

New Mexico General Education Summit



Breakout Session Qualitative Data Analysis

Analysis and Report
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INTRODUCTION

This report highlighted the qualitative findings obtained from the data collected during the break-out session at the New Mexico General Education Summit on January 13th of 2016. Responses from 3 open-ended questions were analyzed. The three questions were:

- (1) What transferable skills and content knowledge should all graduates leave their institution with? List up to five.
- (2) For each skill listed above, give an example of how a student could demonstrate it.
- (3) What principles and guidelines should the steering committee use in creating a new model of general education for the state of New Mexico?

DATA ANALYSIS PROCEDURES

Data was transcribed and de-identified prior to data analysis. De-identified data was then uploaded into NVIVO, a qualitative data analysis software program. Following criteria congruent with qualitative methodology, more specifically grounded theory, themes were developed. Specific themes were organized into broader analytical categories. For question #2, only data corresponding to major themes found in Question 1 were explored. Each question was analyzed independently by one author. Data analysis results were then audited by each member to ensure the validity of each theme.

Please note that all data was quantified based on the number of sources (respondents) who referenced the theme, not on the number of instances that the theme was referenced.

ANALYSIS OF QUESTIONS 1 AND 2

Analysis of question 1 revealed that respondents placed primary importance on transferable skills as evidenced by the main themes illustrated in Table 1. The responses obtained for two of the main themes (Reading and Math) were unclear regarding whether the response referred to a content area or a skill. For example, for one of the responses coded under “Math Literacy,” a respondent listed “math-skills- basic math needed in a real world environment- add, sub, multiplication, percentages.”

Responses for Question 1 were typically brief, one or two-word responses, making it difficult to obtain any context, clear understanding, and to conduct an in-depth analysis. Additionally, due to the nature of the question, samples of responses for Question 2 were only included for the major themes identified in Question 1.

A table detailing the findings for questions 1 and 2 is included in Appendix A. Please note, some respondents provided a response to question 1, but not to question 2. We included this information if it was listed; if a theme does not have a response for question listed, it means none was provided.

Table 1: Question 1-Transferable skills and content (Only themes with more than 10 sources)

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (126)
Communication	91	70%	72.2%
Critical Thinking	72	55%	57.1%
Problem Solving	40	30.8%	31.8%
Multiculturalism	32	24.6%	25.4%
Collaboration/Team Work	31	23.9%	24.6%
Technology	26	20%	20.6%
Writing	25	19.2%	19.8%
Quantitative Literacy	22	16.9%	17.5%
Ethics	21	16.2%	16.7%
Math Literacy	18	13.9%	14.3%
Research	18	13.9%	14.3%
Interpersonal skills	16	12%	12.3%
Information Literacy	13	10%	10.3%
Reading	13	10%	10.3%

**Note that source (number of responses) number for subthemes in Appendix A may not provide the same total illustrated in the table above. This is a result of the same respondent making more than one comment related to the general theme.*

Communication

This theme was broken up into four sub-themes, Communication- General, Communication- Oral, Communication- written, and Communication-other. The majority of the responses associated with this theme, however, were “communication” or a version of “communication- written and oral.” Other words used to describe written-oral communication included statements with synonyms of these words such as verbal communication, writing and speaking. The majority of suggestions on how to demonstrate skill in this area were through a written paper or class presentation. Other suggestions included presentations at conferences or leading a class discussion.

Critical Thinking

The majority of responses associated with this theme were either the short answer “critical thinking” or a response closely associated to that, such as “critical thinking/evaluation,” “critical analytical thinking.” Very few participants provided a more detailed response, such as “analysis of and critical thinking about complex problems.” Suggested ways to demonstrate skill with critical thinking include capstone projects, group projects, case studies, problem-based learning, and research projects. Participant 90 suggested a “large project in which all implications/effects of a topic are considered including social, economic, environmental, etc,” and participant 18 suggested “contextualize area of study in broader context – for example, what are historical/cultural/ethical context of climate change.”

Problem Solving

A total of 40 participants identified problem solving as one of the four skills that graduates should leave their institution with. Their responses for this theme were short and often consisted of the short response “problem solving,” problem solving with an extension of another skill such as “problem-solving/scientific thinking,” or a more descriptive statement related to problem solving such as “ability to solve problems in their field.” Respondents indicated that this skill could be demonstrated through capstone projects or problem-based learning. Participant 20 suggested “Given ill structured problem a student or group of students solve problem and explain how they went about solving the problem.”

Multiculturalism

Skills related to multiculturalism were identified by 32 participants. This theme included six sub-themes: Cultural competence, cross-cultural knowledge, global awareness, cultural awareness, cultural sensitivity, and diversity. The suggestions for how to demonstrate these skills include service-learning projects, study abroad, and a multidisciplinary project.

Collaboration/Team Work

This theme included two sub-themes: Collaboration and team work. Responses included short answers such as “team work”, “work collaboratively”, and “ability to work as members of a team”. Respondents frequently indicated that a group project would demonstrate this skill. Participant 24 suggested “Successfully complete a project with a diverse, and NOT self-selected, group” as one way to demonstrate this skill.

Technology

A total of 26 participants identified technology skills as important skills for graduates to leave their institution with. Responses in this theme included short answers such as “technology proficiency”, “computer literacy”, or “digital literacy”. Suggestions for how to demonstrate these skills included a variety of responses, such as “present creative work online”, “blog project”, “Poster presentation (i.e. powerpoint).”

Writing

Twenty-five participants indicated writing as a necessary skill. This is distinguished by the sub-theme of written communication due to the emphasis on grammar and technical aspects related to writing. Most suggestions for how to demonstrate this skill include writing essays or reports. Participant 69 said “On final blue book essays. Only 6 or less grammatical spelling errors.”

Quantitative Literacy

Twenty-two respondents indicated the need for graduates to have quantitative reasoning skills. This theme included quantitative reasoning, quantitative analysis, and quantitative literacy. Interpretation of statistical analysis was one suggestion for how students can demonstrate these particular skills.

Ethics

Responses that were included in this theme focused on the necessity of ethical behavior and decision-making skills related to professional behavior. Suggestions for specific ways students could demonstrate these skills include adherence to academic integrity standards, responding to ethical scenarios related to their discipline, and classroom debate of controversial ethical issues.

