ASSESSMENT HANDBOOK

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1. MISSION OF SOUTHEAST NEW MEXICO COLLEGE (SENMC)

The mission of SENMC is to provide educational programs, training, and services that best serve our diverse students, communities, and industry.

2. VISION STATEMENT

Building bridges to a better life through education.

3. INTRODUCTION OF ASSESSMENT

Southeast New Mexico College is committed to providing quality education. The institution realizes that excellence in education can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning and institutional effectiveness.

The administration and faculty of Southeast New Mexico College are committed to excellence in learning, teaching and their professional enhancement through the use of comprehensive assessment to make continuous improvement efforts. This assessment handbook is focused, practical, user-friendly, issue-oriented, and integral to the fabric of the college.

The diversely perceived benefits of an assessment handbook are:

- Enhancement of learning and teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource allocation

SENMC is committed to five basic tenets:

1. Assessment should start small and build on small successes.
2. Assessment should be cost-effective and linked to budget planning.
3. Assessment should be systematic, widespread and useful.
4. Assessment should involve the whole campus community, including students, faculty, staff, administrators, and executives.
5. Assessment should be used to facilitate the decision-making and strategic planning processes of the institution.

4. THE ASSESSMENT COMMITTEE

4.1. COMMITTEE STRUCTURE

The Assessment Committee exists as a standing committee of SENMC. The committee's charge is to develop, implement, monitor, and improve assessment of student learning.

The Assessment Committee meets monthly or as required throughout the academic year and will consist of an institutional analyst, faculty, and ex-officio members from the executive team. According to SENMC policy, the specific composition and committee members will be named by the President, and minutes will be prepared and, upon approval, provided to the President's office. Minutes will also be made available to interested parties upon request. All meetings are open to the campus community.

4.2. COMMITTEE OBJECTIVE

The principal objectives of the Assessment Committee are to:

1. Enhance the knowledge of the faculty at Southeast New Mexico College about the assessment of student learning by:
    - Conducting meetings and workshops to provide professional development opportunities related to assessment techniques.
    - Entering into an ongoing dialog with the Campus community about the assessment of student academic achievement.
2. Provide a comprehensive plan for assessment at the college and regularly revise the plan to continuously improve the assessment processes.

5. CONCEPTUAL FRAMEWORK USED TO DESIGN THE ASSESSMENT PLAN

The Assessment Committee recommends, as an overall conceptual model for assessment of student academic achievement, the use of the Input-Environment-Outcome (I-E-O) model as explained by Alexander Astin in his book, Assessment for Excellence (1993) that is available in both print and digital format in the SENMC Library.

This model emphasizes the necessity of consideration of what the student brings to the course/program, the environment of learning within the course/program, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three.

The current plan involves a broad range of direct and indirect assessment measures that are utilized at the classroom, program and institutional level and at all stages of the student's academic progress.

The assessment of student academic achievement is an ongoing and evolutionary process. The assessment committee will review and revise if necessary the handbook biennially.

6. COMPREHENSIVE ASSESSMENT PROCESS AT SOUTHEAST NEW MEXICO COLLEGE

6.1 ORGANIZATIONAL STRUCTURE AND RESPONSIBILITY MECHANISM

The person ultimately responsible for the assessment process at the Southeast New Mexico College is the Vice-President of Academic Affairs (VPAA).

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The VPAA charges the Assessment Committee to develop, implement, monitor, and improve academic assessment for student learning.

In addition, the Dean of Teaching and Learning is charged to organize, implement, track, and maintain tasks, forms, rubrics, and timelines for collecting and analyzing assessment data regarding a) assessment for online and in-person courses, b) program assessment, c) program review, d) general education assessment, and e) co-curricular assessment.

The Dean of Teaching and Learning, the Assessment Committee, the Office of Institutional Research, the program coordinators, and chairs of academic departments, coordinate with faculty members to conduct assessments at three levels at SENMC.

All faculty members are responsible for conducting assessments for the relevant courses and academic programs.

6.2 ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

In Southeast New Mexico College, assessment processes are embedded throughout the institutional structure, and there are three different levels of assessment processes: Course level assessment, Program level assessment, Program Review, General Education Assessment, Co-Curricular Assessment, and Institutional assessment.

6.2.1. Course Level Assessment

Individual faculty members must include graduate outcomes and measurable course objectives in their course syllabi. Faculty members use a variety of direct measures corresponding to these outcomes and course objectives to assess the students' learning achievement. For every course offered by the college, an anonymous student course evaluation is conducted by the college each semester as indirect measure for the course assessment, and the feedback is presented to the course instructor. The faculty members make class and course improvements based upon the outcomes of these direct and indirect assessments. Every faculty member conducts classroom/course level assessments and input the assessment outcomes into Taskstream (at https://login.Taskstream.com/signup). A guide on how to use Taskstream for course assessment can be found in Appendix A-5. The assessment results are available to the program coordinator and department chair, as well as

the institutional analyst for further analysis, under the supervision of Assessment Committee and the Dean of Teaching and Learning or Vice President of Academic Affairs.

If a course is offered by the college every year, the course level assessment should be finished on a triennial basis. The department chair/program manager coordinates with the individual faculty members to fulfill this goal. Once all outcomes for a course have been assessed, faculty in each department or program analyze the assessment data to discuss course or program improvements based on this data.

6.2.2. Program Level Assessment

Program Level Assessment has four main components:

1. Each degree-seeking program has created specific program outcomes that are published on the college catalog and college website. The program outcomes are assessed for all graduating students.

2. Each program has created program-oriented assessments that are administered to all program graduates annually.

3. Each program utilizes the assessment results and the improvements (made based on the results of the program assessments) to generate the program review.

4. Program reviews, which incorporate course and program assessments, are recorded in Taskstream and are presented to the Executive Team on a Triennial basis by the Program Coordinator for such program.

6.2.3. Program Review

SENMC conducts review of every program every three years. Program reviews report improvements in the program based on course and program assessment, enrollment trends, staffing, and budget needs. Program reviews are presented to the Vice President of Academic Affairs for discussion, and to the Executive Team for consideration of budget implications. Program Reviews are reported in Taskstream. A digital copy of the questions in a Program Review appear in Appendix A-3. Questions such as those about enrollment trends and graduation are answered by accessing the "Data Gov" Teams site. If you do not have access to this site, ask for access to the Institutional Researcher. Questions about Course and Program Assessment are answered by reviewing reports about these topics in Taskstream. Program faculty input about program needs is essential while writing these reports, so it is important that Program Coordinators work with all faculty that teach in their program, full-time, adjuncts, and dual-credit, while preparing this report. The table of the cycle of program reviews for the 2025-2032 cycle can be found in Appendix A-9.

Accessing the Program Review form in Taskstream is not covered in the Taskstream guide in this handbook; however, to access it, make sure that you have access to the workspace for the program you want to report on. If you do not have access to it, ask the Institutional Researcher to grant you access to it. Once you have access to the workspace for your program in Taskstream, open the workspace by clicking on the "Academic Program Workspace" link, and then on the "Academic Program Review" link for the corresponding year you want to report on. To start work on it, click on the "Check Out" button at the top of the screen.

6.2.4. Assessment of General Education Courses

General education courses are assessed according to outcomes provided by the Higher Education Department. Each general education course is associated to one of the six content areas of the general education curriculum, namely: Communication; Mathematics; Science; Social and Behavioral Sciences, Humanities; and, Creative and Fine Arts. Each content area, in turn, has associated three Essential Skills. The alignment of content areas and Essential Skills appears in Appendix A-6.

Southeast New Mexico College assesses Essential Skills on a six-year cycle. Each Essential Skill is evaluated according to its Component Skills on a 6-year calendar as follows:

Year	Communication	Quantitative Reasoning	Critical Thinking	Personal and Social Responsibility	Information and Digital Literacy
1		1	1		1
2	1			1	
3		2	2		3
4	2			4	
5		3	3		4
6	3		4		

For purposes of this cycle, year 1 is the academic year 2023-2024. Each number in the table represents the number of the Component Skill associated to each Essential Skill according to the table found in Appendix A-7.

Faculty must record the results of their assessment in Taskstream, and they must include a plan for improvement that will be executed, based on the results of the assessment. Results of

the assessment, as well as modifications made based on the results, must be submitted to the Assessment Committee for aggregation and reporting to the College. In addition, results must be shared with department members so that plans for improvement are known to all faculty, including those that did not teach the General Education course during this cycle. It is expected that efforts to work in improving each outcome will continue until the next reporting cycle, where a new plan will be devised. Modifications to plans may be necessary, but work in improving student performance in these outcomes will continue.

In order to evaluate each Component Skill, faculty must use the rubrics included in Appendix A-8.

6.2.5. Co-Curricular Activities and Assessment at SENMC

SENMC recognizes the importance of co-curricular and extra-curricular activities. Co-curricular activities focus in the learning and growth of students in areas related to General Education outcomes as well as Leadership. In addition, co-curricular activities must be approved and assessed. SENMC has developed three forms, found in Appendix A-4, that explain what constitutes a co-curricular activity, the application form and an assessment form that allows to conduct indirect assessment of the activity. These forms can be found in the Faculty and Staff Resources page of the SENMC website. Direct assessment of co-curricular activities must be reported in Taskstream. Under the SENMC definition of co-curricular activities, non-curricular activities that are not approved as co-curricular activities are called extra-curricular activities.

6.2.6. Institutional Assessment

Here we cover the Instructional and Administrative aspects of Institutional Assessment.

6.2.6.1 Instructional Aspect of Institutional Level Assessment

The principal institutional-level assessment measure is the Territorium Electronic Proficiency Profile test. The test is annually conducted by the Assessment Committee and the Office of Institutional Research and is given in the Spring semester. The test is also used as partial assessment of the New Mexico General Education Outcomes, and is supplemented with questions created by SENMC instructors to get information about student achievement in the areas of Personal and Social Responsibility, and Information and Digital Literacy.

Additional information will be obtained from attitudinal surveys (e.g., Student Opinion Survey) given to students routinely by the Office of Institutional Research.

Data from these sources mentioned above will be analyzed by the Office of Institutional Research and reported to the Assessment Committee and the Executive Team. Information about the results of the Territorium test is shared with all full-time faculty.

6.2.6.2 Administrative Aspect of Institutional Level Assessment

The Vice-President of Academic Affairs in conjunction with the Vice President of Business and Finance is in charge of the budget planning and is responsible for addressing the needs of the Assessment Committee to the highest decision-making level administration to obtain financial support for testing materials purchase, faculty travel, and other assessment-related expenses.

6.2.7. Additional Assessments conducted at SENMC

SENMC uses multiple measures to place students in Mathematics and English courses. Those include grades in Mathematics and English courses from student high school transcripts for those who graduated within the last five years; scores on the ACCUPLACER Next Generation writing and quantitative reasoning assessments, scores on ACT and/or SAT tests if taken within the last two years, and consultations with departmental faculty as appropriate. Students can sign up or walk-in to take the ACCUPLACER tests through the Testing Center, who administers the exams and accesses student score reports online via The College Board portal.

6.3. DATA COLLECTION, INTERPRETATION AND DISSEMINATION

The Vice-President of Academic Affairs, the Assessment Committee and the Office of Institutional Research are responsible for the collection, interpretation and dissemination of information about assessment outcomes. Data will be provided by individual faculty, chairs and program managers in Taskstream and standard forms (Appendix A1-A3). The institutional level assessment outcomes will be provided by the Office of Institutional Research.

Assessment data are available to faculty and executives for decision-making and strategic-planning purposes.

1. All course and program assessment reports created by faculty, department chairs, and program managers are placed in Taskstream which are accessible to faculty via request to the Office of Institutional Research.

2. Program reviews incorporate course and program level assessments to help the department and the program to determine the improvements needed to facilitate the students' success in the program.

3. Assessment data are discussed on a regular basis during departmental meetings to help creating the insights into the individual program level and institutional level teaching-learning processes, which helps to improve the overall students' learning at SENMC.

4. The Assessment Committee regularly presents information on institutional assessment

to the Executive Team to facilitate informed decision making in the strategic planning and budget process.

5. Each academic program will present course and program assessments in their program reviews to the Executive Team to facilitate informed decision making in the strategic planning and budget process.

6.4 FEEDBACK LOOPS

It is extremely important that there are feedback loops in the assessment process.

At the individual course level, measurable course objectives are directly assessed in the classroom and other teaching-learning settings. Faculty members make course level improvements based upon the results of the direct assessments of measurable course objectives aligned with graduate outcomes. Classroom and course assessment types, results, and corresponding improvements are documented every semester in Taskstream (for full time faculty) and in measurable course outcome forms (Appendix A1) (for part time faculty), which are collected and recorded in Taskstream by the Department Chair or Program Coordinator as appropriate.

At the program level, programs are directly assessed using individual, specific program assessment methodologies created by the program coordinator and faculty members of each program. Graduate outcomes and program outcomes are published to the college's catalog every academic year. Annual program assessment results are also available in Taskstream. Program assessment results and the completed measurable course objective forms are used in writing program reviews for program improvement.

At the institutional level, direct institutional assessment is conducted annually using the Territorium Electronic Proficiency Profile test with samples of students taken from different areas of teaching and learning in the college. Results are shared across campus and individual departments and faculty implement changes in their programs and teaching according to these results.

Finally, departments, governance committees and the executive committees examine the results of the Territorium Electronic Proficiency Profile, as well as program reviews to generate the strategic development plan to achieve institutional improvements.

6.5 THE TIMETABLE OF ASSESSMENT

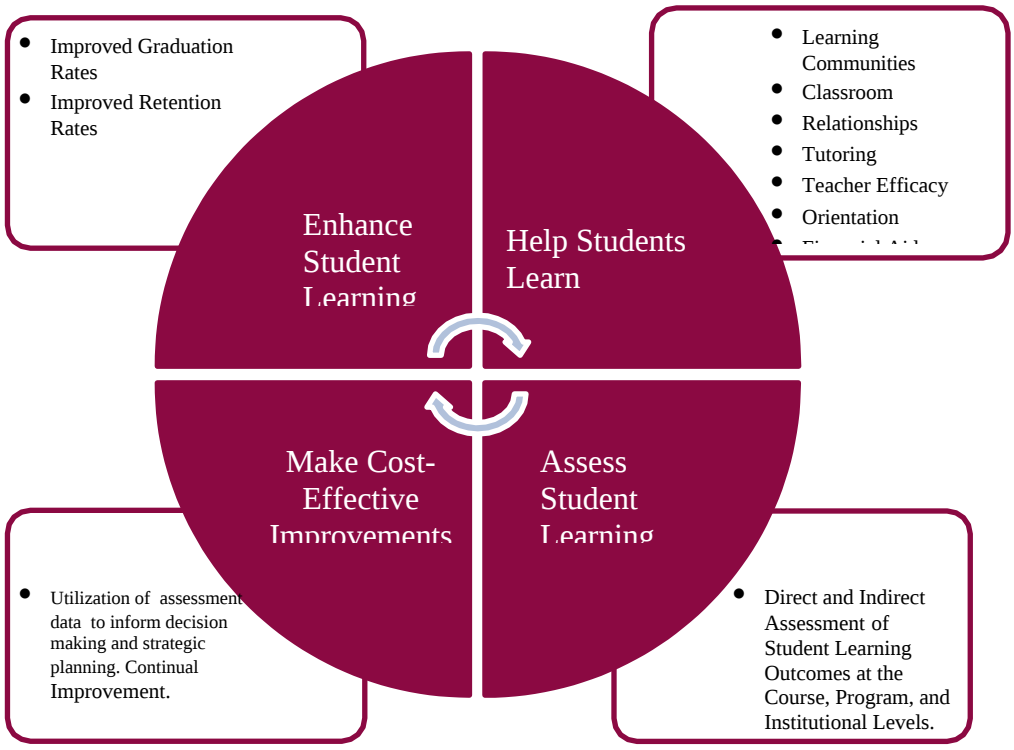
The Time Table of individual course, program and institutional level assessments at SENMC is shown below:

Assessment Level	Responsible Personnel	Assessment Implementation Time line	
		Each Academic Year	Every 3 Academic Years
Classroom/Course Level	Every Full-Time Faculty and Adjuncts	Conducting Assessments of specific courses (or the specific course objectives of the course), based on the arrangement made by the Department Chair/Program Manager	Departments and programs review assessment results of all courses when all outcomes have been assessed in a three years cycle.
	Department Chair/Program Manager	Coordinating with Faculty Members for Course Level Assessments	Coordinating with All Faculty Members for the Completeness of Course Level Assessments of all Course Offered by the Department
Program Level	Program Coordinator	Conducting Program Level assessments and Creating Program Review	Completing Program Review
General Education	All faculty that teach General Education courses	Conduct assessment of course according to a yearly schedule and assessed using the rubrics in appendix A-8.	Faculty analyze data every 6 years or as soon as a cycle is complete, implementing changes based on this data.
Co-curricular Assessment	Faculty and Staff in charge of co-curricular activities	Submit report on co-curricular assessment in Taskstream. Review data for implementing improvements in next cycle.	
Institutional Level	Office of Institutional Research and Assessment Committee	Implementing the Territorium Electronic Proficiency Profile Test	

7. STRATEGY FOR CONTINUED SUCCESS: ONGOING ASSESSMENT AT SOUTHEAST NEW MEXICO COLLEGE

Assessment is not a terminal endeavor. The assessment process must be cyclic and ongoing. Therefore, after implementation of each revision of the *Student Outcomes Assessment Model*, there will be feedback as to the success and relative usefulness of different aspects of the assessment process.

