



## SPC General Education Assessment Specifications

Estimated Time = 60 Minutes

Total Items = 50

Specification Level	Lower Level (Knowledge/ Comp.)	Upper Level (Analysis/ Application)	Total Items	Exam %
<b>I. Critical Thinking:</b> Analyze, synthesize, reflect upon, and apply information to solve problems, and make decisions logically, ethically, and creatively [Jane Till]		<b>6</b>	<b>6 per form</b>	<b>12%</b>
			<b>26 total</b>	
A. The student will demonstrate an understanding and ability for logical problem solving.		<b>2</b>	<b>2</b>	
1. The student will identify the proper steps when critically analyzing problems and making decisions.		<b>1</b>		
2. The student will be able to come to logical decisions when analyzing case studies.		<b>1</b>		
B. The student will be able to comprehend and analyze deductive and inductive forms of arguments.		<b>2</b>	<b>2</b>	
1. The student will be able distinguish between deductive and inductive logic.		<b>1</b>		
2. The student will demonstrate the ability to complete deductive and inductive arguments.		<b>1</b>		
C. The student will be able to distinguish between logical arguments and fallacious arguments.		<b>2</b>	<b>2</b>	
1. The student will demonstrate the ability to distinguish between logic and fallacious reasoning.		<b>1</b>		
2. The student will be able to correct fallacious reasoning to make it logical.		<b>1</b>		

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<b>II. Communication:</b> Listen, speak, read, and write effectively [Martha Campbell]	<b>7</b>	<b>4</b>	<b>11 per form</b>	<b>22%</b>
<b>56 total</b>				
A. The student will be able to comprehend college-level readings effectively.	<b>3</b>	<b>2</b>	<b>5</b>	
1. The student will be able to identify the main idea and the organizational pattern of a given passage.	3			
2. The student will be able to determine the author's purpose, bias, and tone; recognize the relationships between and within sentences; and draw inferences.		2		
B. The student will be able to identify correct patterns of sentence structure, agreement, and diction.	<b>3</b>	<b>1</b>	<b>4</b>	
1. The student will be able to identify common sentence errors and correctly coordinate and subordinate clauses.		1		
2. The student will be able to use Standard American English to identify agreement errors (pronoun and subject-verb).	1			
3. The student will be able to recognize grammatically parallel expressions.	1			
4. The student will be able to identify words that correctly convey the denotative or connotative meaning required by context.	1			
C. The student will be able to listen to and interpret college-level spoken material effectively.	<b>1</b>	<b>1</b>	<b>2</b>	
1. The student will be able to recognize the main idea and recall basic ideas, details, or arguments of a spoken passage.	1			

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2. The student will be able to discriminate between statements of fact and statements opinion, distinguish between emotional and logical arguments, and draw inferences.		1		
<b>III. Scientific and Quantitative Reasoning: Understand and apply mathematical and scientific principles and methods [John Vaughan /Sharon Griggs]</b>	<b>5</b>	<b>6</b>	<b>11 per form</b>	<b>22%</b>
<b>A. The student will be able to demonstrate scientific literacy at a college level. [John Vaughan]</b>	<b>3</b>		<b>3</b>	
1. The student will be able to identify common biological terminology and principles.	1			
2. The student will be able to identify common physical science terminology and principles.	1			
3. The student will be able to identify common environmental science terminology and principles.	1			
<b>B. The student will be able to apply scientific principles. [John Vaughan]</b>		<b>2</b>	<b>2</b>	
1. The student will be able to apply biological principles.		1		
2. The student will be able to apply physical principles.		1		
<b>C. The student will be able to use mathematical skills to solve real world problems. [Sharon Griggs]</b>		<b>2</b>	<b>2</b>	
1. The student will be able to integrate information in order to solve a problem.		1		
2. The student will be able to separate relevant from irrelevant information.		1		

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D. The student will be able to interpret numerical relationships in graphs. [Sharon Griggs]	1	1	2	
1. The student will be able to identify information contained in bar, line and circle graphs.	1			
2. The students will be able to determine (or recognize properties and interrelationships among) the mean, median and mode.		1		
E. The student will be able to understand statistical data. [Sharon Griggs]	1	1	2	
1. The student will be able to understand the limitations of correlational data.	1			
2. The student will be able to infer relations and make accurate predictions from studying statistical data (or draw logical conclusions from data )		1		
<b>IV. Information and Technology Fluency:</b> Find, evaluate, organize, and use information using a variety of current technologies and other resources [Sharon Setterlind]	<b>5</b>	<b>6</b>	<b>11 per form</b> <b>56 total</b>	<b>22%</b>
A. The student demonstrates proficiency in the use of basic computer operations and software functions suitable for coursework and professional purposes.		2	2	
1. The student will be able to understand basic commands of operating system software, appropriate file management techniques and desktop operating skills.		1		
2. The student will be able to employ word processing and spreadsheet software utilities to perform basic formatting functions of those utilities.		1		

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B. The student will critically evaluate the scope and depth of information resources available while incorporating those resources into his or her knowledge base and value system.	3	2	5	
1. The student will be able to select the most appropriate research methods for information access and retrieval.	1			
2. The student will be able to synthesize and re-state the main ideas collected from their research.	2	1		
3. The student will be able to identify and apply initial criteria for evaluating both the information and its sources.		1		
C. The student demonstrates awareness of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.	2	2	4	
1. The student will be able to understand the laws, regulations, institutional policies and protocol related to the access and use of information resources.	1	1		
2. The student will be able to properly cite the information sources in creating a document or presentation.	1	1		
<b>V. Global Socio-Cultural Responsibility:</b> Participate actively as informed and ethically responsible citizens in social, cultural, global, and environmental matters [Various]	<b>6</b>	<b>5</b>	<b>11 per form</b>  <b>56 total</b>	<b>22%</b>
A. To be prepared for effective citizenship, students will demonstrate understanding of the American Society and its ideals. [Joseph Smiley]	1	2	3	
1. The student will be able to explain the structure and function of American government.	1			

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2. The student will be able to discuss the political and economic history of the United States.		2		
<b>B. The student will demonstrate a greater appreciation of the arts through understanding. [Jonathan Steele]</b>	<b>2</b>	<b>1</b>	<b>3</b>	
1. The student will be able to distinguish the broad differences within artistic style periods.	1			
2. The student will be able to illustrate the interconnections of arts to the liberal arts and sciences.	1	1		
<b>C. The student will demonstrate the ability to recognize, analyze, and solve a wide range of problems ethically. [Jane Till]</b>	<b>1</b>	<b>2</b>	<b>3</b>	
1. The student will be able to distinguish ethical arguments from non-moral arguments.		1		
2. The student will demonstrate the ability to apply ethical principles to problem solving.	1			
3. The student will be able to analyze problems for ethical concerns.		1		
<b>D. To be prepared for effective citizenship, students will demonstrate cross-cultural viewpoints and knowledge of the global community. [Various]</b>	<b>2</b>		<b>2</b>	
1. The student will be able to identify environmental concerns of a domestic and international nature.	1			
2. The student will be able to identify characteristics of cultures in other nations.	1			
<b>Totals</b> <i>1 min 12 sec per item</i>	<b>23 (46%)</b>	<b>27 (54%)</b>	<b>50</b>	<b>100%</b>