

GENERAL EDUCATION ASSESSMENT PLAN MODEL – REVISION 3-A

Mission Statement:

General Education courses are designed to offer depth and breadth to a student's technical education program of study.

Goals:

Communication: The ability to comprehend written information and express one's ideas effectively in written or spoken form.

Critical Thinking/Analytical Skills: The ability to identify a problem, isolate its components, organize information in order to make decisions, set up criteria to evaluate the decisions, and draw effective conclusions.

Cultural/Aesthetic Responsiveness: The awareness of the impact of diverse peoples and cultures on human society.

Information Literacy: The ability to access and evaluate written and electronic information effectively, efficiently, and responsibly.

Quantitative Reasoning: The ability to assign and use numbers, read and analyze numerical data, create models, draw inferences, and support conclusions.

Scientific Inquiry: The ability to identify and apply the fundamental scientific principles in order to make informed decisions.

Technology Application: The ability to utilize technology as a tool for researching, organizing, publishing, presenting, and communicating information.

I. COMMUNICATION

Overarching Outcomes

1. The student will comprehend written information.
2. The student will communicate information through writing.
3. The student will communicate information through speaking.

This goal includes preparation in reading and writing at the developmental level. See Section VIII for the overarching outcomes, specific outcomes, assessment methodology, and achievement standards.

Achievement Standards: At least 70% of the artifacts for the goal of Communication will achieve a rating of “Proficient.”
At least 5% of the artifacts for the goal of Communication will achieve a rating of “Accomplished.”

Specific Outcomes Revised	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will express ideas in writing that provides a clear, specific thesis and awareness of audience; fully developed examples to support the thesis in a unified, coherent manner; original thinking, depth of analysis, and comprehension of material utilized; and a high level of proficiency in standard English grammar, spelling, and mechanics. (R)	--Demonstrates <ul style="list-style-type: none"> • the ability to use a creative perspective when selecting topic and thesis. • the ability to utilize ample supporting details, a strong voice, and a sense of style. • advanced control of the components of language. the principles of coherence, unity, paragraph, and essay structure. 	--Demonstrates the ability to <ul style="list-style-type: none"> • develop a strong thesis with sufficient supporting details. • command the components of language, i.e., vocabulary, grammar, and mechanics. • use the principles of coherence and unity. • use a variety of sources and show proper documentation. 	--Demonstrates the ability to <ul style="list-style-type: none"> • develop a thesis statement. • use general information to support the thesis. • command the components of language, i.e., vocabulary, grammar, and mechanics. • use weak transitions between sentences and paragraphs. utilize a variety of sources with inconsistent documentation 	--Demonstrates the ability to <ul style="list-style-type: none"> • state a topic, though possibly not a thesis with limited support. • use primarily simple sentence structures and shows little understanding of basic grammatical concepts and mechanics. • use weak organizational structure.
The student will express ideas in an oral presentation that includes a clear, specific thesis and awareness of audience; fully developed examples to support the thesis in a unified, coherent manner; and enhance oral presentation with appropriate body language, facial expression, vocal control, correct posture and eye contact.	Demonstrates <ul style="list-style-type: none"> --an introduction that gains audience attention, relates the the topic to the audience, states a clear thesis and previews speech content. --a well organized topic, with clear main points and with relevant supporting materials such as facts, examples, narratives and statistics. --the ability to cite research sources. --a conclusion that effectively reviews speech content and ends with a memorable statement. --the ability to give an extemporaneous presentation 	Demonstrates <ul style="list-style-type: none"> --an introduction that gains audience attention, relates the topic to the audience, states a clear thesis and previews speech content. --an organized topic, with clear main points, and with a variety of relevant supporting material. --the ability to cite research sources. --a conclusion that effectively reviews speech content and reinforces the central idea. --the ability to speak extemporaneously with frequent glances at notes. --a speaking voice that is neither too low nor too loud. 	Demonstrates <ul style="list-style-type: none"> --an introduction that states a clear thesis and previews speech content. --a topic with main points, and with a few supporting materials. --no citation of sources --a conclusion that provides a sense of finality to the presentation. --a speaking delivery by reading notes most of the time. --a speaking volume as neither too low nor too loud. --a speaking rate as neither too fast nor too slow. Pauses are too long or at inappropriate spots. --sporadic eye contact, poor posture, minimal gestures, 	Demonstrates <ul style="list-style-type: none"> --an inadequate introduction --main ideas that are unclear, undeveloped and difficult to understand --a conclusions that is undeveloped. --a speaking delivery by reading the entire speech. --a low speaking volume that makes it difficult to understand the message. --a speaking rate that makes it difficult to understand most of the message. --little or no eye contact, poor posture, little or no gestures and movements. --poor pronunciation and uses

