CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM ASSESSMENT REPORT AY 2023-24

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Institution Name: Clovis Community College

General Education Program Report

Content Areas:

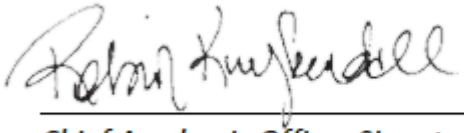
I Communication	*Contact Persons:* Raymond Walker & Dr. Vicki DeLeon
II Mathematics	*Contact Person:* Dr. Brandon Finney
III Science	*Contact Person:* Dr. Brandon Finney
IV Social & Behavioral Sciences	*Contact Persons:* Monica Turner & Dr. Brandon Finney
V Humanities	*Contact Persons:* Dr. Brandon Finney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

This report fulfills program reporting requirements for this institution.

Attested:

Robin Kuykendall

Executive Vice President Printed Name



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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 1230 TRIGONOMETRY
MATH 1350 INTRODUCTION TO STATISTICS
MATH 1512 CALCULUS I
MATH 1522 CALCULUS II

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 1120C INTRODUCTION TO CHEMISTRY LECTURE & LAB (NON-MAJORS)
CHEM 1215C GENERAL CHEMISTRY I LECTURE & LABORATORY FOR STEM MAJORS (HIGHLY RECOMMENDED FOR PRE-MED MAJORS)
PHYS 1115C SURVEY OF PHYSICS WITH LAB
PHYS 1230C ALGEBRA-BASED PHYSICS I LECTURE AND LAB

AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

ANTH 1140 INTRODUCTION TO CULTURAL ANTHROPOLOGY
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

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 1126 New Testament
RELG 2230 Women 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 1340 Functional Ceramics I
ARTS 1610 Drawing I
ARTS 1630 Painting I
ARTS 2610 Drawing II
DANC 1110 Dance Appreciation
MUSC 1130 Music Appreciation: Western Music

CLOVIS COMMUNITY COLLEGE AY 2023-24 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. The reports compiled at the Division Chair level are called Course Reports and are submitted to the Assessment Council Chair. General Education courses listed in the Clovis Community College Course Catalog that do not appear in this report were either cancelled due to low enrollment, not offered, or their inclusion would violate FERPA guidelines.

Course Reports are used to determine student mastery of each SLO. The tools that were used to assess mastery of each SLO are listed in the Course Report. Assessment tools are determined by the faculty and his/her Division Chair. If there is a course with multiple sections taught among multiple instructors, common tools are encouraged. CCC reports student mastery at three levels: 1) the student **does not meet expectations** of the skills or knowledge for the learning outcome being assessed, 2) the student **meets expectations** of the skills or knowledge for the learning outcome being assessed, or 3) the student **exceeds expectations** of those same skills and knowledge. Criteria to determine meets and exceeds expectations is determined by the faculty and his/her Division Chair. The threshold to Meet Expectations should never be a failing grade. It is recommended that this criteria be set at 70-80%. The threshold to Exceed Expectations should never be 100%. It is recommended that this criteria be set at 80-90%.

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

courses[1]. 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.

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. 2) major in the course's discipline and transfer to a 4-year institution or 3) meet criteria for membership in organizations like Phi Theta Kappa. 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 NMHED 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 the 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 NMHED required prior to the 2019 General Education Program revisions at the state level.

The Bubble Charts beginning on Page 15 of this document indicate the MET/APPROACHING/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 at the Institutional level 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 declined[2]. Content Area reports follow institutional reports.

Specific course SLO Reports may be requested by contacting the CCC Assessment Council Chair at assessmentc@clovis.edu or Dr. Robin Kuykendall, Executive Vice President, at kuykendallr@clovis.edu.

[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/

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

INSTITUTION (GENERAL EDUCATION PROGRAM) SUMMARY

Academic Year 2023-24 is our 4th year assessing NMCCNS-approved General Education courses using the NMHED 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" inside[3] 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, four essential skill indicators at the program/institutional level are favorable, while one (Quantitative Reasoning) is at "Approaching".

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

The Communication Department reaped positive results regarding student mastery of course learning outcomes. Both communication faculty are relatively new to their positions and have provided a fresh perspective to teaching communication, which includes refining assignments and course structures, adding hands-on learning experiences, and evaluating the use of artificial intelligence (AI) to improve, and protect, student learning opportunities. Last year faculty piloted a new set of assessment tools to more accurately measure students' mastery of the material. Rather than focusing on overall assignment

[2] 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

grades, the new assessments focus on specific criteria within each rubric to provide a more accurate depiction of student learning. Please see below for further insight into both courses.

COMM 1130 - Public Speaking: This course saw an increase in the number of students assessed by approximately 10%, with over 130 students assessed this year. Five out of the six SLOs were met overall. SLO 2, which relates to students' delivery skills and use of visual aids, was almost met (approaching) this academic year. Both of these areas are challenging when taught in an online environment, specifically, and online classes have grown in popularity in recent years. Faculty will further develop resources and online activities to help students develop these skills. No major changes to course content are being contemplated at this time. Faculty will continue to use the same assessment tools and are focused on making minor adjustments to lectures, resources, and activities based upon this year's feedback.

COMM 2120 - Interpersonal Communication: This course saw an increase of 40% in the number of students assessed, with an average of 244 assessed per SLO. Overall student mastery of course learning outcomes improved, with most SLOs reporting higher student success than in prior years. The most significant improvement was observed in SLO 4 with instructors emphasizing the importance of authentic communication and focusing on specific textbook terminology. However, there was a need for improvement in how students applied specific communication terminology within projects for SLO 2. The percentage of students meeting expectations for this SLO decreased by 6%, dropping to 73%. Instructors will address this by incorporating more real-world examples of applying this terminology in future instruction. The core SLO assessment tools will remain unchanged. The curriculum for the upcoming year will be restructured to condense the number of units and chapters from four units with three chapters each to three units of four chapters. This will also reduce the number of exams and writing assignments from four to three. Faculty believe these changes will allow students to focus their efforts more effectively.

