

# CLOVIS COMMUNITY COLLEGE

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417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM  
ASSESSMENT REPORT 2019-2020

Posted to:

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

Submitted to:

New Mexico Higher Education Department: [articulation.transf@state.nm.us](mailto:articulation.transf@state.nm.us)

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Institution Name: Clovis Community College  
**General Education Program Report**

Attachments:

Area I Communication	Contact Person <u>Raymond Walker/Gregory Rapp</u>
Area II Mathematics	Contact Person <u>Raymond Walker/Don Scroggins</u>
Area III Science	Contact Person <u>Raymond Walker/Don Scroggins</u>
Area IV Social & Behavioral Sciences	Contact Person <u>Raymond Walker/Monica Turner</u>
Area V Humanities	Contact Person <u>Raymond Walker/Monica Turner</u>
Area VI Creative & Fine Arts	Contact Person <u>Raymond Walker/Gregory Rapp</u>

This report fulfills reporting requirements for the New Mexico Higher Education Dept.

*Attested:*

Robin Jones

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\_\_\_\_\_  
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## GENERAL EDUCATION PROGRAM – ASSESSED COURSES

### AREA I. COMMUNICATION

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

### AREA II. MATHEMATICS

- a. **MATH 1130** Survey of Mathematics  
**MATH 1220** College Algebra or higher  
**MATH 1350** Introduction to Statistics

### AREA III. SCIENCE

- a. **BIOL 1110C** General Biology Lecture & Lab  
**BIOL 1130C** Introductory Anatomy & Physiology Lecture & Lab (Non-Majors)  
**BIOL 2210C** Human Anatomy and Physiology I Lecture & Lab  
**BIOL 2225C** Human Anatomy and Physiology II Lecture & Lab  
**BIOL 2310C** Microbiology Lecture & Lab
- b. **CHEM 1120C** Introduction to Chemistry Lecture & Lab (Non-Majors)  
**CHEM 1215C** General Chemistry I Lecture & Laboratory for STEM Majors (Highly recommended for pre-med majors)
- c. **GEOL 1110C** Physical Geology Lecture and Lab
- d. **PHYS 1115C** Survey of Physics with Lab  
**PHYS 1230C** Algebra-Based Physics I Lecture and Lab

### AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

- a. **ANTH 1140** Introduction to Cultural Anthropology  
**ANTH 1180** Dawn of Humanity
- b. **ECON 2110** Macroeconomic Principles  
**ECON 2120** Microeconomic Principles
- c. **POLS 1120** American National Government
- d. **PSYC 1110** Introduction to Psychology  
**PSYC 2120** Development Psychology  
**PSYC 2130** Adolescent Psychology  
**PSYC 2140** Child Psychology
- e. **SOCI 1110** Introduction to Sociology  
**SOCI 2240** Sociology of Intimate Relationships and Family  
**SOCI 2310** Contemporary Social Problems

AREA V. HUMANITIES

- a. **ENGL 2380** Introduction to Short Fiction
- b. **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
- c. **HUMN 1110** Introduction to World Humanities I
- d. **PHIL 1120** Logic, Reasoning & Critical Thinking  
**PHIL 2110** Introduction to Ethics  
**PHIL 2230** Philosophical Thought
- e. **SPAN 1110** Spanish I  
**SPAN 1120** Spanish II

AREA VI. CREATIVE AND FINE ARTS

- a. **ARTH 1110** Art Appreciation  
**ARTH 2120** History of Art II  
**ARTS 1240** Design I  
**ARTS 1340** Functional Ceramics I  
**ARTS 1610** Drawing I  
**ARTS 1630** Painting I  
**ARTS 2410** Black & White Photography  
**ARTS 2610** Drawing II
- b. **DANC 1110** Dance Appreciation
- c. **MUSC 1130** Music Appreciation: Western Music

# CLOVIS COMMUNITY COLLEGE AY 2019-20 ASSESSMENT PROCESS

## BACKGROUND

This reporting cycle was the first since the mandated statewide conversion of all General Education courses to the New Mexico Common Course Numbering System (NMCCNS). In Academic Year 2019-20, CCC submitted all General Education Program courses in its catalog for approval as meeting New Mexico Higher Education Department's (NM HED) requirements for inclusion in the NMCCNS Common Course catalog. Assignment of a common course number to a CCC course improves transfer and articulation of those courses between New Mexico's public and tribal higher education institutions.

