

Academic Department Review

Academic Years: 2020-2025



Department: Allied Health and Public Service

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Process of Department Review at Luna Community College

Purpose

Department review at Luna Community College (LCC) offers each academic department a structured process to reflect on its strengths, to address areas for improvement, and to advance strategic goals by examining its programs of study. At LCC, a department is the larger academic area, like STEM or Allied Health and Public Service, that includes all faculty and resources available. A program of study is a specific course of study within that department that leads to a degree or certificate, such as Computer Science (Associate Applied Science) or Dental Assisting (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 Allied Health and Public Safety Department is to establish an excellent academic foundation for students pursuing a wide array of Allied Health and Public Safety professions and advanced educational degrees.

The department's Vision is to effectively prepare students for:

- Seamless transfer into specialized Allied Health or Public Safety career programs.
- Entry into pre-professional programs at four-year higher education institutions.

This mission and vision directly support student success, address community workforce needs, and align with the college's strategic priorities by:

- Establishing focused academic pathways designed to accommodate the diverse pre-requisite requirements of various health-related and public safety programs that students may enter.

The mission and vision undergo a systematic review that is directly influenced by program development and enhancement. The statement is formally updated when:

- New programs are established within the department.
- Existing program pathways or specializations are substantially enhanced or added to the Allied Health and Public Safety curriculum.

The mission and vision, including any subsequent changes, are formally communicated across the department and to stakeholders through the following channels:

- Internal Communication: Dissemination via professional email correspondence within the department.
- Official Documentation: Publication in the college's official catalog, detailing the current degree and certificate offerings within the department.
- Public Access: Updates are prominently featured on the department's and college's official website.

B. Goals and Assessment

List the department's key goals and explain how progress is measured, tracked, and used to support program improvement. When discussing goals and assessments, it is understood that department goals will cover Allied Health, Emergency Medical Technician (EMT), Dental Assisting, and Criminal Justice.

The department has established the following strategic goals:

Goal 1: Increase enrollment each year by aligning programs with what the community needs. (SG#5c)

Evaluation:

Qualitative data:

- Feedback from the community at meetings led to decisions to add new programs to the Department. Veterinary Tech Assistant, Substance Abuse Counseling, and Certified Nursing Assistant (CNA) certificate programs are being developed based on the feedback given by the community.
- Feedback from students receiving financial aid led to the merging of the Pre-nursing and Allied Health Certificate programs to provide a program for pre-nursing students that is approved and will receive financial aid.
- New programs will be evaluated by conducting interviews with interested stakeholders regarding the success of the programs to help inform the department about the new programs.

Quantitative data:

- Ongoing evaluation of enrollment each semester in each program.

Goal 2: Hire and retain qualified faculty. (SG#5d)

Evaluation:

Qualitative data:

- Review course and faculty evaluations done by students each semester.

- Review CLOAs for each course to assure quality is maintained and outcomes are being met.

Quantitative data:

- Maintain a consistent number of faculty to assure all courses are covered each semester with qualified full-time or adjunct faculty.

The department uses assessment results to inform:

Program or curriculum changes by:

- Adding or expanding course content in areas that have been identified with significant weakness
- Redesigning existing courses to include more connection between theoretical concepts and practical application.
- Updating content to align with current best practices in the field
- Revising rubrics to ensure the assessment is clear, measurable, and aligned with learning outcomes.
- Addressing teaching strategies that scaffold learning outcomes to gradually increase in complexity and expectation.

Resource requests by:

- Staffing requests- utilizing assessment results can reveal a need for additional faculty to support learning or hire faculty who have specific expertise in needed areas.
- Technology and Equipment Requests- assessment results can highlight a need for equipment necessary in providing students with experiential learning opportunities.
- Professional Development Requests- assessment results can illuminate gaps in training and experience where professional development could be used to learn new skills or trends in education.
- Facility and Space Requests- assessment results might make the department director aware that a different facility or space is necessary to improve the quality of experiential learning to elevate student competency.

Strategic planning decisions are made by using data, both qualitative and quantitative, to provide a clear picture of what's working exceptionally well, and what is not working well. The areas where we need to focus our efforts are as follows:

- Identifying Program Strengths and Areas for Improvement
- Guiding Curriculum Development and Revision
- Informing Resource Allocation and Justifying Investments

- Ensuring Alignment with External Standards and Community Needs

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.

Notable trends or changes in the field include:

- The Allied Health field is a degree path that is in high demand. The health care industry has experienced a lack of trained professionals and there is a need to expand offerings especially in the areas of technical assistants.

Microcredentials and Digital Badges:

- These short, verifiable online certifications are gaining traction as a way to recognize and validate specific skills and knowledge. They offer flexible learning paths and allow students to showcase achievements dynamically, often stacking towards larger degrees.

Mental Health and Wellness:

- Student mental health continues to be a significant concern, leading institutions to prioritize wellness initiatives, trauma-informed design principles in learning spaces, and accessible support services.

The department is exploring or implementing the following strategies in response:

- The addition of substance abuse counseling certificates to align with the ability to get Licensed Substance abuse Associate (LSAA) or Licensed Alcohol and Drug Abuse Counselor (LADAC) certified. Community Health Worker (CHW) classes are in high demand as the insurance industry is hiring them for claim paperwork. There is a growing need for a Vet Tech Assistant certificate to be offered as dual credit in high school to be ready for employment upon graduation.

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:

Sante Fe Community College/Allied Health:

- Similarities and benchmarks/notable accomplishments: We offer similar course work for Allied Health classes, which include: EMT, Medical assisting (CNA, CHW), Dental field (Dental Assisting). We are in the process of adding certificates in Substance Abuse Counseling, Veterinary Tech assistant, these two added programs will give LCC programs in this region that will stand alone.

CNM/Allied Health:

- Similarities and benchmarks/notable accomplishments: LCC and CNM offer, now and in the future, degrees and certificates in the following disciplines, Dental Assisting, EMT, Criminal Justice, Allied Health, CNA, CHW, Substance abuse counseling. LCC in the future will be offering a Veterinary Tech Assisting certificate, which will add a program that will set us apart from CNM and help with a career path needed for this region that LCC services.

Compared to peers, the department is excelling in:

- Looking at what our region needs for employment opportunities in fields necessary to benefit this region in the future.

Areas where the department is working to meet benchmarks set by peers:

- The Dental Assisting, CNA, and CHW program enrollment numbers have been down the past few years, but with new employment opportunities in these fields coming up, this department will address these opportunities and move forward to provide the educational requirements to succeed in allowing our students the opportunity to attain these jobs in the future.
- Changes over time (growth, decline, etc.) and what the department understands about the details between LCC's programs and those of peer institutions: There was a three year period in which LCC was not only hit by the pandemic, but also wild fires and floods in this area. These obstacles had an impact on our enrollment in all areas of studies at LCC. Our salary scale also affects our ability at LCC in offering classes to students because we have a trend of lower numbers of full-time faculty employed.

D. Key Challenges

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

The department faces a combination of internal and external obstacles impacting operations and enrollment:

Internal Challenges:

- Enrollment Decline: Addressing the trend of decreased student matriculation.
- Staffing Gaps: Filling persistent vacancies, particularly for instructional faculty.
- Equipment Needs: Securing funding for modernizing and maintaining essential program equipment.
- Regulatory Adaptation: Keeping pace with evolving educational and professional regulatory requirements.

External Challenge:

- Online Preference: Overcoming the strong preference among both students and faculty for online and hybrid course delivery.

Strategic Response to Challenges

The department is actively implementing changes, particularly to address the online preference, which conflicts with transfer requirements:

- We are increasing in-person laboratory instruction for fall 25 to meet the requirements of four-year institutions, many of which mandate that more than 51% of lab-based courses be conducted face-to-face for transfer credit.

Departmental Strengths

A key strength supporting our transition to in-person instruction is the successful addition of a full-time science instructor. This hire is crucial for reinstating face-to-face lab sections for the upcoming academic year.

Actions Taken So Far

- Hiring of a Full-Time Science Instructor: This action directly addresses the staffing gap and enables the expansion of in-person lab offerings, a critical step toward ensuring transferability.

Additional Changes Needed

To fully stabilize the department and increase long-term educational productivity, the following change is required:

- **Increase Faculty Compensation:** Salaries for both full-time and adjunct faculty must be raised to align with local public school systems and regional benchmarks. Competitive compensation is essential to make Luna Community College more attractive, improve faculty retention, and ensure a stable instructional team.

II. Student Information and Academic Quality

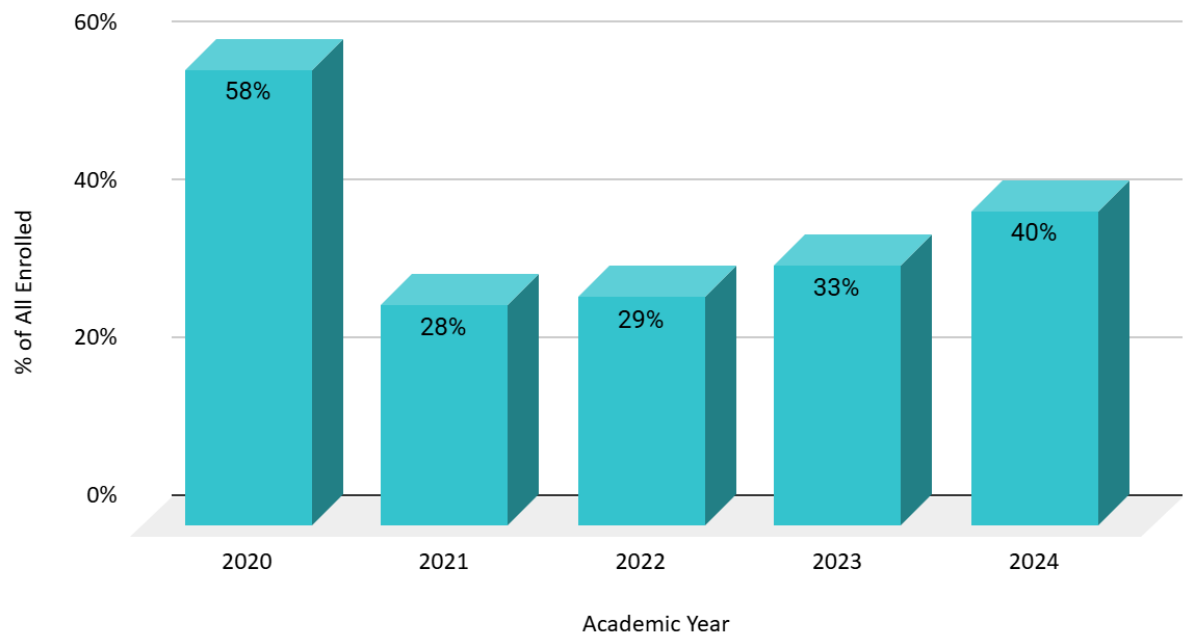
Purpose: This section evaluates the quality and effectiveness of the academic experience for students, including enrollment patterns, assessment practices, faculty development, and post-completion outcomes across programs within the department. This section also identifies professional development opportunities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

A. Enrollment Trends

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

Total headcount in each program over the past three academic years:

Allied Health Enrollment Rates



- Year 1: 227
Allied Health AAS-101
Allied Health Cert.-93
Criminal Justice AA-30
Dental Assisting-3
EMT-9
- Year 2: 237
Allied Health AAS-94
Allied Health Cert.-81
Criminal Justice AA-49
Dental Assisting-4
EMT-9
- Year 3: 241
Allied Health AAS- 115
Allied Health Cert.-72
Criminal Justice AA-34
Dental Assisting-11
EMT-9

Based on this data:

- Notable increases or declines and contributing factors are as follows: From this data both increases and decreases in certain programs are seen. The variables from year to year could be pay increases in the different fields, and/or the fluctuating job market for a particular field.
- Anticipated enrollment changes over the next 1–3 years: We anticipate increases because of programs being added to Allied Health. The health field in these programs seeing an increase in pay and an increased need for qualified individuals in the workplace.
- Planned departmental actions to impact enrollment: Develop marketing materials (digital and print) that prominently feature scholarship opportunities, state tuition assistance program, and increase outreach opportunities using the available resources at LCC.
- Increase intrusive advisement techniques to assure all students have claimed a major and are on a pathway to obtaining a degree.
- Survey students to determine if their needs are being met and programs that are desired are being offered.

