

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM
ASSESSMENT REPORT AY 2021-22

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Institution Name: Clovis Community College
General Education Program Report

Content Areas:

I Communication	<i>Contact Persons:</i> Raymond Walker & Vicki DeLeon
II Mathematics	<i>Contact Person:</i> Brandon Finney
III Science	<i>Contact Person:</i> Brandon Finney
IV Social & Behavioral Sciences	<i>Contact Persons:</i> Monica Turner & Brandon Finney
V Humanities	<i>Contact Persons:</i> Brandon Finney & Vicki DeLeon
VI Creative & Fine Arts	<i>Contact Persons:</i> Raymond Walker, Brad Heath, & Vicki DeLeon

This report fulfills program reporting requirements for this institution.

Attested:

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GENERAL EDUCATION PROGRAM – ASSESSED COURSES

AREA I. COMMUNICATION

COMM 1130 PUBLIC SPEAKING
COMM 2120 INTERPERSONAL COMMUNICATION
ENGL 1110 COMPOSITION I
ENGL 1120 COMPOSITION II
ENGL 2210 PROFESSIONAL & TECHNICAL COMMUNICATION

AREA II. MATHEMATICS

MATH 1130 SURVEY OF MATHEMATICS
MATH 1220 COLLEGE ALGEBRA
MATH 1350 INTRODUCTION TO STATISTICS
MATH 1512 CALCULUS I
MATH 1522 CALCULUS II
MATH 2420 APPLIED LINEAR ALGEBRA
MATH 2430 DISCRETE MATHEMATICS

AREA III. SCIENCE

BIOL 1110C GENERAL BIOLOGY LECTURE & LAB
BIOL 1130C INTRODUCTORY ANATOMY & PHYSIOLOGY LECTURE & LAB (NON-MAJORS)
BIOL 2110C PRINCIPLES OF BIOLOGY: CELLULAR AND MOLECULAR LECTURE & LAB
BIOL 2210C HUMAN ANATOMY AND PHYSIOLOGY I LECTURE & LAB
BIOL 2225C HUMAN ANATOMY AND PHYSIOLOGY II LECTURE & LAB
BIOL 2310C MICROBIOLOGY LECTURE & LAB
CHEM 1215C GENERAL CHEMISTRY I LECTURE & LABORATORY FOR STEM MAJORS
(HIGHLY RECOMMENDED FOR PRE-MED MAJORS)
CHEM 1225C GENERAL CHEMISTRY II LECTURE & LABORATORY FOR STEM MAJORS
PHYS 1115C SURVEY OF PHYSICS WITH LAB

AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

ANTH 1140 INTRODUCTION TO CULTURAL ANTHROPOLOGY
ANTH 1180 THE DAWN OF HUMANITY
ECON 2110 MACROECONOMIC PRINCIPLES
ECON 2120 MICROECONOMIC PRINCIPLES
POLS 1120 AMERICAN NATIONAL GOVERNMENT
PSYC 1110 INTRODUCTION TO PSYCHOLOGY
PSYC 2120 DEVELOPMENT PSYCHOLOGY

PSYC 2130 ADOLESCENT PSYCHOLOGY

PSYC 2140 CHILD PSYCHOLOGY

SOCI 1110 INTRODUCTION TO SOCIOLOGY

SOCI 2240 SOCIOLOGY OF INTIMATE RELATIONSHIPS AND FAMILY

SOCI 2310 CONTEMPORARY SOCIAL PROBLEMS

AREA V. HUMANITIES

ENGL 1410 INTRODUCTION TO LITERATURE

ENGL 2380 INTRODUCTION TO SHORT FICTION

HIST 1110 UNITED STATES HISTORY I

HIST 1120 UNITED STATES HISTORY II

HIST 1130 WORLD HISTORY I

HIST 1140 WORLD HISTORY II

HIST 2110 SURVEY OF NEW MEXICO HISTORY

HUMN 1110 INTRODUCTION TO WORLD HUMANITIES I

RELG 1110 INTRODUCTION TO WORLD RELIGIONS

RELG 2220 WOMEN OF THE BIBLE

RELG 2230 MEN OF THE BIBLE

SPAN 1110 SPANISH I

SPAN 1120 SPANISH II

AREA VI. CREATIVE AND FINE ARTS

ARTH 1110 ART APPRECIATION

ARTH 2110 HISTORY OF ART I

ARTS 1240 DESIGN I

ARTS 1250 DESIGN II

ARTS 1610 DRAWING I

ARTS 1630 PAINTING I

ARTS 2610 DRAWING II

ARTS 2630 PAINTING II

DANC 1110 DANCE APPRECIATION

MUSC 1130 MUSIC APPRECIATION: WESTERN MUSIC

CLOVIS COMMUNITY COLLEGE AY 2021-22 ASSESSMENT PROCESS

BACKGROUND

CCC's goal is to complete Student Learning Outcome (SLO) reports for every section of every General Education course taught in an academic year. Section results are then summarized into a single assessment report at the Division Chair level.

When evaluating a course, the institution examines several factors to determine if the course is effective in achieving its purpose: to educate students in a specified set of skills and knowledge to a degree appropriate to the level of the course. One or more summative assessments are used to determine student mastery of each SLO. CCC reports student mastery at three levels: 1) the student **does not exhibit** basic mastery of the skills or knowledge for the learning outcome being assessed, 2) the student **exhibits basic mastery** of the skills or knowledge for the learning outcome being assessed, or 3) the student significantly **exceeds minimum mastery** of those same skills and knowledge.

Additionally, New Mexico Higher Education Department (NM HED) requires alignment of General Education course SLOs to five essential skills: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each essential skill is comprised of multiple component skills.

NM HED also placed all General Education courses into one of six content areas and specified three essential skills for each area. Courses in a Content Area must teach and assess student mastery of those essential skills via course-level SLOs.

CCC GENERAL EDUCATION ASSESSMENT

In the summer of 2019, an Assessment Council team crafted a plan and set of processes that allow faculty to

- identify how General Education course SLOs align to the new essential skills,
- identify the assessment tool(s) faculty use to determine student mastery of each SLO,
- quantify at class and course levels the number of students who “meet expectations” or “exceed expectations” regarding mastery of required skills and knowledge at an appropriate level for each SLO in lower division courses, AND
- identify course revisions made from prior-year assessments, judge the effectiveness of those changes in the current academic year, and develop plans for future course changes based on current academic year results.

Researchers have determined that approximately 63% of students pass a traditional onsite college course (face-to-face instruction), while only 56% of students pass traditional, asynchronous online courses¹. In most instances, CCC has set a stretch goal to have 70% of students meet or exceed each SLO's mastery requirements. By achieving this level of performance in all course SLOs, the number of students succeeding in our courses should surpass national averages. However, meeting minimum skill and knowledge requirements is not sufficient for a portion of the student population. Those students have a need to perform at higher than minimum levels. To gauge success for this smaller population of students, a different standard is also examined: exceeds expectations.

¹ These findings were reported at <https://www.bestcollegesonline.org/faq/how-successful-are-students-in-online-college-courses-compared-to-students-taking-face-to-face-classes/>

Criteria to Exceed Expectations is set at a level appropriate for those students seeking to 1) enter a competitive occupational program at CCC such as nursing, physical therapy, radiology, etc.; or 2) major in the course's discipline and transfer to a 4-year institution. Achieving higher than minimum mastery levels is an indicator that students would be more likely to meet standards for entry into occupational programs or succeed at a new HEI.

When determining the status of a course SLO for reporting purposes, the number of assessed students achieving minimum or higher levels of mastery is used. Since each SLO is mapped to the component skills that comprise each NM Essential Skill, the college gains insight into how well each Content Area and each Essential Skill is performing at an institutional level.

ESSENTIAL SKILL "BUBBLE CHARTS"

Since NM HED placed General Education courses into six Content Areas and designated three Essential Skills that must be addressed by each content area, institutional summary and trend charts of Content Area and Essential Skill results were created to gauge program-wide performance.

A "bubble chart" format is used to communicate every course's SLO status, each Content Area's overall status, and each Essential Skill's standing at the institutional/program level. Courses with fewer than 5 students are not included due to potential FERPA violations resulting from disclosure of academic performance of individual students. Additionally, some assessment reports are not available due to departure of the involved faculty from the institution.

To determine the status of each NMES in a Content Area and for the program, CCC examines all course SLOs associated with each NMES. At least 75% of course SLOs aligned to each NMES must be designated as MET for the NMES to also be designated as MET. The 75% threshold was selected based on historical performance under the old Competencies and Content Areas NM HED required prior to the 2019 General Education Program revisions at the state level.

