



ILO ASSESSMENTS FOR ETHICS AND VALUES AND WRITTEN COMMUNICATION: SUMMARY OF FINDINGS

Los Angeles Mission College
Learning Outcomes Assessment Committee
and Office of Institutional Effectiveness

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www.lamission.edu/slo

Introduction

Los Angeles Mission College (LAMC) conducted authentic assessments of its institutional learning outcomes (ILOs) for *Ethics and Values* and *Written and Oral Communication* during the 2015-16 academic year. This report presents the results of that dual assessment.

Writing samples were collected from students enrolled in advanced courses to assess their skills with regard to ethics and values applied to decision-making and written communication. A single essay prompt developed by an ILO assessment sub-committee, which included members of the Learning Outcomes Assessment Committee (LOAC), was used to assess both ILOs simultaneously (see Appendix 1 for a copy of the essay prompt). The assessment was administered to 20 course sections of 10 capstone-level courses that had at least one course student learning outcome (SLO) linked to one of the two ILOs being assessed (see Appendix 2 for a full list of courses included).

Students were given one hour of class time during the seventh week of class to write their essays (see Appendix 3 for instructions to faculty regarding administering the assessment). Following a training and norming session, each student essay was rated by two faculty members using a three-point rubric consisting of "exemplary", "acceptable" or "unacceptable" (see Appendix 4 for a copy of the rubric). Essays were rated on five criteria: thesis, content, organization, grammar and ethical values (see Appendix 5 for a copy of the rating sheet). The first four criteria were used to assess the Written and Oral Communication ILO, and the last criterion was used to assess the Ethics and Values ILO.

A total of 381 essays were evaluated as part of the dual assessment. All of the essays were rated on all five of the above criteria, however, only scores for the 159 essays written by students in the courses related to the Ethics and Values ILO were used to assess that ILO. Similarly, only scores for the 345 essays written by students in the courses related to the Written and Oral Communication ILO were used to assess that ILO.

Over three-quarters of the students assessed received "acceptable" or better ratings on their essays for both ILOs (78 percent for Ethics and Values and 77 percent for Written Communication). Furthermore, over one-fifth (21 percent) received an "exemplary" rating for Ethics and Values, and ten percent received an "exemplary" rating for Written Communication.

Fewer students received "exemplary" ratings for Written Communication because there were four separate criteria for this ILO, and "exemplary" rating must be received for *all* of them in order to receive an overall "exemplary" rating for this ILO. Disaggregated results for each ILO are summarized individually below.

ILO: Ethics and Values Applied to Decision-Making

The ILO states: *Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.*

The benchmark states: *70% of the students will achieve an acceptable score or better.*

Among the 159 student essays assessed, 21 percent were rated "exemplary," 57 percent were rated "acceptable" and 22 percent were rated "unacceptable" (see Appendix 4 for rubric definitions of each rating). Thus, the College has met the benchmark with 78 percent of students achieving an "acceptable" score or above. Figure 1 summarizes the proportion of essays that received "acceptable" or above and "exemplary" ratings.

Figure 1: Ethics and Values Data Summary

	Student Count	Acceptable or Above	Exemplary
OVERALL	159	78.0%	21.4%
Gender			
Female	126	78.6%	15.1%
Male	33	75.8%	45.5%
Ethnicity			
Hispanic	125	75.2%	20.8%
White	15	93.3%	13.3%
Asian	< 10	88.9%	44.4%
Black	< 10	71.4%	28.6%
Age			
18-21	33	75.8%	33.3%
22-25	64	78.1%	15.6%
26-30	28	89.3%	10.7%
31-40	22	63.6%	18.2%
Over 40	12	83.3%	50.0%
Low-Income			
Low-Income	116	76.7%	21.6%
Not Low-Income	43	81.4%	20.9%
Parent Education			
First Generation	62	71.0%	29.0%
Not First Generation	26	69.2%	19.2%
Units Completed			
No units completed	< 10	50.0%	0.0%
1-15 units	52	69.2%	23.1%
16-30 units	55	78.2%	23.6%
31-45 units	37	89.2%	13.5%
More than 45 units	10	100.0%	40.0%

Overall, more female students achieved the benchmark than male students (79 percent compared to 76 percent). However, a higher proportion of male students (15 out of 33) than female students (19 out of 126) received "exemplary" ratings.