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: Course learning outcomes (CLOA's)
 - Purpose: Assessing course outcomes gives instructors data to make classes better each semester.
- Initiative 2: Program Learning Outcome Assessments (PLOAs) see Appendix B and C.
 - Purpose: This gives the Director data to make changes to the entire department if needed.
- Initiative effectiveness is tracked using (e.g., course success rates, retention, disaggregated assessment data, student feedback):
Course success rates, retention, student feedback.

C. Learning Objectives and Assessment

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

The department includes an assessment for the following programs: In the appendix section under Appendix A we have curriculum mapping for all our programs in the Allied Health department.

Program 1/2: Allied Health AAS/Certificate

- Graduates will demonstrate a strong foundation in allied health, gaining knowledge of various healthcare professions and educational pathways available in the field.
- Graduates will demonstrate effective written and oral communication skills necessary for interacting with patients, healthcare professionals, and other stakeholders. They will be able to convey information clearly, empathetically, and in a culturally cognitive manner.
- Graduates will cultivate critical thinking, problem solving, and quantitative reasoning skills to analyze complex healthcare scenarios. They will be able to adapt to changing situations, consider ethical implications, and devise appropriate solutions.
- Graduates will demonstrate specialized knowledge and skills in anatomy and physiology, medical terminology, nutrition, psychology, and other allied health related topics, depending on the selected elective courses. They will be able to use this knowledge to analyze and synthesize information in a healthcare setting.
- Graduates will be prepared to transfer into healthcare or pre-professional programs at four-year colleges. They will demonstrate a strong academic foundation meeting prerequisite requirements for further education in the fields such as nursing, surgical technology, LSAA, laboratory science, occupational or physical therapy, physician assistant, or other health-related disciplines.

These objectives are aligned with:

- X Institutional learning outcomes
- X General education outcomes
- X Industry or transfer expectations

Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):

- Allied Health (AH) seminar/capstone career assignments and final portfolio.
- AH seminar/capstone journals , final portfolio.
- Successful completion of AH Seminar, math, computer science.

- Final exam and writing assignments and case studies in lecture and lab courses in AH required core and electives
- Final exam/final, paper grades and C or better in all required courses; Test of Essential Academic Skills (TEAS) pass rate, EMT-B completion, transfer rates.

Explain how assessment results are used to inform:

Curriculum changes:

- Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards.

Student support services:

- Assessment results allow for targeted interventions and proactive support, addressing student needs before they become major barriers to success. For students consistently hovering around a "C" in multiple courses, early alert systems can flag them for academic advising or tutoring intervention. Assessments can also reveal a pattern of issues which may indicate a need for professional development beyond the classroom.

Program planning

- Assessment results are critical for overall program evaluation, strategic decision-making, resource allocation, and maintaining program viability. If a strategic goal isn't being met, the director of the program can analyze which objectives are falling short and adjust long-term plans, potentially reallocating resources or re-prioritizing initiatives. In contrast, using assessment results to highlight strong student achievement can be a powerful marketing tool to attract prospective students.

Examples of recent instructional or curricular improvements based on assessment results:

- Based on assessment from practicum courses, the director felt that students were not gaining the necessary skills to step into a career or continue with advanced education with confidence and competence because all courses were strictly online synchronous or asynchronous. We discussed the various course content and determined that the students could achieve the outcomes by working online, but other courses needed to have an in-person component. We implemented hybrid courses to give students the in-person component to help address this issue.

Program 3/4/5: Criminal Justice AA/Law Enforcement/Corrections Certificate

- Demonstrate a comprehensive understanding of the criminal justice system, including its structure, functions, and role of various agencies and actors within it.
- Apply legal and ethical principals to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.
- Possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.
- Understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizures, and rule of evidence.
- Develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.
- Acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.
- Demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.
- Effectively utilize technology and software relevant to the criminal justice field, including data Effectia base, crime mapping tools, and computer-aided dispatch systems to enhance efficiency and effectiveness in their work.
- Demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.
- Engage in continuous professional development staying informed about emerging trends, policies, practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth in criminal justice and law enforcement professionals.

These objectives are aligned with:
X Institutional learning outcomes
X General education outcomes
X Industry or transfer expectations

Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics)

- **Exams:** 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.
- **Papers:** Students may be required to write research papers or essays on various topics related to criminal justice fields. These papers allow students to demonstrate their understanding of key concepts and their ability to critically analyze and discuss relevant issues.

Explain how assessment results are used to inform:

Curriculum changes:

- Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards

Student support services:

- Assessment results allow for targeted interventions and proactive support, addressing student needs before they become major barriers to success. For students consistently hovering around a "C" in multiple courses, early alert systems can flag them for academic advising or tutoring intervention. Assessments can also reveal a pattern of issues which may indicate a need for professional development beyond the classroom.

Program planning:

- Assessment results are critical for overall program evaluation, strategic decision-making, resource allocation, and maintaining program viability. If a strategic goal isn't being met, the director of the program can analyze which objectives are falling short and adjust long-term plans, potentially reallocating resources or re-prioritizing initiatives. In contrast, using assessment results to highlight strong student achievement can be a powerful marketing tool to attract prospective students.

Examples of recent instructional or curricular improvements based on assessment results:

- Appendix B and C includes the most recent Program-Level Outcome Assessment (PLOA) report for each program.

Program 6: Dental Assisting Certificate

- Demonstrate competency in the knowledge and skill required to systematically collect diagnostic data.
- Demonstrate competency in the knowledge required for business dental office procedures..
- Demonstrate competency knowledge and skill in General Chairside and Specialty dental assisting.
- Demonstrate competency and practice in an ethical, legal and regulatory standard.
- Achieve a NM State Board quality Full Mouth x-ray series.
- Achieve Radiography Certification and expanded functions or become a Certified Dental Assistant.

These objectives are aligned with:

X Institutional learning outcomes

X General education outcomes

X Industry or transfer expectations

Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):

- **Final exams:** classes such as DENT 167 use exams for this method.
- **Competency sheets:** classes will use this method for skill acquisition and laboratory knowledge.
- **Performance evaluations:** practicums are used to see if skills in class are repeated in real settings.

Explain how assessment results are used to inform:

Curriculum changes

- Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards

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Examples of recent instructional or curricular improvements based on assessment results: 2 week grade checks, requiring tutoring for students with less than 80% completion, IET instructor assisting once a week.

Program 7: EMT-Basic

- The student will be able to discuss the development of the EMS system.
- Describe the role of EMS in the health care system.
- Demonstrate the professional attributes expected of EMTs.
- Perform the roles and responsibilities of an EMT with regard to personal safety and wellness, as well as the safety of others.
- Perform the duties of an EMT with regard to medical-legal and ethical issues, including functioning under medical direction and within the scope of practice.
- Apply principals of anatomy, physiology, pathophysiology, life span, development and therapeutic communications to the assessment and management of patients.
- Identify the need for and perform immediately lifesaving interventions to manage a patient's airway breathing and circulation utilizing the full EMT-basic scope of practice.
- Assess and manage patients of all ages with a variety of complaints, medical conditions, and traumatic injuries.
- Apply principals of emergency medical service operations including considerations in ambulance and air medical transportations, multiple-casualty incidents gaining access to and extricating

patients, hazardous materials incidents, and responding to situations involving weapons of mass destruction.

These objectives are aligned with:

- X Institutional learning outcomes
- X General education outcomes
- X Industry or transfer expectations

Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):

Explain how assessment results are used to inform:

Curriculum changes:

- Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards

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Program planning:

- Assessment results are critical for overall program evaluation, strategic decision-making, resource allocation, and maintaining program viability. If a strategic goal isn't being met, the director of the program can analyze which objectives are falling short and adjust long-term plans, potentially reallocating resources or re-prioritizing initiatives. In contrast, using assessment results to highlight strong student achievement can be a powerful marketing tool to attract prospective students.

Program 8: Pre-Nursing Certificate

Description: Provides students with a certificate that satisfies the prerequisites for admission into the Luna Community College Nursing Program.

- This program is being merged with the Allied Health Certificate to fulfil the pre-nursing requirements and provide a means of students completing a certificate.

Program 9: Community Health Worker Certificate

- **Description:** Community Health Workers assist individuals and communities in adopting and maintaining positive health behaviors as well as helping people access health care and social services to build healthier communities.
- Offering culturally responsive education in easy to understand language to increase health knowledge and self-sufficiency;
- Teaching and supporting families to learn the knowledge and skills needed to manage treatment and prevent disease;
- Linking communities to health and social service systems of care and helping them to navigate the systems to overcome barriers;
- Expanding the health care workforce in underserved communities;
- Informing the clinical care team of social aspects of the family's life that may impact the treatment plan;
- Advocating for services to meet community needs, and empowering individuals and communities to advocate for their health.

These objectives are aligned with:

- X Institutional learning outcomes
- X General education outcomes
- X Industry or transfer expectations

Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):

Explain how assessment results are used to inform:

Curriculum changes:

- Assessment results directly pinpoint specific areas within the curriculum that need attention, whether for strengthening weaknesses or building upon successes. Assessment results identify gaps and weaknesses in our curriculum and how we use it. Properly used and evaluated, it can help us to know how to strengthen the existing curriculum, and helps to ensure the curriculum we use is relevant and aligned to state standards

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Program 10: Substance Abuse Certificate

Description: Students who complete the Substance Abuse Certificate may be eligible for certification as a Licensed Substance Abuse Associate (LSAA) by the Counseling and Therapy Practice Board of New Mexico provided they also possess an AAS in Allied Health or and Associate's degree in counseling or substance abuse related field from an accredited institution.

- This program is in the early stages of development and it does not have students or program objectives, those are in the process of being created.

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.

- Recent department-wide professional development activities: We have institutional in-service 4 times per year, at the beginning and end of each fall and spring semester. The institution also requires annual training with FERPA, cybersecurity, and technology advancement to help in teaching methods.
 - Topics covered: AI implementation, on-line learning for implementation of additional methods of information gathering, etc.

- Participation and outcomes: These meetings are required by the institution for all full and part time employees.
- Areas where additional training is needed to support student success (e.g., assessment, culturally responsive teaching, advising, online pedagogy): There is always room for additional training with technology aspects that will benefit the access to information for students, to be successful in their classes and college career. Opportunities taken or requested for conference attendance, certifications, or institutional training:
- Plans to support future professional learning for full-time and adjunct faculty: Faculty has been informed of their ability and access to professional development funds they can use to attend conferences or training they feel will benefit them to be more effective instructors.

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: AAS Allied Health, AA Criminal Justice, certificates in criminal justice, dental assisting, nursing assistant, community health worker, emergency technical assistant

Specialized skills, certifications, or hands-on learning outcomes emphasized include:

- Criminal Justice has additional courses to meet concentration for law enforcement and corrections certificates.
- Dental Assisting: Students may obtain national certification through the Dental Assisting National Board (DANB) and a certification through the Radiation Health and Safety if staying in New Mexico.

- All programs teach and emphasize the skill of creating learning environments that are developmentally appropriate. All programs teach and emphasize the skill of communication and interaction with diverse cultures.

The following capstone, practicum, or apprenticeship models are used (if applicable): EMT and Dental assisting programs have a practicum course which requires the student to obtain 35+ hours of observation in a medical facility environment.

B. Emerging Themes and Alignments

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

New or emerging topics, tools, or standards in the field include:

- Dental: None
- EMT: None
- Criminal Justice: None
- Opportunities identified to expand academic or workforce relevance to address these developments include (e.g., new credentials, emerging job markets, interdisciplinary offerings): areas we are looking at expanding are substance abuse certificates to prepare for the LSAA exam. There is an increasing demand for CHW workers in the insurance claim workforce over the past 2 years. We are working on a Veterinary tech assistant program because of growing interest by local high school students for this field.

C. Measurement and Comparison

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

- The department tracks productivity using the following measures (check all that apply):
 - X Graduation counts
 - X Credential attainment
 - X Licensure pass rates
 - ☐ Creative or research output
 - X Industry-validated skills or certifications
 - ☐ Other:
- Available comparison data or benchmarking sources include:
 - PLOA data, retention and completion data, and student surveys

- Relative to peer departments, institutions, or programs, the departments programs are strong in:
 - Providing one on one student guidance and support, tracking students from graduation to workforce, providing additional scholarship money.
- Areas where the department is working to improve include:
 - Proactive advisement that leads to fewer semesters in school, and an increase in graduation rates.

