



Skilling it! Assessing UNM's General Education by Essential Skill

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Outline of today's presentation

The UNM General Education Assessment Model

The Essential Skills, Mapped, and the Assessment Cycle

Measuring the UNM General Education Essential Skills

Data Collection at UNM

Next Steps: Training, Analysis, and Reporting

Things to Consider: Findings, Lessons Learned

Resources

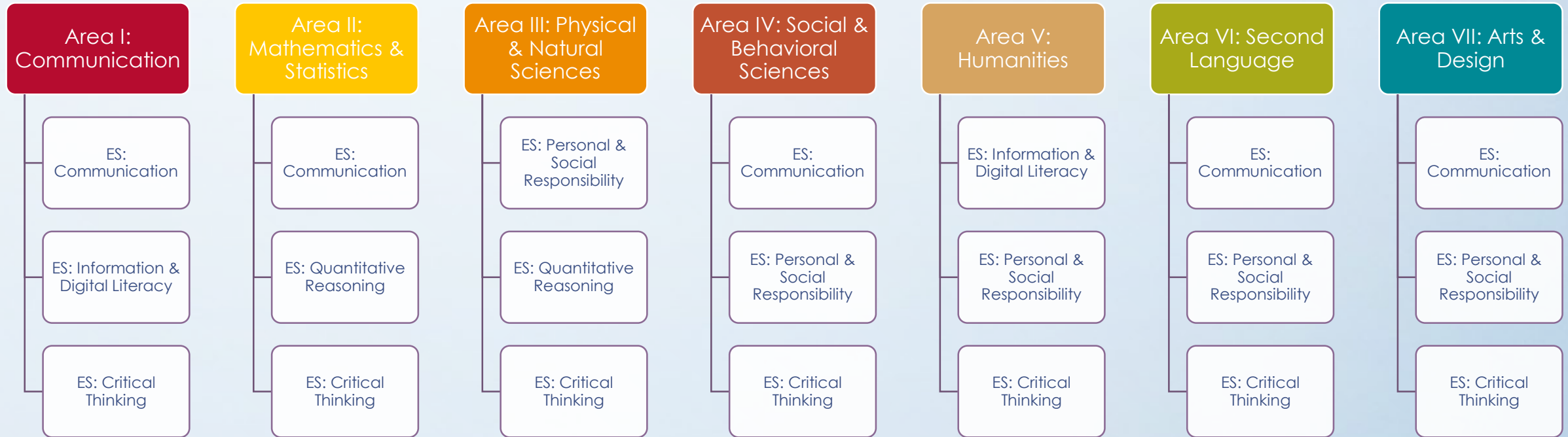
General Education Assessment Model

- **Essential Skill Analysis** across general education programming at UNM
- Assessment Plan/SLO's established **by the Office of Assessment (OA)**
- Before piloting, the OA:
 - Presented model as a work in progress at regional conference for feedback
 - Conducted a literature review on national GE reform

NMHED Essential Skills

- 1. Communication**
- 2. Critical Thinking**
- 3. Information & Digital Literacy**
- 4. Personal & Social Responsibility**
- 5. Quantitative Reasoning**

