

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM
ASSESSMENT REPORT AY 2022-23

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September 1, 2023

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Institution Name: Clovis Community College
General Education Program Report

Content Areas:

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

This report fulfills program reporting requirements for this institution.

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GENERAL EDUCATION PROGRAM – ASSESSED COURSES

AREA I. COMMUNICATION

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

AREA II. MATHEMATICS

MATH 1130 SURVEY OF MATHEMATICS
MATH 1220 COLLEGE ALGEBRA
MATH 1230 TRIGONOMETRY
MATH 1350 INTRODUCTION TO STATISTICS
MATH 1512 CALCULUS I

AREA III. SCIENCE

BIOL 1110C GENERAL BIOLOGY LECTURE & LAB
BIOL 1130C INTRODUCTORY ANATOMY & PHYSIOLOGY LECTURE & LAB (NON-MAJORS)
BIOL 2110C PRINCIPLES OF BIOLOGY: CELLULAR AND MOLECULAR LECTURE & LAB
BIOL 2210C HUMAN ANATOMY AND PHYSIOLOGY I LECTURE & LAB
BIOL 2225C HUMAN ANATOMY AND PHYSIOLOGY II LECTURE & LAB
BIOL 2310C MICROBIOLOGY LECTURE & LAB
CHEM 1120C INTRODUCTION TO CHEMISTRY LECTURE & LAB (NON-MAJORS)
CHEM 1215C GENERAL CHEMISTRY I LECTURE & LABORATORY FOR STEM MAJORS
(HIGHLY RECOMMENDED FOR PRE-MED MAJORS)
CHEM 1225C GENERAL CHEMISTRY II LECTURE & LABORATORY FOR STEM MAJORS
PHYS 1115C SURVEY OF PHYSICS WITH LAB
PHYS 1230C ALGEBRA-BASED PHYSICS II LECTURE AND LAB

AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

ANTH 1140 INTRODUCTION TO CULTURAL ANTHROPOLOGY
ECON 2110 MACROECONOMIC PRINCIPLES
ECON 2120 MICROECONOMIC PRINCIPLES
POLS 1120 AMERICAN NATIONAL GOVERNMENT
PSYC 1110 INTRODUCTION TO PSYCHOLOGY
PSYC 2120 DEVELOPMENT PSYCHOLOGY
PSYC 2130 ADOLESCENT PSYCHOLOGY
PSYC 2140 CHILD PSYCHOLOGY

SOCI 1110 INTRODUCTION TO SOCIOLOGY
SOCI 2240 SOCIOLOGY OF INTIMATE RELATIONSHIPS AND FAMILY
SOCI 2310 CONTEMPORARY SOCIAL PROBLEMS

AREA V. HUMANITIES

ENGL 1410 INTRODUCTION TO LITERATURE
ENGL 2380 INTRODUCTION TO SHORT FICTION
HIST 1110 UNITED STATES HISTORY I
HIST 1120 UNITED STATES HISTORY II
HIST 1130 WORLD HISTORY I
HIST 1140 WORLD HISTORY II
HIST 1160 WESTERN CIVILIZATION II
HIST 2110 SURVEY OF NEW MEXICO HISTORY
HUMN 1110 INTRODUCTION TO WORLD HUMANITIES I
PHIL 1120 LOGIC, REASONING & CRITICAL THINKING
PHIL 2110 INTRODUCTION TO ETHICS
RELG 1110 INTRODUCTION TO WORLD RELIGIONS
RELG 1126 NEW TESTAMENT
RELG 2230 WOMEN OF THE BIBLE
SPAN 1110 SPANISH I
SPAN 1120 SPANISH II

AREA VI. CREATIVE AND FINE ARTS

ARTH 1110 ART APPRECIATION
DANC 1110 DANCE APPRECIATION
MUSC 1130 MUSIC APPRECIATION: WESTERN MUSIC

CLOVIS COMMUNITY COLLEGE AY 2022-23 ASSESSMENT PROCESS

BACKGROUND

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

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

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

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

CCC GENERAL EDUCATION ASSESSMENT

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

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

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

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

Criteria to Exceed Expectations is set at a level appropriate for those students seeking to 1) enter a competitive occupational program at CCC such as nursing, physical therapy, radiology, etc. 2) major in the course's discipline and transfer to a 4-year institution or 3) meet criteria for membership in organizations like Phi Theta Kappa. Achieving higher than minimum mastery levels is an indicator that students would be more likely to meet standards for entry into occupational programs or succeed at a new HEI.