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):

- X Alumni career outcomes
- X Community or employer partnerships
- ☐ Research dissemination or creative recognition
- X Regional contributions or visibility
- ☐ Other:

Examples of how the department contributes to workforce needs, community engagement, or academic progress:

- We have partnerships with local businesses to help students gain real world experience before and after graduation.

Recognitions or validations of program quality include (e.g., awards, rankings, employer feedback):

- Community members frequently give positive feedback through anecdotal conversation in the community, but no formal method of collecting this information exists. However, advisory committees are being formed to begin to track and inform the Department about graduates as employees.

Compared to peer departments, the departments reach or visibility is:

- Our visibility is more elevated than it has ever been. We have had radio advertisements, newspaper articles and exposure through the school's weekly newsletter.

E. Interdisciplinary Nature

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

Courses, projects, or programs that integrate multiple disciplines include:

- Dental assisting works with early childhood in a SMILE program to clean and teach kids how to clean teeth.

Internal (LCC) partnerships that support interdisciplinary learning and engagement:

- Allied Health, STEM, and CTE have partnerships with science based classes and workforce preparedness with our certificate programs.

Interdisciplinary engagement contributes to student learning and program value by:

- all of the disciplines working together

External collaborations (e.g., with employers, nonprofits, universities):

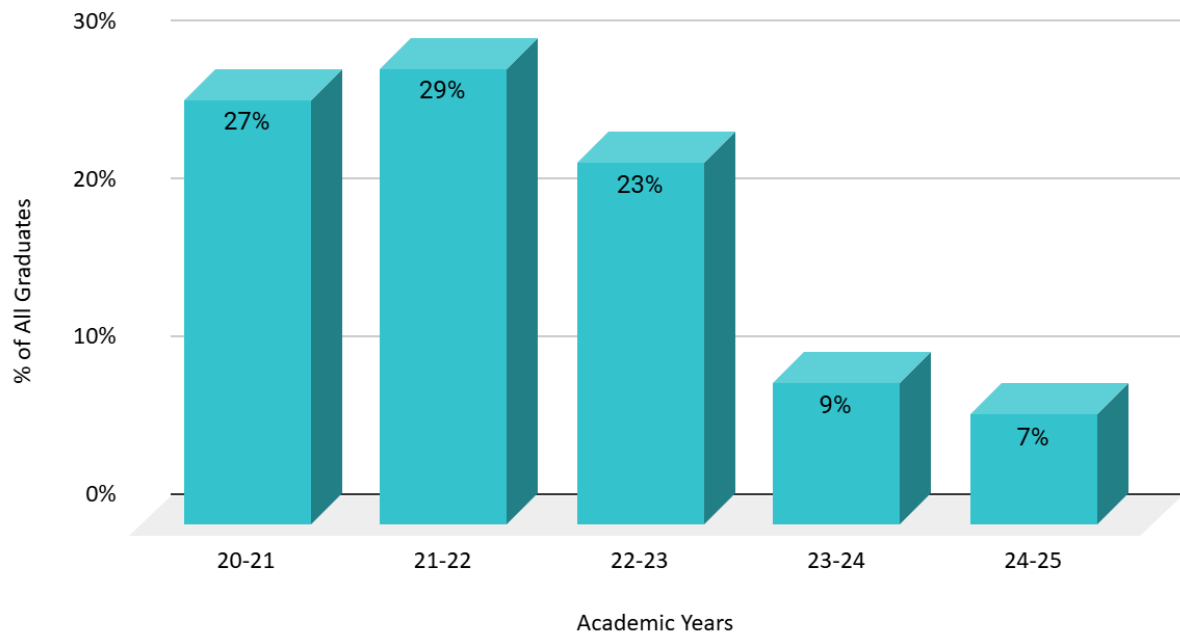
- Alta Vista, El Centro family clinic, Mora health Center are all external collaborators to provide practicums and clinicals.

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):

Allied Health Graduation Rates



Sources used to gather outcomes data include (include in appendix):

- X Institutional reporting
- Alumni or employer surveys
- X Informal faculty or staff tracking
- Advisory board input
- National/state databases
- Other: _____

The department supports student readiness through:

- Embedded professional skills (e.g., communication, ethics, applied technical skills): All AA/AAS degree programs contain within them General Education courses. The statewide General Education Plan requires all institutions to have a plan for how students will graduate with specific essential skills; critical thinking, communication, personal and social responsibility, digital literacy, and quantitative reasoning skills.
- Internships, apprenticeships, or real-world learning opportunities: Each program within the Education Department requires a practicum course that provides real-world learning experiences. The practicum allows students to develop relationships with professionals within the local area.

- Faculty support (e.g., career mentoring, portfolio reviews, resume workshops):
- Guest speakers, site visits, or career panels: Students are invited to all professional development opportunities that occur on campus.
- Active transfer or employment pipelines/partnerships (e.g., MOUs, articulation agreements):
 - Working with NMHU to create a pipeline for pre-dental students seeking a degree in Dentistry, anticipated start for fall 26.
 - CNA program is starting an MOU to train CNAs for the NMBHI starting the second 8 weeks of fall 25.
- Improvements needed in outcome tracking or professional preparation include: Formal tracking system for graduates and the formation of advisory committees for other programs besides Dental.

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.

Strategies used to recruit and retain diverse faculty, staff, and students:

- Utilize local community platforms, newsletters, and social media groups that reach diverse populations in New Mexico.
- Ensure search committees for faculty and staff positions are diverse in terms of gender, race/ethnicity, and background.
- Established clear, objective criteria for staff and faculty evaluations.
- We promote an environment of respect and psychological safety where diverse perspectives are genuinely valued and heard.
- Department practices that promote equity and belonging (e.g., inclusive hiring, mentorship):

Partnerships or events that support inclusive excellence within the department or institution:

- Dental assisting partners with early childhood to teach proper dental care. EMT and nursing partner in practicum classes for real

world settings.

Challenges faced and areas for improvement in fostering an inclusive culture:

- Work on a streamlined onboarding process so that all staff and faculty understand their roles and responsibilities and feel a sense of belonging from day one.

B. Five-Year Staffing

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

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

Title	Start Date	End Date
Director, Erick Wright	9/21/24	Current
Admin. Assistant, Amberlyn Gonzales	5/21/2023	Current
Kim Baca, Instructor	1/4/2020	Current
Denise Fox, Dental Assisting Coordinator	7/1/2022	Current
Crystal Western Ford Luna Strong Coordinator	4/22/2023	Current

Allen Sanchez Instructor	8/21/2023	Current
Chelsea Lucero Adjunct	8/21/2022	Current
Crystal Medina Adjunct	6/4/2022	Current
Jakailyn Barnes Adjunct	8/19/2024	Current

Jennifer Breakell Adjunct	8/27/2022	Current
Kevin Lucero Adjunct	9/1/2013	Current
Luisa Pacheco Adjunct	8/21/2023	Current

Natasha Lujan FT Science Instructor	8/1/2025	Current
Sara Beil Adjunct	9/1/2014	Current
Mariel Davis Adjunct	1/15/2022	Current
Sierra Fernandez Adjunct	9/1/2015	Current
William Lopez Adjunct	5/20/2023	Current

Yzette Martinez Adjunct	8/21/2023	8/1/2025
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Trends in retirements, hiring, turnover, or reclassification:

- There is a lot of retention with the Allied Health team. The instructors enjoy the ability to teach classes that pay them well enough to stay here at LCC.

Effects on course offerings, student services, advising, or department operations:

- Allied Health keeps being the program with the most students, because they enjoy the faculty, which does a great job. The Allied Health department does a great job advising our students to keep them on track to graduate on time. Our courses fill up and we have started to add 2 sections to our sciences courses because they hit enrollment caps.

Anticipated staffing needs and succession planning considerations:

- We just filled our full-time science faculty position and are looking at adding more adjunct faculty for EMT and CNA courses for the future.

C. Ensuring Financial Viability

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

Strategies used to manage budgets while maintaining instructional quality:

- In the Allied Health Department, we utilize resources towards activities that directly impact student learning outcomes, faculty support for teaching, and essential program infrastructure. Examples include:
 - Critically evaluate all expenses, differentiating between what is truly necessary for quality instruction and what is merely desirable.
 - Strategically plan course offerings to minimize the number of under-enrolled sections, ensuring efficient use of faculty time and classroom space.
 - Actively encourage and support faculty to use unlimited materials instead of expensive commercial textbooks. This significantly reduces costs for students while maintaining or even enhancing instructional quality through customizable content.
 - Work with the institution's purchasing department to leverage bulk discounts for supplies, technology, or services across the college.
 - Ensure full-time faculty and adjuncts are not over-utilized to the point where quality suffers or they burn out.
 - Train faculty in effective online and hybrid teaching methodologies, which can optimize classroom space, offer student flexibility, and potentially increase enrollment capacity without new physical infrastructure.

Cost-efficiency practices or examples of resource optimization:

- Strategically offer courses in hybrid or fully online formats where appropriate for the content and learning objectives.
- Fully leverage existing features within the institutional LMS, Blackboard Ultra (e.g., discussion forums, quizzing tools, assignment submission, grade book, communication tools, content repositories).
- Known or potential financial risks and mitigation strategies in place: As tuition and fees a primary revenue stream for community colleges, a decrease in the number of enrolled students directly

impacts the department's and institution's budget. This can be influenced by demographic shifts, economic conditions, competition from other institutions, or a perceived lack of program relevance.. Implementing strong student retention efforts will help students complete their programs. Finally, flexible course delivery, such as the hybrid program we have implemented can help retain students who need flexibility due to work, family, or geographic constraints.

- Strategies for expanding resources (this could be grant applications, developing volunteer programs, working with local and/or state reps, partnering with industry):

D. Investments and Reallocation of Resources

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

Recent or planned investments in technology, curriculum, or staffing:

- We have partnered with Labster in 2023-2024 to give students on-line lab material to help with courses and the institution paid for this out of a grant to ease the cost on the students. LCC bought laptops for all faculty and staff in 2024-2025.

How these investments align with departmental or institutional priorities:

- The recent purchase of laptops for all faculty and staff has allowed LCC to be prepared to work for the students even when situations enable us to be on campus for various reasons.

Support needed to carry out these changes effectively (e.g., funding, equipment, personnel):

- Grant money used to buy laptops.

E. Facilities, Growth, and Adaptation

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

Current spaces in use (e.g., classrooms, labs, shared offices):

- Allied Health uses classrooms, labs, simulation rooms. We have shared offices as well for FT faculty and other program leaders.

Recent upgrades or equipment acquisitions:

- No

Facility limitations affecting instruction, safety, or productivity:

- None

Proposals or requests for additional space or improvements:

- None

F. Program Viability

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

Approaches used to evaluate program health (e.g., enrollment thresholds, labor market demand, cost ratios):

- Enrollment Thresholds & Trends-Establish minimum viable enrollment numbers for the program as a whole and for individual courses. Track enrollment trends (headcount and FTE - Full-Time Equivalents) over multiple years (e.g., 3-5 years) to identify patterns of growth, stagnation, or decline.
- Student Retention Rates:High retention indicates student satisfaction, effective support, and a positive learning environment, reducing costs associated with recruiting new students.
- Graduation Rates-A primary indicator of student success and program effectiveness in leading students to completion.
- Program Completion Time-Longer completion times can indicate bottlenecks in course availability, advising issues, or financial barriers for students.
- Student Demographics & Diversity-Aligns with institutional and departmental goals for equity and inclusion, and reflects the program's ability to serve a broad community.
- Budget Adherence-Indicates responsible financial management and ability to plan effectively.
- Student Learning Outcome (SLO) Attainment-Direct evidence of what students know and can do upon program completion, demonstrating instructional effectiveness.
- Student Course Evaluations-Provides insights into student satisfaction and perceived learning experiences.
- Faculty Qualifications-Directly impacts instructional quality and program reputation.
- Faculty/Staff Retention Rates-High retention often indicates a positive work environment, fair workload, and competitive compensation, all of which contribute to program stability and quality.
- Professional Development Engagement- Ensures continuous learning and keeps the program current and innovative.
- Criteria used for program continuation, redesign, or sunseting:
Continuation:
 - Consistently meeting or exceeding established enrollment thresholds (e.g., minimum 10 students per course average for

viability).

