Document One
Self-Evaluation

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Center for Career and Technical Education

Program Review

Fall 2016

Self-Evaluation Report

Description of the Department

The idea for an "area vocational school" within McKinley County was generated in 1982 through a collaborative effort of the Gallup-McKinley County School District, Rehoboth Christian School, the University of New Mexico Gallup Campus, Wingate High School, and the Zuni Public School District. An advisory committee, comprised of members from the educational groups listed above and from the greater Gallup community, sought and received support from local educational entities, community businesses, and government agencies and facilities to pursue the concept of bringing secondary students from the aforementioned districts and schools to the UNM Gallup Campus for instruction in "vocational" course work. The program also worked through the New Mexico Legislature to secure funding through a permanent mil levy within McKinley County. The Area Vocational School began enrolling students into two courses of study – Health Careers and Business – in 1984.

Throughout the years, the name has been changed to reflect industry and education standards, and the updated name – "Center for Career and Technical Education" - was instituted in the late-1990's. The instructional offerings have been expended to include more of the career and technical education offerings that exist at the UNM Gallup Campus. Offerings now numbering thirteen programs of study: Automotive Technology, Collision Repair Technology, Construction Technology, Cosmetology, Criminal Justice, Culinary Arts, Design & Digital Media, Early Childhood Multi-Cultural Education, Fire Science Technology, Health Careers, Multi-Vocational Service Occupations, Students Achieving New Directions, and Welding Technology. All CCTE programs of study offer college credit to the students enrolled. Students earn credit from their participating school or district, usually in the area of electives, toward New Mexico graduation requirements. The practice of "concurrent enrollment" began in the early-1990's, and has adapted to the various name and procedural changes that have occurred since that time.

The Center for Career and Technical Education programs of study are taught by either full-time or temporary part-time faculty members within a program's home division. The CCTE pays a portion of a full-time faculty member's salary to reflect the respective teaching load that falls under the CCTE assignment. All faculty, full- and part-time, are hired through a UNM Gallup Campus division, based upon his/her education level, experience, and industry certification and/or credentials. All hires are the responsibility of a division chairperson. Currently, the CCTE programs of study fall under two UNMG divisions - Applied & Business Technologies and Education, Health, & Human Services.

Each CCTE program of study has its own budget index and selected account codes within that index. Depending upon the needs of the individual program of study, the faculty member(s) make

purchases to support instruction and students within that discipline. Purchasing documents flow through the CCTE Office for recording and approving by the principal. The CCTE administration has been told that the funding for CCTE (mil levy) should be considered "designated funds" to be utilized by CCTE. Within an organizational chart of the UNM Gallup Campus, the CCTE reports directly to the Dean of Instruction; however, the Center for Career and Technical Education was recently deemed "self-supporting" by the CFO of the UNM Gallup Campus, meaning that it now pays for office space and services provided by Student Services (admissions) and Business Operations. The CCTE does generate revenue, as it charges each school or district a fee of $52.50 per student enrolled per semester. The CCTE students also generate head counts and credit hours for the UNM Gallup Campus.

Currently, the CCTE receives students, typically seniors, from the following participating high schools: Central HS, Gallup HS, Gallup Christian School, Middle College HS, Miyamura HS, Navajo Pine HS, Rehoboth Christian School, Thoreau HS, Tohatchi HS, Twin Buttes HS, Wingate HS, and Zuni HS. The enrollment is typically around three hundred students per semester, generating approximately two thousand credit hours per semester. Students are enrolled in either eight or nine credit hours per semester, most articulating into a certificate or Associate degree program of study at the UNM Gallup Campus. The CCTE experience has allowed students to explore career choices and options, determine whether or not a career choice suits them, and learn what the educational and industry training standards and expectations are for a chosen profession, and to attend classes on a post-secondary campus. In addition to receiving instruction in a discipline-specific program of study, students are also exposed to the various systems present at a post-secondary institution – Admissions, Financial Aid, Scholarships, Placement Testing, Advisement, and student support initiatives. Over the past few years, the CCTE students have been offered a "know before you go" preparatory session that enlists Students Services staff members presenting information about their specialties to our students.

Department mission and goals

The Center for Career and Technical Education does not have its own mission statement; however, it does strive to adhere to the vision and mission statements of UNM Gallup. The CCTE is offering local high school students the opportunity to get a jump start on their post-secondary educational endeavors by having them on our campus, or a satellite location, for instruction in the area of career and technical education. The CCTE is preparing students to make the transition from high school into college into employment. The CCTE programs of study groom students in not only discipline-specific knowledge and skills; it offers them the chance to experience tasks, duties, responsibilities, and undertakings associated with a possible profession. Students are given the chance to explore various career pathways, highlighting the education, training, and experience required to become employed in said career track. The CCTE has two distinct programs of study that engage students in the greater Gallup community – *Multi-Vocational Service Occupations and Students Achieving New Directions*. These two programs of study work specifically on the transition from school to work, affording students the chance to gain experience in a chosen profession through realistic, meaningful, and authentic on-the-job training experiences at over fifty community work sites. The faculty and staff of the MVSO/SAND Programs have established and maintained contact with said work sites at which their students train. The owners, supervisors, and employees of these businesses, facilities, and agencies embrace these students, as they are getting an opportunity to train tomorrow's workforce. These

students also engage in activities that teach them employability skills in order to obtain and maintain gainful employment. CCTE students are also encouraged to develop personal employment portfolios, which include a resume, a letter of application/intent, and letters of recommendation. The CCTE strives to prepare its students to be responsible students and citizens by introducing them to the various post-secondary systems that are present at the UNM Gallup Campus. We have partnered with Students Services to institute "know before you go" sessions that imparts information about the processes necessary to enter the UNM Gallup Campus (or other post-secondary institution), including: Admissions, selecting a major, Financial Aid, placement testing, advisement, TRiO, and support services (tutoring, mentoring, student life and organizations).

Relationship to the Campus Strategic Plan

Strategic Direction #1 states that UNMG will "*promote lifelong learning through innovative recruitment, enrollment, and retention practices.*" The Center for Career and Technical Education has implemented a plan to utilize its current students as ambassadors to take into the community and/or schools, as well as act a guides for individuals or groups visiting the CCTE programs of study. Students participate in an orientation so that they can impart the history, goals, and information of CCTE to others in our area. Students have acted as tour guides for groups of prospective CCTE students, counselors, and school administrators. CCTE ambassadors have participated in various careers fairs at local elementary and middle schools to inform younger students about the career and technical education programs of study offered through CCTE. The student representatives, who are from all CCTE programs of study, share information about skills and instruction in their chosen field of study. Often times, the students display projects, photographs, and assignments with these younger students. The CCTE works with twelve area high schools, and meets on a monthly basis with representatives from these schools during the CCTE Steering Committee meetings. This group is comprised of counselors and principals of the participating high schools, as well as community members. The Steering Committee advises and advocates for student involvement in career and technical education options available to local students. In regard to the retention rate of CCTE students/completers, the principal is working with the contracted institutional researcher to develop a method of "counting" those students who were enrolled in CCTE and have continued on in the UNM system, either in their initial program of study, or in general. This data is not yet available.

Strategic Direction #2, which calls for UNMG to "*establish community engagement model that includes partnerships with local, regional, civic, and education entities*," exists through the Center for Career and Technical Education. Students from twelve area high schools in McKinley County have the opportunity to attend classes offered through the CCTE. The involvement by this many students opens an enrollment pipeline to our area's young adults. It is stressed to the students that they are considered "college" students while enrolled in a CCTE program of study. They are also recruited into college programs upon their completion of their year within the Center for Career and Technical Education. One of the programs of student under the CCTE umbrella, Culinary Arts, is located/taught a Miyamura High School, which is considered a satellite location. Until recently, two programs of study, Construction Technology and Business Technology, were taught to students from Zuni High School at the former UNM-Zuni Campus. Business Technology course were also offered to students at Ramah High School. Because of budget constraints, the CCTE is not able to expand too far and wide; it does not allow for replication of programs of study

because of costs of equipment, supplies, and materials. The CCTE is also responsible for reinvigorating a campus chapter of SkillsUSA, which is a national organization aimed at providing a trained workforce for the future. Although only two years old, this rejuvenated chapter has hosted two state conferences, had members participate in state competitions, had members compete nationally, and had one of its advisors named "post-secondary advisor of the year." This organization embraces students from all walks of career and technical education. If offers the students a chance to participate in outreach and community service activities, fund raising, social events, planning and organization, leadership roles, and compete in 50+ contests that highlight their strengths in one of three categories: Leadership Contests, Occupationally Related Contests, and Skills and Technical Sciences Contests. UNM Gallup has had students compete in all three categories of contests, several earning gold medals at the state level, which, in turn, earned them an opportunity to compete nationally. The students represent not only themselves, but also the institution, the area, and the state of New Mexico.

Strategic Direction #3 deals with "*strengthening programmatic and instructional excellence, opportunities, and innovation.*" Four of the CCTE programs of study – Culinary Arts, Fire Science Technology, Multi-Vocational Service Occupations, and Students Achieving New Directions – do not articulate into post-secondary certificate or Associate Degree programs at the UNM Gallup Campus. UNMG does not host college-level programs in Culinary Arts or Fire Science Technology; however, the courses offered within these programs of study can transfer to other institutions within New Mexico (i.e., Culinary Arts/Navajo Technical University and Fire Science/UNM Los Alamos and Central New Mexico Community College). The Fire Science Technology program of study is employing four courses of a nationally-approved fire science curriculum; these courses have been endorsed by the National Fire Academy/Fire and Emergency Services in Higher Education (FESHE) initiative. All of the other programmatic offerings through the CCTE articulate into respective certificate and/or Associate degree programs at UNMG. The CCTE supports faculty development through the use of Carl D. Perkins funding. Several faculty members have attended and participated in discipline-specific and career and technical education professional development in order to remain current in their teaching practices and methodologies, along with earning industry credentials that can be utilized to pass on certifications to our students. CCTE faculty members regularly participate in recruitment events sponsored by CCTE or the participating high schools in order pass on information or recognize the accomplishments of our students.

In regard to **Strategic Direction #6**, "*enable professional development for staff and faculty and support organizational development*," the CCTE supports its faculty through Carl D. Perkins funding. As stated earlier, several faculty members regularly participate in professional development opportunities such as the National Professional Development Symposium at the National Fire Academy (Fire Science Technology), Certification in ServSafe (Culinary Arts), Certification in ProStart (Culinary Arts), Council for Exceptional Children (MVSO/SAND), New Mexico Association of Career and Technical Education Conference (Welding Technology, Construction Technology, Automotive Technology, Student Services/Advisement), SkillsUSA (Construction Technology, Welding Technology, Health Careers, Fire Science Technology, Student Services), American Welding Society Certification Seminars (Welding Technology), and the Career Clusters Institute (Automotive Technology, Construction Technology, Culinary Arts, and Welding Technology). The CCTE Welding Technology instructor, Joe Sanchez, has been honored by the American Welding Society as it Educator of the Year. The CCTE principal, who

is one of three SkillsUSA advisors for UNMG, was honored as the SkillsUSA Post-secondary Advisor of the Year for New Mexico.

Strategic Direction #7, "*focus outreach to the community and region*," aims as the institution playing a leadership role in developing and strengthening relations with the community. CCTE is a long-standing program that has deep ties to the greater Gallup community. The concept of an "area vocational school" began with a grass roots effort in the early 1980's and has sustained to the present because of community support and involvement. As stated earlier, two of the CCTE programs of study (MVSO/SAND) utilize businesses, agencies, and facilities in Gallup as extension of their learning environments to offer students on-the-job training experiences as a required component of the curriculum. The UNM Gallup Campus CTE SkillsUSA Chapter, which was reinvigorated two years ago, hosted the New Mexico SkillsUSA Community Outreach and Leadership Conference for the past two years. This conference played host to approximately three hundred student members (secondary and post-secondary), chapter advisors, and stated leadership. Joe Sanchez, Robert Encinio, and Ann Jarvis initiated contact with local agencies and city government to develop partnerships with groups that were utilized as work sites for SkillsUSA members to perform community service and outreach. The partnerships that were created included: Jim Harlin Community Pantry, Veterans Helping Veterans, Playground of Dreams/Lion's Club, McKinley County Humane Society, Battered Families Incorporated, Manuelito Children's Home, and Kamp Kiwanis.

Strategic Direction #9, "*enhance comprehensive academic and college life experience for students*," is what CCTE is all about. We strive to instruct our students as to the many systems and opportunities available at UNMG through post-secondary education. CCTE is an inclusive program, welcoming all students regardless of their background. The philosophy of CCTE is that all students deserve a chance to identify and augment their talents and strengths, rather than limit them because of what are perceived as weaknesses. We aim to build up a student's level of self-confidence by working from strengths model rather than a deficit model. Many of our students have not been successful in the "regular" classroom setting. When they become actively engaged in learning and skill building activities, many flourish and grow. CCTE offers its students the chance to explore career options along with being on a college campus to experience post-secondary "life." A good deal of responsibility is placed upon the students, which is all explained to them at an annual student orientation. A CCTE Student Handbook outlines the various procedures, policies, and responsibilities to which they must adhere in order to be successful students at UNMG.

Profile of Graduate Transfers

CCTE students do not graduate with a certificate or Associate degree due to the time constraint (usually one year spent in CCTE). Students earn up to eighteen credit hours per year in their chosen CCTE program of study. The students spend approximately one-half of their school day at the UNM Gallup Campus or satellite location, specifically aiming at earning credit hours in a career and technical education program of study; these students are eligible to enroll in dual or concurrent credit classes in common core offerings, but this is not the focus of CCTE.

As stated earlier, CCTE Administration is working with the contracted Institutional Researcher to develop a method of counting the number of CCTE completers that have moved on into the post-secondary ranks. The former institutional researcher was asked to assist with this task; however,

the data and associated report that was submitted to CCTE Administration was not clear in its results, which were murky at best, and did not give a true picture of how many former CCTE students (over the past five years) were retained as college-level students within the UNM system.

Students enrolling within CCTE programs of study are typically high school seniors from one of twelve schools. These students usually spend two semesters enrolled in a chosen CCTE program of study based upon personal interest, career choice, or career exploration. CCTE student enroll in a "package" of two or three courses per semester within a program of study. These course offerings are usually introductory in nature, with most of the courses articulating into certificate and/or Associate degree programs at the UNM Gallup Campus. A small number of high school juniors, who have available time in their daily schedule, are eligible to enroll in CCTE programs of study. These students are able to enroll in two different CCTE programs, should they chose, to attend during both junior and senior years in high school.

Questions

How difficult was it to collect the necessary data?

The only difficulty in collecting data was mentioned earlier – our former Institutional Researcher gathered and presented irrelevant information to a request made for the number of former CCTE students who were retained and enrolled in the UNM system. It was the intention to include this data within this review. CCTE Administration is working with the contracted Institution Researcher to develop a methodology of collecting more accurate data.

How could the Program Review process be improved?

For the sake of consistency, perhaps the requested information/data could be for the same time frames (i.e., last six semester or last five years). I also feel that I had to explain a little more as to the focus and make-up of the Center for Career and Technical Education, as it is not a division within the UNMG structure, nor does is grant certificates or Associate degree. It is a program that reports directly to the Dean of Instruction.

Did all program faculty participate in the Program Review process?

All CCTE faculty were asked to participate by submitting input as to the operations of CCTE; however, only a small number responded.

Was the Program Review work shared equally by program faculty?

No, all collection and generation of documents was completed by the principal of the Center for Career and Technical Education, as enrollment data and course offerings history is maintained in this office.

Document Two
Registrar/Enrollment History

Five Year Enrollment History

Program Graduates by Year

Faculty/Course Sections

Curriculum History

Course Scheduling

Document 2 – Registrar/Enrollment History

1. Five year enrollment data

Career and Technical Education Programs of Study

Program of Study	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Automotive Tech.	F = 22 S = 22	F = 22 S = 15	F = 26 S = 13	F = 20 S = 17	F = 20 S =26
Collision Repair Tech.	F = 21 S = 19	F = 20 S = 20	F = 18 S = 17	F = 18 S = 18	F = 20 S = 17
Construction Technology	F = 26 S = 25	F = 18 S = 21	F = 21 S = 20	F = 10 S = 19	F = 0 S = 0
Construction Tech./Zuni	F = 12 S = 00	F = 14 S = 11	F = 0 S = 0	F = 0 S = 0	F = 0 S = 0
Cosmetology	F = 19 S = 11	F = 19 S = 15	F = 16 S = 14	F = 16 S = 08	F = 20 S = 18
Criminal Justice	F = 28 S = 25	F = 23 S = 22	F = 26 S = 17	F = 21 S = 13	F = 21 S = 21
Culinary Arts	F = 20 S = 14	F = 15 S = 16	F = 21 S = 11	F = 21 S = 17	F = 20 S = 15
Design & Digital Media	F = 19 S = 16	F = 18 S = 15	F = 15 S = 11	F = 16 S =16	F = 16 S = 13
Early Childhood Education	F = 11 S = 10	F = 14 S = 11	F = 0 S = 0	F = 06 S = 0	F = 16 S = 13
Fire Science Technology	F = 20 S = 08	F = 13 S = 16	F = 09 S = 13	F = 09 S = 12	F = 11 S = 19
Health Careers	F = 33 S = 26	F = 31 S = 29	F = 41 S = 19	F = 25 S =16	F = 35 S = 41
MVSO/SAND	F = 24 S = 30	F = 23 S = 29	F = 31 S = 40	F = 26 S = 29	F = 25 S = 41
Welding Technology	F = 24 S = 21	F = 22 S = 21	F = 22 S = 21	F = 20 S = 21	F = 21 S = 20
	F = 279 S = 227 Year = 505	F = 252 S = 241 Year = 493	F = 246 S = 196 Year = 442	F = 208 S = 186 Year = 394	F = 225 S = 244 Year = 469

CCTE Credit Hours Generated – Fall 2011/Spring 2012

Program of Study	Enrollment	Credit hours Per Program of Study	Credit Hours Generated
Automotive Technology	20	09	180
Collision Repair Technology	20	09	180
Construction Technology	00	00	000
Construction Technology/Zuni	00	00	000
Cosmetology	20	09	180
Criminal Justice	21	08	168
Culinary Arts	20	09	180
Design & Digital Media	16	09	144
Early Childhood Education	16	09	144
Fire Science Technology	11	08	088
Health Careers	35	09	315
MVSO/SAND	25	06	150
Welding Technology	21	09	189
TOTAL			**1918**
Automotive Technology	26	09	234
Collision Repair Technology	17	09	153
Construction Technology	00	00	000
Construction Technology/Zuni	00	00	000
Cosmetology	18	09	162
Criminal Justice	21	08	168
Culinary Arts	15	09	135
Design & Digital Media	13	09	117
Early Childhood Education	13	09	117
Fire Science Technology	19	08	152
Health Careers	41	09	369
MVSO/SAND	41	06	246
Welding Technology	20	09	180
TOTAL			**2033**

CCTE Credit Hours Generated – Fall 2012/Spring 2013

Program of Study	Enrollment	Credit hours Per Program of Study	Credit Hours Generated
Automotive Technology	20	09	180
Collision Repair Technology	18	09	162
Construction Technology	10	09	090
Construction Technology/Zuni	00	00	000
Cosmetology	16	09	144
Criminal Justice	21	08	168
Culinary Arts	21	09	189
Design & Digital Media	16	09	144
Early Childhood Education	06	09	054
Fire Science Technology	09	08	072
Health Careers	25	09	225
MVSO/SAND	26	06	156
Welding Technology	20	09	180
TOTAL			**1764**
Automotive Technology	17	09	153
Collision Repair Technology	18	09	162
Construction Technology	19	09	171
Construction Technology/Zuni	00	00	000
Cosmetology	08	09	072
Criminal Justice	13	08	104
Culinary Arts	17	09	153
Design & Digital Media	16	09	144
Early Childhood Education	00	00	000
Fire Science Technology	12	08	096
Health Careers	16	09	144
MVSO/SAND	29	06	174
Welding Technology	21	09	189
TOTAL			**1562**

CCTE Credit Hours Generated – Fall 2013/Spring 2014

Program of Study	Enrollment	Credit hours Per Program of Study	Credit Hours Generated
Automotive Technology	26	09	234
Collision Repair Technology	18	09	162
Construction Technology	21	09	189
Construction Technology/Zuni	00	00	000
Cosmetology	16	09	144
Criminal Justice	26	08	208
Culinary Arts	21	09	189
Design & Digital Media	15	09	135
Early Childhood Education	00	00	000
Fire Science Technology	09	08	072
Health Careers	41	09	369
MVSO/SAND	31	06	186
Welding Technology	22	09	198
TOTAL			**2086**
Automotive Technology	13	09	117
Collision Repair Technology	17	09	153
Construction Technology	20	09	180
Construction Technology/Zuni	00	00	000
Cosmetology	14	09	126
Criminal Justice	17	08	136
Culinary Arts	11	09	099
Design & Digital Media	11	09	099
Early Childhood Education	00	00	000
Fire Science Technology	13	08	104
Health Careers	19	09	171
MVSO/SAND	40	06	240
Welding Technology	21	09	189
TOTAL			**1614**

CCTE Credit Hours Generated – Fall 2014/Spring 2015

Program of Study	Enrollment	Credit hours Per Program of Study	Credit Hours Generated
Automotive Technology	22	09	198
Collision Repair Technology	20	09	180
Construction Technology	18	09	162
Construction Technology/Zuni	14	03	042
Cosmetology	19	09	171
Criminal Justice	23	08	184
Culinary Arts	15	09	135
Design & Digital Media	18	09	162
Early Childhood Education	14	09	126
Fire Science Technology	13	08	104
Health Careers	31	09	279
MVSO/SAND	23	06	138
Welding Technology	22	09	198
TOTAL			**2079**
Automotive Technology	15	09	135
Collision Repair Technology	20	09	180
Construction Technology	21	09	189
Construction Technology/Zuni	11	03	033
Cosmetology	15	09	135
Criminal Justice	22	08	176
Culinary Arts	16	09	144
Design & Digital Media	15	09	135
Early Childhood Education	11	09	099
Fire Science Technology	16	08	128
Health Careers	29	09	261
MVSO/SAND	29	06	174
Welding Technology	21	09	189
TOTAL			**1978**

CCTE Credit Hours Generated – Fall 2015/Spring 2016

Program of Study	Enrollment	Credit hours Per Program of Study	Credit Hours Generated
Automotive Technology	22	09	198
Collision Repair Technology	21	09	189
Construction Technology	26	09	234
Construction Technology/Zuni	12	03	036
Cosmetology	19	09	171
Criminal Justice	28	08	244
Culinary Arts	20	09	180
Design & Digital Media	19	09	171
Early Childhood Education	11	09	099
Fire Science Technology	20	08	160
Health Careers	33	10	330
MVSO/SAND	24	06	144
Welding Technology	24	09	216
TOTAL			**2372**
Automotive Technology	22	09	198
Collision Repair Technology	19	09	171
Construction Technology	25	09	225
Construction Technology/Zuni	00	00	000
Cosmetology	11	09	099
Criminal Justice	25	08	200
Culinary Arts	14	09	126
Design & Digital Media	16	09	144
Early Childhood Education	10	09	090
Fire Science Technology	08	08	064
Health Careers	26	09	234
MVSO/SAND	30	06	180
Welding Technology	21	09	189
TOTAL			**1920**

2. List the number of program graduates by academic year:

NOTE: CCTE students do not "graduate" as they are not enrolled in a certificate/degree program at the UNMG Campus; however, I have listed the number of "completers" (those who finish an academic year within the CCTE Program)

Academic Year	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Completers	227	241	196	186	244

3. Give faculty/courses sections information for the past 3 years for the fall semester only

	Fall 2013	Fall 2014	Fall 2015
Total FT Faculty	10	10	10
Total PT Faculty	05	05	07
% of student credit hours taught by FT faculty	20% 405/2086	20% 410/2079	31% 723/2372

Curriculum History

- List all courses offered by this program
- Give date of first offering for each, if known
- Indicate how many sections were successfully offered during each of the last six regular semesters