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

ESSENTIAL SKILL "BUBBLE CHARTS"

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

A "bubble chart" format is used to communicate every course's SLO status, each Content Area's overall status, and each Essential Skill's standing at the institutional/program level. Courses with fewer than 5 students are not included due to potential FERPA violations resulting from disclosure of academic performance of individual students. Additionally, some assessment reports are not available due to 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 following charts are a quick reference that indicates the MET/ALMOST MET/NOT MET status of each NMES and every course SLO in all Content Areas. The first chart is a summary of the six Content Area SLOs and an Institutional status indicator for each Essential Skill showing overall performance of CCC's General Education program. A second chart compares the current report's results to prior year results and indicates whether performance improved, remained steady, or declined².

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

REFERENCES

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

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

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

INSTITUTION (GENERAL EDUCATION PROGRAM) SUMMARY

Academic Year 2022-23 is our 4th year assessing NMCCNS-approved General Education courses using the NMHED SLOs and Essential Skills (NMES). The NMES Institutional (Gen Ed Program) Summary chart contains the status of all six Content Areas as indicated by:

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

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

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

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

CONTENT AREA SUMMARIES

CONTENT AREA I – COMMUNICATIONS

COMM 1130 Public Speaking: AY 2022-23 saw an average increase of 19 students being assessed on the learning outcomes in this course. SLO 3 (Analyze a potential audience and tailor a speech to that audience) showed a decrease of 6.6% in the number of students mastering this learning outcome. This drop is primarily due to student performance under a new assessment tool (Speech with visual aid) piloted this year. Communications faculty are reviewing the new tool’s grading rubric to ensure it accurately assesses SLO expectations and student mastery requirements. Classes using the traditional tool (an Audience Analysis assignment) indicated 100% of assessed students MET Expectations while 94% EXCEEDED expectations.

Communications faculty developed a new set of assessment tools for each course SLO and piloted them in 4 of the 9 sections taught this past year. The new assessments incorporate specific criteria associated with each SLO’s requirements rather than relying on an overall assessment score that includes criteria not associated with the SLO mastery being evaluated. Overall, the new tools had rates comparable to the traditional assessment tools – except for SLO 3. These findings support changeover to the new tools (with some review and revision of SLO 3’s grading rubric) in the upcoming academic year.

No other changes to course content are being contemplated. Instructors will monitor assessment results to ensure targeted and accurate evaluation of student mastery. Instructors are also trying to integrate

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

course SLOs into the Canvas LMS's Outcomes feature to help ensure consistency of assessment and reporting across multiple sections taught by different faculty. Additionally, Canvas Outcomes allow instructors to monitor individual student mastery of each learning outcome as the semester progresses.

Instructors will also continue their efforts to keep students engaged in the course through Starfish Early Alerts and Referrals while also more deliberately encouraging students to view videos in the Canvas LMS course shell.

COMM 2120 Interpersonal Communication: As was done in COMM 1130, new assessment tools and scoring rubrics were piloted for each course SLO. Almost half the students over the academic year were assessed using the new tools. These new assessments incorporated grading rubrics that do better at distinguishing between grading an assignment (which can include elements NOT associated with an SLO) versus assessing student mastery of the learning outcome requirements.

For the past three academic years, the course student learning outcome with the lowest percentage of assessed students who satisfactorily demonstrated mastery was SLO 3 (Identify and demonstrate a variety of skills that will enhance interpersonal communication). However, student mastery for this year is at 83.3% of students meeting expectations – higher than in previous years and the SLO showing the most improvement in student mastery (13.4% higher than last year). All other course SLOs showed slight improvements in the number of students exhibiting mastery of SLO minimum requirements.