The following charts are a quick reference that indicates the MET/ALMOST MET/NOT MET status of each NMES and every course SLO in all Content Areas. The first chart is a summary of the six Content Area SLOs and an Institutional status indicator for each Essential Skill showing overall performance of CCC's General Education program. A second chart compares the current report's results to prior year results and indicates whether performance improved, remained steady, or declined².

Specific course SLO Reports may be requested by contacting the CCC Assessment Council Chair at assessmentc@clovis.edu or Dr. Robin Jones, Chief Academic Officer, at jonesr@clovis.edu.

REFERENCES

NMCCNS web page: https://hed.state.nm.us/resources-for-schools/public_schools/nm-course-numbering-system

NM General Education Curriculum web page: https://hed.state.nm.us/resources-for-schools/public_schools/general-education

CCC General Education and Assessment Handbook:
<http://www.clovis.edu/consumerinfo/assessment.aspx>

² The letters "I", "S", and "D" were inserted inside the arrows to ensure color blind individuals are still able to determine the status of an SLO or Essential Skill

INSTITUTION (GENERAL EDUCATION PROGRAM) SUMMARY

Academic Year 2021-22 is our 3rd year assessing NMCCNS-approved General Education courses using the NM HED SLOs and Essential Skills (NMES). The NMES Institutional (Gen Ed Program) Summary chart contains the status of all six Content Areas as indicated by:

- a red bubble with an “N” inside³ to indicate the essential skill goal was NOT MET,
- a yellow bubble with an “A” inside to indicate the essential skill was ALMOST MET (within 5%)
- a green bubble with a “Y” inside to indicate the essential skill goal was MET.

Near each status bubble is a set of calculations showing the number of SLOs that met standards divided by the total number of SLOs associated with the essential skill and the resulting percentage. For an essential skill to be considered as performing at a level not requiring intervention, 75% of the associated course SLOs had to have met their assessment targets. The value of 75% was chosen for the same reasons CCC chose it as the threshold to initiate proactive student intervention actions—it is a performance level slightly higher than minimally acceptable (70%) and indicates proactive measures may be appropriate.

This year, all five essential skill indicators at the program/institutional level are favorable.

Each Content Area has its own summary of performance provided by the appropriate division chair(s). Detailed course SLO Reports are not provided in this report. However, legitimate requests for course SLO Reports can be submitted to the Assessment Council Chair and the Chief Academic Officer.

CONTENT AREA SUMMARIES

CONTENT AREA I – COMMUNICATIONS

	AY 2020-21		AY 2021-22		Delta	
	Assessed	% MET	Assessed	% MET	Assessed	% MET
COMM 1130						
SLO 1	81	92.6%	100	85.5%	↑ 19	↓ 7.1%
SLO 2	88	87.1%	102	84.3%	↑ 14	↓ 2.8%
SLO 3	89	98.9%	98	95.9%	↑ 9	↓ 3.0%
SLO 4	90	100.0%	102	95.1%	↑ 12	↓ 4.9%
SLO 5	86	94.2%	103	84.5%	↑ 17	↓ 9.7%
SLO 6	85	91.8%	96	87.5%	↑ 11	↓ 4.3%
Avg	86.5		100.2		↑ 13.7	
COMM 2120						
SLO 1	269	93.3%	148	87.8%	↓ 121	↓ 5.5%
SLO 2	282	87.6%	151	83.4%	↓ 131	↓ 4.2%
SLO 3	286	78.3%	153	69.9%	↓ 133	↓ 8.4%
SLO 4	266	93.6%	151	84.8%	↓ 115	↓ 8.8%
SLO 5	275	90.5%	150	84.7%	↓ 125	↓ 5.8%
Avg	275.6		150.6		↓ 125.0	

COMM 1130 Public Speaking: Students taking this course in Academic Year 2020-21 did exceptionally well when assessed for mastery of the 6 course student learning outcomes. The learning outcome with

³ The letters “Y”, “A”, and “N” were inserted inside the bubbles to ensure color blind individuals are still able to determine the status of an SLO or Essential Skill

the lowest percentage of mastery by the students (SLO 2: Demonstrate effective speech preparation) still had slightly more than 87% of students meet minimum mastery requirements, while a little more than 60% of those students significantly exceeded expectations (scoring 85% or higher on the assessment tool).

AY 2021-22 saw an average increase of 14 students being assessed on the learning outcomes in this course. All course learning outcomes had fewer students meet minimum mastery requirements, with SLO 5 (Explain common propaganda techniques and logical fallacies and identify them in the speeches of others) experiencing a drop of 9.7% in the number of students mastering this learning outcome.

No changes to course content are contemplated at this time. Instructors are reviewing all COMM assessment tools to ensure targeted and accurate evaluation of student mastery. They are also identifying and applying specific criteria associated with each SLO's requirements rather than relying on an overall assessment tool score that includes criteria not associated with the SLO mastery being evaluated. Instructors are also attempting to integrate course SLOs into Canvas Outcomes to ensure consistency of assessment and reporting across multiple sections taught by different faculty. Additionally, Canvas Outcomes will allow instructors to easily monitor individual student mastery of each learning outcome as the semester progresses.

Instructors will also increase efforts to keep students engaged in the course through Starfish Early Alerts and more actively encourage students to view videos in CANVAS LMS course shell and make better use of Writing Center referrals.

COMM 2120 Interpersonal Communication: In AY 2020-21, the course student learning outcome with the lowest percentage of assessed students who satisfactorily demonstrated mastery was SLO 3 (Identify and demonstrate a variety of skills that will enhance interpersonal communication). Only 78.3% of assessed students demonstrated mastery. This same SLO saw a decrease of 8.4% of assessed students demonstrating minimum mastery for AY 2021-22. This SLO barely met course expectations to have 75% of students master the learning outcome in 2020-21. The drop in overall student mastery in this course this academic year dropped course performance to 69.9% of students mastering the learning outcome – fully 5.1% below course targets. This course saw a significant drop in enrollment numbers, reducing the number of students who were assessed in half.

As with COMM 1130, use of Canvas Outcomes to monitor individual and class mastery of course learning outcomes is being attempted, while instructors are also reviewing the summative and formative assessment tools to ensure accurate and targeted assessment of the learning outcomes.

Overall, the Communications Department has met all but one learning outcome target over the past 2 academic years. They will be closely monitoring COMM 2120 SLO 3 to determine if changes to the curriculum, method of presentation, or suitability of the assessment tool need to be modified.

In ENGL 1110, students continue to perform adequately in the classroom and successfully meet assessment expectations. The implementation of live-only or synchronous online formats has helped students engage with their instructors on a meaningful level and, more importantly, tackle tough material in their Composition I and Composition II courses. Some faculty members, particularly those who teach ENGL 1110 in eight-week formats, see higher withdrawal rates and assessment scores are lower compared to those taking sixteen-week offerings. Instructors noted that students in ENGL 1110 struggled with editing and revising (measured by SLOs 3 and 6). The English faculty are creating and adding high-interest activities to help students engage in editing and revising.

Students in ENGL 1120 continue to perform well on the assessment and achieve the SLOs for Composition II. For the 2021-2022 academic year, the English faculty agreed to have the same instructor teach both ENGL 1110 and 1120 for our Dual Credit and ECHS students, which resulted in students performing better on the assessments for ENGL 1120 than in previous academic years. We will continue to have the same instructor teach both ENGL 1110 and 1120 for our high school population. As with ENGL 1110, the English faculty are working on adding more high-interest and engaging material to their courses in an effort to encourage student participation and continued success in the classroom.

ENGL 2210 students performed adequately and have done so for some time. The nature of the course itself lends itself to a specific student demographics, which sets the stage for students to push themselves to learn technical writing.

CONTENT AREA II – MATHEMATICS

As students returned to campus for the first time since the pandemic, overall SLO results have decreased from the previous academic year in this content area. Instructors worked hard to ensure students were prepared for assessments, but some student indicated that a lack of preparedness from the year and a half of virtual learning caused them to perform at a less-than-desired level.

In future academic years, the instructors will be implementing more review material into the lectures to ensure students have the background that is needed. The math instructors also purchased classroom sets of calculators, so that every student is using the same calculator and the use of calculators can be implemented into lecture. Furthermore, the faculty is working hard to create online resources that may assist students with their studying and preparedness for assessments. Lastly, alignment in courses is being evaluated to ensure lectures prepare for homework assignments and homework assignments prepare for assessments.

