

Luna Community College 2009 Progress Report

Executive Summary

The Luna Community College (LCC) assessment plan is a reflection of its mission; “The college is committed to serving the changing needs of its student population and the surrounding communities. Its mission is to provide comprehensive education, preparations for relevant employment, and opportunities for life-long learning.” The assessment plan identifies methods for assessing student learning in academic departments. The departments include: Allied Health; Business and Professional Studies, Education, Humanities, Mass Media Communications, Public Safety, Science, Math and Engineering Technology (SMET), and Vocational Education.

The assessment plan is a collaborative effort; the Vice President of Instruction coordinates the overall assessment plan. The initial plan is developed by academic directors and representatives of the faculty. The plan is also evaluated by Student Service Directors and the President’s top administrators, which includes the Vice President of Finance, Vice President of Student Services, Director of Facilities, Director of Human Resources and Director of the Area Health Education Center. The plan is approved by the President of Luna Community College.

LCC’s current assessment plan and future goals leads to institutional improvements. The results from current assessment activities have led to modifications in the curriculum, instructional delivery, and improvements in teaching accountability. Data collection improves the assessment of information that is used to revise departmental assessment plans. The results continue to improve educational delivery to LCC students.

LCC’s assessment plan is guided by appropriate timelines; specific assessment methods, such as course pre-and post-exams and course assessment ratings, are currently employed. Revisions to existing assessment plans, incorporation of capstone courses, new project/research courses, standard examinations, and other direct methods of assessment will be implemented over the next three years. Data will continue to be collected and analyzed based on the plan modifications for both program review and assessment. Appendix one describes LCC’s timeline.

LCC’s assessment plan provides appropriate administration; assessment takes place primarily through directors and faculty that deliver academic programs. This approach is necessary to link assessment with program improvements. To maintain institutional priorities and commitments, the directors of academic programs report assessment activities directly to the Vice President of Instruction. The Vice President of Instruction reports assessment activities to the President and top administration.

Student Learning Outcomes Assessment (SLOA) Committee

The LCC Student Learning Outcomes Assessment (SLOA) Committee is the official committee that represents the institution in student assessment. The SLOA Committee consists of representatives, both staff and faculty, from academic departments and student services. The committee's mission is as follows:

1. Define student learning outcomes assessment
2. Develop procedures for student learning assessment
3. Collect, analyze, and interpret data
4. Assist in developing tools for assessment
5. Follow-up, including time line, analysis of results, etc
6. Based on results of analysis, make appropriate improvements and changes
7. Indicate additional resources

The goal of SLOA is to assist faculty with improving or designing assessment methods and practices directly related to student learning outcomes, provide assessment resources for faculty, and assist academic departments with assessment tools and measurements.

SLOA conducts random selection of courses for fall and spring semesters. Selected faculty participate in developing assessment methods and procedures for their particular course or courses. The information gathered is disseminated among SLOA members, other faculty and academic directors. The SLOA objective develops best practices in student learning outcomes and assists faculty with assessment procedures.

Principles of Assessment

LCC's assessment plan is founded on four basic principles. These four principles direct LCC's assessment philosophy and will continue to guide LCC's assessment plan.

1. Assessment must continuously improve student learning at Luna Community College.
2. Assessment is an extension to the needs and attention of students at Luna Community College.
3. Assessment is ongoing at Luna Community College.
4. Assessment activities must be useful to the individuals that conduct them, to programs and to Luna Community College.

Relationship of Assessment to Institutional Goals

The purpose of academic assessment is to provide information about student academic achievement as it relates to the mission of the institution. The guiding principles for LCC are:

1. Prepare students for employment through a broad range of vocational, technical, and professional education programs
2. Enhance job effectiveness and continue training in keeping up with changes in the job market and technology
3. Assist students in gaining equitable accessibility to educational opportunities
4. Provide continuing education and community service to northeastern New Mexico
5. Offer certificate and associate degree programs
6. Promote transfer of credits between institutions of higher learning
7. Educate students regarding intellectual, psychological, philosophical, and social issues that address human experience, namely: critical thinking/problem solving, cultural diversity, intra/interpersonal skills, and ethical responsibilities

Areas of Assessment: Current and Projected Activities

To guide the collection and review of information, LCC has defined three critical areas of assessment. Area one focuses on student achievement in associate degrees and certificate programs. Area two focuses on student achievement in general education core curriculum requirements and area three focuses on student achievement in the campus learning environment.

Area One: Student Achievement in Associate Degrees and Certificates

Academic departments have primary responsibility for assessing their programs and each department is required to use assessment methods that meet their particular needs. Traditionally, two programs require licensing (Nursing and Cosmetology) other departments require pre/post assessments of course content and per-course outcomes assessment of grade distribution. Some departments require specific course portfolios, student presentations and student-projects. Other forms of assessment include traditional methods of oral, written and practical examinations. A summative report of each departmental assessment plan is included in appendices two through nine.

Earlier this year, a review of departmental assessment activities was conducted in conjunction with revisions made to the 2009-2012 LCC Catalog. The review was also influenced by the addition of new associate degree programs. The results of the departmental assessment activities reviews were significant in that the reviews indicated areas of weakness that need improvement

and as a result new methods and practices will be implemented. The following is a list of new assessment activities that will be incorporated into LCC's assessment plan.

Direct Methods

Capstone Courses or Project Courses

The completion of a capstone course or project for specific programs of study is a prerequisite to earning the degree, integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of learning across the curriculum.

The capstone course can include two main methods to comprehensively measure expected proficiencies and competencies. An objective test of knowledge mastery and a comprehensive exam are part of the course. The exam will incorporate questions that assess the knowledge outcomes of each of the program's core curriculum courses. A capstone project can be the second component of the course to demonstrate a student's ability to convey, integrate information, and knowledge. Capstone and/or project courses for specific programs are new additions to the 2009-2012 LCC Catalog.

Research Method Courses

As a prerequisite for specific degrees, each student must successfully complete the research course in which an in-depth research paper is required. Through this course, students will demonstrate the ability to conceptualize a significant research problem and to effectively conduct that research project. The student will present the research paper to a committee of evaluators and make a final oral presentation. Research courses for specific programs are new additions to the 2009-2012 LCC Catalog.

Certification and/or License

LCC will link specific program curriculums to organizations or associations that provide certification and/or license credentials. Vocational certification agencies include the American General Contractors Association, National Institute for Automotive Service Excellence, National Automotive Technician Education Foundation, American Welding Society, Federal Motor Carrier Safety Administration –CDL Program, and the International Fire Service Accrediting Congress – through the New Mexico Firefighters Training Academy. Academic certification agencies include American Chemical Society, Association of Computing Machinery, and Accreditation Board for Engineering & Technology.

Educational Testing Services (ETS) Major Field Tests

The LCC ACCESS Center will administer the ETS—Major Field Test to students in Business, Computer Science and Mathematics. The tests will be piloted for two years to

obtain data to measure program effectiveness, student proficiency, and identify strengths and weaknesses with curriculum. It is the intent of LCC to use the ETS-Major Field Test as a graduate requirement for specific programs.

Test of Essential Academic Skills (TEAS)

The TEAS test will be used to assess students in the Allied Health Certificate program. To earn and complete the certificate, the student must take the Test of Essential Academic Skills (TEAS) and achieve a score at the 40th percentile or higher in each TEAS section. The certificate program will also assist academic achievement for students pursuing a degree in the nursing program.

Indirect Methods

Graduate Exit Interviews

Exit interviews will be conducted for all graduating students earning an associate degree or certificate. The interviews will be conducted by a committee of evaluators to solicit the student's overall evaluation of the program, its strengths and weaknesses, and recommendations for improvement.

Student Graduate Rates

To assess program effectiveness, all academic departments will be required to graduate, at a minimum, fifteen students every spring semester. This benchmark will be used to assess student progress related to program effectiveness. An internal program evaluation will be conducted for departments that fall short of the minimum requirements.

Supplemental Assessment Methods

Specialized Accreditation

LCC is currently seeking specialized accreditation through the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Dental Accreditation (CODA). LCC will also seek special accreditation through the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) and the National Association for Sport and Physical Education –NSSC – National Standards for Sports Coaches. LCC will attempt to align other programs for specialized accreditation.

Articulation Agreements with Universities

LCC is seeking specific articulation agreements with universities that will provide appropriate transferability of course credits. Articulation agreements will also validate LCC's associate degree program(s) and assessment procedures by the university.

Faculty Commitment to Assessment through Professional Development

To address assessment needs, all full-time faculty and full-time employees engaged in teaching will be required, through professional development, to complete three courses in community college teaching. The purpose is to foster professional development in college instruction and assessment. Upon completion of the courses, an oral and written examination will be administered to each faculty member and full-time employee.

Area Two: Student Achievement in General Education Core Curriculum Requirements

The Department of Humanities and the Department of Science, Math, and Engineering Technology (SMET) have direct responsibility for assessing LCC's general education core curriculum requirements. Current techniques used to gather assessment information for general education core curriculum at LCC include the following:

Competency Assessment / Pre-and Post-Tests are used for per-course assessment based on expected course competencies as set by the New Mexico Higher Education Department. Instructors administer pre-tests exams at the beginning of the course and compare them to the post-test at the end of the course. Data collected is used by faculty to identify strengths and weaknesses in instructional delivery and student performance.

Grades are reviewed at the end of each course, using a student outcomes assessment grade form. Grades reflect how well students have met course competencies.

Student Evaluations are used to gather students' feedback on perceptions of the instructor's use of instructional strategies, teaching methods, and course satisfaction.

LCC has approved the following assessment tools for the general education core curriculum. The following describes the major assessment methods.

The Implementation of New Mexico's General Education Core Competencies for communications, mathematics, laboratory sciences, social and behavioral sciences, humanities and fine arts. The student learning outcome competencies are incorporated in the syllabi; assessment tools and measurements will be designed within one year.

Standard Exit Exam for MATH180: College Algebra will be implemented. The purpose of the math exit exam is to provide the college at large and the individual students the assurance that those students receiving college algebra credit at LCC can demonstrate proficiency in college algebra. The exit exam will be piloted in the spring and summer semester of 2010. It is the intent of LCC to use the Standard Exit Exam for Mathematics as a graduate requirement for specific programs.

Standard Writing Proficiency Exam for ENG115: Freshman Composition II will be implemented. The purpose of the writing exam is to provide the college at large and the

individual students the assurance that those students receiving credit for English115 at LCC can demonstrate proficiency in written English. The Standard Writing Proficiency Exam (SWPE) will be implemented in the spring and summer of 2010 as a pilot project. It is the intent of LCC to use the SWPE as a requirement for ENG115: Freshman Composition II.

The ETS Measure of Academic Proficiency and Progress (MAPP) Test will be administered by the ACCESS Center to students graduating in programs that require 36 hours of core credit. The MAPP test will be piloted for two years to obtain data to measure program effectiveness, assess student proficiency in core academic skills, and identify strengths and weaknesses in core curriculum. It is the intent of LCC to make the MAPP's test a graduation requirement for specific programs.

RESPONSIBILITY For Area I & II

The table below describes responsibilities for development and implementation of assessment plan for Area I and II.

