

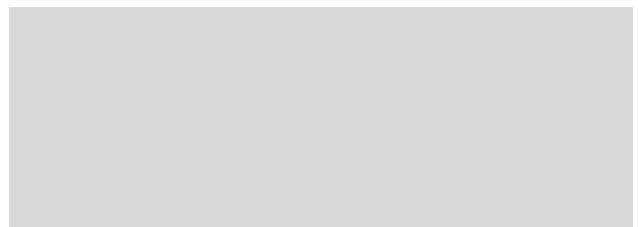


Academic Department Review

Self-Assessments

AY2019-2020

July 1, 2020



Academic Department Review Self-Assessment

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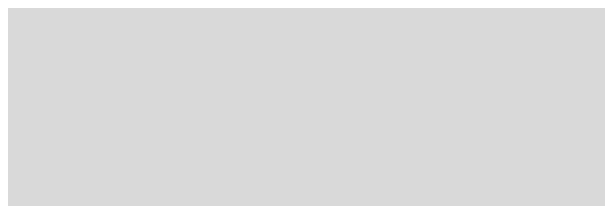
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Academic Department Review
Self-Assessment
Nursing

July 1, 2020



Purpose of Program Review at Luna Community College Strategy

The purpose of this section is to provide an overview of the goals and challenges in the department as well as to reflect on the trends in the discipline. These questions serve as guidance in this area.

- What is the mission (where we are) and vision (where we'd like to be) of the department? What are the department's aspirations?
- What are the goals for the department and what measures are used to assess the goals?
- What are the opportunities or emerging trends within the discipline of the department?
- Who are your benchmark peers and in which areas are you stronger and weaker? How has this changed over time and why?
- What are the key challenges that face the department? What are the department's current strengths and weaknesses in addressing these challenges? What is being or needs to be done to address these challenges?

Mission and Vision

The mission of the Luna Community College Nursing Department Program is to prepare students to practice as Registered Nurses. The educational program will take place within an environment that emphasizes life-long learning and inquiry for both instructors and the community of students. Our program will be responsive to the changing needs of our students within a changing health care system. It is our mission to prepare registered nurses to provide culturally competent, community-based care for our diverse populations in predominantly rural, health care settings in the state of New Mexico.

The Nursing Department mission, as stated above continues to be the goal of the Department. The vision for the future is to increase the number of graduates to supply the service area with well-trained nurses.

Goals and Assessment

The goals are aligned with the institutional strategic plan. The following goals are established and reviewed annually.

1. Deliver high quality education using the NMNEC curriculum and a concept-based approach to active learning. (SG8) This goal is measured by using both qualitative and

quantitative measures. Examples of the methods used are the NCLEX pass rates, completion rates, employer surveys and feedback at the bi annual advisory committee meeting. Internally faculty measure each courses Learning Outcomes at the end of each semester using the Assessment and Continuous Quality Improvement Form. After analyzing the results, Faculty make adjustments to the curriculum as needed.

2. Increase enrollment by strengthening pre-nursing preparation for admission. (SG1,9)
The number of students that qualify and are enrolled in the Program measures this goal. Since the implementation of the preparatory classes enrollment has improved from 17-20 students. Enrollment numbers are compared each year.

3. Strengthen retention and completion by utilizing the nursing success model. (SG2,4)
This goal is measured using completion rates, completion rates have fluctuated and are currently lower than last year.

4. Maintain an NCLEX pass rate above 80%. (SG3) This goal is measured by the Board reported pass rate. The pass rate has been above 80% for the last 5 years.

Emerging Opportunities

Emerging opportunities for the Department of Nursing are to progressively is to gradually increase the number of qualified applicants and therefore increase enrollment, while increasing completion rates and board pass rates simultaneously. To grow enrollment, the pool of pre-nursing applicants must be strengthened. Maintaining the quality and rigor of the admission process leads to better outcomes for the student and the program by assuring that the students entering the Nursing Program are prepared academically.

One way to achieve this is to continue offering preparatory classes and working with the other departments to ensure the rigor of the pre-requisites mirrors that of the Nursing Program. The goal is to obtain a more prepared applicant pool.

The program is also committed to direct students towards a Bachelor's of Science in Nursing (BSN) completion. Opportunities exist for students to receive credit for courses taken in the Associate degree program with NMHU and other Northern NM College. During advisement, students are given direction to take course that would be needed for a BSN completion.

Benchmark Peers

Benchmark peers for the Nursing Department are other community colleges of similar size and demographic that are utilizing the NMNEC statewide curriculum. LCC is performing better than the comparison schools and has 5 years of NCLEX pass rates above 80%. (see below) ,The pass rates have improved over the past 5 years related to many factors. The most notable are, state and institutional support for faculty salaries that has retained a stable group of faculty for the last 3 years, adoption of the NMNEC curriculum and the statewide support it provides, adoption of high admission standards, and the use of Student Success Coach and the Student Success Model. (see below) Graduation numbers fluctuate, as do the rates of the comparison schools.

At LCC enrollment is low, not due to lack of interest, but rather due to a lack of qualified applicants. The Nursing Department keeps high admission standards and therefore disqualifies approximately half of the interested students. Enrollment averages 20 students per year over the last 3 years. In time, The Nursing Department is striving to have a fully enrolled cohort of 24-28 qualified students by providing preparatory courses and support for applicants.

NMBON pass rate report 2015-2019

Program	2015	2016	2017	2018	2019
Northern NM /ADN	93.75% (15/16)	88.89% (8/9)	50.00% (6/12)	62.96% (17/27)	69.23% (18/26)
Santa Fe CC/ADN	79.66% (47/59)	72.5% (29/40)	81.82% (18/22)	71.43% (10/14)	100.00% (7/7)
Luna CC /ADN	80% (8/10)	81.25% (13-16)	80% (8/10)	95.24% (20/21)	85.00% (17/20)

Key Challenges

The key challenges for the Nursing Department are low enrollment, and low completion rates.

Solutions implemented to meet the challenges are as follows:

TEAS prep courses held in the spring semester to attempt to alleviate the difficulties that students were having meeting the benchmarks set on the TEAS. Students typically have difficulty with the reading, math, and science sections of the admission exam.

A Nursing Student Success Model is used to help nursing students progress through the program. Students who are performing below 80% on any course are given a Focus Review and are placed on the Student Success Plan.

The Student Success Coach and Peer Tutors are available to students in order to assist them to be successful as part of the Success Model.

The strength of the Nursing department lies in the commitment and teamwork of the staff and faculty. Faculty demonstrate their commitment by providing mentoring for the students weekly and participating in professional development opportunities several times during the year. There are continuous improvements made to curriculum delivery and assessment of students based on the data and best practices in nursing education.

Academic/Student Experience

A central role in each academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the department's programs.

- What are the enrollment trends in your programs and to what degree will the enrollment change over time?
- What significant initiatives are either underway or planned and what is their desired effect?
- How do the faculty in the program support student professional development?
- To what degree are students successfully placed upon graduation?
- When did you last conduct a rigorous review of your department? What specific changes ensued as a result of that review?
- What are the learning objectives of the programs housed in your department?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Enrollment Trends

Enrollment remains steady at the Luna Community College (LCC) Nursing Department. The program allowed a maximum of 24 students in fall 2019; twenty students were admitted to the program, this is the average of the two previous years. The program is approved to accept up to 28 students fall 2020 however only 21 students have qualified and applied. There is an average of 54 students taking the TEAS admission exam. Due to broad educational difficulties, students have difficulty meeting the TEAS score minimums. TEAS preparatory courses have been offered free of charge to students in fall 2019 and spring 2020 to assist students with TEAS test success. The goal of this initiative is to increase the number of students that are able to meet the TEAS test benchmarks. The goal is to admit 24-28 students into the Nursing Program.

Significant Initiatives

The Nursing program is part of the statewide New Mexico Nurse Education Consortium (NMNEC) curriculum. One of the goals of the consortium is to increase the number of bachelors prepared nurses. The Nursing program initially had an agreement with Western New Mexico University (WNMU) for bachelor's completion through the NMNEC Curriculum bachelors track. In October of 2019, WNMU chose not to renew the MOU in order to concentrate their efforts on building other programs. No LCC students chose to take the bachelors track through WNMU during the 2 year MOU. In April 2020, New Mexico Highlands University (NMHU) approved an articulation with NMNEC to accept three of the curriculum core courses. By accepting three courses, NMHU agreed to waive the degree residency requirement and accept only the remaining 23 credits for a bachelor's completion. Student advisement began in spring

2020 for students regarding the requirements to obtain their Bachelor's degree from NMHU or other RN- BSN programs thus fulfilling the NMNEC objective to train more bachelors prepared nurses.

Faculty Support of Student Professional Development

Faculty in the LCC Nursing Department emulate the need for continuous professional development. Faculty attend 1 national and 1 statewide conference per year to maintain their expertise gain, knowledge and deliver a quality, evidence based education to the students. See attached table of faculty development for the academic year.

Faculty	Conference attended	Contact hours awarded
Jackie Romero - Arguello	NSNA Convention	13.5 Contact Hours
	UNM SBIRT training	7
	NLN Education Summit	15.5
	NMNEC Statewide Meeting	8
	ATI Item Writing	5.5
	ATI Active learning strategies	5.5
	CNE prep	5.5
Susan Grohman	ATI simulation webinar	1.0 Contact hour
	ATI Civility Webinar	1.0
	NLN Simulation	2.0
	NCLEX Conference	7.5
	OADN Convention	19
	ATI Item Writing	5.5
	ATI Active learning strategies	5.5
	CNE prep	5.5
Maxine Hughes	ATI National Educator Summit	10 Contact hours
	ATI Civility Webinar	1
	NCNE Nurse \Educator Conference	11.75
	NCLEX Conference	7.5
	NMNEC Statewide Meeting	6
	CNE prep	5.5
Kim Sena	OADN Convention	15 Contact hours
	Institute for Healthcare Improvement May 2019	11
	CNE prep	5.5
Irma Joy Shrum	ATI Nurse education essentials	10
	NMNEC Statewide meeting	8
	CNE prep	5.5
Lucia Gomez-Vaughan	ATI Nurse education essentials	10
	NMNEC Statewide meeting	8
	CNE prep	5.5

Students have an opportunity for professional development through required attendance at the New Mexico Board of Nursing meeting and Capital Challenge with the New Mexico Nurse Association. Students are also encouraged to become AHEC Scholars, a scholarly program that give students to participate in weekly statewide interdisciplinary case studies via Tele Med.

Successful Job Placement

Nursing graduates are highly employable. The table below shows 3 year of employment data. A Career fair held in spring 2019 to allowed students to explore job opportunities, 24 agencies attended. The Career fair scheduled for spring 2020 was canceled due to Covid-19.

Department Review

The Nursing Department conducts reviews biannually, the review between fall and spring semester evaluates the fall semester and the annual review done in May evaluates the entire academic year. There is also a department review conducted during the budgeting process that occurs annually in February. Changes made based on the 19-20 review included the need to improve classroom management and alignment of objectives by instructors, (based on student and director evaluations).

Learning Objectives

The nursing program curriculum contains course objectives, level objectives, and program objectives. The New Mexico Nurse Education Consortium developed and requires all program objectives. [NMNEC Grad Lrng Otcms w Lvl
Objs.CurrCom.09.20.18.LC.09.2718.pdf](https://www.nmneec.org/Files/09.20.18.LC.09.2718.pdf)

Learning Outcome Evaluation

Evaluation of the objectives take place in the following ways: exams, projects, papers, clinical evaluation, simulation evaluation, nationally normed exams from ATI, employer surveys, skills evaluation, and the NCLEX pass rate. Once all data is collected program changes are made. Each faculty member assesses their courses outcomes and creates a report that reflects data driven changes to their courses and the program. The faculty team meets at the end of each semester at looks as the outcomes and proposes changes.

Academic Production/Workforce Training

Luna Community College's mission is to produce student degrees/academic transfer and workforce preparation, and this section of the report asks the department to reflect on its academic/workforce training productivity and impact in these areas. The word "production" is interpreted in these questions to include not only academic production as narrowly understood, but to encompass creative artistry and research that is interdisciplinary and/or transitional, as well as qualified practical workforce training.

- Describe the major academic production/workforce training areas in your department?
- What are the current and emerging academic production/workforce training themes within the discipline and to what degree is the department aligned with these themes?
- How do you measure academic productivity/workforce training in your department, and how does your department's academic productivity/workforce training compare to that of peer departments in other institutions?
- How do you measure impact in your department, and how does your department's impact compare to that of peer departments in other institutions?
- To what degree is your department's academic production/workforce training of an interdisciplinary nature? If it is interdisciplinary, please identify the other disciplines within or outside of the institution.

Major Academic Production/Workforce Training Areas

The Nursing Department trains students to become Registered Nurses and prepares them to continue their education and obtain Bachelor's degrees and beyond. Students completing the program will be eligible to take the NCLEX for Nursing Licensure.

Emerging Themes and Alignments

Nursing is evolving as a profession. The IOM report of 2010 called for the Nursing workforce to transition to 80% Bachelors prepared nurses by 2020. This goal is not yet achieved; however, the need to continue educating nursing towards Bachelor's degrees continues to take priority. The evidence shows that patient outcomes improve when nurses are trained at the level of a Bachelor's degree. The Nursing Department is part of the NMNEC statewide curriculum whose primary goal is to increase the number of Bachelor prepared nurses in the state of New Mexico. LCC has obtained 2 articulation agreements with NMHU and Northern CC that allow for 3 ADN course to be substituted for BSN courses within the Bachelors programs this allows for students to seamlessly transfer into the RN to BSN program of their choice.

Measurement and Comparison

The Nursing Department measures employment outcomes annually. Graduate employment is tracked and posted on the institutional web site, and reported to accrediting agencies. The Nursing Department has an employment rate greater than 90% for greater than 3 years in a row.

Year	2019	2018	2017
LCC Employment Rate	95%	94%	90%

LCC employment rate is comparable to other schools the area.
Data from Santa Fe Community College is as follows:

Year	2018	2017	2016
SFCC Employment Rate	94%	96%	95%

Impact and Comparison

The Nursing Program's impact measures are as follows: NCLEX pass rates, employment rates, employer surveys, advisory committee feedback, evaluation of Student Learning Outcome completion, and annual evaluation of program spending during the budgeting process.

The Nursing Department is comparable to peer programs in the state. Comparison schools are all part of the statewide curriculum consortium. The Nursing Department also remains accredited by ACEN until spring 2024, and meets all standards set forth by the accrediting agency.

Interdisciplinary Nature

The Nursing Department focuses on training Registered Nurses. The Nursing Program assists the preschool and head start with health education for the children. The Nursing Program planned to collaborate with the Criminal Justice Program and participate in crime scene and preform the triage of victims of a crime scene. Unfortunately, this project was canceled due to Covid -19 restrictions.

Human, Physical, and Financial Resources

Understanding the staffing, physical space, and financial resources of a department provides a useful way to review the vitality of programming offered by that department.

- What proactive measures does the department take to ensure the appropriate diversity of its faculty, students, and staff?
- How has the faculty and staffing mix changed over the last ten years and what has been the impact?
- Given how the department drives revenue (mix of tuition, grants, general revenue fund subsidies, etc.), how do you ensure the financial viability of the department?
- Given there will be no incremental college or campus funding, which investments (or reallocation of resources) are planned to enhance the department over the next 3-5 years?
- To what extent has the department grown or adapted facilities to meet the needs of production and learning?
- To what extent does the department review program viability and feasibility of program continuation in light of low enrollments and reduced funding?
- What engagement activities does your department perform? Include service to the profession (e.g. officers in state and national academic organizations, advisory board memberships, conferences organized, individual publications, community involvement) and to broader social objectives.
- Does your program have an advisory board? Explain the composition of the board and its role in the department.

Diversity of Faculty, Staff, and Students

The Nursing Department has diversified faculty, staff, and students. The students that apply for the program are selected by academic achievement, however since the school is located in an area that is predominantly Hispanic, minority students make up 98% of the enrollment. Males make up 17% of the enrollment on average. Faculty and staff is diversified with 98% of faculty and staff being Hispanic, this data equates to the overall population diversity in the community in which is 78.5% Hispanic, <https://www.census.gov/quickfacts/lasvegascitynewmexico> .

Ten-Year Staffing

The faculty and staffing mix has not changed over the last 10 years; the predominantly female faculty has only changed in number the last 10 years. There are difficulties in recruiting and retaining qualified faculty in the Nursing department. Therefore, historically the number of fulltime faculty fluctuated. This is due on part to the inequality of salaries for Nurse Educators as compared to the non- academic Master's prepared nurses. Many Nurses who obtain Master's degrees do not choose to enter Nursing education. The Nursing Department currently uses tuition reimbursement to grow their own faculty; three of the current faculty are on educational plans to complete their Master's degrees. Additionally, Faculty receive salary enhancements to align their salaries with nurses with the same level in practice. The salary enhancement contributes to the recruitment and retention of faculty. Faculty has been stable for the last 3 years.

Ensuring Financial Viability

The financial viability of the program is ensured by maintaining enrollment, and by applying for and obtaining State Nursing Expansion funds. Future enrollment increases will increase financial reimbursement from the Higher Education Department as a Tier III program. Program expenditures will be adjusted as enrollment fluctuates.

Investments and Reallocation of Resources

The Nursing Department will continue as is with current staffing and enrollment. The institutional budget and enhancement funding are adequate to maintain and increase enrollment to the maximum of 32 students over the next 5 years without increasing the number of full time faculty or staff, however the number of adjunct faculty may need to be increased to teach the clinical hours needed. The resources are available for the increase.

Facilities, Growth, and Adaptation

The Nursing Program strives to maintain current resources and equipment. An electronic medication dispensing system, feeding pumps, and functioning headwalls were purchased last year for the simulation lab to closer emulate face-to-face clinicals. The simulation lab was upgraded and all routine maintenance was performed. Faculty remain current on trends and teaching techniques in the simulation lab by attending conferences and other continuing education activities.

Program Viability

The Nursing Program is able to maintain financial viability with its current enrollment and financial resources. Each year the number of students varies. Adjunct faculty hours are adjusted to enrollment, as well as expenditures related to students enrollment, this includes consumable supplies and services. The table below demonstrated the total program enrollment and expenditures for the last 2 fiscal years. The decrease in enrollment is reflected in the decrease in expenditures.

Academic Year	18-19	19-20
Enrollment	38	30
Expenditures	\$844,560	\$833,976

Engagement Activities

Faculty engage in service activities as per the table below. In addition to their personal engagement, faculty engage in community service within some of the clinical hours are spent by students engaging in public service activities. Students have clinicals at the Samaritan House where they assist with the evening meal and provide the guests with health screening and education. Students also visit the Senior Citizens Center, Head Start Program, and Elementary schools to perform health screening and educational seminars.

Name	Area of Service
Maxine Hughes	Rio Grande Treatment Center Board Volunteer Camp Nurse Chair of academic Leadership 2018-2020 HLC Focus Group Writing Committee
Susan Grohman	HLC Focus Group -Report Writing Committee FS vice chair- assuming chair position Fall 2020- Spring 2021 Co-chair- NMNEC PEC Co-author- Covid 19 article for NMNEC Research and scholarship committee ATI champion Member of Pendaries Ladies Association
Kim Sena	Team mom/parent volunteer for La Plaza Little League. Volunteer with our mission church- Nuestra Senora del Rosario. Bernal Community Center Food Pantry. Parent volunteer at the West Las Vegas Schools-most recently Union Elementary School. Concourse implementation team

Advisory Board(s).

The Nursing Advisory Committee meets biannually. New Mexico Highlands University (NMHU) hosts in the spring and LCC hosts in the fall. This collaboration is due to the mutual community stakeholders for nursing programs in the Las Vegas area. The meeting consists of both schools sharing their program updates, and challenges. The Advisory Meeting in fall 19 was held at LCC with 17 people in attendance, 8 stakeholder agencies were represented. Each school gave an update on their programs and then each stakeholder gave feedback and expressed concerns or gave praise regarding the graduates they employ. Those in attendance filled out employer satisfaction surveys. Many of the attendees anecdotally complemented the graduates they received from the program.

The spring Advisory Committee meeting was canceled at NMHU due to Covid-19.

Report Summary

Provide a brief statement, summarizing the department's performance over the academic year, as well as future progress.

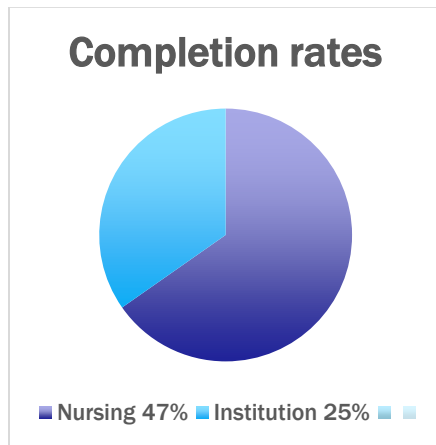
The academic year 19-20 saw a decrease in student numbers. The class admitted in 2018, and finished in 2020, decreased from 17 to 8 students for a 47% completion rate. Three students left voluntarily for personal reasons, and 6 students had academic difficulty and failed one course and were not allowed to progress through the program. One student entered in Level 2 through the LPN mobility program and another in Level 4 as a transfer student. There were 10 graduates with the 2 that entered the program. In comparison to the previous three years, the completion rate decreased.

The Nursing Department analyzed this data and determined that adjustments needed to be made to the Student Success Plan (SSP), the previous model required students to have a focus review and be placed on the SSP once they score below 80% on any exam or assignment. Faculty and the Student Success Coach decided to increase the rigor of the model requiring all students to be in the SSP until their grade is above 80%. See Appendix A for the Student Success Model.

The department outcomes are demonstrated on the following table:

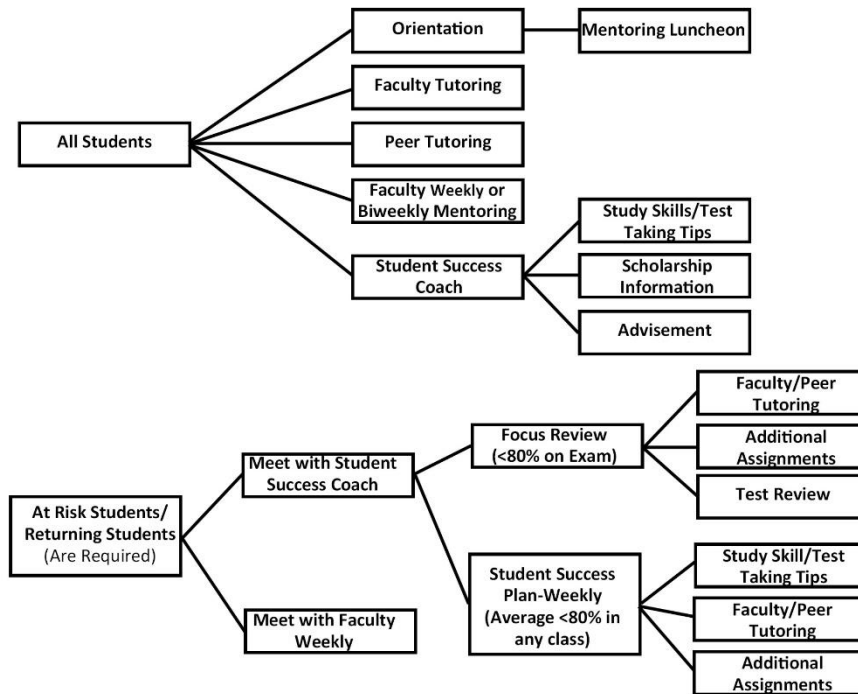
LCC Program Outcomes (AAS Program)	2020	2019	2018	2017
NCLEX-RN 1st attempt pass rates @ LCC	TBD	85%	95.24%	80%
Program Completion (in four terms – 100% of program length)	47%	75%	66.6%	47%
Student Completion (in six terms – 150% of program length)	N/A	100%	75%	66.6%

The College Scorecard data was used as a comparison to show that the Nursing Program is using budgeted items to provide support for student completions. Examples of how students are supported through the budget are: recruiting and retaining qualified faculty and support staff, maintaining the quality of faculty expertise by providing continuing professional development, maintaining and updating the state-of-the-art simulation lab, providing students with evidence based academic resources, and peer tutors. The Nursing Program completion rate is currently 47% as compared with the institutional rate of 25% as reported on the College Scorecard.