CONTENT AREA III – SCIENCES

The Science Department continues to be consistent in ensuring SLOs meet expectations. Utilization of a standardized assessment approach is tantamount in this continued success. The creation of standardized online course shells for our science courses has assisted in the continued success of the science department.

In future academic years, the science faculty will be working hard to create online resources, especially in Anatomy & Physiology, that students can use across the campus to prepare for practical exams and written exams. Furthermore, science faculty wish to expand the standardized course shell model to agricultural science, animals science, physics, and chemistry.

CONTENT AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Faculty for Anthropology continue to work to increase student engagement, especially towards the end of the semester. This is being done by way of increased discussion boards and streamlined communication.

ECON 2110 – Macroeconomic Principles –In AY 2019-2020, this course underwent a complete course redesign with the new state Student Learning Outcomes (SLO). In 2020-2021, this course went through the CCC Quality Matters process and was designated a CCC Peer-reviewed course. Each SLO was evaluated to ensure students met or exceeded expectations. In order to meet the criteria for each SLO, students had to score a minimum of 70% and each SLO was considered met if a minimum of 70% of the students met the benchmark. When evaluating the individual assessment tools for each SLO, all SLOs were met with at least 70% of the students meeting the 70% benchmark. In addition, when aggregating the assessment tools for each SLO, each SLO met the criteria of 70% of the students meeting the

benchmark of 70% or higher. As shown in the graphs below, data was fairly consistent between 2020-2021 and 2021-2022.

In order to exceed the criteria, students had to score a minimum of 80% and this SLO was considered exceeded if a minimum of 50% of the students met the 80% benchmark. When evaluating both the aggregated SLO data and the individual assessment tools for each SLO, the benchmark of at least 50% of students scoring an 80% or higher was met. Overall, students showed significant improvement in 2021-2022 when compared to the previous year. Aggregated data showed a similar pattern. A couple of minor changes were made (addition of self-disclosing surveys and an additional example for specialization and trade), but overall the results were much stronger this year. COVID could have played a roll in the lower scores in 2020-2021. When evaluating each individual sections for 2021-2022, students scored lower in the spring term. A survey was included after each module that allows students to self-disclose how much effort they put into the modules as well as provide feedback on what would have helped them in that module. Several students indicated that they were not spending the time to go through the audio lectures for the modules. This was more of a pattern in the spring semester and may have contributed to the lower scores. With only two years of trend data and considering that all benchmarks were met this year, no changes will be made at this time. Even though students performed well overall, feedback from the survey indicated they did not feel as comfortable with specialization and trade and the money creation process. An additional guided assignment will be added for each of these topics as a means to help improve students' self-disclosed comfort with these concepts. An additional year of data will help determine trends and whether or not adjustments need to made.

ECON 2120 – Microeconomic Principles – In AY 2019-2020, this course underwent a complete course redesign with the new state Student Learning Outcomes (SLO). In 2020-2021, this course went through the CCC Quality Matters process and was designated a CCC Peer-reviewed course. Each SLO was evaluated to ensure students met or exceeded expectations. In order to meet the criteria, students had to score a minimum of 70% and each SLO was considered met if a minimum of 70% of the students met the benchmark. When evaluating the aggregate data for SLOs, all SLOs were met with at least 70% of the students meeting the 70% benchmark. In evaluating the individual assessment tools, all SLOs were met except SLO 6 and 7 measured through the final exam in 2021-2022. Only 69% and 67% of students met the 70% benchmark for SLO 6 and 7 when taking the final exam. However, they performed well on the other two assessment tools for that year. In addition, in 2020-2021, all SLO benchmarks were met for each assessment tool. When evaluating each individual class, each of the SLOs were met during the spring term. Students scored lower in the summer and fall term. I added a survey after each module that allows students to self-disclose how much effort they put into the modules as well as provide feedback on what would have helped them in that module. Several students indicated that they were not spending the time to go through each of the audio lectures for the modules. This was more of a pattern in the fall and summer semesters and may have contributed to the lower scores. In the survey, students did provide feedback about how comfortable they felt with each of the concepts related to the SLOs, although students scored lower in SLO 6 and 7 on the final, the area in which they indicated the lowest level of comfort was SLO 3. Students indicated more elasticity problems would be helpful; therefore, an additional guided assignment will be added to include more elasticity problems. With only two years of trend data and considering that all benchmarks were met the previous year, this guided assignment for elasticity will be the only change made at this time. An additional year of data will help determine trends and whether or not additional adjustments need to made.

In order to exceed the criteria, students had to score a minimum of 80% and this SLO was considered exceeded if a minimum of 50% of the students met the 80% benchmark. When evaluating both the aggregated SLO data and the individual assessment tools for each SLO, the benchmark of at least 50% of students scoring an 80% or higher was met.

POLS 1120 – American National Government - POLS 1120 is in a unique position in that it has students looking critically at historical and contemporary politics. To help students think critically about the American government and its history, the instructor has instituted a few changes to put both academic rigor and objectivity into the discussions concerning American politics and history. There are eight (8) modules, each of which covers a lengthy discussion on topics pertinent to the module, and, consequently, the course, in question. These discussions require students to conduct research and read assigned textbooks and secondary articles, all the while synthesizing information to develop coherent and (mostly) objective academic arguments concerning American government topics. During the last four years, using student feedback concerning integrating more contemporary sources, the instructor has built a nearly three-hundred-article database that can be accessed from the LMS. This has introduced students to peer-reviewed research and scholarly writing. The instructor has also used these articles to broaden student knowledge and engagement. These articles were pulled from databases available through CCC, ENMU, SNHU, and WNMU libraries. The articles are both relevant and peer-reviewed, meaning students have the very best information at their disposal. Research and writing have been emphasized because students taking this course should be able to engage with a wide range of ideas in a coherent, scholarly, and engaging way. Students have improved their writing, critical thinking, and their engagement with the material in ways the previous renditions of the class couldn't achieve. During AY 2021–22, the instructor added micro-essays to engage students in topics relevant to the American government, along with a larger five-page term paper. These writing assignments have further deepened student knowledge on topics relevant to the course, and they have helped students improve significantly in critical writing, critical reading, research, and civic engagement. To add depth and new voices to the class, the instructor has also offered popular lectures, recorded webinars, and documentaries, which can be used by students as a gateway into the course material. The course, as it stands, is in a good place. Improvements have been seen in certain areas over the last year. Particularly, students are improving their research and writing capabilities, along with their civic engagement with others who have differing viewpoints, opinions, and political beliefs. In AY 2021–2022 all learning outcomes were met. The instructor continues to work on the previously mentioned issues.

PSYC 1110 – Introduction to Psychology –In AY 2018 -2019 Objective 2 (students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions), which had previously been below the benchmark, increased to an average of 83%. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 one assessment tool indicated a deficiency in SLO 4 (Identify the major theoretical schools of thought that exist) with only 62% of students indicating mastery on this tool. The course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, one outcome (SLO 2) did not meet the benchmark. This division has experienced multiple years of significant faculty issues (and turnover) and we do not expect to see this a trend in the course. In AY 2021 – 2022, once again, we see an issue with SLO 4 (see 2019 – 2020 above). The faculty group (including the 3rd new full-time faculty member in 3 years) will work to identify adequate assessment tools, as well as to identify a course of action.

PSYC 2120 – Developmental Psychology - in AY 2018 – 2019 all 4 competencies exceeded the benchmark of 75% (all exceeded 80%). In Spring 2019 the course was completely redesigned to align

with the new state Student Learning Outcomes. In AY 2019 – 2020 while all SLOs were met, one assessment tool indicated a weakness in SLO 3 (Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology) with a mastery rate of only 63%. The course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department. Unfortunately, however, three SLOs are not met (SLOs 1, 4 & 6). The entire faculty group (lead by the 3rd full-time faculty member in 3 years) will work to identify the issues, as well as a course of action.

PSYC 2130 – Adolescent Psychology – While assessments were conducted in this course in AY 2018 – 2019, assessment reports were not completed. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 SLO 4 (Evaluate the impact of family structure, teachers, and peers on development during adolescence) while technically meeting the benchmark of 70%, assessment tools indicated weaknesses. This course has been historically taught by adjunct only, but this will not continue to be so beginning in Fall 2021. This SLO may need supplemental information and faculty will be encouraged to add supplemental information, videos, and/or assignments. In AYs 2020 – 2021 & 2021 - 2022 all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

PSYC 2140 – Child Psychology – AY 2018 – 2019 showed a significant increase in objective 3 - Students will describe ongoing reciprocal interactions among self, society, and the environment (from 79% to 84%). In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 all SLOs exceeded the benchmark of 75%. Also in AY 2019 – 2020, the course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AYs 2020 – 2021 & 2021 - 2022, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

SOCI 1110 – Introduction to Sociology – in AY 2018 - 2019 all objectives exceeded the benchmark of 70%. The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AYs 2020 – 2021 & 2021- 2022, once again, all learning outcomes significantly exceeded the benchmark.

