

# **Academic Department Review**

**Academic Years: 2020-2025**



**Department: Humanities**

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## Process of Department Review at Luna Community College

### Purpose

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

The objectives for department review are:

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

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

#### **I. Department Strategy and Direction**

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

#### **II. Student Information and Academic Quality**

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

#### **III. Academic Production and Workforce Training**

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

#### **IV. Human, Physical, and Financial Resources**

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

#### **V. Report Summary**

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

#### **Instructions**

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

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

#### **Common data sets for departments**

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

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

**Submission Timelines**

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

## I. Department Strategy and Direction

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

### A. Mission and Vision

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

- The mission of the Luna Community College Humanities Department is to provide students with essential skills, including communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility to best ensure students' success in earning advanced degrees or in their careers.
- 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.
- The Humanities Department 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.
- The department's vision is to promote the role of the Humanities in the communities we serve.
- This mission and vision support student success, community needs, and the college's strategic priorities by offering clear and consistent opportunities that meet or exceed expectations.
- This mission and vision have and will continue to be discussed among department members through regular meetings held during the semester.

## ***B. Goals and Assessment***

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

- The department has established the following strategic goals:
  - Goal 1: to increase enrollment in Humanities programs offered at Luna Community College. This will be done by continued recruitment in the department.
  - Goal 2: to increase community participation in non-academic events and programs provided by students and faculty at Luna Community College. Measures for this area require combining quantitative and qualitative methods to track attendance (headcount), engagement (social media metrics), and overall satisfaction response rate from surveys or social media metrics).
- For each goal, progress is assessed using the following measures (qualitative and/or quantitative):
  - Quantitative annual assessment of programmatic enrollment.
  - Quantitative information regarding community participation in events are measured by various metrics related to event attendance, engagement or conversation. This can be collected through registration data, surveys and event technology. Qualitative information regarding participants' assessment of the event or program.
- The department uses assessment results to inform:
  - Program or curriculum changes by annual review.
  - Resource requests by evaluation of assessment results in regards to technology and resource allocation. Measures are done by using a combination of quantitative metrics like cost benefit analysis (CBA) and/or return on investment (ROI), and qualitative assessments like risk analysis and project specific needs identification.
  - Strategic planning decisions by identifying successes and challenges to best inform the upcoming year's schedule of events. Measures are done by defining success metrics upfront, which includes establishing Key Performance Indicators (KPI's), track and analyze performance data, and use insights for future planning.

This document proceeds with these assumptions:

- The 2024-2025 LCC Catalog is an accurate representation of LCC's academic offerings, as reported to NMHED.
- LCC will continue to offer its degree and certificate in Media Arts and Film Technology with one adjunct faculty. The faculty's role at LCC will include continued facilitation of this program. We are looking to expand in these areas by hiring more full-time faculty .

- LCC will continue to offer a certificate in Fine Arts -- Drawing and Painting with the resources and facilities available.

### ***C. Emerging Opportunities***

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

By implementing strategies to achieve the above goals, students 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.

- Notable trends or changes in the field include:
  - The Humanities department is challenged by increased implementation of AI. Faculty recognize that the acts of writing and other human acts of creative expression are skills that are becoming more, not less, rare.
  - Education regarding the Humanities helps nurture creativity. Employers have identified creative thinking as a highly-desired “soft skill.”
  - Students’ views and expectations of the Humanities in higher education may be changing. Fewer students are pursuing educational opportunities in the Humanities.
- These trends may create opportunities for:
  - New courses that complement students’ primary academic interests. Experiences with the arts and humanities are important to students’ success. The humanities are a foundation to all of our degree programs and the programs students may pursue later in life.
  - New partnerships with local businesses and organizations that work directly with the humanities. These include media outlets, entertainment venues, and civic and community groups.
  - Improved response to workforce and community needs in regards to individuals with skills and education in the humanities.
- The department is exploring or implementing the following strategies in response:
  - Explore new partnerships with community businesses, other four year institutions, and organizations during the 2025-2026 year to better understand the needs of the community.
  - Work with other departments on campus to ensure



- LCC's course offerings in the humanities best serve our students in various programs.

#### **D. Benchmark Peers**

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

- Peer institutions or programs used for comparison include:
  - San Juan College/Humanities. This program offers students the opportunity to earn an associates degree in Humanities, with emphasis in Humanities, Liberal Arts, Native Studies, and Digital Media Arts and Design. Luna Community College currently offers only a certificate in Drawing and Painting, and no Associates degrees. Also, Luna Community College houses psychology and criminal justice in its Allied Health department.
  - Santa Fe Community College/Education, Social Sciences, and Humanities department. This department offers six associates degree programs, including Early Childhood Education, Psychology, and more, as well as certificates in Sign Language, Creative Writing, Teacher Certification, and Bilingual Education.
  - Mesalands Community College/multiple certificates. Mesalands' offerings in the humanities include certificates in studio arts and bronze metal casting as well as an associates degree with multiple concentrations, including 2D and 3D design and new media/graphic design.
- Compared to peers, the Humanities department at Luna Community College is excelling in providing students educational experiences that provide exposure to the humanities through elective course offerings. While other peer institutions offer multiple certificates and, for some, associates degrees, Luna's Humanities department supports all of General Education for all of our other programs.
- The Humanities Department at Luna Community College is working to meet benchmarks (student program enrollment, retention, and graduation rates) set by peers as we continue to assess and evaluate our offerings in the arts, including media arts, video, and two- and three-dimensional art.
- The Humanities Department at Luna Community College has experienced substantial changes, including the dormancy of our Media Arts and Film Technology program, which offers an Associate of Applied Science degree

as well as a certificate in Film Technology. The dormancy of this program is the result of low enrollment, a trend in similar programs at peer institutions. The Humanities Department at Luna Community College continues to contribute substantially to the Associate of Arts in Liberal Arts program, as students choose multiple electives in the humanities to complete their degree.

### **E. Key Challenges**

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

- The Humanities Department at Luna Community College has and continues to face challenges. Many of these challenges are external, and many take root in declining enrollment. Increased activity by faculty as well as admissions and recruitment staff is ongoing.
- The Humanities Department at Luna Community College has faced internal challenges regarding allocation of space and equipment; specifically, this has affected the expansion of our course offerings in two- and three-dimensional art and pottery.
- The Humanities Department at Luna Community College has faced challenges in securing full time and adjunct faculty.
- To meet and overcome these challenges, the Humanities Department at Luna Community College will take the following actions during the 2025-2026 academic year:
  - Facilitate at least two co-curricular events for the Luna Community College community each semester, to compliment students' learning and experience with the humanities
  - Facilitate at least one event held at Luna Community College that is open to the public, to raise awareness in the community about the value and impact of the humanities
- To meet these goals, the Humanities Department at Luna Community College needs the support of its colleagues, the campus community, and stakeholders from the regions we serve.

## II. Student Information and Academic Quality

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

### A. Enrollment Trends

**Please provide enrollment data for each academic program offered in the department. If the department includes multiple programs, report data for each distinct degree or certificate program. See Figure 1 for annual rates.**

#### Drawing and Painting Certificate

- Year 1 (2020-2021): 0
- Year 2 (2021-2022): 0
- Year 3 (2022-2023): 0
- Year 4 (2023-2024): 2
- Year 5 (2024-2025): 3

#### Liberal Arts (Associates of Art)

- Year 1 (2020-2021): 36
- Year 2 (2021-2022): 45
- Year 3 (2022-2023): 44
- Year 4 (2023-2024): 44
- Year 5 (2024-2025): 58

#### Liberal Arts (General Education Certificate)

- Year 1 (2020-2021): 0
- Year 2 (2021-2022): 0
- Year 3 (2022-2023): 0
- Year 4 (2023-2024): 0
- Year 5 (2024-2025): 0

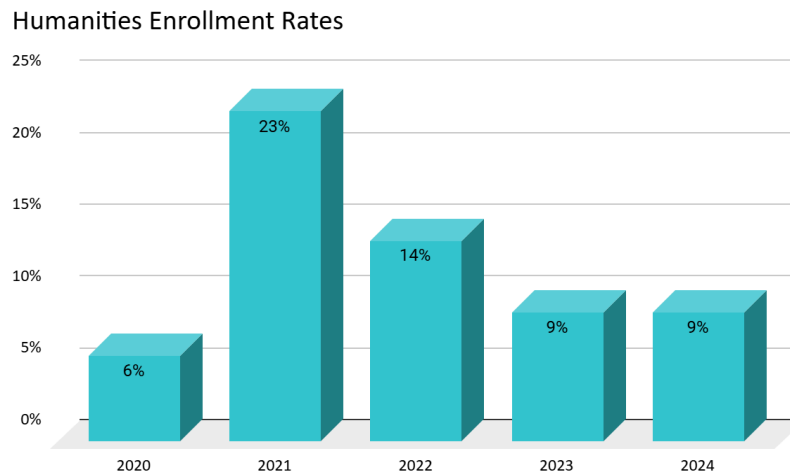
#### Film Technology Certificate

- Year 1 (2020-2021): 0
- Year 2 (2021-2022): 0
- Year 3 (2022-2023): 0
- Year 4 (2023-2024): 0
- Year 5 (2024-2025): 0

#### Media Arts and Film Technology (Associates of Applied Science)

- Year 1 (2020-2021): 6
- Year 2 (2021-2022): 3
- Year 3 (2022-2023): 4
- Year 4 (2023-2024): 4
- Year 5 (2024-2025): 1

**Figure 1. Enrollment Rates**



- Based on this data, the Humanities Department is evaluating the efficacy of curricula in multiple programs, including Media Arts and Film Technology and Drawing and Painting..
- Notable declines in enrollment of students seeking credentials in Media Arts and Film Technology and Fine Arts during the last three years have led the Humanities Department to consider sunsetting these programs. This remains under review by the academic leadership.
- Through strategic marketing initiatives and community outreach, the Humanities Department anticipates increased enrollment in all programs over the next 1-3 years. Faculty and staff will coordinate and participate in additional outreach activities in collaboration with the Luna Community College Admissions and Recruitment team. Additionally, the Humanities Department will host events open to students, faculty, and staff, as well as the communities we serve, in an effort to raise awareness regarding opportunities to earn credentials in our programs.

### ***B. Significant Initiatives***

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

- The department has implemented the following major initiatives in the past 2–3 years to improve academic quality, equity, or student support across programs:
- Initiative 1: to improve curricula and facilities related to the delivery of Drawing and Painting curricula on the Las Vegas (NM) campus.
  - The purpose of this initiative was to create opportunities for students to learn Fine Arts curricula across disciplines (2- and 3-dimensional art; pottery; other media). The Luna Community

- College Facilities Department identified a former classroom to serve as a pottery studio and a kiln was installed.
- Student participation and enrollment in courses increased, though this initiative became less viable upon the departure of the full time Fine Arts faculty, who resigned during the fall 2024 term. We are actively recruiting a full time Fine Arts faculty member.
  - While an adjunct faculty was hired to teach 2-dimensional art courses during the spring 2025 term, no courses in pottery were offered. Luna Community College Facilities Department is reviewing its resources, in hopes of identifying a different space on campus that can accommodate delivery of multi-media Fine Arts curricula.
- Initiative 2: increase awareness of and enrollment in the Media Arts and Film Technology program.
    - The purpose of this initiative was to increase enrollment in the Media Arts and Film Technology program. A dedicated space for delivery of curricula was established, and was prepared for use by the start of the fall 2024 semester. A full-time faculty was hired.
    - In collaboration with the Director of STEM and Humanities, the faculty developed partnerships with local and regional organizations that would benefit students upon earning a credential. These included partnerships with Local 480, the statewide union, as well as El Raton Media Works of Raton, NM. The faculty and Director of STEM and Humanities also created a set of micro-credentials for consideration; these were not pursued. Despite coordinating outreach events including extensive high school visitation, the faculty in this program was unable to increase enrollment in this program.
  - For these initiatives, effectiveness was tracked using enrollment and retention data as well as course success rates and student feedback.

