Edition

1st

GENERAL EDUCATION & ASSESSMENT HANDBOOK

Clovis Community College [New Mexico] | **Updated: July 2019**

General Education & Assessment Programs

General Education & Assessment Programs

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Section 1

Clovis Community College

This section provides a closer, more intimate look at Clovis Community College [New Mexico] as an institution of higher learning in rural eastern New Mexico. This section also examines the institution's relationship to general education and general education assessment prior to ***01 August 2019****.*

The nature of higher education is changing both in New Mexico and at the regional and national level. These changes are readily apparent within the recent mandates pushed by the **State of New Mexico** through the state legislature and those institutions responsible for higher education in the state. To complicate matters further, those accreditation agencies overseeing accreditation at Clovis Community College are demanding that changes be made to how things are done, especially when it comes to General Education.

Mission

Our mission is to provide high quality education and training that improves the lives of all students and ignites economic vitality in the community we serve.

Vision

Our vision is to become the college of choice for students seeking to improve their lives and for employers seeking to develop and grow a highly skilled workforce.

Institutional Values

Excellence. We insist on providing high quality, relevant education and training provided by highly talented faculty and staff who encourage and motivate our students to succeed.

Diversity. We seek to provide a safe environment for open and respectful dialog among individuals and groups from varied backgrounds and experiences.

Collaboration. We pursue meaningful partnerships because we believe we must all work together to make a difference in our community and world.

Flexibility. We seek to be creative in the times and methods we use to offer education and training because we know that our students have families and jobs that place important demands on their time.

Optimism. We strive to be the beacon of hope for our students and for the community because we know education improves the live of not only the students we serve, but also their families and the community overall.

Respect. We strive to be respectful and responsive in our interactions with students, employers, and community members.

Clovis Community College's Impact

Clovis Community College (CCC) is a locally controlled locally governed independent community college. The campus occupies approximately 100 acres of land with a $30 million facility. Our Allied Health Center opened in 2012 and provides state-of-the-art training facilities for students in the Allied Health occupations, which include nursing, radiologic technology, and physical therapy. CCC offers a wide range of degree and occupational programs and serves over 4,000 students in New Mexico and around the country. CCC has been designated a Hispanic Serving Institution by the U.S. Department of Education. CCC has also been named a Military Friendly School, a designation that honors the top 15 percent of college, universities, and trade schools in the country that are doing the most to embrace America's military service members, veterans, spouses, and dependents as students and ensure their success on campus. Our students come from a wide variety of educational and cultural backgrounds. With a $74 million annual economic impact on the region, Clovis Community College is a critical supplier of skilled workers to local industries. 78 percent of our Career-Technical graduates are successfully employed upon completing their programs.

Assessment Council Definition and Purpose

Per the Clovis Community College Governance Document (Revised 9/2015), pg. 7, the Assessment Council promotes effectiveness of instruction and services by:

- Maintaining a current assessment plan, which provides for regular appraisal of all instructional, service, and support functions of the institution.

- Collecting assessment data generated through implementation of the assessment plan and reporting periodically to the campus community and other appropriate

constituencies concerning findings, indications for improvement, corrective action implemented, and recommendations.

- Promoting education on the assessment function and encouraging all operating units to continually measure effectiveness and identify and implement changes to bring about improvement in performance.

- Evaluating and assisting with faculty assessment of student learning outcomes.

Membership: The Assessment Council includes in its membership the Executive Vice President, the Chief Information Officer, Division Chairs, four or more Faculty members, and a Secretary. The Executive Vice President shall appoint a Chair from among those holding membership in the faculty constituency group.

Meets: The Assessment Council meets at least twice each fall and spring semester and at the call of the Chair.

Per the Clovis Community College Governance Document (Revised 9/2015), pg. 4, **DEFINITION AND FUNCTION OF CONSTITUENT GROUPS**:

Faculty: This constituency group includes all exempt, non-classified full-time personnel whose job descriptions are primarily instructional and who are not identified as administrative or professional in assignment. All full-time faculty members, including division chairs employed on faculty contracts, are members of this group. This group is represented in the governance process through the Faculty Association of Clovis Community College (FACCC).

General Education & Assessment (Prior to 01 August 2019)

Philosophy of General Education.

All associate degrees at CCC contained an integrated core of general education requirements. These included, but were not limited to, courses in concentration areas of communication, English, mathematics, lab science, social and behavioral science, and humanities and fine arts. This core ensured that graduates possessed adequate literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and in society. Certificate programs included a combination of general education requirements and practical learning experiences within the discipline.

General Education Philosophy Statements.

The following general education philosophy statements summarized the competencies Clovis Community College students achieved through classes included in the General Education curriculum as well as in programs of study.

