

CSU Maritime Academy – Institution-Wide Assessment Council (IWAC)

AY 2022-23

Annual Learning Results Institution Wide SLO (A): Written and Oral Communication



Report on ILO A: Written and Oral Communication “Coherently and persuasively share information”

OBJECTIVES

- Measure the extent to which Cal Maritime Students “coherently and persuasively share information.”
- Give recommendations for improving assessment efforts.
- Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

In the Academic Year 2022-2023, IWAC assessed Institutional Learning Outcome A (ILO-A), Communication. Data were requested from all degree-granting programs and gathered from assessments done by faculty in their courses using a 4-point rubric. Assessment was divided into two fields, written and oral (which correspond to the WASC Core Competencies). Each was assessed at the introductory and mastery level.

All written communication artifacts were assessed using the AAC&U Leap VALUE Rubric for Written Communication (Appendix A). All oral communication artifacts were assessed using a modified version of the AAC&U Leap VALUE Rubric for Oral Communication (Appendix B). Both are four-point rubrics containing five dimensions that were applied in each course to one or more assignments identified by the instructor. The Written Communication rubric dimensions were “Context & Purpose,” “Content Development,” “Genre & Discipline,” “Sources & Evidence,” and “Syntax & Mechanics.” The Oral Communication rubric dimensions were “Organization,” “Language,” “Delivery,” “Supporting Material,” and “Central Message.”

The benchmark was set for a score of 3 or higher on at least 70% of student artifacts.

WRITTEN COMMUNICATION

On the mastery level, 201 artifacts were gathered from:

- 50 artifacts were collected from EGL 300: Advanced Writing, providing data across all majors.
- 15 artifacts were collected from BUS 301: International Business II - Country Research Analysis and Global Marketing, providing data for Business Administration majors (housed in the Department of International Business and Logistics, IBL)
- 24 artifacts were collected from GMA 460: Senior Thesis, providing data for Global Studies & Maritime Affairs (GSMA) majors.
- 31 artifacts were collected from ME 349: Fluid/Thermal Laboratory, providing data for Mechanical Engineering (ME) majors.
- 65 artifacts were collected from ENG 310: Engineering Ethics, providing data for Facilities Engineering Technology (FET), ME, and Marine Engineering Technology (MET) majors.
- 39 artifacts were collected from DL 420: Watch-standing Simulation, providing data for Marine Transportation (MT) majors.
- No artifacts were collected from a major-specific course in Oceanography.

On the introductory level, 69 artifacts were gathered.

- 35 artifacts were collected from multiple sections of EGL 100: English Composition, providing data across all majors.
- 34 artifacts were collected from multiple sections of EGL 101: Stretch English Composition I, providing data across all majors.

ORAL COMMUNICATION

On the mastery level, 162 artifacts were gathered.

- 76 artifacts were collected from EGL 300: Advanced Writing, providing data across all majors.
- 27 artifacts were collected from GMA 461: Senior Qualifying Exams, providing data GSMA majors.
- 33 artifacts were collected from ME 349: Fluid/Thermal Laboratory, providing data for ME majors.

- 26 artifacts were collected from ENG 470: Engineering Management, providing data for FET and MET majors.
- No artifacts were collected from major-specific courses in BA (IBL), MT, or Oceanography.

On the introductory level, 69 artifacts were gathered.