ENGL 1110 – Composition I: Students continued to perform well in the 2023-2024 academic year; the Assessment Report shows similar results or slight increases in students who met and exceeded expectations. Previously, English faculty used The Little Seagull Handbook and the APA Manual. As a department, the English faculty adopted a new textbook, Axelrod & Cooper, The Concise St. Martin's Guide to Writing 9th Edition, to use with The Little Seagull Handbook. Faculty no longer use the APA Manual in ENGL 1110. English faculty continued looking for high-interest literature to incorporate into this course. Since this was a new textbook adoption, some faculty made study guides for the new textbook and used them in conjunction with study guides from The Little Seagull Handbook. The new textbook presented information to address the English 1110 SLOs at a deeper level. The English faculty worked hard to find high-interest college-level reading to help students find and understand the main ideas, determine the validity of the purpose of the writing, and analyze the language used in the writings. English faculty continued to emphasize identifying vocabulary used in the writings that may have been new to the students. Faculty indicated they would continue to hold the students accountable for employing the writing processes of planning, organizing, composing, and revising; instructors built assignments into the modules for accountability so they could track that they were really doing the different steps and to provide students with feedback on their progress.

ENGL 1120 – Composition II: Students performed well in the 2023-2024 academic year, exceeding the percentages of students who met and exceeded expectations from the 2022-2023 academic year. In previous years, faculty used The Little Seagull Handbook and the APA Manual in ENGL 1120. For the 2023-2024 academic year, English faculty continued using the APA Manual and adopted Becoming Rhetorical: Analyzing and Composing in a Multimedia World 2nd Edition by Jodie Nicotra. English faculty designed units where students were required to respond to different genres of literature and informational text by writing to discuss themes, characters, plots, rhetorical strategies, historical

background, etc. This included reader-response papers with open-ended questions. Each student was introduced to explaining how the authors' use of Aristotle's Appeals – ethos, pathos, or logos contributes to his/her purpose, as well as identifying elements of the text that make it convincing and use specific evidence to support the claim. English faculty continued to task with more group work and reflection questions and had to analyze the text critically. Instructors would like to continue enhancing the class with reading and note-taking assignments to help them learn the material and perform better on the assessments. Instructors plan to continue to use materials and study guides created during the 2023-2024 academic year.

ENGL 2210 – Professional & Technical Communication: Students continue to perform well on the assessment tools used by the instructor. Student performance increased on every SLO—with more students meeting and exceeding expectations than in the 2022-2023 academic year. The instructor will continue with the APA integration in the posters and the teamwork activities implemented during this academic year.

Content Area II – Mathematics

MATH 1130 – Survey of Mathematics. Although some SLOs are still Not Met within MATH 1130 Survey of Mathematics, the percentage of students who are meeting the SLOs is increasing. Faculty attribute this increase to the use of a new textbook to teach this class, which provides students with better supplemental resources, as well as an improved sequence of topics covered. Faculty also attribute the increase to our continued use of project-based learning in this course. In the upcoming year, faculty plan to spend more time focusing on conceptual knowledge instead of computational skills, especially in the Statistics unit. They also plan to create more projects around the finance unit and leave more time for Algebra.

MATH 1220 – College Algebra. The idea of spending more time on conceptual content is going to carry over to MATH 1220 College Algebra. Faculty observed that students were able to follow procedures effectively but struggled applying the concepts to things like determining the behavior of a polynomial function, transformations of functions, and real-world applications. The new course materials for this course provide more conceptual activities, which faculty plan to use going forward. Faculty also plan to work with students on improving their mathematical mindset, which will hopefully increase students' confidence in their math ability and prevent them from getting overwhelmed by difficult topics.

MATH 1230 – Trigonometry. Students in MATH 1230 Trigonometry continue to benefit from the course structure, specifically the mandatory guided notebook assignments. Due to higher enrollment in this course, we will be shifting from Mixed Modality to two separate Face-to-Face and Online sections. Faculty will keep an eye on how this will affect student mastery of the SLOs.

MATH 1350 – Introduction to Statistics. Students in MATH 1350 Introduction to Statistics greatly benefited from the expansion of online resources provided to students, including more custom videos. Faculty observed that students struggled applying the concepts of the course, especially point and interval estimates, to software like StatCrunch. The faculty plan to incorporate more conceptual knowledge into the course, in hopes that students won't have to rely on outside resources to complete the problems.

MATH 1512 – Calculus & MATH 1522 – Calculus II. This year, faculty who teach Calculus I and II experimented with using guided note sheets as opposed to traditional lecture-style classes. The results were astounding, with all SLOs of both classes meeting expectations. We plan to continue this teaching method next year. In addition, a new textbook will be used that will provide students with more third-party resources.

MATH 2420 Applied Linear Algebra and MATH 2430 Discrete Mathematics were only offered as directed studies for students completing the math degree. Due to FERPA restrictions those SLO reports have been omitted from this report. MATH 2531 Calculus III was also omitted from this report for FERPA reasons.

Content Area III – Sciences

Assessment results for students in BIOL 1110C General Biology were low. Faculty observed that students did poorly on proctored exams in this course. To better prepare students for these proctored exams, faculty plan to include more resources to students, including more lecture videos, and to redesign the exams to ensure alignment.

Faculty for BIOL 1130C Non-Majors Anatomy and Physiology expressed overall satisfaction with students meeting expectations. Some noted that students seemed to struggle with some vocabulary, especially when it came to cell structure and different systems of the body. The faculty plan to work with students to better their preparation for vocabulary on assessments by providing more vocabulary quizzes.

BIOL 2110C Cell and Molecular Biology was taught by a new instructor this year and had more students enrolled than in previous years of varying degree plans. In future years, faculty plan to refine lecture and lab to better prepare students for assessments, specifically providing students with more rigor during in-class activities to better prepare them for exams.

BIOL 2210C Human Anatomy & Physiology I has continued to be a difficult course for students. To remedy this, the faculty for this course are currently participating in a course revamp, which includes providing faculty with more resources to use in their classes (quizzes, etc.), as well as each faculty member recording new lecture videos to provide students, even in face-to-face sections of the course. The hope is that students can watch the videos at home, leaving more class time for labs and ensuring students understand and can apply the material.