Clovis Community College students *should*

• **Be able** to write a well-developed, coherent, grammatically correct essay that demonstrates independent thought and integration of research.
• **Demonstrate** the ability to think critically, organize ideas, adapt to a particular audience, and make a credible oral presentation.
• **Demonstrate** the ability to observe, to perceive verbal and non-verbal communications, to organize information, and to effectively convey information and ideas orally.
• **Evolve** in their comprehension of science as an approach to problem-solving and the acquisition of knowledge.
• **Demonstrate** an understanding of cultural, social, and political structures and processes and their effects on individual, group, and societal behaviors.

General Education Assessment.

Prior to AY 2016–17, General Education course assessments were performed according to the scheduled rotation. Beginning AY 2016–17, assessments for all sections within General Education courses were performed annually (see Aug 18 and Dec 5, 2016, Assessment Committee Meeting Minutes). Annual assessments of student learning outcomes listed in the New Mexico General Education Core Competencies were divided into five State Competencies:

- **Area I**: Communications
- **Area II**: Mathematics
- **Area III**: Laboratory Science
- **Area IV**: Social/Behavioral Sciences
- **Area V**: Humanities and Fine Arts

Assessment Process (Prior to 01 August 2019).
Full-time and adjunct faculty were required to submit a comprehensive formal Core Competency Report each year (aggregating data and analyses from all sections taught for each course). Reports were submitted to the Division Chair overseeing the department writing the report. Division Chairs then reviewed, approved, and then submitted reports to the Assessment Committee for final review and inclusion in an annual **General Education Assessment Report** (**GEAR**). Core Competency Report content included the following information:

- Competencies being measured
- Assessment Procedures
- Assessment Results
- Use of data to enhance student learning

The General Education Assessment Reports are posted on the college's public Web site and are available to all interested parties (see below).
http://www.clovis.edu/consumerinfo/assessment.aspx

Section 2

General Education Program Assessment Rollout (AY 2019–20)

*This section provides a closer look at how Clovis Community College will roll out its new general education assessment plan starting **01 August 2019**. Moreover, readers will find in this section a detailed statement concerning the* Why *of SLO Reports (i.e., assessment).*

The New Mexico state legislature passed the **Post-Secondary Education Articulation Act**, which required the **New Mexico Higher Education Department** (**NMHED**) to consult with faculty to establish a common course numbering system for lower-division courses offered at public higher education institutions in the state. When **New Mexico (Common) Course Numbering System** (**NMCCN**) was established, the steering committee decided to include both common and unique courses to the system. The decision to include unique courses was made to prevent the assignment of the same four-letter prefix and four-digit number to courses that are offered at only a single institution.

The goal of the NMCCN is to improve the articulation and transfer of courses between New Mexico's Higher Education Institutions. To this end, when students transfer between two New Mexico public or participating tribal institutions, a course taken at the sending institution transfers as the course carrying the same NMCCN designation at the receiving institution.

For an institution to offer a common course, the institution must adopt the approved four-letter and four-number designator, course description, and **all** of the listed course student learning outcomes (**SLOs**).

On top of the state-mandated course changes, our institution also received a recommendation from the **Higher Learning Commission** (**HLC**) to re-examine how we assess General Education. Prior to August 01, 2019, assessment of General Education was based on NMHED's **General Education Assessment Report (GEAR)** requirements. Our campus required course assessment of every section of every General Education course taught each academic year. These assessment reports were compiled into a single report and posted on the Assessment Program Web page. This process has changed to assess NMHED's **Five Essential Skills (NMES)** and

their **component skills** across the General Education disciplines, rather than by course. General Education after August 01, 2019 is assessed as a program, with the NMES designated as **program learning outcomes** (**PLOs**). (These PLOs are referred to as NMES or the Five Essential Skills to avoid confusion.) Initially, course student learning outcomes (**SLOs**) will be aligned to these Essential Skills and their component skills and student mastery measured and reported for every section of each General Education course taught in an Academic Year at Clovis Community College. Once General Education courses have all completed this process, non-General Education courses and programs will also align applicable SLOs and their measurement tools to those same Five Essential Skills. This provides a customer/end-user perspective of the General Education Program's effectiveness.

General Education & Assessment (Effective 01 August 2019)

Substantial Changes to Assessment

General Education in New Mexico significantly changed effective **01 August 2019**. There are two General Education models in effect statewide: one for Associate and Bachelor degrees (excluding the Associate of Applied Science Degree), consisting of **31 credit hours,** and one for Associate of Applied Science Degree, consisting of **15 credit hours**.

