Student Learning Assessment Plan

Academic Year: 25-26

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Introduction and Overview of Assessment

Luna Community College (LCC) is committed to excellence in student learning and responsiveness to its diverse community. The College provides accessible, affordable, and quality educational opportunities. In keeping with this mission and vision, LCC integrates assessment into its core practices to ensure progress toward achieving its institutional goals.

Assessment is the systematic collection, analysis, and application of information to understand how well students are achieving intended learning outcomes, how effectively programs and services support them, and how the institution as a whole is fulfilling its mission. The purpose of assessment is to promote continuous improvement by providing faculty, staff, and leadership with evidence that informs their planning, resource allocation, and strategies that enhance learning, equity, and institutional performance.

At LCC, assessment is a responsibility that is shared among adjunct and full-time faculty, academic directors, administration, and staff who together support student success, institutional accountability, and community trust. The process connects course-level learning to program outcomes, integrates general education and co-curricular experiences, and provides evidence for planning and decision-making. Through regular and reflective assessment, the College demonstrates its commitment to academic excellence and to preparing students for success in transfer, professional pathways, and civic engagement. The electronic version is available at: luna.edu/academic_assessment.

Purpose of the Assessment Plan

This Student Learning Assessment Plan provides a comprehensive guide to assessment efforts that take place across all academic and student support areas. It establishes a shared framework for understanding what assessment is, why it matters, and how it functions in advancing student learning and educational quality. The plan 1) outlines the processes used at the course, program, general education, and co-curricular levels, 2) defines timelines for review and reporting and identifies responsible parties, and 3) explains how assessment results are used to inform decision-making, planning, and resource allocation.

The plan is designed to align with Luna's Strategic Plan and institutional goals, and to meet or exceed the expectations and requirements of the Higher Learning Commission (HLC) and the New Mexico Higher Education Department (NMHED), including requirements related to Essential Skills in General Education (Gen Ed). This plan also seeks to address state and federal expectations for accountability and continuous improvement. While compliance remains a necessary function, LCC emphasizes that assessment is fundamentally a tool for strengthening

teaching, learning, and student success. Assessment represents an opportunity to align institutional priorities with meaningful outcomes that reflect both the College's mission and its vision for the future.

Definitions and Scope of Assessment

Assessment at Luna Community College

Assessment is the intentional and systematic process of gathering, analyzing, and using information to improve student learning and institutional effectiveness. At LCC, assessment is a continuous cycle that connects what we teach, how students learn, and how we as an institution may improve over time. Assessment provides evidence that guides decisions, strengthens programs, and ensures accountability to our mission and our community.

At LCC, academic assessment spans four interrelated areas, each with its own focus. These are connected as part of one system:

- **Course-Level Assessment**
  Course-level assessment measures student learning within individual courses. It evaluates the extent to which students achieve the outcomes listed in the syllabus and provides faculty with information to improve teaching methods, assignments, and instructional strategies.

- **Program-Level Assessment**
  Program-level assessment is focused on evaluating student achievement across an entire degree or certificate program. Directors work with faculty to examine how courses contribute to overall program outcomes and ensure that graduates demonstrate the knowledge and skills needed for employment or transfer.

- **General Education Assessment**
  General education assessment measures student achievement of the statewide Essential Skills embedded in LCC's general education curriculum, as required by the New Mexico Higher Education Department (NMHED). These five skills are communication, quantitative reasoning, critical thinking, personal and social responsibility, and information and digital literacy.

- **Co-Curricular Assessment**
  Co-curricular assessment evaluates structured learning experiences outside of the classroom. Student participation in activities such as student

senate, athletics, tutoring, and peer mentorship is assessed to ensure that they support student development and the mission of the institution.

Together, these four areas create a holistic system that shows how learning happens inside and outside of the classroom. The following sections describe the structure, responsibilities, and reporting tools that make up LCC's assessment processes, so that every member of the college community can see their role in supporting student success.