Course Assessment Cycle at SENMC:

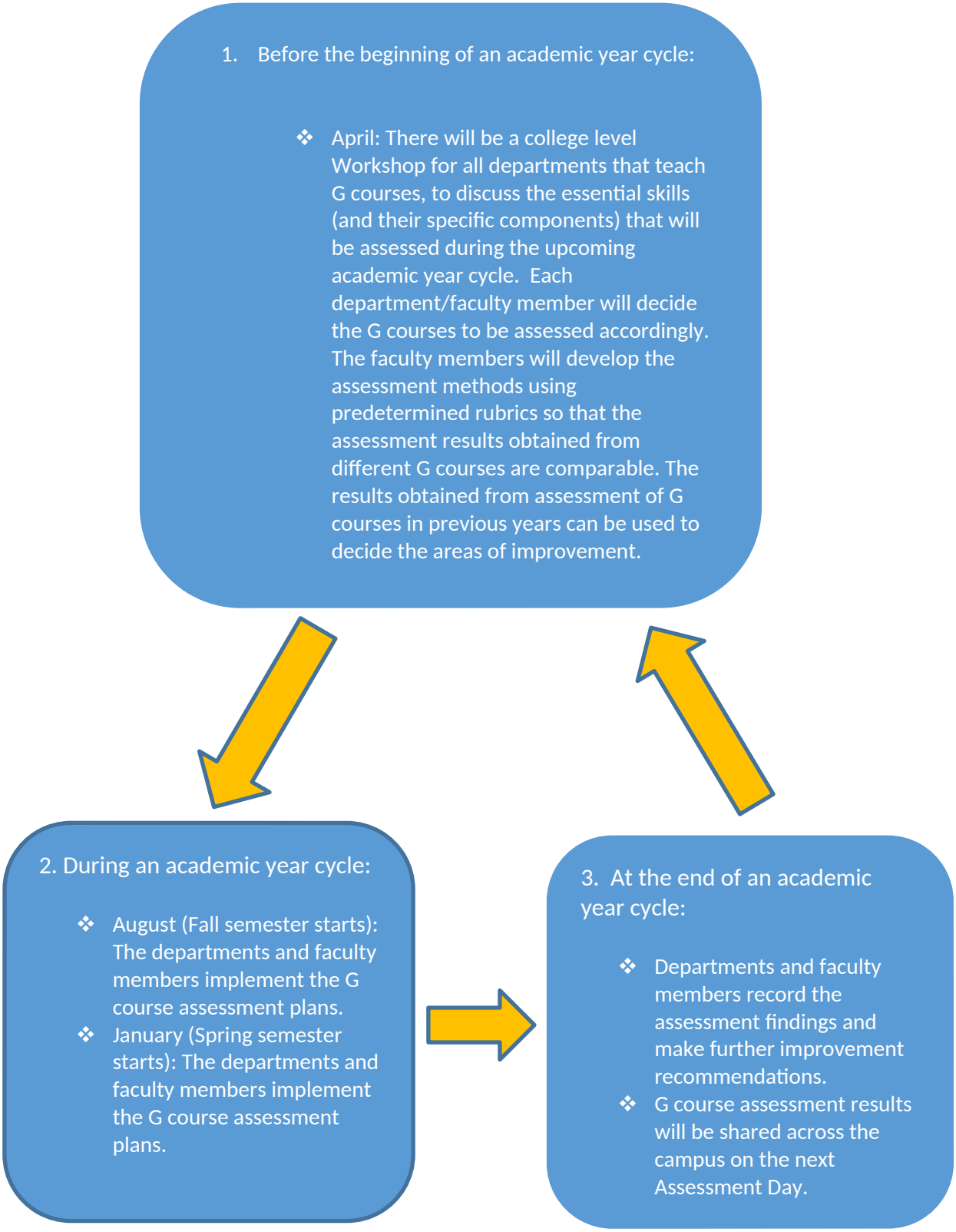


The *Student Outcomes Assessment Model* will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Our assessment process will evolve with the needs and expectations of the institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a complete learning-centered institution.

Assessments are reported using Taskstream. There are three reporting forms in Taskstream: Measurable Course Outcome Reporting Form, Program Outcomes Assessment Reporting Form, and Annual Program Review Form. All these forms are given in Appendix A1-A3. Full time faculty members will contact the Office of Institutional Research to create an account at Taskstream. Once the account is created, faculty may access the Measurable Course Outcomes Reporting Form in Taskstream. Adjunct faculty need to file hand copies of the form to the Department Chair/Program Director. For the Chair/Program Director to record them in

Taskstream.

General Education Assessment Cycle



APPENDIXES
Appendix A-1: Course Learning Outcomes Reporting Form

Course Learning Outcomes Reporting Form

Instructor: Click here to enter text.
Course: Click here to enter text.
Section Number(s): Click here to enter text.
Semester: Click here to enter text.
Year: Click here to enter text.

Student Learning Outcome #1

Graduate Outcome: Click here to enter text.
Student Learning Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:_____% of students performed at____% or above on this course outcome.
Analysis/Interpretation of Results: (include a comparison to previous semester/year results). Click here to enter text.
Course Improvements Based on Results: Click here to enter text.
How were course improvements from previous semester/year incorporated and what was the effect on assessment results? Click here to enter text.

Student Learning Outcome #2

Graduate Outcome: Click here to enter text.
Student Learning Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:_____% of students performed at____% or above on this course outcome.
Analysis/Interpretation of Results: (include a comparison to previous semester/year results). Click here to enter text.
Course Improvements Based on Results: Click here to enter text.
How were course improvements from previous semester/year incorporated and what was the effect on assessment results? Click here to enter text.

Student Learning Outcome #3

Graduate Outcome: Click here to enter text.
Student Learning Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results:_____% of students performed at____% or above on this course outcome.
Analysis/Interpretation of Results: (include a comparison to previous semester/year results). Click here to enter text.
Course Improvements Based on Results: Click here to enter text.
How were course improvements from previous semester/year incorporated and what was the effect on assessment results? Click here to enter text.

Appendix A-2: Program Outcomes Assessment Reporting Form

Program Name: Click here to enter text.
Person Submitting Form: Click here to enter text.
Date: Click here to enter text.

Program Outcomes: 1) Click here to enter text. 2) Click here to enter text. 3) Click here to enter text.
Description of Program Assessment: Click here to enter text.
How many students participated in the program assessment? Click here to enter text.
Results:_____% of students performed at____% or above on stated program outcomes.
What program improvements will you make based upon assessment results? Click here to enter text.
What improvements will you make in the program assessment? Click here to enter text.
Briefly describe the discussion you have had with program faculty regarding program assessment results: Click here to enter text.

Appendix A-3: Program Review Reporting Form

Program or Department Name: Click here to enter text. **Date:** Click here to enter text.

Person Completing Form: Click here to enter text.

Executive Summary

- Identify the critical recommendations for your program.

Click here to enter text.

- Identify the strengths and weaknesses of your program.

Click here to enter text.

- Identify your program's curricular needs based upon the population you serve.

Click here to enter text.

- Identify any resources (facilities, equipment, financing) your program needs.

Click here to enter text.

- Identify any specific staffing needs your program has.

Click here to enter text.

Program Goals

Click here to enter text.

Program Outcomes

Click here to enter text.

Program Outcomes and Program Matrix

- Please attach curriculum map showing courses offered and program outcomes addressed in each course.

Program Assessment

- Please attach the program's most recently completed program outcomes assessment form.

Program Data and Trends

What is the current number of first-year students in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the current number of sophomores in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
How many students graduated from your program last year?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.

Curriculum

- Please attach a list of your program's current class offerings which includes their measurable course outcomes or core competencies addressed.
    - What is the number of online versus face-to-face courses offered by your program? _____
    - What is the number of support versus program classes offered by your program? _____

- Are there any courses in the catalog that have not been offered in the past three years? If yes, identify the courses and discuss your plans regarding these courses.

Click here to enter text.

- Briefly describe how your courses meet the NMHED general education transfer requirements.

  Click here to enter text.

- Summarize the results of your course assessment efforts and improvements made to courses based upon assessment results.

  Click here to enter text.

Resources

- Facilities
  - Identify the primary facilities (buildings, classrooms, laboratories) used by the program.

    Click here to enter text.

  - Are current buildings, classrooms, laboratories, and offices sufficient to meet the needs of your program? If no, explain what deficiencies exist?

    Click here to enter text.

  - How might any deficiencies identified above be addressed by the program? By the college?

    Click here to enter text.

- Equipment
  - Briefly describe current equipment used by your program and indicate whether it is adequate or inadequate.

    Click here to enter text.

  - Is additional equipment required to support this program? If so, please explain.

    Click here to enter text.

- Budget/Finances
  - Is adequate financial support available to meet the needs of this program? If not, please explain?

    Click here to enter text.

- Advising
  - What are your program's current efforts and responsibilities in advising students?

    Click here to enter text.

Faculty

- Identify trends in staffing using information for full-time faculty, adjunct faculty, overload faculty, and staff. How have these changed over time?

  Click here to enter text.

- Based on the trends identified above, identify specific program staffing needs. If the program reports a need for additional positions, specify how any additional faculty/staff will enhance program performance and student success.

  Click here to enter text.

- Briefly describe departmental faculty members' qualifications and recent professional development activity

Appendix A-4: Co-curricular Assessment Forms

Forms in this appendix are available in electronic form in the SENMC website under faculty and staff resources.

Information Form

This document presents information on what constitutes a co-curricular activity. Activities that do not meet the requirements described here will be considered extra-curricular.

When deciding if an activity is co-curricular, it is helpful to consult this document. Please, address any questions to the Chair of the Assessment Committee, the Chair of the Curriculum Committee, or the VPAA.

The application form for requesting an activity to be considered co-curricular and the assessment form for such activities are separate documents.

I. Requirement for an activity to be considered co-curricular

For an activity to be considered co-curricular, it needs to satisfy all the following criteria.

- Activity needs to be student-led or organized in partnership with students.
- Activity needs to be open to all students. Though there may be academic criteria for a student to qualify to participate (e.g., meeting a certain GPA threshold or having taken the mathematics class for which they are tutoring), there should not be any programmatic or other criteria (e.g., being a certain major, being a first- or second-year student, etc.)
- Activity needs to be recurring for the students. For example, if a student club is organizing a series of field trips to different locations, even though each trip is at a different location, the activity (field trip) is recurring.
- Only the SENMC students who are leading/organizing the event are assessed. The participants to the event are not assessed. For example, if a group of students (group A) is leading a mathematics tutoring event where other SENMC students (group B) can drop in to get help with their homework, group A will be the one assessed in terms of whether the co-curricular activity has met the outcomes, not group B. Of course, group B can be assessed on whether the event has been successful for this group B, but this assessment will not be a co-curricular assessment.

II. Possible Outcomes

In addition to the requirements described in Section I, for an activity to be considered co-curricular, it must address one or more of the following learning outcomes. The last five outcomes represent General Education outcomes:

- Leadership
- Communication
- Quantitative reasoning
- Critical thinking
- Personal and social responsibility (this includes teamwork, DEI awareness, etc.)
- Information and Digital Literacy

III. List of co-curricular activities

The activities listed in this section represent activities that already meet (or can easily meet) the requirements listed in Sections I and II above. This is an example (not a comprehensive) list to show the variety of activities that can qualify.

- PTK
- Math summer bootcamp*
- Math movement*
- STEM club
- Peer mentors
- Student Government Association
- Financial literacy events (multiple, not just one)
- Mind control events

- Sensory activities (Early Childhood Education)**
- Criminal justice club**

* Student tutors need to be hired to satisfy the requirement that there is partnership with students.

** These need to become a club open to all students (not just the students majoring in Early Childhood Education or Criminal Justice)

Southeast New Mexico College
1500 University Drive
Carlsbad, NM 88220
(575) 234-9200, Fax: (575) 885-4951

Co-Curricular Activity Application Form

Before proceeding with the application form, please review the Co-Curricular Information document for essential details and guidance.

* Required

1. Name of Applicant: *

   Full Name

   Click here to enter text.

2. SENMC Email: *

   Click here to enter text.

3. Department/Group/Club: *

   Click here to enter text.

4. Name of Proposed Co-Curricular Activity: *

   Click here to enter text.

5. Activity Description: *

   Provide a short description of the co-curricular activity

   Click here to enter text.

6. Event Dates *

   Click here to enter text.

7. Describe the Frequency (e.g., weekly, monthly, or annually). *

   Click here to enter text.

8. Does this activity satisfy all the criteria for it to be considered a co-curricular activity? *

   Refer to the co-curricular Information Form Section I. ○ Yes ○ No

9. Which of the following outcomes do you aim to achieve through this activity? *

   Refer to the co-curricular Information Form Section II. (Check all that apply)

   ☐ Leadership (organization of events, visibility)

   ☐ Communication

   ☐ Quantitative Reasoning

   ☐ Critical Thinking

   ☐ Personal and Social Responsibility (teamwork)

   ☐ Information and Digital Literacy

10. Explain how each previously selected outcome will be achieved. *

    Example Response for Outcome Selected:

    Communication: Students will practice verbal and written communication through structured presentations and discussions.
    Refer to the co-curricular Information Form Section I.

Click here to enter text.

11. Would you like to award Merit badges at the end of this activity? * ○ Yes ○ No

12. By submitting this form, I confirm that the information provided is accurate and complete to the best of my knowledge. I have reviewed the Co-Curricular Information form and fully understand the definition, purpose, and requirements of a co-curricular activity at SENMC. I understand that this form will be reviewed to determine eligibility as a co-curricular activity; however, submission does not guarantee approval. I acknowledge that only SENMC students who are leading or organizing the event will be assessed, while participants will not be assessed. Following the activity, I agree to complete the Co-Curricular Assessment Form to evaluate the outcomes achieved. If I have any questions or require clarification regarding the criteria or process, I will seek guidance from the Chair of the Assessment Committee, the Chair of the Curriculum Committee, or the VPAA before submitting this form. *

    ○ Yes

Co-Curricular Activity Assessment Form

Name of the co-curricular activity: _____
Purpose of the co-curricular activity: _____
How many semesters have you been a college student? _____
Rate the degree to which you agree or disagree with the following statements:

	Not applicable N/A	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
Because of my involvement in this activity:						
Leadership						
a) I feel more confident in my ability to take initiative on a project	N/A	1	2	3	4	5
b) I feel more confident in my ability to motivate and encourage others	N/A	1	2	3	4	5
c) I feel more confident in my ability to resolve conflicts	N/A	1	2	3	4	5
Communication						
d) I feel that I have improved my oral communication skills	N/A	1	2	3	4	5
e) I feel that I have improved my written communication skills	N/A	1	2	3	4	5
Quantitative Reasoning						
f) I feel more confident in my ability to estimate the resources needed to accomplish an event	N/A	1	2	3	4	5
g) I feel more confident in my ability to use numerical information to make decisions	N/A	1	2	3	4	5
h) I feel more confident in my ability to communicate numerical information	N/A	1	2	3	4	5
i) I can better use my quantitative reasoning skills to solve problems	N/A	1	2	3	4	5
Critical Thinking						
j) I feel more confident in my ability to analyze problems from multiple perspectives	N/A	1	2	3	4	5
k) I feel encouraged to evaluate my own ideas and beliefs more critically	N/A	1	2	3	4	5
l) I can evaluate evidence and arguments more critically before forming conclusions	N/A	1	2	3	4	5

	Not applicable N/A	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
Because of my involvement in this activity:						
m) I feel more confident in my ability to use clear reasoning and evidence to justify my opinions	N/A	1	2	3	4	5
Personal and Social Responsibility						
n) I am more open to learning from others with diverse backgrounds and perspectives	N/A	1	2	3	4	5
o) I consider the impact of my actions on others	N/A	1	2	3	4	5
p) I take responsibility for my role in group tasks and follow through on commitments	N/A	1	2	3	4	5
q) I seek more opportunities to participate in community service or volunteer activities	N/A	1	2	3	4	5
Information and Digital Literacy						
r) I feel more confident in my ability to define the data and/or information needed to complete a project	N/A	1	2	3	4	5
s) I feel more confident in my ability to assess the relevance and accuracy of online sources	N/A	1	2	3	4	5
t) I can better adapt my digital communication style to suit my audience	N/A	1	2	3	4	5
u) I feel more confident in my ability to facilitate or collaborate using digital tools (e.g., announcements, flyers, videos, etc.)	N/A	1	2	3	4	5
v) I understand better the ethical and legal implications of using digital media, including copyright laws	N/A	1	2	3	4	5

Appendix A-5: Quickstart Guide for Taskstream

Quickstart Guide for Southeast New Mexico State College: Course Level Assessment Workspace

71 WEST 23RD STREET, NEW YORK, NY 10010 · T 1.800.311.5656 · e help@Taskstream.com

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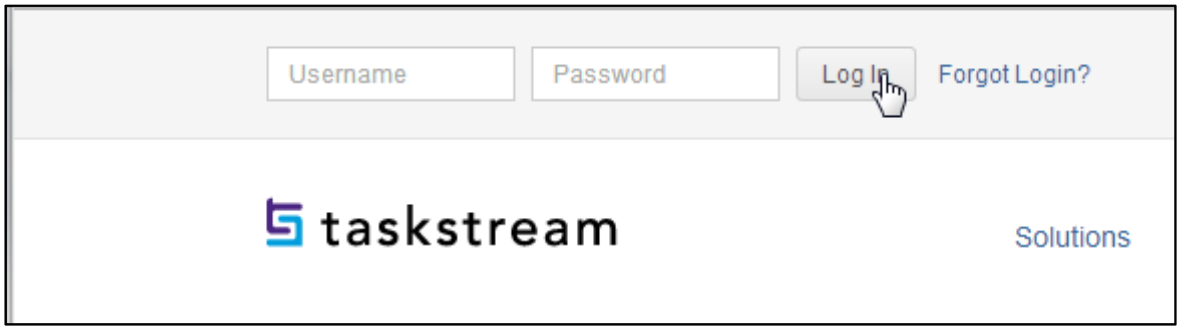
Log in to Taskstream

This tutorial will walk you through accessing AMS and adding assessment data (Measureable Course Outcomes, Assessment Plans, and Action Plans) to the Course Level Assessment Workspace.