GROUP/INDIVIDUAL	RESPONSIBILITY
Vice President of Instruction	Ensure process is in place. Provide support to personnel to complete the process, monitor and review.
Academic Directors	Provide support for faculty in planning and development. Supervise assessment activity
Faculty	Plan and implement plans for assessing learning
SLOA	Assist faculty with improving or designing assessment methods and practices. Provide assessment resources. Assist with assessment tools and measurements.
ACCESS Center	ETS – Major Field Tests The ETS—Measure of Academic Proficiency and Progress Exam (MAPP)

Area Three: Student Achievement in the Campus Learning Environment

The campus learning environment includes: student support services, quality of student life and student needs, information on enrollment and retention, graduating student survey, graduate tracking, extracurricular activities, and campus setting. All LCC staff are responsible for assessing the campus learning environment. Activities are reported to the Vice President of Student Services.

Assessment activities include:

Student Support Services

The ACCESS Center is a student support service. The center provides student support in advisement, counseling, career placement, educational support services, tutoring services, assessment and academic placement testing services, services for students with disabilities and early alerts.

Quality of Student Life and Student Needs

The Vice President of Student Services with the assistance of the Associate Student Government collects data addressing the quality of student life on campus and information related to student needs.

Information on Enrollment and Retention

The Vice President of Student Services collects data on enrollment and retention. The Office of Institutional Research and Development, the Office of the Registrar and the ACCESS Center assist the college with periodic reports on enrollment and retention.

Graduating Student Survey (GSS)

The ACCESS Center administers the Graduating Student Survey (GSS). The purpose of the GSS is to provide the college with information on graduating students' perception of the overall quality and effectiveness of Luna Community College.

Graduate Follow-up Survey (Alumni)

The ACCESS Center administers the Graduate Tracking Survey. The purpose of the survey is to obtain information on employment status.

Extracurricular Activities

The Activities Coordinator is responsible for extracurricular activities. The purpose of extracurricular activities is to assist in the development of the "whole student" and to improve the quality of campus life. LCC students become involved in extracurricular activities not only for social and entertainment reasons, but to gain and improve social

skills, particularly in the college experience. Extracurricular activities assist LCC’s number seven guiding principle – “Educate students regarding intellectual, psychological, philosophical, and social issues that address human experience, namely: critical thinking/problem solving, cultural diversity, intra/interpersonal skills, and ethical responsibilities.”

Campus Setting

The Director of Facilities is responsible for creating an attractive and aesthetic campus, providing an ideal setting for learning. The Director of Facilities is in the process of developing the school grounds as a learning environment.

The LCC has approved additional assessment procedures for the campus learning environment. The following describes the assessment methods.

1. To further address quality of student life and student needs, the President of the Associated Student Body Government will be appointed to the LCC Board of Trustees as an ex-officio member.
2. An enrollment and retention committee will be established.
3. The Graduate Student Survey (GSS) will be disseminated, in presentation format, to top administration, directors and the President of LCC.
4. The Graduate Follow-up Survey (Alumni) will be revised and made accessible on-line, through LCC website.

**RESPONSIBILITY
For Area III**

The table below describes responsibilities for development and implementation of assessment plan for Area III.

GROUP/INDIVIDUAL	RESPONSIBILITY
Vice President for Student Services	Ensure process is in place. Provide support to personnel to complete the process, monitor and review.
Student Service Directors	Plan and implement plans

The Dissemination of Current and Future Assessment Data

The collection and analysis of current and future assessment data will continue to guide institutional planning, budgeting and the curriculum. Directors of academic programs are directly involved with planning, the budget and the curriculum.

- Planning -- Directors responsible for academic programs are required to develop yearly strategic plans with the assistance of the Director of Human Resources. The strategic plans are then incorporated into the College's overall strategic plan.
- Budget -- Directors responsible for academic programs report to the Vice President of Finance to plan fiscally for assessment and program needs.
- Curriculum -- Directors responsible for academic programs report directly to the Vice President of Instruction concerning curriculum.

APPENDICES

**LUNA COMMUNITY COLLEGE
TIMELINE**

Fall 2009	<ul style="list-style-type: none">• Planning Process• Establish Policies and Procedures
Spring and Summer 2010 Fall 2010 (Pilot if Necessary)	<ul style="list-style-type: none">• Pilot Assessment Plan• Collect Data• Make Necessary Changes
Spring 2011	<ul style="list-style-type: none">• Implement Assessment Plan
Spring 2012	<ul style="list-style-type: none">• Analyze Results for Next Three Years

ALLIED HEALTH SCIENCES

Assessment: The process used to determine the knowledge, skills and abilities of a student by observation and application of special activities including quizzes, examinations, oral tests and similar testing devices.

Allied Health Science Goals:

1. To prepare competent registered nurses, licensed practical nurses and dental assistants for the workplace.
2. To provide educational classes that allow students to pursue health care careers
3. To become accredited nationally in all health care areas. (The nursing program attained NLNAC Candidacy in March 2009 and is scheduled for a site visit in the Spring 2011. The Dental assisting program is currently working on the self study for their accreditation through CODA.)

Nursing Terminal objectives

The student will:

- Integrate knowledge from the biological, physical, behavioral and nursing sciences to provide nursing care for groups of clients within diverse health care settings
- Manage safe, competent effective nursing care for clients and their families utilizing appropriate decision skills within diverse health care settings
- Exhibit professional behaviors that are relevant to the role of the associate degree nurse that includes a commitment for lifelong learning
- Incorporates sensitivity to diversity in the management of client care within a variety of health care settings
- Initiates therapeutic collaborative and professional communication in the management of client care within a variety of diverse health care settings.

To meet these terminal objectives, a number of outcome measurements are implemented at all three levels of the program; Pre-nursing, PN certificate and RN degree. All three domains of learning, cognitive, affective, and psychomotor, are taught and evaluated. Please note that ATI is a computerized resource with standardized testing and products that are integrated into our entire program from pre to post. This resource helps to identify weaknesses in our program as well with individual students in every content area on a semester as well as on a program basis.

Assessment measures for **pre nursing** include the following:

- Individual syllabus with passing criteria defined
- Regularly scheduled cognitive exams
- Student presentation
- Return Lab Demonstrations
- Essays and written testing
- Standardized COMPASS
- ATI TEAS testing scores
- Student workbooks
- Research assignments
- Computerized software exercises
- Computerized test
- Self tests
- Values clarifications exercises
- Critical thinking exercises
- Critical thinking worksheets
- Client teaching exercises
- Role playing
- Clinical evaluations-CNA
- CNA certificate licensing exams
- Student evaluations

Assessment measures for **first level nursing** include the following:

- ATI Pre critical thinking exam
- Regularly scheduled cognitive exams
- Return skill demonstrations
- Student Presentations
- Student workbooks
- Research assignments
- Student evaluations of classes
- Student evaluations of clinical instructors
- Student evaluations of clinical sites
- Clinical performance appraisals
- Attainment of clinical competencies
- ATI-secured exams in each content area
- ATI-PN Predictor
- NCLEX-PN pass rate
- Self tests

- Role play scenarios
- Teaching learning project in local school
- Student nursing care plans on every client receiving care
- End of program student surveys
- Feedback for elected student representatives who sit in on departmental meetings.

Assessment measures for **second level nursing** include the following:

- ATI Post critical thinking exam
- Regularly scheduled cognitive exams
- Return skill demonstrations
- Student Presentations
- Student workbooks
- Research assignments
- Student evaluations of classes
- Student evaluations of clinical instructors
- Student evaluations of clinical sites
- Clinical performance appraisals
- Attainment of clinical competencies
- ATI secured exams in every content area
- ATI-RN Predictor scores
- NCLEX RN pass rate
- Self tests
- Role play scenarios
- Student nursing care plans on every client receiving care
- Mental Health Nursing Process Recordings
- Return demonstration of advanced skills-IV, Code Blue
- Team leading
- Group teaching
- Successful preceptorship in capstone course
- Employer satisfaction surveys within year of graduation
- End of program student surveys
- Every six month advisory committee of local health facilities providing feedback
- Remedial scores of NCLEX review when predictor has been failed the first attempt
- National Council of State Board of Nursing NCLEX reports of LCC graduates

From the aforementioned measures, program evaluations are constantly ongoing. Students and faculty alike attend bi monthly faculty meetings where trends/issues are addressed. Recently based on National NCLEX LCC graduate scores, the entire nursing curriculum was changed for Fall 2009 to address some of the weaknesses identified by those national

outcome measures. Students that fail to be successful in their first attempt at classes for the most part do return to become strengthened in attaining successful outcomes. The entire program is assessed by the State Board of Nursing on an annual basis.

Assessment data is analyzed by the faculty regularly, records are kept in the director's office, and changes are made based on outcomes continually. The institution is very supportive at supplying the budget in order to function with some help from the HED in the State of New Mexico. The LCC administration also is very supportive of allowing faculty to travel to Nurse Educator's conferences and implement cutting edge pedagogy and implementing ideas in which to deal with common issues. Planning at this time includes preparing for NLNAC accreditation and working on distance education for nursing to benefit our very rural catchment area through Title V efforts. Strategic plans are made at the department level for a 5 year time span.

Dental Assisting Terminal Objectives

A student who graduates with a certificate in Dental Assisting will be able to:

- Apply basic scientific principles and dental theory to assist clients toward oral health promotion/dental illness prevention in meeting their oral and basic health care needs
- Utilize scientific principles and dental theory to provide care for a variety of client populations with common oral health problems
- Demonstrate appropriate communication, utilizing basic communication techniques, when providing dental care for clients directed toward oral health promotion/illness prevention
- Apply and Provide knowledge of values, beliefs and cultural traditions when providing dental care for clients with basic oral health problems
- Apply critical thinking to deliver safe nursing care to clients toward health promotion/illness prevention
- Utilize appropriate decision-making skills to provide safe, effective dental assisting skills chairside and laboratory procedures while providing care to a variety of client populations with common dental health problems
- Demonstrate accountability including legal and ethical standards when providing care for clients.
- Demonstrate accountability and awareness of professional roles when providing dental care for a variety of client populations with common dental health problems

Assessment measures for **dental assisting students** include the following:

- Regularly scheduled cognitive exams
- Student presentations
- Student text and workbooks assignments
- Research assignment
- Return Skill Demonstration
- Student evaluations

- Student Performance appraisals
- Community outreach presentation
- Student role play
- Dr./Dentist student evaluations
- Student visits to Board of Dentistry
- State of NM Dental Board Exam Radiology Pass rates
- Dental Radiation Health and Safety pass rates
- Skills competitions
- Feedback from student representative at Departmental meetings
- Feedback for local dental offices at the biannual advisory meeting

From the aforementioned measures, program evaluations are constantly ongoing. Students and faculty alike attend bi monthly faculty meetings where trends/issues are addressed. Assessment data is analyzed by the faculty regularly, records are kept in the dental area's office, and changes are made based on outcomes continually. The curriculum was recently changed to 42 credits in Fall 09 from 40 credits to help meet the need of weaknesses found. The institution is very supportive of the dental assisting program and provides the monetary funding as needed. The LCC administration also is very supportive of allowing faculty to travel to Dental Assisting workshops/conferences to implement cutting edge pedagogy and implementing ideas in which to deal with common issues. Planning at this time includes preparing for CODA accreditation. Strategic plans are made at the department level for a 5 year time span.

BUSINESS & PROFESSIONAL STUDIES

MISSION STATEMENT

The Department of Business and Professional Studies is committed to being a preeminent program of business educational studies known for its emphasis in developing competent, qualified students who are preparing to pursue higher educational degrees and/or successfully enter the workforce with a diverse knowledge in business, state-of-the-art computer applications, and inspired judgment. The faculty and staff are dedicated in their collaborative efforts to create an environment for learning that inspires each student to succeed and lead a positive lifestyle.