### ***C. Learning Objectives and Assessment***

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

- All learning outcomes from each subject taught are from NMHED essential skills. They are Communication, Critical Thinking, Information & Digital Literacy, Quantitative Reasoning, and Personal & Social Responsibility. Each faculty is responsible for their area of instruction. Each syllabus states clearly what the course learning outcomes 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.
- Each faculty submits a Course Learning Outcome (CLO) form at the end of each semester. The form shows how each student did on each outcome and the average of the class on any given outcome is. The faculty, throughout

the semester, evaluates the students on each outcome. Success is evaluated through various testing protocols to include oral interaction as well as written tests and essays.

The department includes an assessment for the following programs:

- Drawing and Painting (Certificate)
- Film Technology (Certificate)
- General Education (Certificate)
- Liberal Arts (Associate of Arts)
- Media Arts and Film Technology (Associate of Applied Science)

Appendix A includes the most recent Program Curriculum Maps. Appendix B includes the most recent Program-Level Outcome Assessment (PLOA) reports for each program.

- Program 1: Drawing and Painting (Certificate)
  - Graduates will produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting. Students will construct a variety of support structures and grounds on which paintings are created.
  - Graduates will examine the historical origins and practices of painting from the personal, social, and cultural perspectives.
  - Graduates will identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents, and paints.
  - Graduates will apply basic color theory to representational and non-representational painting.
  - Graduates will acquire proficient research skills, including the ability to locate, evaluate, and effectively utilize relevant resources to support their analysis and interpretation of humanities topics.
- These objectives are aligned with institutional learning and the general education essential skills.
- Students produce a variety of assignments, including portfolios of completed and in-process work, embedded assignments seeking their contextualization of their original creative work, as well as capstone presentations to an audience.
- Assessment results from the Course Learning Outcomes Assessments (CLOA) are used to inform changes to curricula as faculty develop and implement more effective means of student engagement in the classroom. Assessment results are used to recommend changes to student support services

through close collaboration between faculty and the Associate Vice President of Student Services. Assessment results are used to inform changes to program planning and continued institutional support.

- Recent instructional improvements based on assessment results were made following the fall 2024 term, at which time it was determined by faculty, the Director of STEM and Humanities, and Luna Community College Administration that continued offering of courses in pottery was not feasible given existing facilities. These stakeholders continue to work to identify the resources and facilities necessary to offer students experiences with pottery curricula.
- Program 2: Film Technology (Certificate)
  - Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies.
  - Graduates will be able to explain film production processes; Interpret call sheets and deal memos, model basic on-set protocols and professional behavior.
  - Graduates will be able to demonstrate proper set safety and department responsibilities in film production.
  - Graduates will be able to work effectively in production crew positions in a group environment.
  - Graduates will recognize and articulate specific film production structure, from original concept to final release.
  - Graduates will understand film production processes used to produce a film.
  - Graduates will be able to manage craft area job functions.
  - Graduates will be able to model on-set protocols and professional behaviors.
  - Graduates will be able to do internship work on professional films.
  - Graduates will be able to work effectively and safely.
- These objectives are aligned with institutional learning and general education essential skills.
- Students produce a variety of assignments, including portfolios of completed and in-process work, embedded assignments seeking their contextualization of their original creative work, as well as capstone presentations to an audience.

- Assessment results from the Course Learning Outcomes Assessments (CLOA) are used to inform changes to curricula as faculty develop and implement more effective means of student engagement in the classroom. Assessment results are used to recommend changes to student support services through close collaboration between faculty and the Associate Vice President of Student Services. Assessment results are used to inform changes to program planning and continued institutional support.
- Recent instructional improvements based on assessment results were made following the spring 2025 term, at which time it was determined by faculty, the Director of STEM and Humanities, and Luna Community College Administration that continued offering of courses in Film Technology may not be feasible given limited enrollment.
- Program 3: General Education (Certificate)
  - Graduates will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
  - Graduates will express a primary purpose in a compelling statement and order supporting points logically and convincingly.
  - Graduates will use effective rhetorical strategies to persuade, inform, and engage.
  - Graduates will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
  - Graduates will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
  - Graduates will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.
  - Graduates will identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
  - Graduates will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
  - Graduates will describe ongoing reciprocal interactions among self, society, and the environment.
  - Graduates will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.



- Graduates will analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
  - Graduates will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).
  - Graduates will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
  - Graduates will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.
- These objectives are aligned with institutional learning and general education essential skills.
  - Students produce a variety of assignments, including portfolios of completed and in-process work, embedded assignments seeking their contextualization of their original creative work, as well as capstone presentations to an audience.
  - Assessment results from the Course Learning Outcomes Assessments (CLOA) are used to inform changes to curricula as faculty develop and implement more effective means of student engagement in the classroom. Assessment results are used to recommend changes to student support services through close collaboration between faculty and the Associate Vice President of Student Services. Assessment results are used to inform changes to program planning and continued institutional support.
  - The General Education program at Luna Community College continues to see substantial student enrollment. Faculty serving these students recognize the need for increased co-curricular opportunities for General Education students.
- Program 4: Liberal Arts (AA Degree)
    - Graduates will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
    - Graduates will express a primary purpose in a compelling statement and order supporting points logically and convincingly.

- Graduates will use effective rhetorical strategies to persuade, inform, and engage.
- Graduates will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- Graduates will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- Graduates will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.
- Graduates will identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
- Graduates will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
- Graduates will describe ongoing reciprocal interactions among self, society, and the environment.
- Graduates will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.
- Graduates will analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).
- Graduates will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).

- These objectives are aligned with institutional learning and general education essential skills.
- Students produce a variety of assignments, including portfolios of completed and in-process work, embedded assignments seeking their contextualization of their original creative work, as well as capstone presentations to an audience.
- Assessment results from the Course Learning Outcomes Assessments (CLOA) are used to inform changes to curricula as faculty develop and implement more effective means of student engagement in the classroom. Assessment results are used to recommend changes to student support services through close collaboration between faculty and the Associate

Vice President of Student Services. Assessment results are used to inform changes to program planning and continued institutional support.

- The Liberal Arts program at Luna Community College continues to see substantial student enrollment. Faculty serving these students recognize the need for increased co-curricular opportunities for Liberal Arts students.
- Program 5: Media Arts and Film Technology (AAS Degree)
  - Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies.
  - Graduates should be able to explain film production processes; Interpret call sheets and deal memos, model basic on-set protocols and professional behavior.
  - Graduates should be able to demonstrate proper set safety and department responsibilities in film production.
  - Graduates should be able to work effectively in production crew positions in a group environment.
  - Graduates should recognize and articulate specific film production structure, from original concept to final release
  - Graduates should understand film production processes used to produce a film.
  - Graduates should be able to manage craft area job functions.
  - Graduates should be able to model on-set protocols and professional behaviors.
  - Graduates should be able to do internship work on professional films.
  - Graduates should be able to work effectively and safely.
- These objectives are aligned with institutional learning and general education essential skills.
- Students produce a variety of assignments, including portfolios of completed and in-process work, embedded assignments seeking their contextualization of their original creative work, as well as capstone presentations to an audience.
- Assessment results are used to inform changes to curricula as faculty develop and implement more effective means of student engagement in the classroom. Assessment results are used to inform changes to student support services through close collaboration between faculty and the Associate Vice President of Student Services. Assessment results are used to

inform changes to program planning and continued institutional support.

- Recent instructional improvements based on assessment results were made following the spring 2025 term, at which time it was determined by faculty, the Director of STEM and Humanities, and Luna Community College Administration that continued offering of courses in Media Arts and Film Technology may not be feasible given limited enrollment.

#### ***D. Faculty Training and Professional Development***

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

- The Humanities Department at Luna Community College supports the ongoing professional development and training for faculty to ensure the quality, equity, and success of each degree and credential-granting program. Individual faculty sought professional development opportunities at conferences, both in person and online.
- Department-wide professional development activities included regular departmental meetings, at which a variety of issues in education and curricula delivery were discussed.
  - Topics covered: AI; classroom management; online facilitation of curricula; assessment of institutional facilities and resources.
  - Humanities Department faculty attended and participated in regular departmental meetings to address these issues.
- Faculty will benefit from additional training regarding online student assessment, pedagogy related to digital media and asynchronous course delivery, and the development of activities that create opportunities for the campus community to engage with the humanities.
- Some Humanities faculty have requested to participate in conferences, including the HLC Conference held in Chicago. Humanities faculty regularly attended institutional training and meetings related to the implementation of new administrative systems on campus, the development of new positions, and review of candidates, and other opportunities for professional growth.
- Going forward, the Humanities Department will support its faculty through providing professional development opportunities throughout the academic year.

### III. Academic Production and Workforce Training

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

#### ***A. Major Academic Production and Workforce Training Areas***

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

- The department offers the following degrees, certificates, or technical training areas.
  - Associate of Arts in Liberal Arts
  - Associate of Applied Science in Media Arts and Film Technology
  - Certificate in Drawing and Painting
  - Certificate in General Education
  - Certificate in Film Technology
- Specialized skills, certifications, or hands-on learning outcomes emphasized include the production of original creative works in 2- and 3-dimensional media as well as digital products.

#### ***B. Emerging Themes and Alignments***

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

- The Humanities field has seen the development of a number of new initiatives that affect course curricula and student learning. These include, but are not limited to, artificial intelligence, increased use of digital communication, including social media, and artists' and filmmakers' abilities to self-promote and publish using online communication channels.
- Faculty have and continue to expand their understanding of the humanities and its role in society through participation in academic and topical conferences, continuous review of trade publications and periodicals, and close involvement in community events and activities that make use of the humanities. The Humanities Department recognizes the opportunities across campus for increased interdisciplinary initiatives to support the humanities and will work to facilitate these in the coming months. One example is collaboration between Fine Arts faculty and faculty in the LCC Welding department, to encourage increased creativity in welding projects.

### ***C. Measurement and Comparison***

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

- The department tracks productivity using the following measures (check all that apply):
  - x Graduation counts
  - x Credential attainment
  - ☐ Licensure pass rates
  - x Creative or research output
  - ☐ Industry-validated skills or certifications
  - ☐ Other: \_\_\_\_\_
- Available comparison data or benchmarking sources include other institutions' Fine Arts departments, and their credential attainment and graduation data.
- When compared to similar departments at peer institutions, programs in the Humanities Department at Luna Community College are strong in degree completion.
- The Humanities Department is working to improve its enrollment and retention. This will be accomplished through increased collaboration with other partner institutions and community-based programs.
- Measurement of all classes is done through the end-of-the-year grades and other reports. Evaluation of faculty by students is also important. Evaluations are done anonymously, then reviewed by each faculty to consider any changes that need to be made to the course, program, or both.