Approval meant the course incorporated the NMCCNS course description and student learning outcomes (SLOs). It also meant a course could demonstrate that content and assessment tools appropriately taught and measured student mastery of the NMCCNS SLOs. Faculty then aligned all General Education Program course SLOs to the required New Mexico Essential Skills (NMES) in each Content Area using locally developed SLO Maps.

CCC's goal is to complete assessment reports for every section of every General Education course taught in an academic year. Sections are then summarized into course assessments. Each SLO at the course level is then evaluated as either meeting or not meeting (MET/NOT MET) student mastery requirements for the SLO.

Additionally, NM HED significantly changed the state's General Education programs by requiring 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 component skills.

NM HED placed all General Education courses into one of six content areas and associated three essential skills to each area. All courses in each Content Area must teach and assess student mastery of those NMES via course-level SLOs.

To accommodate these tectonic shifts in NM HED's General Education program, Clovis Community College needed to develop a way to reevaluate how General Education course assessments would comply with the intent of NM HED's changes and assess General Education as a program rather than independent and siloed disciplines.

## CCC GENERAL EDUCATION ASSESSMENT

During the summer of 2019, a team was assembled from the CCC Assessment Council to develop a plan and set of processes that would allow faculty to

- identify how NMCCNS General Education course SLOs aligned to the new essential skills,
- identify the measurement tool(s) per SLO used to determine student mastery of each SLO,
- quantify performance for each measurement tool to indicate whether each student "meets expectations" or "does not meet expectations" for mastery of the SLO at a level appropriate for 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 assessment results.

A team of four individuals attended a New Mexico Higher Education Assessment and Retention conference in June 2019 to develop the plan and new assessment process. The result from the

conference was a new General Education & Assessment Handbook and an SLO Map form. The team also recommended CCC purchase assessment data collection software that could integrate with the Canvas Learning Management System (LMS) and extract SLO mastery data using the Outcomes feature built into the Canvas LMS.

In the week before the start of the Academic Year 2019-20 fall semester, the new program was launched, and the new SLO forms were presented to the Faculty Association of Clovis Community College (FACCC). An extensive question and answer period addressed concerns and questions faculty raised about the program and the forms. Faculty were also informed of the software package being evaluated for possible purchase that could extract the SLO mastery data from the Canvas LMS. Faculty and their division chairs then spent the next several months completing the SLO Maps for every General Education course in the CCC catalog.

When the decision to not purchase the assessment software due to costs was made, faculty feedback recommending minor revisions to the SLO Maps was used to create an SLO Report (course assessment) form. The new form added reporting areas to the Maps to ensure each course SLO is assessed and the results reported. The SLO Reports incorporate data from all sections of a course taught in the academic year and provide a course summary page aggregating section data into course results. The course summaries are used to determine whether course SLOs met expectations and are also the data behind the graphic indications provided by the “bubble charts” that summarize CCC’s General Education Program status by Content Area and NMES.

### ESSENTIAL SKILL “BUBBLE CHARTS”

Rather than continue the practice of merely copying each General Education course’s assessment report into a single (massive) document, an ad hoc Assessment Council team was formed to review all submitted Course SLO Reports and provide an analysis of the findings. Team members reviewed every course SLO Report to

- identify which SLOs aligned to each essential skill,
- establish a standard designating the percentage of SLOs that had to “Meet Expectations” (75%) for the essential skill could be considered meeting CCC’s requirements, AND
- document each course’s SLO status into a summary format for visual representation that could be easily comprehended.

Since NM HED placed General Education courses into Content Areas and designated three essential skills that must be addressed by each content area, a summary of Content Area results and the resulting institutional performance in each essential skill was created.