Nursing Program enrollment is flat, however this is not due to a lack of interested applicants, but rather a lack of qualified applicants. Most applicants do not qualify because they are not able to pass the TEAS entrance exam. TEAS preparatory courses were offered fall 19 and spring 20 to help prepare students for the entrance exam. Twenty nine students took the prep course. Of those who took the Prep course, 11 took and passed the TEAS exam for a 38% success rate. The Nursing Program will continue to analyze the data regarding completion rates and enrollment.

Nursing Department Student Success Model

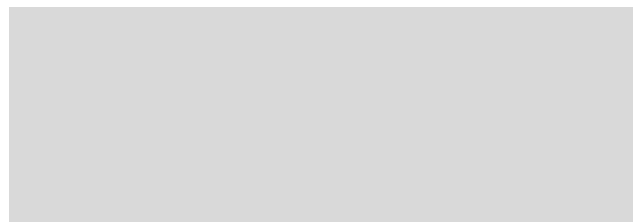




Academic Department Review
Self-Assessment

[School of Business]

[June 1, 2020]



Purpose of Program Review at Luna Community College

Luna Community College will provide each academic department with the opportunity to examine its strengths, areas for improvement, and strategic goals in a systematic way. The Program Review process aligns with the campus strategic plan goals of ensuring excellence in the academic programs, and allows us to:

1. guide the future direction and priorities for program offerings and Luna Community College.
2. identify areas for improvement and expansion.
3. encourage goal setting within academic programs and co-curricular engagement activities.
4. identify the most effective use of existing resources.
5. identify the most effective generation and use of incremental resources.
6. fulfill accreditation and state requirements.
7. assure institutional quality to students, faculty, parents, alumni, and other stakeholders.

Instructions

The self-assessment reports on four areas: the overall goals, trends, and challenges for the department; the academic/student experience for major students in the department; the production vitality of the department; and the human, physical, and financial resources of the department. This self-assessment should be a reflective report that is a minimum of twenty pages long when complete. Please attend to logical page breaks. The final report should reflect the sentiment of the prompt questions; it does not, however, need to be structured with simple and direct answers underneath each question. If another organizational strategy serves the purpose of the department, then the department can opt for that strategy. Charts and graphs are useful, but only if they provide visual clarity of information presented.

Common Data Set

To assist with compiling this report, a common data set has been provided to the department.

Submission Timelines

Data will be provided to departments after program completions (graduation) in May of each year. Because graduation data is not reported until mid-June, that information is not included in the common data set. Departments should rely on their own graduation/completion records for this data set. Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction prior to June 1 of each year. Plans are for external review of Self-Assessment Reports, as funding comes available for compensation of external reviewers.

Questions

Questions concerning the Department Review process can be directed to Kenneth Patterson, Vice President of Instruction & Student Services at kpatterson@luna.edu.

Strategy

The purpose of this section is to provide an overview of the goals and challenges in the department as well as to reflect on the trends in the discipline. These questions serve as guidance in this area.

- What is the mission (where we are) and vision (where we would like to be) of the department? What are the department's aspirations?
- What are the goals for the department and what measures are used to assess the goals?
- What are the opportunities or emerging trends within the discipline of the department?
- Who are your benchmark peers and in which areas are you stronger and weaker? How has this changed over time and why?
- What are the key challenges that face the department? What are the department's current strengths and weaknesses in addressing these challenges? What is being or needs to be done to address these challenges?

Mission and Vision

The mission of the School of Business is to graduate S.M.A.R.T students. S.M.A.R.T. being the acronym for Skilled, Motivated, Accomplished, Reliable and Talented. Because the School of Business is accredited through the Accreditation Council for Business Schools and Programs (ACBSP), LCC School of Business is required to analyze various factors that affect the wellbeing of those students who are enrolled in the School of Business programs. While, as the Director, I believe the School of Business not only graduating S.M.A.R.T. students but also providing a high-quality education for those students who do not graduate with a degree offered by the School of Business.

The vision, which is done in collaboration with all faculty and staff, is to identify all eligible students, persist with those students, and to heavily recruit future students. With this vision kept in the forefront for all future recruitment endeavors, the School of Business vision is to grow, becoming self-sustaining with its own full time faculty, adjunct faculty, program advisors, and support administrative assistants to have a need to support a student population of 1000 students both traditionally face to face, online courses and asynchronous courses. Beyond this vision is to add a component of the School of Business being personally invested in each student with the student understanding that the School of Business supports each student

Goals and Assessment

GOAL#1

Program assessment of the Business Administration Academy Pilot Program to ensure online component requirements are aligned.

Because the Academy Pilot Program is an exceptionally large and significant endeavor for Luna Community College (LCC) and the Department of Corrections (DOC), all components must be aligned to ensure the viability and success of the academy. Some of the components that are required are:

- a. Quality Matter (QM) Standard Criteria being met by all online asynchronous faculty. To this end, the Class observations for Spring 2020 was completed with all instructors being introduced to the QM criteria being used as the template for all class observations.
- b. All adjunct instructors having a basic knowledge of student advisement procedures.
- c. All adjunct instructors having a basic knowledge of requirements for ACBSP accreditation standards.
- d. All adjunct instructors having a basic knowledge of the New Mexico Business Consortium accreditation standards.

Goal#2

Business Administration Academy Pilot Program implementation

Because of COVID-19, The Academy Pilot Program implementation has come to a standstill with DOC being unresponsive to our telephone calls. DOC initially showed an extremely high interest in incorporating the LCC Academy into the DOC educational program. All indications at this point is that they are still interested however with the State of NM's response to the COVID-19 issues within the prisons, they are still in the process of dealing with DOC matters which places the educational program in the background until the State of New Mexico recovers from the pandemic. At that time, School of Business will pursue the Academy prospective.

While Goal #1 and Goal #2 above are department goals which could be fully attainable, the challenge remains with the Department of Corrections being unresponsive because of the COVID-19 responsibilities within the prisons. Until COVID-19 does not pose the initial risks, Department of Corrections will remain inaccessible.

Emerging Opportunities

Because of the ACBSP Accreditation, a part of that process was to analyze all School of Business students for retainability or rather persistence in attending LCC and data pertaining to graduation data for the School of Business. Because of this data being only conceived at the beginning of the SU2020 semester, no data existed which was not in the form of "laundry lists" being provided and not in any format which could compare data from semester to semester (for retainability). It is a safe statement to say that this department had a very good handle on current students, however, did not know of the multitude of prospects to at least contact past students to see if the student had either moved on and could be eliminated from the "contact list" of School of Business students. As of the writing of this report (June 5, 2020), all School of Business student's names and ID numbers had not found, and a plotting process has been establishing using "Access" as a plotting format. Initial raw analysis of the data is disclosing the

potential of 1000 students which have the potential to be contact with a strong possibility of approximately 10-15% of those student returning to LCC in any compacity and the goal would be to recruit those students into the School of Business programs. As part of the ACBSP accreditation, the School of Business analyzed student retention and completion. Since this data collection began in SU 2020 there is no comparison data.

Key Challenges

School of Business has had persistent key challenges plaguing the department. Among some of those challenges are:

1. Ability to recruit and retain fully qualified full-time faculty.

Appendix charts out every full time, adjunct and staff member that has been though the School of Business by semester since I became the director in the FALL 2017 (November 2017) semester. In summary:

	Director-Lita Bernal	11/2017	Retained
	Administrative Assistant-Vanessa Velasquez	10/1/2017	Retained
	Faculty/advisor-Brenda Wagoner	8/1/2018	8/12/2019
Money			
	Advisor Only-Melissa Cordova	9/3/2019	Retained
	FT Faculty-Reyes Coca	7/23/2018	1/6/2020
Money			
	FT Faculty-Leticia Griego	10/2/2018	5/17/19
Money/Other			
	FT Faculty-Patrick Mellon	2/24/2019	5/8/2020
Other			
	Adjunct-MBA Carolyn Chavez	<8/21/2017	Retained
	Adjunct-MBA Brianna Montano-Baca	<8/21/2017	Retained
	Adjunct-MBA R. Gonzales		
	Adjunct-MBA Julianna Ortega		
	Adjunct-MBA L. Ortiz		
	Adjunct-Bachelor M. Erikson		
	Adjunct-Master of Social work-Melissa Duran		
	Adjunct-Bachelor Nicole Collins	1/6/2018	Retained
Waiver			
	Adjunct-MBA Aaron Smith		
	Adjunct-MBA Gary Thomas		
	Adjunct-Master of Economics-Nick Bergan		
	Adjunct-MBA Kim Regensburg		
	Adjunct-MBA Amy Archuleta		
	Adjunct-Dr. VanderPal		
	Adjunct/Juris Dr/MBA-Dr. Ackerman		
	Adjunct-Dr. Joanna Walters		

As of June 1, 2020-there are 4 more potential MBA's and Drs awaiting vetting and hiring paperwork from Human Resources.

Business Capstone (DL) 0 0	2	0	0	2	0	2	0	0
Introduction to Business(DL) 0 6	6	0	1	2	1	4	0	0
Macroeconomic Principles(DL) 0 3	1	0	0	0	1	3	0	0
Microeconomics Principles(DL) 0 3	1	0	3	6	0	1	0	0
Business Ethics (DL) 0 1	1	0	2	1	0	5	0	0
Prncpls - Small Bus Mngmnt (DL) 0 2	2	0	2	1	0	1	0	0
Principles of Marketing 0 2	2	0	2	1	1	3	0	0
Totals 0 34	27	2	23	21	8	32	0	0

Spring 2020 Head Count by Major

Business Administration	50
Business Management	1
General Business	6
Office Administration	0
Small Business Mgt	0

Retention Rates

SP19 Enrollment	Retained to FA19	%
73	36	49.32%
FA19 Enrollment	Retained to SP20	%
69	46	66.67%

Academic/Student Experience

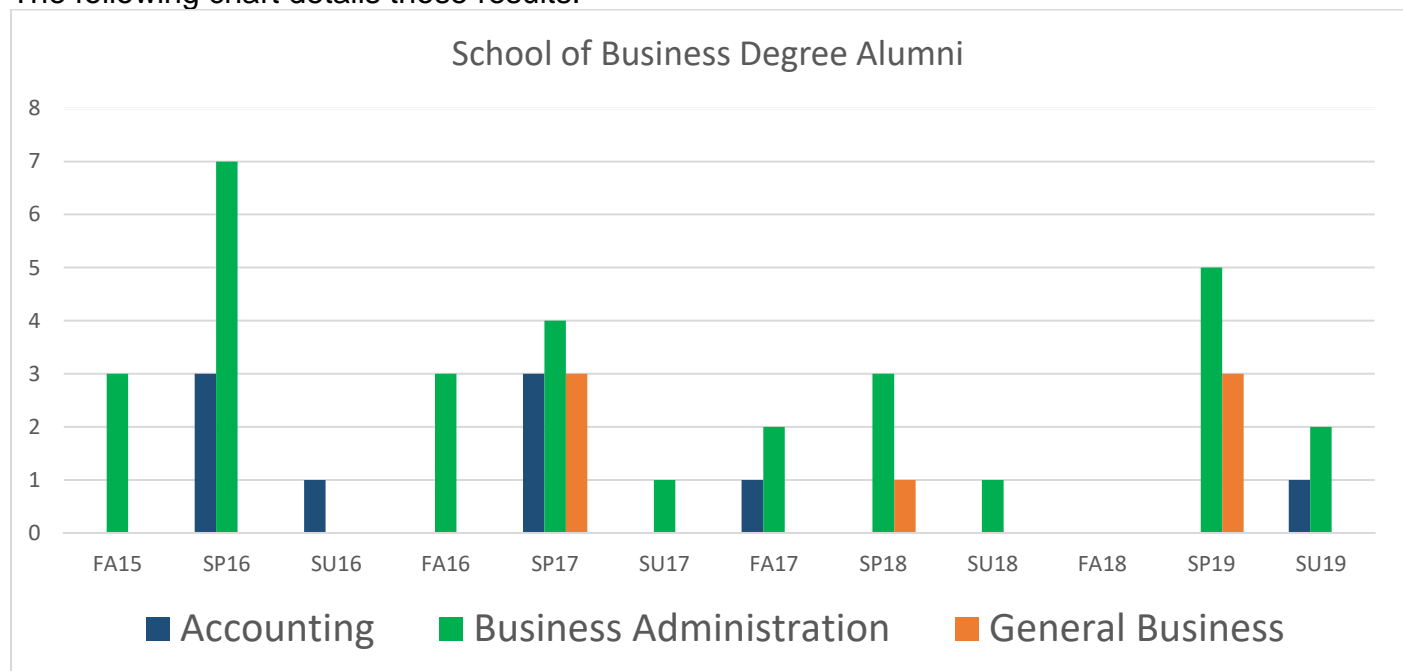
A central role in each academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the department's programs.

- What are the enrollment trends in your programs and to what degree will the enrollment change over time?
- What significant initiatives are either underway or planned and what is their desired effect?
- How do the faculty in the program support student professional development?
- To what degree are students successfully placed upon graduation?

- When did you last conduct a rigorous review of your department? What specific changes ensued because of that review?
- What are the learning objectives of the programs housed in your department?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Enrollment Trends

Budgetary constraints continue to guide the School of Business in future endeavors. Because of those constraints, the School of Business deemed it essential that all programs offered by the School of Business, Accounting, General Business, Business Administration and the Business Management Certificate programs, be objectively and thoroughly analyzed for viability. The analysis of the programs clearly showed that the Accounting and General Business programs had largely become unviable with very low percentages of the student population declaring Accounting and General Business as a major and even a larger percentage of student not becoming alumni of those programs. The following chart details those results:



Data driven results indicates that the Business Administration Program has emerged as the most viable program for the School of Business to pursue and grow for sustainability of the School.

Significant Initiatives

Perhaps one of the biggest initiatives under taken by the School of Business is to construct an Access database which contains all contact information for the student on the left side of the database and to the right of the same database is to show persistence of those same students. Below is a sample of the database for one student:

00000	NO	Student X	NOND	N/A	student.X@studer	N/A	575-000-00	229 N. 105th Street	Anywhere, NM 11111	BAAS 05/13/2019	N/A	YES	15-18	M. Cordova	Regular Admissi	NO
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<FALL 2015

FA16

SP17

FA18

SP18

SP19

When completed, this database would allow for the School of Business to access every student that has declared any major from the School of Business to be analyzed and contacted in order to ascertain if the student is either wanting to recommit to pursuing or finishing a degree with LCC. This would allow two avenues of recruitment of students; 1 avenue being prior students who have credit with LCC and the second avenue being the recruitment of new students who may have not considered LCC as a choice.

Faculty Support of Student Professional Development

Because of the Business Administration Program that is the only 100% online program offered at LCC, the School is committed to providing the best quality of online instruction possible. To that end, the School has committed to Quality Matters (QM) which is one of the leading teaching methodologies for online courses. Although LCC has made it a practice for all on line instructors to be QM qualified to the Rubrics level (introductory level), the School now has the Director and one of the adjuncts qualified to the second level or Peer Reviewer level.

The Director fully supports every opportunity to provide all faculty, full time and adjunct, with training such as webinars, articles from the Journal of International Business, etc. With Covid-19, the Accreditation Council for Business Schools and Programs (ACBSP) annual conference with the opportunity for all faculty and staff in the School to attend. Ordinarily, the ACBSP Annual Conference is cost prohibitive however, the School has always sent as many faculty as possible to those type of conferences.

Successful Job Placement

The School is currently working with the Business Community Action Board (CAB) made up of staff from the School and the business owners from Las Vegas, NM. Just prior to the Covid-19 crisis, discussions were held to allow business students to “intern” with businesses. Those discussions will resume as soon as business owners are allowed to resume face-to-face meetings of the CAB.

The associate degree programs offered at the School, while admirable to obtain, do not lend themselves well to being able to obtain what most students believe to be high paying positions such as CPSs, major company accountants, etc.

Department Review

With the School of Business initiative of gathering all data for an entire database of all students, and with the data analysis of viability of all programs, it was determined that the AAS in Accounting and the AA in General Business had become stagnant in enrollment and were a liability to LCC. Also, because of the 49% rule for these programs, students not being able to attend 49% of their courses in the traditional face to face mode, had students redeclaring to the AAS in Business Administration which is 100% online to complete a degree with LCC. After further analysis of the department, it was also determined that the two full time positions which traditionally were used to support the face to face component of the Accounting and General Business degrees were no longer such a necessity to sustain those programs. Adjunct online instructors could now pick up that function for the School. In addition, because of the accreditation council, ACBSP, it is implied that one full time on-line faculty was needed but could replace the two full time face to face faculty. That online faculty could teach between 15-17 credit hours thereby reducing even further the needs for the number of online adjuncts needed.

The School of Business gathered data over the course of all programs. After analysis of the data, it was determined that the AAS in Accounting and the AA in General Business had become stagnant in enrollment and were a liability to LCC.

Learning Objectives

The School derives all course learning objectives from the NM Higher Education Department. The School is accredited through the NM Business Consortium which along with approximately 27 other schools have 15 courses articulated. The Consortium's [Matrix](#) details all higher education institutions and courses which are articulated. The Consortium also provides a [Core Competency Detail](#) for the courses which have been articulated.

Learning Outcome Evaluation

At the end of each semester, all instructors are required to evaluate each student against each objective. That information is then compiled and from the results, instructors are better able to evaluate what improvements are needed for each course objective. This improvement then extends to other adjunct instructors who may teach the same course.

Academic Production/Workforce Training

Luna Community College's mission is to produce student degrees/academic transfer and workforce preparation, and this section of the report asks the department to reflect on its academic/workforce training productivity and impact in these areas. The word "production" is interpreted in these questions to include not only academic production as narrowly understood, but to encompass creative artistry and research that is interdisciplinary and/or transitional, as well as qualified practical workforce training.

- Describe the major academic production/workforce training areas in your department?
- What are the current and emerging academic production/workforce training themes within the discipline and to what degree is the department aligned with these themes?
- How do you measure academic productivity/workforce training in your department, and how does your department's academic productivity/workforce training compare to that of peer departments in other institutions?
- How do you measure impact in your department, and how does your department's impact compare to that of peer departments in other institutions?
- To what degree is your department's academic production/workforce training of an interdisciplinary nature? If it is interdisciplinary, please identify the other disciplines within or outside of the institution.

Major Academic Production/Workforce Training Areas

The School's academic breakdown of courses are within 5 subfields business: accounting, finance, economics, general business, and marketing. It would appear obvious that the accounting degree would be heavy in accounting courses whereas the

general business degree was a hodge-podge of courses within the 5 subfields. The Business administration degree weighs both ends the pendulum of accounting and general business and the degrees median of courses lies between the programs. Business administration offers courses in accounting and courses within the 5 subfields with courses which include such courses as Accounting Principles I & II, Entrepreneurship, Finance, Marketing economics and general courses such as Business Ethics and E-Commerce. Although an associates degree in any business sub-field will not allow immediate entrance into higher level paying jobs, the associates degree offers a way in which to have enough education in which to be more competitive for entry level business jobs.

Emerging Themes and Alignments

The School strives to be in constant and consistent alignment with the LCC Strategic plan for moving both entities forward for future growth of both. Alignment also reaches out to the School's accreditation bodies of which there are two-Higher Learning Commission and the ACBSP.

One of the emerging themes from the School is in excellence. Excellence stretches from the way in which the School conducts day to day business, customer service for students and in the ways in which the School interacts with the 6 other departments that make up LCC. It has become evident that excellence links alignments and vice versa.

Measurement and Comparison

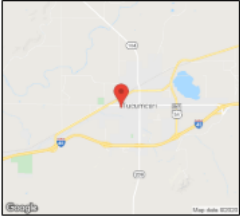
One of the School's tools used for measurement and comparison is [College Scorecard](#). This tool is valuable in the fact that like colleges can be compared with like colleges. Depending on analysis criteria, comparisons are quite easy. Here is but one comparison:

BACK TO SEARCH COMPARE SHARE THIS SCHOOL

Mesalands Community College

Tucumcari, NM
385 undergraduate students
mesalands.edu

Certificate Public Town Small



Graduation Rate 25%


Salary After Completing
Salary after completing depends on field of study.
Data Not Available

Average Annual Cost
Cost includes tuition, living costs, books, and fees minus the average grants and scholarships for federal financial aid recipients.
\$7,939

Luna Community College

Las Vegas, NM
588 undergraduate students
luna.edu

2 Year Public Rural Small



Graduation Rate 19%

Salary After Completing
Salary after completing depends on field of study.
Data Not Available

Average Annual Cost
Cost includes tuition, living costs, books, and fees minus the average grants and scholarships for federal financial aid recipients.
\$3,039

Impact and Comparison

As with any comparison, there are criteria that are better than the School's reported progress and there are criteria that the Schools scores better. This tool allows the School to constantly strive to for greater success.

Interdisciplinary Nature

The School enjoys a very robust interdisciplinary relationship with the Criminal Justice Program. The Director for the School of Business is a retired Federal Agent having retired as a Federal Agent with the Air Force Office of Special Investigations. She has also worked for a local police department and the Region 8 Narcotics Task Force undercover. The relationship also extends to the Commercial Driver's License (CDL) programs. This ability is possible because the Director retired as a Federal Agent and can speak to the many facets of the criminal justice experience with having had live time experiences. The Director also has experience in CDL Training having been a commercial truck driver for two different major companies and has approximately 100,000 hours of experience throughout a military and civilian career.

Human, Physical, and Financial Resources

Understanding the staffing, physical space, and financial resources of a department provides a useful way to review the vitality of programming offered by that department.

- What proactive measures does the department take to ensure the appropriate diversity of its faculty, students, and staff?
- How has the faculty and staffing mix changed over the last ten years and what has been the impact?
- Given how the department drives revenue (mix of tuition, grants, general revenue fund subsidies, etc.), how do you ensure the financial viability of the department?
- Given there will be no incremental college or campus funding, which investments (or reallocation of resources) are planned to enhance the department over the next 3-5 years?
- To what extent has the department grown or adapted facilities to meet the needs of production and learning?
- To what extent does the department review program viability and feasibility of program continuation considering low enrollments and reduced funding?
- What engagement activities does your department perform? Include service to the profession (e.g. officers in state and national academic organizations, advisory board memberships, conferences organized, individual publications, community involvement) and to broader social objectives.
- Does your program have an advisory board? Explain the composition of the board and its role in the department.

Diversity of Faculty, Staff, and Students

The School knows no boundaries concerning diversity and practices the inclusion and involvement of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, creeds, colors, etc. The School also extends its diversity to informational differences, reflecting a person's education and experience, as well as on values or goals that can influence what one perceives to be the mission of LCC. Evidence of this can be found in the variety of staff and faculty that are currently assigned to the School.

Ten-Year Staffing

The School is in turbulent times as is the state of the Nation. The constant throughout these times is the value of education. According to studies done in higher education looking forward to staffing trends, the number one trend of 6 is in the world of [online education](#). In this regard, The LCC School of Business leads the way having the only fully online program throughout the college in Business Administration. The AAS Degree in Business Administration being fully asynchronous allows for students to complete the degree without having to attend any classes on campus. The School has experienced slow but constant growth in the department because of the fully online program. Only a prediction, however, the School's 10-year staffing pattern should allow for the doubling of the staff due to innovations in recruitment of students.

Ensuring Financial Viability

As previously explained on page 9 under "Enrollment Trends", the Schools analyzed the three programs offered: AAS in Accounting and Business Administration and the AA in General Business along with the 18-hour degree certificate in Business Management.

Using alumni as the gauge for results, accounting and general business programs had suffered a large decrease in enrollment using 12 semester data points starting from FALL 2015 to Summer 2020. To that end, it was inevitable that those programs should be set aside, but not deleted, and students guided to select a Business Administration concentration. The School is currently in the process of identifying all accounting and general business students and at the choice of the student to either be completed in the degree program or request a change of major to the online business administration degree.

Because the face to face programs of accounting and general business are largely wavering in enrollment, the two full time positions will also be eliminated. Because of the ACBSP accreditation, it is implied that the business administration program continues with a full-time faculty administrator who is also online to administer the online program.

Investments and Reallocation of Resources

Currently the School has the 3 full time staff assigned: 1 Director, 1 administrative assistant, and a program advisor who serves all programs. With the suspension of the accounting and general business degrees, administrative duties for the department have also decreased. After the suspension of the School's degree programs as previously discussed, it would be valid for the School to analyze the need for an administrative assistant for the department. Dependent upon the number of students recruited and the students who change majors after the suspension of the programs, the School will reevaluate the need for all positions within its previous.