	<p>with little use of notes.</p> <p>--the ability to vary voice, volume, rate, and pauses to add emphasis and interest.</p> <p>--appropriate use of eye contact, good posture, natural gestures, facial expressions, and movements to engage the audience's attention to the speech.</p> <p>--very clear pronunciation and enunciation; no disfluencies, such as "ahs", "uhms," or "you know."</p>	<p>--a speaking rate as neither too fast nor too slow. Pauses are not too long or at inappropriate spots.</p> <p>--adequate eye contact, good posture, natural gestures, facial expressions, and movements used to engage audience's attention to the speech.</p> <p>--very clear pronunciation and enunciation; exhibits few disfluencies, such as "ahs," "uhms," or "you know."</p>	<p>inappropriate facial expressions, and movements.</p> <p>--poor pronunciation and uses informal language; exhibits many disfluencies, such as "ahs," "uhms," or "you know."</p>	<p>informal language; exhibits many disfluencies, such as "ahs", "uhms," and "you know."</p>
<p>The student will express ideas in small group learning activities; assume the role of the speaker and listener and apply interpersonal skills in preparing and presenting information to the group members.</p>	<p>--Demonstrates the ability to actively contribute ideas, seek ideas from other group members, and integrate ideas and suggestions in making decisions/solving a problem/making a project.</p> <p>--Demonstrates attentiveness to others when they speak.</p> <p>--Demonstrates effective nonverbal communication skills, i.e. eye contact, voice, gesture, and facial expression.</p>	<p>--Demonstrates the ability to contribute ideas; frequently seeks ideas from other group members and integrate ideas and suggestions in making decisions/solving a problem/making a project.</p> <p>--Demonstrates attentiveness to others when they speak but occasionally is distracted by others.</p> <p>--Demonstrates appropriate nonverbal communication skills, i.e. eye contact, voice, gesture, and facial expression.</p>	<p>--Demonstrates little involvement in the group's task of making decisions/solving a problem/making a project.</p> <p>--Demonstrates occasional inattentiveness to others when they speak; distracts others' listening.</p> <p>--Demonstrates limited nonverbal communication skills, i.e., eye contact, voice, gesture, and facial expression.</p>	<p>--Demonstrates little or no active contribution to the group process.</p> <p>--Demonstrates consistent inattentiveness to others when they speak; distracts others' listening.</p> <p>--Demonstrates poor nonverbal communication skills – little or no eye contact, no gestures and no vocal expression.</p>

II. CRITICAL THINKING/ANALYTICAL SKILLS

Overarching Outcomes:

1. **The student will identify issues or problems.**
2. **The student will develop criteria and construct and evaluate solutions using evidence and logic to resolve issues or problems.**

Achievement Standards: At least 70% of the artifacts for the goal of Critical Thinking/Analytical Skills will achieve a rating of “Proficient.”
 At least 5% of the artifacts for the goal of Critical Thinking/Analytical Skills will achieve a rating of “Accomplished.”

Specific Outcomes	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will identify the issue or problem with its various components.	Demonstrates the ability to formulate a clear description of the issue or problem and specify its major components that are to be examined.	Demonstrates the ability to describe the issue or problem and sketch out its components.	Demonstrates the ability to list a variety of components related to the issue or problem.	Demonstrates the ability to recognize that there is an issue or problem to be solved.
The student will research, organize, and prioritize information.	Demonstrates the ability to select and prioritize information appropriate to solving the issue or problem.	Demonstrates the ability to examine, categorize, and organize research information.	Demonstrates the ability to gather research information.	Demonstrates the ability to list the areas to be researched.
The student will establish criteria and propose solutions.	Demonstrates the ability to construct several proposed solutions consistent with the criteria proposed.	Demonstrates the ability to prioritize the criteria and propose at least one potential solution consistent with the proposed criteria.	Demonstrates the ability to evaluate the criteria and propose a solution.	Demonstrates the ability to develop a criteria list.
The student will implement and evaluate solutions.	Demonstrates the ability to select and justify the final solution to the issue or problem.	Demonstrates the ability to analyze and evaluate assessment information.	Demonstrates the ability to gather assessment information about the implemented proposed solution(s).	Demonstrates the ability to implement at least one proposed solution.

III. CULTURAL/AESTHETIC RESPONSIVENESS

Overarching Outcomes:

1. The student will distinguish between one’s own cultural values and the value systems of others.
2. The student will analyze the contributions and influences of diverse cultures upon literature, the arts, science (natural and social/behavioral), and/or political and philosophical thought.