### ***D. Impact and Contribution***

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

- Programs assess impact through the following indicators (check all that apply):
  - ☐ Alumni career outcomes
  - x Community or employer partnerships are measured by defining shared goals, tracking engagement metrics like participation and sentiment.
  - ☐ Research dissemination or creative recognition
  - x Regional contributions or visibility are measured by visual impact indices

for physical presence.

☐ Other: \_\_\_\_\_

- The Humanities Department contributes to workforce needs in the communities we serve through providing training on technology used in the television and film production industry, a vibrant industry in New Mexico. The Humanities Department contributes to institutional community engagement through hosting art and photography exhibits of student work at regular intervals throughout the academic year.
- Student feedback remains the primary validation of the quality of the programs offered through the Humanities Department.
- Compared to similar departments at peer institutions, the outreach and visibility of the Humanities Department may be improved. Using quantitative metrics from social media engagements, interest forms to the program via recruitment efforts, and other public partnerships.

#### ***E. Interdisciplinary Nature***

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

- Programs offered by the Humanities Department integrate multiple disciplines, and all our degree programs. Curricula in Media Arts and Film Technology courses draw on technology, mathematics, aesthetics as learned through Fine Arts courses, and many other skills. Curricula in Fine Arts courses draw on students' understanding of visual art and its role in society; this draws on students' knowledge and application of the social sciences, as well as psychology.
- Internal (LCC) partnerships that support interdisciplinary learning and engagement are under development. These may include a partnership between the CTE Department and Fine Arts faculty. Instructional staff in the Media Arts and Film Technology program worked in collaboration with the Luna Community College Marketing Department during the 2024-2025 academic year, producing content for use in promotion of the full institution's offerings.
- Regular exhibits of original photography, video, and 2-dimensional art held on the Las Vegas campus support interdisciplinary engagement with staff, faculty, and students from all departments. These exhibits are a major function of the Humanities Department, and contribute to student learning within the department through providing the opportunity for students to talk about and discuss their work with a wide audience, including their peers from other academic programs, and with the community. Involving

the community could possibly recruit potential students into these programs.

- While individual faculty are engaged with external organizations that support the humanities in the communities served by Luna Community College, no formal partnerships exist between these and the Humanities Department at this time.
- All our classes are interdisciplinary. The reading, writing, and oral skills taught in Humanities are used in all other disciplines on campus. Furthermore, all of our classes are taught from the NMHED essential skills in General Education. There are five essential skills. They are Communication, Critical Thinking, Information & Digital Literacy, Quantitative Reasoning, and Personal & Social Responsibility.

#### ***F. Completion and Student Outcomes***

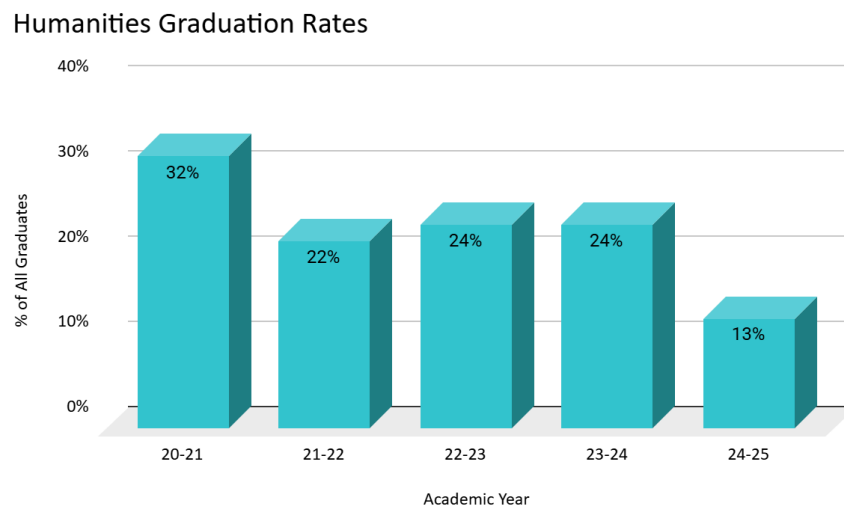
**Summarize key student outcomes related to graduation, employment, and transfer, and describe how the department supports professional readiness.**

- The department tracks the following outcomes (include tables and graphs where relevant):
  - Graduation rates (5-year average): 23 %, See Figure 2.
  - Credential or degree attainment (annual average): 13%
  - Other: \_\_\_\_\_
- Sources used to gather outcomes data include:
  - X Institutional reporting
  - Alumni or employer surveys
  - National/state databases
  - Other: \_\_\_\_\_
- The department supports student readiness through:
  - Supporting faculty and students' embedded professional skills, including communication, ethics, and applied technical skills.
  - Real-world learning opportunities, including public exhibitions of original creative work, internship, externship, or practicum.
  - Student support, including advising and mentoring, review of portfolios, and students' resumes.
  - Students are provided opportunities to visit sites related to the humanities, including film production studios, art galleries, and other sites related to the humanities.
  - No articulation agreements exist at present.
- Improvements needed in outcome tracking or professional preparation include:



- Increased training for full- and part-time faculty regarding course and programmatic learning outcomes.
- Systematic collection of course and programmatic assessment data.

**Figure 2. Graduation Rates**



## IV. Compliance and Human, Physical, and Financial Resources

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

### A. Diversity of Faculty, Staff, and Students

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

- The Humanities Department has used multiple strategies to recruit and retain diverse faculty, staff, and students. These include online publication of opportunities for both faculty and students, on the institution's website as well as on social media channels. The Humanities Department has faced challenges in finding and retaining faculty.
- Department practices that promote equity and belonging include mentorship of new faculty.
- Partnerships or events that support inclusive excellence within the department or institution include regular exhibits of original student work.
- Challenges faced and areas for improvement in fostering an inclusive culture include difficulty securing and retaining both students and faculty.

### B. Five-Year Staffing

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

- It is the Department's goal to have at least one full-time faculty member for each subject area. To ensure good writing skills, there should be a full-time writing faculty to supervise a writing center. Several tutors should be housed in the Humanities department to better serve our students, which follows the same model used in the Academic Center for Excellence (ACE) Lab tutoring service on campus.
- Number of full-time and part-time faculty/staff over the past 5 years (include table):

#### General Education

|           |             |
|-----------|-------------|
| 2020-2021 | 2 full-time |
| 2021-2022 | 2 full-time |
| 2022-2023 | 2 full-time |
| 2023-2024 | 2 full-time |
| 2024-2025 | 2 full-time |

#### Fine Arts

|           |                          |
|-----------|--------------------------|
| 2020-2021 | 1 full-time              |
| 2021-2022 | 1 full-time              |
| 2022-2023 | 1 full-time              |
| 2023-2024 | 1 full-time              |
| 2024-2025 | 1 full-time; 1 part-time |

#### Media Arts and Film Technology

|           |             |
|-----------|-------------|
| 2020-2021 | 1 full-time |
| 2021-2022 | 1 full-time |
| 2022-2023 | 1 full-time |
| 2023-2024 | 1 full-time |
| 2024-2025 | 1 full-time |

- The Humanities Department has seen a trend in faculty hiring that mirrors student enrollment. The programs within the Humanities Department operated with one full-time faculty member for years. In the Fall of 2024, upon the departure of a full-time faculty member in Fine Arts, a part-time faculty member was hired.
- The role of each full-time faculty member in the Humanities Department is extensive, as each is responsible for course curricula development and revision, delivery of courses, advising, assessment, and participation in department operations.
- The anticipated staffing needs in the Humanities Department going forward remain one full-time faculty member for each academic program. Additionally, two full-time faculty will be needed to deliver general education courses offered by the Humanities Department.

### ***C. Ensuring Financial Viability***

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

- Faculty are supported by the Director of STEM and Humanities, who is responsible for the management of the department budget. Requests for materials or technology to improve instructional quality are reviewed and requisitioned as quickly as possible.
- Following the acquisition of video production equipment provided by the NM film industry in 2023, the Media Arts and Film Technology program has had no new requests for technology or other purchases. While Fine Arts faculty supported the establishment of a pottery studio, this facility has since been closed. This closure came after review of related costs for materials and instruction, and recognition that Luna Community College is located near

large communities that contain many institutions, galleries, and artists focused on pottery.

- The Humanities Department continues to work with Luna Community College Administration to determine the feasibility of making some of its facilities dedicated to Media Arts and Film Technology available for public rental.
- The Humanities Department recognizes potential financial risks, including low enrollment in existing programs. To mitigate this risk, faculty remain willing to teach using minimal resources and materials. Every effort is made to utilize existing resources available on campus.
- The Humanities Department has and will continue to review and apply for grants, in collaboration with the Luna Community College Director of Grants and Partnerships. The Faculty and the Department Director will continue to advocate for increased representation and funding from state and local sources, including local and regional foundations dedicated to supporting the humanities.

#### ***D. Investments and Reallocation of Resources***

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

- The Humanities Department has plans to invest in increased technology, curricula, and staffing at this time. Continued use of available resources will ensure that students' educational experiences will be of the highest quality. This may include researching for state and federal grant funding to support this goal.

#### ***E. Facilities, Growth, and Adaptation***

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

- The Humanities Department currently uses multiple offices and classrooms in the Humanities Building, located on the Las Vegas campus. Fine Arts instruction is delivered in a dedicated classroom, where supplies are also stored. Media Arts and Film Technology curricula are delivered in a dedicated production studio located in the MEC Building on the Las Vegas campus. During the Spring 2025 semester, the Director of STEM and Humanities' office was moved from the Administration Building to the Humanities Building.
- The acquisition of equipment to support the Media Arts and Film Technology program in 2023 provided a substantial upgrade to our existing

facilities.

- In the Fine Arts program, facility limitations led to the closure of the campus pottery studio at the end of the Fall 2024 semester. Due to both financial and resource allocation constraints, the Director of STEM and Humanities, in collaboration with Luna Community College Administration, determined this curriculum was no longer viable.

#### ***F. Program Viability***

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

- The Humanities Department serves as a primary source of programming at our institution. We teach essential skills that are used in all the other departments. The only way Luna can graduate well-rounded individuals is if each student engages in the general education curriculum that is offered through the Humanities Department.
- The Department Director, in collaboration with Luna Community College academic leadership, uses a variety of means to evaluate program health, including enrollment thresholds, labor market demand, and cost ratios.
- Programs within the Humanities Department are evaluated and considered for redesign, dormancy, or sunseting, based on a number of factors, including curricular viability and graduates' employment prospects, faculty availability, and student demand.
- The Media Arts and Film Technology program would move forward, despite low enrollment. The film industry here in New Mexico is growing therefore, there is an opportunity for students to get a degree and/or certificate in this program and for the program's potential growth.

