



**WESTERN**  
NEW MEXICO UNIVERSITY

GENERAL EDUCATION CURRICULUM &  
ASSESSMENT MANUAL

ACADEMIC AFFAIRS  
WESTERN NEW MEXICO UNIVERSITY  
(WNMU)

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## LIST OF ACRONYMS

|              |                                                  |
|--------------|--------------------------------------------------|
| <b>AAS</b>   | Associate of Applied Science [degree]            |
| <b>ALAS</b>  | Applied Liberal Arts and Sciences                |
| <b>AY</b>    | academic year                                    |
| <b>GEC</b>   | General Education Committee                      |
| <b>HLC</b>   | Higher Learning Commission                       |
| <b>HSI</b>   | Hispanic-serving Institution                     |
| <b>NMCAC</b> | New Mexico Curriculum and Articulation Committee |
| <b>NMES</b>  | New Mexico Essential Skill[s]                    |
| <b>NMHED</b> | New Mexico Higher Education Department           |
| <b>SLO</b>   | student learning outcome                         |
| <b>WNMU</b>  | Western New Mexico University                    |

## **INTRODUCTION TO THE MANUAL**

This manual provides a brief overview of the character of WNMU, the university's general education curriculum, and the systematic plan to assess general education at WNMU as required by the New Mexico Higher Education Department (NMHED) and the Higher Learning Commission (HLC).

### **Acknowledgements**

Materials in this manual have been adopted from the New Mexico Higher Education Department, as well the University of New Mexico Office of Assessment & Program Review, and adapted from the Association of American Colleges and Universities, Southeast New Mexico College, and Clovis Community College (New Mexico) resources.

# **PART I: WNMU GENERAL EDUCATION CURRICULUM & ASSESSMENT CONTEXT**

## **Introduction**

WNMU's mission, vision, core values, and strategic plan collectively define the context and ultimate purpose of general education essential skills development and assessment. In essence, WNMU is a liberal arts and sciences university dedicated to preparing and empowering learners, guided by core values, with essential skills and knowledge for success as students and beyond.

## **University Mission**

An open-access Hispanic-Serving Institution (HSI) and New Mexico's Applied Liberal Arts and Sciences University, Western New Mexico University combines a foundation of liberal arts education with quality professional programs and career and technical preparation in a diverse, inclusive, creative, and caring community of learners empowered with the essential skills and knowledge for lifelong success in work and life.

Al ser una Institución al Servicio de Hispanos (HSI) y de inscripción abierta, así como la Universidad de Artes Liberales y Ciencias Aplicadas de Nuevo México, Western New Mexico University combina una base de educación en artes liberales con programas profesionales de calidad y preparación técnica en una comunidad diversa, inclusiva, creativa y solidaria de estudiantes capacitados con habilidades y conocimientos esenciales para el éxito permanente en la vida y el trabajo.

## **University Vision**

Western New Mexico University is a premier and innovative Applied Liberal Arts and Sciences University in combination with internationally recognized professional programs and career and technical preparation. Its students achieve career goals, become conscientious citizens, practice social and environmental responsibility, and impact their communities and their futures as independent thinkers who know themselves within the changing context of a global, digital world. Embracing its identity as a Hispanic Serving Institution, WNMU is the central contributor in its region for public service, economic development, and cultural enrichment.

Western New Mexico University es una Universidad de Artes Liberales y Ciencias Aplicadas líder e innovadora que combina programas profesionales reconocidos internacionalmente y la preparación profesional técnica. Sus estudiantes alcanzan metas profesionales, formándolos en ciudadanos comprometidos, que practican la responsabilidad social y ambiental, que tienen impacto en sus comunidades y en su

futuro como pensadores críticos independientes que se conocen a sí mismos dentro del contexto cambiante de un mundo global y digital. Adoptando su identidad como una institución al servicio a hispanos, WNMU es la contribuyente central en su región para el servicio público, el desarrollo económico y el enriquecimiento cultural.

## **Core Values**

- 1. Innovation/Creativity:** In every obstacle we see opportunities to provide practical solutions to problems, addressing and redefining them to match our institutional strengths. We embrace continuous improvement, encourage invention, and continually seek better, more efficient ways to achieve our goals. We reward creativity and support actions toward positive changes for society.
- 2. Integrity:** We operate ethically, and hold ourselves accountable to our students, the community, and all who serve WNMU's mission. We uphold standards of honesty, confidentiality, trust, respect, and transparency. We recognize that we are individually accountable and collectively responsible for living and encouraging the highest of ethical standards.
- 3. Intellectual Curiosity:** We seek the advancement of knowledge, critical thinking, inquiry, and discovery through our teaching, service, and research. We continuously learn from our achievements and our challenges. We encourage our students and colleagues to challenge each other in the support of academic freedom: inquiry, pursuit of ideas, and creative activity.
- 4. Personal Responsibility:** We recognize our responsibilities to the students, to each other, and to the community. Individually and collectively, we strive to exceed our students' and our colleagues' expectations in achieving teaching and service excellence and creating a welcoming positive learning environment.
- 5. Service to University and Community:** We are good neighbors and a positive force for change. We foster communities of caring, respect, and civility. We engage with our communities, serve society, and build capacity for relating to one another.
- 6. Student Success:** We provide our students with the tools essential to build their futures and succeed in life as productive, educated citizens who can think critically about, adapt to, and change the world around them.

## **2023-2028 Strategic Plan**

Below are the goal, objective, and strategies that speak specifically to General Education Assessment at WNMU.

**Goal 1:** Promote academic quality & program relevance.

Provide an inclusive, equitable curriculum and environment with the academic and financial support that enables all students to learn, thrive, persist, graduate, and succeed after graduation.

Objective G.1.B: Assess the Applied Liberal Arts and Sciences (ALAS) program, build upon recent successes, and plan for the next stage of development.

Strategies:

- Revisit the current ALAS assessment plan and revise as needed.
- Assess the effectiveness of the current ALAS courses in meeting the needs of students.
- Clarify the role of the current ALAS program to faculty, staff, and students.
- Determine new strategies to sustain and build upon WNMU's ALAS identity.