Approximately 80 percent of the students assessed were female (126 out of 159), compared to the 20 percent who were male (33 out of 159). Accordingly, the sample of students assessed for the Ethics and Values ILO contains a higher proportion of female students than the overall student body at LAMC, which was 61 percent female and 39 percent male in fall 2015, the term the assessment took place. As a result, the data reported in this assessment may be slightly skewed toward the performance levels of female students.

With regard to ethnicity, White students had the highest pass rates of any ethnic group (93 percent), followed by Asian students (89 percent). The groups with the highest proportion of "exemplary" scores were Asian students (44 percent) and Black students (29 percent). However, due to the small number of Asian and Black students participating in the assessment, their scores may be statistically unreliable.

There is no discernable pattern among skill levels of students of different age groups. Those between the ages of 26 and 30 had the highest proportion of "acceptable" or above ratings (89 percent), while those over 40 years old had the highest proportion of "exemplary" ratings (50 percent).

First generation college students had a similar proportion of "acceptable" or above ratings (71 percent) as compared with students whose parents have college experience (69 percent). However, the first generation students had a much higher proportion of "exemplary" scores (29 percent) than their peers (19 percent).

While low-income students had slightly lower overall pass rates (77 percent) than their peers (81 percent), both groups had similar proportions of "exemplary" ratings (22 percent vs. 21 percent).

There is a clear correlation between higher levels of achievement in the ethical values assessment and the number of units successfully completed (with an A, B, C or P grade) at LAMC. Among the small number of students who had not yet completed any units at the time of the assessment, only half (50 percent) achieved an "acceptable" score or above. Among those who had completed 1-15 units, over two-thirds (69 percent) achieved a passing score. Among those with 16-30 units, over three-quarters (78 percent) achieved an "acceptable" score or above. Among those with 31-45 units, 89 percent received passing scores, and all (100 percent) of those with over 45 units achieved a passing score.

ILO: Written and Oral Communication

The ILO states: *Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student's ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.*

The benchmark states: *70% of the students will achieve an acceptable score or better.*

Only the written portion of this ILO was evaluated during this assessment. Among the 345 student essays evaluated, ten percent were rated "exemplary," 68 percent were rated "acceptable" and 23 percent were rated "unacceptable" (see Appendix 4 for rubric definitions of each rating). Thus, the College has met the benchmark, as 77 percent of students achieved an "acceptable" score or above.

The proportion of students achieving an "acceptable" score or above for the four individual components of the writing assessment were: 88 percent for thesis, 85 percent for content, 87 percent for organization, and 93 percent for grammar. The scores for individual writing components are higher than the overall pass rate because a student must receive an "acceptable" or above rating on all four components to achieve an overall "acceptable" score.

The percentages of students receiving an "exemplary" rating on each of the individual writing components were: 33 percent for thesis, 28 percent for content, 32 percent for organization, and 36 percent for grammar. Figure 2 summarizes the proportion of essays that received "acceptable" or above ratings and Figure 3 summarizes the proportion of essays receiving "exemplary" ratings.

Figure 2: Written Communication: Proportion of "Acceptable" or Above Ratings

	Student Count	"Acceptable" or Above				
		TOTAL	Thesis	Content	Organization	Grammar
OVERALL	345	77.1%	88.1%	84.9%	87.2%	92.8%
Gender						
Female	252	78.6%	91.3%	84.9%	86.5%	91.3%
Male	93	73.1%	79.6%	84.9%	89.2%	96.8%
Ethnicity						
Hispanic	254	76.8%	87.4%	83.5%	87.0%	91.7%
White	42	83.3%	97.6%	85.7%	92.9%	92.9%
Asian	32	68.8%	78.1%	93.8%	84.4%	100.0%
Black	12	83.3%	100.0%	91.7%	83.3%	91.7%
Age						
18-21	76	75.0%	86.8%	84.2%	86.8%	93.4%
22-25	138	73.9%	89.1%	84.8%	84.1%	92.0%
26-30	60	85.0%	90.0%	90.0%	95.0%	93.3%
31-40	48	75.0%	83.3%	77.1%	83.3%	91.7%
Over 40	23	88.9%	100.0%	88.9%	88.9%	88.9%
Low-Income						
Low-Income	233	76.8%	89.3%	85.0%	86.7%	91.8%
Not Low-Income	112	77.7%	85.7%	84.8%	88.4%	94.6%
Parent Education						
First Generation	121	72.7%	86.8%	81.0%	85.1%	90.9%
Not First Generation	75	72.0%	85.3%	81.3%	86.7%	90.7%
Units Completed						
No units completed	42	71.4%	83.3%	76.2%	81.0%	95.2%
1-15 units	106	77.4%	85.8%	85.8%	89.6%	92.5%
16-30 units	110	73.6%	88.2%	83.6%	86.4%	90.9%
31-45 units	70	85.7%	92.9%	91.4%	88.6%	94.3%
More than 45 units	18	77.8%	94.4%	83.3%	88.9%	94.4%