1. To get started, please be sure you have your username and password.

2. Please open your internet browser and go to www.Taskstream.com

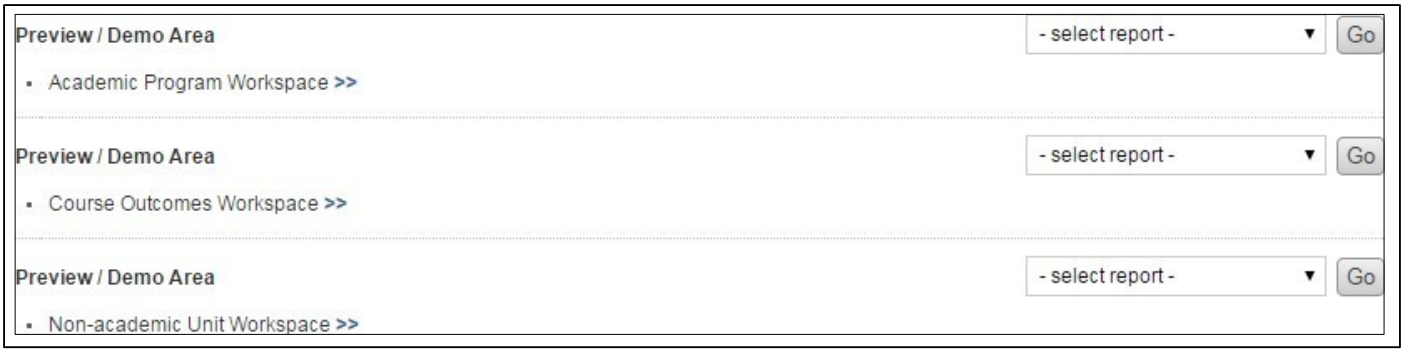
3. Enter your username and password at this screen and click Log In:



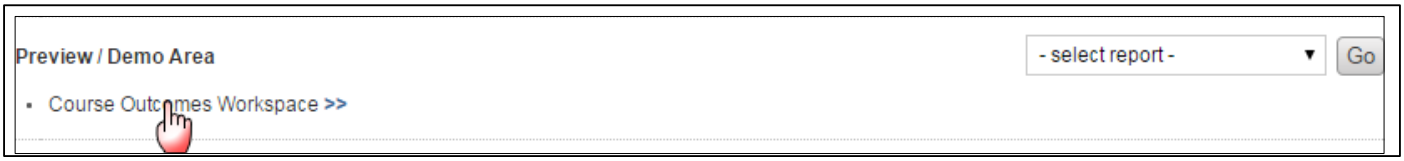
Taskstream Home Page

You will now be taken to your homepage. The homepage will contain one or more workspaces, which will be affiliated with different participating areas (programs, departments, etc.). Each workspace is the vessel into which you may input your assessment data.

(***Please Note:*** the following screenshots serve as examples and may not mirror that exact titles associated with your workspace(s).)

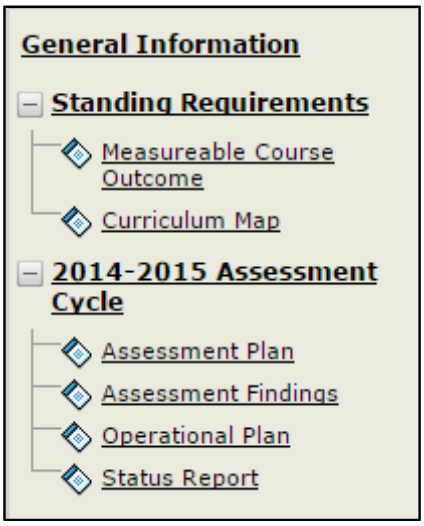


You can access your course assessment workspace by clicking Course Outcomes Workspace located within the appropriate participating area.



Your Workspace

Once you click on the workspace title, you will see the structure on the left-hand side of the page. This structure has been designed by NMSU Carlsbad and contains several different requirements related to your course assessment process.

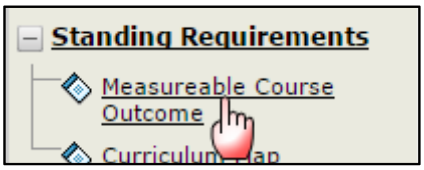


The *Standing Requirements* category contains/will contain assessment data that will remain relatively steady over time, whereas the assessment cycles will be completed anew each year.

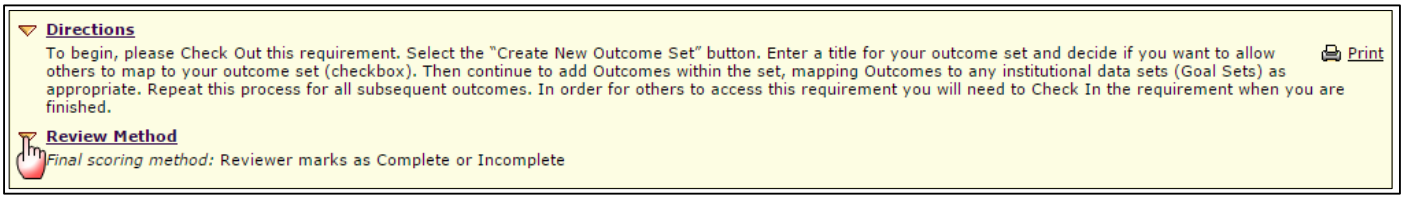
The *Measurable Course Outcome* requirement is the first in the structure. To begin working on it or any other requirement, please select it from the workspace structure.

Measurable Course Outcomes

To view the directions and add the required data, click on the *Measurable Course Outcome* requirement from the structure.

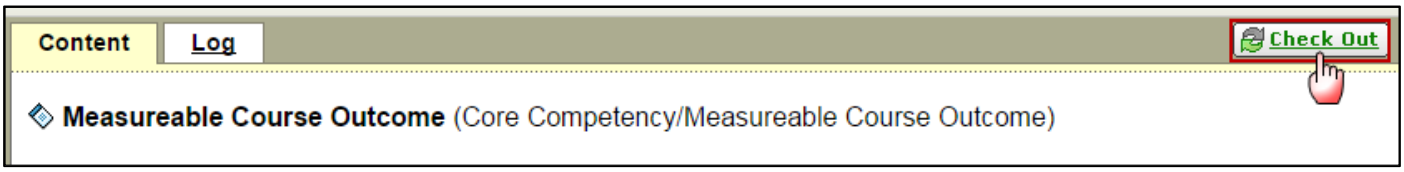


When you do this, the requirement will open in the main screen. Please note that each requirement has its own custom set of directions. To view these directions click the *Directions* link and the directions will expand/collapse as appropriate.



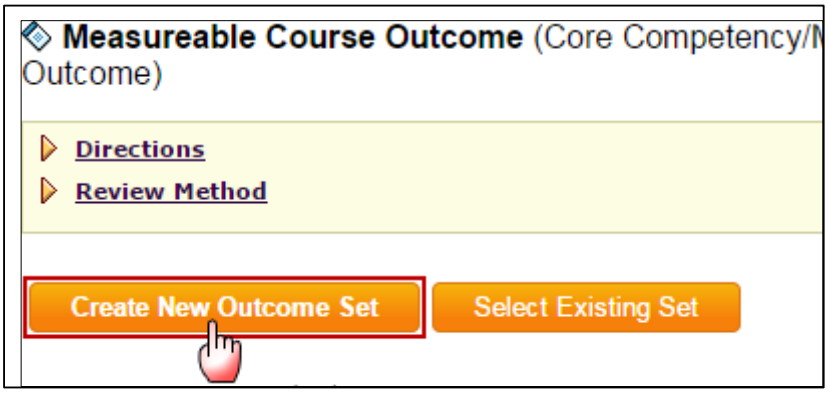
This same window allows you to see the method by which your data will be reviewed by an assessment committee at the school.

You will see a green *Check Out* button. Please note that all requirements in Taskstream's AMS system use a Check In / Check Out system.

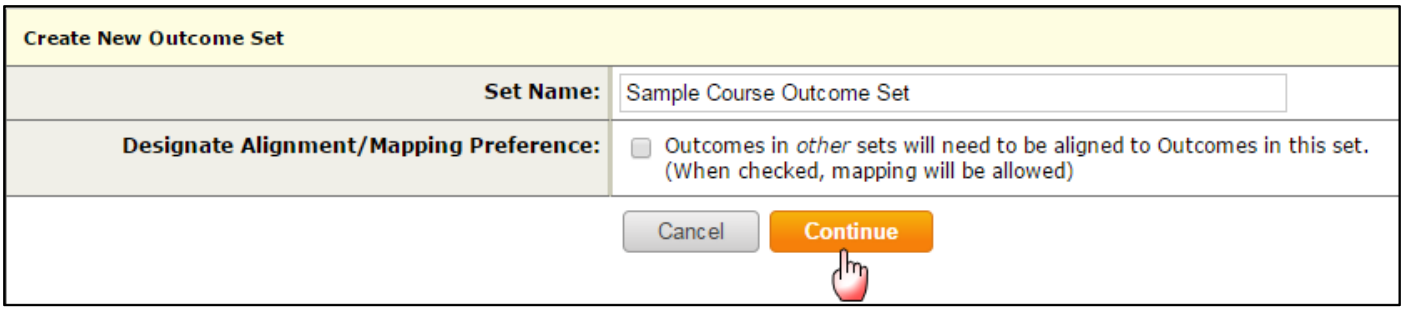


NOTE: *To edit or add data to any requirement you will first need to "Check Out" the requirement. Additionally, to allow your peers access to the same requirement, you can "Check In" the requirement when you are finished. All items will be automatically checked in when logging out of the system or navigating to another website.*

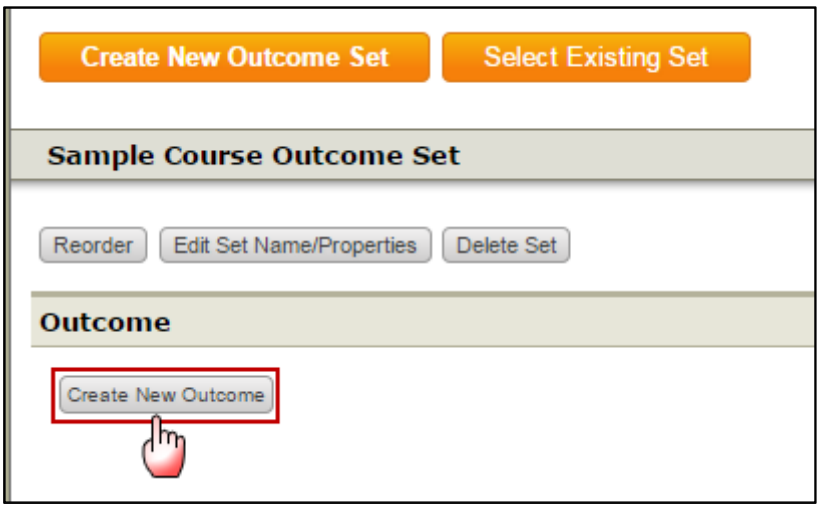
When presented with two buttons, you will want to choose the *Create New Outcome Set* button during these initial steps.



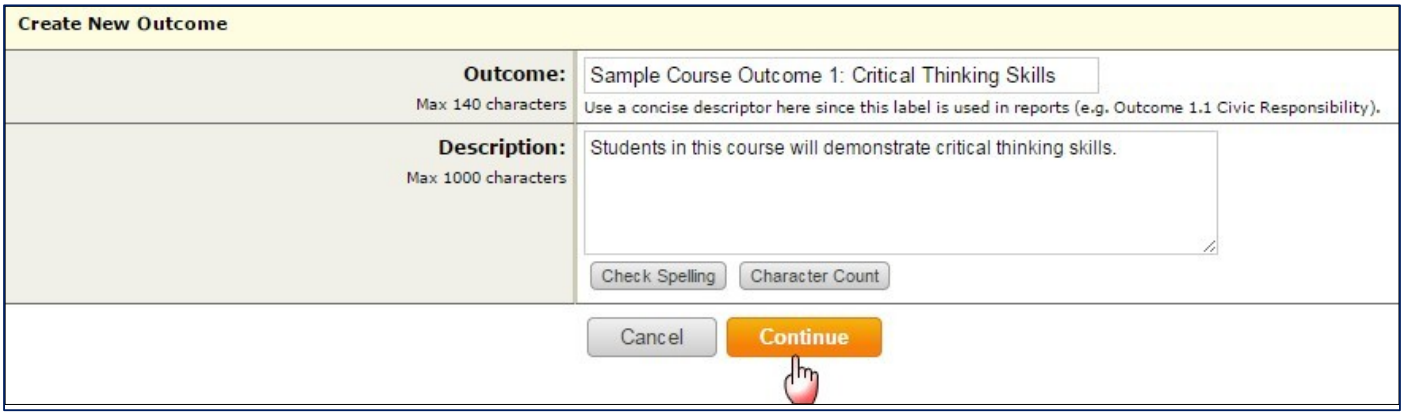
You may then title the Outcome Set. For your course outcomes, please **do not** check the box allowing outcomes in other sets to be aligned to outcomes in this set. Then you may click continue.



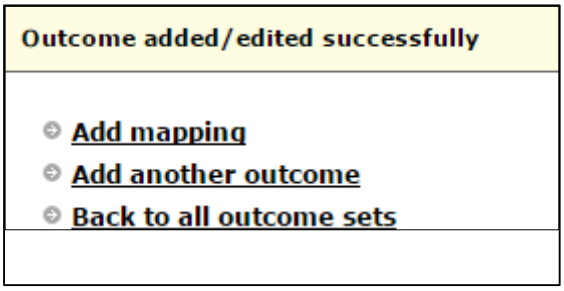
Next, you may create your Course Outcomes. To create a Course Outcome, click the Create New Student Learning Outcome Button.



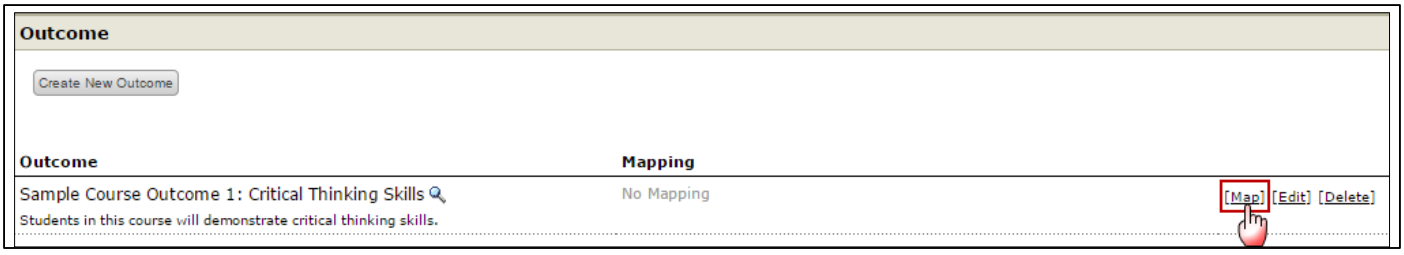
Enter a title for your Course Outcome. You may also enter a description, but that is optional. Then, click the Continue button.



On the following window, you can click *Add mapping* to map your course outcome to a Program Outcome (see below), or you can click *Add another outcome* to create another Course Outcome, or you can click Back to *Back to all outcome sets* to return to your Measurable Course Outcomes page.

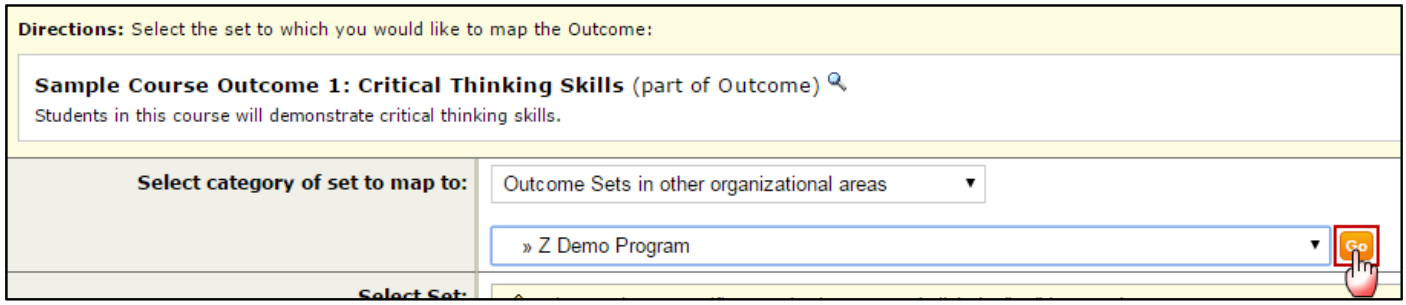


To map your Course Outcomes to Program Outcomes, click the *Map* link to the right of your outcome name.

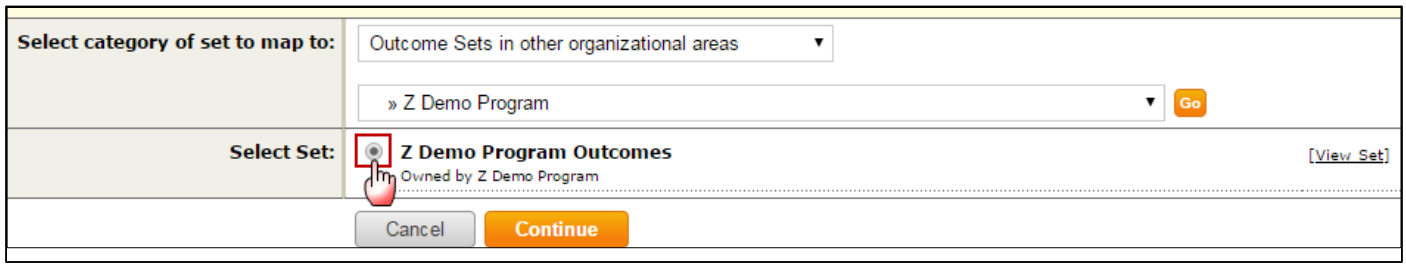


You can then click the *Create New Mapping* button.