- Retention rates and 3-year graduation rates are at or above institutional averages and comparable peer programs.
- Consistent achievement of student learning outcomes at desired proficiency levels.
- Positive student feedback on instructional quality and program experience

Redesign:

- Consistently below enrollment thresholds, but not critically low; flat or slightly declining trends.
- Students are taking significantly longer than the standard time to complete, suggesting systemic barriers.
- Significant weaknesses identified in attainment of one or more key student learning outcomes, or inconsistent performance across cohorts.
- Recurring themes of dissatisfaction in course evaluations or student feedback, related to curriculum or instruction.

Sunsetting:

- Critically low enrollment, consistently far below viability thresholds, indicating a severe lack of student interest or reach.
- Steep and prolonged decline in enrollment (e.g., over 3-5 years) with no clear signs of reversal.
- Very low retention and graduation rates that are significantly below institutional norms, suggesting students are not persisting or completing.
- Excessive completion times, indicating major obstacles for students.
- Consistent and severe failure to meet multiple core student learning outcomes, indicating a fundamental flaw in curriculum or instruction.
- High volume of unresolved student complaints about program quality or relevance.

Recent actions taken based on these criteria (if applicable):None

G. Engagement Activities

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

Participation in professional or community organizations, boards, or committees:

- Allen Sanchez Volunteer District Fire Chief (San Miguel Co.), EMT Basic Instructor, NAEMT TECC instructor, American Heart Association BLS Instructor
- Erick Wright San Miguel County Health Commission
- Crystal Western Ford AWC volunteer, Co-manage Rodriguez Park food distribution, FUPC JOT committee, volunteer Hermits Peak watershed Alliance, NM Basic Needs Consortium, San Miguel Health Council
- Natasha Lujan Volunteer Tball Coach, K-6 Literacy tutor
- Denise Fox CDA certified dental assistant, dental hygienist, Community Health Worker licensed, ADA American Dental Assistants Association, ADEA American Dental Educators' Association
- Chantel Rivera CDA
- Dawna Ortega-Gallegos CDA.

Presentations, publications, or events hosted by the department:

- Free dental clinic hosted by the dental department through a SMILE grant.

Examples of how engagement aligns with institutional or regional priorities:

- The dental clinic aligns with the LCC strategic goal #6

H. Advisory Board(s)

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

Does the department have an advisory board?

X Yes No

If yes, list members and their affiliations (e.g., employers, alumni, external experts):

- Denise Fox Dental Assisting Advisory Committee: Candace Maestas-Chair, Joseph Lopez-Vice Chair, Members-Dr. Katrina Collins, Georgette Esquibel.

How often the board meets or how often the Board is solicited for feedback and key recommendations it has made:

- Annually

If no advisory board exists, would establishing one benefit the program?
Why or why not?:

- The plan is to look into all programs and if an advisory board is possible get them enrolled in them.

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

- X Website and catalog accurately reflect current department and program details
- X Career outcomes, course descriptions, and delivery modes are correct
- X Any discrepancies noted have been addressed or reported

The following changes are taking place:

- Updated the website and added objectives to each program.

External Accreditation or Approvals

List any current program-level accreditations or approvals.

- Accrediting/Approving Agency:
 - Commission On Dental Accreditation (CODA)
Next Review Date: April of 2032
Status or recent findings (if applicable): Passed Accreditation.

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 Allied Health Department experienced stable enrollment during the 2022–2025 academic years, with 238-249 students admitted. Completion rates remained consistent with prior years, with a slight decrease due to scholarships, hybrid classes, and surges in work force demands.

In response to this trend, the department revised its advising method. We incorporated a better communication system with students. Worked on degree audits each semester with students so they are better informed on class schedules and completion time to finish programs. 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 more full time faculty to keep the student/teacher ratio at a productive level. The department will implement a system to formally track alumni and workforce.

Advisory Committees will be formed for each program to more fully understand the needs of the community stakeholders.

Articulation agreements with 4 year institutions will be formed to create clear pathways for students that want to obtain a higher degree in their field of study.

The Program review process identified the need to review and revise the Program Learning Outcomes for the following programs: EMT, Dental Assisting, Criminal Justice AA and certificate, and Allied Health AAS and certificate.

Appendix A: Curriculum Maps

Substance Abuse 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	 No Program Learning Outcomes.	 No Program Learning Outcomes.	 No Program Learning Outcomes.	No Program Learning Outcomes	 No Program Learning Outcomes.
BIOL 1140 Biology for Health Science/Lab	Developed	Introduced	Developed	Introduced	Developed
PSYC 2210 Abnormal Psychology	Developed	Developed	Developed	Developed	Developed
BIOL 1110 General Biology	Developed	Developed	Developed	Developed	Developed
CHEM 1120 Introduction to Chemistry/Lab	Not Addressed	Introduced	Not Addressed	Not Addressed	Not Addressed
HLED 1510 Medical Terminology	Developed	Developed	Developed	Developed	Developed
ENGL 1110 Composition 1	Not Addressed	Developed	Developed	Not Addressed	Not Addressed
PYSC 1140 Psychology of Drug and Alcohol Abuse	Not Addressed	Developed	Not Addressed	Not Addressed	Not Addressed
PSYC 1130 Introduction to Substance Abuse Studies	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed
PSYC 2120 Developmental Psychology	Developed	Developed	Developed	Developed	Developed
PSYC 1110 Introduction to Psychology	Introduced	Introduced	Introduced	Introduced	Introduced
BIOL 2210/L Human Anatomy and Physiology I & lab	Introduced	Introduced	Introduced	Introduced	Introduced
BIOL 2225/L Human Anatomy and Physiology II & Lab	Introduced	Introduced	Introduced	Introduced	Introduced
CHW 101/L Community Health Worker I & Lab	Introduced	Introduced	Introduced	Introduced	Introduced
CHW 102/L Community health Worker II & Lab	Introduced	Introduced	Introduced	Introduced	Introduced
CHW 110 Community Health Worker Field Clinical	Introduced	Introduced	Introduced	Introduced	Introduced
HLED 1130 Concepts of Health and Wellness	Introduced	Introduced	Introduced	Introduced	Introduced
SOCI 1110 Introduction to Sociology	Introduced	Introduced	Introduced	Introduced	Introduced
SOCI 2210 Sociology of Deviance	Introduced	Introduced	Introduced	Introduced	Introduced

Pre-nursing 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	 No Program Learning Outcomes.	 No Program Learning Outcomes.	 No Program Learning Outcomes.	 No Program Learning Outcomes	No Program Learning Outcomes.
BIOL1140 Biology for Health Science/Lab	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
PSYC 2210 Abnormal Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
BIOL 1110 General Biology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
CHEM 1120 Introduction to Chemistry/Lab	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
BIOL 2210 Human Anatomy and Physiology I/Lab	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
ENGL 1110 Composition 1	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
BIOL 2225 Human Anatomy and Physiology II/Lab	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
ENGL 1120 Composition II	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
PSYC 2120 Developmental Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
PSYC 1110 Introduction to Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
MATH 1350 Introduction to Statistics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
BIOL 2505 Pathophysiology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
AH 105 Nursing Assistant Training	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
HLED 1510 Medical Terminology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
BIOL 2310/L Microbiology & Lab	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
NUTR 2110 Human Nutrition	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed

EMT 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	the student will be able to discuss the development of EMS systems.	Describe the roles of EMS in the healthcare system.	Demonstrate the professional attributes expected of EMTs.	Perform the roles and responsibilities of an EMT with regards to personal safety and wellness, as well as the safety of others.	Perform the duties of an EMT with regard for medical-legal and ethical issues, including functioning under medical direction and with the scope of practice.	Apply principals of anatomy, physiology, pathophysiology, life span development and therapeutic communications to the assessment and management of patients.	Identify need for and perform immediately lifesaving interventions to manage a patient's airway, breathing and circulation utilizing the full EMT-Basic scope of practice.	assess and manage patients of all ages with a variety of complaints medical conditions, and traumatic injuries.	Apply principals of emergency medical services operation, including considerations in ambulance and air medical transportation, multiple-causality incidents, gaining access to and extricating patients, hazardous materials incidents, and responding to situations involving weapons of mass destructions.
EMT 150 Emergency Medical Technician	Mastered	Introduced	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
EMT 150 L Emergency Medical Technician Lab	Mastered	Introduced	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
EMT 180 Emergency Medical Technician Clinical	Mastered	Introduced	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
AH 120 CPR for Health Professionals	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Dental Assisting Certificate Curriculum Map

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

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

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

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

Courses are listed in rows and PLOs are in columns	Demonstrate competency in the knowledge and skill required to systematically collect diagnostic data	Demonstrate competency in the knowledge required for business dental office procedures.	Demonstrate competency knowledge and skill in General Chairside and Specialty dental assisting.	Demonstrate competency and practice in an ethical, legal and regulatory standard.	Students will achieve a NM State Board quality Full Mouth x-ray series.	Achieve Radiography Certification and expanded functions or become a Certified Dental Assistant.
DENT109 Preventive Dentistry and Oral Healthcare	Introduced	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed
DENT118 Dental Assisting	Introduced	Introduced	Introduced	Introduced	Not Addressed	Not Addressed
DENT118L Dental Assisting Laboratory	Introduced	Introduced	Introduced	Introduced	Not Addressed	Not Addressed
DENT145 Bio-Dental Science	Introduced	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed
DENT160 Dental Radiography	Introduced	Introduced	Introduced	Developed	Introduced	Developed
DENT160L Dental Radiography Laboratory	Developed	Developed	Developed	Developed	Developed	Developed
DENT103 Dental Materials	Developed	Developed	Developed	Developed	Not Addressed	Not Addressed
DENT103L Dental Materials	Developed	Developed	Developed	Developed	Not Addressed	Not Addressed
DENT167 Oral Medicine	Developed	Not Addressed	Developed	Developed	Not Addressed	Not Addressed
DENT170 Clinical Training/ Practicum I	Developed	Developed	Developed	Developed	Developed	Developed
DENT220 Dental Office Management	Not Addressed	Mastered	Not Addressed	Mastered	Not Addressed	Not Addressed
DENT226 Dental Pharmacology	Developed	Not Addressed	Developed	Developed	Not Addressed	Not Addressed
DENT233 Laboratory Procedures	Mastered	Mastered	Mastered	Mastered	Not Addressed	Not Addressed
DENT270 Clinical Training/ Practicum II	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered
HLED 1510 Medical Terminology	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced

Criminal Justice - Law Enforcement Certificate Curriculum Map

This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map:
Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding.

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

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

Courses are listed in rows and PLOs are in columns	Demonstrate a comprehensive understanding of the criminal justice system, including its structure, functions, and role of various agencies and justice within it.	Apply legal and ethical principals to make informed decisions and uphold the principals of justice, fairness, and integrity in their work within the criminal justice field.	Possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques and case documentation.	Understand the fundamental principals of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	Develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationship between law enforcement agencies and the communities they serve.	Acquire skills in crisis intervention and conflict resolution demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolution in challenging circumstances.	Demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public and procedures accurate and concise reports.	Effectively utilize technology and software relevant to the criminal justice field, including database, crime mapping tools, and computer-aided dispatch systems to enhance efficiency and effectiveness in their work.	Demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	Engage in continuous professional development, staying informed about emerging trends, policing, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and on-going growth in criminal justice and law enforcement professionals.
CJUS 2130 Police and Society	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed	Mastered	Developed
CJUS 2120 Criminal Courts and Procedures	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2140 Criminal Investigations	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Mastered	Developed	Developed
CJUS 1110 Introduction to Criminal Justice	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CJUS 2110 Professional Responsibility in Criminal Justice	Developed	Mastered	Developed	Developed	Developed	Developed	Mastered	Developed	Developed	Mastered
CJUS 1120 Criminal Law	Mastered	Developed	Developed	Mastered	Mastered	Developed	Developed	Developed	Developed	Developed
PSYC 1110 Introduction to Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Not Addressed	Not Addressed	Not Addressed
PSYC 2210 Abnormal Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Developed	Developed	Not Addressed	Not Addressed	Not Addressed
SOCI 1110 Introduction to Sociology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Introduced	Introduced	Not Addressed	Introduced	Introduced
ANTH 1141 Cultures of the World	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Introduced	Introduced	Introduced	Not Addressed	Introduced
SOCI 2210 Sociology of Deviance	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2150 Corrections System	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2153 Community-Based Corrections	Developed	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed
CJUS 1140 Juvenile Justice	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
BCIS 1110 Fundamental of Information Systems and Literacy	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed
POLS 1120 American National Government	Introduced	Introduced	Not Addressed	Introduced	Introduced	Introduced	Developed	Introduced	Not Addressed	Introduced
SPAN 1110 Spanish I	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Not Addressed	Not Addressed	Not Addressed
CJUS 1143 Report Writing	Introduced	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed	Developed	Not Addressed	Not Addressed	Introduced