Overall, female students had higher percentages of "acceptable" or above scores (79 percent) than male students (73 percent) on the Written Communication assessment. As with the Ethics and Values ILO assessment, there more female students (73 percent) participated in the assessment than male students (27 percent). The overall LAMC student body was 61 percent female and 39 percent male in fall 2015, the term the assessment took place. As a result, the data reported in this assessment may be slightly skewed toward the performance levels of female students.

Out of the four writing components, female students scored the highest on the "thesis" and "grammar" (91 percent pass rate on both components). In contrast, male students scored the highest on "grammar" and "organization" (97 percent and 89 percent pass rates, respectively). Men actually had higher percentages of "acceptable" or above scores than women on these two components, but failed to achieve similar levels overall due to much lower percentages of "acceptable" or above scores on the "thesis" component. Both genders scored the same for "content" (85 percent). See Appendix 4 for detailed rubric definitions for each component.

Figure 3: Written Communication: Proportion of "Exemplary" Ratings

	Student Count	"Exemplary" Ratings				
		TOTAL	Thesis	Content	Organization	Grammar
OVERALL	345	9.6%	33.0%	27.8%	31.9%	35.9%
Gender						
Female	252	9.1%	33.7%	28.6%	32.1%	36.9%
Male	93	10.8%	31.2%	25.8%	31.2%	33.3%
Ethnicity						
Hispanic	254	9.1%	35.4%	28.3%	32.3%	35.8%
White	42	9.5%	33.3%	21.4%	33.3%	33.3%
Asian	32	15.6%	21.9%	28.1%	25.0%	37.5%
Black	12	8.3%	16.7%	50.0%	41.7%	58.3%
Age						
18-21	76	7.9%	26.3%	28.9%	26.3%	32.9%
22-25	138	8.7%	34.1%	29.0%	29.0%	32.6%
26-30	60	5.0%	35.0%	18.3%	30.0%	35.0%
31-40	48	16.7%	33.3%	22.9%	35.4%	33.3%
Over 40	23	17.4%	43.5%	52.2%	65.2%	73.9%
Low-Income						
Low-Income	233	10.3%	33.5%	27.0%	33.5%	34.8%
Not Low-Income	112	8.0%	32.1%	29.5%	28.6%	38.4%
Parent Education						
First Generation	121	8.3%	27.3%	24.8%	29.8%	33.1%
Not First Generation	75	6.7%	21.3%	28.0%	25.3%	24.0%
Units Completed						
No units completed	42	7.1%	26.2%	16.7%	21.4%	33.3%
1-15 units	106	9.4%	31.1%	27.4%	33.0%	29.2%
16-30 units	110	9.1%	31.8%	30.9%	31.8%	31.8%
31-45 units	70	12.9%	40.0%	31.4%	38.6%	50.0%
More than 45 units	18	8.7%	44.4%	27.8%	27.8%	55.6%

With regard to ethnicity, White students and Black students had the highest overall levels of achievement on the Written Communication assessment. Scores for individual writing components were quite high, and included 100 percent achieving "acceptable" or above for Asian students on "grammar" and Black students on "thesis." Weaknesses include "thesis" for Asian students (78 percent, while still high and well above the benchmark, was the lowest score of any ethnicity for an individual writing component).

As in the Ethics and Values ILO assessment, when disaggregating the data by age, no discernable pattern emerges. Those over 40 years old had the highest overall level of achievement for writing. All age groups achieved the benchmark on all of the individual writing components.

First generation college students had similar overall levels of achievement for writing compared to their peers whose parents had college experience. Family income was also not a significant factor in this study, as low-income students scored the same as their peers in the writing assessment.

The correlation that exists between units completed and achievement on the Ethics and Values ILO assessment is not as straightforward in the Written Communication ILO assessment. As expected, students who had not yet successfully completed any units at the time of the assessment had the lowest levels of achievement (71 percent achieved a score of "acceptable" or above), and students with more than 45 units had the highest levels (94 percent). However, students with 1-15 units at the time of the assessment had higher a proportion of "acceptable" or above scores than those with 16-30 units (77 percent vs. 74 percent, respectively).