Structure of Assessment at Luna

To make assessment meaningful and sustainable, each area is tied to responsible parties, timelines, and reporting methods and tools. This structure ensures that all faculty, staff, and administrators know what is expected of them and how their contributions fit into our broader system of assessment. Table 1 is meant to be a quick reference. The sections that follow explain in more detail how each level of assessment is carried out at LCC, and how results are used to close the loop on improvement.

Table 1.

Assessment Area	Focus	Primary Responsible Parties	Frequency	Reporting Tools
Course-Level Assessment	Achievement of course-level outcomes (CLOs)	All Faculty, Assessment Committee	Every fall and spring semester	Course Learning Outcomes Assessment (CLOA) Form, Course Evaluations
Program-Level Assessment	Mastery of program-level outcomes (PLOs) across degree and certificate programs, Review of program offerings	Academic Directors, Faculty	Annual reflections and 3-year review	Program Reflections, Program Learning Outcomes Assessment (PLOA) Form, Program Outcomes Mapping, Departmental Review Template

General Education Assessment	Mastery of NMHED Essential Skills	Selected Faculty Teaching Gen Ed Courses, General Education Subcommittee	Every spring and fall semester	Student Work Samples, NMHED Rubrics
Co-Curricular Assessment	Student Learning Outcomes (SLOs) in structured experiences outside the classroom	Program Staff Overseeing Activities, Assessment Committee	End of each activity cycle	Co-Curricular Reporting Form, Surveys/Reflections, Observations

Framework for Assessing Student Learning

Assessment at Luna Community College takes place at multiple, interconnected levels. Each level contributes unique insight, and together they provide a comprehensive framework of student learning and institutional effectiveness.

Course-Level Assessment

Course-level assessment is a foundational piece of LCC's system. Every fall and spring semester, both full-time and adjunct faculty are expected to assess the extent to which students met learning outcomes identified for their courses. This takes place through the college's Course Learning Outcome Assessment (CLOA) process. Additionally, the Distance Learning Coordinator posts course evaluations that students complete; these aid in understanding the students' experiences in specific courses, and supplements the assessment process. Faculty are expected to offer assignments and other assessment methods during the semester that align with their course learning outcomes (CLOs). Faculty then document the level to which students achieved the CLOs through an online form provided by the Assessment Committee. The Assessment Committee reviews submissions each term, summarizing trends, effective practices, and improvements. Additionally, Academic Directors remind their faculty to support the Assessment Committee's engagement efforts. This structure ensures that faculty are responsible for documenting student learning, while the committee supports consistency and provides feedback to close the loop.

Timeline of Activities:

- Each fall and spring

    - The Distance Learning Coordinator administers course evaluations to students through Blackboard 3 weeks before the semester ends

during fall, spring, and summer semesters. Once completed, results are shared with Academic Directors who then send them to Faculty on the day grades are submitted to registrars (typically <u>Monday at noon during in-service week</u>). Adhering to this schedule allows faculty to review student feedback and incorporate improvement to their courses before they depart for break and prior to when their CLOAs are due.

- The Assessment Committee emails directors and faculty with information for completing CLOAs and provides training on completing CLOAs during <u>in-service week.</u>
- Academic Directors also communicate directly with their faculty to ensure completion, and the Assessment Committee follows up with periodic reminders throughout the semester.
- Faculty complete CLOAs for every course taught by <u>Friday of in-service week</u>.
- The Assessment Committee reviews CLOA submissions by <u>Friday of in-service week</u> and provides the information to the Director of Assessment.
- The Director of Assessment then develops a report summarizing findings by the end of the academic year to include reporting for Fall and Spring semesters.

Program-Level Assessment

Program-level assessment builds on course-level results by examining student achievement and curriculum across entire degrees and certificates.

The Assessment Committee sends Academic Directors a copy of the CLOAs from their departments and Excel spreadsheets that support their annual work of Program Learning Outcome Assessments (PLOAs). This PLOA process allows Directors to track and reflect on improvements being made in the courses included in programs in their departments, and to consider adjustments at the program level. Additionally, after every academic year, Academic Directors complete annual reflections that summarize the challenges, strengths, initiatives, and any other notable achievements in their departments. These annual reports include a quarterly reflection where Directors periodically reflect on their work and capture any initiatives, challenges, successes, and improvements that occur throughout the year.

