

Academic Department Review

Academic Years: 2020-2025



Department: Career and Technical Education

Prepared by: Karen Torres

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Process of Department Review at Luna Community College

Purpose

Department review at Luna Community College (LCC) offers each academic department a structured process to reflect on its strengths, to address areas for improvement, and to advance strategic goals by examining its programs of study. At LCC, a department is the larger academic area, like STEM or Career and Technical Education (CTE), that includes all faculty and resources available. A program of study is a specific course of study within that department that leads to a degree or certificate, such as Computer Science (Associate Applied Science) or Barbering (Certificate). Departments can offer one or several programs, depending on their focus. Aligned with LCC's strategic priorities, the department review process supports academic excellence by enabling each department to evaluate its effectiveness across programs, to plan for the future, and to demonstrate accountability. The process also fosters meaningful discussion and engagement around departmental activities and outcomes, helping to organize information in a way that is clear, accessible, and useful for decision-making.

The objectives for department review are:

1. Guide the future direction and priorities for program offerings at Luna Community College.
2. Assure institutional quality to students, faculty, parents, alumni, and other stakeholders.
3. Identify areas for improvement and expansion.
4. Encourage goal setting within academic programs and engagement activities.
5. Identify the most effective usage of existing resources and the generation of new resources.
6. Fulfill standards for comprehensive institutional accreditation.

The following sections are included to provide a comprehensive review of each department:

I. Department Strategy and Direction

This section provides a high-level overview of the department's mission, goals, emerging trends, peer comparisons, and strategic challenges.

II. Student Information and Academic Quality

This section evaluates the quality of student academic experiences, including enrollment trends, learning outcomes, faculty support, and student achievement.

III. Academic Production and Workforce Training

This section examines the department's productivity in preparing students for transfer, employment, and scholarly or creative contribution, including interdisciplinary collaboration and field relevance.

IV. Human, Physical, and Financial Resources

This section assesses the department's capacity to sustain and enhance its programs through staffing, funding, facilities, and external engagement.

V. Report Summary

This final section provides a concise, narrative reflection on the department's performance, key actions taken, and future plans.

Instructions

The review and subsequent reporting addresses five major areas: (1) department strategy and direction; (2) student success and academic quality; (3) academic production and workforce training; (4) human, physical, and financial resources; and (5) a concluding summary of performance and future plans. This report is prepared by academic directors and should be reflective, evidence-informed, and helpful to each department, those included in their programs, and the institution as a whole.

While departments are encouraged to respond to the included prompts, the report does not need to follow a strict question-and-answer format. Alternative organizational approaches are welcome if they better serve the department's purpose. Charts, graphs, and tables should be included when they enhance the clarity and impact of the narrative. Logical page breaks should be used for clarity and the Table of Contents should reflect updates to page numbering.

Common data sets for departments

Data will be provided to departments in May after completion of each spring semester. This data will include all available program completion information; however, because graduation data is not reported until mid-June, that information is not included in the common data set. Academic directors should also rely on their programs' graduation/completion records for this data set. To assist with compiling this report, the following data has been provided to each academic department:

- Common data set from the LCC ERP/SIS Administrator and/or Registrar
- Course Learning Outcome and Assessment (CLOA) data provided by the LCC Assessment Committee - these are informed in part by course evaluations provided by the LCC Distance Learning Coordinator.

Submission Timelines

Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction and Student Services prior to May 30 every 3 years. Annually, departments will be expected to complete interim reporting based on reflection of progress toward goals to assist in comprehensive reporting (template is provided). This timeline and current reporting method will be refined as needed to ensure the most effective department and programmatic review process.

I. Department Strategy and Direction

Purpose: This section provides a comprehensive overview of the department's purpose and direction, including its mission, vision, strategic goals, and major challenges. It invites departments to reflect on how their work aligns with Luna Community College's broader priorities and community needs. Additionally, this section encourages analysis of emerging trends in the discipline, opportunities for innovation, and comparisons with peer institutions to identify areas of strength and improvement.

A. Mission and Vision

Summarize the department's mission and vision, explaining how they support student success and align with institutional goals.

Below is the mission and vision statements, along with some goals, that the department found to be old and outdated:

- Luna Community College's CTE Department is focused on equipping students with the skills they need for 21st-century careers. We offer a range of certificates and associate's degrees in applied science, emphasizing hands-on learning and industry certifications.
- The mission of the Luna Community College CTE Department is to develop academically, technically, and professionally sound citizens ready for the modern job market. The vision is to provide a comprehensive curriculum, including certificate programs and Associate of Applied Science degrees. This supports student success and community needs by offering diverse opportunities for skill development in various hands-on careers.

The department had set the following strategic goals:

- **Goal 1:** Provide hands-on learning environments that prepare students for modern industry careers.
- **Goal 2 (Automotive Technology):** Prepare students for lucrative jobs in the automotive industry.
- **Goal 3 (Welding):** Equip students with entry-level job skills in various welding fields and offer upgrading for current professionals.

Progress for all goals is assessed by student pass rates on certification and/or licensing examinations in their chosen fields. Assessment results directly inform program/curriculum changes, resource requests (especially for equipment updates), and strategic planning decisions.

Below is the updated mission, vision, and goals for the CTE Department, revised by the Director and all faculty members on 8/12/2025. The institutional strategic plan referred to below can be found here: [Strategic Plan](#)

Mission Statement

Luna Community College's Career and Technical Education (CTE) programs are dedicated to providing accessible, innovative, and integrated learning experiences. We empower students with the essential skills, hands-on training, and industry-recognized credentials in fields such as Automotive Technology, Collision Repair, Culinary Arts, Cosmetology, Barbering, and Welding. In alignment with the college's mission, we prepare students to compete at the forefront of their chosen fields and to lead in their community.

Vision Statement

In alignment with Luna Community College's vision, the CTE department aspires to be the premier destination for career and technical education in northern New Mexico. We will be a place where future leaders are prepared to create, collaborate, communicate, and think critically, transforming their passion for a trade into a lifetime of career opportunities and positive change. We will be a catalyst for local economic growth and a valued partner to our industry, setting the standard for innovation, skill mastery, and student achievement.

B. Goals and Assessment

List the department's key goals and explain how progress is measured, tracked, and used to support program improvement.

Departmental Goals

The following goals are designed to support the department's mission and vision, upholding the college's guiding principles and contributing to its strategic objectives.

1. Student Success & Career Readiness

This goal directly supports the college's Strategic Goals #1 and #5, focusing on providing diverse, challenging programs and increasing student enrollment and completion.

- **Increase Job Placement:** Achieve a 75% job placement rate for graduates within six months of program completion by establishing and strengthening partnerships with local businesses, as outlined in Strategic Goal #6. This will be assessed using a survey tool that will be given the week prior to graduation.
- **Boost Certification Rates:** Maintain a 75% or higher pass rate on all national and state certification exams for programs like Welding, Cosmetology, and Automotive Technology, directly contributing to Strategic Goal #1, Objective B.

- **Enhance Retention:** Implement a mentorship program that connects new students with upper-level peers to increase retention by 15% over the next two years, in line with Strategic Goal #5, Objective A.

2. Program Quality & Innovation

This goal supports Strategic Goals #1 and #2, ensuring that programs are challenging, relevant, and supported by modern technology.

- **Curriculum Alignment:** By Fall 2026, establish and conduct annual reviews for each program, as specified in Strategic Goal #6, to ensure all curricula and equipment meet current industry standards and employer needs.
- **Equipment Modernization:** Secure grant funding to acquire and install new, state-of-the-art technology and equipment within the next five years, aligning with Strategic Goal #2.

3. Community Engagement & Partnerships

This goal is a direct reflection of Strategic Goals #6 and #3, focusing on building strong external relationships and promoting institutional financial growth.

- **Strengthen Industry Partnerships:** Form at least five new formal partnerships with local businesses or entities each year, creating opportunities for student apprenticeships, internships, and scholarships, as well as contributing to new revenue streams (Strategic Goal #3). This will be achieved by increasing sector partnerships with local businesses. (Strategic Goal #6, Objective B).
- **Expand Outreach:** Launch an increased outreach initiative to local high schools to increase enrollment in CTE programs by 10% annually, contributing to Strategic Goal #5.
- **Create a CTE Podcast:** Launch a CTE Podcast by December 2025 that will be shared on social media outlets with at least one podcast a month - can be hosted by students, faculty, or the Director, with the goal of increasing enrollment and spreading awareness of career opportunities. (Strategic Goal #5).

C. Emerging Opportunities

Identify major trends or opportunities in the field that affect the department and describe how you are responding or planning to respond.

