

General Education Assessment Plan

2022- 2027

Overview:

The defining characteristic of a New Mexico general education course is its focus on essential skills: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each of the General Education content areas are associated with three essential skills. Each of the essential skills is then comprised of component skills. The development of essential skills directly supports the NMSU system’s strategic goal of enhancing student success and social mobility. Periodic assessment and recertification are intended to support deliberate and effective instruction of essential skills in general education courses at DACC. Each of the six General Education content areas is aligned with three of the essential skills (see Table 1).

Summary:

Course Assessments will occur in a six-year cycle. Each of the essential skills associated with a course content area must be assessed at least once every three years, and assessments should include representative samples across all sections of the course at least once in the six-year assessment cycle (see Table 2).

Assessments will be conducted using the Canvas Outcomes Rubrics in order to provide college-wide data in the assessment of student learning. Each department will use the general education assessment rubrics to evaluate the learning of essential skills in general education courses. Instructors should intentionally integrate the general education essential skills into their general education course content, and design assignments and activities designed to teach the essential skills. Departments will then authentic assessments to measure student learning of the component skills and provide meaningful data when evaluated using the general education rubric for the content area (see rubrics below).

Departments will provide an annual reflection to the AVPAA and General Education Assessment Committee using guiding questions to focus on improvement of the essential skills and corresponding component skills. The reflections will include a response to data collected in the assessment process, addressing disparities between groups, and have a focus on yearly improvement.

Feedback:

The General Education Assessment Committee and the AVPAA for Assessment and Accreditation will collect the departmental reflections and review college-wide data collected by the Canvas Outcomes Rubrics in order to develop an annual college report on General Education, and recommend Professional Development plans to support department action plans.

Implementation Plan:

Each Department will select the Essential Skill to be assessed each of the first three years.

		2022-2023	2023-2024	2024-2025
Area Assessed	Courses	1 st Essential Skill Assessed	2 nd Essential Skill Assessed	3 rd Essential Skill Assessed
Area I: Communications English – Level 1 English – Level 2 Oral Communication	Level 1: ENGL 1110G Level 2: ENGL 2210G ENGL 2221G Oral Communication: COMM 1115G COMM 1130G	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information& Digital Literacy	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information& Digital Literacy	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information& Digital Literacy

Area II: Mathematics Mathematics	MATH 1130G MATH 1220G MATH 1250G MATH 1350G MATH 1430G MATH 1511G MATH 1512G MATH 2134G MATH 2530G	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning
Area III: Laboratory Sciences Astronomy Biology Chemistry Computer Science Geography Physics	ASTR 1115G ASTR 1120G BIOL 1120G/L BIOL 1130G BIOL 2110G/L BIOL 2610G/L CHEM 1120G CHEM 1215G CHEM 1225G CS 171G GEOG 1110G PHYS 1230G/L PHYS 1320G/L	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility <input type="checkbox"/> Quantitative Reasoning
Area IV: Social/Behavioral Sciences Anthropology CEPY Criminal Justice Economics Geography GNDR Journalism Linguistics PHLS Political Science Psychology Sociology Social Work	ANTH 1115G ANTH 1140G CEPY 1120G CJUS 1110G ECON 1110G ECON 2110G ECON 2120G GNDR 2110G LING 2110G PHLS 1110G	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility
Area V: Humanities English – Literature History Philosophy	ENGL 2520G ENGL 2650G HIST 1110G HIST 1120G HIST 1130G HIST 1140G HIST 1150G HIST 1160G PHIL 1115G PHIL 2110G PHIL 2230G PHIL 2230G	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information and Digital Literacy <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information and Digital Literacy <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Information and Digital Literacy <input type="checkbox"/> Personal and Social Responsibility
Area VI: Creative and Fine Arts Art Music Theater	ARTH 1115G ARTH 2120G ARTS 1145G ENGL 2310G MUSC 1110G MUSC 1130G THEA 1110G	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Personal and Social Responsibility

Flex: ENGR 100G	ENGR 100G	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Reasoning
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Table 1: Content Areas