PROGRAM OFFERINGS

1. Associate of Arts Degree in:
 - General Business

2. Associate of Applied Science Degrees in:
 - Business Accounting
 - Business Administration
 - Office Administration

3. Certificates in:
 - Business Accounting
 - Computer Application Specialist
 - Office Administration Specialist
 - Small Business Management

After declaring a major in business studies, in their first semester, all students will be required to register for BUS105: Introduction to Business, as an orientation and comprehensive study of the world of business. Students are required to meet with their academic advisor each semester to ensure that they fulfill requirements necessary to complete their certificate or associate degree.

LCC, in collaboration with other two- and four-year institutions throughout the state, have developed a statewide business articulation matrix to ensure ease in transfer from one institution to another.

Business and Professional Studies faculty are committed to providing students with personalized, comprehensive, high quality education; inspiring and demonstrating by example, ethical values

and leadership with the context of a multicultural society; offering multiple opportunities for experiential learning with an emphasis on building community with local businesses; and providing excellence in teaching by ensuring that they meet institutional, state and national accreditation standards and by engaging in professional development activities to enhance their knowledge.

GOALS & OBJECTIVES

1. Students will enter into the field of business with a specialty in accounting. Theory and hands on applications of accounting principles are emphasized.
2. Students will gain knowledge in the areas of financial management and ethical procedures, concepts in marketing, computer applications, human resource management and ethical procedures in management.
3. Students will also gain knowledge from the integral components of the curriculum in Web Page design and E-commerce.
4. Students will acquire knowledge and skills for use in working in the diverse medical, legal, and administrative office settings. Problem solving and critical thinking skills are also taught in the program's comprehensive curriculum.
5. Technology advances our learning and ability to adapt to diverse situations in the job market. Students will graduate with a thorough knowledge of using the most current software applications required in the business industry.

COMPETENCIES

- Understand and apply the concepts used in accounting and other business practices.
- Understand and apply the terminology in business; in communication and correspondence.
- Understand and apply the ethical practices in business undertakings and day-to-day situations.
- Understand and demonstrate good morals and values in relationships with colleagues and clients.
- Organize research and evaluate information.
- Utilize research to conduct a noteworthy presentation based on facts and relevance to the subject.
- Apply tools and resources for projects and presentations.
- Think independently and creatively to find solutions to problems.
- Work productively and organized in a team role.
- Articulate concisely demonstrating personal knowledge of topics being discussed.
- Present oneself as a professional; both ethically, and responsibly.

ASSESSMENTS

- Each course offered within a semester is required to disseminate a pre-test, designed as a comprehensive multiple choice, or essay including questions from the chapters that will be discussed and covered through the course of the semester. The pre-test is administered the first week of each semester and no letter grade is assigned. A pre-test measures what students previously know coming into the class, regarding basic concepts about subject matter. It also serves as an indicator for an instructor to recognize the student's weakness in knowledge and where more emphasis needs to be placed. The student is rated on the following criteria accordingly:
 - 5-Excellent
 - 4-Good
 - 3-Fair
 - 2-Unsatisfactory
 - 1-Poor
- The very same Post-test is administered at the end of the semester, prior to the final, but not as a final, and is given an assigned letter grade. This assessment illustrates what students really learned throughout the course of the semester. The outcome should be greater than that of the Pre-test. This information is then compiled, graphed, summarized and archived for presentation and discussion.
- Regular chapter assessments are also given throughout the semester, both tests and quizzes, to evaluate the learning process and comprehension of students.
- In specific courses, a Marketing Plan, a Business Plan, a team-project, and/or a presentation are often required to complete the course. These include using a specific methodology, research, technology for presentation, creativity, and other components such as: Title page, Table of Contents, Executive Summary, Vision/Mission Statement, Company Overview, Products/Services rendered, Marketing/Management Plan, Operating Plan and a Financial Plan.
- LCC has formed a committee to assemble and ensure the Pre- and Post-test activities are being performed by each department. A representative from each department sits on the committee and reviews the various processes for assessment and evaluation. A random selection is conducted each semester, for an instructor to present and report on their assessment findings. Each department is responsible for archiving their own information and having it available for review upon request. Graphs, Rubrics, and Matrices are also used to illustrate the outcomes of assessments.
- Finally, within the department, we put together a per-course outcomes assessment showing the grade distribution of final grades.

EDUCATION

The Education Department prepares students who are committed to helping children acquire the knowledge and skills that enable them to participate in and contribute to a complex, changing society. The goal of the Education Department is to increase student success by differentiating instruction for various learning styles, provide instruction based on theory and provide practical experience opportunities.

The Luna Community College Department of Education is dedicated to making excellent education for all students statewide a reality. In the Department of Education you will encounter a rigorous academic environment energized by a commitment to creating brighter futures for both learners and educators. Our faculty work in local schools, and with other colleges and universities to explore and address issues affecting learning and education. The program provides opportunity for practicum teaching, educational research, and public service to advance all aspects of education. The program strives to accomplish more than just teaching a body of knowledge to students, today's effective educators must be able to manage and shape an environment that encourages students to become lifelong learners who are responsible, productive members of society both in and outside of the classroom.

Early Childhood Multicultural Education Associate of Arts Certificate Program

MISSION STATEMENT

Early Childhood Multicultural Education

The Early Childhood Education department strives to deepen students' understanding of young children, families and teaching-learning process. The early childhood profession provides care and education for children birth through age eight.

Program Goals:

1. Students are committed to acquiring an extensive knowledge base and seeking out opportunities to develop, demonstrate and apply that knowledge in the classroom.
2. Students value and promote the skills of effective decision-making, critical analysis and synthesis of information in linking theory and practice.
3. Students engage in critical reflective thinking as an integral part of their professional interactions.
4. Students are guided by a personal and professional philosophy that exemplifies integrity.
5. Students value and promote lifelong learning.

6. Students value learning communities of professionals, parents, students, the community and professional organizations developed through communication, collaboration, and leadership.

Students who complete this program are prepared for employment in the following areas:

- Teach in an infant-toddler program, preschool or work in a school-age program
- Open a child-care business, family child-care program, private child-care center or assisting in a public school early childhood program
- Transfer to a four-year institution to continue in a field of study relating to children, schools or families
- Learn more effective parenting skills/strategies
- Work as a head teacher or teaching assistant in an early childhood classroom setting (i.e. Head Start or other preschool setting).

The Early Childhood Multicultural Education program is a statewide articulated program that promotes the 2 + 2 partnership between two and four year institutions.

TEACHER EDUCATION

MISSION STATEMENT

The mission of the Luna Community College Teacher Education Program is to develop professional educators who:

- Understand the growth and development of children and adolescents and sensitivity to their diverse learning needs
- Posses academic competence in a broad base of general education and in a major area of concentration appropriate for the purpose/licensure being sought
- Have knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment
- Understand teachers need continuing professional growth to remain effective and desire to pursue further study;
- Understand the ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community;

The Teacher Education associate degree program is an introduction to learning theory and skills necessary for working with children in the public school system (K-12). Students will gain practical experience in the classroom through participation in the requisite practicum courses.

Students who complete this program are prepared for employment in the following areas:

- The associate of arts degree enables students to work in the public school system as an educational assistant
- Gain employment as a substitute teacher
- Transfer to a four year institution to pursue a bachelors degree in education

ASSESSMENT MEASURES IMPLEMENTED: A variety of assessment measures are utilized by instructors in the Departments of Education to measure content knowledge. These measures of assessment are used to determine effectiveness of instruction through student competence at the course and program levels.

Assessment: Student assessment is tied directly to learning objectives for each program of study. Each program of study is competency based and tied directly to professional standards. Evaluation of student success is measured through numerous assessments including:

- Rubrics
- Research projects
- Objective Tests of Knowledge of Mastery
- Standardized final exams for each of the courses to help assure that course content is consistently structured to achieve expected learning outcomes and competencies.
- Performance Based Assessments
Performance based assessments is a key ingredient of each course of the program. This method will be used to assess performances, portfolios, and projects. Effective writing skills will be measured using both objective and performance based assessments. Assessments of demonstrations of technical proficiencies and the integration of such proficiencies with communications, aesthetic, and design principles will include faculty, student, and self evaluations.
- Portfolio Assessment in Practicum Courses

1	Understand the State Teacher Standards
2	Has Knowledge of and skill in learning and instructional strategies
3	Has knowledge of and skill in research
4	Has knowledge and skill in professional Ethics and ethical behavior
5	Has knowledge of and skill in organization of effective services program
6	Has knowledge of and skill in a wide array of intervention strategies
7	Has knowledge of and skill in consulting and collaboration
8	Completes requisite number of hours in each practicum
9	Plans and implements instructional activities that are age and developmentally appropriate

- Pre/Post examinations
Pre and post testing of students is a viable method to assess the extent to which educational intervention (instruction) has had an impact on student 'learning'.
- Student Survey
A student evaluation form to obtain students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of instructional strategies and teaching methods are developed and implemented for each course of the program.

- Student Presentations

Student presentations provide another means by which students demonstrate proficiency of a given skill or task. This method of assessment allows the instructor to determine if the student has mastered a given objective or if further intervention is required.

HUMANITIES

MISSION STATEMENT

The mission of LCC's Humanities Department is to address the development of the "entire" student. Specifically, it is the goal of the Humanities Department to instruct the student holistically, that is, to educate the student intellectually, psychologically, and philosophically.

In order to accomplish the goals of the Humanities Department Mission Statement, the Department provides the course work and services that are necessary for continuous human growth and development. Therefore, while not every course in the Humanities Department can address all three holistic entities specified in its Mission Statement, the Humanities curriculum includes course work that addresses increasing general knowledge based on the history of the human experience.

Specifically, then, the objective of the Humanities Department is to educate students in the study of human achievements to enhance their ability in logical, critical thinking, self-awareness, communication skills, and accumulation of general knowledge, both abstract and concrete. Specifically, in its courses, the Humanities Department also address is social issues in American, e.g.) cultural diversity, poverty in America, crime, the family, national values, etc.

The Humanities Department offers an Associate of Arts degree in Liberal Arts, Associate of Arts degree in Criminal Justice, Certificate in Criminal Justice, and a Certificate in General Education.

Program Goal - Liberal Arts

The hall mark of a liberal arts education is the preparation it gives the student for lifelong learning and personal enhancement. While technical skills may become obsolete over time, skills gained through a liberal arts course work will not. Almost every profession requires the student to communicate, write, solve social problems, adapt to new situations, analyze information, and interact with a variety of people. These skills are assembled through the liberal arts education and are of great value to any employer.

Program Goal – Criminal Justice

This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the curriculum is utilized.

Program Goal – General Education Certificate

The certificate is tailored for students with an interest in a broad range of courses that would be helpful in a well rounded liberal education. Additionally, the certificate program will give the student the opportunity to sample various disciplines to determine their educational futures; or to prepare themselves for continued studies towards an associate or baccalaureate degree.