As with COMM 1130, faculty are trying to incorporate Canvas LMS's Outcomes feature to achieve real-time monitoring of individual and class mastery of course learning outcomes.

Overall, the Communications Department has met all but one learning outcome target over the past three academic years. As with COMM 1130, the results from the COMM 2120 assessment tool comparisons over the past year indicate the new assessments and their rubrics are valid while being more targeted. These tools will be fully integrated into the courses and used by all faculty.

ENGL 1110 Composition I: Students continued to perform well in the 2022-2023 academic year, even though the Assessment Report shows a slight decrease in students who met and exceeded expectations. English faculty mentioned that they worked without a textbook, using only the Little Seagull Handbook and the APA Manual, which may be why students did not perform as well in both ENGL 1110 and 1120. The English faculty worked to find high-interest college-level reading to help students find and understand the main ideas, determine the validity of the purpose of the writing, and analyze the language used in the writings. An emphasis was put on identifying vocabulary used in the writings that may have been new to the students. To hold the students accountable for employing the writing processes (planning, organizing, composing, and revising), instructors built assignments into the Canvas Modules so they could track which students were completing the writing process and to provide students with feedback on their progress. The English faculty has adopted an additional textbook for ENGL 1110 to use beginning in Fall 2023. They will use teaching methods developed during the 2022-2023 academic year along with the textbook to teach students the skills they need to perform well on their assessments.

ENGL 1120 Composition II: Students continued to perform well in the 2022-2023 academic year, even though the percentages of students who met and exceeded expectations declined slightly. Students were given more readings to expand their knowledge of the subjects for each unit. They were tasked with more group work and reflection questions and had to analyze the text critically.

The English instructors designed units where students were required to respond to different genres of literature and informational text by writing to discuss themes, characters, plots, rhetorical strategies, historical background, etc. Instructors would like to continue enhancing the class with reading and note-taking assignments to help them learn the material and perform better on the assessments. Instructors

have noticed that students perform better in face-to-face classes and are looking to find ways to help online students. The English faculty has also adopted a textbook for ENGL 1120 and hope it, along with what they created during the 2022-2023 academic year, will help students learn the material.

ENGL 2210 Professional and Technical Communication: Students continue to perform well on the assessment tools used by the instructor. While the instructor feels the assessments address the SLOs and Essential Skills, the instructor would like to add more instruction on integrating APA into posterboards and encouraging student teamwork.

CONTENT AREA II – MATHEMATICS

Math 1130 Survey of Mathematics: Assessment results for MATH 1130 Survey of Mathematics suggest the need for improved sequencing of the concepts taught. Faculty members who taught this course noticed students struggling when transitioning between concepts, which is reflected on our assessment tools. A new textbook is going to be used in future semesters that will create a better flow of learning for students, which will hopefully improve this progression. Instructors switched to project-based instruction, which helps students understand these concepts at a deeper level and has allowed them to relate the concepts to the real world.

Math 1120 College Algebra: The primary instructor for MATH 1220 College Algebra left the institution at the end of the academic year, resulting in a gap of information for this course. Specifically, no data is available for face-to-face sections of this course. Students in the online sections performed well with the increase in practice problems. Furthermore, a new textbook is going to be used in the future that provides more practice and more real-world applications, which will assist students in understanding course concepts.

MATH 1230 Trigonometry: All SLOs were met for this class, suggesting proper scope and sequence. The students in this course have benefited from the use of a Mixed Modality, which allows students to attend face-to-face, live online, or asynchronous online. Furthermore, faculty in this course have started using guided notebooks to help students navigate notetaking in the course, which has aided in exam preparation and knowledge retention.

MATH 1350 Introduction to Statistics: Students have been performing well with the changes implemented over the last few years. Instructors have noticed that spending more time teaching students how to use the technology in the course has resulted in a lower understanding of the course concepts, so this will be adjusted in future academic years.

MATH 1512 Calculus I: Students have benefited from the inclusion of more definition and theorem assessment. Being able to understand the concepts of the course has made the procedural knowledge come easier to students, which is reflected in the assessment results. More emphasis will be placed on geometric examples, which students are able to relate to the real world but still seem to be a bit of a struggle.