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Fall 2013	AUTT	115	Brake Systems		1
Fall 2013	AUTT	295	Practicum in AUTT		1
Fall 2013	AUTT/CRT	293	T: Intro to CRT		1
Fall 2013	CRT	101	Basic Auto Body		1
Fall 2013	CRT	103	Paint Refinishing Equipment		1
Fall 2013	BSTC	293	T: Professional Cooking Lab I		1
Fall 2013	BSTC	293	T: Professional Cooking Theory I		1
Fall 2013	CNST	101	Layout & Framing		1
Fall 2013	CNST	295	Practicum		1
Fall 2013	COSM	110	Theory of COSM I		1
Fall 2013	COSM	293	T: Clinical Lab		1
Fall 2013	COSM	293	T: Intro to Barbering		1
Fall 2013	CRJS	101	Intro to CRJS		1
Fall 2013	CRJS	105	Fitness I		1
Fall 2013	CRJS	132	Intro to Criminology		1
Fall 2013	DDM	110	Intro to Macintosh		1
Fall 2013	DDM	111	Image Editing I		1
Fall 2013	DDM	151	Multimedia Authoring I		1
Fall 2013	BSTC	293	T: Fitness Training		1
Fall 2013	BSTC	293	T: Incident Command Systems		1
Fall 2013	BSTC	293	T: Intro to Structural Firefighting		1
Fall 2013	HCHS	111	Medical Terminology		1
Fall 2013	HCHS	113	Basic Body Structures & Functions		1
Fall 2013	GNST	093	Career Decision Making		2
Fall 2013	GNST	095	Practicum I		2
Fall 2013	GNST	195	Practicum II		1
Fall 2013	WLDT	105	Arc Welding I		1
Fall 2013	WLDT	295	Practicum		1

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Spring 2014	AUTT	157	Steering & Suspension		1
Spring 2014	AUTT	293	T: Automotive Maintenance		1
Spring 2014	AUTT/CRT	293	T: Intro to CRT		1
Spring 2014	CRT	115	Advanced Painting		1
Spring 2014	CRT	210	Custom Painting		1
Spring 2014	CNST	105	Interior Finishing		1
Spring 2014	CNST	109	Plumbing Theory I		1
Spring 2014	CNST	293	T: CNST Materials/Methods/Terms		1
Spring 2014	COSM	110	Theory of COSM I		1
Spring 2014	COSM	130	Perm/Shampoo/Style I		1
Spring 2014	COSM	293	T: Clinical Lab		1
Spring 2014	CRJS	106	Fitness II		1
Spring 2014	CRJS	107	Administration of Justice		1
Spring 2014	CRJS	142	Principles of Evidence/Criminal Procedures		1
Spring 2014	BSTC	293	T: Professional Cooking Lab II		1
Spring 2014	BSTC	293	T: Professional Cooking Theory II		1
Spring 2014	DDM	171	Publish on the World Wide Web i		1
Spring 2014	DDM	242	Computer Illustration II		1
Spring 2014	DDM	245	3-D Illustration		1
Spring 2014	BSTC	293	T: Wildland Firefighting		1
Spring 2014	BSTC	293	T: EMS First Responder		1
Spring 2014	BSTC	293	T: Health & Safety of Firefighters		1
Spring 2014	HCHS	193	T: Diversified Health Occupations		1
Spring 2014	HED	171	Personal Health Managements		1
Spring 2014	GNST	093	Job Search Process		2
Spring 2014	GNST	095	Practicum I		2
Spring 2014	GNST	195	Practicum II		1
Spring 2014	WLDT	101	Welding Blueprint Reading		1
Spring 2014	WLDT	141	MIG & TIG Welding		1

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Fall 2014	AUTT	115	Brake Systems		1
Fall 2014	AUTT	293	T: Automotive Maintenance		1
Fall 2014	AUTT/CRT	293	T: Introduction to CRT		1
Fall 2014	CRT	101	Basic Auto Body		1
Fall 2014	CRT	103	Paint Refinishing Equipment		1
Fall 2014	CNST	101	Layout and Framing		1
Fall 2014	CNST	104	NCCER Core		1
Fall 2014	CNST	293	T:CNST Materials/Methods/Terms		1
Fall 2014	COSM	101	Theory of COSM I		1
Fall 2014	COSM	293	T: Clinical Lab		1
Fall 2014	COSM	293	T: Introduction to Barbering		1
Fall 2014	CRJS	105	Fitness I		1
Fall 2014	CRJS	111	Introduction to Criminal Justice		1
Fall 2014	CRJS	132	Introduction to Criminology		1
Fall 2014	BSTC	293	T: Professional Cooking Lab I		1
Fall 2014	BSTC	293	T: Professional Cooking Theory I		1
Fall 2014	BSTC	291	Independent Study		1
Fall 2014	DDM	101	Introduction to Macintosh		1
Fall 2014	DDM	141	Computer Illustration I		1
Fall 2014	DDM	151	Multimedia Author I		1
Fall 2014	ECME	115	Guiding Young Children		1
Fall 2014	ECME	101	Child Growth, Development, Learning		1
Fall 2014	EDUC	293	T: Individuals with Exceptionalities		1
Fall 2014	EDUC	293	T: Fitness Training I		1
Fall 2014	EDUC	293	T: Incident Command Systems		1
Fall 2014	EDUC	293	T: Intro to Fire Protection and Emergency Services		1
Fall 2014	HCHS	193	T: Diversified Health Occupations		1
Fall 2014	HED	164L	Standard First Aid		1
Fall 2014	GNST	093	Career Decision Making		2
Fall 2014	GNST	095	Practicum I		2
Fall 2014	GNST	195	Practicum II		1
Fall 2014	WLDT	105	Arc Welding I		1
Fall 2014	WLDT	295	Welding Practicum		1

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Spring 2015	AUTT	157	Steering & Suspension		1
Spring 2015	AUTT	295	Practicum in AUTT		1
Spring 2015	CRT	115	Advanced Painting		1
Spring 2015	CRT	210	Custom Painting		1
Spring 2015	CNST	105	Interior Finishing		1
Spring 2015	CNST	295	Practicum		1
Spring 2015	COSM	110	Theory of COSM I		1
Spring 2015	COSM	130	Permanent/Shampoo/Style I		1
Spring 2015	COSM	293	T: Clinical Lab		1
Spring 2015	CRJS	106	Fitness II		1
Spring 2015	CRJS	112	Administration of Justice		1
Spring 2015	CRJS	222	Constitutional Criminal Procedures		1
Spring 2015	BSTC	293	T: Professional Cooking Lab I		1
Spring 2015	BSTC	293	T: Professional Cooking Theory II		1
Spring 2015	BSTC	299	Cooperative Work Experience		1
Spring 2015	DDM	111	Image Editing I		1
Spring 2015	DDM	242	Computer Illustration II		1
Spring 2015	DDM	151	Multimedia Authoring		1
Spring 2015	ECME	103	Health, Safety & Nutrition		1
Spring 2015	ECME	111	Family & Community Collaboration		1
Spring 2015	BSTC	293	T: Principles of Fire Behaviors & Combustion		1
Spring 2015	BSTC	293	T: Introduction to Structural Firefighting		1
Spring 2015	BSTC	293	Health and Safety of Firefighters		1
Spring 2015	HCHS	111	Medical Terminology		1
Spring 2015	HED	171	Personal Health Management		1
Spring 2015	HCHS	113	Basic Body Structures & Functions		1
Spring 2015	GNST	093	Job Search Process		2
Spring 2015	GNST	095	Practicum I		2
Spring 2015	GNST	195	Practicum II		1
Spring 2015	WLDT	101	Welding Blueprint Reading		1
Spring 2015	WLDT	141	MIG & TIG Welding		1

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Fall 2015	AUTT	115	Brake Systems		1
Fall 2015	AUTT	293	T: Automotive Maintenance		1
Fall 2015	AUTT/CRT	293	T: Introduction to CRT		1
Fall 2015	CRT	101	Basic Auto Body		1
Fall 2015	CRT	103	Paint Refinishing Equipment		1
Fall 2015	CNST	101	Layout and Framing		1
Fall 2015	CNST	104	NCCER Core		1
Fall 2015	CNST	293	T: CNST Materials/Methods/Terms		1
Fall 2015	COSM	110	Theory or COSM I		1
Fall 2015	COSM	293	T: Clinical Lab		1
Fall 2015	COSM	293	T: Introduction to Barbering		1
Fall 2015	CRJS	105	Fitness I		1
Fall 2015	CRJS	111	Introduction to Criminal Justice		1
Fall 2015	CRJS	132	Introduction to Criminology		1
Fall 2015	BSTC	293	T: Professional Cooking Lab I		1
Fall 2015	BSTC	293	T: Professional Cooking Theory I		1
Fall 2015	BSTC	291	Independent Study		1
Fall 2015	DDM	101	Introduction to Macintosh		1
Fall 2015	DDM	141	Computer Illustration I		1
Fall 2015	DDM	151	Multimedia Authoring I		1
Fall 2015	ECME	115	Guiding Young Children		1
Fall 2015	ECME	101	Child Growth, Development, Learning		1
Fall 2015	EDUC	291	T: Individuals with Exceptionalities		1
Fall 2015	EDUC	293	T: Fitness Training I		1
Fall 2015	EDUC	293	T: Incident Command Systems		1
Fall 2015	EDUC	293	T: Introduction to Fire Protection & Emergency Services		1
Fall 2015	HCHS	193	T: Diversified Health Occupations		1
Fall 2015	HED	164L	Standard First Aid		1
Fall 2015	GNST	093	Career Decision Making		2
Fall 2015	GNST	095	Practicum I		2
Fall 2015	GNST	195	Practicum II		1
Fall 2015	WLDT	105	Arc Welding I		1
Fall 2015	WLDT	295	Practicum		1

Semester	Course Prefix	Course Number	Name	Date first offered	Sections
Spring 2016	AUTT	157	Steering & Suspension		1
Spring 2016	AUTT	295	Practicum in AUTT		1
Spring 2016	CRT	115	Advanced Painting		1
Spring 2016	CRT	210	Custom Painting		1
Spring 2016	CNST	105	Interior Finishing		1
Spring 2016	CNST	295	Practicum		1
Spring 2016	COSM	110	Theory of COSM I		1
Spring 2016	COSM	130	Permanent/Shampoo/Style I		1
Spring 2016	COSM	293	T: Clinical Lab		1
Spring 2016	CRJS	108	Defensive Tactics		1
Spring 2016	CRJS	112	Administration of Justice		1
Spring 2016	CRJS	222	Constitutional Criminal Procedures		1
Spring 2016	BSTC	293	T: Professional Cooking Lab II		1
Spring 2016	BSTC	293	T: Professional Cooking Theory II		1
Spring 2016	BSTC	299	Cooperative Work Experience		1
Spring 2016	DDM	111	Image Editing II		1
Spring 2016	DDM	242	Computer Illustration II		1
Spring 2016	DDM	293	T: Typography		1
Spring 2016	ECME	103	Health, Safety, and Nutrition		1
Spring 2016	ECME	111	Family & Community Collaboration		1
Spring 2016	EDUC	293	T: Bilingual Ed. In Early Childhood		1
Spring 2016	BSTC	293	T: Principles of Fire Behavior & Combustion		1
Spring 2016	BSTC	293	T: Intro to Structural Firefighting		1
Spring 2016	BSTC	293	T: Fireline Fitness		1
Spring 2016	HCHS	111	Medical Terminology		1
Spring 2016	HCHS	113	Basic Body Structures & Functions		1
Spring 2016	HED	171	Personal Health Management		1
Spring 2016	GNST	093	Job Search Process		2
Spring 2016	GNST	095	Practicum I		2
Spring 2016	GNST	195	Practicum II		1
Spring 2016	WLDT	101	Welding Blueprint Reading		1
Spring 2016	WLDT	141	MIG & TIG Welding		1

Fall Semester				Spring Semester		
Academic Year	Day Sections	Evening Sections	Total Sections	Day Sections	Evening Section	Total Sections
2011-2012	32	0	32	31	0	31
2012-2013	33	0	33	29	0	29
2013-2014	32	0	32	30	0	30
2014-2015	39	0	39	37	0	37
2015-2016	38	0	38	33	0	33

NOTE: The Center for Career and Technical Education students are from twelve area high schools. The scheduling of classes must fit into the participating schools' daily schedules; therefore, no late afternoon or evening classes are held. Currently, CCTE runs two sessions – 9:00 AM to 11:05 AM and 12:45 PM to 3:00 PM.

Document Three
Assessment Plans

Automotive Technology

Collision Repair Technology

Construction Technology

Cosmetology

Criminal Justice

Welding Technology

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate Automotive Technology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/12/15

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Template
Academic Program
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup Branch*
2. Department: *Automotive Non-Collision*
3. Date: *07-09-2015*

B. Academic Program of Study*
Certificate-Automotive Technology

C. Contact Person(s) for the Assessment Plan
Dennis Brieno-Program Coordinator-dbrieno@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes
☐ *[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

OR

[List below:]

1. **Broad Program Learning Goals for this Degree/Certificate Program**

A. Students will be able to identify and utilize safety procedures and proper tools.

B. Students will be able to evaluate, implement and complete brake repairs, repairs to electrical/electronic, and steering and suspensions systems.

C. Students will be able to implement and complete general engine performance diagnose and repair.

2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A.1. Students will be able to demonstrate general lab safety rules and procedures

A.2. Students will be able to identify and utilize proper tools

B.1. Students will be able to identify and interpret brake system concern; determine necessary action.

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B.2. Students will be able to inspect, test, and/or replace brake malfunctioning parts, worn parts and parts scheduled for replacement per original manufacturers specifications.

C.1. Students will be able to diagnose electrical/electronic integrity for series, parallel and series-parallel circuits using principles of electricity (Ohm's Law).

C.2. Students will be able to identify, interpret and repair electrical/electronic system concerns

D.1 Students will be able to test and diagnose components of electronically controlled steering systems using a scan tool; determine necessary action.

D.2 Students will be able to identify, interpret and repair suspension and steering concern

E.1. Students will be able to research applicable vehicle and service information, such as engine management system operation, vehicle service history, service precautions, and technical service bulletins.

E.2 Students will be able to identify, interpret and repair engine performance concern

E. <u>Assessment of Student Learning Three-Year Plan</u>

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. **Student Learning Outcomes**

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

<u>Relationships to UNM Student Learning Goals</u> (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students will be able to demonstrate general lab safety rules and procedures	x	x	x	
B.1. Students will be able to identify and interpret brake system concern; determine necessary action.	x	x	x	
C.1. Students will be able to diagnose electrical/electronic integrity for series, parallel and series-parallel circuits using principles of electricity (Ohm's Law).	x	x	x	
D.1 Students will be able to test and diagnose components of electronically controlled steering systems using a scan	x	x	x	

tool; determine necessary action				
E.1. Students will be able to research applicable vehicle and service information, such as engine management system operation, vehicle service history, service precautions, and technical service bulletins.	x	x	x	

2. **How will learning outcomes be assessed?**

A. What:

i. A. Students will be able to follow and demonstrate general safety rules and procedures by participating in classroom assignments, quizzes, test, by following instructions in the lab activities, and observation by instructor and simulation activities (A.1).

B. Students will be able to complete assignments in the classroom, complete hands on activities in the lab pertaining to brake repairs, and observation by instructor and simulation activities (B.1).

C. Students will be able to follow classroom assignments and complete quizzes, test, hands on activities in the lab in evaluating, implementing and complete repairs to electrical/electronic systems, and observation by instructor and simulation activities (C.1).

D. Students will be able to complete classroom assignments including quizzes, test and will follow instruction on hands on activities in the lab where they will evaluate, implement and complete repairs to steering and suspension systems, and observation by instructor and simulation activities (D.1).

E. Students will be able to complete assignments including quizzes, test and will follow instruction on hands on activities where they will implement and complete general engine performance diagnose and repair, and observation by instructor and simulation activities (E.1).

The program will implement an exit survey to administer at the end of the program in hydraulic course.

ii. A.1. Direct & Indirect
B.1. Direct & Indirect
C.1. Direct & Indirect
D.1. Direct & Indirect
E.1. Direct & Indirect

iii. A. Ninety percent of the students in class should pass with a grade of 70% or better.
B. Ninety percent of the students in class should pass with a grade of 70% or better.
C. Ninety percent of the students in class should pass with a grade of 70% or better.
D. Ninety percent of the students in class should pass with a grade of 70% or better.
E Ninety percent of the students in class should pass with a grade of 70% or better.

B. Who: All

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

	2015-2016	*2016-2017*	*Discussion Group*
A. Students will be able to demonstrate general lab safety rules and procedures	*January 2016*	*January 2017*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department.*
B. Students will be able to evaluate, implement and complete brake repairs, repairs to electrical/electronic, and steering and suspensions systems	January 2016	January 2017	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department*
C. Students Will Implement and Complete General Engine Performance Diagnose and Repair	*May 2016*	*May 2017*	*Department Chair, Full/ Part Faculty, Dean of Instruction, and colleague from another department*

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

In December 2015, the departmental chair will ask each full/part faculty member to devise a rubric for each of the courses they plan to teach in spring 2016. The rubric will be attached to each syllabus. In January 2016, the full/ part-time faculty members will submit their rubrics. The faculty members and chair will review each rubric and make recommendations. One rubric format will be selected for each course and will be used in spring 2016 semester. In January 2016, the rubrics will be reviewed and revised to fit student learning. During this time, departmental members will review students, learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico business articulation and transfer matrix, etc. Changes for improvement will be documented by the

Adapted from Kansas State University Office of Assessment

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 12/1/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report

please send to GAassess@unm.edu

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): A.A.S. Collision Repair Technology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒	Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/17/15

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually differe from university goa
A, 1 Student demonstrates Cognitive and practical safety Skills	X	X	X	
B 1.Demonstrates Theoretical Knowledge of Collision Repair, x Terms codes, materials, and	x	Tools		
C. 1. Demonstrate master of Collision Repair skills or Competency levels through Simulated labortary Assignments, on the job live Work projects, or other work assignments	x	x		
E. 1. Meet the standard of Accrediting entities; NATEF ASE and I-CAR.	x	X	X	

2. How will learning outcomes be assessed?

Means of assessment	Direct	Criteria for Success	
A. 1. Student demonstrate cognitive & practical safety skills	Direct; Written tests and demonstration are a direct measure of mastery and performed skills.	75% or higher on written test Pass/Fail on lab demonstration.	
B. 1. Students demonstrate theoretical knowledge of Collision Repair terms, codes,	Direct	75% on written tests. Pass/Fail on lab assignments	

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2012,-2013, 2013-2014, and 2014-2015), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLO's	*Semester Assessed*	*Resulted Discussed*	*Discussion Group*
A. 1. Students demonstrate cognitive & practiced safety skills	*Fall 2015*	*Spring 2016*	*Applied Technology Chair, Faculty*
B. 1. Demonstrate theoretical knowledge of Collision Repair; terms, codes, materials, tools, methods	*Every Spring Semester beginning 2015*	*Every Fall semester beginning 2016*	*Dean and/or Chair, Faulty*
B. 2. Computer skills in construction Including E-classes	*Every Fall beginning 2015*	*Every Spring beginning 2016*	*Dean and/or Chair, Faculty*
D. 1. General Education outcomes Assessed in General Education Courses (English etc.)	*Every Fall beginning 2015*	*Every Spring beginning 2016*	*Dean and/or Chair Faculty*

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Construction Technology - AAS

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 12/1/15

Department Chair's Signature — Date 12-1-15

College/School/Branch Campus Dean's Signature — Date 12/1/15

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Template
Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup*
2. Department: *Applied Technology Department, Construction Program*
3. Date: *November 11, 2015*

B. Academic Program of Study*
Construction Technology- Associate of Applied Science

C. Contact Person(s) for the Assessment Plan
Chris Chavez, Lecturer II, ckchavez@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)
[List below:]

1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**
   A. Students demonstrate knowledge of entry level skills for general construction trades.
   B. Students apply knowledge to solve practical problems on the work site.
   Meet the standards of approved accrediting entities; i.e., the NCCER
   (National Center for Construction Education and Research.)
2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**
   A.1.Students will be able to demonstrate knowledge and practical application of safety Skills.
   A.2 Demonstrate knowledge of construction trades; terms, materials, tools and methods.
   B.1 Students will be able to apply computer skills; estimating or research to construction projects.
   B.1 Demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.
   C.1 Demonstrate professionalism, ethic and quality work. Or other work assignments.
   Assessment of Student Learning three –Year Plan

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

E. Assessment of Student Learning Plan

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program's one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes Matrix

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.

Relationship to UNM Student Learning Goals (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students will be able to demonstrate knowledge and practical application of safety skills.	X	X	X	Same
A.2 Students will demonstrate knowledge of construction trades; terms, materials, tools and methods..	X	X	X	Same
B.1 Students will be able to apply computer skills; estimating or research to construction projects.	X	X		Same
B.2 Students will demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments. . .	X	X	X	Same
C.1 Students will demonstrate professionalism, ethic and quality work.	X	X	X	Same

2. **How will learning outcomes be assessed?** (***Address Ai thru Aiii individually or complete the table below***)

A. What:

i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.*

iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
A.1 Students will demonstrate cognitive knowledge and practical application of safety skills	Written type testing plus hands-on demonstration of ability	Direct	70% of higher on written test Pass/Fail on lab demonstration
A.2 Students will demonstrate knowledge of construction trades; terms, materials, tools and methods.	Written type testing plus hands-on demonstration of ability	Direct	70% or higher on written tests
B.1 Students will be able to apply computer skills; estimating or research to construction projects.	Observed lab demonstration with Pass/Fail grade	Direct	Pass/Fail grade on assignment rubric sheet.
B.2 Students will demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments. .	Observed	Direct	Pass/Fail grade on assignment rubric sheet.
C1 Student will demonstrate professionalism, ethics and quality work.	Observed	In- Direct	Obtain Employment

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample

Adapted from Kansas State University Office of Assessment

of students. [**NOTE:** *Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course's student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course's student population.*]

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLOs	Year/Semester Year
Students demonstrate cognitive knowledge and practical application of safety skills	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Demonstrate knowledge of building trades; terms, materials, tools, and methods,	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Students will apply computer skills, computer aid drafting, estimating or research to construction projects.	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments..	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2016
Demonstrate professionalism, ethics and quality work.	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   1. The Construction Technology Coordinator will start the activity and make Faculty assignments and set who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
   2. The coordinator/faculty will meet and make decisions. The process will Coordinate and use guidelines of the accrediting entity as needed.
   3. After the Program faculty assessment, results will be routed through the Chair or Dean's office for final review and approval or edit.

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 12/1/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report.
Please send to GAassess@unm.edu.

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate of Carpentry Trade

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

[X]	Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 12/1/2015

Department Chair's Signature — Date: 12-1-15

College/School/Branch Campus Dean's Signature — Date: 12/1/15

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Template
Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup*
2. Department: *Applied Technology Department, Construction Program*
3. Date: *November 11, 2015*

B. Academic Program of Study*
Construction Technology- Certificate of Carpentry Trades

C. Contact Person(s) for the Assessment Plan
Chris Chavez, Lecturer II, ckchavez@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)
[List below:]

1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**
   A. Students demonstrate knowledge of entry level skills for general carpentry trades.
   B. Students apply knowledge to solve practical problems on the work site.
   C. Meet the standards of approved accrediting entities; i.e., the NCCER (National Center for Construction Education and Research.)
2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**
   A.1. Students will be able to demonstrate knowledge and practical application of safety Skills.
   A.2 Demonstrate knowledge of building trades; terms, materials, tools and methods.
   B.1 Students will be able to apply computer skills; estimating or research to carpentry projects.
   B.1 Demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.
   C.1 Demonstrate professionalism, ethic and quality work.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

Assessment of Student Learning three –Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

E. **Assessment of Student Learning Plan**

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program's one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. **Student Learning Outcomes Matrix**

   [Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.

