

General Education Assessment Matrix
2009 - 2011

General Education Competency	Assessment	Data gathered from Assessment	Strengths and weaknesses in student achievement	Changes that could be made to improve student learning
Communication (COM)	<p>A pilot general education assessment was completed in 2006 to assess student success in the Communication (COM) across the disciplines.</p> <p>A second general education assessment of Communication, given, through the Institutional Portfolio, occurred during Summer, 2009; following by an additional general education assessment of Communication in Fall, 2009.</p>	<p>In the initial assessment, 38% - 52.5% of the students scored “above the cut,” which was a “2.5” on a four point rubric.</p> <p>In the Institutional Portfolio assessments, during 2009, between 71% - 74% of the students scored above the cut which was a benchmark of “2” on a 4 point rubric.</p>	<p>The general education assessment of Communication (COM) had poor inter-rater reliability and a “benchmark” that was statistically invalid. When the Institutional Portfolio was implemented, the assessment process had good inter-rater reliability, accurate scoring, and a valid benchmark.</p>	<p>To further assist students in their writing skills, Edison State College initiated a Writing Center, curriculum revision in composition, writing-across-the-disciplines workshops, and further course-level assessments in Communication.</p>
Critical Thinking (CT)	<p>The MAPP Test was given in Fall, 2006 to assess Reading/Critical Thinking.</p>	<p>Students achieved the following results in Reading/Critical Thinking: In the three traits, in ascending</p>	<p>The initial assessment of Critical Thinking occurred only through the MAPP test. Once the College established a</p>	<p>Edison State College sent cohorts of faculty to the Elder and Paul Critical Thinking Conference in 2007 –</p>

General Education Assessment Plan
2009 - 2011

	<p>Another general education assessment of Critical Thinking, given through the Institutional Portfolio, occurred in 2009 -2010</p>	<p>difficulty, sophomores ranged scored 78% (Level One), 47% (Level Two) and 14% (Level Three).</p> <p>In the second assessment of Critical Thinking, students scored 93% (Level One), 95% (Level Two), and 71% (Level Three).</p>	<p>standardized Critical Thinking rubric and trained faculty to use it in their classes, the scores improved in the second assessment.</p> <p>Students scored very high on the first two traits (Levels One and Two) of the Edison State College Critical Thinking rubric; however, the student scores on the third trait (Level Three) were significantly lower.</p>	<p>2010; Critical Thinking workshops were organized in the Teaching and Learning Center for faculty, and the curriculum as well as the General Education Critical Thinking Rubric was then revised to define academic critical thinking assignments more specifically. During 2007 – 2010, Common graded assessments assessing Critical Thinking were given in HUM 2203 and ECON 2013, as well as course-level assessments in PSY 2012; over 79% of the students scored above the cut in these assessments of Critical Thinking.</p>
<p>Quantitative/Scientific Reasoning (QSR)</p>	<p>The MAPP Test was given in 2006 to assess students in Quantitative/Scientific Reasoning.</p>	<p>Seventy-eight percent of students scored “marginal” or “proficient” in Level One; forty-nine percent</p>	<p>Students scored above 70% in Level One of the MAPP test for QSR; however, the scores lowered in Levels Two</p>	<p>Edison State College initiated a Mathematics Center, curriculum revision in math skills, rubric revision in</p>

General Education Assessment Plan
2009 - 2011

		of sophomores scored “marginal” or “proficient” in Level Two; fifteen percent of sophomores scored “marginal” or “proficient” in Level Three.	and Three.	Scientific and Quantitative Reasoning, and further course-level assessments in mathematics.
Global Socio-cultural Responsibility (GSR)	A pilot general education assessment, through the Institutional Portfolio, was given in Summer, 2010, for GSR, followed by another assessment of GSR in Fall, 2010.	DATA NEEDED	DATA NEEDED	The General Education Rubric in GSR was revised, and faculty workshops in diversity and GSR were offered in the Teaching and Learning Center
Technology/Information Management (TIM)	A general education assessment for TIM was given through Common Graded Assignments in two disciplines, followed by a College-wide Information Literary Test given in Spring, 2011.	In HUM 2930 (53% of the students assessed scored “above the cut”) and ECON 2013 (80% scored “above the cut”). DATA NEEDED	While the data in the initial assessments of TIM provided some valid data, the Common Graded Assignments covered only two disciplines and needed a more standardized approach to the assessment.	The General Education Rubric in TIM was revised, and faculty workshops in teaching the research paper were offered in the Teaching and Learning Center.