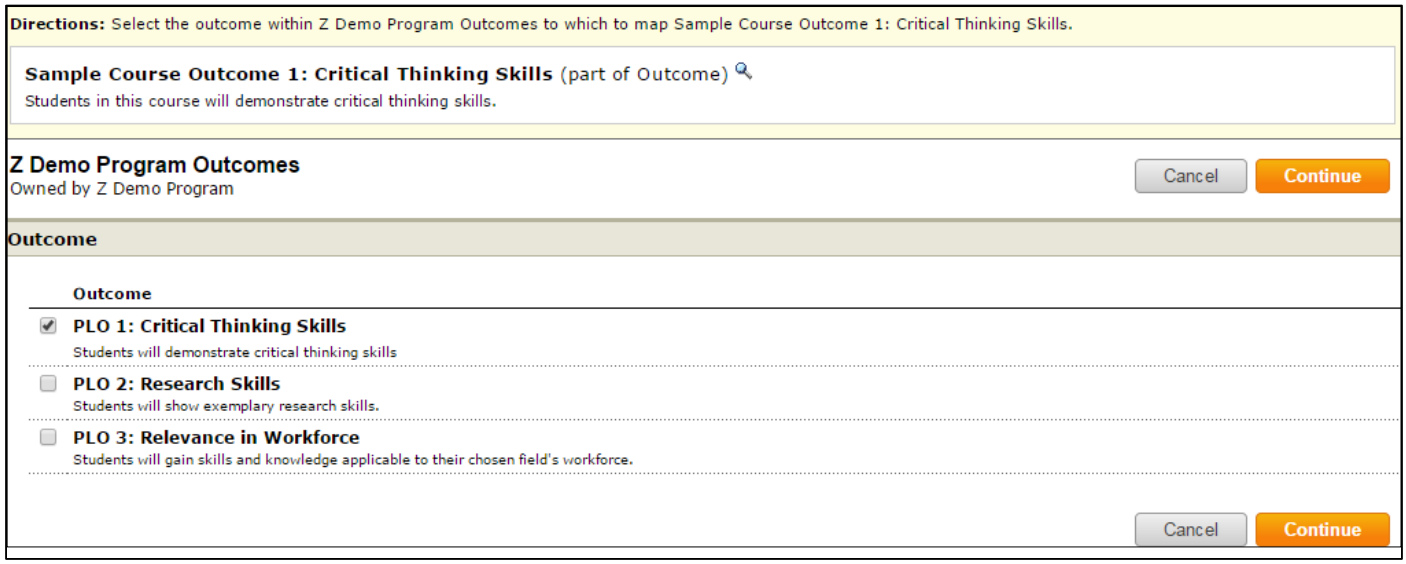
Use the first drop-down menu on this page to select *Outcome Sets in other organizational areas*, and use the second dropdown menu to select the program to which you are mapping your Course Outcomes, then click the Go button.



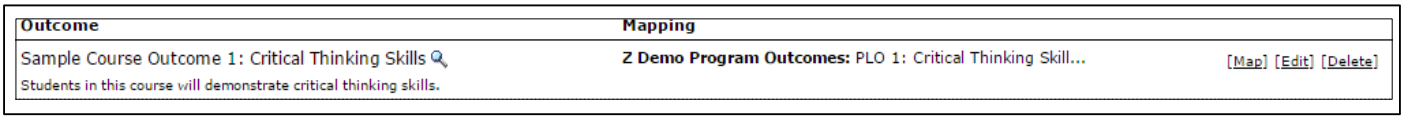
Next, click the radio button next to Program Outcome Set to which you are aligning your Course Outcomes, and then click Continue.



Choose which Program Outcome set items align with your Course Outcomes (you can select more than one if applicable) and then click the Continue button.

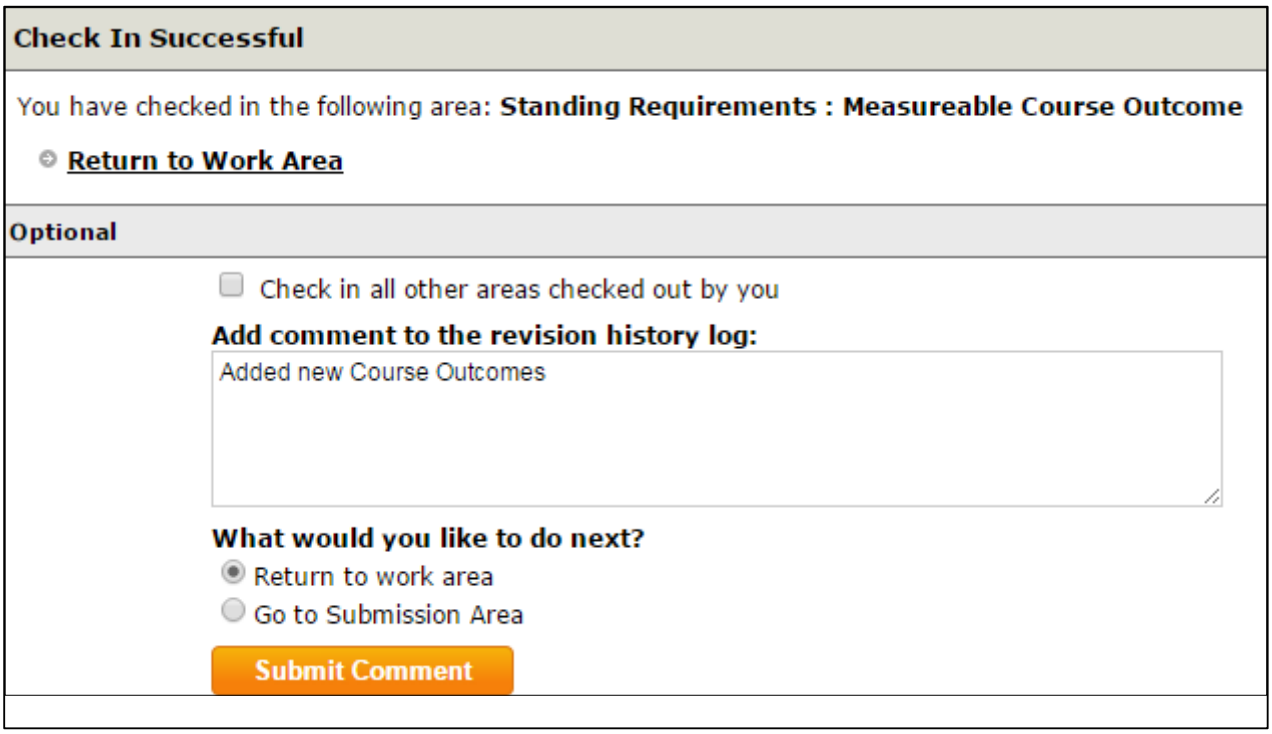


You will now see the outcome set items mapped or aligned with your Outcome. Repeat these steps for all future mappings.



Please note that you may click the Check In button in the upper right-hand corner of the page to manually check in requirements, allowing other users to check them out.

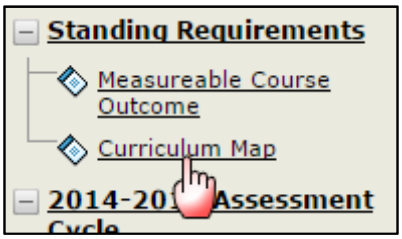
When you check in a requirement, you are given the option to enter comments into that requirement's Revision History Log, which lets all users keep track of changes made to that requirement. When you are finished, click Submit Comment.



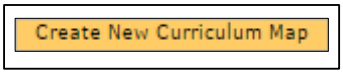
Please note, when you log out of Taskstream or navigate away to a different website, all workspace items will be automatically checked in.

Curriculum Map

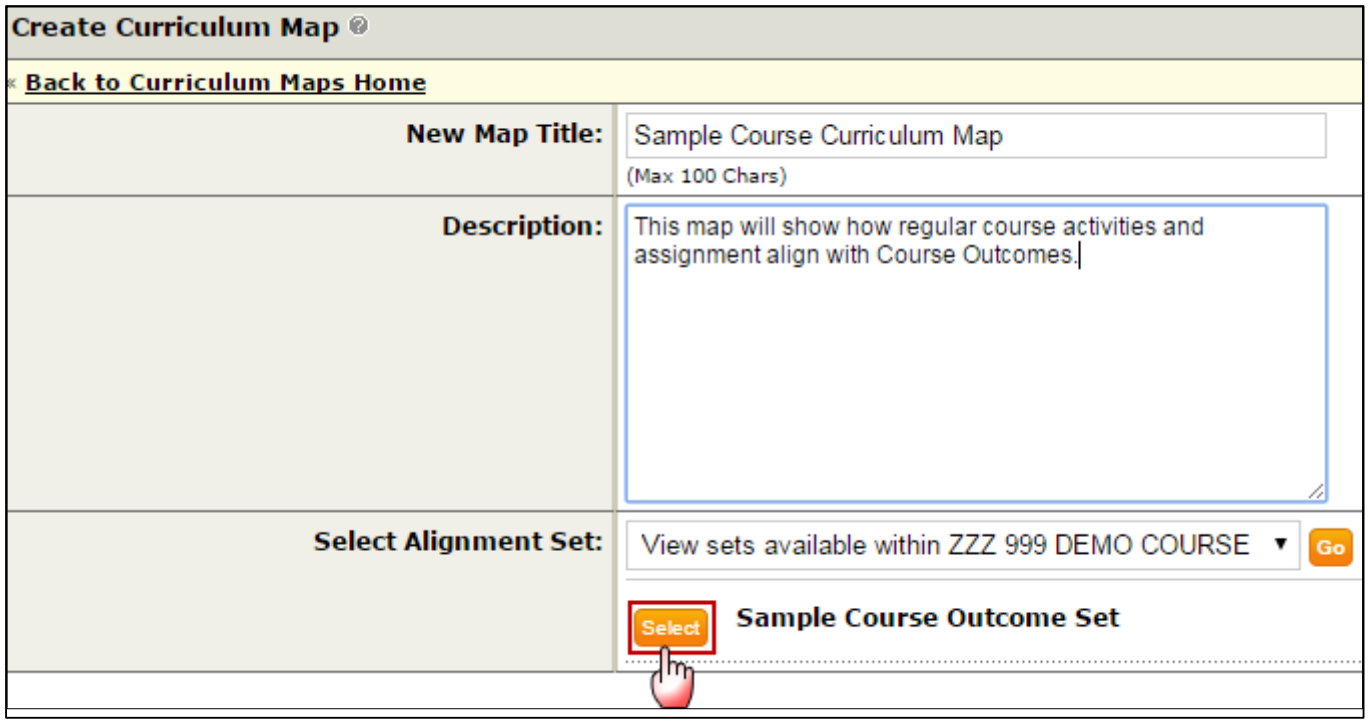
Once you are satisfied with entering your Student Learning Outcomes/Criteria, you may then proceed to the Curriculum Map requirement and click the Check Out button.



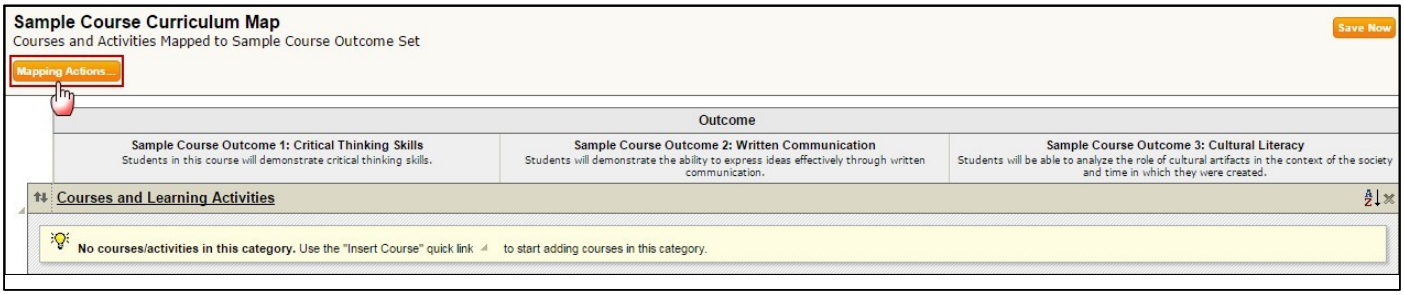
Click the Create New Curriculum Map button.



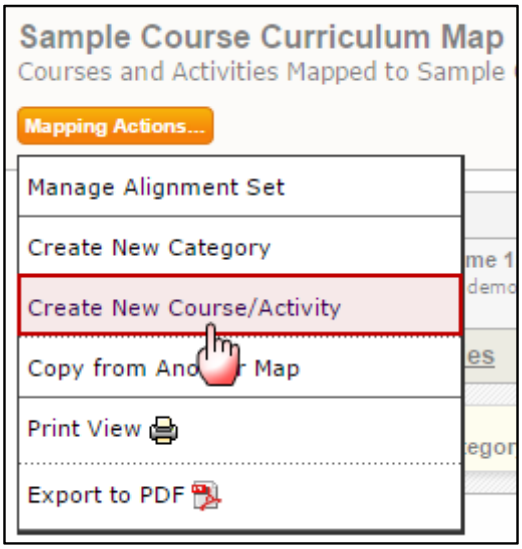
Give the map a title and description, and click the Select button next to the Outcome Set you wish to map to.



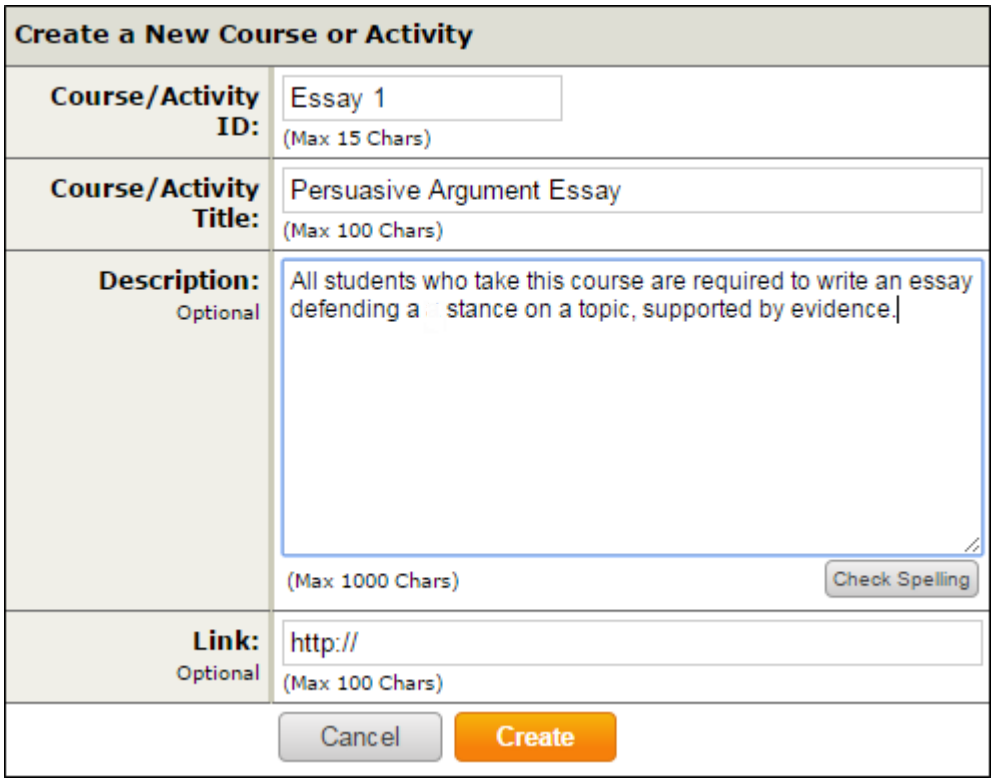
In the resulting mapping screen, courses and activities can be added by clicking on the Mapping Actions button.



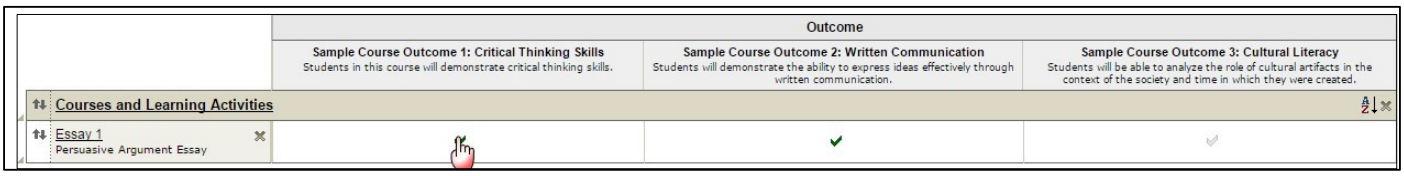
Next, click “Create New Course/Activity.”



Enter a Course/Activity ID, a Course/Activity Title, an optional Description, and an optional link to any online resources, then click the Create button. Repeat this step to add additional Courses/Activities.



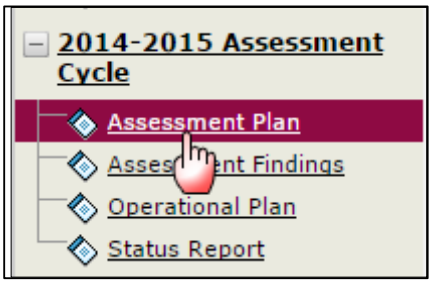
You can now designate alignment by clicking in the box underneath the outcome in the mapping grid. You are able to check multiple boxes if applicable.