Math Literacy

This theme includes responses that discuss the need for skill with quantitative reasoning as it applies to research, particular major, and life skills. Two of the suggested ideas on how students may demonstrate these skills include creating a budget for a proposal and translating real-life problems into a math problem and working to find a solution.

Research

Thirteen people recommended research skills. This theme included two sub-themes: citing sources and data analysis. Responses for this category emphasized the importance of skill with knowledge of applying and interpreting statistics, gathering information, and presenting an argument based on research evidence. Most of the suggestions for how to demonstrate this skill include writing a research paper or completing a research project. Participant 31 suggested students “conduct primary research (survey consumers), tally the results, interpret results and use for decision making.”

Interpersonal Skills

Sixteen respondents indicated interpersonal skills as important for students to obtain by graduation. Most respondents in this theme indicated only “interpersonal skills” and suggested that students could demonstrate this skill by completing a group project. A subtheme in this theme, “interpersonal-other”, were indicated by skills such as “self-knowledge”, “critical and reflective thinking”, and “intellectual humility”. Suggested ideas on how students would demonstrate these skills include working on a team project comprised of individuals from diverse backgrounds or completing a personal growth narrative.

Information Literacy

Thirteen respondents indicated that students need to have skill with gathering information and effectively integrating it into a research report. Suggestions for demonstration of this particular skill include research projects and annotated bibliographies.

Reading

The responses in the reading theme focused on the importance of reading skills for students and these responses were all two or three word responses. One respondent mentioned that skill with reading and an advanced vocabulary were necessary for graduates.

ANALYSIS OF QUESTION 3

In responding to question 3, participants focused on several major areas: what is critical in the development of a new general education framework, what is critical in evaluation of a new general education framework, what should be taught, how it should be taught, and who should give input into development and evaluation of the framework. Themes identified within each of these categories are presented in Tables 2 - 6. A more detailed discussion of the most frequent themes as well as key differences across respondents follows each tabular presentation of themes where relevant.

Table 2: Critical Components of Developing a New General Education Framework

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (121)
Build on existing frameworks and best practices	22	16.9%	18.2%
Flexibility	22	16.9%	18.2%
Cross-institutional alignment and transferability	18	13.8%	14.9%
Simplicity and efficiency	14	10.8%	11.6%
Cross-institutional awareness and collaboration	11	8.5%	9.1%
Diversity and cultural sensitivity	10	7.7%	8.3%
Clarity of purpose	6	4.6%	5.0%
Transparency and communication	6	4.6%	5.0%
Consistency and coherence	5	3.8%	4.1%
Global, not discipline or institution specific framework	5	3.8%	4.1%
Reduction in credit hours	5	3.8%	4.1%
Academic freedom	4	3.1%	3.3%
Support for advising	2	1.5%	1.7%
Comprehensiveness	1	0.8%	0.8%
Consensus	1	0.8%	0.8%
Creativity	1	0.8%	0.8%
Understanding student deficiencies	1	0.8%	0.8%
Providing multiple opportunities for input	1	0.8%	0.8%

Build on Existing Frameworks and Best Practices

The majority of responses under this theme were general, simply stating that best practices in other states and/or universities should be researched and analyzed. Models that are working well in states similar to NM should be adopted. Other responses encouraged building on existing strengths. Some responses noted specific frameworks including AAC &U (Participants 23, 76, and 109), LEAP and VALUE rubrics (Participants 23 and 122), NMNEC (Participant 14), Association of College and Research Libraries Information Literacy Threshold Concepts of 2015 (Participant 30), NMATXC (Participant 41), and Bloom’s Taxonomy (Participant 65 and 73).

Flexibility

A few responses simply stated that flexibility was important. Most responses were more specific. Responses included the need to develop a model that is flexible enough (1) to accommodate all types of institutions (Participants 20, 23, 44, 48, and 110), (2) to facilitate transfer of courses between schools (Participant 97), (3) to support the value of each university's unique mission (Participants 23 and 123), (4) to balance structure and academic freedom (Participant 91), and (5) to fit with a diversity of student ethnicities, interests, and majors (Participants 62, 63, 124, and 127). Others commented on specific areas that need to be flexible including (1) principles of assessment (Participant 2), outcomes measured (Participant 4), and course and subject area content (Participants 80 and 85).

Cross-institutional Alignment and Transferability

Eleven participants highlighted the importance of aligning meta majors, course content, contact hours, credit hours, and course numbers to facilitate transferability of courses across institutions, particularly for students moving from 2-year to 4-year institutions. One participant gave the example that "Engl 11 at NMSU for 4 credits does not align with any other NM institution" (Participant 50). Another commented that there must be a way to transfer courses between institutions "even if the course is not specifically taught at the receiving institution" (Participant 97). One participant noted in particular that improving this process would set students up for success (Participant 46).

Simplicity and Efficiency

Several participants commented that the process needs to be simple and efficient, eliminating redundancies (Participants 79, 107 and 125). Two participants specifically commented that the number of outcomes should be small (Participants 13 and 129); another advised to "keep it manageable" (Participant 86). Several also commented on the "Essential Education," both broadly and within each major, noting that this would help refine the core of classes each student needs (Participants 16, 26, 34, 44, 52, 54, 73, and 130).

Cross-institutional Awareness and Collaboration

Most respondents in this category focused on collaboration between 2-year and 4-year institutions as well as small and large institutions. Specifically, respondents commented on the need to (1) "model and facilitate (good) communication with faculty groups" across institutions (Participant 114), (2) recognize that "community college and university faculty are equally qualified to teach 100-200 level courses for high levels of learning" (Participant 119), (3) establish clear guidelines and roles for institutions (Participant 29), and (4) keep in mind the differences in "institutional populations and missions and how these influence outcomes" (Participant 43). One participant specifically mentioned that high-school material should be taught in high schools (Participant 99).

Diversity and Cultural Sensitivity

Several respondents mentioned the need to appreciate the diversity of our student population, particularly mentioning minority students, first generation students, rural/urban communities, multiracial communities, and linguistic differences (Participants 1, 22, 48, 69, 74, 118, and 127). One respondent advised to "consider different populations at different institutions" (Participant 41).

