



OFFICE OF  
ACADEMIC AFFAIRS

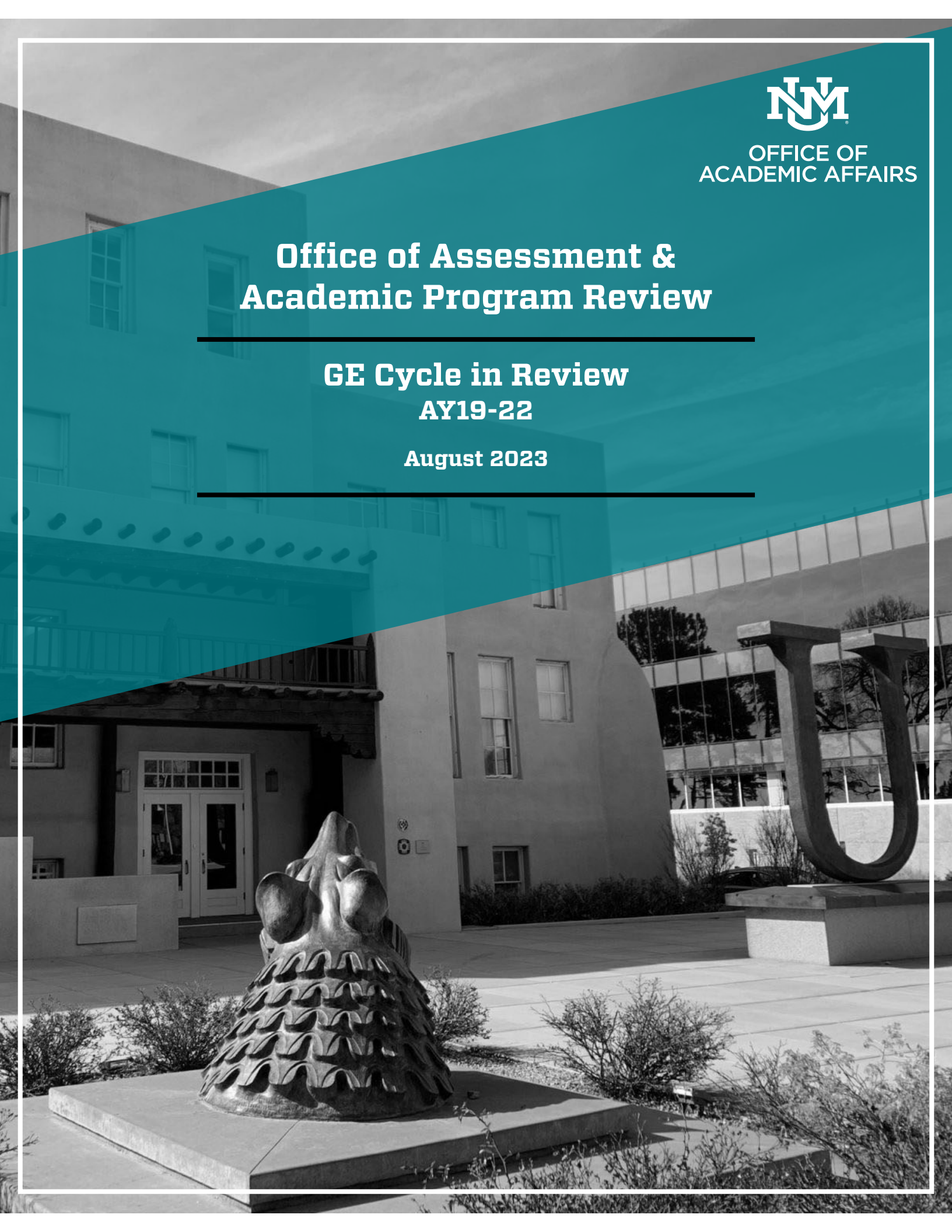
# Office of Assessment & Academic Program Review

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## GE Cycle in Review AY19-22

