CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM ASSESSMENT REPORT AY 2024-25

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Institution Name: Clovis Community College

General Education Program Report

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IV Social & Behavioral Sciences	*Contact Persons:* Monica Turner & Dr. Jessica Brown
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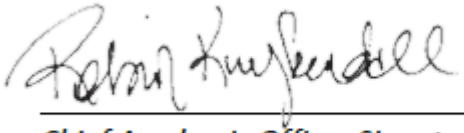
VI Creative & Fine Arts	*Contact Persons:* Raymond Walker, Brad Heath, & Dr. Vicki DeLeon

This report fulfills program reporting requirements for this institution.

Attested:

Robin Kuykendall

Executive Vice President Printed Name



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GENERAL EDUCATION PROGRAM – ASSESSED COURSES

AREA I. COMMUNICATION

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

AREA II. MATHEMATICS

MATH 1130 SURVEY OF MATHEMATICS
MATH 1220 COLLEGE ALGEBRA
MATH 1230 TRIGONOMETRY
MATH 1350 INTRODUCTION TO STATISTICS
MATH 1512 CALCULUS I
MATH 1522 CALCULUS II

AREA III. SCIENCE

BIOL 1110C GENERAL BIOLOGY LECTURE & LAB
BIOL 1130C INTRODUCTORY ANATOMY & PHYSIOLOGY LECTURE & LAB (NON-MAJORS)
BIOL 2110C PRINCIPLES OF BIOLOGY: CELLULAR AND MOLECULAR LECTURE & LAB
BIOL 2210C HUMAN ANATOMY AND PHYSIOLOGY I LECTURE & LAB
BIOL 2225C HUMAN ANATOMY AND PHYSIOLOGY II LECTURE & LAB
BIOL 2310C MICROBIOLOGY LECTURE & LAB
BIOL 2610C PRINCIPLES OF BIOLOGY: BIODIVERSITY, ECOLOGY AND EVOLUTION LECTURE & LAB
CHEM 1120C INTRODUCTION TO CHEMISTRY LECTURE & LAB (NON-MAJORS)
CHEM 1215C GENERAL CHEMISTRY I LECTURE & LABORATORY FOR STEM MAJORS (HIGHLY RECOMMENDED FOR PRE-MED MAJORS)
CHEM 1225C GENERAL CHEMISTRY II LECTURE & LABORATORY FOR STEM MAJORS
PHYS 1115C SURVEY OF PHYSICS WITH LAB
PHYS 1230C ALGEBRA-BASED PHYSICS I LECTURE AND LAB

AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

ANTH 1140 INTRODUCTION TO CULTURAL ANTHROPOLOGY
ECON 2110 MACROECONOMIC PRINCIPLES
ECON 2120 MICROECONOMIC PRINCIPLES
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

Area V. Humanities

HIST 1110 United States History I
HIST 1120 United States History II
HIST 1130 World History I
HIST 1140 World History II
HIST 2110 Survey of New Mexico History
HUMN 1110 Introduction to World Humanities I
PHIL 2110 Introduction to Ethics
RELG 1110 Introduction to World Religions
RELG 1126 New Testament
SPAN 1110 Spanish I
SPAN 1120 Spanish II

Area VI. Creative and Fine Arts

ARTH 1110 Art Appreciation
ARTH 2110 History of Art I
ARTS 1240 Design I
ARTS 1250 Design II
ARTS 1610 Drawing I
ARTS 1630 Painting I
ARTS 2610 Drawing II
DANC 1110 Dance Appreciation
MUSC 1130 Music Appreciation: Western Music

CLOVIS COMMUNITY COLLEGE AY 2024-25 ASSESSMENT PROCESS

BACKGROUND

CCC's goal is to complete Student Learning Outcome (SLO) reports for every section of every General Education course taught in an academic year. Section results are then summarized into a single course assessment report at the Division Chair level. The reports compiled at the Division Chair level are called Course Reports and are submitted to the Assessment Council Chair. General Education courses listed in the Clovis Community College Course Catalog that do not appear in this report were either cancelled due to low enrollment, not offered, or their inclusion would violate FERPA guidelines.

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

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

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

CCC GENERAL EDUCATION ASSESSMENT

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

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

Researchers have determined that approximately 63% of students pass a traditional onsite college course (face-to-face instruction), while only 56% of students pass traditional, asynchronous online

courses[1]. In most instances, CCC has set a stretch goal to have 70% of students meet or exceed each SLO's mastery requirements. By achieving this level of performance in all course SLOs, the number of students succeeding in our courses should surpass national averages. However, meeting minimum skill and knowledge requirements is not sufficient for a portion of the student population. Those students have a need to perform at higher than minimum levels. To gauge success for this smaller population of students, a different standard is also examined: exceeds expectations.

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

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

ESSENTIAL SKILL "BUBBLE CHARTS"

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

A "bubble chart" format is used to communicate every course's SLO status, each Content Area's overall status, and each Essential Skill's standing at the institutional/program level. Courses with fewer than 6 students are not included due to potential FERPA violations resulting from disclosure of academic performance of individual students. Additionally, some assessment reports are not available due to the departure of the involved faculty from the Institution.

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

The Bubble Charts beginning on Page 22 of this document indicate the MET/APPROACHING/NOT MET status of each NMES and every course SLO in all Content Areas. The first chart is a summary of the six Content Area SLOs at the Institutional level for each Essential Skill showing overall performance of CCC's General Education program. A second chart compares the current report's results to prior year results and indicates whether performance improved, remained steady, or declined[2]. Content Area reports follow institutional reports.

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

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

REFERENCES

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

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

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

INSTITUTION (GENERAL EDUCATION PROGRAM) SUMMARY

Academic Year 2024-25 is our 5th year assessing NMCCNS-approved General Education courses using the NMHED SLOs and Essential Skills (NMES). The NMES Institutional (Gen Ed Program) Summary chart contains the status of all six Content Areas as indicated by:

- a red bubble with an "N" inside[3] to indicate the essential skill goal was NOT MET,
- a yellow bubble with an "A" inside to indicate the essential skill was ALMOST MET (within 5%)
- a green bubble with a "Y" inside to indicate the essential skill goal was MET.

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

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

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

CONTENT AREA SUMMARIES

Content Area I – Communications

ENGL 1110: Composition I

Students continued to perform well in ENGL 1110 during the 2024–2025 academic year, with assessment results showing consistency or slight increases in students meeting and exceeding expectations. To further improve student outcomes, faculty will integrate organizational strategies into assignments, helping students recognize how texts are structured to achieve specific rhetorical purposes. Reading journals focused on audience, tone, and purpose will be introduced, alongside Canvas-based annotation exercises to enhance close reading and comprehension. These additions aim to deepen students' analytical thinking and strengthen their ability to engage with texts meaningfully.

[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

To promote engagement and accountability, presentations will carry greater weight in the overall grade. Some students previously submitted materials but did not present, limiting the effectiveness of the assignment. Faculty will model successful presentation techniques and introduce a summary assignment analyzing key elements of effectiveness. Anonymized student slides from past semesters will illustrate best practices and common errors, ensuring clarity in expectations. Strengthening students' ability to present effectively will reinforce their communication and critical thinking skills.

Faculty observed that some students were not meaningfully engaging with feedback, impacting their revision process. To address this, quizzes will include questions requiring students to reflect on instructor comments and apply feedback in revision. Prewriting tools, such as outlines, clusters, and mind maps, will continue to be required before drafting to support planning and organization. These tools aim to build a stronger foundation for writing and increase students' ability to improve their drafts effectively.

