



MINUTES

Assessment Committee Regular Meeting

September 20th, 2024

11 am, Google Meet

- I. Establishment of Quorum:
Rachael Lucero, Larry Fields, Nicole Collins, Denise Fox, Germaine Sandoval , Betsy Sanchez, Mary Frances Bibb, Billy Mathews, and Elaine Montano (Liaison)
- II. Call Meeting to Order: at 11:04 a.m.
- III. Approval of Agenda: Passed/ Failed
Larry Fields motioned to approve the September 20, 2024 Agenda. Denise Fox seconded the motion. Motion passed unanimously.
- IV. Approval of Minutes: Passed/Failed
Denise Fox motioned to approve the Minutes of April 22, 2024. Nicole Collins seconded the motion. Motion passed unanimously.
- V. Informational/Discussion Items:
CLOA Form (To do List)
 - Higher Learning Commission (HLC) is concerned that the Course Learning Outcomes Assessment (CLOA)/Competency form is grade dependent. Rachael Lucero explained The Course Learning Outcomes /Competency form.
 - The Fall 2020 Course Learning Outcome Report form listed student grades for each CLOA.
 - An original Learning Outcomes form showed how many students received grades A, B, C, D, F, and U's and it included a Rubric as follows: (Attachment 1)
 - 1. Poor
 - 2. Unsatisfactory
 - 3 Average
 - 4. Good
 - Student names were not included in form.
 - The **primary focus** is to remove the grade distribution portion from the Course Learning Outcome Report Form and focus on the ABC grading system.
 - Incorporate Course Learning Outcome/Competency form with previous form or create a Google form that would combine the form and be better automated and streamline.
 - Dr. Carol Linder would like to see an actual written report posted on the website, the data would be taken from the CLOA form.
 - CLOA, and PLOA data will be stored at the library.

A. PLOAs

- The Program Learning Outcomes (PLO) report basically assesses student learning based on the established PLOAs. The focus of the report is to document the methods and results of the assessment throughout the program. The results will be used to make decision(s) if need be for adjustments to program/course content, emphasis, assessment and teaching methodologies.
- The **importance** of both PLOA /CLOA data is beneficial for Accreditation reporting.
- NMHU Assessment Report 2022-23 has changes for assessment it does not compare to LCC Program Assessment(s). The report shows Mission Statement, changes in Learning Outcomes, Summary of Data, and Student Learning Outcomes.

B. Data usage

Create a policy manual for faculty on how to complete CLOAs and PLOAs. Train new employees on how to fill out the forms. Express that data collected is pertinent to HLC and Accreditation reports.

C. Completion data

Make sure data is complete.

D. Professional Development

Professional development is also a tracking tool of co-curricular assessment. The Assessment Committee can help track Professional Development. The annual trainings are considered Professional Development.

E. Co-Curricular Assessment

Capstone, ACE, and lab classes are considered Co-curricular. It is tracking of student's employment. Data collected is useful for HLC reporting and Program Accreditation.

VI. Open Bills A.

VII. Action Items

VIII. New or Follow-Up Items for Next Meeting's Agenda

IX. Adjournment

Larry Fields motioned to adjourn the meeting at 12:05 p.m. Nicole Collins seconded the motion. Motion passed unanimously.



(DEPARTMENT NAME)
End Of Semester Course Data Form

Course # and Name : Semester: Section: Instructor:

This form is to be submitted to your department at the end of each semester. One form should be filled out for every course and section being offered.
The accuracy of this form is vital for Program and Course Learning Assessment.

Grade Distribution

Beginning Enrollment:

Course	A's	B's	C's	D's	F's	I	AU	S	U	W	Total	%A's	%B's	%C's	%D's	%I's	%S's	%U's	*Percent Retention
	5	6	5	6	1						23	22%	26%	22%	26%	0%	0%	0%	70%

* Students earning A, B or C, S grades

Course Learning Outcomes/Competency
CLO's/ Competencies

List CLO's/Competencies Ex: 1. Demonstrate.....

RUBRIC: *5=Excellent *4=Good *3=Average *2=Unsatisfactory *1= Poor																			

Course Learning Outcomes

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test	Test
1																							####			
2																							####			
3																							####			
4																							####			
5																							####			

attachment = 1

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Average	Pre-Test	Post-Test
6																							####		
7																							####		
8																							####		
9																							####		
10																							####		
11																							####		
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24																							####		
25																							####		
26																							####		
27	4	5	3	1	3	4	2	1	3	4	1	2	3	1	4	3	2	2	1	4	2	3	2.64	25	98
28																							####		
29																							####		
30																							####		
31	4	5	1	3	4	1	5	1	3	2	4	1	2	3	4	5	2	1	5	3	3	2	2.91	45	87
32																							####		
33																							####		
34																							####		
35																							####		
36																							####		
37																							####		
38																							####		
39																							####		
40																							####		
Average	4	5	2	2	3.5	2.5	3.5	1	3	3	2.5	1.5	2.5	2	4	4	2	1.5	3	3.5	2.5	2.5	####	35	92.5