SOCI 2240 – Sociology of Intimate Relationships & Family –The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In AY 2018 – 2019 all objectives exceeded the benchmark. . In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AYs 2020 – 2021 & 2021 - 2022, once again, all learning outcomes significantly exceeded the benchmark.

SOCI 2310 – Contemporary Social Problems - The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AYs 2020 – 2021 & 2021 - 2022, once again, all learning outcomes significantly exceeded the benchmark.

CONTENT AREA V – HUMANITIES

In ENGL 2380, students continue to perform well on the assessment and meet the SLOs. English instructors are working to continue adding engaging content to encourage student learning and performance on assessments.

In HIST 1110, 1120, 1130, 1140, 2110, and 2145, our students do incredible work, and there appears to be a growing interest in history among students. The assessment results are on par with previous years; however, the history faculty have expressed concern that their current assessments do not measure the SLOs appropriately. They are currently exploring ways to offer students unique opportunities to explore different primary and secondary sources related to their courses. History faculty are also working on creating assignments that will help students with critical reading and analysis of sources to continue addressing students' needs and ensure all classes address state mandated SLOs.

SPAN 1110 and 1120 students continue to perform well on assessments and achieve the course SLOs. SPAN 1110 and 1120 have seen changes in curriculum, like many other disciplines, following the adoption of state mandated SLOs and course descriptions. As such, our Spanish instructors are working diligently to adapt to the needs of their students and the classes they teach. One Spanish instructor is continuing to make changes to Spanish I and II in an effort to create a more engaging and meaningful class in the hopes students will be more successful in achieving the SLOs and retaining more of the language.

Faculty for Humanities have adjusted due dates to accommodate for the trends of student needs, hoping to improve assessment results for certain SLOs. Religion courses have consistent assessment results that suggest proper scope and sequencing.

CONTENT AREA VI – CREATIVE & FINE ARTS

Art Department: Academic Year 2021-22 was the first year for our new fulltime faculty member. Due to lack of experience with the current assessment process that was developed to support full reporting of student mastery for mandated course learning outcomes associated with NM Common Course Numbering System courses, there were some gaps in assessment. Additionally, several assessment tools were changed as the new instructor adapted courses from the previous instructor's layout.

ARTH 1110 Art Appreciation: All courses with reported assessment results were conducted online. Many students struggled with time management and active participation in discussion activities. Half the online classes were conducted in an 8-week format while half were the standard 16-week duration. The only class in which all SLO targets were met was the fall 16-week offering. The remaining 3 sections all had issues with students meeting SLO mastery requirements. There are a few minor changes to presentation of materials that are being considered, but this past year was an anomaly regarding student performance. Instructors will be more engaged with Early Alert interventions because of these findings.

ARTH 2110 - History of Art I: This course had only one 16-week offering and was taught online in a live streaming format for the first time. All course learning outcomes were achieved and the participation level of the students appeared to be high. The number of students who were expected to achieve mastery of the course learning outcomes was raised from 70% to 90%, and the target was achieved. The instructor intends to continue offering this course in onsite and live streaming online formats due to the success achieved this past year.

ARTS 1240 - Design I: Two onsite classes were offered last year with good results. There was only one learning outcome that was not mastered for this course. This was due to the instructor raising the target level of all SLO's. Fully 78% of students met SLO mastery expectations. The class target level was 80% -

up 10% from previous years. All course target levels for the number of students who master each outcome were raised this year, so we consider this year's report (even with a single SLO not meeting the target) to be a success as we push to ensure more students are engaged and learning.

ARTS 1250 - Design II: A single class was offered this reporting cycle with a small number of students enrolled. All students demonstrated mastery in all SLOs, while a majority significantly exceeded SLO mastery expectations. No changes to course structure or content are being considered at this time.

ARTS 1610 - Drawing I: Three sections of this course were offered in the period covered in this report. All student learning outcomes were met by enough students to meet class targets. In all but one SLO, more than half the students in these classes significantly exceeded minimum mastery of the learning outcomes. This course was one in which new art faculty revised the assessment tools used to determine student mastery of learning outcomes. We will review assessment tool criteria to ensure accurate evaluation of student mastery at the appropriate levels for this SLO. We will also monitor formative and summative assessment results to ensure each class achieves new SLO mastery targets.

ARTS 1630 - Painting I: Only one class was offered this reporting cycle, and student mastery of two of the five learning outcomes failed to achieve class targets. This is most likely due to the small number of students enrolled in the course and the large impact each student had on overall class percentages. One SLO assessment tool appears to be unsuitable for accurately determining student mastery, as it focuses on identifying practices rather than applying those practices. This tool is being considered for replacement with a more appropriate assessment mechanism. The instructor also intends to allocate more class time to peer critiques of student projects.

ARTS 2610 Drawing II: A single class for this course was offered this reporting period. Current course structure and time allocations prevented the instructor from adequately assessing SLO 4 (Engage in effective written and oral critique in response to one's own art). Based on the time constraints encountered in this first time teaching the course, the instructor will be modifying the assignment flow to allow more adequate participation by students in self-critiques and appropriately assessing student mastery of this learning outcome.

CUSTOMER FEEDBACK

Management theory holds that customer feedback to a supplier is critical to the success of any endeavor. For CCC's General education program, the primary internal customers are the Allied Health (nursing, physical therapy, radiology, etc.) and Occupational Technologies (wind energy, industrial technology, automotive technology, cosmetology, welding, etc.) programs. Primary external customers are the 4-year institutions our students seek to enter or potential employers. Internal and external customers should receive students who are appropriately prepared in the cross-discipline essential (a.k.a. soft) skills necessary for success in their chosen field.

For this reason, CCC seeks feedback from Allied Health (AH) and Occupational Technologies (OT) programs regarding how well students meet the soft skill requirements within those program disciplines. The feedback provided by the OT and AH disciplines to the General Education program is an important measurement of the effectiveness of the course SLOs and the assessments used to determine student mastery of those learning outcomes. Significant disparities between customer feedback and Gen Ed program SLO assessment results can indicate a need for improved communication between suppliers and their customers.

ALLIED HEALTH

1. How well prepared are students going into the Allied Health Programs?

Students are overall somewhat prepared for the nursing program. A lot of the preparedness for the AH programs is student dependent and based on individual study habit and drive.

2. Critical thinking skills in solving problems, communicate in oral and written forms, use information technologies to locate and determine valid data for decision-making or research into an issue, exercise social responsibilities such as disposal of hazardous waste materials, or exercise quantitative reasoning when calculating dosages or chemical mixtures.

Critical thinking could be improved upon at all levels. It can be difficult to teach students see the big picture since they have not experienced many of the scenarios that they are faced in the allied health programs. The students, however, do have the ability to gather information required to make informed decisions as well as research an issue. Some students did not know how to use our CCC database to access journals for research and evidence-based treatment. They appeared to be using google more than our database for journal discussion requirements leading to lower performance on journal club assignments.

3. Communication - how prepared are students coming into the AH programs?

Students are overall less prepared regarding communication. Face to face conversations are sometimes hard. Some students really struggle with professional communication as well as clearly communicating questions/concerns. Students are unfamiliar with professional communication upon entering the nursing program, they are very often very informal.

4. Info and digital literacy - how prepared are students?

Students are overall somewhat prepared regarding information and digital literacy. Both populations struggle with finding credible data/information using internet sources. There seems to be a lack of understanding of how to research a topic and then synthesize the information from the research into a well written paper. Some students tend to miss information that is provided in the digital format and tend to scroll through PowerPoints and are not actively engaging with the information. This has caused issues with testing and the ability to build upon knowledge as they have simply only scanned over important information.

5. Quantitative reasoning - how prepared are the students?

Students overall are not adequately prepared in regards to quantitative reasoning.

Students struggle with critical thinking and prioritization, they are focused on regurgitation information/knowledge and not the application. Students struggle with NCLEX style questions due to this. The quantitative reasoning does improve as students progress throughout the semester.

OCCUPATIONAL TECHNOLOGIES

During the 2021-2022 academic school year there were a total of six Occupational Technology students who completed their Associate of Applied Science degrees. Two students majored in Cosmetology, one majored in Automotive Technology while the remaining three majored in Welding. Within these three programs, students demonstrate the essential skills outline by NM HED.