Online sections will feature a demonstration video modeling the brainstorming process, providing clear expectations for early-stage writing. Outlines will be required before drafting, reinforcing the importance of pre-structuring ideas. Additionally, flowcharts and other visual planning tools will be integrated to accommodate varied learning styles, ensuring accessibility across different student needs.

Face-to-face sections will incorporate short reflection videos where students discuss the purpose and organization of their essays, fostering metacognition and awareness of writing choices. Guided self-reviews will continue as in-class activities to reinforce revision strategies, while faculty will request classrooms with printing access to facilitate peer and self-review using hard copy drafts.

ENGL 1120: Composition II

Students in ENGL 1120 performed well during the 2024–2025 academic year, exceeding previous assessment benchmarks. Faculty continued utilizing *Becoming Rhetorical: Analyzing and Composing in a Multimedia World* (2nd ed., Jodie Nicotra) alongside the APA Manual to support structured writing practices. Students composed analytical essays addressing themes, rhetorical strategies, historical context, character development, and plot. To further strengthen engagement, faculty will integrate additional genre-focused instruction supplemented by instructional videos with guided analysis questions. These videos will be incorporated into both online and face-to-face sections to deepen students' understanding of rhetorical structures.

The writing process remains scaffolded, ensuring students actively engage in brainstorming, organizing, composing, and revising major assignments. During workshop days, faculty will provide in-person feedback, helping students refine their drafts. A new Canvas portfolio model will be developed in collaboration with the Professional Develop Center, creating structured modules to reinforce the connection between assignments and writing development.

Research instruction will emphasize source variety and credibility, guiding students beyond standard web pages to more diverse sources. A required outline featuring a counterargument section—valued at a minimum of 50 points—will precede each major essay. Source evaluation checklists and potential "source tracking logs" will provide transparency in students' selection process, supporting stronger critical thinking skills within research assignments.

To mitigate challenges associated with AI-generated content, students will discuss source integration plans in face-to-face meetings. Annotated bibliographies will remain integral to major assignments, and structured subheadings will ensure balanced arguments. These initiatives aim to maintain academic integrity while fostering deeper critical engagement with research.

To enhance academic tone and formal writing, students will be encouraged to utilize the Tutoring Center and engage in peer review. A focused connotation and tone activity—requiring students to rewrite passages with varying diction—will promote an understanding of formality in writing. Online

students will complete this as a discussion assignment, while in-person students will engage in an oral version to foster collaboration.

ENGL 2210: Professional & Technical Communication

ENGL 2210 continues to show strong student performance on assessment tools and maintains expanding enrollment, particularly as a prerequisite for Allied Health programs. Given increased enrollment, multiple faculty members now share instructional responsibilities, promoting consistency across course sections. This collaborative model encourages resource-sharing and enhances the alignment of instructional strategies. Faculty have identified inconsistencies in assessment and instruction, leading to a shared commitment toward unified curriculum development and improvement.

Moving forward, faculty will refine assignments to maintain rigorous expectations while ensuring equitable and engaging experiences for students. Standardized instructional strategies will be developed to create a more consistent learning experience across sections. These efforts aim to strengthen the course's effectiveness and foster collaboration among faculty members.

APA integration in posters and teamwork activities implemented in the previous academic year will continue. Faculty will further support students' ability to apply APA style within various assignments, reinforcing citation accuracy and professional writing standards. This emphasis on structured academic writing will ensure students meet the expectations required for success in their respective Allied Health programs.

COMM 1130: Public Speaking

In COMM 1130 the instructors demonstrated a strong, reflective approach to assessment, using data-driven insights to inform both instructional and curricular decisions. Student mastery was achieved in most outcomes, with significant progress evident across both in-person and online formats. The implementation of "Practice Days" and targeted feedback sessions has yielded positive results, especially for smaller face-to-face classes. While delivery skills in online courses remain an area for further development, the instructors have actively piloted new resources such as instructor-created examples, lecture videos, and refined rubrics to better support students.

The shift in SLO 6 to focus more accurately on audience analysis highlights faculty commitment to aligning assessments with intended outcomes. Across all learning outcomes, the instructors have consistently used assessment data to evaluate the effectiveness of their adjustments, setting thoughtful goals for continued refinement. These ongoing improvements reflect a strong dedication to student learning, accessibility, and continuous enhancement of both teaching and assessment practices.

COMM 2120: Interpersonal Communication

In COMM 2120 student mastery was achieved in most learning outcomes, though SLO 2 remains unmet. A key challenge identified involves online students who often misinterpret short answer questions, which may lead to exam scores not fully capturing their true understanding. To address this, instructors plan to develop mini-lecture videos for each chapter, providing accessible explanations and linking these resources directly in assignment feedback to support comprehension, especially for online learners.

Additionally, assignment instructions will be revised to emphasize the importance of media analysis practice and encourage students to utilize instructor feedback to improve their final projects. For SLOs 3 and 5, instructors will continue employing reflective exercises and clear examples, while prioritizing the finalization of updated rubrics to enhance assessment accuracy and effectiveness. Overall, the course is focused on refining instructional materials and assessment tools to better support student success across modalities, with a particular emphasis on addressing online learning challenges and improving clarity in evaluations.

Content Area II – Mathematics

MATH 1130: Survey of Mathematics

Assessment results for MATH 1130 maintained low results during the 2024-2025 academic year. The faculty observed some improvement with logic and word problems, but students seem to struggle with dedication and preparation to be successful in this course. The implementation of the new textbook was completed as well as improved projects. For the 2025-2026 academic year, faculty intend to make videos instead of using the publisher-made videos to explain difficult topics. For the face-to-face sections, faculty plan to introduce more in-class assignments and break down problems with key words to help with weak areas. Collaboration with the tutoring center and emphasizing the need to complete homework for practice is also planned.

MATH 1220: College Algebra

Assessment results for MATH 1220 declined during the 2024-2025 academic year. More conceptual questions were incorporated into the exams this year to focus on critical thinking, this may have contributed to the decline. The faculty plan to incorporate more discussions and targeted examples to help fill in the gaps during the 2025-2026 academic year. Collaboration with the tutoring center and emphasizing the need to complete homework for practice is also planned.

MATH 1230: Trigonometry

Assessment results for MATH 1230 maintained good results during the 2024-2025 academic year with all objectives being met. During this year the course was split into separate face-to-face and online sections, but this was observed to not be the best option, and it will be returned to the mixed mode format in the upcoming academic year. Faculty plans for the 2025-2026 academic year are to incorporate more frequent assessments and to make videos for more complicated, time-consuming examples to help alleviate the rushed feeling during class sessions.

MATH 1350: Introduction to Statistics

Assessment results for MATH 1350 held steady during the 2024-2025 academic year. The use of projects and graphing calculators were successfully introduced this year and were met with favorable results. Continued work on these is planned for the next school year. In addition, creating discussions to help students understand terminology, concepts, and visual representations are also planned for the 2025-2026 academic year.

MATH 1512: Calculus I, MATH 1522 Calculus II and MATH 2531 Calculus III

Assessment results for MATH 1512, MATH 1522, and MATH 2531 maintained good results during the 2024-2025 academic year. A new textbook was implemented this year with online homework. In addition, faculty created guided notes which helped students demonstrate a better understanding of definitions and concepts. Faculty plans for the 2025-2026 academic year include updating the guided notes and online homework to better align with the objectives in addition to new projects and presentations to help students with applying the concepts.

