

Academic Department Review

Academic Years: 2020-2025



Department: Education

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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 generation and usage of existing 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 Success 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 more broadly.

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.

Common data sets for departments

Data will be provided to departments after program completion information is available; this takes place each May. 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 Education Department is to equip prospective students with high-level education and hands-on training, empowering them to understand, nurture, and significantly contribute to quality early childhood development and learning.

The department's vision is to be the leading force in cultivating highly skilled early childhood educators who transform learning environments and champion exceptional educational outcomes for all children across our community and state.

This mission and vision support student success, community needs, and the college's strategic priorities by providing an educational environment for students to learn, practice, observe, and implement research-backed methods of teaching children in the classroom and in the community.

Describe how the mission/vision has evolved or how it is communicated within the department.

- The department mission and vision statement have been revised to better reflect how the current education department is functioning. The programs have been revamped to be more accommodating to working students by implementing hybrid courses. Secondly, through grant funds we have created a model classroom so students are being trained in a model classroom designed like a preschool setting so they can practice with various aspects of classroom management, design, instruction, and technological implementation. Finally, we have re-designed our practicum courses to scaffold in guided observation and collaboration with the LCC Preschool Lab School and schools in San Miguel County.

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 assessment, it is to be understood that the department goals cover both the Teacher Education and Early Childhood Education programs.

The department has established the following strategic goals:

- **Goal 1:** To ensure all graduating students consistently demonstrate advanced pedagogical competencies and practical skills necessary to effectively support and nurture the holistic development and learning of every child.
 - **Focus Areas:** Curriculum enhancement, practical training hours, assessment of teaching proficiencies, integration of best practices in child development.
- **Goal 2:** To cultivate critical thinking, problem-solving, and reflective practice skills in every student, enabling them to analyze complex educational scenarios, adapt instructional strategies, and contribute to evidence-based improvements in early childhood education.
 - **Focus Areas:** Curriculum design emphasizing case studies, problem-based learning, research literacy, reflective journaling, and analytical assessment methods.
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- **Goal 3:** To graduate students who consistently exhibit the highest standards of professionalism, ethical conduct, and effective communication in all interactions with children, families, and educational colleagues, fostering collaborative and supportive learning communities.
 - **Focus Areas:** Professional ethics training, communication skill development (written and verbal), conflict resolution strategies, parent engagement techniques, interdisciplinary collaboration, and mentorship opportunities.

For each goal, we assess progress using the following measures (qualitative and/or quantitative):

- **Goal 1: Elevate Student Competency and Pedagogical Excellence**

- **Field Experience/Practicum Supervisor Evaluations:** Gather detailed narrative feedback from cooperating teachers and practicum supervisors regarding students' effectiveness, classroom management, ability to differentiate instruction, and responsiveness to children's needs. Look for specific examples and descriptions of competency. Utilize a rubric outlining learning outcomes.
 - **Capstone Project/Presentation Rubrics:** For final projects (e.g., developing a curriculum unit, designing a learning environment), use rubrics that assess the quality, originality, theoretical grounding, and practical application of their work.
 - **Rubric Scores:** Aggregate scores from rubrics used to evaluate specific teaching demonstrations, lesson plans, or practical assignments. Track average scores and the percentage of students meeting "proficient" or "exemplary" levels.
 - **Completion Rates of Required Experiences:** Track the percentage of students successfully completing required field experience hours and specific practicum assignments.
 - **Job Placement Rates in ECE Roles:** Track the percentage of graduates securing positions in early childhood education settings within a specified timeframe after graduation.
- **Goal 2: Foster Advanced Critical Thinking and Reflective Practice**
 - **Reflective Journals/Essays Analysis:** Evaluate the depth of students' reflections on their teaching experiences, challenges, and learning. Look for evidence of self-reflection, analysis of theoretical concepts, and proposed solutions.
 - **Case Study Analyses:** Assess student responses to complex early childhood scenarios. Look for their ability to identify underlying issues, consider multiple perspectives, propose well-reasoned interventions, and justify their decisions.
 - **Research Project Quality:** For student research projects, assess the rigor of their methodology, the soundness of their arguments, and their ability to draw evidence-based conclusions.
 - **Critical Thinking Rubrics:** Apply standardized rubrics (e.g., AAC&U Critical Thinking VALUE Rubric) to select assignments (e.g., essays, presentations, research papers) and track average scores over time.

- **Scores on Standardized Critical Thinking Tests:** If available and appropriate, use pre- and post-tests from commercial critical thinking assessments to measure improvement.
- **Student Satisfaction Surveys:** Include specific questions about students' perceived development of critical thinking skills in course evaluations or program exit surveys (e.g., "To what extent do you feel this program enhanced your ability to think critically about educational issues?").
- **Goal 3: Instill Professionalism and Collaborative Communication**
 - **Field Experience/Practicum Supervisor Feedback:** Supervisors provide detailed narrative feedback on students' punctuality, reliability, initiative, ethical decision-making, and communication style with children, parents, and staff.
 - **Peer Evaluations (for Group Work):** In courses with group projects or collaborative activities, use peer evaluation forms that ask students to assess their group members' contributions, reliability, and communication effectiveness.
 - **Role-Playing/Simulation Assessments:** Observe and evaluate students' performance in simulated interactions with parents (e.g., parent-teacher conferences), colleagues, or challenging situations, assessing their communication style, empathy, and professional demeanor.
 - **Field Experience/Practicum Supervisor Professionalism Ratings:** Convert narrative feedback into quantitative ratings on a scale for various aspects of professionalism (e.g., punctuality, adherence to policies, ethical conduct, communication effectiveness). Track average scores.
 - **Attendance and Punctuality Records:** Track student attendance in classes, meetings, and field experiences as a basic measure of reliability.
 - **Rubric Scores on Communication Assignments:** Use rubrics to assess written communication (e.g., parent newsletters, professional emails, case notes) and oral communication (e.g., presentations, group discussions) for clarity, tone, and professional appropriateness.

