

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM ASSESSMENT REPORT AY 2025-26

Posted to:

CCC: <http://www.clovis.edu/consumerinfo/assessment.aspx>

September 1, 2026

Contact Person

Dr. Vicki Bridinger-De Leon

Assessment Council Chair

Clovis Community College

417 Schepps Boulevard Clovis, NM 88101

assessmenttc@clovis.edu

575.769.4906 ph

Institution Name: Clovis Community College
General Education Program Report

Content Areas:

I Communication

Contact Persons: Dr. Vicki DeLeon-Bridinger-De Leon

II Mathematics

Contact Person: Dr. Jessica Brown

III Science

Contact Person: Dr. Jessica Brown

IV Social & Behavioral Sciences

Contact Persons: Ms. Monica Turner

V Humanities

Contact Persons: Dr. Vicki Bridinger-DeLeon

VI Creative & Fine Arts

Contact Persons: Dr. Vicki Bridinger-DeLeon

This report fulfills program reporting requirements for this institution.



Attested:

Robin Kuykendall

Executive Vice President Printed Name

E-Mail: kuykendallr@clovis.edu

Telephone: 575.769.4921

Fax: 575.769.4190

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

MATH 2430 DISCRETE MATHEMATICS

MATH 2531 CALCULUS III

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

BIOL 2610C PRINCIPLES OF BIOLOGY: BIODIVERSITY, ECOLOGY AND EVOLUTION 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)

CHEM 1225C GENERAL CHEMISTRY II LECTURE & LABORATORY FOR STEM MAJORS

PHYS 1115C SURVEY OF PHYSICS WITH LAB

PHYS 1230C ALGEBRA-BASED PHYSICS I LECTURE AND LAB

PHYS 1240C ALGEBRA-BASED PHYSICS II 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
PHIL 1120 LOGIC, REASONING, AND CRITICAL THINKING
PHIL 2110 INTRODUCTION TO ETHICS
RELG 1110 INTRODUCTION TO WORLD RELIGIONS
RELG 1126 NEW TESTAMENT
SPAN 1110 SPANISH I
SPAN 1120 SPANISH II

AREA VI. CREATIVE AND FINE ARTS

ARTH 1110 ART APPRECIATION
ARTS 1240 DESIGN I
ARTS 1250 DESIGN II
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 2025-26 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 course 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

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

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 6 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 28 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 declined². 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 2025-26 is our 6th 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” inside³ to indicate the essential skill goal was NOT MET,
- a yellow bubble with an “A” inside to indicate the essential skill was ALMOST MET (within 5%)
- a green bubble with a “Y” inside to indicate the essential skill goal was MET.

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

This year, three essential skill indicators at the program/institutional level are favorable, while one (Critical Thinking) is at “Approaching” and one (Quantitative Reasoning) was not met.

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

COMM 1130: Public Speaking

During the 2025–2026 academic year, Public Speaking students showed significant growth, with performance directly tied to the consistent application of structured practice and formative engagement. While modalities differed, data confirmed that success in both face-to-face and online environments relied heavily on student compliance with scaffolding tasks, such as video self-reflections and targeted rehearsals. To refine these results, in-person sections will shift to an agile small-group "focus framework" to maximize instructor feedback, while online sections will increase the transparency of assignment objectives to boost participation. Additionally, audience

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

analysis outcomes reached new heights due to enhanced digital resources and revised topic proposal frameworks that now require students to integrate concrete demographic data directly into their work.

Looking toward the upcoming cycle, the program is cementing its transition to more rigorous, exam-based analytical assessments. By replacing generalized critiques with a standardized model that requires students to apply precise terminology to recorded performances, faculty have established a more reliable baseline for measuring analytical mastery. Furthermore, the division successfully mitigated performance volatility in persuasive rhetoric by implementing a two-part intervention that mandates real-world application of rhetorical proofs. Finally, by successfully pivoting evaluation metrics to prioritize diversity, ethics, and audience-centered planning, the program has achieved a more nuanced standard of success. Moving forward, the division will maintain these high-impact scaffolds and further streamline Informative Speech guidelines to ensure continued consistency and excellence across all cohorts.

COMM 2120: Interpersonal Communication

In Interpersonal Communication, the 2025–2026 academic year was marked by a successful shift in testing methodology; moving to a refined, objective framework, eliminated linguistic and structural biases, resulting in a measurable surge in student success. However, this progress was offset by significant challenges in the final project and analytical essays, where widespread unauthorized reliance on generative AI undermined academic integrity and hindered genuine content mastery. Faculty identified that students increasingly struggled to synthesize abstract concepts with lived experience, opting for automated shortcuts that lacked the qualitative depth required for authentic reflection.

To address these issues and stabilize performance for the 2026–2027 cycle, the division is enacting a multi-pronged integrity and engagement strategy. Faculty will implement a rigorous text-validation policy for major projects, mandating that all assignments provide direct textbook quotations and accurate page numbers to ensure students engage with primary course materials rather than automated content. To further reinforce the value of authentic work, the division will deploy visual mapping tools—charts and diagrams that explicitly connect early-semester assignments to the development of higher-level critical thinking skills—to encourage accountability from day one. Finally, because experiential reflection and listening-skill assessments remained highly successful, the department will preserve the current scaffolded approach to introductory coursework. By shielding these personal reflection assignments with continued experiential focus and reinforcing structural integrity in major papers, the division aims to restore authentic student voice and sustain high performance across all sections.

ENGL 1110: Composition I

Composition I students maintained baseline performance standards during the 2025–2026 academic year, though meeting these goals required significant pedagogical adjustments due to persistent challenges with academic integrity, limited writing stamina, and incomplete source integration. The widespread reliance on unauthorized generative AI undermined critical thinking and complicated the process of meeting length requirements, while a disconnect between early research phases and final drafting often led to missing citations. These issues were further exacerbated by technical constraints, such as the use of rigid, restrictive testing platforms for drafting and redundant study requirements.

To restore academic rigor and cultivate genuine research fluency, the division is launching a comprehensive restructuring of the writing pipeline for the upcoming cycle. Faculty will safeguard the authenticity of student work by requiring post-submission oral defenses and shifting final essay drafting into proctored, secure environments. This transition will be supported by a pivot toward portfolio-based grading, which emphasizes the cumulative writing process over final products and assigns significant weight to accurate source integration. To combat writing fatigue, the curriculum will utilize "micro-drafts" and collaborative projects to break assignments into manageable stages, providing real-time opportunities for instructor feedback and workshop-based interventions.

Furthermore, the division is modernizing its instructional approach by integrating advanced digital tools and adaptive learning platforms to secure mastery of formatting and research mechanics. Peer editing will be standardized through digital "Round Table" sessions, and the curriculum will diversify beyond traditional essays to include creative and formal genres that prioritize student voice and experiential reflection. Finally, to ensure all students receive necessary developmental support, the program is embedding mandatory writing center checkpoints and tutoring signatures into the submission process. By combining these proactive integrity measures with scaffolded, iterative writing exercises, the division aims to eliminate automated shortcuts, boost writing stamina, and ensure consistent mastery across all student cohorts.

ENGL 1120: Composition II

Composition II students met divisional benchmarks during the 2025–2026 academic year, with dual-credit cohorts demonstrating notable gains in research maturity. Despite these successes, the program faced significant challenges from the widespread use of generative AI, which led to a decline in submission quality, including fragmented arguments, missing evidence, and a lack of critical synthesis. These issues were compounded by a technical disconnect between students and scholarly databases, which often forced learners toward superficial search engine results and automated writing shortcuts.

To eliminate these vulnerabilities and mandate authentic intellectual engagement, the division is implementing a comprehensive restructuring of the writing pipeline for the upcoming cycle. Academic integrity will be fortified by moving key rhetorical assessments and annotated bibliographies into proctored, secure environments, complemented by mandatory post-submission oral defenses/presentation. These oral defenses/presentations will require students to verbally justify their research choices, effectively separating genuine critical thinking from automated output. To further enforce accountability, the submission process will shift from a single bulk upload to a granular, sequential model, allowing instructors to monitor and provide feedback on each developmental stage—from structural outlining to source-tracking logs—before the final draft is reached.

The division is also elevating the rigor of the research process by requiring students to define the rhetorical function of every source before drafting begins. This structural shift is supported by targeted practice modules focused on signal-phrases usage and direct quotation requirements, designed to move students past superficial summary toward sophisticated textual analysis. To resolve technical friction in the research phase, instructors will host mandatory in-class workshops and leverage institutional tutoring center check-ins to ensure students can effectively navigate databases. Finally, the curriculum will continue to emphasize multimodal synthesis through Social Media Campaign projects and oral presentations that require students to defend their research choices. By updating rubrics to penalize lack of evidence and citation errors more severely, the division is establishing a high-stakes environment that prioritizes authentic scholarship and long-term writing stamina.

ENGL 2210: Professional and Technical Communication

Technical Writing students achieved or exceeded divisional benchmarks during the 2025–2026 academic year, demonstrating high proficiency in professional formatting, audience tailoring, and APA documentation. Despite these successes, the program encountered significant challenges regarding homework compliance and the rise of AI-generated content. To address these issues and foster genuine professional motivation, the division is pivoting toward industry-specific case studies and in-class modeling. A key component of this shift involves the introduction of mandatory oral defense video presentations, requiring students to verbally justify their rhetorical and data-driven decisions, thereby verifying original authorship and deepening their understanding of professional communication.

To modernize visual literacy and align with current digital workforce standards, the curriculum is transitioning from physical posterboards to digital slideshow formats. This move will be supported by elevated instruction on graphic design principles, including typography, color hierarchy, and graphical integration, using side-by-side diagnostic modeling to demonstrate the mechanics of effective layout. Furthermore, the division will continue to utilize rhetorical audience profiling worksheets to ensure students rigorously analyze demographic needs before drafting content. To improve verbal execution, instructors are replacing manuscript-reading habits with faculty-led video exemplars and scaffolded workshops that train students to transform complex research papers into extemporaneous speaking cues, with grading rubrics specifically calibrated to reward genuine audience engagement.