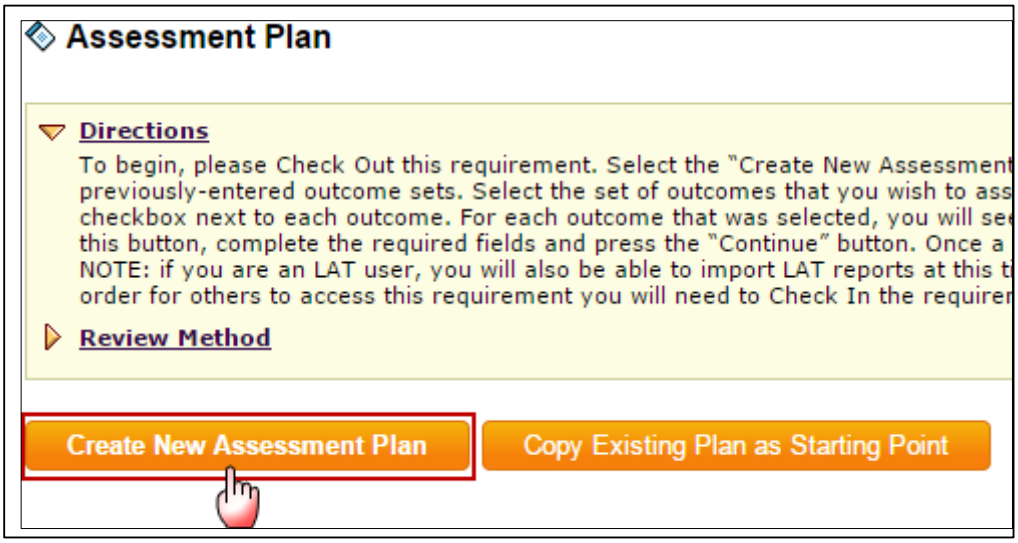
When you are finished, click Save Now, close your mapping window, and click Check Out for this requirement.

Assessment Plan

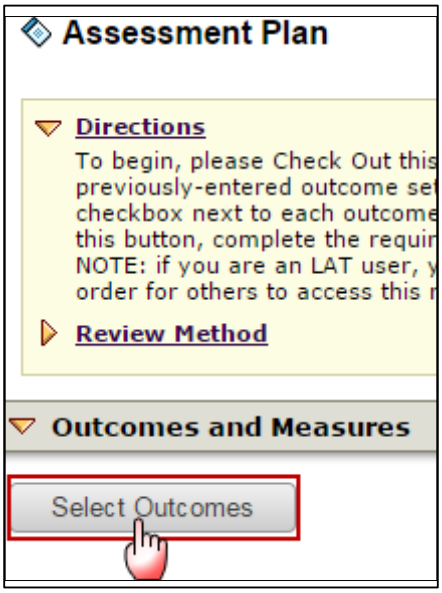
When you are finished with your Curriculum Map, you may navigate to the cyclical assessment sections. The first requirement in this section is your Assessment Plan.



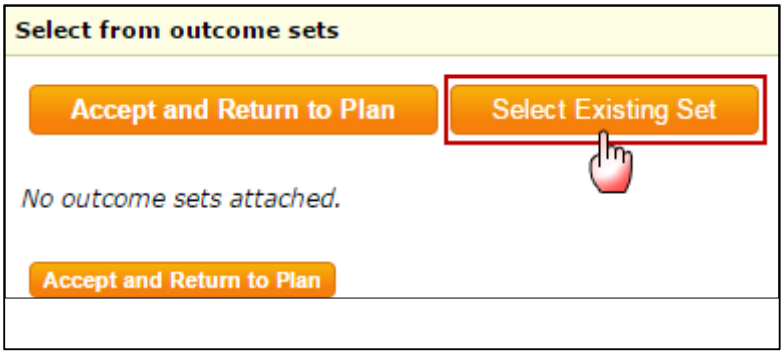
To create an Assessment Plan, select the *Assessment Plan* requirement from the workspace structure, check out the requirement, and click the Create New Assessment Plan button.



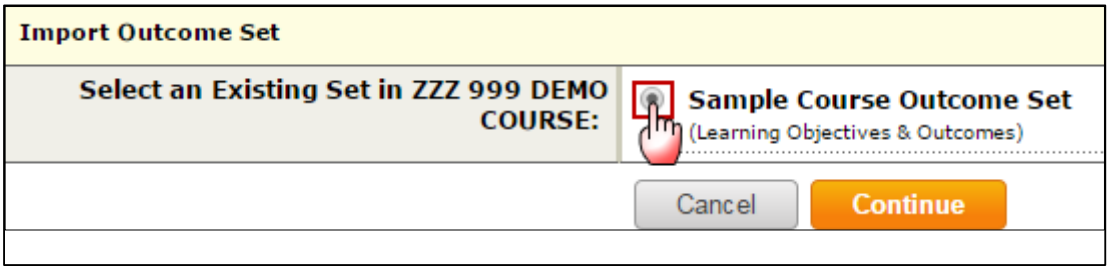
Then you may click the Select Outcomes button.



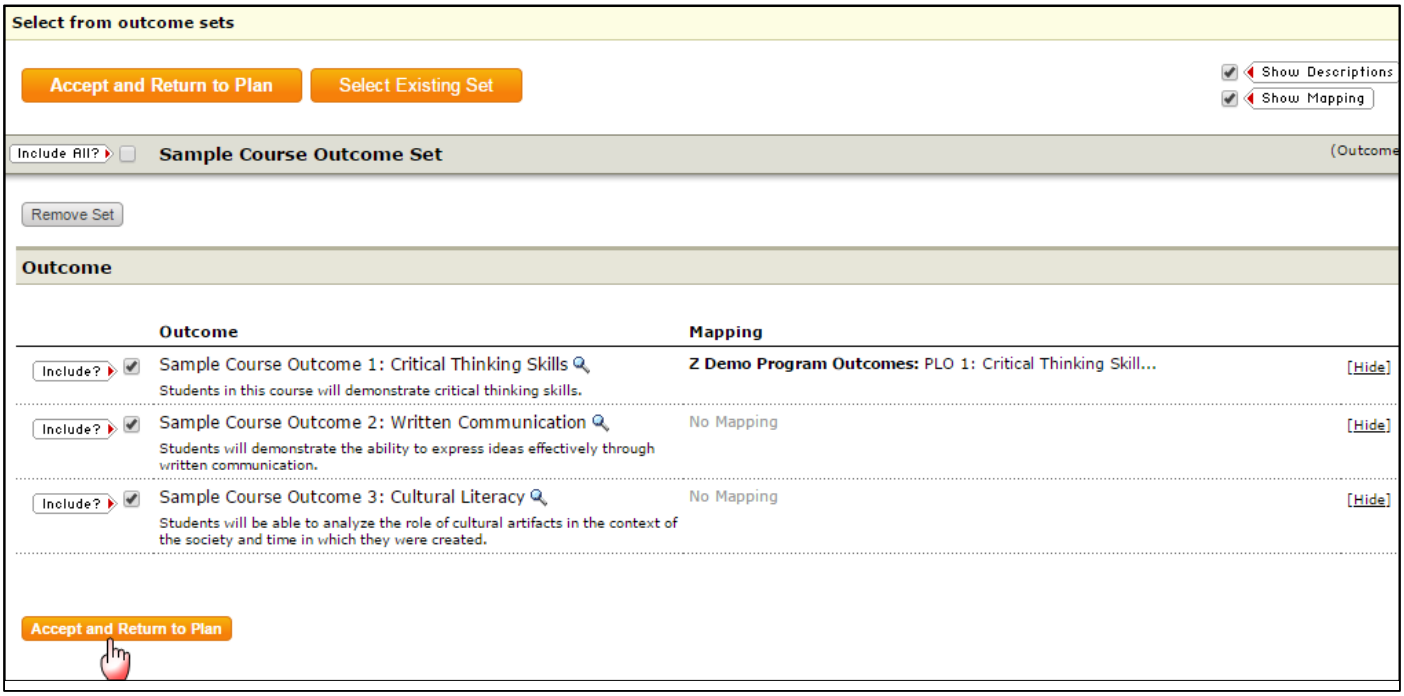
Click the Select Existing Set button.



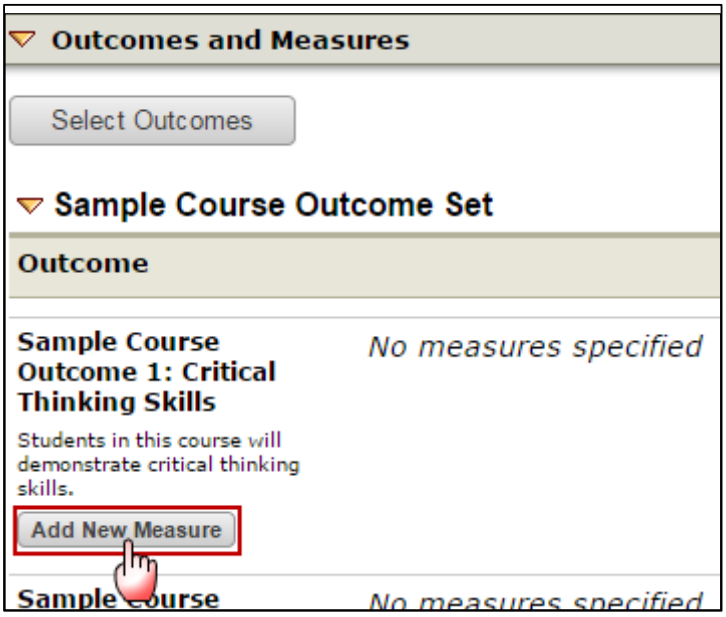
Select an Outcome Set you wish to assess that cycle by clicking the radio button next to its name, then click the Continue button.



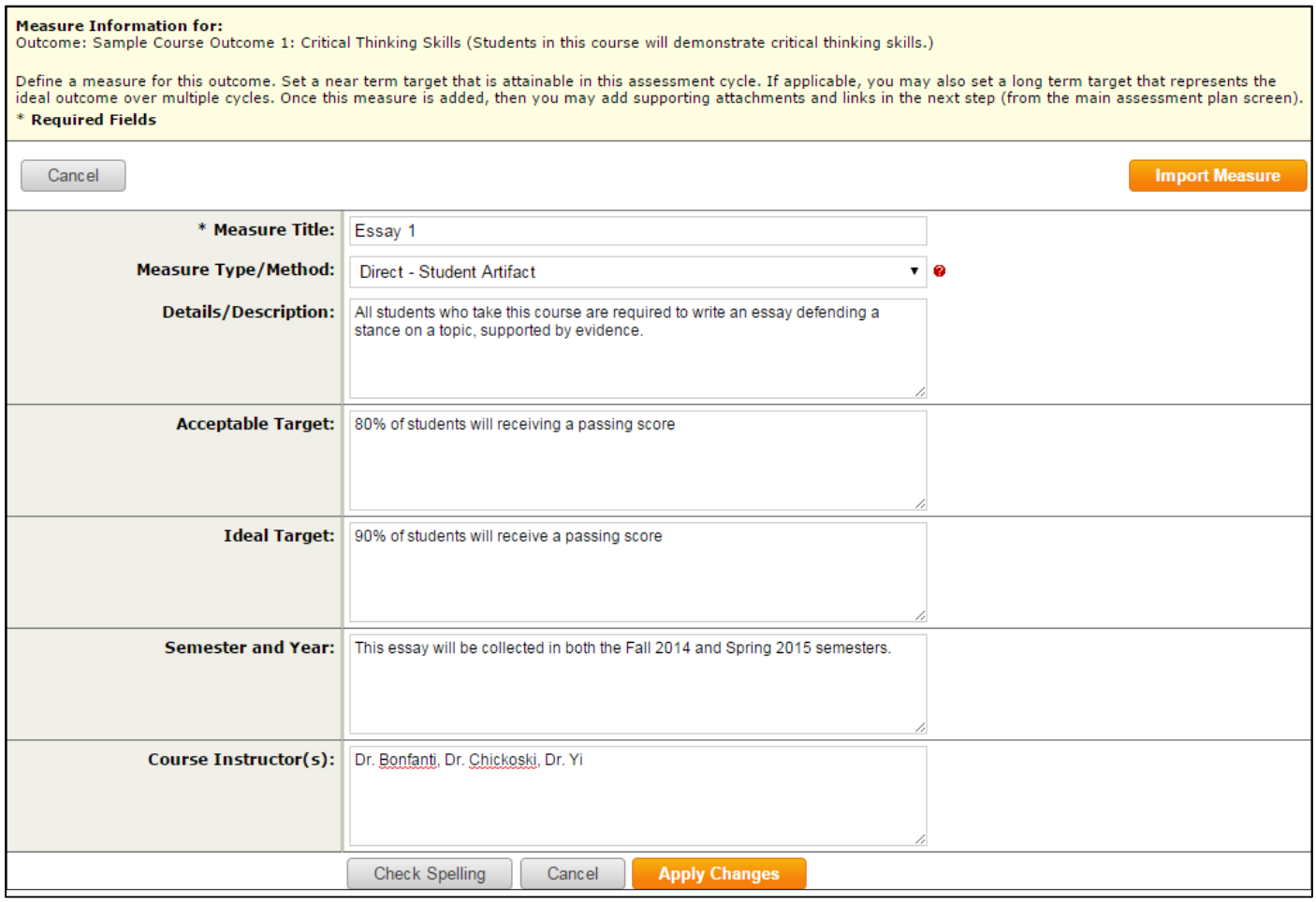
Select the criteria you wish to assess and then click the Accept and Return to Plan button.



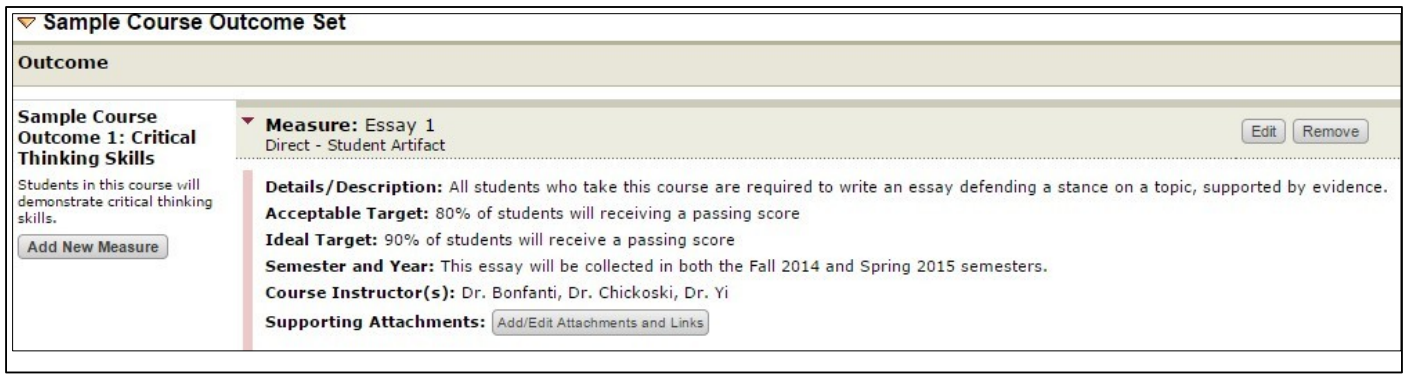
To add Assessment Plans to each Outcome, click the appropriate Add New Measure button.



You may then add the details of your Assessment Plan into the Assessment Plan data entry screen.



When you click the Apply Changes button, the finished result will look something like this:

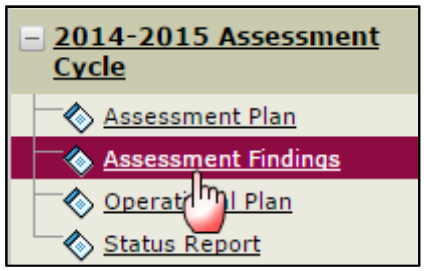


You may repeat these steps to add additional Measures for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

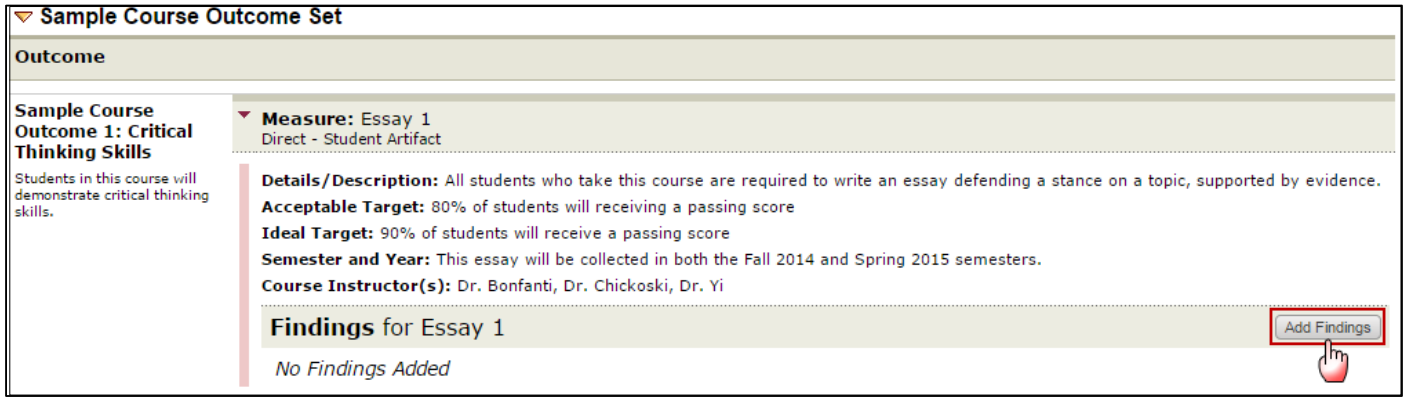
When you are finished, click the Check In button.