CONTENT AREA III – SCIENCES

BIOL 1110C General Biology, BIOL 2110C Cell and Molecular Biology, and BIOL 2410C Genetics: Students in our general biology courses have benefited from the changes made to these courses. This includes more online content, and the use of question banks for quizzes and exams. Early College High School students have also benefited from the addition of a full-time science teacher. In future academic

years, biology faculty will continue to monitor the courses' resources for effectiveness and will update them as needed.

BIOL 1130C Introductory Anatomy & Physiology for Non-Majors: Students who completed these non-majors course benefited from the redesign of online resources, the standardization of assessments across instructors, and the redesign of online course modules. All SLOs were Met, suggesting proper scope and sequence for these students not pursuing a Biology or Nursing degree.

BIOL 2210C Human Anatomy and Physiology I, BIOL 2225C Human Anatomy and Physiology II, and BIOL 2310C Microbiology: Students in Human Anatomy & Physiology I and II, as well as Microbiology, have benefited from the use of question banks and online resources as well. Specifically, students wishing to enroll in the nursing program have exhibited a level of preparedness that suggest a proper scope and sequence for these courses. The efforts made by our faculty and the Tutoring Center are to thank for student success in these courses.

CHEM 1120C Introduction to Chemistry Lecture and Lab: Assessment results for our Chemistry courses suggest that students are struggling to apply the concepts in College Algebra to the concepts of Chemistry, specifically in balancing chemical reactions, and using different systems of measurements to perform conversions. Faculty member are going to work towards including more resources to the online course modules to ensure student understanding of how these mathematical concepts apply to Chemistry. Furthermore, the instructors are going to work towards including more resources in the online course modules to ensure student understanding.

Physics 1150C Survey of Physics with Laboratory: This academic year, CCC did not have a face-to-face instructor available to teach the Physics courses, so all the sections of Physics were conducted online. Assessment results suggest that the online modality for this course needs to be updated, which the instructor worked towards for the entire academic year. This next academic year, a new adjunct faculty will use these new resources, and others, to ensure student success at the course SLOs.

CONTENT AREA IV – SOCIAL & BEHAVIORAL SCIENCES

ECON 2110 - Macroeconomic Principles – In AY 2019-2020, this course underwent a complete course redesign with the new state Student Learning Outcomes (SLO). In 2020-2021, this course went through the CCC Quality Matters process and was designated a CCC Peer-reviewed course. Each SLO was evaluated to ensure students met or exceeded expectations. In order to meet the criteria for each SLO, students had to score a minimum of 70% and each SLO was considered met if a minimum of 70% of the students met the benchmark. When evaluating the individual assessment tools for each SLO, all SLOs were met with at least 70% of the students meeting the 70% benchmark. In addition, when aggregating the assessment tools for each SLO, each SLO met the criteria of 70% of the students meeting the benchmark of 70% or higher. Data was fairly consistent between 2020-2021 and 2021-2022.

In order to exceed the criteria, students had to score a minimum of 80% and this SLO was considered exceeded if a minimum of 50% of the students met the 80% benchmark. When evaluating both the aggregated SLO data and the individual assessment tools for each SLO, the benchmark of at least 50% of students scoring an 80% or higher was met. Overall, students showed significant improvement in 2021-2022 when compared to the previous year. Aggregated data showed a similar pattern. A couple of minor changes were made (addition of self-disclosing surveys and an additional example for specialization and trade), but overall the results were much stronger this year. COVID could have played a roll in the lower scores in 2020-2021.

Data was, again, consistent between 2021-2022 & 2022-2023. An additional year of data will help determine trends and whether or not adjustments need to be made.

