

Institutional Review of ISLOs/GESLOs 2020-2021

In the Spring of 2020, the Learning Outcomes and Advisory committee (LOAC) analyzed disaggregated Institutional Student Learning Outcomes (ISLOs) and General Education Student Learning Outcomes (GESLOs) data from the Fall 2019 semester. Data was disaggregated by the categories of Ethnicity (MIS categories) and Gender.

The analysis sessions, conducted by the Student Learning Outcome (SLO) Co-Coordinators in conjunction with the SLO Liaisons, included faculty representation from all academic areas on campus.

This document starts with an Executive Summary documenting dialogue and recommendations of LOAC members. Following the Executive Summary is a formal report and analysis of ISLO and GESLO data.

Executive Summary: Recommendations and Insights from the Learning Outcomes Advisory Committee (LOAC)

This Executive Summary provides a list of SLO Liaison recommendations after analyzing disaggregated ISLO/GESLO data in the categories of Gender and Ethnicity. While the comments have been organized for clarity, please note that some comments may fall into more than one category. The raw ISLO/GESLO data and analysis are available below in the Full Report section.

Data and ISLO/GESLO Findings

- There are very low numbers of students scored in some ISLO/GESLO categories. Low numbers of students measured in a particular category does not necessarily mean the findings are insignificant.
- In 2012 ISLOs related to global awareness and ISLOs related to aesthetic sensitivity and historical literacy were created. Few course-level SLOs (CSLOs) are aligned to the new ISLOs. SLO Liaisons should work with faculty to align more CSLOs to the newer ISLOs.
- Faculty should review CSLO to ISLO alignments to ensure that all student learning objectives are being measured.
- Consultation with the Director of Research is requested to help establish an acceptable percentage for each proficiency level across campus ISLOs.
- Produce disaggregated ISLO/GESLO reports beyond the two categories of gender and ethnicity. Suggested categories for disaggregation include LGBTQ+, DSS Status, and Socio-Economic Status. Select from the categories approved by the Academic Senate.
- If possible, cross reference ISLO/GESLO data points. For example, compare the category of Socio-Economic Status to Gender (Male/Female/Unknown) to identify any further areas of necessary focus.
- Continue support for and expand on the Jaguar Pathways Data Coach Program to help faculty to identify equity gaps, incorporate new culturally responsive pedagogy into the curriculum, and evaluate the impact of the changes on learning outcomes.

Professional Development and Teaching Practices

- Implement voluntary data-informed, zero-gap professional development opportunities in which faculty can review their own SLO data (gaps/no/low proficiency) and train faculty in culturally responsive teaching practices.
- Offer professional development workshops on decolonizing course content and course documents (e.g., course syllabi).
- SLO liaisons recommend additional professional development workshops that focus on teaching critical thinking. Suggestions include workshops on creating assignments for learning to analyze text, to create central arguments, and to formulate lines of reasoning.
- As appropriate, faculty could offer more written assignments that analyze text to course content and pair the assignments with in-text discussions and public and/or group presentations.
- Find ways to boost proficiency in information competency often require fundamental computer literacy and additional computer skills such as database handling, programming, or analysis skills
- To support the learning of research skills, faculty can require research projects in the curriculum.
- To improve communication skills, faculty can incorporate storytelling assignments as a meaningful learning strategy that can improve performance skills and encourage students to reflect on their own experiences.

Resources

- Analyze and review our process of outreach to students in their first semester and to those who might be dealing with issues of isolation or marginalization.
- Increase support for low-cost and free student resources such as open educational resources (OER).
- Create and maintain a fund for loaner calculators or laptops and program licenses that are required for class.
- Commit more resources to Tutoring and the Writing Center to support students with their learning in critical thinking, writing, and mathematics.
- Increase bilingual support for students using Tutoring and Writing Center resources.
- Create a STEM Center that partners with our community and local businesses that offer internships and future employment for our students.
- Create a library of resources for faculty where course content may be shared within disciplines.
- To keep up with rapid changes in technology and students' digital needs, create a Faculty Support Center to assist faculty in formatting course information, videos, and documents.
- Increase the number of non-credit courses that support student learning of content taught in credit and transfer-level courses including Dental Hygiene, Mathematics, and Science disciplines.
- Ask faculty to encourage students to utilize the research training offered by library services to improve library literacy. Library and computer literacy will provide a foundation for students to be successful.

SLO Liaison Discussion on Gender:

- The category "Gender: Unknown" had the highest scores for no proficiency and low proficiency. This may indicate we need more support for people who don't fit cleanly into binary gender categories.
- Implement early and regular target-population outreach programs focused on supportive social networks. Involvement and campus connection ramp up retention, completion, and success. For example, increase support for our LGBTQ+ students.
- Offer more human and financial resources to support an LGBTQ+ learning community. The ASO and Southwestern College have recognized the need for support for LGBTQ and just established a learning community named CHEL (Aztec word for rainbow).

SLO Liaison Discussion on Ethnicity:

- The categories “Ethnicity: Two or More Races” and “Ethnicity: Unknown” had the highest scores for no proficiency and low proficiency. We need to investigate how we can better support students who self-selected themselves for these categories.
- Disaggregated data by ethnicity indicates that most of the equity gaps appear to be in the categories of Black and African American, Two or More Races, and Unknown. Implement early and regular target-population outreach programs focused on supportive social networks. Expand support and student outreach for learning communities that help our students.
- The sample size is relatively low for almost all categories. Given this, Our American Indian/Alaskan Native and Pacific Islander and Hawaiian populations have the least amount of data collected for the reports. We need to remain cognizant that we need more robust data. Also, note that low numbers of students measured in a particular category does not necessarily mean the findings are insignificant.
- Results for the Racial/Ethnic group identified as Hispanic tend to fall in the "middle" of the statistical area for the majority of the ISLOs.
- Offer more human and financial resources to support our learning communities, specifically those that serve ethnic populations on the campus.
- Ask faculty from learning communities to work with our Professional Development Program to teach peers how to decolonize the curriculum to better serve all of our student populations.
- Bring more cultural and art events and presentations to campus. For instance, the “World Café” method encourages a diverse community to investigate systemic issues through conversation.

ISLO/GESLO Full Report 2020

In alignment with the College mission and strategic priorities, the college annually reviews and discusses SLO data for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness. Assignments that probe proficiency of learning outcomes were scored by faculty across all divisions. The campus utilizes a five-point rubric for assessing student learning outcomes. The rubric includes the following scores: No Proficiency (NP), Low Proficiency (LP), Proficiency (P), High Proficiency (HP), and Mastery (M). None of the individual scores have a sub-rubric or a universal definition on how to distinguish scores for a learning outcome, i.e., currently there exists no institutional benchmarking of the assessment scores. Faculty and departments were given free choice on how to assign each score of the rubric to an assessment of a learning outcome. To assure validity of the collected data from which we draw meaning, the LOAC recommends that scoring of the rubric should be handled identical across all departments. The LOAC will work with faculty liaisons representing all departments and institutional research to create a more standardized, benchmarked scoring for future assessment cycles. Once scoring is benchmarked, training to faculty could then be provided by Liaisons and/or other means such as professional development.

ISLOs are learning outcomes that describe general skills and transferable knowledge that all students expected to become proficient in by the time they leave Southwestern College. Figure 1 shows the average scores per overall ISLO topic (each topic has 2-4 assigned ISLOs).

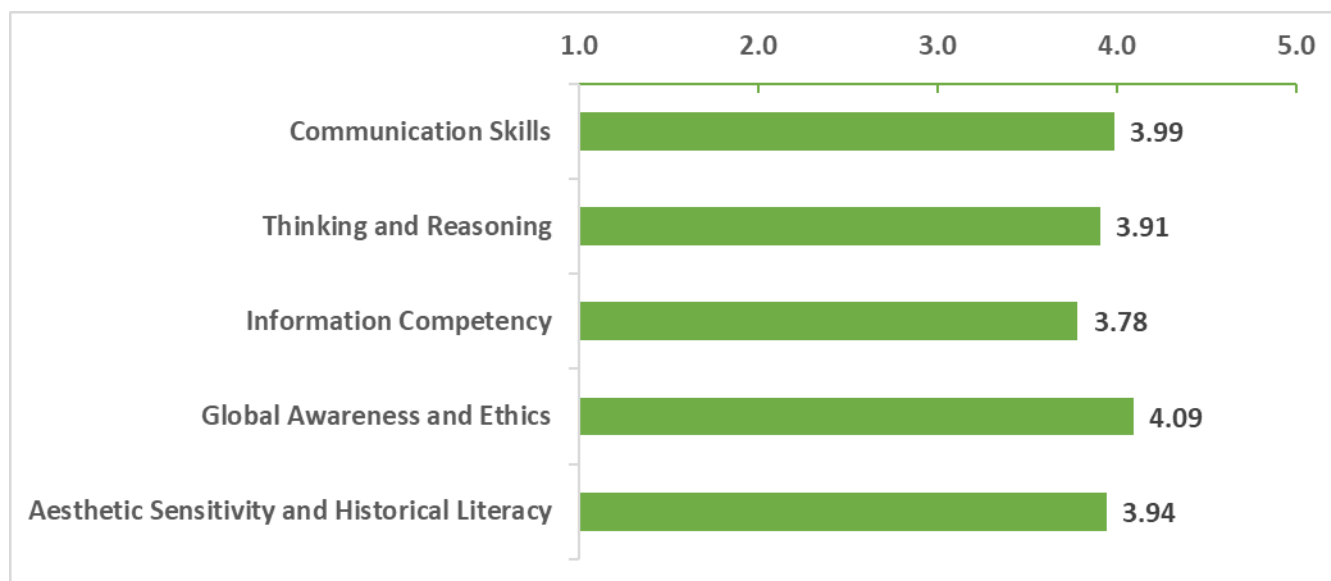


Figure 1: Average ISLO scores per topic. Shown are the average scores for the ISLOs grouped by topic. Using the scoring rubric, a 1 was assigned to no proficiency, a 2 for low proficiency, a 3 for proficiency, a 4 for high proficiency, and a 5 for mastery. Scores for each topic were averaged over the individual ISLOs. Global awareness has the highest average score, while Information competency scored lowest on average.

It is fair to say that overall Southwestern College students score high proficiency in the ISLOs demonstrating that instructions are effectively preparing students. Highest average scores are observed for Global Awareness and Ethics preparing students to be valuable and engaged members that will contribute to improving the community. Communication skills, Aesthetic Sensitivity and Historical Literacy, and Thinking and Reasoning all closely follow and show high proficiency as well. Information Competency earned the lowest average score at 3.78 which lays between proficiency and high proficiency, but closer to high proficiency, which is still an encouraging result.

