.12%	48.53%	7.35%	92.65%	7.35%		
	25-34	53.69%	42.95%	3.36%	96.64%	3.36%		
	35-54	48.76%	47.93%	3.31%	96.69%	3.31%		
	over 54	62.22%	35.56%	2.22%	97.78%	2.22%		
I am able to develop ideas based on what I have read.	under 20	41.79%	51.12%	7.09%	92.91%	7.09%		
	20-34	45.37%	48.29%	6.34%	93.66%	6.34%		
	25-34	47.65%	48.32%	4.03%	95.97%	4.03%		
	35-54	42.98%	52.07%	4.95%	95.05%	4.95%		
	over 54	62.22%	37.78%	0%	100%	0%		
I am able to understand the main topic of a variety of reading materials.	under 20	41.57%	50.19%	8.24%	91.76%	8.24%		
	20-34	46.57%	47.06%	6.37%	93.63%	6.37%		
	25-34	51.68%	42.28%	6.04%	93.96%	6.04%		
	35-54	51.26%	43.70%	5.04%	94.96%	5.04%		
	over 54	68.89%	31.11%	0%	100%	0%		

**DIMENSION: SPEAKING**

I adapt my communication style appropriately when speaking with individuals from diverse backgrounds.	under 20	40.82%	51.31%	7.87%	92.13%	7.87%		
	20-34	40.69%	49.02%	10.29%	89.71%	10.29%		
	25-34	44.97%	46.98%	8.05%	91.95%	8.05%		
	35-54	35.83%	52.50%	11.67%	88.33%	11.67%		
	over 54	44.44%	48.89%	6.67%	93.33%	6.67%		
I am able to give a presentation.	under 20	36.70%	49.02%	14.28%	85.72%	14.28%	<b>-7.02</b>	
	20-34	37.25%	47.55%	15.20%	84.80%	15.20%	<b>-7.94</b>	
	25-34	37.58%	52.35%	10.07%	89.93%	10.07%		
	35-54	37.19%	55.37%	7.44%	92.56%	7.44%		
	over 54	53.33%	42.22%	4.45%	95.55%	4.45%		
I am able to orally express my ideas and opinions.	under 20	42.54%	45.52%	11.94%	88.06%	11.94%		
	20-34	41.95%	44.39%	13.66%	86.34%	13.66%	<b>-6.4</b>	
	25-34	47.65%	46.31%	6.04%	93.96%	6.04%		
	35-54	40.34%	54.62%	5.04%	94.96%	5.04%		
	over 54	48.89%	46.67%	4.44%	95.56%	4.44%		
I am able to speak clearly.	under 20	43.66%	48.13%	8.21%	91.79%	8.21%		
	20-34	43.90%	45.85%	10.25%	89.75%	10.25%		

	25-34	49.66%	45.64%	4.70%	95.30%	4.70%		
	35-54	41.32%	56.20%	2.48%	97.52%	2.48%		
	over 54	53.33%	42.22%	4.45%	95.55%	4.45%		
When I disagree with someone, I am able to explain and defend my perspective.	under 20	35.07%	50.00%	14.93%	85.07%	14.93%	<b>-7.67</b>	
	20-34	36.59%	47.32%	16.09%	83.91%	16.09%	<b>-8.83</b>	
	25-34	41.61%	52.35%	6.04%	93.96%	6.04%		
	35-54	39.67%	52.89%	7.44%	92.56%	7.44%		
	over 54	40.00%	51.11%	8.89%	91.11%	8.89%		