August 2023

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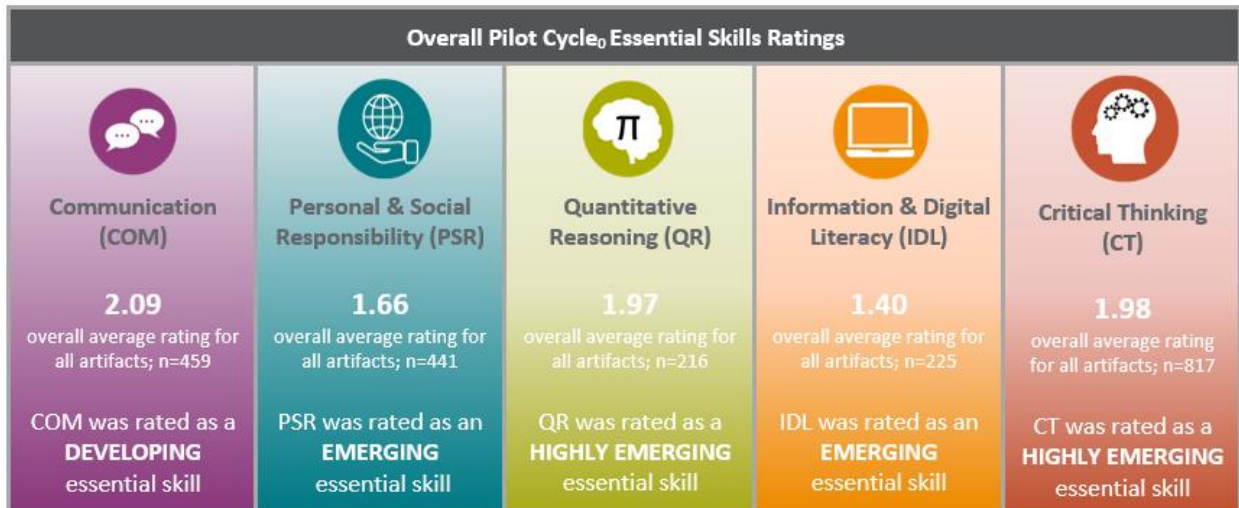


## Introduction

This summary contains results from certified general education (GE) courses at the University of New Mexico from academic years 2019-20 through 2021-22. Its compilation marks the conclusion of the first three-year GE assessment cycle after the New Mexico Higher Education Department (NMHED) revised GE standards in 2019.

NMHED defined five essential skills for all NM postsecondary programs to assess in their certified GE courses: Communication, Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility, and Quantitative Reasoning. UNM designed and implemented a three-year assessment cycle where each college, school, and branch with GE certified courses is responsible for submitting student artifacts representing three essential skills (one per year of the cycle). NMHED strategically mapped each content area with specific essential skills. All units assess Critical Thinking in Year 2 of a cycle, their choice of one of the other two they are mapped to in Year 1, and whichever skill they have not yet assessed in Year 3.

Graduate student teams working for the Office of Assessment & Academic Program Review (OAAPR) rate these student artifacts annually using UNM essential skill rubrics on a scale from 0 (no evidence) to 3 (proficient). The average ratings below represent Years 1 and 3 (2019-20 and 2021-22) for all essential skills except Critical Thinking, which was rated in Year 2 (2020-21).



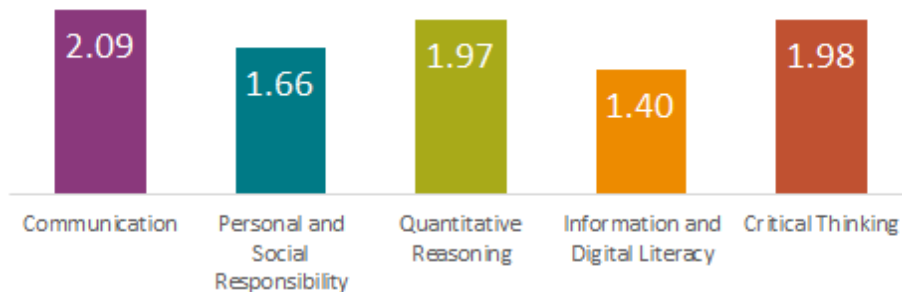
## Summary

- Communication was the strongest essential skill observed among UNM students in GE courses, closely followed by Critical Thinking and Quantitative Reasoning. (Chart 1)
- Information & Digital Literacy was the weakest skill observed overall, and further support for faculty teaching and student performance in this area is needed. (Chart 1) There was notable improvement in scores from Year 1 to Year 3, possibly due to increased familiarity with the process and OAAPR partnering with University Libraries, and from 1000- to 2000-level courses.