UNM Content Areas Mapped to the Essential Skills



Assessment Cycle

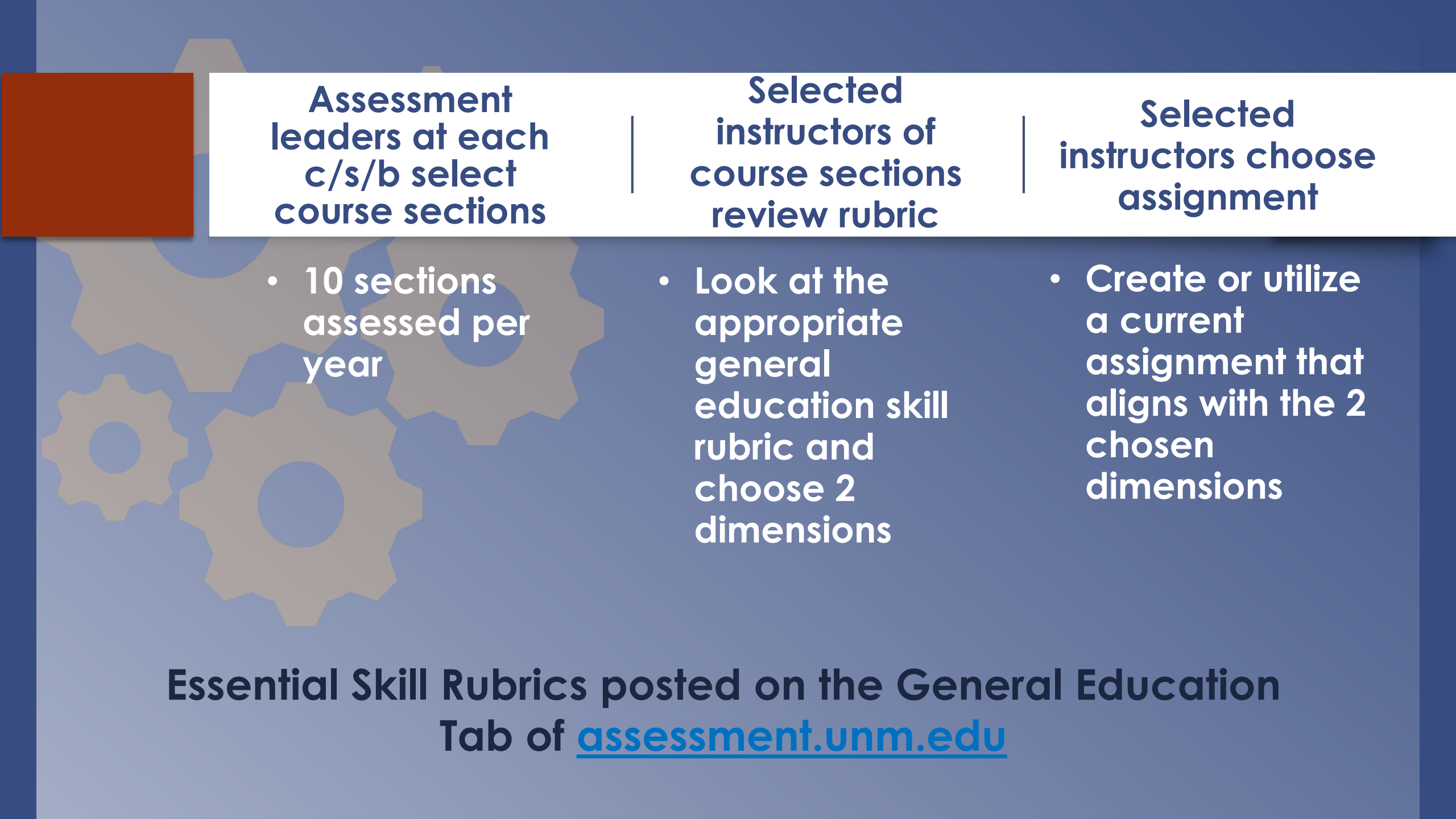
- 3-year cycle
 - First (2019-20) and third year (2021-22) = college/school/branch choice of 1 skill mapped to their content area
 - Second year (2020-21) = everyone submits on critical thinking
- Determined 3-year cycle by:
 - how large our institution is/amount of GE certified courses
 - assessment office workload
 - How many essential skills
 - Institutional assessment fatigue