Conclusion and Next Steps

The benchmark established by the Learning Outcomes Assessment Committee (LOAC) for ILO assessments is: 70 percent of the students will achieve the acceptable score or better. According to the data presented in this report, the College has met the benchmark on both of the ILO assessments conducted in fall 2015, with a 78 percent pass rate for the Ethics and Values ILO assessment and a 77 percent pass rate for the Written and Oral Communication ILO assessments.

Results of the assessments were presented to the faculty in attendance at the fall SLO Summit and LOAC for discussion and feedback. It was concluded that the essay prompt was at an appropriate level of rigor. Some felt that the assessment may have had a gender bias, either within the prompt itself or because of the large ratio of female to male students participating in the assessment and that not all disciplines were represented equally.

There are cultural differences in attitudes for what is considered plagiarism in the United States. For example, help obtained in doing individual assignments in other countries may be more accepted, emphasized or weighted differently for credit. One suggested change for future assessments is to add more detailed criteria to the rubric to measure Ethics and Values. It was concluded that the college classes aligned with the ILO Ethics and Values should provide more ethical exercises for their students and that it would be helpful if the college would provide more workshops on the application of ethics for both faculty and students.

Appendix 1: Essay Prompt

Written Communication and Ethics and Values as Applied to Decision-making Institutional Learning Outcome Assessment

Los Angeles Mission College is conducting a campus wide assessment for the Institutional Learning Outcomes addressing:

- 1) Written Communication
- 2) Ethics and Values as Applied to Decision-making

Your participation in this assessment is valuable and will help determine how effectively students are achieving these learning outcomes.

Please write your student ID number on the front of the blue book. Do NOT write your name on the blue book.

Directions: Respond to the following prompt in the blue book. Please, underline your thesis statement. Include an introduction, body, and conclusion. Content, organization, grammar and spelling are important. Your response should be between 2 and 3 pages; do not exceed 3 pages. No dictionaries or digital devices of any kind may be used.

Scenario: Susan and John are both taking Sociology 1. They are in different sections taught by the same instructor. Friends since high school, they often meet for lunch and talk about what they are learning in class. It turns out that the final research paper assignment is the same for both classes. Susan completes her paper a week before the due date and emails John a copy so he can proofread it for her. After reading the paper and making a couple of suggestions for revisions, John calls Susan to congratulate her on a great paper. "I haven't even started mine," he confesses. Susan replies, "Why don't you just submit my paper? All you have to change is your name and the class section number. After all, I got many of my ideas from discussions with you, and you did the proofreading, so you are really like a co-author."

John responds that it would be wrong to use her paper. "That's plagiarism," he says.

Susan replies, "Plagiarism is stealing another writer's work, but I'm giving this paper to you so it can't be theft! This is a win-win situation."

With four finals looming and two other papers to finish, John decides to take Susan up on her offer. The instructor discovers that the papers submitted by the two students are identical.

Prompt:

Broadly address plagiarism and what constitutes plagiarism. Do you agree with John and Susan's decision? Why or why not? Provide reasons to support your response. Should there be any consequences? Explain your answer based on your own values and experiences with supporting details of your reasoning.

Appendix 2: Courses Participating in the Assessment

Written and Oral Communication

Course	Number of Sections	Number of Students
BIOLOGY 006: Molecular and Cellular Biology	1	25
CH DEV 022: Practicum in Child Development I	1	11
CH DEV 023: Practicum in Child Development II	2	21
CH DEV 034: Observing and Recording Children's Behavior	1	15
CLN ART 104: Dining Room and Beverage Management	1	32
ENGLISH 102: College Reading and Composition II	4	97
ENGLISH 103: Composition and Critical Thinking	1	16
MICRO 020: General Microbiology	4	69
PHYSIOL 001: Intro to Human Physiology	3	56
PSYCH 014: Abnormal Psychology	1	30
SOC 004: Sociological Analysis	1	33
TOTAL	20	405

Ethics and Values

Course	Number of Sections	Number of Students
BIOLOGY 006: Molecular and Cellular Biology	1	25
CH DEV 022: Practicum in Child Development I	1	11
CH DEV 023: Practicum in Child Development II	2	21
CH DEV 034: Observing and Recording Children's Behavior	1	15
CLN ART 104: Dining Room and Beverage Management	1	32
ENGLISH 103: Composition and Critical Thinking	1	16
PSYCH 014: Abnormal Psychology	1	30
SOC 004: Sociological Analysis	1	33
TOTAL	9	183

Appendix 3: Instructions to Faculty

October 2, 2015

Dear Faculty,

As you were notified on June 3, 2015 via e-mail, your class was specially selected to participate in a campus-wide Institutional Learning Outcome assessment for Written Communication this semester.

