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<th>GE Institutional Outcome</th>
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| Critical & Creative Thinking | Spring 2012 | 476 Students | Student performance varied somewhat across the competencies in the rubric. Students were strongest in identifying and understanding the problem and issues and were weakest in analyzing points of view, strategizing possible solutions, and drawing conclusions and predicting outcomes. Approximately 35% of all students assessed achieved an overall score within the proficiency or exemplary range. | • Created an interdisciplinary workgroup to discuss rubric and assessment results.  
• Assessed only critical thinking again. | [Annual Report](#)  
[Critical and Creative Thinking Rubric](#) |
| Information Literacy | Spring 2012 | 458 Students | The results of this assessment suggest that approximately 48% of students who have completed 45 or more units at Palomar are proficient in information literacy (see Figure 2). Over 50% of all students assessed scored either proficient or exemplary on each of the first four competencies in the rubric (define, access, evaluate and use information). Students were strongest in defining, accessing, and evaluating information. Less than half of the students assessed at proficiency on using information ethically. | • Created a workgroup to explore how we can help students with learning how to “use information ethically.”  
• Developed the “Dashboard” a student guide to using information ethically and accurately. | [Annual Report](#)  
[Information Literacy Rubric](#) |
| Oral Communication | Spring 2013 | 453 Students | The results of this assessment suggest that approximately 70% of the students assessed are at the proficient level or above in oral communication. The assessment results also suggest that as students complete classes at Palomar College they improve their oral communication skills. Students ages 18-19 performed better than students over 30 in three of the four factors - message, language and material. | • Made all ILO rubrics available to faculty.  
• Developed a professional development workshop on teaching oral communication in a non-speech classroom.  
• Developing presentation workshops for students. | [2013 Annual Report](#)  
[Oral Communication rubric](#) |
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| Critical Thinking        | Spring 2013       | 423 Students       | Over 50% of our students scored at proficiency or better on all five competencies. When considering the individual competencies, students ages 30+ did better than students ages 18-19 and ages 20-22 in the following three categories: conceptualize, evidence, and conclusion. Female students performed better than male students, and older students performed better than younger students. There was no difference across groups in regards to ethnicity. | • Developed two professional development workshops on teaching critical thinking.  
• Exploring other ways to assess critical thinking. | 2013 Annual Report  
Critical Thinking Rubric |
| Quantitative Literacy    | Spring 2014       | 875 Students       | Over 50% of our students scored at proficiency or better on all five competencies. When considering the individual competencies, students ages 30+ did better than students ages 18-19 and ages 20-22 in the following three categories: conceptualize, evidence, and conclusion. Female students performed better than male students, and older students performed better than younger students. There was no difference across groups in regards to ethnicity. | • Created a workgroup to explore how we can help students with some basic areas of quantitative literacy.  
• Planning to develop modules that will provide links to resources on quantitative literacy. For example one module might have a unit on reading and analyzing date from multiple representations. | Quantitative Literacy Report  
Quantitative Literacy Rubric |