MATH 2420 Applied Linear Algebra & MATH 2430 Discrete Mathematics

Assessment results for MATH 2420 and MATH 2430 held steady during the 2024-2025 academic year with all objectives being met. Faculty plans during the 2025-2026 academic year are to incorporate the use of technology in MATH 24520 to help with cumbersome calculations and help students focus on interpretating data and to see more advanced applications of the concepts. Plans for MATH 2430 are to

prepare videos for additional examples that there is not time for during class and focus on providing timely and individualized feedback on student activities.

Content Area III – Sciences

BIOL 1110C: General Biology Lecture & Lab

Assessment results for BIOL 1110C improved during the 2024-2025 academic year. The implementation of more lecture videos and the redesign of exams to ensure alignment was completed. Faculty observed this year that the first exam seems to be a spot where students struggled, so they plan to add quizzes to help students prepare and dissipate any nervousness. The faculty also plan to add more supplemental videos to allow students to see different experiences during the 2025-2026 academic year.

BIOL 1130C: Introductory Anatomy & physiology Lecture & Lab (Non-Majors)

Assessment results for BIOL 1130C held steady during the 2024-2025 academic year with all objectives being met or approaching being met. The incorporation of more vocabulary quizzes was completed. The faculty also switched from unit exams to a midterm and final, which they observed made it difficult for the students because more information is included in each exam. Faculty plans for the 2025-2026 academic year are to remind students to use quizzes as a study tool for the exams because the questions come from the same test bank.

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

Assessment results for BIOL 2110C held steady during the 2024-2025 academic year with all objectives being met. This course had a new textbook this year. Plans for the 2025-2026 academic year are to refine the lectures and labs to increase rigor.

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

Assessment results for BIOL 2210C declined during the 2024-2025 academic year. During the academic year, faculty successfully updated the notes and videos for both the face-to-face and online sections of this course. These updates were well received by the students. Plans for the 2025-2026 academic year are to add more clinical correlated questions and real photons instead of the cartoon photos from the textbook.

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

Assessment results for BIOL 2225C declined during the 2024-2025 academic year. The faculty completed the intended updates to videos, notes, group work, and reviews. Continued updates are planned during the 2025-2026 academic year. In addition, faculty intend to add supplemental videos and update questions to be more clinically correlated. Some restructuring to dissection pacing and dissection instructions are also planned to allow the students more time to absorb what they are learning.

BIOL2310C: Microbiology Lecture & Lab

Assessment results for BIOL 2310C held steady during the 2024-2025 academic year with all objectives being met. The faculty added new quizzes and in-class assignments with positive results. No changes are planned for the 2025-2026 academic year although faculty are prepared to make updates as needed to keep the material relevant and accessible for the students.

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

Assessment results for BIOL 2610C were good for the 2024-2025 academic year with all but one objective being met. The course had a new textbook for the 2024-2025 academic year. Plans for the 2025-2026 academic year are to refine the lectures and labs to increase rigor.

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

Assessment results for CHEM 1120C maintained low results during the 2024-2025 academic year. Faculty identified that students struggle on the proctored components of the course. They intend to revise quiz and exam questions and provide an assessment for each SLO during the 2025-2026 academic year. In addition, more effort will be put into providing timely and individualized feedback on lab reports.

CHEM 1215C: General Chemistry I Lecture & Laboratory for STEM Majors

Assessment results for CHEM 1215C declined slightly during the 2024-2025 academic year. Faculty focused on detailed and timely feedback on lab reports during this academic year which led to improved results in those areas. Plans for the 2025-2026 academic year are to continue lab report improvement with more detailed rubrics. Zoom office hours were also implemented this year with minimal attendance. Plans are in place to rebrand the office hours to encourage student participation and poll students to find out what times would work well with their schedules.

CHEM 1225C: General Chemistry II Lecture & Laboratory for STEM Majors

Assessment results for CHEM 1225C declined slightly during the 2024-2025 academic year. The faculty identified issues with poorly written exam questions. Plans for the 2025-2026 academic year include rewriting the exam questions for clarity and alignment as well as providing the students with more worked examples to help them prepare. Zoom office hours were also implemented this year with minimal attendance. Plans are in place to rebrand the office hours to encourage student participation and poll students to find out what times would work well with their schedules.

PHYS 1115C: Survey of Physics with Lab

Assessment results for PHYS 1115C held steady during the 2024-2025 academic year with all objectives being met. The faculty plan to continue success in this course by creating additional labs and providing students with more worked out examples during the 2025-2026 academic year.

PHYS1230 C: Algebra-Based Physics I Lecture & Lab

Assessment results for PHYS 1230C held steady during the 2024-2025 academic year with all objectives being met. This course was changed from an online format to a mixed modality, which was met with increased enrollment. Plans for the 2025-2026 academic year are to revamp lectures and labs to increase rigor. Specifically, faculty plan to update the labs to make better use of the equipment available and create test banks for the proctored assessments.

Content Area IV – Social & Behavioral Sciences

ANTH 1140: Introduction to Cultural Anthropology

In AY 2023 – 2024 all SLOs were met, as well as exceeded. In AY 2024 – 2025, we see that SLOs 2, 3 & 5 are Approaching. While these SLOs were easily met on one tool, the other tool showed a significant gap. This discipline now falls under a new Chair for the AY 2025 – 2026 and the new Chair will work with the faculty member to discuss ideas on identifying issues (student mastery versus an ineffective assessment tool) and discuss ideas for improvement.

ANTH 1180: The Dawn of Humanity

In AY 2024 – 2025 this course did not have sufficient enrollment to make.

ECON 2110: Macroeconomic Principles

Minor adjustments were made to the midterm and final, and those changes seemed to have made a difference in overall assessment scores for those two tools for AY 2024-2025. Although, all SLOs were met in the aggregate; however, a few more adjustments will be made in 2025-2026 to see if the midterm and final exam scores can improve.

ECON 2120: Microeconomic Principles

Over the last three years, there have been several SLOs that have been Approaching rather than met; however, it is not consistent each year, so it makes it a little difficult to ascertain where adjustments need to be made. Historically, students do not do well on the midterm and final. This is a proctored assessment, and students seem to use their notes too much as a crutch on other assignments that it adversely impacts them on the midterm and final when no notes are allowed. A few adjustments were made on the midterm and final this year to try to help; however, students did better in some areas and not in others. Again, there does not appear to be any consistent trends. Faculty plan to make a few more adjustments on the midterm and final in 2025-2026 and will gauge the progress on assessment. If this doesn't help, faculty plan to re-evaluate the tools completely.

POLS 1120: American National Government

In AY 2023 – 2024 all SLOs were, once again, met. However, students only exceeded expectations on one tool for four SLOs. A second assessment tool was added for this AY. This course was taught by three new adjunct instructors for AY 2024 – 2025. The Chair failed to work with the new adjunct faculty to train and conduct common assessments to complete assessment reports. In AY 2025 – 2026 assessment reports will, once again, be completed.

PSYC 1110: Introduction to Psychology

In AY 2023 – 2024 we saw an issue with SLO 4, although it was Approaching. We also, for the first time, saw SLO 2 (Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.) not being met. In AY 2024 – 2025, we see significant improvement. Only SLO 2 was Approaching (and it was very close to being Met). The Chair will continue to work closely with the entire division to ensure that courses are consistent; and that consistent and effective tools are used to measure student learning.