ECON 2120 – Microeconomic Principles – In AY 2019-2020, this course underwent a complete course redesign with the new state Student Learning Outcomes (SLO). In 2020-2021, this course went through the CCC Quality Matters process and was designated a CCC Peer-reviewed course. Each SLO was evaluated to ensure students met or exceeded expectations. To meet the criteria, students had to score a minimum of 70% and each SLO was considered met if a minimum of 70% of the students met the benchmark. When evaluating the aggregate data for SLOs, all SLOs were met with at least 70% of the students meeting the 70% benchmark. In evaluating the individual assessment tools, all SLOs were met except SLO 6 and 7 measured through the final exam in 2021-2022. Only 69% and 67% of students met the 70% benchmark for SLO 6 and 7 when taking the final exam. However, they performed well on the other two assessment tools for that year. In addition, in 2020-2021, all SLO benchmarks were met for each assessment tool.

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

Data was, again, consistent between 2021-2022 & 2022-2023. An additional year of data will help determine trends and whether or not adjustments need to be made.

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

students are improving their research and writing capabilities, along with their civic engagement with others who have differing viewpoints, opinions, and political beliefs. In AY 2021–2022 all learning outcomes were met. The instructor continues to work on the previously mentioned issues.

Again, in AY 2022-2023 all learning outcomes were met. The instructor will increase the number of assessment tools for each SLO to improve the validity of the data.

PSYC 1110 – Introduction to Psychology – In Spring 2019, the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, one outcome (SLO 2) did not meet the benchmark. This division has experienced multiple years of significant faculty issues (and turnover) and we do not expect to see this as a trend in the course. In AY 2021 – 2022, once again, we see an issue with SLO 4 (see 2019 – 2020 above). The faculty group (including the 3rd new full-time faculty member in 3 years) will work to identify adequate assessment tools, as well as to identify a course of action.

In AY 2022-2023, SLO 4 (Identify the major theoretical schools of thought that exist) is not met. The faculty in this area have come a long way with making the course consistent across sections, as well as assessment. It is unclear if the issue is student learning, or the assessment tools being inconsistent and possibly ineffective. The Chair will continue to work closely with the entire division to ensure that courses are consistent; and that consistent and effective tools are used to measure student learning.

PSYC 2120 – Developmental Psychology - In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 while all SLOs were met, one assessment tool indicated a weakness in SLO 3 (Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology) with a mastery rate of only 63%. The course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department. Unfortunately, however, three SLOs are not met (SLOs 1, 4 & 6). The entire faculty group (lead by the 3rd full-time faculty member in 3 years) will work to identify the issues, as well as a course of action.

In AY 2022-2023, all SLOs were met. Additional years of data will help determine trends and whether or not adjustments will be made.

PSYC 2130 – Adolescent Psychology – In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 SLO 4 (Evaluate the impact of family structure, teachers, and peers on development during adolescence) while technically meeting the benchmark of 70%, assessment tools indicated weaknesses. This SLO may need supplemental information and faculty will be encouraged to add supplemental information, videos, and/or assignments. In AYs 2020 – 2021 & 2021 - 2022 all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

In AY 2022-2023, SLOs 1 & 2 were only partially met. It is also noteworthy that there was only one section during the 2022-2023 academic year. The Chair will work with the faculty member regarding assessment and tools to try to produce a better understanding of student outcomes.

PSYC 2140 – Child Psychology – In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 all SLOs exceeded the benchmark of 75%. Also, in AY 2019 – 2020, the course was revised (with participation of

all faculty) with the intent to ensure consistency across sections and assessment tools. In AYs 2020 – 2021 & 2021 - 2022, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

In AY 2022-2023, not only were all SLOs met, but they were also all exceeded. At this time, no changes are anticipated.

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

In AY 2022-2023 although we see some slight decreases in percentages, all SLOs are met and exceeded.

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

In AY 2022-2023 all SLOs were met and all but SLO 1 exceeded expectations.

SOCI 2310 – Contemporary Social Problems - In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AYs 2020 – 2021 & 2021 - 2022, once again, all learning outcomes significantly exceeded the benchmark. We see the trend continue in AY 2022-2023 with all SLOs exceeding expectations.