## PART II. GENERAL EDUCATION CURRICULUM

### Purpose and Definition of General Education

General education is a designated set of courses designed to equip all New Mexico students who complete an undergraduate degree with adequate literacy, general knowledge, and essential skills to function productively in employment, pursue advanced education, and to participate in the cultural and political life of the community. Certificate programs include a combination of general education knowledge and practical learning experiences within particular disciplines.<sup>1</sup>

### General Education in New Mexico

In 2019, the New Mexico Higher Education Department (NMHED) adopted significant changes to its required general education curriculum, including the *applied* associate's degrees (A.A.S.) as well as associate's and bachelor's degrees. The A.A.S. degree consists of **15 (required) credit hours** of general education coursework, and the associate's and bachelor's degrees consist of **31 (required) credit hours**. Additionally, general education is currently divided into six content areas (course distribution requirement): 1) Communications, 2) Mathematics, 3) Science, 4) Social & Behavioral Science, 5) Humanities, and 6) Creative & Fine Arts.

Table 1. **General Education Credit Hour Requirements by Degree Type**

| For Associate and Bachelor degrees 31 credit hours (excluding Associate of Applied Science Degrees) | For Associate of Applied Science Degrees 15 credit hours                                                     |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Fixed 22.</b><br><b>At least 22 credit hours of courses in the following six content areas:</b>  | <b>Fixed 12.</b><br><b>At least 12 credit hours of courses from four of the following six content areas:</b> |
| communications (6 credits)                                                                          | communications                                                                                               |
| mathematics (3 credits)                                                                             | mathematics                                                                                                  |
| science (4 credits)                                                                                 | science                                                                                                      |
| social and behavioral science (3 credits)                                                           | social and behavioral science                                                                                |
| humanities (3 credits)                                                                              | humanities                                                                                                   |
| creative and fine arts (3 credits)                                                                  | creative and fine arts                                                                                       |
| <b>Flexible nine</b>                                                                                | <b>Flexible three</b>                                                                                        |
| the content areas listed above                                                                      | the content areas listed above                                                                               |
| other content areas that the institution deems appropriate                                          | other content areas that the institution deems appropriate                                                   |

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<sup>1</sup> This language is adapted from the New Mexico Higher Education Department's section on "General Education Models." Accessible from: [https://hed.nm.gov/resources-for-schools/public\\_schools/general-education](https://hed.nm.gov/resources-for-schools/public_schools/general-education)

For the “Flexible nine” and “Flexible 3” courses (Table 1), WNMU requires Applied Liberal Arts and Sciences (ALAS) designated courses.<sup>2</sup> These “distinctive identity” credit hours of the Applied Liberal Arts and Sciences (ALAS) serve as the foundation courses for General Education and will be used, at least initially, for the primary General Education Program Assessment described in Part III.

## **WNMU General Education Courses**

For the most updated General Education curriculum, see the university catalog or this link on WNMU’s General Education website:

<https://academic.wnmu.edu/homepage/general-education/#general-education-curriculum>

## **New Mexico’s Five Essential Skills (NMES)**

Along with general education course distribution (i.e., content area) changes in 2019, the New Mexico Higher Education Department (NMHED) also identified essential skills that are to be shared across all disciplines (i.e., transferable skills). The defining characteristic of a New Mexico general education course is its focus on essential skills, which are as follows: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. More importantly, the essential skills should, according to NMHED, prepare students for not only subsequent college courses, but also for situations within the workplace, personal and social spheres, and civic life. Essentially, the skills constitute the core practices of general education in New Mexico.

Three essential skills are associated with each of the six identified content areas (see Table 3) as well as the WNMU ALAS courses. In addition, each essential skill is comprised of component skills (see Tables 4-8). Faculty teaching within any of the six content areas should instill the three related essential skills in their students while also addressing content and skills associated with the particular course/discipline.

The New Mexico Higher Education Department, in coordination with a cross-institutional New Mexico Curriculum and Articulation Committee (NMCAC), defines essential skills and related component skills, determines whether a course meets state of New Mexico general education criteria, and requires assessment of general education programs

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<sup>2</sup> The NMHED allows each state institution of higher education the flexibility, subject to state approval, to designate additional courses as required “general education” courses. WNMU’s “flexible nine” courses take the form of ALAS. As a condition of graduation, all WNMU students pursuing an associate’s degree or a bachelor’s degree must complete 9 credit hours (3 courses) of ALAS, and all students pursuing an A.A.S. degree must successfully complete 3 credit hours (1 course).

(see Part II). The WNMU general education courses listed in the current WNMU course catalog have been approved by the state of New Mexico.

### **Required NMES Skills Based on General Education Area**

The essential skills are integrated into the six content areas. The NMES-content areas alignment is as follows:

Table 3. **Contents Areas and Associated Essential Skills**

| <b>Content Area</b>                   | <b>Essential Skills Associated with Area</b>                                            |
|---------------------------------------|-----------------------------------------------------------------------------------------|
| Area I: Communication                 | Communication<br>Critical thinking<br>Information & digital literacy                    |
| Area II: Mathematics                  | Communication<br>Critical thinking<br>Quantitative reasoning                            |
| Area III: Laboratory Science          | Critical thinking<br>Personal & social responsibility<br>Quantitative reasoning         |
| Area IV: Social & Behavioral Sciences | Communication<br>Critical thinking<br>Personal & social responsibility                  |
| Area V: Humanities                    | Critical thinking<br>Information & digital literacy<br>Personal & social responsibility |
| Area VI: Creative & Fine Arts         | Communication<br>Critical thinking<br>Personal & social responsibility                  |

## WNMU's NMES Student Learning Outcomes

Based on the New Mexico Essential Skills, the WNMU General Education Committee created the following Student Learning Outcomes (SLOs) encapsulating all aspects (i.e., “component skills”) of the respective essential skills.

1. Communication SLO: By the end of their general education program, students should exhibit theoretical understanding of the concepts of audience, purpose, context, and genre and be able to apply this knowledge in responding to a diverse range of audiences, purposes, and contexts with appropriate texts and performances in various media.
2. Critical thinking SLO: By the end of their general education program, students should utilize the four steps of critical thinking—problem identification, evidence acquisition, evidence analysis, and drawing evidence-based conclusions—and apply them across disciplines.
3. Information & digital literacy SLO: By the end of their general education program, students should critically consider information formats and digital environments/platforms, recognize the authority and value of information, and engage in research as inquiry.
4. Quantitative reasoning SLO: By the end of their general education program, students should represent and communicate quantitative information, analyze and formulate their own quantitative arguments, and solve quantitative contextual word problems.
5. Personal & social responsibility SLO: By the end of their general education program, students should collaborate and engage in civic discourse with others and critically reflect on global, social, political, ethical, and cultural issues.