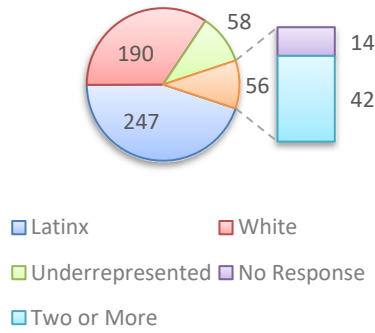
**DIMENSION: VISUAL LITERACY**

I am able to describe my response to visual images.	under 20	44.74%	48.50%	6.76%	93.24%	6.76%		
	20-34	44.83%	46.31%	8.86%	91.14%	8.86%		
	25-34	45.58%	51.02%	3.40%	96.60%	3.40%		
	35-54	43.80%	48.76%	7.44%	92.56%	7.44%		
	over 54	51.11%	46.67%	2.22%	97.78%	2.22%		
I am able to interpret visual images.	under 20	44.40%	48.88%	6.72%	93.28%	6.72%		
	20-34	44.61%	49.02%	6.37%	93.63%	6.37%		
	25-34	49.32%	47.97%	2.71%	97.29%	2.71%		
	35-54	44.63%	49.59%	5.78%	94.22%	5.78%		
	over 54	46.67%	44.44%	8.89%	91.11%	8.89%		
I am able to objectively analyze visual images.	under 20	41.35%	51.88%	6.77%	93.23%	6.77%		
	20-34	42.86%	49.26%	7.88%	92.12%	7.88%		
	25-34	45.58%	49.66%	4.76%	95.24%	4.76%		
	35-54	38.33%	54.17%	7.5%	92.50%	7.5%		
	over 54	48.89%	44.44%	6.67%	93.33%	6.67%		

**DIMENSION: WRITING**

I am able to share my ideas through writing.	under 20	42.48%	46.99%	10.53%	89.47%	10.53%		
	20-34	42.36%	46.31%	11.33%	88.67%	11.33%		
	25-34	44.90%	49.66%	5.44%	94.56%	5.44%		
	35-54	46.28%	47.11%	6.61%	93.39%	6.61%		
	over 54	60.00%	40.00%	0%	100%	0%		
I am able to use correct grammar, punctuation and spelling in my writing.	under 20	39.85%	45.86%	14.29%	85.71%	14.29%	<b>-7.03</b>	
	20-34	37.25%	49.51%	13.24%	86.76%	13.24%	<b>-5.98</b>	
	25-34	38.93%	55.03%	6.04%	93.96%	6.04%		
	35-54	35.54%	57.85%	6.61%	93.39%	6.61%		
	over 54	60.00%	37.78%	2.22%	97.78%	2.22%		
I am able to write clearly.	under 20	41.95%	50.19%	7.86%	92.14%	7.86%		
	20-34	45.10%	45.10%	9.80%	90.20%	9.80%		
	25-34	51.01%	42.95%	6.04%	93.96%	6.04%		
	35-54	42.98%	48.76%	8.26%	91.74%	8.26%		
	over 54	62.22%	33.33%	4.45%	95.55%	4.45%		
I am able to write for a variety of audiences.	under 20	30.08%	48.50%	21.42%	78.58%	21.42%	<b>-14.16</b>	
	20-34	29.56%	50.74%	19.70%	80.30%	19.70%	<b>-12.44</b>	
	25-34	35.14%	49.97%	14.89%	85.11%	14.89%	<b>-7.63</b>	
	35-54	30.00%	54.17%	15.83%	84.17%	15.83%	<b>-8.57</b>	
	over 54	46.67%	48.89%	4.44%	95.56%	4.44%		
I am able to write in various forms, essays, short stories, poetry, etc.	under 20	32.84%	49.25%	-17.91%	82.09%	17.91%	<b>-10.65</b>	
	20-34	28.92%	54.90%	16.18%	83.82%	16.18%	<b>-8.92</b>	
	25-34	31.76%	49.32%	18.92%	81.08%	18.92%	<b>-11.66</b>	
	35-54	35.00%	45.00%	20.00%	80.00%	20.00%	<b>-12.74</b>	
	over 54	48.89%	42.22%	8.89%	91.11%	8.89%		
My writing demonstrates an understanding of the content or subject matter.	under 20	40.07%	47.57%	12.36%	87.64%	12.36%	<b>-5.1</b>	
	20-34	39.71%	48.53%	11.76%	88.24%	11.76%		
	25-34	45.64%	46.98%	7.38%	92.62%	7.38%		
	35-54	42.98%	49.59%	7.43%	92.57%	7.43%		
	over 54	57.78%	42.22%	0%	100%	0%		