All SLOs for BIOL 2225C Human Anatomy & Physiology II continue to meet expectations. No changes are planned for future academic years, although the faculty are prepared to explore a revamp, similar to BIOL 2210C, in the future if necessary.

Students in BIOL 2310C Microbiology met expectations for all SLOs. The faculty for this course plan to continuously update the lab manual to ensure student understanding is consistent in further academic years.

Although students performed well on non-proctored assignments in CHEM 1120C General Chemistry I, they still struggled on proctored exams. Faculty for this course plan to update the exam reviews and practice exams to better prepare students for proctored exams. Also, this course will be taught in-person next year, which will hopefully help those students who prefer in-person learning.

The faculty for CHEM 1215C General Chemistry I observed that an increase in resources made available to students enabled all SLOs to meet expectations in the course. To improve further, the faculty plan to make themselves available via a regular Zoom session to answer any student questions or alleviate any confusion.

The Physics courses (PHYS 1115C Survey of Physics and PHYS 1230C Algebra-Based Physics) have been undergoing changes due to course modality. Currently all Physics courses are taught online only. Previously, these courses were taught face-to-face. As a result, Physics faculty have observed the need for more resources available within the course modules, as well as increased synchronous instructor availability (Zoom meetings) to increase student understanding and to be available to answer questions.

This last year, the faculty held virtual office hours, which seemed to help those students who attended. In the future, we will be offering more mixed modality Physics courses to help alleviate the struggle online students are having and will expand the virtual office hours idea.

Content Area IV – Social & Behavioral Sciences

ECON 2110 - Macroeconomic Principles: Data was fairly consistent between 2022-2023 & 2023-2024. We see a significant increase for SLO 1, which was Not Met for AY 2022-2023 to Approaching for AY 2023-2024. All other SLOs remain at Approaching but do show improvement in the aggregate data. Only minor adjustments are anticipated for AY 2024 – 2025.

ECON 2120 – Microeconomic Principles: In AY 2022-2023 we saw all SLOs but one (SLO 6) were Met, and SLO 6 was Approaching. In AY 2023-2024 we see slight aggregate data decreases in SLOs 5 & 7 with both falling from Met to Approaching (SLO 6 remained at Approaching). The decreases appear to be in only one assessment tool, the final exam. Adjustments are anticipated for the final exam in AY 2024 – 2025.

POLS 1120 – American National Government: In AY 2021–2022 all learning outcomes were met. And, again, in AY 2022-2023 all learning outcomes were met. The instructor was challenged to increase the number of assessment tools for each SLO to improve the validity of the data beginning in AY 2023 – 2024. In AY 2023 – 2024 all SLOs were, once again, met. However, students only exceeded expectations on one tool for four SLOs. A second assessment tool was added for this AY. This course will be taught by new adjunct instructors for AY 2024 – 2025. We will review current assessment tools and techniques and attempt to improve student engagement.

PSYC 1110 – Introduction to Psychology: In AY 2022-2023, SLO 4 (Identify the major theoretical schools of thought that exist) is not met. The faculty in this area have come a long way with making the course consistent across sections, as well as assessment. It is unclear if the issue is student learning, or the assessment tools being inconsistent and possibly ineffective. In AY 2023 – 2024 we, again, see an issue with SLO 4, although it is now Approaching. We also, for the first time, see 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.) not being met. The department has, once again, experienced turnover in the full-time position (Spring 2024 was taught entirely by adjunct). The Chair will continue to work closely with the entire division to ensure that courses are consistent; and that consistent and effective tools are used to measure student learning.

PSYC 2120 – Developmental Psychology: In AY 2022-2023, all SLOs were met. And, again, in AY 2023 – 2024 all SLOs were met. With yet another new full-time instructor in place for AY 2024 – 2025, the Chair will continue to work closely with the entire department to ensure that courses are consistent; and that consistent and effective tools are utilized to measure student learning.

PSYC 2130 – Adolescent Psychology: In AY 2022-2023, SLOs 1 & 2 were Approaching. (It is also noteworthy that there was only one section during the 2022-2023 academic year.) In AY 2023 – 2024, all SLOs were met (despite additional turnover within the department).

PSYC 2140 – Child Psychology: In AY 2022-2023, not only were all SLOs met, but they were also all exceeded. In AY 2023 – 2024, again, all SLOs are met and exceeded. With yet another new full-time instructor in place for AY 2024 – 2025, the Chair will continue to work closely with the entire department to ensure that courses are consistent; and that consistent and effective tools are utilized to measure student learning.

SOCI 1110 – Introduction to Sociology: In AY 2022-2023 although we saw slight decreases in percentages, all SLOs are Met and Exceeded. And, again, in AY 2023-2024 all SLOs are met and exceeded. In AY 2024 – 2025, the Chair will continue to work with the faculty member to develop critical and effective assessment tools to accurately measure student learning.

SOCI 2240 – Sociology of Intimate Relationships & Family: In AY 2022-2023 all SLOs were Met and all but SLO 1 Exceeded expectations. In AY 2023 – 2024 all SLOs were Met and Exceeded expectations.
In AY 2024 – 2025, the Chair will continue to work with the faculty member to develop critical and effective assessment tools to accurately measure student learning.

SOCI 2310 – Contemporary Social Problems: In AY 2022-2023 all SLOs Met and Exceeded expectations. And, once again, in AY 2023 – 2024 all Met and Exceeded.
In AY 2024 – 2025, the Chair will continue to work with the faculty member to develop critical and effective assessment tools to accurately measure student learning.

Content Area V – Humanities

ENGL 1410 Introduction to Literature: For ENGL 1410, students did not do as well as the previous year—dropping in both those who met and exceeded expectations. The 2022-2023 academic year was the first time the instructor taught this course and used the previous instructor's material. The 2022-2023 instructor advised future instructors to create more engaging and inspiring assignments to assist student learning.