## Essential Skills & Component Skills

Each of the NMES is comprised of a number of component skills. Each NMES requires that the component skills be taught and measured in the courses associated with a content area. These component skills and coverage requirements are as follows:

Table 4. **Communication Component Skills and Definitions**<sup>3</sup>

Note: All components should be addressed.

| Component Skill                                          | Definition                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Genre and medium awareness, application, and versatility | Identify and communicate in various genres and mediums (oral written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).                                                                                                                                                                               |
| Strategies for understanding and evaluating messages     | Apply strategies such as reading for main points, seeking key arguments, counterarguments, rebuttals, locating supporting documentation for arguments, reading with a specific stakeholder lens, applying a theoretical lens (e.g., cultural, political, or economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context). |
| Evaluation and production of arguments                   | Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their sources that are used and cited appropriately, in accordance with a recognized style guide (e.g., APA or MLA).                                                  |

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<sup>3</sup> Applicable content areas and ALAS courses: Communication, Mathematics, Creative & Fine Arts, ALAS 1820 – Social & Behavioral Sciences, and ALAS 1835 – Creative & Final Arts.

Table 5. **Quantitative Reasoning Component Skills and Definitions**<sup>4</sup>

Note: All components should be addressed.

| Component Skill                                          | Definition                                                                                   |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Communication/representation of quantitative information | Express quantitative information symbolically, graphically, and in written or oral language. |
| Analysis of quantitative arguments                       | Interpret, analyze, and critique information or a line of reasoning presented by others.     |
| Application of quantitative models                       | Apply appropriate quantitative models to real-world or other contextual problems.            |

Table 6. **Personal & Social Responsibility Component Skills and Definitions**<sup>5</sup>

Note: Two of the five components should be addressed.

| Component Skill                                                     | Definition                                                                                                                                                                                                  |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intercultural reasoning and intercultural competence                | Identify personal and social justice issues, working with different perspectives; identify ethnocentrism, and compare and contrast solutions across social and cultural relationships.                      |
| Sustainability and the natural and human worlds                     | Discern the relationships among environmental, socio-cultural, political, and economic systems; identify local or global issues.                                                                            |
| Ethical reasoning                                                   | Employ ethical theories to analyze the relationship between ethics, ethical systems, and moral norms; consider a range of ethical perspectives and ethical solutions.                                       |
| Collaboration skills, teamwork, and value systems                   | Share ethical obligations and intercultural sensitivity; enforce personal and mutual accountability, teamwork, and collaboration.                                                                           |
| Civic discourse, civic knowledge, and engagement – local and global | Consider diverse positions on issues, value, or practices; engage in respectful civic dialogue from differing perspectives in light of different organizational, cultural, economic, and political factors. |

<sup>4</sup> Applicable content areas and ALAS courses: Mathematics, Laboratory Science, ALAS 1825 – Career Exploration & Financial Independence, and ALAS 1830 – STEM.

<sup>5</sup> Applicable content areas and ALAS courses: Laboratory Science, Social & Behavioral Sciences, Humanities, Creative and Fine Arts, ALAS 1810 – Humanities, ALAS 1820 – Social & Behavioral Sciences, ALAS 1825 – Career Exploration & Financial Independence, and ALAS 1835 – Creative & Fine Arts, and ALAS – Ethnic Studies.

**Table 7. Information & Digital Literacy Component Skills and Definitions<sup>6</sup>**

Note: Three of the four should be addressed.

| <b>Component Skill</b>             | <b>Definition</b>                                                                                                                                                |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Authority and value of information | Recognize the interdependent nature of the authority and value of information, and use this knowledge ethically when selecting, using, and creating information. |
| Digital literacy                   | Understand, communicate, compute, create, and design in digital environments.                                                                                    |
| Information structures             | Select, use, produce, organize, and share information, employing appropriate information formats, collections, systems, and applications.                        |
| Research as inquiry                | Engage in an iterative process of inquiry that defines a problem or poses a question and, through research, generates a reasonable solution or answer.           |

**Table 8. Critical Thinking Component Skills and Definitions**

Content areas: All areas and ALAS courses

| <b>Component Skill</b> | <b>Definition</b>                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem identification | Define a problem or identify a question.                                                                                                              |
| Evidence acquisition   | Identify and gather the information/data necessary to address the problem or question.                                                                |
| Evidence evaluation    | Evaluate evidence/data for credibility (e.g., bias, reliability, and validity) and relevance to the problem as defined.                               |
| Reasoning/conclusion   | Develop conclusions, solutions, and outcomes informed by assessment of the evidence/data (i.e., develop problem solutions or answer the question[s]). |

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<sup>6</sup> Applicable content areas and ALAS courses: Communication, Humanities, ALAS 1810 – Humanities, and ALAS – Ethnic Studies.

## PART III: GENERAL EDUCATION ASSESSMENT AT WNMU

### Assessment Background and Rationale

WNMU, like all other New Mexico universities, is responsible for the development and assessment of the NMES, per the New Mexico Higher Education Department (NMHED). Additionally, the Higher Learning Commission (HLC) requires robust continuous assessment of general education curricula as a condition of maintaining accreditation.

In AY 2023-2024, the College of Arts and Sciences convened a General Education Committee (GEC), consisting of department chairs/associate deans to represent WNMU's General Education Program disciplines (see Table 9).

Table 9. **General Education Committee**

Chair:

|                                          |
|------------------------------------------|
| Dean of the College of Arts and Sciences |
|------------------------------------------|

Members:

|                                                       |
|-------------------------------------------------------|
| Behavioral Sciences Department Chair                  |
| Expressive Arts Department Chair                      |
| Humanities Department Chair                           |
| Math and Computer Science Department Chair            |
| Natural Sciences Department Chair                     |
| School of Business Associate Dean                     |
| Social Sciences and Cultural Studies Department Chair |

The committee reviewed the 2019 General Education Assessment Plan and compared it to several other options available based on research by peer and state institutions of higher learning. Since all students are required to take Applied Liberal Arts and Sciences courses ("Flexible 9" or "Flexible 3") as part of their general education curriculum, the GEC adopted the ALAS program for formal General Education Program assessment. Although students do not take ALAS courses in sequence or at designated times in their academic program, we can capture a cross-section of student learning by assessing ALAS courses. Over time, these cross-sections will provide some insights into trends at the aggregate level.