Another critical piece in programmatic review is curriculum mapping. Curriculum maps are completed by Directors for each program and document where outcomes are introduced, reinforced, and mastered. It is important that Directors work with faculty to complete this work in a comprehensive manner. The Curriculum Committee will provide a schedule detailing when each department's PLOs are up for review and approval. Directors will discuss these with faculty and

complete required paperwork before taking them to the committee's meeting for approval.

Every three years, programs undergo a comprehensive departmental review that aligns with institutional planning. These reviews examine five areas in detail. They begin with **department strategy and direction**, providing an overview of the department's mission, goals, emerging trends, peer comparisons, and strategic challenges. They also address **student information and academic quality**, evaluating enrollment trends, learning outcomes, faculty support, and student achievement. A third area, **academic production and workforce training**, considers the department's role in preparing students for transfer, employment, and scholarly or creative contribution, including interdisciplinary collaboration and workforce relevance. The report further assesses **human, physical, and financial resources**, examining the department's capacity to sustain and enhance programs through staffing, funding, facilities, and external engagement. Finally, each review concludes with a **report summary**, which synthesizes findings across the review. The Department Review is completed by Academic Directors in collaboration with faculty and it is recommended that department meetings be used to allow for full faculty engagement.

Timeline of Activities:

- Quarterly

    - In the **Annual Program Reflection** document, there is a section designed to be completed **quarterly**. Completing this quarterly update allows directors to periodically reflect on their work and capture any initiatives, challenges, successes, and improvements that occur throughout the year. This ongoing reflection process helps ensure that the **annual update is more manageable and less burdensome**, while also providing a clearer picture of progress over time.

- Annually

    - PLOA forms are shared with directors by the Assessment Committee at the <u>end of each academic year, at the start of in-service week</u>.
    - Academic Directors and faculty complete program reflections and PLOAs by <u>Friday after in-service week</u>.
    - Academic Leadership Committee discusses as needed at Committee meetings.

- Every three years

    - Programs complete a comprehensive departmental review by <u>May 30th,</u> using the Departmental Review Template which includes PLOAs and Curriculum outcome maps for all programs<u>.</u>

- - ○ Faculty contribute to this report and are engaged as needed by their Academic Directors of the departments they teach in. Directors should keep in mind that faculty are typically on break during summer and should engage them as needed in the process while they are on contract.
    - ○ Academic Leadership Committee discusses as needed at Committee meetings.

- Staggered cycle

  - ○ The Curriculum Committee reviews and approves program learning outcomes (PLOs) on a <u>cycle</u> so all programs are regularly updated. Programs may also request updates as needed. The schedule is available through the Curriculum Committee.
  - ○ Curriculum outcome maps are maintained and updated at any point during the cycle when courses or program requirements change. These are included in the 3-year department reviews and are posted on program websites by directors.

General Education Assessment

General education assessment ensures that all students gain the Essential Skills identified by the New Mexico Higher Education Department: communication, critical thinking, quantitative reasoning, personal and social responsibility, and information and digital literacy. Faculty teaching general education courses are selected at random and contacted by the General Education Subcommittee with instructions for submitting anonymized student work. Faculty are expected to select one assignment that focuses on the Essential Skill being assessed and provide completed work from all students in the class, with no identifiers or grades included.

The General Education Subcommittee evaluates the submitted work using NMHED-approved rubrics. Not all five skills are assessed in the same year; instead, assessment occurs on a rotating three-year cycle across academic areas, following the schedule outlined in the General Education Assessment Plan. At the end of each academic year, the subcommittee coordinates evaluation, compiles reports, and develops improvement plans based on the results. Findings are then shared with faculty and with the campus community to ensure transparency and to support instructional improvements.

Timeline of Activities

- Annually

  - ○ The General Education Subcommittee identifies the Essential Skill scheduled for review in that year of the cycle.