The CTE field is rapidly evolving due to technological advancements. This includes lasers in welding, powder coating in auto collision, advanced Snap-On machines in auto technology, and new tools/products in cosmetology. These trends create opportunities for incorporating new equipment, enhancing instructor professional development, and expanding experiential learning.

In response, the department has already purchased a powder coat oven for automotive collision, integrating its use into the curriculum and planning a new certification class. The welding program has acquired laser machines, enabling students to earn AWS certifications using this technology. The cosmetology department regularly hosts training and demonstrations on new industry products and technologies.

D. Benchmark Peers

Compare the department's programs with similar programs at peer institutions and reflect on areas of strength and growth. Peer comparisons should be based on factors relevant to the department's context—such as size, mission, student demographics, region, or delivery format. Identify 2–3 peer programs you consider aligned and briefly explain the selection criteria. Use these comparisons to highlight strengths, areas for improvement, and what makes the program distinctive.

The department compares its programs to similar ones at Clovis Community College (Cosmetology), chosen for a similar percentage of cosmetology graduates, and Santa Fe Community College (Welding), which uses a similar curriculum and has slightly higher enrollment.

The department excels in the percentage of students graduating from each program compared to its peers. However, it aims to improve in growing enrollment across all CTE programs and setting clear goals for departmental and programmatic growth. While experiencing some decline common to all Luna programs due to external factors (fires, floods, institutional complications), CTE enrollment has remained steady over the past few years.

E. Key Challenges

Identify significant internal or external challenges, how the department is addressing them, and what support is needed to overcome them.

Major challenges include variations in enrollment and completion, along with equipment and budgetary needs.

The department's strengths in addressing these challenges include the in-depth programmatic knowledge of its faculty, positive initial recruitment efforts, and successful grant efforts, particularly a large grant for welding from an industry partner who employs graduates.

Actions taken include creating non-credit classes as a pipeline to certificate programs, increasing outreach by instructors, and actively pursuing grant research and requests.

Additional support is needed to develop a solid and measurable recruitment plan, secure more grants and funding, and encourage faculty to pursue further professional development.

II. Student Information and Academic Quality

Purpose: This section evaluates the quality and effectiveness of the academic experience for students, including enrollment patterns, assessment practices, faculty development, and post-completion outcomes across programs within the department. This section also identifies professional development opportunities for faculty. Note: Strategies supporting student career readiness should be described in Section III.F.

A. Enrollment Trends

Please provide enrollment data for each academic program offered in the department. If the department includes multiple programs, report data for each distinct degree or certificate program. Attach tables or charts to support this section.

- Total headcount in each program over the past 5 academic years:

Enrollment data (including Dual Credit students)

Program	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Auto Collision	5	6	6	8	5	6
Auto Technology	21	10	16	19	19	19
Cosmetology	22	21	29	36	35	38
Barbering	23	12	11	12	15	10
Welding	18	21	30	31	43	57
Total	89	70	92	106	117	130

Luna Community College's CTE Department has experienced a notable surge in enrollment over the past six academic years, growing from 89 total students in 2019/20 to 130 in 2024/25. This growth is particularly evident in Welding, which almost tripled its enrollment from 18 to 57 students during this period, and Cosmetology, which saw an increase from 22 to 38 students.

Despite this positive trend in enrollment, overall graduation numbers have historically lagged, with total graduates only reaching 39 in 2024/25 compared to the significantly higher enrollment figures. This disparity is largely attributed to the presence of a substantial number of "audit" students who enroll in classes for personal interest or as a hobby rather than pursuing a degree or certification.

To address this, the department is implementing new strategies to better differentiate between degree-seeking students and those taking classes for enrichment. This includes establishing dedicated "community education/makerspace" time for hobbyists and a new community education/non-credit management application. By separating these students from the official degree-seeking enrollment figures, the department anticipates a more accurate representation of program completion rates. Notably, the effectiveness of dedicated programming for degree-seeking students is already being observed, with Cosmetology and Barbering programs showing a remarkable 60% increase in graduation rates in 2025. This positive outcome suggests that by aligning resources and tracking mechanisms with the specific goals of degree-seeking students, overall graduation numbers are expected to improve significantly.

B. Significant Initiatives

Highlight recent or ongoing initiatives aimed at improving academic quality, equity, or student support.

The department has implemented the following major initiatives in the past 2–3 years to improve academic quality, equity, or student support across programs:

- **Initiative 1:** Upgrade of Welding equipment
 - Purpose: to provide cutting-edge technology
 - Outcomes observed or expected: students will have the technologically advanced job skills needed in the current labor market
- **Initiative 2:** Grant funding of the Welding program by an industry partner
 - Purpose: purchase upgraded equipment and offer instructor stipends to ensure faculty retention

- Outcomes observed or expected: Equipment is upgraded and added, and the instructor has stayed. We have hired two adjunct faculty.
- Initiative effectiveness is tracked using faculty and student feedback, and an increase in the variety and number of AWS certifications

C. Learning Objectives and Assessment

Summarize the program's student learning objectives and how outcomes are assessed and used across all programs.

Appendix A includes Curriculum Mapping for all PLOs. Appendix B and Appendix C includes the most recent Program-Level Outcome Assessment (PLOA) reports for each program.

Welding Program

- **Objective 1:** Provide entry-level job skills in many phases of the welding industry.
- **Alignment:** Institutional learning outcomes, industry/transfer expectations.
- **Assessment Methods:** (Specific methods, e.g., embedded assignments, portfolios, licensure exams).
- **Assessment Use:** Informs curriculum changes, student support services, and program planning.
- **Recent Improvements:** Addition of new equipment and new metals , providing opportunities for a wider range of AWS certifications.

Automotive Technology Program

- **Objective 1:** Students will know how to properly mount and dismount tires.
- **Objective 2:** Students will know how to measure discs and drums (brakes).
- **Alignment:** Institutional learning outcomes, industry/transfer expectations.
- **Assessment Methods:** Observation of hands-on skills.
- **Assessment Use:** Informs curriculum changes (e.g., equipment upgrades as technology advances), student support services (opportunities for micro-credentials/certifications), and program planning (professional development for instructors).
- **Recent Improvements:** Upgraded equipment to enable students to obtain Snap-On certifications.

Automotive Collision Program

- **Objective 1:** Upon completion, graduates will demonstrate auto body repair skills at a job market entry level.

- **Objective 2:** Graduates will demonstrate the ability to use various tools and manipulate metal to repair vehicles.
- **Alignment:** Institutional learning outcomes, industry/transfer expectations.
- **Assessment Methods:** Observation of hands-on skills.
- **Assessment Use:** Informs curriculum changes (e.g., equipment upgrades as technology advances), student support services (opportunities for micro-credentials/certifications), and program planning (professional development for instructors).
- **Recent Improvements:** Upgraded equipment to enable students to have hands-on experience with cutting-edge technologies.

Cosmetology Program

- **Objective 1:** Graduates will demonstrate competency in sterilization procedures.
- **Objective 2:** Graduates will demonstrate competencies of various cosmetology services, including shampoo, rinses, scalp treatments, chemical straightening, perms and relaxers, hairstyling, hair coloring, bleaching, highlighting, hair cutting, facials, manicuring, pedicuring, salon management, and retail sales
- **Alignment:** State Board Requirements, institutional learning outcomes, industry/transfer expectations
- **Assessment Methods:** Observation of hands-on skills, practice exams, and practice boards.
- **Assessment Use:** Informs curriculum changes (e.g., equipment upgrades as technology advances), student support services (opportunities for micro-credentials/certifications), and program planning (professional development for instructors).
- **Recent Improvements:** Instructors are providing more opportunities for students to accurately estimate times for services by having them document the duration of services during their clinic practice..

Please note: All programs in CTE, with the exception of Welding, which has been recently updated, are currently looking closely at their Program Level Outcomes, updating, rewording, and going to the curriculum committee for approval. This process will be complete by January 2026. We are aware that our outcomes are outdated. The Director into the role as Interim Vice President of Instruction and Student Services from July 2024 - June 30, 2025. Upon her return to the position on July 1, 2025, and subsequent Faculty return to campus on August 11, 2025, we have been working towards these updates.

D. Faculty Training and Professional Development

Summarize how the department supports ongoing professional development and training for faculty to ensure instructional quality, equity, and student success.

The department supports ongoing professional development to ensure instructional quality, equity, and student success.

- **Recent department-wide professional development:** All faculty participated in training covering FERPA.
- **Areas for additional training:** Faculty will begin incorporating Blackboard (LMS) for assignments, grading, and attendance starting in SY 2025/2026. Faculty will also participate in at least one field-appropriate professional development activity/class/event per semester.
- **Opportunities taken/requested:**

Welding: The lead welding instructor has attended monthly AWS trainings and is working towards becoming a certified AWS inspector.