Our 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 by:
 - Assessment data, both qualitative and quantitative, provides a clear picture of what's working exceptionally well and where we need to focus our efforts in the following areas:
 - 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 your department and describe how you are responding or planning to respond.

Notable trends or changes in the field include:

- **Leveraging AI for Personalized Learning:** Technological advancements with the influence of AI and its capability to personalize learning for students, reducing administrative duties, supporting students with disabilities or language barriers
- **Immersive and Experiential Learning:** The rise of immersive and experiential learning is gaining popularity with institutions whose goal it is to prepare students for real world scenarios.
- **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.
- **Blended Learning as a Standard:** Hybrid learning, combining in-person and online components, is no longer a temporary solution but a fundamental part of educational delivery. This offers flexibility, personalized pacing, and wider access to educational resources.
- **Universal Design for Learning (UDL):** Rooted in special education, UDL principles are gaining popularity to create learning environments that are accessible and effective for all students, regardless of their abilities or backgrounds.
- **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.
- **Sensory-Friendly Classrooms:** Creating environments with flexible pacing options, quiet zones, and specialized tools to support students with sensory processing issues.

These trends may create opportunities for:

- AI can help faculty and students quickly access and synthesize vast amounts of research on child development, pedagogical approaches,

or specific intervention strategies, supporting evidence-based practices.

- Designing specific modules or certifications within our education programs that focus on particular high-demand ECE skills (e.g., "Positive Behavior Supports for Toddlers," "Culturally Responsive Family Engagement," "Integrating STEAM in Preschool").
- The LCC Education Department can develop short-term professional development courses or microcredentials for current education professionals in the community, allowing them to upskill and reskill in response to new research or mandates.
- Blended learning can allow for theoretical content to be delivered online (e.g., lectures on child development), freeing up in-person time for hands-on activities, discussions, and deeper experiential learning, optimizing the use of valuable lab and classroom space.

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

- The Education Department has already implemented several of these trends:
 - 2023 adopted a hybrid model for a select number of courses based on the need for students to continue to have in-person instruction for hands-on activities and learning.
 - 2024 used grant funds to create a model classroom where students are immersed in a classroom with all the elements and features of a real Pre-K-Grade 3 learning environment.
 - 2023-current partnering with the San Miguel County Early Childhood Coalition and UNM's Family Development Partnership to offer professional development for students, parents, home providers, and teachers in San Miguel County.
 -

D. Benchmark Peers

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

Peer institutions or programs used for comparison include:

- Mesalands Community College – offers Early Childhood Education and Teacher Education (Elementary and Secondary), Bilingual Education AA
- Northern New Mexico College -offers Early Childhood Education and Teacher Education (Elementary Education) AA/BA

Compared to peers, our department is excelling in offering hybrid courses that are designed to accommodate working students. Additionally, our institution is at the forefront of educational innovation compared to other institutions by creating a model classroom where students gain hands-on experiential learning in a classroom that looks like a real classroom.

- Areas where we are working to improve based on peers:
 - Accrediting our Education Department with national accrediting bodies such as NAEYC, CAEP, and getting our institution accredited and recognized through NMPED as an educator prep college.
- Our changes over time (growth, decline, etc.) and possible causes for what was observed at LCC with regard to peers:
 - I cannot speak to the growth and decline of the peer schools; that was data I could not find, but our department has grown significantly over the past five years. Causes for the growth include scholarship opportunities from the State of NM for education students, changing the modality of course offerings, intrusive advising within the department, and increased visibility in the community via advertisement and newspaper articles.

E. Key Challenges

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

Major internal or external challenges include:

- Over the past five years, the Education Department has worked diligently to grow enrollment through recruitment efforts, redesign courses to align with national trends, and redesign classroom spaces.
- Current department strengths that help address these challenges:
 - Faculty who are current with national trends

- Lead faculty who has a great working relationship with all the local schools and goes into the schools to recruit students
- Development of the model classroom provides students with experiential learning
- Professional development opportunities for students and faculty

Actions taken so far:

- 2022 to present- Scholarship issued to the Education Dept. for Early Childhood and Teacher Education students
- 2022 to present- Lead Faculty visited all schools with flyers explaining how the scholarship works
- 2023 Grant from PNM received to create a model classroom
- 2022 Director and Lead Faculty met to change meeting times of courses to evenings due to many of the students living out of town or working full-time
- 2023 to present- Hybrid courses were implemented
- Spring of 2023, Fall 2024, Spring 2025- The Education Department partnered with San Miguel County Early Childhood Coalition and UNM Family Development to offer professional development to parents and teachers.
- Fall 2023- An articulation agreement was established between NMHU and LCC early childhood departments. NMHU sends their practicum students to our preschool for observation hours. Several of the students from NMHU have become substitute teachers in the preschool.
- Fall 2024- Lead Faculty and adjunct faculty, Mari Hill and Kevin Williams provided professional development trainings on UDL and inclusive practices to the LCC Preschool teachers.
- Additional support or changes needed to improve outcomes: The Education Department continues to grow at a steady rate. With this steady growth the need for another full-time faculty member increases. It will be necessary in the near future to add additional sections of classes to our schedule as we further develop our program.