- ○ Faculty teaching selected general education courses are contacted with instructions for submitting anonymized student work <u>during the last Friday of in-service week</u>.
- ○ Faculty submit completed student work for the assignment they have designated as assessing the Essential Skill under review. The assignments completed by each of the students in the chosen course, with no identifiers or grades, are submitted to the General Education Subcommittee by the <u>last Friday of in-service week</u>.
- ○ The General Education Subcommittee facilitates a meeting to evaluate the submitted work, using NMHED rubrics.
- ○ Findings are compiled and recommended improvements are shared with faculty and the campus community at the <u>end of the academic year.</u>

- ● Every three years

  - ○ The General Education Subcommittee completes a full cycle of Essential Skills assessment, ensuring that all five skills (communication, critical thinking, quantitative reasoning, personal and social responsibility, and information and digital literacy) have been assessed.

Co-Curricular Assessment

Co-curricular assessment focuses on student activities and experiences that happen outside of the classroom but contribute directly to student learning and development. Staff overseeing athletics, tutoring, the Student Senate, peer mentorship, and student enrichment programs complete an assessment plan using the provided template and examples, which they submit to the Assessment Committee for review. Each plan includes a set of student learning outcomes (SLOs), methods and tools for assessment, and a process for documenting and reporting results. SLOs developed should be connected to Gen Ed Essential skills and staff should ensure they can map each SLO to at least one of the Essential Skills. Staff who are leading co-curricular staff activities are expected to develop tracking sheets and tools that will be shared with the committee. Assessment committee membership representing co-curricular areas will meet and work with staff to ensure their processes are consistent and progressing appropriately.

At the end of each activity cycle, co-curricular staff complete standardized reports that document objectives, methods, findings, and planned improvements based on the results. These reports are submitted to the Assessment Committee, which reviews them and prepares a summary of co-curricular assessment results across the campus.

Timeline of Activities

- Every Cycle

  - Co-curricular staff complete reporting forms at the <u>end of each activity cycle.</u>
  - Results are submitted to the Assessment Committee for review using a form that allows them to be mapped to General Education Essential Skills.

- Annually
  - The Assessment Committee compiles co-curricular results, sharing them institution-wide through a report.

Data Collection and Reporting

Assessment at LCC begins with systematic data collection across course-level, program-level, general education, and co-curricular areas, with faculty, Academic Directors, co-curricular staff, the Assessment Committee, the General Education Subcommittee, the Curriculum Committee, and the Director of Assessment all contributing to the process. Once data are submitted, the Assessment Committee and the Academic Leadership Committee review the results, summarize key findings, and distribute them to the campus community and individual departments. Academic Directors share program-level and departmental results with faculty in their areas to ensure that evidence is discussed within disciplinary contexts, while the Assessment Committee communicates findings across college faculty and co-curricular staff.

Assessment data are stored in institutional repositories and reports are published on the LCC website to maintain transparency and accessibility. Findings are also presented in Academic Leadership meetings and in discussions with the Vice President of Instruction and Student Services, where evidence from across the college is used to guide reflection, identify opportunities, and shape institutional priorities. Together, these processes establish a consistent cycle of data collection and reporting that highlights both areas of achievement and opportunities for growth. The next step in the cycle is to ensure that results are actively applied, so that assessment findings lead to meaningful changes rather than remaining as static reports.

Data Usage and Closing the Loop

The true value of assessment at LCC lies in how results are used. Closing the loop refers to the process of applying assessment findings to improve learning, services, and institutional performance, and then documenting those improvements to demonstrate accountability and progress. The goal is to ensure

that assessment results consistently inform practice rather than remaining static reports.

At the course level, faculty can use CLOA results and course evaluations to refine assignments, adjust teaching methods, and strengthen learning activities. For example, if results reveal challenges in quantitative reasoning, faculty across multiple disciplines might collaborate to redesign instruction and/or assignments with applied problem-solving components, which could lead to measurable gains in subsequent semesters. At the program level, annual reflections and PLOAs support faculty and directors in making curriculum adjustments, refining course sequencing, and proposing new supports. A program review, for instance, could identify the need to restructure a certificate's course sequence so that foundational courses are offered earlier, improving retention and completion rates of the program.