HIST 1110, 1120, 1130, 1140, 1160 and 2110: Students continue to do incredible work, and the assessment results are on par with previous years; however, the history faculty continue to express concern that their current assessments do not measure the SLOs appropriately. The instructor of HIST 1110, 2110, and 2310 created assignments to help students with critical reading and analysis of sources to continue addressing students' needs and ensure classes address state mandated SLOs. That instructor also created a new HIST 1110, 2110, and 2310 assessment regime to meet the SLOs better. While the assessments created better meet the SLOs, the instructor plans to add assessment tools to ensure the classes assess all the SLOs and create more scaffolding assignments to ensure students are learning the material. There are plans for the History faculty to meet over the summer to collaborate on assessment tools so that all History classes meet the SLOs as we work to offer an AA in History.

SPAN 1110 and 1120: Students continue to perform well on assessments and achieve the course SLOs. Students are meeting expectations on all SLOs, and the majority are exceeding expectations on many SLOs. Our SPAN 1110 and 1120 instructor finds that most students do well in most areas and plans to continue with the same learning activities and assessments for those areas. The instructor works hard to create meaningful learning activities to prepare students for assessment. The instructor plans to add some scaffolding in some areas to help students continue to master Spanish.

Humanities 1110 Introduction to World Humanities I: Students in our Humanities courses have benefited from altered quizzes and exams to include more multiple choice questions, evidenced by all the SLOs being met at an acceptable level. The essay questions have been revised to essay assignments, which has improved students' understanding of the concepts.

RELG 1110, 1126, 2220: Students in our Religion courses have historically struggled with proctored assignments, which has continued to be the case with this academic year. Faculty are noticing that students do well throughout the semester, but then poorly on the proctored Final Exam, which suggests a dependence on outside resources to complete assignments and led to so many of the SLOs in these

courses to Not Meet expectations. To combat this, faculty are planning to implement more proctored assignments to get students prepared for the proctored Final Exam.

Due to faculty turnover, assessment reports were not completed for PHIL 2110 or PHIL 2230. The Division Chair will work with newly hired faculty to ensure that assessment reports are completed and submitted for Philosophy courses.

Content Area VI – Creative & Fine Arts

The Art Department underwent significant turmoil due to unexpected and short-notice full-time and adjunct instructor turnover just prior to the start of the academic year. Eventually, we stabilized the situation for the fall, were able to hire a temporary full-time instructor for the spring and have now filled the full-time instructor position. Despite the turmoil, the quality of the work produced by the students in the studio courses was significantly improved over prior years. The new full-time instructor will be reviewing all courses, their learning outcomes, and associated assessments to determine any changes that may need to be made.

ARTH 1110 – Art Appreciation: This course experienced a significant downturn in student mastery of learning outcomes. SLOs 2, 3, 4, 7, & 8 did not meet the targeted number of students who met minimum mastery requirements – primarily due to writing assignments. All but one class was conducted online, and this appears to be a significant factor in the instructor comments about this course. Instructors will be focusing on assisting students with more effectively managing course workloads and meeting deadlines. Additionally, written assignments will be receiving more scrutiny and additional support resources will be made available in the Canvas course shells.

ARTH 2110 – History of Art I: A single online class was conducted this past academic year. As with Art Appreciation, student mastery of learning outcomes was less than desirable. SLOs 2, 3, & 4 did not meet student mastery targets. SLOs 2 & 3 were each 6% below target levels, while SLO 4 had only 27% of students attain minimum mastery. Most of the issues centered around writing assignments, late submissions, and time management. Formatting, adherence to instructions, and citing research sources will all receive additional attention from instructors.

ARTS 1240 – Design I: Multiple assignment and assessment tool refinements were implemented to ensure compliance with NMCCNS course requirements. Emphasis was placed on using professional terminology during peer critiques and written assignments. Changes to the assignment schedule are being contemplated to help students retain lessons from the early parts of the semester. Assessment tools are also being evaluated for accuracy. SLO 2 student mastery fell 3% short of targeted performance levels.

ARTS 1250 – Design II: New projects more closely aligned to the SLO student mastery expectations were implemented by the new instructor. Students were receptive to the projects and the quality of work was markedly improved over prior years. Assignment modifications will be refined based on observations and findings from this year. Additionally, assessment tools will be reviewed to ensure they appropriately measure learning outcome mastery. All SLOs were met, with professional vocabulary in oral and written assignments falling a little short of expectations.

ARTS 1340 – Functional Ceramics I: The new adjunct instructor reviewed past course shells, projects, and the limited number of assessment reports that were available to ensure he taught the materials needed to support NMCCNS SLOs. This included revising some of the assignments used to determine student mastery of each learning outcome and the associated grading criteria. A new assignment

schedule and better adherence to due dates should address shortfalls in student mastery of SLOs 3 & 4 (which did not meet expectations regarding the number of students demonstrating minimum mastery of those learning outcomes).

ARTS 1610 – Drawing I: Projects, peer critiques, written assignments, and assessment tools were all revised from prior year materials. Students were receptive to the changes and provided positive feedback in course evaluations. However, only SLO 1 managed to meet expectations for the number of students who demonstrated minimum mastery of the learning outcomes. The instructor identified several opportunities to refine course materials and assessment tools based on observations and will work to incorporate the revisions into the fall course offering.

ARTS 1630 – Painting I: This year the instructor was limited to reviewing past course shells, projects, and the limited number of assessment reports that were available to ensure he taught the materials needed to support NMCCNS SLOs. The review resulted in the instructor revising some of the assignments used to determine student mastery of each learning outcome and the associated scoring criteria. Unfortunately, SLO 2 was not adequately addressed. New tools and materials will be acquired to assist in teaching and assessing this learning outcome.

ARTS 2610 – Drawing II: This academic year was a little rough, as there was no turnover, the instructor was new to the course requirements for NMCCNS SLOs, and the old assignments, assessments, & rubrics required better alignment with the learning outcomes they were supposed to assess. The instructor recognizes the shortfalls and has plans to address them. He hopes to have the course SLO assessments more accurately report student mastery of the learning outcome. Overall, students rated the instructor and the course quite well. They were pleased with the assignments, the hands-on time in the classroom for project work, and instructor feedback. They also liked that they could express themselves through their artwork in these new assignments.