II. Student Success 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, and student learning outcomes. 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 your department. If your department includes multiple programs, report data for each distinct degree or certificate program. You may attach tables or charts to support your narrative.

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

Figure 1. Total enrollment by year (n)

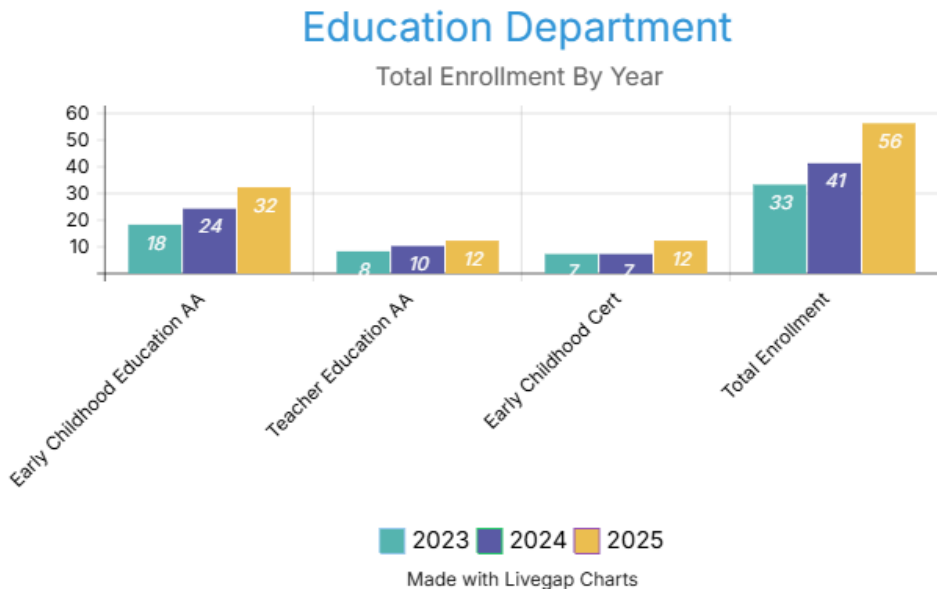
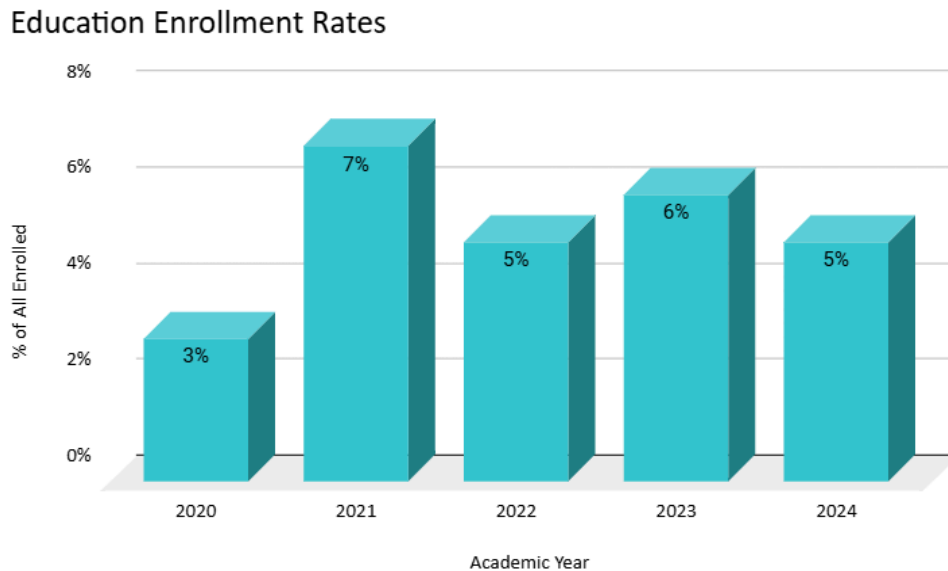


Figure 2. Total enrollment by year (%)



Based on this data:

Notable increases or declines and contributing factors:

Early Childhood program:

- Increased from **18** students in 2022-23 to **24** students in 2023-24 (an increase of 6 students).
- Further increased significantly to **32** students in 2024-25 (an increase of 8 students from the previous year, and a total increase of 14 students over two years).
- This program shows consistent and strong growth over the three-year period.

Teacher Education program:

- Increased from **8** students in 2022-23 to **10** students in 2023-24 (an increase of 2 students).
- Further increased to **12** students in 2024-25 (an increase of 2 students from the previous year).
- This program shows steady, albeit smaller, growth.

