ASSESSMENT HANDBOOK

Fourth Edition | February 2026

Clovis Community College
Assessment Council

Clovis Community College™

Clovis Community College
417 Schepps Blvd.
Clovis, New Mexico 88101
Phone: 575.769.2811 | **Fax:** 575.769.4190
Website: www.clovis.edu/consumerinfo/assessment.aspx

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Table of Contents

Section 01: Clovis Community College

Description: This section provides a closer, more intimate look at Clovis Community College [New Mexico] as an institution of higher learning in rural Eastern New Mexico and outlines polices regarding Assessment.

The nature of higher education is CONTINUALLY changing in New Mexico and at regional, national, and international levels. These changes are becoming readily apparent within the recent mandates championed by the State of New Mexico through the state legislature and those institutions responsible for higher education in the state, such as New Mexico's Higher Education Department (NMHED). To complicate matters further, accreditation agencies, such as the Higher Learning Commission (HLC), are requiring changes be made to how processes are done, especially when it comes to General Education and its assessment.

MISSION

Clovis Community College delivers high-quality education, training, and lifelong learning that empowers individuals, enriches lives, and fuels economic vitality across the communities we serve.

VISION

To be your college of choice and a trusted community partner.

INSTITUTIONAL VALUES

Excellence. We provide exceptional, relevant education and training through talented faculty and staff who inspire student success.

Collaboration. We build meaningful partnerships with students, the community, and our alumni to promote a legacy of learning, innovation and giving.

Adaptability. We embrace flexible approaches to education and training to respond to student and community needs.

Optimism. We stand as a beacon of hope and opportunity for our students and community.

Respect. We provide a safe environment for respectful and responsive

interactions among people with varied backgrounds and experiences.

Innovation. We lead with both actions, dynamic improvements, and creative ideas that are transformative.

ASSESSMENT COUNCIL: DEFINITION & PURPOSE

Per the Clovis Community College Governance Document (**Revised 08/2025**), p. 5, the Assessment Council promotes effectiveness of instruction and services by:

- Maintaining a current assessment plan, which provides for regular appraisal of all instructional, service, and support functions of the institution.
- Collecting assessment data generated through implementation of the assessment plan and reporting periodically to the campus community and other appropriate constituencies concerning findings, indications for improvement, corrective action implemented, and recommendations.
- Promoting education on the assessment function and encouraging all operating units to continually measure effectiveness and identify and implement changes to bring about improvement in performance.
- Evaluating and assisting with faculty assessment of student learning outcomes**.**

Per the Clovis Community College Governance Document (**Revised 08/2025**), p. 5, the membership of this council is defined as follows:

> The Assessment Council includes in its membership the Executive Vice President; all Division Chairs; the Dean of Academic Support & Professional Development; and four or more Faculty members. The Executive Vice President appoints another member as Chair.

A SPECIAL NOTE ON THE ASSESSMENT COUNCIL'S FOCUS

While the governance document suggests the Assessment Council is involved in all forms of assessment, both academic and services-related, most of the Assessment Council's focus pertains to **academic** assessments, especially those assessments evaluating General Education as a whole. In addition to completing annual assessment reports, The Council provides ongoing training for faculty.

FACULTY RESPONSIBILITIES

Assessment is a crucial and on-going component of improved student learning at Clovis Community College. Your role as faculty is integral to that process. Assessment data is gathered and reported every academic year. As a faculty member, you will be required to participate in the Assessment process at the end of every academic year under the guidance of your Division Chair and Assessment Council Chair. Furthermore, Assessment is an ongoing process that will require faculty to meet with their Chairs periodically to reflect on data, discuss data collection methods and implement changes for improvement.

- All General Education faculty, both full and part-time, will be required to complete and submit an Assessment report to their Division Chair for each section of a general education course that they teach.
- Non-General Education faculty will be required to complete and submit at least one Course and /or Program Assessment report to their Division Chair.
- All Occupational Technology and Allied Health Faculty will be required to submit Course and/or Program Assessment reports as required by their Division Chair.

COMMON ASSESSMENT TOOLS

Assessment tool/s are what is used to measure the outcome of each Student Learning Outcome (SLO). Faculty along with the Division Chair (and other faculty if the course is taught by multiple instructors) determine which tool/s will be used to measure each SLO. If a course is taught by multiple instructors **ALL** tool/s measuring SLOs must be the same across **ALL** course sections. Common assessment tools ensure consistency in data reporting. Instructors can have additional assignments that are not mapped to SLOs and are not included in the collection of assessment data.

- Examples of Assessment tool/s include:
    - Final exams (that are mapped to SLOs, not test banks), projects, presentations, writing assignments, discussion posts, etc.

Each SLO *must* have at least one tool measuring its outcome; using multiple tools to measure each SLO is highly encouraged. Students should be given the opportunity to show mastery of student learning in a wide variety of ways.

- For example: a written assignment, a graded discussion post, and 10 questions from the cumulative final exam can ALL be used to measure a single SLO. This gives students multiple opportunities to demonstrate mastery.

ACADEMIC FREEDOM

The American Association of University Professors defines academic freedom as "the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen," (2024).

Academic Freedom (Faculty): In a course for which you are the only instructor, you have the right, under principles of academic freedom, to determine the texts (and other materials) the students will be required to read. Your right in this regard is not absolute, however. The texts should be related to the subject of the course, and practical concerns about availability and cost should be considered. Still, the principle is clear: the faculty member solely responsible for the course has the freedom to select the readings.

In a multi-section course taught by several faculty members, however, responsibility for identifying the text(s) to be assigned to students is shared among the instructors. Common course syllabi and examinations are also typical. The shared responsibility bespeaks a shared freedom, which trumps the freedom of an individual faculty member to assign a textbook that he or she alone considers satisfactory," (American Association of University Professors, 2024).

Section 02: General Education Program Assessment Rollout (AY 2019–2020)

Description: This section explores the nature of general education in New Mexico, following changes made at the state level in 2019. This section also offers an in-depth discussion on the **new** general education curriculum mandated by the State of New Mexico, which drastically changed assessment of general education at Clovis Community College.