Cosmetology/Barbering: Instructors host companies and train to use the newest products and equipment frequently each semester.

Automotive Technology: The lead instructor has obtained Snap-On faculty certifications and is in the process of obtaining more.

Automotive Collision: The lead instructor has trained to use new equipment and has completed iCar instructor certifications.

Culinary: The culinary instructor is currently working on obtaining ServSafe instructor certification.

- **Future plans:** Welding, Auto Collision, and Auto Technology instructors will receive OSHA 10 certification by SY 2027/2028. All faculty will be CPR/First Aid certified by the second semester of 2025/2026.

III. Academic Production and Workforce Training

Purpose: This section evaluates the department's contributions to degree and certificate completion, workforce preparation, and creative or scholarly activities. "Production" is broadly defined to include degrees and certificates, workforce preparation, applied skills, research, and interdisciplinary or creative work. Departments are asked to reflect on their focus areas, alignment with external trends, impact, and contribution to the workforce or academic ecosystems.

A. Major Academic Production and Workforce Training Areas

Describe the core outputs and training functions of the programs in the Department. These can be addressed after listing each of the programs.

The department offers certificates in Culinary, Welding, Automotive Technology, Automotive Collision, Cosmetology, and Barbering.

Emphasized specialized skills, certifications, and hands-on learning outcomes include:

- **Culinary:** ServSafe certification, kitchen skills.
- **Welding:** AWS certifications, various types and levels of welding and blacksmithing skills (MIG, TIG, SMAW, laser welding).
- **Automotive Technology:** Snap-On certifications, tire mounting and repair, various engine repair techniques, and brake repair.
- **Automotive Collision:** iCar certifications, estimations, dent repair, paint restoration, color matching, metal and plastic repair.
- **Cosmetology:** Preparation for state cosmetology board exam, product certifications, sanitation procedures, practicum in on-site and off-site clinics.
- **Barbering:** Preparation for state barber licensure, sanitation procedures, practicum in on-site and off-site clinics.

Capstone, practicum, or apprenticeship models utilized:

- Culinary students have the opportunity to complete a pre-apprenticeship at local food service establishments.
- Cosmetology and Barbering students participate in practicums at local shops.

B. Emerging Themes and Alignments

Explain how the department is aligned with developments and changes in the discipline or industry across each program.

The department constantly evaluates and implements new technologies in each field as budget allows, aligning with new or emerging topics, tools, and standards.

Opportunities to expand academic and workforce relevance include offering new credentials and certifications and leveraging labor market assessment results.

- Culinary Arts is just restarting this year, and the curriculum will be updated and changed to reflect industry trends.
- Welding has implemented new AWS tests, including laser, aerospace, and aluminum. This provides enhanced opportunities for students to obtain employment.
- Automotive Technology has new Snap-On equipment, and the instructor has and is scheduled for training to obtain additional Snap-On instructor certifications, allowing us to offer stackable Snap-On automotive credentials.
- Automotive Collision has several new pieces of equipment that align with cutting-edge technological advancements in the field, allowing the instructor to incorporate those hands-on learning experiences for students.
- Cosmetology and Barbering frequently hold seminars with companies that provide the newest equipment and products in that field, which allows students to try the products on their mannequins.

C. Measurement and Comparison

Provide evidence of how the department evaluates its productivity. For disaggregated data on graduation, credential attainment, and post-completion outcomes, see Section III.F.

- The department tracks productivity using the following measures (check all that apply):
 - ☒ x Graduation counts
 - ☒ x Credential attainment
 - ☒ x Licensure pass rates
 - ☒ x Creative or research output
 - ☒ x Industry-validated skills or certifications
 - ☐ Other: _____

Programs assess impact through alumni career outcomes, community or employer partnerships, regional contributions or visibility, and other relevant indicators.

- The department significantly contributes to workforce needs and community engagement. The Culinary program prepares weekly lunches for staff and students. The department participates in various community events, and the Director is part of a Community Wealth Building advisory committee and is completing a labor market assessment. The Welding department has a strong partnership with Los Alamos National Labs (LANL) and the New Mexico Department of Transportation (NMDOT), serving as a

workforce source for both. LANL and NMDOT frequently seek to employ Luna graduates.

- The department's reach and visibility are improving compared to peer departments.

D. Impact and Contribution

Reflect on the reach or influence of the department's output and how this is being assessed.

- Programs assess impact through the following indicators (check all that apply):
 - ☐ Alumni career outcomes
 - ☒ Community or employer partnerships
 - ☐ Research dissemination or creative recognition
 - ☒ Regional contributions or visibility
 - ☐ Other: _____
- Examples of how the department contributes to workforce needs, community engagement, or academic progress:

The department is frequently engaged in college events, including weekly lunches prepared for staff and students by the culinary instructor. We also participate in a wide variety of community events, including parades, workforce conferences, and meetings, and the Director is part of a Community Wealth Building advisory committee. The Director is also completing a labor market assessment. The Welding department and Director work with a large local employer, Los Alamos National Labs, and have obtained and managed a grant from them. Welding is a source of workforce for them and for the New Mexico Department of Transportation.
- Recognition or validations of program quality include: Los Alamos National Labs and the NMDOT frequently seek out Luna graduates to employ.
- Compared to peer departments, the department's reach or visibility is improving

E. Interdisciplinary Nature

Describe how the department collaborates across fields or sectors to enhance learning or impact.

The department fosters interdisciplinary collaboration to enhance learning and impact.

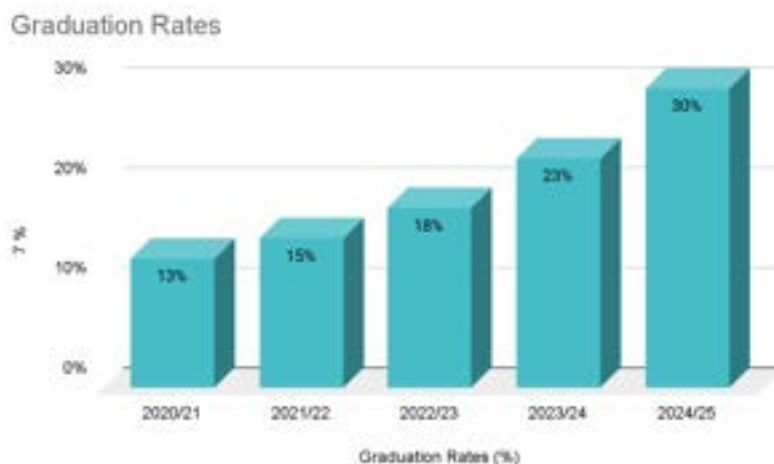
- **Courses/Projects:** The Welding program operates as an Integrated Education and Training (IET) program, incorporating Math, Literacy, Adult Education, and Workforce readiness skills with a dedicated IET instructor. This allows students pursuing their High School Equivalency (HSE) or needing skill assistance to concurrently earn their welding certificate.

- **Internal Partnerships:** The Culinary instructor collaborates with "Luna Strong" to provide healthy lunches for students and staff. Culinary and Welding are jointly building raised garden beds for a "farm-to-table" food source.
- **External Collaborations:** Welding has strong partnerships with LANL and NMDOT. Auto Collision maintains relationships with several local shops that hire their students. Culinary is working with New Mexico Highlands University on collaborative student kitchens in dorms, benefiting LCC students residing there.
- Interdisciplinary engagement enhances student skills and the overall program value, with Culinary also contributing to student food resources.

F. Completion and Student Outcomes

Summarize key student outcomes related to graduation, employment, and transfer, and describe how the department supports professional readiness.

- The department tracks the following outcomes (include tables and graphs where relevant):
 - Graduation rates (5-year average): 24%
 - Credential or degree attainment (annual average):



- Improvements needed in outcome tracking or professional preparation include: Tracking job placement.

We're improving how we track where our graduates go after completing their programs. The department has started collecting job placement data for students in non-credit programs and will soon expand this to include graduates from for-credit programs. We plan to use an exit survey to gather contact information from students, allowing us to stay in touch and collect valuable data on their job placement outcomes. This will give us a clearer picture of our graduates' success in the workforce.

IV. Compliance and Human, Physical, and Financial Resources

Purpose: This section evaluates the capacity of the department in terms of personnel, facilities, funding, and external engagement. It considers diversity, staffing trends, fiscal sustainability, and the infrastructure needed to support quality learning experiences across programs. It also highlights the department's role in service and strategic planning.

A. Diversity of Faculty, Staff, and Students

Summarize the department's efforts to support a diverse, equitable, and inclusive environment.