**Chart 5: Respondents by Ethnicity Categories**



ETHNIC CATEGORIES	NUMBER OF RESPONSES	
Latinx	247	44.83%
White	190	34.48%
Underrepresented*	58	10.53%
No response	14	2.54%
Two or more	42	7.62%
<b>Total</b>	<b>551</b>	<b>100%</b>

\*Underrepresented Groups: Am Indian or Alaskan Native (17), Asian (18), Black (17), and Native Hawaiian or Pacific Islander (6)

**Table 9A:** Student Survey with Ethnicity Category Reporting (n=551, 4% CI)

DIMENSION	AGE GROUPS	MET		UNMET	
<b>Listening</b>	Latinx	232	93.95%	15	6.05%
	White	182	95.79%	8	4.21%
	Underrepresented	52	89.30%	6	10.70%
	No Response	13	91.56%	1	8.44%
	Two/+ Races	38	91.42%	4	8.58%
<b>Reading</b>	Latinx	233	94.17%	14	5.83%
	White	176	92.74%	14	7.26%
	Underrepresented	52	89.93%	6	10.07%
	No Response	13	92.10%	1	7.90%
	Two/+ Races	39	92.86%	3	7.15%
<b>Speaking</b>	Latinx	214	86.54%	33	13.46%
	White	178	93.66%	12	6.34%
	Underrepresented	53	91.39%	5	8.61%
	No Response	12	87.30%	2	12.70%
	Two/+ Races	37	88.29%	5	11.71%
<b>Visual Literacy</b>	Latinx	226	91.55%	21	8.45%
	White	184	96.65%	6	3.35%
	Underrepresented	53	90.74%	5	9.26%
	No Response	13	91.95%	1	8.05%
	Two/+ Races	38	90.47%	4	9.53%
<b>Writing</b>	Latinx	208	84.28%	39	15.72%
	White	173	91.08%	17	8.92%
	Underrepresented	49	83.81%	9	16.19%
	No Response	12	88.01%	2	11.99%
	Two/+ Races	37	88.49%	5	11.51%
Overall Average		500	<b>90.72%</b>	51	9.28%

**Table 9B:** Detailed Student Survey with Ethnicity Category Reporting

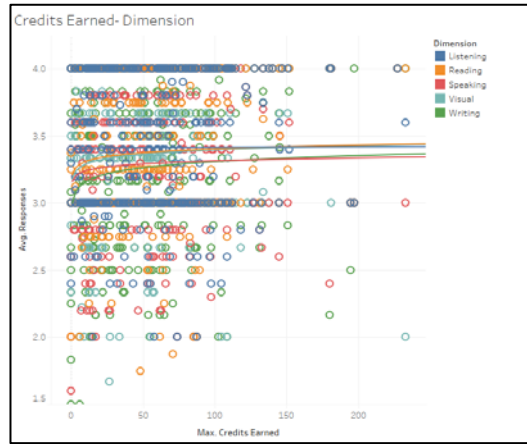
DIMENSION: LISTENING	ETHNICITY	STRONGLY AGREE	AGREE	DISAGREE	MET	NOT MET	DI	
							4%	80%
I am able to let the other person finish what she, he, they are saying without interruption.	Latinx	44.49%	47.35%	8.16%	91.84%	8.16%		
	White	50.53%	43.68%	5.79%	94.21%	5.79%		
	Underrepresented	39.44%	46.48%	14.08%	85.92%	14.08%	<b>-4.8</b>	
	No Response	32.89%	59.21%	7.90%	92.10%	7.90%		