Finally, the program's existing strength in APA documentation—where mastery was nearly universal—will be further fortified through standardized cross-curricular scaffolding. By integrating formatting guidelines and low-stakes diagnostic practice modules borrowed from the English Composition sequence, the division aims to treat proper attribution as a non-negotiable professional standard. These combined interventions, which reinforce rigorous source validation alongside visual and verbal professionalization, are projected to yield an additional 3% to 5% increase in student mastery metrics across all modules in the upcoming cycle.

Content Area II – Mathematics

MATH 1130: Survey of Mathematics

Assessment results for MATH 1130 Survey of Mathematics maintained low results during the 2025-2026 academic year, with none of the SLO goals met, consistent with the previous year. Faculty have focused efforts on diversifying assessment methods by updating projects and discussions to allow for more varied data collection beyond reliance on the final exam alone. A full revamp of the online version of the course was completed this year and is set to roll out in Fall 2027. For the 2026-2027 academic year, faculty plan to increase collaboration among instructors specifically around course outcomes, with the goal of building more consistency and shared strategy in addressing persistent weak areas.

MATH 1220: College Algebra

Assessment results for MATH 1220 College Algebra showed slight improvement during the 2025-2026 academic year, with one SLO (SLO 2) being met compared to none the previous year. Instructors plan to condense the Chapter 1 material to allow more time for other concepts during the 2026-2027 academic year. Faculty are also examining possible placement issues, noting that some students placed into College Algebra may be better suited for Intermediate Algebra. Additional ideas under consideration include incorporating more hands-on learning through projects and portfolios.

MATH 1230: Trigonometry

Assessment results for MATH 1230 Trigonometry declined during the 2025-2026 academic year. SLOs 2, 6, 7, and 8 were not met, and SLO 3 was almost met, while the remaining objectives continued to be met. Faculty plan to incorporate hands-on projects or portfolios for these lower-scoring areas during the 2026-2027 academic year to help reinforce student understanding of these concepts.

MATH 1350: Introduction to Statistics

Assessment results for MATH 1350 Introduction to Statistics improved during the 2025-2026 academic year, with SLOs 2, 4, 5, and 7 showing improvement and all other objectives holding steady. Instructors introduced new assessment tools this year, including discussions in the online sections and projects in the face-to-face sections, both of which were met with favorable results. Faculty plans for the 2026-2027 academic year are to incorporate projects into the online sections as well, along with providing more instruction on calculator use.

MATH 1512: Calculus I

Assessment results for MATH 1512 Calculus I improved during the 2025-2026 academic year, with all SLO goals being met. Frequent turnover of instructors has made it difficult to set ongoing, consistent goals for this course. However, the department is interested in adopting a new textbook and homework platform for the 2026-2027 academic year to help support continuity and student success going forward.

MATH 1522: Calculus II

Assessment results for MATH 1522 Calculus II maintained good results during the 2025-2026 academic year, with all SLO goals continuing to be met. New SLO-aligned quizzes were incorporated this year, which appeared to help prepare students for the course's proctored assessments. As with MATH 1512, the department plans to adopt a new textbook and homework platform for the 2026-2027 academic year.

MATH 2531: Calculus III

Assessment results for MATH 2531 Calculus III maintained good results during the 2025-2026 academic year, with all SLO goals continuing to be met, consistent with the previous year. Similar to MATH 1522, SLO-aligned quizzes were incorporated this year and appeared to help students prepare for proctored assessments. Small class sizes also continue to contribute to these results, as students are unlikely to fall off the instructor's radar. As with the other Calculus courses, the department plans to adopt a new textbook and homework platform for the 2026-2027 academic year.

Content Area III – Sciences

BIOL 1110C: General Biology Lecture and Lab

Assessment results for BIOL 1110C General Biology Lecture & Lab showed improved performance during the 2025-2026 academic year. Instructors noted that the removal of proctoring from several exams, necessitated by the policy limiting courses to a maximum of two ProctorU exams, may have contributed to this increase in scores, as the change reduced testing pressure but raised questions about the rigor of

the assessment data. To address this, faculty plan to redesign the course structure to reduce the overall number of exams so that the remaining assessments can be proctored, allowing the course to stay within the two-exam ProctorU limit while still grounding performance data in proctored, more reliable results.

BIOL 1130C: Introductory Anatomy & Physiology Lecture and Lab

Assessment results for BIOL 1130C Introductory Anatomy & Physiology Lecture & Lab (Non-Majors) held steady during the 2025-2026 academic year, with the same two objectives approaching being met (SLO 3 and SLO 4) and all others being met. Instructors reported similar data to the previous year, noting that students continue to struggle with the proctored midterm and final exams while performing well on the non-proctored quizzes, which can be taken as often as needed. Since the quiz and exam questions are drawn from the same test bank, instructors believe there may be a disconnect between how students use the quizzes and how they prepare for the proctored exams. Faculty plans for the 2026-2027 academic year are to continue reinforcing the connection between quiz practice and exam preparation to help close this gap.

BIOL 2110C: Principles of Biology: Cellular and Molecular Lecture and Lab

Assessment results for BIOL 2110C Principles of Biology: Cellular and Molecular Lecture & Lab remained largely steady during the 2025-2026 academic year, with all but one objective being met. The unmet objective, SLO 8 (Describe the processes of cellular respiration and photosynthesis), fell only narrowly short of the benchmark. The instructor redesigned the Canvas course this year to accommodate both face-to-face and online delivery. Faculty plans for the 2026-2027 academic year include continued attention to closing the small remaining gap on SLO 8, building on last year's efforts to refine the lectures and labs and increase rigor.

BIOL 2210C: Human Anatomy and Physiology I Lecture and Lab

Assessment results for BIOL 2210C Human Anatomy and Physiology I Lecture & Lab improved during the 2025-2026 academic year, with the number of met SLOs increasing from zero to three and four additional objectives coming close to being met (up from three the previous year). Instructors attributed this progress to the addition of discussions and exam reviews incorporating high-yield clinical material and practice questions, along with more examples and templates for labs. Faculty also noted a wider range of student skill levels this year and have been adapting their strategies to meet students where they are. While students continue to perform well on open-resource assignments, they still struggle on proctored assignments. The faculty plans for the 2026-2027 academic year are to focus on developing and refining test banks to help address this gap.

BIOL 2225C: Human Anatomy and Physiology II Lecture and Lab

Assessment results for BIOL 2225C Human Anatomy and Physiology II Lecture & Lab improved markedly during the 2025-2026 academic year, with nine SLOs moving up to being met and two additional objectives moving up to approaching being met. Instructors attributed this progress to simplified lab templates and instructions, along with updated dissection videos and group discussion. Faculty plans for the 2026-2027 academic year are to continue rewriting lab templates and instructions, develop pre-lecture activities to enhance student learning, update PowerPoints with additional clinical correlates, and update test banks.

BIOL 2310C: Microbiology Lecture and Lab

Assessment results for BIOL 2310C Microbiology Lecture & Lab held steady during the 2025-2026 academic year, with all objectives continuing to be met. The faculty implemented virtual labs this year,

which were met with positive feedback from students. No changes are planned for the 2026-2027 academic year, although faculty remain prepared to make updates as needed to keep the material relevant and accessible for students.

BIOL 2610C: Principles of Biology: Biodiversity, Ecology, and Evolution Lecture & Lab

This class was offered the first time in Spring 2026. We do not have data for this course as faculty are working to establish a common assessment. This will be available next cycle.

CHEM 1120C: Introduction to Chemistry Lecture and Lab (Non-Majors)

Assessment results for CHEM 1120C Introduction to Chemistry Lecture & Lab improved significantly during the 2025-2026 academic year, with all but three SLOs being met; the remaining three (SLO 1, 4, and 5) are approaching being met. Instructors continue to note that weak math skills among students remain an ongoing challenge, though students benefited from the use of online simulations this year. Faculty plans for the 2026-2027 academic year are to introduce new warm-up activities, models, and simulations to continue building on this progress.

CHEM 1215C: General Chemistry I Lecture & Lab

Assessment results for CHEM 1215C General Chemistry I Lecture & Laboratory for STEM Majors improved during the 2025-2026 academic year, with SLOs 1-4 moving from almost met to met and SLOs 8-18 continuing to be met. SLO 6 is now almost met, while SLOs 5 and 7 remain unmet. Faculty plans for the 2026-2027 academic year are to continue adding and updating worked examples, targeted review materials, and instructional videos to further support student learning, particularly around the SLOs that remain unmet or only approaching being met.

CHEM 1225C: General Chemistry II Lecture & Lab

Assessment results for CHEM 1225C General Chemistry II Lecture & Laboratory for STEM Majors declined slightly during the 2025-2026 academic year, with all but three SLOs being met (SLOs 2, 3, and 5). Instructors identified a need to reinforce scientific reasoning and experimental planning skills in these specific areas. Faculty plans for the 2026-2027 academic year are to create new and edited instructional videos, align the language and structure of homework with guided practice, and incorporate more visual representations of concepts to support student understanding in these areas.

PHYS 1115C: Survey of Physics with Laboratory

Assessment results for PHYS 1115C Survey of Physics with Lab declined during the 2025-2026 academic year. SLOs 5-9 were met and SLO 3 was almost met, but SLOs 1, 2, and 4 were not met. A textbook change is planned for the 2026-2027 academic year, which instructors feel will help address these gaps. Faculty also plan to provide more practice with units, additional exam preparation material, and new resources, particularly covering the electromagnetic spectrum.

PHYS 1230C: Algebra Based Physics I Lecture and Lab

Assessment results for PHYS 1230C Algebra-Based Physics I Lecture and Lab held steady during the 2025-2026 academic year, with all objectives continuing to be met. Faculty plans for the 2026-2027 academic year include a textbook change paired with a new homework platform, as well as continued updates to the course's transition from online delivery to a hybrid format.