The department promotes diversity, equity, and inclusion through inclusive hiring and mentorship. Two former students have been hired as welding instructors. Partnerships or events supporting inclusive excellence within the department or institution are encouraged. Challenges and areas for improvement in fostering an inclusive culture are acknowledged.

B. Five-Year Staffing

Reflect on faculty and staff changes over time and their effect on operations.

- Number of full-time and part-time faculty/staff over the past 5 years:

Year	Cosmetology	Automotive Technology	Welding	Automotive Collision	Culinary	Total Faculty
2020	3	2	1	1	0	7
2021	3	2	1	1	0	7
2022	3	2	1	1	0	7
2023	3	2	2 (1 hired)	1 (turnover)	0	8
2024	3	2	3 (1 hired)	1	0	9
2025	3	2	3	1	1 (new dept/instructor)	10

Trends: Three new instructors have been hired, including a replacement for the automotive collision instructor who retired in 2023.

Effects: Increased and updated course offerings and the revitalization of the culinary program, which had ended in 2021.

Anticipated needs: Increased staffing needs in welding.

Credentials:

Automotive Technology: Associate in Vocational Technical Studies, Master ASE certification for 19 years, Certificate in Automotive Technology with Compressed Natural Gas.

Culinary Arts: University of New Mexico Bachelor's
CookStreet School of Culinary Arts Honors
Culinary Institute for Foreigners Asti, Italy
Apprenticed with French Master Chef Aux en Provence, France
20 years in all Culinary applications (Own/Owned four businesses)

Cosmetology: All licensed instructors by the NM State Board of Cosmetology. Tested and licensed practicing cosmetologist 26 years or more

Barbering: Licensed by the NM State Board of Cosmetology

Welding: American Welding Society-certified instructor, multiple regional and national awards for welding education from AWS. On the NM AWS board. Adjunct instructors are AWS certified with at least 3 to 5 years of experience working in the field.

Automotive Collision: 25 + years of experience owning and operating a body shop, coaching and instructing employees, and 3 plus years as an instructor at Luna.

C. Ensuring Financial Viability

Evaluate how the department sustains its financial operations across its programs.

The department manages budgets for each program by working with lead instructors to create needs and wish lists each semester, prioritizing maintenance and safety. We utilize grants and actively seek new grant opportunities for cost-efficiency. Potential financial risks include building maintenance issues affecting equipment, which are mitigated by requesting funds. Strategies for expanding resources include grant applications, industry partnerships, and working with governmental representatives.

D. Investments and Reallocation of Resources

Summarize plans to strengthen the department through targeted investments or reallocations.

Recent and planned investments include the purchase of a plasma cutter and software for welding, a powder coat oven for Collision, upgraded chairs in cosmetology, and upgraded kitchen and classroom equipment. These investments

align with the institutional priority of producing academically, technically, and professionally sound citizens ready for the 21st-century job market. Support needed includes increased funding, continued use of current grant monies, and research into additional grants.

E. Facilities, Growth, and Adaptation

Assess the adequacy and functionality of the department's physical space and infrastructure.

- **Current spaces:** The Welding lab could be expanded, has ongoing leak issues, and needs an updated electrical system. Auto collision lab requires two new compressors, new hoses, and redone air hose infrastructure.
- **Recent upgrades:** Powder-coated oven, plasma cutter, upgraded welding equipment.
- **Facility limitations:** Roof leaks in the welding building are currently being addressed.
- **Proposals/requests:** Currently, the Welding building is undergoing upgrades to technology, including several new wifi routers.

F. Program Viability

Explain how the department monitors program sustainability and makes strategic decisions.

The department evaluates program health through **labor market assessments (in progress), enrollment numbers, and employer demand**. Criteria for program continuation, redesign, or sunseting include state common course numbering system changes, enrollment figures, and community/employer needs. Recent actions include changes to the Welding program due to CCNS and the rejuvenation of the culinary program.

We are steadily increasing graduation rates and anticipating further growth in retention and completion rates due to the implementation of our new technology application for non-credit and community education students.

G. Engagement Activities

Describe how faculty and staff extend the department's presence through service and scholarship.

- **Participation in professional or community organizations, boards, or** Participation in professional/community organizations: Welding instructor is on the American Welding Society Board. The Director is on the Community Wealth Building advisory committee and is an ACTE member. The Welding instructor and Director are engaged with a grant called the Workforce Innovation Network (WIN) Community Action team, and host meetings at the CTE offices once a month.

- **Presentations/events hosted:** All programs have showcased their departments to visiting organizations and students (e.g., Girls Can, summer STEAHM program).
- **Alignment:** Engagement aligns with institutional and regional priorities by preparing the workforce and contributing to the community.

H. Advisory Board(s)

Summarize the structure and contributions of any advisory board(s) supporting the department.

The department does not currently have an advisory board.

I. Compliance and Accuracy

This section verifies the accuracy of published materials and identifies any external approvals relevant to the department.

The department's website and catalog information were inaccurate, but the Director is actively in the process of requesting updates to ensure all public-facing materials accurately reflect current department and program details, career outcomes, course descriptions, and delivery modes.

External Accreditation or Approvals:

NCCER accreditation for building trades classes, including welding.

- **Accrediting/Approving Agency:** National Center for Construction Education and Research.
- **Next Review Date:** Ongoing as programs are added.
- **Status:** Accredited.

AWS certifications for welding

- **Accrediting/Approving Agency:** American Welding Society
- **Next Review Date:** n/a
- **Status:** Approved for certifications

New Mexico State Board of Cosmetology

- **Accrediting/Approving Agency:** New Mexico State Board of Cosmetology
- **Next Review Date:** yearly renewal of licensure each March
- **Status:** Licensed

V. Report Summary

CTE Department Review Summary

The Luna Community College CTE Department has demonstrated a strong commitment to preparing students for the 21st-century workforce, experiencing significant enrollment growth over the past six academic years, increasing from 89 students in 2019/20 to 130 in 2024/25. Welding and Cosmetology programs led this expansion.

Historically, the department has observed a disparity between high enrollment and lower graduation rates. This was largely due to "audit" students taking classes for hobbies or personal interest. To address this, the department is implementing a new community education/non-credit management application and establishing makerspace time for these individuals. This strategic shift is already yielding positive results, with Cosmetology and Barbering programs seeing a remarkable 60% increase in graduation rates in 2025, indicating that clearer distinctions and targeted support will improve overall completion numbers.

Key accomplishments include significant investments in cutting-edge equipment, such as laser welders and powder coat ovens, enhancing hands-on learning and industry certification opportunities (e.g., AWS, Snap-On). These advancements are often supported by successful grant funding and strong industry partnerships, particularly with Los Alamos National Labs and the New Mexico Department of Transportation, which frequently employ Luna graduates. The department also fosters interdisciplinary collaboration, notably through the Integrated Education and Training (IET) program in Welding, which combines technical training with literacy and math skills.

Despite these successes, the department faces ongoing challenges related to enrollment consistency, facility limitations (e.g., former roof leaks in the welding building), and budgetary needs. To overcome these, efforts are focused on developing a more robust recruitment plan, securing additional grants, and continuing faculty professional development. Future plans include incorporating OSHA 10 certification for instructors and ensuring all faculty are CPR/First Aid certified by 2026/2027. The department is also working to update its website and catalog to accurately reflect current program offerings and outcomes. All programs are closely examining their program and course outcomes to adequately reflect the cutting-edge educational experience students experience in the classroom.

Overall, the CTE department is strategically adapting to industry needs, enhancing the student experience through modern equipment and focused support, and is well-positioned for continued growth in graduation and job placement rate.