Please administer the included assessment **in class** during the 7th week of classes (October 12-17). Each student is to be given the writing prompt **on the white paper** and a blue book. If a student has already taken the assessment in another class that student should be given the alternate prompt **on the gold paper** and one packet of five stapled sheets of paper for their written response.

Please do not share the writing prompts with your students ahead of time and do not let them take the materials home. Students should complete the assessment in class within the time allotted.

The class is to be given one hour to read and respond to the directions and prompt. Students should only write their **student ID number** on the front of the blue book. **Students should NOT write their name on the front of the blue book.** No dictionaries or digital devices are allowed.

Please collect the blue books and writing prompts and return them to Patricia Chow or Irma Luna in Academic Affairs (Instructional Building) by the following week. If you are on the East Campus you may return the materials to faculty members Steve Brown or Par Mohammadian.

Faculty will read and assess these ILO assessments at the Annual SLO Summit on November 6. Your specific class information will be kept anonymous when the essays are assessed and in the final report of results.

It is suggested that you give credit for participation in this assessment to ensure that students participate and turn in quality work. If/how you assign credit toward your course for participation in this exercise is up to you.

Thank you so much for your participation in this very important campus-wide initiative.

Sincerely,

Deborah Paulsen

Deborah Paulsen
SLO Coordinator

Sarah Master

Sarah Master, Ph.D.
Dean of Institutional Effectiveness

Appendix 4: Rubric

Criteria	EXEMPLARY = 3	ACCEPTABLE = 2	UNACCEPTABLE = 1
Thesis	Clear, distinctive and coherent thesis or perspective. The topic and argument are clear.	Somewhat clear thesis, fairly general or a fact. The topic and argument are somewhat clear.	Thesis is not clear or is missing. The topic and argument are somewhat clear.
Content	Excellent clarity and focus. Provides an in-depth analysis that is relevant to the topic. Arguments are clearly supported by valid reasoning.	Adequate clarity and focus. Provides some analysis that is relevant to the topic. Arguments are somewhat supported by valid reasoning.	Lacks clarity and focus. Provides little or no analysis that is relevant to the topic. Arguments are not supported.
Organization	Excellent paragraphing and essay structure with clear beginning, development and conclusion.	Adequate paragraphing and essay structure with beginning, development and conclusion.	Unacceptable paragraphing and essay structure with beginning, development and conclusion.
Grammar, Punctuation and Spelling	Grammar and punctuation are excellent with minimal errors.	Grammar and punctuation are adequate with some errors that do not affect the overall meaning.	Grammar and punctuation are not acceptable with major errors that affect the overall meaning.
Ethical Values	Provides an in-depth analysis that is relevant to the solution of the ethics and values case study. Value judgments are clearly supported by valid reasoning and objective ideas or evidence.	Provides an adequate analysis that is relevant to the solution of the ethics and values case study. Value judgments are somewhat supported by valid reasoning and objective evidence.	Does not provide an in-depth analysis that is relevant to the solution of the ethics and values case study. Value judgments are not supported by valid reasoning and objective evidence.

Appendix 5: Rating Sheet

Class Climate	Written Communication ILO Survey - Fall 2015	

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

Thank you for completing this survey. Your responses will help Mission College improve support services for students.

LACCD student ID number (If no number provided, please write 88-888-8888)

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1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please select the **best number rating** for each criteria listed below.

THESIS

3 = Exemplary 2 = Acceptable 1 = Unacceptable

CONTENT

3 = Exemplary 2 = Acceptable 1 = Unacceptable

ORGANIZATION

3 = Exemplary 2 = Acceptable 1 = Unacceptable

GRAMMAR, PUNCTUATION AND SPELLING

3 = Exemplary 2 = Acceptable 1 = Unacceptable

ETHICAL VALUES

3 = Exemplary 2 = Acceptable 1 = Unacceptable

THANK YOU FOR TAKING THIS SURVEY!