Assessment Cycle

Curriculum and Content Areas	NMHED General Education Essential Skills Assessment		
UNM Core Curriculum Areas	Year 1 (2019-2020)	Year 2 (2020-2021)	Year 3 (2021-2022)
Area I: Communication	Communication OR Information & Digital Literacy	Critical Thinking	Communication OR Information & Digital Literacy
Area II: Mathematics and Statistics	Communication OR Quantitative Reasoning	Critical Thinking	Communication OR Quantitative Reasoning
Area III: Physical and Natural Sciences	Personal & Social Responsibility OR Quantitative Reasoning	Critical Thinking	Personal & Social Responsibility OR Quantitative Reasoning
Area IV: Social and Behavioral Sciences	Communication OR Personal & Social Responsibility	Critical Thinking	Communication OR Personal & Social Responsibility
Area V: Humanities	Information & Digital Literacy OR Personal & Social Responsibility	Critical Thinking	Information & Digital Literacy OR Personal & Social Responsibility
Area VI: Second Language	Communication OR Personal & Social Responsibility	Critical Thinking	Communication OR Personal & Social Responsibility
Area VII: Arts & Design	Communication OR Personal & Social Responsibility	Critical Thinking	Communication OR Personal & Social Responsibility

How are the skills measured?

- To put it simply:
 - Assessment leaders **select course sections** to participate
 - The instructors of those courses review Essential Skill rubrics (created by the NMHED, modified by the UNM OA), **select or create an assignment and then submit completed student work to the OA (unrated!!)**
 - The OA, along with a team of external reviewers, **reviews each submitted piece of student work (called artifacts) and rates it using the appropriate Essential Skill rubric**
 - The ratings are then **aggregated and analyzed** in a variety of ways and the results are shared widely throughout the university



**Assessment
leaders at each
c/s/b select
course sections**

- 10 sections
assessed per
year

**Selected
instructors of
course sections
review rubric**

- Look at the
appropriate
general
education skill
rubric and
choose 2
dimensions

**Selected
instructors choose
assignment**

- Create or utilize
a current
assignment that
aligns with the 2
chosen
dimensions

**Essential Skill Rubrics posted on the General Education
Tab of assessment.unm.edu**

Data Collection Methods

STUDENT ARTIFACTS

- Collected on a rolling basis, throughout the semester
- Represent **essential skill** being assessed
- Submitted to Office of Assessment with [fillable form](#)
- Variety of assignment types, lengths, etc. (papers, presentations, group projects, performances, sculptures, etc.)

SUBMISSION FORM

- Instructor Name
- College/School/Branch
- Course Number
- Student Banner ID
- Assignment Type (written, oral, lab report, visual work or representation, etc.)
- Assignment Description (however described to the students)
- Essential Skill and Dimensions
- The Students' Artifacts Themselves - de-identified of student information, if possible
- The form can take many different artifact types (excel, word, PDF, PowerPoint, etc.)

Happily, Ever After

Next Steps Following Implementation



Offered/ing Several GE Trainings

Assessment Committee

- Annual training
- Review GE assessment expectations

College/School/Branch

- Assessment leaders
- GE instructors

Rubric Rater/Norming

- Rating teams
- 2 raters assigned per artifact

Developed and Implemented an Analysis Plan

1. **Student Artifacts Submitted through Form** – Exported to an excel file that contains all information about the course, instructor, essential skill, artifact, etc. plus a link to the artifact
2. **Rating Form** – Contains links to each artifact, space to provide ratings for each dimension of the selected essential skill dimensions.
 - used by each artifact reviewer, in conjunction with the rubric, to assign a rating to each piece of student work received
3. **Compiling Form** – Contains all information from the submission form (step 1) and all the information from the rating form (step 2).
 - used by the OA Institutional Researcher to aggregate all artifact ratings, summarize findings by essential skill, course type, course size, group vs. individual assignment, language, course level, course modality, and college/school/branch, among other variables.
4. **Annual institutional report with results** – Results from step 3 are shared with the OA team, reviewed, and discussed as a team, findings and key takeaways are then provided at the start of the report, with several key figures and diagrams provided as support. Examples found [here](#).

Findings from Year 1

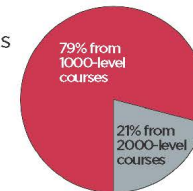
UNM General Education Assessment AY 19-20

Following a restructuring of General Education by the NMHED, all post-secondary institutions are required to assess essential skills that students are expected to develop over time.