For Associate and Bachelor degrees 31 credit hours (excluding Associate of Applied Science Degrees)	For Associate of Applied Science Degrees 15 credit hours
Fixed 22. **At least 22 credit hours of courses in the following six content areas:**	**Fixed 12.** **At least 12 credit hours of courses from four of the following six content areas:**
communications (6 credits)	communications
mathematics (3 credits)	mathematics
science (4 credits)	science
social and behavioral science (3 credits)	social and behavioral science
humanities (3 credits)	humanities
creative and fine arts (3 credits)	creative and fine arts

Flexible nine	Flexible three
the content areas listed above	the content areas listed above
other content areas that the institution deems appropriate	other content areas that the institution deems appropriate

Table 1. – Degree Gen Ed Credit Hour Requirements

General Education is now divided into **six content areas** instead of the previous five. These content areas can be found below, with the courses Clovis Community College offers in each content area (as seen in the Clovis Community College AY 2019–2020 Catalog, pp. 31–32).

Content Areas (and Courses Offered at Clovis Community College).

Area I. COMMUNICATION

a. **ENGL 1110** Composition I
b. **ENGL 1120** Composition II
ENGL 2210 Professional & Technical Communication
c. **COMM 1130** Public Speaking
COMM 2120 Interpersonal Communication

Area II. MATHEMATICS

a. **MATH 1130** Survey of Mathematics
MATH 1120 College Algebra or higher
MATH 1350 Introduction to Statistics

Area III. SCIENCE

a. **BIOL 1110C** General Biology Lecture & Lab
BIOL 11130C Introductory Anatomy & Physiology *Lecture & Lab (Non-Majors)*
BIOL 2210C Human Anatomy and Physiology I Lecture & Lab AND
BIOL 2225C Human Anatomy and Physiology II Lecture & Lab AND
BIOL 2310C Microbiology Lecture & Lab
b. **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 & Lab for STEM Majors
c. **PHYS 1115C** Survey of Physics with Lab
PHYS 1230C Algebra-Based Physics I Lecture and Lab
PHYS 1240C Algebra-Based Physics II Lecture and Lab (Highly recommended for pre-med majors)
d. **GEOL 1110C** Physical Geology Lecture and Lab

Area IV. SOCIAL AND BEHAVIORAL SCIENCE

a. **ECON 1110** Survey of Economics
ECON 2110 Macroeconomic Principles
ECON 2120.Microeconomic Principles
b. **POLS 1120** American National Government
POLS 2160 State and Local Government
c. **PSYC 1110** Introduction to Psychology
PSYC 2120 Development Psychology
PSYC 2130 Adolescent Psychology
PSYC 2140 Child Psychology
d. **SOCI 1110** Introduction to Sociology
SOCI 2240 Sociology of Intimate Relationships and Family
SOCI 2310 Contemporary Social Problems

e. **ANTH 1140** Introduction to Cultural Anthropology
ANTH 1180 Dawn of Humanity

Area V. HUMANITIES

a. **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

b. **PHIL 1120** Logic, Reasoning & Critical Thinking
PHIL 2110 Introduction to Ethics
PHIL 2230 Philosophical Thought

c. **HUMN 1110** Introduction to World Humanities I
HUMN 2110 Introduction to World Humanities II

d. **ENGL 1410** Introduction to Literature
ENGL 2350 Introduction to Drama
ENGL 2360 Introduction to Poetry
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

e. **SPAN 1110** Spanish I
SPAN 1120 Spanish II

Area VI. CREATIVE AND FINE ARTS

a. **ARTH 1110** Art Appreciation
ARTH 2110 History of Art I
ARTH 2120 History of Art II
ARTS 1240 Design I
ARTS 1250 Design II
ARTS 1340 Functional Ceramics I
ARTS 1610 Drawing I
ARTS 1630 Painting I
ARTS 2330 Functional Ceramics II
ARTS 2410 Black & White Photography
ARTS 2610 Drawing II
ARTS 2630 Painting II

b. **DANC 1110** Dance Appreciation

c. **MUSC 1130** Music Appreciation: Western Music
MUSC 1210 Fundamental of Music for Non-Majors

d. **THEA 1110** Introduction to Theatre
THEA 1130 Introduction to Film

New Mexico's Five Essential Skills

NMHED identified **Five Essential Skills (NMES)** that are shared across all disciplines. More importantly, the Five Essential Skills should, according to NMHED, prepare students for not only subsequent college courses but also for situations within the workplace, personal and social spheres, and civic life in New Mexico (and elsewhere). Three Essential Skills are associated with each of the six identified content areas (see Table 2). Faculty teaching within any of the six content areas must work to instill the three related Essential Skills in their students, while also addressing content and skills associated with the particular course.