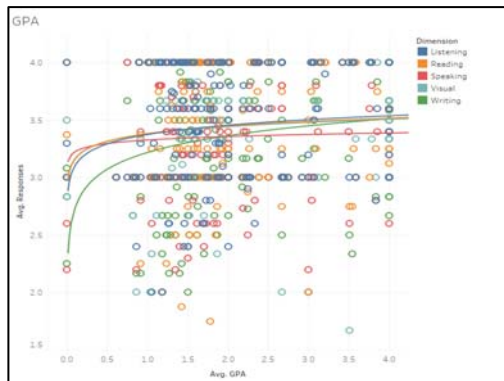
	Two/+ Races	54.76%	35.71%	9.53%	90.47%	9.53%		
I am able to listen to another person and summarize what he/she/they said.	Latinx	41.63%	53.47%	4.90%	95.10%	4.90%		
	White	53.16%	44.74%	2.10%	97.90%	2.10%		
	Underrepresented	38.03%	52.11%	9.86%	90.14%	9.86%		
	No Response	36.84%	51.32%	11.84%	88.16%	11.84%		
	Two/+ Races	59.52%	30.95%	9.53%	90.47%	9.53%		
I am able to listen to another person without interruption even if that person has a different opinion than my own.	Latinx	45.71%	48.16%	6.13%	93.87%	6.13%		
	White	51.05%	45.79%	3.16%	96.84%	3.16%		
	Underrepresented	46.48%	40.85%	12.67%	87.33%	12.67%		
	No Response	33.33%	61.33%	5.34%	94.66%	5.34%		
	Two/+ Races	54.76%	38.10%	7.14%	92.86%	7.14%		
I am able to restate what another person has shared to that person to ensure I have heard her/him/they accurately.	Latinx	39.75%	54.10%	6.15%	93.85%	6.15%		
	White	51.05%	43.68%	5.27%	94.73%	5.27%		
	Underrepresented	36.62%	56.34%	7.04%	92.96%	7.04%		
	No Response	34.21%	55.26%	10.53%	89.47%	10.53%		
	Two/+ Races	59.52%	30.95%	9.53%	90.47%	9.53%		
I am able to sit still and actively listen while the other person communicates.	Latinx	47.35%	47.76%	4.89%	95.11%	4.89%		
	White	53.16%	42.11%	4.73%	95.27%	4.73%		
	Underrepresented	40.85%	49.30%	9.85%	90.15%	9.85%		
	No Response	34.21%	59.21%	6.58%	93.42%	6.58%		
	Two/+ Races	59.52%	33.33%	7.15%	92.85%	7.15%		
<b>DIMENSION: READING</b>								
I am able to determine the message of a variety of reading materials.	Latinx	32.79%	61.13%	6.08%	93.92%	6.08%		
	White	52.38%	40.74%	6.88%	93.12%	6.88%		
	Underrepresented	37.50%	48.61%	13.89%	86.11%	13.89%	<b>-4.61</b>	
	No Response	32.89%	61.84%	5.27%	94.73%	5.27%		
	Two/+ Races	59.52%	35.71%	4.77%	95.23%	4.77%		
I am able to determine the purpose of a variety of reading materials.	Latinx	31.98%	61.94%	6.27%	93.73%	6.27%		
	White	56.04%	35.98%	7.98%	92.02%	7.98%		
	Underrepresented	37.50%	54.17%	8.33%	91.67%	8.33%		