Facilities, Growth, and Adaptation

The School currently has the use of 4 small offices located with the Media Arts Education Center (MEC). The space provided is sufficient for all operations of the School. Since the trend is to have the fully online program as the only program until future growth could occur in the existing suspended programs or whether the School chooses to provide other programs such as a Retail Management Program, office space is adequate at this time. Future growth may see the need for classroom space however, because of the current classroom spaces throughout the college, that space could be shared at a future date if necessary.

Program Viability

As discussed in different locations throughout this report, the School has committed to a program viability student at a minimum of every 3 years. That final report will be provided to the Vice President of Academics and Student Services with recommendations, if any, for consideration of program viability.

Engagement Activities

The School participates in several activities which pertain specifically to the School such as [Kappa Beta Delta](#) (KBD) which is the honor society for the School of Business. Presently, there are a limited number of students who meet the criteria for membership such as GPA, current credit hours, etc. However, the KBD is monitored each semester for eligibility.

The School has always support campus events such as participation in all local and district served parades seeking recruitment opportunities as such events. Dual

Enrollment is also support and currently, the School is seeking opportunities in other states to solicit opportunities for dual credit enrollment once the Campus is not on probation status. Recruitment efforts are also solicited with participation in the “[College Night](#)” which is an annual event in which to bolster enrollment as well as networking with other colleges and programs. The School will attempt to participate in any activity in support of the School and in support of campus efforts.

Advisory Board(s)

[Las Vegas First](#) is a committed group of Las Vegas Business owners with a desire and heart for enhancing community and regional growth. The School started an alliance known as a Community Action Board (CAB) in December 2019. The CAB agreed to meet quarterly with the School hosting those quarterly meetings. The March 2020 meeting of the CAB was postponed due to COVID-19 however, Ms. Melissa Cordova, Advisor, School of Business, has maintained regular communication with the chair of the Las Vegas First group. As with all business during COVIS-19, the business struggle continues and is no different than the members of the CAB. As soon as Las Vegas First finds themselves in a better business position and able to meet regularly, the CAB will continue. The School has committed to the business owners to support in any way possible and with any resources the School may have, to support each other’s efforts. High on the School’s agenda is to discuss the possibility for Las Vegas First to add LCC School of Business as a partner to their website. This will be discussed at the first opportunity that the group meets.

Significant Achievements

The year 2020 saw an unprecedented achievement for the School of Business. LCC School of Business was awarded the Best Online Associate in Business Administration Degree Program as ranked by [Intelligent.com](#), ranking 2nd in the nation just below Pennsylvania State University. Penn Stare was ranked 99.9 with LCC ranking just short of that score of 99.05. LCC was also given the distinction of being the most affordable college education in the nation.

Having earned these distinctions, LCC School of Business is honored with being able to display the Badge of the distinction:



The School of Business is also a proud accredited member of the Accreditation Council for Business Schools and Programs (ACBSP) and is proud to display the ACBSP insignia:



Report Summary

- The past academic year show change within the department. The most significant change was brought on by an analysis of program viability which disclosed that two programs, AAS in Accounting and the AA in General Business, had largely become unviable as programs within the School. With the suspension of the two programs also came the suspension of the two full time positions that were required to support the face to face courses required to support the two programs.
- With only the AAS in Business Administration as being a viable program, all effort will be directed to redirect student's majors to that program and continuation of recruitment efforts for that program.
- Because of the ACBSP Accreditation the School maintains, a full-time online faculty member will be recruited to become program manager of Business Administration program with the current director and advisor closely assisting making the program successful.
- Kappa Beta Delta efforts will continue to be monitored for qualified students who are able to become members of the honor society for the School of Business.
- COVID-19 has stalled the combined efforts of the School and Las Vegas First business owners. Relations between the School and the business owners will always remain as a priority to have open lines of communication. The School will assist the business owners in any way possible for success of each.
- Into the future, the School will continue with all efforts to grow the School into an innovative, self-sustaining, oasis of education for all students interested in continuing their education with aspirations of being the #1 Business Administration Program in the nation and still maintaining the ACBSP Accreditation.

ADDENDIX A

		FALL 2017 08/21/17 - 12/08/17	Spring 2018 01/16/18 - 05/11/18	Summer 2018 06/04/18 - 07/27/18	FALL 2018 08/20/18 - 12/07/18	Spring 2019 01/14/19 - 05/10/19	Summer 2019 06/03/19 - 06/14/19	Fall 2019 08/19/19 - 12/06/19	Spring 2020 01/13/20 - 05/08/20	Summer 2020 07/20/20 - 07/31/20	Reason for Resignation	Composition
1	Director-Lita Benal	11/17/17	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		1FT Director
2	Admin Assist-Vanessa	9/11/2017	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		1FT Admin Ass
3	Faculty Advisor-Brenda				8/1/2018	RETAINED	RETAINED	8/12/2019			Money-WLV	2 FT Positions
4	Advisor Only -Melissa							9/3/2019	RETAINED	RETAINED		1- Advisor
5	FT-Reyes Coca			7/23/2018	RETAINED	RETAINED	RETAINED	1/6/2020			Money-	16-Adjuncts
6	FT-Leticia Griego				10/2/2018	RETAINED	5/17/2019	Position Open				
7	FT-Patrick Mellon								2/24/2020- 5/8/2020	RETAINED	Other Released End of SP2020	
8	STC-Nick Casados		STC								STC	
9	Adjunct Carolyn Chavez	08/21/17	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		
#	Adjunct Briana Montano-	08/21/17	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		
11	Adjunct R. Gonzales	08/21/17	01/16/18								SFCC	
#	Adjunct Julianna Ortega	08/21/17	RETAINED	RETAINED	08/20/19						NO QM	
#	Adjunct L. Ortiz	08/21/17	01/16/18								SFCC	
#	Adjunct M. Erickson	08/21/17	01/16/18								Not Qual	
#	Adjunct Melissa Duran	08/21/17	01/16/18								Not Qual	
#	Adjunct Nicole Collins		01/16/18	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		
#	Adjunct Aaron Smith				08/20/18	RETAINED	RETAINED	RETAINED	RETAINED	RETAINED		
#	Adjunct Gary Thomas						06/03/19	RETAINED	RETAINED	RETAINED		
#	Adjunct Dr. VanderPal							08/19/19	RETAINED	RETAINED		
#	Adjunct Dr. Ackerman							08/19/19	RETAINED	RETAINED		
#	Adjunct Kim Regensberg								01/13/20	RETAINED		
#	Adjunct Dr. Walters								01/13/20	RETAINED		
#	Adjunct Amy Archuleta								01/13/20	RETAINED		
#	Adjunct Nicholas Bergen								01/13/20	RETAINED		

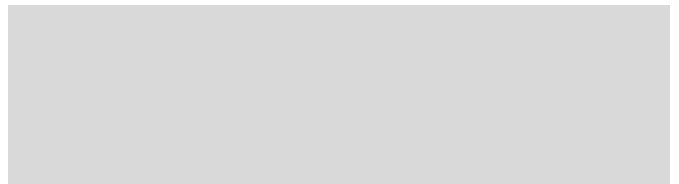


Academic Department Review

Self-Assessment

Education Department

July 1st, 2020



Purpose of Program Review at Luna Community College

Luna Community College will provide each academic department with the opportunity to examine its strengths, areas for improvement, and strategic goals in a systematic way. The Program Review process aligns with the campus strategic plan goals of ensuring excellence in the academic programs, and allows us to:

1. guide the future direction and priorities for program offerings and Luna Community College.
2. identify areas for improvement and expansion.
3. encourage goal setting within academic programs and co-curricular engagement activities.
4. identify the most effective use of existing resources.
5. identify the most effective generation and use of incremental resources.
6. fulfill accreditation and state requirements.
7. assure institutional quality to students, faculty, parents, alumni, and other stakeholders.

Instructions

The self-assessment reports on four areas: the overall goals, trends, and challenges for the department; the academic/student experience for major students in the department; the production vitality of the department; and the human, physical, and financial resources of the department. This self-assessment should be a reflective report that is a minimum of twenty pages long when complete. Please attend to logical page breaks. The final report should reflect the sentiment of the prompt questions; it does not, however, need to be structured with simple and direct answers underneath each question. If another organizational strategy serves the purpose of the department, then the department can opt for that strategy. Charts and graphs are useful, but only if they provide visual clarity of information presented.

Common Data Set

To assist with compiling this report, a common data set has been provided to the department.

Submission Timelines

Data will be provided to departments after program completions (graduation) in May of each year. Because graduation data is not reported until mid-June, that information is not included in the common data set. Departments should rely on their own graduation/completion records for this data set. Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction prior to June 1 of each year. Future plans are for external review of Self-Assessment Reports, as funding comes available for compensation of external reviewers.

Questions

Questions concerning the Department Review process can be directed to Kenneth Patterson, Vice President of Instruction & Student Services at kpatterson@luna.edu.

Strategy

The purpose of this section is to provide an overview of the goals and challenges in the department as well as to reflect on the trends in the discipline. These questions serve as guidance in this area.

- What is the mission (where we are) and vision (where we'd like to be) of the department? What are the department's aspirations?
- What are the goals for the department and what measures are used to assess the goals?
- What are the opportunities or emerging trends within the discipline of the department?
- Who are your benchmark peers and in which areas are you stronger and weaker? How has this changed over time and why?
- What are the key challenges that face the department? What are the department's current strengths and weaknesses in addressing these challenges? What is being or needs to be done to address these challenges?

Mission and Vision

Mission: The Education Department's mission is to nurture and develop future educators by providing the educational foundation for entry into the workforce and educational advancement which will enable them to become accomplished, passionate, and inspirational education professionals.

Vision: The Education Department's vision is to advance the pedagogical skills of educators who are committed to creating developmentally appropriate learning environments in conjunction with a quality educational curriculum that assists the social, emotional, physical, and intellectual growth of all students.

Goals and Assessment

Goal 1. To streamline the process for AA education program graduates to transfer to NM Highlands University's (NMHU) BA degree teacher prep programs by creating a cohesive relationship through an MOU and by outlining transfer expectations.

Assessment:

- **Where we are now:** The Education Department had a memorandum of understanding (MOU) with NM Highlands University (NMHU) at one time but neither institution has record of such an agreement. It is difficult for LCC education staff and students to get the professional advice needed from NMHU because their Education staff is in Rio Rancho and not in the community it serves—Las Vegas. This is beyond our control. Yet, all of our program graduates who plan to pursue a BA degree in teacher education choose to enroll at NMHU. For this reason, we are working on building a relationship with NMHU that benefits our future teachers.

- Qualitative Data in the form of narratives that document the dates, times and content of meetings, trainings, etc. that lead to cohesive relationships with NMHU and/or other NM universities that have teacher prep programs; an MOU with NMHU; participation in stakeholder groups that enable such a collaboration like the NMHED ECED Taskforce, the NMACTE and the LCC Education Department's Advisory Board.
- Quantitative Data re: the number of LCC Education program students who transfer with relative ease as a result of the collaborative relationships with NM university teacher prep programs; and the realization of an MOU with NMHU or other similar written agreements that the LCC Education Department develops with other NM universities.
- Timeline: End of AY 2021-2022

Goal 2. To become a recognized teacher education program with the NMPED and a full-fledged member of the NM Association of Colleges of Teacher Education (NMACTE commonly known as the Deans & Directors group) by following the process to provide evidence of our program's ability to prepare effective teachers for professional service in early childhood and elementary education.

Assessment:

- Where we are now: The Education Department does not have a memorandum of understanding (MOU) with the NM Public Education Department (PED) that recognizes it as a legitimate teacher preparation program. The Director has been attending monthly meetings of the Deans & Directors group for approximately 1.5 years but has yet to learn exactly what the process is for entering into an MOU with the PED and becoming a member of the Deans & Directors group.
- Outcome Evaluation indicating progress toward and the accomplishment of the goal.
- Summative Evaluation which will consider whether the status as an NMPED and Deans & Directors recognized teacher prep program has been beneficial to the retention and completion of students in our department. The NMPED and NMHED collaborative evaluation of LCC's teacher prep program will enable a comprehensive self-evaluation and outside source evaluation.
- Timeline: End of AY 2021-2022

Goal 3. To strengthen the Teacher Education (TEAA) program by specifically aligning it to elementary education and by making it comparable to similar AA programs in NM.

Assessment:

- Where we are now: The Education Department recognizes that the teacher education program needs development in its class offerings, in its alignment to other AA teacher education programs; and in its alignment as a foundation to BA elementary teacher prep programs.
- Comparative Evaluation which will determine how our program compares to similar successful teacher prep AA programs in the state. This will help us to identify what we need to change and improve.

- As similarly stated in Goal 2 our department's efforts to become an NMPED and Deans & Directors recognized teacher prep program will force a comprehensive self and outside source evaluation. The exact process for doing so has yet to be discovered and understood.

Goal 4. To recruit a full-time education instructor and/or committed adjunct instructors who will help the director and advisor with program development and assessment and the realization of goals 1, 2 and 3.

Assessment:

- Where we are now: The department has had to depend on adjunct instructors to carry out it's curriculum for the students. This is a difficult situation because adjunct instructors teach one or two classes and are generally not vested in actual program development and assessment. They are usually people who are employed full-time elsewhere or they are retired and do not wish to work more than a few hours. The education department is a small department and is deemed as one that cannot support a full-time instructor. However, we cannot fully reach our potential without fully committed instructors. This department has often had difficulty finding qualified adjuncts. This department has only had one long-time adjunct instructor who was interested in program development but she had to take a year off due to NMERB restrictions. At this point we do not know if she will come back. All of the other adjuncts have taught for a maximum of three semesters.
- The director and advisor are researching how to provide continuity in instructional delivery that is rigorous and relevant in spite of the high turnover of adjunct instructors.
- An evaluation plan has not yet been outlined for this goal.

Emerging Opportunities

The greatest emerging opportunity for early childhood care and education is coming from the intense focus and commitment from New Mexico's state administration. Governor Michelle Lujan-Grisham developed the new Early Childhood Education and Care Department (ECECD) making New Mexico the fourth state in the Nation to have such a cabinet level agency. Cabinet Secretary Elizabeth Groginsky is the head of the new department. This new state department will unite the child care and education service departments that have generally been scattered across state agencies. Therefore, with vested interest from the State's leadership, early childhood education and care will have the opportunity to have a voice in the policymaking decisions alongside K-12, HED, and other human services agencies.

Leaders in HED Early Childhood Education, CYFD, the LEFC, and the ECECD are advocating higher standardized pay for early child care educators which will also require higher education degrees in the field.

Some of the different job opportunities for people who focus on earning early childhood education and elementary degrees are as follows:

- Child or Youth Program Assistant
- Child or Youth Program Coach

- Child or Youth Program Tutor
- Child Program Coordinator
- Childcare Center Director
- Early Childhood Development Researcher
- Elementary Education Teacher
- Family-Support Specialist
- Field Coordinator
- Home-based Service Provider
- Preschool Teacher
- Program Consultant
- Sales Representative for any product aimed at developing young children

In addition, an early childhood education background is useful for parents interested in learning how to become better parents; and for people who want to work in pediatrics, family law, social work, etc.

Sources:

<https://www.lcsun-news.com/story/opinion/2020/06/28/early-childhood-education-and-care-department-help-lift-new-mexicos-children/3270589001/>

<https://portal.knme.org/video/june-26-2020-s13e52-uxdt3y/?fbclid=IwAR1FRjaulsCQT8ja0LAWfktsYVvkzLKYY1Tes5NiXU3XI6fQU6OS27YdFYKE>

https://www.santafenewmexican.com/opinion/commentary/early-childhood-department-is-ready-to-launch/article_835c855e-b59a-11ea-8d0c-7ba58839e1af.html?fbclid=IwAR29AZxy1fFn9ygLsDvMbCA9rPhVCbu8XeHfpSJ_5hPxMG02cBIKLxMGKc0

<https://www.earlychildhoodeducationzone.com/early-education-degree-careers/>

Benchmark Peers

This is a generic benchmark summary.

There are seventeen two-year public community colleges in NM that are listed on the NMHED website. Of those, fifteen offer Early Childhood and/or Elementary Education programs. Of the fifteen programs, 2 are ENMU branches, 4 are NMSU branches, and 2 are UNM branches. Luna Community College's ECED program is represented in the New Mexico Higher Education Early Childhood Taskforce which has aligned requirements and standards for all ECED programs across the state. This membership is beneficial because it guarantees that LCC's ECED students are able to transfer to any college or university in the state.

The LCC Early Childhood Education and Teacher Education programs are represented in the Deans & Directors group; however, it has yet to be recognized as a teacher preparation program by the NMPED. The model Early Childhood Education and Teacher Education program comes from CNM. LCC's Education department would

benefit in seeking direct mentorship or guidance from any of the experienced Education leaders in the NMHED ECED Taskforce or the Deans & Directors group. The Director has already established contacts with them and should work toward such mentorship.

Key Challenges

The Education Department has a highly qualified and motivated team that has a vested interest in making sure that they are working together to create strong collaborations with professionals in the field, are engaged in ongoing professional development and daily practice, and in fostering an atmosphere where all stakeholders are empowered to be the best that they can be. They truly believe that it is their duty to build a program where early childcare and elementary AA graduates are disciplined, knowledgeable and prepared to either enter the workforce or to transfer to a four-year program. They are good at fostering strong relationships among the staff and with the adjunct instructors, students, preschool children and their families, and with the College at large.

The Education Department is fortunate to have a preschool lab school where the students can gain hands-on experience in applying the theories and methods that they learn in their courses. The preschool lab-school is licensed by CYFD and has been recognized as a 5 Star FOCUS school for 5 years running. The preschool lab-school does not only serve the Education Department's students but also the Institution's Nursing and Dental Assistant programs. In addition, the preschool lab-school serves its students and employees with low-cost quality childcare on campus.

A significant challenge facing the Education Department is that the Director is often stretched thin and has difficulty fully meeting the obligations of her position. The reasons for this are two-fold. She has to spend time covering the preschool when there is not enough coverage and she has to teach classes when adjuncts are not available.

- The preschool has experienced turn over of full-time staff for the last two years which has led to an inordinate number of absences among them. Preschool substitutes are not always readily available because oftentimes they are students or they have other jobs and we have to work around their schedules. They can only work 29 hours a week and they only get paid \$10.08 per hour. Therefore, the turnover rate for subs is high. The preschool must follow the state licensure rules and regulations at all times. The Director is the only other staff member (aside from the teachers and substitutes) who can cover the preschool classroom when no one else is available.
- Adjunct instructors are difficult to find. Many of those who are qualified to teach in the department are employed elsewhere full-time and can only work in the evenings or they are too busy to commit to teaching at the college. Many of those who are qualified are retirees do not want to commit to teaching at all. Prior to the Spring 2019 semester 20 qualified candidates were contacted but no one was able to teach or they just didn't want to. The Director stepped in to teach 3 classes (7 credit hours). There has only been one semester in which the director has not had to instruct a class out of necessity.

Other challenges include:

- The lack of a full-time faculty or consistent adjunct instructor impedes our ability to fully develop and strengthen course content delivery and instruction.
- The lack of a full-time faculty or consistent adjunct instructor impedes our ability to offer optimum quality instruction and to turn out highly qualified child care workers.
- The lack of time impedes our ability to strengthen the program in actual program development and assessment.
- The lack of time impedes our ability to develop partnerships / collaborations / mentorships with other colleges that offer early childhood and/or elementary education programs.
- The low number of students in the program impedes the program's growth. We are working on partnerships with Head Start programs in Mora, Las Vegas and Santa Ana Pueblo to address this challenge.
- The general low number of students at the College due to the declining population in Las Vegas is a challenge.
- The College's probation status is a challenge for the recruitment of students.
- The lack of online course offerings for students especially in the outlying service areas.

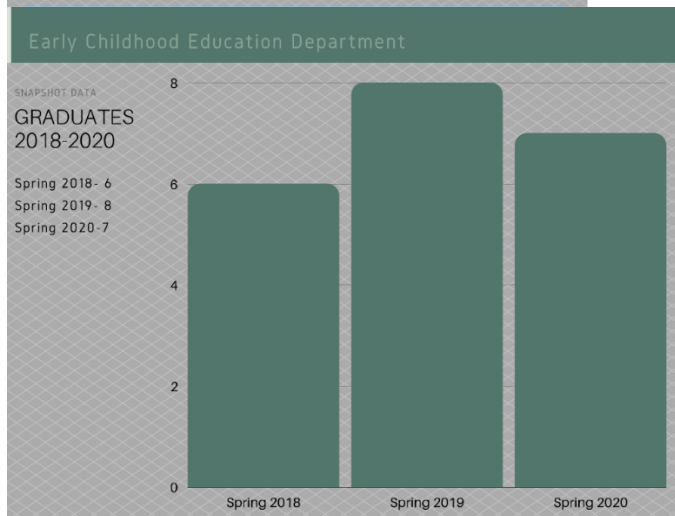
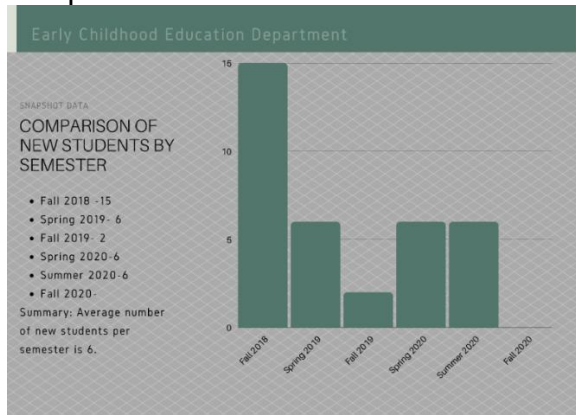
Academic/Student Experience

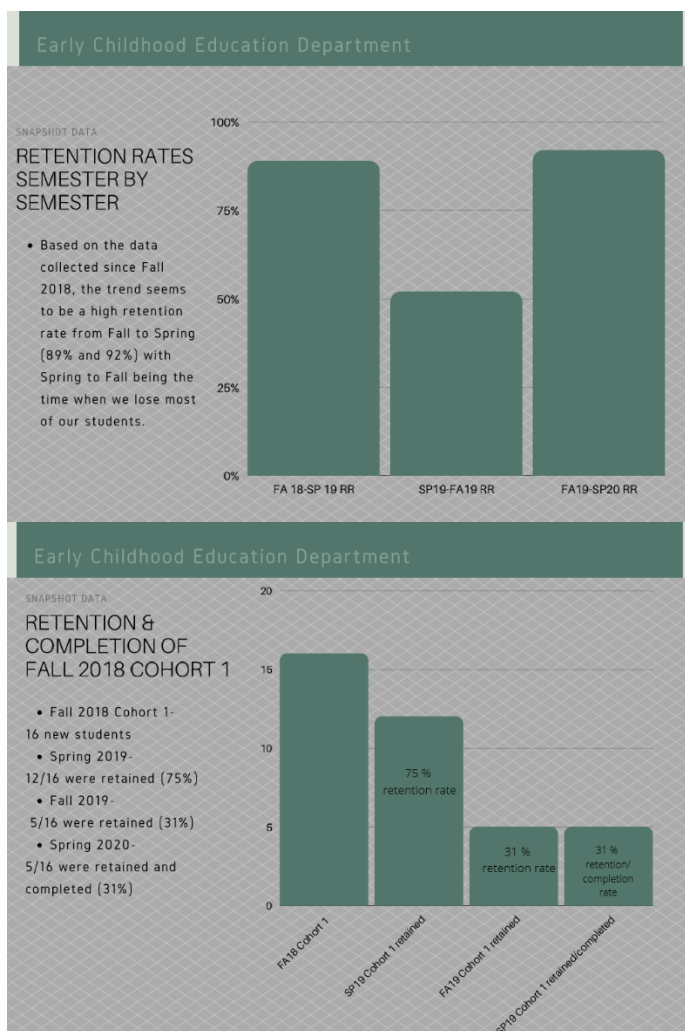
A central role in each academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the department's programs.

- What are the enrollment trends in your programs and to what degree will the enrollment change over time?
- What significant initiatives are either underway or planned and what is their desired effect?
- How do the faculty in the program support student professional development?
- To what degree are students successfully placed upon graduation?
- When did you last conduct a rigorous review of your department? What specific changes ensued as a result of that review?
- What are the learning objectives of the programs housed in your department?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Enrollment Trends

The Early Childhood/Teacher Education department at LCC hired an academic advisor in the Spring of 2018. Data has been collected since Fall of 2018 in regards to enrollment, retention, and completion. The Education Department averages 20 students per semester. The trend that is beginning to emerge is that on average 7 new students enroll each semester and an average of 7 students graduate each year. Our retention rates are high from Fall to Spring semesters (75%+), but drop off between the Spring and Fall semester. Data is beginning to show a correlation between retention of students in the third semester and completion.