A “bubble chart” format was determined to be the best option at this time for displaying every course’s SLO status, each Content Area’s overall status, and each essential skill at the institutional/program level. Courses with fewer than 5 students are not included due to potential FERPA violations resulting from disclosure of academic performance of individual students. Other assessment reports were not available due to departure of the instructors 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 determined after looking at what CCC thought was a successful execution of SLOs in our General Education Program.

The following charts are a quick reference that indicates the MET/NOT MET status of each NMES and every course SLO in all Content Areas. The first chart is a summary of the six Content Area SLOs and an

Institutional status indicator for each NMES showing overall performance of CCC's General Education courses.

Specific course SLO Reports may be requested by contacting the CCC Assessment Council Chair at [assessment.council@clovis.edu](mailto:assessment.council@clovis.edu) or Dr. Robin Jones, Chief Academic Officer, at [robin.jones@clovis.edu](mailto:robin.jones@clovis.edu).

## REFERENCES

NMCCNS web page: [https://hed.state.nm.us/resources-for-schools/public\\_schools/nm-course-numbering-system](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](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 2019-20 is the first year assessing NMCCNS-approved General Education courses using the NM HED 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<sup>1</sup> to indicate the essential skill goal was NOT MET, or
- a green bubble with a “Y” inside to indicate the essential skill goal was MET.

Beneath 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.

Overall, four of the five essential skill indicators at the program/institutional level are favorable. NMES #3 (Information & Digital Literacy) indicates there are issues within that essential skill that need to be addressed. Two of the Content Areas (Content Area I - Communications and Content Area II - Mathematics) indicate these areas require attention.

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

Many students demonstrated poor academic writing skills and might have benefitted from earlier engagement with CCC’s Writing & Tutoring Center. This issue was noted more frequently in onsite versus online COMM 2120 (Interpersonal Communication) sections. Online students tended to score higher and there were fewer instructor feedback comments regarding poor academic writing skills. Despite availability of video demonstrations and examples, student use of these resources was limited to non-existent.

During the AY 19–20, the English department took on the new state-mandated SLOs, and the department took some steps to standardize assessment and course content, particularly in those areas that needed to be assessed for General Education. Students really struggle with research and research writing. Narratives and even other forms of writing do not seem to hinder student achievement. However, research and research writing, both of which are greatly important for ENGL 1110 and ENGL 1120 assessments, challenge students, and students have a difficult time performing to the standards expected of them. In fact, many English instructors have argued that there needs to be a wider application and reinforcement of our teaching of research and research writing. About three years ago, the English department surveyed faculty on their writing assignments. Surprisingly, very few faculty members appeared to assign writing, research, and research writing that required citations formatted in APA in their courses. This is a concerning development, as it makes it increasingly harder for English faculty to ensure their classes feel relevant to students who are taking program and/or General

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<sup>1</sup> The letters “Y” 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



Education courses at CCC. The English department's suggestion is as follows: courses across the curriculum need to reinforce research, research writing, and integrating and citing sources using a standard academic style (e.g., APA, AMA, Chicago, CMS, MLA, etc.). In doing so, students are more likely to see the connections between their English classes, what they learned in those classes, and classes outside of the English curriculum.

## CONTENT AREA II – MATHEMATICS

MATH 1130 course assessment results demonstrate poor student performance, which could be due to an inappropriate scope and sequence of topics. The students assessed revealed poor academic performance in communication, critical thinking, and quantitative reasoning. Contributing factors could be the transition to the new NMHED SLO's and the spring 2020 Covid-19 issues.

Together, MATH 1220 and 1350 course assessment results reveal a moderate to good level of student success in communication, critical thinking, and quantitative reasoning, which indicates an appropriate scope and sequence.

## CONTENT AREA III – SCIENCES

BIOL 1110C, 1130C, 2210C, 2225C, CHEM 1120C, and GEOL 1110C course assessments show that all SLO's are engaging students at an appropriate level and follows a successful scope and sequence. This result is likely due to the standardized assessment process that most of these courses use.