PHYS 1240C: Algebra Based Physics II Lecture and Lab

Assessment results for PHYS 1240C Algebra-Based Physics II Lecture and Lab are being reported for the first time in several years, as the course was offered with a new instructor and no prior data is available for comparison. The instructor is working to transition the course into a hybrid format and plans to move to a new textbook with a different homework platform for the 2026-2027 academic year. Lectures and labs will also be revamped to align with these new materials.

Content Area IV – Social & Behavioral Sciences

ANTH 1140 – Introduction to Cultural Anthropology

In AY 2024–2025, Anthropology faculty reported that student performance for Student Learning Outcomes (SLOs) 2, 3, and 5 was Approaching target levels. While these outcomes were successfully met on one assessment instrument, a significant performance gap was identified on the alternate tool. In AY 2025–2026, student performance for SLOs 2, 3, and 5 remained at the Approaching level. In the upcoming academic year, the Department Chair will collaborate with the faculty member to analyze these recurring results, differentiate between student mastery and assessment tool efficacy, and formulate targeted improvement strategies.

ECON 2110: Macroeconomic Principles

Minor modifications to midterm and final assessment instruments appeared to positively influence overall scoring trends for AY 2024–2025. In AY 2025–2026, Economics faculty noted a shift in specific Student Learning Outcomes (SLOs) transitioning from Met to Approaching. The instructor will continue to employ targeted strategies to support student performance in proctored testing environments.

ECON 2120: Microeconomic Principles

Over the preceding three-year period, recurring fluctuations in Student Learning Outcomes (SLOs) categorized as Approaching rather than Met created challenges in identifying consistent trends for targeted intervention. Historically, student performance declined on proctored midterm and final examinations. Following the implementation of specific instructional and assessment adjustments during the 2025–2026 academic year—specifically to the midterm and final. The instructor reported the addition of short answer questions that focused specifically on gauging understanding of the SLOs and ability to apply them to real-world events were added to the midterm and final. All departmental SLOs were met in the aggregate.

POLS 1120: American National Government

During the 2024–2025 academic year, the course was staffed by three new adjunct instructors, and baseline data collection for assessment reporting was incomplete. In AY 2025–2026, the two returning adjunct faculty members completed assessment reports, indicating that all Student Learning Outcomes (SLOs) were met in the aggregate. (*Note: Data is absent for the two sections taught by the departing instructor.*) In the upcoming academic year, the Chair will collaborate directly with adjunct faculty to design and implement standardized common assessment tools to establish reliable baseline data.

PSYC 1110: Introduction to Psychology

In AY 2024 – 2025, Psychology faculty saw significant improvement from previous years. Only 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) was Approaching (and it was very close to being Met). In AY 2025 – 2026, faculty reported SLO 2 as Not Met. 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. Psychology faculty and the Chair will also work to attempt to identify and remedy the ongoing issue with this particular SLO.

PSYC 2120: Developmental Psychology

In AY 2024 – 2025, all SLOs were met and exceeded. With the new full-time Instructor in place, the Chair continued 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. In AY 2025 – 2026 Psychology faculty noted a drastic shift with only one SLO meeting. While this may initially appear alarming, the Chair feels confident that this is a more realistic of student learning in the course and it provides more information as to how and where Psychology faculty may be able to increase student learning in the course. The Chair will continue to work closely with the department to implement effective assessment tools.

PSYC 2130: Adolescent Psychology

In AY 2024 – 2025, one SLO (SLO 4) was met; two were approaching (SLOs 1 & 2); and two were not met (SLOs 3 & 5). Psychology faculty reported inconsistent results across tools for each SLO. The Chair, full-time Psychology Instructor and the Adjunct Instructor teaching the course worked toward strengthening instructional alignment and assessment design (as well as content delivery in some areas). In AY 2025 – 2026, SLO reports show all SLOs were met. While this is exciting, with such a small number of students in this course each year, Psychology faculty will continue to watch and fine-tune.

PSYC 2140: Child Psychology

In AY 2023 – 2024 all SLOs are met and exceeded, and Psychology faculty saw this trend continue in AY 2024 – 2025. The Chair has continued 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. In AY 2025 – 2026 reports indicate, once again, all SLOs are met.

SOCI 1110: Introduction to Sociology

With the transition from a full-time line to an adjunct appointment in Sociology for the 2025–2026 academic year, the department successfully maintained instructional continuity. Assessment data indicates that all Student Learning Outcomes (SLOs) were fully met during this transitional year. Moving forward, the Chair will maintain close coordination with the instructor to validate assessment instruments and ensure continued alignment with departmental benchmarks.

SOCI 2240: Sociology of Intimate Relationships & Family

With the departure of the former full-time Sociology instructor, a new adjunct instructor assumed teaching responsibilities for the 2025–2026 academic year, effectively establishing a new performance baseline for the course. Despite the transitional nature of the year, evaluation data confirms that all Student Learning Outcomes (SLOs) were fully met. The Division Chair will maintain ongoing collaboration

with the instructor to refine and validate assessment tools, ensuring they continue to measure student learning with precision.

SOCI 2310: Contemporary Social Problems

Following the departure of the former full-time Sociology instructor, a new adjunct instructor was appointed for the 2025–2026 academic year. Assessment reports for AY 2025–2026 indicate that all Student Learning Outcomes (SLOs) were met. The Department Chair will continue to collaborate with the instructor to evaluate and ensure the continued efficacy of assessment instruments in accurately measuring student learning.

Content Area V – Humanities

HIST 1110: US History

In the 2025–2026 academic year, students achieved strong performance outcomes in the Research-Based Essay, the program's primary high-stakes assessment. This success was driven by the consistent application of rigorous citation standards and structural writing guidelines established in the previous cycle, which effectively stabilized performance well above institutional benchmarks. The division also saw a measurable increase in student achievement through the strategic use of a multi-layered preparatory pipeline, specifically via the reconfigured Research Paper Progress Report and updated Source Précis exercises. These interventions ensured that students mastered source identification and quality control early in the research process, resulting in higher-caliber raw materials and improved final submissions.

To build on these gains and transition more students from "meets" to "exceeds" expectations in 2026–2027, the division is launching a series of coordinated pedagogical enhancements. Faculty will structurally revise the preparatory précis prompts to demand more rigorous textual interrogation and critical inquiry during the initial analysis phase. Additionally, the division will deploy a new suite of supplemental support resources, including advanced student models, deeper rhetorical scaffolding, and granular source-integration frameworks. These updates aim to guide high-potential students toward mastery-level output, ensuring uniform quality and equitable growth across all course sections.

HIST 1120: US History II

During the 2025–2026 academic cycle, the division maintained high student success rates in its flagship Research-Based Essay, confirming that the structural protocols introduced last year continue to provide a solid foundation for academic achievement. By maintaining strict adherence to updated citation standards and comprehensive research guidelines, instructors ensured that documentation accuracy and analytical rigor remained central to the writing process. Furthermore, the deliberate phasing of the research pipeline—specifically the early emphasis on source procurement and the refined precision of the Précis exercises—successfully equipped students with higher-quality evidence and stronger interpretive skills before they began their final drafting phase. These preparatory milestones functioned as a crucial quality-control mechanism, directly correlating to the measurable growth in student performance observed this term.

To advance these results in the 2026–2027 academic year, the division is shifting its focus toward elevating student work from baseline proficiency to sustained excellence. The instructional team aims to increase the volume of "exceeds expectations" outcomes by intensifying the level of inquiry expected at every stage of the writing pipeline. Upcoming changes include replacing standard analysis prompts with more probing, critical-thinking questions that require students to interrogate their sources more deeply

from the outset. Additionally, to assist students in achieving mastery-level synthesis, the department will introduce a new library of high-quality models and detailed rhetorical guides. These resources are designed to provide students with a clearer roadmap for advanced source integration and cohesive argumentation, ensuring that these refined academic standards are consistently achieved across all sections.

HIST 1130: World History I

Assessment data indicates that students across all class sections successfully met and maintained exceptionally strong performance standards for the 2025–2026 academic year, demonstrating high proficiency in source discovery, critical analysis, interpretive reasoning, and advanced historical synthesis. The Research-Based Essay project remains the premier component of the program and continues to serve as the primary, high-stakes assessment tool for evaluating these core competencies. This sustained success was heavily insulated by the ongoing deployment of structural revisions established during the 202–202 academic cycle—specifically, the integration of an expanded Citation Guidelines Document and targeted modifications to the comprehensive Research Paper Guidelines. By continuing to enforce these rigorous structural frameworks throughout the writing pipeline, instructors successfully prioritized advanced documentation standards, stabilizing baseline metrics well above institutional benchmarks.

A critical factor in this strong performance trajectory was the strategic utilization of a multi-layered preparatory pipeline, which effectively prepared students to navigate complex historical inquiries before drafting their final papers. Faculty achieved notable success through a comprehensive reconfiguration of the Research Paper Progress Report assignment, which forced an intentional, early-semester focus on precise source identification, procurement, and quality control. This deliberate intervention elevated the caliber of students' raw research materials and generated a solid, measurable increase of several percentage points across the 2025–2026 data. This front-end quality control was dynamically reinforced by two critical preparatory scaffolding milestones: the Secondary and Primary Source Précis exercise and the Sources Analysis and Interpretation Précis exercise. Both analytical assignments underwent substantial updates to their text-validation guidelines and assignment descriptions, ensuring that students actively engaged with source mechanics, historical context, and interpretive text validation early in the research timeline.

While these aggressive curricular modifications have proven highly effective at stabilizing student performance well above the division baseline, qualitative faculty reflections highlight a division-wide desire to push beyond basic compliance and actively increase the percentage of students moving from the "meets expectations" category into the "exceeds expectations" tier. To close the loop, elevate critical analysis baselines, and maximize the number of high-performing students demonstrating true historical mastery, the division will execute coordinated pedagogical enhancements for the 2026–2027 school year. Faculty will structurally revise the prompt guidelines within the preparatory précis framework to embed deeper, more explicit critical thinking questions that demand rigorous textual interrogation during the initial analysis phase. Additionally, instructors will develop and deploy an enhanced suite of supplemental essay support resources specifically calibrated to the final Research-Based Essay. These materials will provide advanced student models, deeper rhetorical scaffolding, and granular source-integration frameworks to guide borderline students toward exemplary, mastery-level output. These updates will be uniformly implemented across all course sections and paired with continuous multi-section tracking to ensure that these hard-won statistical gains remain stable, equitable, and uniform across all student cohorts.