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

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

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

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

their component skills across the General Education disciplines as well as by course. General Education after 01 August 2019 was assessed as a program, with the NMES designated as the institution's learning outcomes (ILOs). (These ILOs are referred to as NMES or the Five Essential Skills to avoid confusion.) Course student learning outcomes (SLOs) were aligned to these Essential Skills and their component skills, with student mastery measured and reported for every section of each General Education course taught in an Academic Year at Clovis Community College.

NEW MEXICO HED'S GENERAL EDUCATION MODELS

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

Table 1 – Degree Gen Ed Credit Hour Requirements

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

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

General Education is now divided into **six (6) content areas** instead of the previous five. These content areas are listed below. The courses Clovis Community College offers in each content area can be found in the most current edition of the Clovis Community College Course Catalog in the section titled Clovis Community College General Education Core.

The six (6) content areas include the following: Communication (Area I), **Mathematics** (Area II), **Science** (Area III), **Social and Behavioral Science** (Area IV), **Humanities** (Area V), AND **Creative and Fine Arts** (Area VI).

NEW MEXICO'S FIVE (5) ESSENTIAL SKILLS

NMHED identified **Five Essential Skills (NMES)** that are shared across all disciplines. More importantly, the Five Essential Skills should, according to NMHED, prepare students not only for subsequent college courses but also for situations in the workplace, personal and social spheres, and civic life in New Mexico (and elsewhere). Three Essential Skills are associated with each of the six identified content areas (**see Table 2 below**). Faculty teaching in any of the six content areas must instill the three related Essential Skills in their students while also addressing the course's content and skills. The alignment between NMES and our General Education Philosophy Statements has been recorded in the CCC Course Catalog since AY 2020–2021.

Table 2 – Content Areas and Their Associated NM Essential Skills

CONTENT AREA	ESSENTIAL SKILLS ASSOCIATED WITH CONTENT AREA
COMMUNICATION	Communication Critical Thinking Information and Digital Literacy
MATHEMATICS	Communication Critical Thinking Quantitative Reasoning
SCIENCE	Critical Thinking Personal and Social Responsibility Quantitative Reasoning
SOCIAL AND BEHAVIORAL SCIENCE	Communication Critical Thinking Personal and Social Responsibility
HUMANITIES	Critical Thinking Information and Digital Literacy Personal and Social Responsibility
CREATIVE AND FINE ARTS	Communication Critical Thinking Personal and Social Responsibility

NMES GOALS & DESCRIPTIONS

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

undergraduates should reach the Proficiency level by the end of a baccalaureate degree program.

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

III. Information & Digital Literacy: A course focused on information and digital literacy as an essential skill should encompass three of the four component skills. Proficiency in Information & Digital Literacy is defined at a level appropriate to general education. Information literacy spans across genres and content within the general education core and is not tied to a specific medium or format.

IV. Personal & Social Responsibility: This set of skills could be taught in a range of disciplines with different foci. For a course to be designated as one that teaches personal and social responsibility skills, it needs to focus on at least two of the following component skills. At the completion of the Personal and Social Responsibility component of the General Education curriculum, the student should be at the Developing level in all areas. An undergraduate in a related field should reach the Proficiency level by the end of a baccalaureate degree program.

V. Quantitative Reasoning: Quantitative reasoning involves representing and communicating quantitative information, analyzing, and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content (e.g., economics, psychology, chemistry) or otherwise accessible to students. They may

model aspects of real-world problems while maintaining an appropriate level of complexity for general education students. Students in quantitative reasoning courses will be expected to demonstrate proficiency in all three component skills.

COMPONENT SKILLS AS DEFINED BY NMHED

Each of the **Five Essential Skills** is comprised of several component skills. These component skills are examined in Tables 3-7. Each NMES requires **some** or **all** of the component skills to be taught and measured in the courses associated with a given Content Area. These component skills were originally accessed on the NMHED Website.

Table 3 – Communication NMES and Component Skills

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

Table 4 – Quantitative Reasoning NMES and Component Skills

Quantitative Reasoning Component Skills (Address All) ***Content Areas:*** *Mathematics AND Science*	
Communication or Representation of	Express quantitative information symbolically, graphically, and in written or oral language.

Quantitative Information	
Analysis of Quantitative Arguments	Interpret, analyze, and critique information or a line of reasoning presented by others.
Application of Quantitative Models	Apply appropriate quantitative models to real world or other contextual problems.

Table 5 – Personal & Social Responsibility NMES and Component Skills

Personal and Social Responsibility Component Skills (Address 2 of 5) ***Content Areas:*** *Science, Social & Behavioral Sciences, Humanities, AND Creative and Fine Arts*	
Intercultural reasoning and intercultural competence	Personal and social justice issues; working with different perspectives and ethnocentrism; compare and contrast solutions across social and cultural relationships
Sustainability and the natural and human worlds	The relationship among environmental, socio-cultural, political, and economic systems; local or global issues
Ethical reasoning	Ethical theories; the relationship between ethics and ethical systems and moral norms; a range of ethical perspectives and ethical solutions
Collaboration skills, teamwork, and value systems	Shared ethical obligations and intercultural sensitivity; personal and mutual accountability; teamwork and collaboration
Civic discourse, civic knowledge, and engagement – local and global	Diverse positions on issues, values, or practices; respectful civic dialogue from differing perspectives; organizational, cultural, economic, or political factors

Table 6 – Information & Digital Literacy NMES and Component Skills

Information and Digital Literacy Component Skills (Address 3 of 4) ***Content Areas:*** *Communications AND Humanities*	
Authority and Value of Information	Recognize the independent nature of the authority and value of information and use this