Specific to the Early Childhood Education program: The Early Childhood Education program averages 16 students per semester. The program averages 5 graduates per year. We anticipate an increase in enrollment in the Early Childhood Education program due to the increased emphasis the Governor and NMPED is placing on early learning and the need for highly qualified early childhood educators along with scholarship monies.

Specific to the Teacher Education program: The Teacher Education program is a smaller program. During the summer of 2019, we moved the 2 students who were declared under that major to the Early Childhood Education program while we revamped our Teacher Education program. With the Governor's announcement to increase pay for teachers and available scholarships to fund students in the teacher education program, we saw an increase in interest in the Teacher Education program. During the summer 2020 semester, we had 4 new students come into this program. We are still working on improving the practicum portion of this program, but we are once again enrolling students in this program with the goal of building a strong teacher education program.

Significant Initiatives

We have two main initiatives currently underway. The first is the Grow Your Own Teacher Scholarship which gives scholarship money to students who are enrolled in the Teacher Education program, who are taking at least 6 credit hours, and are considered an Educational Assistant in a school. We distributed \$3000 to 1 candidate who qualified for the scholarship during the 2019-2020 school year.

The second initiative that is currently underway is the Teacher Preparation Affordability Scholarship. This scholarship is for Early Childhood Education majors. During the 2019-2020 school year, our department was awarded \$26,000 to be given to students who met the criteria for the scholarship. This scholarship was distributed to 11 students who qualified for the scholarship.

We have, once again, received scholarship money for our education students for the 2020-2021 school year. Due to our small numbers, this is a significant amount of money for our students. This money along with other scholarships that we find for our students is helping to retain them semester after semester.

Faculty Support of Student Professional Development

The faculty in our department encourage student professional development in various ways. Due to the professional nature of education, our faculty encourages each student to become part of several empowering organizations designed for the professional growth of their members. The first organization that is encouraged to become a member of is the National Association for the Education of Young Children. This organization also holds an annual conference in Albuquerque that the students are encouraged to attend. The second organization that our students are encouraged to join is an organization called Educator's Rising. This organization has local chapters that engage in competitions that teach leadership skills. This organization also holds an annual meeting in Albuquerque where the students are encouraged to participate. A third activity that happens in the fall of each year is the Appelbaum Training Institute. Year after year we have had many of our students attend this training in Albuquerque. This training provides cutting edge information in the world of education with hands-on activities to participate in for our students.

In the spring of 2020, our department partnered with UNM's Family Development Program to bring a series of conferences and trainings to our campus. The three part training was to be held in February 2020, March 2020, and September 2020. We held the first training in February and hosted 50 educators from San Miguel, Mora, and Colfax counties. All of our program students participated in this extraordinary training. Unfortunately, due to the COVID-19 pandemic we had to postpone the 2nd and 3rd trainings until further notice.

Successful Job Placement

Early Childhood Education Program: Students who graduate with an AA in ECED are highly marketable. Most preschools and Head Start programs require either a CDA or an AA in Early Childhood Education to work in their program. The federally funded Head Start program now requires an AA for assistant teachers and a BA for their head teacher. Our students are equipped to step straight from our program into a classroom as an assistant teacher. We have currently developed a close working relationship with the Head Start program here in Las Vegas and the Mora Colfax Head Start program and anticipate an influx of students looking to finish their AA ECED at LCC.

Teacher Education Program: Students who graduate with an AA in Teacher Education are prepared to step into an Educational Assistant position within a school district. In order to become an Educational Assistant, the students must take the EA test through the NMPED and apply for their EA license. We are preparing our students for that test in the last semester before they graduate. Many of our students go on to a 4 year university to finish their BA in Education.

Department Review

The last known rigorous review of the department was in 2014. If there were any changes instituted, they were before any of current staff's tenure.

The Department has conducted annual reviews although not comprehensive nor rigorous which have resulted to the curriculum, assessment and instructional delivery. Some of the changes have occurred in response to the Director's involvement in the HED ECED Taskforce and the Deans and Directors group. These efforts have been made to ensure that the program is aligned with the programs of other state colleges and universities.

Learning Objectives

Program Learning Outcomes: **Early Childhood Education**

1. Demonstrate mastery in the six areas of study of children Birth through age eight by completing each program course with a "C" or better.
2. Demonstrate competence to work in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico.
3. Create environments that are healthy respectful, supportive, and encourage each child to reach their full potential.
4. Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.
5. Demonstrate knowledge of the goals, benefits, and uses of assessment.
6. Design, implement, and evaluate experiences that promote positive development and learning for all young children.

7. Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.
8. Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 31 hours of general core.

Program Learning Outcomes: **Teacher Education**

1. Apply theory of student learning and develop activities that support the intellectual, social and personal development of all students.
2. Differentiate instruction based on how students approach learning and create instructional opportunities that are adapted to diverse learners.
3. Describe the use of formal and informal assessment as it applies to the continuous improvement of teaching and learning.
4. Describe a variety of instructional strategies to encourage student development of critical thinking and problem solving.
5. Model effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
6. Perform as a reflective practitioner who continually assesses the effect of one's own choices and actions.
7. Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 31 hours of general core.

Learning Outcome Evaluation

Traditional methods are used to evaluate the students' mastery of the learning outcomes such as oral/power point presentations, class involvement and discussions, quizzes, mid-term and final exams, evaluations/observations for the hands-on learning activities they lead with the children in the preschool lab-school, etc. The students are observed twice during the semester for both Practicum I and Practicum II. They must compile a comprehensive portfolio for each practicum which includes:

- a professional self-evaluation
- a professional résumé
- a professional development plan that is future oriented
- a network list of professional resources and individuals
- Experienced and demonstrated proficiency in reflective practices/habits developed through journaling, record keeping and maintaining a professional activities log
- Demonstrated significant professional growth in knowledge and skill application with artifacts such as pictures, journals, letters from the supervising teacher, parents, etc.
- Demonstrated comprehension of and the ability to successfully apply professional and ethical standards governing their profession through interviews, essays and curriculum class participation

We realized that some of the things that we required as evidence in the Practicum portfolios were of no use. For example, they were required to provide pictures of activities that they led during their Practicum. However, we discovered that we needed

to take it a step further and require them to write what the process was and a reflection of the lesson. Then we added a conversation piece where the student could verbalize what went well and what needed to be improved. This process helps them identify their weaknesses and improve far more quickly. We have found that when the students are included in the evaluation of their own behavior and progress as teachers they are likelier to improve. Partnering them with an experienced teacher/mentor helps significantly. We have just started to use peer review observations to help students learn and understand what good teaching looks like. Finally, we have used these tools to help students discover whether they have the appropriate disposition to be teachers.

Academic Production/Workforce Training

Luna Community College's mission is to produce student degrees/academic transfer and workforce preparation, and this section of the report asks the department to reflect on its academic/workforce training productivity and impact in these areas. The word "production" is interpreted in these questions to include not only academic production as narrowly understood, but to encompass creative artistry and research that is interdisciplinary and/or transitional, as well as qualified practical workforce training.

- Describe the major academic production/workforce training areas in your department?
- What are the current and emerging academic production/workforce training themes within the discipline and to what degree is the department aligned with these themes?
- How do you measure academic productivity/workforce training in your department, and how does your department's academic productivity/workforce training compare to that of peer departments in other institutions?
- How do you measure impact in your department, and how does your department's impact compare to that of peer departments in other institutions?
- To what degree is your department's academic production/workforce training of an interdisciplinary nature? If it is interdisciplinary, please identify the other disciplines within or outside of the institution.

Major Academic Production/Workforce Training Areas

The Education Department's primary academic production is in the area of early childhood education birth to grade 3. There is an elementary track that supports K-8 training offered through the Teacher Education AA program. However, that program needs to be reviewed and revised so that it is comparable to those offered at competing NM colleges and universities. All of the course offerings in both program tracks are transferable to any NM university for students who wish to pursue BA degree programs in education and teacher preparation.

Our students generally enter the workforce as early childcare workers at center-based childcare programs, they begin their own home-based program or they go

on to a 4-year degree program usually at NMHU. Some of the academic areas our program graduates can pursue in four-year degrees are Early Childhood, elementary, or secondary education with various emphasis areas such as bilingual, reading, STEM, ESL/ELD, etc.

The workforce training areas in our department prepare students to become early childhood classroom teachers, early child or elementary tutors, child or youth program assistants, child or youth program coach.

Emerging Themes and Alignments

Currently there is a big push by state and national early child care and education leaders to combine efforts with legislators to require that all early childcare workers must be formally educated and trained. That is all of them will be required to have at minimum an Associates degree in the field. The great benefit is that leaders are pushing for standardized minimum pay that early child care and education professionals can earn. This will increase their wage compensation to a livable wage. The intent of these leaders is to raise the wage compensation enough to equal the importance of their work.

This department is aligned with these emerging themes in several ways. The director is a member of the HED ECED Taskforce which is committed to develop an articulated statewide curriculum for early childhood education. The Taskforce collaborates with CYFD, NMPED, and HED and other stakeholders. The director is also a member of the NM Association of Colleges of Teacher Education (NMACTE commonly known as the Deans & Directors group) whose purpose is to articulate Education programs among NM colleges and universities. Both groups address concerns in education from preschool through higher education such as developmentally appropriate teaching, pay for teachers, scholarships for education students, etc. The groups collaborate with NMPED, HED, CYFD, LESC, LFC and REC.

The department has been successful in providing students with significant professional development opportunities such as Early Years Growing Years Appelbaum Training in October 2019, Mind In The Making Institute hosted by our department in collaboration with the Office of Childhood Development and UNM's Family Development Program in February 2020, and First Aid/CPR training in March 2020.

The director has pushed for wage increases for the preschool staff including substitutes without success.

Measurement and Comparison

The department utilizes end of year student surveys, plus/delta reviews, and anecdotal information to measure the impact of productivity and workforce training for its staff or students.

Impact and Comparison

The students indicate that the professional development and practicum experiences help them to make connections with and apply what they have learned in their courses. They indicate that they like the fact that we are offering evening courses. Students in the outlying areas would appreciate being able to choose to take the classes in an online/distance learning format. Informal surveys such as basic telephone conversations with local employers and students indicate that the majority of students leaving our program are ready for the workforce and / or to enter a 4-year teacher prep program. Students who tend to exhibit poor attendance and study habits are likelier to jump around from job to job or to drop out of a 4-year program if they ever even enter one. Again, we do not have any hard statistics to back up the former statements. The department is researching the data collection tools or systems that other programs use to identify strengths, weaknesses and comparisons.

In comparison to other early childhood education programs, the LCC Education department is right on par. This is due to the director's active representation and participation in the Taskforce and in the Deans & Directors groups. In regards to the teacher education program, we have found that we need to align it more closely to compare at an equal level with those offered by other institutions.

Interdisciplinary Nature

Teacher prep education especially with regard to early childhood and elementary education must be interdisciplinary. Teachers must be trained to some degree in all academic disciplines. The educator in these classrooms must have some knowledge of language and communication, literacy, math, science, history, physical skills acquisition, etc. Their lesson plans must be developmentally appropriate while including instruction in the various disciplines.

Human, Physical, and Financial Resources

Diversity of Faculty, Staff, and Students

In general, the education profession is a champion of teaching about, recognizing and supporting diversity. The curriculum in this department focuses on individual learning styles, differences in family units, culture and language, etc.

While most of the people in this department (staff and students) are women and majority Hispanic, we focus on empowerment through daily practice in our actions and by having conversations about, recognizing and respecting each other's diverse backgrounds and opinions about religion, politics, work styles, etc.

Ten-Year Staffing

All of our current staff has a tenure of three years or less. We have been able to maintain some continuity with our predecessors through the work they left behind while bringing in fresh ideas to move forward. The ebb and flow of staff changes has made it difficult to move forward speedily and has often been a source of great frustration. Nevertheless, the majority of the current full-time staff is dedicated to growing the program. Even so, the lack of a full-time faculty and the high turnover of adjuncts will continue to be a challenge to the growth and stability of the program.

Ensuring Financial Viability

Since this department does not have a full-time faculty the cost to the college is less. Regardless, as mentioned before, the lack of a FT faculty is detrimental to the growth of the program. The department has not been able to access grants or fund subsidies.

This department does not generally exceed its allotted budget.

Investments and Reallocation of Resources

The Education Department will seek to create partnerships with entities that can provide professional development opportunities for free or for a low cost. For example, the department has partnered with Office of Child Development and UNM's Family Development Center to provide a series of professional development opportunities for early childcare professionals in the area.

Facilities, Growth, and Adaptation

The facilities have not been adapted to meet the needs of production and learning. The class sizes are small so the facility size is adequate. The department has invested in new computers. The department has utilized other campus facilities when necessary. For example, the department hosted an early childhood education institute which was open to area ECED professionals. Fifty-five attended and were impressed with our campus and general hospitality.

The facility needs to be equipped with key pad doors and a security system to provide adequate security especially for the preschool. This is a department priority which should materialize during the 2020-2021 fiscal year.

The preschool has one classroom available for expansion. The department's goals are to open a 2-year old classroom. The director hopes to secure grants to furnish the classroom and to garnish support from the Institution's BOT and Administration to invest in the growth of the preschool.

Program Viability

Since there is a shortage of teachers in the state and nation, the department is hopeful that the program will grow. State and national officials and education leaders are advocating salary increases for teachers and incentives for high need areas such as

early childhood education, special education and bilingual education. Specifically, the creation of the nation's fourth cabinet level department in New Mexico of the Early Child Education and Care Department lends credence to the importance of quality teacher preparation for early childcare professionals. Also, the state government made scholarships available to future and current teachers last year and made money available for the 2020-2021 fiscal year. These are big boosts to our department and to the profession. These are messages that we carry to potential students. They are beginning to listen and word is spreading about the great work that we are engaged in.

The Department has the opportunity to partner with the Head Start program in Mora, New Mexico to provide education to its employees who are required to earn an AA in ECED in a limited amount of time. The partnership will bring a minimum of 10 new students to the Department. We have been contacted by the Head Start Administrator in the Santa Ana Pueblo for a similar opportunity but they are looking for an online program.

Even so, the fact that Las Vegas community and its service area communities are declining in population is a real concern for our program's continuation. If the program does not replace its graduates and increase its numbers it cannot be sustained. The only viable part of the program is the preschool which is self-sustaining and often exceeds its allotted budget by the payments it receives for childcare.

Engagement Activities

The Department and Preschool collaborate to carry out monthly Día de Familia events. The curriculum practicum students provide activities for the preschool children. The activities are developed first as lesson plans and aligned to early learning objectives. In addition, the nursing and dental programs have utilized the preschool lab-school for presentations and direct study. The preschool staff has made sure to collaborate with various departments and to maintain an active presence in its activities such as various holiday festivities, Veterans Day, and a special celebration for Dr. Seuss week.

The department has been successful in providing its staff and students with significant professional development opportunities such as Early Years Growing Years Appelbaum Training in October 2019, Mind In The Making Institute hosted by our department in collaboration with the Office of Childhood Development and UNM's Family Development Program in February 2020, and First Aid/CPR training in March 2020. Staff members have also participated in pertinent trainings such as the Transition to Praxis, Understanding Childhood Mental Health, and Surviving Active Threat.

The director is involved in the monthly state meetings of the HED ECED Taskforce and the Deans & Directors group, PED New Administrator Evaluation training, Preschool Development Grant training, Preschool Leadership Collaborative, NMAEYC and NAEYC. The advisor is involved in NACADA and NM General Education Committee. All members are active participants in the various campus committees.

Advisory Board(s)

The department had its first Advisory Council meeting. Six people were invited; four showed up. It was made up of a cross section of people involved in ECED. Members include a private center-based child care owner/operator, a former Education professor; an elementary principal; an Education student/preschool parent/preschool sub; an school counselor/Spanish teacher; a local CYFD representative. Since it was the first meeting they discussed the current status of the program and goals and objectives for future collaboration. The Advisory Council has not had the opportunity to convene since November but plans to do so during the Fall 2020 semester.

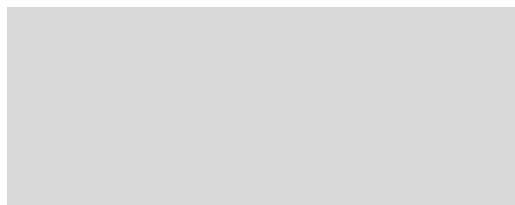
Report Summary

The Education Department has averaged 6 new students per semester for an average of 20 program students per academic year and an average of 7 graduates per year for the last 3 years. We have had difficulty retaining students from Spring to Fall. Two years ago, we began including Practicum students in professional development opportunities. In the 2019-2020 academic year we actively helped 10 students earn money from 4 different scholarships. Both efforts have helped with the Department's retention and completion rates. The Department does not have a full-time faculty and experiences difficulty retaining adjuncts. This issue is being addressed with active and ongoing recruitment of Education instructors.



Academic Department Review
Self-Assessment
Humanities

June 30, 2020



Purpose of Program Review at Luna Community College

Luna Community College will provide each academic department with the opportunity to examine its strengths, areas for improvement, and strategic goals in a systematic way. The Program Review process aligns with the campus strategic plan goals of ensuring excellence in the academic programs, and allows us to:

1. guide the future direction and priorities for program offerings and Luna Community College.
2. identify areas for improvement and expansion.
3. encourage goal setting within academic programs and co-curricular engagement activities.
4. identify the most effective use of existing resources.
5. identify the most effective generation and use of incremental resources.
6. fulfill accreditation and state requirements.
7. assure institutional quality to students, faculty, parents, alumni, and other stakeholders.

Instructions

The self-assessment reports on four areas: the overall goals, trends, and challenges for the department; the academic/student experience for major students in the department; the production vitality of the department; and the human, physical, and financial resources of the department. This self-assessment should be a reflective report that is a minimum of twenty pages long when complete. Please attend to logical page breaks. The final report should reflect the sentiment of the prompt questions; it does not, however, need to be structured with simple and direct answers underneath each question. If another organizational strategy serves the purpose of the department, then the department can opt for that strategy. Charts and graphs are useful, but only if they provide visual clarity of information presented.

Common Data Set

To assist with compiling this report, a common data set has been provided to the department.

Submission Timelines

Data will be provided to departments after program completions (graduation) in May of each year. Because graduation data is not reported until mid-June, that information is not included in the common data set. Departments should rely on their own graduation/completion records for this data set. Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction prior to June 1 of each year. Future plans are for external review of Self-Assessment Reports, as funding comes available for compensation of external reviewers.

Questions

Questions concerning the Department Review process can be directed to Kenneth Patterson, Vice President of Instruction & Student Services at kpatterson@luna.edu.

Strategy

The purpose of this section is to provide an overview of the goals and challenges in the department as well as to reflect on the trends in the discipline. These questions serve as guidance in this area.

- What is the mission (where we are) and vision (where we'd like to be) of the department? What are the department's aspirations?
- What are the goals for the department and what measures are used to assess the goals?
- What are the opportunities or emerging trends within the discipline of the department?
- Who are your benchmark peers and in which areas are you stronger and weaker? How has this changed over time and why?
- What are the key challenges that face the department? What are the department's current strengths and weaknesses in addressing these challenges? What is being or needs to be done to address these challenges?

Mission and Vision

Department Mission: Our mission is to promote personal, professional, and academic development that will provide a prosperous future for every member of our community. We offer the foundation for life-long enrichment by serving as a unique gateway towards gainful employment, as a launch pad toward a four-year university, and as an ally in fostering personal growth. With a synthesis of academic traditions and contemporary perspectives, we emphasize skillsets and degree plans that stimulate critical thinking, oral and written communication, historical awareness, judicial and sociological responsibility and accountability, multicultural appreciation, and community engagement.

Vision: The Humanities Departments shares the Vision of the college as it strives to be a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, while preparing students to compete at the forefront of their chosen field. It is our vision that the Humanities Department will be every student's advocate.

Goals and Assessment

- Create a writing lab where students can come at any time to work on their assignments.
 - The lab should have several working computers for student use.
 - The space is already assigned as a student workplace.
- The continued growth of the First-Year Experience class for all incoming freshmen who score below level on the Accuplacer.

- Integrate the tutors into more of the classes especially those using the distance education format.
- Improve two of our computer labs for student use.
- Hire qualified faculty in every area of Humanities.
- Plan for student printing in the department by creating a fee schedule for each class especially the English classes.
- Research and implement a technical-writing course that would benefit other departments.
- Assign each student an advisor.
- Reduce absenteeism and tardiness in our classes.
- Continue activities such as public readings and publication of student and faculty works.
- Recruit, recruit, recruit – create a plan by all in the department to implement.
- Continue to have pot-luck staff meetings at least once a month to create an atmosphere of unity and comradery amongst the staff and faculty.
- Keep an open-door policy where students can meet with faculty or the director at any time.

On-going assessment via observation and increased success by each student in all classes as determined by less tardiness and absenteeism and higher grades as shown in the grade-distribution form submitted by each teacher at the end of semester.

Emerging Opportunities

By implementing strategies to achieve the above goals, student will leave the Humanities Department with the acumen in skills ready for employment or to transfer to a four-year university. By giving students personal attention through small-class sizes and qualified faculty, their self-esteem and confidence will increase to allow them to move forward with their personal goals for growth and success.

Benchmark Peers

(Report to follow at a later date.)

Key Challenges

Key challenges in the department have changed drastically with the onset of the Covid-19 Pandemic. All our classes went online in March in accordance with the directive from our governor to “shelter in place.” With the delivery method changing, some students were not comfortable with online classes. Additionally, some instructors also struggled with the online delivery. It was a challenge to keep all classes functioning at a high-quality college level while keeping students engaged. Many students did not have the hardware such as computers, Internet service, and printers to meet the demands of the online format.

That will also be our challenge in the SY 20 – 21. While we are not sure what the future holds, we can predict that there is a high likelihood that all classes will be taught online

in the Humanities Department. Instructors and students need to be trained in the use of Blackboard and Collaborative as the platform for instruction.

This semester, each instructor chose the format which best suited them. Zoom, Google Meetings, and Blackboard were all used by different instructors. In the fall, the only platform that will be used is Blackboard.

Our biggest challenge will be to keep students actively engaged in their classwork in the distance education model of course delivery.

Another major challenge this next year will be to rebuild the Media Arts and Film Technology program. Enrollment has dropped drastically. It has been difficult to find qualified staff to teach. We will attempt to increase enrollment and hire highly-qualified instructors through a vigorous recruitment program that involves all of us in the Humanities Department.

Due to low salaries, it has been difficult to attract qualified instructors in the area of Media Arts and Film Technology. The program has suffered with low enrollment for several semesters.

Academic/Student Experience

A central role in each academic department is to support students' academic experiences, and this section involves reporting on the quality of those experiences by looking at enrollment, learning objectives, and learning outcomes of the students in the department's programs.

- What are the enrollment trends in your programs and to what degree will the enrollment change over time?
- What significant initiatives are either underway or planned and what is their desired effect?
- How do the faculty in the program support student professional development?
- To what degree are students successfully placed upon graduation?
- When did you last conduct a rigorous review of your department? What specific changes ensued as a result of that review?
- What are the learning objectives of the programs housed in your department?
- What methods are used to evaluate the extent to which students are meeting the learning outcomes of your programs? How has the information from this evaluation been used to improve or confirm current learning techniques?

Enrollment Trends

The data shows that the trend is for the spring semester to have fewer students than the fall semester. Within the last four semesters, there was more retention from Fall to Spring than from Spring to Fall as shown in the table below:

Retention Rates						
SP19 Enrollment	Retained to FA19	%		FA19 Enrollment	Retained To SP20	%
114	53	46.49%		118	69	58.47%

The following table shows the headcount by major of each program in the Humanities Department:

Spring 2020 Head Count by Major	
CJ-Corrections Concentration	2
CJ-Law Enforcement Concentration	2
Criminal Justice	40
General Education	3
General Studies	5
Liberal Arts	31
Media Art and Film Tech	9

The General Education degree was suspended last year. The chart shows students who started the program need to finish thus the low enrollment. Through the efforts of a

dynamic and energetic CJ instructor, the majors in that program have increased significantly. We will be having the 9 students in the Media Arts program finish their degree, but the program has been suspended temporarily to develop a recruitment strategy to build the program. Imitating what the CJ program has done is a viable option. The Liberal Arts program continues to be strong as Luna is a positive transition for many students who intent to go to a four –year university.