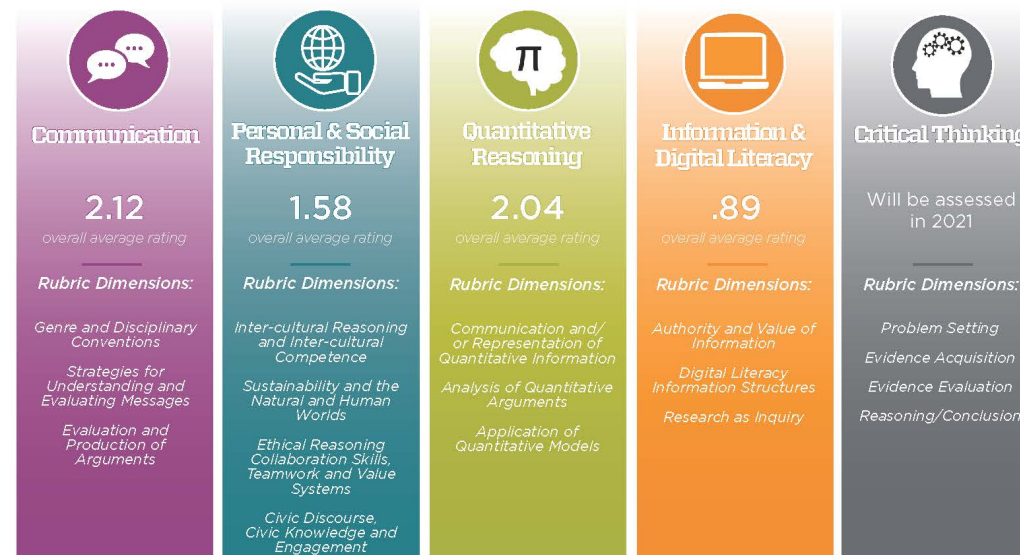
UNM assessed four of the five Essential Skills during the pilot year using individual skill rubrics; selected faculty were tasked with student artifact selection and submission of these artifacts to the UNM Office of Assessment & APR (OA/APR).

725 student artifacts submitted
from **570** students



Artifacts served as representative samples of each assessed skill, and were rated with the following rubrics: 0= No evidence; 1= Emerging (beginning college-level); 2= Developing (completing gen ed-level); and 3= Proficient (completing B.A./B.S.-level)

Course Modality:
60% Face-to-Face
24% Online
16% Hybrid



Ratings are indicative of many variables, including student performance, alignment of the course assignment, assessment rubric, and selected rubric dimension. OA/APR will be working with campus partners to help equip instructors with essential skill development in their courses.

The full GE assessment report can be found [here](#)

Questions? Please see visit our website [here](#) or email us at assess@unm.edu

Things to Consider

When Moving to this Model



To summarize

- At UNM:
 - Assessment leaders **select course sections** to participate
 - The instructors of those courses review Essential Skill rubrics (created by the NMHED, modified by the UNM OA), **select or create an assignment and then submit completed student work to the OA (unrated!!)**
 - The OA, along with a team of external reviewers, **reviews each submitted piece of student work (called artifacts) and rates it using the appropriate Essential Skill rubric**
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Lessons Learned:

- **Key takeaways:**

- **Learning curve** for instructors to submit assignments that are truly aligned to the essential skill rubric
- Had to **review and update the submission form** several times to require fields that were being left blank
- Must **continuously offer training** for instructors (new and old) on the essential skills and alignment assignments to them
 - instructors have a lot to consider – UNM SLOs, their unit SLOs and goals, now the State Essential Skills – offering training helps ensure alignment, provide support, guidance, etc.

- **Biggest challenges:**

- instructor engagement, understanding the process and cycle;
- training and communication around essential skill and student work alignment;
- creating forms for each step of the analysis process; and
- funding for external review team.

Resources

Office of Assessment -
<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

assess@unm.edu