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

Table 7 – Critical Thinking NMES and Component Skills

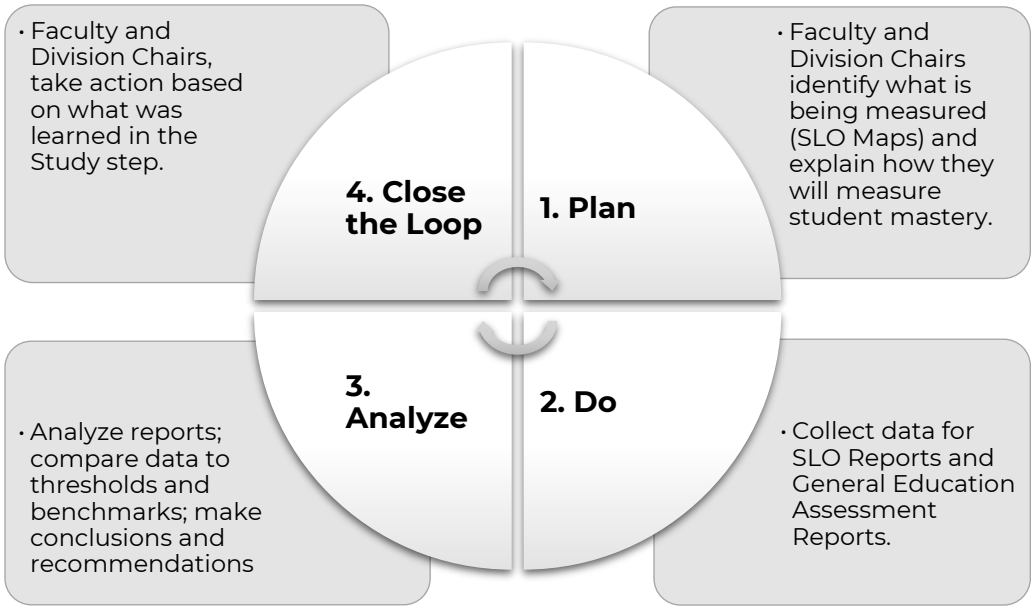
Critical Thinking Component Skills (Address All)	
Content Areas: *COVERED BY ALL CONTENT AREAS*	
Problem Setting	Delineate a problem or question. Students state a problem/question appropriate to the context.
Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question.
Evidence Evaluation	Evaluated evidence/data for credibility (e.g., bias, reliability, and validity), probable truth, and relevance to a situation.
Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Section 03: Clovis Community College's General Education Assessment PROCESS

Description: This section explores the steps involved in assessing general education as a program at Clovis Community College. Readers will also find a statement concerning **WHY** assessment is so important to CCC, its administration, and its faculty.

THE CHANGING NATURE OF ACADEMIC ASSESSMENT

Due to pressures from HLC and state-mandated curriculum changes, CCC began developing an assessment plan that re-examined general education as a program. General Education Assessment operates on a continuous annual cycle. Each year, the Assessment Council completes a General Education Assessment Report. The report is presented to the Faculty Association of Clovis Community College (FACCC) and Assessment Council. Additionally, reports are made available on the CCC Assessment Program's public Webpage and the internal Faculty Pathway page. Public transparency is key to ensuring the continued trust and confidence of the public and our stakeholders' place in CCC as an institution of higher learning.



1. **Plan**: Faculty and their Division Chairs must identify **1)** what is measured (student mastery of each SLO), **2)** the tool/s doing the measuring (summative assessment/s), **and 3**) the benchmarks and desired level of student mastery (does not meet/meets/exceeds expectations)

- Course student learning outcomes (SLOs) define what students must know or be able to do at the end of a unit of instruction. The language of each SLO dictates the level of mastery required of the student after all instruction associated with that SLO is concluded. A key factor affecting student mastery requirements is the level of the course. What a student in a freshman-level Art History course is expected to explain is significantly different than what a student in a similar senior-level course is expected to explain. The levels of mastery used at Clovis Community College are categorized as emerging, developing, or proficient and are defined in the NMES portion of the SLO Report form's mapping section.
- Assessment tools are evaluations administered at the end of, or during, a unit of instruction (i.e., exams, projects, presentations, writing assignments, etc.) that measure student mastery of a single SLO, one or more elements of an SLO, or multiple SLOs. When measuring portions of an SLO or more than one SLO, specific elements of the assessment tool (i.e., rubric benchmarks, specific questions in an exam/quiz, etc.) need to identify the SLO or portion of an SLO that is being measured. For example, a comprehensive 100-question final exam might use questions 1-20 for SLO 1, questions 21-40 for SLO 3, and so forth. To assess student learning from multiple viewpoints, it is suggested that faculty and their division chair identify more than one tool to assess student mastery of each SLO. For example, an instructor may use a discussion post and a question from a comprehensive final exam to assess a single SLO.
- Student performance in each summative assessment is categorized at three levels: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations (see the Essential Terms, Concepts, and Explanations for more detailed descriptions of these expectation categories). Based on historical data or national trends, faculty indicate the percentage of assessed students in a course that should Meet Expectations and how many of those students who met expectations should also Exceed Expectations. Student mastery standards and how they are measured **should** be reviewed and/or revised each academic year and then consistently applied in all sections of a course. Students who are not assessed are excluded from this data.
- Course SLOs are aligned to each Gen Ed Content Area's Essential Skill's Component Skills by faculty using the mapping section of the SLO Report form. Non-General Education courses/programs should examine program/course SLOs for potential alignment with NM Essential Skills. (Some programs outside of General Education are already doing this—for example, Physical Therapy.)

2. **Do**: Collect data over the academic year and create SLO Reports.

- Section SLO Reports are produced by General Education faculty for each section of a course taught in the academic year. Course SLO Reports are prepared by Division Chairs and aggregate faculty section reports into a summary of data and findings. Course-level SLO Reports are the sources of data for the CCC General Education Assessment Report (GEAR).
- **CCC GEAR** is produced annually by the Assessment Council Chair and contains summary data from three different perspectives: Courses, Content Areas, and NM Essential Skills.