BIOL 2310C and PHYS 1230C course assessments reveal that the scope and sequence may not be appropriate for the courses or that the transition into the new NMHED General Education SLO's interfered with accurate assessment along with the Covid-19 issues wrought onto the education process.

CHEM 1215C course assessment results demonstrate an appropriate scope and sequence for the course. Difficulties occurred in six out of eighteen SLO's from the NMHED essential skill of Quantitative Reasoning. This result is not surprising given the advent of the new NMHED General Education SLO's and the Covid-19 issues experienced in the spring of 2020.

## CONTENT AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Economics courses assessment results are excellent. All SLOs in both courses were met.

Political Science faced a few challenges as the current textbook does not adequately cover several SLOs in depth (and students failed to read the additional assigned readings). New textbooks have already been chosen that fully cover each SLO in depth (to be added Fall 2021).

Although Psychology courses performed quite well (one SLO in PSYC 1110 and one SLO in PSYC 2130 were not met), the department has faced some challenges. The only full-time instructor retired in December 2019. Assessment tools and practices varied greatly among the faculty and the department is working diligently to better and consistently utilize standardized assessment tools and practices moving forward.

Sociology course assessment results are excellent (with each SLO being met in each course). However, the department will continue to work on effective and comprehensive assessment tools and measurement.

## CONTENT AREA V – HUMANITIES


History, Music, and Spanish have done incredibly well in their assessments. They have begun conversations internally to tackle assessments and ensure their SLOs are met by the assignments they assign to students. However, again, some SLO content needs to be reinforced within other disciplines. We need cross-disciplinary discussions to take place. Moreover, we need to reinforce concepts across the curriculum.

Starting in AY 20–21, this division worked on bettering their assessment regimes and standardization. Moreover, the various departments housed within the division have opened new lines of communication while developing, implementing, and fine-tuning their assessment processes, assignments, and course standardizations. They have taken numerous steps to make this an inclusive process, where all members of the division’s faculty are part of the assessment processes for General Education. However, if cross disciplinary discussions outside the division do not take place, they believe those efforts will be (largely) limited in their impact.
























## CONTENT AREA VI – CREATIVE & FINE ARTS

Art History and Studio courses performed reasonably well, despite the significant difficulties posed by converting onsite courses to an online format in March due to COVID-19. Instructors and students were able to use the summer for limited student-instructor interactions to complete required hands-on projects that were used to assess student mastery of NMCCNS studio course SLOs. Art Department instructors have attended webinars and spoken to several other institutions as they seek effective methods to ensure student mastery of project based SLOs. Despite every effort to discover ways to conduct studio courses online, present technologies available in the classroom and to rural students in their homes make some assignments almost impossible to achieve without in-person interaction between students and their instructors.


## NMES Institutional Summary


 = Met





































 = 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
<b>Content Area I – Communications</b> Goal: 75% or more SLOs Meet Expectations					
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	13/27=48.1%	8/23=34.8%	10/19=52.6%		
<b>Content Area II – Mathematics</b> Goal: 75% or more SLOs Meet Expectations					
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	9/14=64.3%	12/17=70.6%			9/14=64.3%
<b>Content Area III – Science</b> Goal: 75% or more SLOs Meet Expectations					
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		89/106=83.9%		42/48=87.5%	81/99=81.8%
<b>Content Area IV – Social &amp; Behavioral</b> Goal: 75% or more SLOs Meet Expectations					
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	51/58=87.9%	48/55=87.3%		37/43=86.0%	
<b>Content Area V – Humanities</b> Goal: 75% or more SLOs Meet Expectations					
Content Area V – Overall SLO Status # SLOs meeting standards/Total # SLOs		48/54=88.9%	49/61=80.3%	45/57=78.9%	
<b>Content Area VI – Creative &amp; Fine Arts</b> Goal: 75% or more SLOs Meet Expectations					
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	45/54=83.3%	45/54=83.3%		41/50=82.0%	
<b>Institutional (Gen Ed Program) Status:</b> Goal: 75% or more SLOs Meet Expectations					
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	118/153=77.1%	250/309=80.9%	59/80=73.8%	165/198=83.3%	90/113=79.6%