The NMES (descriptions/goals added) are as follows:

- **I.** ***Communication:*** Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances. At the completion of the Communication component of the General Education curriculum, students should aim for, at minimum, the Developing level for each component skill. By practicing disciplinary communication skills in courses within a major field of study, undergraduates should reach the Proficiency level by the end of a baccalaureate degree program.

- **II.** ***Critical Thinking:*** To qualify for certification for the critical thinking skill, a course must cover (to some extent) all four component skills. The reason is due to the nature of critical thinking itself. Critical thinking is an organic skill: each of the subcomponents is intimately connected with the others. It is not good critical thinking practice to formulate one's conclusions and then go looking for evidence in support afterward. And as students collect and assess evidence, they must have some understanding of the logical relation between the evidence they are collecting and the conclusions they are trying to reach, or the problems they are trying to solve. For example, a student might painstakingly and meticulously gather meteorological evidence from a variety of independent sources in Las Cruces over the past five years. If the research question is to provide evidence for the hypothesis that there are anthropogenic causes of global warming, the student's evidence gathering efforts are mostly wasted. Note, however, it is entirely consistent with this requirement that some courses place more emphasis on a particular subskill or subskills. A history course emphasizing archival research might place particular emphasis on the evidence acquisition subskill and less emphasis on the other three component skills. A philosophy course might place more emphasis on the

reasoning subskill and less on the other three components. Students should be able to reach the Proficient level after two courses in this area.

- **III.** ***Information & Digital Literacy:*** A course focused on information and digital literacy as an essential skill should encompass three of the four component skills. Proficiency in Information & Digital Literacy is defined at a level appropriate to general education. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format.
- **IV.** ***Personal & Social Responsibility:*** This set of skills could be taught in a range of disciplines with different foci. For a course to be designated as one that teaches personal and social responsibility skills, it needs to focus on at least two of the below component skills. At the completion of the Personal and Social Responsibility component of the General Education curriculum, the student should be at the Developing level in all areas. An undergraduate in a related field should reach the Proficiency level by the end of a baccalaureate degree program.
- **V.** ***Quantitative Reasoning:*** Quantitative reasoning involve representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content (e.g. economics, psychology, chemistry) or otherwise accessible to students. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students. Students in quantitative reasoning courses will be expected to demonstrate competency at the proficiency level for all three component skills.

The following table identifies each of the essential skills associated with a Content Area and supplies links to each Essential Skills rubric on the NMHED Web site.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM

General Education Content Area	**Skills associated with the content area**
Communications	Communication Critical Thinking Information & Digital Literacy
Mathematics	Communication Critical Thinking Quantitative Reasoning
Science	Critical Thinking Personal & Social Responsibility Quantitative Reasoning
Social & Behavioral Sciences	Communication Critical Thinking Personal & Social Responsibility
Humanities	Critical Thinking Information & Digital Literacy Personal & Social Responsibility
Creative and Fine Arts	Communication Critical Thinking Personal & Social Responsibility

Table 2. – Content Areas & Associated NMES

Component Skills (as Identified by NMHED).

Each of the **Five Essential Skills** is comprised of a number of component skills. These component skills are seen below. Each NMES requires some or all of the component skills be taught and measured in the courses associated with a Content Area. These component skills can be accessed on the NMHED Web site (and below).

Communication Component Skills (Address All)

Content Areas: *Communications, Mathematics, Social & Behavioral Sciences, AND Creative and Fine Arts*

Genre and Medium Awareness, Application, and Versatility	Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).
Strategies for Understanding and Evaluating Messages	Applying strategies such as reading for main points, seeking key arguments, counterarguments, rebuttals, locating supporting documentation for arguments, reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
Evaluation and Production of Arguments	Evaluated the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

Table 3. – Communication NMES and Component Skills

Quantitative Reasoning Component Skills (Address All)

Content Areas: *Mathematics AND Science*

Communication/Representation of Quantitative Information	Express quantitative information symbolically, graphically, and in written or oral language.
Analysis of Quantitative Arguments	Interpret, analyze and critique information or a line of reasoning presented by others.
Application of Quantitative Models	Apply appropriate quantitative models to real world or other contextual problems.