Content Area	Essential Skills Associated with Content Area
Communication	Communication Critical Thinking Information and Digital Literacy
Mathematics	Communication Critical Thinking Quantitative Reasoning
Science	Critical Thinking Personal and Social Responsibility Quantitative Reasoning
Social and Behavioral Science	Communication Critical Thinking Personal and Social Responsibility
Humanities	Critical Thinking Information and Digital Literacy Personal and Social Responsibility
Creative and Fine Arts	Communication Critical Thinking Personal and Social Responsibility

Table 2: Timetable

AY 2021-22	Attend Professional Development and Create Common Course Assessments/Activities
AY 2022-23	Assess 1 st Essential Skill and analyze outcomes; reflection and begin improvement plan
AY 2023-24	Assess 2 nd Essential Skill and analyze outcomes; reflection and begin improvement plan
AY 2024-25	Assess 3 rd Essential Skill and analyze outcomes; reflection and begin improvement plan
AY 2025-26	Re-assess 1 st Essential Skill assessed (2022-23) and analyze continuous improvement outcomes
AY2026-27	Re-assess 2 nd Essential Skill assessed (2023-24) and analyze continuous improvement outcomes
AY2027-28	Re-assess 3 rd Essential Skill assessed (2024-25) and analyze continuous improvement outcomes

Table 3: General Education Outcomes Rubrics

Essential Skill: Communication (address all 3)			
Component Skill	Proficient	Developing	Emerging
<p>COMM 1.1 Genre and Medium Awareness, Application and Versatility Communicate effectively in a variety of genres (e.g. oral, written, and digital) using strategies appropriate for the situation</p>	<p>Student effectively communicates in a variety of genres and effectively uses strategies appropriate for the situation</p>	<p>Student communicates in a variety of genres using strategies appropriate for the situation</p>	<p>Student communicates in a variety of genres</p>
<p>COMM 1.2 Strategies for Understanding and Evaluating Messages Apply strategies to understand and evaluate messages appropriate to the situation</p>	<p>Student applies strategies to understand and evaluate messages appropriate to the situation (relevant to audience, purpose, and context)</p>	<p>Student applies strategies to understand and evaluate messages appropriate to the situation</p>	<p>Student applies strategies to understand <i>or</i> evaluate messages</p>
<p>COMM 1.3 Evaluation and Production of Arguments Evaluate, integrate, and cite sources (using discipline-appropriate style guide) in support of claims</p>	<p>Students evaluates, integrates, and cites sources (using discipline-appropriate style guide) in support of claims</p>	<p>Student integrates source materials, and cites sources (using discipline-appropriate style guide) in support of claims</p>	<p>Student integrates sources in support of claims</p>

Essential Skill: **Quantitative Reasoning** (address all 3)

Component Skill	Proficient	Developing	Emerging
<p>QUANT 2.1 Communication/Representation of Quantitative Information Express quantitative information symbolically, graphically, and in written and oral language</p>	<p>Student organizes and relates quantitative information using symbols, graphs and written/oral language</p>	<p>Student explains the meaning of information expressed in symbols, graphs and written/oral language</p>	<p>Student expresses quantitative information</p>
<p>QUANT 2.2 Analysis of Quantitative Arguments Student interprets, analyzes, and critiques information or arguments presented by others</p>	<p>Student evaluates quantitative arguments</p>	<p>Student differentiates and describes quantitative arguments</p>	<p>Student summarizes quantitative arguments</p>
<p>QUANT 2.3 Application of Quantitative Models Student applies appropriate quantitative models to real-world or other contextual problems</p>	<p>Student applies and the model to a real-world problem</p>	<p>Student explains the models and the reasons for application</p>	<p>Student identifies the appropriate quantitative model and to apply to a problem</p>