**Content Area I**

 = Met

























 = 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 – Overall Status 75% or more SLOs Meet Expectations					
Content Area I – Overall SLO Status # Meets Expectations/Total	13/27=48.1%	8/23=34.8%	10/19=52.6%		
COMM 1130; SLO 1					
COMM 1130; SLO 2					
COMM 1130; SLO 3					
COMM 1130; SLO 4					
COMM 1130; SLO 5					
COMM 1130; SLO 6					
COMM 2120; SLO 1					
COMM 2120; SLO 2					
COMM 2120; SLO 3					
COMM 2120; SLO 4					
COMM 2120; SLO 5					

Content Area I


 = Met

 = 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
ENGL 1110; SLO 1					
ENGL 1110; SLO 2					
ENGL 1110; SLO 3					
ENGL 1110; SLO 4					
ENGL 1110; SLO 5					
ENGL 1110; SLO 6					
ENGL 1120; SLO 1					
ENGL 1120; SLO 2					
ENGL 1120; SLO 3					
ENGL 1120; SLO 4					
ENGL 1120; SLO 5					
ENGL 1120; SLO 6					
ENGL 1120; SLO 7					



**Content Area II**

 = Met


 = 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 II – Overall Status 75% or more SLOs Meet Expectations					
Content Area II – Overall SLO Status # Meets Expectations/Total	9/14=64.3%	12/17=70.6%			9/14=64.3%
MATH 1130; SLO 1					
MATH 1130; SLO 2					
MATH 1130; SLO 3					
MATH 1130; SLO 4					
MATH 1220; SLO 1					
MATH 1220; SLO 2					
MATH 1220; SLO 3					
MATH 1220; SLO 4					
MATH 1220; SLO 5					
MATH 1220; SLO 6					






























**Content Area III**

 = Met




















 = 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 III – Overall Status 75% or more SLOs Meet Expectations					
Content Area III – Overall SLO Status # Meets Expectations/Total		89/106=83.9%		42/48=87.5%	81/99=81.8%
BIOL 1110C: SLO 1					
BIOL 1110C: SLO 2					
BIOL 1110C: SLO 3					
BIOL 1110C: SLO 4					
BIOL 1110C: SLO 5					
BIOL 1110C: SLO 6					
BIOL 1110C: SLO 7					
BIOL 1110C: SLO 8					
BIOL 1110C: SLO 9					
BIOL 1110C: SLO 10					
BIOL 1110C: SLO 11					


Content Area III

 = Met






















 = 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
BIOL 1110C: SLO 12					
BIOL 1110C: SLO 13					
BIOL 1110C: SLO 14					
BIOL 1110C: SLO 15					
BIOL 1110C: SLO 16					
BIOL 11130C: SLO 1					
BIOL 11130C: SLO 2					
BIOL 11130C: SLO 3					
BIOL 11130C: SLO 4					
BIOL 11130C: SLO 5					
BIOL 11130C: SLO 6					
BIOL 11130C: SLO 7					


Content Area III

 = Met



















 = 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
BIOL 11130C: SLO 8					
BIOL 11130C: SLO 9					
BIOL 11130C: SLO 10					
BIOL 11130C: SLO 11					
BIOL 11130C: SLO 12					
BIOL 11130C: SLO 13					
BIOL 2210C: SLO 1					
BIOL 2210C: SLO 2					
BIOL 2210C: SLO 3					
BIOL 2210C: SLO 4					
BIOL 2210C: SLO 5					
BIOL 2210C: SLO 6					


Content Area III

 = Met






























 = 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
BIOL 2210C: SLO 7					
BIOL 2210C: SLO 8					
BIOL 2210C: SLO 9					
BIOL 2210C: SLO 10					
BIOL 2210C: SLO 11					
BIOL 2210C: SLO 12					
BIOL 2210C: SLO 13					
BIOL 2210C: SLO 14					
BIOL 2210C: SLO 15					
BIOL 2210C: SLO 16					