Table 3: Critical Components of Evaluating a New General Education Framework

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (121)
Use a meaningful set of assessment tools	5	3.8%	4.1%
Maintain high academic standards	4	3.1%	3.3%
Use evidence-based practice	3	2.3%	2.5%
Focus on developmental process in students	1	0.8%	0.8%

Table 4: What Should be Taught in a General Education Curriculum

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (121)
Competencies and skills	33	25.4%	27.3%
Civic engagement and life outside the classroom/job	12	9.2%	9.9%
Content and discipline specific knowledge and information	9	6.9%	7.4%
Workforce preparation	6	4.6%	5.0%
Ethics and values	4	3.1%	3.3%
Lifelong learning	4	3.1%	3.3%

Competencies and Skills

Over a quarter of the participants mentioned transferable competencies and skills as the ideal focus of the curriculum. Many only generally noted that the curriculum should be "competency-based" or "skills-based," sometimes contrasting that with a less desirable content-focused curriculum (Participants 54, 71, 75, 85, and 113) or arguing that content and skills/competencies need to be integrated within the classroom (Participants 8, 45, 58). Others commented on what specific competencies and skills should be included: problem-solving and critical thinking (Participants 1, 30, 40, 58, 98, 105, and 113); effective communication (Participants 1, 40, 54, 58, 105, and 120); ability to work on a team (Participants 1, 54, and 98); appreciation of diversity (Participant 1); writing (Participants 40, 54, 120, and 124); reading (Participants 120, 124); use of technology (Participants 19, 90); professionalism (Participant 52); self-reflection and evaluation (Participant 75); making connections across contexts (Participants 75, 98); and management skills (Participant 98).

Civic Engagement and Life Outside the Classroom/Job

Several respondents focused on developing citizens, exemplified by Participant 123's comment that the general education curriculum needs to create "meaningful citizens, not just workers." This contrast may be important considering there are twice the number of responses in this category than in the "workforce preparation" category. Respondents mentioned several ways of developing meaningful citizens: "holistic

human development" (Participant 125); pushing students out of their comfort zones (Participant 24); and balancing academic outcomes with serving workforce needs (Participants 25 and 95).

Content and Discipline Specific Knowledge and Information

Several respondents noted that content and discipline specific knowledge and information is important. One participant in particular was concerned that normalization across the curriculum would marginalize the need for content (Participant 3). Another noted a concern with grouping all students together: "A person in a STEM field does not need the same background in the Arts as a painter, musician, or sculptor do" (Participant 32). Some participants noted specific courses or content areas that students need: (1) financial management (Participant 40), (2) New Mexico history (Participant 69), and (3) humanities (Participant 90).

Table 5: How Curriculum Should be Taught

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (121)
Focus on outcomes	17	13.1%	14.0%
Maintain student-centeredness	14	10.8%	11.6%
Integrate disciplines	14	10.8%	11.6%
Think towards the future	3	2.3%	2.5%
Allow for students to explore possibilities	2	1.5%	1.7%
Engage in high impact practices	2	1.5%	1.7%
Create learning communities	2	1.5%	1.7%
Practice team teaching	1	0.8%	0.8%

Table 6: Who Should Give Input

	Number of Sources	Percentage of Total Sources (130)	Percentage of Total Sources Answering Question (121)
Faculty	15	11.5%	12.4%
Institutions in system	5	3.8%	4.1%
Administration	4	3.1%	3.3%
Staff	2	1.5%	1.7%
Students	2	1.5%	1.7%
Everyone/all stakeholders	2	1.5%	1.7%
Statewide stakeholders	1	0.8%	0.8%
Diverse populations	1	0.8%	0.8%
Graduates	1	0.8%	0.8%

APPENDIX A: Main Themes for Question 1

THEME	SUBTHEME	# OF SOURCES	QUOTES	DEMONSTRATION OF SKILLS QUOTES
<u>COMMUNICATION</u>	<i>Communication (General)</i>	48	<ol style="list-style-type: none"> 1. Communication 2. Effective communication 3. Communication 4. Communication – multiple contexts/ad---- (?) 5. Communication- in and across disciplines; problem solving 6. Communication 7. Communication skills 8. effective communication w/in their field and with a general audience 9. Communication 10. Communication skills 11. Communicate clearly 12. Effective communication 13. Communication skills 14. Communications 15. Communicate effectively 16. Communications 17. Communication skills 18. Effective communication 19. Basic public speaking and communication skills 20. Communication 	<ul style="list-style-type: none"> • Presentations at state/ national conferences, and/or student symposium • Presentations, media produc. • Participating in a group activity; Generating a project for different audiences • Leading a class discussion • Write a paper on a complex topic and then summarize it orally • Visual communication, expressed innovative ideas and concepts • Written and oral presentation of research • A written report or speech/presentation with awareness of audience and purpose • Deliver a structured presentation on the above to people outside chosen discipline • Writing sample/written assignment direct for a specific audience in a specific context • Explain an issue in 5 minutes • Class presentation • Breaking subjects into small parts and explaining it or writing it clearly • Through essays assigned writing projects • Writing – “productions” • Oral exam • Practice interviews for job situation • Writing a clear response or summary to a situation

			<ul style="list-style-type: none"> 21. Communication skills 22. Communication skills 23. Ability to communicate 24. Communication 25. Communication skills 26. Communicate 27. Communicate effectively 28. Communication skills 29. Communicate succinctly 30. Communication 31. Communication skills 32. Communication 33. Communication 34. Effective communication 35. Communication 36. Communication 37. Communication 38. Ability to: write well; critically think; communicate effectively 39. Communication 40. Communication 41. Communicate to stakeholders 42. Ability to communicate content knowledge with others 43. Communication 44. Communication 45. Communication 46. Communication skills 	
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			47. Communication 48. Communication	
	<i>Communication- Written</i>	40	<ol style="list-style-type: none"> 1. Oral and written communication skills 2. Effective – competent communication skills – oral and written 3. Communication skills- written and spoken 4. Communication skills- written and spoken 5. Communication/writing and speaking 6. Communication (written/verbal) 7. Ability to communicate in speech and writing effectively 8. Ability to communicate effectively (both written and oral) 9. effective communication (oral, written, digital-visual) 10. oral and written communication (visual) 11. Written and oral communication 12. Communication skills – oral, written, cross- 	<ul style="list-style-type: none"> • Papers • Capstone project • Develop Linked-In profile with video, cover letter, other digital artifacts to communicate skills • Through any number of assignments, projects, portfolio, capstone project, co-curricular activities, mentorship activities, (conference presentations) • Writing – Capstone paper • Presentation of research results in written and oral form • Technical report and PowerPoint presentation • Memo, email, letter, essay, research paper • Portfolio or written artifacts, some of which respond meaningfully to existing scholarship in the discipline • To be able to explain how to solve a math problem step-by-step (with the reasons behind it) rather to solve it by applying a standard formula • Papers and presentations • Write and present a position paper • Poster presentation or conference presentation (could be of their capstone project) • Could be demonstrated by an oral and written presentation of some kind- capstone • Essays and speeches (group presentations) • Written projects (research) and oral presentations with uniform rubric for each • Integrated portfolio developing on social/techno/cultural theme • Senior thesis tailored to discipline/ program major