A more detailed analysis to assess learning proficiency can be done by examining the performance of the individual ISLOs for each topic. Based on best practices of institutional research, the LOAC uses a criterium where a combined score of low proficiency (LP) and no proficiency (NP) of <15% means that learning outcomes are generally met. This criterium reflects the philosophy that all students can learn. Analysis of 22,727 data points were used to assess 15 of the 16 ISLOs. The combined scores of low and no proficiency were calculated and compared to the threshold of 15% (results are shown in Figure 2).

Figure 2: ISLO assessment on learning impact. Shown are the individual learning outcomes for the ISLO grouped by topic. For each ISLO the sum of low proficiency and no proficiency was calculated. If the sum is greater than the threshold 15%, then learning is impacted. ISLO 4 “Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking” and ISLO 7 “Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research” exhibited impacted learning. No data was collected for ISLO 13 Global Awareness and Ethics: Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.

	Communication Skills			Thinking and Reasoning			Information Competency		Global Awareness and Ethics					Aesthetic Sensitivity and Historical Literacy		
ISLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Sum of LP and NP	9.1	14.1	12.8	16.6	13.8	9.7	19.6	8.9	4.2	12.2	14.1	5.6	N/D	12.9	4.6	14.5
Impacted Outcome?	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	NO	N/D	NO	NO	NO

Overall assessment results of Southwestern College students show that for most ISLOs learning outcomes are met. There is no data for ISLO 13 “Global Awareness and Ethics: Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term” and the LOAC recommends to improve efforts to not only collect data on ISLO 13 but to also increase data collected for all SLOs to ensure that the data is statistically significant and not explainable by chance alone. While not shown in this report, ISLOs 12-16 (description of ISLOs in the appendix) would benefit from more data points. In order to improve sampling of the ISLOs, the LOAC also recommends that disciplines re-examine their CSLOs and how they map to current ISLOs. Focusing back on the data in Figure 2, two areas of concern where learning is impacted are ISLO 4 and ISLO 7.

The raw data for all learning outcomes can be found in the appendix. Data for ISLO 4 “Thinking & Reasoning: Formulate, Share, & Analyze Ideas” is shown in Figure 3 as well as a time course of the combined score of LP and NP over the last two years.

ISLO 4 Assessment FALL 2019

Thinking & Reasoning:

Formulate, Share, & Analyze Ideas

Mastery	37.17%
High Proficiency	26.52%
Proficiency	19.13%
Low Proficiency	8.88%
No Proficiency	7.76%

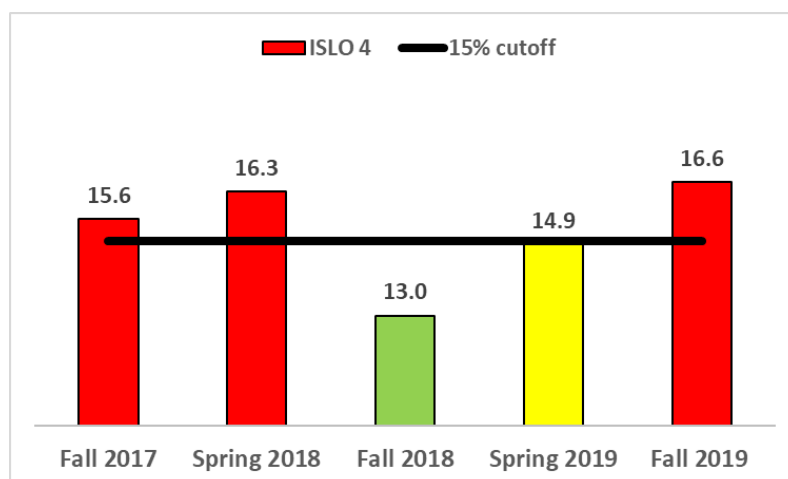


Figure 3: ISLO 4 shows an impact on learning. Shown on the left are the percentages for each of the five rubric entries for the Fall 2019 data. The data from Fall 2017 to Fall 2019 shows mostly scores higher or close to the 15% criteria of combined LP and NP (see bar graph on the right, red bars mean that the combined percentage was over the accepted threshold).

In Fall 2019 the combined score of NP and LP for ISLO 4 was 16.6%, which is higher than the 15% criteria. This clearly indicates that learning is impacted. In fact, throughout the last two years data for ISLO 4 shows that the combined scores are often over 15%, or close to 15%. The SLO liaisons can provide more detailed data report on how the individual departments fared with respect to ISLO 4. Further, the LOAC can assist in evaluating if intervention methods such as employing learning strategies in-class or providing out-of-class support have improved ISLO 4 outcomes in the past two years on a department and course level. For example, in the last ISLO/GESLO report from 2019, it was recommended to engage students in group discussions and presentations in order to improve this learning outcome, and departments could have a data-driven discussion (if it was implemented) how incorporating this into the pedagogy affected proficiency scores of ISLO 4. Data for ISLO 4 for individual courses can be made available for this kind of data analysis. It might also be advisable to review if tutoring services provided on campus are adequate, accessible, and used by a wide range of students. Further, implementation of a cross-departmental effective learning community could allow departments and faculty to share expertise, insights, and teaching pedagogy to help collectively improve proficiency of ISLO 4 among all departments. This insight could alternatively be shared through professional development offerings.

Gathering, disseminating, and communicating information and knowledge is an essential skill of utmost importance nowadays. The scores for ISLO 7 "Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research" are shown in Figure 4.

ISLO 7 Assessment FALL 2019

Information Competency:

Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research

Mastery	29.02%
High Proficiency	29.59%
Proficiency	21.80%
Low Proficiency	9.61%
No Proficiency	9.99%

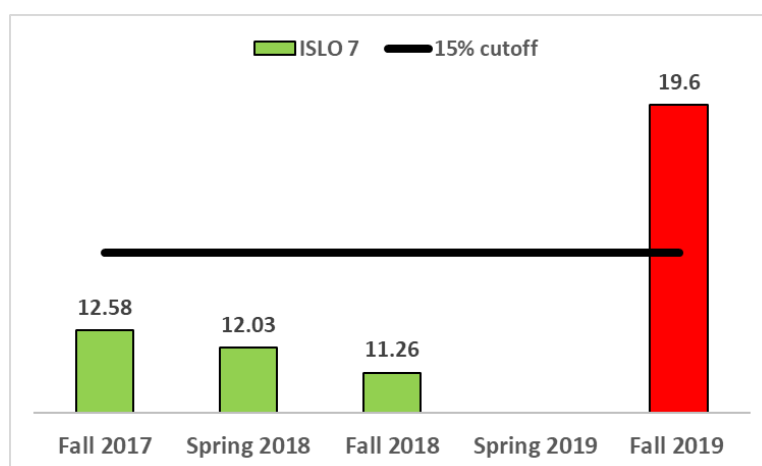


Figure 4: ISLO 7 shows an impact on learning. Shown on the left are the percentages for each of the five rubric entries for the Fall 2019 data. The data from Fall 2017 to Fall 2019 shows that only in Fall 2019 learning was impacted based on the 15% criteria of combined LP and NP (see bar graph on the right, red bars mean that the combined percentage was over the accepted threshold).

The sudden large increase in the combined scores for ISLO 7 should be addressed through each department, and if additional resources are needed, program review can help provide resources for proposed action plans to improve ISLO 7. If departments wish to improve scores on ISLO 7, careful analysis of the departments course performance on ISLO 7 is required. The LOAC recommends including the respective department SLO liaison in the discussion to improve outcomes of ISLO7. A few general recommendations include utilizing the research training offered by library services to improve library literacy. A high impact method to develop research skills necessary for job success can be achieved through work-based learning in the classroom and/or through providing internship opportunities. Also, proficiency in information competency often require fundamental computer literacy and additional computer skills such as database handling, programming, or analysis skills using a specific software (such as excel for example). It is therefore important to ensure that students are computer literate and trained to master information competency. Additionally, departments can introduce more novel approaches such as including a research project in the curriculum. If a department needs strengthening of ISLO 7 and ISLO 4 simultaneously, the findings of the research could be communicated to other students through group discussions and a class presentation. The scope of these projects could range from small individual research projects as part of an individual course to more systematic research experiences that are inclusive and have high impact on learning. For example, the chemistry department offers a protein-biochemistry focused Course Based Undergraduate Research Experience (CURE) to improve student learning and to provide research exposure as a module of all of their general chemistry courses, and has reported significantly greater research learning gains

compared to students taking the curriculum without CURE. A recommendation of the LOAC from the last report was to establish internships and research projects that encourage students to present their findings in a symposium. This would not only strengthen outcomes in ISLO 7, but also ISLOs in communication skills. There are already a few initiatives available for students, for example the MESA center connects STEM students to internships at the Naval Information Warfare Center Pacific which require students to present their research at a conference or symposium, or the chemistry department that got awarded the mentored pathways grant by the NSF which includes opportunities for scientific research and to attend and present research at national and regional conferences. These efforts are funded by sources outside Southwestern College, and the LOAC recommends establishing a cost-friendly local alternative similar to the undergraduate research symposium at San Diego State University, that allows students of all disciplines to give oral presentations of their research.

Figure 2 also shows that several ISLOs have values close to the 15% threshold. In the communication skills section, ISLO 2 “Present ideas in a clear and organized way to others” and ISLO 3 “Analyze and evaluate text in writing” have scores of 14.1 and 12.8 respectively. The LOAC recommends that departments deliberately use learning strategies in their course curriculum that help improve communication skills, and check that students get ample opportunities to practice and improve these skills. For example, incorporating storytelling to improve ISLO 3 provides a particularly meaningful learning strategy that can encourage and inspire students to reflect on their own experiences. Further, written assignments that involve evaluation and analysis of a text will be beneficial to ISLO 4. The writing center can be a vital out-of-class support structure, and could offer workshops targeted to improve writing skills related to ISLO 4. The LOAC also recognizes that communication skills should translate across very diverse programs and encourages to diversify assignments to interest students from all field of studies. In the Spring 2019 the LOAC recommended a science-based English 115 class to improve critical thinking GESLOs. Such a course would not only improve critical thinking but would also foster learning communication skills that translate across disciplines.

In the thinking and reasoning skills section, ISLO 5 “Assess and analyze data and information as they investigate issues and solve problems” scored 13.8. Recommendations given for ISLO 4 and 7 can also be applied to improving the scores and proficiency of students for ISLO 5. Library and computer literacy will provide a foundation for students to be successful in ISLO 5. Tutoring services to improve proficiency related to ISLO 5 should be accessible and utilized by students. The Virtual Desktop Infrastructure (VDI) will offer more inclusivity and opportunities to use software to analyze data. Non-credit course offerings could supplement credit class offerings and strengthen the ability to assess and analyze data. For example, in Dental Hygiene there is a skills lab to help students become proficient with skills necessary to pass the dental hygiene state exam. The funds for this lab are currently being fundraised by the program, however, this could be redirected either into program review or non-credit class offerings. Students could also improve proficiency in ISLO 5 through experiences related to their future career such as internships and in-class work-based learning.