#### ***G. Engagement Activities***

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

- Students and faculty continue to engage with professional and community organizations, including collaboration with arts organizations in the Las Vegas, New Mexico area. A member of the Humanities faculty currently serves in a leadership capacity with the Southwest Popular American Culture Association, a scholarly organization based in Albuquerque, New Mexico. The current interim director serves as a member of the New Mexico Geological Society (NMGS), Institutional Coordinator for the New Mexico Alliance for Minority Participation (NM AMP), and serves as one of the Lead Collaborators in the STEM Innovation Network in the Northeastern

HUB Region in New Mexico.

- In the Spring 2025 semester, the Humanities Department hosted an interdisciplinary arts exhibit in the Media Education Center (MEC) building that was open to all students, staff, faculty, and the general public. This exhibit featured original student work from photography and visual arts courses.
- Engagement by Humanities Department faculty and students aligns with institutional priorities, as students are provided examples of how artists, writers, photographers, and others who work in professional capacities in the humanities.
- Development programs would continue to be developed by faculty, and the Media Arts and Film Technology program would move forward, despite low enrollment.

#### ***H. Advisory Board(s)***

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

- Does the department have an advisory board?  
☐ Yes     ☒ No
- An advisory board would benefit the Humanities Department at Luna Community College, as it would encourage more extensive collaboration between Luna Community College faculty and the local community.

#### ***I. Compliance and Accuracy***

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

- Website and Catalog Accuracy
  - The Luna Community College Catalog was revised and published for the 2024-2025 academic year.
- Public-facing materials accurately reflect the STEM Department's offerings. These include the college website and current catalog.
- The Luna Community College website and Catalog have been revised in time for the 2025-2026 academic year.
- External Accreditation or Approvals: none.

## V. Report Summary

**Purpose:** This section offers a concise narrative reflection on the department's recent performance, accomplishments, challenges, and future plans. It should highlight key accomplishments, challenges, changes in student performance or enrollment, actions taken, and planned next steps across programs. The summary helps provide institutional leadership with a high-level understanding of the department's progress and priorities.

### **Summary:**

The Humanities Department experienced stable enrollment during the last three academic years, with about 29 students enrolled on average over the last three years. Completion rates remained consistent with prior years, which is 24% for Academic Years (2022-2024) and slight decrease to 13% in 2024-2024, with a slight decrease due to both the Calf Canyon/Hermits Peak Wildfires and the COVID19 pandemic.

In response to this trend, the department has revised its advising models and success intervention, enhancing faculty-student engagement and increasing academic support. These changes were based on internal assessment results and student feedback.

Looking ahead, the department will focus on increasing enrollment across programs and continue tracking relevant enrollment and retention data.

Appendix A: Curriculum Maps

| Media Arts and Film Technology AAS Curriculum Map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | General Education Essential Skills                                                                                                                                                                                                                                                                                                                       |                         |                        |                                    |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|-----------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|------------------------------------|---|
| <p>This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:</p> <p><b>Introduced:</b> Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.</p> <p><b>Developed:</b> Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.</p> <p><b>Mastered:</b> Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.</p> |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | Each degree program at Luna contains an integrated core of general education requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society. |                         |                        |                                    |   |
| Courses are listed in rows and PLOs are in columns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies. | Graduates should be able to explain film production processes; interpret call sheets and deal memos, model basic on-set protocols and professional behavior | Graduates should be able to demonstrate proper set safety and department responsibilities in film production. | Graduates should be able to work effectively in production crew positions in a group environment. | Graduates should recognize and articulate specific film production structure, from original concept to final release. | Graduates should understand film production processes used to produce a film | Graduate should be able to manage craft area job functions | Graduates should be able to model on-set protocols and professional behaviors | Internship work on professional films. | Work effectively and safely | Communication | Critical Thinking                                                                                                                                                                                                                                                                                                                                        | Information and Digital | Quantitative Reasoning | Personal and Social Responsibility |   |
| MMC101 Introduction to Mass Media Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| FDMA1630 Principles of Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| COMM1130 Public Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| COMM2120 Interpersonal Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| FDMA1260 Introduction to Digital Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| FDMA1515 Introduction to Digital Image Editing - Photoshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC135 Introduction to Digital Filmmaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| FDMA1545 Introduction to Photography & Digital Imaging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC161 Introduction to Film History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC265 Media Capstone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC128 Screenwriting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC154 Introduction to Film Production Workflow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC170 Film Crew I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC174 On-Set Production Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC178 Location Production Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC211 Media Ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| FDMA2325 Advanced Photoshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Mastered                                                                                                                                                                                                      | Mastered                                                                                                                                                    | Mastered                                                                                                      | Mastered                                                                                          | Mastered                                                                                                              | Mastered                                                                     | Mastered                                                   | Mastered                                                                      | Mastered                               | Mastered                    |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC235 Intermediate Digital Filmmaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC260 Mass Media Internship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                    | Developed                                                  | Developed                                                                     | Developed                              | Developed                   |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MMC270 Film Crew II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mastered                                                                                                                                                                                                      | Mastered                                                                                                                                                    | Mastered                                                                                                      | Mastered                                                                                          | Mastered                                                                                                              | Mastered                                                                     | Mastered                                                   | Mastered                                                                      | Mastered                               | Mastered                    |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| MUSC1130 Music Appreciation: Western Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| THEA1110 Introduction to Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                  | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| THEA1220 Acting for Non-Majors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                   | Developed                                                                                                     | Developed                                                                                         | Introduced                                                                                                            | Introduced                                                                   | Introduced                                                 | Introduced                                                                    | Introduced                             | Introduced                  |               |                                                                                                                                                                                                                                                                                                                                                          |                         |                        |                                    |   |
| <b>Gen Ed Courses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | Five essential skills are associated with each of six content areas, as shown in the table below                                                                                                                                                                                                                                                         |                         |                        |                                    |   |
| <b>Area I – Communication:</b> ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | X                                                                                                                                                                                                                                                                                                                                                        | X                       | X                      |                                    |   |
| <b>Area II – Mathematics:</b> MATH 1350 Statistics; MATH 1220 College Algebra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | X                                                                                                                                                                                                                                                                                                                                                        | X                       |                        | X                                  |   |
| <b>Area III – Laboratory Science:</b> BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology; Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1228 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II                                                                                                                                                                                                                                                  |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               |                                                                                                                                                                                                                                                                                                                                                          | X                       |                        | X                                  | X |
| <b>Area IV – Social and Behavioral Sciences:</b> ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | X                                                                                                                                                                                                                                                                                                                                                        | X                       |                        |                                    | X |
| <b>Area V – Humanities (AA &amp; AS) / Flex (AAS):</b> ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2360 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               |                                                                                                                                                                                                                                                                                                                                                          | X                       | X                      |                                    | X |
| <b>Area VI – Creative and Fine Arts:</b> ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                             |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                              |                                                            |                                                                               |                                        |                             |               | X                                                                                                                                                                                                                                                                                                                                                        | X                       |                        |                                    | X |



| Liberal Arts AA Curriculum Map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
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| This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                     |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Courses are listed in rows and PLOs are in columns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Analyze and evaluate real and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. | Express a primary purpose in a compelling statement and order supporting points logically and convincingly. | Use effective rhetorical strategies to persuade, inform, and engage. | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. | Integrate research correctly and ethically from credible sources to support the primary purpose of a communication. | Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and influences. | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. | Describe ongoing reciprocal interactions among self, society, and the environment. | Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre & film). | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. |
| ENGL110 Composition I (3 Credits), ENGL120 Composition II (3 Credits), COMM130 Public Speaking – OR – (3 Credits) – OR – COMM210 Interpersonal Communication (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mastered                                                                                                                              | Mastered                                                                                                    | Mastered                                                             | Mastered                                                                                                                                                                                              | Mastered                                                                                                            | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Introduced                                                                                                                                                               | Introduced                                                                                                                                  | Introduced                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| MATH1220 College Algebra (4 Credits) – OR – MATH1350 Introduction to Statistics (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Developed                                                                                                                                                                                                          | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| BIO1110L General Biology & lab (4 Credits) – OR – BIO1135L Introductory Environmental Science & lab (4 Credits) – OR – BIOL1160L Biology for Health Sciences & lab (4 Credits) – OR – BIOL2301L Principles of Biology: Biodiversity, Ecology, and Evolution & lab (4 Credits) – OR – BIOL2101L Principles of Biology: Cellular and Molecular Biology & lab (4 Credits) – OR – BIOL2301L Microbiology & lab (4 Credits) – OR – BIOL2210L Human Anatomy and Physiology I & lab (4 Credits) – OR – BIOL2250L Human Anatomy and Physiology II & lab (4 Credits) – OR – CHEM1201L Introduction to Chemistry & lab (4 Credits) – OR – CHEM1215L General Chemistry I & lab for STEM majors (4 Credits) – OR – CHEM1226L General Chemistry II & lab (4 Credits) – OR – GEOL1101L Physical Geology & lab (4 Credits) – OR – GEOL2101L Historical Geology & lab (4 Credits) – OR – PHYS1151L Survey of Physics I & lab (4 Credits) – OR – PHYS1201L Algebra-based Physics I & lab (4 Credits) – OR – PHYS1240L Algebra-based Physics II & lab (4 Credits) – OR – PHYS3101L Calculus-based Physics I & lab (4 Credits) – OR – PHYS3201L Calculus-based Physics II & lab (4 Credits)                                                                                                                                    | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                          | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Developed                                                                                                                                                                                                          | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| ANTH1115 Introduction to Anthropology (3 Credits) – OR – ANTH1141 Cultures of the World (3 Credits) – OR – ECON2110 Macroeconomic Principles (3 Credits) – OR – ECON2120 Microeconomic Principles (3 Credits) – OR – POLS120 American National Government (3 Credits) – OR – POLS2100 State and Local Government (3 Credits) – OR – PSYC1110 Introduction to Psychology (3 Credits) – OR – SOCI1110 Introduction to Sociology (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Mastered                                                                                                                                                                 | Developed                                                                                                                                   | Mastered                                                                                                                                                                                                           | Mastered                                                                                                                      | Developed                                                                                                                                                                          |
| ENGL2010 American Literature I (3 Credits) – OR – ENGL2620 American Literature II (3 Credits) – OR – HIST1100 Western Civilization I (3 Credits) – OR – HIST1160 Western Civilization II (3 Credits) – OR – HIST1130 United States History I (3 Credits) – OR – HIST120 United States History II (3 Credits) – OR – HIST2110 Survey of New Mexico History (3 Credits) – OR – RELG2130 History of Christianity (3 Credits) – OR – RELG2115 World Religions (3 Credits) – OR – SPAN1110 Spanish I (3 Credits) – OR – Any 100 or 200 Level Literature Course (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Mastered                                                                                                                                                                                                           | Mastered                                                                                                                      | Mastered                                                                                                                                                                           |
| ARTS110 Drawing I (3 Credits) – OR – ARTS120 Introduction to Art (3 Credits) – OR – ARTS210 Art History (3 Credits) – OR – FDMA1545 Introduction to Digital Photography (3 Credits) – OR – FDMA1520 Introduction to Digital Filmmaking (3 Credits) – OR – FDMA1110 Introduction to Film History (3 Credits) – OR – MUSC1130 Music Appreciation: Western Music (3 Credits) – OR – MUSC2110 Fundamentals of Music for non-majors (3 Credits) – OR – THEA1110 Introduction to Theater (3 Credits) – OR – THEA1220 Beginning Acting (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Mastered                                                                                                                                    | Developed                                                                                                                                                                                                          | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| Elective 1 An Additional Course from Areas III or IV of General Education Core Curriculum (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Mastered                                                                                                                                                                                                           | Mastered                                                                                                                      | Mastered                                                                                                                                                                           |
| Elective 2 An Additional Course from any General Education area (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Developed                                                                                                                                                                                                          | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| HD360 Critical Thinking and Problem Solving (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Introduced                                                                         | Introduced                                                                                                                                                               | Introduced                                                                                                                                  | Introduced                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| ARTS110 Drawing I (3 Credits) – OR – ARTS210 Drawing II (3 Credits) – OR – ENGL2310 Introduction to Creative Writing (3 Credits) – OR – ENGL2380 Introduction to Short Fiction (3 Credits) – OR – ENGL40 Modern Literature: The American Novel since 1945 (3 Credits) – OR – FDMA1545 Introduction to Digital Photography (3 Credits) – OR – HIST2110 Survey of New Mexico History (3 Credits) – OR – FDMA1520 Introduction to Digital media (3 Credits) – OR – FDMA1110 Film History (3 Credits) – OR – MUSC1130 Music Appreciation: Western Music (3 Credits) – OR – MUSC2110 Fundamentals of Music for non-majors (3 Credits) – OR – PSYC2210 Abnormal Psychology (3 Credits) – OR – SPAN1110 Spanish I (3 Credits) – OR – SPAN120 Spanish II (3 Credits) – OR – COMM210 Interpersonal Communication (3 Credits) – OR – THEA1220 Beginning Acting (3 Credits) – OR – MMAC101 Introduction to Mass Media Communications (3 Credits) – OR – CJUS1110 Introduction to Criminal Justice (3 Credits) – OR – BUSA1110 Introduction to Business (3 Credits) – OR – CS105 Introduction to Computer Science (3 Credits) – OR – PHIL115 Introduction to Philosophy (3 Credits) – OR – FDMA1545 Introduction to Photography & Digital Imaging (3 Credits) – OR – Any 100 or 200 Level Literature Course (3 Credits) | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Introduced                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| Note: No more than one credit hour in physical education and no more than one course in Vocational Trades may be used to satisfy the 23-credit hour approved electives requirement. *Additional approved elective courses can be selected from Area I, IV, V and VI of Luna's General Education Core Curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Developed                                                                                                                             | Developed                                                                                                   | Developed                                                            | Developed                                                                                                                                                                                             | Developed                                                                                                           | Developed                                                                                                    | Developed                                                                                                                                                                            | Developed                                                                                                                                                             | Developed                                                                          | Developed                                                                                                                                                                | Developed                                                                                                                                   | Developed                                                                                                                                                                                                          | Developed                                                                                                                     | Developed                                                                                                                                                                          |