Achievement Standards: At least 70% of the artifacts for the goal of Cultural/Aesthetic Responsiveness will achieve a rating of “Proficient.”
 At least 5% of the artifacts for the goal of Cultural/Aesthetic Responsiveness will achieve a rating of “Accomplished.”

Specific Outcomes Revised	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will compare/contrast characteristics of one’s own culture with those of another culture(s). (R)	Demonstrates the ability to compare and contrast beliefs and behaviors from multiple cultures.	Demonstrates the ability to compare and contrast beliefs and behaviors between two cultures.	Demonstrates the ability to compare beliefs and behaviors of one’s own culture.	Demonstrates the ability to identify beliefs and behaviors in one’s own culture.
The student will appraise contributions made by various cultures to the arts and sciences.	Demonstrates the ability to evaluate the impact of the contributions and influences of a variety of cultures.	Demonstrates the ability to analyze the source of the contributions and influences of a variety of cultures.	Demonstrates the ability to explain the impact of specific contributions in the arts and sciences.	Demonstrates the ability to identify significant contributions made by various cultures in the arts and sciences.
The student will appraise the interrelationships of cultures and the importance of the global context.	Demonstrates the ability to evaluate the interrelationships of cultures and the importance of the global context.	Demonstrates the ability to analyze the interrelationships of cultures and the importance of the global context.	Demonstrates the ability to explain the interrelationships of cultures and the importance of the global context.	Demonstrates the ability to define globalization and cultural interrelationships.

IV. INFORMATION LITERACY

Overarching Outcome:

The student will utilize information obtained from external sources to evaluate and explain problems and situations, and provide evidence for claims.

This goal includes preparation in reading at the development level. See Section VIII for the overarching outcome, specific outcome, assessment methodology, and achievement standards.

Achievement Standards: At least 70% of the artifacts for the goal of Information Literacy will achieve a rating of “Proficient.”
 At least 5% of the artifacts for the goal of Information Literacy will achieve a rating of “Accomplished.”

Specific Outcomes	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will extract, record, and manage information and its sources.	Demonstrates the ability to select multiple credible sources and creates an effective system for organizing and tracking sources.	Demonstrates the ability to usually select credible sources and usually creates an effective system for organizing and tracking sources.	Demonstrates some ability to select credible sources but does not create a system for organizing or tracking sources.	Demonstrates little or no ability to select credible sources and does not organize or track sources.
The student will acknowledge the use of information sources in communicating the written product or oral presentation.	Demonstrates the ability to document sources correctly using a standard system, e.g., MLA, APA, etc.	Demonstrates the ability to document most sources correctly.	Demonstrates an attempt at documentation, but is often unclear as to where one’s own thoughts end and source material begins.	Demonstrates little or no ability to distinguish between one’s own thoughts and source material.

V. QUANTITATIVE REASONING

Overarching Outcome:

The student will propose solutions and solve problems by applying the appropriate numerical data.

This goal includes preparation in mathematics at the developmental level. See Section VIII for the overarching outcomes, specific outcomes, assessment methodology, and achievement standards.

Achievement Standards: At least 70% of the artifacts for the goal of Quantitative Reasoning will achieve a rating of “Proficient.”
At least 5% of the artifacts for the goal of Quantitative Reasoning will achieve a rating of “Accomplished.”

Specific Outcomes	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will identify appropriate mathematical formulas and principles that can be used to solve problems.	Demonstrates the ability to always identify and apply the best, most accurate mathematical formula for computation of a problem.	Demonstrates the ability to select and identify appropriate mathematical formulas to solve a problem.	Demonstrates the ability to identify the appropriate mathematical formulas and principles and generates correct answers.	Demonstrates the ability to identify the appropriate formula but is not able to calculate or solve the problem.
The student will utilize numerical data to solve problems.	Demonstrates the ability to select appropriate numerical data to solve problems and to apply it accurately.	Demonstrates the ability to usually select appropriate numerical data to solve problems.	Demonstrates the ability to often select the appropriate numerical data to solve problems.	Demonstrates little or no ability to select the appropriate numerical data to solve problems.
The student will construct and make inferences based on quantitative data expressed in charts and graphs.	Demonstrates the ability to perform advanced analysis and base solutions to problems on the correct solution inferred from the charted/graphed data.	Demonstrates the ability to infer the correct solution from the charted/graphed data and then to compare the charted/graphed data with empirical calculations.	Demonstrates the ability to infer that a solution to the problem can be formulated from analysis of the quantitative data found in the chart/graph.	Demonstrates very little analysis of charted/graphed data other than its origin.