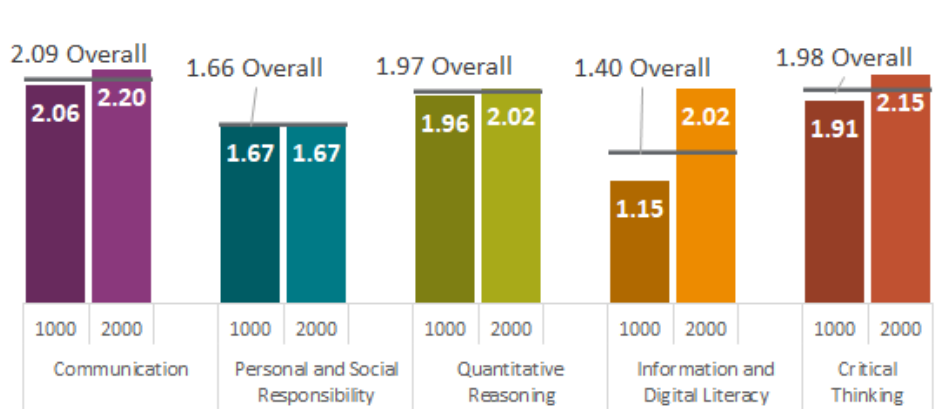
- All essential skills except Personal & Social Responsibility showed an increase in ratings between 1000- and 2000-level courses, suggesting development in four skills between course levels. Not all artifacts had course level data attached, which may explain the similarity in PSR scores. (Chart 2)
- Individual ratings for colleges, schools, and branches which submitted in all three years varied from 1.75 to 2.18 with an overall average of 1.90. (Chart 3)
- There were only minor variations in scores among different modalities (in-person, hybrid, online, & AOP), suggesting that the shift to online courses during the pandemic did not significantly affect the quality of student work. (Chart 5)
- All essential skills demonstrated variance in the average ratings for subdimensions due in part to the dimensions selected and evidence given for each skill. Especially high or low ratings may suggest specific strengths or opportunities for improvement among subdimensions. The OAAPR has already responded by offering GE success workshops with the Center for Teaching & Learning. (Charts 6-10)

## Results

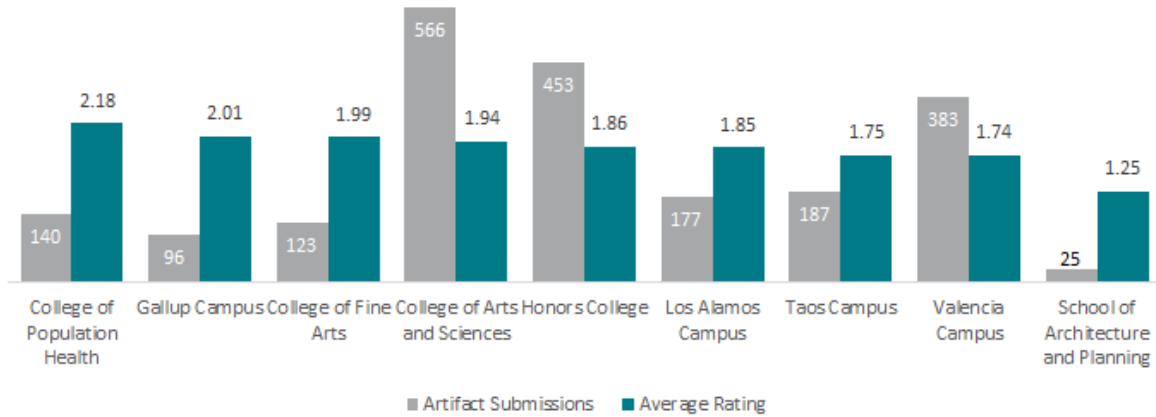
### 1. Average Ratings by Essential Skill, 2019-2022



