Luna Community College
General Education Assessment Plan
2022-2025

Luna Community College has five General Education Essential Skills. The competencies are taught in many different courses across the Core Curriculum, reflecting relationships across programs and between classes. As such, they help to shape the experiences of nearly every student.

Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website. See section D below for further explanation about how the rubrics are to be used.

New Mexico Statewide General Education Model

Content Area	**Credits**	**Skills considered to be closely associated with the content area**
Communications	6	Communication Critical Thinking Information & Digital Literacy
Mathematics	3	Communication Critical Thinking Quantitative Reasoning
Science	4	Critical Thinking Personal & Social Responsibility Quantitative Reasoning
Social & Behavioral Sciences	3	Communication Critical Thinking Personal & Social Responsibility
Humanities	3	Critical Thinking Information & Digital Literacy Personal & Social Responsibility
Total	22	

In addition to the 22 credit hours of general education outlined in Table 1, each student must complete another nine credit hours stipulated by their institution of higher education. These

credit hours may come from one of the content areas in Table 1 or from other content areas such as business, engineering, and education, or they may be interdisciplinary. In other words, individual institutions of higher education are free to expand the content areas associated with general education when it comes to these nine credit hours. However, each of the three courses that comprise these nine credit hours must come from a different content area and each must focus on three or more essential skills.

Luna Community College General Education Curriculum for Associate of Arts & Associate of Science Programs
***Indicates courses that are Gen Ed Approved through NMHED**
**** Indicates courses that are pending approval through NMHED**

General Education Core (31 hours)		
AREA I. COMMUNICATIONS		**(9 HOURS)**
ENGL1110	Freshman Composition I*	3 credits
ENGL1120	Freshman Composition II*	3 credits
COMM1130	Public Speaking -or-*	3 credits
COMM2120	Interpersonal Communication*	3 credits
AREA II. MATHEMATICS		**(3 HOURS)**
MATH1320	Statistics**	3 credits
MATH1220	College Algebra *	4 credits
AREA III. LABORATORY SCIENCE		**(4 HOURS)**
BIOL1110	Biology for Non-Majors**	4 credits
BIOL1140	Biology for Health Science*	4 credits
BIOL2110	General Biology I**	4 credits
BIOL 2210	Human Anatomy and Physiology I*	4 credits
BIOL 2225	Human Anatomy and Physiology II *	4 credits
BIOL 2310	Microbiology*	4 credits
BIOL2610	General Biology II**	4 credits
BIOL 2620	Ecology and Evolution*	4 credits
CHEM1120	Introduction to Chemistry**	4 credits
CHEM1215	General Chemistry I**	4 credits
CHEM1226	General Chemistry II**	4 credits

ENVS1110	Environmental Science*	4 credits
GEOL1110	Physical Geology*	4 credits
GEOL2110	Historical Geology*	4 credits
PHYS1115	Survey of Physics*	4 credits
PHYS1230	Algebra-based Physics I*	4 credits
PHYS1240	Algebra-based Physics II*	4 credits
PHYS1310	Calculus-based Physics I*	4 credits
PHYS1320	Calculus-based Physics II*	4 credits

AREA IV. SOCIAL AND BEHAVIORAL SCIENCES (3 HOURS)

ANTH1115	Introduction to Anthropology**	3 credits
ANTH1141	Cultures of the World*	3 credits
ECON2110	Principles of Macroeconomics**	3 credits
ECON2120	Principles of Microeconomics**	3 credits
POLS1120	American National Government*	3 credits
POLS2160	State and Local Government*	3 credits
PSYC1110	Introduction to Psychology*	3 credits
SOCI1110	Introduction to Sociology*	3 credits

AREA V. HUMANITIES (3 HOURS)

ENGL 2310	Introduction to Creative Writing *	3 credits
ENGL 2380	Introduction to Short Fiction *	3 credits
ENGL2610	American Literature I*	3 credits
ENGL2620	American Literature II*	3 credits
HIST1110	United States History I*	3 credits
HIST1120	United States History II*	3 credits
HIST1150	Western Civilization I*	3 credits
HIST1160	Western Civilization II*	3 credits
HIST2110	Survey of New Mexico History*	3 credits
PHIL 1110	Introduction to Philosophy*	3 credits

RELG 2115	World Religions*	3 credits
RELG 2130	History of Christianity**	3 credits
SPAN 1110	Spanish I*	3 credits
	Any 100 or 200 Level Literature Course	

AREA VI. CREATIVE & FINE ARTS (3 HOURS)