HIST 1140: World History II

Throughout the 2025–2026 academic year, the program’s flagship Research-Based Essay served as a benchmark for student success, with cohorts consistently demonstrating advanced historical synthesis and analytical prowess. This high level of achievement was largely supported by the continued application of rigorous structural frameworks and citation protocols introduced in the previous cycle, which have effectively anchored student performance above institutional goals. By systematically scaffolding the research process—particularly through a re-engineered Progress Report and refined Précis exercises—instructors ensured that students developed strong source-validation habits and conceptual clarity long before the final drafting stage. These formative milestones acted as essential quality-control checks, which directly translated into the improved caliber of final written submissions observed across the board.

Looking ahead to 2026–2027, the division is pivoting from maintaining baseline proficiency to actively cultivating scholarly mastery. To encourage more students to transcend standard requirements and reach the "exceeds expectations" category, faculty are introducing more sophisticated investigative prompts within the early-stage analytical exercises. By embedding complex, inquiry-driven questions into the Précis framework, the division expects to challenge students to engage more critically with their primary and secondary sources. Furthermore, the rollout of a comprehensive toolkit—featuring high-level essay exemplars and nuanced rhetorical guides—will provide students with the necessary roadmap to synthesize information with greater authority. Through these intentional instructional updates and standardized cross-section oversight, the department aims to elevate the overall quality of discourse and ensure that every student is better positioned to produce truly exemplary historical research.

HIST 2110: Survey of New Mexico History

Assessment data for the 2025–2026 academic year indicates that students across all sections successfully met institutional performance standards, demonstrating a marked shift from basic content recall toward sophisticated critical synthesis. The most significant achievement of this cycle has been the strategic elevation of curricular rigor through the deployment of two primary, high-stakes assessment tools: the 'Historian’s Challenge' and 'The Voices of History Persuasive Argument and Source Evaluation.' These re-engineered instruments have successfully moved the pedagogical focus beyond rote memorization, requiring students to engage in rigorous evidentiary analysis and complex argumentative construction.

While the implementation of these higher standards necessitated an initial score recalibration as students adapted to the increased complexity, the resulting data provides a more precise, honest, and actionable baseline for evaluating student proficiency. This shift in assessment methodology ensures that student mastery now corresponds to a higher level of cognitive engagement, better preparing scholars for future academic endeavors. To maintain this momentum in the 2026–2027 academic year, the division will sustain the current rigor of these assessments while continuously monitoring performance metrics to ensure that the transition toward critical synthesis remains equitable and uniform across all student cohorts.

HUMN 1110: Introduction to World Humanities I

Assessment data for the 2025–2026 academic year reveals a persistent and highly polarized achievement gap, characterized by a bimodal performance distribution where only a small minority of students consistently masters the material. While the curriculum itself is structurally sound, faculty reflections identify a critical barrier in widespread student disengagement, characterized by a near-total refusal to participate in voluntary, face-to-face help sessions. This passive approach to learning is further compounded by a severe, systemic surge in unauthorized AI-assisted submissions, which has frequently

compromised the integrity of foundational reading checkpoints and shielded disengaged students from authentic intellectual development.

To counteract these trends, the division is enacting a strategic instructional overhaul designed to restore academic integrity, disrupt synthetic shortcuts, and bridge the engagement gap through modern, asynchronous pedagogical tools. A central component of this transition is the move toward secure assessment environments; faculty are adopting the ProctorU remote invigilation platform to ensure that all course quizzes and high-stakes evaluations reflect genuine, uncompromised student mastery. This transition is paired with a systematic re-engineering of all writing prompts to demand hyper-localized evidence, personal rhetorical justifications, and complex, multi-layered text connections that are structurally resistant to generic AI generation.

To bridge the gap for students who struggle with independent reading stamina, the division is replacing underutilized in-person office hours with an embedded library of asynchronous faculty-led video and audio briefings. These digital modules will break down complex analytical hurdles and provide explicit, accessible guidance directly within the digital learning environment, meeting students where they are. Furthermore, the division is restructuring the grade-weight schema for end-of-semester benchmarks to disincentivize strategic "opting out" and implementing mandatory, multi-stage developmental checkpoints—including in-class drafting bursts and outline defenses—to ensure that all final submissions are verifiable products of independent effort. These combined interventions are aimed at neutralizing automated cheating, incentivizing continuous course engagement, and creating clear, accessible pathways for struggling students to reach authentic mastery.

PHIL 1120: Logic, Reasoning, and Critical Thinking

Assessment data for the 2025–2026 academic year indicates that while students successfully met baseline performance metrics on foundational reading checks and discussion boards, a significant structural plateau occurs when scholars encounter high-level conceptual mechanics. Faculty diagnostic reflections emphasize a critical need to move beyond rote memorization toward advanced analytical mastery, specifically regarding the rigorous application of truth tables for mapping symbolic logic and the construction of formal justifications for fallacy defenses. To address these gaps, the division is executing a comprehensive, multi-layered curricular re-engineering for the 2026–2027 academic year designed to disrupt passive completion cycles, eliminate academic friction, and enforce independent student accountability.

Central to this transformation is the transition to a rigorous, secure assessment environment. The division is phasing out vulnerable open-note configurations in favor of a proctored, closed-note framework to ensure that assessment data reflects authentic, independent content mastery. This is supported by an explicit deepening of logical processing requirements, pushing students toward advanced deductive validation. Furthermore, the division is addressing systemic bottlenecks in the feedback loop by implementing mandatory consultation prerequisites; the syllabus will now require a comprehensive, typed structural outline as a non-negotiable gateway for any individual faculty meeting. This structural accountability mechanism is designed to maximize the efficacy of consultation time, shifting the focus from basic assignment clarification to the high-level evaluation of analytical content.

To sustain this elevated rigor, the division is also deploying a suite of collaborative scaffolding and media upgrades. This includes shifting study guide architecture from passive, professor-provided resources to an active, student-driven discussion board format moderated by faculty. Additionally, the division will integrate explicit, asynchronous video lecture media to provide step-by-step visual breakdowns of complex symbolic logic operations, alongside a formalized peer-review workshop stage late in the drafting pipeline. These collective pedagogical shifts are projected to generate a significant, cumulative

improvement in structural performance and student preparedness, ensuring that assessment metrics remain both honest and indicative of genuine academic growth.

PHIL 2110: Introduction to Ethics

Assessment data for the 2025–2026 academic year indicates a successful baseline of student achievement regarding fundamental content retention. However, faculty reflections reveal a critical need to elevate advanced writing mechanics and dismantle structural bottlenecks in the student support pipeline. While students demonstrate proficiency with broad concepts, they currently require more explicit, targeted guidance on academic writing fundamentals, citation protocols, and scholarly research methods. Furthermore, the instructional feedback loop has been hindered by students arriving at individual consultations without adequate preparation, effectively stalling high-level draft refinement. To address these challenges and maximize student outcomes, the division is launching a comprehensive curricular re-engineering for the 2026–2027 academic year.

A core pillar of this overhaul is the implementation of mandatory consultation prerequisite gates; the course syllabus will be formally updated to require a comprehensive, typed structural outline as a strict mandate for any individual faculty meeting. This shift empowers instructors to protect the integrity of consultation time, ensuring that sessions focus on rigorous content refinement rather than basic assignment explanation. Simultaneously, the division is advancing equity and accessibility by transitioning the course to a Zero Textbook Cost (ZTC) framework, eliminating financial barriers and ensuring all students have immediate, unfettered access to primary source materials. This transition is supported by a coordinated expansion of expert-led asynchronous resources, including pre-recorded video lectures and enhanced digital slide decks.

To build sustainable writing competencies, instructors will integrate scaffolded, low-stakes micro-writing exercises early in the semester, providing an explicit training ground for formatting and source-integration skills before high-stakes assessment milestones. Finally, the division is achieving multi-modality parity by deploying the successful Midterm creative project—previously piloted in face-to-face sections—directly into the online course shell. By diversifying assessment types and embedding explicit accountability mechanisms, this re-engineered curriculum is designed to increase overall student engagement, ensure equitable access, and significantly elevate the quality of scholarly output across all course sections.

RELG 1110: Introduction to World Religions

Assessment data from the 2025–2026 academic year highlights a notable performance divergence between engaged and disengaged student cohorts. While those who actively participated demonstrated advanced proficiency in historical synthesis, comparative analysis, and conceptual mastery, the division observed a concerning downward trend in systemic completion rates and exam performance. Diagnostic data reveals a specific vulnerability when students move from unproctored, dual-attempt formative assessments to high-stakes, proctored environments, indicating a need for greater structural support to bridge this learning gap. To arrest these attrition patterns and stabilize student momentum, the division is executing a coordinated curricular re-engineering for the 2026–2027 academic year focused on scaffolding, testing security, and proactive intervention.

To ensure consistent operational compliance, the division is replacing reactive communication with a systematic, automated outreach pipeline. Early-alert notifications will be triggered immediately upon the first missed milestone, converting late-submission requests into a proactive intervention pathway. This engagement is further supported by the structural re-clustering of hybrid examinations; faculty will partition assessments with modular time limits for multiple-choice and analytical components, and

prioritize high-weight, open-ended prompts to ensure students allocate sufficient focus to core writing requirements. To lower execution anxiety and secure authentic data, the division is also integrating low-stakes, authenticated practice quizzes that mirror the secure testing environment before high-stakes midterms and finals.