In global awareness and ethics, ISLO 10 “Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner” and ISLO 11 “Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society” scored 12.2 and 14.1, respectively. In Aesthetic Sensitivity and Historical Literacy ISLO 14 “Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture” and ISLO 16 “Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art” scored 12.9 and 14.5, respectively. Data collected for ISLOs 12-16 were somewhat lower than for other ISLOs and re-examining the mapping of CSLOs to ISLOs is recommended. Assigning resources to increase offerings of cultural and art events could improve outcomes for ISLO 10, 11, 14, and 16. As a side note, the “World Café” method encourages a diverse community to investigate systemic issues through conversation, and could be implemented on Southwestern Campus. Establishing a “World Café” (even if it is on a local level) could improve ISLO outcomes in communication, thinking and reasoning, global awareness, and aesthetic sensitivity.

GESLOs are learning outcomes that are linked to categories of study within the three general education plans at Southwestern College, namely the CSU, IGETC, and Associate Degree (AS or AA) general education plans. In this document, GESLOs for the CSU education plan are labeled GESLO A-E, GESLOs related to IGETC are named GESLO 1-6, and GESLOs for associate degrees are referred to as ISLO A-D. Detailed descriptions of the learning outcomes can be found in the appendix of this document. It is important that students that graduate with an associate degree and/or transfer to a four-year college are well prepared and core skills are cultivated. Assessment of the GESLOs used the same rubric described earlier that was used for the ISLOs. Figure 5 shows the average proficiency scores using a scale of 1 for non-proficient, and 5 for mastery. The mathematics department

does not evaluate GESLO 2 during Fall (only Spring) and hence data for GESLO 2 is not available. For reference, in Spring 2019, GESLO 2 had a score of 3.45. For each general education plan, approximately 13,000 data points were analyzed.

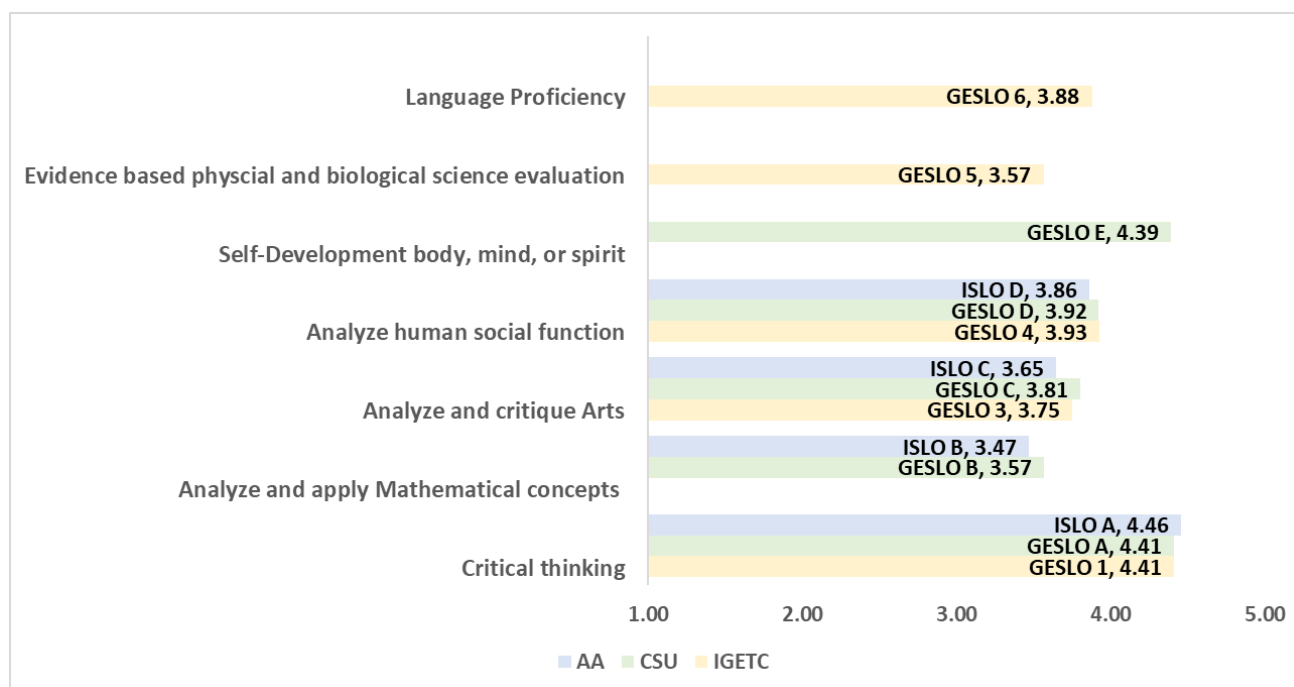


Figure 5: Average GESLO scores per Learning Outcome. Shown are the average scores for the GESLOs for AA, CSU, and IGETC, and grouped by category. Using the scoring rubric, a 1 was assigned to no proficiency, a 2 for low proficiency, a 3 for proficiency, a 4 for high proficiency, and a 5 for mastery. Since a score of 3 means proficient, on average all GESLOs showed scores greater than 3. Across all GESLOs, critical thinking scored highest while analysis skill overall but especially in mathematics, physical sciences, and biological sciences scored lowest.

Since the sample size of GESLOs was smaller than the sample size of the ISLOs, collection of more data points is encouraged. Based on the data assessment, students, on average, are more than proficient in all assessed learning outcomes. For critical thinking and self-development, students scored in between high proficiency and mastery, while for all other outcomes students scored in between proficient and highly proficient. In general, students exhibit a greater need for improvement in analysis-based outcomes and evidence-based evaluation especially in mathematics, physical sciences, and biological sciences. The LOAC also evaluated (using the 15% threshold combined score of low-proficiency and no-proficiency) that learning is met for each GESLO. The results are shown in Figure 6.

SLO	IGETC						CSU					AA			
	GESLO 1	GESLO 2	GESLO 3	GESLO 4	GESLO 5	GESLO 6	GESLO A	GESLO B	GESLO C	GESLO D	GESLO E	ISLO A	ISLO B	ISLO C	ISLO D
Sum of LP and NP	1.0	N/D	16.8	13.1	19.0	8.3	1.0	19.0	13.7	13.2	6.1	1.6	21.6	16.3	14.7
Impacted Outcome?	NO	N/D	YES	NO	YES	NO	NO	YES	NO	NO	NO	NO	YES	YES	NO

Figure 6: GESLO assessment on learning impact. Shown are the individual learning outcomes for the GESLO grouped by plan. For each ISLO the sum of low proficiency and no proficiency was calculated. If the sum is greater than the threshold 15%, then learning is impacted. No data was collected in Fall 2019 for GESLO 2 but using the values for Spring 2019, the sum of LP and NP was 26.4, way larger than any other SLO assessed and clearly impacted.

For the IGETC GESLOs, GESLO 3 “Evaluate and critique the influence of artistic techniques and expression on culture and society” with a combined score of 16.8 and GESLO 5 “Examine and evaluate issues related to the physical and biological

sciences from an evidence-based perspective and use in applied context” with a score of 19.0 are impacted. Taking into consideration the data for Spring 2019, GESLO 2 “Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts” is also impacted. Overall, half of the GESLO for IGETC are impacted and the GESLO 4 “Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience” score of 13.1 gives additional need for concern. For the CSU GESLO’s only GESLO B “Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts” was impacted. GESLO C “Evaluate and critique the influences of artistic techniques and expression on culture and society” and GESLO D “Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience” showed scores close to the 15% threshold with 13.7 and 13.2, respectively. For the AA GESLOs, ISLO B “Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts” has a high score of 21.6 and ISLO C “Evaluate and critique the influence of artistic techniques and expression on culture and society” has a score of 16.3, in both outcomes learning was impacted. It is important to notice that with a score of 14.7 ISLO D “Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience” was very close to the threshold of 15%. Overall, across the three education plans, demonstrating critical thinking scored very low in the combined score of NP and LP and are not of concern. However, assessment of learning outcomes of the general education curriculum revealed multiple areas in need of improvement. These areas are focused mostly on analysis skills with a focus on mathematics, physical sciences, and biological sciences, but also the critique of artistic work as well as items related to human function and sociology require work. Many strategies that could help improve GESLO outcomes were already discussed earlier in the ISLO section above.

An important part of assessment is to disaggregate and disseminate data to identify equity gaps. Disproportionate impact on learning occurs when students that are grouped by certain characteristics experience lower outcomes compared to the average student population. The disaggregated raw data and a summary table for equity gaps of subgroups is given in the appendix. The data is typically disaggregated by race and gender. While the assessment data includes gender, the options available are only Female, Male, or Unknown. There are a few important things to note before going into the details of the assessment data analysis and some of the recommendations of the LOAC. Southwestern College is an institution that serves a very diverse student body with a high population of Hispanic students. As a designated Hispanic Serving Institution (HSI) it is therefore important to assure that Hispanic students are well served and equity gaps are closed. Southwestern College makes great efforts to provide equitable and inclusive education that extends beyond Hispanic students to all students of marginalized subgroups. For example, Southwestern College has established learning communities that support racial subgroups. These learning communities are fundamental out-of-class support that helps improve learning outcomes and target racial minorities as well as first-year students. These learning communities also increase student success, completion, and retention rates. The LGBTQ+ subgroup is a fast-growing, very marginalized subgroup on campus that experiences many barriers to learning. The ASO and Southwestern College have recognized the need for support for LGBTQ and just established a learning community named CHEL (Aztec word for rainbow). No matching category exists for the SLO data that is collected, hence as of now, the LOAC cannot track learning outcomes of the LGBTQ community. The LOAC will discuss with institutional research how to include proper categories and expand upon the existing categories of subgroups. Some examples include DSS status, socio-economic status, and splitting subgroups by correlated fields, i.e., the LOAC wants data on equity gaps for say male Hispanic students as an example. Also, Southwestern College has invested in training faculty how to teach diverse students to help close equity gaps. Departments are encouraged to contact faculty that have participated in the Advancing Equity Teaching Academy (AETA) and/or in the ESCALA institute that helps faculty increase retention and graduation rates of underrepresented students in higher education. The faculty should be able to provide a plethora of culturally responsive and inclusive pedagogy that will help close equity gaps and improve learning outcomes. Also, there are many ways to measure equity gaps. Institutional research has extensive data and analysis on English and Mathematics courses using multiple measures of equity gaps. In this analysis, institutional research looked at many dimensions such as percent point gap analysis and how placement affects learning outcomes (placement actually had a strong effect on learning outcomes and success rate). Departments can contact institutional research for information, training, and support in these types of analyses. Other resources that use data-driven approaches are forming on campus. For example, there is the data coach program funded by Guided Pathways that aims to provide training opportunities on how to identify equity gaps in a course and program based on multiple measures, and how to draw insights from this data. All the above-mentioned resources will be helpful to identify equity gaps, incorporate new culturally responsive pedagogy into the curriculum, and evaluate the impact of the changes on learning outcomes.

