

Inventory:

Where are we now, OR  
how do we start?



# Inventory

## Map for Assessment of Outcomes: Alignment with Essential Skills and NMSU LEADS 2025 Program being assessed:

Use this map to identify how your activities align with essential skills and institutional goals. The first five essential skills are from the New Mexico General Education Model and apply equally to co-curricular learning and academic coursework. Because of our emphasis on self-advocacy, we added this skill. Expected outcome: Students have been introduced (I) to skill; Students are developing (D) the skill; Students demonstrate mastery (M) of skill. **Student outcomes relating to these skills align with NMSU LEADS 2025 Goal 1: Enhance student success and social mobility** and could align with Goals 2–4.

Essential Skill	Definition of success	Activity, Student audience, Expected outcome, and Assessment method
Communication	Student is able to engage in and create valuable experiences through the exchange of meaningful thoughts and ideas with others.	Activity: Student audience and expected outcome: Assessment:
Quantitative Reasoning	Student fluently understands and applies numerical concepts to real-world problems. Examples could include finances and budgeting, investing, design, and planning.	Activity: Student audience and expected outcome: Assessment:
Critical Thinking	Student can delineate a problem or question, identify and gather information needed to address the problem, evaluate the information for credibility, truth and relevance, and develop solutions.	Activity: Student audience and expected outcome: Assessment:
Information & Digital Literacy	Student can function effectively in digital environments; can select, use, and produce information; can define a problem or pose a question to generate a reasonable solution or answer through research; recognizes the interdependent nature of the authority and value of information and use this knowledge ethically.	Activity: Student audience and expected outcome: Assessment:
Personal & Social Responsibility	Student displays reasoning and intercultural competence in interactions with others; understands sustainability in the natural and human worlds; can reason ethically; has strong collaboration and teamwork skills; recognizes value systems in civic discourse, civic knowledge and engagement with others.	Activity: Student audience and expected outcome: Assessment:
Self-advocacy	Student acts in ways that are in the best interest of their mental and physical health, academic and professional future, and social wellness.	Activity: Student audience and expected outcome: Assessment:
NMSU LEADS 2025 Goal Alignment (if needed)		
Unit mission and goal alignment (if needed)		



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Essential Skill	Elements, from NMSU Gen Education Rubric
Communication	<ul style="list-style-type: none"> <li>• Identify and communicate in various genres and mediums</li> <li>• Apply strategies to understand and evaluate messages</li> <li>• Evaluate and produce arguments</li> </ul>
Quantitative Reasoning	<ul style="list-style-type: none"> <li>• Express quantitative information symbolically, graphically, and in written or oral language</li> <li>• Interpret, analyze, and critique information or a line of reasoning presented by others</li> <li>• Apply appropriate quantitative models to real-world or other contextual problems</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• Delineate a problem or question.</li> <li>• Identify and gather information/data necessary to address a problem or question.</li> <li>• Evaluate evidence/data for credibility, probable truth, and relevance to a situation.</li> <li>• Develop conclusions, solutions, and outcomes that reflect an informed evaluation</li> </ul>
Information & Digital Literacy	<ul style="list-style-type: none"> <li>• Recognize the interdependent nature of the authority and value of information and use this knowledge ethically</li> <li>• Understand, communicate, compute, create, and design in digital environments.</li> <li>• Select, use, produce, organize, and share information with appropriate formats, collections, systems, and applications.</li> <li>• Engage in an iterative process of inquiry that defines a problem or poses a question to generate a reasonable solution or answer through research</li> </ul>
Personal & Social Responsibility	<ul style="list-style-type: none"> <li>• Intercultural reasoning and intercultural competence</li> <li>• Sustainability and the natural and human worlds</li> <li>• Ethical reasoning</li> <li>• Collaboration skills, teamwork, and value systems</li> <li>• Civic discourse, civic knowledge and engagement</li> </ul>
Self-advocacy	Student acts in ways that are in the best interest of their mental and physical health, academic, financial and professional future, and social wellness.



# Inventory

How do we meet goals?

1. Feedback on curriculum map
2. What are you measuring now?
3. What can you start to measure?

Groups of 3–4 people

- Make notes on post-its for each question (1–3)
- Report out and posting the post-its

Timing