CAPSTONE COURSES

HUM110- Humanities Portfolio I – 1 Credit

The first semester of the final year of a Liberal Arts' major, portfolio I is taught. This capstone course addresses public presentations and discussion of ethical issues. Specifically, the student will present three speeches: impromptu, information, and persuasion. Because the persuasive speech involves critical thinking, it is most emphasized. The student must receive a letter grade of C in each speech. Students will also write an essay on the significance of intrapersonal communication and a detailed essay analyzing a case study that relates to interpersonal conflict. The student must receive a letter grade of C in both essays. *Prerequisite: Instructor approval. Students in their first semester of their final year should enroll in this course.*

HUM210 – Humanities Portfolio II – 1 Credit

The final semester of the Liberal Arts' major, portfolio II is taught. It requires students to write a five-page research paper on a subject that is chosen in consultation with the instructor. The student must receive a grade of at least a C. In addition, the student will participate in six class discussions that address ethical issues chosen by the students in conjunction with the instructor. Based on the quality of the participation, student will receive a grade for each session. The student must earn a letter grade of C. *Prerequisite: Instructor approval. Students in their final semester of their final year should enroll in this course.*

HUMANITIES

Student Learning Outcomes Assessment

College-Wide Abilities

Emphasizing core abilities provides a consistent educational focus that encourages students to develop knowledge, habits and skills for life-long learning. Students experience many opportunities across the curriculum to develop and apply college-wide abilities in preparation for their roles in an increasingly diverse, technologically complex, information-driven society.

Critical Thinking: Graduates receiving an AA as well as a certificate of 35 credits or more will have the opportunity to examine and evaluate their own and others' thinking. The development of these skills requires that students learn to:

- Apply, analyze, synthesize and evaluate information;
- Identify arguments, evaluate claims and sources, consider multiple perspectives, and form conclusions based on sound reasoning and verifiable evidence;
- Recognize when additional information is necessary and locate it, using a variety of oral, print and electronic/web-based sources;
- Demonstrate logical, disciplined thinking habits while examining ideas and solving problems;
- Recognize cultural variations in reasoning processes.

Written and Oral Communication: Graduates receiving an AA and as well as certificate of 35 credits or more will have the opportunity to express themselves in oral and written Standard English. The development of these skills requires that students learn to:

- Write and speak in a clear, logically organized manner, using appropriate supporting evidence;
- Employ effective delivery techniques in oral presentations;
- Use computer technology and/or media resources to develop written documents as well as to generate and/or deliver oral presentations;
- Adapt writing and speaking to the forms, standards, requirements and audiences of individual programs/disciplines and contexts;
- Recognized cultural variations in writing and speaking styles.

Group Interaction: Graduates receiving an AA as well as well as certificates of 35 credits or more will have the opportunity to work productively in groups. The development of these skills requires that students learn to:

- Identify, practice, demonstrate and assess group interaction skills;
- Facilitate effective interaction and mutual understanding among group members for the purpose of working on a task, participating in a class discussion, or making a group presentation;

- When applicable/required, recognized cultural variations in communication and personal-interaction styles.

The LCC Department of Humanities works with department and individual instructors on the following:

- Explaining the uses and benefits of assessment rubrics; 2.) Developing assessment rubrics that reflect assignment outcomes and course objectives; 3.) Refining or creating departmental objectives; 4.) Aligning assignment design with course and program objectives; 5.) Building consistent instructional and assessment practices among full and part-time faculty.

Develop a model for Mapping and Assessing Program Outcomes.

The general consensus is that our department adapts the outcome statements and future assessment processes developed for Humanities programs.

- The humanities department wrote a general statement of the purpose of the AA degree. The statement refers to transfer success, professional and personal success, and the College Wide Abilities.
- Faculty developed his/her outcomes statements for degree requirements related to the instructional area: *communication, humanities/fine arts, and social sciences*.
- The Faculty identified the courses in each area that meet the department outcomes. (It is hoped that this will be done electronically, e.g., posting the outcomes and classes in a chart/graph, or a series of links, or a system of drop-down menus, etc., on the College website, a separate linked website, or on Blackboard).
- As part of this process, faculty may recognize or want to consider how we need to change instruction, institutional practices, and even the college structure to further assessment. Long-term that permeates steps 1-4 and could include:

Portfolio processes, capstone classes, honors programs, rewards for students academic performance (e.g., best paper or project awards), employment of national testing, graduation rewards, master learner awards, etc.

Ideally such discussions will focus on how one might change the way the departmental operates so as to make more effective assessment possible and, more importantly, to make student learning more effective.

Examples of Educational Improvements Made/Actions Taken

- Departmental work with developing rubrics, aligning assignments with course and departmental outcomes, and clarifying departmental expectations encourage greater instructional consistency within programs, and it supports part-time instructors who benefit from more inclusive processes and more explicit guidance from their departments.
- The department's approach to accreditation generates enthusiasm and support, particularly in relation to assessment issues. Because we require to articulate more clearly what our visions, goals, and objectives are we will address those issues in more deeply engaged, more sustainable ways.
- Discussions have been occurring in the state of New Mexico for some time about "articulation" of the 35-hour common general education core of transferable courses. The good news for our students is that the transferable core is in place. Competencies for communications, social/behavioral, and humanities/fine arts have been set by various New Mexico faculty statewide committees and now addressed in the courses included in the 35-hour core.
- Many assessment committees and coordinators on campuses across the state of New Mexico have done excellent work designing, reporting on, and using student learning outcomes to enhance student learning. This information is intended to verify and validate that courses that transfer are equivalent in their expectations of student learning and that institutions are holding their students to those competencies through assessments tied to the New Mexico state competencies.

Current Issues/Concerns

Some examples include program/department assessment, faculty involvement in assessment activities, connecting assessment and accreditation activities, etc.

The Department of Humanities Assessment Instruments (tools)

Rubric – Expected Competencies: Communication/English (DATA/RUBRIC'S AVERAGE, PI CHART, BAR CHART)

Rubric - Expected Competencies: Social and Behavioral Science (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Rubric – Expected Competencies: Humanities and Fine Arts (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Rubric – Expected Competencies: Developmental Reading (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Rubric – Expected Competencies: Introduction to Grammar (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Rubric – Expected Competencies: Grammar Usage & Writing Skills (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Rubric – Expected Competencies: Criminal Justice (DATA/RUBRICS AVERAGE, PI CHART, BAR CHART)

Student Outcomes Assessment – Success and Retention Percentage

Pre-Test/Post Test (Optional) – Rubric rating

Capstone courses

How Results Will Be Used to Make Improvements.

The information acquired by faculty will allow him/her to improve what he/she is doing. The rubrics yields usable results and possibly, in the future, valid results.

Recommendations/Goals/Priorities (How this affects our campus)

- *Understand how the Luna Community College is defined.
- *Discuss why Luna College is successful at increasing student retention rates.
- *Gain the knowledge to create an active Luna Community College Learning Institution.
- *Understand the benefits and pitfalls of setting up new Luna Community College learning goals, or learn how to make our existing class/program even better.

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Communication/English

- **C1.** Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- **C2.** Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- **C3.** Use effective rhetorical strategies to persuade, inform, and engage.
- **C4.** Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- **C5.** Integrate research correctly and ethically and credible sources to support the primary purpose of a communication.
- **C6.** Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	C5	C6	Average
1.							
2.							
3.							
4.							
5.							
6.							
7.							

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Social and Behavioral Science

- **C1.** Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
- **C2.** Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- **C3.** Describe ongoing reciprocal interactions among self, society, and the environment.
- **C4.** Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

▪

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Humanities and Fine Arts

- **C1.** Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- **C2.** 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).
- **C3.** Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- **C4.** Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Introduction to Grammar

- **C1.** Identify the role of and definition of the eight parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections).
- **C2.** Apply parts of speech in writing.
- **C3.** Use correct spelling, grammar, sentence structure, and punctuation.
- **C4.** Paragraphing.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Grammar Usage & Writing Skills

- **C1.** Organize a multi-paragraph composition.
- **C2.** Establish main idea and use supporting details.
- **C3.** Develop ideas through illustration, detail, example and fact.
- **C4.** Use correct spelling, grammar, sentence structure, punctuation and proper diction.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Basic Reading

- **C1.** Identify main idea in reading.
- **C2.** Identify and interpret specialized vocabulary specific to selected reading by issuing content clues, prefixes and suffixes, and analogies.
- **C3.** Identify and differentiate between major and minor details in a reading.
- **C4.** Use textual clues to comprehend meaning and structure of selected readings.
- **C5.** Identify uses of different reference materials.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	C5	Average
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Developmental Reading

- **C1.** Identify main idea and/or implied main idea.
- **C2.** Identify meaning of specialized vocabulary to selected reading.
- **C3.** Use textual clues to comprehend the meaning and structure of selected readings, such as implied meaning.
- **C4.** Interpret and evaluate reading selections by using critical reading skills such as determining fact from opinion, author’s tone, author’s slant, and analytical reading skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

Student ID#	C1	C2	C3	C4	Average
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Criminal Law

- **C1.** Understand the basic concepts of Criminal Law, including: federalism, sources of law, elements of a crime and defenses.
- **C2.** Extract facts, issues, rules of law and conclusions from criminal cases.
- **C3.** Develop analytical thinking skills.
- **C4.** Develop fundamental research and oral communication skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>Average</u>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

AVERAGE TOTAL

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Criminal Procedures

- **C1.** Basic understanding of the criminal processes from pre-arrest to appeal.
- **C2.** Knowledge of the Constitutional rights that apply to criminal procedure.
- **C3.** Extract procedural history, facts, issues, rules of law and conclusions from criminal cases.
- **C4.** Apply criminal procedure knowledge to actual court proceedings.
- **C5.** Exercise advanced legal research skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>Average</u>
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

AVERAGE TOTAL

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Deviant Behavior

- **C1.** Demonstrate understanding of the various theories of deviant behavior as they relate to criminal deviance.
- **C2.** Apply research techniques and critical thinking.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>Average</u>
1				
2				
3				
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8				
9				
10				

AVERAGE TOTAL

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Intro to Criminal Justice

- **C1.** Obtain basic knowledge of the Criminal Justice System: law enforcement, court systems and corrections.
- **C2.** Relate key concepts from each chapter to “real life” events.
- **C3.** Develop reading and writing skills as applied to content area.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>Average</u>
1					
2					
3					
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9					
10					

AVERAGE TOTAL

INSTRUCTOR: _____ COURSE: _____ SECTION: _____ SEMESTER: _____

Expected Competencies:

Introduction to Sociology

- **C1.** Comprehend the fundamental theories, principles and concepts as they relate to sociological phenomenon.
- **C2.** Relate sociological concepts to everyday, “real life,” experiences.
- **C3.** Demonstrate analytical and critical thinking skills.
- **C4.** Enhance written communication skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>Average</u>
1						
2						
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9						
10						

AVERAGE TOTAL

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Juvenile Justice Systems

- **C1.** Distinguish juvenile justice system from criminal justice system.
- **C2.** Understand causes of juvenile delinquency.
- **C3.** Evaluate processes used in the juvenile justice system.
- **C4.** Demonstrate analytical, research and writing skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>Average</u>
1					
2					
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9					
10					

AVERAGE TOTAL

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Probation, Parole and Community Corrections

- **C1.** Develop knowledge of community corrections, theory and practice.
- **C2.** Create a resource directory of agencies organizations and services in the community that serve clients who are on probation, parole or other community corrections programs.
- **C3.** Develop fundamental research and oral communication skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>Average</u>
1					
2					
3					
4					
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6					
7					
8					
9					
10					

AVERAGE TOTAL

INSTRUCTOR: _____ **COURSE:** _____ **SECTION:** _____ **SEMESTER:** _____

Expected Competencies:

Professional Ethics

- **C1.** Understanding ethical theories dealing with criminal justice issues.
- **C2.** Develop moral reasoning skills.
- **C3.** Apply reasoning skills to decision-making situations.
- **C4.** Exercise analytical and critical thinking skills.