3. **Analyze**: Analyze reports; compare data to expectations regarding student mastery of course SLOs; make conclusions and recommendations.
   - Course-level assessment data, findings, and recommendations are reviewed and analyzed by Division Chairs and course faculty to identify strengths and areas for improvement at the course and/or program level. Factors that are considered include curriculum content, course materials, flow of instruction, allocation of time per unit of instruction, validation of the assessment tools used, review of expectations, and so forth.
   - Annual GEAR reports are reviewed and analyzed by the Assessment Council and the Division Chairs. The core of these reviews is to identify trends, sustain and disseminate positive results, and allocate resources to resolving or eliminating the sources impeding student success.
   - The CCC GEAR results are presented annually by the Assessment Council Chair to the Assessment Council and Faculty Association of Clovis Community College (FACCC). They are also available on the CCC Website and are posted internally on Pathway.
4. **Close the Loop**: Faculty, Division Chairs, and appropriate departments implement recommendations based on what was learned in the Analyze step.
   - Find and allocate resources (financial, equipment, materials, etc.) to assist faculty/divisions in achieving expectation targets regarding student mastery of SLOs.
   - Implement recommended changes.
   - Suggested Instructional Strategies:
     - Change delivery method; add more hands-on labs; increase/decrease the time for a unit of instruction
     - Curriculum Changes: add a research paper; include online discussions
     - Student Support: use Referrals more; work with Tutoring Center on content
     - Instructor Development: faculty mentoring; attend seminar/webinar/course
     - Measurement Tools: add or remove tools, as needed; revise grading rubric

CCC GEAR ENCOURAGES AND SUPPORTS THE FOLLOWING:

- Transparency at all levels. In other words, anyone can access and read the assessment data/SLO Reports.
- Collaboration between the disciplines on campus, especially when it comes to Essential Skills.
- Data-driven decision-making.
- Retention and persistence efforts on campus.
- Continuous improvement of courses.
- Using assessment report results to frame goals and objectives for faculty.

THE WHY OF ASSESSMENT

We measure what we value. The SLO Report (i.e., assessment) is used to demonstrate how we provide high-quality education which improves student lives and ignites economic vitality in the region (and beyond). Soft skills, which correlate to the Five Essential Skills, are highly sought after by employers. The Five Essential Skills ensure students can adapt and navigate the twenty-first-century information age and digital economy. Assessment is meaningful. Assessment provides faculty with meaningful information for improvements in student learning. Assessment is not punitive. Faculty, their Chair, and other faculty (if more than one faculty member teaches the course) will analyze the Assessment tool/s, thresholds, and teaching practices to determine if any changes need to be made to help improve results.

A NOTE ON GENERAL EDUCATION PHILOSOPHY STATEMENTS

Our institution's **General Education Philosophy Statements** are aligned with NMES, to better assess student learning, student mastery, and course effectiveness throughout our institution. These statements can be found in the current catalog, AY 2025-2026, p. 33:. The alignment between NMES and our General Education Philosophy Statements has been recorded in the CCC Course Catalog since AY 2020–2021.

Section 04: Future Assessment Milestones

Description: This section explores future assessment milestones. The milestones below cover two (2) academic years.

The following represents the goals of the Assessment Council with the goal to complete by 2028.

- Continue moving all Non-General Education courses to standardized SLO form over the next two assessment cycles.
- Present at the NMHEAR conference every odd year at a minimum.
- Continue creating Canvas training videos during the next two assessment cycles.
- Continue to survey faculty on their understanding of assessment and to identify needed trainings.

Assessment milestones are updated in conjunction with the Assessment Handbook. These milestones serve as a guideline for the Assessment Council and are subject to change based on faculty training needs, directives from Administration and time constraints. It is not viewed as a failing of the Assessment Council if milestones are not met. Previous milestones can be viewed in earlier versions of the Assessment Handbook.

Section 05: Essential Terms, Concepts and Explanations

Assessment Cycle: Each assessment cycle follows the Plan-Do-Analyze-Close the Loop approach to continuous improvement. An assessment cycle consists of the following significant actions:

Plan:

- Align SLOs to NMES and component skills.
- Identify/Design **measurement tools** for each course SLO.
- Define and justify **Meet Expectations** (mastery minimums) and **Exceeds Expectations** (mastery targets) for each SLO measurement tool.

Do:

- Collect data from measurement tools.

Analyze:

- Analyze student mastery for each Course SLO as scored with the measurement tool and compare to existing threshold and benchmark values.

- Draw conclusions: celebrate successes and acknowledge areas that need improvement.
- Share results within the assessment hierarchy: Faculty, Division, Assessment Council, and public.

Close the loop:

- Suggest modifications to measurement tools, course content, content emphasis, assignments, Meets Expectations and Exceed Expectations, etc. and request additional funding, if needed.
- Make recommendations in one or more areas:
- Implement action plans in response to data collected and recommended changes offered by Divisions, Assessment Council, and the FACCC.

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

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

Exceeds Expectations. The level of mastery a student needs to achieve for industry certifications, meet program entry requirements, transfer to other higher education institutions, etc... Not all SLOs should have the same "Exceeds Expectations" criteria. Each discipline will need to determine their "Exceeds Expectations" ratings and justify them. Exceeds Expectations ratings are also considered "best practice" levels of performance and "stretch targets" to improve performance. The benchmark to Exceed Expectations should never be 100%. It is recommended that these criteria be set at 80-90%. The number of students expected to meet this threshold is recommended to be 25-40% of students. These criteria can be modified to fit an industry level certification or entrance into a program of study.

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

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

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

Measurement Tool. Activity and mechanism used to measure student mastery of each SLO within a course (such as a test, term/research paper and rubric, online discussion and rubric, presentation and rubric, etc.). Measurement tools supply evidence that a student has learned or mastered the knowledge and/or skills expected of them. An example of a measurement tool might be a term paper with a standardized rubric, as seen in CCC's ENGL 1110 and ENGL 1120 courses.

Meets Expectations. These values signify the point at which students transition from one level of mastery to another (e.g., from emerging to developing, or vice versa). For SLOs, this should be the point at which students achieve the minimum level of mastery. Not all SLOs should have the same "Meets Expectations" benchmark. Each discipline will need to determine what "Meets Expectations" and justify them. The threshold to Meet Expectations should never be a failing grade. It is recommended that these criteria be set at 70-80%. The number of students expected to meet this threshold is recommended to be 70-80% of students.