Relationship to UNM Student Learning Goals (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1 Students will be able to demonstrate knowledge and practical application of safety skills.	X	X	X	Same
A.2 Demonstrate knowledge of carpentry trades; terms, materials, tools, and methods	X	X	X	Same
B.1 Students will apply computer skills, computer aid, drafting, research to construction projects.	X	X		Same
B.2 Demonstrate mastery of carpentry skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.	X	X	X	Same
C.1 Demonstrate professionalism, ethics and quality work.	X	X	X	Same

Adapted from Kansas State University Office of Assessment

2. **How will learning outcomes be assessed?** (***Address Ai thru Aiii individually or complete the table below***)

A. What:

i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

ii. *Indicate whether each measure is* ***direct*** *or* ***indirect****. If you are unsure, then write "Unsure of measurement type." There is an expectation that* ***most of the assessment methods/measures will be direct*** *measures of student learning with at least 1-2 indirect assessment methods/measures.*

iii. *Briefly describe the* ***criteria for success*** *related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
A.1 Students demonstrate cognitive knowledge and practical application of safety skills	Written type testing plus hands-on demonstration of ability	Direct	70% of higher on written test Pass/Fail on lab demonstration
A.2 Demonstrate knowledge of carpentry trades; terms, materials, tools, and methods.	Written type testing plus hands-on demonstration of ability	Direct	70% or higher on written tests
B.1 Students will apply computer skills, computer aid drafting, estimating or research to construction projects.	Observed lab demonstration with Pass/Fail grade	Direct	Pass/Fail grade on assignment rubric sheet.
B.2 Students will demonstrate mastery of carpentry skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments.	Observed	Direct	Pass/Fail grade on assignment rubric sheet.
C1 Students will demonstrate professionalism, ethics and quality work.	Observed	In- Direct	Obtain Employment

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. [**NOTE:** *Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course's student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course's student population.*]

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLOs	Year/Semester Year
Students demonstrate cognitive knowledge and practical application of safety skills	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Demonstrate knowledge of building trades; terms, materials, tools, and methods,	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Students will apply computer skills, computer aid drafting, estimating or research to construction projects.	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments..	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2016
Demonstrate professionalism, ethics and quality work.	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   1. The Construction Technology Coordinator will start the activity and make Faculty assignments and set who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
   2. The coordinator/faculty will meet and make decisions. The process will Coordinate and use guidelines of the accrediting entity as needed.
   3. After the Program faculty assessment, results will be routed through the Chair or Dean's office for final review and approval or edit.

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☐ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 12/1/15

Decision (check one):

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Feedback on immediate actions that are needed before approval:

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Please send to GAassess@unm.edu.

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate Construction Technology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/17/15

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Adapted from Kansas State University Office of Assessment

Template
Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup*
2. Department: *Applied Technology Department, Construction Program*
3. Date: *October 23, 2015*

B. Academic Program of Study*
Construction Technology- Certificate of General Construction

C. Contact Person(s) for the Assessment Plan
Robert Encinio, Lecturer II, rencinio@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)
[List below:]

1. **Broad Program Learning Goal(s) for this Degree/Certificate Program**
   A. Students demonstrate knowledge of entry level skills for general building trades.
   B. Students apply knowledge to solve practical problems on the work site.
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2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**
   A.1. Students will be able to demonstrate knowledge and practical application of safety Skills.
   A.2 Demonstrate knowledge of building trades; terms, materials, tools and methods.
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   C.1 Demonstrate professionalism, ethic and quality work.

Assessment of Student Learning three –Year Plan

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Adapted from Kansas State University Office of Assessment

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Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
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B.1 Students will apply computer skills, computer aid, drafting, research to construction projects.	X	X		Same
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Adapted from Kansas State University Office of Assessment

2. **How will learning outcomes be assessed?** (***Address Ai thru Aiii individually or complete the table below***)

A. What:

i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

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assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course's student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course's student population.]

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Program SLOs	Year/Semester Year
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	Year 2, Fall 2016
	Year 3, Spring 2017
Students will apply computer skills, computer aid drafting, estimating or research to construction projects.	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2017
Demonstrate mastery of building skills or competency levels through simulated laboratory assignments, on the job live work projects or other work assignments..	Year 1, Summer 2015
	Year 2, Fall 2016
	Year 3, Spring 2016
Demonstrate professionalism, ethics and quality work.	Year 1, Spring 2015
	Year 2, Fall 2016
	Year 3, Spring 2017

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   1. The Construction Technology Coordinator will start the activity and make Faculty assignments and set who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
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Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

☐ Revision Needed (*see first feedback section below*)

☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

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2. **Make sense?**
   - **Doable/Sustainable?**
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3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
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Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate in Cosmetology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/17/15

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Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico Gallup Branch*
2. Department: *Cosmetology Department*
3. Date: *October 26, 2015*

B. Academic Program of Study*
Certificate in Cosmetology

C. Contact Person(s) for the Assessment Plan
Beverly Begay and Lorraine Aguayo

D. Broad Program Goals & Measurable Student Learning Outcomes

1. **Broad Program Learning Goals for this Degree/Certificate Program**
   A. *Students knowing basic principles of Cosmetology.*
   B. *Students will demonstrate skills of Cosmetology.*
   C. *Students will obtain the licensure and / or employment in Cosmetology industry.*
2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**
   A.1. Students will recognize basic principles of bacteriology that deals with Cosmetology.
   A.2. Students will comprehend the basic principles of safety measures.
   B.1. Students will understand and perform the skills of Cosmetology including haircutting, perming, manicuring, pedicuring, and hair coloring.
   C.1. Students will perform basic requirements set forth by New Mexico State Board of Barbers and Cosmetologist, which includes a national examination of a practical and written examination.

E. Assessment of Student Learning Three-Year Plan
All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Certificate in Cosmetology Program Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate in Cosmetology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☐	Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: _____

_____ _____

Department Chair's Signature Date

_____ _____

College/School/Branch Campus Dean's Signature Date

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

1. Student Learning Outcomes

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	**Knowledge**	**Skills**	**Responsibility**	Program SLO is conceptually different from university goals.
A1. 1. Students will learn basic principles of bacteriology that deals with Cosmetology	X	X	X	
A2. Students will comprehend the basic principals of safety measures	X	X	X	
B 1. Students will understand and perform the skills of Cosmetology including haircutting, perming, manicuring, pedicuring, and hair coloring.	X	X	X	
C.1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	X	X	X	

2. How will learning outcomes be assessed?

Assessment of Student Learning Outcome		
Program Student Learning Objectives	***Assessment***	***Criteria for Success***
A1 Students will recognize the basic principles of bacteriology that deal with Cosmetology.	*Direct: Unit Exam of multiple choice of 50 questions.*	*To achieve a score of 75% or better of safety and bacteriology objectives*
A2. Students will comprehend the basic principles of safety measures.	*Direct Evaluation which will be perform during clinic time while working on mannequin or clients*	*To achieve a score of 75% or better of objectives that pertain to the respective skills*

B1. Students will understand and perform the skills of Cosmetology including haircutting, perming, manicuring, pedicuring, and hair coloring.	*Direct: Clinical Evaluation done on a daily and recorded on a practical sheet and with a final exam in areas that is required by NM State Board pertaining to practical's*	*To achieve a score of 75% or better of objectives of the pertaining to the respective skills.*
C1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	*Direct: New Mexico State Testing that is on a National testing with Professional Credentials Services.*	*100% of students will achieve a passing score on the National testing on the practical and the written exam.*
The program will implement an exit survey to administer at the end of the program in Cosmetology course.	*Indirect*	*Observed only-used for thematic summation.*

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

[Briefly describe the timeframe over which your unit will conduct the assessment of lea [Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2010-2011, 2011-2012), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18
A1. Students will learn recognize basic the principals of bacteriology that deal with Cosmetology.	X	X	X	X	X	X
A2. Students will comprehend the basic principals of safety measures	X	X	X	X	X	X

B 1. Students will understand and perform the skills of Cosmetology including haircutting, perming, manicuring, pedicuring, and hair coloring.	X	X	X	X	X	X
C.1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	X	X	X	X	X	X

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
   Briefly describe:
   Each semester Cosmetology Faculty will review students' performance of skills and written exams with chair or/and dean. Each spring faculty will review the past two semesters data and results of the national testing. Decisions about curriculum will be discussed at that time.

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
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Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

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Department / Unit: Certificate in Cosmetology Program Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate in Barbering

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒	Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/17/15

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Template
Academic Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico Gallup Branch*
2. Department: *Cosmetology Department*
3. Date: *October 26, 2015*

B. Academic Program of Study*
Certificate in Barbering

C. Contact Person(s) for the Assessment Plan
Beverly Begay and Lorraine Aguayo

D. Broad Program Goals & Measurable Student Learning Outcomes

Students must demonstrate skills to receive licensure for New Mexico State Board of Barber and Cosmetology.

1. Broad Program Learning Goals for this Degree/Certificate Program

A. Students knowing basic principles of Barbering.

B. Students will demonstrate skills of Barbering.

C. Students will obtain their licensure and / or employment in Barbering industry.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will recognize the basic principles of bacteriology that deals with Barbering.

A.2. Students will comprehend the basic principles of safety measures.

B.1. Students will understand and perform the skills of Barbering including haircutting, perming, shaving, and hair coloring.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

C.1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination

Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. **Student Learning Outcomes**

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	**Knowledge**	**Skills**	**Responsibility**	Program SLO is conceptually different from university goals.
A1. Students will recognize the basic of principles of bacteriology that deals with Barbering	X	X	X	
A2. Students will comprehend the basic principles of safety measures	X	X	X	
B 1. Students will understand and perform the skills of Barbering including haircutting, perming, shaving and hair coloring.	X	X	X	
C.1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	X	X	X	

2. **How will learning outcomes be assessed?**

Assessment of Student Learning Outcome		
Program Student Learning Objectives	***Assessment***	***Criteria for Success***
1. Students will recognize the basic principles of bacteriology that deals	*Direct: Unit Exam of multiple choice of 50 questions.*	*To achieve a score of 75% or better of safety and bacteriology objectives.*

with Barbering		
2. Students will comprehend the basic principles of safety measures	*Direct: Clinical Evaluations which will be perform during clinic time while working on mannequins or clients*	*To achieve a score of 75% or better of objectives that pertain to the respective skills*
3. Students will understand and perform the skills of Barbering including haircutting, perming, shaving, and hair coloring.	*Direct: Clinical Evaluation done daily and recorded on practical sheet and with a final exam in areas that is required by NM State Board pertaining to practical's.*	*To achieve a score of 75% or better of objectives of the pertaining to the respective skills.*
4. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	*Direct: New Mexico State Testing, that is on a National testing with Professional Credentials Services*	*Students will achieve a passing score on the National testing on the practical and the written exam with a score of 75% or better.*
5. The program will implement an exit survey to administer at the end of the program in barbering course.	*Indirect*	*Observed only-used for thematic summation.*

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

[Briefly describe the timeframe over which your unit will conduct the assessment of learnig outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2010-2011, 2011-2012), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

	Spring 16	Fall16	Spring 17	Fall 17	Spring 18	Fall 18
A2. Students will recognize the basic principles of safety measures	X	X	X	X	X	X
A2. Students will comprehend the basic principles						

of safety measures	X	X	X	X	X	X
B 1. Students will understand and perform the skills of Barbering including haircutting, perming, barbering,shaving and hair coloring.	X	X	X	X	X	X
C.1. Students will perform basic requirements set forth by New Mexico State Board or Barbers and Cosmetologist, which includes a national examination of a practical and written examination	X		X		X	

4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

Each semester Cosmetology Faculty will review students' performance of skills and written exams with chair or/and dean. Each spring faculty will review the past two semesters data and results of the national testing. Decisions about curriculum will be discussed at that time.

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

THE UNIVERSITY of
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Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): AA Criminal Justice

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 2/23/2016

Department Chair's Signature — Date: 2-23-16

College/School/Branch Campus Dean's Signature — Date: 3/2/16

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Template
Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup*
2. Department: *Business Technology Department, Criminal Justice Program*
3. Date: *February 4, 2016*

B. Academic Program of Study*
Associate of Arts Degree Criminal Justice/Corrections

C. Contact Person(s) for the Assessment Plan
Frank Loera Department Chair floera@unm.edu
Floyd Kezele-Associate Professor-Program Coordinator fjkez@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)
[List below:]

1. Broad Program Learning Goal(s) for this Degree/Certificate Program

A. Students will be able to demonstrate knowledge of the basic Criminal Justice Correctional System

B. Demonstrate knowledge of safest and most effective way to protect oneself

C. Students will be able to demonstrate proper search and seizure methods in an institutional setting

D. Students will be able to conduct correction methods using community strategies

E. Students will demonstrate ethics in corrections.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will understand the concept of Federalism, the separation of powers between Federal, State. Local, and Tribal Governments in correctional settings

A.2. Student will be able to apply Correction terminology and define components of the overall Correctional system(s) in the United States

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
Adapted from Kansas State University Office of Assessment

B.1 Students will be able to react and move at an increased level through better physical fitness and skill development.

B.2 Students will be able to describe the various stages in the use of force continuum

C.1. Students will be able to apply the fundamental elements of crime scene search and seizure of evidence using procedural chain of custody methods

C.2 Students will be able to demonstrate control over an individual when searching their person

D.1 Student will be able to apply critical reasoning, problem solving abilities while in a confined institutional setting

D.2 Student will be able to demonstrate knowledge of traditional methods of corrections as well as alternative methods

E.1 Student will understand the ethical obligation in corrections

Assessment of Student Learning three –Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

E. <u>Assessment of Student Learning Plan</u>

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program's one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. **Student Learning Outcomes Matrix**
   [Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.

<u>Relationship to UNM Student Learning Goals</u> (insert the program's SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students will understand the concept of Federalism, the separation of powers between Federal, State.	X	X	X	Same

Local, and Tribal Governments in correctional settings				
A.2. Student will be able to apply Correction terminology and define components of the overall Correctional system(s) in the United States	X	X	X	Same
B.1 Students will be able to react and move at an increased level through better physical fitness and skill development.	X	X		Same
B.2 Students will be able to describe the various stages in the use of force continuum	X	X	X	Same
C.1. Students will be able to apply the fundamental elements of crime scene search and seizure of evidence using procedural chain of custody methods	X	X	X	Same
C .2 Students will be able to demonstrate control over an individual when searching their person	X	X	X	Same
D.1 Student will be able to apply critical reasoning, problem solving abilities while in a confined institutional setting	X	X	X	Same
D.2 Student will be able to demonstrate knowledge of traditional methods of corrections as well as alternative methods	X	X	X	Same
E.1 Student will understand the ethical obligation in law enforcement	X	X	X	Same

2. **How will learning outcomes be assessed?** (***Address Ai thru Aiii individually or complete the table below***)
   A. What:
      i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.*

iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
A.1. Students will understand the concept of Federalism, the separation of powers between Federal, State. Local, and Tribal Governments in correctional settings	Written assessment	Direct	70% of higher on written test
A.2. Student will be able to apply Correction terminology and define components of the overall Correctional system(s) in the United States	Written assessment	Direct	70% or higher on written tests
B.1 Students will be able to react and move at an increased level through better physical fitness and skill development.	Written assessment	Direct	70% of higher on written test
B.2 Students will be able to describe the various stages in the use of force continuum	Written assessment	Direct	70% of higher on written test
C.1. Students will be able to apply the fundamental elements of crime scene search and seizure of evidence using procedural chain of custody methods	Observed	Direct	Pass/Fail grade on assignment rubric sheet.Pass+75%.
C .2 Students will be able to demonstrate control over an individual when searching their person	Observed	Direct	Pass/Fail grade on assignment rubric sheet.Pass+75%.
D.1 Student will be able to apply critical reasoning, problem solving abilities while in a confined institutional setting	Observed	Direct	Pass/Fail grade on assignment rubric sheet.Pass+75%

Adapted from Kansas State University Office of Assessment

D.2 Student will be able to demonstrate knowledge of traditional methods of corrections as well as alternative methods	Observed/Written	Direct	Pass/Fail grade on assignment rubric sheet. Written test included
E.1 Student will understand the ethical obligation in law enforcement	Observed	In-Direct	Survey

B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. [**NOTE:** *Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course's student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course's student population.*]

Samples will be from the student body completing courses where the SLO resides

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLOs	Year/Semester Year
Students will understand the concept of Federalism, the separation of powers between Federal, State. Local, and Tribal Governments in correctional settings	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Student will be able to apply Correction terminology and define components of the overall Correctional system(s) in the United States	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Students will be able to react and move at an increased level through better physical fitness and skill development.	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Students will be able to describe the various stages in the use of force continuum	Year 1, fall 2016
	Year 2, spring 2017

Adapted from Kansas State University Office of Assessment

	Year 3, fall 2017
Students will be able to apply the fundamental elements of crime scene search and seizure of evidence using procedural chain of custody methods	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Students will be able to demonstrate control over an individual when searching their person	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Student will be able to apply critical reasoning, problem solving abilities while in a confined institutional setting	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Student will be able to demonstrate knowledge of traditional methods of corrections as well as alternative methods	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017
Student will understand the ethical obligation in law enforcement	Year 1, fall 2016
	Year 2, spring 2017
	Year 3, fall 2017

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1 .The Criminal Justice Program Coordinator will start the activity and make Faculty assignments and set who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations). Initial assessments will primarily occur in the full-time faculty member's classes. Adjunct faculty will be assigned three assessments in the Spring of 2016

2. The coordinator/faculty will meet and make decisions. The process will Coordinate and use guidelines of the accrediting entity as needed.

3. After the Program faculty assessment, results will be routed through the Chair or Dean's office for final review and approval or edit.

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Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study[1]. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate Welding Technology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☒ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: 11/10/15

Department Chair's Signature — Date: 11-10-15

College/School/Branch Campus Dean's Signature — Date: 11/17/15

[1] Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

THE UNIVERSITY of
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Academic Program
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. College, Department and Date

1. College: *University of New Mexico-Gallup Branch*
2. Department: *Applied Technology Department, Welding Program*
3. Date: *October 26, 2015*

B. Academic Program of Study*

Certificate – Welding Technology

C. Contact Person(s) for the Assessment Plan

Joe E. Sanchez, Lecturer I, jet04s@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

A. Entry Level training for welding trades

B. Career advancement for journeyman level welding

C. Demonstrate professionalism, work ethic and quality work

D. Standards from National Center for Construction Education and Research Training (NCCER) and Schools Excelling through National Skills Education (SENS).

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will demonstrate knowledge and practical applications of welding safety skills.

B.1. Students will identify welding processes, terms, materials, tools and methods.

C.1. Students will apply entry level computer skills, and programming of computerized welding equipment on welding project

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

D.1. Students will demonstrate proficiency of welding skills or competency levels through simulated laboratory assignments, on the job live work projects, or work assignments.

E.1. Students will meet the standards of approved accrediting entities, i.e., NCCER and AWS (American Welding Society).

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

Relationships to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	**Knowledge**	**Skills**	**Responsibility**	**Program SLO is conceptually different from university goals.**
A.1 Students demonstrate knowledge and practical applications of welding safety skills	X	X	X	
B.1 Students will identify welding processes, terms, materials, tools and methods	X	X	X	
C.1 Students will apply entry level computer skills, and programming of computerized welding equipment to welding projects	X	X	X	
D.1 Students will demonstrate proficiency of welding skills or competency levels through simulated laboratory assignments, on the job live work projects, or work assignments.	X	X	X	
E.1 Students will meet the standards of approved accrediting entities, i.e., NCCER and AWS	X	X	X	

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2. How will learning outcomes be assessed?

Means of Assessment	Direct or Indirect	Criteria for Success
A.1 Students demonstrate knowledge and practical applications of welding safety skills	Direct, written type testing plus hands on demonstration of ability.	100% on written on test and pass/fail on lab demonstrations.
B.1 Students will identify welding processes, terms, materials, tools and methods	Direct	75% on written tests and pass/fail grade on lab assignments.
C.1 Students will apply entry level computer skills, and programming of computerized welding equipment to welding projects	Direct observed lab performance. Pass/fail grade	Pass/fail grade on assignment sheet.
D.1 Students will demonstrate proficiency of welding skills or competency levels through simulated laboratory assignments, on the job live work projects, or work assignments.	Direct, written type testing plus hands on demonstration of ability.	75% on written tests. Pass/fail grade on lab assignments and live work projects.
E.1 Students will meet the standards of approved accrediting entities, i.e., NCCER and AWS	Direct tested at levels according to NCCER and AWS guidelines.	75% on written tests and pass/fail grade on lab demonstrations.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Program SLO's	Semester Assessed	Results Discussed	Discussion Group
A.1 Students demonstrate knowledge and practical applications of welding safety skills	Every fall semester	2015-2016 2016-2017 2017-2018	Faculty, Dean and/or Applied Technology Chair
B.1 Students will identify welding processes, terms, materials, tools and methods	Every fall semester	2015-2016 2016-2017 2017-2018	Faculty, Dean and/or Applied Technology Chair
C.1 Students will apply entry level computer skills, and programming of computerized welding equipment	Every fall semester	2015-2016 2016-2017 2017-2018	Faculty, Dean and/or Applied Technology Chair

to welding projects			
D.1 Students will demonstrate proficiency of welding skills or competency levels through simulated laboratory assignments, on the job live work projects, or work assignments.	Every fall semester	2015-2016 2016-2017 2017-2018	Faculty, Dean and/or Applied Technology Chair
E.1 Students will meet the standards of approved accrediting entities, i.e., NCCER and AWS	Every fall semester	2015-2016 2016-2017 2017-2018	Faculty, Dean and/or Applied Technology Chair

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

The Welding unit will analyze and interpret assessment data first by collaborating with Faculty, Division Chair and the Advisory Committee to evaluate the results of the SLO's. Once evaluated, recommendations for improvement in curriculum design, instructional practices and methodology.

The recommendations will be communicated to the Division Chair and the Dean of Instruction through a written report on an annual basis.

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Evaluative Rubric for Academic Program Assessment Plans

Department: Applied Technology

Program Level & Title: Welding Program

An Academic Program is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score
Program Learning Goals	The plan lists a few broad learning goals and one or more SLOs aligned with each program goal.	The plan lists a few broad learning goals; SLOs are too numerous or some goals lack SLOs.	Stated program learning goals are too numerous/ few, or too narrow; some or all goals lack SLOs.	Program learning goals may be implied, but are not enumerated.	
Student Learning Outcomes (SLOs)	At least two SLOs are clearly stated using the proper format, are measurable, and are linked to UNM Learning Goals.	At least two SLOs, linked to UNM Learning Goals, are stated but with some lack of clarity or measurability.	SLOs are stated but are unclear regarding one or more critical aspects including alignment with UNM Learning Goals.	SLOs are not stated in an acceptable format.	
Multiple assessment methods	Multiple assessment measures are identified for each outcome and align well with the SLO.	At least one assessment measure is identified for each outcome and aligns well with the SLO..	Assessment measures are identified for some outcomes, a/o one or more measures does not align well with the SLO.	Assessment methods are not identified or inadequately described.	
One-half or more of the methods are direct measures	At least 75% of assessment measures are direct.	At least 50% of assessment measures are direct.	At least 25% of assessment measures are direct.	Fewer than 25% of the measures are direct measures.	
Target Population	The assessment target population is clearly identified.	The assessment target population is moderately identified.	The assessment target population is vaguely identified	The assessment target population is not clearly identified.	
Implementation timeline	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	
Data presentation and discussion process	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	
Process for implementing improvements based on assessment results	The process for implementing improvements based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no process for implementing improvements based on assessment results.	