To maintain the exceptional completion benchmarks seen in the course's analytical assignments, the division will preserve the highly transparent prompt parameters that drove this cycle's success while expanding the primary source registry to offer more nuanced material for comparative evaluation. These efforts are reinforced by the implementation of progressive milestone gates and mandatory multi-stage drafting checkpoints—such as thesis validation and outline defenses—for all major projects. By breaking complex assessments into low-stakes, non-negotiable requirements, the division is structurally compelling sustained engagement and ensuring that the high-tier performance metrics demonstrated by top cohorts become the standard for the entire student population.

RELG 1126: New Testament

Assessment data for the 2025–2026 academic year confirms a highly successful instructional cycle, with students demonstrating strong conceptual retention and advanced proficiency in critical synthesis across all major learning objectives. The curriculum's robust dual-layered assessment design—bridging open-book, dual-attempt formative quizzes with rigorous, proctored summative examinations—has proven exceptionally effective in building student retrieval stamina and ensuring terminal content mastery. Performance metrics on written benchmarks were particularly notable, with the cohort producing analytically sound discussion posts and articulate, well-reasoned formal essays that validate a high degree of critical thinking and theoretical application.

Despite these strong baseline outcomes, faculty diagnostic reflections identified a behavioral bottleneck regarding end-of-term attrition, where a small subset of students strategically skipped high-weight, open-ended written components of final assessments. To arrest this behavioral drop-off and ensure that assessment metrics accurately reflect the true analytical capabilities of the entire cohort, the division is executing a targeted curricular re-engineering for the 2026–2027 academic year focused on structural incentives and proactive completion safeguards.

To eliminate these data gaps, the division is implementing a mandatory, multi-stage submission pipeline for all high-stakes written work, requiring early thesis validation and outline checks to ensure students remain engaged through the final weeks of the term. This is paired with a move toward "time-management scaffolding" for all hybrid examinations; faculty will partition assessments with modular time limits for multiple-choice and analytical sections, or reposition high-weight, open-ended prompts at the front of the digital block to prioritize completion of the most critical writing tasks. Furthermore, the division is deploying systematized, automated mid-week announcement triggers to provide explicit behavioral nudges, ensuring students maintain the necessary stamina to complete all sections of summative evaluations. By preserving the successful formative-to-summative scaffolding that drove this year's mastery while enforcing these new structural boundaries, the division is moving from near-total participation to absolute cohort compliance.

SPAN 1110: Spanish I

Assessment data for the 2025–2026 academic year confirms a cycle of exceptional achievement, with 100% of students consistently meeting or exceeding proficiency benchmarks. The cohort has demonstrated a robust grasp of textual comprehension, lexical precision, and real-world vocabulary application. Faculty reflections indicate that students have successfully transitioned from mechanical, isolated grammatical manipulation to active, fluid communicative transfer, establishing a stable

foundation of linguistic competence across both aural and oral domains. While foundational success remains high, diagnostics reveal a critical transition point: students now require movement from controlled, predictable classroom decoding toward the autonomy of unscripted, real-world linguistic environments.

To bridge the gap between academic mastery and authentic fluency, the division is launching a multi-layered curricular enrichment for the 2026–2027 academic year. A core strategy involves the implementation of "time-gated skimming protocols" and unscripted long-form auditory immersion, which will increase visual processing speed and auditory stamina. This is coupled with the deployment of formalized "autogenous quality control gates"—mandatory self-correction protocols—that require students to independently audit their own grammatical mechanics and syntax structures before submission. By replacing rote, teacher-led drills with spontaneous, peer-to-peer interactive windows and autonomous problem-solving mandates, the division is systematically stripping away instructional scaffolding. These structural changes are designed to foster cognitive resilience, ensuring that students do not merely memorize textbook structures but actively synthesize them into independent, high-velocity rhetorical elegance.

SPAN 1120: Spanish II

Assessment data for the 2025–2026 academic year confirms that the cohort has successfully moved beyond basic vocabulary acquisition, demonstrating high-level proficiency in reading comprehension, narrative analysis, and foundational grammatical mechanics. Students have proven capable of navigating contextualized narratives, deploying complex verb tenses such as the present progressive and imperfect, and performing consistently well on summative evaluations. However, faculty diagnostics identify a clear transition point: while the cohort has mastered short-form, predictable writing and rehearsed verbal production, they currently rely on structural mimicry. To prevent a plateau at the "simple sentence" level, the division is launching a coordinated curricular re-engineering for the 2026–2027 academic year focused on elevating cognitive flexibility and linguistic synthesis.

The division is shifting instructional priority from rote, isolated composition toward sustained, multi-sentence discourse. A primary strategy involves the implementation of "orthographic reinforcement protocols," such as daily dictation and mandatory multi-sentence response requirements, which will force students to synthesize their vocabulary across cohesive text blocks. This is reinforced by "discourse scaling" measures, including unscripted spoken warm-up windows and adaptive sentence-variation drills, designed to dismantle student reliance on memorized scripts and foster real-time retrieval speed. Finally, to ensure long-term mechanical precision, faculty are integrating peer-assisted quality control gates into the writing pipeline, transforming proofreading from a passive task into a rigorous, collaborative milestone. By combining these proactive intervention frameworks with novel, unpracticed structural challenges, the division is systematically moving the cohort toward the fluid, adaptive production required for advanced language application.

Content Area VI – Creative & Fine Arts

ARTH 1110: Art Appreciation

Assessment data for the 2025–2026 academic year demonstrates a high-impact success trajectory, characterized by a dramatic shift in performance metrics toward the "Exceeds Expectations" category. The division's strategic curricular refinement—specifically the optimization of assignment bullet points, the curation of targeted inspirational links, and the integration of hands-on learning exercises—has

yielded significant improvements in knowledge retention and analytical mastery. These pedagogical adjustments have effectively empowered students to move beyond passive observation, enabling them to objectively describe masterpieces, distinguish elements and principles of design, and synthesize art history with related disciplines such as philosophy, history, and theater.

While baseline "Meet Expectations" metrics remain steady, the qualitative shift toward "Exceeds Expectations" across multiple learning outcomes confirms that the division's iterative approach to instructional design is successfully driving deeper student engagement. To sustain this momentum, the division is committing to a continuous improvement cycle for the 2026–2027 academic year. Faculty will maintain the current momentum by systematically refining rubrics and lesson plans to further sharpen the clarity of instructional communication. Furthermore, the division is expanding the integration of experiential learning, such as mandatory attendance at gallery events and formalized writing workshops, to ensure that the study of art remains a dynamic, multidisciplinary endeavor. By formalizing these high-performing instructional strategies, the division is not only stabilizing current gains but actively cultivating a rigorous academic environment where students consistently achieve and surpass advanced analytical benchmarks.

ARTS 1240: Design I

Assessment data for the 2025–2026 academic year indicates that the current instructional framework—built upon a robust sequence of foundational design principles and high-intensity critique—is successfully driving measurable student growth. Students consistently demonstrated comprehensive mastery of core elements (line, shape, value, texture, color, and space) and advanced organizational principles (harmony, variety, repetition, balance, rhythm, proportion, dominance, movement, and economy). The consistent use of active instructor demonstrations has proven to be a critical catalyst for student motivation and project success, effectively bridging the gap between theoretical concepts and tactile application.

Building on these gains, the division is implementing a series of strategic refinements for the 2026–2027 academic year to further elevate student performance. Central to this evolution is the formalization of an intensive critique policy that mandates the precise application of professional design vocabulary. To deepen this analytical rigor, the division is adding a structured written and discussion component to the curriculum, requiring students to articulate complex concepts regarding their own work and the work of their peers, moving from realistic/referential to non-representational analysis. These improvements will be supported by a comprehensive recalibration of assessment rubrics to ensure they are fully aligned with these higher-order outcomes. Additionally, the instructor remains committed to the proactive modification of lectures, presentation materials, and project grounds to ensure that instruction remains agile, responsive to technical supply chain realities, and optimized for maximum student proficiency.

ARTS 1250: Design II

Assessment data for the 2025–2026 academic year confirms that the division's strategic transition toward three-dimensional form—underpinned by intensive vocabulary reviews and an advanced critique policy—has catalyzed a dramatic improvement in student performance. The integration of modified lesson plans, which emphasize varied sculptural methods, construction techniques, and diverse media, has successfully bridged the gap between theoretical design principles and real-world practical application. By requiring students to articulate their work across a spectrum of conceptual, realistic, referential, and non-representational ideas, the curriculum has effectively transitioned learners from passive makers to articulate, analytical practitioners.

To sustain this high-performing trajectory, the division is committing to a rigorous, data-driven instructional cycle for the 2026–2027 academic year. A cornerstone of this strategy is the continued refinement of the newly implemented assessment rubrics, which are explicitly calibrated to track Student Learning Outcomes (SLOs) through the Mastery Gradebook. This granular tracking provides the instructor with a precise, quantitative understanding of individual progress, which will be used to further refine studio time allocations and project organization. Moving forward, the instructor will continue to iterate on the three-dimensional assignment architecture—ensuring that project phases remain seamlessly organized and deeply structured—while maintaining a steadfast commitment to the high-intensity critique standards that have driven a 2% quantitative growth in students exceeding established benchmarks.

ARTS 1610: Drawing I

Assessment data for the 2025–2026 academic year confirms that the curriculum’s heavy emphasis on live-model drawing remains a highly effective vehicle for teaching human anatomy and spatial proportion. Student engagement was consistently fueled by the rigorous practice of rendering skeletal and muscular structures across various media, with final projects demonstrating a high degree of mastery in classical posing, visual narrative, and artistic strategy. The successful outcomes observed this cycle were directly supported by the instructor’s ongoing use of structured timed poses, intentional anatomy vocabulary testing, and frequent, rigorous project critiques, which collectively fostered a strong environment of personal responsibility and technical development.

To ensure continued academic success and instructional continuity for the 2026–2027 academic year, the division is enacting a proactive curricular update. While student achievement remained resilient despite external environmental disruptions encountered this term, the instructor has formally revised the lesson plan to integrate a more diversified range of figure-drawing strategies. This pedagogical evolution will prioritize the expansion of demonstration techniques and amplified communication strategies, ensuring that all students maintain focus on anatomical precision and narrative expression regardless of classroom variables. By formalizing these instructional enhancements and maintaining the current rhythm of regular, vocabulary-rich lecture cycles, the division is positioned to sustain the high level of technical proficiency and creative rigor achieved during this cycle.