Criminal Justice Corrections Certificate Curriculum Map										
This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map: Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding. Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence. Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.										
Courses are listed in rows and PLOs are in columns	Demonstrate a comprehensive understanding of the criminal justice system, including its structure, functions, and role of various agencies and justice within it.	Apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	Possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques and case documentation.	Understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	Develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	Acquire skills in crisis intervention and conflict resolution demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolution in challenging circumstances.	Demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public and procedures accurate and concise reports.	Effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems to enhance efficiency and effectiveness in their work.	Demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	Engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and on-going growth in criminal justice and law enforcement professions.
CJUS 2150 Corrections System	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed
CJUS 2153 Community Courts and Procedures	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 1140 Juvenile Justice	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed	Mastered	Developed
CJUS 1110 Introduction to Criminal Justice	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CJUS 2110 Professional Responsibility in Criminal Justice	Developed	Mastered	Mastered	Developed	Developed	Developed	Mastered	Developed	Developed	Mastered
CJUS 1120 Criminal Law	Developed	Developed	Developed	Mastered	Mastered	Developed	Developed	Developed	Developed	Developed
PSYC 1110 Introduction to Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Developed	Not Addressed	Not Addressed	Not Addressed
PSYC 2210 Abnormal Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Developed	Developed	Not Addressed	Not Addressed	Not Addressed
SOCI 1110 Introduction to Sociology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Introduced	Introduced	Not Addressed	Introduced	Introduced
ANTH 1141 Cultures of the World	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Introduced	Introduced	Not Addressed	Not Addressed	Introduced
SOCI 2210 Sociology of Deviance	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2130 Police and Safety	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2120 Criminal Courts and Procedure	Developed	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed
CJUS 2141 Criminal Investigations	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed
BCIS 1110 Fundamental of Information Systems and Literacy	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed
POLS 1120 American National Government	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed
SPAN 1110 Spanish I	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed	Not Addressed
CJUS 1143 Report Writing	Developed	Developed	Developed	Developed	Developed	Developed	Mastered	Developed	Developed	Developed

Criminal Justice AA Curriculum Map											General Education Essential Skills				
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.											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	Demonstrate a comprehensive understanding of the criminal justice system, including its structure, functions, and role of various agencies and justice actors I.	Apply legal and ethics at projects or tasks related to justice and support the principles of justice, fairness, and equity II. Use work within the criminal justice field.	Possess the knowledge and skills to conduct effective criminal investigations. Including crime scene analysis, evidence collection and preservation, forensic and forensic techniques and case documentation.	Understand the fundamental principles of criminal law and procedure, including constitutional rights, types of crimes, defense and offense, and rules of evidence.	Develop the ability to engage with diverse communities, recognize community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	Acquire skills in crisis intervention and conflict resolution demonstrating the ability to de-escalate tense situations, manage conflicts, and provide peaceable resolution in challenging circumstances.	Demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, supervisors, and the public and procedures accurate and concise reports.	Effectively assess technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems to enhance efficiency and effectiveness in their work.	Demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	Engage in continuous professional development, staying current about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth in criminal justice and the professional profession.	Communication	Critical Thinking	Information and Digital	Quantitative Reasoning	Personal and Social Responsibility
CJUS 1110 Introduction to Criminal Justice	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced					
CJUS 2150 Corrections System	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 2150 Police and Society	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 2150 Professional Responsibility in Criminal Justice	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 1120 Criminal Law	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 2120 Criminal Courts and Procedures	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 2140 Criminal Investigations	Developed	Developed	Mastered	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
PSYC 2210 Abnormal Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
CJUS 1140 Juvenile Justice	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
CJUS 1145 Report Writing	Developed	Developed	Developed	Developed	Developed	Developed	Mastered	Mastered	Mastered	Mastered					
CJUS 2110 Community-Based Corrections	Developed	Developed	Developed	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered					
CJUS 2160 Field Experience in Criminal Justice	Developed	Developed	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered					
SCS 2010 Survey of Science	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed	Developed					
ENGL 1110 Composition I	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
ENGL 1120 Composition II	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
COMM 1220 or 1220 Public Speaking or Interpersonal Communication	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
MATH 1220 or 1220 College Algebra or Introduction to Statistics	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
BIOL 1110 Introduction to Biology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
PSYC 1110 Introduction to Psychology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
SCS 1110 or SPAN 1110 Introduction to Information Systems or Spanish I	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Not Addressed					
Gen Ed Courses											Five essential skills are associated with each of six content areas, as shown in the table below				
Area I – Communication: ENGL 1110 Composition I, ENGL 1120 Composition II, COMM 1220 Public Speaking, COMM 2120 Interpersonal Communication											X	X	X		
Area II – Mathematics: MATH 1200 Statistics, MATH 1220 College Algebra											X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology, BIOL 1140 Biology for Health Sciences, BIOL 2110 Principles of Biology, Cell & Molecular Biology, BIOL 2210 Microbiology, BIOL 2210 Human Anatomy & Physiology I, BIOL 2220 Human Anatomy & Physiology II, CHEM 1120 Introduction to Chemistry, CHEM 1210 General Chemistry I, CHEM 1220 General Chemistry II, ENVS 1110 Environmental Science, GEOG 1110 Physical Geography, GEOG 2110 Historical Geography, PHYS 1110 Survey of Physics, PHYS 1210 Algebra-based Physics I, PHYS 1240 Algebra-based Physics II, PHYS 1310 Calculus-based Physics I, PHYS 1320 Calculus-based Physics II													X	X	X
Area IV – Social and Behavioral Sciences: ANTH 1110 Introduction to Anthropology, ANTH 1141 Cultures of the World, ECON 2110 Macroeconomics Principles, ECON 2120 Microeconomics Principles, POLS 1120 American National Government, POLS 2120 State and Local Government, PSYC 1110 Introduction to Psychology, PSYC 2120 Developmental Psychology, SOC 1110 Introduction to Sociology											X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2010 American Literature I, ENGL 2020 Introduction to Creative Writing, ENGL 2030 Introduction to Short Fiction, ENGL 2020 American Literature II, HIST 1150 Western Civilization I, HIST 1160 Western Civilization II, HIST 1170 United States History I, HIST 1170 United States History II, HIST 2110 Survey of History of New Mexico, HIST 2110 Introduction to Philosophy, RELG 2110 World Religions, SPAN 1110 Spanish I, SCIS 1110 Introduction to Information Systems, SCIS 2110 Intermediate Algebra												X	X		X
Area VI – Creative and Fine Arts: ARTS 1010 Drawing I, MATH 1120 Introduction to Art, ARTS 2110 History of Art I, MUSC 1110 Music Appreciation, Western Music, THEA 1220 Beginning Acting											X	X			X

Community Health Worker 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	Use culturally and linguistically responsive, plain-language communication to strengthen client health literacy and self-efficacy.	Teach and coach individuals and families to implement care plans and adopt prevention strategies through goal-setting, motivational interviewing, and follow-up.	Navigate and coordinate health and social service systems, complete referrals, and reduce barriers related to eligibility, access, transportation, and language.	Document client interactions accurately, maintain confidentiality, and demonstrate CHW professionalism-ethics, boundaries, teamwork, and reliability-especially in underserved communities.	Identify, assess, and communicate social and environmental determinants of health to the care team to inform person-centered care plans.	Advocate with and for clients and communities by conducting needs assessments, mobilizing resources, and building capacity for self-advocacy.	Build partnerships with clinics, community agencies, and public programs to support outreach, health education, and continuity of care.
CHW 101 Community Health Worker I/Lab	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
CHW 102 Community Health Worker II/Lab	Developed	Developed	Developed	Developed	Developed	Developed	Developed
CHW 110 Community Health Worker Field Clinical	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered

Allied Health Certificate Curriculum Map

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

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

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

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

Courses are listed in rows and PLOs are in columns	Demonstrate a strong foundation in allied health, gaining knowledge of various healthcare professions and educational pathways available in the field.	Demonstrate effective written and oral communication skills necessary for interacting with patients, healthcare professionals, and other stakeholders. They will be able to convey information clearly, empathetically, and in a culturally sensitive manner.	Cultivate critical thinking, problem-solving, and quantitative reasoning skills to analyze complex healthcare scenarios, they will be able to adapt to changing situations, consider ethical implications, and devise appropriate solutions.	Demonstrate specialized knowledge and skills in anatomy and physiology, medical terminology, nutrition, psychology, and other allied health topics, depending on the selected elective courses. They will be able to use this knowledge to analyze and synthesize information in healthcare setting.	Graduates will be prepared to transfer into healthcare or pre-professional programs at four-year colleges. They will demonstrate a strong academic foundation meeting prerequisite requirements for further education in fields such as nursing, surgical technology, LSAA, laboratory science, occupational or physical therapy, physicians assistant, or other health-related disciplines.
BIOL1140 Biology for Health Science/Lab	Mastered	Introduced	Developed	Introduced	Developed
BIOL 2210 Human Anatomy and Physiology 1/lab	Developed	Developed	Developed	Developed	Developed
BIOL2225 Human Anatomy and Physiology 2/lab	Developed	Developed	Developed	Mastered	Developed
CHEM 1120 Introduction to Chemistry/Lab	Not Addressed	Introduced	Not Addressed	Not Addressed	Not Addressed
BIOL 2505 Pathophysiology	Developed	Developed	Mastered	Developed	Mastered
ENGL 1110 Composition 1	Not Addressed	Developed	Developed	Not Addressed	Not Addressed
ENGL 1120 Composition 2	Not Addressed	Mastered	Not Addressed	Not Addressed	Not Addressed
MATH 1215 Intermediate Algebra	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed
PSYC 2120 Developmental Psychology	Developed	Developed	Developed	Developed	Developed
PSYC 1110 Introduction to Psychology	Introduced	Introduced	Introduced	Introduced	Introduced
BIOL 1110 General Biology & Lab	Introduced	Developed	Developed	Developed	Developed
COMM 1130 Public Speaking	Not Addressed	Developed	Introduced	Introduced	Introduced
COMM 2120 Interpersonal Communication	Introduced	Developed	Developed	Developed	Developed
HLED 1510 Medical Terminology	Introduced	Developed	Developed	Developed	Developed
NUTR 2110 Human Nutrition	Introduced	Developed	Developed	Mastered	Developed
AH 105 Nursing Assistant Training	Introduced	Developed	Mastered	Developed	Developed
ANTH 1115 Introduction to Anthropology	Introduced	Introduced	Introduced	Introduced	Introduced
BIOL 2310 Microbiology	Introduced	Developed	Developed	Mastered	Developed
CHW 101/L Community Health Worker I	Introduced	Introduced	Introduced	Introduced	Introduced
CHW 102/L Community Health Worker II	Developed	Developed	Developed	Developed	Developed
CHW 110 Community Health Worker Clinical	Mastered	Mastered	Mastered	Mastered	Mastered
EMT 150/L Emergency Medical Technician & Lab	Introduced	Introduced	Introduced	Introduced	Introduced
EMT 180 Emergency Medical Technician Field/Clinical	Mastered	Mastered	Mastered	Mastered	Mastered
HLED 1115 American Heart Association CPR	Developed	Developed	Developed	Developed	Developed
HLED 1130 Concepts of Health and Wellness	Developed	Developed	Developed	Developed	Developed