Adapted from Kansas State University Office of Assessment

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to Improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 11/10/15

Decision (check one):

- ☐ Revision Needed (*see first feedback section below*)
- ☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. **Leads to data of real value?**
   - **SLOs high value or convenient?**
   - **SLOs clearly measurable?**
2. **Make sense?**
   - **Doable/Sustainable?**
   - **Do pieces align?**
3. **Clearly leads to improvement?**
   - **Process leads to improvement conversations?**
   - **How useful will data be for improvement?**

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send to GAassess@unm.edu

Document 4 – List of instructors with qualifications

Faculty Member	Program of Study	Courses Being Taught (F16)	Qualifications
Ernesto Watchman	Automotive Technology	AUTT 115 – Brake Systems AUTT 293 – T: Automotive Maintenance	• AAS Automotive Technology
Cliff Burnham	Collision Repair Technology	AUTT 293 – T: Intro to Collision Repair CRT 101 – Basic Auto Body CRT 103 – Paint & Refinishing Equipment	• ASE Certified in Painting and Refinishing • ASE Certified in Nonstructural Analysis • ASE Certified in Structural Analysis
Robert Encinio	Construction Technology	CNST 105 – Interior Finishing CNST 295 – Practicum CNST 101 – Layout & Framing CNST 104 – NCCER Core CNST 293 – T: CNST Materials, Methods, and Terminology	• General Contractor GB 98, State of New Mexico • NCCER Certification with Associated General Contractors
Jay Gomez	Cosmetology	COSM 110 – Theory of COSM I COSM 293 – T: Clinical Lab COSM 293 – T: Introduction to Barbering	• Master Barber/Cosmetology License • Master Barber/Cosmetology Instructor License
Floyd Kezele	Criminal Justice	CRJS 111 – Introduction to Criminal Justice CRJS 132 – Introduction to Criminology	• Juris Doctor, Loyola University, 1976 • BA, Notre Dame, 1973
Kenneth Langley	Criminal Justice	CRJS 108 – Defensive Tactics	• Director/Instructor, Junior public Safety Academy, 2014 to the present • Director/Instructor, Sheriff and Police Athletic League, 2005 to 2012 • National Academy of Sports Medicine Certified Personal Trainer, 2016 • Controlled FORCE Departmental Instructor Certificate, 2015 • Active Shooter Instructor for Civilians, 2013 • Center for Personal and Professional Development Certificate of Completion, Journeyman Instructor Training, 2011 • Center for Personal and Professional Development Certificate of Completion, ADAMS for Facilitators, 2010 • Personal Responsibility and Values Education and Training, Center for Personal Professional Development, Prevent Skills Training Course 2009 • Center for naval Leadership Certificate of Completion, Reserve Leadership Facilitator Training Course P-012-0075, 2007 • San Juan county Criminal Justice Training Authority Certificate of Advanced

			Training, Instructor Development, 2007 • New Mexico Law Enforcement Academy Police Officer Certification, 2004 •
Buffie Klumpenhower	Culinary Arts	BSTC 291 – Independent Study BSTC 293 – T: Professional Cooking Lab I BSTC 293 – T: Professional Cooking Theory I	• BA in Family and Consumer Science • Secondary Education Certificate • National Restaurant Education Foundation Culinary Arts for Secondary Education • National Restaurant Association ServSafe Manager, Instructor, Proctor
Robin Lasiloo	Design & Digital Media	DDM 101 – Introduction to Macintosh DDM 111 – Image Editing DDM 151 – Multimedia Authoring I	• SCAD: School of Art and Design • AAS in Electronic Publishing, UNM
Dr. Lewis Gambill	Early Childhood Multi-Cultural Education	ECME 115 – Guiding Young Children EDUC 293 – T: Individuals with Exceptionalities	• Ph.D. in Elementary Education • M.Ed. in Elementary Education • B.A. in Elementary Education
Ann Sander	Early Childhood Multi-Cultural Education	ECME 101 – Child Growth, Development, and Learning	• M.S. in Early Childhood Education • B.A. in Early Childhood Education • Licensure: Early Childhood and Elementary Education
Michael Gleason	Fire Science Technology	BSTC 293 – T: Fireline Fitness BSTC 293 – T: Introduction to Fire Protection and Emergency Services BSTC 293 – T: Incident Command Systems	• Fire Officer I, February 2014 • Fire Officer II, December 2015 • Certified Fitness Coordinator, March, 2014 • Fire Service Instructor I, November 2010 • Firefighter I and II, April 2010 • Hazardous Materials: Awareness and Operations, February 2010 • Certified EMS (First Responder, EMT/Basic and EMT/Intermediate • Technical Rescue (rope rescue technician, swift water rescue technician, light & heave vehicle extrication) • Wlidland Firefighter • UNM EMS Academy Instructor/Coordinator, 2008
Sonya Damon	Health Careers	NUTR 121 – Nutrition for Health	• Bachelor Degree in Emergency Medical Services • AAS in Emergency Services/Paramedic • NM EMT Paramedic • Instructor Certified
Faith Ezengoha	Health Careers	HCHS 113 – Basic Body Structures and Functions Left position October 28, 2016	• Masters of Public Health • Education Commission for Foreign Medical Graduates • National Registry Emergency Medical Technicians as Paramedic
Chester Hubbard	Health Careers	HCHS 113 – Basic Body Structures and Functions	• National Paramedic Licensure and NM Paramedic

		Took over teaching assignment on October 31, 2016	Licensure; 11 years experience as a paramedic • Trained in Basic Body inclusive of Anatomy & Physiology, Pathophysiology, and Pharmacology
James Smith	Health Careers	HED 164L – Standard First Aid	• AS in Automotive & Diesel Technology • American Red Cross Authorized Instructor Certification • National Safety Council Certified Instructor • NM licensed EMT-1 (Advanced EMT) Certification
Rachael Stewart	Multi-Vocational Service Occupations and Students Achieving New Directions	GNST 093 – Career Decision Making GNST 095 – Practicum I GNST 195 – Practicum II	• MA Special Education • BA Exercise Science
Dawn Garcia	Multi-Vocational Service Occupations and Students Achieving New Directions		• AA Human Services
Joe Sanchez	Welding Technology	WLDT 105 – Arc Welding I WLDT 295 – Welding Practicum WLDT 101 – Welding Blueprint Reading WLDT 141 – MIG & TIG Welding	• API 1104/Pressure Pipe Certification • D1.1/Structural Certification • D1.1/Flux Core Certification • NCCER Welding Instructor Certification • NCCER Core Curricula Instructor Certification

Document Five
Advisement Summary

Advisement Summary

UNMG Academic Advisors who participated in this response included: Michelle Lee, Sheryl Luther, Shynal Robinson, and David Stiger. Their responses included pro's and con's as to CCTE operations related to student advisement:

Pro's

- Students in the CCTE Program have a wonderful opportunity to get a jump start on their technical career goals if that is their intended field of study when they enter UNM Gallup as a college-level student
    - There is a possibility of earning nine credit hours per semester through CCTE
    - The hope is that student develop a positive GPA for themselves that will open doors to scholarship opportunities beyond the lottery and Pell.
- The CCTE students are more familiar with and better prepared to make that transition into our campus environment upon their college freshman year due to their exposure to the UNMG Campus during their time in the CCTE Program.
- Career exploration is an absolute plus to the CCTE program since the students can try out their area of interest prior to their actual college experience to reaffirm or decline their interest in this subject area.
- SkillsUSA is an opportunity for CCTE students to showcase their skills in competition, while building comradery, a sense of confidence, and resume building.

Con's

- While CCTE give students an opportunity to jump start their educations, many times student will choose a completely different area of interest when they do become college students and their credits taken in CCTE will not always articulate into other program requirements
    - This adds to their attempted credit hours, which can, at times, have an impact upon financial aid.
- While they have the opportunity to build up their GPA, in contrast, if students do not do well and walk onto campus as a freshman, they may be probationary status and have to work hard to re-establish progress to "satisfactory."
- Sometimes course credit hours and titles are not aligned with our catalog requirements. Courses may count only as electives, if their chosen field of study allows for electives
    - Practicum or Cooperative Education courses were originally designed as capstone courses are being offered within CCTE.
- Catalog year changes upon entering as a freshman and their expectations of what they were viewing as requirements during their CCTE term may differ.

Recommendations

- Increased communication and involvement of advisement to allow for exchange of information and expectations of college pathways.
- See an advisor to start talking about transitioning to UNM Gallup and what expectations will be forthcoming
    - Personality testing and career counseling to align with interests and options.

- Promote or encourage Accuplacer testing for all students who are in CCTE to get them started on their admissions process to plant that seed of college as a possibility.

Document Six
Program Advisory Board Recommendations

Automotive Technology

Collision Repair Technology

Early Childhood Multi-Cultural Education

Health Careers (Dental Assisting, Medical Laboratory Technology, Needs Assessment)

Welding Technology

Document Six – Program Advisory Board Recommendations

The Center for Career and Technical Education is advised by the CCTE Steering Committee, which is comprised of administrators and counselors from the participating high schools, which include:

- Gallup-McKinley County Schools
  - Gallup High School
  - Gallup Central High School
  - Miyamura High School
  - Thoreau High School
  - Tohatchi High School
- Gallup Christian School
- Rehoboth Christian School
- Wingate High School
- Zuni Public School District
  - Twin Buttes High School
  - Zuni High School.

Minutes from the meeting that were held during the 2015-2016 academic year are attached, as are advisory board minutes from the individual programs of study that host such boards.

CCTE STEERING COMMITTEE MINUTES
MAY 4, 2016 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Sarah Curley – Navajo Pine High School
*Eric Taylor – Gallup Christian School
*Lincoln Nez – Tohatchi High School
*Linda Ohle – Miyamura High School
*Danny Matkovich – Gallup Central High School
*Tim Knowles – Gallup High School
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- ✓ The Meeting was called to order at 11:20 a.m.

- ✓ Ms. Ohle motioned to approve the Minutes from April 20, 2016, as presented. Mr. Matkovich seconded. Motion carried.

OLD BUSINESS
Principal Report – Ann E. Jarvis
Policy Manual
- ✓ Ms. Jarvis provided a proposal on "Shared Responsibilities" for the Committee to review for the Policy Manual. Lincoln Nez motioned to accept the addition of "Shared Responsibilities" to the Policy Manual. Ms. Ohle seconded. Motion carried.
- ✓ CCTE will have a "Jump Start Day" on Friday, August 19, 2016.
- ✓ CCTE classes will begin on Monday, August 22, 2016.

NEW BUSINESS
EOC Testing
- ✓ Faculty concerns were voiced over EOC exam schedules cutting into CCTE instructional and exam time.

OTHER CONCERNS

- ✓ The next CCTE Steering Committee meeting is scheduled for Wednesday, August 10, 2016, at 9:00 a.m.

Ms. Ohle motioned to adjourn at 11:30 a.m. Seconded by Mr. Taylor.
Submitted by, Bobbi Campos, Recording Secretary.

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, APRIL 20, 2016

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from March 9, 2016.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Policy Manual Proposed Changes
        - ✓ Recognition Ceremony
        - ✓ Last Day for CCTE
        - ✓ GMS Career Fair
        - ✓ GMCS Transition Fair
- **New Business**
    1. Skills USA
    2. 2016-17 Slot Allocation
    3. Tour
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
MARCH 9, 2016 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Sarah Curley – Navajo Pine High School
*Jim Christian – Gallup Christian School
*Lincoln Nez – Tohatchi High School
*Connie Torres – MCHS
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- ✓ The Meeting was called to order at 9:09 a.m.

- ✓ Mr. Christian motioned to approve the Minutes from February 17, 2016, as presented. Ms. Curley seconded. Motion carried.

OLD BUSINESS

Principal Report – Ann E. Jarvis

Recruitment

- Ms. Jarvis and CCTE faculty members have been invited to present at the Gallup Middle School Career Fair.
- GMCS Transition Fair (students with exceptionalities) is scheduled at UNM-Gallup Campus on Friday, April 1, 2016 and our CCTE students will serve as tour guides.
- Zuni High School will tour the CCTE programs on Wednesday, March 30, 2016.

CCTE Afternoon Session

- Gallup McKinley County Schools Transportation will need to meet with Ms. Jarvis to coordinate transportation for the CCTE afternoon session.

NEW BUSINESS

Student of the 3rd Quarter

- The winner for the Student of the 3rd Quarter is Emma Benedict, she is in the Criminal Justice program, and attends Miyamura High School.

Policy Manual Review

- Ms. Jarvis asked the Committee members to start reviewing the Policy Manual for changes/additions, etc.

ACT – April 9, 2016

- The next ACT is scheduled for Saturday, April 9, 2016, at UNM-Gallup.

OTHER CONCERNS

- There are no classes for CCTE during UNM-Gallup Spring break. Ms. Jarvis will prepare a memo to notify the buses. There will be CCTE during all other breaks.
- Skills USA eligibility forms for students who participate in the Skills competition will be sent to home schools. The Skills Competition is scheduled for April 6 – 9, 2016.
- The CCTE afternoon session begins at 12:45-3:00; Ms. Jarvis will look at slot allocations for the afternoon classes. The afternoon session will open up more slots per school for the morning sessions.
- The Steering Committee will tour the CCTE programs immediately following the meeting in April.
- The next CCTE Steering Committee is Wednesday, April 20, 2016, at 9:00 a.m., in Calvin Hall Room 119.

Mr. Christian motioned to adjourn at 9.44 a.m. Seconded by Mr. Nez.
Submitted by, Bobbi Campos, Recording Secretary

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, MARCH 9, 2016

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from February 17, 2016.
- **Old Business**
  1. Principal Report – Ann E. Jarvis
     - ✓ Recruitment
       - Gallup Middle School
       - GMCS Transition Fair
       - Zuni High School Tour
     - ✓ CCTE Afternoon Session
       - Transportation?
- **New Business**
  1. Student of the 3rd Quarter
  2. Policy Manual Review
  3. ACT – April 9, 2016
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
FEBRUARY 17, 2016 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Tammy Hall – Miyamura High School
*Jim Christian – Gallup Christian School
*Lincoln Nez – Tohatchi High School
*Danny Matkovich – Central High School
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- ✓ The Meeting was called to order at 9:03 a.m.

- ✓ Mr. Christian motioned to approve the Minutes from January 20, 2016, as presented. Mr. Matkovich seconded. Motion carried.

OLD BUSINESS

Principal Report – Ann E. Jarvis

Recruitment

- ✓ Ms. Jarvis will do a CCTE presentation at the Miyamura Junior Night. Ms. Jarvis has also invited CCTE faculty and current students to join her.
- ✓ Zuni/Twin Buttes are scheduled to tour the UNM-Gallup Campus and CCTE programs at the end of March. The current CCTE students will assist as tour guides.

UNM-Gallup Spring Break

- ✓ UNM Gallup's spring break is March 14-18; CCTE will not be in session. CCTE will be in session when all other spring breaks occur.

Set Recognition Ceremony

- ✓ The Committee agreed to have the CCTE Recognition Ceremony on Wednesday, May 4, 2016, and the final Steering Committee meeting will take place immediately following the ceremony.

NEW BUSINESS

Final Grade Submission

- ✓ The Committee members agreed to have May 6, 2016, as the day of notification of students failing.

Additional Afternoon Offerings for Fall 2016

- ✓ Additional afternoon offerings for Construction and Welding are being discussed between Mr. Frank Loera, Applied Technology Chair, Mr. Ken Roberts, Dean of Instruction, and Ms. Jarvis.

Set March Meeting Date

- ✓ The CCTE Steering Committee meeting will be rescheduled for Wednesday, March 9, 2016, at 9:00 a.m., due to spring break.

OTHER CONCERNS

- ✓ Ms. Jarvis is working with Ms. Jamie McMahon, Acting Director of Student Services, on the "Know Before You Go" a college entrance workshop.

Mr. Matkovich motioned to adjourn at 9.25 a.m. Seconded by Mr. Nez.
Submitted by, Bobbi Campos, Recording Secretary

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, FEBRUARY 17, 2016

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.

- Approval of Minutes from January 20, 2016.

- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Recruitment
            - Miyamura Junior Night
            - Zuni/Twin Buttes Tour
        - ✓ UNM-Gallup Spring Break
        - ✓ Set Recognition Ceremony – May 4, 2016

- **New Business**
    1. Final Grade Submission
    2. Additional Afternoon Offerings for Fall 2016
    3. Set March Meeting Date

- **Other Concerns**

- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, JANUARY 20, 2016

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.

- Approval of Minutes from November 18, 2015.

- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Available Slots Per Program
        - ✓ Last Day to Enroll CCTE
        - ✓ Upcoming ACT/SAT Test Dates

- **New Business**
    1. Student of the 2nd Quarter
    2. Recruitment Efforts for Fall 2016

- **Other Concerns**
    1. Difference in Calendars Spring 2016
    2. Testing Schedules

- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, NOVEMBER 18, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from September 16, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Spring 2016 Enrollment
        - ✓ Grades
        - ✓ Upcoming ACT/SAT Test Dates
        - ✓ December Meeting Date
- **New Business**
    1. Presentation - Marie Julienne, UNM-Gallup Institution Researcher
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
OCTOBER 21, 2015 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Linda Ohle – Miyamura High School
*Lincoln Nez – Tohatchi High School
*Tim Knowles – Gallup High School
*Margie Long – Wingate High School
Marie Julienne – UNM-Gallup
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- The Meeting was called to order at 9:09 a.m.

- Ms. Long motioned to approve the Minutes from September 16, 2015, as presented. Ms. Ohle seconded. Motion carried.

OLD BUSINESS
Principal Report – Ann E. Jarvis
Transportation/Driving

- Several parking permit forms have been handed out, however, none returned.

ACT

- The test is scheduled for Saturday October 24th here at UNM-Gallup and Tohatchi High School. Please remind students to have their printed admissions tickets when they arrive to their testing site.

Skills USA

- Ms. Jarvis has 30 students registered to participate in a variety of activities for the New Mexico Skills USA Community and Outreach Conference. All home school counselors were invited to attend.

Update on Accuplacer

- UNM-Gallup plans to replace the Compass test with Accuplacer. ACT is discontinuing the Compass; therefore, it will no longer be available.

NEW BUSINESS
Student of the 1st Quarter

- The winner of the Student of the 1st Quarter is Makayla Gilson, Fire Science program, from Miyamura High School.

Spring 2016 Start Date

- The start date for CCTE is January 19, 2016.

Spring 2016 changes to enrollment

- Ms. Jarvis asked committee members to notify CCTE of student who will not continue in the spring and to contact us and/or at the next meeting.

Active Shooter/Safety Training

- CCTE has scheduled an Active Shooter/Safety Training for all CCTE students & faculty. It is scheduled for Wednesday, October 28, from 9-11 in the auditorium, Mr. Kenneth Langley, Campus Police, is the speaker/presenter.

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, OCTOBER 21, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from September 16, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Transportation/Driving
        - ✓ ACT
        - ✓ Skills USA
        - ✓ Update on Accuplacer
- **New Business**
    1. Student of the 1st Quarter
    2. Spring 2016 Start Date
    3. Spring 2016 changes to enrollment
    4. Active Shooter/Safety Training
- **Other Concerns**
- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, SEPTEMBER 16, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from August 26, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Final Enrollment – Fall 2015
        - ✓ Transportation/Driving
- **New Business**
    1. Miyamura Senior/Parent Night at UNM-G – Sept. 23 @ 6pm
    2. Changes to bussing location
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
AUGUST 26, 2015 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Jim Christian – Gallup Christian School
*Linda Ohle – Miyamura High School
*Lincoln Nez – Tohatchi High School
*Danny Matkovich – Central High School
*Tim Knowles – Gallup High School
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- The Meeting was called to order at 9:06 a.m.

- Mr. Matkovich motioned to approve the Minutes from May 6, 2015, as presented. Ms. Ohle seconded. Motion carried.

OLD BUSINESS
Principal Report – Ann E. Jarvis
CCTE Jump Start Date

- The CCTE Jump Start Day worked out well. The students went on a tour of the campus.

FERPA/Policy Manual

- FERPA regulations were included in the Policy/Student Handbook as a Parent/Guardian signature page. Students were required to return signature page to CCTE.

NEW BUSINESS
Enrollment

- Ms. Jarvis provided the counselors with a breakdown of CCTE enrollment from fall 2011 – to present.

Student Orientation

- CCTE has scheduled a Student Orientation for Thursday, August 27, 2015, from 9-11, in Calvin Hall Auditorium.

SkillsUSA

- NM SkillsUSA is hosting a Fall Conference in Gallup on October 30 – November 2, 2015; Community Outreach, Teambuilding, and Leadership.

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, AUGUST 26, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from May 6, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ CCTE Jump Start Day
        - ✓ FERPA/Policy Manual
- **New Business**
    1. Enrollment
    2. Student Orientation
    3. SkillsUSA
    4. Transportation/Driving
    5. Calendar
    6. Grade Submission
- **Other Concerns**
- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, APRIL 18, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from March 18, 2015.
- **Old Business**
  1. Principal Report – Ann E. Jarvis
     - ✓ Policy Manual/Attendance Statement
     - ✓ Updated Slot Allocation
     - ✓ CCTE Jump Start Day
- **New Business**
  1. FERPA
     - Families
     - Outside Agencies
  2. Skills USA
  3. Progress Grades
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
MARCH 18, 2015 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Lincoln Nez – Tohatchi High School
*Jim Christian – Gallup Christian School
*Walter Feldman – Middle College High School
*Debra Baxter – Zuni High School
Jayme McMahon – TIO/SSS
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- The Meeting was called to order at 9:09 a.m.

- Mr. Christian motioned to approve the Minutes from February 18, 2015, as presented. Mr. Nez seconded. Motion carried.

OLD BUSINESS
Principal Report – Ann E. Jarvis
Policy Manual/Attendance Statement

- Ms. Baxter motioned to approve the Addendum to Attendance Section in the Policy Manual, "CCTE students arriving between 9:00 AM and 9:10 AM will be considered tardy for both their CCTE class and their high school period per the home school district's attendance program. Students arriving between 9:11 AM and 10:00 AM will be considered absent for that same period. Should Students arrive between 10:00 AM and 10:10 AM, they will be considered absent at their high school for the first high school period and present/tardy for the second period. Arrival after 10:10 AM will generate two absences (high school periods) within that district's attendance program. The students will be advised to have parents/guardians contact the sending high school to verify the absence with that individual school." Mr. Nez seconded. Motion carried.

Academic Probation

- As part of a plan for addressing academic probation, notification letters were sent to CCTE students that received less than 2.0. Academic Advisement and TRIO will provide class presentations.

School Visits & CCTE Tours

- Please notify the CCTE office if you would like for Ms. Jarvis and CCTE faculty to visit your home school.

NEW BUSINESS
Student of the 3rd Quarter

- The winner of the 3rd quarter is Sara Scott, Gallup Christian School, from Design & Digital Media.

Know Before You Go

- Student Services will be offering presentations regarding admissions, financial aid, placement, advisement, and general college life on April 15-17, 2015. Ms. Jarvis will work with Jeannie Baca, Director of Student Services and advisement to let students know what to do now for enrollment with UNM-Gallup.

Slot Allocation Chart

- CCTE will no longer offer Business Technology. Ms. Jarvis provided a chart of numbers available for each school to assist counselors when scheduling students. Ms. Jarvis will also add Gallup Christian for next year which will be sending about 10 students to the programs.

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, APRIL 18, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from March 18, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Policy Manual/Attendance Statement
        - ✓ Updated Slot Allocation
        - ✓ CCTE Jump Start Day
- **New Business**
    1. FERPA
        - Families
        - Outside Agencies
    2. Skills USA
    3. Progress Grades
- **Other Concerns**
- **Adjourn**

CCTE STEERING COMMITTEE MINUTES
MARCH 18, 2015 MEETING
UNM-GALLUP CAMPUS

Those present at this month's meeting were:
*Lincoln Nez – Tohatchi High School
*Jim Christian – Gallup Christian School
*Walter Feldman – Middle College High School
*Debra Baxter – Zuni High School
Jayme McMahon – TIO/SSS
Ann E. Jarvis – CCTE Principal
*Voting Members of the Committee

- The Meeting was called to order at 9:09 a.m.

- Mr. Christian motioned to approve the Minutes from February 18, 2015, as presented. Mr. Nez seconded. Motion carried.

OLD BUSINESS
Principal Report – Ann E. Jarvis
Policy Manual/Attendance Statement

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- Student Services will be offering presentations regarding admissions, financial aid, placement, advisement, and general college life on April 15-17, 2015. Ms. Jarvis will work with Jeannie Baca, Director of Student Services and advisement to let students know what to do now for enrollment with UNM-Gallup.

Slot Allocation Chart

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CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, MARCH 18, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.

- Approval of Minutes from February 18, 2015.

- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Policy Manual/Attendance Statement
        - ✓ Academic Probation
            - Class presentations by academic advisement & TRIO
        - ✓ School Visits & CCTE Tours

- **New Business**
    1. Student of the 3rd Quarter
    2. Know Before You Go
        - ✓ Student Services presentation re: admissions, financial aid, placement, advisement, general college life
    3. Slot Allocation Chart
    4. Lobo Academy – Jayme McMahon

- **Other Concerns**

- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, FEBRUARY 18, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from January 28, 2015.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Recruitment Visits
        - ✓ Policy Manual/Attendance Statement
- **New Business**
    1. Recognition Ceremony Date
    2. Final Grade Due Date
    3. Academic Probation Notification
    4. SkillsUSA
- **Other Concerns**
- **Adjourn**

CENTER FOR CAREER & TECHNICAL EDUCATION (CCTE)
UNM-GALLUP

STEERING COMMITTEE MEETING AGENDA
WEDNESDAY, JANUARY 28, 2015

Calvin Hall Room 119

- Open the Meeting and sign the attendance sheet.
- Approval of Minutes from December 10, 2014.
- **Old Business**
    1. Principal Report – Ann E. Jarvis
        - ✓ Tentative Enrollments
- **New Business**
    1. Student of the 2nd Quarter (boards)
    2. Award – Mr. Joe Sanchez
    3. Tours/School Visits
- **Other Concerns**
- **Adjourn**

COLLISION REPAIR TECHNOLOGY

Advisory Board Committee
Meeting Minutes
Rocket Cafe
April 20, 2016
12:00-1:00

Members Present:

1. Chuck Shirley (Bond Paint Co.)
2. Stephen Aragones (Rico's Service Mgr.)
3. Ernie Matamorez (Tate's Service Mgr.)
4. Herman Begaye (Navajo Tribal Fleet Mgr.)
5. Marvin Segay (Navajo Tribal Auto Body Mgr.)
6. Johnny Thomas (Rico's Auto Body Mgr.)
7. Loretta Notah (Admin. Asst., Applied Tech)
8. Floyd Burnham (Lecturer, Collision Repair)
9. Ernesto Watchman (Adjunct Faculty, Automotive)
10. Emily Ellision (Job Development Officer)
11. Ann Jarvis (CCTE Principal)
12. Frank Loera (Division Chair, Applied Tech)
13. Byron Gutierrez (UNM-G Student)

New Business:
ASE Class:

- ASE-- classes are being held at UNM-G now
- Cliff Burnham is also attending re-certification class.
- New water basic paint equipment upgrade for the paint booths

Old Business:

Co-op/Practicum Program:

- Ernesto Watchman (Automotive Technology) is willing to assist in Co-op/ Practicum Program to allow students hands-on experience and training.
- Need approval for this course from UNM- Gallup.
- *Advisory Members think it is good training for students.*

- Training and experience will allow employment to those in lieu of learning and leading to permanent employment.

Suggestions/Questions/Concerns:

- Teach students to how to prepare and read estimates using a computer.
- Received e-mail addresses from some Advisory Board Members, need to obtain other member e-mail addresses'.
- Trying new form of communication, e-mail versus using fax and phone call for contact and confirmation of attendance.
- Possible questionnaire to suggest date of next Advisory Board Meeting, so that all members can attend twice per semester.
- Will notify CRT Instructor of any new ideas to add to next Agenda.

Meeting Adjourned at 1:15pm

UNM GALLUP

Automotive/Collision Repair
Advisory Board Meeting Agenda
April 20, 2016 @ 12 PM

Signature	Member Name	Title/Positio	Busines./Organizatior	Email Address	Phone #
	Doug Cobb	Owner	D &A Body Shop		(505) 863-2900
	Manuel Rodriguez	Manager	Carquest		(505) 863-3851
	Chuck Shirley	Manager	Color Co.		(505) 722-9064
	Eric Chisamore		Four Corners Welding		(505) 722-3845
	David Martinez	Service Manager, Auto Body	Gurley Body Shop		(505) 722-7198
	John Nunen	Owner	John's Body Shop		(505) 863-5702
	Johnny Thomas	Service Manager, Auto Body	Rico Body Shop	ricobshop@yahoo	(505) 722-9392
	Frank Loera	Division Chair, Applied Tech	UNM-Gallup	floera@unm.edu	(505) 863-7705
	Lorretta Notah	Administrative Asst., Applied Tech	UNM-Gallup	lbillie@unm.edu	(505) 863-7523
	Floyd Cliff Burnham	Lecturer, Collision Repair	UNM-Gallup	fburnha@unm.edu	(505) 863-7530
	Ernest Watchman	Adjunct Faculty, Automotive	UNM-Gallup	ewatch10@unm.edu	(505) 863-7529
	Ann Jarvis	CCTE Principal	UNM-Gallup	aejarvis@unm.edu	(505) 863-7617
	Stephen Aragones	Service Manager, Collsion Services	Amigo Body Shop	saragonez@	(505) 722-7701
	David Hill	Service Manager	Rico Auto Complex	amigoautomotive.	(505) 722-2271
	Dustin Vidal	Service Manager	Amigo Chevolet/Toyota	com	(505) 722-7701
	Ernie Matamorez	Service Manager	Tate's Auto Center		(505) 862-5111
	William Ramsey	Service Manager	Gurley Motors		(505) 722-7198
	Herman Begaye	Service Manager	Navajo Nation	hebagayeenavajo-nsn.gov	(928) 871-6427
	Marvin Segay	Service Manager, Auto Body	Navajo Nation	marvinsegay@hotmail.com	(928) 871-6400
	Emily Ellision	Job Development Officer	UNM-Gallup	ellisone@unm.edu	(505) 863-7682
			O'Reilly Auto Parts		(505) 722-9979
	BYRON GUTIERREZ	Student	UNM G	bjgutierrez1@unm.edu	505 863-7680
			Ernie. Matamorez @	Tates Autocenter.com	

Dental Assisting Program
Advisory Board
Meeting Agenda

April 28, 2016 6:00pm

Arrival and Tour of Dental Assisting Facilities

I. Welcome - Introductions

II. Dinner catered by Fratellis

III. CODA Report

IV. Advisory Board (in the future)

V. Perkins Grant

VI. Dosimetry Badges

VII. UNM Curriculum and Textbook Review
2016-2017 Class will be Hybrid Flipped Classroom

VIII. Externship Handbooks and Questions

IX. Dental Office needs and concerns

X. Dental Hygiene Program - Advisory Board Input

XI. Adjournment

Dental Assisting Program
Advisory Board Minutes
April 28, 2016
6:00pm UNM Campus Room 109

Board Members arrived and toured the dental assisting facilities and classroom.

6:10 Dr. Lidio Rainaldi (President) called the meeting to order, welcomed members and asked each member to introduce themselves and identify which dental office they represented.

Buffet dinner was served by Fratellis

Dr. Rainaldi turned the time over to Gayle Woodcock, Dental Assisting Program Director.

- CODA Report - there were four recommendations from the recent site visit for accreditation. Those issues have been addressed and documentation will be sent to CODA before the May 15, 2016 deadline
- Advisory Board will be meeting twice per year, rather than annually. The next meeting will be in November 2016.
- Perkins Grant - The Dental Assisting Program is among those Health Career Programs that is eligible for the Perkins Grant for the next three years.
- Dosimetry Badges - Students faculty are required to wear dosimetry badges during the spring semester for monitoring of scatter radiation. In the past UNM Main Campus has provided those badges, but has informed us that they no longer have a contract with UNM Gallup to provide badges. Gayle asked the board members who provides badges for their offices and they each said they would e-mail her the information.
- Curriculum for the 2016-2017 year has changed slightly in that students will have to complete the online component to each chapter prior to class. This will allow more class time for labs and to practice skills.
- A review of textbooks and materials took place.
- Gayle review the extern handbook with the board members.
- Gayle asked for feedback on what the dental offices needs and concerns were. Consensus was that externships have been going well.
- There has been interest from administration and students about the possibility of having a dental hygiene program at UNM Gallup as well as dental assisting. There was a lengthy discussion on the pros and cons. This issue will be tabled for the time being.

Recommendations from the Advisory Board:

- Paperwork be completed and submitted to CODA to complete the accreditation process

The meeting was adjourned at 7:40pm

UNM GALLUP

Medical Laboratory Technology Program

2016 MLT Advisory Committee Annual Meeting

May 11, 2016 (Wednesday) / 11:30 AM – 1:00 PM
Director's Conference Room, Gurley Hall, UNM Gallup Campus

AGENDA

I. **Welcome/ Introductions/ Lunch**
II. **Approval of Agenda**
III. **Approval of 2015 Advisory Committee Meeting Minutes**
IV. **Topics**

A. **Accreditation by NAACLS**

1. **ASCP[i] now accepted as Program Director credential**
2. **Timeline for next accreditation process:**

a) Accredited until April 30, 2019
b) Self-Study Report due April 1, 2018
c) Site Visit: Fall 2018

B. **Outcomes Measures**

1. **Enrolment Rate**
2. **Graduation Rate**
3. **Pass Rate**
4. **Placement Rate**

C. **Program Review due in Fall 2016**

D. **Grants**

1. **SunPath**
2. **Perkins**

E. **Community Outreach Events**

1. **RMCH Health Fair**
2. **Blood Drive**

V. Feedback and Discussions

A. Clinical practicum

B. Program Graduates

C. Board Certification

D. The possibility of a Phlebotomy Certificate Program

E. Others

VI. Adjournment

UNM GALLUP

Medical Laboratory Technology Program

2016 MLT Advisory Committee Annual Meeting

May 11, 2016 (Wednesday) / 11:30 AM – 1:00 PM
Director's Conference Room, Gurley Hall, UNM Gallup Campus

MEETING MINUTES

Facilitator: Corine Gonzales, MLT Program Director
Board Members Present: (in alphabetical order)
Ted Lewis (Microbiology Lead Tech, RMCH)
Michael Nye (VP for Professional Services, RMCH; former MLT Program Director)
Katherine Serna (Blood Bank Supervisor, GIMC)
Dr. Harry Sheski (Interim Campus President, NMSU; former MLT Program Director)
Donna Talker (Laboratory Manager, TMC)
Board Members Not Present: (in alphabetical order)
Cassandra Lopez (Laboratory Director, RMCH)
James Selleck (Laboratory Supervisor, GIMC)
Berlinda Wyaco (Laboratory Supervisor, ZPHS)
Guests: (in alphabetical order)
Irene Den Bleyker (Division Chair)
Dr. Glynnis Ingall (Professor/Pathologist, UNM School of Medicine)
Dr. Kenneth Roberts (Dean of Instruction)
Lorena Thompson (Job Development Career Coach, DWS)
Adrienne Tsethlikai (SunPath Coordinator)
Organizer: Rae Ann Vargas-Ruiz (Administrative Assistant, EHHS)

I. Welcome/Introductions/Lunch
- The meeting commenced at 11:35AM. Dr Christopher Dyer, UNM-Gallup Executive Director, who was in the Conference Room at that time, asked all attendees to introduce themselves.

II. Approval of Agenda
- Motion to approve the meeting agenda by Mike Nye, seconded by Kathy Serna.

III. Approval of 2015 Advisory Committee Meeting Minutes
- Motion to approve the meeting minutes for 2015 Advisory Committee meeting by Kathy Serna, seconded by Donna Talker.

IV. Topics

A. Accreditation by NAACLS
- Update from NAACLS: ASCP International (ASCP[i]) is now accepted as Program Director credential. Following a review of all public comments received by NAACLS, the Board adopted a

many of the lab supplies and a desktop computer in the MLT lab; the students are provided assistance/coaching while in the program and are prepared for a career after graduation.

- Adrienne: We serve a number of students. Priority is given to veterans and their spouses, under-prepared, HS/GED, unemployed or underemployed, etc. We partner with Workforce Solutions and local employers.
- Lorena: We offer many job development career coaching services—one-on-one career blueprint, resume writing, career readiness workshops, information on job fairs, skills assessment, etc.
- **Perkins Grant:** We have applied for the Perkins Grant which will provide >$19,000 to be used for equipment, supplies, subscription to online training courses (LabCE) and continuing education. We've requested for an automatic cell washer, centrifuge, and additional microscopes.

E. Community Outreach Events

- **Health Fair:** We participated in the RMCH Health Fair (April 4-16, 2016). Four practicum students helped out during the blood draws. RMCH had a high patient turn out.
- **Blood Drive** was held during National Lab Week at SSTC 200 on April 26, 2016. Twenty-seven donors have donated, some were deferred: 5 out of the 27 did a double donation (2 bags of packed cells).

V. Feedback and Discussions

A. Clinical practicum

- Lab Directors and preceptors were asked for feedback on the students doing their clinical practicum.
- Kathy Serna: They're doing very well. They know the theory and they know what to do.
- Ted Lewis: The students do well during their clinicals.
- Donna Talker: Your students are excellent and easy to train. We've hired many of the students who rotate in our lab.

B. Program graduates

- Lab Directors and preceptors were asked for feedback on the graduates who were employed recently.
- Same feedback as clinical practicum students.

C. Board Certification

- Many of our graduates shy away from the BOC exam. All students are strongly encouraged to get certified from the first day they start in the Program. However, we could not require them. As of this time, only RMCH in our area requires the employees to be certified. We need the labs' help in encouraging the employees (MLT graduates) to take the board exam.

SUN PATH New Mexico Skill Up Network Pathway Acceleration in Technology & Healthcare | UNM GALLUP | New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Fort Defiance Indian Hospital - Lab
Donna Talker

What type of healthcare services do you offer?

Laboratory testing

How many of each of the following do you currently employ?

Registered Nurse _____ MLT 32

Licensed Practical Nurse _____ HIT _____

Certified Nursing Assistant _____ Medical Coding Certificate _____

Medical Coding Certificate _____ IT Healthcare _____

EMT/First Responder; Basic, Intermediate _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CHW/CHR, etc.

Laboratory Aide
MLT - Medical Laboratory Technician

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other: work ethics - Employers expectation of work & attendance

SUN PATH UNM GALLUP New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: IHS - Kayenta

What type of healthcare services do you offer?

ambulatory health care only

How many of each of the following do you currently employ?

Registered Nurse _____ Lab Tech/Phlebotomists _____

Home Health Aides _____ HIT/Billing & Coding 17

EMS/EMT/Paramedics _____ Entry Level Office _____

Certified Medical Assistant _____ Certified Nursing Assistant _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Medical Record Technician - File Section
M.R.T. Coding Section
Coding Supervisor

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other: 3 and 8

SUN PATH

The University of New Mexico GALLUP

New Mexico Department of WORKFORCE SOLUTIONS

Employer: Rehoboth McKinley Christian Health Care Services

Needs Based Assessment Questionnaire:

What type of healthcare services do you offer?

Internal Medicine, Family Practice, Pediatric, OB/GYN Anesthesia, CRNA, Nurse practioner, Sleep Medicine, Ortho General Surgery, ENT, Home Health/Hospice, Laboratory, Infection Control/Emp Health

How many of each of the following do you currently employ?

Registered Nurse 107

Licensed Practical Nurse 1
Certified Medication Aide 0
Certified Medical Assistant 1
Certified Nursing Assistant 20

What entry level healthcare position titles do you currently employ? Example: Unit Secretary/Patient Unit Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, etc.

Patient Care Assistants, OR techs, Unit Secretaries, ER tech/Coder Monitor techs, BHS Techs, Rehab techs, Pharmacy techs, Laboratory Assistants

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what area of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Other, please explain below:

Lorena Thompson, Job Development Career Coach, lmariani@unm.edu or lorena.thompson@state.nm.us
Adrienne Tsethlikai, Site Coordinator, (505)863-7737, adriene@unm.edu

SUN PATH — New Mexico Skill UP Network, Pathway Acceleration in Technology & Healthcare | UNM GALLUP | New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: ~~Rehoboth Mckinley Christian Health Care Svcs.~~ Michael Nye

What type of healthcare services do you offer?

Acute Healthcare – Lab, Radiology, cardiopulmonary, physical therapy, etc

How many of each of the following do you currently employ?

Registered Nurse 150+ | MLT ~~23~~ 10+

Licensed Practical Nurse 5+ | HIT _____

Certified Nursing Assistant _____ | Medical Coding Certificate _____

Medical Coding Certificate _____ | IT Healthcare _____

EMT/First Responder; Basic, Intermediate _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CHW/CHR, etc.

Phlebotomy (Lab assistant), Dietary Aid; EKG tech, Home Health Aide

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. (Communication skills)
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other: writing and communication skills; Personal time mgmt – eg. showing up to work on time

SUN PATH UNM GALLUP New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Inscription House Health Center

What type of healthcare services do you offer?

Outpatient Clinic
Dental
Eye Clinics

How many of each of the following do you currently employ?

Registered Nurse 4

Lab Tech/Phlebotomists 2

Home Health Aides 0

HIT/Billing & Coding 3

EMS/EMT/Paramedics 6

Entry Level Office

Certified Medical Assistant 0

Certified Nursing Assistant 4

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

none

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other:

SUN PATH UNM GALLUP New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Northern Navajo Medical Center

What type of healthcare services do you offer?

Ambulatory care in patient facility (68 Bed), Emergency Room and various specialty services, including home care, school based clinic and community Health.

How many of each of the following do you currently employ?

Registered Nurse	300	Lab Tech/Phlebotomists	20
Home Health Aides	13	HIT/Billing & Coding	50
EMS/EMT/Paramedics	15	Entry Level Office	~~[illegible]~~ 30
Certified Medical Assistant	-?	Certified Nursing Assistant	100

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Medical Support Assistants, Medical Record Technicians, Contract Representative, Billing Technician, RT Tech, Pharmacy Tech, Radiology Tech.

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other: Privacy & security (HIPAA)
Presentation skills.
Dealing with various personalities/generations.

SUN PATH | UNM GALLUP | New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Crownpoint Healthcare Facility

What type of healthcare services do you offer?

Inpatient / Urgent Care / ER

How many of each of the following do you currently employ?

Registered Nurse _____

Lab Tech/Phlebotomists _____

Home Health Aides _____

HIT/Billing & Coding 11

EMS/EMT/Paramedics _____

Entry Level Office _____

Certified Medical Assistant _____

Certified Nursing Assistant _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Secretary, Clerical

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other:

SUN PATH | UNM GALLUP | New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Gallup Indian Medical Center

What type of healthcare services do you offer?

Ambulatory and inpatient services - IHS

How many of each of the following do you currently employ?

Registered Nurse _____

Lab Tech/Phlebotomists _____

Home Health Aides _____

HIT/Billing & Coding 26 (60 Total Staff in HIM)

EMS/EMT/Paramedics _____

Entry Level Office _____

Certified Medical Assistant _____

Certified Nursing Assistant _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Medical Record Clerk - Courier

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other:

SUN PATH UNM GALLUP New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Four Corners Regional Health Center

What type of healthcare services do you offer?

Health Center

How many of each of the following do you currently employ?

Registered Nurse 10

Lab Tech/Phlebotomists 1

Home Health Aides 0

HIT/Billing & Coding 3 coder / 2 biller

EMS/EMT/Paramedics 0

Entry Level Office 0

Certified Medical Assistant 0

Certified Nursing Assistant 4

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Medical Records Technician

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other: Learn to come to work - they were hired for a reason and to do the work they were hired for. - Commitment

SUN PATH UNM GALLUP New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Fort Defiance Indian Hospital Board, Inc.

What type of healthcare services do you offer?

Acute Care Hospital with Ambulatory clinic, hospitalizations and day surgeries.

How many of each of the following do you currently employ? ≈900 employees

Registered Nurse _____ Lab Tech/Phlebotomists _____

Home Health Aides _____ HIT/Billing & Coding ≈60

EMS/EMT/Paramedics _____ Entry Level Office _____

Certified Medical Assistant _____ Certified Nursing Assistant _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Patient Registration, Unit Clerk and HIM-File Room.

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. Communication skills
3. Computer skills
4. Infection control
5. Knowledge of body systems
6. Medical terminology
7. Time management
8. Professionalism

Other:

SUN PATH UNM GALLUP

New Mexico Department of WORKFORCE SOLUTIONS

Needs Based Assessment Questionnaire:

Employer Name: Acoma-Canoncito-Laguna Hospital

What type of healthcare services do you offer?

Outpatient (Dental, optometry, medical, Podiatry, Pediatric, Behavioral Health, Mental Health, Lab, Radiology

How many of each of the following do you currently employ?

Registered Nurse _____

Lab Tech/Phlebotomists _____

Home Health Aides _____

HIT/Billing & Coding 3

EMS/EMT/Paramedics _____

Entry Level Office 3

Certified Medical Assistant _____

Certified Nursing Assistant _____

What entry level healthcare position titles do you currently employ? Example: Unit Secretary, Patient Care Unit Assistant, Dietary Aid, Phlebotomist, EKG Tech, Home Health Aide, CNA, etc.

Scanner, file room, coding

If you were to improve upon the level of education for any of your unlicensed staff/entry level healthcare providers, what areas of knowledge would you emphasize to improve service outcomes? Circle the number for all that apply.

1. Bedside skills
2. ✓ Communication skills
3. ✓ Computer skills
4. Infection control
5. ✓ Knowledge of body systems
6. ✓ Medical terminology
7. ✓ Time management
8. ✓ Professionalism

Other: Customer Service, telephone ettiquette

UNM Branch EMS Instructor Meeting
HCC Conference Room
July 7, 2016
100pm-

1. Introductions

2. UNM Gallup EMT Basic Course
    - Days & Times
    - Modules/Blocks
    - Testing (online/paper)
    - Lab hours & days
    - Clinical
    - I-Best

3. UNM Valencia EMT Basic Course
    - Days & Times
    - Modules/Blocks
    - Testing (online/paper)
    - Lab hours & days
    - Clinical
    - I-Best

4. Open Discussion
5. Meeting adjourned

Document Seven

National and Regional Accreditations

Document Seven – Program Accreditation

None of the programs of study student under the Center for Career and Technical Education are independently accredited, either regionally or nationally. Such accreditation applied to the post-secondary level program.

Document Eight

Summary Report – Faculty

Document Eight - Summary Report/Faculty

The CCTE is an extraordinary opportunity for high school student to get a true college experience, as well as a realist glimpse of a wide variety of industry and/or college courses that are offered for their benefit. In my opinion, this program is far reaching, providing a fast track to students, opening doors and providing avenues for outstanding organizations (SkillsUSA), which potentially provide unlimited opportunities for students to succeed. I have personally seen students migrate to the next level of training in Cosmetology and verbalize their gratitude for their experiences. Bravo CCTE!

Jay Gomez, CCTE Cosmetology

Document Eight – Summary Report/Faculty

The Multi-Vocational Service Occupations and Students Achieving New Directions Programs is a very unique program for area high school students. Not only do they gain high school and college credit, but many of them end up becoming employed at the end of the semester. We have strong partnerships with 30+ businesses that we send students to on a regular basis. Our supervisors become their main teachers during the Practicum portion. Not only do they (supervisors) understand what we are trying to accomplish, but they also get involved in the curriculum portion by helping with mock interviews and coming to our class to speak to students about work expectations and career choices. The wonderful thing about our class is seeing the friendships develop from different high schools in a true model of an inclusive setting. Many of our SAND students step up to become peer mentors for students with disabilities.

Accomplishments:

1. *Employment for students.*
2. *Students coming out of their shells, becoming independent, and learning to self-advocate; even communication is sometimes very difficult for these students who have not had to speak up in the past. Many of our students struggle with reading and writing, but can work. Once they become successful in a job setting, they start to flourish.*

Concerns:

1. *High schools sending students who are on a career pathways to a diploma with not previous work training. We have suggested pre-requisites that students have successfully completed a work study program, like on-the-job training or Career Exploration, before coming to MVSO. Realistically, students with disabilities, especially those on an ability pathway to a diploma, should also have some sort of Life Skills, such as Life Centered Career Education, which is available to GMCS schools. We are getting students, even seniors, who have not had either of these, and there is no excuse for this.*
2. *Transferring General Studies (GNST) credits for our students who continue at UNM. What can these transfer as and how many elective credits can one have or does one need and what happens to Curriculum II credits (Practicum II – GNST 195)?*

Issues we face every year:

1. *Transportation through the GMCS Bus Barn is very interrupted by substitute drivers and drivers who knowingly leave our students at work site rather than retrieving them.*
2. *Attendance.*

Rachael Stewart, CCTE MVSO/SAND Programs

Document Eight – Summary Report/Faculty

I would like to report the Construction Tech Department at UNMG is celebrating the fact that the new Construction Technology building appears to once again becoming a reality. The architects are finalizing the plans on a very much needed Construction Tech building, which will be extremely beneficial for students for years to come.

UNMG College students will soon begin construction at the Habitat for Humanity Home, located next to the home previously built by both college and CCTE students during the past two years.

The CCTE students have been constructing a tiny house and now that the new students have completed their safety test, we will resume work once again. Construction Tech will soon be constructing a modular home and the CCTE students will have a major role in the construction of the home.

Due to the Carl Perkins Grant, we have been able to purchase much needed tools and equipment for our classes. Out students in CCTE are able to enjoy and use the new equipment and tolls which provide a safe working and learning environment.

We have seen an increase in enrollment in Construction Tech and are now offering a CCTE afternoon class so that more students have an opportunity to attend UNMG.