New Mexico's Five Essential Skills (NMES): These serve as the college's **General Education Criteria**. These skills prepare students for not only subsequent college courses but also for situations within the workplace, personal and social spheres, and civic life in New Mexico (and elsewhere). These are more fully described elsewhere in this document. The alignment between NMES and our General Education Philosophy Statements have been recorded in the CCC Course Catalog since AY 2020–2021.

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

Rating: SLOs, NM Essential Skills, and the NMES Component Skills are based on the Cognitive, Psychomotor, or Affective Domains of Bloom's Revised Taxonomy Wheel and the association of commonly accepted mastery (proficiency) level terminology in the U.S. to specified Bloom's Taxonomy Domains. Student mastery expectations and assessments are based on the SLO Domains and the associated level of student mastery:

- **Emerging:** SLO language places learning levels in the Remembering or Understanding (Cognitive) Domains and are associated with the Emerging assessment and student mastery level.
- **Developing:** SLO language places learning levels in the Applying or Analyzing (Cognitive) Domains and are associated with the Developing assessment and student mastery level.
- **Proficient:** SLO language places learning levels in the Evaluating or Creating (Cognitive) Domains and are associated with the Proficient assessment and student mastery level.

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

Student Learning Outcomes (SLOs): Student Learning Outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience (a class or program).

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

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

APPENDIX A: BUBBLE CHART EXAMPLES FROM GENERAL EDUCATION REPORT (AY2024-2025)

NMES Institutional Summary

Y = Met

A = Almost Met (within 5%)

N = Not Met

2024-25 NMES Institutional Summary

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%

Institutional Trends

= Improved

= Steady

= Declined

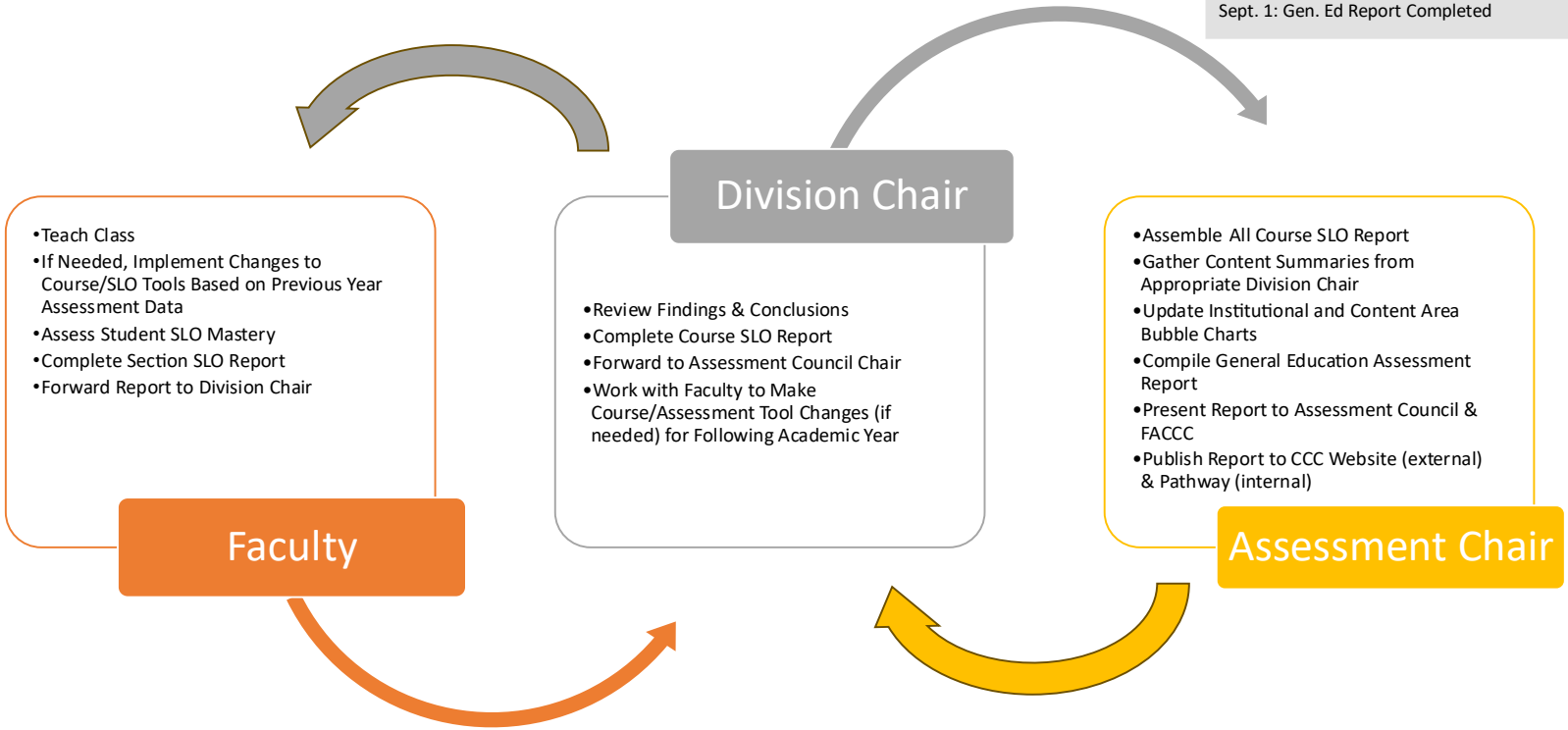
NMES Institutional Trends

Comparison of current and prior year results. A change greater than 2.5% over the prior year indicates improvement or decline.	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications:	=	=	=		
	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

APPENDIX B: ANNUAL ASSESSMENT PROCESS

CCC Annual Assessment Process

Timeline
Week 17: Faculty SLO Report to Division Chairs
June 30: Division Course SLO Reports to Assessment Chair
Sept. 1: Gen. Ed Report Completed