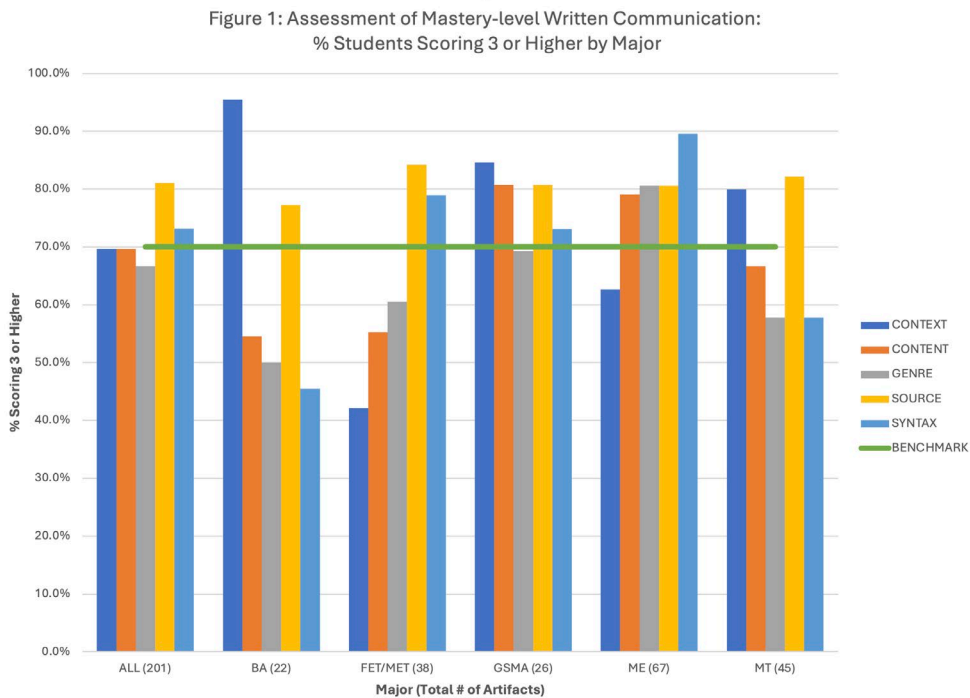
- 94 artifacts were collected from multiple sections of EGL 110: Speech Communication, providing data across all majors.
- 32 artifacts were collected from multiple sections of ENG 112: Introduction to Technical Communication, providing data for ME majors.

RESULTS

WRITTEN COMMUNICATION

Mastery

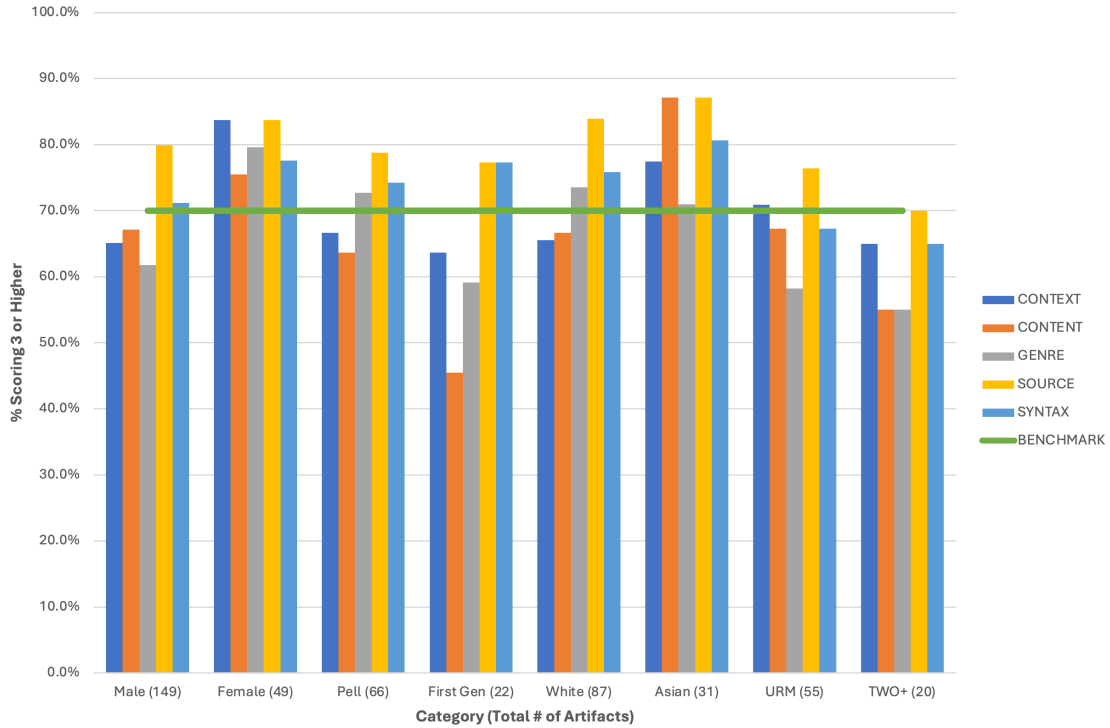
The results from the artifacts for Written Communication at the mastery level can be found in Appendix C. As an institution (Figure 1), the benchmark for Written Communication was met (to the nearest percentage) in 4 of 5 dimensions: “Context & Purpose” (69.7%), “Content Development” (69.7%), “Sources & Evidence” (81.1%), and “Syntax & Mechanics” (73.1%). The benchmark was not met for “Genre and Discipline (66.7%)”