Last year, Construction Tech had two students compete in the New Mexico SkillsUSA Competition in Albuquerque. One student was awarded a silver medal and the other a bronze medal in Job Skill Demonstration A (training area related). We also accompanied UNMG student to complete in Louisville, KY for the National SkillsUSA Competition.

We are proud to say we are seeing many students that have attended CCTE classes in the past enrolled as college students working toward an Associate Degree.

Robert Encinio, CCTE Construction Technology

Document Eight- Summary Report/Faculty

Concerns/Issues – CCTE students are permitted by the K-12 public school policy to have an immense number of absences, which allows the students to have numerous absences without penalty, however, the students are responsible for assignments missed due to absences. In my regular/traditional college courses, after three absences the students would either receive a failing grade or be dropped from the course(s). The CCTE students frequently have numerous absences due to high school/state mandated testing or frivolous events such as "Picture Day," "Senior Skip Day," or "Homecoming Assembly," yet those absences can't count toward students' removal from the course unless they are included in 10 consecutive absences, which is public school policy. My concern is that the CCTE students are allowed to accumulate excessive absences according to public school policy and yet receive college credit, when in fact they can possibly attend a fraction of the classes that traditional college student attend but yet still pass and not be withdrawn from the course(s) unless the public school absences allowance has been met.

Another issue of concerned by many CCTE faculty is that of salary equity. For example, if a faculty member were to teach a "non-CCTE" 3 credit course then the course would be scheduled for two hours and thirty minutes per week, however, the same class taught for CCTE is scheduled for four hours and thirty minutes per week. There is no salary adjustment for the extended CCTE teaching schedule. This issue should be addressed.

Although there are concerns/issues with the CCTE program, I do give accolades to Ann Jarvis and Bobbi Campos for addressing numerous student/faculty concerns in a very prompt and professional manner.

Accomplishments – UNMG Scholarship winners.

Projections – I plan to assist Ann Sander, the other ECME instructor, to prepare ECME students to compete in the upcoming SkillsUSA competition. Ann will be the leader/sponsor for the competition.

Comments – Once again, I have a concern regarding attendance. CCTE students are not held accountable for true college class attendance. Another concern is that of program interest. In every CCTE class I've taught, I've had at least one person tell me that she was in the ECME program because her first choice of a program was full. It is very difficult to teach students who have no interest in ECME.

Dr. Lewis Gambill, CCTE ECME

Document Eight – Summary Report/Faculty

The Business and Applied Technology Division has nine Center for Career and Technical Education (CCTE) programs in which high school students are transported by their home schools to the UNM Gallup Campus for participation in these programs. This division then provides the faculty, facilities, and administrative services for these students. Funding to purchase supplies for this education/training is provided through the CCTE Office and procurement for the Applied Technology programs is done through this divisions' administrative offices. The programs are Automotive Technology, Collision Repair Technology, Construction Technology, Cosmetology, Criminal Justice, Culinary Arts, Design & Digital Media, Fire Science Technology, and Welding Technology. The Culinary Arts program in operated at Miyamura High School due to the lack of kitchen facilities at the UNM Gallup Campus. This year, due to past high enrolled in Welding Technology and Construction Technology, additional afternoon sections were added. Funding for supplies and labor for these two additions was to come from CCTE programs this division operated at the UNM Zuni Campus. The Zuni facility has been turned over to the Zuni Pueblo, and the CCTE Business Technology and Construction Technology programs at that site ended. Unfortunately, these funds have not been transferred as campus administration has pulled them and placed them in the college general budget. We are search for alternative funding sources to assist with supplies.

There has been consistently high enrollment in current programs. Occasionally, semesters in between have had low enrollment, but bounce back immediately. While faculty can speak to CCTE students about returning to our campus after high school and enrolling in college program, I am unaware of data that tracks this. Students Services may be able to run an aggregate report of all campus CCTE students that return at the post-secondary level. This would be useful information, but we must consider that students at this level are often trying our career pathways. A student that attended a CCTE Welding Technology program may enroll in an Associate of Science Degree program during the college years.

The Culinary Arts, Fire Science Technology, Criminal Justice, Construction Technology and Welding Technology all participate in a Career and Technical Student Organization (CTSO) called SkillsUSA. This program has defined leadership objectives and opportunities for students to compete with each other locally and nationally in the skills in which they are trained. Our programs have been very successful in these competition, taking first, second, or third place statewide. These competition are also a mechanism for evaluating faculty as to the prescribed curriculum due to competitions aligned with course objectives.

We use the same curriculum in the CCTE programs that we provide for our college programs. The only difference is that CCTE students are not here long enough to take more advanced courses. Most of our programs are based on industry standard guidelines, where we integrate industry standards for training into instructional delivery in a college curriculum format. Industry certification can be achieved in some cases – Culinary Arts offers a ServSafe Certification, Welding Technology and Construction Technology offer the OSHA 10 Safety Certification and National Center for Construction and Education Research (NCCER) certification, and Automotive Technology and Collision Repair Technology has Automotive Service Excellence and OSHA 10. One of the drawbacks of the program is that we get students for one academic year only, usually in their high school senior year. That makes the ability to obtain a 30-credit college certificate impossible, so we rely heavily on industry certifications. New industry certifications we are bringing in this year is the OSHA 10 Safety Certification and CCI Learning's Jasper Active that

has onsite Microsoft Certification available. As these are in the trial stages this semester, it is still uncertain if we will continue with these, but the outlook so far is promising.

The Design and Digital Media (DDM) college degree and certificate program was recently selected for deletion by the UNM Gallup Curriculum Committee and Faculty Senate. This leave the CCTE program without a track to follow. Currently, the CCTE program is being instructed by a part-time faculty. This instruction is going beyond the call of a part-time faculty. We are discussing the possibility of using CCI's Adobe Certification for these students. With the current budget cut, there will not be a full-time instructor hired for DDM. Elimination of any college support to update aged Macintosh equipment also places the future of this program in question.

The Culinary Arts program and the Fire Science Technology program have just had course identifier changes approved by the UNM Gallup Curriculum Committee and Faculty Senate. These two programs are CCTE-specific at this time, and have been using topics courses with technical course identifiers, making the courses difficult to transfer to other institutions. The course identifiers proposed will allow course work to transfer to industry certified college degree programs. The process is now with UNMA's Registrar's Office, and it is anticipated the courses will be ready for the Fall 2017 semester.

Full-time faculty in the CCTE programs have a challenging role as they have limited time for committee service or Faculty Senate work. Often times, the faculty spend breaks, weekends, and other time off from the University working as advisors for SkillsUSA. In addition, they must maintain their own industry certification, in many cases requiring yearly continuing education. Currently, there is no additional compensation for this faculty; however, I ill continue to advocate for this.

The UNM Gallup CCTE Program is vitall to the surrounding community. It allows for high school students to meet required standards for high school graduation. It gives the students college level education that prepares them for more advanced training and learning opportunities. It also helps the economic stability of the community through supplies purchased locally to train said students and provides employment for instructors. The CCTE Program pushes the college programs to maintain the latest standards in the programs, as there is additional instructional delivery and curriculum reporting with CCTE not realized in strictly college programs.

I am happy to be working with this program.

Frank Loera, Chairperson

Business and Applied Technology

Document Eight – Summary Report/Faculty

The Center for Career and Technical Education has opened many doors for many students. I have worked among the faculty ranks in CCTE and as its principal, and have had the honor to work with literally hundreds of students over the years. CCTE gives its students the chance to identify their strengths and act upon them. Many of the students with whom CCTE works flourish in their respective learning environments at the UNM Gallup Campus. CCTE has worked with several "hard cases" over the years...most of these students just did not fit into a "regular" classroom environment, or had different learning styles that were not being acknowledged. I like to see myself as a facilitator to the students and faculty of the Center for Career and Technical Education.

I feel that the Center for Career and Technical Education greatly enhances student learning opportunities by allowing them to delve into an area of career and technical education in which they are interested. The UNM Gallup Campus plays host to a SkillsUSA Chapter that was reinvigorated approximately three years ago by myself and two CCTE faculty members. Our students have been very successful in regard to state and national competitions through SkillsUSA, creating a good impression for themselves, UNM Gallup, the greater Gallup community, McKinley County, and New Mexico. We hold our students to high standards and expectations, and they have shown that they are fully capable of meeting such standards.

The Center for Career and Technical Education is funded through a permanent mil levy within McKinley County. We were recently designated "self supporting" by the CFO of the UNM Gallup Campus. We are now paying for space (rent) and services rendered through Business Operations and Student Services. I have requested an accounting of the money flowing into CCTE coffers, as well as money being taken out. I have yet to see such an accounting. In years past, CCTE was told that we had "designated funding," similar to grant funding; however, the current administration apparently has a different take on this matter. No consultation occurred prior to this new "designation," and we have been trying to work through the associated issues arising with current budgetary concerns. I would like clarification soon, so that future planning can occur.

At times, it appears that we are at the mercy of the schools/districts participating in the CCTE Program. Little or no effort has occurred in the recent past to align calendars, which causes confusion and absenteeism (student) when transportation is not provided to the UNM Gallup Campus. Some individuals at the participating schools have told their students that they do not have to attend CCTE classes if their school is not in session; this is in direct conflict with CCTE policy, which states that when UNMG classes are in session, so are CCTE classes. Bus transportation during the afternoon session is sketchy, at best. The students rely on home districts to provide transportation per a memorandum of understanding between UNMG and the individual school districts; however, this is not being adhered to, and the CCTE Administration is in almost daily contact about transportation issues (buses not arriving at schools, being told no driver is available to transport students, drivers arriving 20 minutes early and leaving students at UNMG, drivers being rude to students/CCTE personnel).

Securing faculty, either full-time or adjunt, for CCTE course sections is at times interesting. This is done by the respective division chairperson. The CCTE has no real input as to who is teaching these sections. Sometimes, CCTE has been assigned people who need a course to fill out a teaching load, but have no desire to teach the high school population. CCTE is attempting to

offer nine credit hours to all of its students; however, some programs of study offer credits that are four credit hours and others that are three credit hours. Some of the programs of study offer practicum, cooperative work experiences, or a variety of topics courses that may not be appropriate for a "beginning" student, as these are capstone courses or courses that may not articulate into a certificate or degree program at UNMG or another post-secondary institution. We also have policies in place regarding attendance that are, at times, disregarded by faculty. These polices were generated through a collective effort of the members of the CCTE Steering Committee, which includes representation from participating high schools. All faculty and students receive handbooks that include the policies and procedures in place with CCTE; the responsibility for reading and adhering to said material lies with the individual faculty member and/or student. I realize that I am not going to please everybody all of the time; however, I do attempt to meet the needs of the students attending the CCTE programs of study in order to give them a positive initial experience at the college level.

Even though students are informed that the classes in which they are enrolled begin to generate a college transcript/record, some students fail classes or are dropped from classes during the course of a semester. Both of these actions will have a detrimental effect upon post-secondary admissions and/or financial aid eligibility. We are still contacted by either the affected students or his/her parents/guardians. It is frustrating to see an entering freshman being denied admission or financial aid or being put on academic probation because of actions taken during his/her senior year in high school. Some students learn from experiences, and I hope that more and more CCTE students are catching on to the importance of establishing and maintaining good academic standing and positive progress.

I would be happy if people on the UNM Gallup Campus fully understood career and technical education – it is not the "vocational" or "shop" classes of the past. Career and technical education (CTE) combines skills and technical knowledge with common core classes in order to better prepare our students for high demand, high wage, and high skill occupations. Career and technical education is not limited to the typical "shop" classes of Construction Technology and Automotive Technology; it encompasses STEM initiatives, allied health careers, education and training, and public safety. CTE includes the development of career pathways that are formed from a cohesive and sequential set of course offerings combined with academics that support and enhance a student's CTE learning experiences. It has been likened to workforce development, which is a misnomer; CTE has rigorous and rich course content that heighten student outcomes and lead to a post-secondary certificate and/or Associate Degree with the opportunity to earn industry credentials to better prepare students to enter the workforce.

Ann Jarvis, CCTE Principal

Document Nine

Summary Report – Dean of Instruction

UNM GALLUP

Dean of Instruction Office

Center for Career and Technical Education
Program Review Fall 2016
Monday, September 26. 2016

To the Curriculum Committee.

This letter is written in the strongest support of the Center for Career and Technical Education program.

In my time as Dean I have been continually impressed by how effective this program is for our high school students. The high levels of achievement both in the lab and in Skills USA is to be applauded.

The program enrolls approximately 300 students per semester, and generates approximately 2,000 credit hours per semester, a significant contribution to the success of our campus.

In addition to earning credits towards certificates and Associates degrees, these students get to experience many of the different dimensions of college life. Having such a positive experience increases the chances that these students will continue their education at UNM-Gallup.

The strong partnership between CCTE faculty and staff, and area high schools is a perfect example of how our community college mission should function, and is a model for many other potential projects.

Truly,

Professor Kenneth R. Roberts. Dean of Instruction

705 Gurley Avenue □ Gallup, New Mexico 87301 □ (505) 863-76 79 □ FAX (505) 863-7681

Center for Career and Technical Education Additional Information

CCTE Program Descriptions

CCTE Student Handbook

CCTE Faculty Handbook

Center for Career & Technical Education

Program Descriptions

2016 – 2017

Automotive Technology

Instructor: Ernesto Watchman

Location: Gurley Hall 1311

Career Cluster: Transportation, Distribution, and Logistics

Program Overview:

The CCTE Automotive Technology Program's goal is to train students as entry level technicians in one or all of the NATEF approve areas. The four areas are: Engine Performance, Electrical Systems, Brake Systems, and Steering and Suspension. The program accepts any student who meets his/her sending high school requirements for enrollment within the CCTE. Students are taught entry-level skills, with an emphasis on safety. They will be instructed on automotive theory, diagnosis and repair, hand-held computer scanner, vehicle onboard computer interfacing, and diagnosis. Students will learn customer service skills, computer-based four-wheel alignment, and automotive engine performance testing.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations.
- It is desired that the student be able to read at the 10th grade level.
- It is desired that the student possess basic computer keyboard operation knowledge and skills.

Considerations

- The student must be able to comprehend and complete tasks related to safety and demonstrate the ability to follow instructions in a shop/lab environment. The student must pass four required safety exams at 100% mastery level. No time limit or minimum number of attempts is imposed. The emphasis is on understanding and carrying out safety procedures.
- The student must purchase industry type hard leather work shoes or boots. The CCTE Program will provide shirts or coveralls and one pair of protective eyewear.
- This program is offered during the morning session of the CCTE Program at the UNM-Gallup Campus.

Anticipated Course Offerings:

- Fall semester
  - Introduction to Automotive Maintenance
  - Brake Systems
- Spring semester
  - Steering and Suspension
  - Practicum in Automotive Technology

Collision Repair Technology

Instructor: Cliff Burnham

Location: Gurley Hall 1322

Career Cluster: Transportation, Distribution, and Logistics

Program Overview:

This program will explore the challenging world of auto body which is also called "collision repair." The student will follow damaged vehicles through a typical repair process from beginning to end – estimating damage, straightening, filling dents, sanding, painting, custom painting, final detailing, and delivery to customer. In addition, the student will learn the proper procedures of set-up and clean-up of tools and equipment. Above all, safety is practiced in all areas; therefore, it is mandatory that all student wear protective eyewear at all times when in the shop/lab area.

Suggested Supplies:

- Coveralls
- Safety glasses
- Paint masks
- Steel-toed shoes/boots

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations.
- The student must possess basic computer keyboard skills.
- It is desired that the student be able to read at a 10th grade level.

Considerations:

- This CCTE program of study is offered during the morning session at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be openings for the spring semester.

Anticipated Course Offerings:

- Fall semester
  - Introduction to Collision Repair
  - Paint & Refinishing Equipment
  - Basic Auto Body
- Spring semester
  - Advanced Painting
  - Custom Painting

Construction Technology

Instructors: Robert Encinio, UNM-Gallup Campus

Location: Construction Technology room 101

Career Cluster: Architecture and Construction

Program Overview:

The Construction Technology Program consists of a one-year curriculum designed to help students achieve the skills and knowledge necessary to enter the construction industry. The focus will be on green building techniques – reuse, renewal, and recycling. Sustainability is also a topic covered within this program of study.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations for measurement using a steel tape and architect's scale.
- The student must be able to calculate materials estimates.
- The student must have passed 9th grade English with a C or higher in order to read and understand building codes.

Considerations:

- This CCTE program is offered during the morning and afternoon sessions at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be a few openings for the spring semester.

Anticipated Course Offerings:

- Fall semester
  - NCCER Core
  - Layout and Framing
  - Construction Materials, Methods, and Terminology
- Spring semester
  - Interior Finishing
  - Practicum in Construction Technology

Cosmetology

Instructor: Jay Gomez

Location: Gurley Hall 1325

Career Cluster: Human Services

Program Overview:

The CCTE Cosmetology program provides an educational foundation for high school students who are interested in cosmetology as a career. The curriculum introduces a variety of theory and related skill areas of cosmetology to prepare the student for success in a working environment. A uniform and shoes are a requirement of the program.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations, along with being able to understand and compute liquid and volume measurements, rations, and proportions.
- The student must have passed 9th grade English with a C or better.
- The student must be able to compute clock time.

Considerations:

- The CCTE Cosmetology Program is offered in the morning session at the UNM-Gallup campus.
- Students must adhere to the program dress code:
  - Smock
  - Black slacks
  - Black closed-toe shoes.
- Enrolling students are making a two semester commitment.
- Students must turn eighteen by the end of the spring semester.
- In order to register with the State Board of Barbers and Cosmetologists, the student must provide the following documents upon enrolling in the CCTE Cosmetology program:
  - Birth certificate
  - Photo identification
  - High school transcript.

Anticipated Course Offerings:

- Fall semester
  - Theory of Cosmetology I
  - Clinical Lab
  - Introduction to Barbering
- Spring semester
  - Theory of Cosmetology I
  - Permanents, Shampooing, and Styling I
  - Clinical Lab

Criminal Justice

Instructor: Floyd Kezele and Ken Langley

Location: Calvin Hall Center 220

Career Cluster: Law, Public Safety, and Security

Program Overview:

The field of Criminal Justice is immense and varied. Lifetime careers are available in police work corrections, probation, court systems, and as an advocate, either as a lay advocate in the Native American communities or as a lawyer. The CCTE Criminal Justice Program will introduce the student to the various career opportunities via Introduction to Criminal Justice and Evidence and Procedure. The student will assume the roles outlined above and act out scenarios that allow students to have hands-on experiences. The student will learn some of the intricacies of evidence and the methods of collecting and presenting it to the Court. Students also study the course of crime, its impact upon society, and its cures while studying Criminology. The student will also focus on the day-to-day activities of police officers in the study of Administration of Justice. Over the course of both semesters, the student will be able to develop their physical fitness in line with police fitness activities and learn self-defense tactics.

Academic Readiness:

- The student needs to have passed 10th grade English with a C or better.
- The student must possess minimum fitness levels and be willing to participate in weekly physical training activities.

Considerations:

- The CCTE Criminal Justice Program is offered during the morning session at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be a few openings for the spring semester.

Anticipated Course Offerings:

- Fall semester
  - Fitness I
  - Introduction to Criminal Justice
  - Introduction to Criminology
- Spring semester
  - Defensive Tactics
  - Administration of Justice
  - Constitutional Criminal Procedures

Culinary Arts

Instructor: Buffie Klumpenhower

Location: Miyamura High School

Career Cluster: Hospitality and Tourism

Program Overview:

This course will introduce students to the fundamentals of professional cooking. The lab courses are to be taken simultaneously with the theory courses. This is a hands-on learning experience. Upon completion of this program of study, the student will be able to demonstrate kitchen safety, display safe knife skills, cook basic preparations, display general housekeeping skills, demonstrate proper sanitation methods and procedures, and display clean-up skills. Areas of instruction will include: cooking and service a large variety of foods, properly using appliances and equipment, knowing and demonstrating the fundamentals of sanitations, knowing basic nutrition facts and practices, recognizing the administrative practices and food service, knowing kitchen equipment and food service terminology, demonstrating food safety and sanitation, and identifying practices for workforce success.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations in the areas of fractions, ratios, proportions, and liquid/volume measurements.
- It is desired that the student be able to read at the 10th grade level.
- Co-requisites exist:
  - Professional Cooking Theory I must be taken with Professional Cooking Lab I
  - Professional Cooking Theory II must be taken with Professional Cooking Lab II.

Considerations:

- The CCTE Culinary Arts Program is offered during the morning session at Miyamura High School.
  - Home school buses transport students to this site.
- Enrolling students are making a commitment for two semesters. There may be a few openings for the spring semester.
- Students must wear appropriate attire in order to participate in food preparation. Such attire is:
  - Chef's hat
  - Chef's coat
  - Closed-toe footwear.

Anticipated Course Offerings:

- Fall semester
  - Professional Cooking Theory I
  - Professional Cooking Lab I
  - Independent Study
- Spring semester
  - Professional Cooking Theory II
  - Professional Cooking Lab II
  - Cooperative Work Experience

Design & Digital Media

Instructor: Robin Lasiloo

Location: Calvin Hall Center 263

Career Cluster: Information Technology

Program Overview:

The CCTE Design & Digital Media Program is a one-year curriculum based upon the development of two distinct learning processes – those associated with learning the Macintosh computer platform in the UNM-Gallup Campus DDM Lab, and those used in developing visual communication and creative problem solving skills as they relate to graphic design. Prospective students should be motivated and able to explore topics independently. Students will learn the following on the Macintosh computer: Adobe PhotoShop, Macromedia, Dreamweaver, and the use of the Internet to research design projects.

Academic Readiness:

- The student must have completed 10th grade English with a C or better.
- It is desired that the student possess basic computer keyboard knowledge of operations.
- It is recommended that the student demonstration good drawing skills.

Considerations:

- The CCTE Design and Digital Media Program is offered during the morning session at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be a few openings for the spring semester for students possessing computer experience and good attendance.

Anticipated Course Offerings:

- Fall semester
  - Introduction to Macintosh
  - Computer Illustration I
  - Multimedia Author I
- Spring semester
  - Image Editing I
  - Computer Illustration II
  - Typography

Early Childhood Multi-Cultural Education

Instructor: Dr. Lewis Gambill and Ann Sanders

Location: Calvin Hall Center 121

Career Cluster: Education and Training

Program Overview:

The Early Childhood Multi-Cultural Education (ECME) Program will offer students an opportunity to begin the pathway to a variety of career possibilities. Students will be introduced to child development theories and their applications. The students will also be made aware of and familiarized with state requirements for licensing for in-home child care. Career opportunities for people involved in the field of early childhood education will also be presented to the students. The courses offered through this program will articulate into the certificate, Associate of Arts Degree, and Bachelor of Science Degree in Early Childhood Multi-Cultural Education, all of which can be completed at the University of New Mexico Gallup Campus.

Academic Readiness:

- The student must be able to read and write at the 9th grade level.

Considerations:

- The ECME Program is offered at the UNM-Gallup Campus during the morning session of the CCTE Program.
- Enrolling students are making a commitment for two semesters. There may be openings for students to enroll in the spring semester.
- Students will be prepared to undertake state licensing in order to provide in-home child care; UNM-Gallup is not the licensing agency.

Anticipated Course Offerings:

- Fall semester
  - Child Growth and Development
  - Guiding Young Children
  - Individuals with Exceptionalities
- Spring semester
  - Health, Safety, and Nutrition
  - Family and Community Collaboration
  - Bilingual Education in Early Childhood

Fire Science Technology

Instructor: Michael Gleason

Location: Calvin Hall Center 229

Career Cluster: Law, Public Safety, and Security

Program Overview:

This program of study will provide information that is essential for a non-operations individual interested in wild land and structural fire managements. Students will be provided with information on personal preparedness and responsibility, mobilization, incident command procedures, proper clothing, and fire suppression equipment. The program is designed to train firefighters in the basic fire behavior factors that will aid them in the safe and effective control of fires and emergency incidents. The Fire Science Technology Program will help students develop a foundation upon which to enable entry-level personnel to function appropriately in the performance of incident-related duties. Students will be actively engaged in physical activities.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations, which includes fractions, rations, and proportions.
- It is desired that the student be able to read at the 10th grade level.

Considerations:

- The CCTE Fire Science Technology Program is offered during the morning session at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. Openings may exist for the spring semester.
- The student must turn 18 years old prior to taking a pack test.
- The student must be willing to participate in weekly fitness training and engage in active, physical tasks on a daily basis.