ARTS 2630 – Painting II: The instructor implemented new lesson plans, assignments, assessment tools, and grading rubrics based on NMCCNS course description and learning outcomes. Unfortunately, this course was comprised entirely of AUDIT students who are long-time "hobbyists" whose purpose is to improve their understanding of concepts and refine their personal painting techniques. Audit students were often uncooperative in submitting assignments on time or in the required format for the course, and they did not participate in the assessments. No assessment data could be collected for this course.

2023-24 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	25/27 = 92.5%	21/23 = 91%	17/19 = 89%		
Content Area II – Mathemetics Goal: 75% or more SLOs Meet Expectations	Y	Y			Y
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	31/38 = 81.5%	33/41 = 80%			31/39 = 79%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations		Y		Y	N
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		86/113= 76%		38/44 = 86%	72/107 = 67%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations	Y	Y		A	
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	41/53 = 77%	39/51 = 76%		29/39 = 85%	
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		44/49 = 90%	52/57 = 91%	44/47 = 93%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations	N	N		N	
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	31/49 = 63%	31/49 = 63%		27/45 = 60%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations	Y	Y	Y	Y	A
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	128/167 = 76%	254/326 = 77%	69/76 = 90%	138/175 = 78%	103/146 = 70.5%

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:	–	–	–		
	2022-2023: 96% 2023-2024: 92.5%	2022-2023: 100% 2023-2024: 91%	2022-2023: 94% 2023-2024: 89%		
Content Area II – Mathematics:	=	=	=		
	2022-2023: 83% 2023-2024: 81.5%	2022-2023: 81% 2023-2024: 80%			2022-2023: 80% 2023-2024: 79%
Content Area III – Science:		–		–	–
		2022-2023: 94% 2023-2024: 76%		2022-2023: 98% 2023-2024: 86%	2022-2023: 86% 2023-2024: 67%
Content Area IV – Social & Behavioral:	–	–		–	
	2022-2023: 83% 2023-2024: 77%	2022-2023: 84% 2023-2024: 76%		2022-2023: 85% 2023-2024: 74%	
Content Area V – Humanities:		=	+	+	
		2022-2023: 89.5% 2023-2024: 90%	2022-2023: 86% 2023-2024: 91%	2022-2023: 90% 2023-2024: 93%	
Content Area VI – Creative & Fine Arts:	–	–		–	
	2022-2023: 89% 2023-2024: 63%	2022-2023: 89% 2023-2024: 63%		2022-2023: 89.5% 2023-2024: 60%	
Institutional (Gen Ed Program) Status:	–	–	=	–	–
	2022-2023: 86% 2023-2024: 78.5%	2022-2023: 90% 2023-2024: 77%	2022-2023: 88% 2023-2024: 90%	2022-2023: 91% 2023-2024: 78%	2022-2023: 85% 2023-2024: 77%

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	25/27 = 92.5% Y	21/23 = 91% Y	17/19 = 89% Y
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.	Y	Y	Y
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.	A	A	A
SLO 3: Analyze a potential audience and tailor a speech to that audience.	Y	Y	Y
SLO 4: Evaluate presentations according to specific criteria.	Y	Y	Y
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.	Y	Y	Y
SLO 6: Recognize diversity and ethical considerations in public speaking.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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	Y	Y	Y
SLO 2: Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.	A	A	A
SLO 3: Identify and demonstrate a variety of skills that will enhance interpersonal communication	Y	Y	Y
SLO 4: Analyze a variety of purposes of and goals in interpersonal communication interactions	Y	Y	Y
SLO 5: Recognize diversity and ethical considerations in interpersonal interactions.	Y	Y	Y

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A = Almost Met (within 5%)

N = 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.	Y	Y	
SLO 2: Employ writing process such as planning, organizing, composing and revising.	Y	Y	
SLO 3: Express the primary purpose and organize supporting points logically.	Y	Y	
SLO 4: Use and document research evidence appropriate for college-level writing.	Y		Y
SLO 5: Employ academic writing styles appropriate for different genres and audiences.	Y	Y	
SLO 6: Identify and correct grammatical and mechanical error in their writing.	Y		

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N = 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.	Y	Y	
SLO 2: Employ writing processes such as planning, organizing, composing and revising.	Y		Y
SLO 3: Use a variety of research methods to gather appropriate, credible information.		Y	Y
SLO 4: Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.	Y	Y	Y
SLO 5: Quote, paraphrase and summarize sources ethically, citing and documenting them appropriately.		Y	
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.).	Y	Y	
SLO 7: Use appropriate voice (including syntax and word choice).	Y		

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N = 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	Y	Y	
SLO 2: Write in different genres of professional communication	Y	Y	Y
SLO 3: Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints	Y	Y	
SLO 4: Employ appropriate design/visuals to support and enhance various texts	Y		Y
SLO 5: Demonstrate effective collaboration and presentation skills	Y		Y
SLO 6: Integrate research and information from credible sources into professional communication			Y

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A = Almost Met (within 5%)

N = 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	31/38= 81.5% Y	33/41= 80% Y	31/39= 79% Y
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets	A	A	A
SLO 2: Use and solve various kinds of equations	N	N	N
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols	Y	Y	Y
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications	A	A	A

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations, and explain the connections between these representations.	Y	Y	Y
SLO 3: Graph and interpret key features of functions, e.g., intercepts, leading term, end behavior, asymptotes	N	N	N
SLO 4: Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.	A	A	A
SLO 5: Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.	N	N	N
SLO 6: Communicate mathematical information using proper notation and verbal explanations	N	N	N

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A = Almost Met (within 5%)