PSYC 2120: Developmental Psychology

In 2023 – 2024 all SLOs were met, and we see this continues in AY 2024 – 2025 as all SLOs were met and exceeded. With the new full-time Instructor in place and more comfortable, the Chair will continue to work closely with the entire department to ensure that courses are consistent; and that consistent and effective tools are utilized to measure student learning. Although assessment data in this course remains very high, several improvements are anticipated for the next academic year.

PSYC 2130: Adolescent Psychology

In AY 2023 – 2024, all SLOs were met. However, in AY 2024 – 2025, only one SLO (SLO 4) was met; two are Approaching (SLOs 1 & 2); and two not met (SLOs 3 & 5). We see inconsistent results across tools for each SLO. The Chair, full-time Psychology Instructor and the Adjunct Instructor teaching the course will work toward strengthening instructional alignment and assessment design (as well as content delivery in some areas).

PSYC 2140: Child Psychology

In AY 2023 – 2024 all SLOs are met and exceeded, and we see this trend continue in AY 2024 – 2025. With the new full-time Instructor in place and more comfortable, the Chair will continue to work closely with the entire department to ensure that courses are consistent; and that consistent and effective tools are utilized to measure student learning. Although assessment data in this course remains very high, several improvements are anticipated for the next academic year.

SOCI 1110: Introduction to Sociology

In AY 2023 – 2024 all SLOs were Met and Exceeded expectations. Once again, In AY 2024 – 2025, all SLOs were Met and Exceeded. We continue to see unusually high numbers in Sociology courses. The instructor has now left the College, and the Chair will hire new faculty to teach Sociology courses and will work with him/her to develop critical and effective assessment tools to accurately measure student learning.

SOCI 2240: Sociology of Intimate Relationships & Family

In AY 2023 – 2024 all SLOs were Met and Exceeded expectations. Once again, In AY 2024 – 2025, all SLOs were Met and Exceeded. We continue to see unusually high numbers in Sociology courses. The instructor has now left the College, and the Chair will hire new faculty to teach Sociology courses and will work with him/her to develop critical and effective assessment tools to accurately measure student learning.

SOCI 2310: Contemporary Social Problems

In AY 2023 – 2024 all SLOs were Met and Exceeded. In AY 2024 – 2025, the course did not have enough enrollment to include assessment data here. In AY 2025 – 2026, the Chair will hire new Sociology faculty and will work with him/her to develop critical and effective assessment tools to accurately measure student learning.

Content Area V – Humanities

ENGL 1410, ENGL 2380, HIST 1150, HIST 1160, HIST 1170, HIST 1180, HIST 2145, and HIST 2310 were not taught during the 2024-2025 academic year, therefore SLO reports were not completed for these classes.

HIST 1110: United States History 1

Students continued to perform well in HIST 1110 during the 2024–2025 academic year, with assessment results remaining consistent with prior years. Faculty were particularly pleased with student performance on key assessment tools, which have remained among the highest-performing areas over the last two academic years. While no major curricular changes are planned for these tools, faculty aim to increase the percentage of students exceeding expectations. To support this goal, the department will retain instructional enhancements implemented this year, including revised citation materials, targeted quizzes, and improved instructional videos. Additionally, faculty will refine select assignment prompts to enhance clarity based on student feedback, ensuring students can engage more effectively with course material.

The annotation assignment will be removed due to its limited instructional impact, allowing for a more effective alternative. In its place, a new comparison essay has been introduced to strengthen students' analytical and comparative reasoning skills. This adjustment will provide students with opportunities to explore historical themes more deeply while reinforcing essential writing techniques. Additionally, instructional videos will be further refined to provide clearer guidance and expectations for assignments. Faculty believe these modifications will improve students' ability to analyze texts critically and articulate their arguments with greater precision.

As documented in the “Closing the Loop” report and assessment data for the Research-Based Essay, students demonstrated strong performance across the targeted SLOs. To build on this success, scaffolding assignments will be restructured in the 2025–2026 academic year to place greater emphasis on source identification, procurement, and quality. This revision will encourage students to engage more critically with research materials and develop stronger citation practices. By focusing on research caliber, faculty aim to further strengthen assessment outcomes in future cycles. These refinements will ensure that students continue developing critical thinking and academic writing skills.

Students also performed well on the three assessment tools, which faculty will continue using as foundational learning and evaluation methods. These tools provide essential insights into student progress and help shape instructional strategies. Minor revisions to prompts and instructional guidance will be made to ensure continued alignment with course goals and student needs. Faculty will also refine assignment expectations to reinforce historical analysis and strengthen students’ engagement with the learning process. Maintaining consistency in assessment will ensure reliable measurement of student learning outcomes.

Overall, the History Department is pleased with the progress made in 2024–2025 and remains committed to refining tools and strategies that encourage more students to exceed expectations. The instructional enhancements planned for the next academic year reflect faculty dedication to improving student engagement, research quality, and historical analysis skills. By continuously evaluating and refining assessment methods, faculty will maintain a high standard of academic rigor in all courses. These efforts align with broader departmental goals of fostering deeper understanding and critical inquiry in historical studies. Faculty remain confident that ongoing improvements will support student success in future assessment cycles.

HIST 1120: United States History II

Student performance in HIST 1120 remained consistently strong throughout the 2024–2025 academic year, with results aligning closely with previous assessment cycles. Faculty noted particular success with the core assessment instruments, which have continued to yield some of the department’s highest achievement levels over the past two years. While no immediate curricular revisions are scheduled for these tools, faculty have set a goal of increasing the proportion of students who exceed expectations. To support this effort, the department will preserve the instructional enhancements introduced this year—such as improved citation guides, strategic quizzes, and refined instructional videos.

Assignment prompts will also be revised for clarity, drawing upon direct student feedback to foster deeper engagement and understanding. Further refinements to instructional videos are planned to ensure that students have precise guidance on expectations and methodologies. Faculty anticipate that these improvements will elevate students’ analytical proficiency and sharpen their ability to construct well-supported arguments. These adjustments reflect a continued effort to create transparent and rigorous learning pathways.

According to “Closing the Loop” documentation and Research-Based Essay outcomes, students exhibited strength across targeted SLOs. Building on this momentum, faculty will restructure scaffolding assignments in 2025–2026 to emphasize more rigorous approaches to sourcing and citation. By enhancing focus on the quality and relevance of research materials, faculty aim to deepen students’ critical inquiry and academic writing skills. This refinement will provide additional support for students as they transition into more advanced historical analysis.

The three existing assessment tools will continue to serve as instructional anchors, offering valuable insight into student development and pedagogical efficacy. Faculty plan to implement subtle adjustments to assignment expectations and guidance, ensuring continued alignment with both learning objectives and student needs. These refinements will reinforce historical reasoning and cultivate more

intentional student participation. Maintaining consistency in these methods will also ensure reliable measurement of learning outcomes.

The department remains encouraged by the progress made over the past academic year. Planned refinements and sustained instructional strategies underscore a continued commitment to fostering excellence in historical scholarship. Faculty are confident that these enhancements will promote even stronger student outcomes in the next assessment cycle. These efforts reflect a dedication to continuous improvement and the pursuit of deeper engagement in historical studies.

HIST 1130: World History I

Throughout the 2024–2025 academic year, students in HIST 1130 sustained a high level of academic performance, with assessment results closely mirroring those of prior years. Faculty continued to observe strong engagement with key assessment tools, which remain among the most effective measures of student achievement in this course. Although no major curricular changes are planned, faculty are committed to increasing the number of students who exceed expectations in future cycles. To this end, the department will retain enhancements introduced this year, including updated citation resources, strategic quizzes, and refined instructional videos.