Performance by degree program across the five dimensions, illustrated in Figure 1, is as follows:

- BA (IBL) met the benchmark in 2 of 5 dimensions: "Context & Purpose" (95.5%) and "Sources & Evidence" (77.3%). They did not meet the benchmark in: "Content Development" (54.5%), "Genre and Discipline" (50.0%), and "Syntax & Mechanics" (45.5%).
- Engineering Technology, which includes FET and MET due to sample size, met the benchmark in 2 of 5 dimensions: "Source & Evidence" (84.2%) and Syntax and Mechanics (78.9%). They did not meet the benchmark in: "Context and Purpose" (42.1%), "Content & Development (55.3%), "Genre & Discipline" (60.5%).
- GSMA met the benchmark in 4 of 5 dimensions: "Context and Purpose" (84.6% of majors meeting the benchmark), "Content & Development (80.8%), "Source & Evidence" (80.8%), and Syntax and Mechanics (73.1%). By a small margin, they were just short of the benchmark in "Genre & Discipline" (69.2%).
- ME met the benchmark in 4 of 5 dimensions: "Content Development" (79.1%), "Genre and Discipline (80.6%), "Sources & Evidence" (80.6%), and "Syntax & Mechanics" (89.6%). They did not meet the benchmark in: "Context & Purpose" (62.7%).
- MT met the benchmark in 2 of 5 dimensions: "Context and Purpose" 80.0%) and "Source & Evidence" (82.2%). MT did not meet the benchmark in: "Content & Development (66.7%), "Genre & Discipline" (57.8%), and Syntax and Mechanics (57.8%).
- OCN had no mastery level data to report since it is a new program.

Figure 2: Assessment of Mastery-level Written Communication:
% Students Achieving Benchmark by Demographic Category



Performance by demographic category across the 5 dimensions, illustrated in Figure 2, is as follows:

- Broken down by gender,
 - students identifying as male met the benchmark in 2 of 5 dimensions: “Source & Evidence” (79.9%) and “Syntax & Mechanics” (71.1%), and
 - students identifying as female met the benchmark in all 5 dimensions: “Context & Purpose” (83.7%), “Content Development” (75.5%), “Genre and Discipline (79.6%) “Sources & Evidence” (83.7%), and “Syntax & Mechanics” (77.6%).
- Pell-eligible students met the benchmark in 3 of 5 dimensions: “Genre and Discipline (72.7%) “Sources & Evidence” (78.8%), and “Syntax & Mechanics” (74.2%).
- First generation students met the benchmark in 2 of 5 dimensions: “Sources & Evidence” (77.3%) and “Syntax & Mechanics” (77.3%).
- Broken down by ethnicity,
 - students identifying as White met the benchmark in 3 of 5 dimensions: “Genre and Discipline (73.6%) “Sources & Evidence” (83.9%), and “Syntax & Mechanics” (75.9%),

- students identifying an Asian met the benchmark in all 5 dimensions: “Context & Purpose” (77.4%), “Content Development” (87.1%), “Genre and Discipline (71.0%) “Sources & Evidence” (87.1%), and “Syntax & Mechanics” (80.6%),
- students identifying as Underrepresented Minorities met the benchmark in 2 of 5 dimensions: “Context & Purpose” (70.9%) and “Sources & Evidence” (87.1%), and
- students identifying as two or more ethnicities met the benchmark in 1 of 5 dimensions: “Sources & Evidence” (87.1%).

Introductory

The results from the artifacts for Written Communication at the Introductory level can be found in Appendix D. The institution did not meet the benchmark for Written Communication in all 5 dimensions: “Context & Purpose” (49.0%), “Content Development” (36.2%), “Genre and Discipline (47.9%), “Sources & Evidence” (43.5%), and “Syntax & Mechanics” (53.2%).