			<p>cultural</p> <p>13. Communicate (writing/speech)</p> <p>14. communication, written and oral</p> <p>15. Effectively communicate by writing</p> <p>16. Clear communication -> written and oral</p> <p>17. oral communication proficiency (and written)</p> <p>18. Superior written and oral communication skills</p> <p>19. Effective communication – how to share information verbally, electronically, and in writing</p> <p>20. Communication (written/verbal)</p> <p>21. Communication skills (written & oral)</p> <p>22. Written communications/ Literacy (reading comprehension!)</p> <p>23. Communication-writing and speaking and literacy</p> <p>24. Oral/written/com</p> <p>25. Communication, writing</p>	<p>(longer theme-spanning multiple semesters). Written & oral requirements</p>
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			<p>26. Written & oral communication</p> <p>27. The ability to communicate their conclusion verbally and in writing</p> <p>28. Communication (written, oral, non-verbal, teaching, listening)</p> <p>29. Written communication</p> <p>30. Should be able to write/ communication without spelling/ grammatical errors</p> <p>31. Effective communication – spoken and written</p> <p>32. Written & oral communication</p> <p>33. Written communication</p> <p>34. written and oral communication</p> <p>35. Area I- Strong written and oral communication skills</p> <p>36. Communication (written and verbal)/ interpersonal communication</p> <p>37. Written and oral communication skills</p> <p>38. Communication (written</p>	
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			<p>and oral)</p> <p>39. Communication skills: the ability to communicate effectively both orally and written</p> <p>40. Ability to communicate well in writing and orally</p>	
	<i>Communication-Oral</i>	39	<ol style="list-style-type: none"> 1. Oral and written communication skills 2. Effective – competent communication skills – oral and written 3. Communication skills-written and spoken 4. Communication skills-written and spoken 5. Communication/writing and speaking 6. Communication (written/verbal) 7. Ability to communicate in speech and writing effectively 8. Ability to communicate effectively (both written and oral) 9. effective communication (oral, written, digital-visual) 	<ul style="list-style-type: none"> • Each (or part of each) could be demonstrated in a f2f exercise that could be observed and assessed. • Capstone project Presentation • Oral – class presentations • Poster presentation or conference presentation (could be of their capstone project) • Through any number of assignments, projects, portfolio, capstone project, co-curricular activities, mentorship activities, (conference presentations • presentation of research results in written and oral form • Technical report and PowerPoint presentation • Oral- In class presentations • Oral- Debate • writing samples/verbal presentations • essays and speeches (group presentations) • Capstone • Could be demonstrated by an oral and written presentation of some kind- capstone

			<ul style="list-style-type: none"> 10. oral and written communication (visual) 11. Written and oral communication 12. Communication skills – oral, written, cross-cultural 13. Communicate (writing/speech) 14. communication, written and oral 15. Effectively communicate verbally 16. oral communication 17. Clear communication -> written and oral 18. oral communication proficiency (and written) 19. Oral communication skills 20. Superior written and oral communication skills 21. Effective communication – how to share information verbally, electronically, and in writing 22. Communication (written/verbal) 23. Communication skills (written & oral) 	
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			<p>24. Communication-writing and speaking and literacy</p> <p>25. Oral/written/com</p> <p>26. Communication, oral</p> <p>27. Written & oral communication</p> <p>28. The ability to communicate their conclusion verbally and in writing</p> <p>29. Communication (written, oral, non-verbal, teaching, listening)</p> <p>30. Effective communication – spoken and written</p> <p>31. Written & oral communication</p> <p>32. Oral communication</p> <p>33. written and oral communication</p> <p>34. Area I- Strong written and oral communication skills</p> <p>35. Communication (written and verbal)/ interpersonal communication</p> <p>36. Written and oral communication skills</p> <p>37. Communication (written</p>	
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			<p>and oral)</p> <p>38. Communication skills: the ability to communicate effectively both orally and written</p> <p>39. Ability to communicate well in writing and orally</p>	
	<i>Communication-Digital</i>	2	<ol style="list-style-type: none"> 1. Effective communication (oral, written, digital-visual) 2. Effective communication – how to share information verbally, electronically, and in writing 	<ul style="list-style-type: none"> • Develop Linked-In profile with video, cover letter, other digital artifacts to communicate skills
	<ul style="list-style-type: none"> ▪ <i>Communication-listening</i> ▪ <i>Communication-literacy</i> ▪ <i>Communication-nonverbal</i> ▪ <i>Communication-teaching</i> ▪ <i>Communication-English/Spanish</i> ▪ <i>Communication-Interpersonal</i> 	1 ea	<ol style="list-style-type: none"> 1. Communication (written, oral, non-verbal, teaching, listening) 2. Communication-writing and speaking and literacy 3. Communication (English/ Spanish) 4. Communication (written and verbal)/ interpersonal communication 	

	<i>Cross-Cultural Communication</i>	2	<ol style="list-style-type: none"> 1. Cross cultural communication- global competency awareness 2. Communication skills – oral, written, cross-cultural 	<ul style="list-style-type: none"> • New standard testing pro books on global competency • Through any number of assignments, projects, portfolio, capstone project, co-curricular activities, mentorship activities, (conference presentation)
<u>CRITICAL THINKING</u>		72	<ol style="list-style-type: none"> 1. Critical thinking 2. Critical thinking skills 3. Critical thinking 4. Ability to think critically above information 5. Critical thinking: application to case study, research project, or capstone 6. Problem-solving/critical thinking 7. Critical thinking and logic 8. Critical thinking 9. Problem-solving and critical/inactive thinking skills (include an ability to analyze ethical situations) 10. Critical thinking/problem solving 11. Critical thinking skills 12. Critical thinking 13. critical analysis/thinking 	<ul style="list-style-type: none"> • Lab science project, designed to focus and demonstrate critical thinking skills • Internships • Google info on a topic to gain information. Review content, then check, recheck other sources • Compute a performance task or problem-based learning assignment • Communication and critical- I like the second year concept discussed today • There are a range of ways to demonstrate depending on area • Apply knowledge to real-world issues • Problem-sets, case studies, journals, daily reflections • Apply multiple perspectives or approaches to analyzing a complex problem • Logical process exercises • Analyzing a situation presented in a class or work environment • Demonstrate through several exercises (portfolio) deliberate and systemic evaluation of evidence • Give scenario – have student discuss in oral or written from all aspects of the scenarios • Be able to critically read, organize, and synthesize literature in area of study • Given ill structured problem a student or group of