Appendix A: Curriculum Maps

Cosmetology Certificate Curriculum Map										
<p>This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:</p> <p>Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.</p> <p>Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.</p> <p>Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.</p>										
Courses are listed in rows and PLOs are in columns	Master Fundamental Cosmetology Skills: Perform basic manipulative skills in areas like hairstyling, hair shaping, hair coloring, and texture services.	Understand Hair Design Principles: Know why hair cutting is the foundation for hair design, understand elements of design and art principles in hair design.	Perform Scalp and Hair Analysis: Develop the ability to assess scalp and hair conditions.	Master Hair Coloring: Understand color theory principles and procedures, including consultation, color classifications, hydrogen peroxide's role, single and double process applications, and corrective techniques	Develop Client Consultation and Communication Skills: Effectively communicate with clients and co-worker	Prepare for State Board Exams: Acquire the knowledge and skills necessary to pass the New Mexico state board test for licensure..	Understand Business Principles: Explore salon business practices, including ethics, etiquette, communication, New Mexico laws, building a client base, and business options	Develop a Professional Image: Project a positive attitude, demonstrate integrity, self-confidence, visual poise, and appropriate grooming	Provide Quality Customer Service: Respect the needs to deliver worthy service for value received.	Demonstrate Critical Thinking and Problem-Solving: Analyze situations, determine correct courses of action, and solve problems related to cosmetology practices
CSMT109 Cosmetology Theory I	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CSMT118 Shampoo, Rinses and Scalp Treatments	Not Addressed	Not Addressed	Mastered	Not Addressed	Developed	Developed	Not Addressed	Not Addressed	Not Addressed	Developed
CSMT123 Sterilization, Sanitation and Bacteriology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT126 Hair Cutting	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Not Addressed	Developed	Not Addressed
CSMT139 Cosmetology Theory II	Mastered	Mastered	Mastered	Mastered	Mastered	Developed	Mastered	Mastered	Mastered	Mastered
CSMT143 Facials	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT148 Manicuring and Pedicuring	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT152 Chemical Rearranging	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
CSMT209 Cosmetology Theory III.	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT217 Hair Coloring and Bleaching	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
CSMT229 Cosmetology Externship	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
CSMT239 Cosmetology Theory IV	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
CSMT243 Salon Business and Retail Sales	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
CSMT254 Personal and Community Health	Not Addressed	Not Addressed	Developed	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT260 Cosmetology Clinic Practice	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
CSMT222 Hairstyling	Mastered	Mastered	Not Addressed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed

Vocational Technical Education AAS Curriculum Map				General Education Essential Skills				
<p>This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:</p> <p>Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.</p> <p>Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.</p> <p>Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.</p>				<p>Each degree program at Luna contains an integrated core of general education requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society.</p>				
Courses are listed in rows and PLOs are in columns	Apply the job skills they gained in their chosen technical field, such as welding, automotive technology, or culinary arts.	Enhance their job and career opportunities in their chosen vocational field.	Demonstrate foundational academic knowledge in communications and general education	Communication	Critical Thinking	Information and Digital	Quantitative Reasoning	Personal and Social Responsibility
All courses in their chosen technical fields (Cosmetology, Barbering, Culinary Arts, Welding, Automotive Technology, Automotive Collision Technology)	Mastered	Mastered	Introduced					
ENGL1110 Freshman Composition -or-COMM1130 I Public Speaking -or COMM2120 Interpersonal Communication,	Not Addressed	Developed	Mastered					
MATH102 Math Preparation and Pre-Algebra - or-MATH1215 Intermediate Algebra-OR- 1 course from courses listed as Fine Arts Core courses in Liberal Arts Degree,	Not Addressed	Developed	Mastered					
Any science course listed under the AAS general education core program (3 credits)	Not Addressed	Developed	Mastered					
Social and Behavioral Sciences (3 credit hours)	Not Addressed	Developed	Mastered					
BCIS1110 Introduction to Information Systems	Not Addressed	Developed	Mastered					
Gen Ed Courses				Five essential skills are associated with each of six content areas, as shown in the table below				
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication				X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra				X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology: Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1226 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II					X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology				X	X			
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra				X	X			X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting					X	X		X

Automotive Technology Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Students will know how to properly mount and dismount tires.	Students will know how to measure disc and drums (brakes).	Students will demonstrate the ability to describe, locate, and repair all components of a manual transmission.	Students will demonstrate the ability to describe, locate, and repair all components of an automatic transmission.	Students will demonstrate the ability to describe, locate, and repair a gas automobile engine	Students will demonstrate the ability to describe, locate, and repair the components of an automobile electrical system.	Students will demonstrate the ability to describe, locate, and repair the components of the automobile steering and suspension system
AUTO100 Automotive Fundamentals	Mastered	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
AUTO110 Automotive Electrical	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Mastered	Mastered
AUTO135 Brakes	Developed	Mastered	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
AUTO154 Steering and Suspension	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Mastered
AUTO120 Engine Repair	Not Addressed	Not Addressed	Introduced	Introduced	Developed	Introduced	Not Addressed
AUTO125 Engine Performance	Not Addressed	Not Addressed	Introduced	Introduced	Mastered	Introduced	Introduced
AUTO108 Manual Transmissions and Drivetrain	Not Addressed	Not Addressed	Mastered	Not Addressed	Not Addressed	Not Addressed	Not Addressed
AUTO128 Automatic Transmissions and Drivetrain	Not Addressed	Not Addressed	Not Addressed	Mastered	Not Addressed	Not Addressed	Not Addressed

Welding Technology Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Students will be able to perform welds using various processes (SMAW, GMAW, GTAW, FCAW, etc.) on different joint types and in all positions (1F-6G)	Students will be able to interpret blueprints, including understanding AWS welding symbols and other relevant specifications	Students will be able to assess the quality of welds based on visual inspection and other relevant criteria.	Students will gain foundational knowledge and skills in metal fabrication techniques, such as cutting, fitting, and assembly.	Students will demonstrate a strong understanding of welding safety procedures, protocols, and safe operation of welding equipment.	Students will be proficient in oxy-fuel cutting (OFC) and plasma arc cutting (PAC).
WELD1110 Introduction to Welding Fundamentals	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
WELD1110L Introduction to Welding Fundamentals Lab	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
WLDG1120 Print Reading for Welders	Developed	Mastered	Developed	Developed	Developed	Not Addressed
WLDG1120L Print Reading for Welders Lab	Developed	Mastered	Developed	Developed	Not Addressed	Developed
WLDG1140 GMAW I (Gas Metal Arc Welding)	Mastered	Developed	Mastered	Not Addressed	Developed	Not Addressed
WLDG1140L GMAW I (Gas Metal Arc Welding) Lab	Mastered	Developed	Developed	Not Addressed	Developed	Not Addressed
WLDG1130 SMAW I (Shielded Metal Arc Welding)	Mastered	Developed	Developed	Not Addressed	Developed	Not Addressed
WLDG1130L SMAW I (Shielded Metal Arc Welding Lab	Mastered	Developed	Developed	Not Addressed	Developed	Not Addressed
WELD1150 Metal Fabrication	Developed	Developed	Developed	Developed	Developed	Developed
WELD1150 L Metal Fabrication I Lab	Developed	Developed	Developed	Developed	Developed	Developed
WELD1140 GTAW I (Gas Tungsten Arc Welding)	Mastered	Developed	Developed	Not Addressed	Developed	Not Addressed
WELD1140L GTAWI (Gas Tungsten Arc Welding) Lab.	Mastered	Developed	Developed	Not Addressed	Developed	Not Addressed
WELD1171 Layout and Fabrication	Developed	Mastered	Developed	Mastered	Developed	Mastered
WELD1171L Layout and Fabrication Lab	Developed	Mastered	Developed	Mastered	Developed	Mastered
WELD1101 Weld Art	Developed	Developed	Developed	Developed	Developed	Developed
WELD1191 Weld Art Lab	Developed	Developed	Developed	Developed	Developed	Developed
WELD2150 Welding Fabrication II	Developed	Mastered	Mastered	Mastered	Mastered	Mastered
WELD2150L Welding Fabrication II Lab	Developed	Mastered	Mastered	Mastered	Mastered	Mastered
WELD2290L Welder Qualifications	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Electrical Wiring Technology Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Identifying the role of OSHA in job-site safety	Recognizing and demonstrating the proper use of basic hand and power tools and applying basic geometry to measurements	Identifying and understanding construction drawing terms, components, and symbols.	Describing and demonstrating the proper use of slings and rigging hardware, and communicating effectively.	Developing critical communication, thinking, and problem-solving skills.	Demonstrates understanding of entry-level job skills as an electrical apprentice in residential and commercial wiring fields
EWRG100 Fundamentals of AC/DC Electricity	Mastered	Introduced	Introduced	Mastered	Introduced	Introduced
EWRG102 Residential Electricity	Developed	Mastered	Developed	Developed	Developed	Developed
EWRG105 Photovoltaics Design	Developed	Developed	Developed	Developed	Developed	Developed
EWRG117 Wiring Special Circuits	Developed	Developed	Developed	Developed	Developed	Developed
EWRG200 Commercial Electricity	Developed	Developed	Developed	Developed	Developed	Mastered
EWRG201 AC/DC Motor Control	Developed	Developed	Developed	Developed	Developed	Mastered
CNST1110 General Carpentry or Building Trades I	Developed	Developed	Developed	Developed	Mastered	Mastered
CNST 1120 Construction Drawings	Developed	Developed	Mastered	Developed	Developed	Mastered
Elective: EWRG107 Photovoltaics Maintenance and Operations	Developed	Developed	Developed	Developed	Developed	Mastered
Elective: ELEC102 Electronic Circuits/AC	Developed	Developed	Developed	Developed	Developed	Developed
Elective: ELEC179 Soldering Fabrication and Repair	Developed	Developed	Developed	Developed	Developed	Developed
Elective: CSNT1170 Construction Methods I	Developed	Mastered	Developed	Developed	Developed	Developed