Assessment Findings

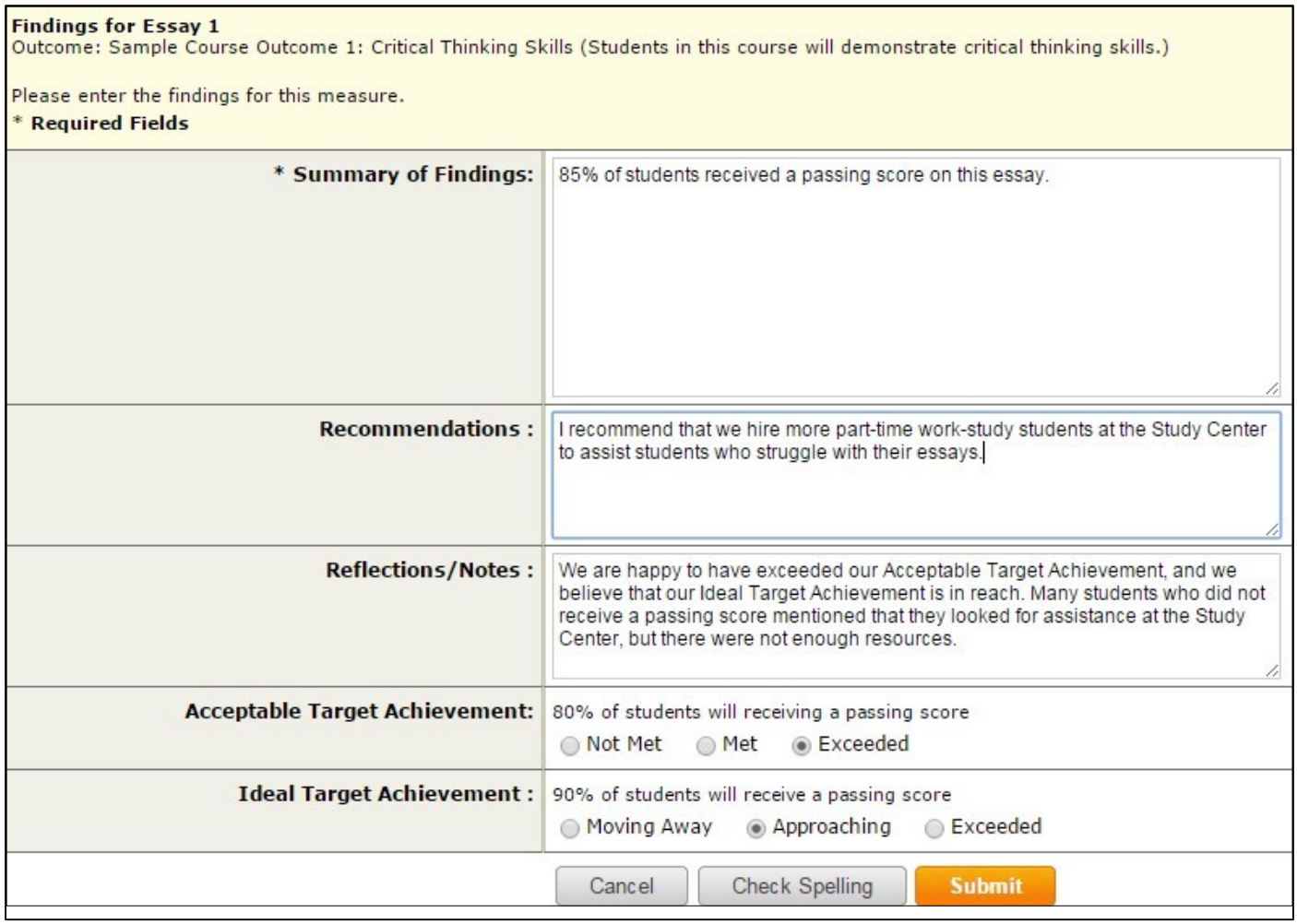
Once you have gathered your data, you may select the Assessment Findings requirement and add your assessment data to the system.



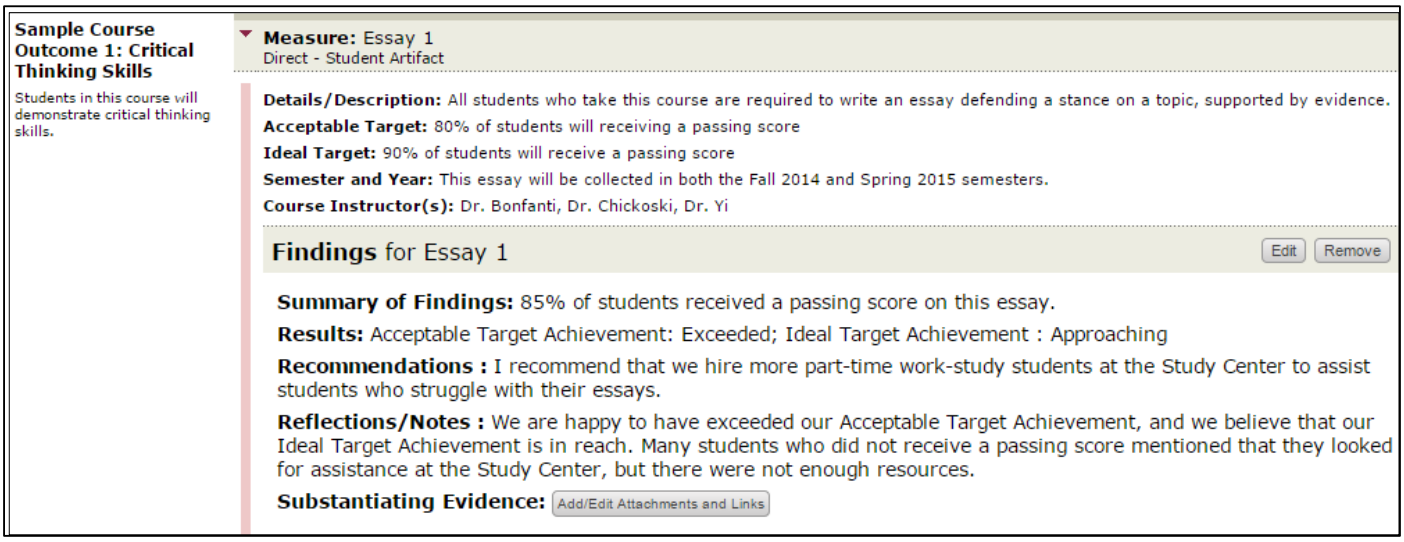
To do so, check out the requirement and then click the Add Assessment Findings button located beneath one your Measures. (You may have to expand the Finding per Measure Bar)



You may then enter the details of your Assessment Findings into the data entry fields.



Once you have entered your data, click the submit button. The resulting screen will look something like this:

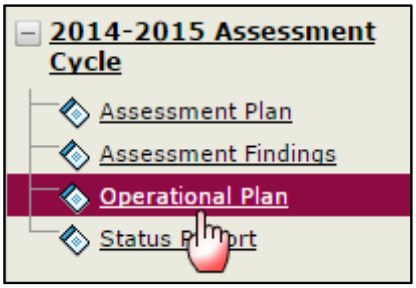


You may repeat these steps to add Findings for your other Measures. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

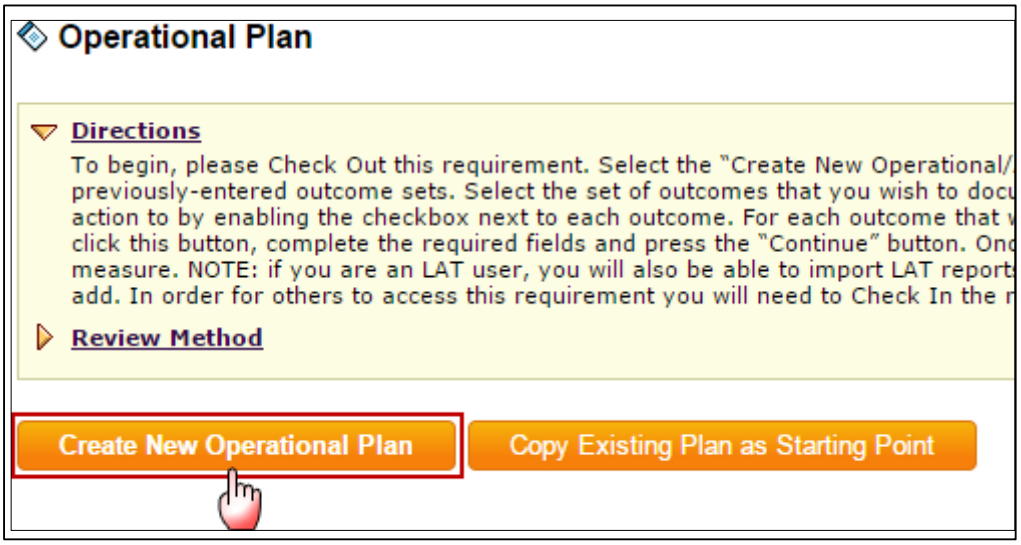
When you are finished, click the Check In button.

Operational Plan

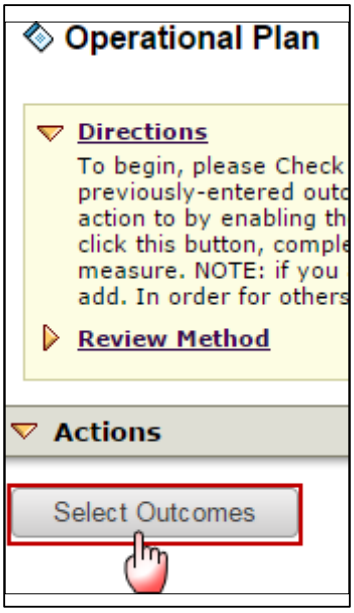
To create your Action Plan you will select the requirement from the workspace structure and check out the requirement.



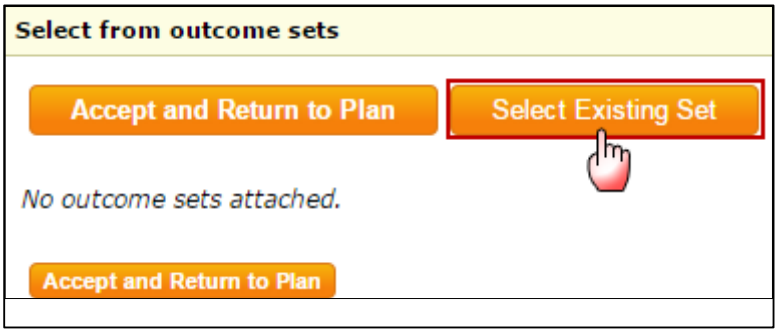
Then you may click the “Create New Action Plan” button.



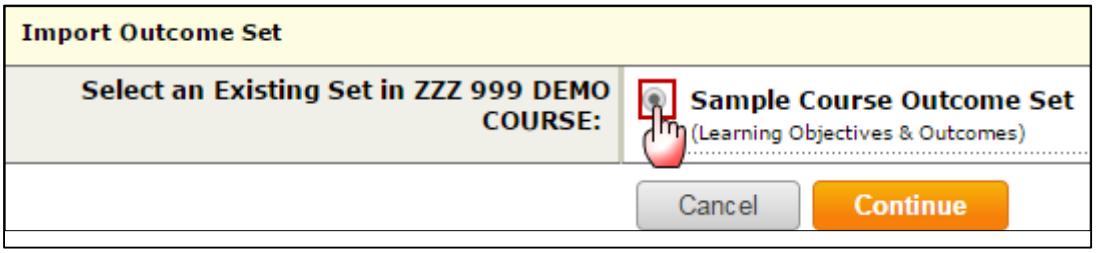
Then you may click the Select Outcomes button.



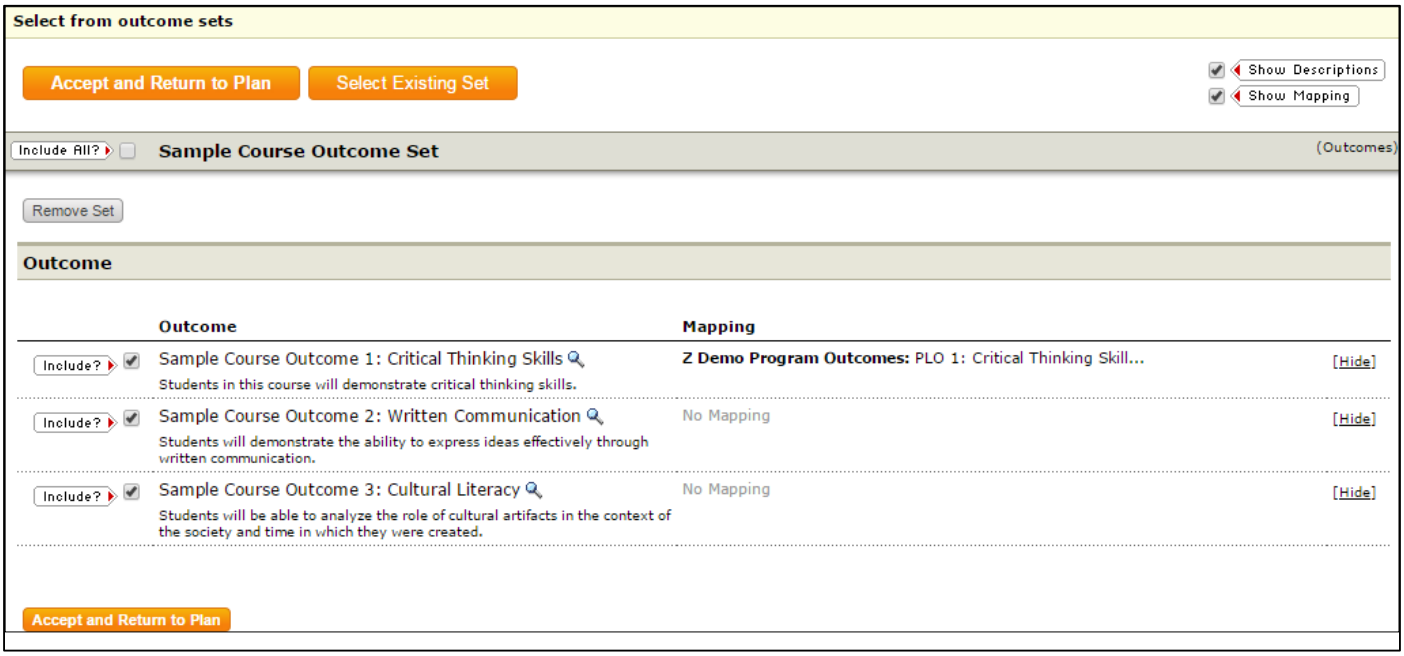
Click the Select Existing Set button.



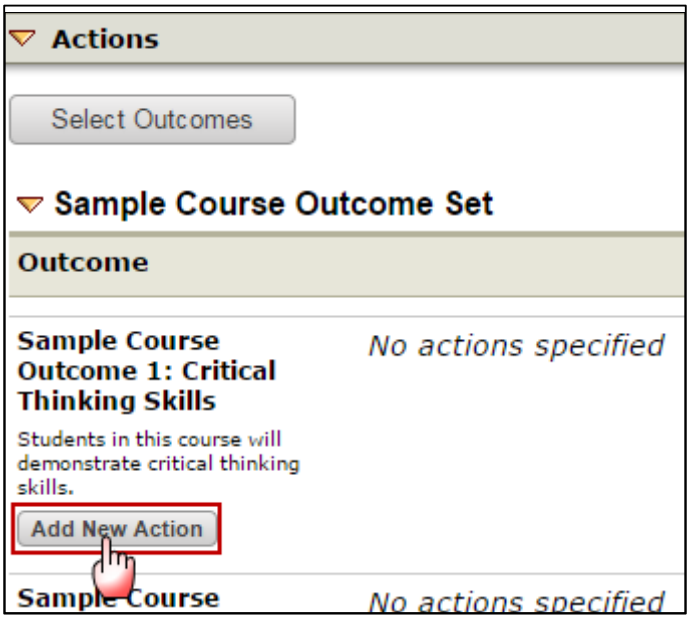
Select the Outcome set for which you are defining actions by clicking the radio button to the left of its name, and click the Continue button.