Early Childhood Certificate program:

- Maintained 7 students in 2022-23 and 2023-24.
- Increased to 12 students in 2024-25 (a significant increase of 5 students in the last year).

- In summary, all three programs show positive enrollment trends, with Early Childhood showing the most substantial and consistent growth. The Early Childhood Certificate program also saw a notable jump in the most recent year.

Anticipated enrollment changes over the next 1–3 years:

- The next three years look promising for the Education Department. If the trend continues upward, the Education Department could be looking at a 75% increase over the next three years. Several factors will influence this growth; 1) continued access to scholarship money 2) NM continuing to increase teacher pay in public schools 3) NMECECD and NMPreK continuing to work on pay parity for preschool teachers 4) Innovative educational practices from LCC Education Department

Planned departmental responses to these anticipated changes:

- Develop marketing materials (digital and print) that prominently feature scholarship opportunities, state tuition assistance programs, and the rising salary scales for both public school teachers and preschool teachers in NM.
- Create testimonials from current students
- Survey students

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: Model Classroom
 - Purpose: Provide experiential learning for pre-service teachers to apply theoretical learning concepts.
 - Outcomes observed or expected: The desired expectation that students will be able to apply theoretical learning concepts has been observed. Students are using the model classroom to practice classroom management, classroom design, and technology integration which are critical pieces of teacher training that would not happen in a typical college classroom

environment.

- Initiative 2: Implementation of Hybrid Courses
 - Purpose: The purpose of the hybrid model is to accommodate students who work during the day or live out of Las Vegas to take classes.
 - Outcomes observed or expected: Students were unsure of the hybrid model, but our first cohort to complete the hybrid classes said that it was easy to plan ahead for the days they needed to be on campus. They also said it was beneficial to get to know their classmates and to create friendships with each other.
- Initiative effectiveness is tracked using (e.g., course success rates, retention, disaggregated assessment data, student feedback):
 - Formative Assessment
 - Summative Assessment
 - Student Feedback
 - Course Success Rates

C. Learning Objectives and Assessment

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

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

The department includes an assessment for the following programs:

Program 1: Early Childhood Education AA

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

- Design, implement, and evaluate experiences that promote positive development and learning for all young children.
- Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 31 hours of general core.
 - 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):
 - Cumulative Program GPA: Overall academic performance across the program.
 - Course Completion Rates: Tracking the percentage of students successfully completing required courses.
 - Faculty Review of Student Performance: Regular internal faculty meetings to discuss student academic progress and identify areas where students might be struggling across multiple courses, even if meeting the "C" threshold.
 - Practicum/Field Experience Supervisor Evaluations: Detailed narrative feedback and ratings from cooperating teachers/supervisors on students' ability to interact effectively with diverse children and families, adapt strategies for different developmental levels, and demonstrate cultural sensitivity.
 - Student Self-Assessment Surveys: Surveys where students rate their own perceived competence (though this should be triangulated with other data).
 - Project-Based Learning (e.g., Designing a Learning Space): Students design a hypothetical ECE environment or a specific learning center, providing rationales based on child development theories and safety standards, assessed by rubrics.
 - Lesson Plan Critiques: Evaluation of written lesson plans for developmental appropriateness, clear objectives, engaging activities, and assessment strategies.

- **Video Analysis of Teaching:** Students record themselves teaching and then analyze their performance, evaluating effectiveness and identifying areas for improvement.

- 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 (Obj 1 & 8), 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:

In 2022, the Director and Lead Faculty used assessment results from student feedback and also from completion rates to change meeting times of courses from middle-of-the-day courses to evenings due to many of the students living out of town or working full-time. Additionally, in 2023 a change was made to the modality of many of the education courses. Based on assessment from practicum courses, the director and lead faculty felt that students were not gaining the necessary skills

to step into the classroom 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 take place in the newly established model classroom.

Program 2: Early Childhood Development Certificate

- Demonstrate mastery in the six areas of study of children Birth through age eight by completing each program course with a “C” or better
 - Demonstrate competence to work in classrooms with children and families of diverse cultures, linguistic backgrounds and developmental levels that are represented in the State of New Mexico
 - Create environments that are healthy, respectful, supportive, and encourage each child to reach their full potential.
 - Create respectful, reciprocal relationships that support and empower families and that involve families in their children's learning.
 - Demonstrate knowledge of the goals, benefits, and uses of assessment.
 - Design, implement, and evaluate experiences that promote positive development and learning for all young children.
 - Demonstrate use of ethical guidelines and other professional standards related to early childhood practice.
-
- 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):
 - Cumulative Program GPA: Overall academic performance across the program.
 - Course Completion Rates: Tracking the percentage of students successfully completing required courses.
 - Faculty Review of Student Performance: Regular internal faculty meetings to discuss student academic progress and identify areas where students might be

struggling across multiple courses, even if meeting the "C" threshold.