Select assignment prompts will be revised for greater clarity, guided by student feedback to support deeper engagement with course content. Continued refinement of instructional videos is also planned to provide more transparent expectations for major assignments. Faculty anticipate that these adjustments will reinforce analytical thinking and help students articulate historical arguments with increased precision. These refinements reflect the department's ongoing commitment to thoughtful and responsive pedagogy.

Assessment results from the Research-Based Essay and the "Closing the Loop" report confirmed that students are meeting the designated SLOs with consistency and rigor. Faculty will build on this success by restructuring scaffolding assignments in the upcoming academic year, placing added emphasis on research quality and citation practices. This shift will better support students in identifying and utilizing credible sources while enhancing their critical engagement with historical texts. Strengthening research caliber remains a central aim for continued academic growth.

Faculty plan to continue using the three core assessment tools, which have proven effective for monitoring learning progress and shaping instructional strategy. Minor revisions to prompts and instructional materials will be introduced to ensure alignment with learning outcomes and the evolving needs of students. Refining assignment expectations will further reinforce historical analysis and foster meaningful engagement with course themes. These efforts contribute to a reliable and consistent framework for assessment.

The History Department is encouraged by the sustained progress in HIST 1130 and looks ahead with confidence to the 2025–2026 academic year. Planned instructional enhancements and ongoing evaluation of assessment strategies reflect a steadfast dedication to academic excellence. By continuing to improve research-based writing and historical reasoning, faculty aim to help more students exceed expectations and deepen their engagement with World history to the 16th century.

HIST 1140: World History II

Student performance in HIST 1140 remained strong throughout the 2024–2025 academic year, reflecting consistent achievement across assessment benchmarks when compared with previous cycles. Faculty observed particularly high results on core assessment tools, which continue to serve as effective indicators of student mastery. While no substantial curricular revisions are planned for these tools, faculty hope to increase the proportion of students who exceed expectations in future assessments. Instructional enhancements introduced this year—including updated citation resources, targeted quizzes, and improved instructional videos—will be retained to support this goal.

Assignment prompts will be refined based on student feedback to improve clarity and accessibility, allowing for stronger engagement with course content. Instructional videos will also be updated further to provide more explicit guidance and support for complex assignments. Faculty

anticipate that these revisions will contribute to deeper critical analysis and more polished argumentative writing. These strategies aim to create a more intentional and student-responsive learning environment.

Assessment data from the Research-Based Essay, as documented in the "Closing the Loop" report, indicated successful performance across targeted SLOs. In the 2025–2026 academic year, scaffolding assignments will be restructured to place greater emphasis on selecting, evaluating, and citing quality sources. This adjustment is designed to cultivate students' research skills, enhance citation accuracy, and promote higher-level academic writing. Faculty view this refinement as integral to elevating research-based outcomes in future iterations of the course.

The three foundational assessment tools will remain in use, as they continue to provide meaningful insight into student learning and instructional efficacy. Minor revisions to prompts and instructional guidance will be introduced to preserve alignment with learning objectives while meeting students' evolving needs. These changes will further reinforce historical analysis and deepen engagement with the curriculum. Consistency in assessment practices will ensure accurate measurement of student progress over time.

Encouraged by the year's results, the History Department remains committed to continuous improvement in HIST 1140. Planned instructional adjustments reflect faculty dedication to rigorous academic standards, student-centered strategies, and refined pedagogical approaches. By consistently revisiting and enhancing assessment methods, faculty seek to foster stronger analytical reasoning and historical inquiry in all students. Confidence is high that ongoing efforts will contribute to elevated performance in future assessment cycles.

HIST 2110: Survey of New Mexico History

During the 2024–2025 academic year, students enrolled in HIST 2110 demonstrated sustained academic success, with assessment results holding consistent with prior years. Faculty were especially encouraged by student engagement with core assignments, which have yielded strong learning outcomes for the past two cycles. In a shift from previous practice, the department will implement two new assessment tools in 2025–2026 to replace the original three. These additions are intended to increase student engagement and bring fresh focus to key learning objectives in historical methodology.

To support the transition, several instructional enhancements introduced this year will be retained, including revised citation materials, strategic quizzes, and updated instructional videos. Assignment prompts will undergo thoughtful revisions based on student feedback to improve clarity and accessibility. These refinements aim to support deeper interaction with course content and provide transparent expectations for academic performance. Faculty anticipate that students will benefit from greater precision in guidance, resulting in stronger analytical and argumentative writing.

The annotation assignment, previously used to support text engagement, will be removed due to limited instructional impact. In its place, students will complete scaffolding assignments to build up to the two new tools. Instructional videos will be updated to complement this new format, offering targeted support for assignment expectations. Faculty believe this adjustment will allow students to explore historical themes with greater nuance while practicing essential writing techniques.

Assessment data from the "Closing the Loop" report and Research-Based Essay confirmed that students met the targeted SLOs with strong proficiency. To continue building on this success, faculty will restructure scaffolding assignments to place greater emphasis on sourcing practices—specifically, the identification, evaluation, and integration of research materials. These revisions will encourage more rigorous citation habits and promote deeper critical engagement with historical scholarship. Enhancing research quality remains a key priority for the department.

Overall, HIST 2110 has maintained a consistent standard of excellence, and faculty remain committed to strengthening assessment and instruction through carefully considered modifications. The introduction of new tools, along with continued instructional support, reflects the department's ongoing dedication to academic rigor and student-centered teaching. These improvements are aligned with broader goals of fostering historical inquiry and methodological fluency. Faculty are confident that this revised framework will further enhance student performance in the coming assessment cycle.

SPAN 1110: Spanish I

Students in SPAN 1110 continued to perform well during the 2024–2025 academic year, consistently meeting and exceeding expectations on all course SLOs. Spanish faculty observed strong results using the current instructional methods and assessment tools, particularly Canvas-based assignments that provide immediate grading and allow multiple attempts. This approach has reinforced mastery while encouraging persistence, contributing to overall student success. Faculty will continue promoting timely assignment submission and full utilization of retake opportunities to support students in reaching their highest potential. To build on these successes, faculty will also examine ways to expand structured support for students struggling with specific grammar and vocabulary areas.

The current assessment tools are appropriately leveled for Spanish I and will remain unchanged. However, faculty plan to incorporate more complex readings and contextualized vocabulary practice to further challenge and engage students. Short instructional videos featuring cultural content will be introduced to bridge linguistic skills with cultural understanding and provide necessary background knowledge for classroom tasks. These resources will ensure students have a deeper appreciation of language application while reinforcing grammar structures. Additionally, faculty will seek feedback on student comprehension levels to refine instructional approaches and make necessary modifications.

Encouraging active communication between students and instructors remains a priority, particularly in discussion posts, which still require greater engagement. Faculty will continue to emphasize the importance of participation and create incentives for increased interaction. To strengthen comprehension, formative assessments may be introduced mid-unit to monitor student progress and reinforce understanding of core concepts. These assessments will allow faculty to identify areas requiring additional support while guiding students toward improved learning strategies. The goal is to foster a more interactive learning environment that enhances fluency and confidence in language use.