VI. SCIENTIFIC INQUIRY

Overarching Outcome:

The student will apply the scientific method of inquiry to investigate the natural world.

Achievement Standards: At least 70% of the artifacts for the goal of Scientific Inquiry will achieve a rating of “Proficient.”
At least 5% of the artifacts for the goal of Scientific Inquiry will achieve a rating of “Accomplished.”

Specific Outcomes	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will identify a problem.	Demonstrates the ability to clearly and concisely state the problem in written or non-written form, including statements concerning potential solutions.	Demonstrates the ability to clearly and concisely state the problem without potential solutions.	Demonstrates the ability to state the problem, however, without clear critical analysis.	Demonstrates little or no awareness of the basic issues or facts of the problem.
The student will formulate a hypothesis.	Demonstrates the ability to critically analyze the problem and formulate a viable and testable hypothesis, to analyze the hypothesis for its strengths and weaknesses, and to formulate alternative hypotheses.	Demonstrates the ability to analyze the problem and to formulate a single hypothesis.	Demonstrates the ability to recognize and state possible causes and effects.	Demonstrates the ability to define a hypothesis and how it can be tested.
The student will design experiments to test the hypothesis.	Demonstrates the ability to design an experiment and methodology that provides a valid test of all aspects of the hypothesis.	Demonstrates the ability to design an experiment that tests all aspects of the hypothesis.	Demonstrates the ability to design an experiment that tests basic cause(s) and effect(s).	Demonstrates little or no knowledge of experimental techniques and procedures.
The student will collect data.	Demonstrates the ability to develop complete and accurate data sets.	Demonstrates the ability to apply appropriate data processing techniques.	Demonstrates the ability to collect and record data.	Demonstrates little or no knowledge of sampling procedures.
The student will analyze the data and draw conclusions based on the analysis.	Demonstrates the ability to develop well-stated conclusions based on a thorough analysis of	Demonstrates the ability to state the conclusion based on an analysis of the data drawn from	Demonstrates the ability to apply appropriate analytical techniques to a given data set.	Demonstrates little or no knowledge of analytical techniques appropriate to a

	the data from the experiment and to assess data for validity and reliability at all stages of the analysis.	the experiment.		variety of data sets.
The student will reassess and critique the process.	Demonstrates the ability to thoroughly critique and analyze the entire process, to state strengths and weaknesses, and to provide suggestions for improvement of the methodology.	Demonstrates the ability to critique most but not all aspects of the process.	Demonstrates the ability to identify aspects of the process which need to be critiqued.	Demonstrations the ability to recognize and define the process of scientific inquiry.

VII. TECHNOLOGY APPLICATION

Overarching Outcome:

The student will be knowledgeable and competent users of computer technology.

Achievement Standards: At least 70% of the artifacts for the goal of Technology Application will achieve a rating of “Proficient.”

At least 5% of the artifacts for the goal of Technology Application will achieve a rating of “Accomplished.”

Specific Outcomes Revised	Rubrics			
	Accomplished	Proficient	Emerging	Beginning
The student will use word processing applications to prepare a newsletter.	<ul style="list-style-type: none"> • All previous tasks at the proficient level • Special characters • Wrap around text • Drop cap • Inserting graphics 	<ul style="list-style-type: none"> • All previous tasks at the emerging level • Evidence of at least two examples of partial formatting of newsletter (word art in title, spacing, bullets) 	<ul style="list-style-type: none"> • All previous tasks at beginning level • Evidence of at least one example of applied effects in a text (fonts, bold, underline, italics) 	<ul style="list-style-type: none"> • Create a two column newsletter • Title using plain text • Plain text
The student will use graphic presentation applications to prepare a slideshow.	<ul style="list-style-type: none"> • All previous tasks at the proficient level • Inserting graphics • Inserting animation scheme 	<ul style="list-style-type: none"> • All previous tasks at the emerging level • Evidence of at least two examples of partial formatting for a slide show (examples: slide background, design template, bullets and fonts) 	<ul style="list-style-type: none"> • All previous tasks at beginning level • Evidence of at least one example of applied effects in a slide show text (fonts, bold, underline, italics) 	<ul style="list-style-type: none"> • Create a slide show presentation using graphics presentation format. • Plain text with no presentation effects
The student will use spreadsheet applications to prepare a spreadsheet.	<ul style="list-style-type: none"> • All previous tasks at the proficient level • Inclusion of correctly labeled chart or graph 	<ul style="list-style-type: none"> • All previous tasks at the emerging level • Evidence of at least two examples of spreadsheet enhancement (headers and/or footers, number styles, shading, fonts, and boxing) • Correct use of at least one formula (+, -, x, /) 	<ul style="list-style-type: none"> • All previous tasks at beginning level • Evidence of at least one example of applied effects to the spreadsheet (fonts, bold, underline, italics) • Appropriate column and row fit 	<ul style="list-style-type: none"> • Create a budget spreadsheet • Use of appropriate labeling of columns and rows
The student will use Internet applications to conduct research.	<ul style="list-style-type: none"> • All previous tasks at the proficient level • One additional Internet link to a learning strategy website with narrative 	<ul style="list-style-type: none"> • All previous tasks at the emerging level • One additional Internet link to a learning strategy website with narrative inserted in a 	<ul style="list-style-type: none"> • All previous tasks at the beginning level • Inserting narrative and Internet link within a table to a designated program 	<ul style="list-style-type: none"> • Create a worktable hyperlink to an Internet website • Create a document that describes the purpose of the