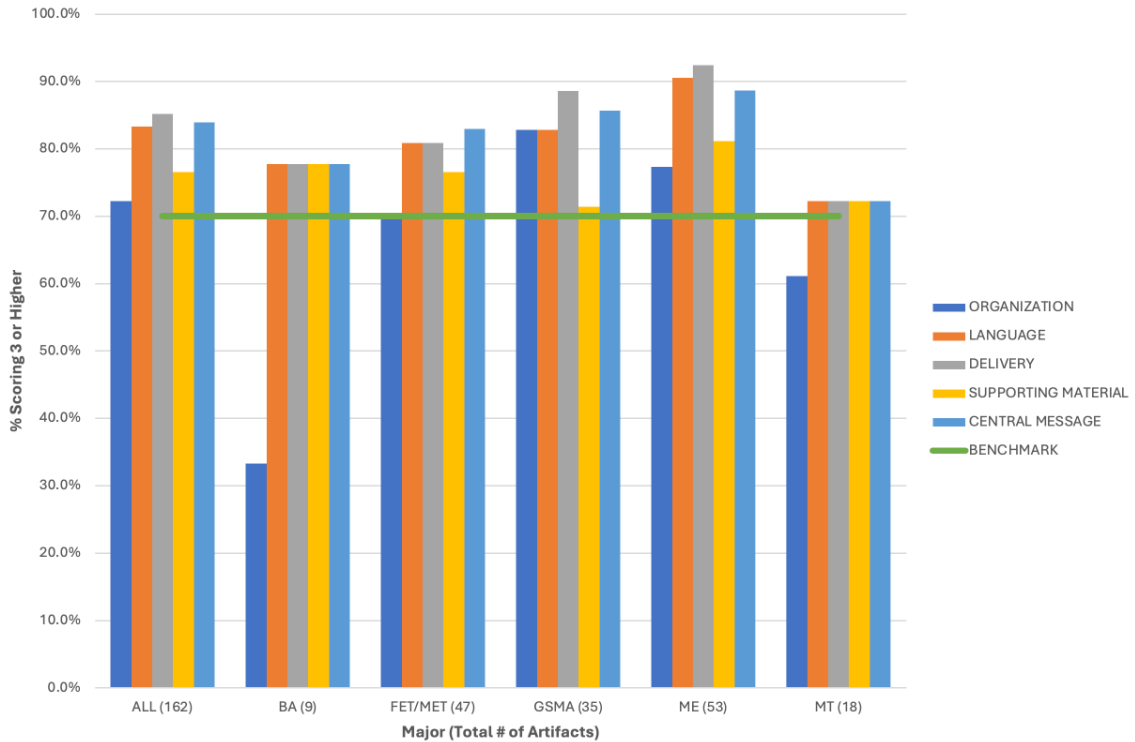
When the results were broken down by program, ethnicity, and gender, the sample sizes for several of the groups were too small to draw conclusions with confidence.

ORAL COMMUNICATION

Mastery

The results from the artifacts for Oral Communication at the Mastery level can be found in Appendix E. As an institution (Figure 3), the benchmark for Oral Communication was met in all 5 dimensions: “Organization” (72.2%), “Language” (83.3%), “Delivery” (85.2%), “Supporting Material” (76.5%), and “Central Message” (84.0%).

Figure 3: Assessment of Mastery-level Oral Communication:
% Students Achieving Benchmark by Major



Performance by degree program across the five dimensions, illustrated in Figure 3, is as follows:



