



Course Learning Outcome Assessment Reports

Fall 2024 - Spring 2025

Presented by
Assessment Committee

Fall 2024 Assessment Committee Leadership: Rachael Lucero (Chair), Nichole Collins (Vice-Chair), Elaine Montano (Secretary), Denise Fox, Mary Frances Bibb, Germaine Sandoval, Dr. Bille Mathews, Sherry Goodyear, Larry Fields, Betsy Sanchez, Chantel Rivera

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Executive Summary

The Fall 2024 - Spring 2025 Course Learning Outcome Assessment (CLOA) Report reflects Luna Community College's continued commitment to a meaningful, faculty-driven approach to student learning assessment.

In alignment with best practices and following the recommendation of the peer review team from HLC, the college transitioned from a grade-based monitoring system to a rubric-based CLOA rating system. This shift was made to ensure that assessments more accurately reflect the extent to which students are meeting specific learning outcomes, rather than relying on course grades, which can be influenced by factors not directly related to CLO assessment.

This new approach enables instructors to assess specific skills and knowledge directly aligned with course learning outcomes, facilitating targeted instructional reflection and improvement. This change clearly worked as intended for some instructors who offered insightful reflections and detailed proposals for future interventions, underscoring a robust commitment to continuous improvement. However, other instructors documented direct correlation between final course grade distribution and learning outcomes assessment with no changes recommended. This range highlights varying familiarity with rubrics among faculty.

To simplify reporting, the Assessment Committee transitioned CLOA submissions to Google Forms, which streamlined data collection and organization and enabled more efficient submission of structured assessments. A faculty survey was conducted after these changes; of 24 full-time faculty members, 17 responded, with most indicating approval of the ranking system and digital submission process. The feedback will inform further adjustments to enhance clarity, usability, and effectiveness.

This transition reduced administrative workload but enhanced the inconsistency in data submission, allowing areas of potential improvement in understanding of the assessment process to come to light. Specifically noted for further explanation is the distinction between learning outcomes and assignments as they are referenced in the reporting form.

This report includes summaries of each submitted course section, detailing:

- I. Student Course Performance
- II. Course Learning Outcomes and Outcomes Performance (based on a 1–5 rubric scale)
- III. Summary and Conclusions, including planned instructional changes based on assessment results.

Looking forward, the Assessment Committee intends to further refine the CLOA tools and systems, with objectives such as tip sheets and 30-second videos explaining how to integrate course outcomes and complete course identification. In addition to the ongoing assessment training provided at in-service events each year, the Assessment Committee and the new Director of Assessment have plans to bring in additional assessment professionals to work with faculty one-on-one to enhance overall understanding of rubrics and learning outcomes reporting.

Through sustained faculty engagement and administrative support, Luna Community College remains dedicated to maintaining a meaningful and effective assessment process that promotes instructional quality and student success. The Assessment Committee appreciates the continued engagement and adaptability of Luna's faculty as we work to build a more transparent, equitable, and outcome-focused assessment culture.

*** Full report available through Assessment Committee.**