Allied Health AAS Curriculum Map						General Education Essential Skills				
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.						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	Demonstrate a strong foundation in allied health, gaining knowledge of various healthcare professions and educational pathways available in the field.	Demonstrate effective written and oral communication skills necessary for interacting with patients, healthcare professionals, and other stakeholders. They will be able to convey information clearly, empathetically, and in a culturally sensitive manner.	Cultivate critical thinking, problem-solving, and quantitative reasoning skills to analyze complex healthcare scenarios, they will be able to adapt to changing situations, consider ethical implications, and devise appropriate solutions.	Demonstrate specialized knowledge and skills in anatomy and physiology, medical terminology, nutrition, psychology, and other allied health topics, depending on the selected elective courses. They will be able to use this knowledge to analyze and synthesize information in healthcare setting.	Graduates will be prepared to transfer into healthcare or pre-professional programs at four-year colleges. They will demonstrate a strong academic foundation meeting prerequisite requirements for further education in fields such as nursing, surgical technology, LSA, laboratory science, occupational or physical therapy, physicians assistant, or other health-related disciplines.	Communication	Critical Thinking	Information and Digital	Quantitative Reasoning	Personal and Social Responsibility
BIOL1140 Biology for Health Science/Lab	Developed	Introduced	Developed	Introduced	Developed					
BIOL 2210 Human Anatomy and Physiology 1/lab	Developed	Developed	Developed	Developed	Developed					
BIOL2225 Human Anatomy and Physiology 2/lab	Developed	Developed	Developed	Mastered	Mastered					
CHEM 1120 Introduction to Chemistry/Lab	Not Addressed	Introduced	Not Addressed	Not Addressed	Not Addressed					
BIOL 2505 Pathophysiology	Mastered	Developed	Mastered	Developed	Developed					
ENGL 1110 Composition 1	Not Addressed	Developed	Developed	Not Addressed	Not Addressed					
ENGL 1120 Composition 2	Not Addressed	Mastered	Not Addressed	Not Addressed	Not Addressed					
MATH 1350 Introduction to Statistics	Not Addressed	Not Addressed	Introduced	Not Addressed	Not Addressed					
PSYC 2120 Developmental Psychology	Developed	Developed	Developed	Developed	Developed					
PSYC 1110 Introduction to Psychology	Introduced	Introduced	Introduced	Introduced	Introduced					
MATH 1220 College Algebra	Not Addressed	Not Addressed	Developed	Not Addressed	Developed					
BIOL 1110 General Biology	Introduced	Introduced	Introduced	Developed	Developed					
AH 101 Medical and Health Exploration	Introduced	Introduced	Introduced	Introduced	Developed					
COMM 1130 Public Speaking	Not Addressed	Mastered	Developed	Not Addressed	Developed					
COMM 2120 Interpersonal Communication	Not Addressed	Mastered	Developed	Not Addressed	Developed					
HLED 1130 Concepts of Health and Wellness	Introduced	Introduced	Introduced	Introduced	Developed					
HLED 1510 Medical Terminology	Introduced	Introduced	Developed	Mastered	Developed					
NUTR 2110 Human Nutrition	Introduced	Introduced	Developed	Introduced	Developed					
PSYC 2210 Abnormal Psychology	Introduced	Developed	Developed	Introduced	Developed					
AH 105 Nursing Assistant Training	Introduced	Introduced	Developed	Developed	Developed					
ANTH 1115 Introduction to Anthropology	Not Addressed	Not Addressed	Not Addressed	Not Addressed	Introduced					
BIOL 1135 Introductory Environmental Science & Lab	Introduced	Introduced	Introduced	Introduced	Introduced					
BIOL 2110 Principals of Biology: Cellular and Molecular Biology & Lab	Developed	Developed	Developed	Developed	Developed					
BIOL 2610 Principals of Biology: Biodiversity, Ecology, and Evolution & Lab	Developed	Developed	Developed	Developed	Developed					
BIOL 2310/L Microbiology & Lab	Developed	Developed	Developed	Mastered	Developed					
CHW 101/L Community Health Worker I & Lab	Introduced	Developed	Introduced	Introduced	Developed					
CHW 102/L Community Health Worker II & Lab	Developed	Developed	Mastered	Developed	Developed					
CHW 110 Community Health Worker Field Clinical	Mastered	Mastered	Mastered	Mastered	Mastered					
ECED 1115 Health, Safety, and Nutrition	Introduced	Introduced	Developed	Developed	Developed					
EMT 150/L Emergency Medical Technician Basic & Lab	Developed	Developed	Developed	Developed	Developed					
EMT 180 Emergency Medical Technician Basic Field/Clinical	Mastered	Mastered	Mastered	Mastered	Mastered					
HLED 1115 American Heart Association CPR	Introduced	Developed	Developed	Developed	Mastered					
HLED 1160 Stress Management	Developed	Developed	Developed	Developed	Developed					
HLED 2110 Principals of Coaching	Introduced	Developed	Developed	Introduced	Developed					
HLED 2125 Officiating Sport	Introduced	Introduced	Developed	Not Addressed	Developed					
HLED 2160 Nutrition for Exercise and Sport	Introduced	Developed	Developed	Mastered	Developed					
HLED 2510 History and Philosophy of PE	Introduced	Developed	Introduced	Introduced	Developed					
MGMT 2110 Principals of Management	Not Addressed	Not Addressed	Introduced	Not Addressed	Developed					
PHED 1610 Fitness for Life	Introduced	Introduced	Introduced	Introduced	Introduced					
PRPE 2150 Motor Learning and Performance	Introduced	Developed	Developed	Developed	Developed					
PSYC 1130 Introduction to Substance Abuse Studies	Introduced	Introduced	Introduced	Introduced	Introduced					
PSYC 1140 Psychology of Drug and Alcohol Abuse	Introduced	Developed	Developed	Mastered	Developed					
PSYC 2210 Abnormal Psychology	Introduced	Developed	Developed	Developed	Developed					
SPAN 1410 Spanish for Health Care Professions	Introduced	Introduced	Introduced	Introduced	Introduced					
SOCI 1110 Introduction to Sociology	Introduced	Introduced	Introduced	Introduced	Introduced					
SOCI 2210 Sociology of Deviance	Introduced	Developed	Developed	Mastered	Developed					
SPMD 1310 Introduction to Kinesiology	Introduced	Developed	Developed	Developed	Developed					
Gen Ed Courses						Five essential skills are associated with each of six content areas, as shown in the table below				
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication						X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra						X	X		X	
Area III – Laboratory Sciences: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology: Cell & Molecular Biology; BIOL 2310 Microbiology; BIOL 2210 Human Anatomy & Physiology I; BIOL 2225 Human Anatomy & Physiology II; CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1226 General Chemistry II; ENVS 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II							X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology						X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra							X	X		X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting						X	X			X

Appendix B: Program Learning Outcomes Assessments | 23-24

Luna Community College		Program Assessment	
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice Certificate Corrections 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
	Year	2023-2024	
	Department	Allied Health and Public Service	
	Program name	Criminal Justice Certificate Corrections	
	Catalog year	2023-2024	
			Totals #:
Section B	Number of projected graduates for current academic year?		1
	Confirmed degrees for last academic year?		0
	Confirmed certificates for last academic year?		4
	How many students are declared in your program?		4
Section C	1. What is your program description/goal? (This is found in the catalog)		
	This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.		
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)		
	Discussion boards, Critical thinking questions. We use scenario assignments, movie response assignments.		
Section E	Is your program current and up to date?		Yes
	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?		
	the data tells me that 4 students started and completed the criminal justice law enforcement certificate program.		

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1, 3, & 5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Substance Abuse Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2023-2024		
	Department	Allied Health/Public Service		
	Program name	Allied Health Substance Abuse Certificate		
	Catalog year	2023-2024		
Section B				Totals #:
	Number of projected graduates for current academic year?			0
	Confirmed degrees for last academic year?			0
	Confirmed certificates for last academic year?			0
	How many students are declared in your program?			0
Section C	1. What is your program description/goal? (This is found in the catalog)			
	Students who complete and Allied Health Substance Abuse Certificate may be eligible for certification as a Licensed Substance Abuse Associate (LSAA) by the Counseling and Therapy Practice Board of New Mexico provided they also possess an AAS in Allied Health or an Associate's degree in a counseling or substance abuse related field from an accredited institution.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
Section E	Is your program current and up to date?		Yes	No
	Are your program learning outcomes (PLO) current?			
	Do the PLOs align with your program mission?			
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			
Section F	Is your curriculum map profile up to date?			
	Is our curriculum profile up to date?			
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?			
	There is no data for this program.			

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2023-2024		
	Department	Allied Health/Public Service		
	Program name	Allied Health Certificate		
	Catalog year	2023-2024		
Section B				Totals #:
	Number of projected graduates for current academic year?			0
	Confirmed degrees for last academic year?			0
	Confirmed certificates for last academic year?			6
	How many students are declared in your program?			81
Section C	1. What is your program description/goal? (This is found in the catalog)			
	The Certificate in Allied Health provides students with an educational background for employment opportunities in healthcare, such as nursing assistant. The intent of the certificate is to provide foundational knowledge in the allied health profession.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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 shows us that 6 students finished the program in 2023-2024. Factors that may have not allowed the other students to no complete the program, financial assistance, difficulty in understanding the material, change of major, changed location, accepted job that didn't require this certificate.			

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 knowledge of human anatomy, physiology, and medical terminology relevant to entry-level roles in allied health professions.	1,2,3,4,5
2	Graduates will apply basic clinical skills and procedures essential to healthcare support roles, including patient care, infection control, and safety protocols.	1 & 5
3	Graduates will communicate effectively with patients, families, and healthcare teams, using appropriate medical terminology and professional interpersonal skills.	2, 4, 5
4	Graduates will exhibit professionalism, ethical behavior, and cultural sensitivity in healthcare environments, following regulatory standards and best practices in patient care.	1, 2, 3, 5
5	Graduates will recognize and respond appropriately to basic health emergencies, adhering to principals of patient safety and care coordination.	1, 2, 3, 5
6	Graduates will navigate healthcare systems and settings, demonstrating awareness of the roles and responsibilities of allied health professionals.	1,2,3,4,5
7	Graduates will meet the academic and skill-based requirements necessary for transition into advanced allied health programs or related fields, including the Associate of Applied Science in Allied Health degree.	1,2,3,4,5
8		
9		
10		
11		
12		
13		

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2023-2024		
	Department	Allied Health/Public Service		
	Program name	Allied Health AAS		
	Catalog year	2023-2024		
				Totals #:
Section B	Number of projected graduates for current academic year?			3
	Confirmed degrees for last academic year?			4
	Confirmed certificates for last academic year?			0
	How many students are declared in your program?			94
Section C	1. What is your program description/goal? (This is found in the catalog)			
	The Allied Health program establishes an excellent foundation for many allied health careers and educational programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four-year college. The degree is highly flexible and offers "focused" pathways to accommodate various pre-requisite requirements for the many health-related programs students may enter. Possible professions include but are not limited to: laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing. Students who complete an Allied Health Associate's Degree, including two courses in substance abuse as Concentration electives (e.g., PSYC 1130 and PSYC 1140) are eligible for certification as a Licensed Substance Abuse Associate by the Counseling and Therapy Practice Board of New Mexico.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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?			
	The data tells us that 4 students finished the program in 2023-2024. Factors that may have caused students to not finished could be, financial assistance, changed majors, moved to another college, gained employment., students work toward finishing could have been different for other students. Changes that could be made are tracking degree status within the department.			

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 a strong foundation in allied health, gaining knowledge of various healthcare professions and educational pathways available in the field.	1,2,3,4,5
2	Graduates will demonstrate effective written and oral communication skills necessary for interacting with patients, healthcare professionals, and other stakeholders. They will be able to convey information clearly, empathetically, and in a culturally sensitive manner.	1 & 5
3	Graduates will cultivate critical thinking, problem-solving, and quantitative reasoning skills to analyze complex healthcare scenarios. They will be able to adapt to changing situations, consider ethical implications, and devise appropriate solutions.	2, 4, 5
4	Graduates will demonstrate specialized knowledge and skills in anatomy and physiology, medical terminology, nutrition, psychology, and other allied health topics, depending on the selected elective courses. They will be able to use this knowledge to analyze and synthesize information in a healthcare setting.	1, 2, 3, 5
5	Graduates will be prepared to transfer into healthcare or pre-professional programs at four-year colleges. They will demonstrate a strong academic foundation meeting prerequisite requirements for further education in fields such as nursing, surgical technology, LSAA, laboratory science, occupational or physical therapy, physician assistant, or other health-related disciplines.	1, 2, 3, 5
6		
7		
8		
9		
10		
11		
12		
13		

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

Luna Community College		Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice AA 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	Allied Health and Public Service				
	Program name	Criminal Justice AA				
	Catalog year	2023-2024				
					Totals #:	
Section B	Number of projected graduates for current academic year?				2	
	Confirmed degrees for last academic year?				6	
	Confirmed certificates for last academic year?				0	
	How many students are declared in your program?				49	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	This program is an interdisciplinary course of study in the area of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.					
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 early childhood education setting. Papers: Students may be required to write research papers or essays on various topics related to early childhood multicultural education. 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?					
	The data shows us that 6 students completed the program in 2023-2024. There are many outside circumstances that could have affected the other students ability to not finish the program. We do not track why students do not finish the program, therefore we do not have data on it.					