ARTS 1620: Life Drawing

Assessment data for the 2025–2026 academic year confirms that the curriculum’s sustained focus on live-model drawing remains the primary and most effective vehicle for teaching human anatomy, proportional canons, and spatial rendering. The high level of student engagement was driven by a rigorous instructional framework that emphasized personal responsibility, structured timed poses, and the technical application of skeletal and muscular rendering across diverse media. These successful outcomes were further bolstered by the intentional use of human anatomy vocabulary, regular knowledge-reinforcement quizzes, and formal classroom critiques, which collectively supported students in transitioning from foundational observation to the visual expression of complex narratives and classical posing.

To ensure continued academic success and instructional continuity for the 2026–2027 academic year, the division is enacting a proactive curricular update. While student achievement remained resilient despite significant external environmental disruptions encountered this term, the instructor has formally revised the lesson plan to integrate a more diversified range of figure-drawing strategies. This pedagogical evolution will prioritize the expansion of demonstration techniques and amplified

classroom communication, ensuring that all students maintain their focus on anatomical precision and narrative expression regardless of external variables. By formalizing these instructional enhancements and maintaining the current rhythm of vocabulary-rich lecture and critique cycles, the division is well-positioned to sustain the high level of technical rigor and creative depth achieved during this cycle.

ARTS 1630: Painting I

Assessment data for the 2025–2026 academic year confirms that the division’s focus on traditional oil painting practices, underpinned by a rigorous integration of color theory and historical context, has resulted in exceptional student performance. The strategic shift toward live, supervised studio demonstrations—complemented by structural enhancements to student art kits—has driven a quantitative 2% increase in students exceeding expectations. By grounding technical skill acquisition in historical and global painting practices, the curriculum has successfully empowered students to synthesize complex technical mastery with the application of personal and cultural perspectives.

To maintain this high-performing trajectory for the 2026–2027 academic year, the division is enacting a multi-phase optimization strategy. While classroom operational procedures and color theory frameworks have proven highly effective and require no further modification, the division is addressing resource-based constraints to further improve hands-on learning. The instructor will prioritize an evaluation of studio time allocations and equipment acquisition to ensure students can independently master foundational canvas construction—a capability currently limited by external constraints. Furthermore, the division will refine the internal components of the student art kit to ensure all materials, specifically precision brush sets, meet the high-performance standards established by the curriculum. By continuing to calibrate assessment rubrics within the Mastery Gradebook and reinforcing accountability through integrated participation structures, the division remains committed to fostering a rigorous, high-velocity learning environment in the painting studio.

ARTS 2610: Drawing II

Assessment data for the 2025–2026 academic year confirms that the division’s strategic curricular enhancements—centered on media versatility, abstract translation, and rigorous analytical discourse—have yielded significant academic gains. By systematically guiding students through the application of both wet and dry color media and challenging them to translate observed subjects into non-representational imagery, the curriculum has successfully fostered a high degree of visual and conceptual agility. These instructional advancements, paired with the implementation of a new assessment rubric and a formal written critique policy, have resulted in a measurable performance increase of 3% in students meeting benchmarks and 2% in those exceeding them.

To sustain this high-performing trajectory for the 2026–2027 academic year, the division is committing to a continuous refinement cycle. The instructor will maintain the current emphasis on historical and conceptual strategies during studio demonstrations, while iteratively calibrating assignment rubrics to ensure the Mastery Gradebook provides an increasingly precise reflection of student growth. Furthermore, the division will continue to institutionalize the formal critique policy, utilizing targeted questioning to push students toward deeper, more sophisticated responses to their own work and that of their peers. By formalizing these data-driven interventions and maintaining the current rhythm of specialized vocabulary application, the division is positioned to ensure that Drawing II students consistently reach and surpass advanced benchmarks in technical execution and analytical critique.

DANC 1110: Dance Appreciation

Assessment data for the 2025–2026 academic year confirms that the current pedagogical structure, anchored by a standardized final examination as a core measure of Student Learning Outcomes (SLOs),

remains highly effective. Following a systematic update of matching-question components during the Spring 2026 semester, the division has observed consistent performance metrics that indicate a majority of students are successfully meeting established expectations. Notably, longitudinal analysis—now spanning six academic years—demonstrates that even in instances where final examination scores fluctuate below the 70% threshold, students consistently achieve an overall passing grade for the course, suggesting a robust secondary mastery of course content.

Given that established performance thresholds were successfully met throughout this cycle, the division has determined that no major structural changes are required for the 2026–2027 academic year. The division will maintain its current instructional framework while committing to an iterative "fine-tuning" process; this involves the ongoing, minor calibration of examination questions and the continuous revision of course materials to further enhance student comprehension of dance history and appreciation. By monitoring long-term performance trends and making precise, data-informed adjustments, the division ensures instructional stability while fostering a consistent environment for student success.

MUSC 1130: Music Appreciation

Assessment data for the 2025–2026 academic year confirms that the division's multi-layered pedagogical framework—combining highly specific analytical prompts, scaffolded writing support, and structured study resources—has successfully driven widespread student success and advanced engagement. The cohort demonstrated exceptional proficiency in peer-to-peer analytical dialogue and terminal content retention, with high-impact writing scaffolds effectively mitigating the technical friction of high-stakes research. Furthermore, the division's commitment to primary-source experiential learning has proven to be a vital anchor for student interpretive writing.

To sustain this high-performing trajectory and ensure uniform academic discipline across all sections for the 2026–2027 academic year, the division is enacting a systematic "closing of the loop" strategy: 1. Faculty will prioritize live, in-person performance attendance while maintaining a curated, multi-genre digital registry of professional performances to ensure equitable access. 2. To move from passive resource availability to active student mastery, instructors are embedding mandatory Writing Center checkpoints, APA micro-modules, and peer-review workshops centered on structural outline alignment early in the research pipeline. 3. Controlled Modeling: Faculty will introduce annotated, topic-distinct exemplary papers to provide visual anchors for structural expectations, while utilizing scaffolded template verification to ensure students maintain independent critical thinking. 3. The division will transition study guides from recommended tools to mandatory, low-stakes digital milestones, embedding them into the weekly module flow to serve as a disciplined, long-term preparation strategy for summative evaluations.

By formalizing these structural checkpoints and resource-engagement milestones, the division is transforming previously optional high-impact practices into foundational student habits, ensuring all learners meet and surpass advanced divisional benchmarks.

THEA 1110: Introduction to Theatre

Assessment data for the 2025–2026 academic year establishes a vital foundation for the course following its re-introduction. This instructional cycle functioned as a diagnostic period, allowing the division to refine the alignment between foundational content literacy and summative assessment. The implementation of open-resource, inquiry-based quiz frameworks proved highly effective in incentivizing textbook engagement, while project-based experiential assessments fostered high student participation and genuine enthusiasm. Faculty reflections confirm that the current structural scaffolds—

including comprehensive study guides and transparent, explicit project rubrics—successfully mitigated performance anxiety and established a stable baseline of content familiarity across all sections.

CANCELED/LOW ENROLLMENT CLASSES:

The following General Education courses offered at CCC were either not scheduled, canceled due to low enrollment, or omitted from this reporting cycle due to low enrollment.

ANTH 1180 The Dawn of Humanity
ARTH 2110 History of Art I
ARTH 2120 History of Art II
ARTS 2211 Portraiture
ARTS 2330 Functional Ceramics II
ARTS 2410 Black & White Photography
AGRO 1110C INTRODUCTION TO PLANT SCIENCE LECTURE & LAB
ANSC 1120C Introduction to Animal Science Lecture & Lab
BIOL 2410C Principles of Biology: Genetics Lecture & Lab
ENGL 1410 Introduction to Literature
ENGL 2370 Introduction to the Novel
ENGL 2380 Introduction to Short Fiction
ENGL 2610 American Literature I
ENGL 2620 American Literature II
ENGL 2630 British Literature I
ENGL 2640 British Literature II
HIST 1170 Survey of Early Latin America
HIST 1180 Survey of Modern Latin America
HIST 2145 American Military History
HUMN 2110 Introduction to World Humanities II
MATH 2430 DISCRETE MATHEMATICS
MUSC 1220 Fundamentals of Piano for Non-Majors
PHIL 2230 Philosophical Thought
RELG 1510 Life of Christ
RELG 2130 History of Christianity
RELG 2140 The Book of Acts
RELG 2220 Women of the Bible
RELG 2230 Men of the Bible

SOCI 2310 Contemporary Social Problems

THEA 1130 Introduction to Film

THEA 1990 Practicum

THEA 1220 Beginning Acting

THEA 2220 Intermediate Acting

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	23/27 = 85.1% 	19/23 = 82.6% 	15/19 = 78.9% 
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.			
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.			
SLO 3: Analyze a potential audience and tailor a speech to that audience.			
SLO 4: Evaluate presentations according to specific criteria.			
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.			
SLO 6: Recognize diversity and ethical considerations in public speaking.			