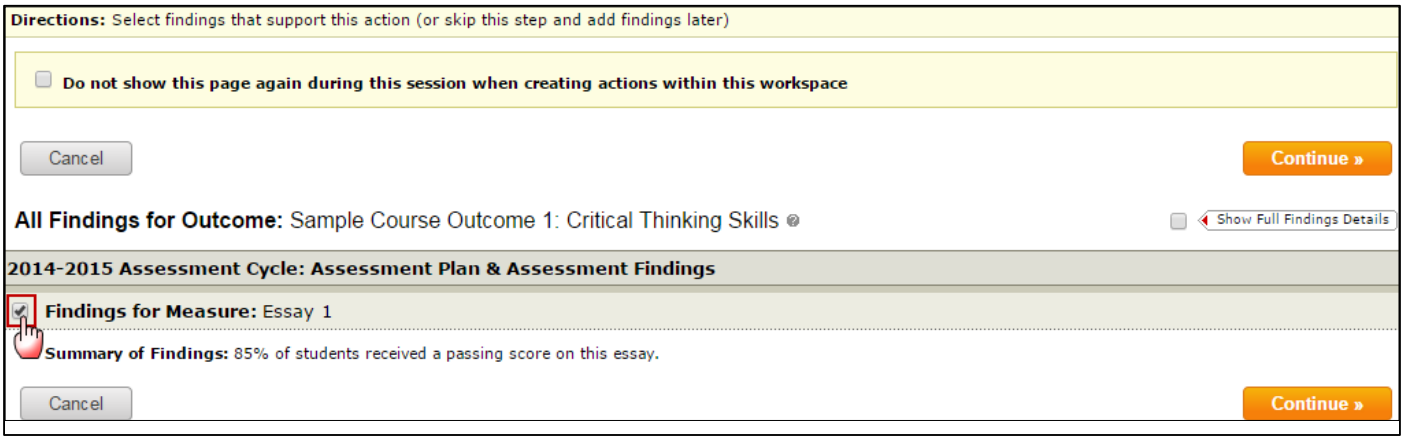
Select the Course Outcomes for which you are defining actions, and click the Accept and Return to Plan button



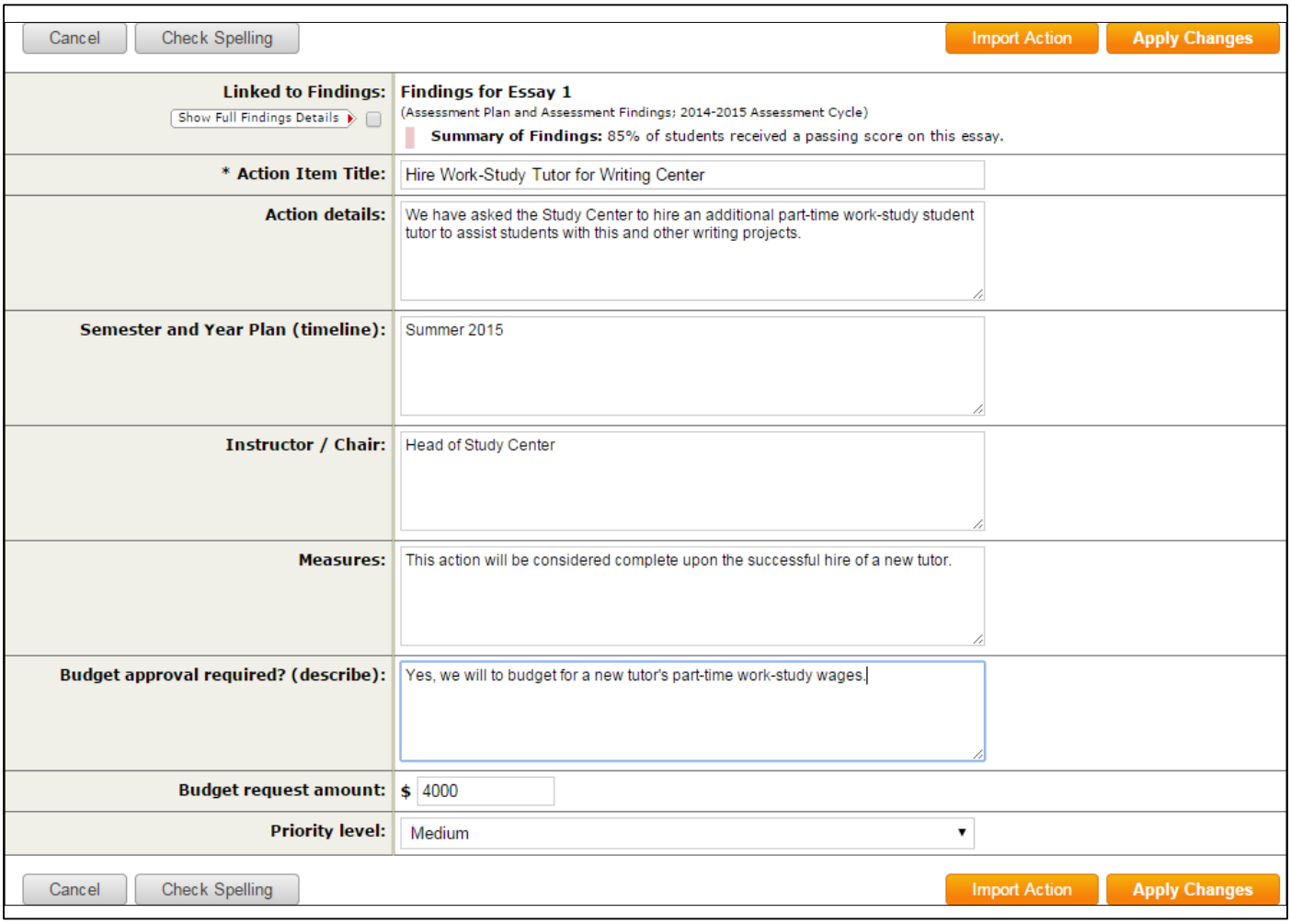
You may now add an Action to each applicable Outcome by clicking the Add New Action button.



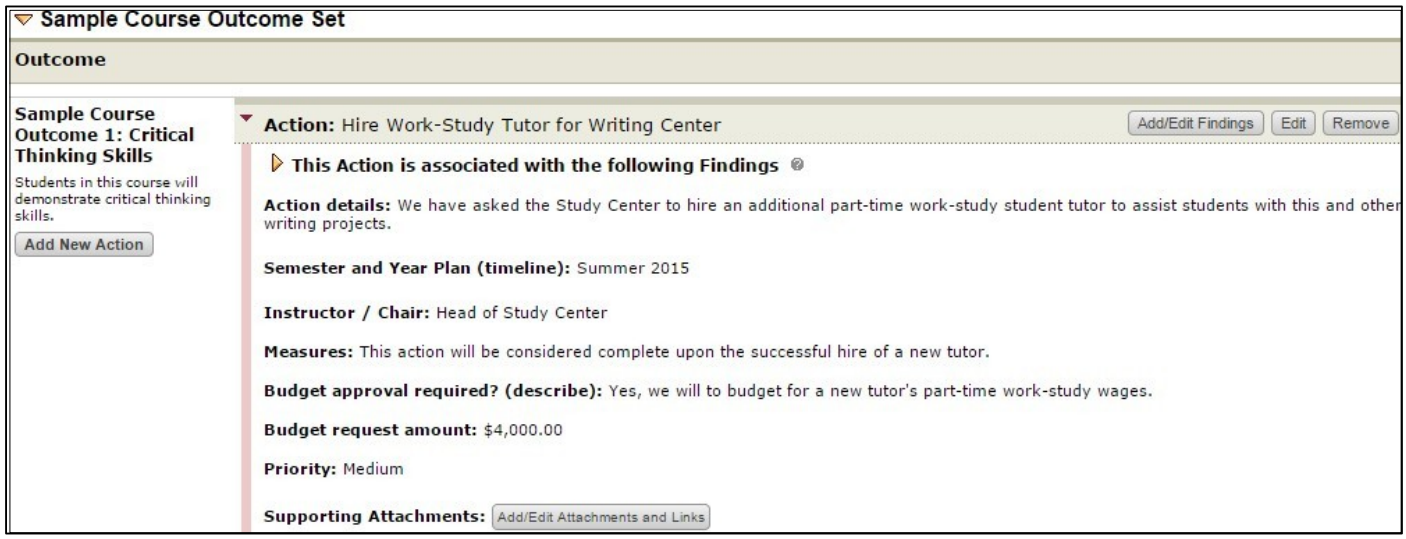
You may link your new action to your assessment results in your Findings requirement by checking the box next to those findings. Click Continue when you are finished.



You may now populate the Action detail fields with your data. Click Apply Changes when done.



The resulting screen will look something like this:

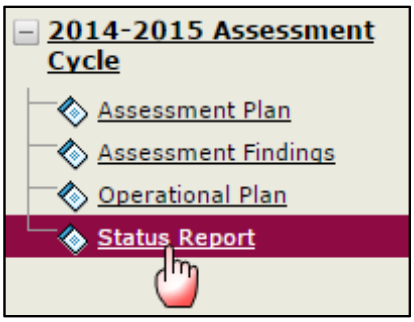


You may repeat these steps to add additional Actions for this or other Course Outcomes. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

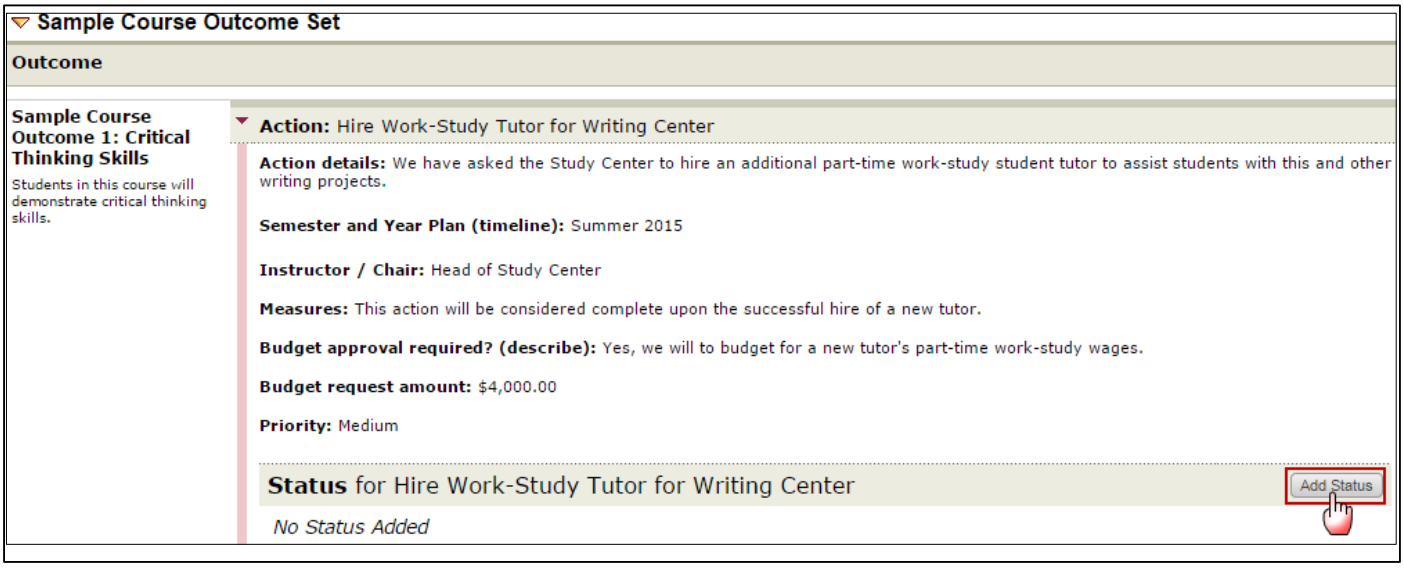
When you are finished, click the Check In button.

Status Report

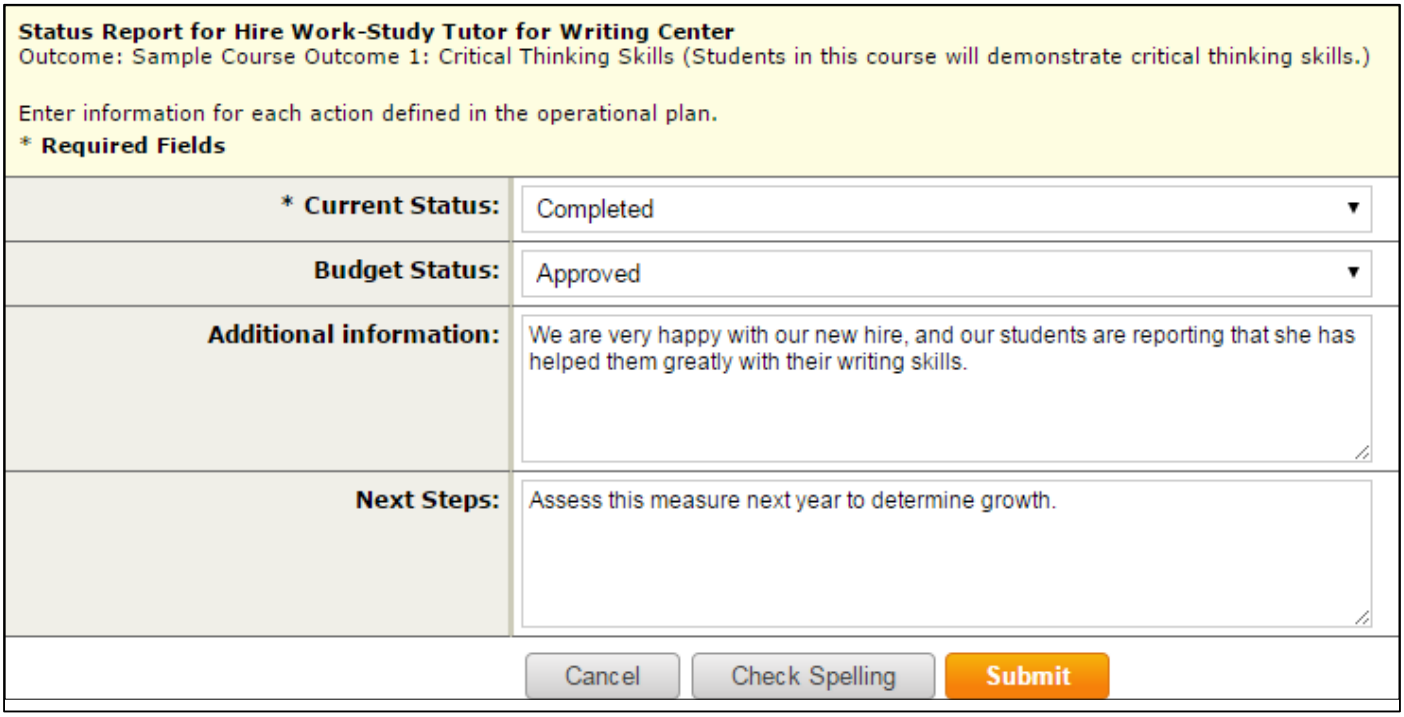
To document the Status of each of your actions, you may select the Status Report requirement from the workspace structure.



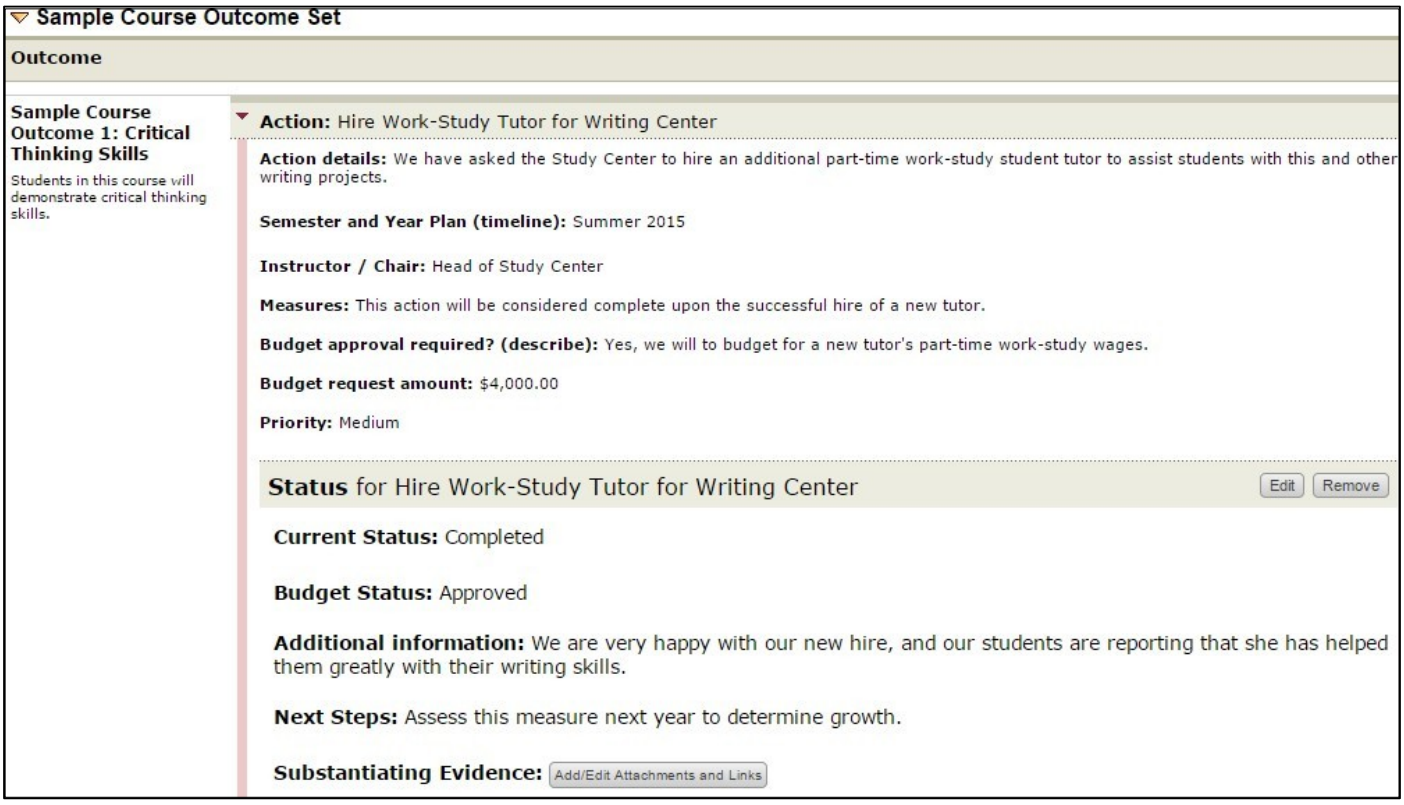
To do so, check out the requirement and then click the Add Status button located beneath one your Actions. (You may have to expand the Action Statuses Bar)



You may then complete the Status Report for that particular action and click Submit.