Listening activities will be revised and expanded to incorporate more real-life scenarios, such as podcasts, voice messages, interviews, and news clips, to develop students' practical comprehension skills. These activities will be differentiated to meet various proficiency levels, allowing beginners to focus on vocabulary recognition and main ideas while advanced students summarize, analyze nuance, and offer critical responses. Faculty will encourage students to slow down audio playback and use chunking techniques to improve listening outcomes. By integrating authentic listening materials, faculty aim to enhance students' ability to process and retain spoken Spanish effectively.

To deepen real-world relevance, an assignment may include intergenerational collaboration—pairing students with elderly individuals for a shared language experience—to promote meaningful communication and personal connection. Oral questions following reading tasks will also be considered to enhance comprehension and reinforce student engagement. These strategies align with faculty goals to make language acquisition more immersive and culturally enriched. Faculty remain committed to refining instructional techniques that ensure continued student success while fostering a deeper connection between language proficiency and cultural literacy.

SPAN 1120: Spanish II

Students in SPAN 1120 performed commendably throughout the 2024–2025 academic year, consistently meeting and often surpassing course SLO expectations. Spanish faculty noted particularly strong results from Canvas-based assignments, which offered immediate feedback and multiple submission opportunities. This format encouraged mastery through repetition and supported student persistence. Continued emphasis will be placed on prompt assignment completion and full utilization of retake opportunities. Faculty are also exploring ways to extend targeted support for learners who struggle with grammar and vocabulary acquisition.

The current assessment tools remain well-suited to the introductory nature of Spanish II and will continue unchanged. Nevertheless, faculty plan to enrich the curriculum through complex reading

selections and contextual vocabulary exercises that provide greater cognitive engagement. To connect linguistic development with cultural understanding, new instructional videos featuring cultural content will be introduced. These materials will serve as background support for classroom discussions and reinforce grammatical structures. Faculty will also collect feedback on comprehension levels to guide future instructional refinements.

Faculty remain committed to fostering meaningful dialogue between students and instructors, particularly in discussion forums that still show room for deeper engagement. Participation expectations will be further emphasized, and incentives introduced to promote interaction. Mid-unit formative assessments are under consideration as a way to track student progress and solidify understanding of foundational concepts. These assessments will allow instructors to identify specific learning gaps and guide students toward more effective study strategies. The ultimate goal is to cultivate a dynamic learning environment where fluency and confidence thrive.

To enhance auditory comprehension, listening activities will be expanded to feature authentic, real-world content—such as podcasts, voicemail clips, interviews, and brief news segments. These materials will be differentiated by proficiency level, allowing novice learners to focus on key words and themes, while advanced students engage in deeper analysis and interpretation. Faculty will encourage practical listening strategies, such as slowing audio playback and using chunking techniques, to support better retention and comprehension of spoken Spanish.

Looking ahead, one proposed activity includes intergenerational language collaboration—pairing students with older individuals to foster interpersonal connection and authentic conversation. Faculty also plan to incorporate oral questioning techniques following reading tasks to reinforce engagement and comprehension. These additions reflect a commitment to making the course increasingly immersive and culturally responsive. Faculty continue to refine instructional methods to ensure student success while strengthening the relationship between linguistic fluency and cultural literacy.

Content Area VI – Creative & Fine Arts

ARTH 1110: Art Appreciation

In ARTH 1110 student mastery across the course learning outcomes showed generally positive trends, with most outcomes rated as "Almost Met" and a few fully "Met." Consistency in assessment tools emerged as an area needing attention, as variations between instructors sometimes limited the comparability and reliability of the data. Nevertheless, both instructors demonstrated a strong commitment to improving student outcomes through reflective practice and continuous instructional adjustments.

Strategies such as revising lesson plans, enhancing communication, and developing more robust assessment rubrics have been implemented to better support student learning. Focus has been placed on strengthening academic integrity, writing proficiency, and time management, while also reinforcing the use of consistent evaluation methods across sections. Although SLO 8 remains an area of concern, ongoing efforts to refine assessment tools and instructional strategies are expected to yield continued improvement. Overall, the course is making steady progress in aligning teaching practices with departmental goals of equity, instructional quality, and student success.

ARTH 2110: History of Art I

In ARTH 2110 student mastery across learning outcomes generally approached expectations, with several outcomes rated as "Almost Met" and a few fully "Met." A consistent theme throughout the assessments was the instructor’s thoughtful, reflective approach to instructional improvement. Efforts such as revising lesson plans, enhancing communication, and developing SLO-specific rubrics indicate a clear commitment to closing the assessment loop and improving student learning.

However, the absence of semester data limited the ability to conduct a comprehensive quantitative analysis. One key challenge noted was the need for more targeted assessment tools that clearly align specific assignments, quiz questions, and rubric criteria with individual SLOs, to avoid using broad grades as a proxy for true mastery. The addition of dedicated SLO-tracking rubrics is expected to address this issue, allowing for more accurate measurement of student achievement. Continued focus on data integrity, clear assessment criteria, and student engagement will be essential to support ongoing improvement and ensure the course remains aligned with departmental goals for instructional quality and curriculum development.

ARTS 1240: Design I

In ARTS 1240 student mastery across all learning outcomes was successfully achieved, with each SLO rated as "Met." The instructor's thoughtful revisions to curriculum, assessment tools, and instructional strategies contributed to noticeable improvements in student engagement, project quality, and overall performance. Key adjustments included refining rubrics, enhancing critique practices, and incorporating hands-on demonstrations, all of which supported meaningful learning and closed the loop on assessment.

While these efforts clearly strengthened student outcomes, an ongoing challenge remains in ensuring that assessment tools specifically and directly measure individual learning outcomes. Current grading practices often blend multiple skills, making it difficult to isolate mastery of specific outcomes. The development of more outcome-specific rubrics and assessment measures will be essential for accurately capturing student achievement and guiding future instructional improvements. Continued focus on aligning assessments with clearly defined SLO criteria will further enhance the course's effectiveness and support sustained progress toward departmental goals.

ARTS1250: Design II

In ARTS 1250 student mastery was successfully achieved across all learning outcomes, with each SLO rated as "Met." The instructor's continuous refinement of curriculum, assignments, and assessment tools has led to significant gains in student achievement and engagement. Adjustments such as enhanced critiques, detailed rubrics, and improved course structure reflect a strong commitment to using assessment data for meaningful instructional improvement and effectively closing the loop on assessment.

While these efforts have clearly strengthened student learning, there is still a need to ensure that assessment tools directly measure individual learning outcomes. Current grading practices often blend multiple skills, making it difficult to isolate specific mastery. The planned introduction of more outcome-specific rubrics will provide clearer, more accurate measures of student progress and help guide further instructional refinements. Continued attention to aligning assessments with clearly defined SLO criteria will support sustained progress toward departmental goals and maintain the course's strong trajectory of student success.

ARTS 1610: Drawing I

In ARTS 1610 students achieved mastery across all learning outcomes, reflecting the instructor's ongoing dedication to refining both curriculum and assessment. Thoughtful updates to lesson plans, targeted exercises, and the adoption of new rubrics have directly contributed to measurable gains in student performance and engagement. Specific efforts, such as enhanced still life assignments and a sharpened focus on critique and vocabulary development, have strengthened both technical skills and critical analysis. The instructor's methodical approach demonstrates a clear link between instructional adjustments and improved outcomes, effectively closing the loop on assessment.

However, while overall course progress is strong, there remains a need for more precise alignment between assessment tools and individual learning outcomes. Current grading structures often blend multiple skills, which can obscure whether specific competencies have been fully mastered. The planned implementation of outcome-specific rubrics will help address this, ensuring that future evaluations more accurately capture student achievement and inform ongoing instructional improvement.