All of these programs place a strong emphasis on being career ready. This includes showing up to class on time, prepared and with required tools and books. This demonstrates the essential skill of Personal Responsibility. The career ready component of these programs also allows students to demonstrate the

essential skill of Communication as they are required to be in direct contact with their instructor at all times. Students also demonstrate the essential skill of Social Responsibility by adhering to environmental standards within each program such as proper disposal of waste (welding/automotive) and sanitation (cosmetology). As students build welding projects or dismantle and reassemble automotive components they are demonstrating Critical Thinking. Cosmetology students demonstrate Critical Thinking when mixing chemical for salon services. Simulations and computer drafting in both programs allows students to demonstrate the essential skill of Information and Digital Literacy. Students in cosmetology are required to build business plan and maintain social media accounts which build their Digital Literacy skills. There is a strong math component in both automotive and welding programs that allows students to demonstrate Quantitative Reasoning. Cosmetology students are required to keep books and countback change which allows them to demonstrate Quantitative Reasoning.

Each student successfully demonstrated each of these essential skills through lab work and classroom assignments. Upon completion of Clovis Community College general education courses, these students had been equipped with the skills needed to be successful in various Occupational Technology programs. At no time during their sequence of courses did students struggle with the demonstration of these essential skills. Customer satisfaction is high.

2021-22 NMES Institutional Summary


Y = Met


A = Almost Met
(within 5%)


N = Not Met
























Course & SLOs	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications Goal: 75% or more SLOs Meet Expectations	Y	Y	Y		
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	26/27 = 96%	22/23 = 95%	18/19 = 94%		
Content Area II – Mathematics Goal: 75% or more SLOs Meet Expectations	Y	Y			Y
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	31/39 = 79%	33/42 = 78%			31/40 = 77%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations		Y		Y	Y
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		81/94 = 86%		29/30 = 96%	62/77 = 80%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations	Y	A		Y	
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	42/56 = 75%	40/54 = 74%		34/42 = 81%	
Content Area V – Humanities Goal: 75% or more SLOs Meet Expectations		Y	Y	Y	
Content Area V – Overall SLO Status # SLOs meeting standards/Total # SLOs		51/53 = 96%	59/61 = 96%	51/53 = 96%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations	Y	Y		Y	
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	36/46 = 78%	35/46 = 76%		32/41 = 78%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations	Y	Y	Y	Y	Y
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	135/168 = 80%	262/312 = 84%	77/80 = 96%	146/166 = 88%	93/117 = 79%

NMES Institutional Trends






















 = Improved


 = Steady


 = Declined


Comparison of current and prior year results. A change greater than 2.5% over the prior year indicates improvement or decline.	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications:					
	2020-21: 100% 2021-2022: 96%	2020-21: 100% 2021-2022: 95%	2020-21: 100% 2021-2022: 94%		
Content Area II – Mathematics:					
	2020-21: 88.5% 2021-2022: 79%	2020-21: 88.5% 2021-2022: 78%			2020-21: 88.5% 2021-2022: 77%
Content Area III – Science:					
		2020-21: 84.3% 2021-2022: 86%		2020-21: 97.6% 2021-2022: 96%	2020-21: 84.9% 2021-2022: 80%
Content Area IV – Social & Behavioral:					
	2020-21: 98.2% 2021-2022: 75%	2020-21: 98.0% 2021-2022: 74%		2020-21: 97.5% 2021-2022: 81%	
Content Area V – Humanities:					
		2020-21: 81.4% 2021-2022: 96%	2020-21: 79.0% 2021-2022: 96%	2020-21: 78.1% 2021-2022: 96%	
Content Area VI – Creative & Fine Arts:					
	2020-21: 89.5% 2021-2022: 78%	2020-21: 89.5% 2021-2022: 76%		2020-21: 88.7% 2021-2022: 78%	
Institutional (Gen Ed Program) Status:					
	2020-21: 93.9% 2021-2022: 80%	2020-21: 88.1% 2021-2022: 84%	2020-21: 83.0% 2021-2022: 96%	2020-21: 88.5% 2021-2022: 88%	2020-21: 85.7% 2021-2022: 79%

Content Area I
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy
Content Area I (Communication) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	26/27 = 96% 	22/23 = 95% 	18/19 = 94% 
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.			
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.			
SLO 3: Analyze a potential audience and tailor a speech to that audience.			
SLO 4: Evaluate presentations according to specific criteria.			
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.			
SLO 6: Recognize diversity and ethical considerations in public speaking.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I












Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy
COMM 2120 – Interpersonal Communications			
SLO 1: Define and describe basic interpersonal communication terms and concepts			
SLO 2: Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.			
SLO 3: Identify and demonstrate a variety of skills that will enhance interpersonal communication			
SLO 4: Analyze a variety of purposes of and goals in interpersonal communication interactions			
SLO 5: Recognize diversity and ethical considerations in interpersonal interactions.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I














Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy
ENGL 1110 – Composition I			
SLO 1: Analyze communication through reading and writing skills.			
SLO 2: Employ writing process such as planning, organizing, composing and revising.			
SLO 3: Express the primary purpose and organize supporting points logically.			
SLO 4: Use and document research evidence appropriate for college-level writing.			
SLO 5: Employ academic writing styles appropriate for different genres and audiences.			
SLO 6: Identify and correct grammatical and mechanical error in their writing.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy
ENGL 1120 – Composition II			
SLO 1: Analyze rhetorical situation for purpose, main ideas, support, audience and organizational strategies in a variety of genres.			
SLO 2: Employ writing processes such as planning, organizing, composing and revising.			
SLO 3: Use a variety of research methods to gather appropriate, credible information.			
SLO 4: Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.			
SLO 5: Quote, paraphrase and summarize sources ethically, citing and documenting them appropriately.			
SLO 6: Integrate information from sources to effectively support claims as well as other purposes (to provide background info, evidence/examples, illustrate an alternative view, etc.).			
SLO 7: Use appropriate voice (including syntax and word choice).			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy
ENGL 2210 – Professional and Technical Communication			
SLO 1: Choose professional communication appropriate for audiences and situations			
SLO 2: Write in different genres of professional communication			
SLO 3: Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints			
SLO 4: Employ appropriate design/visuals to support and enhance various texts			
SLO 5: Demonstrate effective collaboration and presentation skills			
SLO 6: Integrate research and information from credible sources into professional communication			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II



















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
Content Area II (Mathematics) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	31/39= 79% 	33/42= 78% 	31/40= 77% 
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets			
SLO 2: Use and solve various kinds of equations			
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols			
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1220 – College Algebra			
SLO 1: Use function notation; perform function arithmetic, including composition; find inverse functions.			
SLO 2: Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations, and explain the connections between these representations.			
SLO 3: Graph and interpret key features of functions, e.g., intercepts, leading term, end behavior, asymptotes			
SLO 4: Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.			
SLO 5: Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.			
SLO 6: Communicate mathematical information using proper notation and verbal explanations			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II






















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1350 – Introduction to Statistics			
SLO 1: Explain general concepts of statistics.	Y	Y	
SLO 2: Presentation and description of data.		Y	Y
SLO 3: Summarize data using measures of central tendency and variation.		Y	
SLO 4: Present concepts of probability.	Y	Y	Y
SLO 5: Compute point and interval estimates.		N	N
SLO 6: Perform hypothesis tests.	N	N	N
SLO 7: Analyze data using regression and correlation.	Y	Y	Y




 = Met

 = Almost Met
(within 5%)

























 = Not Met


Content Area II


Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1512 – Calculus I			
SLO 1: State, motivate and interpret the definitions of continuity, the derivative, and the definite integral of a function, including an illustrative figure, and apply the definition to test for continuity and differentiability. In all cases, limits are computed using correct and clear notation. Student is able to interpret the derivative as an instantaneous rate of change, and the definite integral as an averaging process.			
SLO 2: Use the derivative to graph functions, approximate functions, and solve optimization problems. In all cases, the work, including all necessary algebra, is shown clearly, concisely, in a well-organized fashion. Graphs are neat and well-annotated, clearly indicating limiting behavior. English sentences summarize the main results and appropriate units are used for all dimensional applications.			
SLO 3: Graph, differentiate, optimize, approximate and integrate functions containing parameters, and functions defined piecewise. Differentiate and approximate functions defined implicitly.			
SLO 4: Apply tools from pre-calculus and trigonometry correctly in multi-step problems, such as basic geometric formulas, graphs of basic functions, and algebra to solve equations and inequalities.			
SLO 5: State the main theorems of calculus correctly, including all conditions, and give examples of applications. These include the Intermediate Value Theorem, the Mean Value Theorem, the Extreme Value Theorem, and the Fundamental Theorem of Calculus.			
SLO 6: Solve simple first and second order differential equations, either initial or boundary problems, including problems where the derivative is given by a piecewise function, or when the initial value problem is described in words, such as in applications from physics, biology and engineering. Be familiar with the harmonic oscillator and describe period, amplitude, and phase shift of the trigonometric functions that appear.			
SLO 7: Compute integrals using the method of substitution, including changing the bounds in the case of definite integrals.			