RUBRIC RATING

E - 5 Excellent

G - 4 Good

FR - 3 Fair

U - 2 Unsatisfactory

P - 1 Poor

	<u>Student ID#</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>Average</u>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

AVERAGE TOTAL

OPTIONAL

PRE-TEST/POST TEST

RUBRIC RATING		
E – 5 Excellent G – 4 Good FR – 3 Fair U – 2 Unsatisfactory P – 1 Poor		
STUDENT ID#	<i>PRE-TEST</i>	<i>POST TEST</i>
	<i>RUBRIC RATING</i>	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

New Mexico Higher Education Core Competencies

Social/Behavioral Sciences

(Luna Community College Courses- Introduction to Psychology,

American National Government, Introduction to Sociology, Principles of Macroeconomics,

State and Local Government, Developmental Life Span, Abnormal Psychology,

Intro to Anthropology, Cultures of the World, Human Sexuality)

<p><i>Core Competency</i> <i>Students will:</i></p>	<p>Rationale <i>Students should:</i></p>	<p><i>Assessments</i></p>
<p>Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</p>	<p>Develop an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems.</p>	<p>Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.</p>
<p>Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.</p>	<p>Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.</p>	<p>Comparative & problem based essays, examinations requiring analysis of information, research projects.</p>
<p>Describe ongoing reciprocal interactions among self, society, and the environment.</p>	<p>Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.</p>	<p>Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.</p>

New Mexico Higher Education Core Competencies

Communication

(Luna Community College Courses- Freshman Composition I & II,

Introduction to Creative Writing/Fiction, Introduction to Journalism,

Humanities Portfolio I & II, Short Fiction)

<i>Core Competency</i> <i>Students will:</i>	<i>Rationale</i> Students should:	<i>Assessments</i>
Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.	<ul style="list-style-type: none"> ▪ Rubric-based (e.g., holistic, criteria-based, skills assessments) evaluation of student written and oral discourse. ▪ Portfolio (e.g., paper, digital, recorded performance) evaluations ▪ Journals ▪ Self-review ▪ Peer review ▪ Pre-post tests ▪ Capstone projects ▪ Skills tests ▪ Exit exams ▪ Core competency panel assessments
Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	Organize their thinking to express their viewpoints clearly, concisely, and effectively	
Use effective rhetorical strategies to persuade, inform, and engage.	Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint, electronic writing), and graphics (charts, diagrams, formats).	

<p>Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, & editing to create presentations using correct diction, syntax, grammar, and mechanics.</p>	<p>Use standard processes for generating documents or oral presentations independently and in groups.</p>	
<p>Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</p>	<p>Gather legitimate information to support their ideas without plagiarizing, misinforming, or distorting.</p>	
<p>Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p>	<p>Negotiate civilly with others to accomplish their goals and to function as responsible citizens</p>	

New Mexico Higher Education Core Competencies

Humanities and Fine Arts

(Luna Community College Courses- Introduction to Philosophy, History of Christianity, Western Civilization I & II, American History I & II, American Literature I,

History of New Mexico, Intro to Drawing, Chicano History, Intro to Art,

History of New Mexico, Music Appreciation, World Religion, Chicano Literature,

Intro to Theater, Acting I)

<p>Core Competency <i>Students will:</i></p>	<p>Rationale <i>Students should:</i></p>	<p>Assessments</p>
<p>Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).</p>	<p>Possess an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.</p>	<ul style="list-style-type: none"> ▪ Pre/post tests ▪ Journals ▪ Portfolios ▪ Public Debates ▪ Essays ▪ Visual/Audio Identification ▪ Videos ▪ Recitals ▪ Performances ▪ Documentations: Performance, time-based ▪ Final Exams ▪ Log of On-line Discussions ▪ Graphic Productions (charts, diagrams, timelines, etc.) ▪ Peer review/self review.
<p>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, intellectual).</p>	<p>Note: For the purposes of the Humanities and Fine Arts requirement, courses will com from the areas of History, Philosophy, Literature, Art, Dance, Music, Theatre and those offerings from other disciplines that also include, among other criteria, analytical study of primary texts and/or works of art as forms of cultural and creative expression. This requirement does not include work in areas such as studio and performance courses or courses that are primarily skills-oriented. The requirements must be fulfilled by courses from two different disciplines.</p>	
<p>Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.</p>		
<p>Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.</p>		

SPORTS PERFORMANCE

MISSION STATEMENT

The mission of the Sports Performance Program is to provide quality education and training in the area of Sports Performance and related fields which will enable students to gain meaningful employment.

The Associate of Applied Science Degree in Sports Performance is designed for students whose primary interest is in individual sporting careers or coaching. The structured curriculum will provide a foundation to develop skills appropriate for sports performance and/or advanced degree opportunities. Transfer credits are determined by the receiving institution on a course-by-course basis. The program follows National Standards for Sport Coaches.

DOMAIN STANDARDS

The sports performance program has been aligned with eight National Standards for Coaches domains which reflect the scope of coaching responsibilities.

1. Philosophy and Ethics - clearly articulate the importance of an athlete-centered coaching philosophy and professional accountability for fair play for all.
2. Safety and Injury Prevention – maintains the core standards of coach responsibility for providing safe conditions and appropriate actions when emergencies arise.
3. Physical Conditioning is a description of coaching responsibilities in the areas of psychological training, nutrition education, and maintaining healthy environments.
4. Growth and Development maintains the coach’s responsibility in creating an inclusive learning environment that leads all athletes to feel welcome and supported to have experiences that foster leadership skills.
5. Teaching and Communication focuses on identifying standards for sound instructional strategies and interpersonal behavior of the coach.
6. Sport Skills and Tactics is focused on the need for coaches to have basic sport knowledge and to be able to apply it to the competitive environment.
7. Organization and Administration identifies how the coach provides resources in the daily operation and management of the sport program.
8. Evaluation is the domain that captures numerous assessment skills necessary to be an effective coach.

STUDENT LEARNING OUTCOMES

1. By the end of the Sports Performance Program, students will demonstrate knowledge of management theories, principles and research related to sport and leisure services.
2. By the end of the Sports Performance Program, students will be able to communicate their philosophy of administration applicable to sport and leisure service organizations.

3. By the end of the Sports Performance Program, students will be able to conduct an analysis of the financial resources needed to operate sport and leisure service organizations, programs, and facilities.
4. By the end of the Sports Performance Program, students will be able to demonstrate and apply marketing techniques to sport and leisure services, programs and organizations.
5. By the end of the Sport Performance Program, students will demonstrate knowledge of theories and research related to sport and leisure behavior from a social psychological perspective.
6. By the end of the Sports Performance Program, students will demonstrate knowledge necessary to design, conduct, and interpret evaluations of sport and leisure programs and services.
7. By the end of the Sports Performance Program, students will demonstrate their expertise in a specific content area of Sport and Leisure services management.
8. By the end of the Sports Performance Program, students will have gained experience in the sport industry.
9. By the end of the Sports Performance Program, students will demonstrate knowledge of legal principles and rules affecting the administration of recreation, sport and athletic programs.
10. By the end of the Sports Performance Program, students will demonstrate knowledge of programming for sport and leisure service organizations.

ASSESSMENT PLAN AND PROJECTED ACTIVITIES

1. Curriculum Alignment of student learning outcomes- The introduction of information, course enrichment and information reinforcement.
2. Course Based Assessments – Assessments tied to courses that are used to further knowledge of content presented in the course and are used as the basis for the assignment of course grades.
3. Research Projects – Students will be required to complete research projects investigating a significant problem or issue in athletic administration. Following components must be included context of the problem, problem statement, and research questions, definition of terms, significance of the problem, review of relevant literature, and methods including procedures, subjects, and instruments.
4. Comprehensive Exams – Students will respond to written examinations that require synthesis and integration of knowledge and skills from the program course work.
5. Oral Examinations / Presentations- students are expected to prepare to respond beyond written examinations through integration of current events and literature.
6. Capstone Course- Students will prepare and take a comprehensive examination which will contain information from the core-curriculum areas. To pass, students must score 70% or better on the comprehensive examination.

7. Grades – review of grades will be conducted at the end of each semester. Grades reflect how well the student has met each of the course competencies within the program.
8. Student Evaluations – Evaluation forms will be used to gather information from students on their own learning processes, challenges, and feedback for improvement of the program courses.

IMPLEMENTATION AND CONTINUOUS IMPROVEMENT OF ASSESSMENT PLAN:

It is projected that the implementation of the assessment plan will occur Spring 2010. Changes and adjustments will occur regularly. The assessment plan will be adjusted accordingly to ensure that appropriate data is captured to ensure quality improvements within the program.

MASS MEDIA COMMUNICATIONS

MISSION STATEMENT

The primary mission of the Mass Media Communications Program is to provide quality education and training that will enable students to obtain entry level employment related to mass media communications and/or to pursue continued education regarding the various forms, and methods of mass media communication in institutions of higher education.

A secondary and complementary mission of the Program is to use its expertise to assist in the development of the area and its citizens by increasing the ability to identify, transmit, analyze, and create or enhance mass media communication services and products that will encourage economic growth and improve the quality of life.

GOALS AND OBJECTIVES

The Program has four primary student learning outcomes related to understanding and appreciating mass media communications, the ability to think critically, the ability to communicate, and the ability to master fundamental mass media communications' technology:

1. Students should gain knowledge of the purposes, functions, scope, and influence of mass media communications in society today
2. Students should develop the ability to think critically regarding mass media communications.
3. Students should possess the skills to gather, assess and organize information and to compile that information in a clear, concise, balanced and ethical way.
4. Students should develop self-awareness of their roles in the mass media communications discipline as ethical and responsible communicators, and apply these and technical skills in professional work in the mass media communications area of their choosing.

COMPETENCIES

The core student competencies for the Program have been developed to be consistent with the requirements of the Accrediting Council on Education in Journalism and Mass Communications. Graduates of the Program should be able to:

- understand and apply the principles and laws of freedom of speech and press
- demonstrate an understanding of the history and role of professionals and institutions in shaping mass communications
- demonstrate an understanding of the meaning and importance of the relationship between mass media, culture, and society
- understand concepts and apply theories in the use and presentation of images, sound, and information

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- think critically, creatively and independently regarding mass media communications
- conduct research and evaluate information by methods appropriate to mass communications professions
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- critically evaluate their own work and that of others for accuracy and fairness, clarity, aesthetics, and appropriate style
- apply tools and technologies appropriate for the mass communications professions for which they are preparing

ASSESSMENT

The Mass Media Communications Program is new at LCC, with several Program courses being offered for the first time in the fall of 2009. The Program Director was appointed in September. As a new program, its assessment plan and methodologies are in the process of being developed.

Curriculum

Mass Media Communications is a dynamic and rapidly evolving field. As such, the curriculum for the Program must be consistently assessed and modified as necessary to keep pace with the technical, process, and infrastructure changes in the field as they occur. A primary goal of the curriculum is to be appropriately aligned with the curriculum of other colleges and universities, particularly with the New Mexico institutions to which LCC students are most likely to transfer.

Curriculum assessment activities will consist of:

- Conduct research to identify curriculum and course master syllabi used by other institutions offering mass media communications or similar programs.
- Annual review and analysis of the requirements of the Accrediting Council on Education in Journalism and Mass Communications.
- Transmit existing and proposed curriculum and course master syllabi to the four major universities serving New Mexico for review and comment.
- Conduct student course satisfaction and evaluation surveys
- Appointment of the Program Director to the New Mexico Department of Higher Education Film and Digital Arts Task Force to address articulation between academic programs related to the film and digital media industry.

Based on the curriculum assessment activities, Program curriculum and master syllabi will be modified to incorporate changes in mass media communications technology and processes, and to assure that the Program and courses can be articulated with the four major universities serving New Mexico.