General education assessment also provides opportunities to close the loop. Following each three-year Essential Skills review, the General Education Subcommittee, in collaboration with faculty, develops targeted improvement plans. If gaps are identified in skills such as communication or critical thinking, faculty may adopt common rubrics or design shared assignments across courses to create more consistency in instruction. Progress on these plans should then be monitored in subsequent cycles to confirm that instructional adjustments lead to measurable improvement. Co-curricular assessment follows a similar process. Staff overseeing activities can use surveys, rubrics, reflections, observations, and reports to enhance programming. For example, if feedback shows a need for expanded leadership opportunities, the Student Senate might broaden its mentorship initiatives to allow for more involvement in the school's Shared Governance Council process.

At the institutional level, results from all four areas are brought together to inform planning, budgeting, and resource allocation. Directors and administrators present findings to leadership, integrate them into strategic enrollment management planning, and align college offerings with these findings. These examples illustrate possible applications of assessment results; the essential practice is to ensure that data are consistently reviewed, discussed, and used to guide changes. In this way, LCC closes the loop by moving evidence of student learning into reflection, collaboration, and continuous improvement.

Coordination and Oversight of Assessment

Coordination and oversight of assessment at LCC ensure that assessment work is systematic, collaborative, and accountable. This section focuses on the roles and responsibilities of the groups and individuals who guide the process.

The Assessment Committee serves as the primary coordinating body for institutional assessment. Each semester, it reviews CLOAs, provides training and guidance to faculty, and shares observations about institutional trends and promising practices. By including representatives from across departments, the committee promotes consistency and fosters dialogue that supports a culture of continuous improvement. The Director of Assessment serves as an ex-officio member, helping to shape processes, host trainings in collaboration with campus leadership and other committees, and ensure that the committee remains informed about assessment work occurring at the program level.

The General Education Subcommittee oversees Essential Skills assessment on a three-year cycle. It coordinates course sampling, facilitates assessment with rubrics, reviews student work, and compiles findings for institutional use. The subcommittee also provides training to faculty.

Faculty remain central to assessment as they are responsible for designing and implementing course assessments, analyzing student performance, and applying results to improve instruction. Academic Directors oversee program-level processes by reviewing annual reflections which include quarterly updates, completing PLOAs, and compiling departmental reviews. Faculty and Academic Directors are expected to work together on programmatic review and it is recommended that Directors engage faculty during in-service week, before most faculty leave for the summer. These reviews are presented in Academic Leadership meetings, where they can discuss plans with colleagues regarding how to collaborate with faculty to ensure alignment across programs and address shared challenges.

Co-curricular staff document student learning outside the classroom. Their reports are submitted to the Assessment Committee, which ensures that co-curricular outcomes are integrated into student learning assessment and tied to Gen Ed Essential Skills.

Together, these roles form an oversight structure that balances faculty leadership with institutional accountability. This structure ensures that assessment at LCC is not only well organized and sustainable but also aligned with the college's mission and its commitment to student learning and institutional effectiveness.

Continuous Improvement and Future Directions

Assessment at LCC is not a static process but an evolving system that grows as the college refines its practices and strengthens its culture of evidence. This document will continue to evolve alongside institutional growth. It represents not an end point but a foundation for continuous improvement, where assessment is used to inform teaching, support student success, and guide institutional effectiveness.

This Assessment Plan will be updated as needed to reflect new practices, lessons learned, and priorities identified through program reviews, committee recommendations, and institutional initiatives. Updates will take place at the end of each academic year to ensure the plan remains accurate, relevant, and aligned with the needs of students, faculty, and the broader community. By treating this plan as a living guide, LCC affirms its commitment to ongoing reflection, adaptation, and the development of best practices in assessment.

Appendices

Appendix A: Glossary of Terms *(in development)*

Appendix B: Course Learning Outcomes (CLOA) Form

Appendix C: [Department Review Template](#)

Appendix D: [Curriculum Outcomes Mapping Template](#)

Appendix E: [Program Learning Outcomes (PLOA) Form](#)

Appendix F: [General Education Assessment Plan](#)

Appendix G: [Co-Curricular Assessment Plan](#)