	No Response	34.21%	57.89%	7.90%	92.10%	7.90%		
	Two/+ Races	54.76%	40.48%	4.76%	95.24%	4.76%		
I am able to develop ideas based on what I have read.	Latinx	32.79%	61.54%	5.67%	94.33%	5.67%		
	White	57.98%	35.79%	6.23%	93.77%	6.23%		
	Underrepresented	40.28%	51.39%	8.33%	91.67%	8.33%		
	No Response	31.58%	60.53%	7.89%	92.11%	7.89%		
	Two/+ Races	54.76%	38.10%	7.14%	92.86%	7.14%		
I am able to understand the main topic of a variety of reading materials.	Latinx	34.29%	60.41%	5.30%	94.70%	5.30%		
	White	59.26%	32.80%	7.94%	92.06%	7.94%		
	Underrepresented	40.28%	50.00%	9.72%	90.28%	9.72%		
	No Response	31.58%	57.89%	10.53%	89.47%	10.53%		
	Two/+ Races	57.14%	30.95%	11.91%	88.09%	11.91%		
<b>DIMENSION: SPEAKING</b>								
I adapt my communication style appropriately when speaking with individuals from diverse backgrounds.	Latinx	33.33%	55.28%	11.39%	88.61%	11.39%		
	White	48.68%	44.44%	6.88%	93.12%	6.88%		
	Underrepresented	36.11%	55.56%	8.33%	91.67%	8.33%		
	No Response	31.08%	59.46%	9.46%	90.54%	9.46%		
	Two/+ Races	53.66%	34.15%	12.19%	87.81%	12.19%		
I am able to give a presentation.	Latinx	29.96%	55.06%	14.98%	85.02%	14.98%	<b>-5.7</b>	
	White	47.09%	42.86%	10.05%	89.95%	10.05%		
	Underrepresented	40.28%	51.39%	8.33%	91.67%	8.33%		
	No Response	29.73%	50.00%	20.27%	79.73%	20.27%	<b>-10.99</b>	
	Two/+ Races	39.02%	48.78%	12.20%	87.80%	12.20%		
I am able to orally express my ideas and opinions.	Latinx	34.96%	50.81%	14.23%	85.77%	14.23%	<b>-4.95</b>	
	White	50.79%	43.92%	5.29%	94.71%	5.29%		
	Underrepresented	43.06%	47.22%	9.72%	90.28%	9.72%		
	No Response	32.43%	58.11%	9.46%	90.54%	9.46%		
	Two/+ Races	48.78%	36.59%	14.63%	85.37%	14.63%	<b>-5.35</b>	
I am able to speak clearly.	Latinx	37.25%	51.42%	11.33%	88.67%	11.33%		
	White	48.95%	47.89%	3.16%	96.84%	3.16%		
	Underrepresented	45.83%	48.61%	5.56%	94.44%	5.56%		
	No Response	35.14%	56.76%	8.10%	91.90%	8.10%		
	Two/+ Races	53.66%	39.02%	7.32%	92.68%	7.32%		