The effectiveness of the Program curriculum will be measured by:

- Program and course articulation agreements with the four major universities serving New Mexico.
- The number and percentage of graduates obtaining employment or careers related to mass media communications within six months of graduation.
- The number and percentage of graduates transferring to an institution of higher learning or technical training program in the field of mass media communications.

Student Learning Outcomes and Core Competencies

The Program will use a variety of methods to assess student learning outcomes and core competencies. The following describe the major assessment methods.

1. Capstone Course

The Mass Media Communications Capstone Course, a course that is a prerequisite to earning the degree, integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of learning across the curriculum for a promise of initial employability and further career advancement.

The Capstone Course will use two main methods to comprehensively measure expected proficiencies and competencies. An objective test of knowledge mastery, a comprehensive exam, will be developed as part of the course. The exam will incorporate questions that assess the knowledge outcomes of each of the Program's core curriculum courses. A Capstone project or thesis will be the second component of the course to demonstrate a student's ability to acquire, develop, convey, and integrate knowledge and information and to critically examine issues related to mass media communications.

2. Objective Tests of Knowledge Mastery

Standardized midterm and final exams will be developed for each of the courses to help assure that course content is consistently structured to achieve expected learning outcomes and competencies. In addition, random and scheduled quizzes will be used to measure progress toward expected knowledge acquisition and proficiencies.

3. Certification Exams

Certification exams developed and widely accepted by the computer industry, when available and applicable, will be used to measure proficiencies in specific communications computer software program training courses.

4. Performance Based Assessments

Performance based assessments will be a key ingredient of each course of the program. This method will be used to assess performances, portfolios, and projects. Effective writing skills will be measured using both objective and performance based assessments. Assessments of demonstrations of technical proficiencies and the integration of such

proficiencies with communications, aesthetic, and design principles will include faculty, student, self, and “juried show” evaluations.

5. Research Methods in Mass Media Communications

As a prerequisite for the Associate of Arts Degree, each student must successfully complete this Research course in which an in-depth research paper is required. Through this course, students will demonstrate the ability to conceptualize a significant research problem in mass media communications and to effectively conduct that research project. The student will present the research paper to a committee of evaluators and make a final oral presentation that may include audio, video, and/or computer generated material.

6. Rubrics

In conjunction with faculty, a rubric to assess expected competencies will be developed for each course of the department.

7. Grades

A review of grades for each student majoring in the program will be completed at the end of each semester with a final review during the semester of application for graduation. Grades reflect how well a student has met each of the competencies for each of courses within the Program.

8. Student Evaluations

A student evaluation form to gather students’ feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor’s use of instructional strategies and teaching methods will be developed and implemented for each course of the program.

9. Graduate Exit Interviews

An exit interview will be conducted for each graduating student earning an Associate of Arts Degree in Mass Media Communications. The interview will solicit the student’s overall evaluation of the program, its strengths and weaknesses, and recommendations for improvement.

10. Tracking Special Student Achievements

Special student achievements such as awards in national and state competitions, student publications, and student presentations at national and state meetings will be monitored and documented.

Faculty Evaluation and Professional Development

Each faculty of the program, including adjunct faculty, will receive an annual performance evaluation. The evaluation will be based on established pedagogical criteria and will include professional development goals mutually developed by each faculty in conjunction with the Department Director.

Implementation of the Assessment Plan

The new Mass Media Communication Program is in the process of initial development. Master syllabi are still being developed and faculty is in the process of being hired. It is projected that all of the above described assessment tools will be developed and methods will be implemented by Fall 2010. It can be expected that changes in assessment procedures will occur regularly. A general review of the Assessment Plan will be conducted in FY2011.

Use of Assessment for Continuous Improvement

The Assessment Plan will be developed and evaluated in terms of its contribution to continuous program improvement. It is expected that changes in curriculum, instruction, and practices will result from assessment efforts. The process of assessment can itself improve the quality of teaching and learning by bringing faculty together to articulate shared standards and expectations or by improving communication between faculty and students. The results of assessment will help to identify components of the curriculum that need to be strengthened or demonstrate that an effort to improve has succeeded.

As previously described, the Mass Media Communication Department is in its infancy and the field itself is dynamic and rapidly evolving. Initially, assessments will be reviewed and analyzed at the end of each semester. Changes toward improving the Program will be implemented based on the analysis of the assessment results.

PUBLIC SAFETY

The Department of Public Safety is dedicated to excellent educational services through partnerships that promote professionalism and to enhance the quality of life for our community. Luna Community College's Department of Public Safety is committed to delivering quality instruction in the areas of Fire Science and Military Studies.

FIRE SCIENCE

MISSION STATEMENT

The faculty and staff at Luna Community College are dedicated to the educational needs of our community. The Fire Science program provides both academic and technical education to support professionalism and career opportunities. Our mission is to provide highly trained and qualified personnel for public fire protection and emergency services.

Program Goal

The goal of the LCC Fire Science program is to provide educational opportunities for students seeking a degree in Fire Science or for students seeking specific course knowledge in Fire Science.

Student Learning Outcome Goals

1. To demonstrate an understanding of the field of Fire Science and apply specific skills related to fire and emergency operations.
2. To demonstrate communication skills, writing ability, problem solving techniques, adapt to new situations, and analyze information related to fire protection and emergency services.
3. To employ basic knowledge, concepts, theories, or principles related to fire inspections, investigations, instruction, management and fire service operations.
4. Apply logical reasoning and think critically and constructively.
5. Develop leadership and team skills within the fire service organization.
6. Understand the importance of life-long learning and professional development.
7. Recognize attributes of a responsible member of society.

Core Competencies and Values

The core student competencies for the program have been developed to be consistent with the job performance requirements established by the National Fire Protection Association (NFPA), curriculum requirements of the New Mexico Firefighters Training Academy, International Fire

Service Accreditation Congress (IFSAC) requirements, and training publications from The International Fire Service Training Association (IFSTA).

Assessment Plan

The Fire Science curriculum must be consistently assessed and modified as necessary to keep pace with changing training standards by the National Fire Protection Association (NFPA) and its related fire service organizations. A primary goal of the curriculum is to be appropriately aligned with specific IFSAC curriculum requirements established through the New Mexico Firefighter Training Academy (NMFTA).

Curriculum assessment activities will consist of:

- Constant review and analysis of curriculum requirements of the NMFTA, NFPA and other related fire service training organizations/associations.
- Conduct instructor course satisfaction and evaluation surveys
- Conduct student course satisfaction and evaluation surveys

The effectiveness of the program curriculum will be measured by:

- The number and percentage of graduates obtaining employment or career advancement.
- The number and percentage of students obtaining IFSAC certification.
- The number and percentage of students obtaining NMFTA certification.

Student Learning Outcomes and Core Competencies

The program uses a variety of methods to assess student learning outcomes and core competencies. The following describes the major assessment methods.

1. Performance Based Assessment

Performance based assessment is the key ingredient of each course of the program. Student learning objectives are based on job performance requirements established by the National Fire Protection Association (NFPA) Standards for fire service professional qualifications.

2. Certification Examinations

With partnership of the New Mexico Firefighters Training Academy, several Program courses required IFSAC Certification. They include: Fire Inspector, Principles of Fire Investigations, Fire Service Instructor I, Hazardous Materials Response, and Firefighter I.

3. Research Methods in Fire Science –Capstone Course

As a prerequisite for the Associate of Applied Science Degree, each student must successfully complete this Research course in which an in-depth research paper is

required. Through this course, students will demonstrate the ability to conceptualize a significant research problem in public fire protection and to effectively conduct that research project. The student will present the research paper to a committee of evaluators and make a final oral presentation.

4. Student Evaluations

A student evaluation form to obtain students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of instructional strategies and teaching methods are developed and implemented for each course of the program.

5. Graduate Exit Interviews

An exit interview will be used for each graduating student earning the degree. The interview will solicit the student's overall evaluation of the program, its strengths and weaknesses, and recommendations for improvement.

6. Tracking Special Student Achievements

Special student achievements such as certification from the National Fire Academy, the NMFTA, student publications, and student presentations will be monitored and documented.

Faculty Evaluation and Professional Development

Each faculty of the program, including adjunct faculty, will receive an annual performance evaluation. The evaluation will be based on established pedagogical criteria and will include professional developmental goals mutually developed by each faculty in conjunction with the Department Director.

MILITARY STUDIES

MISSION STATEMENT

The mission of the program is to provide educational opportunities for individuals serving in the military and as a preparatory program for individuals seeking a career in the military.

Primary Student Learning Outcome Goals for Military Studies Program

The program has four primary student learning outcomes related to communication skills, organizational behavior, teamwork, motivation, the decision-making process with an emphasis on leadership skills.

1. The student will demonstrate skills in communications, both oral and written.
2. The student will understand organizational behavior, teamwork and the importance of motivation.
3. The student will explain the decision-making process and how it relates to the military.
4. The student will identify the development of military leadership, abilities in leadership, and attributes of a leader in the military.

Core Competencies and Values for Military Studies Program

The core student competencies for the program have been developed to be consistent with the mission of Luna Community College. Graduates of the program will be able to:

1. Understand military customs and traditions.
2. Understand and explain military professional ethics, ethical reasoning, and ethical decision-making.
3. Understand selected work of military literature.
4. Recognize and understand historical perspectives of the military.
5. Demonstrate specific instructional methods.
6. Understand and explain military theory.

Student Learning Outcomes and Core Competencies

The program will use a variety of methods to assess student learning outcomes and core competencies. The following describe the major assessment methods.

1. Capstone Course

The Military Studies Capstone Course, a course that is a prerequisite to earning the degree, integrates coursework, knowledge, skills and experiential learning to enable the student to demonstrate a broad mastery of learning across the curriculum. The capstone course will be used to comprehensively measure expected proficiencies and competencies. An objective test of knowledge mastery, a comprehensive exam, will be developed for the course. The exam will incorporate questions that assess the knowledge outcomes of each of the program's course curriculum courses.

2. Objective Tests of Knowledge of Mastery

Standardized final exams will be developed for each of the courses to help assure that course content is consistently structured to achieve expected learning outcomes and competencies.

3. Grades

A review of grades for each student majoring in the program will be completed at the end of each semester with a review during the semester of application of graduation. Grades reflect how well a student has met each of the competencies for each of courses within the program.

4. Student Evaluations

A student evaluation form to gather students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of instructional strategies and teaching methods will be developed and implemented for each course of the program.

5. Graduate Exit Interviews

An exit interview will be conducted for each graduating student earning the degree. The interview will solicit the student's overall evaluation of the program, its strengths and weaknesses, and recommendations for improvement.

Use of Assessment for Continuous Improvement

The assessment plan will be developed and evaluated for continuous program improvement. It is expected that changes in curriculum, instruction, and practices will result from assessment efforts. The process of assessment can itself improve the quality of teaching and learning by bringing faculty together to articulate shared standards and expectations or by improving communication between faculty and students. The results of assessment will help to identify components of the curriculum that need to be strengthened or demonstrate that an effort to improve has succeeded.

SCIENCE, MATH & ENGINEERING TECHNOLOGY

Purpose:

State agencies and national accrediting groups require information about student learning outcomes. In addition, departmental faculty and directors need to know if students are learning the delivered curricula. The college needs to know if the programs of study are meeting the program goals and objectives and thus achieving the mission of the college. This report on the Department of Science, Math, and Engineering Technology will address the current assessment practices within the department and outline future improvements.