Content Area III


 = Met





















 = 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
BIOL 2225: SLO 1					
BIOL 2225: SLO 2					
BIOL 2225: SLO 3					
BIOL 2225: SLO 4					
BIOL 2225: SLO 5					
BIOL 2225: SLO 6					
BIOL 2225: SLO 7					
BIOL 2225: SLO 8					
BIOL 2225: SLO 9					
BIOL 2225: SLO 10					
BIOL 2225: SLO 11					
BIOL 2225: SLO 12					
BIOL 2225: SLO 13					


Content Area III

 = Met


















 = 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
BIOL 2225: SLO 14					
BIOL 2310C: SLO 1					
BIOL 2310C: SLO 2					
BIOL 2310C: SLO 3					
BIOL 2310C: SLO 4					
BIOL 2310C: SLO 5					
BIOL 2310C: SLO 6					
BIOL 2310C: SLO 7					
BIOL 2310C: SLO 8					
BIOL 2310C: SLO 9					
BIOL 2310C: SLO 10					
BIOL 2310C: SLO 1 Lab					


Content Area III

 = Met













 = 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
BIOL 2310C: SLO 2 Lab					
BIOL 2310C: SLO 3 Lab					
BIOL 2310C: SLO 4 Lab					
BIOL 2310C: SLO 5 Lab					
BIOL 2310C: SLO 6 Lab					
BIOL 2310C: SLO 7 Lab					
CHEM 1120C: SLO 1					
CHEM 1120C: SLO 2					
CHEM 1120C: SLO 3					
CHEM 1120C: SLO 4					
CHEM 1120C: SLO 5					
CHEM 1120C: SLO 6					

Content Area III


 = Met


 = 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
CHEM 1120C: SLO 7					
CHEM 1120C: SLO 8					
CHEM 1120C: SLO 9					
CHEM 1120C: SLO 10					
CHEM 1120C: SLO 11					
CHEM 1120C: SLO 12					
CHEM 1120C: SLO 13					
CHEM 1120C: SLO 14					
CHEM 1120C: SLO 15					
CHEM 1120C: SLO 16					
CHEM 1120C: SLO 17					
CHEM 1120C: SLO 18					




Content Area III

 = Met

































 = 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
CHEM 1215C: SLO 1					
CHEM 1215C: SLO 2					
CHEM 1215C: SLO 3					
CHEM 1215C: SLO 4					
CHEM 1215C: SLO 5					
CHEM 1215C: SLO 6					
CHEM 1215C: SLO 7					
CHEM 1215C: SLO 8					
CHEM 1215C: SLO 9 Lab					
CHEM 1215C: SLO 10 Lab					
CHEM 1215C: SLO 11 Lab					
CHEM 1215C: SLO 12 Lab					
CHEM 1215C: SLO 13 Lab					


Content Area III

 = Met































 = 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
CHEM 1215C: SLO 14 Lab					
CHEM 1215C: SLO 15 Lab					
CHEM 1215C: SLO 16 Lab					
CHEM 1215C: SLO 17 Lab					
CHEM 1215C: SLO 18 Lab					
GEOL 1110C: SLO 1					
GEOL 1110C: SLO 2					
GEOL 1110C: SLO 3					
GEOL 1110C: SLO 4					
GEOL 1110C: SLO 5					
GEOL 1110C: SLO 6					
GEOL 1110C: SLO 7					


Content Area III

 = Met
















 = 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
GEOL 1110C: SLO 8					
GEOL 1110C: SLO 1 Lab					
GEOL 1110C: SLO 2 Lab					
GEOL 1110C: SLO 3 Lab					
GEOL 1110C: SLO 4 Lab					
GEOL 1110C: SLO 5 Lab					
GEOL 1110C: SLO 6 Lab					
GEOL 1110C: SLO 7 Lab					
GEOL 1110C: SLO 8 Lab					
PHYS 1115C: SLO 1					
PHYS 1115C: SLO 2					
PHYS 1115C: SLO 3					