- Practicum/Field Experience Supervisor Evaluations: Detailed narrative feedback and ratings from cooperating teachers/supervisors on students' ability to interact effectively with diverse children and families, adapt strategies for different developmental levels, and demonstrate cultural sensitivity.
- Student Self-Assessment Surveys: Surveys where students rate their own perceived competence (though this should be triangulated with other data).
- Project-Based Learning (e.g., Designing a Learning Space): Students design a hypothetical ECE environment or a specific learning center, providing rationales based on child development theories and safety standards, assessed by rubrics.
- Lesson Plan Critiques: Evaluation of written lesson plans for developmental appropriateness, clear objectives, engaging activities, and assessment strategies.
- Video Analysis of Teaching: Students record themselves teaching and then analyze their performance, evaluating effectiveness and identifying areas for improvement.

- 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 (Obj 1 & 8), 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:
In 2022, the Director and Lead Faculty used assessment results from student feedback and also from completion rates to change meeting times of courses from middle-of-the-day courses to evenings due to many of the students living out of town or working full-time. Additionally, in 2023 a change was made to the modality of many of the education courses. Based on assessment from practicum courses, the director and lead faculty felt that students were not gaining the necessary skills to step into the classroom 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 take place in the newly established model classroom.

Program 3: Teacher Education AA

- Apply theory of student learning and develop activities that support the intellectual, social and personal development of all students.
- Differentiate instruction based on how students approach learning and create instructional opportunities that are adapted to diverse learners.
- Describe the use of formal and informal assessment as it applies to the continuous improvement of teaching and learning.
- Describe a variety of instructional strategies to encourage student development of critical thinking and problem solving.
- Model effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive

interactions in the classroom.

- Perform as a reflective practitioner who continually assesses the effect of one's own choices and actions.
- Demonstrate mastery in and application of foundational concepts from general education. Successful completion of 31 hours of general core.

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):

Cumulative Program GPA: Overall academic performance across the program.

Course Completion Rates: Tracking the percentage of students successfully completing required courses.

Faculty Review of Student Performance: Regular internal faculty meetings to discuss student academic progress and identify areas where students might be struggling across multiple courses, even if meeting the "C" threshold.

Practicum/Field Experience Supervisor Evaluations: Detailed narrative feedback and ratings from cooperating teachers/supervisors on students' ability to interact effectively with diverse children and families, adapt strategies for different developmental levels, and demonstrate cultural sensitivity.

Student Self-Assessment Surveys: Surveys where students rate their own perceived competence (though this should be triangulated with other data).

Project-Based Learning (e.g., Designing a Learning Space): Students design a hypothetical ECE environment or a specific learning center, providing rationales based on child development theories and safety standards, assessed by rubrics.

Lesson Plan Critiques: Evaluation of written lesson plans for developmental appropriateness, clear objectives, engaging activities, and assessment strategies.

Video Analysis of Teaching: Students record themselves teaching and then analyze their performance, evaluating effectiveness and identifying areas for improvement.

- 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:

In 2022, the Director and Lead Faculty used assessment results from student feedback and also from completion rates to change meeting times of courses from middle-of-the-day courses to evenings due to many of the students living out of town or working full-time. Additionally, in 2023 a change was made to the modality of many of the education courses. Based on assessment from practicum courses, the director and lead faculty felt that students were not gaining the necessary skills to step into the classroom with confidence and competence because all courses were strictly online synchronous or asynchronous. We discussed the various courses and their

content and determined which courses the students could achieve the learning outcomes in an online setting. There were other courses that needed to have an in-person component based on their learning outcomes. We implemented hybrid courses to take place in the newly established model classroom to help meet these learning outcomes. One final change that took place based on assessment results is the lead faculty re-vamped the practicum course to include mandatory small group observation days in the local public schools. The cohort of practicum students spend 8 hours of their required 35 hours in guided observation with the instructor. This provides the student with a more structured model of how to observe and how to use reflective practice to process the experience.

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: Empowering Leaders Series- a partnership between UNM Family Development, LCC Education Department, LCC Preschool, and San Miguel County Early Childhood Coalition; New Mexico Association for the Education of Young Children Conference; Blackboard Anthology Training; Annual LCC In-service

- Topics covered: Child Growth, Development, and Learning; Learning Environments and Curriculum Implementation; Professionalism; Mental Health in Infants/Toddlers; Online Integration of Technology; Teaching Strategies

Participation and outcomes: Lead faculty and adjunct faculty participated in professional development opportunities. The professional development opportunities provided both of the education faculty to receive current information on topics related to subject areas that are taught in the classroom.

- Areas where additional training is needed to support student success (e.g., assessment, culturally responsive teaching, advising, online pedagogy): I would like for my faculty to explore trainings that are specific to assessment and how to collect and utilize data for improvement.

- Opportunities taken or requested for conference attendance, certifications, or institutional training: none
- Plans to support future professional learning for full-time and adjunct faculty: I would like for my faculty to take advantage of all the professional development offered online, locally, and state-wide. I would like for them to attend at least one professional development conference a year, whether online or in person.

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 your Department. These can be addressed after listing each of your programs.