= Met



= Almost Met
(within 5%)



= Not Met

Content Area I

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy
COMM 2120 – Interpersonal Communications			
SLO 1: Define and describe basic interpersonal communication terms and concepts	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.	N	N	N
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	A	A	A
SLO 5: Recognize diversity and ethical considerations in interpersonal interactions.	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

Content Area I

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy
ENGL 1110 – Composition I			
SLO 1: Analyze communication through reading and writing skills.	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		



= Met



= Almost Met
(within 5%)



= Not Met

Content Area I

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area I

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy
ENGL 2210 – Professional and Technical Communication			
SLO 1: Choose professional communication appropriate for audiences and situations	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
Content Area II (Mathematics) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	36/50= 72% 	37/53= 69% 	35/51= 68% 
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets			
SLO 2: Use and solve various kinds of equations			
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols			
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications			



= Met



= Almost Met
(within 5%)



= Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1220 – College Algebra			
SLO 1: Use function notation; perform function arithmetic, including composition; find inverse functions.	N	N	N
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.	N	N	N
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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 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.			
SLO 2: Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.			
SLO 3: Students will be able to solve non-right triangles using the Law of Sines and the Law of Cosines.			
SLO 4: Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle, and power reduction formulas.			
SLO 5: Students will be able to graph the six trigonometric functions, their transformations, and their inverses.			
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.			
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.			
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.			
SLO 9: Students will be able to work with the trigonometric form of complex numbers, including using DeMoivre's formula.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area II

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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area II

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area II

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area II

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

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 2531 – Calculus III			
SLO 1: (Vector Operations) Perform basic operations on vectors in 3-D: addition, subtraction, scalar multiplication, dot product. Visualize addition, subtraction and scalar multiplication geometrically, state geometric meaning of dot product and cross product, recognize and write down the equations defining lines and planes, and draw geometric information from the equations (such as a point on lines/planes, tangent and normal vectors, intersections)			
SLO 2: (Vector-valued Functions of One Variable) Visualize given functions as curves in space, find functional parametrization of given curves, find their derivatives and interpret them as tangent vectors to curves; for functions describing the motion of a particle, interpret derivatives as velocity and acceleration; solve initial value problems.			
SLO 3: (Scalar-valued Functions of Several Variables) Visualize functions of two variables by graphs in space or level curves in the plane; visualize functions of three variables by level surfaces in space; recognize and graph equations for conic sections and for surfaces of revolution; state what it means for a limit of a function of several variables to exist; compute partial derivatives, gradients, directional derivatives and understand their meanings, e.g. with respect to direction of fastest growth and tangent planes; compute the gradient of a function and state its geometric significance; solve min/max problems with or without constraints (using substitution or Lagrange multipliers for the former) explain why the Lagrange multiplier method works.			
SLO 4: (Double and Triple Integrals) Compute by reducing to an iterated integral, by changing the order of integration, by changing from Cartesian coordinates to cylindrical or spherical coordinates and vice-versa; use double and triple integrals to compute areas, volumes, centers of mass.			
SLO 5: (Vector Fields) Visualize basic vector fields by flow lines and integral curves; state the definition of a gradient (or conservative) vector field and how to recognize one and compute a potential function; compute the divergence and curl of a vector field; rules for differentiation; recognize permissible and non-permissible operations.			
SLO 6: (Line Integrals) Compute line integrals such as arc length, work, circulation using the parametrization of a curve; compute using the Fundamental Theorem of Line Integrals when applicable; state Green's theorem (2-D), apply it to examples.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area III (Science) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	109/131= 83% 	57/62= 66% 	98/126= 77% 
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 1: Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.			
SLO 2: Explain how chemical and physical principles apply to biological processes at the cellular level.			
SLO 3: Understand basic concepts of cell biology.			
SLO 4: Understand that all organisms share properties of life as a consequence of their common ancestry.			
SLO 5: Understand fundamental processes of molecular biology.			
SLO 6: Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.			
SLO 7: Understand the criteria for species status and the mechanisms by which new species arise.			
SLO 8: Understand methods for inferring phylogenetic relationships and the basis for biological classification.			
SLO 9: Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.			
SLO 10: Explain the importance of the scientific method for addressing important contemporary biological issues.			
SLO 11: Employ critical thinking skills to judge the validity of information from a scientific perspective.			
SLO 12: Apply the scientific method to formulate questions and develop testable hypotheses.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 13: Analyze information/data and draw conclusions.	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area III

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

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.	Y		Y
SLO 2: Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids)	Y		
SLO 3: Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells.	Y		
SLO 4: Understand how organisms maintain homeostasis in a dynamic environment.	Y		Y
SLO 5: Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms.	Y		
SLO 6: Describe membrane structure and function.	Y		
SLO 7: Describe and analyze the nature of bioenergetic transformations and metabolism within the cell.	Y		
SLO 8: Describe the processes of cellular respiration and photosynthesis.	A		A
SLO 9: Analyze with specific detail the processes of DNA replication, transcription, and translation.	Y		Y
SLO 10: Analyze with specific detail the types, mechanisms, and regulation of cellular division.	Y		Y
SLO 11: Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes.	Y		

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	N	N	
SLO 2: Describe multi cellular organization.			N
SLO 3: Distinguish and describe major tissue types.	N		
SLO 4: Describe the structure and function of the integumentary system.	A		A
SLO 5: Describe the structure and function of the skeletal system.	N		N
SLO 6: Describe the structure and function of the muscular system.	N		N
SLO 7: Describe the structure and function of the nervous system.	N		N
SLO 8: Describe the structure and function of the special senses.	N		N
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	N		N
SLO 10: Apply the scientific method correctly.		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.	A	A	
SLO 15: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	A		A
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	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
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.	A		A
SLO 5: Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.	A		A
SLO 6: Explain heredity and genetic control.	A		A
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
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.	A		
SLO 14: Analyze heredity and genetic control.	A	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 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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 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			
SLO 2: Identify elements from their name or symbol; use the periodic table to describe reactivity patterns of elements and to predict compound formation			
SLO 3: Describe the basic structure of an atom using subatomic particles, and apply these concepts to nuclear reactions			
SLO 4: Describe ion formation and the difference between covalent and ionic compounds. Name and write formulas for ionic and simple molecular compounds.			
SLO 5: Write and balance chemical reactions. Use balance reactions in stoichiometric calculations			
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.			
SLO 7: Explain different types of energy and how energy is released or absorbed in a reaction			
SLO 8: Describe acid and base behavior			
SLO 9: Explain the intermolecular attractive forces that determine physical properties; apply this knowledge to qualitatively evaluate these forces and predict the physical properties that result			
SLO 10: Practice concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate lab safety guidelines			
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			
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital			

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

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 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		

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1215C – General Chemistry I Lecture & Lab (for STEM)			
SLO 1: Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science:			Y
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			Y
SLO 5: Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties			N
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			A
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			N
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
CHEM 1225C – General Chemistry II Lecture & Lab (for STEM)			
SLO 1: Explain the intermolecular attractive forces that determine physical properties and phase transitions, and apply this knowledge to qualitatively evaluate these forces from structure and to predict the physical properties that result.			
SLO 2: Calculate solution concentrations in various units, explain the effects of temperature, pressure and structure on solubility, and describe the colligative properties of solutions, and determine solution concentrations using colligative property values and vice versa.			
SLO 3: Explain rates of reaction, rate laws, and half life, determine the rate, rate law and rate constant of a reaction and calculate concentration as a function of time and vice versa, as well as explain the collision model of reaction dynamics and derive a rate law from a reaction mechanism, evaluating the consistency of a mechanism of a given rate law.			
SLO 4: Describe the dynamic nature of chemical equilibrium and its relation to reaction rates, and apply LeChatelier's Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures as well as describe the equilibrium constant and use it to determine whether equilibrium has been established, and calculate equilibrium constants from equilibrium concentrations and vice versa.			
SLO 5: Describe the different models of acids and base behavior and the molecular basis for acid strength, as well as apply equilibrium principles to aqueous solutions, including acid base and solubility reactions, and calculate pH and species concentrations in buffered and unbuffered solutions.			
SLO 6: Explain titration curves and speciation diagrams, as well as calculate concentrations of reactants from the former and determine dominant species as a function of pH from the latter.			
SLO 7: Explain and calculate the thermodynamic functions, enthalpy, entropy and Gibbs free energy, for a chemical system, and relate these functions to equilibrium constants and reaction spontaneity; balance redox equations, express them as two half reactions and evaluate the potential, free energy and equilibrium K for the reaction, as well as predict the spontaneous direction.			
SLO 8: Construct a model of a galvanic or electrolytic cell; or describe organic reactions.			

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

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1225C – General Chemistry II Lecture & Lab (for STEM) (cont.)			
SLO 9: Describe bonding theories, such as valence and molecular orbital theory.	Y		
SLO 10: Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines	Y		
SLO 11: 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	Y		
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)	Y		
SLO 13: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.	Y		
SLO 14: Perform basic laboratory operations related to, but not limited to, gas behavior, colligative properties of solutions, calorimetry, chemical kinetics, chemical equilibria, acid/base, titrations, electrochemistry, metal reactivity, and qualitative analyses of ions.	Y		
SLO 15: Draw conclusions based on data and analyses from laboratory experiments	Y	Y	Y
SLO 16: Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required	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.			
SLO 2: Apply concepts of thermodynamics (such as heat, temperature, internal energy, entropy) to simple processes.			
SLO 3: Apply concepts of electricity and magnetism (such as fields, potential, charge conservation, static and dynamic induction) to simple circuits, motors, and other simple contrivances.			
SLO 4: Apply simple geometric and wave optics in simple situations.			
SLO 5: Test ideas using modern laboratory equipment.			
SLO 6: Estimate experimental uncertainties.			
SLO 7: Use computers to analyze and report laboratory results.			
SLO 8: Draw appropriate conclusions from quantitative scientific observations.			
SLO 9: Accurately and clearly communicate the results of scientific experiments.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area 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 and Lab			
SLO 1: Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.	Y	Y	Y
SLO 2: Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the motion of particles in one and two dimensions.	Y	Y	Y
SLO 3: Apply principles of Newtonian mechanics to predict and account for simple phenomena modeled by the motion of a rigid body in two dimensions.	Y	Y	Y
SLO 4: Apply Newton's theory of gravitation to circular orbits and demonstrate understanding of how Kepler's laws of planetary motion provide the empirical foundation for Newton's theory.	Y	Y	Y
SLO 5: Apply the mathematics of vectors to the principles of Newtonian mechanics.	Y	Y	Y
SLO 6: Apply principles of Newtonian mechanics to the case of static and dynamic incompressible fluids, including Archimedes' and Bernoulli's principles.	Y	Y	Y
SLO 7: Explain the scientific method.	Y	Y	Y
SLO 8: Test ideas using modern laboratory equipment.	Y	Y	Y
SLO 9: Estimate experimental uncertainties using statistical methods.	Y	Y	Y
SLO 10: Use computers to analyze and report laboratory results.	Y	Y	Y
SLO 11: Draw appropriate conclusions from quantitative scientific observations.	Y	Y	Y
SLO 12: Accurately and clearly communicate the results of scientific experiments.	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 1240C – Algebra-Based Physics II and Lab			
SLO 1: Be able to state Coulomb's Law and Gauss's laws and apply them.	Y	Y	Y
SLO 2: Apply the concepts of electric charge, electric field and electric potential to solve problems.	Y	Y	Y
SLO 3: Analyze simple DC and AC circuits.	Y	Y	Y
SLO 4: Apply the Lorentz force to solve problems.	Y	Y	Y
SLO 5: Apply Faraday's law of induction (and Lenz's law) to solve problems.	Y	Y	Y
SLO 6: Apply ray optics to practical lens systems such as microscopes and corrective lenses.	N	N	N
SLO 7: Apply the wave nature of light to the phenomena of reflection, refraction, and diffraction.	N	N	N
SLO 8: Explain the scientific method..	Y	Y	Y
SLO 9: Test ideas using modern laboratory equipment.	Y	Y	Y
SLO 10: Estimate experimental uncertainties using statistical methods.	Y	Y	Y
SLO 11: Use computers to analyze and report laboratory results.	Y	Y	Y
SLO 12: Draw appropriate conclusions from quantitative scientific observations.	Y	Y	Y
SLO 13: Accurately and clearly communicate the results of scientific experiments.	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
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	37/51= 72% 	37/50= 74% 	28/39= 71% 
ANTH 1140 – Introduction to Cultural Anthropology			
SLO 1: Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline			
SLO 2: Comprehend the importance of studying cultural anthropology.			
SLO 3: Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected			
SLO 4: Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures			
SLO 5: Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures			
SLO 6: Gain a sense of relationship with people processing different experiences from their own			
SLO 7: Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ECON 2110 – Macroeconomic Principles			
SLO 1: Explain the concepts of opportunity cost, comparative advantage, and exchange.			
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.			
SLO 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.			
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.			
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.			
SLO 6: Define fiscal policy and monetary policy and how these affect the economy.			
SLO 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area IV

