

CLOVIS COMMUNITY COLLEGE

417 Schepps Boulevard

Clovis, NM 88101

GENERAL EDUCATION PROGRAM
ASSESSMENT REPORT AY 2020-21

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Contact Person

Raymond Walker

Assessment Council Chair

Clovis Community College

417 Schepps Boulevard Clovis, NM 88101

assessmentc@clovis.edu

575.769.4953 ph

Institution Name: Clovis Community College
General Education Program Report

Content Areas:

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

This report fulfills program reporting requirements for this institution.

Attested:

Robin Jones

Chief Academic Officer Printed Name

Chief Academic Officer Signature

E-Mail: jonesr@clovis.edu

Telephone: 575.769.4921

Fax: 575.769.4190

GENERAL EDUCATION PROGRAM – ASSESSED COURSES

AREA I. COMMUNICATION

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

AREA II. MATHEMATICS

MATH 1130 SURVEY OF MATHEMATICS
MATH 1220 COLLEGE ALGEBRA
MATH 1350 INTRODUCTION TO STATISTICS
MATH 1350 INTRODUCTION TO STATISTICS

AREA III. SCIENCE

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

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)

PHYS 1115C SURVEY OF PHYSICS WITH LAB
PHYS 1230C ALGEBRA-BASED PHYSICS I LECTURE AND LAB
PHYS 1240C ALGEBRA-BASED PHYSICS II LECTURE AND LAB

AREA IV. SOCIAL AND BEHAVIORAL SCIENCE

ANTH 1140 INTRODUCTION TO CULTURAL ANTHROPOLOGY

ECON 2110 MACROECONOMIC PRINCIPLES
ECON 2120 MICROECONOMIC PRINCIPLES

POLS 1120 AMERICAN NATIONAL GOVERNMENT

PSYC 1110 INTRODUCTION TO PSYCHOLOGY
PSYC 2120 DEVELOPMENT PSYCHOLOGY

PSYC 2130 ADOLESCENT PSYCHOLOGY

PSYC 2140 CHILD PSYCHOLOGY

SOCI 1110 INTRODUCTION TO SOCIOLOGY

SOCI 2240 SOCIOLOGY OF INTIMATE RELATIONSHIPS AND FAMILY

SOCI 2310 CONTEMPORARY SOCIAL PROBLEMS

AREA V. HUMANITIES

ENGL 1410 INTRODUCTION TO LITERATURE

ENGL 2380 INTRODUCTION TO SHORT FICTION

HIST 1110 UNITED STATES HISTORY I

HIST 1120 UNITED STATES HISTORY II

HIST 1130 WORLD HISTORY I

HIST 1140 WORLD HISTORY II

HIST 2110 SURVEY OF NEW MEXICO HISTORY

HUMN 1110 INTRODUCTION TO WORLD HUMANITIES I

HUMN 2110 INTRODUCTION TO WORLD HUMANITIES II

PHIL 1120 LOGIC, REASONING & CRITICAL THINKING

PHIL 2110 INTRODUCTION TO ETHICS

RELG 1110 INTRODUCTION TO WORLD RELIGIONS

RELG 1126 NEW TESTAMENT

RELG 1510 LIFE OF CHRIST

RELG 2220 WOMEN OF THE BIBLE

RELG 2230 MEN OF THE BIBLE

SPAN 1110 SPANISH I

SPAN 1120 SPANISH II

AREA VI. CREATIVE AND FINE ARTS

ARTH 1110 ART APPRECIATION

ARTH 2110 HISTORY OF ART I

ARTH 2120 HISTORY OF ART II

ARTS 1240 DESIGN I

ARTS 1250 DESIGN II

ARTS 1610 DRAWING I

ARTS 1630 PAINTING I

ARTS 2410 BLACK & WHITE PHOTOGRAPHY

ARTS 2610 DRAWING II

DANC 1110 DANCE APPRECIATION

MUSC 1130 MUSIC APPRECIATION: WESTERN MUSIC

CLOVIS COMMUNITY COLLEGE AY 2020-21 ASSESSMENT PROCESS

BACKGROUND

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

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

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

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

CCC GENERAL EDUCATION ASSESSMENT

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

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

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

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

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

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

ESSENTIAL SKILL "BUBBLE CHARTS"

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

A "bubble chart" format is used to communicate every course's SLO status, each Content Area's overall status, and each Essential Skill's standing at the institutional/program level. Courses with fewer than 5 students are not included due to potential FERPA violations resulting from disclosure of academic performance of individual students. Additionally, some assessment reports are not available due to departure of the involved faculty from the institution.

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

The following charts are a quick reference that indicates the MET/ALMOST MET/NOT MET status of each NMES and every course SLO in all Content Areas. The first chart is a summary of the six Content Area SLOs and an Institutional status indicator for each Essential Skill showing overall performance of CCC's General Education program. A second chart compares the current report's results to prior year results and indicates whether performance improved, remained steady, or declined².

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

REFERENCES

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

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

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

² The letters "I", "S", and "D" were inserted inside the arrows to ensure color blind individuals are still able to determine the status of an SLO or Essential Skill

INSTITUTION (GENERAL EDUCATION PROGRAM) SUMMARY

Academic Year 2020-21 is our 2nd 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” inside³ to indicate the essential skill goal was NOT MET,
- a yellow bubble with an “A” inside to indicate the essential skill was ALMOST MET (within 5%)
- a green bubble with a “Y” inside to indicate the essential skill goal was MET.

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

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

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

CONTENT AREA SUMMARIES

CONTENT AREA I – COMMUNICATIONS

Last year, COMM instructors determined that earlier and more frequent referral of struggling students to the CCC Tutoring/Writing Center might have benefited the students. Presently, a Referral “prompt” is provided to all CCC instructors as part of the Starfish platform’s first Early Alert Progress Survey. Feedback from the Starfish data reports there were 109 Tutoring/Writing Center referrals for AY 2020-21 compared to 71 referrals in 2019-20. This represents an increase in referrals of 54% while the student population for these courses only increased 20%.