		<p>14. critical and reflective thinking</p> <p>15. Critical thinking skills</p> <p>16. Critical thinking</p> <p>17. Critical thinking</p> <p>18. Critical thinking</p> <p>19. Critical thinking</p> <p>20. Critical thinking</p> <p>21. Critical thinking</p> <p>22. critical thinking</p> <p>23. Critical think</p> <p>24. critical thinking</p> <p>25. Critical thinking/evaluation</p> <p>26. Critical reflective thinking and reading</p> <p>27. Think critically</p> <p>28. Critical thinking (CT)</p> <p>29. critical/analytical thinking</p> <p>30. Critical thinking</p> <p>31. Critical thinking and reasoning</p> <p>32. Critical thinking</p> <p>33. Reasoning/critical thinking skills</p> <p>34. Critical thinking</p> <p>35. Critical thinking – how to solve real world problems</p> <p>36. Critical Thinking</p>	<p>students solve problem and explain how they went about solving the problem</p> <ul style="list-style-type: none"> • Interpret a graph and draw conclusions • Clear written analysis of why something matters or how it matters. Explanation of cause/effect relationships and problem solving skills to draw conclusions. • A design project where the student must show creative answers to complex problems. As well as the ability to scientifically, economically and if need be politically back the solution. • Know how to and where to find information and coherently show that • Artifacts/experiences that document problem-based, student-driven learning • Solve a complex problem • Argumentative paper • Pass a national certification/registration exam • Determine the options in a scenario • Solve a problem requiring persistence and multiple solutions (projects) • Performance task/scenario that asks them to find best solution • Use judgement, & be able to justify the choice. Also be able to identify weakness in your position • Writing/presentations showing critical thinking • Capstone project or portfolio that demonstrates critical analysis and/ or a proposed solution to a problem/ issues in their field • Analysis of case studies/ primary documents • Persuasive speech • Apply activity to learning with a student’s major
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		<p>37. Critical thinking</p> <p>38. Critical thinking/ problem-solving</p> <p>39. Critical thinking skills</p> <p>40. Critical thinking/problem solving</p> <p>41. Critical thinking</p> <p>42. Problem solving/critical thinking skills</p> <p>43. The ability to thinking critically</p> <p>44. Information gathering and critical thinking about information</p> <p>45. Critical thinking</p> <p>46. critical and logical thinking</p> <p>47. Critical thinking</p> <p>48. Critical thinking</p> <p>49. Critical thinking</p> <p>50. Critical thinking</p> <p>51. Critical thinking- Problems</p> <p>52. Critical Thinking</p> <p>53. Critical thinking/ problem solving</p> <p>54. Analysis of and critical thinking about complex problems</p> <p>55. Critical thinking</p>	<p>program area (problem based learning) give choices to guide learning</p> <ul style="list-style-type: none"> • Standard types of research projects or other more basic assessments • Effectively analyze and evaluate evidence • Large project in which all implications/effects of a topic are considered including social, economic, environmental, etc • Apply mathematical concepts to solve problems appropriate to their meta major • Through partnerships with community institutions or businesses through internships and research capstones that fill gaps in institutional practice • Learn to apply statistics to reading newspapers
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			<p>56. Critical thinking</p> <p>57. Ability to: write well; critically think; communicate effectively</p> <p>58. Critical thinking/problem solving</p> <p>59. Critical thinking</p> <p>60. critical thinking/logical</p> <p>61. Critical thinking</p> <p>62. Critical thinking</p> <p>63. Critical thinking</p> <p>64. Critical thinking</p> <p>65. Critical thinking skills</p> <p>66. Critical thinking/analytical</p> <p>67. Critical thinking</p> <p>68. Think critically</p> <p>69. Critical thinking-problem solving</p> <p>70. Critical thinking</p> <p>71. Ability to think critically</p> <p>72. Learn to question authority with facts</p>	
<u>PROBLEM SOLVING</u>		40	<ol style="list-style-type: none"> 1. Problem solving skills 2. Scientific thinking/problem solving 3. Effective problem solving skills 	<ul style="list-style-type: none"> • I love the idea of an e-portfolio but know very little about it • Scientific research project • Compute a performance task or problem-based learning assignment