- The department offers the following degrees, certificates, or technical training areas:
 - Early Childhood Education AA
 - Early Childhood Development Certificate
 - Teacher Education AA
- Specialized skills, certifications, or hands-on learning outcomes emphasized include: All three programs teach and emphasize the skill of creating learning environments that are developmentally appropriate. All three programs teach and emphasize the skill of communication and interaction with diverse cultures. All three programs provide opportunities for lesson planning and implementing a lesson in the LCC preschool lab school environment.
- The following capstone, practicum, or apprenticeship models are used (if applicable): All three programs have a practicum course which requires the student to obtain 35+ hours of observation in a Birth-Grade 3 (or combination of both) environment.
- Unique areas of scholarly, artistic, or research-based production include (if applicable): none

B. Emerging Themes and Alignments

Explain how your 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:
 - **Neuroscience and Brain-Based Learning:** A deeper understanding of brain development in early childhood is increasingly informing pedagogical practices. This includes applying insights on executive function skills (working memory, cognitive flexibility, self-control), early language acquisition, and the impact of stress on learning.
 - **Trauma-Informed and Healing-Centered Practices:** Growing awareness of the prevalence and impact of adverse childhood experiences (ACEs) is leading to a stronger emphasis on creating environments and interactions that promote healing, resilience, and emotional safety for children and families. This extends to teacher preparation, ensuring educators understand how trauma affects behavior and learning.
 - **Deeper Dive into Social-Emotional Learning (SEL):** While SEL isn't new, its integration is becoming more sophisticated, moving beyond simple emotional identification to complex skills like conflict resolution, self-regulation, empathy, and collaborative problem-solving, explicitly woven throughout the curriculum.
 - **Outdoor and Nature-Based Learning:** A resurgence of interest in connecting children with nature, driven by research on its benefits for physical health, cognitive development, and well-being. This often involves outdoor classrooms, forest schools, and integrating natural elements into learning.
 - **STEAM (Science, Technology, Engineering, Arts, Math) in ECE:** Early integration of STEAM concepts is expanding beyond traditional math and science, focusing on inquiry, exploration, and problem-solving through hands-on activities, even for infants and toddlers.
- Opportunities identified to expand academic or workforce relevance to address these developments include (e.g., new credentials, emerging job markets, interdisciplinary offerings):
- Current opportunities include:
 - **Educational Assistants:** Roles within school districts to support Pre-K and early elementary grades.
 - **Home-based Childcare Program:** Caring for children in a private home and following the state standards.

- **Lead Teacher/Coordinator:** As NM expands its preschool initiatives, there's a critical need for highly trained teachers.
- Up and Coming Opportunities(certifications not yet developed at the AA level in the State of NM):
 - **Trauma-Informed Care Educator/Coordinator:** In ECE centers, schools, and even community mental health agencies.
 - **Outdoor/Forest School Teacher/Director:** For the growing number of nature-based programs.
 - **Early Literacy & Numeracy Interventionist:** With a deeper focus on data-driven, research-based interventions.
 - **Inclusive Preschool Teacher:** Highly skilled in integrating children with diverse needs into general ECE settings.

C. Measurement and Comparison

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

- We track productivity using the following measures (check all that apply):
 - ☒ Graduation counts
 - ☐ Credential attainment
 - ☐ Licensure pass rates
 - ☐ Creative or research output
 - ☐ 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, our department is strong in: Providing one on one student guidance and support, tracking students from graduation to workforce, providing additional scholarship money.
- Areas where we are working to improve include:proactive advisement that leads to fewer semesters in school.

D. Impact and Contribution

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

- We assess program impact through the following indicators (check all that apply):
 - ☒ Alumni career outcomes
 - ☒ Community or employer partnerships
 - ☐ Research dissemination or creative recognition
 - ☐ Regional contributions or visibility
 - ☐ Other: _____
- Examples of how our department contributes to workforce needs, community engagement, or academic progress: We have a good working relationship with all the local schools, often placing our students in their schools for observation hours. Oftentimes, those same students go on to work in the school while they complete the BA/BS in Education. The Education Department regularly co-sponsors events with the San Miguel County Early Childhood Coalition and invites local stakeholders to these events. We have recently re-established a strong working relationship with NMHU Education Dept. We have opened the door for them to place their practicum students in our preschool. Additionally, we have an articulation agreement with the Early Childhood program at NMHU.
- Recognitions or validations of program quality include (e.g., awards, rankings, employer feedback): Las Vegas Optic article on the Preschool Lab School and its connection to the Education Programs.
- Compared to peer departments, our reach or visibility is: Our visibility is more elevated than it has ever been. We have had radio advertisements, newspaper articles, and partnership with NMHU.

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:

Education students from all education programs have the opportunity to apply at the LCC Preschool Lab School as substitute teachers. Students can work up to 29 hours a week at \$15.06 an hour. Students also spend many hours of observation time in the Preschool Lab School during their practicum and get to experience the cross-curricular model of the lab school. Students observe nursing and dental students planning and implementing lessons with the children. Students also experience the partnership between United World College and the preschool. Several courses such as Family and Community Collaboration and Curriculum and Practicum courses help plan family engagement activities through the preschool.