CONTENT AREA V – HUMANITIES

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

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

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

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

RELG 1110, 1126, 2220: Students in our Religion courses have historically struggled with proctored assignments, which has continued to be the case with this academic year. Faculty are noticing that students do well throughout the semester, but then poorly on the proctored Final Exam, which suggests a dependence on outside resources to complete assignments and led to so many of the SLOs in these courses to Not Meet expectations. To combat this, faculty are planning to implement more proctored assignments to get students prepared for the proctored Final Exam.

CONTENT AREA VI – CREATIVE & FINE ARTS

Due to the departure of full-time and some adjunct faculty, assessment reporting for multiple fine art courses was not completed or submitted for AY 2022-23.

ARTH 1110 Art Appreciation: All three sections with reported assessment results were conducted online. One of the online classes was conducted in an 8-week format while two were the standard 16-week duration. The only class in which all SLO targets were met was the fall 16-week offering. The remaining sections had issues with students meeting SLO mastery requirements. As we learned in AY 2021-22, many students struggle with time management and active participation in discussion activities.

Another factor in two sections having many students failing to meet expectations for multiple SLO's was a Critical Review writing assignment that assesses multiple SLOs. Almost a third of the students struggled to follow instructions, properly document research and sources using APA, and write content that met academic/professional standards. To remedy these shortfalls, a first draft assignment will be used to provide feedback to the students to make corrections and adjustments prior to final submission and grading/assessment. Faculty will monitor student performance in the next academic year to determine if this action is effective in addressing these shortfalls.

2022-23 NMES Institutional Summary

Y = Met

A = Almost Met
(within 5%)

N = Not Met

Course & SLOs	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications Goal: 75% or more SLOs Meet Expectations	Y	Y	Y		
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	26/27 = 96%	23/23 = 100%	18/19 = 94%		
Content Area II – Mathematics Goal: 75% or more SLOs Meet Expectations	Y	Y			Y
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	25/30 = 83%	27/33 = 81%			25/31 = 80%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations		Y		Y	Y
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		115/122 = 94%		45/46 = 98%	95/110 = 86%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations	Y	Y		Y	
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	43/52 = 83%	42/50 = 84%		33/39 = 85%	
Content Area V – Humanities Goal: 75% or more SLOs Meet Expectations		Y	Y	Y	
Content Area V – Overall SLO Status # SLOs meeting standards/Total # SLOs		60/67 = 89.5%	64/74 = 86%	58/64 = 90%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations	Y	Y		Y	
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	16/18 = 89%	16/18 = 89%		17/19 = 89.5%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations	Y	Y	Y	Y	Y
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	110/127 = 86%	283/313 = 90%	82/93 = 88%	153/168 = 91%	120/141 = 85%

NMES Institutional Trends






















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:	▬	+	▬		
	2021-2022: 96% 2022-2023: 96%	2021-2022: 95% 2022-2023: 100%	2021-2022: 94% 2022-2023: 94%		
Content Area II – Mathematics:	+	+			+
	2021-2022: 79% 2022-2023: 83%	2021-2022: 78% 2022-2023: 81%			2021-2022: 77% 2022-2023: 80%
Content Area III – Science:		+		▬	+
		2021-2022: 86% 2022-2023: 94%		2021-2022: 96% 2022-2023: 98%	2021-2022: 80% 2022-2023: 86%
Content Area IV – Social & Behavioral:	+	+		+	
	2021-2022: 75% 2022-2023: 83%	2021-2022: 74% 2022-2023: 84%		2021-2022: 81% 2022-2023: 85%	
Content Area V – Humanities:		▬	▬	▬	
		2021-2022: 96% 2022-2023: 89.5%	2021-2022: 96% 2022-2023: 86%	2021-2022: 96% 2022-2023: 90%	
Content Area VI – Creative & Fine Arts:	+	+		+	
	2021-2022: 78% 2022-2023: 89%	2021-2022: 76% 2022-2023: 89%		2021-2022: 78% 2022-2023: 89.5%	
Institutional (Gen Ed Program) Status:	+	+	▬	+	+
	2021-2022: 80% 2022-2023: 86%	2021-2022: 84% 2022-2023: 90%	2021-2022: 96% 2022-2023: 88%	2021-2022: 88% 2022-2023: 91%	2021-2022: 79% 2022-2023: 85%