N = 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 1230 – Trigonometry			
SLO 1: Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x, y, and r; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used angles, and using a calculator.	Y	Y	Y
SLO 2: Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.	Y	Y	Y
SLO 3: Students will be able to solve non-right triangles using the Law of Sines and the Law of Cosines.	Y	Y	Y
SLO 4: Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle, and power reduction formulas.	Y	Y	Y
SLO 5: Students will be able to graph the six trigonometric functions, their transformations, and their inverses.	Y	Y	Y
SLO 6: Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.	Y	Y	Y
SLO 7: Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.	Y	Y	Y
SLO 8: Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.	Y	Y	Y
SLO 9: Students will be able to work with the trigonometric form of complex numbers, including using DeMoivre's formula.	Y	Y	Y

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N = 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.	Y	Y	Y
SLO 7: Analyze data using regression and correlation.	Y	Y	Y

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N = 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.	Y	Y	Y
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-organize 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.	Y	Y	Y
SLO 3: Graph, differentiate, optimize, approximate and integrate functions containing parameters, and functions defined piecewise. Differentiate and approximate functions defined implicitly.	Y	Y	Y
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.	Y	Y	Y
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.	Y	Y	Y
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.	Y	Y	Y
SLO 7: Compute integrals using the method of substitution, including changing the bounds in the case of definite integrals.	Y	Y	Y

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N = 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.	Y	Y	Y
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.	Y	Y	Y
SLO 3: Use rectangles or trapezoids to approximate integrals. Explain the difference between a first order and a second order approximation method.	Y	Y	Y
SLO 4: Solve separable differential equations. Plot direction fields and solutions curves. Find equilibrium solutions.	Y	Y	Y
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.	Y	Y	Y
SLO 6: Determine the asymptotic behavior of functions f(x) as x goes to positive and negative infinity and the limit in indeterminate forms.	Y	Y	Y
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.	Y	Y	Y
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.	Y	Y	Y

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N = 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	86/113= 76% Y	38/44= 86% Y	72/107= 67% N
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.	A	A	
SLO 2: Explain how chemical and physical principles apply to biological processes at the cellular level.			N
SLO 3: Understand basic concepts of cell biology.	N		N
SLO 4: Understand that all organisms share properties of life as a consequence of their common ancestry.	N		N
SLO 5: Understand fundamental processes of molecular biology.	N		N
SLO 6: Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.	N		N
SLO 7: Understand the criteria for species status and the mechanisms by which new species arise.	N		N
SLO 8: Understand methods for inferring phylogenetic relationships and the basis for biological classification.	N		N
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.	A		A
SLO 10: Explain the importance of the scientific method for addressing important contemporary biological issues.	Y	Y	Y
SLO 11: Employ critical thinking skills to judge the validity of information from a scientific perspective.	Y	Y	Y
SLO 12: Apply the scientific method to formulate questions and develop testable hypotheses.		Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y		
SLO 14: Operate laboratory equipment correctly and safely to collect relevant and quality data.	Y		
SLO 15: Utilize mathematical techniques to evaluate and solve scientific problems.	Y	Y	
SLO 16: Recognize biodiversity in different ecological habitats and communities of organisms.	Y		
SLO 17: Communicate effectively about scientific ideas and topics.	Y		Y

Y = Met

A = Almost Met (within 5%)

N = 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.	N		N
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.		A	A
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		

Y = Met

A = Almost Met (within 5%)

N = 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.	N		N
SLO 2: Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids	N		
SLO 3: Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells.	N		
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.	N		
SLO 8: Describe the processes of cellular respiration and photosynthesis.	N		N
SLO 9: Analyze with specific detail the processes of DNA replication, transcription, and translation.	N		N
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		

Y = Met

A = Almost Met (within 5%)

N = 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 (cont.)			
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

Y = Met

A = Almost Met (within 5%)

N = 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	Y	Y	
SLO 2: Describe multi cellular organization.			A
SLO 3: Distinguish and describe major tissue types.	Y		
SLO 4: Describe the structure and function of the integumentary system.	Y		Y
SLO 5: Describe the structure and function of the skeletal system.	Y		Y
SLO 6: Describe the structure and function of the muscular system.	A		A
SLO 7: Describe the structure and function of the nervous system.	A		A
SLO 8: Describe the structure and function of the special senses.	A		A
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	A		A
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.	A		
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.	Y		Y
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	A		

Y = Met

A = Almost Met (within 5%)

N = 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	

Y = Met

A = Almost Met (within 5%)

N = 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

Y = Met

A = Almost Met (within 5%)

N = 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 (cont.)			
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

Y = Met

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N = 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 1120C – Introduction to Chemistry Lecture & Lab (Non-Majors)			
SLO 1: Use the different systems of measurements and perform conversions within the same system of measurement and between different systems of measurements			A
SLO 2: Identify elements from their name or symbol; use the periodic table to describe reactivity patterns of elements and to predict compound formation			A
SLO 3: Describe the basic structure of an atom using subatomic particles, and apply these concepts to nuclear reactions			A
SLO 4: Describe ion formation and the difference between covalent and ionic compounds. Name and write formulas for ionic and simple molecular compounds.			A
SLO 5: Write and balance chemical reactions. Use balance reactions in stoichiometric calculations			A
SLO 6: Describe the differences between the solid, liquid, and gas phases. Use the gas laws in calculations, and apply these laws to everyday situations.			A
SLO 7: Explain different types of energy and how energy is released or absorbed in a reaction			A
SLO 8: Describe acid and base behavior			A
SLO 9: Explain the intermolecular attractive forces that determine physical properties; apply this knowledge to qualitatively evaluate theses forces and predict the physical properties that result			Y
SLO 10: Practice concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate lab safety guidelines		Y	
SLO 11: Demonstrate 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, 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	Y		
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital		Y	

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N = 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 1120C – Introduction to Chemistry Lecture & Lab (Non-Majors) (cont.)			
SLO 13:Record quantitatively measured values to the correct number of significant figures and assign the correct units			Y
SLO 14: 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 15: Draw appropriate conclusions based on data and analyses			Y
SLO 16: Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required	Y		
SLO 17: Determine chemical formulas and classify different types of reactions		Y	
SLO 18: Relate laboratory experimental observations, operation, calculations, and findings to theoretical concepts presented in the complementary lecture course	Y		