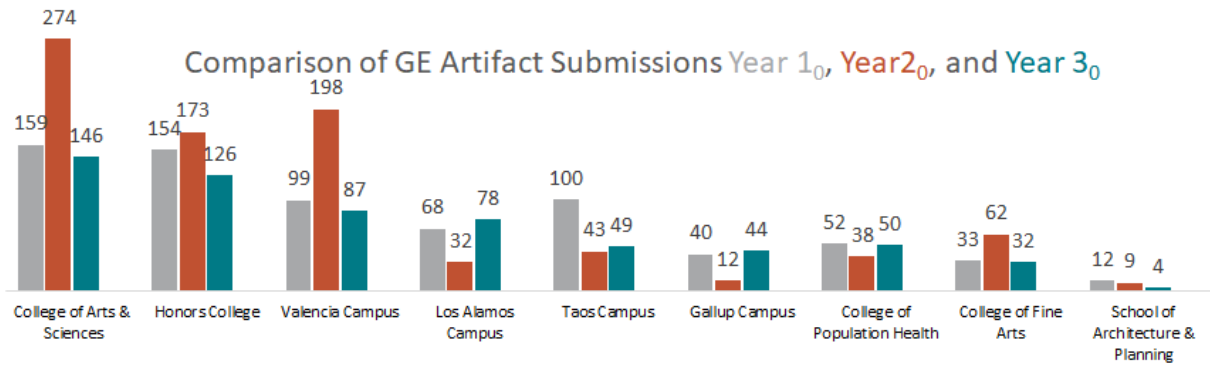
### 2. Average Ratings by Essential Skill and Course Level, 2019-2022



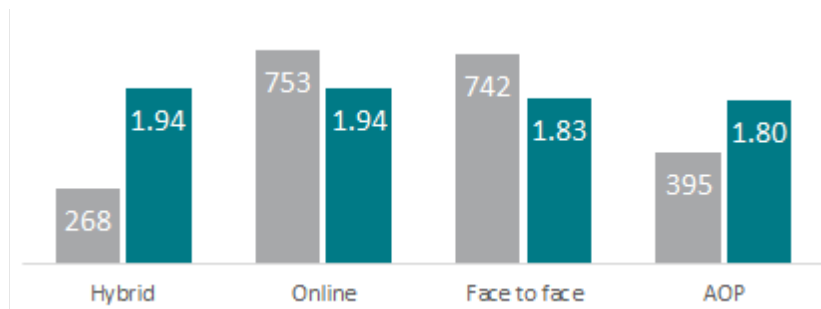
### 3. Submission Counts and Average Ratings by College/School/Branch, 2019-2022