The following two charts show the total credit hours generated by each class in the department. The first is for the fall semester; the other is for the spring semester. The chart shows what is traditionally true in that fewer credit hours are generated in the spring of any given year in comparison to the fall of that school year. Humanities has many of the core classes, thus generates many hours from majors in other departments who are not Liberal Arts, Criminal Justice, or Media Arts and Film Technology majors.

Total # of Credit Hours Fall 2019					
Dept	Course	Title	credit hrs	reg_num	hours
Humanities	ANTH1115	Introduction to Anthropology	3	18	54
Humanities	ANTH1141	Cultures of the World	3	12	36
Humanities	ARTS1610	Drawing I	3	13	39
Humanities	CJUS1110	Introduction to Criminal Justice	3	13	39
Humanities	CJUS1120	Criminal Law	3	10	30
Humanities	CJUS1140	Juvenile Justice	3	8	24
Humanities	CJUS2120	Criminal Courts and Procedure	3	10	30
Humanities	CJUS2140	Criminal Investigations	3	15	45
Humanities	CJUS2150	Corrections System	3	9	27
Humanities	COMM1130	Abnormal Psychology	3	41	123
Humanities	COMM2120	Interpersonal Communication	3	15	45
Humanities	COMM2120E	Interpersonal Communication (DL)	3	15	45
Humanities	ENG106	Reading & Writing for Inquiry	3	67	201
Humanities	ENG106E	Reading & Writing for Inquiry	3	17	51
Humanities	ENGL1110	Composition I	3	88	264
Humanities	ENGL1110E	Composition I (DL)	3	15	45
Humanities	ENGL1110R	Composition I (DL)	3	8	24
Humanities	ENGL1120	Composition II	3	54	162
Humanities	ENGL1120E	Composition II (DL)	3	18	54
Humanities	FDMA1545	Intrdctn to Digital Photography	3	4	12
Humanities	FDMA1630	Principles of Design	3	2	6
Humanities	FYEX1110	First-Year Seminar	3	21	63
Humanities	HIST1110	United States History I	3	11	33
Humanities	HIST1120	United States History II	3	4	12
Humanities	HIST1150	Western Civilization I	3	13	39

Humanities	HIST1160E	Western Civilization II(DL)	3	8	24
Humanities	HIST2110	Survey of New Mexico History	3	29	87
Humanities	HIST2110E	Survey of New Mexico History(DL)	3	10	30
Humanities	MMC101	Intrdn to Mass Media Cmncnts	3	6	18
Humanities	MMC135	Intrdctn to Digital Filmmaking	3	4	12
Humanities	PE112	Physical Fitness	1	231	231
Humanities	PE120	Cardio Conditioning	1	7	7
Humanities	PE135	Yoga	1	33	33
Humanities	PE138	Self-Defense Karate	1	17	17
Humanities	PHED1140	Zumba	1	23	23
Humanities	PSYC1110	Introduction to Psychology	3	61	183
Humanities	PSYC1110R	Introduction to Psychology(DL)	3	6	18
Humanities	PSYC1110T	Introduction to Psychology(DL)	3	21	63
Humanities	PSYC2210	Abnormal Psychology	3	6	18
Humanities	PSYC242	Developmental Life Span	3	28	84
Humanities	RELG2130	History of Christianity	3	13	39
Humanities	SOCI1110	Introduction to Sociology	3	46	138
Humanities	SOCI1110E	Introduction to Sociology (DL)	3	18	54
Humanities	SPAN1110	Spanish I	3	6	18
Humanities	SPAN1120	Spanish II	3	9	27
Humanities	SPAN212E	Span for Hlth Professionals(DL)	3	11	33
Total Credit Hours					2660

Dept	Course	Title	credit hrs	reg_num	hours
Humanities	ANTH1115	Introduction to Anthropology	3	9	27
Humanities	ANTH1141	Cultures of the World	3	18	54
Humanities	ARTS1120	Introduction to Art	3	19	57
Humanities	CJ210	Deviant Behavior	3	9	27
Humanities	CJUS1120	Criminal Law	3	4	12
Humanities	CJUS1143	Report Writing	3	5	15
Humanities	CJUS2110	Professional Responsibility in	3	15	45
Humanities	CJUS2130	Police and Society	3	17	51
Humanities	CJUS2153	Community-Based Corrections	3	12	36
Humanities	CJUS2160	Field Experience in	3	2	6
Humanities	COMM1130	Public Speaking	3	33	99
Humanities	COMM2120	Interpersonal Communication	3	13	39
Humanities	COMM2120E	Interpersonal Communication (DL)	3	13	39
Humanities	DSGS100	CJUS1140 Juvenile Justice	3	1	3

Humanities	ENG106	Reading & Writing for Inquiry	3	17	51
Humanities	ENG106E	Reading & Writing for Inquiry	3	23	69
Humanities	ENGL1110	Composition I	3	49	147
Humanities	ENGL1110E	Composition I (DL)	3	32	96
Humanities	ENGL1120	Composition II	3	32	96
Humanities	ENGL1120E	Composition II (DL)	3	39	117
Humanities	FDMA1260	Introduction to Digital Media	3	6	18
Humanities	FDMA1515	Intro to Digital Image Editing-	3	6	18
Humanities	FDMA1545	Intrdctn to Digital Photography	3	10	30
Humanities	HD260	Critical Thinking & Prob Solving	3	5	15
Humanities	HIST1110	United States History I	3	18	54
Humanities	HIST1120	United States History II	3	8	24
Humanities	HIST1150	Western Civilization I	3	10	30
Humanities	HIST2110	Survey of New Mexico History	3	34	102
Humanities	MMC161	Introduction to Film History	3	10	30
Humanities	MMC295	Media Capstone	3	1	3
Humanities	MUSC1130	Music Appreciation: Western	3	21	63
Humanities	PE112	Physical Fitness	1	157	157
Humanities	PE120	Cardio Conditioning	1	12	12
Humanities	PE135	Yoga	1	25	25
Humanities	PE138	Self-Defense Karate	1	19	19
Humanities	PHED1140	Zumba	1	20	20
Humanities	PSYC1110	Introduction to Psychology	3	45	135
Humanities	PSYC2210	Abnormal Psychology	3	17	51
Humanities	PSYC242E	Developmental Life Span (DL)	3	43	129
Humanities	RELG2130	History of Christianity	3	19	57
Humanities	SOCI1110	Introduction to Sociology	3	35	105
Humanities	SOCI1110E	Introduction to Sociology (DL)	3	10	30
Humanities	SPAN1110	Spanish I	3	21	63
Humanities	SPAN212E	Span for Hlth Professionals(DL)	3	8	24
Total Credit Hours					2300

Significant Initiatives

There have been several significant initiatives in the department. Starting the school year in August 2019 with a complete qualified faculty in all areas was a big accomplishment for both the students and the department. We had 8 full-time faculty members with only 21 adjunct instructors. This is significant as the only way the department can grow is by having a complete staff of full-time faculty.

One of the significant changes was successfully implementing a First-year Experience Class for incoming freshmen. The class orients students to college life by communicating with instructor about assignments, absences, or assignment clarification.

The CJ program, through its dynamic instructors, had many hands-on experiences such as creating realistic crime scenes or shadowing law-enforcement officers. The activities were interdisciplinary including many other programs such as nursing or business. The community's security entities such as the fire department, sheriff's department (in Mora) and City Police were active participants in many of the experiences that brought the college and the community together for a common cause.

For a third time we were awarded a grant from the New Mexico Film Office for our Media Arts and Film Technology Program. A previous grant had allowed us to replace the Apple desk-top computers in the Media lab. The current grant will help us fund an individual who will help rebuild the program through recruitment and public involvement.

Faculty Support of Student Professional Development

The CJ program has taken the lead in supporting students to acquire the skill necessary to enter the workforce. The department is currently involved the recruitment office of the NM Border Patrol. In the fall semester, the recruiter came on campus and met many of our students. He answered many questions for them. Since then, there have been two scheduled webinars that our students are invited to join. At this point in time, there are at least (maybe more) students who are very interested in a career with the border patrol

Also, in the CJ program, students have shadowed law enforcement officers to get a real experience of the different aspects of law enforcement officers.

In creating real-life crime scene, students get a sense of what the investigative process of the criminal justice program. Also, court hearings have been held at the county courthouse with actual lawyers and a sitting judge who willingly work with our students.

In the field of communications, the instructor has taken students out into the community to present specific topics to different organizations. Students dress in proper attire for their presentations which shows that dress attire is essential to their success.

The English classes have scheduled public "Reading on the Hill" presentations that allow students to share their essays and/or speeches with others. We are looking at publishing student work at least once a year in the future.

Successful Job Placement

At this time, there is no solid data to support the success of job placement. As stated earlier, there has been an interest in the Border Patrol Agency. There have been students who currently employed in the local law-enforcement agencies. The undersheriff for Mora County was one of our CJ graduates.

The main emphasis of our Liberal Arts program is to transition students to a four-year university. There is no solid data to record how students have transferred to continue their education.

Department Review

The department this last school year has developed into a good-solid educational entity for our area students. Having eight full-time instructors in English (on campus), English (online), History, Communications, Sociology/ CJ, Criminal Justice, Developmental Studies, and Media Arts & Film Technology has made a big difference in the overall growth of the department. Through regular department meetings, the faculty and staff, along with the director, have been able to solve many issues to better the student experience our classes.

Over a year ago, the General Studies Associate degree was suspended. The helped to boost the Liberal Arts degree program, which made it easier for students to transfer to 4-year institutions.

Learning Objectives

All the learning objectives from each subject taught are from NMHED standards. Each instructor is responsible for his area of instruction. Each syllabus states clearly what the course learning outcomes (CLOs) of the class will be. It is very clear to students, teachers, and administration what should be taught in every class just by reviewing the course syllabus.

Learning Outcome Evaluation

Each instructor submit a Course Learning Outcome (CLO) form at the end of the semester. The form shows how each student did on each outcome and the average of the class on any given outcome is. The teacher, throughout the semester, evaluates the students on each outcome. Success is evaluated through varies testing protocols to include oral interaction as well as written tests and essays.

Academic Production/Workforce Training

Luna Community College's mission is to produce student degrees/academic transfer and workforce preparation, and this section of the report asks the department to reflect on its academic/workforce training productivity and impact in these areas. The word "production" is interpreted in these questions to include not only academic production as narrowly understood, but to encompass creative artistry and research that is interdisciplinary and/or transitional, as well as qualified practical workforce training.

- Describe the major academic production/workforce training areas in your department?

- What are the current and emerging academic production/workforce training themes within the discipline and to what degree is the department aligned with these themes?
- How do you measure academic productivity/workforce training in your department, and how does your department's academic productivity/workforce training compare to that of peer departments in other institutions?
- How do you measure impact in your department, and how does your department's impact compare to that of peer departments in other institutions?
- To what degree is your department's academic production/workforce training of an interdisciplinary nature? If it is interdisciplinary, please identify the other disciplines within or outside of the institution.

Major Academic Production/Workforce Training Areas

The CJ program has taken the lead in directing students to specific hands-on training to accommodate their interest in a variety of law-enforcement positions.

Students must possess good reading, writing, and oral skills for all the CJ job placements. The Humanities' classes in English, Communications, and all other courses help develop those skills.

The main focus of our Liberal Arts program is to be a transition platform for students to transfer to a 4-year university with confidence that the first two years at LCC have given them the skills needed to be successful.

Emerging Themes and Alignments

With the CJ program aligning its classes to develop the necessary skills for students to go into directly into the job force, the program has grown. Many students want to acquire skills to give them immediate employment. The instructor has been instrumental in researching what skills are needed and sharing that information with all of us in the department.

At this point in time, our Media Arts and Film Technology program has very low enrollment. We need to realize what the CJ program has accomplished by getting involved in the community. Research needs to be done in the MAFT program to produce students who can readily get jobs in the film industry, which is a booming business in New Mexico.

Measurement and Comparison

Measurement of all classes is done through the end-of-the-year grades and other paperwork. Evaluation of instructors by students is also important. Evaluations are done anonymously, then reviewed by each instructor to realize any changes that need to be made.

English instructors exchange the final essays by class and grade them. This keeps all English teachers teaching the same concepts as measured by the student essays. The essay grade is part of the students overall grade.

Impact and Comparison

There is comparison within the department as stated above in the exchange of student essays by each English instructor. The impact of this activity is that it shows whether or not the instructor taught the essential elements of the class.

The impact of low enrollment and trying to recruit a qualified instructor has led the department to place the program on suspension. Research needs to be done as to what skills are need for our students to be employed. Also, what are other colleges teaching in their Media Arts' programs. This needs to be done this next semester.

There has been no comparison of this department to other colleges. That would be a good discussion for the future.

Interdisciplinary Nature

All our classes are interdisciplinary. The reading, writing, and oral skills taught in Humanities are used in the all the other disciplines on campus.

The CJ program involved many of the other programs on campus in its crime scenes such as nursing, STEM, business, and most of the department's faculty in one way or another.

Human, Physical, and Financial Resources

Understanding the staffing, physical space, and financial resources of a department provides a useful way to review the vitality of programming offered by that department.

- What proactive measures does the department take to ensure the appropriate diversity of its faculty, students, and staff?
- How has the faculty and staffing mix changed over the last ten years and what has been the impact?
- Given how the department drives revenue (mix of tuition, grants, general revenue fund subsidies, etc.), how do you ensure the financial viability of the department?
- Given there will be no incremental college or campus funding, which investments (or reallocation of resources) are planned to enhance the department over the next 3-5 years?
- To what extent has the department grown or adapted facilities to meet the needs of production and learning?
- To what extent does the department review program viability and feasibility of program continuation in light of low enrollments and reduced funding?
- What engagement activities does your department perform? Include service to the profession (e.g. officers in state and national academic organizations, advisory board memberships, conferences organized, individual publications, community involvement) and to broader social objectives.
- Does your program have an advisory board? Explain the composition of the board and its role in the department.

Diversity of Faculty, Staff, and Students

The faculty is as diverse as the students in the Luna serving area. We have a good ratio of men, women, Anglo, and Hispanic faculty and staff to serve our students.

Ten-Year Staffing

It is the director's goal to have at least one full-time instructor for each subject area. To ensure good writing skills, there should be a full-time writing instructor to supervise a writing center. Several tutors should be housed in the Humanities department to better serve our students.

Ensuring Financial Viability

The only income we have is that of tuition. Tuition is very low. It should be raised. Also, we are currently looking at initiating program fees to allow the department to better serve students. Currently, the fees would help with student printing, CJ experiments and supplies, Media Arts and Art supplies, etc.

Investments and Reallocation of Resources

We have no investments. We have had a reallocation of resources. In suspending the Media Arts Program, a full-time instructor will not be hired. And adjunct will be hired to “teach out” the classes the classes that current students need to graduate.

We have also not replaced the History instructor. Those classes will also be allocated to adjunct instructors.

We also increased our student/teacher ratio in many classes. We went from 15- 20/24 students per class. This allowed us to hire more full-time instructors and less adjunct instructors.

Facilities, Growth, and Adaptation

With the onset of the Covid – 19 pandemic, there is a great need for adaptation to an online format. We will have to determine how to keep enrollment high and students engaged using the online delivery. Facilities at this time are not an issue in this department. We have everything we need to serve our students.

Program Viability

The Humanities Department is the biggest on campus. We teach essential skills that are used in all the other departments. The only way Luna can graduate well-rounded individuals is that each student takes the core classes that offered through the Humanities Department.

Engagement Activities

Reading on the Hill will continue – virtually if necessary. Essay and speech presentations should be done virtually to area entities.

Advisory Board(s)

There is not an advisory board.

Report Summary

Provide a brief statement, summarizing the department's performance over the academic year, as well as future progress.

School year 2019-2020 started out having accomplished many of the goals that were set in the prior year. School year 2018-2019 started with the challenge of not having qualified instructors hired until just before classes started in August. Days before classes were to commence, a full-time History faculty member and a full-time Criminal Justice instructor were finally added to the fall schedule. The two positions added immensely to the department in terms of being able to fulfill the needs of students.

At the start of this school year, all faculty was in place including a Media Arts instructor, a History teacher, and an additional Criminal Justice/Sociology instructor. It was the second year of successfully implementing the English 106 class which took the place of English 78 and English 98. A full-time Developmental instructor/advisor and Communications instructor/advisor were also on staff.

Having eight full-time faculty has been an asset in the growth of the department. Full-time faculty are dedicated to their students as well as to the development of the department. The Humanities department became a team of professional educators that worked well together.

The CJ instructor proved to be dynamic in moving the CJ Certificate and the CJ AA forward by taking a proactive approach to recruiting, advising, and retaining students. Due to his efforts, another full-time faculty position was opened in the area of Criminal Justice/Sociology. The history instructor likewise added his expertise, authorship, and enthusiasm to his subject area as well.

The faculty and staff benefited by having two more faculty members engaged in meaningful conversations to move the department forward. Additionally, an advisor and Communications instructor was also hired. Having eight full-time individuals to help with all of the department's needs in terms of curriculum, innovative ideas, the HLC response, etc. has been very beneficial.

Another accomplishment this school year is that many of the classrooms were upgraded with new desks, chairs, and paint. One of the three computer labs was renovated with all new computers. The environment for students was improved and conducive to teaching and learning.

Due to a grant from the New Mexico Film Office to our Media Arts and Film Technology program, the iMac computer lab in the Media Arts building was completely restored with the latest computers and software. This gave our students a big advantage in acquiring the skills needed for future employment.

Of course, the biggest challenge this school year was the onset of the Covid-19 pandemic. We were forced to close our campus and resort completely to online instruction. It was a huge learning curve for some of our instructors as well as some of our students.

I can report that through the efforts of all of the department and the positive attitude of the faculty, the semester ended with very few withdrawals and very few Incompletes (which by now have all changed to letter grades). Most of our students adjusted to the new format, but there were still a few who don't like online instruction.

Many of our students prefer to have the face-to-face instruction. A big plus was having the tutors in the ACE lab go online to make themselves available to help our students.

Another challenge was the platform that was used to deliver instruction. Because campus closure came so suddenly, each instructor was allowed to use whatever he/she felt comfortable using to continue the classes. Some used Blackboard, others used ZOOM and Google Meetings. This was a bit confusing for some of our students who had to use different platforms for different classes.

At the start of this next school year, only Blackboard will be used as a means of transmission of all the online classes. Instruction will be forthcoming for instructors who don't know how to use Blackboard. Students will also be given webinars on its use.

What this August will bring in terms of being on campus or going online is still not decided. The Humanities Department is prepared to go online immediately if necessary. We have no labs in any of our course that would require students to be on campus. The CJ program is looking at accommodating its activities, such as shadowing law enforcement, by using a virtual format or by using the Covid-19 guidelines with protective measures.

To predict future enrollment at this time is difficult. The NMHED has not given us a directive as to how to proceed in the fall. We aren't sure if we will have students on campus or not. Many students are comfortable with online instruction while others are not.

As stated in the charts above, there is generally an increase in enrollment in the fall semester. The trend should hold true. If anything, there should be the same number of students as there were last fall. As students have called in with questions about future classes, most have been open to having the classes go online.

The budget for the year has allowed for the necessary faculty either full time or adjunct. In trying to be fiscally responsible, we have placed the Media Arts and Film Technology program on suspension for this year due to low enrollment. We hope to use the gift award from the New Mexico Film Office to hire a person who will work at rebuilding and reorganizing the program. There is a valuable presence of the film industry in New Mexico especially in this area. We need to research what jobs are available and what entry-level skills are needed for immediate employment for our students. That is our goal for this next semester. The plan is to schedule only classes that current majors in the program need to finish their degree. An adjunct instructor will fill that teaching position.

Another area in the budget that has been reduced is in the need of adjunct instructors. Through the recommendation of the Vice President of Instruction, class sizes were increased to 20/24 in all classes, except English 106. Due to the developmental nature of the English 106 class, the enrollment is capped at 15 per class.

Increasing the class size has allowed for fewer adjunct instructors and supports more of our full-time instructors.

The main challenge for the department this school year will be the online delivery of meaningful, college-level classes to all our students. We need to give our students the best education possible to allow them to successfully transfer to a four-year university or go directly into the work force. Their tenure at Luna Community College should allow them to move forward to their new horizons with confidence. Our staff and instructors feel confident that we can achieve this goal.



Academic Department Review

Self-Assessment

**STEM (Science, Technology, Engineering,
Technology)**

July 1, 2020

STRATEGY

MISSION

To prepare every student to graduate through instructional dialogues and interactive undertakings that stimulate interest, discovery, innovation, cooperation and collaboration. This pursuit will lead to further study and career readiness in the Science, Technology, Engineering, or Mathematics professions.

VISION

To build an environment that creates opportunities to inspire and embolden all our students to become lifelong learners. Our program will also prepare and guide future STEM professionals in an increasingly complex and technological society to actively contribute to their communities.

With the stated mission and vision, the Luna Community College STEM Department will continue to meet the needs of its students and the community in providing cutting edge STE M education and prepare our students for future careers in STEM related fields. The STEM Department faculty continually strives innovate and provide the most current cutting-edge education possible.

Goals and Assessment

LCC Strategic Planning Report						FY 2020-2021
Mission: "Creating Opportunities for You!"						
Vision: Luna community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing student to compete at the forefront of their chosen field.						
Department:	STEM					
Unit/Department Objectives	Link with LCC Strategic Plan	Department Actions/Strategies	Measurable Outcomes	Objective Baseline	Objective Target	Estimated Objective Cost
Increase First-Time Freshman (FFT) By 150% of Program Duration (FY 20 Goal increase by 75%) 150% by FY 21	Link with Strategic Plan Goal 2	Increase outreach and Recruiting of FFT to local High Schools	Increase FFT in programs by 75% FY 20	Fall 2018 - 21 FFT	Goal - increase FFT 36 FFT by fall 2019	\$23,000
Facilitate Student Success / Retention Benchmark: Increase fall - spring retention for FFT = 40% 2020 Benchmark Increase fall-fall Retention	Link with Strategic Plan Goal 4	Increase Advisement and Tutoring	Increase FFT 40% 2019 Increase Retention 40% 2019	Fall 2018 - 21 FFT	Fall 2019 29 FFT Fall-Spring 120 FFT	\$23,000
Increase Degree Seeking Students 23% 2020	Link with Goal 5	Increase Advisement	Increase Degree Seeking students by 23% 2019	Fall 2018 58 Degree Seeking	Degree Seeking 71 Fall 2019	\$23,000
Institute Computer Science Online Programs to fully online status Fall 2020	Link With Goal 7	Full implement offerings and complete all program offerings online	All CS Classes and CS Programs have online offerings Fall 2019	Sp 2019 8 CS classes have online component	100% of CS classes have an online component	\$9,500

The STEM Department goals, as summarized in the preceding table along with the method of assessment. Increases in First Full-time students exceeded the goal and was assessed by numerical comparison from the previous year.

Emerging Opportunities

The STEM field is a very dynamic area for growth in every aspect. Growth in the Sciences, Technology, Engineering, and Mathematics has been and will continue to be the highest work force growth areas of any sector in today's workforce. The need is especially robust for women and minorities in all STEM fields which have been traditionally white male dominated fields. With the global culture shifting towards the recognition of the power and importance of scientific innovation LCC is well situated to produce both students who will continue on to four-year STEM related Bachelor's degrees and technical workforce positions.

BENCHMARK PEERS

In our efforts within the STEM Department to assess and commitment to establish institutional accountability and effectiveness. The STEM Department has developed a list of peer institutions and benchmark institutions which are utilized to gauge performance. This static list will be held

to allow the LCC STEM Department to conduct consistent benchmarking analyses. Five institutions were selected as of their similar role, scope and mission. Four other institutions were selected to be benchmark institutions because they are considered to be stronger in most measures, and may be utilized in various planning and target-setting scenarios.

LCC Peer Institutions

Santa Fe Community College

Central New Mexico Community College

Mesalands Community College

Clovis Community College

San Juan Community College

LCC Benchmark Institutions

New Mexico Institute of Mining and Technology

University of New Mexico

New Mexico State University

New Mexico Highlands University

Key Challenges

The challenges for the STEM Department are many and are complex in nature, meaning there are no obvious solutions at the present time. Challenges such as the current state of the COVID-19 Pandemic, Instructor recruitment and retention, and professional development for current instructors and staff are the utmost concerns at this moment.

The COVID-19 Pandemic, has significantly impacted every aspect of LCC, from the delivery of instruction, technology difficulties, remote administration of educational programs, and basic communication. The problems are not unique to LCC, but have affected the delivery and continuity of services. The problem with COVID-19 is on going and is very dynamic in nature with changes according the situation nationally, statewide and locally.