Building Technology Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Utilize drawings for material takeoffs and site layouts	Perform construction tasks with hand and power tools	Apply relevant safety procedures.	Demonstrate understanding of construction mathematics.	Employ appropriate methods for checking work
CSNT1170 Construction Methods I	Introduced	Introduced	Introduced	Introduced	Introduced
CSNT1255 Exterior Finishing	Introduced	Introduced	Introduced	Introduced	Introduced
CNST1110. General Carpentry or Building Trades I	Developed	Developed	Mastered	Developed	Developed
CNST 1120. Construction Drawings	Mastered	Developed	Developed	Mastered	Developed
Elective: CSNT1160 Plumbing Theory I	Developed	Developed	Developed	Developed	Developed
Elective: CSNT1260 Heavy Equipment Operations	Developed	Developed	Mastered	Introduced	Developed
Elective: CSNT 2160 Heavy Equipment Operations II	Mastered	Mastered	Mastered	Introduced	Mastered
Elective: CSNT1270 Construction Methods II	Developed	Developed	Developed	Developed	Developed
Elective: CSNT1140 Concrete Finishing	Mastered	Mastered	Mastered	Mastered	Mastered
Elective: CSNT 2996 Construction Topics - Concrete Finishing II	Mastered	Mastered	Mastered	Mastered	Mastered

Barbering Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Demonstrate all practices in the related field on mannequins, peers, and clinic clients according to New Mexico State Board Requirements.	Discuss infection control and safety precautions associated with shaving.	Demonstrate proper procedure to a blood spill exposure incident.	Master Hair Coloring: Understand color theory principles and procedures, including consultation, color classifications, hydrogen peroxide's role, single and double process applications, and corrective techniques	Develop Client Consultation and Communication Skills: Effectively communicate with clients and co-workers	Prepare for State Board Exams: Acquire the knowledge and skills necessary to pass the New Mexico state board test for licensure..	Understand Business Principles: Explore salon business practices, including ethics, etiquette, communication, New Mexico laws, building a client base, and business options	Develop a Professional Image: Project a positive attitude, demonstrate integrity, self-confidence, visual poise, and appropriate grooming	Provide Quality Customer Service: Respect the needs to deliver worthy service for value received.	Demonstrate Critical Thinking and Problem-Solving: Analyze situations, determine correct courses of action, and solve problems related to cosmetology practices
CSMT109 Cosmetology Theory I	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CSMT118 Shampoo, Rinses and Scalp Treatments	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Developed	Not Addressed	Not Addressed	Not Addressed	Developed
CSMT123 Sterilization, Sanitation and Bacteriology	Not Addressed	Mastered	Mastered	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT126 Hair Cutting	Developed	Not Addressed	Not Addressed	Developed	Developed	Developed	Developed	Not Addressed	Developed	Not Addressed
CSMT139 Cosmetology Theory II	Mastered	Mastered	Mastered	Mastered	Mastered	Developed	Mastered	Mastered	Mastered	Mastered
CSMT143 Facials	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT152 Chemical Rearranging	Developed	Not Addressed	Not Addressed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
CSMT209 Cosmetology Theory III.	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CSMT217 Hair Coloring and Bleaching	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
CSMT229 Cosmetology Externship	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
BARB252 Shaving and Beard Trimming	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
BARB260 Barber Clinic Practice	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered


Automotive Collision Repair Technology Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:

Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.

Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.

Courses are listed in rows and PLOs are in columns	Produce a skilled entry level collision repair technician	Basic auto body repair skills.	 Basic metalworking skills.	Basic plastic repair skills.	Basic panel replacement skills	Basic automotive restoration skills.	Basic automotive refinishing skills	Basic custom refinishing skills	Basic structural repair skills	Portfolio design skills	Collision repair shop management skills
CRT112 Introduction to Collision Repair	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CRT107 Introduction to Refinishing	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CRT155 Non-Structural Analysis and Repair	Developed	Developed	Developed	Developed	Not Addressed	Developed	Developed	Developed	Not Addressed	Developed	Developed
CRT145 Metal Finish/Body Filling	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CRT150 Structural Analysis and Repair	Mastered	Mastered	Developed	Mastered	Mastered	Mastered	Mastered	Developed	Mastered	Mastered	Mastered
CRT 125 Advanced Refinishing and Color Matching	Mastered	Mastered	Developed	Developed	Developed	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Appendix B: Program Learning Outcomes Assessments | 23-24

Program Assessment					
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Vocational Technical AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester		Fall	Spring	Summer
	Year	2024			
	Department	Career and Technical Education			
	Program name	Vocational Technical			
	Catalog year	2023/2024			
Section B					Totals #:
	Number of projected graduates for current academic year?				2
	Confirmed degrees for last academic year?				1
	Confirmed certificates for last academic year?				0
Section C	How many students are declared in your program?				3
	1. What is your program description/goal? (This is found in the catalog)				
Section D	The Associate of Applied Science Degree in Vocational/Technical Studies is designed for students whose primary interest is in a vocational and/or technical field and who have completed or are pursuing a workforce certificate. The structured degree program enhances job and advanced degree opportunities. Students must be aware that AAS degrees such as this one are designed to prepare students for entry-level jobs in their field of study. Such degrees are generally not intended to be transferable to four-year institutions unless specific program articulations exist or the four-year degree is a Bachelor of Applied Arts or Sciences degree. Transfer credits are always determined by the receiving institution and may be determined on a course-by-course basis.				
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
Section E	Exams, observation, participation				
	Is your program current and up to date?				Yes No
	Are your program learning outcomes (PLO) current?				yes
	Do the PLOs align with your program mission?				yes
Section F	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs (developed in house)?				yes
	Is your curriculum map profile up to date?				yes
Section G	Is our curriculum profile up to date?				yes
	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?				
Section G	We are initiating a strategic revitalization of this program to modernize its curriculum and ensure it meets the evolving needs of our students and community. This effort will involve a collaborative assessment to integrate the latest technologies and best practices into all aspects of the program. This will be complete before academic year 2026/2027.				

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Apply the job skills they gained in their chosen technical field, such as welding, automotive technology, or culinary arts.	1,2,3,4,5
2	Enhance their job and career opportunities in their chosen vocational field.	1,2,3,5
3	Demonstrate foundational academic knowledge in communications and general education	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Electrical Wiring Technology program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Electrical Wiring Technology Certificate					
	Catalog year	2023/2024					
Section B						Totals #:	
	Number of projected graduates for current academic year?					0	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					0	
Section C	How many students are declared in your program?					0	
	1. What is your program description/goal? (This is found in the catalog) <small>a licensed Journeyman Electrician. Certain courses are offered for individuals who may want to update their present skills. Safety is covered in accordance with procedure and practices of each major component. Students are eligible to take NCCER examinations for credentials. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.</small>						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observation and participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the date tell? Based on your data, what will you be chaning in the future?						
	This program is currently under development and not accepting students.						