When I disagree with someone, I am able to explain and defend my perspective.	Latinx	30.77%	53.85%	15.38%	84.62%	15.38%	<b>-6.10</b>
	White	44.74%	48.95%	6.31%	93.69%	6.31%	
	Underrepresented	33.33%	55.56%	11.11%	88.89%	11.11%	
	No Response	32.43%	51.35%	16.22%	83.78%	16.22%	<b>-6.94</b>
	Two/+ Races	51.22%	36.59%	12.19%	87.81%	12.19%	
<b>DIMENSION: VISUAL LITERACY</b>							
I am able to describe my response to visual images.	Latinx	33.88%	56.33%	9.82%	90.18%	9.82%	
	White	57.45%	40.43%	2.12%	97.88%	2.12%	
	Underrepresented	40.28%	51.39%	8.33%	91.67%	8.33%	
	No Response	40.00%	54.67%	5.33%	94.67%	5.33%	
	Two/+ Races	64.29%	23.81%	11.90%	88.10%	11.90%	
I am able to interpret visual images.	Latinx	36.33%	55.92%	7.75%	92.25%	7.75%	
	White	54.21%	42.11%	3.68%	96.32%	3.68%	
	Underrepresented	41.67%	48.61%	9.72%	90.28%	9.72%	
	No Response	38.67%	53.33%	8.00%	92.00%	8.00%	
	Two/+ Races	59.52%	33.33%	7.15%	92.85%	7.15%	
I am able to objectively analyze visual images.	Latinx	32.38%	59.84%	7.78%	92.22%	7.78%	
	White	53.19%	42.55%	4.26%	95.74%	4.26%	
	Underrepresented	36.11%	54.17%	9.72%	90.28%	9.72%	
	No Response	40.54%	48.65%	10.81%	89.19%	10.81%	
	Two/+ Races	57.14%	33.33%	9.53%	90.47%	9.53%	
<b>DIMENSION: WRITING</b>							
I am able to share my ideas through writing.	Latinx	32.11%	56.50%	11.39%	88.61%	11.39%	
	White	56.38%	37.77%	5.85%	94.15%	5.85%	
	Underrepresented	44.44%	43.06%	12.50%	87.50%	12.50%	
	No Response	35.53%	57.89%	6.58%	93.42%	6.58%	
	Two/+ Races	57.14%	35.71%	7.15%	92.85%	7.15%	
I am able to use correct grammar, punctuation and spelling in my writing.	Latinx	27.24%	56.50%	16.26%	83.74%	16.26%	<b>-6.98</b>
	White	52.66%	40.96%	6.38%	93.62%	6.38%	
	Underrepresented	33.33%	54.17%	12.50%	87.50%	12.50%	
	No Response	35.14%	54.05%	10.81%	89.19%	10.81%	
	Two/+ Races	50.00%	38.10%	11.90%	88.10%	11.90%	
I am able to write clearly.	Latinx	32.79%	56.68%	10.53%	89.47%	10.53%	
	White	57.14%	40.21%	2.65%	97.35%	2.65%	
	Underrepresented	40.28%	47.22%	12.50%	87.50%	12.50%	
	No Response	35.53%	55.26%	9.21%	90.79%	9.21%	
	Two/+ Races	64.29%	26.19%	9.52%	90.48%	9.52%	
I am able to write for a variety of audiences.	Latinx	23.17%	54.07%	22.76%	77.24%	22.76%	<b>-13.48</b>
	White	39.36%	46.81%	13.83%	86.17%	13.83%	<b>-4.55</b>
	Underrepresented	25.00%	51.39%	26.31%	76.39%	26.31%	<b>-14.33</b>
	No Response	28.00%	54.67%	17.33%	82.67%	17.33%	<b>-8.05</b>
	Two/+ Races	50.00%	30.95%	19.05%	80.95%	19.05%	<b>-9.77</b>
I am able to write in various forms, essays, short stories, poetry, etc.	Latinx	23.27%	55.51%	21.22%	78.78%	21.22%	<b>-11.94</b>
	White	41.58%	42.63%	15.79%	84.21%	15.79%	<b>-6.51</b>
	Underrepresented	27.78%	51.39%	20.83%	79.17%	20.83%	<b>-11.55</b>
	No Response	29.33%	50.67%	20%	80%	20%	<b>-10.72</b>
	Two/+ Races	50.00%	35.71%	14.29%	85.71%	14.29%	<b>-5.01</b>
My writing demonstrates an understanding of the content or subject matter.	Latinx	29.96%	57.89%	12.15%	87.85%	12.15%	
	White	50.79%	40.21%	9%	91%	9%	
	Underrepresented	40.28%	47.22%	12.50%	87.50%	12.50%	
	No Response	34.67%	57.33%	8%	92%	8%	
	Two/+ Races	57.14%	35.71%	7.15%	92.85%	7.15%	

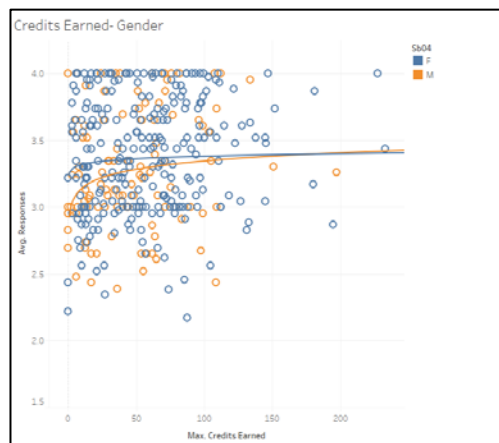
**Diagram 1: Respondents and Credits Earned**



**Diagram 2:** Respondents and Grade Point Average



**Diagram 3:** Respondents, Credits Earned, and Gender



**Diagram 4:** Respondents, Credits Earned, and Ethnicity Category

