# 21-22 ARTIFACTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year one</td>
<td>841 artifacts</td>
</tr>
<tr>
<td>Year two</td>
<td>716 artifacts (CT only)</td>
</tr>
<tr>
<td>Year three</td>
<td>616 artifacts</td>
</tr>
</tbody>
</table>

- Overall decrease in submitted artifacts
- Reduction in assessment participation?
- Credit hour change or less GE certified courses?
STUDENT POPULATION

Majors: Artifacts came from students across 122 different majors/pre-majors, including non-degree and undecided students (new data this year)

GENDER

- Male, 38.80%
- Female, 60.60%
- Not reported, 0.60%

STUDENT LEVEL

- Sophomore, 39.1%
- Juniors, 23%
- Seniors, 20.3%
- First year, 7.7%
- Other, 8%
- Not reported, 1.4%

ETHNICITY

- Hispanic, 44.5%
- White, 34.3%
- American Indian, 7.7%
- Asian, 5.1%
- Two or More Races, 3.5%
- International, 1.5%
- Unknown, 1.5%
- Black or Afro American, 1.2%
- Not Reported, 0.6%
- Not reported, 0.6%
UNM RATINGS
2021-2022

Overall Average Ratings per Essential Skill, with Aligned-Only Artifact Ratings*

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Average of Skill Rating, All Artifacts</th>
<th>Average of Skill Rating, Aligned-Only Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>2.02</td>
<td>2.14</td>
</tr>
<tr>
<td>Information and Digital Literacy</td>
<td>1.93</td>
<td>1.93</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>1.72</td>
<td>1.91</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>1.88</td>
<td>2.23</td>
</tr>
</tbody>
</table>

* Average of Skill Rating, All Artifacts  
* Average of Skill Rating, Aligned-Only Artifacts
RESULTS

• **Course Level:** The **majority** of submitted student artifacts represented **1000** level courses. Communication and IDL Artifacts from **2000** level courses rated **higher on average** than those from 1000 level courses.

• **Course Modality:** Artifacts from **hybrid courses rated highest**, at a Developing level.

• **Class Size:** Artifacts from **large-sized classes rated highest**, though only 20 artifacts were submitted from large courses. **Small-sized** classes were the majority of submitted artifacts, and rated “highly emerging” overall.
Average Overall Dimension Ratings for Information & Digital Literacy*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research as Inquiry</td>
<td>2.40</td>
</tr>
<tr>
<td>Digital Literacy</td>
<td>1.87</td>
</tr>
<tr>
<td>Authority and Value of Information</td>
<td>1.70</td>
</tr>
<tr>
<td>Information Structures</td>
<td>1.42</td>
</tr>
</tbody>
</table>

n=77

n=55

n=50

n=32
The majority of student artifacts were just shy of the “developing” level.

Ratings were markedly higher than Year 1’s overall rating.

This year’s highest rated IDL dimension was Research as Inquiry.

All IDL artifacts were found to align with the skill rubric.
Average Overall Dimension Ratings for Communication*

- Genre/Discipline: 2.38
- Strategies for: 2.25
- Evaluation and: 1.36
COMMUNICATION

• The majority of student artifacts met or were above skill average at the “developing” level.

• Unlike Year 1 where the highest rated dimension was Evaluation and Production of Arguments, this year’s results were highest in the Genre/Disciplinary Conventions dimensions.

• Year one and year three had a very similar average rating across artifacts.
QUANTITATIVE REASONING

Average Overall Dimension Ratings for Quantitative Reasoning*

- Communication and/or Representation of Quantitative Information: n=81
  - Rating: 2.02

- Application of Quantitative Models: n=85
  - Rating: 1.89

- Analysis of Quantitative Arguments: n=36
  - Rating: 1.53
The majority of student artifacts were in the “proficient” to “developing” range.

QR rated slightly lower than year one.

This year’s highest rated QR dimension was the Communication and/or Representation of Quantitative Information, the same as in Year 1.
PERSONAL & SOCIAL RESPONSIBILITY

Average Overall Dimension Ratings for Personal & Social Responsibility*

<table>
<thead>
<tr>
<th>Intercultural reasoning and intercultural competence n=172</th>
<th>Ethical Reasoning n=64</th>
<th>Civic discourse, civic knowledge and engagement n=164</th>
<th>Sustainability and the natural and human worlds n=50</th>
<th>Collaboration skills, teamwork and value systems n=46</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.94</td>
<td>1.90</td>
<td>1.67</td>
<td>1.51</td>
<td>0.66</td>
</tr>
</tbody>
</table>
PERSONAL & SOCIAL RESPONSIBILITY

• The majority of student artifacts were in the “proficient” to “developing” range.

• This year’s highest rated PSR dimensions were the **Intercultural Reasoning** and the **Ethical Reasoning** dimensions, the same as in Year 1.

• Year 3 rated higher than year 1
Customized reports for each college/school/branch

Annual institutional GE assessment report

Infographic

New assignment collection

CTL workshop collaboration
GENERAL EDUCATION ASSESSMENT AY 22-23

- Submissions Due: Dec. 15 and May 15
- Submission notifications
- Inventory updates each semester to C/S/B assessment contacts
- All essential skills/No CT
FURTHER DISCUSSION POINTS

MEASUREMENTS OF SUCCESS

HOW DO WE EVIDENCE IMPACT/CLOSING THE LOOP?

HOW DOES GE ASSESSMENT INFLUENCE GE CLIMATE AND/OR EXPERIENCE?