WNMU is committed to student success, a core value of the institution. In accordance with the Mission of the university, students should graduate having developed essential skills and knowledge for lifelong success". These essential tools, per the university's statement of core values, are foundational to life as productive "citizens who can think critically about, adapt to, and change the world around them." In order to honor the central commitments of the university, we must verify that students are graduating with

proficient essential skills core to productive citizenship as also mandated by the NMHED and HLC.

Moreover, the current WNMU Strategic Plan calls for continuous evaluation of the ALAS program, including clear articulation of the purpose of ALAS, possibilities for further development, and assessment of the program's effectiveness. A strong general education assessment program is, therefore, a necessary step toward demonstrating that WNMU is fulfilling an important role in New Mexico and beyond. Excellence in education can only be accomplished by diligent development and vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning, and overall institutional effectiveness.

## General Education and ALAS

ALAS is an integrated core of courses that encompasses the physical, social, cultural, and philosophical history of our human journey embedded with the "applied" development of essential skills. Students should know the past, comprehend the present, and confront the future equipped with the intellectual skills to become free-thinking individuals.

From its inception, ALAS was built on the following goals:

1. Create a **liberal arts foundation** for all students by asking students to critically reflect on the following ALAS Big Questions:
  - What is Truth?
  - What is Justice?
  - What does it mean to be human?
  - What is the Good Life? (or, How should I live?)Philosophers have asked these questions for ages and while abstract in nature, they have concrete applications with essential relevance to academic disciplines and to our time.
2. Provide a **foundation for general education** core competencies of communication, critical thinking, information literacy, quantitative literacy, and social/personal responsibility.

The ALAS program within the General Education Curriculum connects broader thinking to discipline content and requires students to be participants in an intellectual ecosystem of the human condition. They use basic intellectual skills to apply discipline-based knowledge in answering fundamental questions about themselves and the world.

These fundamental liberal arts and sciences Big Questions and the NMES provide the common connective tissue across the 22-credit hours of courses in the traditional subjects of communications, mathematics, science, social and behavioral sciences, humanities, and fine arts (see Figure 1). Students will be required to apply the content of area courses to these questions. For the 22-credit hour requirement each

appropriate department should draft the list of courses for the discipline area and determine ways to connect content with the foundational questions and skills. Put differently, NMES are what bind General Education into a coherent whole; NMES should be, therefore, emphasized across all General Education courses at WNMU even though the focus for assessment is on ALAS for now.

The additional “flexible nine” or “flexible three” hours make up a more focused liberal arts and sciences core consisting of a variety of courses credit in humanities, social and behavioral sciences, business, expressive arts, ethnic studies, and science and technology/STEM. At least two or more interdisciplinary areas are represented in each core course, in addition to three essential skills that must be developed and assessed.

## **Assessment of NMES and the ALAS Big Questions**

The NMES do not in any way replace the ALAS Big Questions. The Big Questions make our ALAS courses distinctive. Questions are the roots of human learning and advancement. Indeed, development of essential skills and the Big Questions should be mutually constitutive.

As suggested above, the ALAS Big Questions strike at the search for the meaning of knowledge, and they are an indispensable part of the ALAS program within General Education at WNMU. One can imagine, for instance, that addressing “what is truth?” necessitates the application of critical thinking. Furthermore, the pursuit to identify and define justice appropriately requires the application of ethical reasoning and intercultural competence (i.e., component skills of social and personal responsibility). Thus, the essential skills and the Big Questions go hand-in-hand.

## Assessment of Essential Skills and Component Skills by ALAS Course

All General Education courses, in order to receive formal NMHED designation, must emphasize the development and assessment of three NMES, respectively. ALAS courses are no exception. For the NMES associated with each ALAS course, please see Table 10.

Table 10. **New Mexico Essential Skill Development and Assessment by ALAS Course**

| <b>ALAS Course</b>    | <b>Communication</b> | <b>Information &amp; digital literacy*</b> | <b>Critical thinking</b> | <b>Quantitative reasoning</b> | <b>Social &amp; Personal Responsibility**</b> |
|-----------------------|----------------------|--------------------------------------------|--------------------------|-------------------------------|-----------------------------------------------|
| <b>1810</b>           | <b>X</b>             |                                            | <b>X</b>                 |                               | <b>X</b>                                      |
| <b>1820</b>           |                      | <b>X</b>                                   | <b>X</b>                 |                               | <b>X</b>                                      |
| <b>1825</b>           |                      |                                            | <b>X</b>                 | <b>X</b>                      | <b>X</b>                                      |
| <b>1830</b>           |                      |                                            | <b>X</b>                 | <b>X</b>                      | <b>X</b>                                      |
| <b>1835</b>           | <b>X</b>             |                                            | <b>X</b>                 |                               | <b>X</b>                                      |
| <b>Ethnic Studies</b> |                      | <b>X</b>                                   | <b>X</b>                 |                               | <b>X</b>                                      |

\*Three of four component skills should be addressed. Please identify skills to be assessed. See Table 6 for component skills.

\*\*Two of five component skills should be addressed. Please identify skills to be assessed. See Table 7 for component skills.

For the NMES Communication, Critical Thinking, and Quantitative Reasoning skills, all component skills must be assessed. For Personal and Social Responsibility as well as Information and Digital Literacy, please review Tables 11 and 12 for the component skills by ALAS course.