- Internal (LCC) partnerships that support interdisciplinary learning and engagement:
Nursing and Dental
- Interdisciplinary engagement contributes to student learning and program value by: Utilizing the lab school model as a benefit to both the preschool students and other departments such as, nursing, dental, etc.
- External collaborations (e.g., with employers, nonprofits, universities): NMHU, United World College, San Miguel County Early Childhood Coalition, UNM Family Development

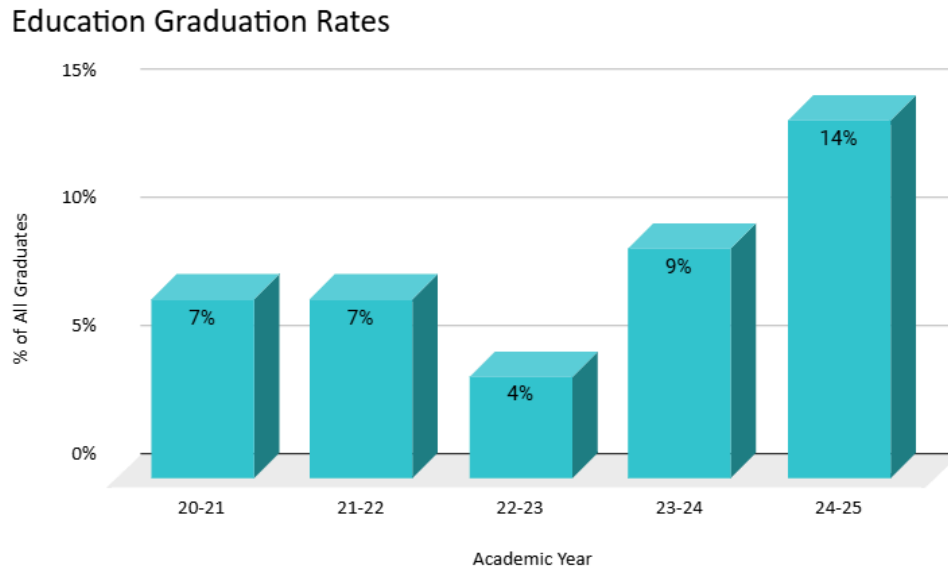
F. Completion and Student Outcomes

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

The department tracks the following outcomes:

- Graduation rates (5-years, see Figure 3):
 - Credential or degree attainment (annual average):
 - Early Childhood Education- 11
 - Teacher Education- 4
 - Early Childhood Certificate-1.3
 - Transfer institution acceptance or enrollment: ___%- Have not tracked this information, so the data cannot be accurately reported
 - Job placement rates within 6 months of graduation: ___%
Have not tracked this information, so the data cannot be accurately reported
 - Alumni employed in field of study: ___%
Have not tracked this information, so the data cannot be accurately reported
 - Licensure or certification pass rates (if applicable): _NA_ %

Figure 3. Graduation rates (%)



- Sources used to gather outcomes data include):
 - Institutional reporting
 - Alumni or employer surveys
 - 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 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 LCC Preschool Lab School is a real-world environment where students can be mentored by master teachers. The model classroom initiative provides an environment that is modeled after a real-world classroom and provides students with the opportunity to practice classroom management and classroom design with low-stakes

outcomes. The practicum allows students to develop relationships with teachers and other professionals within the local schools.

- Faculty support (e.g., career mentoring, portfolio reviews, resume workshops): Mentoring from faculty, mentoring from master teachers in the preschool lab school environment.
- 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): Articulation agreement with NMHU Early Childhood Department. Articulation agreement in the works with NMHU Teacher Education Department.

Improvements needed in outcome tracking or professional preparation include: Formal tracking system for graduates.

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 your 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):

- Celebration of birthdays, including those who are remote
- Utilize SCRUM board for task assignments which creates transparency of tasks and who is working on what project to help prevent "invisible labor". Initiatives are related to the accomplishment of tasks so that all are celebrated for their hard work.

Partnerships or events that support inclusive excellence within the

department or institution: The Education Department partners with the Culinary Arts program and Luna Eats to provide produce from the greenhouse garden that is housed behind the education building. Additionally, the Education Department has worked closely with the Adult Education Department to provide family engagement activities for the LCC Preschool.

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): The Education Department currently has one full time faculty and one adjunct faculty. The two current faculty have been with the program for three years and have provided stability and growth to the Education Department. If growth continues at the rate predicted, I will need to hire another full-time faculty member to teach. The staff in the Education Department has remained stable, as well, with the current director being in place for three years and the office manager for two years.

Table 1. Employee data

Title	Start Date	End Date
Director, Tycie Jackson	October 2022	Current
Office Manager, Fayla Ray	October 2023	Current
Lead Faculty, Mari Hill	January 2023	Current
Adjunct Faculty, Kevin Williams	2020	Current
Adjunct Faculty, Karla Sena	2020	2023

Trends in retirements, hiring, turnover, or reclassification: There is solidarity in the vision of the LCC Education Department, which helps with retention. There has not been a lot of turnover in the past 5 years due to the collaborative nature of the team, the feeling of inclusion and buy in, and the growth of the department.

Effects on course offerings, student services, advising, or department operations: The students comment all the time on how much they enjoy the faculty and staff. We have staff and faculty who truly know the students and guide them to success as best they can. Our courses are always filled and the prospect of opening additional sections of classes is on the horizon.

Anticipated staffing needs and succession planning considerations: It is anticipated there will be a need for an additional full-time faculty. The current adjunct faculty would like that position when it comes to pass. Through networking across the state, there are multiple opportunities to have very qualified adjunct faculty join the LCC team.