In this report equity gaps of subgroups that contain gender and race are reported, when the combined score of LP and NP is larger than the threshold of 15%. Figure 7 shows the various equity gaps for each learning outcome colored in red.

Identified Equity Gaps by Learning Outcome – Summary Table with Past-Able Numbers

	SLO	Ethnicity									Gender			Data Points
		Native American	Asian	Black	Fillipino	Pacific Islander	Hispanic	two or more	White	Unknown	Female	Male	Unknown	
ISLO	ISLO 1	0	9.1	21.2	7.6	0	9.5	6.8	6.7	17.2	8.1	10.8	0	1508
	ISLO 2	10	12.7	22.4	14.1	6.3	14.9	17.5	5.3	21.2	14.2	14	12.9	5606
	ISLO 3	0	0	13.4	11.5	0	14.1	8.3	15.4	20	10.3	17.2	14.3	437
	ISLO 4	20	10.7	18	14.2	8.3	17.9	21.3	10.9	23.1	16.3	17.3	15	3774
	ISLO 5	0	8.8	9.9	9.6	11.2	16	10.5	9.7	16.4	13.7	14.1	10.8	5441
	ISLO 6	0	5.2	8.2	7.8	0	10.7	5.7	13.8	23.1	8.7	10.7	12	1301
	ISLO 7	0	16	9.3	16	28.6	21.4	12.2	12.2	9.1	20.6	17.1	25	1592
	ISLO 8	0	0	60	9.1	0	7.6	0	14.3	0	10.4	6	50	146
	ISLO 9	0	20	0	0	0	3.1	0	15	25	6.3	0	0	192
	ISLO 10	0	5.6	20	18	0	12.1	20.6	10.2	6.3	11.2	12.9	33.3	954
	ISLO 11	0	0	20	30	0	13.7	18.2	5.9	14.3	14.2	13.8	25	391
	ISLO 12	0	0	0	0	0	7.3	0	0	0	0	10.8	0	72
	ISLO 13	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	0
	ISLO 14	0	0	14.3	13.7	0	14.2	23.1	4.2	15.8	11.2	15.7	14.3	551
	ISLO 15	0	0	12.5	0	0	5.2	25	0	0	2.7	7	0	216
	ISLO 16	0	0	43.8	8.5	0	14.5	31.6	13.6	0	12.7	17.4	14.3	546
AA	ISLO A	0	0	5	0	0	1.9	0	0	0	1.4	2.4	0	428
	ISLO B	0	13.3	21.8	16.6	25	23.3	23.9	12.6	23.1	23.4	17.7	30	3919
	ISLO C	0	13.2	16.1	14.6	25	16.7	13.6	12.5	4.4	16	16.8	16.7	2791
	ISLO D	28.6	9	13.6	13.1	4.8	15.4	18.4	11.3	17.1	14.1	15.3	20.3	5531
CSU	GESLO A	0	0	5	0	0	1.3	0	0	0	0	2.1	0	393
	GESLO B	0	12.7	16.9	14.8	23.8	20.3	23.8	10.7	19.6	20.4	16	17.8	5997
	GESLO C	0	6.45	24.7	15.8	0	13	23.7	12.1	0	11.2	16.5	15.6	2645
	GESLO D	28.6	7.7	13.6	12.7	0	13.7	17.4	9.9	15.9	11.6	14.8	23.4	4334
	GESLO E	0	0	5.41	3.85	0	6.8	10.5	0	9.1	6.1	6.3	0	528
IGETC	GESLO 1	0	0	5	0	0	1.3	0	0	0	2.1	0	0	393
	GESLO 2	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	0
	GESLO 3	0	10.53	24.2	17.4	0	16.1	32.3	9.9	0	15.2	18.5	11.8	1516
	GESLO 4	28.6	8	13.8	12.9	0	14.2	16.4	10.5	18.2	11.61	14.8	20.5	4187
	GESLO 5	0	12.7	16.9	14.8	23.8	20.3	17.3	10.7	19.6	20.4	16	17.8	5997
	GESLO 6	0	0	30.8	10.5	0	8.1	8.7	3.85	0	6.8	10.2	9.1	989

Figure 6: SLO equity gap analysis. The sum of low proficiency and no proficiency was calculated, and values are shown in the table for all ISLOs and GESLOs. If the sum is greater than the threshold 15%, then learning is impacted and the value is marked in red. Data is aggregated by ethnicity and gender. The number of total data points for each SLO is also displayed. Values of zero can indicate that there is no data point for the specific characteristics and learning outcome available.

The disaggregated data shows that learning is disproportionately impacted for almost every single learning outcome. Data sampling for ISLO 2, 4, 5, B, C, and D and for GESLO B, C, D, 4, and 5 are ample and allow to make statistically significant claims about the data. In these well-sampled learning outcomes, in terms of ethnicity two or more races, unknown race, Black, and Hispanic exhibit the highest number of equity gap, while Asians and Whites show the lowest number of equity gaps. The gender analysis reveals that unknown genders have the highest number of equity gaps while female have the least. The LOAC recommends all of the above-mentioned strategies to reduce equity gaps. Departments can tap into the knowledge and expertise of faculty trained in culturally responsive teaching to systematically implement equity-minded and inclusive pedagogy. Some of these teaching strategies are occasionally offered through professional development as well. Outside the class, various resources are needed to close the equity gaps. The learning groups established at Southwestern College, especially Chel for the unknown gender, Umoja for Blacks, and Puente for Hispanics, should be used as valuable resource to close equity gaps. It might be helpful to revisit the missions and target-populations of these learning communities and explore how we might better leverage these programs to connect the learning to the affected subgroup. Expansion of learning

communities might also be needed, for example, are students of two or more races covered by current learning communities or not? Additionally, tutoring services and the writing center can adjust their support to address equity gaps of students, for example, tutoring services could analyze their offering of bilingual/multilingual tutors to see if this impacts learning of some of our students where English is not the native language.

Raw ISLO/GESLO Data

In alignment with the College mission and strategic priorities, the college annually reviews and discusses SLO data for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness.

Rubric

The campus utilizes a five-point rubric for assessing student learning outcomes. The range of this rubric includes the following: No Proficiency, Low Proficiency, Proficiency, High Proficiency, and Mastery.

Threshold

Using a $\geq 15\%$ threshold for the combination of low-proficiency and no proficiency as a threshold for areas of concern, it was discovered that nearly every ISLO and GESLO showed $\geq 15\%$ for at least one group in at least one disaggregated category.

Data

Identified Equity Gaps by Learning Outcome

Institutional Student Learning Outcomes (ISLOs)	$\leq 15\%$ Low-Proficiency and No Proficiency Combined	%
ISLO 1 Communication Skills: Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.	Ethnicity: Black or African American Ethnicity: Unknown	21.15 17.24
ISLO 2 Communication Skills: Present ideas in a clear and organized way to others.	Ethnicity: Black or African American Ethnicity: Unknown	22.41 21.17
ISLO 3 Communication Skills: Analyze and evaluate text in writing.	Gender: Male Ethnicity: Unknown Ethnicity: White	17.2 20 15.38
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	Gender: Female Gender: Male Ethnicity: American Indian/Alaskan Native Ethnicity: Black or African American Ethnicity: Hispanic Ethnicity: Two or more Races Ethnicity: Unknown	16.26 17.29 20 18.04 17.85 21.28 23.08
ISLO 5 Thinking and Reasoning: Assess and analyze data and information as they investigate issues and solve problems.	Ethnicity: Hispanic Ethnicity: Unknown	15.95 16.44
ISLO 6 Thinking and Reasoning: Use quantitative reasoning to identify, analyze and solve quantitative problems.	Ethnicity: Unknown	23.07
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	Gender: Female Gender: Male	20.62 17.14

	Gender: Unknown Ethnicity: Asian Ethnicity: Filipino Ethnicity: Hawaiian/Pacific Islander Ethnicity: Hispanic	25 16 15.98 28.58 21.42
ISLO 8 Information Competency: Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.	Gender: Unknown Ethnicity: Black or African American	50 60
ISLO 9 Global Awareness and Ethics: Collegially work with diverse groups of people.	Ethnicity: Asian Ethnicity: Unknown	20 25
ISLO 10 Global Awareness and Ethics: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.	Gender: Unknown Ethnicity: Black or African American Ethnicity: Filipino Ethnicity: Two or More Races	33.33 20 18.04 20.59
ISLO 11 Global Awareness and Ethics: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.	Gender: Unknown Ethnicity: Black or African American Ethnicity: Filipino Ethnicity: Two or More Races	25 20 30 18.18
ISLO 12 Global Awareness and Ethics: Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.	Data collected for this ISLO in Fall 2019 indicated scores >15% in No Proficiency and Low Proficiency combined.	
ISLO 13 Global Awareness and Ethics: Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.	No data was collected for this ISLO in Fall 2019.	
ISLO 14 Aesthetic Sensitivity and Historical Literacy: Identify, examine and critique the aesthetic, political, scientific, philosophical, or and historical elements of human culture.	Gender: Male Ethnicity: Two or More Races Ethnicity: Unknown	15.74 23.08 15.79
ISLO 15 Aesthetic Sensitivity and Historical Literacy: Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.	Ethnicity: Two or More Races	25
ISLO 16 Aesthetic Sensitivity and Historical Literacy: Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.	Gender: Male Ethnicity: Black or African American Ethnicity: Two or More Races	17.35 43.75 31.58

SWC General Education Student Learning Outcomes (GESLOs)	≤ 15% Low-Proiciency and No Proficiency Combined	%
GESLO A Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.	Data collected for this ISLO in Fall 2019 indicated scores >15% in No Proficiency and Low Proficiency combined.	
GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	Gender: Female Gender: Male Gender: Unknown Ethnicity: Black or African American Ethnicity: Filipino Ethnicity: Hawaiian/Pacific Islander Ethnicity: Hispanic Ethnicity: Two or More Races	23.38 17.72 30 21.74 16.56 25 23.29 23.91

	Ethnicity: Unknown	23.07
GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	Gender: Female Gender: Male Gender: Unknown Ethnicity: Black or African American Ethnicity: Hawaiian/Pacific Islander Ethnicity: Hispanic	15.98 16.8 16.67 16.08 25 16.67
GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	Gender: Male Gender: Unknown Ethnicity: American Indian/Alaskan Native Ethnicity: Hispanic Ethnicity: Two or More Races Ethnicity: Unknown	15.32 20.33 28.57 15.35 18.35 17.08

CSU General Education Student Learning Outcomes (GESLOs)	≤ 15% Low-Proficiency and No Proficiency Combined	%
GESLO A Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.	Data collected for this GESLO in Fall 2019 indicated scores >15% in No Proficiency and Low Proficiency combined.	
GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	Gender: Female Gender: Male Ethnicity: Black or African American Ethnicity: Hawaiian/Pacific Islander Ethnicity: Hispanic Ethnicity: Two or More Races Ethnicity: Unknown	20.43 15.95 16.87 23.81 20.34 17.33 19.56
GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	Gender: Male Gender: Unknown Ethnicity: Black or African American Ethnicity: Filipino Ethnicity: Two or More Races	16.49 15.62 24.66 15.76 23.76
GESLO D: Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.	Gender: Unknown Ethnicity: American Indian/Alaskan Native Ethnicity: Two or More Races Ethnicity: Unknown	23.41 28.57 17.37 15.88
GESLO E The student will recognize various contributions to self-development by identifying factors that impact the body, mind, or spirit.	Data collected for this GESLO in Fall 2019 indicated scores >15% in No Proficiency and Low Proficiency combined.	