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1, 3, & 5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

 Program Assessment					
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Dental Assisting Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester	Fall	Spring	Summer	
	Year	2023-2024			
	Department	Allied Health/Public Service			
	Program name	Dental Assisting 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 CODA accredited Dental Assisting program at Luna is a full time one year program beginning in the fall, with sequential classes through the spring semester and summer semesters. Students will be required to complete off-campus externship clinical practicum hours during the spring and summer semesters. To attain national certification through the Dental Assisting National Board (DANB), an individual must submit an application to DANB through an accredited dental assisting program. Those individuals desiring to stay in the state can obtain certification in Radiation Health and Safety, along with other state required functions, such as coronal polish, pit and fissure sealants, and topical fluoride application, through the NM State Board of Dental Health Care, in Santa Fe, NM. Individuals interested in the Dental Assistant Certificate program should be aware that the dental field does have some risk of occupational hazards. The nature of the occupation could involve contact with bloodborne pathogens and infectious diseases. Students admitted to the program will receive proper training in biohazard protection and in the proper use of personal protective equipment (PPE) to reduce the risk. Students must apply for regular admission and complete the Institutional Proficiency requirements in Math and English (ENG098 or ENG106 and MATH095). Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies in this catalog.				
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
	1. DENT167 Oral Medicine- Demonstration Sheet, Final Exam, DENT118- Dental Assisting, Charting, Skill Competency Sheets; 2. DENT220 Dental Office Management Final exam; 3. DENT118 Dental Assisting Skill Competency sheets, Final exam DENT233 Laboratory Procedures Skill competency sheet (SCS) ; 4. DENT209- Professional Ethics Final exam DENT170/DENT270 Clinical Practicum I and II Performance Evaluations: Behavior; 5. DENT160-Dental Radiology Full Mouth X-Ray (FMX); 5. DANB and/or NM State exam in Chairside, RHS, Infection Control, and Expanded functions.				
Section E		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?				
	there were no students in the program.				

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates must demonstrate competency in the knowledge and skill required to systematically collect diagnostic data.	1, 2, 3, 4, 5
2	Graduates must demonstrate competency in the knowledge required for business dental office procedures.	1, 2, 3, 4, 5
3	Graduates must demonstrate competency knowledge and skill in General Chairside and Specialty dental assisting.	1, 2, 3, 4, 5
4	Graduates must demonstrate competency and practice in an ethical, legal and regulatory standard.	1, 2, 3, 5
5	Students will achieve a NM State Board quality Full Mouth x-ray series	1,2,3
6	Achieve Radiography Certification and expanded functions or become a Certified Dental Assistant	2,3,4
7		
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14		
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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

Luna Community College		Program Assessment				
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for EMT-Basic 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	Allied Health and Public Service				
	Program name	EMT-Basic				
	Catalog year	2023-2024				
					Totals #:	
Section B	Number of projected graduates for current academic year?					12
	Confirmed degrees for last academic year?					0
	Confirmed certificates for last academic year?					9
	How many students are declared in your program?					12
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The certificate in Emergency Medical Technician-Basic prepares individuals to sit for National Registry EMT certification exam.					
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams, psychomotor exams.					
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 chaning in the future?					
	The data tells me that 9 students completed the EMT-basic certificate program.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
	the student will be able to discuss the development of EMS systems.	
1		1 and 3
2	Describe the roles of EMS in the health care system.	1, 3, & 5
3	Demonstrate the professional attributes expected of EMTs.	1, 3, & 5
4	Perform the roles and responsibilities of an EMT with regard to personal safety and wellness, as well as the safety of others.	1, 3, & 5
5	Perform the duties of an EMT with regard for medical-legal and ethical issues, including functioning under medical direction and within the scope of practice.	1, 3, & 5
6	Apply principals of anatomy, physiology, pathophysiology, life span, development and therapeutic communications to the assessment and management of patients.	1, 3, & 5
7	Identify the need for and perform immediately lifesaving interventions to manage a patient's airway, breathing, and circulation utilizing the full EMT-basic scope of practice.	1, 3, & 5
8	Assess and manage patients of all ages with a variety of complaints, medical conditions, and traumatic injuries.	1, 3, & 5
9	Apply principals of emergency medical service operations including considerations in ambulance and air medical transportations, multiple-casualty incidents gaining access to and extricating patients, hazardous materials incidents, and responding to situations involving weapons of mass destruction.	1, 3, & 5
10		

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Community Health Worker Cert 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
	Academic Year	2023-2024		
	Department	Allied Health/Public Service		
	Program name	Health Worker Cert		
	Catalog year	2023-2024		
			Totals #:	
Section B	Number of projected graduates for current academic year?			1
	Confirmed degrees for last academic year?			0
	Confirmed certificates for last academic year?			1
	How many students are declared in your program?			1
Section C	1. What is your program description/goal? (This is found in the catalog)			
	Community Health Workers assist individuals and communities in adopting and maintaining positive behaviors as well as helping people access health care and social services to build healthier communities. CHWs can work in a wide variety of settings including but not limited to healthcare clinics, hospitals, communities or faith-based organizations, insurance companies, public health departments, and tribal health clinics.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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?			
	The data tells us that 1 student started and finished the program in 2023-2024.			

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Use culturally and linguistically responsive, plain-language communication to strengthen client health and self-efficacy.	1,2,3,4,5
2	Teach and coach individuals and families to implement care plans and adopt prevention strategies through goal-setting, motivational interviewing, and follow-up.	1 & 5
3	Navigate and coordinate health and social service systems, complete referrals, and reduce barriers related to eligibility access, transportation, and language.	2, 4, 5
4	Document client interactions accurately, maintain confidentiality, and demonstrate CHW professionalism-ethics, boundaries, teamwork, and reliability-especially in underserved communities.	1, 2, 3, 5
5	Identify, assess, and communicate social and environmental determinants of health to the care team to inform person-centered care plans.	1, 2, 3, 5
6	Advocate with and for clients and communities by conducting needs assessments, mobilizing resources, and building capacity for self-advocacy.	1,2,5
7	Build partnerships with clinics, community agencies and public programs to support outreach, health education, and continuity of care.	1 & 5
8		
9		
10		
11		
12		
13		

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

Luna Community College		Program Assessment				
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice Certificate Law Enforcement 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	Allied Health and Public Service				
	Program name	Criminal Justice Certificate Law Enforcement				
	Catalog year	2023-2024				
					Totals #:	
Section B	Number of projected graduates for current academic year?					1
	Confirmed degrees for last academic year?					0
	Confirmed certificates for last academic year?					4
	How many students are declared in your program?					4
Section C	1. What is your program description/goal? (This is found in the catalog)					
	This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Discussion boards, Critical thinking questions. We use scenario assignments, movie response assignments.					
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 date tell? Based on your data, what will you be chaning in the future?					
	the data tells me that 4 students started and completed the criminal justice law enforment certificate program.					

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1,2,3,4,5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

Luna Community College		Program Assessment			
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Pre-Nursing Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester	Fall	Spring	Summer	
	Academic Year	2023-2024			
	Department	Allied Health/Public Service			
	Program name	Allied Health Pre-Nursing Certificate			
	Catalog year	2023-2024			
Section B				Totals #:	
	Number of projected graduates for current academic year?			0	
	Confirmed degrees for last academic year?			0	
	Confirmed certificates for last academic year?			0	
	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 Pre-Nursing Certificate in Allied Health provides students with a certificate that satisfies the prerequisites for admissions into the Luna Community College Nursing Program				
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
Section E	Is your program current and up to date?		Yes	No	
	Are your program learning outcomes (PLO) current?				
	Do the PLOs align with your program mission?				
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				
Section F	Is your curriculum map profile up to date?				
	Is our curriculum profile up to date?				
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?				
	There is no data for this program.				

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

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

Luna Community College					Program Assessment	
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice Certificate Corrections 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	Allied Health and Public Service				
	Program name	Criminal Justice Certificate Corrections				
	Catalog year	2024-2025				
				Totals #:		
Section B	Number of projected graduates for current academic year?				Unknown	
	Confirmed degrees for last academic year?				0	
	Confirmed certificates for last academic year?				1	
	How many students are declared in your program?				1	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.					
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Discussion boards, Critical thinking questions. We use scenario assignments, movie response assignments.					
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	
	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?					
	The data tells me that 1 student started and completed the criminal justice corrections program.					

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1, 3, & 5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

Luna Community College		Program Assessment			
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice Certificate Law Enforcement 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	Allied Health and Public Service			
	Program name	Criminal Justice Certificate Law Enforcement			
	Catalog year	2024-2025			
					Totals #:
Section B	Number of projected graduates for current academic year?				
	Unknown				
	Confirmed degrees for last academic year?				
	0				
Confirmed certificates for last academic year?					1
How many students are declared in your program?					1
Section C	1. What is your program description/goal? (This is found in the catalog)				
	This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.				
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
	Discussion boards, Critical thinking questions. We use scenario assignments, movie response assignments.				
Section E	Is your program current and up to date?				Yes
	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?				
	The data tells me that 1 student started and completed the criminal justice law enforcement certificate program.				

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1, 3, & 5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

Luna Community College		Program Assessment				
"Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for EMT-Basic 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	Allied Health and Public Service				
	Program name	EMT-Basic				
	Catalog year	2024-2025				
					Totals #:	
Section B	Number of projected graduates for current academic year?				12	
	Confirmed degrees for last academic year?				0	
	Confirmed certificates for last academic year?				9	
	How many students are declared in your program?				12	
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The certificate in Emergency Medical Technician-Basic prepares individuals to sit for National Registry EMT certification exam.					
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams, psychomotor exams.					
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 chaning in the future?					
	The data tells me that 9 students completed the EMT-basic certificate program.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
	the student will be able to discuss the development of EMS systems.	
1		1 and 3
2	Describe the roles of EMS in the health care system.	1, 3, & 5
3	Demonstrate the professional attributes expected of EMTs.	1, 3, & 5
4	Perform the roles and responsibilities of an EMT with regard to personal safety and wellness, as well as the safety of others.	1, 3, & 5
5	Perform the duties of an EMT with regard for medical-legal and ethical issues, including functioning under medical direction and within the scope of practice.	1, 3, & 5
6	Apply principals of anatomy, physiology, pathophysiology, life span, development and therapeutic communications to the assessment and management of patients.	1, 3, & 5
7	Identify the need for and perform immediately lifesaving interventions to manage a patient's airway, breathing, and circulation utilizing the full EMT-basic scope of practice.	1, 3, & 5
8	Assess and manage patients of all ages with a variety of complaints, medical conditions, and traumatic injuries.	1, 3, & 5
9	Apply principals of emergency medical service operations including considerations in ambulance and air medical transportations, multiple-casualty incidents gaining access to and extricating patients, hazardous materials incidents, and responding to situations involving weapons of mass destruction.	1, 3, & 5
10		

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

 Luna Community College Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Substance Abuse Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2024-2025		
	Department	Allied Health/Public Service		
	Program name	Allied Health Substance Abuse Certificate		
	Catalog year	2024-2025		
Section B				Totals #:
	Number of projected graduates for current academic year?			0
	Confirmed degrees for last academic year?			0
	Confirmed certificates for last academic year?			0
	How many students are declared in your program?			0
Section C	1. What is your program description/goal? (This is found in the catalog)			
	Students who complete and Allied Health Substance Abuse Certificate may be eligible for certification as a Licensed Substance Abuse Associate (LSAA) by the Counseling and Therapy Practice Board of New Mexico provided they also possess an AAS in Allied Health or an Associate's degree in a counseling or substance abuse related field from an accredited institution.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
Section E	Is your program current and up to date?		Yes	No
	Are your program learning outcomes (PLO) current?			
	Do the PLOs align with your program mission?			
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?			
Section F	Is your curriculum map profile up to date?			
	Is our curriculum profile up to date?			
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?			
	There is no data for this program.			

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Community Health Worker Cert 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
	Academic Year	2024-2025		
	Department	Allied Health/Public Service		
	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)			
	Community Health Workers assist individuals and communities in adopting and maintaining positive behaviors as well as helping people access health care and social services to build healthier communities. CHWs can work in a wide variety of settings including but not limited to healthcare clinics, hospitals, communities or faith-based organizations, insurance companies, public health departments, and tribal health clinics.			
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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?			
	The data tells us that 1 student started and finished the program in 2023-2024.			