+ = Improved


▬ = Steady


▬ = Declined

Content Area I
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy
Content Area I (Communication) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	26/27 = 96% 	23/23 = 100% 	18/19 = 94% 
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.			
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.			
SLO 3: Analyze a potential audience and tailor a speech to that audience.			
SLO 4: Evaluate presentations according to specific criteria.			
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.			
SLO 6: Recognize diversity and ethical considerations in public speaking.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I














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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I













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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II



















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
Content Area II (Mathematics) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	25/30= 83% 	27/33= 81% 	25/31= 80% 
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets			
SLO 2: Use and solve various kinds of equations			
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols			
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II

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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
MATH 1230 – Trigonometry			
SLO 1: Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x , y , and r ; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used angles, and using a calculator.	Y	Y	Y
SLO 2: Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.	Y	Y	Y
SLO 3: Students will be able to solve non-right triangles using the Law of Sines and the Law of Cosines.	Y	Y	Y
SLO 4: Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle, and power reduction formulas.	Y	Y	Y
SLO 5: Students will be able to graph the six trigonometric functions, their transformations, and their inverses.	Y	Y	Y
SLO 6: Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.	Y	Y	Y
SLO 7: Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.	Y	Y	Y
SLO 8: Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.	Y	Y	Y
SLO 9: Students will be able to work with the trigonometric form of complex numbers, including using DeMoivre's formula.	Y	Y	Y


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II






















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




 = Met




























 = Almost Met (within 5%)


 = Not Met


Content Area II


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

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

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	115/122= 94% 	45/46= 98% 	95/110= 86% 
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.	Y		
SLO 4: Develop a basic familiarity with cells and cell organelles that include cell division, DNA replication, and protein synthesis.	Y		Y
SLO 5: Describe the structure and function of the major tissues in the human body.	Y		Y
SLO 6: Identify and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		Y
SLO 7: Describe the basic physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		Y
SLO 8: Apply and describe the principals of homeostasis in the human body.	Y		Y
SLO 9: Use and apply proper anatomic terms	Y		Y
SLO 10: Develop skills using the microscope correctly.	Y	Y	Y
SLO 11: Identify basic tissue types.		Y	Y
SLO 12: Discuss and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		
SLO 13: Demonstrate and describe physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.	Y		


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

Content Area III

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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2210C – Human Anatomy and Physiology I Lecture and Laboratory			
SLO 1: Describe and apply anatomical terminology	Y	Y	
SLO 2: Describe multi cellular organization.			Y
SLO 3: Distinguish and describe major tissue types.	Y		
SLO 4: Describe the structure and function of the integumentary system.	Y		Y
SLO 5: Describe the structure and function of the skeletal system.	Y		Y
SLO 6: Describe the structure and function of the muscular system.	Y		Y
SLO 7: Describe the structure and function of the nervous system.	Y		Y
SLO 8: Describe the structure and function of the special senses.	Y		Y
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	Y		Y
SLO 10: Apply the scientific method correctly.	Y	Y	Y
SLO 11: Collect, analyze, and interpret scientific data.		Y	Y
SLO 12: Use laboratory equipment, such as a microscope, correctly and safely.	Y		
SLO 13: Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.	Y		
SLO 14: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y	Y	
SLO 15: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y		Y
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	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 2225C – Human Anatomy and Physiology II Lecture and Laboratory			
SLO 1: Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.	Y	Y	
SLO 2: Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the body.			Y
SLO 3: Explain how fluid and electrolyte balance is maintained in the human body.	Y		
SLO 4: Compare and contrast the anatomy and physiology of male and female reproductive systems.	Y		Y
SLO 5: Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.	Y		Y
SLO 6: Explain heredity and genetic control.	Y		Y
SLO 7: Apply the scientific method correctly.	Y		Y
SLO 8: Collect, analyze, and interpret scientific data.	Y		Y
SLO 9: Use laboratory equipment, such as a microscope, correctly and safely.	Y		Y
SLO 10: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y	Y	Y
SLO 11: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.		Y	Y
SLO 12: Analyze the physiological processes of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.	Y		
SLO 13: Analyze the physiological processes of fluid and electrolyte balance and acid base balance in the human body.	Y		
SLO 14: Analyze heredity and genetic control.	Y	Y	