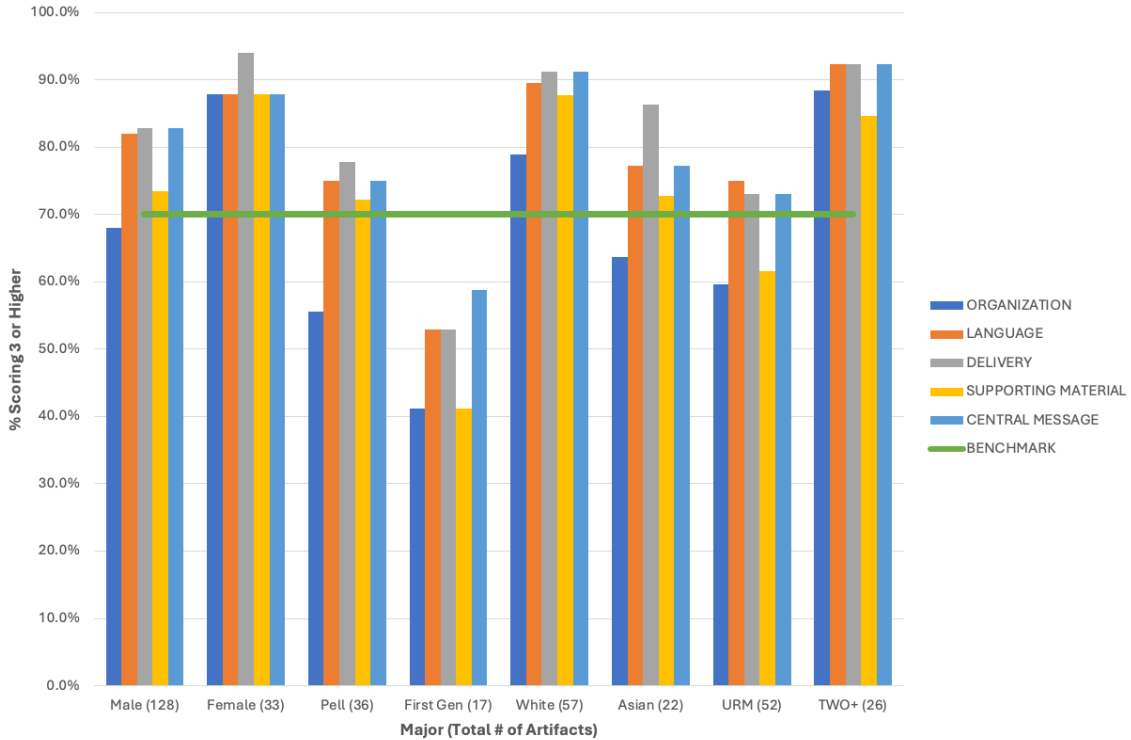
-  (IBL) had a sample size that was too small to draw conclusions with confidence.
- Engineering Technology, which includes FET and MET due to sample size, met the benchmark in all 5 dimensions: "Organization" (70.2%), "Language" (80.9%), "Delivery" (80.9%), "Supporting Material" (76.6%), and "Central Message" (83.0%).
- GSMA met the benchmark in all 5 dimensions: "Organization" (82.9%), "Language" (82.9%), "Delivery" (88.6%), "Supporting Material" (71.4%), and "Central Message" (85.7%).
- ME met the benchmark in all 5 dimensions: "Organization" (77.4%), "Language" (90.6%), "Delivery" (92.5%), "Supporting Material" (81.1%), and "Central Message" (88.7%).
-  met the benchmark in 4 of 5 dimensions: "Language" (72.2%), "Delivery" (72.2%), "Supporting Material" (72.2%), and "Central Message" (72.2%). MT did not meet the benchmark in: "Organization" (61.1%).
- OCN had no mastery level data to report since it is a new program.

Figure 4: Assessment of Mastery-level Oral Communication:
% Students Achieving Benchmark by Demographic Category



Performance by demographic category across the 5 dimensions, illustrated in Figure 4, is as follows:

- Broken down by gender,
 - students identifying as male met the benchmark in 4 of 5 dimensions: “Language” (82.0%), “Delivery” (82.8%), “Supporting Material” (73.4%), and “Central Message” (82.8%), and
 - students identifying as female met the benchmark in all 5 dimensions: “Organization” (87.9%), “Language” (87.9%), “Delivery” (93.9%), “Supporting Material” (87.9%), and “Central Message” (87.9%).
- Pell-eligible students met the benchmark in 4 of 5 dimensions: “Language” (75.0%), “Delivery” (77.8%), “Supporting Material” (72.2%), and “Central Message” (75.0%),
- First generation students did not meet the benchmark in all 5 dimensions.
- Broken down by ethnicity,
 - students identifying as White met the benchmark in all 5 dimensions: “Organization” (78.9%), “Language” (89.5%), “Delivery” (91.2%), “Supporting Material” (87.7%), and “Central Message” (91.2%),

- students identifying an Asian met the benchmark in 4 of 5 dimensions: "Language" (77.3%), "Delivery" (86.4%), "Supporting Material" (72.7%), and "Central Message" (77.3%),
- students identifying as Underrepresented Minorities met the benchmark in 3 of 5 dimensions: "Language" (75.0%), "Delivery" (73.1%), and "Central Message" (73.1%), and
- students identifying as two or more ethnicities met the benchmark in all 5 dimensions: "Organization" (88.5%), "Language" (92.3%), "Delivery" (92.3%), "Supporting Material" (84.6%), and "Central Message" (92.3%).

Introductory

The results from the artifacts for Written Communication at the Introductory level can be found in Appendix F.