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area IV

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
PSYC 1110 – Introduction to Psychology			
SLO 1: Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.	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.	Y	Y	
SLO 5: Develop use of APA format and citations in academic research.	Y	Y	



= Met



= Almost Met
(within 5%)



= Not Met

Content Area IV

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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
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	



= Met



= Almost Met
(within 5%)



= Not Met

Content Area IV

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
SOCI 1110 – Introduction to Sociology			
SLO 1: Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
SOCI 2240 – Sociology of Intimate Relationships & Family			
SLO 1: Explain the sociological approaches to researching intimate relationships and families.	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 2 Information & Digital Literacy	NMES 4 P&S Responsibility
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	54/56 = 96% 	62/64 = 96% 	57/59 = 96% 
HIST 1110 – United States History I			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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



= Met

= Almost Met
(within 5%)

= Not Met

Content Area V

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
PHIL 1120 – Logic Reasoning, and Critical Thinking			
SLO 1: Comprehend components of arguments.	Y	Y	Y
SLO 2: Acquire a general understanding of the essential logical concepts needed for argument analysis, such as validity, soundness, deduction, and induction.	Y	Y	Y
SLO 3: Critically assess arguments with an aim toward identifying what constitutes effective and reasonable argument strategies.	Y	Y	Y
SLO 4: Learn to identify common logical fallacies.	Y	Y	Y
SLO 5: Apply knowledge of argumentation principles to philosophical and scholarly texts.	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
PHIL 2110 – Introduction to Ethics			
SLO 1: Apply traditional and modern ethical theories to the concrete topics that exemplify moral dilemmas or represent a larger social, political, historical, or cultural controversy.			
SLO 2: Articulate the difference between individual (morality as personal autonomy that corresponds to ethical system) and social morality (ethics as a value system).			
SLO 3: Discuss current ethical topics based on the research and reliable sources.			
SLO 4: Communicate clearly her/his ethical views. Taking a stand on the issue.			
SLO 5: Offer solutions to ethical problems based on the research and reliable sources, argumentation, and digital media.			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 1126 – New Testament			
SLO 1: Students will demonstrate knowledge of the chronology of the history of early Christian belief and practice, emphasizing significant events, personalities, and diverse cultural settings as they influenced the development of the faith.	Y	Y	Y
SLO 2: Students will be able to identify and explain core theories, methods, and approaches to study the New Testament.	Y	Y	Y
SLO 3: Students will be able to identify and explain aspects of the moral, ethical, and theological messages of the New Testament.	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

Content Area V

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area V

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

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area VI (Fine Art) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	44/44 = 100% 	44/44 = 100% 	40/40 = 100% 
ARTH 1110 – Art Appreciation			
SLO 1: Trace the development of diverse art and architecture styles			
SLO 2: Compare and contrast the major art and architectural styles			
SLO 3: Use art terms and explain basic art concepts			
SLO 4: Analyze the visual elements and design principles in masterworks of art			
SLO 5: Describe masterpieces objectively, with emphasis on contemporary works			
SLO 6: Gain general knowledge of the history of artistic production			
SLO 7: Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music			
SLO 8: Distinguish the elements and principles of design and explain how they are being used in a given piece of art			

 = Met

 = Almost Met
(within 5%)

 = Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
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)	Y	Y	Y
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	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1250 – Design II			
SLO 1: 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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1610 – Drawing I			
SLO 1: Produce drawings that demonstrate techniques and mechanics of observational drawing.	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.	Y	Y	Y
SLO 3: Create drawings primarily from observation with black and white traditional drawing media.	Y	Y	Y
SLO 4: Demonstrate effective verbal or written response to one's own art and art of others.	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1630 – Painting I			
SLO 1: Produce paintings that demonstrate the tradition of methods, techniques, materials and tools of oil painting.	Y	Y	Y
SLO 2: Construct a variety of support structures and grounds on which paintings are created.	Y	Y	Y
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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 2610 – Drawing II			
SLO 1: Create drawings in wet and dry color media.	Y	Y	Y
SLO 2: Practice analyzing and visually translating observed subjects from realistic, referential, and/or objective form to non-representational or abstract imagery in drawings.	Y	Y	Y
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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Content of slide for each NMES: course SLO summative assessment values (all students assessed in an academic year) and whether student mastery of SLO requirements for the course were MET, ALMOST MET, or NOT MET	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
DANC 1110 – Dance Appreciation			
SLO 1: Explain a range of ideas about the place of dance in our society.	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Content of slide for each NMES: course SLO summative assessment values (all students assessed in an academic year) and whether student mastery of SLO requirements for the course were MET, ALMOST MET, or NOT MET	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
MUSC 1130 – Music Appreciation: Western Music			
SLO 1: Develop a vocabulary of musical terms, and be able to describe music using those terms.	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



= Met



= Almost Met
(within 5%)



= Not Met

Content Area VI

Content of slide for each NMES: course SLO summative assessment values (all students assessed in an academic year) and whether student mastery of SLO requirements for the course were MET, ALMOST MET, or NOT MET	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
THEA 1110 – Introduction to Theatre			
SLO 1: Define and discuss basic theater terms and concepts.	Y	Y	Y
SLO 2: Discuss the fundamental elements of theatre, and the ways in which theatre differs from other art forms.	Y	Y	Y
SLO 3: Analyze and critique the elements of a live theatrical production.	Y	Y	Y
SLO 4: Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.	Y	Y	Y



= Met



= Almost Met
(within 5%)



= Not Met

2024-25 NMES Institutional Summary

 = Met

 = Almost Met
(within 5%)

 = 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					
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	23/27 = 85.5%	19/23 = 82.6%	15/19 = 78.9%		
Content Area II – Mathematics Goal: 75% or more SLOs Meet Expectations					
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	36/50 = 72%	37/53 = 69%			35/51 = 68%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations					
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		109/113= 83%		57/62 = 66%	98/126 = 59%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations					
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	37/51 = 72%	37/50 = 74%		28/39 = 71%	
Content Area V – Humanities Goal: 75% or more SLOs Meet Expectations					
Content Area V – Overall SLO Status # SLOs meeting standards/Total # SLOs		54/56 = 96%	62/64 = 96%	57/59 = 96%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations					
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	44/44 = 100%	44/44 = 100%		40/40 = 100%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations					
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	140/172 = 80.9%	300/339 = 88.4%	77/83 = 92.7%	182/200 = 90.8%	133/177 = 75.1%

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:					
	2024-2025: 92.5% 2025-2026: 85.5%	2024-2025: 91% 2025-2026: 82.6%	2024-2025: 89% 2025-2026: 78.9%		
Content Area II – Mathematics:					
	2024-2025: 63% 2025-2026: 72%	2024-2025: 61% 2025-2026: 69%			2024-2025: 59% 2025-2026: 68%
Content Area III – Science:					
		2024-2025: 63% 2025-2026: 83%		2024-2025: 66% 2025-2026: 66%	2024-2025: 59% 2025-2026: 59%
Content Area IV – Social & Behavioral:					
	2024-2025: 69% 2025-2026: 72%	2024-2025: 70% 2025-2026: 74%		2024-2025: 69% 2025-2026: 71%	
Content Area V – Humanities:					
		2024-2025: 96% 2025-2026: 96%	2024-2025: 96% 2025-2026: 96%	2024-2025: 96% 2025-2026: 96%	
Content Area VI – Creative & Fine Arts:					
	2024-2025: 78% 2025-2026: 100%	2024-2025: 78% 2025-2026: 100%		2024-2025: 75% 2025-2026: 100%	
Institutional (Gen Ed Program) Status:					
	2024-2025: 74% 2025-2026: 80.9%	2024-2025: 73% 2025-2026: 88.4%	2024-2025: 95% 2025-2026: 92.7%	2024-2025: 78% 2025-2026: 90.8%	2024-2025: 59% 2025-2026: 75.1%