IGETC General Education Student Learning Outcomes (GESLOs)	≤ 15% Low-Proficiency and No Proficiency Combined	%
GESLO Area 1 Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.	Data collected for this GESLO in Fall 2019 indicated scores >15% in No Proficiency and Low Proficiency combined.	
GESLO Area 2 Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts.	No data was collected for this GESLO in Fall 2019.	

GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	Gender: Female	15.21
	Gender: Male	18.05
	Ethnicity: Black and African American	24.19
	Ethnicity: Filipino	17.36
	Ethnicity: Hispanic	16.1
GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.	Ethnicity: Two or More Races	32.26
	Gender: Unknown	20.46
	Ethnicity: American Indian/ Alaskan Native	28.57
	Ethnicity: Two or More Races	16.35
GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	Ethnicity: Unknown	18.18
	Gender: Female	20.43
	Gender: Male	15.95
	Gender: Unknown	17.81
	Ethnicity: Black or African American	16.87
	Ethnicity: Hawaiian/ Pacific Islander	23.81
	Ethnicity: Hispanic	20.34
Ethnicity: Two or More Races	17.33	
Ethnicity: Unknown	19.56	

Identified Equity Gaps by Gender

Gender: Female ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	16.26
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	20.62
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	23.38
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	15.98
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	20.43
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	15.21
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	20.43

Gender: Male ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 3 Communication Skills: Analyze and evaluate text in writing.	17.2
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	17.29
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	17.14
ISLO 14 Aesthetic Sensitivity and Historical Literacy: Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.	15.74

ISLO 16 Aesthetic Sensitivity and Historical Literacy: Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.	17.35
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	17.72
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	16.8
SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	15.32
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	15.95
CSU GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	16.49
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	18.05
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	15.95

Gender: Unknown ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	25
ISLO 8 Information Competency: Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.	50
ISLO 10 Global Awareness and Ethics: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.	33.33
ISLO 11 Global Awareness and Ethics: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.	25
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	30
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	16.67
SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	20.33
CSU GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	15.62
CSU GESLO D: Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.	23.41
IGETC GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.	20.46
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	17.81

Identified Equity Gaps by Ethnicity

Ethnicity: American Indian/Alaskan Native ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	20
SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	28.57
CSU GESLO D: Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.	28.57
IGETC GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.	28.57

Ethnicity: Asian ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	16
ISLO 9 Global Awareness and Ethics: Collegially work with diverse groups of people.	20

Ethnicity: Black or African American ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 1 Communication Skills: Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.	21.15
ISLO 2 Communication Skills: Present ideas in a clear and organized way to others.	22.41
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	18.04
ISLO 8 Information Competency: Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.	60
ISLO 10 Global Awareness and Ethics: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.	20
ISLO 11 Global Awareness and Ethics: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.	20
ISLO 16 Aesthetic Sensitivity and Historical Literacy: Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.	43.75
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	21.74
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	16.08
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	16.87
CSU GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	24.66
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	24.19

IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	16.87
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Ethnicity: Filipino ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	15.98
ISLO 10 Global Awareness and Ethics: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.	18.04
ISLO 11 Global Awareness and Ethics: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.	30
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	16.56
CSU GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	15.76
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	17.36

Ethnicity: Hawaiian/Pacific Islander ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	28.58
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	25
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	25
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	23.81
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	23.81

Ethnicity: Hispanic ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	17.85
ISLO 5 Thinking and Reasoning: Assess and analyze data and information as they investigate issues and solve problems.	15.95
ISLO 7 Information Competency: Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.	21.42
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	23.29
SWC GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.	16.67

SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	15.35
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	20.34
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	16.1
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	20.34

Ethnicity: Two or More Races ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	21.28
ISLO 10 Global Awareness and Ethics: Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.	20.59
ISLO 11 Global Awareness and Ethics: Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.	18.18
ISLO 14 Aesthetic Sensitivity and Historical Literacy: Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.	23.08
ISLO 15 Aesthetic Sensitivity and Historical Literacy: Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.	25
ISLO 16 Aesthetic Sensitivity and Historical Literacy: Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.	31.58
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	23.91
SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	18.35
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	17.33
CSU GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society.	23.76
CSU GESLO D: Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.	17.37
IGETC GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.	32.26
IGETC GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.	16.35
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	17.33

Ethnicity: Unknown ≤ 15% Low-Proficiency and No Proficiency Combined	%
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ISLO 1 Communication Skills: Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.	17.24
ISLO 2 Communication Skills: Present ideas in a clear and organized way to others.	21.17
ISLO 3 Communication Skills: Analyze and evaluate text in writing.	20
ISLO 4 Thinking and Reasoning: Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.	23.08
ISLO 5 Thinking and Reasoning: Assess and analyze data and information as they investigate issues and solve problems.	16.44
ISLO 6 Thinking and Reasoning: Use quantitative reasoning to identify, analyze and solve quantitative problems.	23.07
ISLO 9 Global Awareness and Ethics: Collegially work with diverse groups of people.	25
ISLO 14 Aesthetic Sensitivity and Historical Literacy: Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.	15.79
SWC GESLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.	23.07
SWC GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.	17.08
CSU GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.	19.56
CSU GESLO D: Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.	15.88
IGETC GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.	18.18
IGETC GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.	19.56

Ethnicity: White ≤ 15% Low-Proficiency and No Proficiency Combined	%
ISLO 3 Communication Skills: Analyze and evaluate text in writing.	15.38

Prepared October 5, 2020
SLO Liaisons and LOAC Committee
Institutional Research



Appendixes

List of Learning Outcomes and Description

Institutional Student Learning Outcomes			
OVERALL TOPIC	ISLO	eLumen designator	Description of SLO
Communication Skills	ISLO 1	ISLO 1	Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
	ISLO 2	ISLO 2	Present ideas in a clear and organized way to others
	ISLO 3	ISLO 3	Analyze and evaluate text in writing.
Thinking and Reasoning	ISLO 4	ISLO 4	Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.
	ISLO 5	ISLO 5	Assess and analyze data and information as they investigate issues and solve problems.
	ISLO 6	ISLO 6	Use quantitative reasoning to identify, analyze and solve quantitative problems.
Information Competency	ISLO 7	ISLO 7	Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.
	ISLO 8	ISLO 8	Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.
Global Awareness and Ethics	ISLO 9	ISLO 9	Collegially work with diverse groups of people.
	ISLO 10	ISLO 10	Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
	ISLO 11	ISLO 11	Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.
	ISLO 12	ISLO 12	Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.
	ISLO 13	ISLO 13	Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.
Aesthetic Sensitivity and Historical Literacy	ISLO 14	ISLO 14	Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.
	ISLO 15	ISLO 15	Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.
	ISLO 16	ISLO 16	Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.

SWC Associates Degree General Education Student Learning Outcomes

SWC GESLO	eLumen designator	Description of SLO
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GESLO A	ISLO A	Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.
GESLO B	ISLO B	Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.
GESLO C	ISLO C	Evaluate and critique the influence of artistic techniques and expression on culture and society.
GESLO D	ISLO D	Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.

CSU General Education Student Learning Outcomes

CSU GESLO	eLumen designator	Description of SLO
GESLO A	GESLO A	Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.
GESLO B	GESLO B	Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.
GESLO C	GESLO C	Evaluate and critique the influences of artistic techniques and expression on culture and society.
GESLO D	GESLO D	Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience.
GESLO E	GESLO E	The student will recognize various contributions to self-development by identifying factors that impact the body, mind, or spirit.

IGETC General Education Student Learning Outcomes

SLO	eLumen designator	Description of SLO
GESLO Area 1	GESLO 1	Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.
GESLO Area 2	GESLO 2	Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts.
GESLO Area 3	GESLO 3	Evaluate and critique the influence of artistic techniques and expression on culture and society.
GESLO Area 4	GESLO 4	Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.
GESLO Area 5	GESLO 5	Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.

Raw data for Learning Outcomes ISLO 1-16

ISLO 1: Communication Skills: (Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	57	3.78%	80	5.31%	298	19.76%	412	27.32%	661	43.83%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	30	3.46%	40	4.61%	168	19.35%	231	26.61%	399	45.97%
Male	27	4.33%	40	6.42%	123	19.74%	178	28.57%	255	40.93%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	7	41.18%	3	17.65%	7	41.18%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	54	4.04%	73	5.46%	274	20.51%	366	27.40%	569	42.59%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%
Asian	1	3.03%	2	6.06%	5	15.15%	4	12.12%	21	63.64%
Black or African American	4	7.69%	7	13.46%	12	23.08%	12	23.08%	17	32.69%
Filipino	3	2.83%	5	4.72%	25	23.58%	34	32.08%	39	36.79%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Hispanic	34	3.65%	54	5.80%	195	20.95%	262	28.14%	386	41.46%
Two or More Races	2	3.39%	2	3.39%	7	11.86%	22	37.29%	26	44.07%
Unknown	4	13.79%	1	3.45%	8	27.59%	4	13.79%	12	41.38%
White	6	5.04%	2	1.68%	22	18.49%	24	20.17%	65	54.62%

ISLO 2: Communication Skills: (Present ideas in a clear and organized way to others.)**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	375	6.69%	418	7.46%	1010	18.02%	1675	29.88%	2128	37.96%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	245	6.93%	258	7.30%	624	17.65%	1062	30.03%	1347	38.09%
Male	127	6.32%	155	7.72%	372	18.53%	598	29.78%	756	37.65%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	3	4.84%	5	8.06%	14	22.58%	15	24.19%	25	40.32%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	334	6.77%	380	7.71%	888	18.01%	1483	30.08%	1846	37.44%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	1	10.00%	0	0.00%	0	0.00%	1	10.00%	8	80.00%
Asian	5	3.73%	12	8.96%	25	18.66%	28	20.90%	64	47.76%
Black or African American	26	14.21%	15	8.20%	37	20.22%	46	25.14%	59	32.24%
Filipino	24	5.14%	42	8.99%	86	18.42%	110	23.55%	205	43.90%
Hawaiian/Pacific Islander	0	0.00%	1	6.25%	1	6.25%	6	37.50%	8	50.00%
Hispanic	239	6.89%	278	8.02%	643	18.55%	1122	32.36%	1185	34.18%
Two or More Races	16	8.47%	17	8.99%	33	17.46%	48	25.40%	75	39.68%
Unknown	10	11.76%	8	9.41%	15	17.65%	17	20.00%	35	41.18%
White	13	3.42%	7	1.84%	48	12.63%	105	27.63%	207	54.47%

ISLO 3: Communication Skills: (Analyze and evaluate text in writing.)**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	25	5.72%	31	7.09%	48	10.98%	106	24.26%	227	51.95%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	10	3.66%	18	6.59%	24	8.79%	66	24.18%	155	56.78%
Male	14	8.92%	13	8.28%	24	15.29%	36	22.93%	70	44.59%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	14.29%	0	0.00%	0	0.00%	4	57.14%	2	28.57%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	22	6.01%	29	7.92%	41	11.20%	96	26.23%	178	48.63%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	3	50.00%	3	50.00%
Black or African American	1	6.67%	1	6.67%	5	33.33%	1	6.67%	7	46.67%
Filipino	1	3.85%	2	7.69%	1	3.85%	10	38.46%	12	46.15%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	15	6.05%	20	8.06%	27	10.89%	65	26.21%	121	48.79%
Two or More Races	1	8.33%	0	0.00%	3	25.00%	3	25.00%	5	41.67%
Unknown	3	15.00%	1	5.00%	0	0.00%	5	25.00%	11	55.00%
White	1	2.56%	5	12.82%	5	12.82%	9	23.08%	19	48.72%

ISLO 4: Thinking and Reasoning: (Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.)