Essential Skill: Critical Thinking (address all 4)			
Component Skill	Proficient	Developing	Emerging
CRIT 3.1 Problem Setting Delineate a problem or question appropriate to the context.	Student states, describes and defines components of problem or question appropriate to the context	Student states and defines problem or question appropriate to the context	Student states problem or question appropriate to the context
CRIT 3.2 Evidence Acquisition Identify and gather the information/data necessary to address the problem or question.	Student identifies problem/questions and systematically gather sufficient evidence to address the problem/question in context <i>without personal bias</i>	Student identifies problem/question and gather evidence associated with problem/question in <i>context with limited personal bias</i>	Student partially identifies problem/question and gather evidence that may not be fully associated with the context. <i>Personal bias may be evident.</i>
CRIT 3.3 Evidence Evaluation Evaluate credible, valid, and relevant information for a situation	Student evaluates credible, valid, and relevant information for a situation	Student evaluates credible and relevant information for a situation	Student evaluates credible information for a situation
CRIT 3.4 Reasoning/Conclusion Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation	Student develops strongly supported conclusions, solutions, or outcomes based on strongly supported evidence and a well-reasoned evaluation	Student develops well-supported conclusions, solutions, or outcomes based on evidence and evaluation	Student develops weakly supported conclusions, solutions, or outcomes

Essential Skill: Personal and Social Responsibility (address 2)			
Component Skill	Proficient	Developing	Emerging
<p>PERS 4.1 Intercultural reasoning and intercultural competence Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives</p>	<p>Student can explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives</p>	<p>Student can moderately explain a range of personal and social justice issues as they relate to one's own perspective</p>	<p>Student can explain a personal, cultural, or social justice issue</p>
<p>PERS 4.2 Sustainability and the natural and human worlds Analyze environmental, socio-cultural, political, or economic systems and strategize for sustainable solutions</p>	<p>Student analyzes the relationship among environmental, socio-cultural, political, or economic systems, and strategize for sustainable solutions</p>	<p>Student interprets the relationship among environmental, socio-cultural, political, or economic systems and suggests sustainable solutions</p>	<p>Student identifies environmental, socio-cultural, political, or economic systems</p>
<p>PERS 4.3 Ethical reasoning Describe ethical or moral norms and propose solutions to ethical issues based on perspectives or theories</p>	<p>Student explains and proposes solutions to ethical issues, based on ethical perspectives or theories</p>	<p>Student explains ethical or moral norms and suggests solutions to ethical issues</p>	<p>Student describes ethical or moral norms on ethical issues</p>
<p>PERS 4.4 Collaboration skills, teamwork and value systems Demonstrate ethical collaboration skills and collaborate to meet group goals</p>	<p>Student demonstrates effective and ethical collaboration skills, and collaborates to meet goals</p>	<p>Student demonstrates ethical collaboration skills</p>	<p>Student demonstrates collaboration skills</p>
<p>PERS 4.5 Civic discourse, civic knowledge and engagement – local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.</p>	<p>Student explains and supports one's own position on specific local or global issues while recognizing multiple valid perspectives</p>	<p>Student explains and partially one's own position on specific local or global issues</p>	<p>Student presents one's own position on specific local or global issues</p>

Essential Skill: **Information and Digital Literacy** (address 3 of 4)

Component Skill	Proficient	Developing	Emerging
<p>INFO 5.1 Authority and Value of Information Evaluate and synthesize information for relevance and authority, integrating sources ethically</p>	<p>Student evaluates and synthesizes information for relevance and authority, integrating sources ethically</p>	<p>Student synthesizes information for relevance and authority, integrating sources ethically</p>	<p>Student synthesizes information for relevance and authority</p>
<p>INFO 5.2 Digital Literacy Communicate, create, and design in digital environments</p>	<p>Student communicates, creates, and designs in digital environments</p>	<p>Student communicates and creates in digital environments</p>	<p>Student communicates in digital environments</p>
<p>INFO 5.3 Information Structures Select, use, produce, organize and share information using appropriate formats</p>	<p>Student selects, uses, produces, organizes and shares information using appropriate formats</p>	<p>Student selects, uses, and produces information using appropriate formats</p>	<p>Student selects and uses information using appropriate formats</p>
<p>INFO 5.4 Research as Inquiry Engage in inquiry process to define a problem or question, and generates reasonable solutions as a result of research and inquiry</p>	<p>Student engages in inquiry process to define a problem or question, and generates reasonable solutions as a result of research and inquiry</p>	<p>Student engages in inquiry to define a problem or question process and proposes solutions</p>	<p>Student generates solutions to a research problem or question</p>