No changes to course content in COMM 1130 and 2120 are contemplated. Instructors are reviewing COMM assessment tools to ensure targeted and accurate determination of student mastery. COMM instructors will identify and apply specific criteria associated with each SLO's requirements rather than relying on an overall assessment tool score that includes criteria not associated with the SLO mastery being evaluated. Lessons learned during the initial COVID adjustment to online formats and the eventual relaxing of on-campus presence for students is a large factor in the SLO assessment results improving 15-20% in COMM 2120 (Interpersonal Communications) over the prior academic year.

COMM instructors are also determining how to integrate course SLOs into the Canvas Learning Management System’s (LMS) Outcomes feature to ensure consistency of assessment and reporting across multiple sections taught by different faculty. Use of the Outcome feature will also allow students and instructors to view mastery of SLOs during the semester and simplify end-of-course data gathering for assessment purposes.

³ The letters “Y”, “A”, and “N” were inserted inside the bubbles to ensure color blind individuals are still able to determine the status of an SLO or Essential Skill

In ENGL 1110, faculty have noticed that despite the pandemic, our students have been performing adequately in the classroom. Moreover, the implementation of live-only or synchronous online formats have helped students engage with their instructors on a meaningful level, and, more importantly, tackle tough material in their Composition I classes, as well as Composition II courses. Some faculty members, particularly those who teach ENGL 1110 in eight-week formats, see considerable withdrawal rates, with remaining students not performing as well compared to those taking sixteen-week offerings. Instructors also observed that numerous sections of ENGL 1110 saw students spending little quality time editing and revising (measured by SLOs 3 and 6). All faculty recognized that more of our students are experiencing time and energy crunches. Students are not reading course materials, nor are they taking the time to revise (and edit) their papers, and other writing assignments.

Faculty members teaching ENGL 1120 also saw serious motivational issues pertaining to larger research papers. Some students simply did not write them, suffering major consequences to their overall course grades. A notable number of high school students, either ECHS or traditional dual enrollment, who took ENGL 1110 in the fall semester performed well in ENGL 1120 in the following spring semester.

Plagiarism remains an enormous issue for students to negotiate with in longer research writing assignments. *Turnitin* is a helpful tool in informing instructors of student behavior and potential plagiarism. Copy-and-paste plagiarism is often caught with *Turnitin*, and it happens to be a very common form of plagiarism in our ENGL 1110 and ENGL 1120 courses. Plagiarism, nevertheless, appears to be a growing issue because of the willingness of students to risk it, believing their instructor will not assign a failing grade to their homework (which, with the option of rewrites, is technically correct). There are no easy answers to this struggle.

CONTENT AREA II – MATHEMATICS

The Math instructors worked diligently to deliver effective instruction and succeeded in meeting all of the Content Area II expectations. There was an increase of 18-24% in the NM Essential Skills designated for Mathematics from the previous reporting period. Communication increased by 24%, Critical Thinking by 18%, and Quantitative Reasoning by 24%.

The Math instructors gave careful consideration to the SLO's for their respective courses and added instructional emphasis accordingly. Additional instruction time, scope and sequence adjustments, tutor referrals, and online study aids were utilized. Student success rates for the SLO's then reflected the additional work and effort attended to the individual SLO's resulting in good overall improvement in spite of Covid-19 protocols.

CONTENT AREA III – SCIENCES

The Science Department continues to meet the Content Area III expectations. Utilization of a standardized assessment approach is tantamount in this continued success.

Both of the non-majors biology courses, BIOL 1110C General Biology and BIOL 1130C Introductory Anatomy and Physiology, are the weakest performing courses for the SLO assessment but have improved and will continue to do so as the instructors continue to seek ways to improve student learning.

CONTENT AREA IV – SOCIAL & BEHAVIORAL SCIENCES

ECON 2110 – Macroeconomic Principles – in AY 2017 – 2018 all learning outcomes were met, with 3 out of the 4 outcomes exceeding 86% of students demonstrating mastery. Objective 4e – fiscal policies, monetary policies; how these affect the economy (state competency 5) was consistently the lowest (average of 78% mastery). The instructor created additional videos and refined assignment instructions. In Spring 2019 the course was completely redesigned to align with the new state Student Learning

Outcomes. This SLO showed slight improvement (from 78% to 80.4%). In AY 2019 – 2020 the outcome remained consistent at 80.6% with mastery appearing to be comparable to the other student learning outcomes. In AY 2020 – 2021, once again, all learning outcomes were met, and the lowest outcome (4e) increased slightly.

ECON 2120 – Microeconomic Principles – in AY 2017 - 2018 all learning outcomes were exceeded, with 3 out of the 4 outcomes exceeding 85% of students demonstrating mastery. Objective 4e – producer choice including cost analysis and break-even point (state competency 5) was consistently the lowest (average of 75.6% mastery). In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes, and the original assessment tools were no longer valid. This SLO showed slight improvement (from 78% to 80.4%). In AY 2019 – 2020 the outcome that included the previous objective (SLO 6 – demonstrate an understanding of producer choice, including cost and break-even analysis) increased significantly to 89%. In AY 2020 – 2021, once again, all learning outcomes were met, and the lowest outcome (4e) showed a significant increase.