The finished result will look something like this:



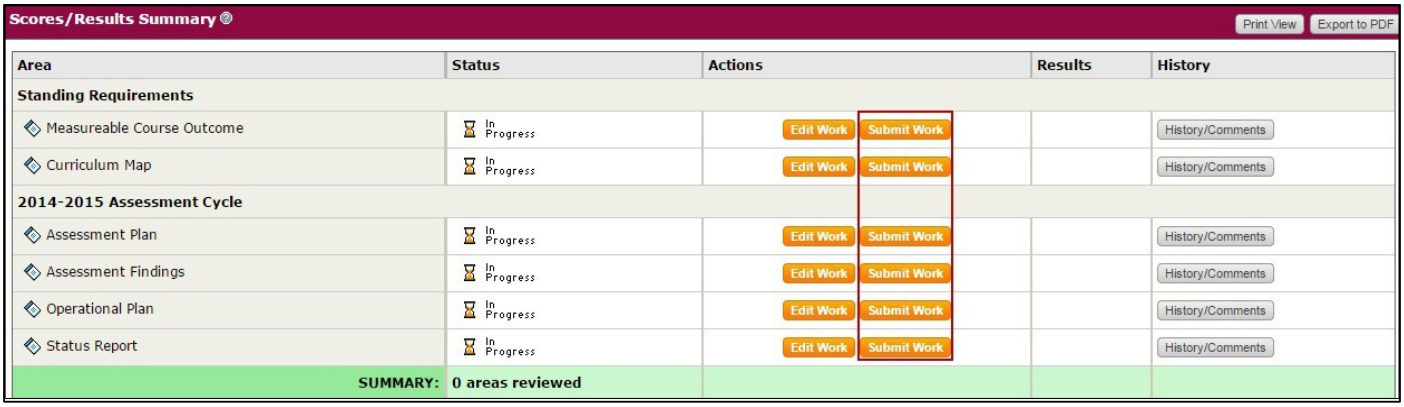
You may repeat these steps to add Findings for your other Measures. Additionally, you may upload documents as supporting evidence or link to other websites by clicking the Add/Edit Attachments & Links button.

When you are finished, click the Check In button.

Submitting Work for Review

Once you have entered your assessment data in your requirements, submit that data for review by first clicking on the Submission & Read Reviews tab located at the top of your workspace.

For each page, you can click the Submit Work button in the Actions column to have your assessment data reviewed.



You can return to the Submission & Read Reviews tab after your work has been reviewed to read any feedback you have been given by clicking on the History/ Comments button in the History tab.

Appendix A-6: Alignment of Essential Skills with 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

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-7: Alignment of Component Skills with Essential Skills

Communication		
1	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).
2	Strategies for Understanding and Evaluating Messages	Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
3	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 own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Quantitative Reasoning		
1	Communication/Representation of Quantitative Information	Express quantitative information symbolically, graphically, and in written or oral language.
2	Analysis of Quantitative Arguments	Interpret, analyze and critique information or a line of reasoning presented by others.
3	Application of Quantitative Models	Apply appropriate quantitative models to real world or other contextual problems.

Critical Thinking		
1	Problem Setting	Delineate a problem or question. Students state problem/question appropriate to the context.
2	Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question.
3	Evidence Evaluation	Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
4	Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility – Address 2 of the 5 Component Skills		
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.
2	Sustainability and the natural and human worlds	Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.
3	Ethical Reasoning	Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.
4	Collaboration skills, teamwork and value systems	Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")
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.

Information and Digital Literacy – Address 3 of the 4 Component Skills		
1	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.
2	Digital Literacy	Understand, communicate, compute, create, and design in digital environments.
3	Information Structures	Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.
4	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.

Source: https://hed.nm.gov/resources-for-schools/public_schools/general-education

Appendix A-8: Rubrics for Evaluation of Component Skills

Essential Skill: Communication

Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
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 (ie,, attending to audience, purpose, and context)	Students communicate in various genres and mediums,	Students communicate in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths.	Students communicate effectively in several genres and mediums, demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regards to appropriateness to the rhetorical situation.	To demonstrate genre awareness, application, and versatility, students are asked to communicate well in genres such as lab report, and essay, a white paper, a research proposal, a reflective response to readings, a marketing brochure and in varied mediums such as oral presentations, websites, written document.

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points, seeking key arguments, counter arguments, rebuttals, locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context)	Students use more than one for evaluating and understanding messages. They describe the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Students use a wide range of strategies for understanding and evaluating messages. They also evaluate the effectiveness of strategies they use for interpreting messages in different rhetorical situations.	Use writing or speaking to convey their interpretation of materials and to assess what they have heard, read, or seen after applying strategies for evaluating messages such as reading for main points; seeking key arguments, counter-arguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic). Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment. To assess developing and proficient levels, students' work should include reflections in which students evaluate their choices and overall performance
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 own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA or APA)	Students understand that sources have varied validity and authority and that claims can be facts, opinions, inferences and supported or unsupported	Students evaluate a sources authority; distinguish among facts, opinions, and inferences, and identify claims that are supported and unsupported.	Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments.	Assess for student understanding of the authority (e.g., credibility, soundness) of what they read, hear, or see. Assess students' oral or written work in which they produce arguments of their own after evaluating others' relevant arguments. To demonstrate skills in producing arguments employing others' sound arguments, students effectively employ others' material within their own well-argued texts or presentations. Examples of materials for assessing: Portfolio, presentation, writing assignment, oral presentation, digital assignment.

Suggestions for assessment

Written documents and oral and electronic presentations should prepare students for or resemble those that graduates of the department or program typically perform for their work or lives. For instance, if assessment of recent graduates from a finance program determines that its alumni take jobs requiring them to address their communications almost exclusively to lay audiences for the purpose of recommending sound, personalized investment strategies, then students' ability to deliver effective performances in that genre, for that audience, and about similar ill-structured problems (with no single "right" answer) would be an appropriate measure of the competency.

Essential Skill: Critical Thinking

Critical thinking is the intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.

Because of the process-oriented nature of critical thinking, a course that teaches the skill of critical thinking needs to cover, at least to some extent, all four component skills below, each of which is intimately and logically connected with the others. It is not simply inconsistent with critical thinking to formulate one's conclusions and then go looking for supportive evidence afterward. As students collect and assess evidence, they must have some understanding of the logical relation between the evidence they are collecting and the conclusions they are trying to reach or the problems they are trying to solve. However, it is entirely consistent that some courses place more emphasis on a particular subskill or subskills. A history course emphasizing archival research might place particular emphasis on the evidence acquisition subskill, and a philosophy course might place more emphasis on the reasoning subskill.

Component Skill	Emerging	Developing	Proficient	Assessment Suggestions
Problem Setting: Delineate a problem or question.	Students state problem/question appropriate to the context.	Students state and define an open ended problem/question appropriate to the context.	Students state, define, and describe components of an open ended problem/question appropriate to the context.	Formulate an experiment or research question. Create a concept map. Define a situation that can be addressed by a proof. Describe a problem that will be developed into a paper. Create a problem statement based on a topic of interest. Identify perspectives and views on a problem
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Students gather evidence addressing the problem/question from a mix of sources.	Students gather evidence addressing the problem/question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions.	Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context while demonstrating awareness of acquisition process, including personal assumptions.	Develop an annotated bibliography Collect qualitative and/or quantitative data
Evidence Evaluation: Evaluate evidence/data	Students are able to describe	Students are sometimes able to	Students are able to evaluate credibility and	Differentiate relevant from irrelevant information

for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	appropriate sources.	evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions	relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	Differentiate fact from opinion Assess and defend authority and credibility of data or other evidence Identify minority opinions and critical information. Assess agreement among authorities
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments.	Students can identify common logical flaws. Students can sometimes differentiate weak and strong arguments. Students can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Students can identify common logical fallacies. Students can differentiate weak and strong arguments. Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Assess an argument regarding whether the premises support the conclusion. Assess certainty or probability that a conclusion is true. Formulate a recommendation or persuasive argument supported by credible evidence. Develop a conclusion based on experiments or data gathered

Essential Skill: Information & Digital Literacy

Courses that include the skill of information and digital literacy should begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the four component skills.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
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.	Students recognize that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view; recognize that new knowledge builds upon existing knowledge, give credit through attribution, and do not plagiarize.	Students use established criteria to evaluate information, formats, and sources and to differentiate between reliable and convenient information; make informed choices regarding online actions in awareness of issues related to privacy and the commodification of personal information; safeguard personal information of self and others.	Students evaluate types of authorities and integrate new perspectives and alternative authoritative voices; recognize that citing preserves authority and gives credit through proper attribution; students apply an appropriate citation style	Author's credentials evaluation Source authority evaluation Citation formatting exercise Quoting, paraphrasing, and summarizing exercise Privacy exercise Copyright fair use application Speech or debate Essay Annotated bibliography Research paper
Digital Literacy: Understand,	Students know	Students select and	Students demonstrate	Digital vocabulary test

communicate, compute, create, and design in digital environments.	current and common digital vocabulary; understand how to use common digital devices; troubleshoot basic problems associated with operating digital devices	use appropriate applications to create and effectively communicate; use common digital education and social communication platforms; use current computational tools.	fluency using common digital education and social communication platforms; design effective digital media; demonstrate fluency in using current computational tools including identifying errors or misleading information.	Demonstration of how to use common devices Demonstration of solving basic problems Presentation project; Communication project Typing test; Computation project Input creation test such as talk to text Digital error analysis – demonstration or report Design project – audio, visual, or both
Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	Students articulate basic features and functions of common information formats, collections, systems, and applications; search collections and systems using keywords and simple search strategies.	Students select and use information formats, collections, systems, and applications that best match information needs; search collections and systems using advanced iterative search strategies and techniques.	Students use applications to create and organize useful content in appropriate information formats and systems; recognize and explain how information is communicated using distinct formats created for a purpose and recognize that information systems organize and disseminate formats.	Close reading, format comparison, format evaluation, primary and secondary source comparison, speech, essay, lab report, web site, blog, news article, critique, business report, literature review, research paper, database and academic collection comparison, academic collection selection exercise, research journal. Personal information system, development of file systems, calendars, contacts, or citation management systems.
Research as Inquiry: Engage in	Students recognize	Students define a	Students define an	Research question formulation,

an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	that research is an iterative, non-linear, creative process that leads to new knowledge and requires curiosity, reflection, critical thinking, and persistence.	problem or pose a question and find and evaluate relevant information; recognize that scholarship is a conversation that occurs over time among communities engaged in research.	appropriate scope of investigation, formulate research questions, and reframe research questions based on new information; analyze, evaluate, and synthesize ideas gathered from multiple sources to draw reasonable conclusions.	thesis statement formulation, search statement construction, concept map, information cycle exercise, information evaluation, search result evaluation, critical reading, research journal.

The Information & Digital Literacy essential outcomes were adapted from the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) and were blended together and combined with Digital Literacy skills.

Essential Skill: Personal and Social Responsibility

The following rubric describes the progression in skill level and understanding that students should demonstrate as they develop their personal and social responsibility skills in general education classes. It is suggested that a course designated as teaching personal and social responsibility skills include outcomes related to two of the rubric's component skill areas. The rubric is intended to provide guidance to faculty members designing courses and assessment tools for evaluating student learning of personal and social responsibility skills; it should not be viewed as establishing expectations for a certain level of achievement at the end of a single general education course.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Intercultural reasoning and intercultural competence	Students describe a range of personal and social justice issues as they relate to specific contexts.	Students develop strategies for working with one's own and others' perspectives and ethnocentrism.	Students evaluate personal and social justice issues as they relate to specific contexts and compare and contrast multiple solutions across social and cultural relationships.	Presentations, case studies, projects, papers, online discussions, blogs
Sustainability and the natural and human worlds	Students explain the impact our actions have on the sustainability of the natural and human worlds.	Students examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.	Students analyze specific local or global issues and develop strategies for creating just, sustainable systems in the natural and human world.	Papers, projects, presentations, case studies, online discussions, blogs
Ethical reasoning	Students recognize a variety of ethical theories and place them in specific contexts.	Students describe ethical issues in specific contexts and explain the relationship between ethics and ethical systems and moral norms.	Students compare a range of ethical perspectives and propose an ethical solution based on one or more of those perspectives.	Papers, projects, presentations, online discussions, blogs, case studies

Collaboration skills, teamwork and value systems	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity.	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and, based on that reflection, describe ways to improve future collaborative work.	Papers and reports, group projects that culminate in a presentation, paper, or other product; evaluation of or reflection paper on teamwork collaboration, including a self-assessment.
Civic discourse, civic knowledge and engagement – local and global	Students explain diverse positions on issues, values, or practices and present one's own position on a specific problem related to one or more of the issues, values, or practices studied.	Students demonstrate the ability to participate in respectful civic dialogue that shares differing perspectives and recognize that there are multiple valid responses to local and global issues.	Students critically inquire into and deduce from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.	Discussions, projects, blogs, debates, papers incorporating and responding to multiple perspectives

Sources: the WICHE Passport rubrics, PDQ, LEAP Value Rubrics, and the Carnegie Foundation. Examples of assessments are described in the "Passport Learning Outcomes and Proficiency Criteria" that could be used to measure the achievement of personal and social responsibility skills in discipline-specific contexts (see http://www.wiche.edu/passport/interstate_passport_components.)

Essential Skill: Quantitative Reasoning

Quantitative reasoning involve representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content (e.g. economics, psychology, chemistry) or otherwise accessible to students. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.

Component Skill	Emerging	Developing	Proficiency	Assessment Suggestions
Communication/ Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.	Students explain the meaning of graphics, numbers, or algebraic symbols within a given context.	Emerging skill descriptions plus: Students translate mathematical graphics and symbolism into written or oral language; translate written or oral language into mathematical symbols and graphics.	Developing skill descriptions plus: Students integrate written and symbolic mathematical constructs in describing particular contexts.	Exam Laboratory report Project Critique of media articles Written assignment: • Report • Paper • Letter • Article
Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.	Students summarize quantitative arguments presented by others.	Emerging skill descriptions plus: Students differentiate and describe the parts of a quantitative argument presented by others; compare the conclusions of a quantitative argument with conclusions from other reliable sources.	Developing skill descriptions plus: Using appropriate techniques of mathematical proof or statistical analysis, students evaluate each component of a quantitative argument for mathematical validity and demonstrate whether an overall quantitative argument is valid, invalid, or questionable.	

Application of Quantitative Models: Apply appropriate quantitative models to real-world or other contextual problems.	Students identify, describe, and classify quantitative information needed to address contextual problems.	Emerging skill descriptions plus: Students identify appropriate mathematical or statistical models to represent quantitative information in contextual problems; apply those models to generate numeric predictions.	Developing skill descriptions plus: Students assess the validity of numeric predictions and correct unreasonable findings; analyze and interpret results; use them in a quantitative argument to support a position or line of reasoning or solve a contextual problem.	

Appendix A-9: Program Review Cycle (2025-2032)

Key: **X**: Program Review Year; Inactive Program

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Accounting	Certificate	X			X			X
Agriculture	AAS		X			X		
Associate of Arts Degree	AA		X			X		
Associate of Science	AS	X			X			X
Auto Body Collision Repair	AAS			X		X	X	
Automotive Refinishing	Certificate			X		X	X	
Automotive Technology	AAS			X			X	
Automotive Technology	Certificate			X			X	
Banking	Certificate	X			X			X
Building Technology	AAS	X			X			X
Building Trades	Certificate			X			X	
Business	AAS				X			X
Business Management	AAS	X			X			X
Business Administration (accounting)	AAS	X			X			X
Business Office Technology (Administrative Asst.)	AAS	X			X			X
Business Office Technology	Certificate	X			X			X
Computer & Information Technology (IT Specialist)	AAS			X			X	
Computer & Information Technology (Networking)	AAS			X			X	
Computer & Information Technology(Programming)AAS	AAS			X			X	
Criminal Justice	AA		X			X		
Cybersecurity	Certificate				X			X
Digital Animation	Certificate			X			X	
Digital Graphics	Certificate			X			X	

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Digital Media Technology (Digital Animation)	AAS			X			X	
Digital Media Technology (Digital Graphics)	AAS			X			X	
Digital Media Technology (Digital Video)	AAS			X			X	
Digital Video	Certificate			X			X	
Digital Video Game Animation	Certificate			X			X	
Drafting and Graphics Tech. (Architectural Tech)	AAS			X			X	
Drafting and Graphics Tech. (General Drafting)	AAS			X			X	
Drafting and Graphics Technology	Certificate			X			X	
Early Childhood Education	AA		X			X		
Early Childhood Education	Certificate		X			X		
Education	AA		X			X		
Emergency Medical Technician Basic	Certificate		X			X		
Emergency Medical Technician Intermediate	Certificate		X			X		
Emergency Medical Technician	AAS		X			X		
Emergency Medical Technician Paramedic	Certificate		X			X		
Engineering	AS	X			X			X
General Studies	AA		X			X		
Geographical Information Systems	Certificate			X			X	
Health Information Technology	AAS	X			X			X
Health Information Technology	Certificate	X			X			X
Heritage Interpretation	AA		X			X		
Heritage Interpretation	Certificate		X			X		
Hospitality and Tourism (Food & Beverage)	AAS			X			X	
Hospitality and Tourism (Lodging & Tourism)	AAS			X			X	
Industrial Maintenance Technician (Electrical)	AAS			X			X	
Industrial Maintenance Technician (Mechanical)	AAS			X			X	
Industrial Maintenance Technician (Mechanical)	Certificate			X			X	

PROGRAM	Degree or Certificate	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Industrial Maintenance Technician (Electrical)	Certificate			X			X	
Instrumentation & Control Technology	Certificate			X			X	
Licensed Practical Nursing	Certificate	X			X			X
Manufacturing Technology (Electronics Assembly)	AAS	X			X			X
Manufacturing Tech. (Manufacturing Processes)	AAS	X			X			X
Microcomputer Applications	Certificate			X			X	
Natural Gas Compression Technology	AAS			X			X	
Natural Gas Compression Technology	Certificate			X			X	
Non-Structural Collision Repair	Certificate			X			X	
Nursing	AA	X			X			X
Nursing Assistant	Certificate			X			X	
Paralegal Studies	Certificate	X			X			X
Phlebotomist Technician	Certificate of Achievement	X			X			X
Pre-Business	AA	X			X			X
Social Work	AA		X			X		
Structural Collision Repair	Certificate			X			X	
Surgical Technology	AAS	X			X			X
Welding Technology	AAS			X			X	
Welding Technology	Certificate			X			X	