MISSION STATEMENT

The Mission of the Department is to provide all students with the best possible education in the SMET disciplines to ensure their success in the workforce or in transfer to a four-year institution.

Department Activities in Assessment:

The Department of Science, Math, and Engineering Technology (SMET) had four associate of applied science programs that were progressively declining over a period of about eight years. Student enrollment had dropped and graduation rates were the lowest for the college. Dr. Andrew Feldman was hired for the position of Academic Director on August 1, 2008. Dr. Feldman is a geologist and has a background in education. Since his hire, Dr. Feldman has initiated a plan to revive the department. In addition to revising programs, departmental program goals and objectives were developed in the Fall of 2008 and are in the process of implementation. During the development of the 2009-2012 LCC Catalogue, Dr. Feldman was asked to assess programs, undertake the process of revision where needed and develop new programs that placed more emphasis on academics in general and in particular, the sciences and ever-changing fields of technology.

Former SMET Associate of Applied Science (AAS) Programs (prior to Fall 2009): Computer Information Systems (CIS), Drafting Technology (DT), Electronics Engineering Technology (EET), and Manufacturing Technology (SMT).

NEW SMET Associate of Science (AS) Programs: Alternative and Sustainable Energy Program (ASEP), General Engineering (GE), Life Science (LS), Mathematics (MATH), and Physical Science (PS)

NEW SMET AAS Programs: Computer Science (CS revised from CIS), Drafting Technology (revised), Electronics Engineering Technology (revised), and Video Game Design and Development (VGDD)

The Manufacturing Technology AAS was retired due to a number of factors, the foremost among them a lack of student interest and changing technology. The other AAS programs were revised to meet the needs the job market and to address advances in technology. Computer Science was revised to include a greater emphasis on programming and industry certification of students. The coursework in the CS program is aligned with the New Mexico Articulation Task Force standards for Computer Science. The EET program was revised to reflect the change from electronics repair to preparation for electronics engineering at the university level along with sufficient training for students to enter the job market. Students in the LCC EET program often take internships with Sandia or Los Alamos National Labs. The Drafting program curriculum was revised to reflect the changing needs of the architecture field, including the civil and construction engineering fields. The VGDD program is a new program that is closely aligned with the CS field and emphasizes computer programming with an aim toward training students in game design programming and animation with potential employment in the game industry, animated film production, or the media arts.

The Associate of Science degree programs were developed to emphasize science and mathematics training to increase the breadth of program and course offerings at LCC. All AS programs contain 36 credit hours of general education core coursework and are designed as the first two years of a students work toward a bachelor's degree. The ASEP focuses on alternative energy systems and electronics training to prepare students for continued education or to enter the workforce installing alternative energy systems. The General Engineering program requires advanced math and physics as part of the curriculum to prepare students for continued education. The Mathematics, Life, and Physical Sciences programs are designed to prepare students for transfer to the university. The overall goal of these Associate of Science degree offerings is to offer students the academic preparation and support needed to succeed in continuing education at the university level.

In addition to revising curriculum and demanding academic rigor from the faculty and students, Dr. Feldman has resurrected and revised departmental assessment practices. This will ensure that LCC courses are on par with other institutions of higher education. Articulation agreements are in place for EET with New Mexico Tech and New Mexico State University. The department science and math courses are already held to a high standard as part of the general education core where the curriculum is governed by statewide articulation agreements. Dr. Feldman is a member of the statewide articulation task force for the general education core in New Mexico. The SMET department has recently completed articulation and alignment of Computer Science, Biology, Physics, Chemistry, Geology, Environmental Science, and Math coursework with New Mexico Highlands University. The department is also seeking program or course specific accreditation for MATH, CS, Chemistry, ASEP, and EET.

LCC is a partner institution with the New Mexico Alliance for Minority Participation (NM-AMP) program based at NMSU which is a NSF funded program to increase minority numbers in the SMET disciplines. The AMP program in the department provides students the opportunity to

participate in undergraduate research with a faculty mentor and provides financial assistance in transfer to four-year AMP institutions. In conjunction with NMHU the department also received funding through the U.S. Department of Education to establish the Bridging Careers for Success (BCS) Academic Center for Excellence which provides peer-tutoring, advisement, and computer labs to aid in student learning, retention, and success. Both of these programs will also track special student accomplishments.

Student Learning Outcomes:

Associate of Science Programs

Alternative and Sustainable Energy Program: upon completion of the program the student will:

1. be able to apply scientific principles, sound engineering design, and current regulations in the National Electric Code when installing alternative energy systems
2. be able to demonstrate knowledge of the theory and application for alternative energy systems
3. be able to demonstrate communication skills in design, theory, and installation of alternative energy systems
4. be able to apply critical thinking and utilize proper decision-making skills for safety during installations
5. be able to successfully demonstrate knowledge and skills in alternative energy systems to transfer to a four-year electrical engineering program
6. be able to practice in a collaborative, interdisciplinary manner when working on a system installation
7. be able to exhibit professional behavior that is relevant to the standards and ethics of the engineering profession
8. be able to complete the capstone course in ASE and demonstrate mastery of the program material

General Engineering: upon completion of the program the student will:

1. be able to transfer to a four-year program in engineering at the university level
2. be able to demonstrate knowledge of the theory and application involved in the engineering design process
3. be able to demonstrate knowledge of the theory and application of mathematics and physics as applied in the engineering field
4. be able to demonstrate communication skills in theory and application of engineering principles
5. be able to apply critical thinking to problem solving within the field of engineering
6. be able to successfully demonstrate a mastery of course content as delivered in the general engineering associates program
7. be able to practice in a professional, collaborative, and interdisciplinary manner

Life Science: upon completion of the program the student will:

1. be able to transfer to a four-year university program with all freshman and sophomore requirements achieved

2. be able to demonstrate theoretical knowledge of cellular structure, function, organization, metabolism, and genetics; mastery of concepts of microevolution
3. be able to demonstrate theoretical knowledge of phylogeny, population dynamics, species diversity, and biogeography; mastery of concepts in macroevolution
4. be able to demonstrate competent laboratory skills
5. be able to demonstrate communication skills in theory and application of the principles of biological sciences
6. be able to apply critical thinking to problem solving within the field
7. be able to successfully demonstrate a mastery of course content in the biological sciences
8. be able to take a conceptual idea or hypothesis and develop a rigorous scientific experiment – demonstrate a working knowledge the scientific method
9. be able to show proficiency in related sciences – chemistry, botany, and zoology
10. be able to practice in a professional, collaborative, and interdisciplinary manner

Mathematics: upon completion of the program students will:

1. be able to transfer to a four-year university program in mathematics, statistics, education, computer science, engineering, or economics with all freshman and sophomore requirements achieved
2. be able to demonstrate theoretical knowledge of mathematical principals through calculus with differential equations
3. be able to demonstrate competency in math skills at all levels
4. be able to demonstrate communication skills in theory and application of mathematics
5. be able to apply critical thinking to problem solving within mathematics
6. be able to successfully demonstrate a mastery of course content in mathematics
7. be able to take a conceptual idea or hypothesis and develop a rigorous mathematical proof
8. be able to show proficiency in related science and computer science skills
9. be able to practice in a professional, collaborative, and interdisciplinary manner

Physical Science: upon completion of the program the student will:

1. be able to transfer to a four-year university program in physics, chemistry, geology, meteorology, or oceanography with all freshman and sophomore requirements achieved
2. be able to demonstrate theoretical knowledge of physical phenomena found in the natural world
3. be able to demonstrate competent laboratory skills
4. be able to demonstrate communication skills in theory and application of the principles of physical sciences
5. be able to apply critical thinking to problem solving within the field
6. be able to successfully demonstrate a mastery of course content in the physical sciences
7. be able to take a conceptual idea or hypothesis and develop a rigorous scientific experiment – demonstrate a working knowledge the scientific method
8. be able to show proficiency in related sciences and mathematics
9. be able to practice in a professional, collaborative, and interdisciplinary manner

Associate of Applied Science Programs

Computer Science: upon completion of the program students will:

1. be able to pass industry webmaster certification exams
2. be able to demonstrate knowledge of the theory and application of computer science principles in operating systems, networking, and programming
3. be able to demonstrate communication skills in theory and application of computer science principles in operating systems, networking, and programming
4. be able to apply critical thinking to problem solving within the field of computer science
5. be able to successfully demonstrate knowledge and skills in computer science to transfer to a four-year computer science program
6. be able to enter into the workforce as a beginning programmer with skills in one of the focus areas of artificial intelligence, robotics, or web programming (capstone courses)
7. be able to practice in a professional, collaborative, and interdisciplinary manner
8. be able to pass industry certification exams

Drafting Technology: upon completion of the program the student will:

1. be able to enter the workforce as an entry level architectural drafting assistant
2. be able to demonstrate knowledge of the theory of AutoCAD software and its applications in the drafting field
3. be able to demonstrate knowledge of the theory and application plane surveying techniques
4. be able to demonstrate communication skills in theory and application of drafting principles
5. be able to apply critical thinking to problem solving within the field of drafting and plane surveying
6. be able to successfully demonstrate a mastery of course content in the drafting discipline
7. be able to take a conceptual idea to a finalized blueprint plan
8. be able to read blueprints and perform construction layout mathematical computations

Electronics Engineering Technology: upon completion of the program the student will:

1. be able to enter the workforce as an entry level electronics assistant or transfer to a four-year institution to pursue an electronics engineering bachelors degree
2. be able to apply for internships and employment with Sandia and Los Alamos National Labs
3. be able to demonstrate knowledge of the theory of electronics engineering and its applications
4. be able to demonstrate knowledge of the theory and application circuit analysis and design
5. be able to demonstrate communication skills in theory and application of electronics engineering principles
6. be able to apply critical thinking to problem solving within the field of electronics
7. be able to successfully demonstrate a mastery of course content in the electronic engineering discipline
8. be able to take a conceptual idea and a schematic to a working circuit design
9. be able to read electrical schematics and perform electrical mathematical computations

10. be able to pass industry certification exam

Video Game Design and Development: closely aligned with the CS program, upon completion the student will:

1. be able to enter the workforce as an entry level programmer in the video gaming or film animation fields
2. be able to demonstrate theoretical knowledge of video game design and programming
3. be able to demonstrate knowledge of the theory and application art and animation
4. be able to demonstrate communication skills in theory and application of video game design principles
5. be able to apply critical thinking to problem solving within the field of game design
6. be able to successfully demonstrate a mastery of course content in the VGDD program
7. be able to take a conceptual idea and develop it into an executable video game
8. be able to read and understand programming languages used in video game design
9. be able to design a functioning video game in the final project course

Current SMET Assessment Practices:

The department requires that all students complete all coursework with a grade of “C” or better in order to graduate. A number of standard assessment tools are used in coursework and data is regularly collected to track student success. Math and Science curricula standards are dictated by state standards and faculty are required to demonstrate that the students meet those standards. The NM Higher Education Department (HED) has stipulated that all college transfer courses be taught by faculty with a master’s degree or higher in their field and the department is enforcing that standard to assure quality education. The department currently uses the following assessment tools and will implement those indicated with “**” in the spring 2010 semester.