APPENDIX C: SLO MAPS FOR GEN ED

CONTENT AREA 1 SLO MAP

CONTENT AREA: Area I - Communications (NMES-SLO Alignment Required)					
NM Essential Skill (NMES) and Course SLO Alignment Shaded NMES Must be Addressed for this Content Area					
NMES	**1. Communication** *All component skills must be addressed	**2. Critical Thinking** *All component skills must be addressed	**3. Information & Digital Literacy** *3/4 component skills must be addressed	**4. Personal &Social Responsibility** *2/5 component skills must be addressed	**5. Quantitative Reasoning** *All component skills must be addressed
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Solving B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural Reasoning & Competence B - Sustainability & the Natural & Human Worlds C - Ethical Reasoning D - Collaboration skills, Teamwork & Value Systems E - Civic Discourse, Knowledge & Engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models

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

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

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

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

SLO's: Add rows as needed for each course SLO			NMES Component Skill Alignment				
			ES1	ES2	ES3	ES4	ES5
NMCCN/Course Student Learning Outcome Statements	**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***	**Meets Expectations:** ***Student satisfies SLO requirements*** **Exceeds Expectations:** ***Student exceeds SLO requirements***					
SLO-1	Assessment Tool 1: (assessment tools are determined by the faculty and his/her Division Chair--if teaching a course with multiple sections/faculty commons measurements tools are required)	Criteria to Meet Expectations: The threshold to Meet Expectations should never be a failing grade. It is recommended that this criteria be set at 70-80%. The number of students expected to meet this threshold is recommended to be 70-80% of students.* Criteria to Exceed Expectations: The threshold to Exceed Expectations should never be 100%. It is recommended that this criteria be set at 80-90%. The number of students expected to meet this threshold is recommended to be 25-40% of students.* *This criteria can be modified to fit an industry level certification or entrance into a program of study.					
	Assessment Tool 2:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					
	Assessment Tool 3:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					

CONTENT AREA 2 SLO MAP

CONTENT AREA: Area II - Mathematics (NMES-SLO Alignment Required)										
NM Essential Skill (NMES) and Course SLO Alignment Shaded NMES Must be Addressed for this Content Area										
NMES	**1. Communication** *All component skills must be addressed	**2. Critical Thinking** *All component skills must be addressed	**3. Information & Digital Literacy** *3/4 component skills must be addressed	**4. Personal &Social Responsibility** *2/5 component skills must be addressed	**5. Quantitative Reasoning** *All component skills must be addressed					
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments	COMPONENT SKILLS A - Problem Solving B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion	COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry	COMPONENT SKILLS A - Intercultural Reasoning & Competence B - Sustainability & the Natural & Human Worlds C - Ethical Reasoning D - Collaboration skills, Teamwork & Value Systems E - Civic Discourse, Knowledge & Engagement	COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models					
Rank the expected level of mastery expected in this course for each Content Skill with an "X". **Emerging:** Students are expected to reach this level of mastery by the end of their introductory courses. **Developing:** Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners. **Proficient:** Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.										
						Emerging	Developing	Proficient		
1. Communication		Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.								
2. Critical Thinking		The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.								
3. Information and Digital Literacy		The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.								
4. Personal and Social Responsibility		A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.								
5. Quantitative Reasoning		Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.								
SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.										
Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.										
SLO's: Add rows as needed for each course SLO						**NMES Component Skill Alignment**				
						ES1	**ES2**	**ES3**	**ES4**	**ES5**
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool: *Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***		**Meets Expectations: *Student minimally satisfies SLO requirements*** **Exceeds Expectaions: *Student strongly satisfies SLO requirements***						
SLO-1		Assessment Tool 1: (assessment tools are determined by the faculty and his/her division chair--if teaching a course with multiple sections/faculty commons measurements tools are encouraged)		Criteria to Meet Expectations: The threshold to Meet Expectations should never be a failing grade. It is recommended that this criteria be set at 70-80%. The number of students expected to meet this threshold is recommended to be 70-80% of students.* Criteria to Exceed Expectations: The threshold to Exceed Expectations should never be 100%. It is recommended that this criteria be set at 80-90%. The number of students expected to meet this threshold is recommended to be 25-40% of students.* *This criteria can be modified to fit an industry level certification or entrance into a program of study.						
		Assessment Tool 2:		Criteria to Meet Expectations: Criteria to Exceed Expectations:						
		Assessment Tool 3:		Criteria to Meet Expectations: Criteria to Exceed Expectations:						

CONTENT AREA 3 SLO MAP

CONTENT AREA: Area III - Science
(NMES-SLO Alignment Required)

NM Essential Skill (NMES) and Course SLO Alignment
Shaded NMES Must be Addressed for this Content Area

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

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

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

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

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

SLO's: Add rows as needed for each course SLO				NMES Component Skill Alignment				
				ES1	ES2	ES3	ES4	ES5
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***	**Meets Expectations:** ***Student minimally satisfies SLO requirements*** **Exceeds Expectaions:** ***Student strongly satisfies SLO requirements***					
SLO-1		Assessment Tool 1:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					
		Assessment Tool 2:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					
		Assessment Tool 3:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					

CONTENT AREA 4 SLO MAP

CONTENT AREA: Area IV - Social & Behavioral Sciences (NMES-SLO Alignment Required)										
NM Essential Skill (NMES) and Course SLO Alignment **Shaded NMES Must be Addressed for this Content Area**										
NMES	**1. Communication** *All component skills must be addressed		**2. Critical Thinking** *All component skills must be addressed		**3. Information & Digital Literacy** *3/4 component skills must be addressed		**4. Personal &Social Responsibility** *2/5 component skills must be addressed		**5. Quantitative Reasoning** *All component skills must be addressed	
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments		COMPONENT SKILLS A - Problem Solving B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion		COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry		COMPONENT SKILLS A - Intercultural Reasoning & Competence B - Sustainability & the Natural & Human Worlds C - Ethical Reasoning D - Collaboration skills, Teamwork & Value Systems E - Civic Discourse, Knowledge & Engagement		COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models	
Rank the expected level of mastery expected in this course for each Content Skill with an "X". **Emerging:** Students are expected to reach this level of mastery by the end of their introductory courses. **Developing:** Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners. **Proficient:** Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.									Emerging	Developing	Proficient		
1. Communication		Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.											
2. Critical Thinking		The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.											
3. Information and Digital Literacy		The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.											
4. Personal and Social Responsibility		A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.											
5. Quantitative Reasoning		Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.											
SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.													
Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.													
SLO's: Add rows as needed for each course SLO									**NMES Component Skill Alignment**				
									ES1	**ES2**	**ES3**	**ES4**	**ES5**
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***			**Meets Expectations:** ***Student minimally satisfies SLO requirements*** **Exceeds Expectaions:** ***Student strongly satisfies SLO requirements***								
SLO-1		Assessment Tool 1:			Criteria to Meet Expectations: Criteria to Exceed Expectations:								
		Assessment Tool 2:			Criteria to Meet Expectations: Criteria to Exceed Expectations:								
		Assessment Tool 3:			Criteria to Meet Expectations: Criteria to Exceed Expectations:								