 = Met = Almost Met
(within 5%) = Not Met

Content Area II













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1522 – Calculus II			
SLO 1: Know the definitions, graphs, special values, derivatives and integrals (when possible) of transcendental functions, including exponential, logarithmic, inverse trigonometric and hyperbolic functions.			
SLO 2: Use the methods of substitution, integration by parts, partial fractions and trigonometric substitution to compute proper and improper integrals. Evaluate improper integrals using correct mathematical limit notation.			
SLO 3: Use rectangles or trapezoids to approximate integrals. Explain the difference between a first order and a second order approximation method.			
SLO 4: Solve separable differential equations. Plot direction fields and solutions curves. Find equilibrium solutions.			
SLO 5: State the definition of the value of a series, as well as necessary conditions for convergence. Use the definition to determine the value of a series. Determine the value of known Taylor series at particular points. State various tests for convergence, including all conditions, and apply them. Approximate alternating series and estimate the error.			
SLO 6: Determine the asymptotic behavior of functions $f(x)$ as x goes to positive and negative infinity and the limit in indeterminate forms.			
SLO 7: State the definition of the Taylor series of a function and describe its properties. Find Taylor series using the definition, or by substitution into, or differentiation or integration of known series, and determine their interval/radius of convergence. Approximate functions by Taylor polynomials within the domain of convergence and estimate the error. Include approximations of definite integrals or quantities depending on parameters, such as arise in applications in physics, biology and engineering.			
SLO 8: Use Taylor series to derive Euler's formula for the exponential of a complex number. Evaluate sums, products, powers, roots, and exponentials of complex numbers. Evaluate integrals of complex functions.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II



















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 2420 – Applied Linear Algebra			
SLO 1: Analyze and solve systems of equations			
SLO 2: Analyze and use the properties of vectors and vector spaces			
SLO 3: Analyze and use the properties of matrices and linear transformations			
SLO 4: Solve applied problems and use technology			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II




























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 2430 – Discrete Mathematics			
SLO 1: Mathematical logic and mathematical reasoning			
SLO 2: Elementary Set Theory & Integer-Valued Functions			
SLO 3: Factorization, Prime Numbers, Modular Arithmetic and Matrices			
SLO 4: Binary Systems.			
SLO 5: Combinatorics & Basic Probability.			
SLO 6: Graph Theory			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III








Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area III (Science) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	81/94= 86% 	29/30= 96% 	62/77= 80% 
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 1: Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.			
SLO 2: Explain how chemical and physical principles apply to biological processes at the cellular level.			
SLO 3: Understand basic concepts of cell biology.			
SLO 4: Understand that all organisms share properties of life as a consequence of their common ancestry.			
SLO 5: Understand fundamental processes of molecular biology.			
SLO 6: Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.			
SLO 7: Understand the criteria for species status and the mechanisms by which new species arise.			
SLO 8: Understand methods for inferring phylogenetic relationships and the basis for biological classification.			
SLO 9: Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.			
SLO 10: Explain the importance of the scientific method for addressing important contemporary biological issues.			
SLO 11: Employ critical thinking skills to judge the validity of information from a scientific perspective.			
SLO 12: Apply the scientific method to formulate questions and develop testable hypotheses.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 13: Analyze information/data and draw conclusions.			
SLO 14: Operate laboratory equipment correctly and safely to collect relevant and quality data.			
SLO 15: Utilize mathematical techniques to evaluate and solve scientific problems.			
SLO 16: Recognize biodiversity in different ecological habitats and communities of organisms.			
SLO 17: Communicate effectively about scientific ideas and topics.			




 = Met

 = Almost Met
(within 5%)

 = Not Met


Content Area III


Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 1130C – Introductory Anatomy & Physiology Lecture & Laboratory (non majors)			
SLO 1: Define and explain anatomy and physiology.	Y	Y	
SLO 2: Use anatomic directional, regional, and sectional terminology related to the human body.			Y
SLO 3: Explain and describe the basic chemical principals of the human body including the structure and function of carbohydrates, lipids, proteins and nucleic acids.	Y		
SLO 4: Develop a basic familiarity with cells and cell organelles that include cell division, DNA replication, and protein synthesis.	Y		Y
SLO 5: Describe the structure and function of the major tissues in the human body.	Y		Y
SLO 6: Identify and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		Y
SLO 7: Describe the basic physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		Y
SLO 8: Apply and describe the principals of homeostasis in the human body.	Y		Y
SLO 9: Use and apply proper anatomic terms	Y		Y
SLO 10: Develop skills using the microscope correctly.	Y	Y	Y
SLO 11: Identify basic tissue types.		Y	Y
SLO 12: Discuss and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		
SLO 13: Demonstrate and describe physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		


-  = Met
-  = Almost Met (within 5%)
-  = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2110C – Principles of Biology: Cellular and Molecular Lecture & Lab			
SLO 1: Apply the scientific method to develop and evaluate hypotheses and propose an experiment to test a scientific hypothesis related to cell biology and molecular biology.	Y		Y
SLO 2: Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids)	Y		
SLO 3: Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells.	Y		
SLO 4: Understand how organisms maintain homeostasis in a dynamic environment.	Y		Y
SLO 5: Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms.	Y		
SLO 6: Describe membrane structure and function.	Y		
SLO 7: Describe and analyze the nature of bioenergetic transformations and metabolism within the cell.	Y		
SLO 8: Describe the processes of cellular respiration and photosynthesis.	Y		Y
SLO 9: Analyze with specific detail the processes of DNA replication, transcription, and translation.	Y		Y
SLO 10: Analyze with specific detail the types, mechanisms, and regulation of cellular division.	Y		Y
SLO 11: Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes.	Y		


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2110C – Principles of Biology: Cellular and Molecular Lecture & Lab			
SLO 1L: Describe and apply the scientific method to solve problems in biological context		Y	Y
SLO 2L: Demonstrate knowledge of laboratory safety skills and procedures.		Y	
SLO 3L: Practice principles of scientific method while conducting laboratory activities and experiments		Y	Y
SLO 4L: Perform laboratory activities using relevant laboratory equipment, chemical reagents, and supplies to observe biological specimens, to measure variables, and to design and conduct experiments.		Y	Y
SLO 5L: Operate light microscopes, prepare wet mount slides, and use stains.		Y	Y
SLO 6L: Exhibit ability to use pipettes and other volumetric measuring devices, chemical glassware, balances, pH meters or test papers, spectrophotometers, and separation techniques, such as chromatography and/or electrophoresis to perform activities relevant to other course competencies.		Y	Y
SLO 7L: Analyze and report data generated during laboratory activities and experiments.		Y	Y




 = Met

 = Almost Met (within 5%)

 = Not Met


Content Area III


Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2210C – Human Anatomy and Physiology I Lecture and Laboratory			
SLO 1: Describe and apply anatomical terminology	A		A
SLO 2: Describe multi cellular organization.			Y
SLO 3: Distinguish and describe major tissue types.	N		
SLO 4: Describe the structure and function of the integumentary system.	N		N
SLO 5: Describe the structure and function of the skeletal system.	N		N
SLO 6: Describe the structure and function of the muscular system.	N		N
SLO 7: Describe the structure and function of the nervous system.	N		N
SLO 8: Describe the structure and function of the special senses.	N		N
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	Y		Y
SLO 10: Apply the scientific method correctly.	Y	Y	Y
SLO 11: Collect, analyze, and interpret scientific data.		Y	Y
SLO 12: Use laboratory equipment, such as a microscope, correctly and safely.	Y		
SLO 13: Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.	N		
SLO 14: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y	Y	
SLO 15: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	A		A
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	A		