POLS 1120 – American National Government - During the last three (3) academic years, i.e., 2017–18, 2018–19, and 2019–20, students in POLS 1120 have struggled maintaining their objectivity while discussing past and contemporary American politics. To that end, the instructor has instituted essay-style discussion board postings, emphasizing critical reading, writing, responding, and commentary from students. These discussion board essays require that students are more engaged and present accurate, coherent, and engaging material to their peers. Moreover, over the last three years, using student feedback concerning integrating more contemporary sources, the instructor has built a two-hundred-article database that can be accessed from the LMS. This has allowed students to tiptoe into the realm of peer-reviewed research and scholarly writing. Furthermore, the instructor has used these articles to broaden student knowledge and engagement. These articles were pulled from databases through CCC, ENMU, SNHU, and WNMU. The articles in question are relevant and peer-reviewed, meaning students have the very best information at their disposal. Research and writing has been emphasized because students taking this course should be able to engage with a wide range of ideas in a coherent, scholarly, and engaging way. Students have improved their writing, critical thinking, and their engagement with material in ways the previous rendition of the class couldn't achieve. The course, as it stands, is in a good place, as improvements have been seen in certain areas over the last year. Particularly, students are improving in their research and writing capabilities, along with their civic engagement with others. In AY 2020 – 2021 all learning outcomes were met. The instructor continues to work on the previously mentioned issues.

PSYC 1110 – Introduction to Psychology – in AY 2017 – 2018 all objectives exceeded the benchmark of 75%. The lowest objective (Objective 2 – students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions) averaged approximately 79% mastery. The instructor worked to better align assessment tools with objectives and implemented project-based activities and graded discussions. In AY 2018 - 2019 this objective increased to an average of 83%. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 one assessment tool indicated a deficiency in SLO 4 (Identify the major theoretical schools of thought that exist) with only 62% of students indicating mastery on this tool. The course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, one outcome (SLO 2) did not meet the benchmark. This division has experienced significant faculty issues (and turnover) and we do not expect to see this a trend in the course.

PSYC 2120 – Developmental Psychology - in AY 2017 – 2018 all 4 competencies exceeded the benchmark of 75% (all exceeded 80%). This continued in AY 2018 – 2019. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 while all SLOs were met, one assessment tool indicated a weakness in SLO 3 (Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology) with a mastery rate of only 63%. The course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

PSYC 2130 – Adolescent Psychology – While assessments were conducted in this course in AY 2017 – 2018 & AY 2018 – 2019, assessment reports were not completed. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 SLO 4 (Evaluate the impact of family structure, teachers, and peers on development during adolescence) while technically meeting the benchmark of 70%, assessment tools indicated weaknesses. This course has been historically taught by adjunct only, but this will not continue to be so beginning in Fall 2021. This SLO may need supplemental information and faculty will be encouraged to add supplemental information, videos, and/or assignments. In AY 2020 – 2021, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

PSYC 2140 – Child Psychology – in AY 2017 – 2018 all objectives exceeded the benchmark of 75%. The lowest objective (Objective 3 – Students will describe ongoing reciprocal interactions among self, society, and the environment) averaged 79%. The instructor refined assignment instructions and Turnitin was implemented. AY 2018 – 2019 showed a significant increase in this objective (from 79% to 84%). In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. . The full-time psychology faculty member also retired at the end of the Fall 2019 semester (Spring 2020 was taught entirely by adjunct). In AY 2019 – 2020 all SLOs exceeded the benchmark of 75%. Also, in AY 2019 – 2020, the course was revised (with participation of all faculty) with the intent to ensure consistency across sections and assessment tools. In AY 2020 – 2021, all outcomes exceeded the benchmark, despite significant faculty issues (and turnover) within the department.

SOCI 1110 – Introduction to Sociology – in AY 2017 – 2018 and AY 2018 - 2019 all objectives exceeded the benchmark of 70%. The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AY 2020 – 2021, once again, all learning outcomes significantly exceeded the benchmark.

SOCI 2240 – Sociology of Intimate Relationships & Family – in AY 2017 – 2018 one objective appeared below the benchmark of 70% (at 68.75%). However, this assessment tool was inadequate (only one multiple choice question on the final exam). The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In AY 2018 – 2019 all objectives exceeded the benchmark. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AY 2020 – 2021, once again, all learning outcomes significantly exceeded the benchmark. In AY 2020 – 2021, once again, all learning outcomes significantly exceeded the benchmark.

SOCI 2310 – Contemporary Social Problems - in AY 2017 – 2018 and AY 2018 - 2019 all objectives exceeded the benchmark of 70%. The full-time Sociology faculty member has worked diligently on mapping SLOs and refining assessment tools and procedures. In Spring 2019 the course was completely redesigned to align with the new state Student Learning Outcomes. In AY 2019 – 2020 all SLOs significantly exceeded the benchmark. The instructor will continue to refine assessment tools (specifically grading rubrics). In AY 2020 – 2021, once again, all learning outcomes significantly exceeded the benchmark.

CONTENT AREA V – HUMANITIES

Literature classes (ENGL 1410 and ENGL 2380) have seen tremendous success among students. Students are excited to take these courses, and they have tackled course content with little difficulty. Nevertheless, literature classes suffer from low enrollment and the student time and energy crunches discussed earlier. This means students are less likely to complete all readings and/or assignments in a satisfactory manner.

History faculty are impressed by the work of their students. Moreover, there appears to be a growing interest in history among our students. While the assessment results are lower than previous years, faculty believe students are heading in the right direction. There appears to be a real struggle with plagiarism in some history classes, and faculty also noticed students struggled with proof-reading, revision, and editing. Additionally, faculty voiced concern over students' critical reading and note-taking abilities.

Spanish instructors are working diligently to adapt to the needs of their students and the classes they teach. One Spanish instructor suggested that students do not remember to bring their Spanish I knowledge with them into Spanish II. Students remember what they need to for exams and other assignments, then forget what they learned by the time they enter Spanish II.

CONTENT AREA VI – CREATIVE & FINE ARTS

The Art Department continues its struggle to find ways to effectively teach studio courses (ceramics, painting, drawing, etc.) in an entirely online environment. Art instructors are using pre-recorded demonstration videos; posting as much course material in the Canvas LMS as possible; restructuring projects, activities, and assignments; and searching online for innovative practices implemented by other education institutions.