CONTENT AREA 5 SLO MAP

CONTENT AREA: Area V - Humanities (NMES-SLO Alignment Required)										
NM Essential Skill (NMES) and Course SLO Alignment Shaded NMES Must be Addressed for this Content Area										
NMES	**1. Communication** *All component skills must be addressed		**2. Critical Thinking** *All component skills must be addressed		**3. Information & Digital Literacy** *3/4 component skills must be addressed		**4. Personal &Social Responsibility** *2/5 component skills must be addressed		**5. Quantitative Reasoning** *All component skills must be addressed	
	COMPONENT SKILLS A - Genre and Medium Awareness, Application, and Versatility B - Strategies for Understanding and Evaluating Messages C - Evaluation and Production of Arguments		COMPONENT SKILLS A - Problem Setting B - Evidence Acquisition C - Evidence Evaluation D - Reasoning and Conclusion		COMPONENT SKILLS A - Authority and Value of Information B - Digital Literacy C - Information Structures D - Research as Inquiry		COMPONENT SKILLS A - Intercultural reasoning & competence B - Sustainability & the natural & Human worlds C - Ethical Reasoning D - Collaboration skills, teamwork & value systems E - Civic discourse, knowledge & engagement		COMPONENT SKILLS A - Communication/Representation of Quantitative Information B - Analysis of Quantitative Arguments C - Application of Quantitative Models	
Rank the expected level of mastery expected in this course for each Content Skill with an "X". **Emerging:** Students are expected to reach this level of mastery by the end of their introductory courses. **Developing:** Students are beginning to understand and apply information and/or skills in order to become self-sufficient and critical learners. **Proficient:** Students are expected to reach this level of mastery by the end of their certificate or program at Clovis Community College or at the end of their Bachelor's degree program.									Emerging	Developing	Proficient		
1. Communication	Courses in this area should begin to prepare students for communication in subsequent college courses and in the workplace, personal, and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of situations with appropriate written, oral, visual, or digital texts and performances.												
2. Critical Thinking	The intellectual process of evaluating information, explanations, and arguments. This process is common among disciplines. Proficient critical thinkers are able to apply informed and reasoned thinking to problems in their fields.												
3. Information and Digital Literacy	The skill of information and digital literacy would begin to prepare students for upper division college courses, the workplace, and civic life. Information literacy spans across genres and content within the general education core and is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the fours component skills.												
4. Personal and Social Responsibility	A course designated as teaching personal and social responsibility skills include outcomes related to two component skill areas. At the completion of the general education the student should be at the developing level in all areas.												
5. Quantitative Reasoning	Representing and communicating quantitative information, analyzing and formulating quantitative arguments, and solving quantitative contextual problems. Contextual problems are "word problems" situated within a context relevant to the course content. They may model aspects of real-world problems while maintaining an appropriate level of complexity for general education students.												
SLO-NMES ALIGNMENT NOTES: Shaded NM Essential Skills are required in this Content Area.													
Mark boxes with an **'A-B-C-D-E'** to show the SLO association to an NMES Component Skill.													
SLO's: Add rows as needed for each course SLO									NMES Component Skill Alignment				
									ES1	ES2	ES3	ES4	ES5
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***			**Meets Expectations:** ***Student minimally satisfies SLO requirements*** **Exceeds Expectaions:** ***Student strongly satisfies SLO requirements***								
SLO-1		Assessment Tool 1: (assessment tools are determined by the faculty and his/her division chair–if teaching a course with multiple sections/faculty commons measurements tools are encouraged)			Criteria to Meet Expectations: The threshold to Meet Expectations should never be a failing grade. It is recommended that this criteria be set at 70-80%. The number of students expected to meet this threshold is recommended to be 70-80% of students.* Criteria to Exceed Expectations: The threshold to Exceed Expectations should never be 100%. It is recommended that this criteria be set at 80-90%. The number of students expected to meet this threshold is recommended to be 25-40% of students.* *This criteria can be modified to fit an industry level certification or entrance into a program of study.								
		Assessment Tool 2:			Criteria to Meet Expectations: Criteria to Exceed Expectations:								
		Assessment Tool 3:			Criteria to Meet Expectations: Criteria to Exceed Expectations:								

CONTENT AREA 6 SLO MAP

CONTENT AREA: Area IV - Creative & Fine Arts
(NMES-SLO Alignment Required)

NM Essential Skill (NMES) and Course SLO Alignment
Shaded NMES Must be Addressed for this Content Area

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

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

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

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

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

SLO's: Add rows as needed for each course SLO				NMES Component Skill Alignment				
				ES1	ES2	ES3	ES4	ES5
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***	**Meets Expectations:** ***Student minimally satisfies SLO requirements*** **Exceeds Expectaions:** ***Student strongly satisfies SLO requirements***					
SLO-1		Assessment Tool 1: (assessment tools are determined by the faculty and his/her division chair--if teaching a course with multiple sections/faculty commons measurements tools are encouraged)	Criteria to Meet Expectations: The threshold to Meet Expectations should never be a failing grade. It is recommended that this criteria be set at 70-80%. The number of students expected to meet this threshold is recommended to be 70-80% of students.* Criteria to Exceed Expectations: The threshold to Exceed Expectations should never be 100%. It is recommended that this criteria be set at 80-90%. The number of students expected to meet this threshold is recommended to be 25-40% of students.* *This criteria can be modified to fit an industry level certification or entrance into a program of study.					
		Assessment Tool 2:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					
		Assessment Tool 3:	Criteria to Meet Expectations: Criteria to Exceed Expectations:					

APPENDIX D: SLO REPORT FOR GEN ED

Clovis Community College
Course Assessment Report for Academic Year 20xx - 20xx
Content Area: Area I - Communications

SECTION NUMBER:		**DATE COMPLETED:**	
INSTRUCTOR:		**REPORT AUTHOR:**	
# OF ENROLLED STUDENTS:		**DIVISION CHAIR:**	

Write explanations regarding any charts/graphs/tables, in this area.