### 4. Submission Counts by Year and College/School/Branch, 2019-2022

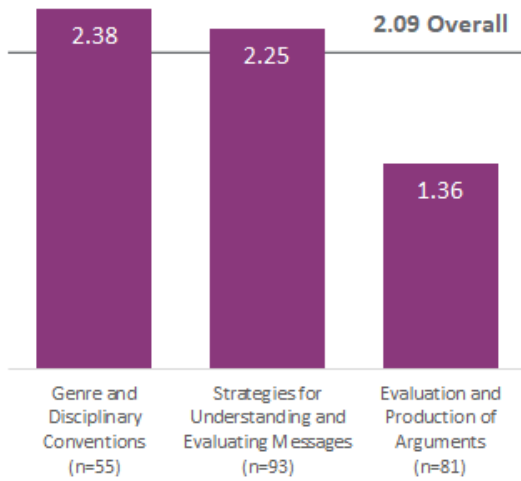


### 5. Submission Counts and Average Ratings by Modality, 2019-2022

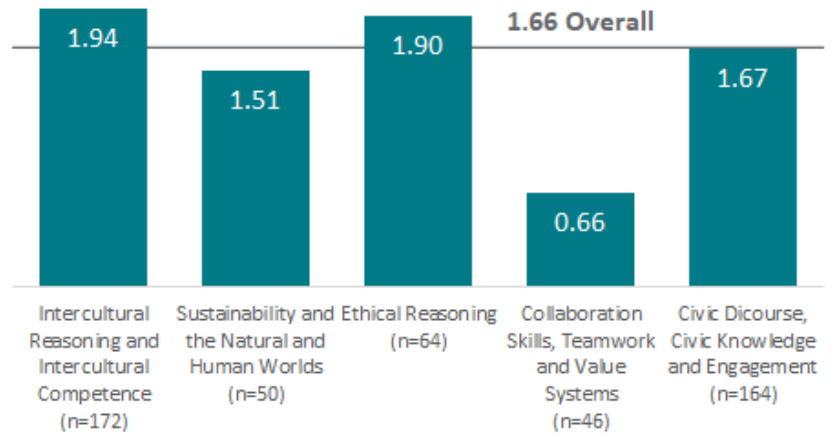


## 6-10. Average Ratings for Each Essential Skill by Dimension, 2019-2022

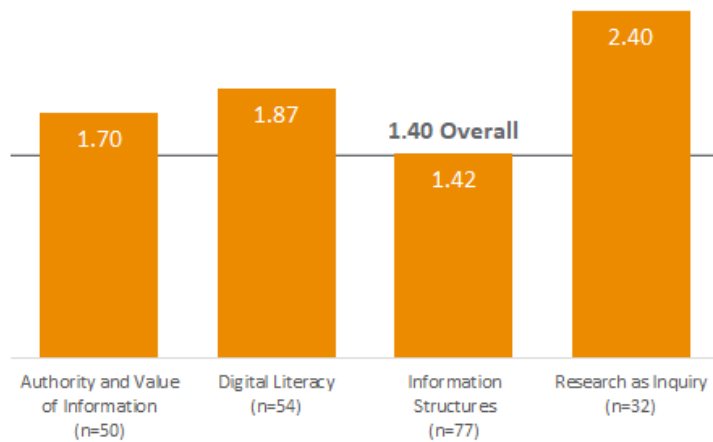
### Dimension Ratings for Communication



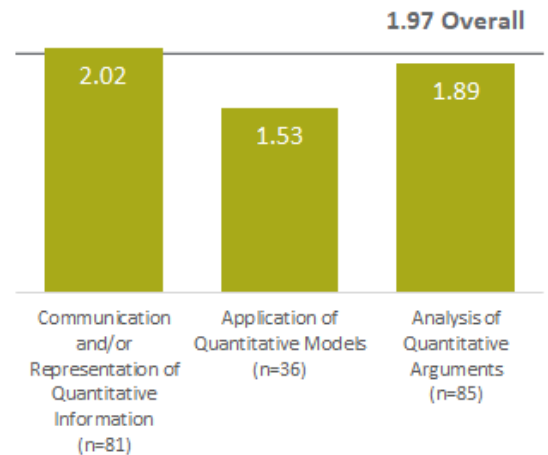
### Dimension Ratings for Personal & Social Responsibility



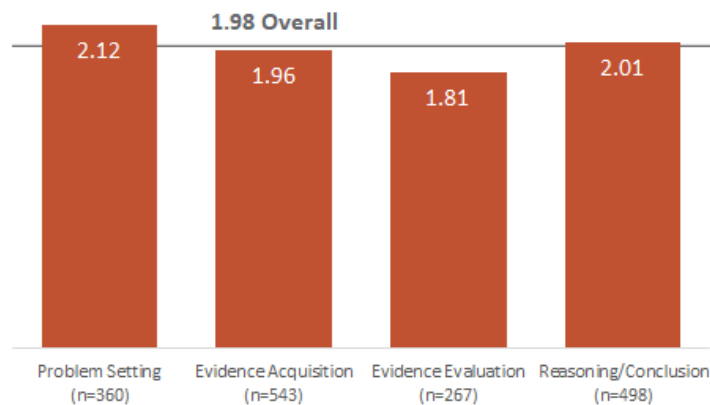
### Dimension Ratings for Information & Digital Literacy



### Dimension Ratings for Quantitative Reasoning



### Dimension Ratings for Critical Thinking



## Future Directions

**Further Data Collection:** More data is needed to establish trends and compare cycles as a whole. For example, information on many facets relevant to GE assessment, such as demographics, only started being collected partway through the cycle, and the Critical Thinking skill was only assessed once in the cycle. This summary helps establish a baseline, but it is limited in what it can say about GE programming without additional points of comparison.

**Additional Support:** More support is needed in raising essential skill and subdimension ratings through assignment creation, selection, and rubric alignment. The OAAPR continues to provide resources and workshops within its scope, including the GE assignment collection established for all instructors, but it does not have control over curriculum or the artifact selection and submission process.

**GE Engagement:** If GE is a key place for the early development of students, how do we engage instructors in this development and assessment process to an even greater extent? How do we familiarize more instructors with the NM essential skills and their corresponding rubrics?

**GE Effectiveness:** While the GE assessment process itself has improved each year, there is still a need to assess how the GE curriculum impacts students in order to improve its effectiveness. Defining indicators of success and metrics incorporating student voice are imperative for the next cycle of assessment.

**Peer Comparisons:** During year two of the GE assessment cycle, OAAPR staff explored GE programming at other institutions. This scan will be analyzed for the second assessment cycle to seek out ideas for the above areas.