Overall by Term for Demographic Category: Gender

Fall 2019	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	293	7.76%	335	8.88%	722	19.13%	1001	26.52%	1423	37.71%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Female	185	7.98%	192	8.28%	438	18.90%	629	27.14%	874	37.70%
Male	106	7.49%	139	9.82%	279	19.70%	363	25.64%	529	37.36%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	2	5.00%	4	10.00%	5	12.50%	9	22.50%	20	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

Fall 2019	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	268	7.90%	311	9.17%	665	19.60%	895	26.38%	1254	36.96%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
American Indian/Alaskan Native	1	20.00%	0	0.00%	0	0.00%	0	0.00%	4	80.00%
Asian	2	2.38%	7	8.33%	11	13.10%	15	17.86%	49	58.33%
Black or African American	9	7.38%	13	10.66%	29	23.77%	22	18.03%	49	40.16%
Filipino	17	5.47%	27	8.68%	58	18.65%	70	22.51%	139	44.69%
Hawaiian/Pacific Islander	1	8.33%	0	0.00%	1	8.33%	5	41.67%	5	41.67%
Hispanic	198	8.22%	232	9.63%	495	20.55%	690	28.64%	794	32.96%
Two or More Races	15	9.43%	19	11.95%	24	15.09%	35	22.01%	66	41.51%
Unknown	6	11.54%	6	11.54%	8	15.38%	10	19.23%	22	42.31%
White	19	7.95%	7	2.93%	39	16.32%	48	20.08%	126	52.72%

ISLO 5: Thinking and Reasoning: (Assess and analyze data and information as they investigate issues and solve problems.)**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	381	7.00%	369	6.78%	935	17.18%	1538	28.27%	2218	40.76%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	226	7.09%	210	6.59%	568	17.81%	923	28.94%	1262	39.57%
Male	154	7.07%	152	6.98%	350	16.07%	598	27.46%	924	42.42%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	1.35%	7	9.46%	17	22.97%	17	22.97%	32	43.24%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	353	7.20%	339	6.92%	861	17.56%	1389	28.34%	1960	39.98%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
Asian	5	3.40%	8	5.44%	20	13.61%	37	25.17%	77	52.38%
Black or African American	3	1.75%	14	8.19%	37	21.64%	40	23.39%	77	45.03%
Filipino	27	5.30%	22	4.32%	66	12.97%	140	27.50%	254	49.90%
Hawaiian/Pacific Islander	1	5.56%	1	5.56%	4	22.22%	5	27.78%	7	38.89%
Hispanic	273	8.06%	267	7.89%	642	18.96%	994	29.36%	1210	35.74%
Two or More Races	8	4.68%	10	5.85%	32	18.71%	36	21.05%	85	49.71%
Unknown	8	10.96%	4	5.48%	9	12.33%	18	24.66%	34	46.58%
White	28	6.62%	13	3.07%	51	12.06%	118	27.90%	213	50.35%

ISLO 6 Thinking and Reasoning: (Use quantitative reasoning to identify, analyze and solve quantitative problems.)**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	46	3.54%	80	6.15%	217	16.68%	366	28.13%	592	45.50%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	20	3.00%	38	5.71%	99	14.86%	170	25.53%	339	50.90%
Male	25	4.10%	40	6.56%	116	19.02%	186	30.49%	243	39.84%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	4.00%	2	8.00%	2	8.00%	10	40.00%	10	40.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	43	3.80%	74	6.53%	202	17.83%	311	27.45%	503	44.40%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	1	20.00%	4	80.00%
Asian	1	2.63%	1	2.63%	2	5.26%	12	31.58%	22	57.89%
Black or African American	4	8.16%	0	0.00%	10	20.41%	19	38.78%	16	32.65%
Filipino	3	2.94%	5	4.90%	10	9.80%	32	31.37%	52	50.98%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	29	3.58%	58	7.15%	161	19.85%	226	27.87%	337	41.55%
Two or More Races	0	0.00%	2	5.71%	7	20.00%	6	17.14%	20	57.14%
Unknown	1	7.69%	2	15.38%	4	30.77%	4	30.77%	2	15.38%
White	5	6.25%	6	7.50%	8	10.00%	11	13.75%	50	62.50%

ISLO 7 Information Competency: (Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	159	9.99%	153	9.61%	347	21.80%	471	29.59%	462	29.02%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	121	11.29%	100	9.33%	235	21.92%	312	29.10%	304	28.36%
Male	35	7.06%	50	10.08%	110	22.18%	155	31.25%	146	29.44%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	3	12.50%	3	12.50%	2	8.33%	4	16.67%	12	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	148	10.06%	137	9.31%	318	21.62%	438	29.78%	430	29.23%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	4	16.00%	5	20.00%	2	8.00%	14	56.00%
Black or African American	1	2.33%	3	6.98%	13	30.23%	14	32.56%	12	27.91%
Filipino	16	9.47%	11	6.51%	35	20.71%	39	23.08%	68	40.24%
Hawaiian/Pacific Islander	1	14.29%	1	14.29%	2	28.57%	1	14.29%	2	28.57%
Hispanic	119	11.13%	110	10.29%	241	22.54%	339	31.71%	260	24.32%
Two or More Races	2	4.08%	4	8.16%	10	20.41%	13	26.53%	20	40.82%
Unknown	0	0.00%	1	9.09%	3	27.27%	3	27.27%	4	36.36%
White	9	9.18%	3	3.06%	9	9.18%	27	27.55%	50	51.02%

ISLO 8 Information Competency: (Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	8	5.48%	5	3.42%	31	21.23%	39	26.71%	63	43.15%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	5	6.49%	3	3.90%	14	18.18%	20	25.97%	35	45.45%
Male	3	4.48%	1	1.49%	16	23.88%	19	28.36%	28	41.79%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	1	50.00%	1	50.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	7	5.69%	5	4.07%	25	20.33%	36	29.27%	50	40.65%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	3	60.00%	0	0.00%	2	40.00%
Black or African American	3	60.00%	0	0.00%	1	20.00%	0	0.00%	1	20.00%
Filipino	1	4.55%	1	4.55%	3	13.64%	6	27.27%	11	50.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	3	3.80%	3	3.80%	16	20.25%	29	36.71%	28	35.44%
Two or More Races	0	0.00%	0	0.00%	1	25.00%	0	0.00%	3	75.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	1	14.29%	1	14.29%	1	14.29%	4	57.14%

ISLO 9 Global Awareness and Ethics: (Collegially work with diverse groups of people).**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	8	4.17%	0	0.00%	29	15.10%	28	14.58%	127	66.15%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	8	6.25%	0	0.00%	9	7.03%	21	16.41%	90	70.31%
Male	0	0.00%	0	0.00%	20	32.79%	7	11.48%	34	55.74%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	8	5.00%	0	0.00%	28	17.50%	21	13.12%	103	64.38%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1	20.00%	0	0.00%	0	0.00%	1	20.00%	3	60.00%
Black or African American	0	0.00%	0	0.00%	1	16.67%	1	16.67%	4	66.67%
Filipino	0	0.00%	0	0.00%	4	20.00%	4	20.00%	12	60.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	3	3.09%	0	0.00%	19	19.59%	15	15.46%	60	61.86%
Two or More Races	0	0.00%	0	0.00%	2	25.00%	0	0.00%	6	75.00%
Unknown	1	25.00%	0	0.00%	0	0.00%	0	0.00%	3	75.00%
White	3	15.00%	0	0.00%	2	10.00%	0	0.00%	15	75.00%

ISLO 10 Global Awareness and Ethics: (Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	52	5.45%	64	6.71%	201	21.07%	273	28.62%	364	38.16%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	29	5.30%	32	5.85%	110	20.11%	151	27.61%	225	41.13%
Male	23	5.82%	28	7.09%	91	23.04%	120	30.38%	133	33.67%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	4	33.33%	0	0.00%	2	16.67%	6	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	49	5.71%	62	7.23%	183	21.33%	245	28.55%	319	37.18%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	1	5.56%	0	0.00%	1	5.56%	3	16.67%	13	72.22%
Black or African American	5	11.11%	4	8.89%	12	26.67%	9	20.00%	15	33.33%
Filipino	5	8.20%	6	9.84%	10	16.39%	16	26.23%	24	39.34%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	35	5.52%	42	6.62%	139	21.92%	187	29.50%	231	36.44%
Two or More Races	2	5.88%	5	14.71%	9	26.47%	11	32.35%	7	20.59%
Unknown	0	0.00%	1	6.25%	2	12.50%	7	43.75%	6	37.50%
White	1	2.04%	4	8.16%	10	20.41%	11	22.45%	23	46.94%

ISLO 11 Global Awareness and Ethics: (Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	32	8.18%	23	5.88%	50	12.79%	115	29.41%	171	43.73%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	12	7.41%	11	6.79%	21	12.96%	43	26.54%	75	46.30%
Male	20	8.89%	11	4.89%	26	11.56%	72	32.00%	96	42.67%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	1	25.00%	3	75.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	29	8.53%	20	5.88%	40	11.76%	99	29.12%	152	44.71%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%
Asian	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%
Black or African American	2	13.33%	1	6.67%	2	13.33%	5	33.33%	5	33.33%
Filipino	3	15.00%	3	15.00%	2	10.00%	7	35.00%	5	25.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	21	7.98%	15	5.70%	31	11.79%	77	29.28%	119	45.25%
Two or More Races	2	18.18%	0	0.00%	1	9.09%	6	54.55%	2	18.18%
Unknown	1	14.29%	0	0.00%	1	14.29%	0	0.00%	5	71.43%
White	0	0.00%	1	5.88%	3	17.65%	1	5.88%	12	70.59%

ISLO 12 Global Awareness and Ethics: (Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	0	0.00%	4	5.56%	9	12.50%	30	41.67%	29	40.28%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	0	0.00%	4	11.43%	15	42.86%	16	45.71%
Male	0	0.00%	4	10.81%	5	13.51%	15	40.54%	13	35.14%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	0	0.00%	4	6.35%	9	14.29%	26	41.27%	24	38.10%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	2	66.67%	1	33.33%
Black or African American	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	4	7.27%	9	16.36%	21	38.18%	21	38.18%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO 13 Global Awareness and Ethics: (Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.)