The institution met the benchmark for Written Communication in 2 of 5 dimensions: "Language" (70.6%) and "Central Message" (71.4%). The institution did not meet the benchmark in 3 of 5 dimensions: "Organization" (64.3%), "Delivery" (60.3%), and "Supporting Material" (57.1%).

When the results were broken down by program, ethnicity, and gender, the sample sizes for several of the groups were too small to draw conclusions with confidence.

RECOMMENDATIONS

Assessment Efforts

- The institution made improvements in providing mastery-level data, especially for written communication. However, additional improvements are needed for oral communication. IWAC should work with chairs of IBL, MT, and Oceanography to ensure that the course identified is appropriate and to ensure that assessment results are submitted.
- Over AY 2018-2019, the MT department chair and assessment coordinator were part of conversations about how to best work with IWAC. MT is taking steps to integrate communication instruction into major courses by creating a capstone project. IWAC supports the creation of this project and should continue coordinating with the MT Chair to ensure that assessment is incorporated into the course.
- IWAC should work with the Department Chairs, the GE Committee Chair, and the FYS Coordinator to increase the number of introductory-level artifacts collected. The courses identified are appropriate, but the parties should work together to identify solutions to collect

more artifacts, particularly for the majors and categories with small sample sizes in this report, to provide an accurate representation of the demographic profile of the University.

- To bolster faculty participation, IWAC recommends integrating the rubrics into Canvas. In addition, IWAC should continue to work with Academic Technology to ensure a simplified user experience for data entry and data retrieval.
- To address the issue of faculty not providing assessment data, IWAC recommends department chairs provide documented communication to the instructors of record that includes the request for data from their course and a deadline for the data. Department Chairs should work with IWAC to ensure the data is submitted by the end of the course.

Program Effectiveness

- IWAC recommends that Department Chairs examine potential continuous improvement actions that could be taken as an institution to help reach the benchmark in “Genre & Discipline” for Written Communication.
- IWAC recommends Department Chairs from degree-granting programs review their respective results and consider potential continuous improvement actions that could address dimensions where the benchmark was not met. If the program meets all of the benchmarks, IWAC recommends that the program faculty discuss whether the benchmark still meets the needs for continuous improvement processes. Departments should communicate these recommendations, and implementation plans in writing in the program review or comparable document.
- IWAC recommends the institution work increase resources available to First Generation students in the areas of Oral and Written Communication.

SUPPLEMENTARY MATERIALS

Appendix A: AAC&U WRITTEN COMMUNICATION VALUE RUBRIC

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation,	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

	formatting, and stylistic choices			
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix B: AAC&U Oral Communication VALUE Rubric

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples,	Supporting materials (explanations, examples, illustrations,	Supporting materials (explanations, examples, illustrations,	Insufficient supporting materials (explanations, examples,

	illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Appendix C: Mastery-Level Written Communication Data Table

ILO-A: Written Communication: Mastery Level							
MAJOR	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
ALL	69.7%	69.7%	66.7%	81.1%	73.1%	201	
BA	95.5%	54.5%	50.0%	77.3%	45.5%	22	10.9%
FET	42.1%	55.3%	60.5%	84.2%	78.9%	38	18.9%
GSMA	84.6%	80.8%	69.2%	80.8%	73.1%	26	12.9%
ME	62.7%	79.1%	80.6%	80.6%	89.6%	67	33.3%
MT	80.0%	66.7%	57.8%	82.2%	57.8%	45	22.4%

CATEGORY	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
Male	65.1%	67.1%	61.7%	79.9%	71.1%	149	74.1%
Female	83.7%	75.5%	79.6%	83.7%	77.6%	49	24.4%
Pell	66.7%	63.6%	72.7%	78.8%	74.2%	66	32.8%
First Gen	63.6%	45.5%	59.1%	77.3%	77.3%	22	10.9%
White	65.5%	66.7%	73.6%	83.9%	75.9%	87	43.3%
Asian	77.4%	87.1%	71.0%	87.1%	80.6%	31	15.4%
URM	70.9%	67.3%	58.2%	76.4%	67.3%	55	27.4%
TWO+	65.0%	55.0%	55.0%	70.0%	65.0%	20	10.0%