	inserted in a table	table		web-site
The student will use electronic mail applications to send an e-mail with an attachment.	<ul style="list-style-type: none"> • All previous tasks at the proficient level • Create and send one attachment 	<ul style="list-style-type: none"> • All previous tasks at the emerging level • Evidence of at least on example of applied effects to e-mail messages (bold, underline, italics, fonts, bullets) 	<ul style="list-style-type: none"> • All previous tasks at the beginning level • Compose and send e-mail 	<ul style="list-style-type: none"> • Setup an e-mail using TSTC Net-Mail

VIII. DEVELOPMENTAL PREPARATION

Overarching Outcome:

The student will develop the skills necessary to read, write, and compute at the college level.

Specific Outcomes	Assessment Methodology	Achievement Standards
<p><u>Developmental Reading</u></p> <ol style="list-style-type: none"> 1. The student will determine the meaning of unfamiliar words and phrases by using context clues and structural analysis. 2. The student will identify stated and implied main ideas and understand how supporting details relate to these central concepts. 3. The student will identify the writer’s purpose, point of view, and intended meaning. 4. The student will analyze the relationship among ideas in written materials. 5. The student will use critical reasoning skills to evaluate written materials. 6. The student will apply study skills such as interpreting graphic materials and summarizing/ outlining written materials. 	<p>Using a pre-test/post-test design, the student’s growth in the development of reading skills at the college level will be measured by a 24 question simulated THEA which is multiple choice in nature</p>	<p>70% of the students who complete the course will either pass the reading portion of the THEA or show an increase in their scores on the post-test of up to 35 points over the pre-test.</p> <p>10% of the student who complete the course will either pass the reading portion of the THEA or show an increase in the scores on the post-test of 35 to 50 points over the pre-test.</p>
<p><u>Developmental Writing</u></p> <ol style="list-style-type: none"> 1. The student will recognize the appropriate purpose, audience, or occasion for a piece of writing, and produce an essay which reflects appropriateness for various purposes, audiences or occasions. 2. The student will recognize unnecessary shifts in point of view or distracting details that impair the development of the main idea in a piece of writing, and produce an essay that reflects an understanding of development, unity, and focus. 3. The student will recognize effective organization in writing and produce an essay which reflects adequate organization, defined as the clarity of writing and the logical sequence of ideas. 4. The student will recognize effective sentence structure in writing, and produce an essay which reflects adequate sentence structure, defined as the effectiveness of sentence structure and the extent to which the writing is free of errors in sentence 	<p>Using a pre-test/post-test design, the student’s growth in the development of writing skills at the college level will be measured by a 20 question simulated THEA which is multiple choice in nature</p>	<p>70% of the students who complete the course will either pass the writing portion of the THEA or show an increase in their scores on the post-test of up to 35 points over the pre-test.</p> <p>10% of the student who complete the course will either pass the writing portion of the THEA or show an increase in the scores on the post-test of 35 to 50 points over the pre-test.</p>

<p>structure.</p> <p>5. The student will recognize the standard use of American English, and produce an essay which reflects adequate usage, defined as the extent to which the writing is free of syntactic and mechanical errors.</p>		
<p><u>Developmental Math</u></p> <p>1. The student will solve problems involving geometric figures.</p> <p>2. The student will perform operations related to real numbers and algebraic expressions.</p> <p>3. The student will solve equations and inequalities.</p> <p>4. The student will graph linear equations and solve application problems.</p> <p>5. The student will perform operations involving polynomials.</p> <p>6. The student will solve problems involving graphs, slope, and applications.</p>	<p>Using a post-test design, the student's growth in the development of mathematical skills at the college level will be measured by a 20 question test</p>	<p>50% of the students will score 70% or better on the post-test.</p> <p>70% of the students attempting College Algebra will pass the course within one year of completing remediation</p>