Table 4. – Quantitative Reasoning NMES and Component Skills

Personal and Social Responsibility Component Skills (Address 2 of 5)

Content Areas: *Science, Social & Behavioral Sciences, Humanities, AND Creative and Fine Arts*

Intercultural reasoning and intercultural competence	Personal and social justice issues; working with different perspectives and ethnocentrism; compare and contrast solutions across social and cultural relationships
Sustainability and the natural and human worlds	The relationship among environmental, socio-cultural, political, and economic systems; local or global issues
Ethical reasoning	Ethical theories; the relationship between ethics and ethical systems and moral norms; a range of ethical perspectives and ethical solutions
Collaboration skills, teamwork and value systems	Shared ethical obligations and intercultural sensitivity; personal and mutual accountability; teamwork and collaboration
Civic discourse, civic knowledge, and engagement – local and global	Diverse positions on issues, values, or practices; respectful civic dialogue from differing perspectives; organizational, cultural, economic, or political factors

Table 5. – Personal & Social Responsibility NMES and Component Skills

Information and Digital Literacy Component Skills (Address 3 of 4)

Content Areas: *Communications AND Humanities*

Authority and Value of Information	Recognize the independent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.
Digital Literacy	Understand, communicate, compute, create, and design in digital environments.
Information Structures	Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.
Research as Inquiry	Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.

Table 6. – Information & Digital Literacy NMES and Component Skills

Critical Thinking Component Skills (Address All)

Content Areas: *COVERED BY ALL CONTENT AREAS*

Problem Setting	Delineate a problem or question. Students state problem/question appropriate to the context.
Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question
Evidence Evaluation	Evaluated evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Table 7. – Critical Thinking NMES and Component Skills

The Plan: Measuring General Education as a Program

- The General Education Assessment Plan operates on a continuous two-year cycle. At the end of each two-year cycle, the **Assessment Council** will prepare a **General Education Program Review**, to be submitted to the **Curriculum Council**. Upon approval of these bodies, the two-year **General Education Program Review** will be made available on the CCC Assessment Program's public web page. Public transparency is key to ensuring the continued trust and confidence the public and our stakeholders' place in CCC.

- The General Education Assessment Plan will adhere to the following assessment annual cycle:

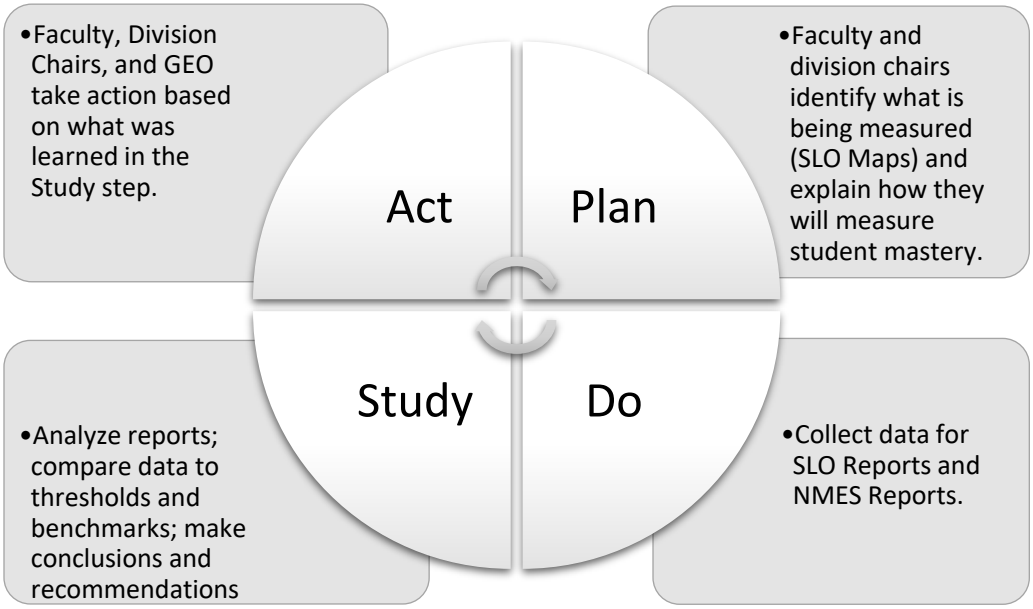

Figure 1. – Plan-Do-Study-Act Diagram

  - **Plan**: Faculty and their division chairs will have to identify what is being measured. They will also need to explain how (a mechanism) to measure (tools).

    - Departments within each division will need to define and support **thresholds** (mastery minimums) and **benchmarks** (mastery targets). Thresholds and benchmarks **must** be corroborated by industry standards or guidelines, transfer requirements, or program entry requirements. Thresholds and benchmarks **cannot** be arbitrary values. Furthermore, thresholds and benchmarks **should** be evaluated at the beginning of each academic year.

- Faculty determine how **SLOs** align to Component Skills and Essential Skills using a standardized **SLO Map**. (For non-General Education courses/programs (what will be referred to as Consumer Programs), divisions and instructors will be responsible for determining which Essential Skills their SLOs align with. Many programs outside of General Education are already doing this—for example, Physical Therapy.) The planning stage assists faculty with the creation of **SLO Reports** (See **Do**).