Y = Met

A = Almost Met (within 5%)

N = 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 & Lab (for STEM)			
SLO 1: Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science:			A
SLO 2: Explain the structure of atoms, isotopes and ions in terms of subatomic particles			Y
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			Y
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			A
SLO 5: Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties			Y
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			Y
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			Y
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			Y
SLO 9: Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines	Y	Y	
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	Y	Y	

Y = Met

A = Almost Met (within 5%)

N = 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 & Lab (for STEM) (cont.)			
SLO 11: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)	Y		
SLO 12: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware	Y		
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	Y		Y
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

Y = Met

A = Almost Met (within 5%)

N = 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.			Y
SLO 2: Apply concepts of thermodynamics (such as heat, temperature, internal energy, entropy) to simple processes.			Y
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.			N
SLO 4: Apply simple geometric and wave optics in simple situations.			Y
SLO 5: Test ideas using modern laboratory equipment.	N	N	
SLO 6: Estimate experimental uncertainties.	Y		Y
SLO 7: Use computers to analyze and report laboratory results.	N		
SLO 8: Draw appropriate conclusions from quantitative scientific observations.	N		
SLO 9: Accurately and clearly communicate the results of scientific experiments.			N

Y = Met

A = Almost Met (within 5%)

N = 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 1230C – Algebra Based Physics I Lecture & Lab			
SLO 1: Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.	Y	Y	Y
SLO 2: Apply Kinematics equations to predict and account for simple phenomena modeled by the motion of particles in one dimension.	N	N	N
SLO 3: Apply Kinematics equations to predict and account for simple phenomena modeled by the motion of a rigid body in two dimensions.	N	N	N
SLO 4: Apply Newton's law of gravitation to circular orbits and demonstrate understanding of how Kepler's laws of planetary motion provide the empirical foundation for Newton's laws.	Y	Y	Y
SLO 5: Apply the mathematics of vectors to the principles of Newtonian mechanics.	Y	Y	Y
SLO 6Apply principles of Newtonian mechanics to the case of static and dynamic incompressible fluids, including Archimedes' and Bernoulli's principles.	N	N	N

Y = Met

A = Almost Met (within 5%)

N = 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	41/53= 77% Y	39/51= 76% Y	29/39= 74% A
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	Y	Y	Y
SLO 2: Comprehend the importance of studying cultural anthropology.	Y	Y	Y
SLO 3: Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected	Y	Y	Y
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	Y	Y	Y
SLO 5: Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures	Y	Y	
SLO 6: Gain a sense of relationship with people processing different experiences from their own	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	A	A	A
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.	A	A	A
SLO 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.	A	A	A
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.	A	A	A
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.	A	A	A
SLO 6: Define fiscal policy and monetary policy and how these affect the economy.	A	A	A
SLO 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.	A	A	A

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Demonstrate knowledge of laws of supply and demand and equilibrium.	Y	Y	Y
SLO 3: Use Supply and Demand curves to analyze responses of markets to external events.	Y	Y	Y
SLO 4: Use supply and demand analysis to examine the impact of governmental intervention.	Y	Y	Y
SLO 5: Explain and calculate price elasticity of demand and other elasticities.	A	A	A
SLO 6: Demonstrate an understanding of producer choice, including cost and break-even analysis.	A	A	A
SLO 7: Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.	A	A	A

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy.	Y	Y	Y
SLO 3: Describe the role of demographics, public opinion and the media in American politics.	Y	Y	Y
SLO 4: Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power.	Y	Y	Y
SLO 5: Identify the constitutional basis of civil rights and civil liberties and their changing interpretation.	Y	Y	Y
SLO 6: Explain the precursors to, and the development and adoption of the United States Constitution.	Y	Y	Y
SLO 7: Explain the development and role of political parties and interest groups.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	
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.	N	N	N
SLO 3: Explain how information provided in this course can be applied to life in the real world.	Y	Y	Y
SLO 4: Identify the major theoretical schools of thought that exist.	A	A	
SLO 5: Develop use of APA format and citations in academic research.	Y	Y	

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	
SLO 2: Describe the interactions between physical, cognitive, and psychological development across the lifespan.	Y	Y	Y
SLO 3: Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.	Y	Y	
SLO 4: Identify factors that influence psychological development across the lifespan.	Y	Y	
SLO 5: Apply basic principles of developmental psychology to one's own life experiences.			Y
SLO 6: Analyze historical and cultural factors that influence development across the lifespan.			Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	
SLO 2: Describe physical and psychological milestones and issues pertaining to infants and children.	Y	Y	
SLO 3: Explain major theories of infant and child development.	Y	Y	
SLO 4: Analyze sociocultural factors contributing to the development of infants and children.	Y	Y	Y
SLO 5: Explain the impact of family structure, teachers, and peers on development of infants and children.	Y	Y	Y
SLO 6: Connect theories, research, and practical applications of the study of humans from conception through the childhood years.	Y	Y	

Y = Met

A = Almost Met (within 5%)

N = 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.	Y		
SLO 2: Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.		Y	
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.	Y		
SLO 4: Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.			Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y		
SLO 2: Describe important sociological research findings concerning intimate relationships and families.		Y	
SLO 3: Explain how intimate and familial relationships are affected by multiple intersecting inequalities and ongoing events in other social institutions.			Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y		
SLO 2: Describe and analyze policy related solutions associated with social problems from various perspectives.	Y		
SLO 3: Critically examine social problems through the use of sociological theories, methods, and empirical techniques.		Y	
SLO 4: Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).			Y

Y = Met

A = Almost Met (within 5%)

N = 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**
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	44/49 = 90% Y	52/57 = 91% Y	44/47 = 93% Y
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.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	N	N	N
SLO 2: Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.	N	N	N
SLO 3: Demonstrate knowledge of particular examples introduced in the course.		Y	Y
SLO 4: Identify and make an informed argument about an information problem in the Humanities (broadly defined	A	A	A