Table 11. **Personal & Social Responsibility Component Skills by ALAS Course (2/Course)**

| <b>Component<br/>ALAS<br/>Course</b> | <b>Intercultural<br/>Reasoning<br/>and<br/>Intercultural<br/>Competence</b> | <b>Sustainability and the<br/>Natural and<br/>Human<br/>Worlds</b> | <b>Ethical<br/>Reasoning</b> | <b>Collaboration Skills,<br/>Teamwork,<br/>and Value<br/>Systems</b> | <b>Civic<br/>Discourse,<br/>Civic<br/>Knowledge,<br/>and<br/>Engagement</b> |
|--------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1810                                 | <b>X</b>                                                                    |                                                                    | <b>X</b>                     |                                                                      |                                                                             |
| 1820                                 |                                                                             |                                                                    |                              | <b>X</b>                                                             | <b>X</b>                                                                    |
| 1825                                 |                                                                             |                                                                    | <b>X</b>                     | <b>X</b>                                                             |                                                                             |
| 1830                                 |                                                                             | <b>X</b>                                                           | <b>X</b>                     |                                                                      |                                                                             |
| 1835                                 | <b>X</b>                                                                    |                                                                    |                              | <b>X</b>                                                             |                                                                             |
| Ethnic<br>Studies                    | <b>X</b>                                                                    |                                                                    |                              |                                                                      | <b>X</b>                                                                    |

Table 12. **Information & Digital Literacy Component Skills by Relevant ALAS Course (3/Course)**

| <b>Component<br/>ALAS<br/>Course</b> | <b>Authority<br/>and Value<br/>of<br/>Information</b> | <b>Digital<br/>Literacy</b> | <b>Information<br/>Structures</b> | <b>Research and<br/>Inquiry</b> |
|--------------------------------------|-------------------------------------------------------|-----------------------------|-----------------------------------|---------------------------------|
| 1820                                 | <b>X</b>                                              | <b>X</b>                    |                                   | <b>X</b>                        |
| Ethnic<br>Studies                    | <b>X</b>                                              | <b>X</b>                    |                                   | <b>X</b>                        |

## Assessment Overview

Assessment is “the systematic collection and analysis of information to improve student learning” (Stassen, 2001, p. 5, as cited in Fisher & Brandy, 2019). An intentional and thorough assessment of student learning provides valuable feedback to instructors about the degree to which students are successfully meeting essential learning outcomes (Fisher & Brandy, 2019). Excellence in education can only be accomplished by vigorous and rigorous assessment of student academic achievement as a basis for improving learning, teaching, strategic planning, and institutional effectiveness. Assessment of essentials skills is *not* the same as evaluating an assignment for a course grade. The purposes differ, although there can be overlap across the two types of evaluation.

Grading is a way for educators to evaluate each individual student’s performance and learning. It is inclusive of considerations such as attendance, participation, and effort – none of which are not direct measures of learning [outcomes]. Grading can include letter grades, percentages and even a simple pass/fail.

Student learning assessment is not necessarily part of the student’s grade in the course. The goal of assessment is to evaluate specific skill development with the aim of identifying any deficiencies in specific competencies that need to be addressed in subsequent iterations of courses. Degree of skill competence is evaluated by evaluation on the following scale through the General Education Assessment Rubrics (see Appendix A): no evidence (0), remedial (1), emerging (2), developing (3), and proficient (4). These rubrics reflect criteria for each essential skill and its components, which are encompassed by the SLOs on page 8.

## Effective Assessment: Direct Measures & NMES Student Learning Outcomes

The key to effective assessment is the development of designated direct measures. A direct measure is an assignment (i.e., artifact) that is appropriately and directly aligned with one or more of the essential skills. Direct measures provide tangible evidence of the student’s learning. For instance, a student capstone project that covers all (or many of) the essential skills may be an excellent choice for assessment. Multiple individual assignments that capture one or more of the essential skills may also be grouped together for a full assessment of the required NMES. Also, an essential skills-focused assessment tool may be administered toward the end of the term.

Indirect measures are those that rely on student reporting (e.g., a survey). While surveys and other forms of student feedback on their experiences are valuable in shaping teaching and learning, they generally provide less tangible evidence of learning and skill development. Therefore, while we encourage such interactions in courses and programs, formal assessment must rely on direct measures.

It is advisable to assess the essential skills in as few assignments as possible in order to maximize reliability and convenience. The skills should be assessed, in accordance with the rubric criteria, as demonstrated in the assignments ALAS teaching faculty develop and assign in their ALAS courses. The development of assignments to assess essential skills should be guided by the student learning outcome (SLO) provided for each skill. Assessment is designed to measure skill-level achievement of students – not to evaluate teaching performance.

## **Who Assesses and How?**

ALAS teaching faculty are the principal creators of “artifacts” (i.e. assignments) that they will use to assess the essential skills associated with each ALAS course. In the semester before an ALAS course is to be offered, the teaching faculty for the course are to identify course artifacts to be assessed so that relevant assessment rubrics can be imported by Academic Affairs into ALAS Canvas shells and linked to the artifacts for data collection through Canvas Outcomes. The teaching faculty for that course then complete the required rubric(s) attached to the designated assignment(s). An appropriate rubric must be completed for each relevant student artifact.

Note: Only students who submit a designated assignment should be assessed. If a student neglects to submit the artifact designated for assessment, faculty should select “0” in the rubric to denote that there is no basis for assessment of the skill. It is not appropriate to indicate that a student who fails to submit an assignment is deficient.

Once the assessment rubric is completed and saved, the data across the entire ALAS program are then transmitted to the Assistant Vice President of Academic Affairs/Dean of the College of Arts and Sciences and shared with the General Education Committee for analysis.

Note: Any faculty member who fills out an NMES rubric must remember to click “save” so that the data are recorded and transmitted to Academic Affairs.

## **Assessment Cycle**

Essential skills in every ALAS course section must be assessed every semester the course is taught. Data will be compiled and reports will be generated based on the courses assessed each semester. A comprehensive report will be produced at the end of each academic year in order to assess aggregate trends regarding student performance from year to year, starting with the benchmark AY 2024-2025. The purpose of assessment is to analyze student learning at a granular level that then informs decisions about continuous improvement, structurally and programmatically, from one year to the next.