Section H: List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
1	Identifying the role of OSHA in job-site safety	1,2,3,4,5
2	Recognizing and demonstrating the proper use of basic hand and power tools and applying basic geometry to measurements.	2,3,4,5
3	Identifying and understanding construction drawing terms, components, and symbols.	2,3,4,5
4	emonstrating the proper use of slings and rigging hardware, and communica	1,2,3,4,5
5	Developing critical communication, thinking, and problem-solving skills.	1,2,4,5
6	rates understanding of entry-level job skills as an electrical apprentice in re	2,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Building Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Building Technology					
	Catalog year	2023/2024					
Section B						Totals #:	
	Number of projected graduates for current academic year?					0	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					0	
Section C	How many students are declared in your program?					0	
	1. What is your program description/goal? (This is found in the catalog) This program prepares students with entry-level job skills in the building technology profession. Students are involved with all phases of construction to include: foundation, footings, blueprint reading, site layout, interior/exterior finish, roofing, floor, wall and roof framing and safety. Students will gain on-site observation and experience. With advisement, the Building Technology Certificate can assist students in obtaining National Center for Construction Education and Research (NCCER) certificates. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observation and participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	Program is under development and not currently accepting students.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Utilize drawings for material takeoffs and site layouts	2,3,4,5
2	Perform construction tasks with hand and power tools	2,3,4,5
3	Apply relevant safety procedures.	2,3,4,5
4	Demonstrate understanding of construction mathematics..	2,3,4,5
5	Employ appropriate methods for checking work	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Barbering Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Barbering					
	Catalog year	2023/2024					
Section B						Totals #:	
	Number of projected graduates for current academic year?					15	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					15	
Section C	How many students are declared in your program?					15	
	1. What is your program description/goal? (This is found in the catalog)						
The primary purpose of this program is to train the student in the basic manipulative skills, safety judgements, proper work habits, and desirable attitudes necessary to obtain licensure and for competency in entry-level positions in barbering or a related career field. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies. The institutional proficiency requirements for communication and mathematics are integrated into the required courses.							
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Exams - both text and observational. Observation of work on mannequins and customers. Participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	More discipline regarding completing tasks, showing up on time, and active participation is needed.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate comprehension of the barbering profession by successfully passing their State Board examination.	1,2,3,4,5
2	Graduates will demonstrate competency of sterilization procedures.	1,2,5
3	Graduates will demonstrate competency of various cosmetology services including shampoo, rinses, scalp treatments, chemical rearranging, perms and relaxers, hairstyling, hair coloring, bleaching, highlighting, hair cutting, facials, manicuring, pedicuring, salon management, and retail sales	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Automotive Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Automotive Technology Certificate					
	Catalog year	2023/2024					
					Totals #:		
Section B	Number of projected graduates for current academic year?					6	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					5	
	How many students are declared in your program?					6	
Section C	1. What is your program description/goal? (This is found in the catalog)						
	the required courses. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observational work, exams, participation						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	Offer a larger variety of vehicles to work on to increase skills.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate the skills needed for a job as an entry-level line technician.	1,2,3,4,5
2	Graduates will demonstrate comprehension of all parts of an automobile, including chassis systems, electrical systems, fuel systems, climate control systems, drive train systems, and engine repair and performance.	1,2,4
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Automotive Collision Repair Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Auto Collision					
	Catalog year	2023/2024					
					Totals #:		
Section B	Number of projected graduates for current academic year?					2	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					2	
	How many students are declared in your program?					2	
Section C	1. What is your program description/goal? (This is found in the catalog) <small>Education Foundation (NATEF) curriculum standards. Upon completion of this program a student will receive a certificate and may be eligible to take the Automotive Service Excellence (ASE) certification test. The institutional proficiency requirements for communication and mathematics are integrated into the required courses. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.</small>						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observational work on projects, icar certifications						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	New instructor began this year, and program changes were made in compliance with institutional policies.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Upon completion, graduates will demonstrate auto body repair skills at a job market entry level.	2,3,4,5
2	Graduates will demonstrate the ability to use various tools and manipulate metal to repair vehicles.	2,3,4,5
3	Graduates will demonstrate the ability to determine when and how to replace plastic parts and panels.	1,2,3,4,5
4	Graduates will be able to refinish and perform custom refinishing on vehicles.	1,2,3,4,5
5	Graduates will demonstrate critical thinking, quantitative reasoning, and communication skills when providing customers with estimates.	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment						
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Welding program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.						
Section A	Semester		Fall	Spring	Summer	
	Year	2024				
	Department	Career and Technical Education				
	Program name	Welding Technology Certificate				
	Catalog year	2023/2024				
						Totals #:
Section B	Number of projected graduates for current academic year?					7
	Confirmed degrees for last academic year?					0
	Confirmed certificates for last academic year?					7
	How many students are declared in your program?					12
Section C	1. What is your program description/goal? (This is found in the catalog) through American Welders Society (AWS) Certifications is made available. Students are encouraged to pursue multiple majors such as Commercial Driver's License (CDL) and Small Business Administration if they plan to be self-employed. Welding courses require safety equipment and supplies. Students must contact instructor to discuss appropriate personal protection equipment prior to beginning class. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.					
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals) Observational exams. AWS certification tests. Participation					
Section E	Is your program current and up to date?				Yes	No
	Are your program learning outcomes (PLO) current?				yes	
	Do the PLOs align with your program mission?				yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				yes	
Section F	Is your curriculum map profile up to date?				yes	
	Is our curriculum profile up to date?				yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?					
	Need to increase variety of AWS certifications available, and provide students with opportunities to weld with different metals.					

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate entry level job skills in many phases of the welding industry.	1,2,3,4,5
2	Graduates will demonstrate welding skills as related to procedures used in the construction and manufacturing industry.	2,3,4,5
3	Graduates will demonstrate and explain proper safety procedures while welding.	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

		4				Program Assessment	
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Cosmetology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2024					
	Department	Career and Technical Education					
	Program name	Cosmetology					
	Catalog year	2023/2024					
Section B						Totals #:	
	Number of projected graduates for current academic year?					16	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					12	
Section C	How many students are declared in your program?					16	
	1. What is your program description/goal? (This is found in the catalog) and relaxers, hairstyling, hair coloring, bleaching, highlighting, hair cutting, facials, manicuring, pedicuring, salon management, and retail sales. After successful completion of fifteen percent of the program, the student will be able to practice skills for the public in the college's salon lab. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies. Completion of this certificate						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Exams - both text and observational. Observation of work on mannequins and customers. Participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	Need to provide more opportunities for students to estimate costs and labor for services.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate comprehension of the cosmetology profession by successfully passing their State Board examination.	1,2,3,4,5
2	Graduates will demonstrate competency of sterilization procedures.	1,2,5
3	Graduates will demonstrate competence of various cosmetology services including shampoo, rinses, scalp treatments, chemical rearranging, perms and relaxers, hairstyling, hair coloring, bleaching, highlighting, hair cutting, facials, manicuring, pedicuring, salon management, and retail sales	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Appendix C: Program Learning Outcomes Assessments | 24-25

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Auto Collision Repair Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2025					
	Department	Career and Technical Education					
	Program name	Auto Collision					
	Catalog year	2024/2025					
						Totals #:	
Section B	Number of projected graduates for current academic year?					2	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					2	
	How many students are declared in your program?					3	
Section C	1. What is your program description/goal? (This is found in the catalog) The Automotive Collision Repair Technology certificate program is designed to produce a highly knowledgeable and skilled entry level collision repair technician. The program covers all aspects of auto body repairs, metalworking, plastic repairs, panel replacements, refinishing, custom refinishing, basic structural repairs, damage estimating, student portfolio design and collision repair shop management. The program follows the Automotive Service Excellence (ASE) and the National Automotive Technician Education Foundation (NATEF) curriculum standards. Upon completion of this program a student will receive a certificate and may be eligible to take the Automotive Service Excellence (ASE) certification test. The institutional proficiency requirements for communication and mathematics are integrated into the required courses. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observational work on projects, icar certifications						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	A key focus is on recruiting more students to build a robust talent pipeline. We are also planning to add a new powder coat class, which will equip students with a highly sought-after, modern finishing skill and make our graduates even more competitive in the job market.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Upon completion, graduates will demonstrate auto body repair skills at a job market entry level.	2,3,4,5
2	Graduates will demonstrate the ability to use various tools and manipulate metal to repair vehicles.	2,3,4,5
3	Graduates will demonstrate the ability to determine when and how to replace plastic parts and panels.	1,2,3,4,5
4	Graduates will be able to refinish and perform custom refinishing on vehicles.	1,2,3,4,5
5	Graduates will demonstrate critical thinking, quantitative reasoning, and communication skills when providing customers with estimates.	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment						
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Electrical Wiring Technology program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.						
Section A	Semester		Fall	Spring	Summer	
	Year	2025				
	Department	Career and Technical Education				
	Program name	Electrical Wiring Technology Certificate				
	Catalog year	2024/2025				
Section B						Totals #:
	Number of projected graduates for current academic year?					0
	Confirmed degrees for last academic year?					0
	Confirmed certificates for last academic year?					0
Section C	How many students are declared in your program?					0
	1. What is your program description/goal? (This is found in the catalog) <small>a licensed Journeyman Electrician. Certain courses are offered for individuals who may want to update their present skills. Safety is covered in accordance with procedure and practices of each major component. Students are eligible to take NCCER examinations for credentials. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.</small>					
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Observation and participation.					
Section E	Is your program current and up to date?					
	Are your program learning outcomes (PLO) current?					yes
	Do the PLOs align with your program mission?					yes
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes
Section F	Is your curriculum map profile up to date?					yes
	Is our curriculum profile up to date?					yes
Section G	Give a brief summarize your finding, include what does the date tell? Based on your data, what will you be chaning in the future?					
	This program is currently under development and not accepting students.					

Section H: List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.