Appendix D: Introductory-Level Written Communication Data Table

ILO-A: Written Communication: Introductory Level							
MAJOR	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
ALL	44.9%	36.2%	47.8%	43.5%	52.2%	69	
BA	100.0%	0.0%	33.3%	33.3%	100.0%	3	4.3%
FET/MET	55.6%	55.6%	66.7%	50.0%	66.7%	18	26.1%
GSMA	0.0%	0.0%	0.0%	0.0%	0.0%	2	2.9%
ME	25.0%	25.0%	25.0%	25.0%	25.0%	4	5.8%
MT	42.1%	36.8%	47.4%	47.4%	50.0%	38	55.1%
OCN	25.0%	0.0%	25.0%	25.0%	25.0%	4	5.8%

CATEGORY	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
Male	46.9%	35.9%	50.0%	43.8%	53.1%	64	92.8%
Female	20.0%	40.0%	20.0%	40.0%	40.0%	5	7.2%
Pell	63.6%	27.3%	36.4%	72.7%	36.4%	11	15.9%
First Gen	42.9%	21.4%	28.6%	50.0%	35.7%	14	20.3%
White	36.4%	48.5%	48.5%	42.4%	57.6%	33	47.8%
Asian	33.3%	33.3%	33.3%	33.3%	33.3%	3	4.3%
URM	52.2%	21.7%	39.1%	39.1%	52.2%	18	26.1%
TWO+	57.1%	28.6%	71.4%	57.1%	28.6%	3	4.3%

Appendix E: Mastery-Level Oral Communication Data Table:

ILO-A: Oral Communication: Mastery Level							
MAJOR	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
ALL	72.2%	83.3%	85.2%	76.5%	84.0%	162	
BA	33.3%	77.8%	77.8%	77.8%	77.8%	9	5.6%
FET/MET	70.2%	80.9%	80.9%	76.6%	83.0%	47	29.0%
GSMA	82.9%	82.9%	88.6%	71.4%	85.7%	35	21.6%
ME	77.4%	90.6%	92.5%	81.1%	88.7%	53	32.7%
MT	61.1%	72.2%	72.2%	72.2%	72.2%	18	11.1%
CATEGORY	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
Male	68.0%	82.0%	82.8%	73.4%	82.8%	128	79.0%
Female	87.9%	87.9%	93.9%	87.9%	87.9%	33	20.4%
Pell	55.6%	75.0%	77.8%	72.2%	75.0%	36	22.2%
First Gen	41.2%	52.9%	52.9%	41.2%	58.8%	17	10.5%
White	78.9%	89.5%	91.2%	87.7%	91.2%	57	35.2%
Asian	63.6%	77.3%	86.4%	72.7%	77.3%	22	13.6%
URM	59.6%	75.0%	73.1%	61.5%	73.1%	52	32.1%
TWO+	88.5%	92.3%	92.3%	84.6%	92.3%	26	16.0%

Appendix F: Introductory-Level Oral Communication Data Table:

ILO-A: Oral Communication: Introductory Level							
MAJOR	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
ALL	64.3%	70.6%	60.3%	57.1%	71.4%	126	
BA	41.7%	33.3%	58.3%	33.3%	41.7%	12	9.5%
MET/FET	60.0%	66.7%	53.3%	46.7%	80.0%	15	11.9%
GSMA	62.5%	50.0%	37.5%	50.0%	50.0%	8	6.3%
ME	100.0%	94.1%	94.1%	82.4%	97.1%	34	27.0%
MT	49.0%	66.7%	43.1%	52.9%	60.8%	51	40.5%
OCN	50.0%	83.3%	66.7%	33.3%	83.3%	6	4.8%

CATEGORY	CONTEXT	CONTENT	GENRE	SOURCE	SYNTAX	TOTAL ARTIFACTS	% OF TOTAL
Male	61.0%	71.4%	60.0%	58.1%	71.4%	105	83.3%
Female	19.0%	66.7%	61.9%	52.4%	71.4%	21	16.7%
Pell	34.8%	60.9%	34.8%	56.5%	52.2%	23	18.3%
First Gen	63.6%	63.6%	54.5%	63.6%	72.7%	11	8.7%
White	67.2%	75.4%	57.4%	54.1%	70.5%	61	48.4%
Asian	80.0%	80.0%	50.0%	50.0%	80.0%	10	7.9%
URM	54.5%	66.7%	69.7%	69.7%	75.8%	33	26.2%
TWO+	69.2%	53.8%	53.8%	53.8%	69.2%	13	10.3%