



Luna Community College General Education Assessment Report AY 2024-2025

Submitted by the General Education Assessment Sub-committee

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Introduction and Purpose

Luna Community College (Luna) continues to participate in the New Mexico Higher Education Department (NMHED) General Education Assessment initiative. This process evaluates student attainment of essential skills critical to academic and workforce success. The 2024–2025 cycle focused on Information & Digital Literacy and Quantitative Reasoning.

Essential Skills for Assessment

NMHED requires assessment of five essential skills on a three-year rotation: Communication, Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility, and Information & Digital Literacy. For AY 2024–2025, Luna assessed Information & Digital Literacy and Quantitative Reasoning skills, sampling approximately 30% of students enrolled in the courses selected for this assessment.

Assessment Results: Quantitative Reasoning

Courses assessed for Quantitative Reasoning included BIOL 1140, MATH 1220, and PHYS 1230. Table 1 and Figure 1 below indicate the number of students assessed per course and their achievement distribution across the Emerging, Developing, and Proficient categories of the HED Quantitative Reasoning matrix.

Table 1. Student Assessment Rating: Quantitative Reasoning

Course	Students	Emerging	Developing	Proficient
BIOL1140	5	4	0	1
MATH1220	5	0	0	5
PHYS1230	4	0	3	1

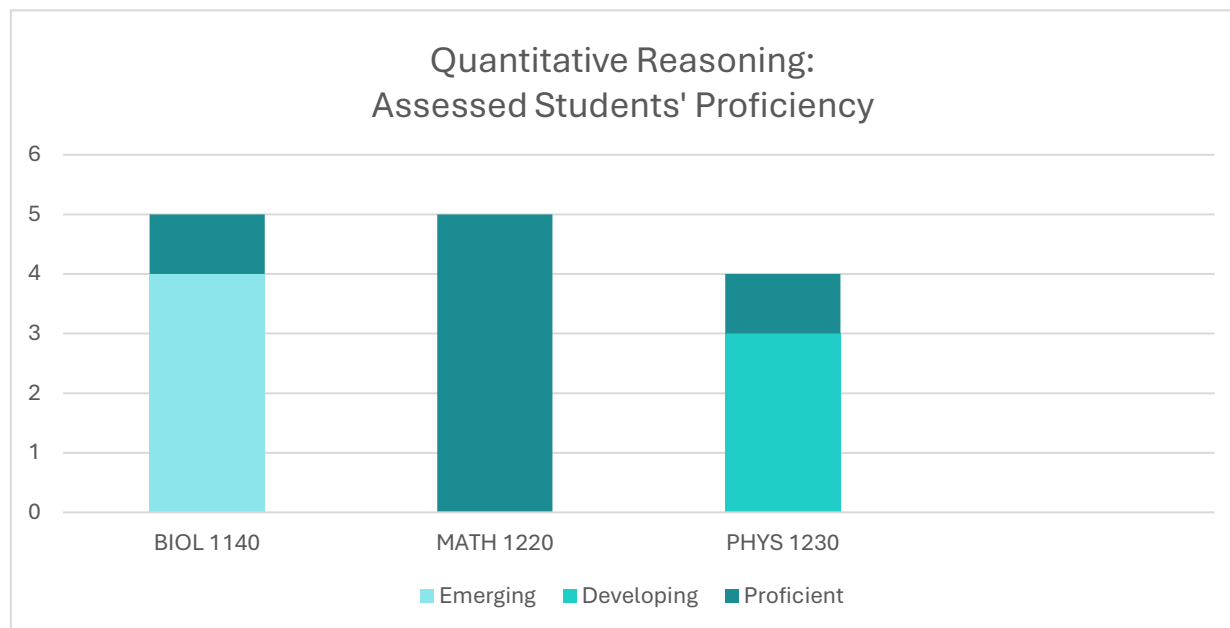


Figure 1. Quantitative Reasoning – Proficiency distribution by course.

Assessment Results: Information and Digital Literacy

Courses assessed for Information and Digital Literacy included PSYC 0, HIST 1150, SOCI 1110 and MUSC 1130. Table 2 and Figure 2 below indicate the number of students assessed per course and their achievement distribution across the Emerging, Developing, and Proficient categories of the HED Information and Digital Literacy matrix.