ARTH 1120	Introduction to Art*	3 credits
ARTH 2110	History of Art I*	3 credits
ARTS 1610	Drawing I*	3 credits
ARTS 1630	Painting I**	3 credits
FDMA 1110	Film History**	3 credits
MUSC 1130	Music Appreciation: Western Music*	3 credits
THEA 1110	Introduction to Theatre**	3 credits
THEA 1220	Beginning Acting*	3 credits

AREA VII. ELECTIVES (6 HOURS)

Elective1	Any additional course from areas III & IV (Lab Science & Social & Behavioral)	3 credits
Elective2	Student can choose from any GE area to fulfill this elective	3 credits
AAS Specific Courses	**COURSE TITLE**	
BCIS 1110	Fundamentals of Information Literacy and Systems	3 credit hours
PSYC 2120	Developmental Psychology*	3 credit hours

As per NMHED, all general education courses must be certified through the New Mexico Curriculum and Articulation Committee (NMCAC). This certification process focuses on the implementation and assessment of the corresponding essential skills in each general education course.

In addition to certification, colleges must ensure that all essential skills are being taught and assessed in general education courses, (see assessment schedule).

Luna began certification of courses in the Fall 2018 and continues to work on certifying the last of their General Education course as of September 2024.

General Education Assessment Schedule

Luna Community College has five General Education Essential Skills. The competencies are taught in all courses across the Core Curriculum, reflecting relationships across programs and between classes. The Essential Skills are critical in shaping the experiences of every student. It is through these five Essential Skills that Luna Community College is preparing students to compete at the forefront of their chosen fields and lead in their communities.

General Education Essential Skills

Communication Skills

- Develop, interpret, and express ideas and information through written, oral, and visual communication adapted to purpose, structure, audience, and medium.

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

Critical Thinking Skills

- Gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking.

Critical thinking is the intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers can 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. Critical thinking is not simply formulating one's conclusions and looking for supportive evidence afterward. As students collect and assess evidence, they must understand 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.

Quantitative Reasoning Skills

- Apply mathematical, logical, and scientific principles and methods through the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Quantitative reasoning involves 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.

Personal and Social Responsibility

- Identify and apply ethical principles and practices to decision-making by connecting choices, actions, and consequences.

Analyze differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Information and Digital Literacy

- Consider different points of view to work collaboratively and effectively in pursuit of a shared purpose or goal.

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 genres and content within the general education core and is not tied to a specific media or format.

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

Meaningful assessment of these general education competencies promotes continuous improvement and helps guide faculty and staff in pursuing strategies to help students succeed. Moreover, there is an expectation that the assessment data will be used to develop action plans, which will, in turn, be evaluated to determine their impact.

The following schedule has been created to promote less frequent but more meaningful assessments while simultaneously meeting the expectations of both Luna Community College and the New Mexico Higher Education Department. The '22-'23 academic year will begin the cycle of assessment. All General Education courses at Luna Community College will assess Critical Thinking during Year 1. Three years of assessment will complete a cycle where all five essential skills will be assessed. The following chart shows the assessment cycle and the essential skill that all General Education courses will focus on during the specified academic year.

- Year 1- 2022-2023 - Critical Thinking Skills will be assessed
- Year 2- 2023-2024 - Communication or Personal & Social Responsibility
- Year 3- 2024-2025 - Information & Digital Literacy or Quantitative Reasoning

Component Areas	**Critical Thinking Skills**	**Communi-cation**	**Personal and Social Responsibility**	**Information and Digital Literacy**	**Quantitative Reasoning**
Communications	Year 1	Year 2		Year 3	
Mathematics	Year 1	Year 2			Year 3
Lab Science	Year 1		Year 2		Year 3

Social and Behavioral Sciences	Year 1	Year 2		Year 3	
Humanities	Year 1		Year 2 Ad Paragraph styles) and they will appear in your table of contents.	Year 3	
Creative and Fine Arts	Year 1	Year 2		Year 3	

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 for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	Students are able to describe appropriate sources.	Students are sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions	Students are able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.	Differentiate relevant from irrelevant information 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: 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 regard to appropriateness to the rhetorical situation.	To demonstrate genre awareness, application, and versatility, students are asked to communicate well in genres such as a lab report, an 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 understanding and evaluating 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 and 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 source's 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: 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, communicate, compute, create, and design in digital environments.	Students know current and common digital vocabulary; understand how to use common digital devices; troubleshoot basic problems associated with operating digital devices	Students select and use appropriate applications to create and effectively communicate; use common digital education and social communication platforms; use current computational tools.	Students demonstrate 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.	Digital vocabulary test 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 an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	Students recognize that research is an iterative, non-linear, creative process that leads to new knowledge and requires curiosity, reflection, critical thinking, and persistence.	Students define a 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.	Students define an 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.	Research question formulation, 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: 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	Proficient	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.	

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	Proficient	Assessment
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.)