Non-studio courses are making greater use of live-streaming and online conferencing tools to improve student-student and student-instructor interactions, fostering higher quality learning environments and better engaging students in the learning process. Lessons learned during the initial COVID adjustment to online formats and the eventual relaxing of on-campus presence for students is a large factor in the SLO assessment results improving 5-10% over the prior academic year.

Like their counterparts in the Communications Department, Art instructors are also determining how to integrate course SLOs into the Canvas Learning Management System's (LMS) Outcomes feature. Using Outcomes will allow students and instructors to gauge development of student mastery of SLOs as a semester progresses and simplify end-of-course data gathering for assessment purposes.

ARTH 1110 (Art Appreciation) – in AY 2017-18, 81.3% of 16 assessed students demonstrated minimal mastery of Competency 2 (Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual) as measured in online discussion forums. The instructor refined assignment instructions regarding research and writing to academic standards and provided a link to the Purdue OWL site for student reference. In AY 2018-19, 90.9% of 44 assessed students were

now meeting the writing and research standards. The instructor decided to make additional refinements to assignment instructions for clarity. In AY 2019-20 student mastery made additional improvements. Of the 47 students who were assessed, 94% met student mastery requirements, while 81% exceeded the requirements for **SLO 1 (Trace the development of diverse art and architecture styles)** under the new NMCCN criteria. In AY 2020-21, 100 students were assessed with 75% meeting expectations and 50% exceeding SLO mastery requirements. Although the decline was documented in all sections taught this academic year, decline was most pronounced in the 2 spring semester sections taught in the traditional online modality – with 70% and 61% of students meeting expectations. The live-streaming section for that semester had 80% of students meet expectations. The instructors have determined they will revise the topic discussion prompts to be more specific when providing guidance in selecting the artwork to be researched. This will hopefully result in student research and writing that satisfies the criteria for meeting this SLOs student mastery expectations.

ARTS 1610 (Drawing I) - Competencies 2-6 (Value, Space, Shape, Line, Texture/Pattern elements of design are used appropriately) were assessed independently over a variety of projects. Combining them to compare to the new NMCCN SLO which integrated all the elements into the single SLO 2 (Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, volume, plane, and texture) indicated a significant decline in student mastery:

- a. AY 2017-18, 124/136 = 91.2% met or exceeded student mastery expectations
- b. AY 2018-19, 191/218 = 87.6% met or exceeded Student mastery expectations
- c. AY 2019-20, 17/21 = 81% met or exceeded student mastery expectations

Investigating the individual AY 2019-20 sections (2 in the fall, 1 in the spring) revealed that fall semester classes sustained previous student mastery levels (80% and 86% of students meeting expectations), while the spring (COVID-19) semester drove student mastery below historical levels. This was not surprising since this is a studio course. Many students were unhappy with the move to fully online course instruction and complained they could not receive the same high quality of feedback on their projects through available online technologies that they had previously received in the classroom environment.

Despite these factors, and based on student mastery of the art elements shown below, the instructor intends to allocate more time in AY 2020-21 to the Value and Space elements based on previous mastery levels in the prior two years:

- | a. <u>Art Element</u> | <u>AY2017-18 vs AY 2018-19</u> |
|-----------------------|--------------------------------|
| b. Value: | 92.6% vs 78% |
| c. Space: | 85.2% vs 81% |
| d. Shape: | 96.3% vs 96.3% |
| e. Line: | 92% vs 92% |
| f. Texture & Pattern: | 92.6% vs 92.6% |

In AY 2020-21, after allocating additional time and instruction for SLO 2, a small class of 6 students assessed using two projects resulted in 91% of assessed students meeting expectations, while 67% exceeded expectations.

CUSTOMER FEEDBACK

Management theory holds that customer feedback to a supplier is critical to the success of any endeavor. For CCC's General education program, the primary internal customers are the Allied Health (nursing, physical therapy, radiology, etc.) and Occupational Technologies (wind energy, industrial technology, automotive technology, cosmetology, welding, etc.) programs. Primary external customers are the 4-year institutions our students seek to enter or potential employers. Internal and external customers should receive students who are appropriately prepared in the cross-discipline essential (a.k.a. soft) skills necessary for success in their chosen field.

For this reason, CCC seeks feedback from Allied Health (AH) and Occupational Technologies (OT) programs regarding how well students meet the soft skill requirements within those program disciplines. The feedback provided by the OT and AH disciplines to the General Education program is an important measurement of the effectiveness of the course SLOs and the assessments used to determine student mastery of those learning outcomes. Significant disparities between customer feedback and Gen Ed program SLO assessment results can indicate a need for improved communication between suppliers and their customers.

ALLIED HEALTH

Nursing:

1. How well prepared are students going into the Allied Health Programs?

Students are overall somewhat prepared for the nursing program. They do well with science-based information. They do struggle with more advanced A&P concepts. The NMNEC curriculum was implemented fully in spring 2017. With the implementation of the NMNEC curriculum, English 1120 - Composition II was moved from being required prior to admission to the nursing program to the first semester of the nursing program. Students tend to struggle when it comes to writing scholarly papers. Basic writing skills are lacking in areas such as properly diagrammed paragraph, use of run-on sentences, and improperly formatted sentences. There has been improvement regarding knowledge and use of APA over the last couple of years. Re-evaluation of requiring English 1120- Composition II prior to being admitted to the nursing program will be done. Students also struggle with the high expectations in the program because they have not been exposed to the same level before. Students seem to require a lot of handholding when starting the program. Although we fully intend and hope to see our students succeed, nursing is a very autonomous position with a lot of responsibility and accountability requiring students to be very self-sufficient. Students tend to not read instructions well and complete assignments incorrectly with the hopes that late submissions or resubmissions will be accepted, which they absolutely are not in this program. Students require a lot of additional help with APA requirements, even though this has improved in the past year from years prior.