## **Closing the Loop and Continuous Improvement**

Assessment data analysis helps us to identify areas of strength and weakness so that we can build on strengths and work strategically to improve upon weaknesses. Continuous improvement is predicated upon the following:

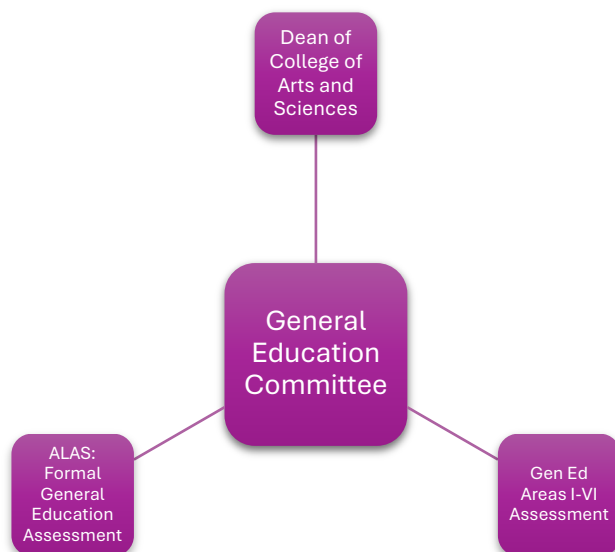
- 1) Maintaining the integrity and consistency of assessment data collection from semester to semester and year to year.
- 2) Developing instructional strategies, such as delivery of information and time dedicated to instruction regarding particular skills.
- 3) Facilitating curriculum changes, such as assignment types and course materials.
- 4) Providing faculty development opportunities, such as trainings for essential skill development and assessment.
- 5) Refining assessment.

Assessment is a dynamic process, just as learning and teaching are. Closing the loop and continuous improvement are two sides of the same coin, both of which are informed by the collection and analysis of reliable empirical data with the aim of identifying and implementing necessary changes toward effective student learning. Our ultimate goal is for all of WNMU's students to achieve proficiency in these essential skills by the time they have completed their general education requirements. Cultivating NMES proficiency is a core piece of the WNMU mission.

## **General Education Assessment beyond ALAS**

While general education assessment data are to be collected from ALAS courses for formal program assessment, faculty should be assessing essential skills in all General Education courses across the six content areas. As with each ALAS course, three essential skills are affiliated with each content area (See Table 3) and should be assessed by applying the appropriate WNMU General Education SLO rubrics (see Appendix A) to designated assignments developed by the teaching faculty. The focus on the development of essential skills binds the General Education curriculum into a mutually-reinforcing, coherent set of courses, under the direction of the General Education Committee and the Assistant Vice President of Academic Affairs/Dean of the College of Liberal Arts and Sciences (see Figure 1).

Figure 1. **Model of General Education Assessment Oversight at WNMU**



The essential skills are the basis for study in upper-division courses, for success in employment, and participation as effective citizens. To ensure that WNMU is meeting its assessment goals, the General Education Committee reviews ALAS assessment data and issues guidance accordingly.

## **Institutional Support for General Education Assessment**

Academic Affairs is committed to providing robust support for General Education Program assessment.

In Spring 2024, the College of Arts and Sciences provided training sessions for teacher cohorts of the six ALAS courses that will provide formal assessment data (approximately 38 faculty members). Additionally, at our 2024 Assessment Convocation, we developed 6 separate presentations on General Education. “General Education Assessment Overview” was presented to the entire assembly. Faculty members across General Education disciplines also presented on areas related to general education teaching and assessment of the New Mexico Essential Skills.

To support further assessment culture changes among faculty and staff at WNMU, WNMU faculty and staff are implementing a series of workshops in AY 2024-2025. These workshops are designed to support effective development and assessment of essential skills in the General Education curriculum as well as specific dimensions of education at WNMU, such as dual enrollment, online coursework and belonging, cultural sensitivity, flexible learning, and obstacles to effective reading and writing, especially among first-generation students.

Table 13. **Arc of General Education Assessment at WNMU**

| <b>Development</b>                                                                                                                                                                  | <b>Date</b>                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| New Mexico Higher Education Department adopts 5 essential skills as the basis for general education across the state.                                                               | 2019                                  |
| WNMU adopts the General Education Assessment Plan.                                                                                                                                  | 2020                                  |
| In light of newly the adopted strategic plan and Higher Learning Commission reaccreditation, dean of the College of Arts and Sciences convenes a General Education Committee (GEC). | Fall 2023                             |
| The GEC votes to modify the original General Education Assessment Plan, with assessment through the ALAS Program using Canvas Outcomes.                                             | Fall 2023                             |
| Academic Affairs/Arts and Sciences provides training sessions for ALAS teacher cohorts of the six courses that will provide formal assessment data.                                 | Spring 2024                           |
| Assessment Convocation: Faculty develop 6 separate presentations on General Education focusing on the various essential skills.                                                     | Spring 2024                           |
| Academic Affairs builds out ALAS Canvas courses with SLOs and rubrics associated with essential skills to be assessed in each course.                                               | Summer 2024                           |
| Revised General Education Assessment Plan pilot is underway and data collection begins.                                                                                             | Fall 2024                             |
| Workshop series provides additional support for faculty in their assessment of general education.                                                                                   | Fall 2024 & Spring 2025               |
| Baseline report with first-year general education data to be generated and shared with the GEC and faculty.                                                                         | Spring 2025                           |
| Plan for closing the loop and continuous improvement to be devised based on empirical assessment data.                                                                              | Summer 2025                           |
| Changes to close the loop adopted by ALAS teaching faculty and Academic Affairs in the pursuit of continuous improvement.                                                           | Fall 2025                             |
| Assessment cycle repeats.                                                                                                                                                           | Fall 2025, Spring 2025, & Summer 2025 |

## **CONCLUSION**

We measure what we value. The WNMU General Education Assessment Plan provides the basis to demonstrate how we provide high quality education, improve student lives, and develop the minds of students by inculcating skills deemed essential for gainful employment, community engagement, and the productive exercise of citizenship. Examining student performance tied to the NMES quantifies changes in students' mastery of foundational competencies. These skills ensure that students are adaptable and able to navigate the 21<sup>st</sup> century information age, consistent with the mission, vision, and core values of WNMU, in accordance with NMHED and HLC.

## **REFERENCE**

Fisher, M. R., Jr., & Bandy, J. (2019). Assessing Student Learning. Vanderbilt University Center for Teaching. Retrieved [10/30/2023] from <https://cft.vanderbilt.edu/assessing-student-learning/>.