Overall by Term for Demographic Category: Gender

Fall 2019	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

Fall 2019	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Black or African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

ISLO 14 Aesthetic Sensitivity and Historical Literacy: (Identify, examine and critique the aesthetic, political, scientific, philosophical or and historical elements of human culture.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	37	6.72%	34	6.17%	135	24.50%	126	22.87%	219	39.75%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	18	5.19%	21	6.05%	82	23.63%	86	24.78%	140	40.35%
Male	18	9.14%	13	6.60%	49	24.87%	40	20.30%	77	39.09%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	14.29%	0	0.00%	4	57.14%	0	0.00%	2	28.57%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	36	7.09%	31	6.10%	122	24.02%	118	23.23%	201	39.57%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	3	33.33%	0	0.00%	6	66.67%
Black or African American	3	14.29%	0	0.00%	4	19.05%	4	19.05%	10	47.62%
Filipino	4	7.84%	3	5.88%	11	21.57%	9	17.65%	24	47.06%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	25	7.23%	24	6.94%	85	24.57%	91	26.30%	121	34.97%
Two or More Races	2	15.38%	1	7.69%	1	7.69%	2	15.38%	7	53.85%
Unknown	0	0.00%	3	15.79%	10	52.63%	2	10.53%	4	21.05%
White	2	4.17%	0	0.00%	8	16.67%	10	20.83%	28	58.33%

ISLO 15 Aesthetic Sensitivity and Historical Literacy: (Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	0.93%	8	3.70%	36	16.67%	75	34.72%	95	43.98%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	3	2.68%	14	12.50%	37	33.04%	58	51.79%
Male	2	2.00%	5	5.00%	21	21.00%	36	36.00%	36	36.00%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	1	25.00%	2	50.00%	1	25.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	1.10%	7	3.85%	33	18.13%	62	34.07%	78	42.86%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	1	16.67%	1	16.67%	4	66.67%
Black or African American	0	0.00%	1	12.50%	3	37.50%	1	12.50%	3	37.50%
Filipino	0	0.00%	0	0.00%	3	21.43%	6	42.86%	5	35.71%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	2	1.49%	5	3.73%	25	18.66%	46	34.33%	56	41.79%
Two or More Races	0	0.00%	1	25.00%	0	0.00%	2	50.00%	1	25.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
White	0	0.00%	0	0.00%	1	9.09%	3	27.27%	7	63.64%

ISLO 16 Aesthetic Sensitivity and Historical Literacy: (Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.)

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	54	9.89%	25	4.58%	96	17.58%	156	28.57%	215	39.38%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	24	8.08%	12	4.04%	45	15.15%	81	27.27%	135	45.45%
Male	29	11.98%	13	5.37%	49	20.25%	74	30.58%	77	31.82%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	14.29%	0	0.00%	2	28.57%	1	14.29%	3	42.86%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	53	10.35%	23	4.49%	85	16.60%	148	28.91%	203	39.65%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	1	10.00%	9	90.00%
Black or African American	4	25.00%	3	18.75%	2	12.50%	2	12.50%	5	31.25%
Filipino	4	6.78%	1	1.69%	9	15.25%	18	30.51%	27	45.76%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	39	10.26%	16	4.21%	70	18.42%	113	29.74%	142	37.37%
Two or More Races	4	21.05%	2	10.53%	0	0.00%	5	26.32%	8	42.11%
Unknown	0	0.00%	0	0.00%	2	40.00%	2	40.00%	1	20.00%
White	2	9.09%	1	4.55%	2	9.09%	7	31.82%	10	45.45%

ISLO A Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	4	0.93%	4	0.93%	49	11.45%	138	32.24%	233	54.44%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	1	0.47%	2	0.94%	28	13.15%	71	33.33%	111	52.11%
Male	3	1.42%	2	0.95%	20	9.48%	66	31.28%	120	56.87%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	1	25.00%	1	25.00%	2	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	3	0.75%	3	0.75%	47	11.78%	130	32.58%	216	54.14%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
Asian	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
Black or African American	0	0.00%	1	5.00%	1	5.00%	9	45.00%	9	45.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	5	33.33%	10	66.67%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	2	33.33%	4	66.67%
Hispanic	3	1.15%	2	0.76%	36	13.74%	91	34.73%	130	49.62%
Two or More Races	0	0.00%	0	0.00%	3	10.34%	7	24.14%	19	65.52%
Unknown	0	0.00%	0	0.00%	4	25.00%	3	18.75%	9	56.25%
White	0	0.00%	0	0.00%	3	6.98%	10	23.26%	30	69.77%

ISLO B Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	383	9.77%	464	11.84%	984	25.11%	1100	28.07%	988	25.21%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	292	11.21%	317	12.17%	618	23.73%	704	27.04%	673	25.84%
Male	87	6.82%	139	10.90%	362	28.39%	385	30.20%	302	23.69%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	4	10.00%	8	20.00%	4	10.00%	11	27.50%	13	32.50%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	344	9.71%	415	11.71%	904	25.52%	1008	28.45%	872	24.61%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	10	13.33%	15	20.00%	14	18.67%	36	48.00%
Black or African American	11	7.97%	19	13.77%	55	39.86%	32	23.19%	21	15.22%
Filipino	33	7.59%	39	8.97%	97	22.30%	116	26.67%	150	34.48%
Hawaiian/Pacific Islander	3	25.00%	0	0.00%	3	25.00%	3	25.00%	3	25.00%
Hispanic	259	10.60%	310	12.69%	651	26.65%	741	30.33%	482	19.73%
Two or More Races	9	6.52%	24	17.39%	36	26.09%	26	18.84%	43	31.16%
Unknown	6	15.38%	3	7.69%	8	20.51%	7	17.95%	15	38.46%
White	23	8.75%	10	3.80%	39	14.83%	69	26.24%	122	46.39%

GESLO C Evaluate and critique the influence of artistic techniques and expression on culture and society.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	192	6.88%	263	9.42%	639	22.90%	941	33.72%	756	27.09%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	129	7.61%	142	8.37%	371	21.88%	566	33.37%	488	28.77%
Male	62	5.85%	116	10.95%	266	25.12%	364	34.37%	251	23.70%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	1	2.78%	5	13.89%	2	5.56%	11	30.56%	17	47.22%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	171	6.65%	241	9.37%	596	23.17%	868	33.75%	696	27.06%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	5	13.16%	10	26.32%	10	26.32%	13	34.21%
Black or African American	1	1.79%	8	14.29%	18	32.14%	15	26.79%	14	25.00%
Filipino	13	5.94%	19	8.68%	43	19.63%	64	29.22%	80	36.53%
Hawaiian/Pacific Islander	1	12.50%	1	12.50%	2	25.00%	3	37.50%	1	12.50%
Hispanic	142	7.09%	192	9.58%	475	23.70%	693	34.58%	502	25.05%
Two or More Races	2	2.27%	10	11.36%	19	21.59%	34	38.64%	23	26.14%
Unknown	0	0.00%	1	4.35%	5	21.74%	7	30.43%	10	43.48%
White	12	8.82%	5	3.68%	24	17.65%	42	30.88%	53	38.97%

GESLO D Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	328	5.93%	485	8.77%	956	17.28%	1604	29.00%	2158	39.02%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	197	6.28%	246	7.85%	542	17.29%	903	28.80%	1247	39.78%
Male	128	5.48%	230	9.84%	407	17.42%	686	29.35%	886	37.91%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	3	5.08%	9	15.25%	7	11.86%	15	25.42%	25	42.37%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	301	5.98%	446	8.87%	887	17.63%	1443	28.69%	1953	38.83%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	2	28.57%	0	0.00%	0	0.00%	0	0.00%	5	71.43%
Asian	1	1.00%	8	8.00%	9	9.00%	31	31.00%	51	51.00%
Black or African American	13	6.10%	16	7.51%	40	18.78%	54	25.35%	90	42.25%
Filipino	20	4.45%	39	8.69%	72	16.04%	102	22.72%	216	48.11%
Hawaiian/Pacific Islander	1	4.76%	0	0.00%	1	4.76%	7	33.33%	12	57.14%
Hispanic	228	6.22%	335	9.13%	680	18.54%	1129	30.78%	1296	35.33%
Two or More Races	11	5.31%	27	13.04%	42	20.29%	50	24.15%	77	37.20%
Unknown	4	4.88%	10	12.20%	11	13.41%	18	21.95%	39	47.56%
White	21	7.42%	11	3.89%	32	11.31%	52	18.37%	167	59.01%

Raw data for Learning Outcomes GESLO A-E

GESLO A Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	0.51%	2	0.51%	44	11.20%	128	32.57%	217	55.22%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	0	0.00%	25	12.76%	67	34.18%	104	53.06%
Male	2	1.04%	2	1.04%	18	9.33%	60	31.09%	111	57.51%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	1	25.00%	1	25.00%	2	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	0.54%	2	0.54%	42	11.44%	120	32.70%	201	54.77%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
Asian	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
Black or African American	0	0.00%	1	5.00%	1	5.00%	9	45.00%	9	45.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	5	33.33%	10	66.67%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	2	33.33%	4	66.67%
Hispanic	2	0.84%	1	0.42%	31	13.03%	82	34.45%	122	51.26%
Two or More Races	0	0.00%	0	0.00%	3	10.34%	7	24.14%	19	65.52%
Unknown	0	0.00%	0	0.00%	4	28.57%	3	21.43%	7	50.00%
White	0	0.00%	0	0.00%	3	8.11%	9	24.32%	25	67.57%