Table 2. Student Assessment Rating: Information and Digital Literacy

Course	Students	Emerging	Developing	Proficient
PSYC1110	3	0	2	2
HIST1150	5	0	4	1
SOCI1110	7	1	6	0
MUSC1130	8	2	5	2

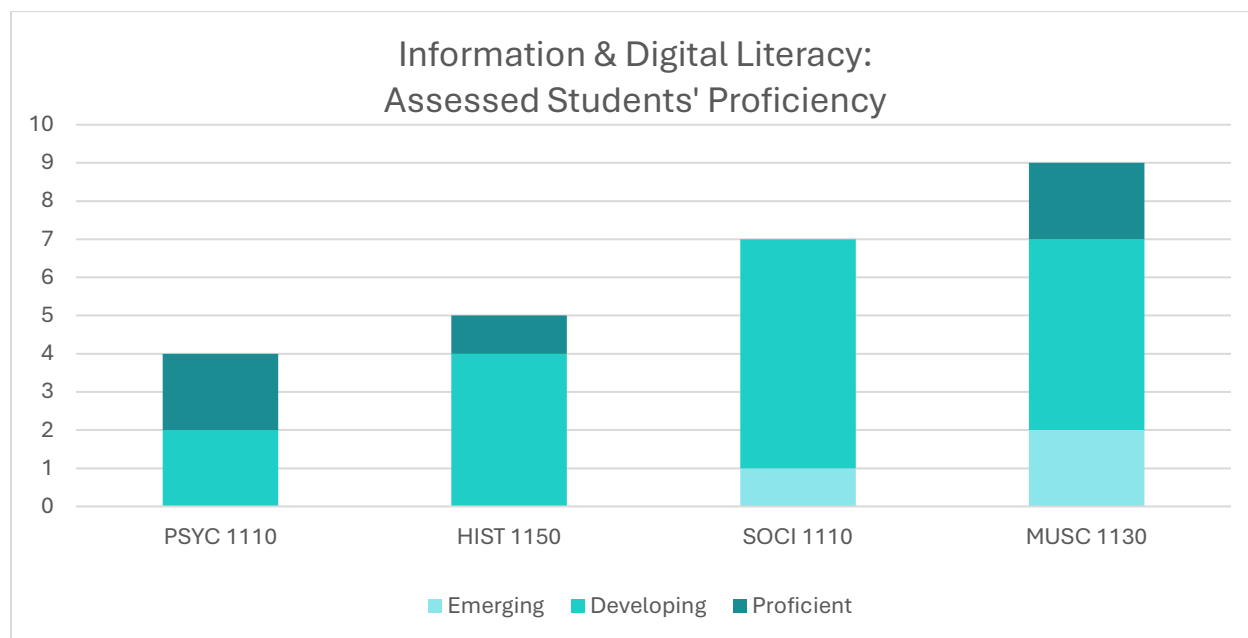


Figure 2. Information & Digital Literacy – Proficiency distribution by course

Conclusion and Next Steps

In Quantitative Reasoning, MATH 1220 students demonstrated proficiency, while BIOL 1140 showed a higher concentration of students at the Emerging level. PHYS 1230 displayed a mixed distribution, with most students at the Developing level. These findings highlight both the areas of strength in mathematics courses and opportunities for improvement in science-based quantitative applications. In Information & Digital Literacy, students performed primarily at the Developing level, with some showing Proficiency and some assessing at the Emerging level.

Following up from the 2023-2024 assessment report, this year's results appear to be more in line with expected results from students in the first two years of

their undergraduate education, showing a larger number of students assessing into the Developing category. Also looking across years, it appears that students in Mathematics and hard Sciences are showing higher percentages of proficiency. If this trend continues into the final year of the cycle, it will be interesting to examine whether the courses in these areas have a higher success rate with teaching essential skills, or if students with higher essential skill proficiency self-select into these disciplines.

Across all disciplines, faculty are encouraged to review teaching strategies, increase active learning approaches, and embed skill-based practices more deeply into their courses. The General Education Assessment Sub-committee will continue refining its processes and offering faculty support to ensure continuous improvement in student learning outcomes.