Instructor recruitment and retention has been problematic. Instructor salaries have been stagnant for sometime and have not kept pace with K-12 salaries which has led to instructors leaving, coupled with a lack of recruitment has led to vacancies which have gone unfilled for a period of, at least, two years. If salaries are not somehow increased, LCC will be faced with further decline of instructors which will lead to reduced class offerings and a decline in students in STEM classes and programs.

The STEM department was fortunate that at the outbreak of the COVID-19 problem, most instructors had been trained in the Quality Matters (QM) online instruction method. The QM provides instructional methods and techniques for the professional delivery of online classes. Requests have been submitted for QM instruction to new faculty members in order to improve their delivery methods, but there have been no new QM certification offerings due to the closure due to the impacts of COVID-19.

ACADEMIC/STUDENT EXPERIENCE

Enrollment Trends

Comparing fall to spring 2019-2020 there were no significant difference in enrollment on a class offering to class offering comparison, indicating a steady enrollment in STEM classes. In a comparison for the previous year.

Dept	Course	Title	credit hrs	reg_num	hours
STEM	BIO105	Biology for Non-Majors	4	20	80
STEM	BIO110	General Biology I	4	11	44
STEM	BIO111	General Biology II	4	6	24
STEM	BIO201	Medical Microbiology	4	17	68
STEM	BIO217	Human Anatomy and Physiology I	4	65	260
STEM	BIO218	Human Anatomy and Physiology II	4	49	196
STEM	CHEM105	Introduction to Chemistry	4	8	32
STEM	CHEM111	General Chemistry I	4	7	28
STEM	CHEM112	General Chemistry II	4	7	28
STEM	CS105	Introduction to Computer Science	3	12	36
STEM	CS121	Introduction to Programming	4	12	48
STEM	CS121E	Introduction to Programming (DL)	4	1	4
STEM	CS130	Introduction to Networking	4	9	36
STEM	CS130E	Introduction to Networking (DL)	4	3	12
STEM	CS215	Java Programming	4	5	20
STEM	CS215E	Java Programming (DL)	4	2	8
STEM	CS267	Network Concepts II	3	13	39
STEM	CSA150	Computer Fundamentals	3	12	48
STEM	CSA150E	Computer Fundamentals (DL)	3	15	45
STEM	CSA217	Microsoft Excel	3	7	21
STEM	ELEC204	Digital Electronic Circuits	4	1	4
STEM	MATH075	General Mathematics	4	10	40
STEM	MATH095	Algebra with Applications	4	25	100
STEM	MATH095	Algebra with Applications (DL)	4	6	24
STEM	MATH102	Math Preparation & Pre-Algebra	5	29	145
STEM	MATH102	Math Preparation & Pre-Algebra	4	47	188
STEM	MATH102	Math Preparation & Pre-Algebra	5	35	175
STEM	MATH116	Intermediate Algebra	4	48	192
STEM	MATH116	Intermediate Algebra (DL)	4	15	60
STEM	MATH130	Statistics	3	18	54
STEM	MATH180	College Algebra	4	35	140
STEM	MATH180	College Algebra (DL)	4	6	24
STEM	MATH190	Trigonometry	4	11	44
STEM	MATH195	Calculus I	4	8	32
STEM	MATH195	Calculus I	4	6	24
STEM	MATH212	Calculus II	4	15	60
STEM	MATH215	Linear Algebra	4	8	32
STEM	PHYS111	Introduction to Physics	4	26	104
STEM	PHYS161	Calculus Physics I	4	5	20
STEM	STEM105	Computer Use-Scientific Research	3	6	18
STEM	STEM117	Introduction to Engineering	3	6	18
STEM	STEM250	STEM Capstone	1	1	4
STEM	STEM250	STEM Capstone	1	8	8
Total Credit Hours				1987	2067

As is indicated in the Tables from fall to spring semesters, the STEM Department classes has seen an increase in the last two academic years. Although there were more course offerings in the spring semester and there were more credit hour totals the indication is that enrollment has been steady, if not slightly higher in the succeeding year. This is indicative of a high growth potential and thus a higher return on investment for the institution as a whole.

It would be advantageous for the institution to invest in this potential revenue increase by investing more funding into the program to induce and foster departmental growth. With additional instructional staff, LCC could take advantage of the increased interest in the STEM fields, for both transfer opportunity and workforce development.

Significant Initiatives

LCC's STEM department has initiated several initiatives in which to recruit and engage students and foster interest in STEM related fields. The Los Alamos National Laboratory has assisted in providing internship opportunities and LCC students have participated in paid internship positions. In association with New Mexico Institute of Mining and Technology, students have attended the Inventors and Entrepreneurs Workshop, where students are introduced to world leaders in the area of innovation and entrepreneurial ventures. LCC's Robot Rodeo provides an opportunity to have are high school students participate in robotics competition. The Robot Rodeo also affords LCC students to assist in the planning and coordination of the event. The STEM Department has participated in New Mexico Math Engineer Ans Science Achievement (NM MESA) Annual College Night, where high school students can speak with representatives of the states two-year and four- year colleges and universities.

Faculty Support of Student Professional Development

The STEM Club has been actively in coordinating annual Thanksgiving food drives, providing up to 100 full thanksgiving food baskets to fellow students and indigent families of the area.

The Wolves Den competition sponsored by New Mexico Institute of Mining and Technology, the flagship research institute in the state, as part of their Inventors and Entrepreneur's Workshop. Wolves Den provides an opportunity for budding entrepreneurs to showcase their ideas and compete against other college and university students in a "Shark Tank" like competition. Students present their ideas to a group of qualified professionals seeking funding. LCC has placed students in the top three places for the past three years.

The STEM Depart faculty have been instrumental in facilitating on site visits from four-year universities in the recruitment of LCC STEM student transfers seeking four year degrees in STEM fields. Representatives from the University of New Mexico, New Mexico State

University, New Mexico Highlands University and New Mexico Institute of Mining and Technology have visited the campus, sat in on classes and visited with students interested in furthering their education.

STEM Department students actively participate in the Quarterly Regional Leaders Meeting led by the Los Alamos National Laboratories. Los Alamos National Laboratories actively recruits students for summer internships and for full time positions from the Computer Science program.

Successful Job Placement

STEM program graduates, as a whole are not direct workforce placements, the majority of student STEM graduates transfer to four-year universities to complete a Bachelors of Science degree. STEM graduates of the Computer Science program do however seek and are successful in garnering gainful employment in entry level technology positions. Computer Science program graduates have been successful in securing entry level positions with the Los Alamos National Laboratory (LANL), two to three graduates who do not go on to a four-year degree program have been successfully employed at LANL.

STEM graduates have been successful in going on for a four-year degree at New Mexico Institute of Mining and Technology, the University of New Mexico, New Mexico State University, Eastern New Mexico University and New Mexico Highlands University.

Department Review

The STEM Department has completed departmental reviews the last five years. The rigor of the departmental reviews has steadily increased in each year with two previous reviews being quantitatively rigorous reviews. The current review being the most qualitative in nature with predominately narrative overviews of the program.

Learning Objectives

The learning objectives are dictated and reviewed both quantitatively and qualitatively through the review of individual course learning outcomes as prescribed by the New Mexico Department of Higher Education for each class and specified in each course syllabus with assessments being performed through the duration of each individual course. Program Learning Objectives are identified and assessed both at the onset and the conclusion of each individual class to insure that prescribed program learning objectives have been achieved by the individual program. Again prescribed qualitative and quantitative measures are assessed by the individual instructors and by LCC's Assessment Committee to insure success and adherence to prescribed Program Learning Objectives.

Learning Outcome Evaluation

After a comprehensive review of prescribed Course and Program Learning Objectives has been undertaken and completed, research is undertaken as to how to improve the PLO and CLO in

alignment with the objectives outlined. A research question is formulated with regard to improvement, both at the course level and the program level.

As an example, we can review the Program Assessment for the Computer Science program:

**Year 3
Luna Community College
Program Assessment Plan and Report**

Academic Year of Assessment: 2019-2020

Submission Date (Plan): (August 2019)

Submission Date (Report): (December 2019)

Program or Discipline: Computer Science

Submitted by: Nichole Collins

PLAN

Research Question: (What do you want to improve? What needs improvement?)

What is the average number of Industry Certifications earned by students in a cohort? What is the average pass rate for students?

How can I improve the pass rate and increase the number of earned certificates?

Program Learning Outcome(s): (List the PLO's that align with your research question)

8. an ability to use the techniques and skills for professional practice

Course Learning Outcome(s): (List the CLO's that align with your research question and PLO's. Include the course name, number and description associated with the CLO's)

CS220 A+ Essentials w/ Practical Application

- Install or upgrade the operating system.
- Manage external devices.
- Install and upgrade internal computer and laptop components.
- Troubleshoot computer components.
- Install, partition, and format hard disk storage.
- Configure a small office/home office (SOHO) network.
- Configure system security settings.

Benchmarks: (What is the current data mark? Is there an external (national or other institution) data mark you are comparing your target to?)

Students need a to earn a 1420 on their final to earn a PCPro Certificate. The college average passing score is a 1475 with an average of a 65% pass rate in 1.5 hours of test time.

Targets: (What is your goal?)

I would like to see 75% of the class pass with a score of 1650 in the 2-hour time limit. All students should pass the exam with a 70% or greater based on the average scored of the combined objectives of the exam.

Description of Assignment/Assessment Project: (What tool, assignment, observation, etc. will be used to measure your target?)

I will use the standardized certification exam provided by TestOut as my method of measurement of my target.

Description of Planned Data Collection Procedure/Methodology: (How will you use the tool assignment, observation, etc. to measure your target?)

Students will have 16 weeks to complete the labsim curriculum which includes skill based virtual labs, quizzes and 4 custom exams. Students are able to complete the labs and quizzes an unlimited number of time to ensure they practice and understand the material. Students will take 4 custom timed exams that will include virtual labs and quiz questions from the covered material. Students will be required to take the practice certification exam prior to taking the final certification exam as a benchmark and to determine what concepts may need to be reviewed before attempting the final. I will review each student individual score as well as objective percentages to see where students' strengths are.

REPORT

Report of Assessment Data and Results: (Provide raw data and results ie. excel spreadsheets)

The example provided provides evidence and rationale for improving the quality and results of the program. What is significant in this example and replicated in each of the STEM Department program reviews, is that the research and results are student driven. That is the research question and resultant improvement are based on student input with a positive result.

ACADEMIC PRODUCTION/WORKFORCE TRAINING

Major Academic Production/Workforce Training Areas

With the exception of Computer Science, the majority of STEM students are on a transfer track to complete upper division program studies at a four-year university. The majority of STEM students complete their two-year degree studies and move on to the Bachelors degree setting. There are, however, students who are currently enrolled at the neighboring 4-year university that take advantage of the credit hour cost differential and take required classes at LCC. The number

s of students in upper level mathematics classes has steadily increased over the last two academic years, resulting in the addition of additional section of mathematics classes.

There are very few, if any, direct workforce training areas available in our immediate geographic area. There have been and currently are, efforts to entice STEM based businesses into the vicinity. An effort to attract cybersecurity firms has been undertaken at the local level, but so far efforts have yielded little to no interest.

There has been increased interest in coordinating local agri-businesses but so far there has been no increase in the workforce training areas to supplement the local agri-business sector.

Measurement and Comparison

Measurement and comparison to other peer institutions is somewhat difficult in that because of the differences in geographic areas is problematic, with employment and, therefore employment/training trends being different in each region of the state. Enrollment and completion data comparison would be amore accurate way of assessing a impact of LCC programs. The transfer rate and completion data provide a better indication for comparison than workforce numbers in our geographic area.

Interdisciplinary Nature

Many of the STEM classes are interdisciplinary in that there are General Education Core requirements that are fulfilled by our STEM classes. IN particular, General Science laboratory classes are required, in Mathematics the College Algebra is required, as is the Statistics class. The necessity for the General Education Core requirement has resulted in the addition of classes to meet the need. In the case of Statistics, the requirement in the Nursing studies has necessitated that the class, which was normally offered once per academic year has increase to having it offered each semester of the academic year, including the summer session.

HUMAN, PHYSICAL, and FINANCIAL RESOURCES

Diversity of Faculty, Staff, and Students

Luna Community College, by its very nature, is very diverse place. The STEM faculty is female dominated faculty with only one full-time male instructor. The ratio of female to male is 5:1 in instruction. The STEM Department at LCC recognizes and celebrates diversity in society and shares a belief that educational opportunity should be accessible to all individuals who can benefit from our college's programs and courses.

The concept of Diversity is the embodiment of differences. Some differences are undeniable, those attributes we are born with or those things we cannot change. Differences include race, ethnicity, sex, physical abilities and qualities, sexual orientation and age. Diversity also includes many qualities that we acquire, including education, religion, geographic location, income, marital status, and work experience to name only a few.

Ten-Year Staffing

The STEM Department has initiated a loose developmental plan to augment and replace instructors as necessary, by training and preparing students to become tutors and seek bachelor's level and graduate level degrees in order to fill our long-term instructional need. The location of a four-year university with graduate level degrees has stood to bolster our instructional needs. Instructional is ongoing with vacancies and projected vacancies being advertised in order to adequately fulfill an instructional pool of possible candidates.

It has proven to be quite problematic to fill instructional needs in most STEM areas due to a lack of candidates and a disparity of pay. This pay disparity is compounded by the difference in salaries for K-12 teachers and our Instructors, with the K-12 salary being substantially higher, thus effectively eliminating a substantial pool of possible candidates. This lack of candidates may prove to be overwhelming in the coming years, as attrition may prove to be problematic in trying to fill open positions with qualified instructors.

Ensuring Financial Viability

Department viability or a viability review is a process meant to assure the LCC's instructional resources are used in response to the institutions mission, it's strategic plan, the needs of the students, and the requirements of the communities it serves with that the projected impact on with regard to Departmental budget and in turn the institutional budget.

The STEM Department has relied on institutional funding generated by a combination of tuition, general revenue legislative funding and small grants. A process must be initiated in which student use fees would be used to supplement the funding sources in order to replace consumables, breakage, normal wear and tear, etc., must be implemented. The reliance on state generated revenue cannot continue to be viewed as a feasible funding source since its viability cannot be guaranteed. The relatively low rates for per hour tuition are not sustainable over the long term and at this point are not prudent nor viable.

Decisions made in the course of a Department, or Program, viability process must be based on broad and thoroughgoing investigation of factors relevant to the benefits of the department/program for students, the college, and for the community served by LCC.

The effectiveness and/or viability should be carried out by a working group, perhaps a Department/Program Effectiveness and Planning Committee charged with the review, modification and improvement, and program initiation and discontinuance. The process may be initiated by the College President, the Vice President of Academic Affairs, and/or the Strategic Planning and Institutional Analysis Committee.

The following general types of information should be gathered as needed in the process of formulating the Review committee's recommendations:

1. Relation of the program to the College Mission
2. Relation of the program to the Strategic Plan
3. Recent Program/Department Review or accrediting agency recommendations
4. Measures of student demand (enrollment, ave class size, degrees/certificates, instructional surveys)
5. Measure of workforce demand
6. Current program effectiveness (FTE, retention and completion data, credit hour)
7. SLO assessment data
8. Projected impact on overall educational program, students, faculty, college/departmental budget, community input)

Investments and Reallocation of Resources

In order to adequately and accurately invest and reallocate resources for the Department we must utilize more advanced analytic tools, activity-based accounting. Activity-based accounting would allow the institution to gain greater insight into program patterns over the long-term and be able to adjust at opportune times. Utilizing activity-based budgeting would enable the institution to roll up data from across the campus and departments to more accurately measure ROI, as well as the overall health of academic offerings. Determining the financial efficacy of programs alone could be detrimental to faculty and students. In the end, the goal of an activity-based accounting model is putting dollars where they are best utilized, in programs that help students achieve their academic and career goals.

Facilities, Growth, Adaptation

The STEM Department is housed in a wing of the current administration area and an additional wing for the Technologies section. The space is inadequate to facilitate growth of the department with laboratory space housed in an area that was, years ago designed for the Dental program. The laboratory space is too small for the capacity of the classes and therefore limits the size of the general science classes. The Technologies area is also limited and restricted by space and network capabilities. In order to facilitate growth of the department, especially in the areas of the sciences and technology, a capital project must be employed. New facilities would allow for new equipment and technologies to be implemented in order to keep abreast of the latest innovations in the STEM areas. It is difficult to compete for and to adequately train students in the STEM fields. Our Instructors have done their best to train and instruct students using antiquated facilities and which do not allow for growth. In order to meet the challenges that face workers in the new STEM workforce, LCC must grow their facilities to match the program growth.

Program Viability

A program viability study is intended to provide yearly summative evaluation of program's sustainability and productivity. It is meant to provide the institution's executive administration with a snapshot of relevant program specific information in order to highlight program specific trends and issues. The program viability process should include the following measures from which trends could be determined:

1. Program Cost analysis
2. Completion/graduation rates
3. Current enrollment
4. Student course success rates
5. Workforce market data

Engagement Activities

The STEM Department faculty and staff are involved in many service and community organizations to serve to meet community outreach goals. The following are engagement activities with which faculty and staff are associated:

Las Vegas/San Miguel County Economic Development Committee

City of Las Vegas Planning Commission

Cyber Security Planning Committee (City of Las Vegas)

NM MESA (Math, Science, Engineering Achievement)

New Mexico Higher Education Mathematics Curriculum Committee

New Mexico Higher Education Engineering Curriculum Committee

Los Alamos National Laboratory Community Leaders

New Mexico Alliance for Minority Participation

Advisory Boards

Currently the STEM Department does have an Advisory Board, although there have been discussions regarding the formulation of an advisory body one has not been implemented to date. To my knowledge since my appointment as Director of the STEM Department (January 2106) there has been no appointment of a board or implementation, again to my knowledge LCC has never implemented a STEM Advisory Board. It may prove beneficial to have a such a board formulated and appointed.

REPORT SUMMARY

This Self-Assessment of the STEM Department point out several areas of interest that, in some instances, may indicate areas with needs to be addressed and areas where the Department excels. Of areas with concerns:

- The facilities are inadequate to accommodate Departmental growth.
- Faculty recruitment is at a stand still and must be addressed.
- Instructional Salaries are not aligned with current pay and cannot compete with those offered by state K-12 schools, which leads to dilution faculty
- A STEM Advisory Board should be implemented and supported by LCC

Areas of note:

- Strong and growing enrollment
- Excellent Instructors and Support Staff
- Strong Assessment of Courses and programs
- Successful Transfer to four-year degree programs
- Successful job placement

If the needs are addressed within a ten year cycle LCC STEM Department could, easily, be a premier institution for STEM studies with its association with preeminent national, if not global, scientific laboratories and four-year institutions. Students are engaged and are thirsting for knowledge.



Academic Department Review

Self-Assessment

Allied Health Sciences

July 1, 2020

STRATEGY

MISSION

Allied health sciences are an essential part of the healthcare system. Graduates of allied health programs provide support to health care administration, and play a vital role in therapeutic and technological fields. A large portion of our country's healthcare workforce is comprised of allied health professionals to include dental assistants, nursing assistants, emergency medical technicians, community health workers, and medical billing and coding workers. These allied health professions support, aid, and increase the efficiency of the dentists, nurses, doctors, and other primary healthcare specialist they assist.

VISION

The Department of Allied Health Sciences prepares its students to excel in their courses through theoretical learning and practical laboratory experience. The education obtained through the certificates and degree program enables students to pass accreditation exams, secure employment, or pursue other degrees beyond the certificate and associate degree. Whatever interests or career goals students have in the healthcare field, the Department of Allied Health Sciences has a program that may peak their interest. The Department offers one associate degree and two certificates.

Goals and Assessment

Luna Community College's Allied Health certificate and degree programs provides a broad yet strong foundation in healthcare to prepare individuals to face such things as ethical and legal issues, and to promote healthcare and disease prevention. The programs within the Allied Health Department at Luna Community College are also designed to prepare graduates with additional knowledge, skills, allowing them to advance in the allied health profession; meet societal and healthcare delivery demands; and work in a variety of settings with diverse patients, families, and communities.

Emerging Opportunities

Luna Community College Allied Health Programs prepare students for essential and rewarding careers in the healthcare fields. These **allied health** professions support, aid, and increase the efficiency of the dentists, nurses, doctors, and other primary **healthcare** specialist they assist. The Department of **Allied Health Sciences** prepares its students to excel in their courses through theoretical learning and practical laboratory experience.

The Allied Health AAS program establishes an excellent foundation for many allied health careers and education programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four year college. The degree is highly flexible in order to accommodate the various pre-requisite requirements for the many programs students may enter. Possible professions include but are not limited to: athletic training, laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing (BSN).

The CODA accredited Dental Assisting program at LCC is a full time one-year program beginning in the fall, with sequential classes through the spring semester and summer term. All pre-requisites must be completed before admission into the fall cohort. Students will be required to complete a total of 300- non-monetary off-campus externship clinical practicum hours during the spring semester and summer term. Each student is responsible for their own travel arrangements to and from the clinic site.

The Certificate in Allied Health provides students with an educational background to facilitate possible admission into a Nursing program or employment opportunities in healthcare, such as nursing assistant. The intent of the certificate is to provide foundational knowledge in the Allied Health Profession.

Coursework in the Allied Health Certificate can be applied toward the Associate of General Studies Degree or the Allied Health Degree.

Benchmark Peers

In our efforts within the Allied Health Department to assess and commitment to establish institutional accountability and effectiveness. The Allied Health Department has developed a list of peer institutions and benchmark institutions which are utilized to gauge performance. This static list will be held to allow the LCC Allied Health Department to conduct consistent benchmarking analyses. Five institutions were selected as of their similar role, scope and mission. Four other institutions were selected to be benchmark institutions because they are

considered to be stronger in most measures, and may be utilized in various planning and target-setting scenarios.

LCC Peer Institutions

Santa Fe Community College

Allied Health

Dental Assisting

EMS

Medical Assistant

Central New Mexico Community College

Dental Science

Health Information

Clovis Community College

EMS

Health Care Assistant

San Juan Community College

Pre-Health Science

Dental Hygiene

Health Information Technologies

LCC Benchmark Institutions

University Of New Mexico

New Mexico Highlands University

Key Challenges

The LCC Dental Assisting program administrator will continue the search for faculty qualified to teach dental assisting classes, as well as the laboratory procedures, in accordance with CODA Standards. Dental Assisting faculty must be a Certified Dental Assistant to teach in the laboratory, and must also possess a Bachelor of Arts/Science in order to teach didactic.

The LCC Dental Assisting program is in dire need of equipment to replace inoperative/broken equipment.

The Allied Health program continues efforts with respect to current workforce needs and future projected employment needs within the college's service area as well as the surrounding geographic locale.

ACADEMIC/STUDENT EXPERIENCE

Enrollment Trends

Student enrollment in the past two academic years (2018-2019 & 2019-2020) appears to be steady, although there was a slight decrease in the spring of 2020 perhaps due to the COVID-19 situation which had an overall negative impact in student registration and retention and completion rates throughout the nation in colleges and universities. The following tables show the actual credit hour production for the two periods for comparison.