- **Do**: Produce SLO Reports and NMES Reports (using either traditional means and/or assessment software packages).

  - **SLO Reports** are produced by faculty and no other body. SLO Reports are the sources of information for the NMES Reports.

  - **NMES Reports** are produced by the Assessment Council and supplied to the appropriate oversight groups within Clovis Community College. NMES Reports are created using three perspectives: Content Area, Institution, and Programs.

- **Study**: All assessment data produced in the SLO Reports and the NMES Reports will be studied.

  - SLO Reports should be studied by faculty, division chairs, and program managers to identify strengths and areas for improvement at the course and/or program level.

  - NMES Reports should be studied by the Curriculum Council, the Assessment Council, and the Division Chairs/Program Directors. The emphasis of the study of NMES Reports is to locate trends and problems areas pertaining to NMES student mastery.

- **Act**: Take action based on what was learned in the Study step.

  - Faculty and Division Chairs review SLO Report conclusions recommended changes, and areas for improvement for modifications and adjustments at the course level and/or escalation for inclusion into an NMES Report.

  - Curriculum Council will recommend allocating resources to assist faculty/divisions in exceeding their thresholds and meeting their benchmarks.

  - Curriculum Council will offer feedback in the form of recommendations and areas of improvement.

- Curriculum Council will evaluate the General Education Comprehensive Program Review every two years during the two-year assessment cycle. This evaluation will follow similar protocols and formats as other formal CCC Program Reviews.

- Assessment Deliverables/Reports must adhere to and/or encourage the following principles:
  - Transparency at all levels. In other words, anyone can access and read the assessment data/SLO Reports.
  - Collaboration between the disciplines on campus, especially when it comes to Essential Skills.
  - Deliverables must encourage and support data-driven decision-making.
  - Presentation of deliverables/reports must be accessible (both in language, formatting, and visuals) to HLC, NMHED, legislators, auditors, members of the public, local industries, etc….
  - Must tie-in to retention and persistence efforts on campus.
  - Reports must offer a problem-solving tool(set) for administrators, directors, faculty, and committees.
  - Must be able to show trends, hotspots, and other relevant information that can be used for decision-making, allocation of resources, and support of fundamental student-oriented initiatives on campus.

The *Why* of the SLO Report

We measure what we value. The SLO Report (i.e., assessment) will be used to demonstrate how we provide high quality education, improve student lives, and ignite economic vitality in the region (and beyond). Examining student performance tied to the Five Essential Skills (NMES) quantifies changes in student mastery of soft skills that are highly sought after by employers. The Five Essential Skills ensure students are adaptable and able to navigate the twenty-first-century information age. Every SLO influences and improves student lives. They are the foundation for successful students and successful citizens.

General Education Program Oversight.

Purpose

- Close the Loop
  - Tie-in to Strategic Plan
  - Review & Study summarized NMES Reports from 3 perspectives:
    - Content Areas
    - Institutionally
    - Program (Customers)
  - Recommend resources to improve or address NMES Report findings

Authority and Areas of Responsibility

- Receive and review NMES Reports from Assessment Council
- Assigns taskings & requests further investigation/clarification
  - Discuss and recommend resources to address report findings
  - Request additional investigation into areas requiring improvement
- Program- and Student-Oriented (Area of Responsibility)
  - Assessment Council is assessment-oriented; prepares and presents NMES Reports

Composition

- Curriculum Council

Accountability

- Accountable to Board of Trustees, NMHED, HLC, and the public.

Section 3

Assessment Plan Implementation Milestones

Dates	*Milestones*
23-26 June 2019	Draft General Education Assessment Plan finalized
	SLO Map template created
	SLO Reports (replaces current assessment report) document template completed
	Assessment Software candidate programs identified, and initial research conducted
July 2019	General Education Program Assessment Plan approved & submitted to NMHED
August 2019	Phase I of General Education Program Assessment Rollout
	Select and purchase assessment software
September 2019	Clarify/Adopt **General Education Program**
	SLO Maps for all General Education courses are completed and submitted to the Assessment Council
October 2019	Curriculum Council establishes a recurring schedule for presentation of NMES Reports
	NMES Reports: -NMES results per Content Area -NMES results campus-wide (cross-discipline) -NMES results by program (Nursing, PT, Rad Tech, etc.)
December 2019	First SLO Reports created for the Fall semester
January 2020	Phase II – Launch use of SLO Maps and SLO Reports for Non-General Education courses
June – July 2020	SLO Reports for Academic Year completed
	Initial NMES Reports for Curriculum Council completed
August 2020	Division Chairs and Department Faculty close the loop at the course level with SLO Report reviews
	NNMES Reports presented by the Assessment Council to the Curriculum Council to close the loop institutionally