2. Critical thinking skills in solving problems, communicate in oral and written forms, use information technologies to locate and determine valid data for decision-making or research into an issue, exercise social responsibilities such as disposal of hazardous waste materials, or exercise quantitative reasoning when calculating dosages or chemical mixtures.

Students are overall somewhat prepared regarding critical thinking. Semester-one students have the first calculations exam - quantitative reasoning and calculating drug dosages. The exam average was 78% and mean 83%. Students really struggle with critical thinking through communication. They have a difficult time when it comes to answers that are based more in application rather than knowledge. Students tend to do poorly on these test questions and implementation in the first semesters of nursing, however, by the time they get to semesters 3 and 4 they have improved. Stronger students seem to

have a better understanding of critical thinking than weaker students. If an answer is not black and white, many student struggles. It takes them a while to understand how to use verbal communication and ask appropriate questions to better understand the situation at hand. They also struggle with reasoning when calculating dosages – when performing math calculations for nursing dosages, they come up with an answer and enter it. There is not a second thought on if the answer they calculated is correct, they don't double check it or know how to. There is improvement as the student progresses from semester one to semesters two, three and four. There is a large population of students who feel the information should be given to them, rather than them learning, studying, and applying the knowledge.

3. Communication - how prepared are students coming into the AH programs?

Students are overall less prepared regarding communication. Students are so connected to their electronics, cell phones, and computers. Face to face conversations are sometimes hard. It seems more challenging with COVID and not being face to face with students for a year. The students struggle with communicating with instructors. Some students really struggle with professional communication. They are shy/apprehensive when it comes to asking questions to clarify information presented to them. Students are unfamiliar with professional communication upon entering the nursing program, they are very often very informal. Students also seem to struggle with constructive criticism/feedback which is essential in nursing, they often get defensive or shut down. Students lack the knowledge on how to compose a professional email and communicate professionally regardless of whether face to face or electronically.

4. Info and digital literacy - how prepared are students?

Students are overall somewhat prepared regarding information and digital literacy. The younger students do decently, the older students tend to struggle. Both populations struggle with finding credible data/information using internet sources. There seems to be a lack of understanding of how to research a topic and then synthesize the information from the research into a well written paper. Not sure if it is a time factor, meaning the students rushes through the assignment just to get it done. Or if they do not have a good understanding of how to utilize the online resources available to them to research a subject. Many students are sufficient in research efforts, some need reminding of appropriate sources to utilize (i.e. no Wikipedia and use of peer-reviewed sources). Occasionally there is a generational gap in knowledge.

5. Quantitative reasoning - how prepared are the students?

Students overall are not adequately prepared in regards to quantitative reasoning.

Students struggle with critical thinking and prioritization, they are focused on regurgitation information/knowledge and not the application. Students struggle with NCLEX style questions due to this. The quantitative reasoning does improve as students progress throughout the semester.

PTA:

To assess the general education pre-requisite preparation required by the PTA Program, the Kaplan Entrance Examination data is used. This is part of the PTA Admissions Point Scale and is worth up to 25 points. The Admissions Test is a 91-question, online, multiple-choice test that evaluates the basic reading, math, writing, and science skills of students. The PTA program specifically looks at overall scores and critical thinking scores. The applicants complete this examination after all prerequisites are complete during the summer before entering into the technical program.

Analysis of the applicant scores compared to the 2017 application cycle demonstrates improvement in the overall and critical thinking scores on this exam. In 2017 the overall average of applicants on this examination was 59.25%, and the critical thinking average was 55.77%. The 2018 applicant pool improved overall by 12.1% and critical thinking by 18.8%. The applicant pool of 2019 improved overall by 18.8% and in critical thinking by 25.5% compared to 2017.

Beginning in Fall 2019, general education began state-mandated student learning outcomes. The applicant pool of 2020 and 2021 completed general education prerequisites following this implementation. The 2020 applicant pool demonstrated a 33.10% improvement on the overall score of the entrance exam as well as a 34.50% improvement in critical thinking compared to the 2017 applicant pool. The 2021 application pool demonstrates a 24.4% overall and 37% critical thinking improvement compared to the 2017 applicant pool.

RADT:

Students appear to have basic understanding of anatomy and terminology. They don't have to start at beginning but can move forward. It seems with some of the algebraic math type formulas they do have to remediate quite a bit.

Some math assignments in calculating the inverse square law, magnification factors, grid ratios and ma/time conversions that require additional instruction utilizing foundational math.

There are some specific healthcare communication assignments that build off the foundation they already have.

There is a concern with students not being familiar with uploading assignments into Canvas and communication with email.


OCCUPATIONAL TECHNOLOGIES


During the 2020-2021 academic school year there were a total of five Occupational Technology students who completed their Associate of Applied Science degrees. One student majored in Industrial Technology while the remaining four majored in Welding. Within these two programs, students demonstrate the essential skills outline by NM HED.


Both of programs place a strong emphasis on being career ready. This includes showing up to class on time, prepared and with required tools and books which demonstrates the essential skills of Personal Responsibility. The career ready component of both programs also allows students to demonstrate the essential skill of Communication as they are required to be in direct contact with their instructor at all times. Students also demonstrate the essential skill of Social Responsibility by adhering to environmental standards within each program such as proper disposal of waste (welding) and clean energy (industrial technology). As students build welding projects or dismantle and reassemble wind turbine engines they are demonstrating Critical Thinking. Simulations and computer drafting in both programs allows students to demonstrate the essential skill of Information and Digital Literacy. There is a strong math component in both programs that allows students to demonstrate Quantitative Reasoning.
























Each student successfully demonstrated each of these essential skills through lab work and classroom assignments. Upon completion of Clovis Community College general education courses, these students had been equipped with the skills needed to be successful in various Occupational Technology programs. At no time during their sequence of courses did students struggle with the demonstration of these essential skills. Customer satisfaction is high.