 = Met
 = Almost Met (within 5%)
 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2225C – Human Anatomy and Physiology II Lecture and Laboratory			
SLO 1: Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.	Y	Y	
SLO 2: Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the body.			Y
SLO 3: Explain how fluid and electrolyte balance is maintained in the human body.	Y		
SLO 4: Compare and contrast the anatomy and physiology of male and female reproductive systems.	Y		Y
SLO 5: Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.	Y		Y
SLO 6: Explain heredity and genetic control.	Y		Y
SLO 7: Apply the scientific method correctly.	Y		Y
SLO 8: Collect, analyze, and interpret scientific data.	Y		Y
SLO 9: Use laboratory equipment, such as a microscope, correctly and safely.	Y		Y
SLO 10: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y	Y	Y
SLO 11: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.		Y	Y
SLO 12: Analyze the physiological processes of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.	Y		
SLO 13: Analyze the physiological processes of fluid and electrolyte balance and acid base balance in the human body.	Y		
SLO 14: Analyze heredity and genetic control.	Y	Y	


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2310C – Microbiology Lecture & Laboratory			
SLO 1: Describe and compare the structure and function of prokaryotic and eukaryotic cells.	Y		
SLO 2: Describe and compare the techniques used for staining of and microscopic observation of bacteria including morphology.	Y		
SLO 3: Describe the nutritional requirements for bacterial growth and the impact of environmental factors on bacterial growth (temperature, pH, oxygen, etc.).	Y		
SLO 4: Describe and compare the mechanisms of aerobic respiration, anaerobic respiration, and fermentative metabolism.	Y		Y
SLO 5: Describe the mechanism of bacterial growth by binary fission, and laboratory methods used for observing and measuring bacterial growth.	Y		
SLO 6: Describe the mechanisms of bacterial DNA replication, RNA transcription, and translation, and compare and contrast with eukaryotic cells.	Y		Y
SLO 7: Describe the structure and replication strategies of viruses.	Y		Y
SLO 8: Describe and contrast mechanisms of innate nonspecific immunity and adaptive specific immunity.	Y	Y	
SLO 9: Describe immune hypersensitivity reactions, autoimmune diseases, and immunodeficiency diseases	Y	Y	
SLO 10: Differentiate between host-microbe relationships, mechanisms of microbial pathogenesis, differentiate between communicable and non-communicable diseases and describe mechanisms of direct and indirect transmission of communicable diseases.	Y	Y	
SLO 11: Demonstrate skills of microscopy.	Y		
SLO 12: Demonstrate skills of bacterial staining.	Y		Y


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2310C – Microbiology Lecture & Laboratory			
SLO 13: Demonstrate aseptic technique for inoculation of bacterial growth media.	Y		
SLO 14: Interpret results from selective and differential media.	Y		Y
SLO 15: Demonstrate appropriate use of diagnostic reagents.	Y		Y
SLO 16: Interpret results of diagnostic assays.	Y		Y
SLO 17: Identify unknown bacterial species through the use of a dichotomous key, inoculation and interpretation of laboratory assays, and application of the scientific method	Y		Y

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1215C – General Chemistry I Lecture and Laboratory for STEM Majors			
SLO 1: Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science			
SLO 2: Explain the structure of atoms, isotopes and ions in terms of subatomic particles			
SLO 3: Understand the differences between physical and chemical changes to matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation			
SLO 4: Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry			
SLO 5: Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties			
SLO 6: Describe the energy conversions that occur in chemical reactions and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction			
SLO 7: Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity			
SLO 8: Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms			
SLO 9: Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines			
SLO 10: Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable			
SLO 11: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)			
SLO 12: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III












Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1215C – General Chemistry I Lecture and Laboratory for STEM Majors			
SLO 13: Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration	Y		
SLO 14: Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements	Y		
SLO 15: Draw conclusions based on data and analyses from laboratory experiments	A		A
SLO 16: Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required	Y	Y	Y
SLO 17: Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course	Y		Y
SLO 18: Design experimental procedures to study chemical phenomena	Y	Y	Y


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III
























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
PHYS 1115C – Survey of Physics with Laboratory			
SLO 1: Apply concepts of classical mechanics (such as velocity, acceleration, force, inertia, momentum, torque, work, energy) to simple static and dynamic systems.			
SLO 2: Apply concepts of thermodynamics (such as heat, temperature, internal energy, entropy) to simple processes.			
SLO 3: Apply concepts of electricity and magnetism (such as fields, potential, charge conservation, static and dynamic induction) to simple circuits, motors, and other simple contrivances.			
SLO 4: Apply simple geometric and wave optics in simple situations.			
SLO 5: Test ideas using modern laboratory equipment.			
SLO 6: Estimate experimental uncertainties.			
SLO 7: Use computers to analyze and report laboratory results.			
SLO 8: Draw appropriate conclusions from quantitative scientific observations.			
SLO 9: Accurately and clearly communicate the results of scientific experiments.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area IV (Social & Behavioral Science) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	42/56= 75% 	40/54= 74% 	34/42=81% 
ANTH 1140 – Introduction to Cultural Anthropology			
SLO 1: Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline			
SLO 2: Comprehend the importance of studying cultural anthropology.			
SLO 3: Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected			
SLO 4: Demonstrate an awareness of how students’ own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures			
SLO 5: Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures			
SLO 6: Gain a sense of relationship with people processing different experiences from their own			
SLO 7: Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ANTH 1180 – The Dawn of Humanity			
SLO 1: For students to understand and be able to apply the concepts of deep time.	Y	Y	Y
SLO 2: To promote a greater understanding of human evolution and humankind's early journey across the globe.	Y	Y	Y
SLO 3: For students to gain experience doing an individual research project with a corresponding presentation.	Y	Y	Y
SLO 4: To gain a deeper understanding and appreciation for anthropology as a broad discipline through learning about its practice.	A	A	A


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area IV






















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ECON 2110 – Macroeconomic Principles			
SLO 1: Explain the concepts of opportunity cost, comparative advantage, and exchange.	Y	Y	Y
SLO 2: Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.	Y	Y	Y
SLO 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.	Y	Y	Y
SLO 4: Explain the circular flow model and use the concepts aggregate demand and aggregate supply to analyze the response of the economy to disturbances.	Y	Y	Y
SLO 5: Describe the determinants of the demand for money, the supply of money, and interest rates and the role of financial institutions in the economy.	Y	Y	Y
SLO 6: Define fiscal policy and monetary policy and how these affect the economy.	Y	Y	Y
SLO 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.	Y	Y	Y


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ECON 2120 – Microeconomic Principles			
SLO 1: Explain the concept of opportunity cost.			
SLO 2: Demonstrate knowledge of laws of supply and demand and equilibrium.			
SLO 3: Use Supply and Demand curves to analyze responses of markets to external events.			
SLO 4: Use supply and demand analysis to examine the impact of governmental intervention.			
SLO 5: Explain and calculate price elasticity of demand and other elasticities.			
SLO 6: Demonstrate an understanding of producer choice, including cost and break-even analysis.			
SLO 7: Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV











Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
POLS 1120 – American National Government			
SLO 1: Explain the historical and political foundations of the government of the United States.			
SLO 2: Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy.			
SLO 3: Describe the role of demographics, public opinion and the media in American politics.			
SLO 4: Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power.			
SLO 5: Identify the constitutional basis of civil rights and civil liberties and their changing interpretation.			
SLO 6: Explain the precursors to, and the development and adoption of the United States Constitution.			
SLO 7: Explain the development and role of political parties and interest groups.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV












Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
PSYC 1110 – Introduction to Psychology			
SLO 1: Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.			
SLO 2: Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.			
SLO 3: Explain how information provided in this course can be applied to life in the real world.			
SLO 4: Identify the major theoretical schools of thought that exist.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
PSYC 2120 – Developmental Psychology			
SLO 1: Explain theories, methods and research findings of lifespan developmental psychology.			
SLO 2: Describe the interactions between physical, cognitive, and psychological development across the lifespan.			
SLO 3: Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.			
SLO 4: Identify factors that influence psychological development across the lifespan.			
SLO 5: Apply basic principles of developmental psychology to one's own life experiences.			
SLO 6: Analyze historical and cultural factors that influence development across the lifespan.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
PSYC 2130 – Adolescent Psychology			
SLO 1: Explain how scientific methodologies are applied to the study of adolescent psychology.	Y	Y	
SLO 2: Describe major theories explaining adolescent behavior.	Y	Y	
SLO 3: Identify the relationships between sociocultural factors and adolescent behavior.	Y	Y	Y
SLO 4: Evaluate the impact of family structure, teachers, and peers on development during adolescence.	Y	Y	Y
SLO 5: Describe the influence of cognitive development on adolescent behavior.	A	A	