Table 8. – Implementation Milestones

Glossary

Assessment Cycle: Assessment at Clovis Community College has two recurring cycles: Annual and two-year. Each cycle follows the Plan-Do-Study-Act approach to continuous improvement. An assessment cycle consists of the following significant actions:

Align SLOs to NMES and component skills

Identify/Design **measurement tools** for each course SLO

Define and justify **thresholds** (mastery minimums) and **benchmarks** (mastery targets) for each SLO measurement tool

Collect data from measurement tools

Reflect on results: offer conclusions and recommendations, identify areas for improvement, explain the need for or benefits from specific additional resources

Share results within the assessment hierarchy: Faculty (full-time and adjunct), Department, Division, Assessment Council, and Curriculum Council.

Close the loop—follow through on conclusions and recommendations.

Implement action plans in response to data collected and recommended changes offered by Departments, Divisions, Assessment Council, and the Curriculum Council.

Benchmark. The level of mastery a student needs to achieve for industry certifications, meet program entry requirements, transfer to other higher education institutions, etc... Not all SLOs should have the same benchmark. Each discipline will need to determine their benchmarks and justify them. Benchmarks are also considered "best practice" levels of performance and "stretch targets" to improve performance.

Benchmark or Threshold Justification. An explanation of how a threshold or benchmark was determined. For example, a benchmark could be based on an industry certification or licensure requiring a score of 85% for the award of the certification or license. A threshold might be when a student requires a score of 75% to be considered for entry into a program or transfer credit to another institution.

Close the Loop: The transition from **Study** to **Act** in the PDSA cycle. Analyze student mastery for each Course SLO as scored with the measurement tool and compared to existing threshold and benchmark values. Draw conclusions: celebrate successes and acknowledge areas that need improvement. Suggest modifications to measurement tools, course content, content emphasis, assignments, thresholds and benchmarks, etc. and request additional funding, if needed. Make recommendations in one or more areas:

- Instructional Strategies: change delivery method; add more hands-on labs; increase/decrease the time for a unit of instruction
- Curriculum Changes: add a research paper; include online discussions;
- Student Support: use Referrals more; work with Tutoring Center on content
- Instructor Development: faculty mentoring; attend seminar/webinar/course
- Measurement Tools: add or remove tools, as needed; revise grading rubric

Component Skills: These are the subsidiary skills associated with New Mexico's Five Essential Skills and are more thoroughly identified and described elsewhere in this document.

Conclusions & Recommendations. After reviewing data collected from SLO measurement tools, report writers and contributors analyze measurement tool results; compare those results to threshold and benchmark performance requirements or to past predictions of performance improvements from changes to the course/program; summarize findings; and suggest continuation of successful practices, address areas needing improvement, and suggest additional resources to improve outcomes.

Course: Generally, a program of instruction in a college or university with a prescribed number of instruction periods or classes in a particular field of study. Courses can be comprised of multiple sections all having a common course description, set of student learning outcomes, and measurement tools.

Curriculum Council: This group oversees General Education Program effectiveness, reviews NMES Reports provided by the Assessment Council and recommends actions for Clovis Community College based on findings. See the General Education Oversight diagram located elsewhere in this document.

Faculty Member. An educator (adjunct or full-time) who instructs in one or more courses at a college or university.

General Education Criteria (GEC): These replace CCC's **General Education Philosophy Statement(s)** found in previous course catalogs and incorporate New Mexico's Five Essential Skills and their component skills. All verbiage remains consistent with the original language and terminology provided by NMHED.

Higher Learning Commission (HLC). An independent corporation founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, comprised of 19 states (including New Mexico).

Measurement Tool. Activity and mechanism used to measure student mastery of each SLO within a course (such as a test, term/research paper and rubric, online discussion and rubric, presentation and rubric, etc.). Measurement tools supply evidence that a student has learned or mastered the knowledge and/or skills expected of them.

New Mexico's Five Essential Skills (NMES): These serve as the college's **General Education Criteria**. These skills prepare students for not only subsequent college courses but also for situations within the workplace, personal and social spheres, and civic life in New Mexico (and elsewhere). These are more fully described elsewhere in this document.

Objective. Describes what an instructor or program aims to accomplish in the course or program. This is course-oriented, where student learning outcomes (SLOs) are student-oriented.

Rating: Student levels of mastery of NM Essential Skills and their Component Skills are described using three levels in each of the NMES Rubrics:

Emerging. Students are expected to reach this level of mastery by the end of their introductory courses.