2020-21 NMES Institutional Summary

 = Met

 = Almost Met (within 5%)

 = Not Met

Course & SLOs	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications Goal: 75% or more SLOs Meet Expectations					
Content Area I – Overall SLO Status # SLOs meeting standards/Total # SLOs	27/27 = 100%	23/23 = 100%	19/19 = 100%		
Content Area II – Mathematics Goal: 75% or more SLOs Meet Expectations					
Content Area II – Overall SLO Status # SLOs meeting standards/Total # SLOs	23/26 = 88.5%	23/26 = 88.5%			23/26 = 88.5%
Content Area III – Science Goal: 75% or more SLOs Meet Expectations					
Content Area III – Overall SLO Status # SLOs meeting standards/Total # SLOs		86/102 = 84.3%		41/42 = 97.6%	79/93 = 84.9%
Content Area IV – Social & Behavioral Goal: 75% or more SLOs Meet Expectations					
Content Area IV – Overall SLO Status # SLOs meeting standards/Total # SLOs	54/55 = 98.2%	49/50 = 98.0%		39/40 = 97.5%	
Content Area V – Humanities Goal: 75% or more SLOs Meet Expectations					
Content Area V – Overall SLO Status # SLOs meeting standards/Total # SLOs		57/70 = 81.4%	64/81 = 79.0%	57/73 = 78.1%	
Content Area VI – Creative & Fine Arts Goal: 75% or more SLOs Meet Expectations					
Content Area VI – Overall SLO Status # SLOs meeting standards/Total # SLOs	51/57 = 89.5%	51/57 = 89.5%		47/53 = 88.7%	
Institutional (Gen Ed Program) Status: Goal: 75% or more SLOs Meet Expectations					
Institutional Status: Overall SLO Status # SLOs meeting standards/Total # SLOs	155/165 = 93.9%	289/328 = 88.1%	83/100 = 83.0%	184/208 = 88.5%	102/119 = 85.7%

NMES Institutional Trends






















= Improved


= Steady


= Declined


Comparison of current and prior year results. A change greater than 2.5% over the prior year indicates improvement or decline.	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Info & Digital Literacy	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area I – Communications:					
	2019-20: 48.1% 2020-21: 100%	2019-20: 34.8% 2020-21: 100%	2019-20: 52.6% 2020-21: 100%		
Content Area II – Mathematics:					
	2019-20: 64.3% 2020-21: 88.5%	2019-20: 70.6% 2020-21: 88.5%			2019-20: 64.3% 2020-21: 88.5%
Content Area III – Science:					
		2019-20: 83.9% 2020-21: 84.3%		2019-20: 87.5% 2020-21: 97.6%	2019-20: 81.8% 2020-21: 84.9%
Content Area IV – Social & Behavioral:					
	2019-20: 87.9% 2020-21: 98.2%	2019-20: 87.3% 2020-21: 98.0%		2019-20: 86.0% 2020-21: 97.5%	
Content Area V – Humanities:					
		2019-20: 88.9% 2020-21: 81.4%	2019-20: 80.3% 2020-21: 79.0%	2019-20: 78.9% 2020-21: 78.1%	
Content Area VI – Creative & Fine Arts:					
	2019-20: 83.3% 2020-21: 89.5%	2019-20: 83.3% 2020-21: 89.5%		2019-20: 82.0% 2020-21: 88.7%	
Institutional (Gen Ed Program) Status:					
	2019-20: 77.1% 2020-21: 93.9%	2019-20: 80.9% 2020-21: 88.1%	2019-20: 73.8% 2020-21: 83.0%	2019-20: 83.3% 2020-21: 88.5%	2019-20: 79.6% 2020-21: 85.7%

Content Area I
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 3 Information & Digital Literacy
Content Area VI (Fine Art) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	27/27 = 100% 	23/23 = 100% 	19/19 = 72.7% 
COMM 1130 – Public Speaking			
SLO 1: Demonstrate effective speech preparation.			
SLO 2: Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.			
SLO 3: Analyze a potential audience and tailor a speech to that audience.			
SLO 4: Evaluate presentations according to specific criteria.			
SLO 5: Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.			
SLO 6: Recognize diversity and ethical considerations in public speaking.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I














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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I













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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area I
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II



















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 5 Quantitative Reasoning
Content Area II (Mathematics) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	23/26= 88% 	23/26= 88% 	23/26= 88% 
MATH 1130 – Survey of Mathematics			
SLO 1: Construct and analyze graphs and/or data sets			
SLO 2: Use and solve various kinds of equations			
SLO 3: Understand and write mathematical explanations using appropriate definitions and symbols			
SLO 4: Demonstrate problem-solving skills within the context of mathematical applications			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II

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

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II






















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area II




























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

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III








Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
Content Area iii (Science) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	86/102= 84.3% 	41/42= 97.6% 	79/93= 84.9% 
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 1: Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.			
SLO 2: Explain how chemical and physical principles apply to biological processes at the cellular level.			
SLO 3: Understand basic concepts of cell biology.			
SLO 4: Understand that all organisms share properties of life as a consequence of their common ancestry.			
SLO 5: Understand fundamental processes of molecular biology.			
SLO 6: Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.			
SLO 7: Understand the criteria for species status and the mechanisms by which new species arise.			
SLO 8: Understand methods for inferring phylogenetic relationships and the basis for biological classification.			
SLO 9: Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.			
SLO 10: Explain the importance of the scientific method for addressing important contemporary biological issues.			
SLO 11: Employ critical thinking skills to judge the validity of information from a scientific perspective.			
SLO 12: Apply the scientific method to formulate questions and develop testable hypotheses.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 1110C – General Biology Lecture & Laboratory			
SLO 13: Analyze information/data and draw conclusions.			
SLO 14: Operate laboratory equipment correctly and safely to collect relevant and quality data.			
SLO 15: Utilize mathematical techniques to evaluate and solve scientific problems.			
SLO 16: Recognize biodiversity in different ecological habitats and communities of organisms.			
SLO 17: Communicate effectively about scientific ideas and topics.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