Anticipated Course Offerings:

- Fall semester
  - Fitness Training
  - Incident Command Systems
  - Introduction to Fire & Emergency Services
- Spring semester
  - Principles of Fire Behavior and Combustion
  - Introduction to Structural Firefighting
  - Fireline Fitness

Introduction to Health Careers

Instructor: Larry Conyers and Jim Smith

Location: Health Careers Center 117

Career Clusters: Health Science

Program Overview:

The program of study will introduce students to the wide-ranging and varied occupations that fall under the umbrella of health careers. Students will learn standard medical language and phraseology, as well as basic functions and structures of human anatomy. This program will introduce its students to numerous occupations within the health care field, ranging from therapeutic assistants to veterinary technicians. Students will gain insight into the various health care professions through class discussions, guest lecturers, on-site visits, and research projects. Job shadowing within the health care field will be part of the learning process, which will allow students to obtain authentic, genuine experience in a health care field of their choosing.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computation.
- The student must have completed 10th grade English with a C or better.
- The student must be willing to participate in a hands-on learning experience.
- The student must establish and maintain consistent attendance and punctuality.

Considerations:

- The CCTE Health Careers Program is offered during the morning session of the CCTE Program at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be openings for the spring semester.

Anticipated Course Offerings:

- Fall semester
  - Standard First Aid
  - Basic Body Structures and Functions
  - Nutrition for Health
- Spring semester
  - Personal Health Management
  - Medical Terminology

Multi-Vocational Service Occupations

Instructor: Rachael Stewart

Location: Calvin Hall Center 209

Career Cluster: Human Services

Program Overview:

The MVSO Program is designed to help students acquire skills necessary to secure and maintain gainful employment. Students receive in instruction in job seeking and employability skills. Students are required to participate in and complete on-the-job training in the Gallup community. Placements are competitive and students are evaluated on their individual job performance. This program is taught inclusively with the Students Achieving New Directions (SAND) Program.

Academic Readiness:

- It is desired that the student possesses the ability to complete basic mathematical computation.
- It is desired that the student possess basic computer keyboard operation knowledge.
- Active participation in class assignments and activities – both individual and small group situations – is required.

Considerations:

- The student must be receiving special education services at his/her home high school.
- The student must be willing to participate in on-the-job training at a community work site, which is a program requirement.
- The student must be able to establish and maintain a consistent attendance record, follow a prearranged transportation plan, use a telephone to call in attendance on a daily basis from his/her community work site, and independently perform assigned tasks and duties at a community work site,
- This program is offered during the morning and afternoon sessions of the CCTE Program at the UNM-Gallup Campus.
- Enrolling students must make a commitment for two semesters. Openings may exist for the spring semester.
- This program is open to seniors; juniors and sophomores are able to enroll with special permission of the instructor.

Anticipated Course Offerings:

- Fall semester
  - Career Decision Making
  - Practicum I
  - Practicum II
- Spring semester
  - Job Search Process
  - Practicum I
  - Practicum II

Students Achieving New Directions

Instructor: Rachael Stewart

Location: Calvin Hall Center 209

Career Cluster: Human Services

Program Overview:

This program of study is designed to develop job seeking and employability skills for students who are interested in exploring various careers through classroom instruction and on-the-job training. Selection of a community work site is based upon the student's interests, skills, abilities, and desire to learn about a career pathway. Students are monitored and evaluated at their work sites for attainment of job-related tasks, duties, and responsibilities. This program is taught inclusively with the Multi-Vocational Service Occupations (MVSO) Program. Placements are competitive in nature.

Academic Readiness:

- It is desired that the student possess the ability to complete basic mathematical computation.
- It is desired that the student possess basic computer keyboard operations and knowledge.

Considerations:

- The students must be willing to participate in on-the-job training at a community work site, which is a requirement of this program.
- The students must be able to establish and maintain a consistent attendance record.
- This program is offered during the morning and afternoons sessions at the UNM-Gallup Campus.
- Enrolling students must make a commitment for two semesters. A few openings may exist for the spring semester.
- The Students Achieving New Directions is open to juniors and seniors; sophomores can obtain permission from the instructor to enroll.

Anticipated Course Offerings:

- Fall semester
  - Career Decision Making
  - Practicum I
  - Practicum II
- Spring semester
  - Job Search Process
  - Practicum I
  - Practicum II

Welding Technology

Instructor: Joe Sanchez

Location: Gurley Hall

Career Cluster: Architecture and Construction

Program Overview:

Students will receive training on a variety of welding machines. They will learn the proper methods for welding different types of materials – aluminum, mild steel, cast iron, and stainless steel. These skills can be used in different trades such as automotive technology, plumbing, general maintenance, and construction.

Academic Readiness:

- The student must possess the ability to complete basic mathematical computations, including fractions and measurements.
- It is desired that the student be able to read at a 10th grade level.
- It is desired that the student possess basic computer keyboard knowledge and skills.

Considerations:

- The CCTE Welding Technology Program is offered during the morning and afternoon sessions at the UNM-Gallup Campus.
- Enrolling students are making a commitment for two semesters. There may be openings for the spring semester for those students with welding experience.

Anticipated Course Offerings:

- Fall semester
  - Arc Welding I
  - Welding Practicum
- Spring semester
  - Welding Blueprint Reading
  - MIG and TIG Welding

Center for Career and Technical Education

Student Handbook

2016 – 2017

August, 2016

Greetings,

Welcome to the Center for Career and Technical Education (CCTE), which is housed at the University of New Mexico Gallup Campus. You have entered into a unique educational experience that will give you a jump start on your college career. Enrollment in the CCTE programs of study will allow you to take college-level classes and earn college credit for this coursework in addition to earning credits toward your high school graduation requirements. The CCTE also affords its students the opportunity to experience and explore the many facets of a chosen career path.

You will be enrolled as a college student at the University of New Mexico Gallup Campus. This is at no cost to you or your family; your home school district will cover expenses related to your enrollment. Depending upon the CCTE program of study in which you are enrolled, you will earn between eight and nine college credits per semester. It is extremely important that you understand the responsibility that now falls upon you at this time. CCTE students must establish and maintain consistent attendance, earn at least a 2.0 GOPA, and complete all courses. Academic progress (successful movement through courses within certificate/degree programs) begins for you while enrolled in the CCTE. Failing or being dropped from a college course can jeopardize a student's future eligibility to qualify for Federal Financial Aid.

It is extremely important that you understand that the responsibility for your education now lies with you. Shared responsibilities among the students, faculty members, CCTE administration, and the UNM Gallup Campus are outlined in the following document. Pay close attention to the responsibilities listed, as you are in command of your educational endeavors while enrolled at the UNM Gallup Campus through the CCTE Program.

The faculty and staff of the CCTE, along with related service providers, will introduce you to many of the systems that are in place at the post-secondary education level. Special seminars will be offered during the course of this academic year to better prepare you for the transition from high school to college or employment. Topics will include: college applications and admissions requirements, registration, financial aid, independent living, study skills, financial literacy, and employability skills.

We look forward to work with you during this upcoming year. Take advantage of everything that the CCTE has to offer to you.

Sincerely,

Ann E. Jarvis, Principal

Center for Career and Technical Education

Introduction

The CCTE Student Handbook has been developed to guide students through the various systems that exist within the CCTE Program and the UNM-Gallup Campus. Certain tasks are now your responsibility as a CCTE and UNM-G student. You will be receiving both high school and college credit while enrolled in the CCTE. The clock has begun ticking on your college career!

Success within the CCTE Program will open new doors for you while on the UNM-Gallup Campus. You will be exposed to the systems present on a college campus, which include: placement testing, admissions, registration, advisement, and financial aid. You will be provided the opportunity to learn how to navigate through these systems and ease the transition from secondary education to post-secondary education. You will be empowered to take charge of your education.

Expectations exist within the CCTE Program

- **Attendance** – students are expected to attend classes as scheduled. The morning session of the CCTE Program runs from 9:00 AM to 11:05 AM, and the afternoon session runs from 12:45 PM to 3:00 PM. It is the student's responsibility to notify his/her instructor(s) of absences.
- **Punctuality** – students are expected to arrive in class on time ready to work.
- **Participation** – students are expected to become actively engaged in the learning opportunities and activities that exist within your chose program of study. Assignments are your responsibility. Students will receive a syllabus for each course in which they are enrolled. This document is a contract between the student and instructor. It will list the assignments and due dates, examination dates, requirements (readings), and grading policies and scales. Saying, "I didn't know," or "Nobody told me," is not an accepted practice.
- **Preparation** – students should be fully prepared to participate in class/shop/lab activities by completing reading assignments prior to the start of class, completing and submitted assignments by deadlines/due dates, having a writing utensil with at all class meetings, and bringing work out clothing should a student be enrolled in a program of study that includes a fitness component.
- **Challenge yourself** – do not be satisfied to just "get by." Dare yourself to excel and achieve your peak performance. Students should not be on a downhill slide at the end of their high school experiences – students are just getting started on the rest of their lives.
- **Behavior** – CCTE students are on a college campus and certain social behaviors are expected. Students will be "on their honor," which means that it is the student's responsibility to get from the bussing area to the appropriate classroom in a timely fashion. Students are expected to display socially acceptable behaviors while in this environment. Treat yourself, others, and the institution with respect and courtesy. As a UNM student on a UNM campus, you will be under the policies and procedures listed within the UNM Student Code of Conduct, as well as the sanctions listed therein.

The CCTE Principal will call for a student conference on an as-needed basis to discuss attendance and behavior. These meetings take place after a CCTE faculty member makes such a request; that faculty member may or may not be present during the conference. After such a meeting, the CCTE Principal will contact the student's sending high school to share information gathered during said conference and the

course of action to take place to address the issue(s). Should UNM-Gallup Campus Police be involved in the situation, the student will have the option of having the CCTE Principal present during questioning to ensure that the student's due process rights are followed. Again, the CCTE Principal, will notify the student's home high school of such a meeting and its outcome.

Shared Responsibilities

Student

- Attend CCTE classes as scheduled; when UNMG is in session, CCTE classes are in session
- Follow established CCTE procedures in regard to absences
    - CCTE does not accept notes/calls from parents/guardians; these must be taken or made to the student's home high school
    - CCTE does not have the authority to excuse an absence; a student must work with his/her home school to accomplish this
    - An excused absences does not mean that a student is excused from the class assignments – **an excused absence means that a student will be allowed to make up missed class assignments and/or time**
    - Home high schools do not always notify the CCTE of school-sponsored absences; it is the student's responsibility to notify his/her CCTE instructor(s) of such absences
    - CCTE does not excuse a student to remain at his/her home high school to complete assignments for another class – students are scheduled to attend a CCTE program of study per his/her individual class schedule
- Establish and maintain positive status in academic progress
    - Earn at least a 2.0 GPA in CCTE classes
    - Students must show positive academic progress (i.e., earning a 2.0 GPA + complete all classes during a given semester)
    - Impact upon future eligibility for college admissions and Federal Financial Aid could occur should a student not maintain positive academic progress
- Punctuality
    - Be on time for scheduled class meetings; late arrivers need to come to the CCTE Office for a late pass and possible conference
- Be prepared for class activities
    - Have a working writing utensil
    - Bring assigned textbook and/or workbook to class meetings
    - Have assigned readings completed before the start of class meetings
    - Submit assignments per dates given by instructor(s) and/or listed on the course syllabus
    - Follow the format for assignments given by the instructor (i.e., word processed or online submission)
- Participate in class activities
    - Many CCTE programs of study incorporate class lectures and discussions with hands-on activities to meet different learning styles; you will be graded on class participation
- Cell phones and/or electronic devices

- Cell phones and/or electronic devices with an on/off switch should not be used during CCTE class time without the express permission of the course instructor
- Phones and devices should be silences or powered down during CCTE class time and stowed in a pocket, purse, backpack, or bag
- Students are not to remain in a classroom using a cell phone/electronic device instead of participating in shop/lab activities
- Students are strongly urged to review home school district policies on cell phone/electronic device use during class time

Center for Career and Technical Education

- Uphold FERPA – Family Educational Right to Privacy Act – regulations
- Collect and report student attendance on a daily basis
- Collect and report progress, quarter, and semester grades to sending high schools
    - Individual instructors will enter college grades into the UNM system on a semester basis
- Offer opportunities to become involved in campus events (i.e., SkillsUSA; Holiday in New Mexico, CCTE Recognition Ceremony)
- Intervene in situations involving violations of CCTE Policy and/or the UNM Student Code of Conduct
- Maintain contact with representatives from sending/participating high schools

Sending/Participating High Schools

- Enroll students who are truly interested in a CCTE program of study
    - Utilize a student's Next Step Plan to ensure proper placement in a CCTE program of study that will be meaningful and relevant to said student
- Provide each student with a printed schedule of classes to verify attendance at and placement in a CCTE program of study
- Provide to CCTE Administration a student's approved accommodations should an Individualized Education Plan (IEP) or 504 Plan exist
- Not overload a CCTE program of study; slot allocations are shared with all school representatives and must be adhered to in order to ensure consistent and equitable enrollment for all schools
- Uphold FERPA regulations

UNM Gallup Campus

- Uphold FERPA regulations
- Schedule course offerings for CCTE students
- Secure instructors for CCTE program of study course offerings
- Secure instructional space for CCTE programs of study

CCTE Student Responsibilities, Rights, and Privileges

As a student within the Center for Career and Technical Education at the University of New Mexico Gallup Campus, you are enrolled as a student at your sending high school, and you are enrolled as a student at the UNM. This handbook covers the responsibilities that you must assume as a college student. The grades earned in your college classes are recorded on your permanent college transcript. With enrollment at UNM-Gallup, the clock has begun ticking on you college career. Successes will open new doors and provide new opportunities; failures will follow you and may overshadow future opportunities at the worst possible moments. As an example, if you do not complete a CCTE program (usually two or three college classes), with a C average, classes may not be transferrable or apply to a degree at UNMG. This may cause ineligibility for future financial aid. You will need to take responsibilities seriously and look to instructors and counselors, when necessary, for assistance in the new ventures.

CCTE Selection Guidelines

1. Students must have an interest in the career-technical education discipline being considered, as well as interest in the Center for Career and Technical Education.
2. Students must have established a consistent record of attendance. Students with attendance or discipline issues will be placed on probation for the first semester.
3. Students should be on track for graduation in the spring of their senior year. Students should be prepared to complete an entire academic year of study within the CCTE in a chosen program of study.
4. Seniors and juniors will be given first consideration for enrollment within the CCTE. Any deviation from this will be discussed by the home high school principal, or designee, and the CCTE Principal on a case-by-case basis.
5. These guidelines may be waived for students enrolled in special programs of alternative high schools. Sending high schools making such a request must schedule a meeting with the CCTE Principal prior to a student's placement within a CCTE program of study.

Attendance

- Student are expected to attend the CCTE regularly and to be one time for classes in order to benefit from instruction and to develop habits of punctuality, self-disciplines, and responsibility.
- When UNM Gallup Campus classes are in session, CCTE students are expected to be in attendance. An exception would occur if UNMG is on a delayed start schedule – student would not be responsible for attending the morning session of CCTE. UNMG generally follows the Gallup-McKinley County School District delay and closure schedule
- Instructors will take attendance at least twice each day – once at the beginning of the class session and again before dismissal.
    - A student will be considered absent when he/she is not in attendance during a given day or is more than ten (10) minutes late for class.
    - If a student is present for the first attendance check and absent for the second check, he/she will be considered absent for the day.

- Students will have three (3) school days to submit verification of an absence from a CCTE program of study. Such verification must be generated by the student's home high school and be submitted to the CCTE Office and the respective CCTE instructor. CCTE does not accept notes or phone calls from parents/guardians – these should be directed to a student's home high school.
- CCTE does not have the authority to excuse a student's absence; students must work with the attendance office at their home high schools.
- An excused absences does not mean that a student is excused from the class assignments – **an excused absence means that a student will be allowed to make up missed class assignments and/or time.**
- Home high schools do not always notify the CCTE Office of school-sponsored absences; it is the student's responsibility to his/her CCTE instructor of said absences.
- When a student accumulates three absences for any reason, the home school will be notified.
- When a student accumulates five absences for any reason in a quarter, a referral will be made to the student's home high school.
- Students who exceed five absence per each quarter will not be eligible for CCTE/UNMG credit unless the absences exceeding five are made up before the end of the quarter.
- Students attempting to make up absences will contact his/her CCTE instructor, who will arrange a mutually agreed upon time or assignments. The instructor will notify the CCTE Principal for any changes in absence status.
- Students who are absent from class due to a school sponsored activity will not be charged with an absence, provided the CCTE receives prior notification from the sending high school.
- Students will not be charged with an absence if a home high school CCTE bus is not available.

- Student drops from the CCTE programs of study are initiated by the sending high school. This may occur because of excessive absences, inability to maintain socially acceptable behaviors on the UNM Gallup Campus/satellite locations, or inability to follow CCTE policies and procedures. The CCTE principal will request this process to begin after a conference with the student in question.
- Students who remain at his/her home high school to complete assignments for another class will not be excused from CCTE programs of study.
- Students enrolled the CCTE Criminal Justice and Fire Science Technology programs of study are expected to fully participate in the fitness training courses associated with these courses of study. This means that students are dressed in appropriate clothing and are engaged in the activity presented during a given class meeting.
- Being dropped from college courses can have a negative impact upon an individual's future eligibility for college admissions and/or Federal Financial Aid. It is in a CCTE student's best interest to earn at least a C in all CCTE classes and to attend classes on a regular and consistent basis.

Tardiness

- A students is considered tardy if he/she is not in the proper classroom location at 9:00 AM for the morning session or 12:45 PM for the afternoon session. If a student is late for class, that student should report to the CCTE office for an admissions slip, and possible conference.
- A student arriving between 9:00 AM and 9:10 AM/12:45 PM and 12:55 PM will be considered tardy for both their CCTE class and their high school period per the home school district's attendance policy. Students arriving after 10:00 AM/1:45 PM will be considered absent at their high school for that class period and present for the remaining class time with CCTE.
- A student who is more than ten minutes late for class will be counted as absent.
- Three tardies of less than ten minutes will be counted as one absence.
- Students who arrive late because their home school bus did not arrive on time will not be charged with a tardy. These students should report to the CCTE Office for an admissions slip.

Dismissal of Pupils

- Students will not be dismissed before scheduled hours of instruction except with the approval of the CCTE Principal
- CCTE instructors may not permit individual students to leave before the regular dismissal time without first being checked out through the CCTE Office. No student will be permitted to leave CCTE at the request of or in the company of anyone other than a home school employee, police officer, court official, and/or custodial parent/guardian unless permission of the custodial parent/guardian has first been secured.
- Student will not be excused from class to accomplish off-campus errands or activities.
- Students will not be released to law enforcement or other authorities until identification and need for release is verified with the appropriate agency and the home school notified.
- Student can check themselves out provided they have an "independence form" on file with their home high school. Verification will take place prior to allowing students to leave the CCTE.

Grading

- Students will be informed of what will be expected of them in courses before instructions begins. Each student will receive a course syllabus.
- Progress, quarter, and semester grades will be reported to the student's home high school. College grades will be posted online at the end of a semester.
- A student should be notified of his/her progress grade status. It is the student's responsibility to initiate contact with a CCTE instructor regarding his/her performance in a given class.
- Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	< 60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

- Students are responsible for complying with all regulations of the University. This includes FERPA and its regulations and guidelines.
- Should a question exist regarding a student grade, it is the student's responsibility to contact the respective instructor. CCTE Administration cannot and will not make grade changes. Should the CCTE Office be contacted by a student's parent/guardian, this process will be explained to them,

FERPA – Family Educational Rights and Privacy Act (1974)

- FERPA is a Federal law under the United States Department of Education.
- UNMG must abide by FERPA regulations and guidelines in order to avoid any violations of this law.
- UNM Gallup Campus and CCTE personnel cannot share information about a student with anyone other than said student unless permission is granted and a release form is signed
    - Parents/guardians will be directed to contact a student's home high school to obtain information regarding attendance and class performance (grades).
    - Parents/guardians will be directed to speak with their student regarding performance within a CCTE program of study.
- Under FERPA, CCTE can share the following educationally relevant information with sending/participating high schools:
    - Attendance
    - Student performance
    - Grades – progress, quarter, and semester
    - Concerns regarding a student's situation, behavior, attendance, and low/declining performance.

Tobacco Use

- Home school tobacco policies apply – no CCTE student is allowed to use tobacco or related products while on the UNM Gallup Campus. This includes e-cigarettes.

Electronic Device Use Policy

- Cell phones and/or electronic devices with an on/off switch should not be used during CCTE class time without the express permission of the course instructor(s).
- Phones and/or devices should be silenced or powered down during CCTE class time and stowed in a pocket, purse, backpack, or bag.
- Students are not to remain in a classroom using a cell phone/electronic device instead of participating in shop/lab/fitness activities.
- Students are strongly urged to review home school district policies on cell phone/electronic devise use during class time.

Discipline

- Per the UNM Policy and the Student Code of Conduct, instructors have the authority to discharge the duties of instruction and management of students under their supervision. Just and reasonable

punishment, except corporal punishment, may be administered as necessary. Each instructor is responsible for discipline in classes or groups he/she supervises.

- Student misbehaviors include, but are not limited to:
    - Disruption and Dangerous Tactics such as arson, playing with fire, possession of explosives and/or fireworks, possession of a weapon, rioting, and/or walk-outs or strikes.
    - Thievery
    - Drunkenness/Disorientation
    - Drug Possession
- Matters Subject to Disciplinary Action
    - Actions which have great potential for physically harming the person or property of others, including that of the University, or which actually result in physical harm, or which case reasonable apprehension of physical harm.
    - Any type of sexual assault, including rape.
    - Making false representations to the University, including forgery and unauthorized alteration of documents and unauthorized use of any University document.
    - Academic dishonesty, including, but not limited to: dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and disclosure or misrepresentation in filling out application or other University records.
    - Substantially interfering with the freedom of expression, movement or activity of others.
    - Initiating or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency. Misusing or damaging fire safety equipment on University premises.
    - Theft of property or of services. Possession of property that is known to be stolen.
    - Failure to comply with the lawful directions of University officials, including campus police officers and other law enforcement officials acting in performance of their duties.
    - Willfully refusing or failing to leave the property of or any building or other facility owned, operated, and controlled by the University when requested to do so my a lawful custodian of the building, facility, or property if the person is committing, threatening to commit, or inciting others to commit any act which would disrupt, impair, interfere with or obstruct the lawful mission, processes, procedures or functions of the University.
    - Unauthorized presence in or use of University premises, facilities or property in violation of posted signs, when closed, or after normal operation hours.
    - Illegal use, possession, or distribution of any controlled substances, illegal drugs or alcohol.
    - Use or possession of fireworks on University premises or a University-sponsored events, unless expressly authorized in writing by the President.
    - Use, possession of, or storage of any weapon on University premises or a University-sponsored activities, unless expressly authorized in writing by the President. Weapons include, but are not limited to: firearms, ammunition, bombs, explosives, incendiary devices, or other dangerous weapons, substances, or materials.

- Misusing University computing resources by intentionally making or receiving, accessing, altering, using, providing, or in any way tampering with files, disks, programs, passwords, or hardware belonging to other computer users without their permission.
- Violation of published or posted University regulations or policies, including, but not limited to regulations prohibiting discriminatory activity.
- Aid to others in committing or inciting others to commit any act mentioned above.
- Action(s) or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Code of Conduct including failure to appear before any of the University's disciplinary authorities and to testify as a witness when reasonability notified to do so by an appropriate University officer.
- Any other acts or omissions which adversely affect University functions or University-sponsored activities, disrupt community living on campus, interfere with the rights of others to the pursuit of their education, or otherwise adversely affect the processes of the University.
- Violating the terms of any disciplinary sanction imposed in accordance with this Code.