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Use culturally and linguistically responsive, plain-language communication to strengthen client health literacy and self-efficacy.	1,2,3,4,5
4	Graduates will promote cultural competence and health equity by recognizing and addressing social determinants of health and reducing health disparities in underserved communities.	1, 2, 3, 5
5	Graduates will demonstrate ethical and professional conduct, including confidentiality, boundaries, and adherence to HIPAA regulations and relevant CHW codes of ethics	1, 2, 3, 5
6	Graduates will employ evidence-based intervention strategies, including motivational interviewing and health coaching, to empower individuals in making informed health decisions.	1,2,4,5
7	Graduates will meet the academic and skill-based requirements necessary for transition into advanced allied health programs or related fields, including the Associate of Applied Science in Allied Health degree.	1,2,3,4,5
8		
9		
10		
11		
12		
13		

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

Luna Community College		Program Assessment			
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Pre-Nursing Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester	Fall	Spring	Summer	
	Academic Year	2024-2025			
	Department	Allied Health/Public Service			
	Program name	Allied Health Pre-Nursing Certificate			
	Catalog year	2024-2025			
Section B				Totals #:	
	Number of projected graduates for current academic year?			0	
	Confirmed degrees for last academic year?			0	
	Confirmed certificates for last academic year?			0	
	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 Pre-Nursing Certificate in Allied Health provides students with a certificate that satisfies the prerequisites for admissions into the Luna Community College Nursing Program				
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
Section E	Is your program current and up to date?		Yes	No	
	Are your program learning outcomes (PLO) current?				
	Do the PLOs align with your program mission?				
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				
Section F	Is your curriculum map profile up to date?				
	Is our curriculum profile up to date?				
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?				
	There is no data for this program.				

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

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

Program Assessment					
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Dental Assisting Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.					
Section A	Semester	Fall	Spring	Summer	
	Year	2024-2025			
	Department	Allied Health/Public Service			
	Program name	Dental Assisting Certificate			
	Catalog year	2024-2025			
			Totals #:		
Section B	Number of projected graduates for current academic year?			9	
	Confirmed degrees for last academic year?			0	
	Confirmed certificates for last academic year?			5	
	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 CODA accredited Dental Assisting program at Luna is a full time one year program beginning in the fall, with sequential classes through the spring semester and summer semesters. Students will be required to complete off-campus externship clinical practicum hours during the spring and summer semesters. To attain national certification through the Dental Assisting National Board (DANB), an individual must submit an application to DANB through an accredited dental assisting program. Those individuals desiring to stay in the state can obtain certification in Radiation Health and Safety, along with other state required functions, such as coronal polish, pit and fissure sealants, and topical fluoride application, through the NM State Board of Dental Health Care, in Santa Fe, NM. Individuals interested in the Dental Assistant Certificate program should be aware that the dental field does have some risk of occupational hazards. The nature of the occupation could involve contact with bloodborne pathogens and infectious diseases. Students admitted to the program will receive proper training in biohazard protection and in the proper use of personal protective equipment (PPE) to reduce the risk. Students must apply for regular admission and complete the Institutional Proficiency requirements in Math and English (ENGL098 or ENGL106 and MATH095). Completion of this certificate can be applied toward the Associate of Applied Science Degree in Vocational/Technical Studies in this catalog.				
	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals) 1. DENT167 Oral Medicine- Demonstration Sheet, Final Exam, DENT118- Dental Assisting, Charting, Skill Competency Sheets; 2. DENT220 Dental Office Management Final exam; 3. DENT118 Dental Assisting Skill Competency sheets, Final exam DENT233 Laboratory Procedures Skill competency sheet (SCS) ; 4. DENT209- Professional Ethics Final exam DENT170/DENT270 Clinical Practicum I and II Performance Evaluations: Behavior; 5. DENT160-Dental Radiology Full Mouth X-Ray (FMX); 5. DANB and/or NM State exam in Chairside, RHS, Infection Control, and Expanded functions.				
Section E		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?				
	the data tells me that 5 students completed the Dental Assisting program in 2024-2025. The instructor will put in place student success measures in her program, grade checks, IET program to help students.				

List all of your Program Learning Outcomes and to the best of your ability align the with your academic skills.		
	PLO	AS
1	Graduates must demonstrate competency in the knowledge and skill required to systematically collect diagnostic data.	1, 2, 3, 4, 5
2	Graduates must demonstrate competency in the knowledge required for business dental office procedures.	1, 2, 3, 4, 5
3	Graduates must demonstrate competency knowledge and skill in General Chairside and Specialty dental assisting.	1, 2, 3, 4, 5
4	Graduates must demonstrate competency and practice in an ethical, legal and regulatory standard.	1, 2, 3, 5
5	Students will achieve a NM State Board quality Full Mouth x-ray series	1,2,3
6	Achieve Radiography Certification and expanded functions or become a Certified Dental Assistant	2,3,4
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2024-2025		
	Department	Allied Health/Public Service		
	Program name	Allied Health AAS		
	Catalog year	2024-2025		
				Totals #:
Section B	Number of projected graduates for current academic year?			Unknown
	Confirmed degrees for last academic year?			3
	Confirmed certificates for last academic year?			0
	How many students are declared in your program?			115
Section C	1. What is your program description/goal? (This is found in the catalog)			
	The Allied Health program establishes an excellent foundation for many allied health careers and educational programs. The purpose of this degree is to get students ready to either transfer into an allied health career program or to a pre-professional program at a four-year college. The degree is highly flexible and offers "focused" pathways to accommodate various pre-requisite requirements for the many health-related programs students may enter. Possible professions include but are not limited to: laboratory scientist, occupational therapy, pharmacy, physical therapy, physician assistant and nursing. Students who complete an Allied Health Associate's Degree, including two courses in substance abuse as Concentration electives (e.g., PSYC 1130 and PSYC 1140) are eligible for certification as a Licensed Substance Abuse Associate by the Counseling and Therapy Practice Board of New Mexico.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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?			
	The data tells me that 3 students completed the AAS program in 2024-2025. There is a variety of outside reason for the other students in the program did not finish, we do not track that in the Allied Health department.			

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 a strong foundation in allied health, gaining knowledge of various healthcare professions and educational pathways available in the field.	1,2,3,4,5
2	Graduates will demonstrate effective written and oral communication skills necessary for interacting with patients, healthcare professionals, and other stakeholders. They will be able to convey information clearly, empathetically, and in a culturally sensitive manner.	1 & 5
3	Graduates will cultivate critical thinking, problem-solving, and quantitative reasoning skills to analyze complex healthcare scenarios. They will be able to adapt to changing situations, consider ethical implications, and devise appropriate solutions.	2, 4, 5
4	Graduates will demonstrate specialized knowledge and skills in anatomy and physiology, medical terminology, nutrition, psychology, and other allied health topics, depending on the selected elective courses. They will be able to use this knowledge to analyze and synthesize information in a healthcare setting.	1, 2, 3, 5
5	Graduates will be prepared to transfer into healthcare or pre-professional programs at four-year colleges. They will demonstrate a strong academic foundation meeting prerequisite requirements for further education in fields such as nursing, surgical technology, LSAA, laboratory science, occupational or physical therapy, physician assistant, or other health-related disciplines.	1, 2, 3, 5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Luna Community College		Program Assessment			
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Criminal Justice AA 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	Allied Health and Public Service			
	Program name	Criminal Justice AA			
	Catalog year	2024-2025			
Section B	Number of projected graduates for current academic year?			Totals #:	
	Confirmed degrees for last academic year?			2	
	Confirmed certificates for last academic year?			0	
	How many students are declared in your program?			34	
Section C	1. What is your program description/goal? (This is found in the catalog)				
	This program is an interdisciplinary course of study in the areas of law enforcement, substantive law, court structure and process, and corrections as integral components of the criminal justice system. An emphasis is placed on the historical, psychological, sociological, and political aspects within criminal justice. To enhance the written communication and report writing skills of the student, the concept of writing-across-the-curriculum is utilized.				
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)				
	Discussion boards, Critical thinking questions. We use scenario assignments, movie response assignments.				
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?				
	The data tells us that 2 students completed the AA program in Criminal Justice for 2024-2025 academic year. We do not track or have data on why students did not finish.				

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 a comprehensive understanding of the criminal justice system, including its structure, functions, and the role of various agencies and actors within it.	1 and 3
2	Graduates will apply legal and ethical principles to make informed decisions and uphold the principles of justice, fairness, and integrity in their work within the criminal justice field.	1, 3, & 5
3	Graduates will possess the knowledge and skills to conduct effective criminal investigations, including crime scene analysis, evidence collection and preservation, interviewing techniques, and case documentation.	1, 3, & 5
4	Graduates will understand the fundamental principles of criminal law and procedure, including constitutional rights, laws of arrest, search and seizure, and rules of evidence.	1, 3, & 5
5	Graduates will develop the ability to engage with diverse communities, applying community policing strategies, building trust, and fostering positive relationships between law enforcement agencies and the communities they serve.	1, 3, & 5
6	Graduates will acquire skills in crisis intervention and conflict resolution, demonstrating the ability to de-escalate tense situations, manage conflicts, and promote peaceful resolutions in challenging circumstances.	1, 3, & 5
7	Graduates will demonstrate effective oral and written communication skills, including the ability to communicate clearly, professionally, and respectfully with colleagues, superiors, and the public, and produce accurate and concise reports.	1, 3, & 5
8	Graduates will effectively utilize technology and software relevant to the criminal justice field, including databases, crime mapping tools, and computer-aided dispatch systems, to enhance efficiency and effectiveness in their work.	1, 3, & 5
9	Graduates will demonstrate proficiency in personal safety and self-defense techniques, applying appropriate tactics and strategies to ensure the safety of themselves and others in law enforcement situations.	1, 3, & 5
10	Graduates will engage in continuous professional development, staying informed about emerging trends, policies, and practices in the criminal justice field, pursuing further education and training opportunities, and demonstrating a commitment to ethical conduct, cultural competence, and ongoing growth as criminal justice and law enforcement professionals.	1, 3, & 5

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

 Program Assessment				
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for Allied Health Certificate program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.				
Section A	Semester	Fall	Spring	Summer
	Academic Year	2024-2025		
	Department	Allied Health/Public Service		
	Program name	Allied Health Certificate		
	Catalog year	2024-2025		
			Totals #:	
Section B	Number of projected graduates for current academic year?			Unknown
	Confirmed degrees for last academic year?			0
	Confirmed certificates for last academic year?			6
	How many students are declared in your program?			72
Section C	1. What is your program description/goal? (This is found in the catalog)			
	The Certificate in Allied Health provides students with an educational background for employment opportunities in healthcare, such as nursing assistant. The intent of the certificate is to provide foundational knowledge in the allied health profession.			
Section D	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)			
	1. AH Seminar/Capstone career assignments and final portfolio; 2. AH Seminar/Capstone journals, final portfolio; 3. successful completion of AH Seminar, math, computer science; 4. Final Exam and writing assignments and case studies in lecture and lab courses in AH required core and electives; 5. Final exam/final paper grades and C or better in all required courses; TEAS pass rate, EMT-B completion, transfer rates			
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?			
	The data tells me that 6 students completed the certificate program in 2024-2025. There are a variety of reasons that caused the other students to not complete the program, we do not track that data in this department.			

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 knowledge of human anatomy, physiology, and medical terminology relevant to entry-level roles in allied health professions.	1,2,3,4,5
2	Graduates will apply basic clinical skills and procedures essential to healthcare support roles, including patient care, infection control, and safety protocols.	1 & 5
3	Graduates will communicate effectively with patients, families, and healthcare teams, using appropriate medical terminology and professional interpersonal skills.	2, 4, 5
4	Graduates will exhibit professionalism, ethical behavior, and cultural sensitivity in healthcare environments, following regulatory standards and best practices in patient care.	1, 2, 3, 5
5	Graduates will recognize and respond appropriately to basic health emergencies, adhering to principals of patient safety and care coordination.	1, 2, 3, 5
6	Graduates will navigate healthcare systems and settings, demonstrating awareness of the roles and responsibilities of allied health professionals.	1&5
7	Graduates will meet the academic and skill-based requirements necessary for transition into advanced allied health programs or related fields, including the Associate of Applied Science in Allied Health degree.	1,2,3,4,5
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5