Total # of Credit Hours Fall 2018					
Dept	Course	Title	credit hrs	reg_num	hours
Allied Health	AH105	Nursing Assistant Training	4	27	108
Allied Health	AH110	Health Care Information Systems	3	4	12
Allied Health	AH113	Medical Terminology	3	21	63
Allied Health	AH113E	Medical Terminology (DL)	3	17	51
Allied Health	AH210	Nutrition	3	18	54
Allied Health	AH210E	Nutrition (DL)	3	11	33
Allied Health	DENT109	Prevntv Dentistry/Oral Hlth Care	1	4	4
Allied Health	DENT118	Dental Assisting	3	4	12
Allied Health	DENT128	Community Field Experience	1	4	4
Allied Health	DENT145	Bio-Dental Science	3	4	12
Allied Health	DENT160	Dental Radiology	4	4	16
Allied Health	DENT167	Oral Medicine	2	4	8
Total Credit Hours					377

Total # of Credit Hours Spring 2019					
Dept	Course	Title	credit hrs	reg_num	hours
Allied Health	AH105	Nursing Assistant Training	4	12	48
Allied Health	AH110	Health Care Information Systems	3	4	12
Allied Health	AH113	Medical Terminology	3	26	78
Allied Health	AH113E	Medical Terminology (DL)	3	18	54
Allied Health	AH120	CPR for Health Professionals	1	8	8
Allied Health	AH205	Allied Health Seminar	2	7	14
Allied Health	AH210	Nutrition	3	24	72
Allied Health	AH210E	Nutrition (DL)	3	12	36
Allied Health	AH244	Pathophysiology	4	52	208
Allied Health	DENT103	Dental Materials	5	4	20
Allied Health	DENT170	Clinical Training/Practicum I	7	4	28
Allied Health	DENT170L	Clincl Trng Practicum I/Seminar	0	4	0
Allied Health	DENT226	Dental Pharmacology	1	4	4
Allied Health	DENT233	Laboratory Procedures	2	4	8
					0
Total Credit Hours					590

Total # of Credit Hours Fall 2019					
Dept	Course	Title	credit hrs	reg_num	hours
Allied Health	AH105	Nursing Assistant Training	4	33	132
Allied Health	AH110	Health Care Information Systems	3	5	15
Allied Health	AH113	Medical Terminology	3	27	81
Allied Health	AH113E	Medical Terminology (DL)	3	24	72
Allied Health	AH210	Nutrition	3	17	51
Allied Health	AH210E	Nutrition (DL)	3	24	72
Allied Health	CHW101	Community Health Worker I	4	7	28
Allied Health	DENT109	Prevntv Dentistry/Oral Hlth Care	1	8	8
Allied Health	DENT118	Dental Assisting	3	8	24
Allied Health	DENT128	Community Field Experience	1	8	8
Allied Health	DENT145	Bio-Dental Science	3	8	24
Allied Health	DENT160	Dental Radiology	4	8	32
Allied Health	DENT167	Oral Medicine	2	8	16
Total Credit Hours					563

Total # of Credit Hours Spring 2020					
Dept	Course	Title	credit hrs	reg_num	hours
Allied	AH105	Nursing Assistant Training	4	7	28
Allied	AH110	Health Care Information Systems	3	8	24
Allied	AH113	Medical Terminology	3	19	57
Allied	AH113E	Medical Terminology (DL)	3	9	27
Allied	AH205	Allied Health Seminar	2	21	42
Allied	AH210	Nutrition	3	14	42
Allied	AH210E	Nutrition (DL)	3	13	39
Allied	DENT103	Dental Materials	5	8	40
Allied	DENT170	Clinical Training/Practicum I	7	8	56
Allied	DENT226	Dental Pharmacology	1	8	8
Allied	DENT233	Laboratory Procedures	2	8	16
Total Credit Hours					379

Despite a significant rise in enrollment from fall 2018 through the fall of 2019, the spring of 2020 saw a decrease in enrollment, perhaps due to the COVID-19 outbreak, there is significant continuing need for healthcare workers and the healthcare workforce is showing substantial growth potential.

Significant Initiatives

With the outbreak of COVID-19 planned initiatives have been put on hold. A regional health fair scheduled for April was cancelled, all summer events which have been used as recruiting events have also been canceled for the foreseeable future. Outreach to area schools has been at a standstill, since there have been no concrete plans for the upcoming school year. Early registration for the fall semester is slated to start in early July, with significant advertisement utilizing local media will be utilized. The college's radio programs will have to be utilized for recruitment.

Faculty Support of Student Professional Development

The support and offering of professional certification are continuing and ongoing in the Dental Assistant Program. Certified Dental Assistant (CDA), national certification through the Dental Assisting National Board (DANB), an individual must obtain certification from an accredited dental assisting program. Those individuals desiring to stay in the state can obtain certification in Radiation Health and Safety, along with other state required functions, such as coronal polish, pit and fissure sealants, and topical fluoride application, through the NM State Board of Dental Health Care.

Successful Job Placement

The Allied Health programs have had significant success in direct placement of their graduates in Dental Assisting into local and regional dental offices, placement is at or near 100% for the past years and is on track for exceptional placement for this year's graduates. The AAS degree program has been successful in placement of graduates into advanced degree programs at local universities and nursing programs.

Department Review

The Allied Health Studies Department has great potential for expansion into essential areas in the health care industry. Both the certificate and AAS degree areas have the capacity to grow and develop into exceptional training programs. In the past two academic years, the department added courses in the area of Community Health Worker and Healthcare Information Systems in order to recruit more students as well as revising both the certificate and the associate degree programs of study. The department has been considering opportunities for academic expansion in the areas of addictions counseling, dental hygiene and emergency medical services. There are also considerations into the articulation of the AAS degree with a regional four-year institution to provide students with the opportunity of attaining a bachelors level degree. The department is exploring other Allied Health career programs that are in high demand, such as: surgical technology, sonography, MRI technician and Health Information technology.

LCC's Strategic Plan provides guidance to the department with respect to ideas for program enhancement. Continuing efforts must ongoing with respect to current and future workforce needs, not only within the college's service area but throughout the state and region. The department must ensure that the academic and skills content areas are kept up to, if not exceeding, current national standards and that they are continuing to evolve considering the current dynamics of the healthcare field.

Learning Objectives

The Allied Health graduates, from both certificate and degree programs will be proficient and will demonstrate the following learning outcomes:

Demonstrate and describe effective both soft and hard skills needed in the healthcare workplace. Use critical thinking and problem-solving skills, while exercising independent thinking when exploring solutions to specific workplace concerns and contemporary healthcare issues.

Demonstrate and utilize effective written and oral communications skills and terminology when interacting with clients and other healthcare colleagues while working in a professional environment.

Describe the purpose and intents of key federal, state and local healthcare policies.

Demonstrate ethical and professional behavior, while practicing within the scope of the healthcare profession.

Demonstrate knowledge of basic human anatomy and physiology, demonstrate the ability to identify anatomic features and basic pathologic findings.

Provide proper client care, to include: knowledge of body mechanics, basic life support techniques, and nutrition, client education for examinations, and overall client care and comfort.

Communicate orally or in writing to an academic advisor their goals to transfer into an allied career program or to a pre-professional program at a four-year university if they wish to continue their education.

Learning Outcome Evaluation

All course offerings, including degree and certificate programs, in the Allied Health Department are required to follow the four-step assessment process. They include:

1. A list of expected learning outcomes
2. Assessment tools that directly measure those learning outcomes
3. The results of the data, and
4. How the data will be used to improve student learning.

All academic departments are required to report student assessments and Student Learning Outcomes Assessment (SLOA) Committee presentations. Every semester, academic

departments focus on specific learning outcomes with a targeted student population. Faculty are selected to participate in SLOA; selected faculty participate in developing assessment methods and procedures for their particular course or courses. The faculty participate in oral presentations at the end of the semester and information gathered is disseminated among SLOA member, faculty, and staff. These presentations, information and data gathered serve as a base line for future program improvements.

ACADEMIC PRODUCTION/WORKFORCE TRAINING

Major Academic Production/Workforce Training Areas

The healthcare industry is in dire need of almost every facet of it industry, with graduates having almost instant job prospects. LCC's training in both the certificate and degree areas are in high demand, in the service area, statewide and nationally. Training opportunities are also high demand activities for the department. Certified Nursing Assistant, (CNA) training is ongoing with students seeking the training and testing for the certification on a continuing basis.

According to the Bureau of Labor and Statistics, CNAs earn an average annual salary of \$27 050 in New Mexico.

A person with an associate degree in allied health may work in a hospital environment, a physician's office, a government health department or even for a professional sports team. Allied health professions are divided into two broad categories: **technologists/therapists and technicians/assistants**. LCC graduates in Allied Health serve in a variety of technical areas locally and are in high demand to fill positions in local hospital and clinical settings.

Measurement and Comparison

Measurement and comparison to other peer institutions is somewhat difficult in that because of the differences in geographic areas is problematic, with employment and, therefore employment/training trends being different in each region of the state. Enrollment and completion data comparison would be amore accurate way of assessing a impact of LCC programs. The transfer rate and completion data provide a better indication for comparison than workforce numbers in our geographic area.

Interdisciplinary Nature

The General Education Core requirements assure that students have basic studies which are interdisciplinary in nature. The classes include, but are not limited to courses in concentration areas of communication, mathematics, laboratory science, social and behavioral science, creative and fine arts, with nine flexible hours from the content areas from the Associate of Arts and Science programs and additional flexible three hours from the content areas for Associate of Applied Science programs. This interdisciplinary core ensures that LCC graduates possess adequate literacy and interdisciplinary general knowledge to function in employment, to continue in the pursuit of education, and to promote and participate in cultural and political life in society.

HUMAN, PHYSICAL, and FINANCIAL RESOURCES

Diversity of Faculty, Staff, and Students

The staff, faculty, and students in the Allied Health Department are representative of the mixed racial, ethnic and sexual diversity of the region. Historically northeastern New Mexico has traditionally been representative of an extremely diverse population, although a Hispanic ethnic majority. The gender makeup of the Allied Health Department is generally female dominated, with a distinct minority of male representation. This unbalanced gender ratio due to a lack of male workers in the healthcare segment in the region, which traditionally has been a female dominated workforce.

Ten-Year Staffing

The absence of wage increases has definitely had a negative effect on the staffing at LCC. Recent wage increases have not kept pace with salary and wage increases within the K-12 system and within the healthcare workforce, resulting in a staffing disparity. Salaries and wages must be addressed in order to effectively entice qualified instructors and professional staff within the department.

Ensuring Financial Viability

A departmental viability review process, meant to assure that the department's instructional resources are used in response to the institutional strategic plan, the needs of students, and community-based requirements, to assess the projected impact with regard to the Department budget and the instructional budget, needs to be implemented.

The Allied Health Department relies on institutional funding generated by a combination of tuition, general legislative budgeting, and educational tax levies. A student fee process must be initiated to be used to supplement funding in order to cover the cost of consumable items, breakage, normal wear and tear, etc. The reliance on state generated revenue cannot continue to be sustained. The relatively low tuition rate is not sustainable over the long term and are not currently prudent or viable.

Investments and Reallocation of Resources

Adequate and accurate allocation of resources must be more fully utilized within the department in order to effectively invest and reallocate resources. Activity-based accounting must be

implemented in order to allow the institution to gain a greater insight into program patterns over the long-term and to be able to adjust dependent on changing fiscal resources.

Facilities, Growth, and Adaptation

Currently the Allied Health Department is housed in close quarters with the Nursing Department, which severely limits the growth of programs. The Dental Assisting program is currently restricted from further growth because of aged equipment and space restrictions. There is funding available for some redesign and realignment in the current location, which would be of short-term benefit. But, in the end, the Department as a whole would benefit from a new facility to adequately address the space limitation in the current situation.

Program Viability

A program viability study should be undertaken on a yearly basis in order to evaluate the program's sustainability and productivity.

The following measures should be assessed in order to determine the following:

1. Program Cost
2. Completion/graduation rates
3. Enrollment trends
4. Student course success rates
5. Workforce market data

Engagement Activities

The Allied Health Department faculty and staff are involved in many service and community based organizations to meet community outreach goals. The following are examples of the community-based activities/organizations in which the faculty and staff are associated:

San Miguel County Family & Community Health Council
Science and Health Career Orientation

NM Mesa College Night
Virtual Science and Health Career Camp
Northeast Regional Health Council
Las Vegas San Miguel County Economic Development Committee

Advisory Boards

Currently, the Dental Assisting Program implements and regularly meets with the Dental Assisting Advisory Board.

REPORT SUMMARY

The Allied Health Department has been working to improve the quality and selection of courses and programs in the healthcare field to ensure graduates are well prepared, competent and competitive in today's healthcare workforce. Ongoing assessment of the certificate and degree programs ensure the viability of the department. New courses are added as needed in order to enhance opportunities and to meet expected demands and changes in the healthcare industry. Program assessment which, in the past, had been identified as weakness has now been initiated and continuing to insure program success. Both certificate and AAS degree programs have the capacity to enhance and sustain growth in the program offerings. With the goal of attracting more students in pursuing Allied Health certificate and/or degrees, recruitment efforts are continuing to be developed at the department and institutional levels. Focused recruitment efforts at both the secondary school level and within the service communities to attract both traditional and non-traditional students is ongoing. The Allied Health Department has to ensure that its academic and skills content is kept current to meet national standards and is evolving with the changing dynamics of the healthcare field.



Academic Department Review

Self-Assessment

Trades and Vocational Education

July 1, 2020

I. Department & Academic Program Overview

Trades and Vocational Education Department Mission:

Luna Community College's Trades and Vocational Education Department strives for excellence in the vocational technical fields by educating and preparing our students academically, technically, and professionally to meet the challenges and opportunities of the 21st century job market.

Programs/Certificates

The following programs comprise the Trades and Vocational Educational Department. Also included are enrollment, revenue, and cost summaries for each program.

- **Automotive Technology**-ASE and SnapOn Certifications
This program prepares students for the automotive industry. It provides students with the skills needed for a job as an entry-level line technician. It covers the automobile in every area such as chassis systems, electrical systems, fuel systems, climate control systems, drive train 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.

VOC TRADES AUTOMOTIVE TECHNOLOGIES			Credit Hours	Total Students	Student Credit Hours	Tier2-\$199	Tier Fund Total (SCHx\$199)	Tuition (\$38 X # of Students)	Total Revenue	Instructor Cost (Adjunct)	6364 Cost	Profit (Revenue - Costs)
E. Sandoval, P. Vance												
Su 20	Fa 19	Sp 20										
Sandoval,E	AUTO100		3	6	18	2	\$3,582	\$684	\$4,266	\$4,716	\$465	(\$915)
Sandoval,I	AUTO100		3	12	36	2	\$7,164	\$1,368	\$8,532	\$4,716	\$465	\$3,351
Sandoval,E	AUTO101		2	14	28	2	\$5,572	\$1,064	\$6,636	\$3,144	\$465	\$3,027
Sandoval,I	AUTO101		2	13	26	2	\$5,174	\$988	\$6,162	\$3,144	\$465	\$2,553
Sandoval,I	AUTO104		3	11	33	2	\$6,567	\$1,254	\$7,821	\$4,716	\$465	\$2,640
Vance,P.	AUTO106		3	10	30	2	\$5,970	\$1,140	\$7,110	\$1,950	\$465	\$4,695
Sandoval,E	AUTO120		4	7	28	2	\$5,572	\$1,064	\$6,636	\$6,288	\$465	(\$117)
Vance,P.	AUTO120		4	13	52	2	\$10,348	\$1,976	\$12,324	\$2,600	\$465	\$9,259
Sandoval,E	AUTO124		3	10	30	2	\$5,970	\$1,140	\$7,110	\$4,716	\$465	\$1,929
Vance,P.	AUTO126		4	10	40	2	\$7,960	\$1,520	\$9,480	\$2,600	\$465	\$6,415
Sandoval,I	AUTO135		3	11	33	2	\$6,567	\$1,254	\$7,821	\$4,716	\$465	\$2,640
Vance,P.	AUTO137		4	6	24	2	\$4,776	\$912	\$5,688	\$2,600	\$465	\$2,623
Sandoval,I	AUTO154		3	9	27	2	\$5,373	\$1,026	\$6,399	\$4,716	\$465	\$1,218
Sandoval,I	AUTO295		1	1	1	2	\$199	\$38	\$237	\$1,572	\$465	(\$1,800)
Totals			42	106	321		\$80,794	\$15,428	\$96,222	\$52,194	\$6,509	\$37,519
			\$ 893.31	\$ 353.95				\$ 96,222		\$ 58,703	\$ 37,519	
			D	E				B		A	C	

		AUTO
A	Costs	\$58,703
B	Revenues	\$96,222
C	Profit/Loss for year	\$37,519
D	Profit per Cr. Hr.	\$ 893.31
E	profit per student	\$ 353.95

- Automotive Collision Repair Technology- NCCER & ASE Certifications**

The program is designed in conjunction with the Automotive Technology and the Welding Technology programs 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, restoration, 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. Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.

VOC TRADES Automotive Collision Repair Technologies			Credit Hours	Total Students	Student Credit Hours	Tier2-\$199	Tier Fund Total (SCHx\$199)	Tuition (\$38 X # of Students)	Total Revenue	Instructor Cost (Adjunct)	6364 Cost	Profit (Revenue - Costs)
A. Baca												
Su 20	Fa 19	Sp 20										
	CRT100		3	8	24	2	\$4,776	\$912	\$ 5,688	\$5,472	\$175	\$41.23
	CRT105		3	7	21	2	\$4,179	\$798	\$ 4,977	\$5,472	\$175	(\$669.77)
	CRT110		3	8	24	2	\$4,776	\$912	\$ 5,688	\$5,472	\$175	\$41.23
	CRT115		3	12	36	2	\$7,164	\$1,368	\$ 8,532	\$5,472	\$175	\$2,885.23
	CRT120		3	8	24	2	\$4,776	\$912	\$ 5,688	\$5,472	\$175	\$41.23
	CRT125		3	10	30	2	\$5,970	\$1,140	\$ 7,110	\$5,472	\$175	\$1,463.23
	CRT140		3	6	18	2	\$3,582	\$684	\$ 4,266	\$5,472	\$175	(\$1,380.77)
	CRT150		3	10	30	2	\$5,970	\$1,140	\$ 7,110	\$5,472	\$175	\$1,463.23
	CRT295		1	1	1	2	\$ 199.00	\$ 38.00	\$ 237.00	\$5,472	\$175	(\$5,409.77)
Totals			25	70	208		\$41,392	\$7,904	\$49,296	\$49,248	\$1,573	(\$1,525)
			\$ (61.00)	\$ (21.78)				\$ 49,296		\$ 50,821	\$ (1,525)	
			D	E				B		A	C	

		CRT
A	Costs	\$50,821
B	Revenues	\$ 49,296.00
C	Profit/Loss for year	\$ (1,524.93)
D	Profit per Cr. Hr.	\$ (61.00)
E	profit per student	\$ (21.78)

- Building Technology- OSHA 10, Heavy Equipment Certification**

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, as well as floor, wall and roof framing. Safety is covered in accordance with procedures and practices. 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) and Associate General Contractors of American (AGC) Journeyman Certifications.

- **Barbering/Cosmetology- State of NM Licensure**
Cosmetology and barbering are personal service occupations. The Cosmetology/Barbering programs are designed to meet the standards established by the New Mexico State Board of Barbers and Cosmetologists. Upon successful completion of 1600 clock hours(Cosmetology) or 1200 clock hours (Barbering) as required by the State Board of Cosmetology, students are eligible to take the State Board examination for licensure as a cosmetologist or barber. After successful completion of the State Board examination, graduates are qualified to practice as licensed cosmetologists or barbers in New Mexico. Additionally, graduates can apply for licensing by reciprocity in other states.

COSMETOLOGY & BARBERING			Credit Hours	Total Students	Student Credit Hours	Tier2	Tier Fund Total (SCHx\$)	Tuition (\$38 X # of Students)	Total Revenue	Instructor Cost (Adjunct)	6364 Cost	Profit (Revenue - Costs)
C. Bonney, G. Sandoval												
Su 20	Fa 19	Sp 20										
	BARB252		2	2	4	2	\$796	\$152	\$948	\$5,636	190.95	(\$4,879)
	BARB260		4	5	20	2	\$3,980	\$760	\$4,740	\$5,636	190.95	(\$1,087)
	C SMT109		4	13	28	2	\$5,572	\$1,064	\$6,636	\$7,219	190.95	(\$774)
	C SMT118		4	13	96	2	\$19,104	\$3,648	\$22,752	\$7,219	190.95	\$15,342
	C SMT123		4	13	96	2	\$19,104	\$3,648	\$22,752	\$7,219	190.95	\$15,342
	C SMT126		5	13	48	2	\$9,552	\$1,824	\$11,376	\$7,219	190.95	\$3,966
	C SMT139		4	11	90	2	\$17,910	\$3,420	\$21,330	\$7,219	190.95	\$13,920
	C SMT143		4	11	60	2	\$11,940	\$2,280	\$14,220	\$7,219	190.95	\$6,810
	C SMT148		4	6	76	2	\$15,124	\$2,888	\$18,012	\$7,219	190.95	\$10,602
	C SMT152		5	11	28	2	\$5,572	\$1,064	\$6,636	\$7,219	190.95	(\$774)
	C SMT209		4	7	76	2	\$15,124	\$2,888	\$18,012	\$5,636	190.95	\$12,185
	C SMT217		4	7	40	2	\$7,960	\$1,520	\$9,480	\$5,636	190.95	\$3,653
	C SMT222		5	7	50	2	\$9,950	\$1,900	\$11,850	\$5,636	190.95	\$6,023
	C SMT229		4	5	40	2	\$7,960	\$1,520	\$9,480	\$5,636	190.95	\$3,653
	C SMT229		4	2	16	2	\$3,184	\$608	\$3,792	\$5,636	190.95	(\$2,035)
	C SMT239		4	5	52	2	\$10,348	\$1,976	\$12,324	\$5,636	190.95	\$6,497
	C SMT243		2	5	8	2	\$1,592	\$304	\$1,896	\$5,636	190.95	(\$3,931)
	C SMT254		2	5	8	2	\$1,592	\$304	\$1,896	\$5,636	190.95	(\$3,931)
	C SMT260		3	5	21	2	\$4,179	\$798	\$4,977	\$5,636	190.95	(\$850)
	Totals		72	146	857		\$ 170,543	\$ 32,566	\$ 203,109	\$ 119,750	\$ 3,628	\$ 79,731
			\$ 1,107.37	\$ 546.10				\$ 203,109		\$ 123,378	\$ 79,731	
			D	E				B		A	C	

CSMT & BARB	
Costs	\$ 123,378.01
Revenues	\$ 203,109.00
Profit/Loss for year	\$ 79,730.99
Profit per Cr. Hr.	\$ 1,107.37
profit per student	\$ 546.10

- Culinary Arts-ServSafe Food Safety Manager Certification**
 Luna Community College’s Culinary Arts curriculum incorporates the American Culinary Federation’s standards for knowledge and skill competencies. This program emphasizes hands- on learning in our state-of-the-art kitchen laboratory. Each class focuses on professional food production in a commercial kitchen and prepares students for entry-level positions within the food service industry. Students learn how to handle food safely, follow standards of culinary professionalism and develop basic cooking skills. Classroom instruction emphasizes the business of cooking and giving students a fundamental understanding of managerial work in the food service industry.

VOC TRADES CULINARY ARTS PROGRAM			Credit Hours	Total Students	Student Credit Hours	Tier2=\$199	Tier Fund Total (SCHx\$199)	Tuition (\$38 X # of Students)	Total Revenue	Instructor Cost (Adjunct)	6364 Cost	Profit (Revenue - Costs)
H. Sandoval, S. Miller												
Su 20	Fa 19	Sp 20										
	BAKE102		4	7	28	2	\$5,572	\$1,064	\$6,636	\$2,600	\$260	\$3,776
	CUL101		3	5	15	2	\$2,985	\$570	\$3,555	\$1,950	\$260	\$1,345
	CUL107		1	3	3	2	\$597	\$114	\$711	\$650	\$260	(\$199)
	CUL115		1	4	4	2	\$796	\$152	\$948	\$650	\$260	\$38
	CUL122		3	5	15	2	\$2,985	\$570	\$3,555	\$1,950	\$260	\$1,345
	CUL123		3	6	18	2	\$3,582	\$684	\$4,266	\$1,950	\$260	\$2,056
	CUL128		3	3	9	2	\$1,791	\$342	\$2,133	\$1,950	\$260	(\$77)
	CUL208		4	1	4	2	\$796	\$152	\$948	\$2,600	\$260	(\$1,912)
	CUL220		3	5	15	2	\$2,985	\$570	\$3,555	\$1,950	\$260	\$1,345
	CUL230		3	5	15	2	\$2,985	\$570	\$3,555	\$1,950	\$260	\$1,345
	CUL237		1	3	3	2	\$597	\$114	\$711	\$650	\$260	(\$199)
	CUL237L		2	3	6	2	\$1,194	\$228	\$1,422	\$1,300	\$260	(\$138)
	Totals		31	50	135		\$ 26,865	\$ 5,130	\$ 31,995	\$ 20,150	\$ 3,120	\$ 8,725
			\$ 281.45	\$ 174.50				\$ 31,995		\$ 23,270	\$ 8,725	
			D	E				B		A	C	

CUL & BAKE	
Costs	\$ 23,270
Revenues	\$ 31,995.00
Profit/Loss for year	\$ 8,725.00
Profit per Cr. Hr.	\$ 281.45
profit per student	\$ 174.50

- Welding Technology-AWS Certification**

The program prepares students with entry-level job skills in all phases of the welding industry and provides upgrading for those out in the field that need to acquire additional skills. Emphasis is placed on welding procedures used in the construction industry. Preparation for state certification is covered through the American Welders Society (AWS). Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies.