Y = Met

A = Almost Met (within 5%)

N = 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.	A	A	
SLO 2: Recognize and distinguish the beliefs, practices, and features of each religion	Y	Y	
SLO 3: Analyze various primary religious texts.	A	A	

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N = 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.	Y	Y	
SLO 2: The student will become acquainted with the historical, theological, and cultural factors surrounding the women studied in this course.	Y	Y	Y
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.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	
SLO 2: The student will become acquainted with the historical, theological, and cultural factors surrounding the women studied in this course.	Y	Y	Y
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.	Y	Y	Y

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A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Students can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions	Y	Y	Y
SLO 3: Students can write short messages and notes on familiar topics related to everyday life.	Y	Y	Y
SLO 4: Students can often understand words, phrases, and simple sentences related to everyday life.		Y	Y
SLO 5: Students can recognize pieces of information and sometimes understand the main topic of what is being said.	Y	Y	Y
SLO 6: Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.	Y	Y	Y
SLO 7: Students can sometimes understand the main idea of what they have read.	Y	Y	Y

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N = 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.	Y	Y	Y
SLO 2: Students can handle short social interactions in everyday situations by asking and answering simple questions.	Y	Y	Y
SLO 3: Students can handle short social interactions in everyday situations by asking and answering simple questions.	Y	Y	Y
SLO 4: Students can write briefly about most familiar topics and present information using a series of simple sentences.	Y	Y	Y
SLO 5: Students can understand the main idea in short, simple messages and presentations on familiar topics.	Y	Y	Y
SLO 6: Students can understand the main idea of simple conversations that they overhear.		Y	Y
SLO 7: Students can understand the main idea of short and simple texts when the topic is familiar.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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	31/49 = 63% N	31/49 = 63% N	27/45 = 60% N
ARTH 1110 – Art Appreciation			
SLO 1: Trace the development of diverse art and architecture styles	Y	Y	Y
SLO 2: Compare and contrast the major art and architectural styles	N	N	N
SLO 3: Use art terms and explain basic art concepts	N	N	N
SLO 4: Analyze the visual elements and design principles in masterworks of art	N	N	N
SLO 5: Describe masterpieces objectively, with emphasis on contemporary works	Y	Y	Y
SLO 6: Gain general knowledge of the history of artistic production	Y	Y	Y
SLO 7: Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music	N	N	N
SLO 8: Distinguish the elements and principles of design and explain how they are being used in a given piece of art	N	N	N

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N = 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.	Y	Y	Y
SLO 2: Investigate the methods of producing various works of art.	A	A	A
SLO 3: Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.	N	N	N
SLO 4: Comprehend and apply terms, methodologies, and concepts common to studies of art history, developing a language to further understanding of art.	N	N	N
SLO 5: Compare works across a range of historical styles and periods.	N	N	N

Y = Met

A = Almost Met (within 5%)

N = 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)	Y	Y	Y
SLO 2: Produce artworks that apply the principles of 2-D design(harmony, variety, repetition, balance, rhythm, proportion, dominance, movement and economy)	N	N	N
SLO 3: Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation	Y	Y	Y
SLO 4: Use visual art vocabulary in the development and critique of work	Y	Y	Y
SLO 5: Explore concepts and ideas: from conceptual, realistic/referential to non-representational	A	A	A

Y = Met

A = Almost Met (within 5%)

N = 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: Apply the artistic qualities of the elements of art and principles of design to three-dimensional form.	Y	Y	Y
SLO 2: Create 3-D form using a varied sculptural methods, construction techniques and media.	Y	Y	Y
SLO 3: Produce 3-D design projects safely with proper use of equipment and materials.	Y	Y	Y
SLO 4: Apply realistic, referential, and abstract concepts and ideas to projects.	Y	Y	Y
SLO 5: Demonstrate knowledge of 3 D related art vocabulary, origin and trends in sculpture, and 3-D design fundamentals.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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 1340 – Functional Ceramics I			
SLO 1: Demonstrate through the creation of a body of work a basic knowledge of ceramic hand forming techniques, the potter's wheel, simple surface finishes, and basic firing techniques.	Y	Y	Y
SLO 2: Demonstrate through the proper use of facilities, materials, and personal protective equipment knowledge of safety measures and the safe practices used in the ceramic studio.	Y	Y	Y
SLO 3: Demonstrate through writing or other forms of presentation familiarity with the history and terminology of pottery (functional ceramics).	N	N	N
SLO 4: Demonstrate through the critical examination of their own and others' ceramics a sound judgment of craftsmanship, creativity, and elements of design.	N	N	N

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N = 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.	Y	Y	Y
SLO 2: Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, volume, plane and texture.	N	N	N
SLO 3: Create drawings primarily from observation with black and white traditional drawing media.	N	N	N
SLO 4: Demonstrate effective verbal or written response to one's own art and art of others.	N	N	N

Y = Met

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N = 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.	Y	Y	Y
SLO 2: Construct a variety of support structures and grounds on which paintings are created.	N	N	N
SLO 3: Examine the historical origins and practices of painting from the personal, social and culture perspective.	Y	Y	Y
SLO 4: Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Practice analyzing and visually translating observed subjects from realistic, referential, and/or objective form to non-representional or abstract imagery in drawings.	A	A	A
SLO 3: Compose fully developed drawings that include a conceptual or historic basis.	Y	Y	Y
SLO 4: Engage in effective written and oral critique in response to one's own art.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	
SLO 2: Identify and apply critical analysis while looking at significant dance works in a range of styles.	Y	Y	
SLO 3: Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.	Y	Y	
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.	Y	Y	
SLO 5: Use dance to consider contemporary issues and modes of thought.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = 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.	Y	Y	Y
SLO 2: Demonstrate knowledge of composers, their music, and their relationship to historical periods.	Y	Y	Y
SLO 3: Recognize how music played and plays a political, social, and cultural function.	Y	Y	Y
SLO 4: Identify well-known pieces and the historical and social context in which they were composed.	Y	Y	Y
SLO 5: Demonstrate basic understanding of music notation and musical communication.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met