| General Education Certificate Curriculum Map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                      |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
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| This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                      |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                      |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                      |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                       |                                                                                                             |                                                                      |                                                                                                                                                                                                       |                                                                                                                      |                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                       |                                                                                    |                                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                               |                                                                                                                                                                                    |
| Courses are listed in rows and PLOs are in columns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. | Express a primary purpose in a compelling statement and order supporting points logically and convincingly. | Use effective rhetorical strategies to persuade, inform, and engage. | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. | Integrate research correctly and critically from credible sources to support the primary purpose of a communication. | Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. | Describe ongoing reciprocal interactions among self, society, and the environment. | Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre & film). | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives. | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. |
| ENGL1110 Composition I (3 Credits), ENGL1120 Composition II (3 Credits), COMM1130 Public Speaking (3 Credits) -OR- COMM2120 Interpersonal Communication (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Mastered                                                                                                                              | Introduced                                                                                                  | Introduced                                                           | Mastered                                                                                                                                                                                              | Mastered                                                                                                             | Developed                                                                                                    | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Developed                                                                                                                                                                | Introduced                                                                                                                                  | Not Addressed                                                                                                                                                                                                      | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| MATH1220 College Algebra (4 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mastered                                                                                                                              | Mastered                                                                                                    | Mastered                                                             | Developed                                                                                                                                                                                             | Introduced                                                                                                           | Developed                                                                                                    | Not Addressed                                                                                                                                                                        | Introduced                                                                                                                                                            | Introduced                                                                         | Introduced                                                                                                                                                               | Not Addressed                                                                                                                               | Introduced                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                          |
| BIOL1110L General Biology & lab (4 Credits) -OR- BIOL1135L Introductory Environmental Science & lab (4 Credits) -OR- BIOL1140L Biology for Health Sciences & lab (4 Credits) -OR- BIOL2610L Principles of Biology: Biodiversity, Ecology, and Evolution & lab (4 Credits) -OR- BIOL2110L Principles of Biology: Cellular and Molecular Biology & lab (4 Credits) -OR- BIOL2310L Microbiology & lab (4 Credits) -OR- BIOL2210L Human Anatomy and Physiology I & lab (4 Credits) -OR- BIOL2255L Human Anatomy and Physiology II & lab (4 Credits) -OR- CHEM1125L Introduction to Chemistry & lab (4 Credits) -OR- CHEM1216L General Chemistry I & lab for STEM majors (4 Credits) -OR- CHEM1226L General Chemistry II & lab (4 Credits) -OR- GEOL110L Physical Geology & lab (4 Credits) -OR- GEOL210L Historical Geology & lab (4 Credits) -OR- PHYS1115L Survey of Physics & lab (4 Credits) -OR- PHYS120L Algebra-based Physics I & lab (4 Credits) -OR- PHYS1240L Algebra-based Physics II & lab (4 Credits) -OR- PHYS1310L Calculus-based Physics I & lab (4 Credits) -OR- PHYS1320L Calculus-based Physics II & lab (4 Credits) | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Introduced                                                                                                                                                               | Introduced                                                                                                                                  | Introduced                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| ANTH1115 Introduction to Anthropology (3 Credits) -OR- ANTH1141 Cultures of the World (3 Credits) -OR- ECON2110 Macroeconomic Principles (3 Credits) -OR- ECON2120 Microeconomic Principles (3 Credits) -OR- POLS1120 American National Government (3 Credits) -OR- POLS2160 State and Local Government (3 Credits) -OR- PSYC1110 Introduction to Psychology (3 Credits) -OR- SOC1110 Introduction to Sociology (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Introduced                                                                                                                            | Introduced                                                                                                  | Mastered                                                             | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Mastered                                                                                                     | Mastered                                                                                                                                                                             | Mastered                                                                                                                                                              | Mastered                                                                           | Mastered                                                                                                                                                                 | Not Addressed                                                                                                                               | Not Addressed                                                                                                                                                                                                      | Not Addressed                                                                                                                 | Not Addressed                                                                                                                                                                      |
| ENGL2610 American Literature I (3 Credits) -OR- ENGL2620 American Literature II (3 Credits) -OR- ECON2110 Macroeconomic Principles (3 Credits) -OR- ECON2120 Microeconomic Principles (3 Credits) -OR- HIST1150 Western Civilization I (3 Credits) -OR- HIST1160 Western Civilization II (3 Credits) -OR- HIST1110 United States History I (3 Credits) -OR- HIST1120 United States History II (3 Credits) -OR- HIST2110 Survey of New Mexico History (3 Credits) -OR- RELG2130 History of Christianity (3 Credits) -OR- RELG2115 World Religions (3 Credits) -OR- SPAN1110 Spanish I (3 Credits) -OR- Any 100 or 200 Level Literature Course (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Developed                                                                                                                                                             | Introduced                                                                         | Introduced                                                                                                                                                               | Introduced                                                                                                                                  | Mastered                                                                                                                                                                                                           | Mastered                                                                                                                      | Mastered                                                                                                                                                                           |
| ARTS1610 Drawing I (3 Credits) -OR- ARTS1120 Introduction to Art (3 Credits) -OR- ARTH2110 Art History (3 Credits) -OR- FDMA1540 Introduction to Digital Photography (3 Credits) -OR- FDMA1520 Introduction to Digital Filmmaking (3 Credits) -OR- FDMA1110 Introduction to Film History (3 Credits) -OR- MUSC1130 Music Appreciation: Western Music (3 Credits) -OR- MUSC1210 Fundamentals of Music for non-majors (3 Credits) -OR- THEA1110 Introduction to Theater (3 Credits) -OR- THEA1220 Beginning Acting (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Introduced                                                                                                                                                               | Mastered                                                                                                                                    | Mastered                                                                                                                                                                                                           | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| Elective 1 An Additional Course from Areas III or IV of General Education Core Curriculum (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Not Addressed                                                                                                                                                            | Not Addressed                                                                                                                               | Not Addressed                                                                                                                                                                                                      | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |
| Elective 2 An Additional Course from any General Education area (3 Credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Introduced                                                                                                                            | Introduced                                                                                                  | Introduced                                                           | Introduced                                                                                                                                                                                            | Introduced                                                                                                           | Introduced                                                                                                   | Introduced                                                                                                                                                                           | Introduced                                                                                                                                                            | Introduced                                                                         | Introduced                                                                                                                                                               | Introduced                                                                                                                                  | Introduced                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                         |

## Film Technology Certificate Curriculum Map

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

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

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

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

| Courses are listed in rows and PLOs are in columns | Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies. | Graduates should be able to explain film production processes; Interpret call sheets and deal memos, model basic on-set protocols and professional behavior. | Graduates should be able to demonstrate proper set safety and department responsibilities in film production. | Graduates should be able to work effectively in production crew positions in a group environment. | Graduates should recognize and articulate specific film production structure, from original concept to final release. | Graduates should understand film production processes used to produce a film. | Graduates should be able to manage craft area job functions. | Graduates should be able to model on-set protocols and professional behaviors. | Graduates should be able to do internship work on professional films. | Graduates should be able to work effectively and safely. |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------|
| FDMA2120 Film Crew I                               | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA2125 Film Crew II                              | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Developed                                                                                                             | Developed                                                                     | Developed                                                    | Developed                                                                      | Developed                                                             | Developed                                                |
| FDMA2165 Film Crew Internship                      | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Mastered                                                                                                              | Mastered                                                                      | Mastered                                                     | Mastered                                                                       | Mastered                                                              | Mastered                                                 |
| PE125 Conditioning and Flexibility Training        | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA1110 Film History                              | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA1220 Introduction to Digital Video Editing     | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA1260 Introduction to Video Media               | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA1410 Audio Production                          | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                    | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                     | Developed                                                    | Developed                                                                      | Developed                                                             | Developed                                                |
| FDMA1420 Performance for Film and Media            | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                    | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                     | Developed                                                    | Developed                                                                      | Developed                                                             | Developed                                                |
| FDMA1560 Introduction to Filmmaking                | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA1525 Screenwriting I                           | Introduced                                                                                                                                                                                                    | Introduced                                                                                                                                                   | Introduced                                                                                                    | Introduced                                                                                        | Introduced                                                                                                            | Introduced                                                                    | Introduced                                                   | Introduced                                                                     | Introduced                                                            | Introduced                                               |
| FDMA2860 Business of Film                          | Developed                                                                                                                                                                                                     | Developed                                                                                                                                                    | Developed                                                                                                     | Developed                                                                                         | Developed                                                                                                             | Developed                                                                     | Developed                                                    | Developed                                                                      | Developed                                                             | Developed                                                |
| FDMA2999 Capstone                                  | Mastered                                                                                                                                                                                                      | Mastered                                                                                                                                                     | Mastered                                                                                                      | Mastered                                                                                          | Mastered                                                                                                              | Mastered                                                                      | Mastered                                                     | Mastered                                                                       | Mastered                                                              | Mastered                                                 |
|                                                    |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                                                               |                                                                                                   |                                                                                                                       |                                                                               |                                                              |                                                                                |                                                                       |                                                          |