GESLO B Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	526	8.77%	611	10.19%	1406	23.45%	1853	30.90%	1601	26.70%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	393	9.84%	423	10.59%	891	22.31%	1202	30.10%	1084	27.15%
Male	128	6.63%	180	9.32%	498	25.79%	633	32.78%	492	25.48%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	5	6.85%	8	10.96%	17	23.29%	18	24.66%	25	34.25%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	474	8.63%	548	9.97%	1298	23.62%	1713	31.17%	1462	26.61%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	15	12.71%	28	23.73%	22	18.64%	53	44.92%
Black or African American	11	6.40%	18	10.47%	61	35.47%	43	25.00%	39	22.67%
Filipino	49	7.05%	54	7.77%	145	20.86%	189	27.19%	258	37.12%
Hawaiian/Pacific Islander	3	14.29%	2	9.52%	7	33.33%	6	28.57%	3	14.29%
Hispanic	362	9.38%	423	10.96%	954	24.73%	1286	33.33%	833	21.59%
Two or More Races	12	5.94%	23	11.39%	48	23.76%	47	23.27%	72	35.64%
Unknown	6	13.04%	3	6.52%	11	23.91%	10	21.74%	16	34.78%
White	31	8.09%	10	2.61%	44	11.49%	110	28.72%	188	49.09%

GESLO C Evaluate and critique the influences of artistic techniques and expression on culture and society**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	156	5.90%	206	7.79%	558	21.10%	799	30.21%	926	35.01%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	73	5.17%	86	6.09%	269	19.05%	434	30.74%	550	38.95%
Male	83	6.91%	115	9.58%	283	23.56%	360	29.98%	360	29.98%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	5	15.62%	6	18.75%	5	15.62%	16	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	146	5.94%	191	7.77%	514	20.92%	741	30.16%	865	35.21%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Asian	0	0.00%	2	6.45%	4	12.90%	8	25.81%	17	54.84%
Black or African American	9	12.33%	9	12.33%	13	17.81%	16	21.92%	26	35.62%
Filipino	14	7.61%	15	8.15%	29	15.76%	55	29.89%	71	38.59%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	3	50.00%	3	50.00%
Hispanic	103	5.35%	147	7.64%	429	22.29%	603	31.32%	643	33.40%
Two or More Races	13	12.87%	11	10.89%	16	15.84%	26	25.74%	35	34.65%
Unknown	0	0.00%	0	0.00%	3	15.79%	4	21.05%	12	63.16%
White	7	6.03%	7	6.03%	20	17.24%	25	21.55%	57	49.14%

GESLO D Identify and analyze data, perspectives, trends, concepts, and issues pertaining to human social function and experience.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	211	4.87%	359	8.28%	724	16.71%	1299	29.97%	1741	40.17%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	116	4.93%	157	6.67%	385	16.36%	703	29.86%	993	42.18%
Male	93	4.81%	193	9.98%	333	17.23%	585	30.26%	729	37.71%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	2	4.26%	9	19.15%	6	12.77%	11	23.40%	19	40.43%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	195	4.96%	335	8.52%	674	17.13%	1160	29.49%	1570	39.91%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	2	28.57%	0	0.00%	0	0.00%	0	0.00%	5	71.43%
Asian	1	1.28%	5	6.41%	7	8.97%	24	30.77%	41	52.56%
Black or African American	10	6.17%	12	7.41%	30	18.52%	44	27.16%	66	40.74%
Filipino	10	3.34%	28	9.36%	46	15.38%	65	21.74%	150	50.17%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	6	40.00%	9	60.00%
Hispanic	151	5.14%	252	8.57%	526	17.89%	937	31.87%	1074	36.53%
Two or More Races	9	5.39%	20	11.98%	34	20.36%	40	23.95%	64	38.32%
Unknown	1	1.59%	9	14.29%	9	14.29%	13	20.63%	31	49.21%
White	11	5.42%	9	4.43%	22	10.84%	31	15.27%	130	64.04%

GESLO E The student will recognize various contributions to self-development by identifying factors that impact the body, mind, or spirit.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	24	4.55%	8	1.52%	57	10.80%	88	16.67%	351	66.48%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	11	4.17%	5	1.89%	18	6.82%	36	13.64%	194	73.48%
Male	13	5.08%	3	1.17%	38	14.84%	49	19.14%	153	59.77%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	1	12.50%	3	37.50%	4	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	23	4.55%	8	1.58%	54	10.69%	84	16.63%	336	66.53%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	2	20.00%	8	80.00%
Black or African American	2	5.41%	0	0.00%	5	13.51%	6	16.22%	24	64.86%
Filipino	2	3.85%	0	0.00%	0	0.00%	8	15.38%	42	80.77%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Hispanic	16	4.52%	8	2.26%	43	12.15%	63	17.80%	224	63.28%
Two or More Races	2	10.53%	0	0.00%	3	15.79%	1	5.26%	13	68.42%
Unknown	1	9.09%	0	0.00%	2	18.18%	3	27.27%	5	45.45%
White	0	0.00%	0	0.00%	1	5.00%	0	0.00%	19	95.00%

Raw data for Learning Outcomes GESLO 1-5

GESLO Area 1 Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	0.51%	2	0.51%	44	11.20%	128	32.57%	217	55.22%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	0	0.00%	25	12.76%	67	34.18%	104	53.06%
Male	2	1.04%	2	1.04%	18	9.33%	60	31.09%	111	57.51%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	1	25.00%	1	25.00%	2	50.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	2	0.54%	2	0.54%	42	11.44%	120	32.70%	201	54.77%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
Asian	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
Black or African American	0	0.00%	1	5.00%	1	5.00%	9	45.00%	9	45.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	5	33.33%	10	66.67%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	2	33.33%	4	66.67%
Hispanic	2	0.84%	1	0.42%	31	13.03%	82	34.45%	122	51.26%
Two or More Races	0	0.00%	0	0.00%	3	10.34%	7	24.14%	19	65.52%
Unknown	0	0.00%	0	0.00%	4	28.57%	3	21.43%	7	50.00%
White	0	0.00%	0	0.00%	3	8.11%	9	24.32%	25	67.57%

GESLO Area 2 Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Male	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Black or African American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

GESLO Area 3 Evaluate and critique the influence of artistic techniques and expression on culture and society.**Overall by Term for Demographic Category: Gender**

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	136	8.97%	118	7.78%	283	18.67%	427	28.17%	552	36.41%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	62	8.06%	55	7.15%	138	17.95%	207	26.92%	307	39.92%
Male	74	10.14%	61	8.36%	142	19.45%	219	30.00%	234	32.05%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	2	11.76%	3	17.65%	1	5.88%	11	64.71%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	128	9.06%	108	7.64%	255	18.05%	395	27.95%	527	37.30%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	2	10.53%	2	10.53%	6	31.58%	9	47.37%
Black or African American	8	12.90%	7	11.29%	10	16.13%	15	24.19%	22	35.48%
Filipino	12	9.92%	9	7.44%	17	14.05%	28	23.14%	55	45.45%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
Hispanic	89	8.38%	82	7.72%	208	19.59%	317	29.85%	366	34.46%
Two or More Races	13	20.97%	7	11.29%	3	4.84%	14	22.58%	25	40.32%
Unknown	0	0.00%	0	0.00%	3	25.00%	0	0.00%	9	75.00%
White	6	8.45%	1	1.41%	12	16.90%	13	18.31%	39	54.93%

GESLO Area 4 Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	204	4.87%	346	8.26%	682	16.29%	1268	30.28%	1687	40.29%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	111	4.94%	150	6.67%	353	15.70%	683	30.38%	951	42.30%
Male	91	4.80%	189	9.97%	323	17.04%	574	30.29%	718	37.89%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	2	4.55%	7	15.91%	6	13.64%	11	25.00%	18	40.91%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	189	4.96%	323	8.48%	636	16.69%	1137	29.84%	1525	40.03%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	2	28.57%	0	0.00%	0	0.00%	0	0.00%	5	71.43%
Asian	1	1.33%	5	6.67%	7	9.33%	24	32.00%	38	50.67%
Black or African American	10	6.90%	10	6.90%	23	15.86%	40	27.59%	62	42.76%
Filipino	10	3.39%	28	9.49%	44	14.92%	65	22.03%	148	50.17%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	6	40.00%	9	60.00%
Hispanic	145	5.06%	245	8.54%	503	17.54%	924	32.22%	1051	36.65%
Two or More Races	9	5.66%	17	10.69%	31	19.50%	39	24.53%	63	39.62%
Unknown	1	1.82%	9	16.36%	7	12.73%	10	18.18%	28	50.91%
White	11	5.76%	9	4.71%	21	10.99%	29	15.18%	121	63.35%

GESLO Area 5 Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied context.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	526	8.77%	611	10.19%	1406	23.45%	1853	30.90%	1601	26.70%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	393	9.84%	423	10.59%	891	22.31%	1202	30.10%	1084	27.15%
Male	128	6.63%	180	9.32%	498	25.79%	633	32.78%	492	25.48%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	5	6.85%	8	10.96%	17	23.29%	18	24.66%	25	34.25%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	474	8.63%	548	9.97%	1298	23.62%	1713	31.17%	1462	26.61%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	15	12.71%	28	23.73%	22	18.64%	53	44.92%
Black or African American	11	6.40%	18	10.47%	61	35.47%	43	25.00%	39	22.67%
Filipino	49	7.05%	54	7.77%	145	20.86%	189	27.19%	258	37.12%
Hawaiian/Pacific Islander	3	14.29%	2	9.52%	7	33.33%	6	28.57%	3	14.29%
Hispanic	362	9.38%	423	10.96%	954	24.73%	1286	33.33%	833	21.59%
Two or More Races	12	5.94%	23	11.39%	48	23.76%	47	23.27%	72	35.64%
Unknown	6	13.04%	3	6.52%	11	23.91%	10	21.74%	16	34.78%
White	31	8.09%	10	2.61%	44	11.49%	110	28.72%	188	49.09%

Area 6 Acquire proficiency using the vocabulary, syntax and semantics of a foreign language to effectively speak, read, and write using that language.

Overall by Term for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	19	1.92%	63	6.37%	239	24.17%	366	37.01%	302	30.54%

Overall by Demographic Element for Demographic Category: Gender

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Female	11	2.01%	26	4.76%	109	19.96%	212	38.83%	188	34.43%
Male	8	1.85%	36	8.33%	129	29.86%	150	34.72%	109	25.23%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	0	0.00%	1	9.09%	1	9.09%	4	36.36%	5	45.45%

Overall by Term for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
Fall 2019	16	1.77%	59	6.53%	224	24.81%	333	36.88%	271	30.01%

Overall by Demographic Element for Demographic Category: MIS_ETHNICITY

	No Proficiency		Low Proficiency		Proficiency		High Proficiency		Mastery	
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	2	20.00%	2	20.00%	6	60.00%
Black or African American	1	7.69%	3	23.08%	2	15.38%	1	7.69%	6	46.15%
Filipino	1	2.63%	3	7.89%	7	18.42%	20	52.63%	7	18.42%
Hawaiian/Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	14	1.78%	50	6.35%	199	25.25%	283	35.91%	242	30.71%
Two or More Races	0	0.00%	2	8.70%	6	26.09%	13	56.52%	2	8.70%
Unknown	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%
White	0	0.00%	1	3.85%	8	30.77%	11	42.31%	6	23.08%