		<p>4. Problem-solving/critical thinking</p> <p>5. Problem Solving – multiple contexts/multiple strategies</p> <p>6. Problem-solving and critical/inactive thinking skills (include an ability to analyze ethical situations)</p> <p>7. Critical thinking/problem solving</p> <p>8. Ability to solve problems (quantitative and qualitative)</p> <p>9. Problem solving/decision making</p> <p>10. Problem solving</p> <p>11. Problem solving</p> <p>12. Problem solving skills</p> <p>13. Solve complex problems,</p> <p>14. Problem solving (PS)</p> <p>15. Problem solving skills</p> <p>16. Ability to work independently when problem solving; to think creatively when problem solving</p> <p>17. Problem solving</p>	<ul style="list-style-type: none"> • Problem-Solving – problem unintelligible based exercises • Labs/Capstone • Quantitative: solving math-based word problems; Qualitative: solving word problems – demonstrate reading comprehension • Performance tasks • project based problem solving • Solve problems – create a project • PS and CT – Given ill structured problem a student or group of students solve problem and explain how they went about solving the problem. • A student would demonstrate independent problem solving by using resources to come up with a list of solutions even if a clear “right” answer doesn’t exist or immediately present itself • applying the skills learned to “real world” problems • Formulas- write a word problem for a formula • Read or write a shape of change in weather over the effect of El Nino in NM on weather pattern • how to be able to resolve issues with a limited time and or equipment • Completion of a group project and conveying results of the project in a presentation and paper • Give a physical problem to solve to a group, each must do individually, steps, then do as a group • Have them write a real letter attached for a specific problem that needs resolution • Solve an open ended problem and present findings & justification why it would be best suitable • Analysis of case studies/ primary documents • Apply activity to learning with a student’s major
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		<p>18. Problem solving</p> <p>19. Problem solving in applied situations</p> <p>20. Interpretation of analysis-problem solving, etc.</p> <p>21. Problem solving</p> <p>22. Critical thinking/problem-solving</p> <p>23. Critical thinking/problem solving</p> <p>24. Problem solving/critical thinking skills</p> <p>25. An ability to problem solve/work with others in life structures</p> <p>26. Problem solving</p> <p>27. Problem solving</p> <p>28. Present & defend solutions to problems</p> <p>29. Select appropriate tool(s) to solve problems</p> <p>30. Problem solving</p> <p>31. Problem solving</p> <p>32. Critical thinking/problem solving</p> <p>33. Problem solving</p> <p>34. Critical thinking/problem solving</p>	<p>program area (problem based learning) give choices to guide learning</p> <ul style="list-style-type: none"> • Cross disciplinary capstone (tie back to “meta major”) • Could be represented through partnerships with community institutions or businesses through internships and research capstones that fill gaps in institutional practice • Researching for information and put them into categories or ability to see trends in quantitative data
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			<p>35. Solve a complex issue/ problem</p> <p>36. Problem solving</p> <p>37. Area I, II, III, VI, Va, Vb- Inductive problem solving/ reasoning skills</p> <p>38. Ability to solve problems in their field</p> <p>39. Problem solving/decision making</p> <p>40. Critical thinking- problem solving</p> <p>41. Ability to resolve problems creatively and efficiently</p> <p>42. Problem solving skills</p>	
<u>MULTICULTURAL COMPETENCIES</u>	<i>Cultural Competence</i>	4	<p>1. Cultural competence</p> <p>2. Cultural competence</p> <p>3. Cultural Competency</p> <p>4. Diversity/global – cultural competence</p>	<ul style="list-style-type: none"> • Participation in workshop, Service-learning projects
	<i>Cross-Cultural Knowledge</i>	3	<p>1. knowledge of other cultures/groups</p>	<ul style="list-style-type: none"> • Applied community/research • Project

			<ol style="list-style-type: none"> 2. Cross-cultural knowledge 3. Cultural knowledge 	<ul style="list-style-type: none"> • Participation in workshop, Service-learning projects
	<i>Global Awareness</i>	4	<ol style="list-style-type: none"> 1. cultural competencies/global awareness 2. Cross cultural communication- global competency awareness 3. Global Awareness 4. Global and Civic Awareness 	<ul style="list-style-type: none"> • In a psyc/sociology/anthropology-looking at the differences in beliefs and behavior across cultures • New standard testing pro books on global competency • Abroad studies/visits/apprenticeships • Work directly on a community or global issue - project
	<i>Cultural Awareness</i>	3	<ol style="list-style-type: none"> 1. Cultural awareness 2. Cultural awareness 3. Social and cultural awareness 	<ul style="list-style-type: none"> • Comprehension and understanding of communication preferences of various cultures presents in PPT or other form of case studies
	<i>Cultural Sensitivity</i>	1	<ol style="list-style-type: none"> 1. Cultural Sensitivity 	<ul style="list-style-type: none"> • Being aware of religious differences, ethnic differences
	<i>Diversity</i>	12	<ol style="list-style-type: none"> 1. Understand diverse populations 2. Diversity 3. Appreciate diversity/and ethical reasoning (civic) 4. cultural/diversity awareness and appreciation 5. Awareness of differing perspectives (cultural and discipline) 	<ul style="list-style-type: none"> • Mange other allowing them to maintain dignity. Hear what they are saying and place value on it • ead and analyze texts from many cultures, including New Mexico culture • internship, community outreach • Written artifacts or multimodal presentations that reflect global, transnational, or multicultural perspectives • Intermediate reading and conversation skills in a second language • Multi-disciplinary project/ assignment

			<ol style="list-style-type: none"> 6. Diverse perspectives/viewpoints 7. Ability to work with diverse people 8. Diversity in US & abroad- content knowledge & ability to understand & work with people from diverse backgrounds and perspectives 9. Diversity 10. Community-mindedness/ diversity 11. Cultural diversity/ awareness/ understanding 	
<u>COLLABORATION-TEAM WORK</u>	<i>Team Work</i>	23	<ol style="list-style-type: none"> 1. ability to work as members of a team 2. Team work 3. Team work 4. adaptability – learning to work well w/ others and others you don't agree with 5. Creativity, innovation, teamwork, quantitative reasoning 6. Interpersonal/teamwork 7. team work and 	<ul style="list-style-type: none"> • Group projects in any course/member of student government or student clubs • Participating in a group activity; Generating a project for different audiences • Interpersonal/Team – a group working on a project • examples of work from group projects and student reflections on the team work • Group • Successfully complete a project with a diverse, and NOT self-selected, group • Work on projects together • Problem based learning • Meaningful group projects in which students have the

			collaboration 8. teamwork 9. Interpersonal skills/teamwork 10. Ability to effectively work with others 11. Ability to work with people with whom one might disagree 12. An ability to problem solve/work with others in life structures 13. Leadership, teamwork, work collaboratively 14. Teamwork 15. Teamwork, collaboration 16. Team 17. Team work 18. Collaboration/ teamwork 19. Team work 20. Teamwork 21. Adaptability 22. Participate in groups 23. Interpersonal skills-working with people	opportunity to honestly assess one another and to see how they were assessed by others • Working with people- leadership
	<i>Collaboration</i>	14	1. collaboration 2. collaboration 3. team work and collaboration	• Participating in a group activity • Collaborative project to develop and implement solution to local problem