## Drawing and Painting Certificate Curriculum Map

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

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

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

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

| Courses are listed in rows and PLOs are in columns | Graduates will produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting. Students will construct a variety of support structures and grounds on which paintings are created. | Graduates will examine the historical origins and practices of painting from the personal, social, and cultural perspectives. | Graduates will identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents, and paints. | Graduates will apply basic color theory to representational and non-representational painting. | Graduates will acquire proficient research skills, including the ability to locate, evaluate, and effectively utilize relevant resources to support their analysis and interpretation of humanities topics. |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ARTS1120 Introduction to Art                       | Introduced                                                                                                                                                                                                                        | Introduced                                                                                                                    | Introduced                                                                                                                                                                 | Introduced                                                                                     | Introduced                                                                                                                                                                                                  |
| ARTS1250L Ceramics: Three Dimensional Design       | Developed                                                                                                                                                                                                                         | Introduced                                                                                                                    | Introduced                                                                                                                                                                 | Introduced                                                                                     | Introduced                                                                                                                                                                                                  |
| ARTH2110 History of Art I                          | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTH2120 History of Art II                         | Developed                                                                                                                                                                                                                         | Introduced                                                                                                                    | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS1630 Painting I                                | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS2610 Drawing II                                | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS1415 Photographing Artwork                     | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS2116 Major Projects                            | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS2999 Professional Practice                     | Mastered                                                                                                                                                                                                                          | Mastered                                                                                                                      | Mastered                                                                                                                                                                   | Mastered                                                                                       | Mastered                                                                                                                                                                                                    |
| ARTS1620 Life Drawing                              | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS2630 Painting II                               | Developed                                                                                                                                                                                                                         | Developed                                                                                                                     | Developed                                                                                                                                                                  | Developed                                                                                      | Developed                                                                                                                                                                                                   |
| ARTS2116 Major Projects                            | Mastered                                                                                                                                                                                                                          | Mastered                                                                                                                      | Mastered                                                                                                                                                                   | Mastered                                                                                       | Mastered                                                                                                                                                                                                    |

# Appendix B: Program Learning Outcomes Assessments | 23-24

| Program Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------|--------|-----------|--------------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Film Technology Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             | Fall | Spring | Summer    |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2023-2024                   |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Humanities                  |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Film Technology Certificate |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2023-2024                   |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        | Totals #: |              |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |      |        | 0         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |      |        | 0         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |      |        | 0         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        | 0         |              |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The Certificate in Film Technology is designed to prepare students with entry-level job skills in the media industry. The program focuses on the use of media technology as well as the basics of visual design and composition. The curriculum offers theory, research, and hands-on experience with an emphasis on developing proficiency in teh use of multimedia tools and computer software.                                                                                                                                                       |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to media arts and film technology. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues. |                             |      |        |           |              |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |      |        | x         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             |      |        | x         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        | x         |              |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |      |        | x         |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        | x         |              |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Give a brief summarize your finding, include what does the date tell? Based on your data, what will you be chaning in the future?                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This data indicates student enrollment has not yet grown in this program. Program is under development.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |      |        |           |              |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| Section H: List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| PLO                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | AS           |
| 1 Graduates will demonstrate proficiency in the use of media arts and film technology equipment, software, and techniques necessary for producing high-quality audiovisual content.                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 3 & 5     |
| 2 Graduates will exhibit creativity and artistic vision in the conception, development, and execution of media arts and film projects, incorporating elements such as storytelling, visual aesthetics, and sound design.                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1 & 3        |
| 3 Graduates will possess comprehensive skills in all aspects of media production, including pre-production planning, camera operation, lighting, soun recording, editing, and post-production techniques.                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1 & 3        |
| 4 Graduates will be able to critically analyze and evaluated media arts and film projects, demonstrating an understanding of narrative structure, visual storytelling techniques, and the impact of media on society and culture.                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 3 & 5     |
| 5 Graduates will acquire knowledge of the media arts and film industry, including an understanding of industry standards, professional practices, ethical considerations, and emerging trends and technologies.                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 3 & 5     |
| 6 Graduates will develop media literacy skills, enabling them to critically evaluate and interpret media messages, identify bias and misinformation, and understand the role of media in shaping public opinion and cultural narratives.                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 3 & 5     |
| 7 Graduates will demonstrate effective project management skills, including the ability to plan, organize, and execute media arts and film projects within given constraints such as time, budget, and resources.                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 3 & 5     |
| 8 Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies.                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1, 2, 3, & 5 |
| 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 16                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 17                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| General Education Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           |              |
| Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 1            |
| Critical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 2            |
| Information and Digital Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 3            |
| Quantitative Reasoning                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 4            |
| Personal and Social Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |           | 5            |

|  <div>Program Assessment</div>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        |        |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Associates of Applied Science in Media Arts and Film Technology program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                              | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2023-2024                                                                                    |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Humanities                                                                                   |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Associates of Applied Science in Media Arts and Film Technology; Film Technology Certificate |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2023-2024                                                                                    |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                              |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                              |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        | 0      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. What is your program description/goal? (This is found in the catalog)<br><small>The Film Technology Certificate prepares graduates for jobs in the film industry. Its hands-on courses provide an introduction to the skills used in on-set film production. This Next Generation Media Academy-endorsed certificate consists of three modules. The first is taught here at Luna, a member of the Consortium of Education Partners (CEP). The second module is taught at the Academy and the final module is a work-based learning module designed as an on-set internship. As part of the industry preparation, these certificate courses will employ a rigorous 8 a.m. to 5 p.m. schedule in order to help prepare students for the film set workday, which is typically 12 hours or more.</small> |                                                                                              |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)<br><br>Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to media arts and film technology. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.                                                                                                       |                                                                                              |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                              | Yes  | No     |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                              | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                              | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              | x    |        |        |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                              | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Is your curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                              | x    |        |        |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                              |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | This data indicates student enrollment has not yet grown in this program. Moving forward I would like to boost enrollment by creating focused promotional material for the program and meeting with local schools to discuss the possibility of dual credit courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                              |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                               |                |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                                                                                                                            | PLO                                                                                                                                                                                                           | AS             |
| 1                                                                                                                          | Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies. | 1, 2, 3 & 5    |
| 2                                                                                                                          | Graduates should be able to explain film production processes; Interpret call sheets and deal memos, model basic on-set protocols and professional behavior                                                   | 1,2, 3 & 5     |
| 3                                                                                                                          | Graduates should be able to demonstrate proper set safety and department responsibilities in film production.                                                                                                 | 1, 2, 4 & 5    |
| 4                                                                                                                          | Graduates should be able to work effectively in production crew positions in a group environment.                                                                                                             | 1, 2, 4 & 5    |
| 5                                                                                                                          | Graduates should recognize and articulate specific film production structure, from original concept to final release.                                                                                         | 1, 2, 3 & 4    |
| 6                                                                                                                          | Graduates should understand film production processes used to produce a film                                                                                                                                  | 2, 3 & 4       |
| 7                                                                                                                          | Graduate should be able to manage craft area job functions                                                                                                                                                    | 1, 2, 3 & 5    |
| 8                                                                                                                          | Graduate should be able to model on-set protocols and professional behaviors                                                                                                                                  | 1, 2 & 5       |
| 9                                                                                                                          | Internship work on professional films.                                                                                                                                                                        | 1, 2, 3, 4 & 5 |
| 10                                                                                                                         | Work effectively and safely                                                                                                                                                                                   | 1, 2, 3, 4 & 5 |
| 11                                                                                                                         |                                                                                                                                                                                                               |                |
| 12                                                                                                                         |                                                                                                                                                                                                               |                |
| 13                                                                                                                         |                                                                                                                                                                                                               |                |
| 14                                                                                                                         |                                                                                                                                                                                                               |                |
| 15                                                                                                                         |                                                                                                                                                                                                               |                |
| 16                                                                                                                         |                                                                                                                                                                                                               |                |
| 17                                                                                                                         |                                                                                                                                                                                                               |                |
| 18                                                                                                                         |                                                                                                                                                                                                               |                |
| 19                                                                                                                         |                                                                                                                                                                                                               |                |
| 20                                                                                                                         |                                                                                                                                                                                                               |                |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

|  Program Assessment                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |      |        |        |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|--------|--------|-----------|
| <b>Purpose:</b> The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Liberal Arts AA</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2023-2024                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Humanities                 |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Associates in Liberal Arts |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2023-2024                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |      |        |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |      |        | 58     |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |      |        | 44     |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |      |        | 29     |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <small>The Associates of Arts in Liberal Arts teaches effective oral and written communication concepts. Students will gain the ability to identify and define problems and tasks, the ability to think independently and creatively as well as the ability to organize ideas and create solutions. It allows students to use the degrees either as stand alone or transfer degrees. This AA degree provides students transferring to four- year schools with curriculum needed for the first two years of baccalaureate study and will offer the skills and attributes essential in competitive job market. The general education core completed in the process of this degree meets industry standards and is also accepted by all New Mexico State colleges and universities.</small> |                            |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                             | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to the liberal arts. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.                                                                                                                                                                                                                                                |                            |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |      |        | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                            |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                            |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |      |        | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                            |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |      |        | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | This data indicates the program is growing: student enrollment and degree attainment rose.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                            |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                    |              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                                            | PLO                                                                                                                                                                                                                | AS           |
| 1                                                                                                                          | Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.                                                                              | 1, 2, 3 & 5  |
| 2                                                                                                                          | Express a primary purpose in a compelling statement and order supporting points logically and convincingly.                                                                                                        | 1 & 3        |
| 3                                                                                                                          | Use effective rhetorical strategies to persuade, inform, and engage.                                                                                                                                               | 1, 2, 3 & 4  |
| 4                                                                                                                          | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.              | 1, 2, 3, & 4 |
| 5                                                                                                                          | Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.                                                                                                | 1, 2, 3 & 5  |
| 6                                                                                                                          | Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences                                                                                                        | 1, 3 & 5     |
| 7                                                                                                                          | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.                               | 2 & 3        |
| 8                                                                                                                          | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.                                              | 1, 2, 3, & 5 |
| 9                                                                                                                          | Describe ongoing reciprocal interactions among self, society, and the environment.                                                                                                                                 | 5            |
| 10                                                                                                                         | Apply the knowledge base of the social and behavioral sciences to identify,                                                                                                                                        |              |
| 11                                                                                                                         | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre,& film).                                                                        |              |
| 12                                                                                                                         | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). |              |
| 13                                                                                                                         | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.                                                                                      |              |
| 14                                                                                                                         | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.                                 |              |
| 15                                                                                                                         |                                                                                                                                                                                                                    |              |
| 16                                                                                                                         |                                                                                                                                                                                                                    |              |
| 17                                                                                                                         |                                                                                                                                                                                                                    |              |
| 18                                                                                                                         |                                                                                                                                                                                                                    |              |
| 19                                                                                                                         |                                                                                                                                                                                                                    |              |
| 20                                                                                                                         |                                                                                                                                                                                                                    |              |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