VOC TRADES WELDING TECHNOLOGIES Gene Martinez			Credit Hours	Total Student \$	Student Credit Hours	Tier2	Tier Fund Total (SCHx\$199)	Tuition (\$38 X # of Student)	Total Revenue	Instructor Cost (Adjunct)	63/64 Cost	Profit (Revenue - Costs)		
Su 20	Fa 19	Sp 20												
		WLDG105	4	14	56	2	\$11,144	\$2,128	\$13,272	\$2,600	\$1,281	\$10,672		
		WLDG118	4	14	56	2	\$11,144	\$2,128	\$13,272	\$2,600	\$1,281	\$10,672		WLDG
		WLDG119	4	12	48	2	\$9,552	\$1,824	\$11,376	\$2,600	\$1,281	\$8,776	A	Costs \$ 25,867.00
		WLDG133	4	13	52	2	\$10,348	\$1,976	\$12,324	\$2,600	\$1,281	\$9,724	B	Revenues \$ 74,181.00
		WLDG140	4	11	44	2	\$8,756	\$1,672	\$10,428	\$2,600	\$1,281	\$7,828	C	Profit/Loss for year \$ 48,314.00
		WLDG148	3	9	27	2	\$5,373	\$1,026	\$6,399	\$1,950	\$1,281	\$4,449	D	Profit per Cr. Hr. \$ 1,858.23
		WLDG148	3	10	30	2	\$5,970	\$1,140	\$7,110	\$1,950	\$1,281	\$5,160	E	profit per student \$ 582.10
		Totals	26	83	313		\$ 62,287	\$ 11,894	\$ 74,181	\$ 16,900	\$ 8,967	\$ 48,314		
			\$ 1,858.23	\$ 582.10					\$ 74,181		\$ 25,867	\$ 48,314		
			D	E					B		A	C		

- Commercial Driver's Licensing-Class A License**

The main goal for this program is to prepare students for Class A Commercial Driver's Licensure, so that they can gain employment. This course of study is divided into two courses that can be done in as little as 8 weeks.

VOC TRADES CDL L. Moore, F. Garcia			Credit Hour	Total Students	Student Credit	Tier2	Tier Fund Total (SCHx\$199)	Tuition (\$38 X # of Student)	Total Revenue	Instructor Cost (Adjunct)	63/64 Cost	Profit (Revenue - Cost)		
Su 20	Fa 19	Sp 20												
		CDL130	3	6	18	2	\$ 3,582	\$ 684	\$ 4,266	\$ 1,950	1052.44	\$ 1,264	9472	
		CDL130L	4	5	20	2	\$ 3,980	\$ 760	\$ 4,740	\$ 2,600	1052.44	\$ 1,088	1052	
		CDL130L	4	7	28	2	\$ 5,572	\$ 1,064	\$ 6,636	\$ 2,600	1052.44	\$ 2,984		
		CDL130L	4	4	16	2	\$ 3,184	\$ 608	\$ 3,792	\$ 2,600	1052.44	\$ 140		
		CDL130L	4	3	12	2	\$ 2,388	\$ 456	\$ 2,844	\$ 2,600	1052.44	\$ (808)	A	Costs \$ 25,722.00
		CDL130R	3	0	0	2	\$ -	\$ -	\$ -	\$ -	1052.44	\$ (1,052)	B	Revenues \$ 29,388.00
		CDL130R	3	2	6	2	\$ 1,194	\$ 228	\$ 1,422	\$ 1,950	1052.44	\$ (1,580)	C	Profit/Loss for year \$ 3,666.00
		CDL130T	3	0	0	2	\$ -	\$ -	\$ -	\$ -	1052.44	\$ (1,052)	D	Profit per Cr. Hr. \$ 118.26
		CDL130T	3	8	24	2	\$ 4,776	\$ 912	\$ 5,688	\$ 1,950	1052.44	\$ 2,688	E	profit per student \$ 104.74
		Totals	31	35	124		\$ 24,676	\$ 4,712	\$ 29,388	\$ 16,250	\$ 9,472	\$ 3,666		
			\$ 118.26	\$ 104.74					\$ 29,388		\$ 9,472	\$ 3,666		
			D	E					B		A	C		

Faculty Matrix

During the 2019/20 Academic year, the Vocational Trades Department has grown. We have been managing program offerings with Adjunct Instructors. Any instructors that were new to the program/college were paired with mentors, and given extensive support along with the additional training needed to successfully meet instruction needs. Our faculty for this past year are as follows:

Name	FT / PT	Credential*/Degree	Credit hours taught/sem	5 Years Experience Minimum in Vocational Field	Professional
Germaine Sandoval	FT	RI, RB, RC	18	Yes	Certified RI, RB, RC
Clarice Bonney	FT	RI, RC	17	Yes	Certified RI, RC
Stormi Miller	PT	Culinary Arts Cert., LCC	6	Yes	ServSafe Mgr. Ce
Gene Martinez	PT	Certified AWS Welder	12	Yes	AWS
Gary Martinez	DC	Certified AWS Welder	7	Yes	AWS
Eugene Sandoval	FT	ASE Master Technician	15	Yes	ASE, OSHA 30
Paul Vance	PT	ASE Master Technician	9	Yes	ASE
Larry Moore	PT	DOT CDL Intra,Inter-State Inspector	3	Yes(26 years)	n/a
Florencio Garcia	PT	CDL	8	Yes	CDL
Linda Chibante	PT	Quilting Exp./No Degree or Cert.	13	Yes	MA Education
Robert Plagge	PT	Furniture & Cab Mkg.	4	Yes	NCCER/OSHA 30
Earl Tarr	PT	Furniture & Cab Mkg. Experience/no Degree or Cert.	8	Yes	Ran his own woodsh for 37 years
Hope Sandoval	PT	Culinary Arts Cert. LCC	10	Yes	Serv-Safe Mgr. Cert.
Anthony Baca	FT	ASE Collision Repair MT	13	Yes	ASE CR Master Tech.
Patricia Kuhlman	FT	Furniture & Cab. Mkg. Cert., LCC	12	Yes	n/a
Elayne Sena	DC	BA Industrial Arts Education	3	Yes	BA Industrial Arts Education, Vocational Technical Teaching License for grades 1-12
Telena Shubert	PT	Quilting Exp./No Degree or Cert.	6	Yes(20+ years)	n/a

David Flores	PT	Furniture & Cab. Mkg/No Degree or Cert.	3	Yes(30+ years)	BA Education
Andrew Quintana	FT	RI, RB, RC	17	Yes	Certified RI, RB, RC

II. Personnel Actions

The Trades and Vocational Education Department leadership was in need of a cohesive voice and direction. For several years the department had maintained operations, due in large part to the strong presence and knowledge of the Department Advisor, Karen Wezwick. Due to her expertise, the daily functions of the department were maintained despite several changes in leadership. Even with this being the case, there was a need for strengthened communication and support in the Trades and Vocational Education Department. Student tracking and advisement is in full force. Department Administrative Assistant, Andrea Herrera-Gabaldon has kept the Trades and Vocational Education Department office operation running smooth and efficiently, At the end of June 2019, the Director left the Trades and Vocational Education Department. In August 2019, the Trades and Vocational Education Department was able to fill the Director position with Geno Castillo, whom has a background in STEM and also served in the United States Marine Corps, and with that, office operations and delegation continued to flow smoothly. The Trades classes require purchasing of consumable items for classes (gas, metal, welding rods, fuel, fillers, paint, food items, etc.) on an on-going basis. Without this purchasing, many classes could not occur. As a result, much time of the administrative assistant is spent coordinating purchasing. With these tasks finally designated appropriately, we were all able to fulfill our job duties adequately. In regards to faculty, the Culinary Arts Program, Welding Program and Vocational Program were managed with several part-time instructors.

III. Curriculum

Changes to curriculum are as follows:

Commercial Drivers License : New course of study has been added to the program, CDL 140. It is a 1 credit hour refresher course approved by the Curriculum Committee in the Spring 2020 semester. The new course allow students to get more experience in driving.

IV. Faculty Activities and Accomplishments

Our Trades and Vocational Education Full-Time Faculty maintain their qualifications by attending training programs and updating their credentials to keep them current with their specific industry. They also stay current with Luna's training requirements by participation in FERPA, Advisement, Sexual Harassment and Active Shooter trainings. We provide mini teacher trainings departmentally that encourage instructors to implement new teaching techniques and strategies to include: development of rubrics for use in the lab/shop areas, using mini writing activities for assessment, and google apps in the classroom. Multiple assessment trainings have been offered as well by the institution, and this has been supported by individual work sessions with the instructors. Specific training/professional development per program are as follows:

- Collision Repair Instructors attend the SEMA Convention yearly participating in many of the workshops and trainings offered there. He also participates in NAPA paint trainings bi-annually, and maintains his NATEF/ASE Master Automotive Technician Certification. Anthony has also re-convened the LCC Car Club so that the car show can occur each year in collaboration with New Mexico Highlands University. He scheduled the Car-O-Liner Training and software update so this equipment will again be functional and can be used in class. Lastly, Anthony negotiated for the complimentary acquisition of estimating software that students utilize in damage estimation training.
- Automotive Technologies Instructors attend the SEMA Convention yearly participating in many of the workshops and trainings offered there. The instructors also undergo regular updating ATI Technical Training through online and in-person sessions/seminars for NATEF/ASE Master Automotive Technician Certification requirements, and SnapOn Certifications through the National Coalition of Certification Center, as well as maintaining their OSHA 30 credentials. Both of our instructors hold an Associate's Degree from Luna.
- Culinary Arts Instructors maintain their ServSafe Manager Certifications and ability to administer the tests for students through the American Restaurant Association. Both Instructors received their Certificates in Culinary Arts from Luna Community College and jointly have over 13 years of industry experience. Culinary Arts Instructors are also acting advisors for the Culinary Arts Club. Through the club, students host a restaurant and numerous caterings throughout the year.
- Cosmetology and Barbering Instructors maintain their own Licensure status through the State of New Mexico Regulation & Licensing Department as well as being registered as instructors for their own specific areas of expertise. They routinely refresh on new processes and procedures, and complete continuing education as required by the New Mexico State Barbering and Cosmetology Board.
- Welding Instructors are recognized certified welders through the American Welding Society.
- Building Technology/VOC/Furniture & Cabinetmaking Instructors have DECADES of experience that they bring to their programs, one of which has extensive experience on a CNC machine. Gene Martinez completed the NCCER Instructor Training in March 2020, a requirement to help maintain our NCCER (National Center for Construction Education and Research) Accreditation--the nationally-recognized leader in building trades training. Luna Community College is one of little over 4,000 NCCER-accredited training and assessment facilities in the United States.
- **Support Staff:**

Geno Castillo –Trades and Vocational Education Department Director

- Over-sight of all facilities for the department ensuring all facilities are in good/safe working order. Worked closely with faculty and facilities to coordinate up-keep, maintenance, and safety of facilities.
- Oversight of all curriculum, and curriculum development. Including syllabus development/editing scheduling and appropriate contact time.

- Oversight of accreditation, licensure and certification for the various programs:
 - NATEF-Automotive Collision Repair/Automotive Technology
 - NCCER and OSHA-Building Technology
 - State of New Mexico Regulation & Licensing Department Board of Barbers & Cosmetologists-Barbering/Cosmetology
 - ServSafe Manager Instructor Certifications-Culinary Arts
- Ensure instructors obtained trainings as required for the institution to remain accredited. Gene Martinez participated in the NCCER Instructor training, and Anthony Baca renewed his NATEF Instructor Certification.
- Creation of 5-year program plans, setting goals for growth in each department. Worked with faculty to ensure assessment processes are taking place.
- Implementation of set-monthly department meetings to help build unity, a sense of community, transparent communication, support for faculty, and faculty professional development opportunities within the department.
- Hosted and offered donuts, coffee and popcorn for all students and faculty in the department as a retention effort. Allow students to come together as a learning community, meet admin for department, etc.
- Reformation of Advisory Boards for all programs. We held formational meetings quarterly for each program: Building Technology/Furniture and Cabinet Making, Automotive/Automotive Collision Repair, Welding Technology, Barbering/Cosmetology, and Culinary Arts. Made many great contacts with the community with plans for future meetings and collaborations.
- Creation of updated recruiting materials, including a power-point presentation, program flyers, and program rack-cards.
- Consistent oversight of instructional quality through classroom observations, course evaluation, professional growth opportunities (mini-trainings offered at monthly meetings), and mentoring for new faculty.
- Consistent over-sight of lab/shop safety requirements in all departments ensuring students are taught and abide by the proper Personal Protection Equipment(PPE) for each area.
- Worked closely with faculty to get shop and all machinery in good working order. Maintained detailed inventory for all large machinery and small tools to ensure accountability within the department since it is functioning with several adjunct faculty at this time.
- Worked to get the MOU between LCC's Barbering and Cosmetology Program and the Las Vegas Senior Center re-

approved so the program can continue services for seniors in our area.

- Attended the SEMA conference in Las Vegas, Nevada and gained several great contacts with the help of Anthony Baca and Eugene Sandoval. From this conference we obtained access to an estimating software program and a Car-O-Liner software upgrade for use in our Automotive Collision Repair Technology program. Furthermore, the program also received \$500.00 in products to be used in classes, which were provided by donations from major companies, such as manufacturer 3M.
- Attended monthly BOT meetings to ensure dissemination of information from these meetings to faculty.
- Actively participated in the Academic Leadership meetings, selected as the Vice-Chair for Academic Leadership, and actively participated in Shared Governance Representative representing Academic Leadership.
- Visited satellites offering Vocational Trades classes to ensure instructional continuity within all sites.
- Chaired the Interview Committee in the selection for Luna Community College's next Vice President of Academic Instruction and Student Services position in September 2019.

Karen Wezwick-Trades and Vocational Education Department Adviser

- Karen is very knowledgeable about all of the intricacies of the Vocational Trades Department. She has been instrumental in working together with Admin Assistant and the Director in all areas. In addition to all of this, her role of advisor has worked diligently to organize and implement procedures in that area.
- She is very knowledgeable in purchasing and with data collection and analysis.
- Karen has been very instrumental in keeping the Advisory Boards organized for all of our programs. She has coordinated with Faculty and area constituents for formational advisory board meetings.
- She has set up student advisement files and has taken initiative in tracking students through their program completion.
- Karen is an active participant in the Staff Advisory Senate and on the Advisement sub-committee(a sub-committee of Retention and Completion).
- Karen continues to over-see budgeting, registration and orientation of CDL students. She coordinates exam-dates with the CDL examiner, instructor and students. She is very knowledgeable and proficient in the CDL program.
- Creation of updated recruiting materials, including program flyers, and program rack-cards.
- Attendance at various recruiting opportunities including: the job fair, College Night hosted at NMHU, various Trades specific tours

with demos for students, participation in the parades with the LCC semi.

Andrea Herrera-Gabaldon-Trades and Vocational Education Department Administrative Assistant II

- Andrea is very self-motivated, proficient and works well independently. She picks up new concepts quickly, and takes the initiative to learn independently as well. If she doesn't know how to do something she will figure it out.
- She works quickly and efficiently to make sure POs get done and received in a timely manner, which is extremely important in our department because there is much purchasing on an on-going basis of consumable items. She also makes sure that we receive items from the warehouse in a timely manner.
- Andrea completes the following tasks on an on –going basis:
 - Wal-Mart Purchasing for the Culinary Arts classes and Catering events
 - Modification/organization of existing forms and charts
 - Timely response to calls and messages
 - Pick-up of food items for department meetings(purchased by faculty and staff)
 - Timely acquisition of goods needed, whether in the shops, classrooms, or office
 - Pick up of ordered items for various vendors such as Zepol, Sally's, Lowe's, etc.
 - Organization/scheduling of appointments for the director
 - Coordinated all distribution, pick-up, and analysis of Course Evaluation forms for every Vocations class
 - Coordinated all distribution and pick-up of all early alerts, and notified Advisor of students in need of intervention
 - Detailed tracking of open POs, and closing POs as needed
 - Input of courses in scheduler, and oversight of book orders in a timely manner
 - Organization/preparation of the First Annual Vocations Graduate Recognition event
 - Preparation of PDP paperwork and travel planning
 - Creation of signs, business cards, invites, notices, etc. as needed.

V. Assessment Outcomes and Activities

Each Full-Time faculty completed Course Learning Objective and Assessment and Continuing Quality Improvement forms during the Faculty in-service week.

Departmentally, a huge emphasis was placed on student participation in course evaluations. These course evaluations, along with insight gained from classroom observations, fueled feedback given to instructors as part of the yearly performance evaluation process. Due to the COVID-19 pandemic each instructor (ALL FT and PT Faculty) received their evaluation from the director via LCC email. Each instructor

signed their forms using Electronic Signature as per LCC Human Resources approval. In turn the director signed the form using Electronic Signature as per LCC Human Resources approval. This allowed a time for discussion and reflection on each of the instructor courses, and fostered discussion on how courses could be improved. As a result, many improvements were made department-wide:

- Development of performance evaluation rubrics for use in shops/labs
- Modification of syllabi
- Updates to signage and posting of office hours
- Lesson modifications/updates
- Proof of need for tools, machinery, and facilities updates
- Improvement in instructor performance

Additionally, we originally had all students complete an exit survey at the end of the year. However due to the COVID-19 pandemic, we were unable to have students complete an exit survey. The survey was geared towards gathering information on student needs, and was a way to collect current contact data so that we could keep in touch with them regarding returning and/or progress in the work force. The plan is for the department adviser to reach out to our alumni on an annual basis to track students and their career paths after they leave LCC.

VI. Facilities and Resources

FCMK Shop: projects are not cleared out due to COVID-19 pandemic, the campus is closed to students

AUTO: Renegotiated Safety-Kleen contract, will service only bi-annually.

CRT: Car-O-Liner software update, estimating software acquisition, Aluminum Welding kit requested.

Welding: Reorganization and deep clean of shop, work and planning to get all machinery in good working order.

Budget Report:

Total 6300 and 6400 expenditures: \$34,748

Total Adjunct expenditures for FY: \$109,617

VII. Special Initiatives and Activities

As mentioned earlier in this report, the 2019/2020 academic year has been a re-building year for the Trades and Vocational Education Department. Departmental Initiatives included:

- Regular department meetings/better communication including satellites
- More support for instructors/purchasing, instructional, assessment
- Build a positive work culture
- Create mentoring opportunities for new faculty/pairing new faculty with seasoned faculty
- Create/facilitate professional development opportunities(programmatic professional development, mini teacher trainings, assessment training, etc.)
- Create 3 year plans for all Programs

- Consistent performance evaluations(classroom observations, yearly evaluations) including instructors at satellites
- Grow enrollment in all programs through renewed recruiting efforts and creation of new recruiting materials
- Grow retention rates within Trades and Vocational Education Department through student connection with adviser and departmental activities for students (donuts, coffee and popcorn) at the Trades and Vocations Office.
- Formation/re-institution of Advisory Boards: At the beginning of this fiscal year, there were no active Advisory Boards for any of the Programs. Due to the obvious need for input from our constituents, initial meetings were planned, and Advisory Boards are scheduled to meet at least quarterly-annually. We formed Advisory Boards for the following programs:
 - Automotive Technology/Automotive Collision Repair Technology
 - Building Technology/Furniture and Cabinet Making
 - Barbering/Cosmetology
 - Culinary Arts
 - Welding
- Matriculation agreements with employers/unions process initiated
- Assessment of Curriculum and Program Materials and improvement as needed
- MOU between the Trades and Vocational Education Cosmetology Program and the Las Vegas Senior Center for Services
- SEMA Education Conference, Automotive Collision Repair Technology instructor and student attendance
- 15th Annual LCC Car Show
- Culinary Arts Club Catering for the Veterans Day appreciation event
- Vocational Trades Graduate Recognition reception, Spring 2020, planned however not done to COVID-19 pandemic.

VIII. Summary Statement and Goals for the Coming Year

With the advent of the 2019/2020 academic year, there was much that needed to be done in the Trades and Vocational Education

Department. The unique challenge with this department is balancing the academic rigor, with the hands-on skills, with the availability of the tools and materials necessary to make it all possible. One of the first priorities was helping support the faculty in having all of the things they needed to teach the required courses. The funding for supplies and materials, for the entire Vocational Trades Department is \$31,947. While adequate for purchasing consumables, this amount does not allow much room for any type of machinery replacement or upgrade. It will be pertinent in the near future to institute lab fees for all Vocational Trades courses that have any type of lab, clinic, or shop time. The exceptions to this would be the Barbering/Cosmetology Program(their consumable items are purchased through the clinic floor fund that is generated by student work), and the Culinary Arts CUL140L and CUL237L(the consumable items for these classes are purchased through the Culinary Arts Club fund). The additional

revenue from lab fees would help off-set the consumable expenditures, and would allow the programs to keep up with equipment repair and upgrades.

It must be noted that an additional challenge for the Vocational Trades Department is finding qualified faculty that are willing to teach full-time for the offered salary. The Vocational Trades Department Faculty are the lowest paid faculty at LCC. Starting pay as a full-time instructor is \$34,000, and instructors are expected to carry a 15 credit hour course load. Full-time instructors are also expected to act as leads for their programs taking on many additional duties without any additional pay. This includes but is not limited to data compilation and input for assessment, over-sight of adjunct instructors, making store runs for consumable items as needed, curriculum development, participation in recruiting events, participation in advisory boards, oversight of program clubs, purchase requests for the program, course scheduling, book orders, and cohesion of the program and course offerings. It would be beneficial for LCC to look at changing the pay-scale for the Trades and Vocational Education Department faculty, and to also have a clear path for how once hired, faculty can work towards promotion. We will not be able to recruit or sustain faculty if we cannot offer them pay that is even close to comparable to what they would receive working in their various industries.

Another major hurdle for us this academic year was getting all faculty on-board with the assessment process and requirements, and the creation of three-year programmatic plans. Full-time instructors are teaching 15+ credit hours, and often they have been short on time for the implementation of a new assessment process. Through working with individual instructors and training them one on one and showing the instructors how to complete both the Course Learning Objective form and the Assessment and Continuing Quality Improvement form. Instructors seem to have gathered a stronger appreciation for the need of assessment in our courses and programs, and are willing to participate. It is recommended that, to compensate for the additional time that is required for course and program assessment, all Full-Time Faculty be capped at a 12 credit-hour course load. This would allow the Full-Time instructors the time necessary for course and program assessment and planning, and any other additional duties required for the program. Again, it should also be a priority in the near future to re-assess Full-Time faculty pay.

Eminent work to be done by the in-coming Director is as follows before August:

- Hire Full-Time Welding Instructor
- Re-visit newly approved Welding Curriculum and propose new program options, and approved electives
- Review all Vocations AAS degrees and propose new program options
- Completion of Storage Shed for Santa Rosa Woodshop
- Revisions to all FCMK Safety Agreements to include detailed listing of PPE as required by OSHA standards
- Continue to use the universal syllabus format for all Faculty
- Coordinate service of all equipment in the Welding Shop (to include the mill, lathe, CNC plasma cutter)
- Create and obtain approval for lab fees for ALL vocational courses that include lab/shop time
- Update CDL fees approved by the President in Spring 2020. The new CDL fees will go into effect Fall 2020.

Work that should continue in the up-coming year:

- Regular department meetings/better communication including satellites
- Support for instructors/purchasing, instructional, assessment
- Continue to facilitate a positive work culture
- Create mentoring opportunities for new faculty/pairing new faculty with seasoned faculty
- Create/facilitate professional development opportunities (programmatic professional development, mini teacher trainings inter-departmentally, assessment training, etc.)
- Finalize 3 year plans for all Programs
- Consistent performance evaluations for all Full-Time and Part-Time Faculty(classroom observations, yearly evaluations) including instructors at satellites
- Grow enrollment in all programs through renewed recruiting efforts, creation of new recruiting materials, and community out-reach.
- Continue departmental activities for students to help foster retention rates within Vocational Trades through student connection with adviser and sense of “community” within the department
- Continued formation/formalization of Advisory Boards: At the beginning of this fiscal year, there were no active Advisory Boards for any of the Programs so we created them. Advisory Boards are scheduled to meet at least bi-annually(Fall and Spring), these meetings should continue for:
 - Automotive Technology/Automotive Collision Repair Technology
 - Building Technology/Furniture and Cabinet Making
 - Barbering/Cosmetology
 - Culinary Arts
 - Welding
- Formalize matriculation agreements with employers/unions
- Assessment of Curriculum and Program Materials and update
- Update machinery, tools, equipment, and facilities on an on-going basis