 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III













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

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

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


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

Content Area III

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1215C – General Chemistry I Lecture and Laboratory for STEM Majors			
SLO 13: Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration	Y		
SLO 14: Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements	Y		
SLO 15: Draw conclusions based on data and analyses from laboratory experiments	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




 = 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 and Laboratory for STEM Majors			
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.			
SLO 9: Describe bonding theories, such as valence and molecular orbital theory.			
SLO 10: Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.			


 = 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 and Laboratory for STEM Majors			
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 notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.			Y
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).	Y	Y	Y
SLO 13: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.	Y		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		Y
SLO 15: Draw conclusions based on data and analyses from laboratory experiments.	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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III




























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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III
























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
PHYS 1230C – Algebra Based Physics II Lecture and Lab			
SLO 1: Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.			
SLO 2: Apply Kinematics equations to predict and account for simple phenomena modeled by the motion of particles in one dimension.			
SLO 3: Apply Kinematics equations to predict and account for simple phenomena modeled by the motion of a rigid body in two dimensions.			
SLO 4: Apply Newton’s law of gravitation to circular orbits and demonstrate understanding of how Kepler’s laws of planetary motion provide the empirical foundation for Newton’s laws.			
SLO 5: Apply the conservation of charge to make predictions about the sign and relative quantity of net charge of objects or systems after various charging processes.			
SLO 6: Apply conservation of energy in calculations involving the total electric potential difference for complete circuit loops.			
SLO 7: Design an investigation of electrical circuit with one or more resistors in which evidence of conservation of charge can be collected and analyzed.			
SLO 8: Explain and/or predict qualitatively how the energy carried by a sound wave relates to the amplitude of the wave, and/or apply this concept to real-world example.			
SLO 9: "Design a suitable experiment and analyze illustrating the super position of mechanical waves."			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area IV (Social & Behavioral Science) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	43/52= 83% 	42/50= 84% 	33/39= 85% 
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.	A	A	A
SLO 2: Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.	A	A	A
SLO 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.	A	A	A
SLO 4: Explain the circular flow model and use the concepts aggregate demand and aggregate supply to analyze the response of the economy to disturbances.	Y	Y	Y
SLO 5: Describe the determinants of the demand for money, the supply of money, and interest rates and the role of financial institutions in the economy.	Y	Y	Y
SLO 6: Define fiscal policy and monetary policy and how these affect the economy.	Y	Y	Y
SLO 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.	Y	Y	Y


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV











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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV













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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

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


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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV




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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV





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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV








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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	60/67= 89.5% 	64/74= 86% 	58/64= 90% 
ENGL 1410 – Introduction to Literature			
SLO 1: Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.			
SLO 2: Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy	NMES 4 P&S Responsibility
HIST 1160 – Western Civilization 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 the history of the western world from the early modern era to the present.			
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.			
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.			
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.			
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.			
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V
















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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
PHIL 1120 – Logic, Reasoning & Critical Thinking			
SLO 1: Comprehend components of arguments and know types of arguments relevant for deductive and inductive reasoning.			
SLO 2: Acquire a general understanding of the essential logical concepts needed for argument analysis, such as validity, soundness, deduction, and induction.			
SLO 3: Differentiate ethical from aesthetic judgements know strategies for legal types of argumentation.			
SLO 4: Employ knowledge about basics of formal logic such as categorical and truth-functional logic in evaluating arguments.			
SLO 5: Know theories of probability and scientific reasoning.			


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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V









Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 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.			
SLO 2: Students will be able to identify and explain core theories, methods, and approaches to study the New Testament.			
SLO 3: Students will be able to identify and explain aspects of the moral, ethical, and theological messages of the New Testament.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V





















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V





















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information & 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	16/18 = 89% 	16/18 = 89% 	17/19 = 89.5% 
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
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI

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

 = Met

 = Almost Met
(within 5%)

 = Not Met