Content Area III



 = Met






















 = 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
PHYS 1115C: SLO 4					
PHYS 1115C: SLO 5					
PHYS 1115C: SLO 6					
PHYS 1115C: SLO 7					
PHYS 1115C: SLO 8					
PHYS 1115C: SLO 9					
PHYS 1115C: SLO 10 (optional)					na 
PHYS 1115C: SLO 11 (optional)					na 
PHYS 1230C: SLO 1					
PHYS 1230C: SLO 2					
PHYS 1230C: SLO 3					
PHYS 1230C: SLO 4					



**Content Area IV**

 = Met  
 = 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 IV – Overall Status 75% or more SLOs Meet Expectations					
Content Area IV – Overall SLO Status # Meets Expectations/Total	51/58=87.9%	48/55=87.3%		37/43=86.0%	
ECON 2110; SLO 1					
ECON 2110; SLO 2					
ECON 2110; SLO 3					
ECON 2110; SLO 4					
ECON 2110; SLO 5					
ECON 2110; SLO 6					
ECON 2110; SLO 7					
ECO 2120; SLO 1					
ECON 2120; SLO 2					
ECON 2120; SLO 3					
ECON 2120; SLO 4					
ECON 2120; SLO 5					

Content Area IV































Y = Met  
 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
ECON 2120; SLO 6	Y	Y		Y	
ECON 2120; SLO 7	Y	Y		Y	
POLS 1120; SLO 1	N	N		N	
POLS 1120; SLO 2	N	N		N	
POLS 1120; SLO 3	Y	Y		Y	
POLS 1120; SLO 4	N	N		N	
POLS 1120; SLO 5	N	N		N	
POLS 1120; SLO 6	N	N		N	
POLS 1120; SLO 7	Y	Y		Y	
PSYC 1110; SLO 1	Y	Y			
PSYC 1110; SLO 2	Y	Y		Y	
PSYC 1110; SLO 3	Y	Y		Y	
PSYC 1110; SLO 4	N	N			

Content Area IV


 = Met

 = 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
PSYC 2120; SLO 1					
PSYC 2120; SLO 2					
PSYC 2120; SLO 3					
PSYC 2120; SLO 4					
PSYC 2120; SLO 5					
PSYC 2120; SLO 6					
PSYC 2130; SLO 1					
PSYC 2130; SLO 2					
PSYC 2130; SLO 3					
PSYC 2130; SLO 4					
PSYC 2130; SLO 5					
PSYC 2140; SLO 1					
PSYC 2140; SLO 2					




**Content Area IV**

 = Met



































 = 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
PSYC 2140; SLO 3					
PSYC 2140; SLO 4					
PSYC 2140; SLO 5					
PSYC 2140; SLO 6					
SOCI 1110; SLO 1					
SOCI 1110; SLO 2					
SOCI 1110; SLO 3					
SOCI 1110; SLO 4					
SOCI 2240; SLO 1					
SOCI 2240; SLO 2					
SOCI 2240; SLO 3					
SOCI 2310; SLO 1					
SOCI 2310; SLO 2					


Content Area IV

 = Met






























 = 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
SOCI 2310; SLO 3		2/3* 			
SOCI 2310; SLO 4					
ANTH 1140; SLO 1					
ANTH 1140; SLO 2					
ANTH 1140; SLO 3					
ANTH 1140; SLO 4					
ANTH 1140; SLO 5					
ANTH 1140; SLO 6					
ANTH 1140; SLO 7					
ANTH 1180; SLO 1					
ANTH 1180; SLO 2					
ANTH 1180; SLO 3					
ANTH 1180; SLO 4					


### Content Area V

 = Met




































 = 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 V – Overall Status 75% or more SLOs Meet Expectations					
Content Area V – Overall SLO Status # Meets Expectations/Total		48/54=88.9%	49/61=80.3%	45/57=78.9%	
HIST 1110; SLO 1					
HIST 1110; SLO 2					
HIST 1110; SLO 3					
HIST 1110; SLO 4					
HIST 1110; SLO 5					
HIST 1110; SLO 6					
HIST 1120; SLO 1					
HIST 1120; SLO 2					
HIST 1120; SLO 3					
HIST 1120; SLO 4					
HIST 1120; SLO 5					