## APPENDIX A. WNMU GENERAL EDUCATION STUDENT LEARNING OUTCOME RUBRICS

### Essential Skill: Communication

| Component Performance                                                                                                                                                                                                                                                                                                                                                    | 0 (No Basis for Assessment)                                                                                                                      | 1 (Remedial)                                                                                                                                                         | 2 (Emerging)                                                                                                                                                                                                                                                    | 3 (Developing)                                                                                                                                                                                                                                                            | 4 (Proficient)                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Genre &amp; Disciplinary Convention:</b> Use formal and informal rules/registers appropriate for the particular audience, community, purpose, context, and kind of text and/or media at hand; use them to guide formatting, organization, and stylistic choices.                                                                                                      | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence of genre and disciplinary conventions for organization, presentation, or content is present.                                                             | Some attempts to use a consistent system for basic organization and presentation are evident, but ones not necessarily appropriate or consistent with the genre or discipline.                                                                                  | It is evident that some basic organization, content, and presentation follow from conventions to a specific discipline, genre, and/or writing task.                                                                                                                       | Consistent use of important conventions particular to a specific discipline, genre, and/or writing task—including organization, content, presentation, and stylistic choices—is clearly evident.                |
| <b>Strategies for Understanding and Evaluating Message:</b> Apply strategies such as reading/analyzing for main points or themes, recognizing the variety of rhetorical situations and accompanying strategies that may contextualize a message; locate supportive documentation for arguments to understand and evaluate messages in terms of the rhetorical situation. | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No strategies for understanding and evaluating messages is evident.                                                                                                  | One or more strategies for understanding and evaluating messages is present, describing the central idea of the message.                                                                                                                                        | Several strategies to understand and evaluate messages are present, demonstrating awareness that different rhetorical situations may require different strategies.                                                                                                        | A wide range of strategies for understanding and evaluating messages are present. Furthermore, the effectiveness of these strategies for interpreting messages in different rhetorical situations is evaluated. |
| <b>Evaluation and Production of Arguments:</b> Recognize and evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions.                                                                                                                                      | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | Neither and understanding of the varying degrees of authority in sources or the distinction between supported and unsupported claims is evident; no claims are made. | An understanding that sources have varied authority and that claims can be facts, opinions, inferences, and supported or unsupported are present, but no further evaluation is given; it is apparent that any claims made or developed are minimally supported. | There is an evaluation of the authority of one or more source(s); there is work distinguishing among facts, opinions, and inferences; claims that are supported or unsupported are identified; any claims made or developed are somewhat supported by relevant arguments. | Claims that are supported by evidence and reasoning are identified and further developed; arguments of others are clearly evaluated and integrated into the written and spoken arguments in the work.           |

## Essential Skill: Critical Thinking

| Component Performance                                                                                                             | 0 (No Basis for Assessment)                                                                                                                      | 1 (Remedial)                                                               | 2 (Emerging)                                                                                                                                    | 3 (Developing)                                                                                                                                                                                         | 4 (Proficient)                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Identification:</b><br>Define a problem or identify a question.                                                        | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No problem or question is stated.                                          | An open-ended problem or question, appropriate to the context, is stated without clarification or description.                                  | An open-ended problem or question, appropriate to the context, is stated, but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown. | An open-ended problem or question, appropriate to the context, is stated clearly and described comprehensively, delivering all the relevant information necessary for a full understanding.              |
| <b>Evidence Acquisition:</b><br>Identify and gather the information/data necessary to coherently address the problem or question. | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence addressing the problem or question is submitted or referenced. | Some, but not sufficient, evidence is acquired from sources with minimal or no consideration to its appropriateness to the problem or question. | Evidence is taken from sources to address only minimally the problem or question at hand, with some consideration of its appropriateness.                                                              | Evidence is taken from sources to address sufficiently the question or problem, with a thorough consideration of its appropriateness.                                                                    |
| <b>Evidence Evaluation:</b><br>Evaluate the information given by sources for credibility (e.g., bias, reliability, and validity). | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evaluation of information taken from evidence is provided.              | Information taken from sources is minimally evaluated, but not enough to develop a well-rounded assertion of its credibility.                   | Information taken from sources is evaluated, providing some justified assertions of its credibility, but without sufficient awareness of the evaluation process itself (such as personal assumptions). | Information taken from sources is evaluated, providing some justified assertions of its credibility and giving sufficient consideration of the evaluation process itself (such as personal assumptions). |
| <b>Reasoning/Conclusion:</b><br>Develop conclusions and outcomes that reflect an informed, well-reasoned argument.                | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No conclusions, solutions, or outcomes are developed in an argument.       | Conclusions are given, but are inconsistently tied to some of the information discussed; related outcomes and solutions are oversimplified.     | Conclusions are logically tied to information—because information is chosen to fit the desired conclusions; some related outcomes (consequences and implications) are identified clearly.              | Conclusions are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.                                        |

## Essential Skill: Information & Digital Literacy

| Component Performance                                                                                                                                                                                      | 0 (No Basis for Assessment)                                                                                                                      | 1 (Remedial)                                                                                      | 2 (Emerging)                                                                                                                                                                                                                   | 3 (Developing)                                                                                                                                                                                                                                                       | 4 (Proficient)                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Authority and Value of Information:</b> Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information. | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence of authority and value of information.                                                | A recognition that information is produced by individuals and communities who may or may not be reliable and who may have particular points of view is present, but with minimal further evaluation.                           | In recognition of a variety of authorities and points of view, established criteria are used to evaluate information, formats, and sources.                                                                                                                          | Different types of authorities are evaluated to differentiate between reliable and convenient information; a recognition is clear that knowledge is cumulative, and credit is attributed.                                                                                                                                           |
| <b>Digital Literacy:</b> Understand, communicate, compute, create, and design in digital environments.                                                                                                     | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence or familiarity with digital devices and/or platforms.                                 | An ability to use common digital devices and/or platforms is evident.                                                                                                                                                          | Appropriate applications to create and effectively communicate are selected and used; common digital education and social communication platforms are used; current basic digital tool are used.                                                                     | Fluency in using common digital education and social communication platforms is demonstrated; digital media is designed; fluency in using current digital tools, including identifying errors or misleading information, is apparent.                                                                                               |
| <b>Information Structures:</b> Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.                                    | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence of employing appropriate information formats, collections, systems, and applications. | Basic features and functions of common information formats, collections, systems, and applications are articulated; the ability to search collections and systems using keywords and simply search strategies is demonstrated. | It is evident that information formats, collections, systems, and applications that best match the relevant information needs have been selected and used; the ability to search collections and systems using advanced iterative search strategies is demonstrated. | Applications to create and organize content into appropriate information formats and systems are used; there is recognition and explanation of how information is communicated using distinct formats created for a purpose; a recognition that information systems organize and disseminate formats themselves is clearly evident. |
| <b>Research and Inquiry:</b> Engage in an iterative process of inquiry that defines a problem or poses a question and, through research, generates a reasonable solution or answer.                        | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | There is no evidence of research as an iterative process of inquiry.                              | There is evidence that a problem has been defined or a question has been posted, but without elaboration.                                                                                                                      | The ability to locate and evaluate relevant information about the defined problem or question posed is evident.                                                                                                                                                      | An appropriate scope for an investigation is defined; research questions are formulated and are reframed based on new information; and/or ideas gathered from multiple sources are analyzed and evaluated and synthesized to draw reasonable conclusions.                                                                           |