|  <div>Program Assessment</div>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |      |        |        |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Drawing and Painting Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2023-2024                        |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Humanities                       |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Drawing and Painting Certificate |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2023-2024                        |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |      |        |        | Totals #: |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |      |        |        |           |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |      |        | 2      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                  |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |      |        | 0      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <small>The Drawing and Painting Certificate provides students with a pathway for pursuing Fine Arts inside the system of transferable courses, and for developing a portfolio that will assist them to move forward in the marketplace. This program will assist students in gaining a solid understanding of drawing and painting techniques. It will cover the basic dynamics of composition, color theory, manipulation of space, light, and surface, as well as the power and range of the physical media. Students will study a wide range of approaches, including painting for public art projects, on-site painting, abstraction, and landscape. Students will have hands-on experience working in a variety of media, including watercolor, oil, oil panel, acrylics, gouache, soft pastels, charcoal, graphite, and ceramics. Students will take field trips to learn Plein-air outdoor work and studio work. Students will learn how to set up a portfolio, web design, resumes, and gallery presentation.</small> |                                  |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to the fine arts. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                  |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |      |        | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |      |        | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |      |        | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | This data indicates low enrollment in this program. Instructors and LCC recruitment and admissions staff will work to increase this program's visibility through programs both on and off campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                                   |           |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                            | PLO                                                                                                                                                                                                                               | AS        |
| 1                                                                                                                          | Graduates will produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting. Students will construct a variety of support structures and grounds on which paintings are created. | 1, 2, & 5 |
| 2                                                                                                                          | Graduates will examine the historical origins and practices of painting from the personal, social, and cultural perspectives.                                                                                                     | 1, 2 & 3  |
| 3                                                                                                                          | Graduates will identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents, and paints.                                                        | 1, 3, & 5 |
| 4                                                                                                                          | Graduates will apply basic color theory to representational and non-representational painting.                                                                                                                                    | 2 & 4     |
| 5                                                                                                                          | Graduates will acquire proficient research skills, including the ability to locate, evaluate, and effectively utilize relevant resources to support their analysis and interpretation of humanities topics.                       | 1, 2, & 3 |
| 6                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 7                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 8                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 9                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 10                                                                                                                         |                                                                                                                                                                                                                                   |           |
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| 12                                                                                                                         |                                                                                                                                                                                                                                   |           |
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| 16                                                                                                                         |                                                                                                                                                                                                                                   |           |
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| 18                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 19                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 20                                                                                                                         |                                                                                                                                                                                                                                   |           |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |



|  Program Assessment                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------|--------|-----------|
| <b>Purpose:</b> The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>General Education Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               | Fall | Spring | Summer    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2023-2024                     |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Humanities                    |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | General Education Certificate |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2023-2024                     |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |      | 7      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |      | 12     |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |      | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      | 7      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The General Education Certificate prepares students for transfer to any four-year college or university in the state. It also satisfies many or all of the CORE requirements contained in the associate degree programs offered at Luna. The certificate is also a good choice for students who are undecided as to their major or program choice. Additionally, the certificate program will give students opportunity to sample various disciplines to determine their educational goals.                                                |                               |      |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                         |                               |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to general education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues. |                               |      |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Is your program current and up to date?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |      | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |      | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |      | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |      | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |      | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |      | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                         |                               |      |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | This data indicates relatively strong enrollment in this program. Instructors and LCC recruitment and admissions staff will continue to work to increase this program's visibility and subsequent enrollment through co-curricular and extra-curricular programs both on and off campus.                                                                                                                                                                                                                                                   |                               |      |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                    |              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                                            | PLO                                                                                                                                                                                                                | AS           |
| 1                                                                                                                          | Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.                                                                              | 1, 2, & 5    |
| 2                                                                                                                          | Express a primary purpose in a compelling statement and order supporting points logically and convincingly.                                                                                                        | 1, 2, & 3    |
| 3                                                                                                                          | Use effective rhetorical strategies to persuade, inform, and engage.                                                                                                                                               | 1 & 2        |
| 4                                                                                                                          | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.              | 1, 2, & 3    |
| 5                                                                                                                          | Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.                                                                                                | 2 & 3        |
| 6                                                                                                                          | Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.                                                                                                       | 1, 2, & 5    |
| 7                                                                                                                          | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.                               | 2, 3, & 4    |
| 8                                                                                                                          | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.                                              | 1, 2, & 5    |
| 9                                                                                                                          | Describe ongoing reciprocal interactions among self, society, and the environment.                                                                                                                                 | 2 & 5        |
| 10                                                                                                                         | Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.                                           | 3 & 4        |
| 11                                                                                                                         | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).                                                                       | 2, 3, & 5    |
| 12                                                                                                                         | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). | 2, 3, & 5    |
| 13                                                                                                                         | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.                                                                                      | 1, 2, & 3    |
| 14                                                                                                                         | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.                                 | 1, 2, 3, & 5 |
| 15                                                                                                                         |                                                                                                                                                                                                                    |              |
| 16                                                                                                                         |                                                                                                                                                                                                                    |              |
| 17                                                                                                                         |                                                                                                                                                                                                                    |              |
| 18                                                                                                                         |                                                                                                                                                                                                                    |              |
| 19                                                                                                                         |                                                                                                                                                                                                                    |              |
| 20                                                                                                                         |                                                                                                                                                                                                                    |              |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

# Appendix C: Program Learning Outcomes Assessments | 24-25

|  <div>Program Assessment</div>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              |      |        |        |           |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------|--------|--------|-----------|----|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Associates of Applied Science in Media Arts and Film Technology program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              |      |        |        |           |    |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                              | Fall | Spring | Summer |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2024-2025                                                                                    |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Humanities                                                                                   |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Associates of Applied Science in Media Arts and Film Technology; Film Technology Certificate |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2024-2025                                                                                    |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              |      |        |        | Totals #: |    |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                              |      |        |        | 0         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |      |        |        | 0         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                              |      |        |        | 0         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                              |      |        |        | 0         |    |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1. What is your program description/goal? (This is found in the catalog)<br><small>The Film Technology Certificate prepares graduates for jobs in the film industry. Its hands-on courses provide an introduction to the skills used in on-set film production. This Next Generation Media Academy-endorsed certificate consists of three modules. The first is taught here at Luna, a member of the Consortium of Education Partners (CEP). The second module is taught at the Academy and the final module is a work-based learning module designed as an on-set internship. As part of the industry</small>                                                                                    |                                                                                              |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)<br><br>Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to media arts and film technology. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues. |                                                                                              |      |        |        |           |    |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                              |      |        |        | Yes       | No |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                              |      |        |        | x         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                              |      |        |        | x         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                              |      |        |        | x         |    |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |      |        |        | x         |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                              |      |        |        | x         |    |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                              |      |        |        |           |    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | This data indicates student enrollment has not yet grown in this program. Moving forward I would like to boost enrollment by creating focused promotional material for the program and meeting with local schools to discuss the possibility of dual credit courses.                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                              |      |        |        |           |    |

| Section H: List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills. |                                                                                                                                                                                                                 |                |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                                                                                                                            | PLO                                                                                                                                                                                                             | AS             |
| 1                                                                                                                          | Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies. . | 1, 2, 3 & 5    |
| 2                                                                                                                          | Graduates should be able to explain film production processes; Interpret call sheets and deal memos, model basic on-set protocols and professional behavior                                                     | 1,2, 3 & 5     |
| 3                                                                                                                          | Graduates should be able to demonstrate proper set safety and department responsibilities in film production.                                                                                                   | 1, 2, 4 & 5    |
| 4                                                                                                                          | Graduates should be able to work effectively in production crew positions in a group environment.                                                                                                               | 1, 2, 4 & 5    |
| 5                                                                                                                          | Graduats should recognize and articulate specific film production structure, from original concept to final release.                                                                                            | 1, 2, 3 & 4    |
| 6                                                                                                                          | Graduates should understand film production processes used to produce a                                                                                                                                         | 2, 3 & 4       |
| 7                                                                                                                          | Graduate should be able to manage craft area job functions                                                                                                                                                      | 1, 2, 3 & 5    |
| 8                                                                                                                          | Graduate should be able to model on-set protocols and professional behaviors                                                                                                                                    | 1, 2 & 5       |
| 9                                                                                                                          | Internship work on professional films.                                                                                                                                                                          | 1, 2, 3, 4 & 5 |
| 10                                                                                                                         | Work effectively and safely                                                                                                                                                                                     | 1, 2, 3, 4 & 5 |
| 11                                                                                                                         |                                                                                                                                                                                                                 |                |
| 12                                                                                                                         |                                                                                                                                                                                                                 |                |
| 13                                                                                                                         |                                                                                                                                                                                                                 |                |
| 14                                                                                                                         |                                                                                                                                                                                                                 |                |
| 15                                                                                                                         |                                                                                                                                                                                                                 |                |
| 16                                                                                                                         |                                                                                                                                                                                                                 |                |
| 17                                                                                                                         |                                                                                                                                                                                                                 |                |
| 18                                                                                                                         |                                                                                                                                                                                                                 |                |
| 19                                                                                                                         |                                                                                                                                                                                                                 |                |
| 20                                                                                                                         |                                                                                                                                                                                                                 |                |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