Place any charts/graphs/tables created for this report in this area. (Expand this merged cell as needed.)

All section assessment reports are due to your division chair by June 30 or as designated by the Division Chair.
All course assessment reports are due from the Division Chairs to the Assessment Council by July 30.

Section Assessment Report

# students assessed	% to Meet Expectations	# Meet Expectations	% Meet Expectations	% to Exceed Expectations	# Exceed Expectations	% Exceed Expectations	SLO Assessment Tool Results (MET/NOT MET)	Closing the Loop: Prior Academic Year (AY) Findings and Comments; Current AY Findings/Comments	Changes to be Implemented for Next Academic Year & Anticipated Amount of Improvement
							Meet Expectations 1: Exceed Expectations 1:		
							Meet Expectations 2: Exceed Expectations 2:		
							Meet Expectations 3: Exceed Expectations 3:		

APPENDIX E: COMPLETED SLO MAP & REPORT

This completed SLO Map & Report does not reflect current SLO Maps as those had not yet been through a reporting cycle at the time of publication of the CCC Academic Assessment Handbook Third Edition.

CONTENT AREA: Area VI - Creative & Fine Arts
(NMES-SLO Alignment Required)

NM Essential Skill (NMES) and Course SLO Alignment
Shaded NMES Must be Addressed for this Content Area

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

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

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

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

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

SLO's: Add rows as needed for each course SLO				NMES Component Skill Alignment				
				ES1	ES2	ES3	ES4	ES5
NMCCN/Course Student Learning Outcome Statements		**Assessment Tool:** ***Discussions, research paper, speech, mid-term or final exams, etc.; provide a short description of the tool (possibly from the syllabus)***	**Meets Expectations:** ***Student minimally satisfies SLO requirements*** **Exceeds Expectaions:** ***Student strongly satisfies SLO requirements***					
SLO-1	**Trace the development of diverse art and architecture styles.**	Assessment Tool 1: Graded weekly quizzes from required readings: Chapters (Getlein - 1 -13) with 2 exams	Criteria to Meet Expectations: 70% of students should score 80% or higher Criteria to Exceed Expectations: 20% of students should score 90% or higher NOTE: 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, PTA, radiology, etc.; or 2) major in this discipline and transfer to a 4-year institution. Achieving higher mastery levels is an indicator students would be more likely to meet standards for entry into occupational programs or succeed at a new HEI.	**A,B,C**			**A,B**	
		Assessment Tool 2: Discussion 1 research criteria	Criteria to Meet Expectations: 70% of students score Satisfactory or higher on both criteria Criteria to Exceed Expectations: 20% of students score Proficient or highr on both criteria	**A,B,C**	**A,B,C,D**			
		Assessment Tool 3: Discussion 2 research criteria	Criteria to Meet Expectations: 70% of students score Satisfactory or higher on both criteria Criteria to Exceed Expectations: 20% of students score Proficient or highr on both criteria	**A,B,C**	**A,B,C,D**			

Clovis Community College
Course Assessment Report for Academic Year 2021-22
Content Area: Area VI - Creative & Fine Arts

COURSE NUMBER & TITLE:	**ARTH 1110 Art Appreciation**	**DATE COMPLETED:**	**July 13, 2022**
ALL SECTION INSTRUCTORS:	**Anderson, Hancock**	**REPORT AUTHOR:**	**Anderson & Walker**
NUMBER OF SECTIONS:	**5**	**DIVISION CHAIR:**	**Raymond Walker**

Write explanations regarding any charts/graphs/tables, in this area.

Place any charts/graphs/tables created for this report in this area. (Expand this merged cell as needed.)

All section assessment reports are due to your division chair by June 30 or as designated by the Division Chair.
All course assessment reports are due from the Division Chairs to the Assessment Council by July 30.

Course Assessment Report

# students assessed	% to Meet Expectations	# Meet Expectations	% Meet Expectations	% to Exceed Expectations	# Exceed Expectations	% Exceed Expectations	SLO Assessment Tool Results (MET/NOT MET)	Closing the Loop: Prior Academic Year (AY) Findings and Comments; Current AY Findings/Comments	Changes to be Implemented for Next Academic Year & Anticipated Amount of Improvement
58	70%	54	93%	20%	50	86%	Meet Expectations 1: MET Exceed Expectations 1: MET	Many students struggle with time organization and keeping up with the readings and quizzes. (Note: Assessment data for ARTH 110-301 was not provided by the instructor prior to informing the college she would no longer teach due to a new job.)	As these first chapters are among the most important, consider adding a "live" chat during the week to answer questions and give a general overview. Recommend creating a checklist for each module.
58	70%	30	52%	20%	28	48%	Meet Expectations 2: NOT MET Exceed Expectations 2: MET	Some of the students in 8-week sections did not realize the fast pace of the course and were following the calendar or responding to email prompts. They improved greatly on the second.	No recommended changes to course structure or content at this time.
58	70%	35	60%	20%	35	60%	Meet Expectations 3: NOT MET Exceed Expectations 3:MET	Some overall improvement over first discussion assignment. More students performed at "exceeds expectations" levels.	No recommended changes to course structure or content at this time.

APPENDIX F: REFERENCES

American Association of University Professors. (n.d.). *Contours of Academic Freedom*. Retrieved February 6, 2024, from aaup.org: https://www.aaup.org/i-need-help/workplace-issues/contours-academic-freedom