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 Education Department, we are mindful of utilizing 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 Cengage 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

Cost-efficiency practices and resource optimization are crucial for any department, especially in education, to ensure maximum impact from limited budgets. The goal is to "do more with less" without compromising the quality of instruction or the student experience. Examples include:

- Strategically offer courses in hybrid or fully online formats where appropriate for the content and learning objectives.
- We designed the LCC Model Classroom to be multi-functional. For example, we have used the Model Classroom space for practicum demonstrations, faculty training, and community workshops at different times.
- 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 constitute 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. To mitigate this risk our department must use aggressive and targeted recruitment strategies, such as, leveraging the current State initiatives to increase teacher pay and pay parity for preschool teachers. Utilizing the State's teacher prep scholarship program will help reduce barriers for prospective students. 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.

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:

Recent investments include utilizing grant money to purchase laptops for each faculty and staff in the department. In 2023, we partnered with Cengage for students to purchase a one time subscription for up to two

years to have access to all their books. This has also benefited the instructors who have access to quizzes, tests, and other resources to further enhance the courses they teach.

How these investments align with departmental or institutional priorities:

- The purchase of the laptops supports the institutional priority of having all staff and faculty prepared to work remotely in preparation of natural disasters, inclement weather, or other circumstances that prevents a person from being in a physical office on LCC campus.
- Transitioning to Cengage Unlimited supports departmental and institutional priorities that are focused on the student and supporting their educational needs.

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

- Grant money was used for the laptops
- Buy-in, bookstore, and IT support was needed for the transition to Cengage.

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):

- Education room in the Early Childhood Education building, Model Classroom located in the Learning Resource Center (LRC) building, Lead faculty office in the LRC building, two offices in the Early Childhood Education building (director and office manager).

Recent upgrades or equipment acquisitions: Model Classroom purchased an interactive smart board, Three laptops for office manager, director, and lead faculty.

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):

- The Teacher Education Practicum course was redesigned in 2023, but all other courses and degree programs continue to meet the criteria for continuation.

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:

- Director Tycie Jackson is a member of the New Mexico Early Childhood Education Task Force, New Mexico Lab School Collaborative, San Miguel County Early Childhood Education

Leadership Board, New Mexico Higher Education Department Curriculum and Articulation Committee, Luna Community College Academic Leadership Committee, and LCC's General Education Assessment Committee.

- Lead Faculty, Mari Hill is a member of the San Miguel County Early Childhood Education Leadership Board

Presentations, publications, or events hosted by the department:
Spring 2024- Hosted National Geographic Grosvenor's Teacher, Jenn Anderson

- Co-hosted a Child Find Event with Las Vegas City Schools fall 2024
- Co-hosted Dia De La Noches in the LCC cafeteria, September 2024, for the community
- Co-hosted a professional development event with San Miguel County Early Childhood Coalition and UNM Family Development- Fall 2024
- Co-hosted a professional development three-part series with San Miguel County Early Childhood Coalition and UNM Family Development Spring 2025

Examples of how engagement aligns with institutional or regional priorities:

- The above-mentioned activities supports the LCC Strategic goals by:
 - Promoting institutional financial growth to support students
 - Increase student enrollment
 - Cultivate and strengthen public and private partnerships to support students

H. Advisory Board(s)

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

- Does the department have an advisory board?
☐ Yes ☒ No
- If no advisory board exists, would establishing one benefit the program? Why or why not?: The Education Department had an advisory committee during the last program review (2019-2020). The advisory committee was dissolved during the pandemic and has not been reorganized. At this time, this is not a hindrance to the department's ability to stay connected to local and state-wide initiatives and needs. The director and lead faculty are part of leadership boards locally (SMECC) and state-wide (NMECHETF) which meet monthly and discuss initiatives, needs, and opportunities.

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
 - Confirm whether your public-facing materials accurately reflect your department's offerings.
 - ☐ Website and catalog accurately reflect current program details
 - ☐ Career outcomes, course descriptions, and delivery modes are correct
 - ☐ Any discrepancies noted have been addressed or reported
 - The following changes are taking place: All program details, descriptions, outcomes, and course numbers are correct, but the narrative on the landing page of the Education webpage needs to take place. It is extremely wordy and too long to capture the reader's attention.

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.

The Education Department has experienced a steady increase of enrollment over the past three years (2022-2025). The department has gone from 27 students in 2022 to 55 students enrolled across all programs in the Education Department in 2025. This increase in enrollment is largely due to scholarship, recruitment in the schools, and offering hybrid courses that accommodate out of town students and working students. Completion rates have increased over the same years reviewed due to proactive advisement.

In response to this trend, the department changed the process for advisement. The director changed the advisement system to an intrusive, proactive method of advising where the students receive updated degree audits toward the end of each semester with suggested course offerings. This has improved communication, completion time, and student support. These changes were based on the department expanding at such a rapid rate and the need to know what classes to offer, who the students are and where they were in their course of study, and student feedback.

Looking ahead, the department will focus on adding additional full-time faculty to help manage the increased need for additional sections of classes. This will ensure the ratio of student to teacher is a number that promotes high-quality academic support. Additionally, the department will implement a system for formally tracking alumni and workforce.