## Essential Skill: Personal & Social Responsibility

| Component Performance                                                                                                                                                     | 0 (No Basis for Assessment)                                                                                                                      | 1 (Remedial)                                                                                | 2 (Emerging)                                                                                                                                                                    | 3 (Developing)                                                                                                                                                                                     | 4 (Proficient)                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intercultural Reasoning and Intercultural Competence:</b><br>Recognize and evaluate personal or social issues as they intersect with culturally specific perspectives. | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No description of personal and social justice issues is provided.                           | One or more personal and/or social justice issues as they relate to a specific context are recognized and described, but not further evaluated.                                 | Evidence of recognition of certain relevant issues and strategies is developed for working with one's own and others' perspectives and ethnocentrism.                                              | Personal and social justice issues are clearly recognized and evaluated as they relate to specific contexts, and multiple solutions are compared and contrasted across social and cultural relationships.                                                               |
| <b>Sustainability and the Natural and Human Worlds:</b><br>Recognize and explain issues concerning human activity and its effects on the natural world.                   | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | There is no explanation of the impact humans have on the world.                             | One or more impacts (environmental, socio-cultural, political, and/or economic) humans have on the sustainability of the natural and human worlds are provided.                 | The relationships among environmental, socio-cultural, political, and/or economic systems, as they interact with and affect the sustainability of the natural and human worlds, are provided.      | Specific local or global issues are clearly analyzed, and strategies are developed for creating sustainable systems in the natural and human worlds.                                                                                                                    |
| <b>Ethical Reasoning:</b><br>Understand various ethical theories and how they speak to human problems.                                                                    | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No ethical theories are provided.                                                           | One or more ethical theories are recognized, but not elaborated.                                                                                                                | Ethical issues are described in specific relationships between ethics, ethical systems, and moral norms.                                                                                           | The ability to compare a range of ethical perspectives is clearly evident and contextualized; an ethical solution is posed based the application of on one or more of those perspectives.                                                                               |
| <b>Collaboration Skills, Teamwork, and Value Systems:</b><br>Be accountable to and work with others in effective ways toward a shared goal.                               | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No evidence of effective teamwork or shared accountability in the assignment.               | It is evident that group members shared obligations and accountability in completing a group assignment, but in limited ways.                                                   | A demonstration of personal and mutual accountability among groups members is evident; individual strengths being utilized in meeting group objectives is evident.                                 | A group project is effectively completed utilizing the individual strengths of different members, all sharing mutual accountability; reflection on the impact and effectiveness of team work is given, possibly with ideas on how to improve future collaborative work. |
| <b>Civic Discourse, Civic Knowledge, and Engagement:</b><br>Recognize a variety of positions on different global and personal issues.                                     | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No explanations or evaluations on a position regarding personal and global issues is given. | One or more positions on an issue, value, or practice is recognized and explained in limited ways; a specific position (personal or otherwise) is related to a problem at hand. | The ability to participate in respectful civic dialogue that share different perspectives is demonstrated; it is recognized that there are multiple valid responses to personal and global issues. | Critical inquiry and/or deduction from evidence of the organizational, cultural, economic, or political factors that hinder or support solutions to personal and global problems is clearly demonstrated.                                                               |

## Essential Skill: Quantitative Reasoning

| Component Performance                                                                                                                                                | 0 (No Basis for Assessment)                                                                                                                      | 1 (Remedial)                                                                             | 2 (Emerging)                                                                                    | 3 (Developing)                                                                                                                                                                                                                                    | 4 (Proficient)                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and/or Representation of Quantitative Information:</b> Express quantitative information symbolically, graphically, and in written or oral language. | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No explanation of numbers, graphics, or algebraic symbols is given.                      | The meaning of graphics, numbers, or algebraic symbols with a given context is explained.       | As well as explaining them, the ability to translate mathematical graphics and/or symbolism into written or oral language is demonstrated OR the translation of written or oral language to mathematical graphics and/or symbols is demonstrated. | Following from an ability to explain and/or translate them, the ability to integrate written and symbolic mathematical constructs in describing particular contexts is clearly demonstrated.                                                                                   |
| <b>Analysis of Quantitative Arguments:</b> Interpret, analyze, and critique information or a line of reasoning presented by others.                                  | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | There is no evidence of interpretation, analysis, or critique of quantitative arguments. | The ability to summarize quantitative arguments presented by others is evident.                 | As well as being able to summarize them, the ability to interpret, analyze, and compare the conclusions of a quantitative argument with conclusions from other reliable sources is evident.                                                       | Along with summarizing, interpreting, and analyzing, the ability to use appropriate techniques of mathematical proof or statistical analysis to critique quantitative arguments for mathematical validity is clearly evident.                                                  |
| <b>Application of Quantitative Models:</b> Apply appropriate quantitative models to real-world or other contextual problems.                                         | Please select this column if a student neglected to submit the artifact designated for assessment. An unsubmitted assignment cannot be assessed. | No application of quantitative models is evident.                                        | The ability to apply quantitative information needed to address contextual problems is evident. | In addition to the application of quantitative information, the ability to identify appropriate mathematical or statistical models to represent quantitative information in contextual problems is evident.                                       | In addition to applying appropriate models for representing quantitative information, the ability to assess the validity of numeric predictions and unreasonable findings, to analyze and interpret results, and/or to use them in a quantitative argument is clearly evident. |