ARTS 1630: Painting I

In ARTS 1630 most student learning outcomes were successfully met, with one area still developing. The instructor's intentional revisions to lessons and assessments, including the use of more detailed rubrics and targeted demonstrations, resulted in noticeable gains in student performance and engagement. Students showed clear progress in both technical execution and historical context, supported by refined instructional strategies and improved tracking methods within Canvas.

The one area not yet fully met involved limitations in student practice opportunities due to material shortages; however, the instructor has proactively addressed this by planning for additional resources to better support skill development in future terms. Throughout the assessment cycle, the instructor demonstrated a strong commitment to using data for continuous refinement, ensuring that each iteration of the course builds upon prior findings. Moving forward, continued emphasis on aligning assessments directly with specific learning outcomes will enhance the accuracy of mastery evaluations and further strengthen instructional effectiveness.

ARTS 2610: Drawing II

In ARTS 2610 assessment results indicate that all student learning outcomes were successfully met, reflecting strong instructional progress throughout the course. The instructor's consistent use of assessment data to guide adjustments has resulted in steady improvements in student performance across multiple areas. Targeted demonstrations, updated rubrics, and refined content delivery have all contributed to more effective skill development. In particular, the integration of structured written and oral critiques has significantly enhanced students' abilities in self-assessment, peer feedback, vocabulary usage, and presentation.

While these instructional strategies have produced measurable gains, ongoing clarification of rubric criteria remains a priority to ensure that assessments directly reflect student mastery of each outcome. By continuing to fine-tune assessment tools and align them more precisely with specific learning outcomes, the course is well-positioned for continued growth and even stronger student achievement moving forward.

ARTS 2630: Painting II

In ARTS 2630 the assessment cycle demonstrated strong instructional progress, with all student learning outcomes successfully met. The return to a fully assessed student cohort (versus the Audit cohort in the previous semesters) offered valuable, comprehensive insights that the instructor thoughtfully analyzed to guide course improvements. Adjustments to both teaching methods and assessment tools have been made based on these findings, reflecting a clear dedication to refining the course and advancing student success.

The instructor's reflective approach has addressed previous limitations, resulting in meaningful revisions that better support student learning. Planned enhancements for upcoming terms will continue this forward momentum. While current assessment practices sometimes make it challenging to isolate mastery of individual outcomes, continued refinement of outcome-specific tools will further strengthen

the accuracy of assessment data. Overall, the course is on a strong path of continuous improvement, with clear evidence of responsive, data-driven instructional development.

2024-25 NMES Institutional Summary

Y = Met

A = Almost Met (within 5%)

N = Not Met

Course & SLOs	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications Goal: 75% or more SLOs Meet Expectations	Y	Y	Y		
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	25/27 = 92.5%	21/23 = 91%	17/19 = 89%		
Content Area II – Mathemetics Goal: 75% or more SLOs Meet Expectations	N	N			N
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	24/38 = 63%	25/41 = 61%			23/39 = 59%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations		N		N	N
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		72/113= 63%		29/44 = 66%	57/96 = 59%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations	A	A		A	
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	31/45 = 69%	30/43 = 70%		22/32 = 69%	
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		49/51 = 96%	57/59 = 96%	52/54 = 96%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations	Y	Y		Y	
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	35/45 = 78%	35/45 = 78%		31/41 = 75%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations	Y	A	Y	Y	N
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	115/155 = 74%	232/316 = 73%	74/78 = 95%	134/171 = 78%	103/135 = 59%

NMES Institutional Trends

= Improved

= Steady

= Declined

Comparison of current and prior year results. A change greater than 2.5% over the prior year indicates improvement or decline.	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 3 Info & Digital Literacy**	**NMES 4 P&S Responsibility**	**NMES 5 Quantitative Reasoning**
Content Area I – Communications:	=	=	=		
	2023-2024: 92.5% 2024-2025: 92.5%	2023-2024: 91% 2024-2025: 91%	2023-2024: 89% 2024-2025: 89%		
Content Area II – Mathematics:	–	–			–
	2023-2024: 81.5% 2024-2025: 63%	2023-2024: 80% 2024-2025: 61%			2023-2024: 79% 2024-2025: 59%
Content Area III – Science:		–		–	–
		2023-2024: 76% 2024-2025: 63%		2023-2024: 86% 2024-2025: 66%	2023-2024: 67% 2024-2025: 59
Content Area IV – Social & Behavioral:	–	–		–	
	2023-2024: 77% 2024-2025: 69%	2023-2024: 76% 2024-2025: 70%		2023-2024: 74% 2024-2025: 69	
Content Area V – Humanities:		+	+	+	
		2023-2024: 90% 2024-2025: 96%	2023-2024: 91% 2024-2025: 96%	2023-2024: 93% 2024-2025: 96%	
Content Area VI – Creative & Fine Arts:	+	+		+	
	2023-2024: 63% 2024-2025: 78%	2023-2024: 63% 2024-2025: 78%		2023-2024: 60% 2024-2025: 75%	
Institutional (Gen Ed Program) Status:	–	–	+	=	–
	2023-2024: 78.5% 2024-2025: 74%	2023-2024: 77% 2024-2025: 73%	2023-2024: 90% 2024-2025: 95%	2023-2024: 78% 2024-2025: 78%	2023-2024: 77% 2024-2025: 59

Content Area I

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 3 Information & Digital Literacy**
Content Area I (Communication) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	25/27 = 92.5% Y	21/23 = 91% Y	17/19 = 89% Y
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.	Y	Y	Y
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.	A	A	A
SLO 3: Analyze a potential audience and tailor a speech to that audience.	Y	Y	Y
SLO 4: Evaluate presentations according to specific criteria.	Y	Y	Y
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.	Y	Y	Y
SLO 6: Recognize diversity and ethical considerations in public speaking.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area I

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area I

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area I

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area I

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area II

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 5 Quantitative Reasoning**
Content Area II (Mathematics) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	24/38= 63% N	25/41= 61% N	23/39= 59% N
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets	N	N	N
SLO 2: Use and solve various kinds of equations	A	A	A
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols	A	A	A
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications	A	A	A

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area II

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

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Content Area II

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

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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.		A	A
SLO 3: Summarize data using measures of central tendency and variation.		Y	
SLO 4: Present concepts of probability.	A	A	A
SLO 5: Compute point and interval estimates.		N	N
SLO 6: Perform hypothesis tests.	Y	Y	Y
SLO 7: Analyze data using regression and correlation.	A	A	A

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Content Area II

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

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Content Area II

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

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Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**	**NMES 5 Quantitative Reasoning**
Content Area III (Science) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	72/113= 63% N	29/44= 66% N	57/96= 59% N
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 1: Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.	Y	Y	
SLO 2: Explain how chemical and physical principles apply to biological processes at the cellular level.			Y
SLO 3: Understand basic concepts of cell biology.	Y		Y
SLO 4: Understand that all organisms share properties of life as a consequence of their common ancestry.	Y		Y
SLO 5: Understand fundamental processes of molecular biology.	Y		Y
SLO 6: Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.	Y		Y
SLO 7: Understand the criteria for species status and the mechanisms by which new species arise.	Y		Y
SLO 8: Understand methods for inferring phylogenetic relationships and the basis for biological classification.	Y		Y
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.	Y		Y
SLO 10: Explain the importance of the scientific method for addressing important contemporary biological issues.	Y	Y	Y
SLO 11: Employ critical thinking skills to judge the validity of information from a scientific perspective.	Y	Y	Y
SLO 12: Apply the scientific method to formulate questions and develop testable hypotheses.		Y	Y