Content Area V

 = Met




































 = 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
HIST 1120; SLO 6					
HIST 1130; SLO 1					
HIST 1130; SLO 2					
HIST 1130; SLO 3					
HIST 1130; SLO 4					
HIST 1130; SLO 5					
HIST 1130; SLO 6					
HIST 1140; SLO 1					
HIST 1140; SLO 2					
HIST 1140; SLO 3					
HIST 1140; SLO 4					
HIST 1140; SLO 5					
HIST 1140; SLO 6					


Content Area V

 = Met
































 = 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
HIST 2110; SLO 1					
HIST 2110; SLO 2					
HIST 2110; SLO 3					
HIST 2110; SLO 4					
HIST 2110; SLO 5					
HIST 2110; SLO 6					
PHIL 1120; SLO 1					
PHIL 1120; SLO 2					
PHIL 1120; SLO 3					
PHIL 1120; SLO 4					
PHIL 1120; SLO 5					
PHIL 2110; SLO 1					
PHIL 2110; SLO 2					

Content Area V

 = Met

 = 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
PHIL 2230; SLO 1					
PHIL 2230; SLO 2					
PHIL 2230; SLO 3					
HUMN 1110; SLO 1					
HUMN 1110; SLO 2					
HUMN 1110; SLO 3					
HUMN 1110; SLO 4					
ENGL 2380; SLO 1					
ENGL 2380; SLO 2					
ENGL 2380; SLO 3					
ENGL 2380; SLO 4					



































Content Area VI































 = Met  
 = 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 VI – Overall Status 75% or more SLOs Meet Expectations					
Content Area VI – Overall SLO Status # Meets Expectations/Total	45/54=83.3%	45/54=83.3%		41/50=82.0%	
ARTH 1110; SLO 1					
ARTH 1110; SLO 2					
ARTH 1110; SLO 3					
ARTH 1110; SLO 4					
ARTH 1110; SLO 5					
ARTH 1110; SLO 6					
ARTH 1110; SLO 7					
ARTH 1110; SLO 8					


Content Area VI

 = Met








































 = 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
ARTH 2120; SLO 1					
ARTH 2120; SLO 2					
ARTH 2120; SLO 3					
ARTH 2120; SLO 4					
ARTH 2120; SLO 5					
ARTS 1240; SLO 1					
ARTS 1240; SLO 2					
ARTS 1240; SLO 3					
ARTS 1240; SLO 4					
ARTS 1240; SLO 5					


Content Area VI

 = Met





































 = 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
ARTS 1340; SLO 1					
ARTS 1340; SLO 2					
ARTS 1340; SLO 3					
ARTS 1340; SLO 4					
ARTS 1610; SLO 1					
ARTS 1610; SLO 2					
ARTS 1610; SLO 3					
ARTS 1610; SLO 4					
ARTS 1630; SLO 1					
ARTS 1630; SLO 2					
ARTS 1630; SLO 3					
ARTS 1630; SLO 4					
ARTS 1630; SLO 5					


Content Area VI

 = Met



























 = 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
ARTS 2410; SLO 1					
ARTS 2410; SLO 2					
ARTS 2410; SLO 3					
ARTS 2410; SLO 4					
ARTS 2410; SLO 5					
ARTS 2410; SLO 6					
ARTS 2410; SLO 7					
ARTS 2410; SLO 8					
ARTS 2610; SLO 1					
ARTS 2610; SLO 2					
ARTS 2610; SLO 3					
ARTS 2610; SLO 4					

Content Area VI

 = Met

 = 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
DANC 1110; SLO 1					
DANC 1110; SLO 2					
DANC 1110; SLO 3					
DANC 1110; SLO 4					
DANC 1110; SLO 5					
DANC 1110; SLO 6					
MUSC 1130; SLO 1					
MUSC 1130; SLO 2					
MUSC 1130; SLO 3					
MUSC 1130; SLO 4					
MUSC 1130; SLO 5	