	PLO	AS
1	Identifying the role of OSHA in job-site safety	1,2,3,4,5
2	Recognizing and demonstrating the proper use of basic hand and power tools and applying basic geometry to measurements.	2,3,4,5
3	Identifying and understanding construction drawing terms, components, and symbols.	2,3,4,5
4	emonstrating the proper use of slings and rigging hardware, and communica	1,2,3,4,5
5	Developing critical communication, thinking, and problem-solving skills.	1,2,4,5
6	rates understanding of entry-level job skills as an electrical apprentice in re	2,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Automotive Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2025					
	Department	Career and Technical Education					
	Program name	Auto Technology					
	Catalog year	2024/2025					
					Totals #:		
Section B	Number of projected graduates for current academic year?					6	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					4	
	How many students are declared in your program?					6	
Section C	1. What is your program description/goal? (This is found in the catalog) chassis systems, electrical systems, fuel systems, climate control systems, drivetrain systems, and engine repair and engine performance. This program also provides upgrades in skills for technicians already working in the automotive industry. Demonstration of appropriate automotive skills to the faculty advisor is required. The program follows the Automotive Service Excellence (ASE) and National Automotive Technician Education Foundation (NATEF) curriculum standards. Upon completion of this program a student will receive a certificate and may be eligible to take the Automotive Service Excellence (ASE) certification test. The institutional proficiency requirements for communication and mathematics are integrated into the required courses. Completion of this certi						
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
Section D	Observational work, exams, participation						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be chaning in the future?						
	Offer a larger variety of vehicles to work on to increase skills.						

Section H: List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate the skills needed for a job as an entry-level line technician.	1,2,3,4,5
2	Graduates will demonstrate comprehension of all parts of an automobile, including chassis systems, electrical systems, fuel systems, climate control systems, drive train systems, and engine repair and performance.	1,2,4
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Barbering Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2025					
	Department	Career and Technical Education					
	Program name	Barbering					
	Catalog year	2024/2025					
Section B						Totals #:	
	Number of projected graduates for current academic year?					10	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					15	
Section C	How many students are declared in your program?					10	
	1. What is your program description/goal? (This is found in the catalog) The primary purpose of this program is to train the student in the basic manipulative skills, safety judgements, proper work habits, and desirable attitudes necessary to obtain licensure and for competency in entry-level positions in barbering or a related career field. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies. The institutional proficiency requirements for communication and mathematics are integrated into the required courses.						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Exams - both text and observational. Observation of work on mannequins and customers. Participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	A new barbering school has opened in town and we need to recruit more students.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate comprehension of the barbering profession by successfully passing their State Board examination.	1,2,3,4,5
2	Graduates will demonstrate competency of sterilization procedures.	1,2,5
3	Graduates will demonstrate competence of various cosmetology services including shampoo, rinses, scalp treatments, chemical rearranging, perms and relaxers, hairstyling, hair coloring, bleaching, highlighting, hair cutting, facials, manicuring, pedicuring, salon management, and retail sales	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

		4				Program Assessment	
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Cosmetology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2025					
	Department	Career and Technical Education					
	Program name	Cosmetology Certificate					
	Catalog year	2024/2025					
					Totals #:		
Section B	Number of projected graduates for current academic year?					16	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					16	
	How many students are declared in your program?					16	
Section C	1. What is your program description/goal? (This is found in the catalog)						
	salon management, and retail sales. After successful completion of fifteen percent of the program, the student will be able to practice skills for the public in the college's salon lab. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Exams - both text and observational. Observation of work on mannequins and customers. Participation.						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	Instructors have determined that a lacking skill is for students to be able to ascertain how much time a certain service will take. This can affect costs and profits as related to how much clients are charged. Beginning next year, the instructors will have students time their services and then be able to estimate better for futures services. PLOAs for this department will be expanded and revised in Fall 2025.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates will demonstrate comprehension of the cosmetology	1,2,3,4,5
2	Graduates will demonstrate competency of sterilization procedures.	1,2,5
3	reatments, chemical rearranging, perms and relaxers, hairstyling, hair color	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment					
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Building Technology Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester		Fall	Spring	Summer
	Year	2025			
	Department	Career and Technical Education			
	Program name	Building Technology			
	Catalog year	2024/2025			
					Totals #:
Section B	Number of projected graduates for current academic year?				0
	Confirmed degrees for last academic year?				0
	Confirmed certificates for last academic year?				0
	How many students are declared in your program?				0
Section C	1. What is your program description/goal? (This is found in the catalog) This program prepares students with entry-level job skills in the building technology profession. Students are involved with all phases of construction to include: foundation, footings, blueprint reading, site layout, interior/exterior finish, roofing, floor, wall and roof framing and safety. Students will gain on-site observation and experience. With advisement, the Building Technology Certificate can assist students in obtaining National Center for Construction Education and Research (NCCER) certificates. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.				
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals) Observation and participation				
Section E	Is your program current and up to date?			Yes	No
	Are your program learning outcomes (PLO) current?			yes	
	Do the PLOs align with your program mission?			yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			yes	
Section F	Is your curriculum map profile up to date?			yes	
	Is our curriculum profile up to date?			yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future? This program is currently under development and not accepting students.				

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Utilize drawings for material takeoffs and site layouts	2,3,4,5
2	Perform construction tasks with hand and power tools	2,3,4,5
3	Apply relevant safety procedures.	2,3,4,5
4	Demonstrate understanding of construction mathematics..	2,3,4,5
5	Employ appropriate methods for checking work	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Program Assessment							
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Welding program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.							
Section A	Semester		Fall	Spring	Summer		
	Year	2025					
	Department	Career and Technical Education					
	Program name	Welding					
	Catalog year	2024/2025					
					Totals #:		
Section B	Number of projected graduates for current academic year?					9	
	Confirmed degrees for last academic year?					0	
	Confirmed certificates for last academic year?					8	
	How many students are declared in your program?					15	
Section C	1. What is your program description/goal? (This is found in the catalog)						
	<p>through American Welders Society (AWS) Certifications is made available. Students are encouraged to pursue multiple majors such as Commercial Driver's License (CDL) and Small Business Administration if they plan to be self-employed.</p> <p>Welding courses require safety equipment and supplies. Students must contact instructor to discuss appropriate personal protection equipment prior to beginning class. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.</p>						
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)						
	Observational exams. AWS certification tests. Participation						
Section E	Is your program current and up to date?					Yes	No
	Are your program learning outcomes (PLO) current?					yes	
	Do the PLOs align with your program mission?					yes	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes	
Section F	Is your curriculum map profile up to date?					yes	
	Is our curriculum profile up to date?					yes	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?						
	Common Course Numbering system and related course changes are being implemented in Fall 2025 in order to ensure transferability of all Welding courses to other institutions. Incorporating new metals and AWS certifications for next academic year.						

Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Students will demonstrate entry level job skills in many phases of the welding industry	1,2,3,4,5
2	Students will demonstrate welding skills as related to procedures used in the construction and manufacturing	2,3,4,5
3	Students will demonstrate and explain proper safety procedures while welding	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

2022							Program Assessment		
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Vocational Technical AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.									
Section A	Semester		Fall	Spring	Summer				
	Year	2025							
	Department	Career and Technical Education							
	Program name	Vocational Technical							
	Catalog year	2024/2025							
						Totals #:			
Section B	Number of projected graduates for current academic year?					1			
	Confirmed degrees for last academic year?					2			
	Confirmed certificates for last academic year?					0			
	How many students are declared in your program?					0			
Section C	1. What is your program description/goal? (This is found in the catalog) <small>technical field and who have completed or are pursuing a workforce certificate. The structured degree program enhances job and advanced degree opportunities. Students must be aware that AAS degrees such as this one are designed to prepare students for entry-level jobs in their field of study. Such degrees are generally not intended to be transferable to four-year institutions unless specific program articulations exist or the four-year degree is a Bachelor of Applied Arts or Sciences degree. Transfer credits are always determined by the receiving institution and may be determined on a course-by-course basis.</small>								
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals) Exams, observation, participation								
Section E	Is your program current and up to date?					Yes	No		
	Are your program learning outcomes (PLO) current?					yes			
	Do the PLOs align with your program mission?					yes			
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?					yes			
Section F	Is your curriculum map profile up to date?					yes			
	Is our curriculum profile up to date?					yes			
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?								
	Program needs to be completely updated and redone								

Section H: List all of your Program Learning Outcomes and to the best of your ability align with your academic skills.		
	PLO	AS
1	• Apply the job skills they gained in their chosen technical field, such as welding, automotive technology, or culinary arts.	1,2,3,4,5
2	Enhance their job and career opportunities in their chosen vocational field.	1,2,3,5
3	Demonstrate foundational academic knowledge in communications and general education	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5