			<ol style="list-style-type: none"> 4. Collaboration with others 5. Leadership, teamwork, work collaboratively 6. Teamwork, collaboration 7. Work w/ others collaboratively 8. Collaboration/ teamwork 9. Collaboration 10. Work collaboratively 11. Collaboration 12. Collaboration 13. Effective collaborations 14. Ability to self direct and collaborate well 	
<u>COMPUTER, TECHNOLOGY, AND DIGITAL LITERACY</u>		26	<ol style="list-style-type: none"> 1. Technology skills- computer skills 2. Computer literacy 3. Facility with technology 4. Digital information, skills, retrieval: 1) source validity, 2) research techniques, 3) use of technology formats 5. Digital information presentation skills – writing/speaking/citing, online presence 6. Digital 7. Tech 	<ul style="list-style-type: none"> • Poster presentation (i.e. powerpoint) • Technology by keeping up to date with new computer software, apps to help in the student’s career • Computer literacy: course completion; integration into a project, test-out (credit for prior learning) • Discipline-specific assignment connecting to technology • writing/speaking/citing, online presence • Blackboard req • Present written creative work online • confident in PC and Apple computers as well as the ability to use MS programs (word, excel, etc) • be proficient in many areas of changing technology • Blog project • use of a specific technology for a specific purpose • Use of technology in many assignments or projects:

		<ul style="list-style-type: none"> 8. Digital/computer skills 9. digital self-awareness 10. (effective use of technology) (understanding that technology changes rapidly) 11. Utilize technology 12. Basic computer skills 13. Effectively use computers in Real World setting 14. technology proficiency – information literacy 15. Relevant mathematical/programin g skills 16. Acumen with basic technological platforms 17. Integrative technology 18. Science/technology 19. Technology/digital literacy ability 20. Computer/digital literacy skills 21. Computer 22. Digital literacy 23. Digital literacy 24. Computer literacy 25. Computer Literacy 26. Digital literacy 	<p>website design, PowerPoint presentation</p>
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			27. Computer literacy	
<u>WRITING</u>		25	<ol style="list-style-type: none"> 1. Writing 2. Reading/writing skills at a professional manner 3. Writing competency 4. Writing – broadly 5. Writing skills 6. successful writing skills coherent and will edited 7. (Technical) writing – excellence 8. Ability to write 9. Know how to write a coherent paper 10. writing 11. Be able to do research and apply it a written document. 12. Technical writing 13. English reading comprehension and writing proficiency 14. Good writing 15. Writing skills-letter writing-a must 16. Writing and reading 17. Should be able to write/ communication without spelling/ grammatical errors 	<ul style="list-style-type: none"> • Essay, graded/ assessed according to rubric • Reading and writing skills at a professional level on their career by writing emails, memos, reports, etc. • Through essays assigned writing projects • Writing portfolio/research paper • Research write/complete proposal • Write 25+ pages in a class • students need many opportunities to practice writing • Research and write-up the results of inquiry • Professional report • Have them write a real letter attached for a specific problem that needs resolution • essay Exit essay • On final “blue book essays. Only 6 or less grammatical selling errors • Students either writing essays in the humanities need to state a clear thesis based on an established writing rubric and be assessed on that • Providing good, clear instructions, notes, messages, etc • Writing skills- “research” a topic at suitable interest • represent themselves in an appropriate and professional manner specific to the meta-major of their choice • Write a lengthy paper on a topic not covered in their class

			<p>18. Should be able to state a clear, concise thesis and be able to provide two arguments supporting thesis statement</p> <p>19. Ability to read and write</p> <p>20. Understanding valuing writing</p> <p>21. Ability to: write well; critically think; communicate effectively</p> <p>22. Demonstrate good writing skills</p> <p>23. Ability to analyze writing assignments in several disciplines and understand what is required (“analyze,” “comp. and contrast” “discuss,” “explain”)</p> <p>24. Write</p> <p>25. Write in multiple formats</p>	
<u>QUANTITATIVE LITERACY</u>	<i>Quantitative Skills</i>	6	<ol style="list-style-type: none"> 1. math skills - quantitative skills 2. logical thinking/scientific reasoning/quantitative skills 3. Quantitative skills 4. Ability to understand 	<ul style="list-style-type: none"> • Interpret statistical reports • Math/statistical projects • Explain in a paper a graph and relevant test graphs • Problem solving (algebraic and practical application)

			<p>and use quantitative data and to create relevant stats, graphs, etc</p> <ol style="list-style-type: none"> 5. Quantitative Skills 6. Quantitative skills/ Numerical 	
	<i>Quantitative Reasoning</i>	9	<ol style="list-style-type: none"> 1. Mathematical literacy, quantitative reasoning 2. Creativity, innovation, teamwork, quantitative reasoning 3. Quantitative reasoning skills 4. Quantitative and analytical reasoning 5. Quantitative Reasoning 6. Quantitative Reasoning 7. Statistics- Big data presents challenges and opportunities 8. Should demonstrate knowledge in statistical analysis, interpret statistics used by 3rd parties and utilize statistical analysis in some kind of real world application 9. Statistical literacy 	<ul style="list-style-type: none"> • Quantitative reasoning – examples of work in which quantitative reasoning and analysis of data were preformed • Statistics test or project • Artifacts or measurements that assess student’s ability to use appropriate theories or formulas to solve real- world problems, and be able to explain their process • Standard types of research projects or other more basic assessments

	<i>Quantitative Analysis</i>	3	<ol style="list-style-type: none"> 1. Quantitative Analysis 2. Quantitative Analysis 3. Quantitative analysis/understanding 	
	<i>Quantitative Literacy</i>	3	<ol style="list-style-type: none"> 1. Quantitative data literacy 2. Quantitative literacy 3. Area II- Quantitative Literacy 	
	<i>Quantitative Thinking</i>	1	<ol style="list-style-type: none"> 1. Quantitative thinking 	
<u>ETHICS</u>	<i>Ethics (General)</i>	12	<ol style="list-style-type: none"> 1. Professional ethics, integrity 2. Applied Ethics 3. Ethics 4. Philosophy/ethics 5. Ethics 6. Ethical guidelines to follow and an understanding of how unethical providers happen 7. Ethics/knowledge of professional standards 8. Citizenship, cultural competencies, & ethics & professionalism 9. Professionalism & ethics 10. Ethics 11. Understanding of ethics/Ethical 	<ul style="list-style-type: none"> • Skills inventory, practicum, internship, general adherence to academic integrity standards • Applied community engagement • In this complex age students in all disciplines need to know what the difference between right and wrong • Professional standards would probably be discipline specific not sure of specific example • Performance tasks/ ethics scenarios- probably a piece of writing