|  <div>Program Assessment</div>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        |        |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Film Technology Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2024-2025                   |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Humanities                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Film Technology Certificate |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2024-2025                   |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |      |        | 0      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. What is your program description/goal? (This is found in the catalog)<br><br>The Certificate in Film Technology is designed to prepare students with entry-level job skills in the media industry. The program focuses on the use of media technology as well as the basics of visual design and composition. The curriculum offers theory, research, and hands-on experience with an emphasis on developing proficiency in the use of multimedia tools and computer software.                                                                                                                                                                                                                 |                             |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)<br><br>Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to media arts and film technology. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues. |                             |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             | Yes  | No     |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Do your CLOs (may be assigned by a third party e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                             | x    |        |        |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             | x    |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                             | x    |        |        |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This data indicates student enrollment has not yet grown in this program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                                |              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                                            | PLO                                                                                                                                                                                                                            | AS           |
| 1                                                                                                                          | Graduates will demonstrate proficiency in the use of media arts and film technology equipment, software, and techniques necessary for producing high-quality audiovisual content.                                              | 1, 3 & 5     |
| 2                                                                                                                          | Graduates will exhibit creativity and artistic vision in the conception, development, and execution of media arts and film projects, incorporating elements such as storytelling, visual aesthetics, and sound design.         | 1 & 3        |
| 3                                                                                                                          | Graduates will possess comprehensive skills in all aspects of media production, including pre-production planning, camera operation, lighting, sound recording, editing, and post-production techniques.                       | 1 & 3        |
| 4                                                                                                                          | Graduates will be able to critically analyze and evaluate media arts and film projects, demonstrating an understanding of narrative structure, visual storytelling techniques, and the impact of media on society and culture. | 1, 3 & 5     |
| 5                                                                                                                          | Graduates will acquire knowledge of the media arts and film industry, including an understanding of industry standards, professional practices, ethical considerations, and emerging trends and technologies.                  | 1, 3 & 5     |
| 6                                                                                                                          | Graduates will develop media literacy skills, enabling them to critically                                                                                                                                                      | 1, 3 & 5     |
| 7                                                                                                                          | Graduates will demonstrate effective project management skills, including the ability to plan, organize, and execute media arts and film projects within given constraints such as time, budget, and resources.                | 1, 3 & 5     |
| 8                                                                                                                          | Graduates will understand and adhere to ethical and legal standards in media production, including copyright laws, intellectual property rights, privacy concerns, and responsible use of media technologies.                  | 1, 2, 3, & 5 |
| 9                                                                                                                          |                                                                                                                                                                                                                                |              |
| 10                                                                                                                         |                                                                                                                                                                                                                                |              |
| 11                                                                                                                         |                                                                                                                                                                                                                                |              |
| 12                                                                                                                         |                                                                                                                                                                                                                                |              |
| 13                                                                                                                         |                                                                                                                                                                                                                                |              |
| 14                                                                                                                         |                                                                                                                                                                                                                                |              |
| 15                                                                                                                         |                                                                                                                                                                                                                                |              |
| 16                                                                                                                         |                                                                                                                                                                                                                                |              |
| 17                                                                                                                         |                                                                                                                                                                                                                                |              |
| 18                                                                                                                         |                                                                                                                                                                                                                                |              |
| 19                                                                                                                         |                                                                                                                                                                                                                                |              |
| 20                                                                                                                         |                                                                                                                                                                                                                                |              |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

| <div>  <div>Program Assessment</div> </div>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |      |        |        |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Liberal Arts AA</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2024-2025       |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Humanities      |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Liberal Arts AA |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2024-2025       |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |      |        |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |      |        | 58     |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |      |        | 6      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |      |        | 24     |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Associates of Arts in Liberal Arts teaches effective oral and written communication concepts. Students will gain the ability to identify and define problems and tasks, the ability to think independently and creatively as well as the ability to organize ideas and create solutions. It allows students to use the degrees either as stand alone or transfer degrees. This AA degree provides students transferring to four- year schools with curriculum needed for the first two years of baccalaureate study and will offer the skills and attributes essential in competitive job market. The general education core completed in the process of this degree meets industry standards and is also accepted by all New Mexico State colleges and universities. |                 |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                      | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to the liberal arts. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.                                                                                                                                                                                                                                 |                 |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |      |        | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |      |        | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |      |        | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | This data indicates the program is growing: student enrollment and degree attainment rose between the 2023-2024 and 2024-2025 academic years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                    |              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                                            | PLO                                                                                                                                                                                                                | AS           |
| 1                                                                                                                          | Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.                                                                              | 1, 2, 3 & 5  |
| 2                                                                                                                          | Express a primary purpose in a compelling statement and order supporting points logically and convincingly.                                                                                                        | 1 & 3        |
| 3                                                                                                                          | Use effective rhetorical strategies to persuade, inform, and engage.                                                                                                                                               | 1, 2, 3 & 4  |
| 4                                                                                                                          | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.              | 1, 2, 3, & 4 |
| 5                                                                                                                          | Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.                                                                                                | 1, 2, 3 & 5  |
| 6                                                                                                                          | Engage in reasoned civic discourse while recognizing the distinctions among                                                                                                                                        | 1, 3 & 5     |
| 7                                                                                                                          | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.                               | 2 & 3        |
| 8                                                                                                                          | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.                                              | 1, 2, 3, & 5 |
| 9                                                                                                                          | Describe ongoing reciprocal interactions among self, society, and the environment.                                                                                                                                 | 5            |
| 10                                                                                                                         | Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.                                           |              |
| 11                                                                                                                         | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).                                                                       |              |
| 12                                                                                                                         | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). |              |
| 13                                                                                                                         | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.                                                                                      |              |
| 14                                                                                                                         | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.                                 |              |
| 15                                                                                                                         |                                                                                                                                                                                                                    |              |
| 16                                                                                                                         |                                                                                                                                                                                                                    |              |
| 17                                                                                                                         |                                                                                                                                                                                                                    |              |
| 18                                                                                                                         |                                                                                                                                                                                                                    |              |
| 19                                                                                                                         |                                                                                                                                                                                                                    |              |
| 20                                                                                                                         |                                                                                                                                                                                                                    |              |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

|  <div>Program Assessment</div>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        |        |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>General Education Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2024-2025                     |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Humanities                    |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | General Education Certificate |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2024-2025                     |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        |        | Totals #: |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |      |        | 1      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |      |        | 5      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |      |        | 2      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |      |        | 9      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The General Education Certificate prepares students for transfer to any four-year college or university in the state. It also satisfies many or all of the CORE requirements contained in the associate degree programs offered at Luna. The certificate is also a good choice for students who are undecided as to their major or program choice. Additionally, the certificate program will give students opportunity to sample various disciplines to determine their educational goals.                                                |                               |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                         |                               |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to general education. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues. |                               |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Is your program current and up to date?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |      |        | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |      |        | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |      |        | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                         |                               |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | This data indicates relatively strong enrollment in this program. Instructors and LCC recruitment and admissions staff will continue to work to increase this program's visibility and subsequent enrollment through co-curricular and extra-curricular programs both on and off campus.                                                                                                                                                                                                                                                   |                               |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                    |              |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                                            | PLO                                                                                                                                                                                                                | AS           |
| 1                                                                                                                          | Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.                                                                              | 1, 2, & 5    |
| 2                                                                                                                          | Express a primary purpose in a compelling statement and order supporting points logically and convincingly.                                                                                                        | 1, 2, & 3    |
| 3                                                                                                                          | Use effective rhetorical strategies to persuade, inform, and engage.                                                                                                                                               | 1 & 2        |
| 4                                                                                                                          | Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.              | 1, 2, & 3    |
| 5                                                                                                                          | Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.                                                                                                | 2 & 3        |
| 6                                                                                                                          | Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.                                                                                                       | 1, 2, & 5    |
| 7                                                                                                                          | Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.                               | 2, 3, & 4    |
| 8                                                                                                                          | Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.                                              | 1, 2, & 5    |
| 9                                                                                                                          | Describe ongoing reciprocal interactions among self, society, and the environment.                                                                                                                                 | 2 & 5        |
| 10                                                                                                                         | Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.                                           | 3 & 4        |
| 11                                                                                                                         | Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, & film).                                                                       | 2, 3, & 5    |
| 12                                                                                                                         | Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual). | 2, 3, & 5    |
| 13                                                                                                                         | Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.                                                                                      | 1, 2, & 3    |
| 14                                                                                                                         | Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.                                 | 1, 2, 3, & 5 |
| 15                                                                                                                         |                                                                                                                                                                                                                    |              |
| 16                                                                                                                         |                                                                                                                                                                                                                    |              |
| 17                                                                                                                         |                                                                                                                                                                                                                    |              |
| 18                                                                                                                         |                                                                                                                                                                                                                    |              |
| 19                                                                                                                         |                                                                                                                                                                                                                    |              |
| 20                                                                                                                         |                                                                                                                                                                                                                    |              |

| General Education Skills           |   |
|------------------------------------|---|
| Communication                      | 1 |
| Critical Thinking                  | 2 |
| Information and Digital Literacy   | 3 |
| Quantitative Reasoning             | 4 |
| Personal and Social Responsibility | 5 |

| <div>  <div>Program Assessment</div> </div>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        |        |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|--------|--------|-----------|
| Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for <b>Drawing and Painting Certificate</b> program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        |        |           |
| Section A                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  | Fall | Spring | Summer |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2024-2025                        |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Humanities                       |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Program name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Drawing and Painting Certificate |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Catalog year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2024-2025                        |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        |        | Totals #: |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        |        |           |
| Section B                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Number of projected graduates for current academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |      |        | 3      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Confirmed degrees for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                  |      |        | 0      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Confirmed certificates for last academic year?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                  |      |        | 2      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How many students are declared in your program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                  |      |        | 0      |           |
| Section C                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1. What is your program description/goal? (This is found in the catalog)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <small>The Drawing and Painting Certificate provides students with a pathway for pursuing Fine Arts inside the system of transferable courses, and for developing a portfolio that will assist them to move forward in the marketplace. This program will assist students in gaining a solid understanding of drawing and painting techniques. It will cover the basic dynamics of composition, color theory, manipulation of space, light, and surface, as well as the power and range of the physical media. Students will study a wide range of approaches, including painting for public art projects, on-site painting, abstraction, and landscape. Students will have hands-on experience working in a variety of media, including watercolor, oil, oil pastel, acrylics, gouache, soft pastels, charcoal, graphite, and ceramics. Students will take field trips to learn Plein-air outdoor work and studio work. Students will learn how to set up a portfolio, web design, resumes, and gallery presentation.</small> |                                  |      |        |        |           |
| Section D                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Exams (text-based or observational): Students may be assessed through written exams that test their knowledge and understanding of the course material. Observational exams may involve assessing students' practical skills and abilities in a real or simulated setting. Students may be required to write research papers or essays on various topics related to the fine arts. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |      |        |        |           |
| Section E                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is your program current and up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                  |      |        | Yes    | No        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Are your program learning outcomes (PLO) current?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Do the PLOs align with your program mission?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |      |        | x      |           |
| Section F                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is your curriculum map profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                  |      |        | x      |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Is our curriculum profile up to date?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |      |        | x      |           |
| Section G                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                  |      |        |        |           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | This data indicates continued low enrollment in this program. Instructors and LCC recruitment and admissions staff will continue to work to increase this program's visibility through programs both on and off campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                  |      |        |        |           |

| Section H: List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills. |                                                                                                                                                                                                                                   |           |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                            | PLO                                                                                                                                                                                                                               | AS        |
| 1                                                                                                                          | Graduates will produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting. Students will construct a variety of support structures and grounds on which paintings are created. | 1, 2, & 5 |
| 2                                                                                                                          | Graduates will examine the historical origins and practices of painting from the personal, social, and cultural perspectives.                                                                                                     | 1, 2, & 3 |
| 3                                                                                                                          | Graduates will identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents, and paints.                                                        | 1, 3, & 5 |
| 4                                                                                                                          | Graduates will apply basic color theory to representational and non-representational painting.                                                                                                                                    | 2 & 4     |
| 5                                                                                                                          | Graduates will acquire proficient research skills, including the ability to locate, evaluate, and effectively utilize relevant resources to support their analysis and interpretation of humanities topics.                       | 1, 2, & 3 |
| 6                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 7                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 8                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 9                                                                                                                          |                                                                                                                                                                                                                                   |           |
| 10                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 11                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 12                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 13                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 14                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 15                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 16                                                                                                                         |                                                                                                                                                                                                                                   |           |
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| 18                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 19                                                                                                                         |                                                                                                                                                                                                                                   |           |
| 20                                                                                                                         |                                                                                                                                                                                                                                   |           |

| General Education Skills           |   |
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| Communication                      | 1 |
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