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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

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Content Area III

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

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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		

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Content Area III

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

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BIOL 2210C – Human Anatomy and Physiology I Lecture and Laboratory			
SLO 1: Describe and apply anatomical terminology	N	N	
SLO 2: Describe multi cellular organization.			N
SLO 3: Distinguish and describe major tissue types.	N		
SLO 4: Describe the structure and function of the integumentary system.	N		N
SLO 5: Describe the structure and function of the skeletal system.	N		N
SLO 6: Describe the structure and function of the muscular system.	N		N
SLO 7: Describe the structure and function of the nervous system.	N		N
SLO 8: Describe the structure and function of the special senses.	N		N
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	N		N
SLO 10: Apply the scientific method correctly.		A	A
SLO 11: Collect, analyze, and interpret scientific data.		A	A
SLO 12: Use laboratory equipment, such as a microscope, correctly and safely.	A		
SLO 13: Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.	N		
SLO 14: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	N	N	
SLO 15: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	N		N
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	N		

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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.	A		A
SLO 2: Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the body.			N
SLO 3: Explain how fluid and electrolyte balance is maintained in the human body.	N		
SLO 4: Compare and contrast the anatomy and physiology of male and female reproductive systems.	A		A
SLO 5: Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.	N		N
SLO 6: Explain heredity and genetic control.	A		A
SLO 7: Apply the scientific method correctly.	A		A
SLO 8: Collect, analyze, and interpret scientific data.	A		A
SLO 9: Use laboratory equipment, such as a microscope, correctly and safely.	A		A
SLO 10: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	A		A
SLO 11: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.		N	N
SLO 12: Analyze the physiological processes of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.	N		
SLO 13: Analyze the physiological processes of fluid and electrolyte balance and acid base balance in the human body.	N		
SLO 14: Analyze heredity and genetic control.	N	N	

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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

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Content Area III

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

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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			N
SLO 2: Identify elements from their name or symbol; use the periodic table to describe reactivity patterns of elements and to predict compound formation			N
SLO 3: Describe the basic structure of an atom using subatomic particles, and apply these concepts to nuclear reactions			N
SLO 4: Describe ion formation and the difference between covalent and ionic compounds. Name and write formulas for ionic and simple molecular compounds.			N
SLO 5: Write and balance chemical reactions. Use balance reactions in stoichiometric calculations			N
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.			N
SLO 7: Explain different types of energy and how energy is released or absorbed in a reaction			N
SLO 8: Describe acid and base behavior			N
SLO 9: Explain the intermolecular attractive forces that determine physical properties; apply this knowledge to qualitatively evaluate theses forces and predict the physical properties that result			N
SLO 10: Practice concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate lab safety guidelines		N	
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	N		
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital		A	

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

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

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Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**	**NMES 5 Quantitative Reasoning**
CHEM 1215C – General Chemistry I Lecture & Lab (for STEM) (cont.)			
SLO 11: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)	Y		
SLO 12: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware	Y		
SLO 13:Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration	Y		
SLO 14: Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements	Y		
SLO 15: Draw conclusions based on data and analyses from laboratory experiments	Y		Y
SLO 16: Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required	Y	Y	Y
SLO 17: Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course	Y		Y
SLO 18: Design experimental procedures to study chemical phenomena	Y	Y	Y

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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

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**
Content Area IV (Social & Behavioral Science) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	31/45= 69% A	30/43= 70% A	22/32= 69% A
ANTH 1140 – Introduction to Cultural Anthropology			
SLO 1: Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline	Y	Y	Y
SLO 2: Comprehend the importance of studying cultural anthropology.	A	A	A
SLO 3: Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected	A	A	A
SLO 4: Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures	Y	Y	Y
SLO 5: Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures	A	A	A
SLO 6: Gain a sense of relationship with people processing different experiences from their own	Y	Y	Y
SLO 7: Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**
ECON 2120 – Microeconomic Principles			
SLO 1: Explain the concept of opportunity cost.	A	A	A
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.	A	A	A
SLO 6: Demonstrate an understanding of producer choice, including cost and break-even analysis.	A	A	A
SLO 7: Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.	A	A	A

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**
PSYC 1110 – Introduction to Psychology			
SLO 1: Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.	Y	Y	
SLO 2: Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.	A	A	A
SLO 3: Explain how information provided in this course can be applied to life in the real world.	Y	Y	Y
SLO 4: Identify the major theoretical schools of thought that exist.	Y	Y	
SLO 5: Develop use of APA format and citations in academic research.	Y	Y	

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area IV

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 2 Critical Thinking**	**NMES 2 Information & Digital Literacy**	**NMES 4 P&S Responsibility**
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	49/51 = 96% Y	57/59 = 96% Y	52/54 = 96% Y
HIST 1110 – United States History I			
SLO 1: Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.	Y	Y	Y
SLO 2: Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.	Y	Y	
SLO 3: Students will summarize and appraise different historical interpretations and evidence in order to construct past events.		Y	Y
SLO 4: Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluating credibility, perspective, and relevance.	Y	Y	Y
SLO 5: Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.	Y	Y	Y
SLO 6: Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 2 Critical Thinking**	**NMES 3 Information and Digital Literacy**	**NMES 4 P&S Responsibility**
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.	Y	Y	Y
SLO 2: Articulate the difference between individual (morality as personal autonomy that corresponds to ethical system) and social morality (ethics as a value system).	Y	Y	Y
SLO 3: Discuss current ethical topics based on the research and reliable sources.	Y	Y	Y
SLO 4: Communicate clearly her/his ethical views. Taking a stand on the issue.	Y	Y	Y
SLO 5: Offer solutions to ethical problems based on the research and reliable sources, argumentation, and digital media.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area V

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**
Content Area VI (Fine Art) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	35/45 = 78% Y	35/45 = 78% Y	31/41 = 75% Y
ARTH 1110 – Art Appreciation			
SLO 1: Trace the development of diverse art and architecture styles	A	A	A
SLO 2: Compare and contrast the major art and architectural styles	A	A	A
SLO 3: Use art terms and explain basic art concepts	A	A	A
SLO 4: Analyze the visual elements and design principles in masterworks of art	A	A	A
SLO 5: Describe masterpieces objectively, with emphasis on contemporary works	Y	Y	Y
SLO 6: Gain general knowledge of the history of artistic production	Y	Y	Y
SLO 7: Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music	A	A	A
SLO 8: Distinguish the elements and principles of design and explain how they are being used in a given piece of art	N	N	N

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	**NMES 1 Communication**	**NMES 2 Critical Thinking**	**NMES 4 P&S Responsibility**
ARTS 1250 – Design II			
SLO 1: Apply the artistic qualities of the elements of art and principles of design to three-dimensional form.	Y	Y	Y
SLO 2: Create 3-D form using a varied sculptural methods, construction techniques and media.	Y	Y	Y
SLO 3: Produce 3-D design projects safely with proper use of equipment and materials.	Y	Y	Y
SLO 4: Apply realistic, referential, and abstract concepts and ideas to projects.	Y	Y	Y
SLO 5: Demonstrate knowledge of 3 D related art vocabulary, origin and trends in sculpture, and 3-D design fundamentals.	Y	Y	Y

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met

Content Area VI

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

Y = Met

A = Almost Met (within 5%)

N = Not Met