			responsibility 12. Ethics	
	<i>Ethical Behavior</i>	3	<ol style="list-style-type: none"> 1. Ethical Conduct 2. Ethical behavior: observed in capstone, service learning project 3. Ethical and professional behavior 	<ul style="list-style-type: none"> • observed in capstone, service learning project • respond to a scenario about how to handle a problem • part of every course, almost (academic honesty, professional ethics discussion).
	<i>Ethical Reasoning</i>	6	<ol style="list-style-type: none"> 1. Ethical reasoning 2. Ethical reasoning 3. Ethical reasoning 4. Ethical/Moral reasoning 5. Ethical reasoning and awareness 6. Ethical reasoning 	<ul style="list-style-type: none"> • Discipline-specific assignment connecting to ethics • Identify logical flaws in reasoning that supports ethically questionable positions/choices • Ethical reasoning- Scenarios: "How would you respond to this situation?" • Writing/Analyzing situations • Debate or public discussion of a controversial ethical issue • Ethical dilemmas unintelligible within the discipline
<u>MATH LITERACY</u>	<i>Math Skills</i>	15	<ol style="list-style-type: none"> 1. math skills - quantitative skills 2. Mathematical literacy, quantitative reasoning 3. Math (numeracy) 4. Basic Math Skills 5. Can do basic arithmetic operations w/out a calculator 6. Know basic applied math 7. Math concepts 	<ul style="list-style-type: none"> • Create budget for proposal • understand ratio, percentages as well as basic statistics • Ability to translate real life data into a math problem to attempt finding a logical solution • use of math skills in degree work • Math problem solving-real world

			<ol style="list-style-type: none"> 8. Real world math – not necessarily college algebra 9. Relevant mathematical/programming skills 10. Have high mastery of basic math skills and fundamental understanding of algebra of geometry. 11. Math 12. Abstract thinking (math) 13. Fundamentals of math/English 14. Math 15. Math skills appropriate for degree 16. Math skills- basic math needed in a real world environment- add, sub, multiplication, percentages 	
	<i>Numeracy</i>	4	<ol style="list-style-type: none"> 1. Numeracy 2. Math (numeracy) 3. Numeracy- basic 4. Numeracy skills 	
<u>RESEARCH</u>	<i>Research (General)</i>	13	<ol style="list-style-type: none"> 1. Digital information, skills, retrieval: 1) source validity, 2) research 	<ul style="list-style-type: none"> • Composition and research courses paired with content area • Research write/complete proposal

		<p>techniques, 3) use of technology formats</p> <ol style="list-style-type: none"> 2. Research skills 3. Be able to do research and apply it a written document. 4. Research skills 5. Research abilities- how to find answers outside of the textbook 6. Information gathering and critical thinking about information 7. Make an argument using evidence 8. Construct an argument using evidence 9. Ability to find information 10. Know how to find answers 11. Information literacy/research skills 12. Research 13. Ability to write a coherent and persuasive research paper that uses appropriate evidence to support the argument or test hypothesis 14. Ability to research 	<ul style="list-style-type: none"> • A large research project or portfolio to show there thoughts on perspective careers to check do/all 5 top areas. • Conduct primary research (survey consumers), tally the results, interpret results and use for decision making • Ability to conduct both primary and secondary research using reliable sources and use to support whatever is needed for new program, new product, etc. • Find information (e.g., library web site) • Research a non-major topic • Research paper • Project involving information from sources to support student’s ideas • Courses need to require some research academic papers where students accurately cite sources by either MLS, or Chicago style format • Students in other courses such as business, educ, biol,need to read a published research article and interpret the “jist” of the research and relate how statistics are used in the research analysis • Thesis & portfolio • Critical bibliography or paper w/ variety of sources
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			literature competently and thoroughly	
	<i>Citing Sources</i>	2	<ol style="list-style-type: none"> 1. Digital information, skills, retrieval: 1) source validity, 2) research techniques, 3) use of technology formats 2. Should know how to cite scholarly and academically 	•
	<i>Data Analysis</i>	4	<ol style="list-style-type: none"> 17. Data analysis and interpretation 18. Data analysis and research capabilities 19. Data analysis 20. Data analysis and interpretation 	•
<u>INTERPERSONAL SKILLS</u>	<i>Interpersonal (General)</i>	7	<ol style="list-style-type: none"> 1. Interpersonal/team work 2. Interpersonal skills/ team work 3. Interpersonal abilities in diverse groups 4. Interpersonal skills 5. Interpersonal skills-working in diverse groups 6. Have well developed intro and interpersonal skills 	<ul style="list-style-type: none"> • A group working on a project • Group project. Book. Right vs. Right, In class discussion • Sample of team projects unit

			7. Interpersonal skills- working with people	
	<i>Interpersonal- Other</i>	9	26. Self-knowledge 27. Social behavior and adaptability collaboration 28. Self- confidence 29. Critical and reflective thinking 30. Responsible engagement 31. Intellectual humility 32. Engaged curiosity 33. Confidence 34. Social skills 35. Self-knowledge/esteem	<ul style="list-style-type: none"> • Upper level courses req. independence • Explain opposition fairly, w/o refutations • Work on a team comprised of people from diverse backgrounds • Personal growth narrative
<u>INFORMATION LITERACY</u>		13	1. Technology proficiency- information literacy 2. Information literacy 3. Information literacy 4. Information literacy 5. Information literacy 6. Information literacy 7. Information literacy 8. Information literacy/research skills 9. Information literacy 10. Information literacy 11. Information literacy 12. Information literacy	<ul style="list-style-type: none"> • Analysis of a source for credibility, accuracy, context • Research project that requires secondary research as a component • Research paper • Project involving information from sources to support student's ideas • Library information literacy projects in a gen ed class like an annotated bibliography • Internet-based task to complete • Critical bibliography or paper w/ variety of sources

			13. Information literacy	
<u>READING</u>		13	<ol style="list-style-type: none"> 1. Reading/writing skills at a professional manner 2. Reading – broadly 3. Ability to read complex texts 4. Know how to read 5. Effectively read 6. English reading comprehension and writing proficiency 7. Written communications/ Literacy (reading comprehension!) 8. Advanced reading vocab 9. Reading- comprehension 10. Reading- information 11. Reading for comprehension & info gathering 12. Read 13. Writing and reading 14. Ability to read and write 	<ul style="list-style-type: none"> • Reading and writing skills at a professional level on their career by writing emails, memos, reports, etc. • Reading – (comprehension, literacies) • Read and discuss literature • Portfolio or written artifacts, some of which respond meaningfully to existing scholarship in the discipline • Write, articulation present • Exit essay • Competency assessments