

**General Education Outcomes Matrix, 2007-08**

Outcome	Methods of Assessment	Target/ Benchmark	Assessment Results	Use of Results
<b>Written Communication:</b> Students demonstrate proficiency in reading and interpreting written material and in writing effectively.	Final summary and response assignment in ENG111	70% of assessed students will earn at least 80 points	80% of students earned at least 80 points	<ol style="list-style-type: none"> <li>1. More emphasis on encouraging students to write in their own voice.</li> <li>2. More attention to improving students' understanding of a comprehensive summary.</li> <li>3. More detailed scoring of assessment.</li> <li>4. Increase benchmark to 80% of students will earn at least 80 points.</li> </ol>
<b>Oral Communication:</b> Students demonstrate proficiency in speaking effectively.	Assignment to develop and deliver a persuasive speech using a common rubric in COM231 and ENG115	70% of assessed students will earn at least 80 points	80% of students earned at least 80 points	<ol style="list-style-type: none"> <li>1. Provide students with more opportunities for speaking and gaining practice on their delivery techniques.</li> <li>2. More detailed scoring of assessment.</li> <li>3. Increase benchmark to 80% of students will earn at least 80 points.</li> </ol>
<b>Computer Literacy:</b> Students demonstrate proficiency in the use of computer technology including application software, system software, and internet browsers.	Final Exam in CIS 110. This exam consists of a hands-on skills assignment for Word, Excel, Access and PowerPoint and a 25 question Multiple choice assignment with questions regarding computer hardware, system software, internet browsers and other related computer terminology.	75% of students will achieve a score of 75 or higher on the final exam as indicated by a rubric designed for the exam	<p>Fall 2007=75.86% of students scored 75 or higher on the assessment</p> <p>Spring 2008=72.00% of students scored 75 or higher on the assignment</p>	<p>Fall 2007—Eliminated a unit in Word and include a week of review for the final exam for the Spring 2008 semester.</p> <p>Spring 2008—The benchmark for this semester was not met. After reviewing the data, the following conclusions were made:</p> <ol style="list-style-type: none"> <li>1. Implement mandatory self tests for each chapter</li> <li>2. Formulate discussion questions for the Theory portion of the class</li> <li>3. Clarify instructions for some sections of the assessment</li> <li>4. Allow students to correct their errors on the skills assignments throughout the course</li> </ol>
<b>Critical Thinking:</b> Students demonstrate the ability to apply a problem-solving process including analysis, synthesis, evaluation, and decision-making.	Analysis paper in SOC 210, multiple-choice questions on final exam in PSY 150 and MAT 140	SOC210 - 70% of students will average a 2 or higher	SOC210 - Fall 2007: 79% scored 2 or higher and Spring 2008: 60% of scored 2 or higher	<ol style="list-style-type: none"> <li>1. Spend additional class time to help students understand the theories.</li> <li>2. Prepare supplemental materials.</li> <li>3. Utilize a pre-quiz to measure students' comprehension level.</li> <li>4. More detailed scoring of assessment.</li> </ol>

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	Multiple-choice questions on final exam in MAT 140	MAT140 - 60% will score 7 or higher	MAT140 - Fall 2007: 68% scored 7 or higher and Spring 2008: 63% scored 7 or higher	The assessment didn't adequately measure students' critical thinking skills. The assessment will be changed in fall 2008 to three open-ended exam questions to be scored with a rubric.
<b>Information Literacy:</b> Students demonstrate proficiency in locating, evaluating, and using information effectively.	Term paper evaluated by rubric in ENG112 and ENG114	80% of assessed students will earn at least 14 out of 20 points	35% of students earned at least 12 points	<ol style="list-style-type: none"> <li>1. Increase efforts to improve students' understanding of properly citing sources.</li> <li>2. Consider offering in-house professional development in properly citing sources.</li> <li>3. Develop separate rubrics for ENG112 and ENG114.</li> <li>4. Better prepare faculty to administer assessment in all course sections.</li> </ol>
<b>Humanities/Fine Arts:</b> Students demonstrate an awareness of humanities and fine arts from cultural and historical perspectives.	Written assignment evaluated by rubric in ENG131	70% of assessed students will earn at least 10 of the possible 15 points	74% earned at least 10 points	<ol style="list-style-type: none"> <li>1. Increase students' understanding of how literature relates to their lives.</li> <li>2. Place more emphasis on figurative language in the poetry and dram sections of the course.</li> <li>3. Spend more class time explaining the assignment and the rubric.</li> </ol>
<b>Personal Growth &amp; Responsibility:</b> Students demonstrate the ability to understand and manage self effectively.	Advisement assignment evaluated by rubric	65% of assessed students will score 80 or above.	60% scored 80 or above	<ol style="list-style-type: none"> <li>1. More class discussion on personal goals and goal writing.</li> <li>2. Utilize more relevant preliminary materials on goal writing.</li> </ol>