Developing. Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.

Proficient. Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program at a four-year institution of higher learning.

Section: A single instance of a course. For example, MATH 1130-301 is a single class among several that may be offered in any given semester or academic year.

Student Learning Outcomes (SLOs): Concise statements made in measurable terms of what the student will know and be able to do by the end of a course or program at Clovis Community College. SLOs include what is accepted as evidence that a student has learned or mastered what was expected of them. The focus is entirely on the student.

SLO Map. A Clovis Community College document, the SLO Map is used by faculty to align course student learning outcomes (SLOs) to New Mexico's Five Essential Skills and their Component Skills. An SLO Map must be completed at the beginning of the annual assessment cycle. Faculty (along with Division Chairs) should evaluate and modify (as needed) existing SLO Maps each year to ensure data collection is effective. General Education SLO Maps must align course SLOs to required Content Area NMESs. Non-General Education SLO Maps should identify existing or desired alignment to NMES, but none is required by the State of New Mexico.

SLO Report. The SLO Report replaced the previous Assessment Report used by Clovis Community College's faculty members.

Each full-time faculty member must submit at least one SLO Report (approved and signed by the Division Chair) each Academic Year with their Performance Appraisal. An SLO Report can be created at the Section, Course, or Program level to fulfill this requirement.

All General Education courses taught in an Academic Year must have an SLO Report reviewed and signed by the Division Chair overseeing that course's department.

General Education courses with multiple sections and/or instructors will submit a single aggregate report for the course containing SLO results for all sections and overall for the course.

Threshold. These values signify the point at which students transition from one level of mastery to another (e.g. from emerging to developing, or vice versa). For SLOs, this should be the point at which students achieve the minimum level of mastery. Not all SLOs should have the same threshold. Each discipline will need to determine their thresholds and justify them.

Appendix A: Content Area SLO Maps

Content Area I SLO Map

CONTENT AREA I: COMMUNICATION NM Essential Skill (NMES) and Course (SLO) Alignment					
	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
NMES	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".

Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an 'A-B-C-D-E' to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
ENG 102: SLO-1	Measurement Tool:	Threshold: Benchmark:					
ENG 102: SLO-2	Measurement Tool:	Threshold: Benchmark:					

Content Area II SLO Map

CONTENT AREA II: MATHEMATICS
NM Essential Skill (NMES) and Course (SLO) Alignment

NMES	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".
Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
MATH 1130 SLO-1	Measurement Tool:	Threshold: Benchmark:					
MATH 1130 SLO-2	Measurement Tool:	Threshold: Benchmark:					

Content Area III SLO Map

CONTENT AREA III: SCIENCE
NM Essential Skill (NMES) and Course (SLO) Alignment

NMES	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".
Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
BIOL 1110C SLO-1	Measurement Tool:	Threshold: Benchmark:					
BIOL 1110C SLO-2	Measurement Tool:	Threshold: Benchmark:					

Content Area IV SLO Map

CONTENT AREA IV: SOCIAL AND BEHAVIORAL SCIENCE NM Essential Skill (NMES) and Course (SLO) Alignment					
	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
NMES	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".

Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
ECON 1110 SLO-1	Measurement Tool:	Threshold: Benchmark:					
ECON 1110 SLO-2	Measurement Tool:	Threshold: Benchmark:					

Content Area V SLO Map

CONTENT AREA V: HUMANITIES
NM Essential Skill (NMES) and Course (SLO) Alignment

NMES	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".
Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
HIST 1110 SLO-1	Measurement Tool:	Threshold: Benchmark:					
HIST 1110 SLO-2	Measurement Tool:	Threshold: Benchmark:					

Content Area VI SLO Map

CONTENT AREA VI: ARTS
NM Essential Skill (NMES) and Course (SLO) Alignment

NMES	1. Communication	2. Critical Thinking	3. Information & Digital Literacy	4. Personal &Social Responsibility	5. Quantitative Reasoning
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

COURSE NUMBER & TITLE: *********

Rank the expected level of mastery expected in this course for each Content Skill with an "X".

Emerging: Students are expected to reach this level of mastery by the end of their introductory courses.
Developing: Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners.
Proficient: Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.

		Emerging		Developing		Proficient
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.					
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.					
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.					
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.					
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.					

SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.

Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
Example	Measurement Tool: (*Discussions, research paper, speech, mid-term or final exams, etc.*)	Threshold:(*Minimum performance level*) Benchmark:(*Target for certification or program entry*)					
ARTH 1110 SLO-1	Measurement Tool:	Threshold: Benchmark:					
ARTH 1110 SLO-2	Measurement Tool:	Threshold: Benchmark:					