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




 = Met

 = Almost Met (within 5%)

 = Not Met


Content Area III


Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
BIOL 2210C – Human Anatomy and Physiology I Lecture and Laboratory			
SLO 1: Describe and apply anatomical terminology	Y	Y	
SLO 2: Describe multi cellular organization.			Y
SLO 3: Distinguish and describe major tissue types.	Y		
SLO 4: Describe the structure and function of the integumentary system.	Y		Y
SLO 5: Describe the structure and function of the skeletal system.	Y		Y
SLO 6: Describe the structure and function of the muscular system.	Y		Y
SLO 7: Describe the structure and function of the nervous system.	Y		Y
SLO 8: Describe the structure and function of the special senses.	Y		Y
SLO 9: Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.	Y		Y
SLO 10: Apply the scientific method correctly.	Y	Y	Y
SLO 11: Collect, analyze, and interpret scientific data.		Y	Y
SLO 12: Use laboratory equipment, such as a microscope, correctly and safely.	Y		
SLO 13: Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.	Y		
SLO 14: Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y	Y	
SLO 15: Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.	Y		
SLO 16: Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems	Y		Y


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

Content Area III

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

 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III










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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III

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

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1120C – Introduction to Chemistry Lecture and Laboratory (non majors)			
SLO 1: Use the different systems of measurements and perform conversions within the same system of measurement and between different systems of measurements			Y
SLO 2: Identify elements from their name or symbol; use the periodic table to describe reactivity patterns of elements and to predict compound formation			Y
SLO 3: Describe the basic structure of an atom using subatomic particles, and apply these concepts to nuclear reactions			Y
SLO 4: Describe ion formation and the difference between covalent and ionic compounds. Name and write formulas for ionic and simple molecular compounds.			Y
SLO 5: Write and balance chemical reactions. Use balance reactions in stoichiometric calculations			Y
SLO 6: Describe the differences between the solid, liquid, and gas phases. Use the gas laws in calculations, and apply these laws to everyday situations.			Y
SLO 7: Explain different types of energy and how energy is released or absorbed in a reaction			Y
SLO 8: Describe acid and base behavior.			Y
SLO 9: Explain the intermolecular attractive forces that determine physical properties; apply this knowledge to qualitatively evaluate these forces and predict the physical properties that result			A
SLO 10: Practice concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate lab safety guidelines		Y	
SLO 11: Demonstrate computational skills needed to perform appropriate laboratory-related calculations to include, but not be limited to determining the number of significant figures in numerical value, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable	Y		
SLO 12: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)		Y	


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1120C – Introduction to Chemistry Lecture and Laboratory (non majors)			
SLO 13: Record quantitatively measured values to the correct number of significant figures and assign the correct units			Y
SLO 14: Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration		Y	
SLO 15: Draw appropriate conclusions based on data and analyses			Y
SLO 16: Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required	Y	Y	
SLO 17: Determine chemical formulas and classify different types of reactions	Y		Y
SLO 18: Relate laboratory experimental observations, operation, calculations, and findings to theoretical concepts presented in the complementary lecture course	Y		

 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
CHEM 1215C – General Chemistry I Lecture and Laboratory for STEM Majors			
SLO 1: Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science			
SLO 2: Explain the structure of atoms, isotopes and ions in terms of subatomic particles			
SLO 3: Understand the differences between physical and chemical changes to matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation			
SLO 4: Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry			
SLO 5: Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic properties			
SLO 6: Describe the energy conversions that occur in chemical reactions and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction			
SLO 7: Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity			
SLO 8: Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms			
SLO 9: Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines			
SLO 10: Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable			
SLO 11: Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital)			
SLO 12: Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III

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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area III



















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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area III
























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 4 P&S Responsibility	NMES 5 Quantitative Reasoning
PHYS 1240 – Algebra-based Physics II Lecture + Laboratory			
SLO 1: Students will be able to apply basic algebra and trigonometry skills in order to solve physics problems.			
SLO 2: Students will understand thermal physics including the laws of thermodynamics and calorimetry problems.			
SLO 3: Students will be able to solve problems dealing with electrostatic and magnetic forces.			
SLO 4: Students will understand the dual nature of light and they will be able to solve problems dealing with reflection, refraction, and diffraction of light rays in addition to being able to understand the passage of light through thin lenses.			
SLO 5: Students will be introduced to modern physics and will understand atomic structure and Einstein’s general theory of relativity.			
SLO 6: Students will be able to solve problems dealing with DC circuits.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area IV (Social & Behavioral Science) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	54/55 = 98.2% 	49/50 = 98.0% 	39/40 = 97.5% 
ANTH 1140 – Introduction to Cultural Anthropology			
SLO 1: Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts such as culture and society, which form the pillars of the discipline			
SLO 2: Comprehend the importance of studying cultural anthropology.			
SLO 3: Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected			
SLO 4: Demonstrate an awareness of how students’ own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures			
SLO 5: Understand how beliefs, values, and assumptions are influence by culture, biology, history, economic, and social structures			
SLO 6: Gain a sense of relationship with people processing different experiences from their own			
SLO 7: Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area IV

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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV


















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV











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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV













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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV







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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV






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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV





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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area IV














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


 = Met

 = Almost Met
(within 5%)


 = Not Met

Content Area V

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area V (Humanities) Overall Status (75% or more of SLOs were MET); # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	57/70 = 81.4% 	64/81 = 79.0% 	57/73 = 78.1% 
ENGL 2380 – Introduction to Short Fiction			
SLO 1: Read a selection of fictional work.			
SLO 2: Identify literary devices of short fiction such as plot, setting, and point of view.			
SLO 3: Use critical approaches and engage in discussions.			
SLO 4: Define the strength and limitations of short fiction forms.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V

















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V












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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V












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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
HUMN 2110 – Introduction to World Humanities II			
SLO 1: Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.			
SLO 2: Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.			
SLO 3: Demonstrate knowledge of particular examples introduced in the course.			
SLO 4: Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V










Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
PHIL 2110 – Introduction to Ethics			
SLO 1: Apply traditional and modern ethical theories to the concrete topics that exemplify moral dilemmas or represent a larger social, political, historical, or cultural controversy.			
SLO 2: Articulate the difference between individual (morality as personal autonomy that corresponds to ethical system) and social morality (ethics as a value system).			
SLO 3: Discuss current ethical topics based on the research and reliable sources.			
SLO 4: Communicate clearly her/his ethical views. Taking a stand on the issue.			
SLO 5: Offer solutions to ethical problems based on the research and reliable sources, argumentation, and digital media.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V










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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V









Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 1126 – New Testament			
SLO 1: Students will demonstrate knowledge of the chronology of the history of early Christian belief and practice, emphasizing significant events, personalities, and diverse cultural settings as they influenced the development of the faith.			
SLO 2: Students will be able to identify and explain core theories, methods, and approaches to study the New Testament.			
SLO 3: Students will be able to identify and explain aspects of the moral, ethical, and theological messages of the New Testament.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V









Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 1510 – Life of Christ			
SLO 1: The student will reflect on the historical and theological aspects of the life and ministry of Christ.			
SLO 2: The student will understand the historical, theological, and cultural factors surrounding Christ's life and ministry.			
SLO 3: The student will reflect on the historical theological, and cultural aspects of Christ's ministry and how those aspects are manifested in the world today.			


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area V









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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V






















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 2 Critical Thinking	NMES 3 Information and Digital Literacy	NMES 4 P&S Responsibility
RELG 2230 – Men of the Bible			
SLO 1: The student will become acquainted with men of the Bible who helped shape the world in which they lived.			
SLO 2: The student will understand the historical, theological, and cultural factors surrounding the men studied for this course.			
SLO 3: The student will reflect on the historical, theological, and cultural factors faced by the men studied in this course and how those factors impact the world today.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V





















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area V




























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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
Content Area VI (Fine Art) Overall Status (75% or more of SLOs were MET) # of SLOs Meeting Expectations ÷ Total SLOs associated with an NMES	51/57 = 89.5% 	51/57 = 89.5% 	47/53 = 88.7% 
ARTH 1110 – Art Appreciation			
SLO 1: Trace the development of diverse art and architecture styles			
SLO 2: Compare and contrast the major art and architectural styles			
SLO 3: Use art terms and explain basic art concepts			
SLO 4: Analyze the visual elements and design principles in masterworks of art			
SLO 5: Describe masterpieces objectively, with emphasis on contemporary works			
SLO 6: Gain general knowledge of the history of artistic production			
SLO 7: Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music			
SLO 8: Distinguish the elements and principles of design and explain how they are being used in a given piece of art			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTH 2120 – History of Art II			
SLO 1: Identify major artworks from a variety of regions and time periods			
SLO 2: Investigate the methods of producing various works of art			
SLO 3: Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms			
SLO 4: Comprehend and apply terms, methodologies, and concepts common to studies of art history, developing a language to further understanding of art			
SLO 5: Compare works across a range of historical styles and periods			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI










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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI

Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1250 – Design II			
SLO 1: Produce artworks that apply and organize the elements of two-dimensional form(line, shape, value, texture, color and space)			
SLO 2: Produce artworks that apply the principles of 2-D design(harmony, variety, repetition, balance, rhythm, proportion, dominance, movement and economy)			
SLO 3: Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation			
SLO 4: Use visual art vocabulary in the development and critique of work	Not Reported		
SLO 5: Explore concepts and ideas: from conceptual, realistic/referential to non-representational	Not Reported		


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1340 – Functional Ceramics I			
SLO 1: Demonstrate through the creation of a body of work a basic knowledge of ceramic hand forming techniques, the potter's wheel, simple surface finishes, and basic firing techniques	Not Reported		
SLO 2: Demonstrate through the proper use of facilities, materials, and personal protective equipment knowledge of safety measures and the safe practices used in the ceramic studio	Not Reported		
SLO 3: Demonstrate through writing or other forms of presentation familiarity with the history and terminology of pottery (functional ceramics)	Not Reported		
SLO 4: Demonstrate through the critical examination of their own and others' ceramics a sound judgment of craftsmanship, creativity, and elements of design	Not Reported		


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI

























Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 1630 – Painting I			
SLO 1: Produce paintings that demonstrate the tradition of methods, techniques, materials and tools of oil painting			
SLO 2: Construct a variety of support structures and grounds on which paintings are created			
SLO 3: Examine the historical origins and practices of painting from the personal, social and culture perspective			
SLO 4: Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints			
SLO 5: Apply basic color theory to representational and non-representational painting			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI













Slide content: course SLO descriptions and whether course SLOs were MET, ALMOST MET, or NOT MET based on the cumulative student mastery assessments from all sections of this course taught this academic year	NMES 1 Communication	NMES 2 Critical Thinking	NMES 4 P&S Responsibility
ARTS 2410 – B&W Photography			
SLO 1: Make use of camera controls and knowledge of the exposure triangle to produce properly exposed films.			
SLO 2: Production of prints that evidence good editing skills in selection strong images from films.			
SLO 3: Communicate an understanding of the aesthetics of Black and White photography.			
SLO 4: Consistently apply good film processing standards to produce negatives.			
SLO 5: Print production that evidences use of all printing techniques.			
SLO 6: Tell a cohesive and interesting story through photographic imagery.			
SLO 7: Consistently produced proof sheets that allow for evaluation of exposure and processing skills.			
SLO 8: Grasp of image composition concepts evidenced through film strips and printing processes.			


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI

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


 = Met


 = Almost Met
(within 5%)


 = Not Met

Content Area VI
















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


 = Met


 = Almost Met (within 5%)


 = Not Met

Content Area VI

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

 = Met

 = Almost Met
(within 5%)

 = Not Met