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV





Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
PSYC 2140 – Child Psychology			
SLO 1: Interpret infant and child behavior in terms of developmental norms.			
SLO 2: Describe physical and psychological milestones and issues pertaining to infants and children.			
SLO 3: Explain major theories of infant and child development.			
SLO 4: Analyze sociocultural factors contributing to the development of infants and children.			
SLO 5: Explain the impact of family structure, teachers, and peers on development of infants and children.			
SLO 6: Connect theories, research, and practical applications of the study of humans from conception through the childhood years.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV




Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
SOCI 1110 – Introduction to Sociology			
SLO 1: Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.			
SLO 2: Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.			
SLO 3: Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.			
SLO 4: Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV





Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
SOCI 2240 – Sociology of Intimate Relationships & Family			
SLO 1: Explain the sociological approaches to researching intimate relationships and families.			
SLO 2: Describe important sociological research findings concerning intimate relationships and families.			
SLO 3: Explain how intimate and familial relationships are affected by multiple intersecting inequalities and ongoing events in other social institutions.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV





Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
SOCI 2310 – Contemporary Social Problems			
SLO 1: Identify and explain major social problems in the United States, and how social problems become constructed as problems.			
SLO 2: Describe and analyze policy related solutions associated with social problems from various perspectives.			
SLO 3: Critically examine social problems through the use of sociological theories, methods, and empirical techniques.			
SLO 4: Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	51/53= 96%	59/61=96%	51/53= 96%
ENGL 1410 – Introduction to Literature			
SLO 1: Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.			
SLO 2: Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
ENGL 2380 – Introduction to Short Fiction			
SLO 1: Read a selection of fictional work.		Y	Y
SLO 2: Identify literary devices of short fiction such as plot, setting, and point of view.	Y	Y	Y
SLO 3: Use critical approaches and engage in discussions.	Y	Y	Y
SLO 4: Define the strength and limitations of short fiction forms.	Y		Y


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 2 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 1110 – United States History I			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 1120 – United States History II			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from Reconstruction to the present.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 1130 – World History I			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries of global history from ancient times to the present.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 1140 – World History II			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries of global history from ancient times to the present.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V












Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 2110 – Survey of New Mexico History			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries of New Mexico history from pre-Columbian times to the present day.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V







Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
HUMN 1110 – Introduction to World Humanities I			
SLO 1: Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.			
SLO 2: Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.			
SLO 3: Demonstrate knowledge of particular examples introduced in the course.			
SLO 4: Identify and make an informed argument about an information problem in the Humanities (broadly defined)			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V









Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 1110 – Introduction to World Religions			
SLO 1: Students will demonstrate knowledge of the origins, history, development, and characteristics of each religion.			
SLO 2: Recognize and distinguish the beliefs, practices, and features of each religion			
SLO 3: Analyze various primary religious texts.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V









Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 2220 – Women of the Bible			
SLO 1: The student will become acquainted with women of the Bible who helped shape the world in which they lived.			
SLO 2: The student will become acquainted with the historical, theological, and cultural factors surrounding the women studied in this course.			
SLO 3: The student will reflect on the historical, theological, and cultural factors faced by the women studied in this course and how those factors impact the world today.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V





















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 2230 – Men of the Bible			
SLO 1: The student will become acquainted with men of the Bible who helped shape the world in which they lived.			
SLO 2: The student will understand the historical, theological, and cultural factors surrounding the men studied for this course.			
SLO 3: The student will reflect on the historical, theological, and cultural factors faced by the men studied in this course and how those factors impact the world today.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V





















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
SPAN 1110 – Spanish I			
SLO 1: Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.			
SLO 2: Students can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions			
SLO 3: Students can write short messages and notes on familiar topics related to everyday life.			
SLO 4: Students can often understand words, phrases, and simple sentences related to everyday life.			
SLO 5: Students can recognize pieces of information and sometimes understand the main topic of what is being said.			
SLO 6: Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.			
SLO 7: Students can sometimes understand the main idea of what they have read.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V




























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
SPAN 1120 – Spanish II			
SLO 1: Student can participate in conversations on a number of familiar topics using simple sentences.			
SLO 2: Students can handle short social interactions in everyday situations by asking and answering simple questions.			
SLO 3: Students can handle short social interactions in everyday situations by asking and answering simple questions.			
SLO 4: Students can write briefly about most familiar topics and present information using a series of simple sentences.			
SLO 5: Students can understand the main idea in short, simple messages and presentations on familiar topics.			
SLO 6: Students can understand the main idea of simple conversations that they overhear.			
SLO 7: Students can understand the main idea of short and simple texts when the topic is familiar.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area VI (Fine Art) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	36/46 = 78% 	35/46 = 76% 	32/41 = 78% 
ARTH 1110 – Art Appreciation			
SLO 1: Trace the development of diverse art and architecture styles			
SLO 2: Compare and contrast the major art and architectural styles			
SLO 3: Use art terms and explain basic art concepts			
SLO 4: Analyze the visual elements and design principles in masterworks of art			
SLO 5: Describe masterpieces objectively, with emphasis on contemporary works			
SLO 6: Gain general knowledge of the history of artistic production			
SLO 7: Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music			
SLO 8: Distinguish the elements and principles of design and explain how they are being used in a given piece of art			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTH 2110 – History of Art I			
SLO 1: Identify major artworks from a variety of regions and time periods.			
SLO 2: Investigate the methods of producing various works of art.			
SLO 3: Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.			
SLO 4: Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.			
SLO 5: Compare works across a range of historical styles and periods.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1240 – Design I			
SLO 1: Produce artworks that apply and organize the elements of two-dimensional form(line, shape, value, texture, color and space)			
SLO 2: Produce artworks that apply the principles of 2-D design(harmony, variety, repetition, balance, rhythm, proportion, dominance, movement and economy)			
SLO 3: Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation			
SLO 4: Use visual art vocabulary in the development and critique of work			
SLO 5: Explore concepts and ideas: from conceptual, realistic/referential to non-representational			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1250 – Design II			
SLO 1: Produce artworks that apply and organize the elements of two-dimensional form(line, shape, value, texture, color and space)			
SLO 2: Produce artworks that apply the principles of 2-D design(harmony, variety, repetition, balance, rhythm, proportion, dominance, movement and economy)			
SLO 3: Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation			
SLO 4: Use visual art vocabulary in the development and critique of work			
SLO 5: Explore concepts and ideas: from conceptual, realistic/referential to non-representational			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1610 – Drawing I			
SLO 1: Produce drawings that demonstrate techniques and mechanics of observational drawing			
SLO 2: Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, volume, plane and texture			
SLO 3: Create drawings primarily from observation with black and white traditional drawing media			
SLO 4: Create drawings primarily from observation with black and white traditional drawing media			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1630 – Painting I			
SLO 1: Produce paintings that demonstrate the tradition of methods, techniques, materials and tools of oil painting			
SLO 2: Construct a variety of support structures and grounds on which paintings are created			
SLO 3: Examine the historical origins and practices of painting from the personal, social and culture perspective			
SLO 4: Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints			
SLO 5: Apply basic color theory to representational and non-representational painting			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI












Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 2610 – Drawing II			
SLO 1: Create drawings in wet and dry color media			
SLO 2: Practice analyzing and visually translating observed subjects from realistic, referential, and/or objective form to non-representational or abstract imagery in drawings			
SLO 3: Compose fully developed drawings that include a conceptual or historic basis			
SLO 4: Engage in effective written and oral critique in response to one's own art			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Content of slide for each NMES: course SLO summative assessment values (all students assessed in an academic year) and whether student mastery of SLO requirements for the course were MET, ALMOST MET, or NOT MET	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
DANC 1110 – Dance Appreciation			
SLO 1: Explain a range of ideas about the place of dance in our society.			
SLO 2: Identify and apply critical analysis while looking at significant dance works in a range of styles.			
SLO 3: Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.			
SLO 4: Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal expression, within the human experience across historical periods and cultures.			
SLO 5: Use dance to consider contemporary issues and modes of thought.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area VI

Content of slide for each NMES: course SLO summative assessment values (all students assessed in an academic year) and whether student mastery of SLO requirements for the course were MET, ALMOST MET, or NOT MET	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
MUSC 1130 – Music Appreciation: Western Music			
SLO 1: Develop a vocabulary of musical terms, and be able to describe music using those terms.			
SLO 2: Demonstrate knowledge of composers, their music, and their relationship to historical periods.			
SLO 3: Recognize how music played and plays a political, social, and cultural function.			
SLO 4: Identify well-known pieces and the historical and social context in which they were composed.			
SLO 5: Demonstrate basic understanding of music notation and musical communication.			

 = Met

 = Almost Met (within 5%)

 = Not Met