Course Level Assessment Tools (*must be approved by Academic Director)

Syllabus*	Course Content*
Course Outline*	Homework
Quizzes	Unit Tests
Midterm Exams	Final Exams
Course Competencies	Pre-Post Tests
Student Evaluations	Faculty Evaluations

Program Level Assessment Tools

Program Master Syllabi	Program Competencies
Capstone Courses	Pass/Fail rates
Graduation rates	Retention rates
Student tracking	Early-alert system
Student Evaluations	Faculty Evaluations
Exit Interviews**	Course Completion Forms**
Comprehensive Exams**	

Summary Examples of Data collected from Course/Student Competencies, Pre-Post Tests, and Pass Rate

(Note on Competencies 1 = poor and 5 = excellent)

Math106-03: SP09	C1	C2	C3	C4	C5	C6				
Competencies	4.19	3.67	3.52	3.52	4.00	4.38				
Pre-Post Test %	67.38	91.76	24.38	%improvement						
% pass	84.00									
DTEC101-01 SP09	C1	C2	C3	C4						
Competencies	4.67	4.83	4.67	4.83						
Pre-Post Test %	23.33	100.00	76.67	% improvement						
% pass	100.00									
GEOL101-01 SP09	C1	C2	C3	C4	C5					
Competencies	3.83	3.50	3.33	3.67	3.67					
Pre-Post Test %	28.83	70.50	43.67	% improvement						
% pass	57.00									
MATH212-01 SP09	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10

Competencies	4.57	4.57	4.43	4.28	3.57	4.14	4.14	4.28	4.14	4.42
Pre-Post Test %	20.00	85.71	65.71	% improvement						
% pass	100.00									
GEOL101-01 FA08	C1	C2	C3	C4	C5					
Competencies	3.40	3.13	3.30	3.06	3.26					
Pre-Post Test %	24.60	75.47	50.87	% improvement						
% pass	93.00									
ENVS102-01 FA08	C1	C2	C3	C4	C5					
Competencies	2.73	3.00	2.86	3.20	3.10					
Pre-Post Test %	38.67	64.00	25.33	% improvement						
% pass	80.00									

Analysis of Assessment Data

Planning:

Data collected determine the need for curriculum and program revision. Accurate data allows for informed decision making regarding instruction and program effectiveness. The data collected are used for a number of purposes with regard to planning. Student numbers in two-part or sequence courses are used in scheduling. The department analyzes student success and retention rates to measure the overall success, or lack thereof, in a given course or program of study. These rates were used in determining the need for the new programs and the revision, or deletion, of existing programs offered by the department.

Budget:

The need for programs dictates the budget allocated for the department and its programs with respective increases or decreases, including budget cuts for programs, based on program success determined by student retention and graduation rates. The number of full-time and adjunct faculty needed for courses within programs is related to student numbers and student success rates. In addition, instructional and equipment replacement allocations are determined by departmental success with respect to programs of study. Budget planning depends on student numbers to determine the amount and costs of expendable instructional supplies.

Curriculum:

Assessment of student progress, pass/fail rates, and competencies help to determine the overall effectiveness of teaching methods and the general success of the programs. Instructors with consistent low pass/fail rates and poor student evaluations are evaluated for teaching effectiveness and quality of instruction. The department is undertaking a revised overall assessment effort to improve the curriculum. The academic director is making random and unannounced classroom visits to assess instructional methods and content delivery.

Evaluation of instructors by students is used to look at overall student satisfaction with the course. Student evaluations are problematic in that students are not trained in pedagogical methodology and thus are not qualified to evaluate teaching methods. However, student evaluations can serve as a red-flag for courses where there may be problems with instruction or overall teacher performance.

Future Assessment Plans for the Department of Science, Math, and Engineering Technology

The department suffered for several years due to insufficient oversight and a lack of comprehensive curriculum and program assessment. With the revision of programs it is anticipated that the department will realize an increase in student numbers. With continued comprehensive assessment of faculty, curriculum, and the programs, including specific accreditation of programs, the department will meet or exceed the standards of education expected at an institution of higher learning. Our primary role is to provide students with the best education possible and through the dedication of the faculty and administration we can meet this goal.

The department will continue to administer the current assessment tools and will continue to analyze their effectiveness and look for ways to improve based on the data. For example, full-time faculty are responsible for course content and are expected to continually revise the curriculum based on scientific and technological advances. Full-time faculty are expected to share curriculum revisions with adjunct faculty and vice-versa. Based on outcomes assessments, course curriculum will be revised and this task will be supervised on a continual basis by the

department director and dean of instruction. Faculty are also expected to stay current with changes in the New Mexico Core Curriculum standards and will participate in articulation agreements with other state universities.

The department has instituted a group of new and revised programs starting with the 2009-2010 academic year. These new and revised programs will be critically assessed on an annual basis for number of declared majors, course content, teaching effectiveness, and retention rates. In addition to the current course and program assessment tools the department is implementing a number of new, direct assessment tools, including; 1) a comprehensive math exam to be administered in the College Algebra course, if the student does not pass the exam, they fail the course and must retake the course and exam; 2) The students in the General Chemistry 1 & 2 sequence will be required to pass the American Chemical Society (ACS) chemistry exam to demonstrate a mastery of the curriculum and to be allowed to graduate where the chemistry sequence is required in the program; and 3) students in the CS and EET programs will be provided the opportunity to sit for industry certification exams in their respective disciplines.

After the first two years when the first cohort of graduates is expected in the new and revised programs, the graduation rates will be assessed including student proficiency in the capstone courses, pass/fail rates on comprehensive exams in math and chemistry, and grade point averages where appropriate. In seeking accreditation for ASEP, MATH, EET, Chemistry, and CS, the department will be held to the standards of the accrediting organizations and will have additional assessment tools for program monitoring. The department will continue to monitor benchmarks set by the state and practiced at our sister institutions to assess the progress of our students in all programs, but especially the AA degree programs of Math, Engineering, Life, and Physical Science.

VOCATIONAL EDUCATION

MISSION STATEMENT

Luna Community College Vocational Trades Departments mission is to provide continuous quality education that emphasizes a positive work ethic, teamwork and attitude necessary for a career in the technical skills areas. We also will prepare students for success in an ever-changing work environment. LCC is setting up certifications in (ASE, AGC, CDL, ACF, CDL, AND AWS), which will provide our students with a training and opportunity to function in the workforce, thus providing a workforce development opportunity to all students.

The vocational department will also provide opportunities for students interested in an associates program, offering a two year degree in Vocational/Technical studies, General Agriculture, and Equine Science. These courses require general education core requirements and special studies in the chosen field of study.

LCC at this point has an articulation agreement with a local state university in the General Agriculture studies. LCC's mission, with our associates programs, is to provide our students with the opportunity to seek managerial positions in the workforce or further education at a university or higher level institution.

The concept in being a vocational and trades school is to supplement the academic programs with a specialty skills program to equip youth and adult students in a particular area of interest in Vocational Technical Education.

Student learning outcomes

Vocational training is focused on performance improvement in both theory and application. The learning objectives are defined and easily measured by pre and post tests. Vocational training focuses on specific measurable skill building tasks. Students should be able to:

- Pass safety tests with a 100%
- Successfully pass classroom theory tests in the content area.
- Successfully pass laboratory assignments through visual, audio and demonstration instruction then proceed with hands-on activity testing. This obtained using text, video, and live training aids.
- Students should understand the reason and outcome of the given assignment, through projects and other hands-on activities.

- Students shall also learn educational outcomes such as: basic educational skills, high order thinking skills, knowledge of the world of work and continuing education rates
- Other needs and outcomes will be expressed by students, employers and society in general

Meeting traditional and nontraditional student assessment needs:

Many of our traditional and nontraditional students leave high school or are seeking new skills. Effective career planning and assessments are being implemented for transition to new career development. At Luna Community College this concept allows students to consider multiple options and bridge academic and career plans to meet the student individual needs. Career planning and assessments focuses on five distinct domains:

- Academic
- Psychological
- Industry
- Vocational
- Business (entrepreneurship)

Assessment activities:

In helping our students at Luna Community College we assess their capabilities and outcomes required by the certificates or associates program chosen. Through both, theory and lab work we will monitor performance and if help or additional information is needed we will accommodate the student. Records are kept on each student for accountability of performance in safety, lab work and classroom performance. Instructors and students are held accountable for syllabi, course outline, rosters, evaluations, midterm and final tests each semester.

Certification of occupation specific skills and credentialing:

Employers often require certification of skills and knowledge based on industry standards for hiring or promoting employees. Luna Community College is accomplishing goals in national certification in the following areas of study.

- ASE Automotive Service Excellence
- AWS American Welders Society
- ACF American Culinary Federation
- AGC Associated General Contractors
- CDL Commercial Drivers Licensing
- NM State Board of Barbers and Cosmetologist

Skills certification testing is used for performance assessment and credentialing by Luna Community College. Skills certification is also an industry and business requirement for recruiting qualified employment candidates. Procedures used for credentialing can include the administration of a written or computerized examination as well as functional skill assessments.

Some require performance based activities. These skilled level certifications provided through Luna Community College will help produce better qualified candidates to meet the trades and vocational needs of businesses and industries.

Outcomes and Assessment of Instruction:

Instructors will be expected to design and deliver clearly defined learning outcomes and learning assessments for their courses. This expectation is in line with the obligation of the department and the college, and has a number of important considerations:

- **Accountability:** Responsibility for meeting certification requirements in Vocational Education, student files, curriculum up to date and work ethic criteria met
- **Standards:** Required that courses meet certification criteria. Also, must meet expectations of industry requirements. All criteria must be easily evaluated
- **Student expectations:** Students will be given a well defined and well structured learning environment and a clear view of how to successfully meet the goals of the course

Glossary of Terms

AA – Associate of Arts

AAS – Associate of Applied Science

ACCESS Center – Advisement, Counseling, Career Placement and Education Support Services Center

ACF – American Culinary Federation

ACFEFAC – American Culinary Federation Education Foundation Accrediting Commission

AGC – Associated General Contractors

AS – Associate of Science

ASE – Automotive Service Excellence

ASEP – Alternative and Sustainable Energy Program

Assessment – A process of documenting in measurable terms to determine what a student knows or can do.

Assessment Plan – A document that outlines assessment activities in a systemic manner

AWS – American Welders Society

BCS – Bridging Careers for Success grant

CDL – Commercial Drivers License

CIS – Computer Information Systems

CODA – Commission on Dental Accreditation

College Experience – Everything college life has to offer, including experiencing new things.

Direct Methods of Assessment – require students to present, produce or demonstrate learning.

DT – Drafting Technology

EET – Electronics Engineering Technology

ETS – Educational Testing Services – Major Field Tests

Extracurricular Activities –are activities associated to student life that are performed outside regular classroom study.

GE – General Engineering

General Education Core Curriculum –A curriculum that possess adequate literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society

GSS – Graduating Student Survey

HED – Higher Education Department

IFSAC – International Fire Service Accreditation Congress

IFSTA -- International Fire Service Training Association

Indirect Methods of Assessment –is information about students’ perceptions and attitudes about their learning experience.

LS -- Life Science

MAPP – Measure of Academic Proficiency and Progress Test

NFPA – National Fire Protection Association

NLNAC – National League for Nursing Accrediting Commission

NM-AMP – New Mexico Alliance for Minority Participation program

NMFTA – New Mexico Firefighter Training Academy

NSSC – National Association for Sport and Physical Education

Pilot (project) – A tentative model or activity for future development or implementation

PS – Physical Science

Rubric – A scoring tool that listing a specific criteria

SLOA -- Student Learning Outcomes –are what students are expected to know or do.

SMET – Science, Math, and Engineering Technology

SMT – Manufacturing Technology

SWPE – Standard Writing Proficiency Exam

TEAS – Test of Essential Academic Skills

VGDD – Video Game Development and Design

Whole Student – Out of classroom learning activities or out of classroom learning experiences