- Student accused of misbehavior will be addressed as follows:
  - First Offense in an academic year – CCTE Principal/Student Conference with home school notification
  - Second Offense in an academic year – CCTE Principal/Student Conference with home school and parent notification
  - Third Offense in an academic year – CCTE Principal/Home School Principal Conference to determine appropriate action
  - Students committing criminal acts that endanger the lives or property of students or staff, or who willfully interfere with the educational process will be referred to law enforcement for disposition. The home school will be notified immediately.
  - Disciplinary Procedures:
    - Disciplinary action against a student is first acted upon at the level of the faculty member and department/division chairperson as outlined in the UNM Faculty Handbook, dated October1, 1990. The faculty member is required to inform the Director of Student Services and CCTE Principal of said infraction. Prior to the decision to impose any penalty, the faculty member shall discuss the matter with the student involved and afford the student the opportunity to explain his/her conduct. If the student disputes the action taken by the faculty member, the student may initiate a grievance as outlines in the Student Grievance Procedure.
    - If the faculty member believes the student's actions warrant other disciplinary actions, he/she should contact the Director of Student Services as outlines below. The party bringing a charge against a student shall file a written complaint with the Director of Student Services stating his/her assentation that additional penalty is warranted. Upon receipt of the information regarding the student misconduct, the Director of Student Services shall provide the student with a copy of the charge. The Director of Student Services may dispose of the case if it does not carry the penalty of probation or suspension in one of the following manners:

        - Dismiss the allegation and notify the party bringing the charge,
        - Assign a counselor to the case if the case requires counseling,
        - Conduct a private hearing with the student and the party bringing the charge to resolve the matter, or
        - Arrange a hearing before the Faculty Committee on Student Affairs.
    - If the student's action is serious enough to carry the penalty of probation or suspension, the student shall be notified in writing of the specific charges against him/her, which may justify probation, suspension, or dismissal from the school. Such notification shall include the names of witnesses against him/her, a report of facts to which these witnesses will testify, and shall request the student to appear for a hearing at which he/she may defend him/herself, and produce oral testimony or written affidavits and/or witnesses on his/her behalf. The Faculty Committee on Student Affairs will meet, hear the case, and make recommendations to the Director of Student Services. The Director of Student Services will make a ruling on the case in writing seven calendar days after receipt of such recommendation.
    - The final avenue for appearance and resolution of a grievance should be recommendation of the Director of Student Service be unacceptable, is the Ad Hoc Grievance Community on the UNM-Albuquerque Campus. This committee will determine whether or not the appeal should be heard based on the merits of the case. Should the committee choose not to hear the case, the findings of the Directors of Students Services shall be final; should the committee hear the case, its finding will be final.
    - The University may take disciplinary action for an offense against the Code of Conduct when the offense occurs on University premises or at a University sponsored event, or when an offense which occurs off campus is such that in the judgment of the Dean of Students, failure to take disciplinary action is likely to interfere with the educational process or the orderly operation of the University, or endanger the health, safety, or welfare of the University community.
- Sanctions
    - Any student who violates any of the rules set forth in the Code of Conduct shall be subject to warning (verbal or written), disciplinary probation, suspension, expulsion, dismissal from University employment, or being barred from campus. Student sanctions imposed under this Code of Conduct shall be imposed pursuant to the Students Standards & Grievance Procedure, or its successor.
        - Verbal Warning – oral reprimand
        - Written Warning – written reprimand
        - Disciplinary Probation – establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending on the conditions of the probation. Conditions or probation can include community service, attendance at workshops and/or seminars including, but not

limited to, alcohol, drug, or safety, mandatory mental health evaluations and/or counseling or other educational sanctions
        - Suspension – losing student status for a period of time specified in the terms of the sanction. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.
        - Expulsion – losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.
        - Dismissal – termination of student employment
        - Barred from campus – not allowed to be in or on University property.
    - The sanction imposed shall be set based upon numerous factors, including the severity of the offense, the amount of harm created, the student's record, and sanctions imposed in recent years for similar offenses. In considering the harm created, there shall be taken into account whether any harm or injury was targeted against a person or group because of that person's or group's face, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition.
- Situations unique to CCTE
    - Instructors will be notified of disposition taken by CCTE and the student's sending high school.
    - Students who use cell phones/electronic devices without CCTE instructor permission will have the device taken away by the CCTE Principal for a period of one school week (five days).
    - If a student is suspended from his/her home high school, a notice of suspension will be given to the CCTE Principal. The student may petition for continued attendance in the CCTE program of study. Such a petition must include the student's offense and disposition of the home school/district. Petitions for offenses including violence or illegal substances will not be granted.

Vehicles

- CCTE students will not drive personal vehicles to the UNM-Gallup Campus unless prior approval is granted; student who have been granted approval for driving privileges will comply with all state and local laws governing the operation of motor vehicles on the campus
- Vehicles driven to CCTE to become a student or class project will conform to laws regulating insurance and registration of motor vehicles. The home school will be notified of vehicles used as class projects
- Instructors will ensure that vehicles becoming projects satisfy the requirements listed above
- The following procedure must be followed in order for a CCTE student to obtain permission to drive a personal vehicle to the CCTE Program:
    - Request and receive a Student Parking Permit form from the CCTE office
    - All requested information must be supplied, including the following signatures:
        - Parent/guardian

        - CCTE program instructor
        - High school counselor
        - High school principal/designee
        - CCTE Principal
    - Student must provide the following documents in order to secure a parking permit:
        - Valid driver's license
        - Vehicle registration
        - Proof of insurance
        - Copy of student class schedule
    - Justification from parent/guardian
    - Student will be accompanied by CCTE staff to the UNM-Gallup Campus Police to obtain a UNMG Parking Permit
- Citations will be issued by UNM-Gallup Campus Police for vehicles parked in campus lots without displaying a UNMG Parking Permit
- **FYI – UNM Gallup is set to initiate a fee for student parking; this practice is set to being in the Spring 2017 semester.**

College Entrance Examinations

UNM-Gallup administers the ACT and SAT college entrance examinations on nationally-scheduled test dates. **Registration for said examinations is the student/examinees responsibility**. Neither ACT nor SAT allow for "walk in" registration on the morning of the test administration. All requirements for registering for these examinations can be found on the test's websites. These sites contain information about test registration, reporting times and locations, prohibited materials and items, and links to print admissions tickets, which are required to entrance into testing rooms. Both examinations require the examinee to provide proof of identification to be admitted into the testing sessions. Information is also available should an examinee be requesting any accommodations associated with an Individualized Education Plan (IEP) or 504 Plan. The responsibility for requesting and justifying special accommodations and/or arrangements for testing lies with the examinee.

ACT

Two test options are available through the ACT – ACT and ACT Plus Writing. The ACT has four sections: Language Arts, Mathematics, Science, and Social Studies. The ACT Plus Writing has these same four sections plus a thirty minute section during which time examinees compose an essay on a given topic. The ACT is administered at the UNMG Campus on the following dates:

Test Date	Regular Registration Deadline	Late Registration Period
September 10, 2016	August 5, 2016	August 6-19, 2016
October 22, 2016	September 16, 2016	September 17-30, 2016
December 10, 2016	November 4, 2016	November 5-18, 2016
February 11, 2017	January 13, 2017	January 14-20, 2017
April 8, 2017	March 3, 2017	March 4-17, 2017
June 10, 2017	May 5, 2017	May4-19, 2017

SAT

Three test options are available through the SAT – SAT (Reading, Writing and Language, and Math), SAT with Essay, and SAT Subject Tests (Literature, US History, Mathematics Level 1 and 2, Biology E/M, Chemistry, Physics, French, German, Japanese, Korean and Spanish). UNMG will have SAT administrations on the following dates:

Test Date	Regular Registration Deadline	Late Registration Period
November 5, 2016	October 7, 2016	Mail – October 18,2016 Phone – October 25, 2016
December 3, 2016	November 3, 2016	Mail – November 15, 2016 Phone – November 22, 2016
January 21, 2017	December 21, 2016	Mail – January 3, 2017 Phone – January 10, 2017

2016-2017 Collective Calendar

Center for Career and Technical Education

Date	Day	Institution	Description
08/01/2016	Monday	Wingate HS	Fall 2016 Semester begins
08/05/2016	Friday	UNM Gallup Campus	09/10/2016 ACT Registration deadline
08/08/2016	Monday	Zuni Public School District	Fall 2016 Semester begins
08/11/2016	Thursday	GMCS Rehoboth Christian School	Fall 2016 Semester begins
08/15/2016	Monday	Gallup Christian School	Fall 2016 Semester begins
08/22/2016	Monday	UNM Gallup Campus	Fall 2016 Semester begins
08/31/2016	Wednesday	Zuni Public School District	Early Release Day
09/05/2016	Monday	Gallup Christian School GMCS Rehoboth Christian School UNM Gallup Campus Wingate HS Zuni Public School District	Labor Day – no classes
09/08/2016	Thursday	Zuni Public School District	Progress Reports Distributed
09/10/2016	Saturday	UNM Gallup Campus	ACT Administration
09/14/2016	Wednesday	Zuni Public School District	Early Release Day
09/12/2016	Monday	Gallup Christian School	Christian Educators' Convention
09/16/2016	Friday	UNM Gallup Campus	10/22/2016 ACT Registration deadline
09/19/2016	Monday	GMCS	Parent/Teacher Conferences
09/21/2016	Wednesday	Wingate HS	Parent/Teacher Conferences
09/220-023/2016	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
09/23/2016	Friday	Wingate HS	Staff Professional Development
09/28/2016	Wednesday	Zuni Public School District	Early Release Day
10/07/2016	Friday	Zuni Public School District	Data Day
10/07/2016	Friday	Wingate HS	End of first quarter
10/07/2016	Friday	UNM Gallup Campus	11/05/2016 SAT Registration deadline
10/10/2016	Monday	Zuni Public School District	Fall Break
10/10/2016	Monday	Wingate HS	Columbus Day
10/11/2016	Tuesday	Rehoboth Christian School	End of first quarter
10/12/2016	Wednesday	GMCS	End of first quarter
10/13/2016	Thursday	Zuni Public School District	End of first quarter
10/13-14/2016	Thursday – Friday	UNM Gallup Campus	Fall Break – no classes
10/14/2016	Friday	Gallup Christian School	Teacher In-Service
10/19/2016	Wednesday	GMCS	Data Day
10/19/2016	Wednesday	Zuni Public School District	Early Release Day

10/20 – 21/2016	Thursday – Friday	GMCS	Fall Break
10/20 – 21/2016	Thursday – Friday	Rehoboth Christian School	Parent/Teacher Conferences
10/22/2016	Saturday	UNM Gallup Campus	ACT Administration
11/02/2016	Wednesday	Zuni Public School District	Early Release Day
11/03/2016	Thursday	UNM Gallup Campus	12/03/2016 SAT Registration deadline
11/04/2016	Friday	UNM Gallup Campus	12/10/2016 ACT Registration deadline
11/05/2016	Saturday	UNM Gallup Campus	SAT Administration
11/10/2016	Thursday	Zuni Public School District	Progress Reports Distributed
11/11/2016	Friday	Gallup Christian School GMCS Rehoboth Christian School Wingate HS Zuni Public School District	Veteran's Day
11/16/2016	Wednesday	Zuni Public School District	Early Release Day
11/21 – 25/2016	Monday – Friday	GMCS Zuni Public School District	Thanksgiving Break
11/23-25/2016	Wednesday – Friday	Gallup Christian School Rehoboth Christian School Wingate HS	Thanksgiving Break
11/30/2016	Wednesday	Wingate HS	Parent/Teacher Conferences
12/03/2016	Saturday	UNM Gallup Campus	SAT Administration
12/10/2016	Saturday	UNM Gallup Campus	ACT Administration
12/15/2-16	Thursday	Rehoboth Christian School	Fall 2016 Semester ends
12/16/2016	Friday	GMCS Wingate HS Zuni Public School District	Fall 2016 Semester ends
12/17/2016	Saturday	UNM Gallup Campus	Fall 2016 Semester ends
12/19/2016 – 01/06/2017	Monday – Friday	Gallup Christian School	Christmas Break
12/19 – 30/2016	Monday – Friday	GMCS Wingate HS Zuni Public School District	Winter Break
12/19/2016 – 01/02/2017	Monday – Monday	Rehoboth Christian School	Christmas Break
12/21/2016	Wednesday	UNM Gallup Campus	01/21/2017 SAT Registration deadline
01/02/2017	Monday	GMCS	Data Day
01/02/2017	Monday	Zuni Public School District	Spring 2017 Semester begins
01/03/2017	Tuesday	GMCS Rehoboth Christian School Wingate HS	Spring 2017 Semester begins

01/09/2017	Monday	Gallup Christian School	Spring 2017 Semester begins
01/13/2017	Friday	UNM Gallup Campus	02/11/2016 ACT Registration deadline
01/17/2017	Tuesday	UNM Gallup Campus	Spring 2017 Semester begins
01/16/2017	Monday	Gallup Christian School GMCS Rehoboth Christian School UNM Gallup Campus Zuni Public School District	MLK Day – no classes
01/19 – 20/2017	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
01/21/2017	Saturday	UNM Gallup Campus	SAT Administration
01/25/2016	Wednesday	Zuni Public School District	Early Release Day
02/02/2017	Thursday	Zuni Public School District	Progress Report Distributed
02/03/2017	Friday	Wingate HS	Staff Professional Development
02/06/2017	Monday	GMCS	Parent/Teacher Conferences
02/08/2017	Wednesday	Zuni Public School District	Early Release Day
02/11/2017	Saturday	UNM Gallup Campus	ACT Administration
02/13/2017	Monday	Gallup Christian School	President's Day
02/15/2017	Wednesday	Wingate HS	Parent/Teacher Conferences
02/17/2017	Friday	Rehoboth Christian School	Winter Break
02/17/2017	Friday	Zuni Public School District	Data Day
02/20/2017	Monday	GMCS Rehoboth Christian School Wingate HS Zuni Public School District	President's Day
02/22/2017	Wednesday	Zuni Public School District	Early Release Day
03/03/2017	Friday	GMCS Wingate HS	End of third quarter
03/03/2017	Friday	UNM Gallup Campus	04/08/2017 ACT Registration deadline
03/06/2017	Monday	GMCS	Data Day
03/08/2017	Wednesday	Zuni Public School District	Early Release Day
03/09/2017	Thursday	Zuni Public School District	End of third quarter
03/10/2017	Friday	Gallup Christian School	Teacher In-Service
03/10/2017	Friday	Zuni Public School District	Professional Development
03/13/2017	Monday	Rehoboth Christian School	End of third quarter
03/16 – 17/2017	Thursday – Friday	Rehoboth Christian School	Parent/Teacher Conference
03/12 – 19/2017	Sunday – Sunday	UNM Gallup Campus	Spring Break – no classes
03/20 – 24/2017	Monday – Friday	GMCS Rehoboth Christian School Wingate HS	Spring Break
03/27-31/2017	Monday – Friday	Gallup Christian School	Spring Break

04/03 – 07/2017	Monday – Friday	Zuni Public School District	Spring Break
04/08/2017	Saturday	UNM Gallup Campus	ACT Administration
04/12/2017	Wednesday	Wingate HS	Parent/Teacher Conferences
04/14/2017	Friday	Rehoboth Christian School	Good Friday/No Classes
04/13 – 14/2017	Thursday – Friday	Gallup Christian School	Easter Break
04/20/2017	Thursday	Zuni Public School District	Progress Reports Distributed
04/20 – 21/2017	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
04/24/2017	Monday	Wingate HS	Sovereignty Day
04/28/2017	Friday	GMCS	Navajo Sovereignty Day
05/05/2017	Friday	Gallup Christian School	Teacher In-Service
05/05/2017	Friday	Zuni Public School District	Data Day
05/05/2017	Friday	UNM Gallup Campus	06/10/2017 ACT Registration deadline
05/12/2017	Friday	Wingate HS	Graduation
05/13/2017	Saturday	UNM Gallup Campus	Spring 2017 Semester ends
05/18/2016	Thursday	Gallup Christian School Twin Buttes High School	Graduation
05/19/2017	Friday	Zuni High School	Graduation
05/26/2017	Friday	Rehoboth Christian School	Graduation

Center for Career and Technical Education

Faculty Handbook

2016-2017

Introduction

The purpose of the CCTE Faculty Handbook is to provide instructors and staff members with information needed to provide a learning atmosphere in which all can succeed. Situations may arise that are not currently covered by any policy or regulation at the University of New Mexico or at the school districts that are served by the Center for Career and Technical Education. The student's home school district policy should be followed in instances not specifically addressed in this document. Sending schools must communicate changes in policy to the Center for Career and Technical Education.

Policy changes, additions, and/or deletions will be made only as necessary; however, revision and improvement will be a continuous process. Input is always welcomed. The CCTE Steering Committee will review and recommend changes to this handbook on a yearly basis before classes begin in the fall semester.

Student Selection Guidelines

- Students must have an interest in the career and technical education discipline being considered, as well as interested in the Center for Career and Technical Education.
- Students must have established a consistent record of attendance. Students with attendance or discipline/behavioral issues will be placed on probation for the first semester.
- Students should be on track for graduation in the spring of their senior year. Students should be prepared to complete an entire academic year of study within the CCTE in a chose program of study.
- Juniors and seniors will be given first consideration for enrollment with the CCTE. Any deviation from this will be discussed by the home school principal, or designee, and the CCTE Principal on a case-by-case basis.
- These guidelines may be waived for students enrolled in special programs or alternative high schools. Sending high schools making such a request must request a meeting with the CCTE Principal prior to a student's placement within a CCTE program of study.

Academic progress

Students enrolled within the Center for Career and Technical Education must establish and maintain positive academic progress in order to be eligible for admissions to colleges and Federal Financial Aid when entering the post-secondary level of education. There are three parts to academic progress:

1. A cumulative grade point average
2. Course completion
3. Time frame.

A student must:

- Earn a cumulative GPA of 1.70 for the first 30 attempted credit hours
- Earn a cumulative GPA of 2.00 for 31 or more attempted credit hours
- Complete all classes, and
- Earn a certification in 45 attempted credit hours or earn an Associate's Degree in 90 attempted credit hours.

If a student fails to meet any one of the above-listed criteria, he/she can be deem ineligible for Federal Financial Aid. If a student fails a CCTE course or is dropped from CCTE courses before completion, he/she could be negatively impact his/her ability to meet Criteria #1. Students must receive a "C" or higher in CCTE courses to establish and maintain positive academic progress.

Shared Responsibilities

Student

- Attend CCTE classes as scheduled; when UNMG is in session, CCTE classes are in session
- Follow established CCTE procedures in regard to absences
    - CCTE does not accept notes/calls from parents/guardians; these must be taken or made to the student's home high school
    - CCTE does not have the authority to excuse an absence; a student must work with his/her home school to accomplish this
    - An excused absences does not mean that a student is excused from the class assignments – ***an excused absence means that a student will be allowed to make up missed class assignments and/or time***
    - Home high schools do not always notify the CCTE of school-sponsored absences; it is the student's responsibility to notify his/her CCTE instructor(s) of such absences; the CCTE Office can verify the status of a student's absence (i.e., testing, activity, excused)
    - CCTE does not excuse a student to remain at his/her home high school to complete assignments for another class – students are scheduled to attend a CCTE program of study per his/her individual class schedule
- Establish and maintain positive status in academic progress
    - Earn at least a 2.0 GPA in CCTE classes
    - Students must show positive academic progress (i.e., earning a 2.0 GPA + complete all classes during a given semester)
    - Understand the impact upon future eligibility for college admissions and Federal Financial Aid should he/she not maintain positive academic progress
- Punctuality
    - Be on time for scheduled class meetings; late arrivers need to come to the CCTE Office for a late pass and possible conference
- Be prepared for class activities
    - Have a working writing utensil
    - Bring assigned textbook and/or workbook to class meetings
    - Have assigned readings completed before the start of class meetings
    - Submit assignments per dates given by instructor(s) and/or listed on the course syllabus
    - Submit assignments in a format determined by the instructor (i.e., word processed, online submission)
- Participate in class activities
    - Many CCTE programs of study incorporate class lectures and discussions with hands-on activities to meet different learning styles; students will be graded on class participation

- Cell phones and/or electronic devices
    - Cell phones and/or electronic devices with an on/off switch should not be used during CCTE class time without the ***express*** permission of the course instructor
    - Phones and devices should be silenced or powered down during CCTE class time and stowed in a pocket, purse, backpack, or bag
    - Students are not to remain in a classroom using a cell phone/electronic device instead of participating in shop/lab activities
    - Students are strongly urged to review home school district policies on cell phone/electronic device use during class time

Center for Career and Technical Education

- Uphold FERPA – Family Educational Right to Privacy Act – regulations
- Collect and report student attendance on a daily basis
- Collect and report progress, quarter, and semester grades to sending high schools
    - Individual instructors are responsible for submitting semester grades via the online systems with UNM
- Offer opportunities to become involved in campus events (i.e., SkillsUSA; Holiday in New Mexico, CCTE Recognition Ceremony)
- Intervene in situations involving violations of CCTE Policy and/or the UNM Student Code of Conduct
- Maintain contact with representatives from sending/participating high schools

Sending/Participating High Schools

- Enroll students who are truly interested in a CCTE program of study
    - Utilize a student's Next Step Plan to ensure proper placement in a CCTE program of study that will be meaningful and relevant to said student
- Provide each student with a printed schedule of classes to verify attendance at and placement in a CCTE program of study
- Provide to CCTE Administration a student's approved accommodations should an Individualized Education Plan (IEP) or 504 Plan exist
- Not overload a CCTE program of study; slot allocations are shared with all school representatives and must be adhered to in order to ensure consistent and equitable enrollment for all schools
- Uphold FERPA regulations

UNM Gallup Campus

- Uphold FERPA regulations
- Schedule course offerings for CCTE students
- Secure instructors for CCTE program of study course offerings
- Secure instructional space for CCTE programs of study

Attendance

- Students are expected to attend the CCTE regularly and to be on time for classes in order to benefit from instruction and to develop habits of punctuality, self-disciplines, and responsibility.
- When UNM Gallup Campus classes are in session, CCTE students are expected to be in attendance. An exception would occur if UNMG is on a delayed start schedule – student would not be responsible for attending the morning session of CCTE. UNMG generally follows the Gallup-McKinley County School District delay and closure schedule.
- Instructors will take attendance at least twice each day – once at the beginning of the class session and again before dismissal.
    - A student will be considered absent when he/she is not in attendance during a given day or is more than ten (10) minutes late for class.
    - If a student is present for the first attendance check and absent for the second check, he/she will be considered absent for the day.
    - Students will have **three (3) school days** to submit verification of an absence from a CCTE program of study. Such verification must be generated by the student's home high school and be submitted to the CCTE Office and the respective CCTE instructor. CCTE does not accept notes or phone calls from parents/guardians – these should be directed to a student's home high school.
    - CCTE does not have the authority to excuse a student's absence; students must work with the attendance office at their home high schools.
    - An excused absences does not mean that a student is excused from the class assignments **– an excused absence means that a student will be allowed to make up missed class assignments and/or time.**
    - Home high schools do not always notify the CCTE Office of school-sponsored absences; it is the student's responsibility to his/her CCTE instructor of said absences.
    - When a student accumulates three absences for any reason, the home school will be notified.
    - When a student accumulates five absences for any reason in a quarter, a referral will be made to the student's home high school.
    - Students who exceed five absence per each quarter will not be eligible for CCTE/UNMG credit unless the absences exceeding five are made up before the end of the quarter.
    - Students attempting to make up absences will contact his/her CCTE instructor, who will arrange a mutually agreed upon time or assignments. The instructor will notify the CCTE Principal for any changes in absence status.
    - Students who are absent from class due to a school sponsored activity will not be charged with an absence, provided the CCTE receives prior notification from the sending high school.
    - Students will not be charged with an absence if a home high school CCTE bus is not available.
- **Student drops from the CCTE programs of study are initiated by the sending high school.** This may occur because of excessive absences, inability to maintain socially acceptable behaviors on the

UNM Gallup Campus/satellite locations, or inability to follow CCTE policies and procedures. The CCTE principal will request this process to begin after a conference with the student in question.

- Students who remain at his/her home high school to complete assignments for another class will not be excused from CCTE programs of study.
- Students enrolled the CCTE Criminal Justice and Fire Science Technology programs of study are expected to fully participate in the fitness training courses associated with these courses of study. This means that students are dressed in appropriate clothing and are engaged in the activity presented during a given class meeting.
- Being dropped from college courses can have a negative impact upon an individual's future eligibility for college admissions and/or Federal Financial Aid. It is in a CCTE student's best interest to earn at least a C in all CCTE classes and to attend classes on a regular and consistent basis.

Tardiness

- A students is considered tardy if he/she is not in the proper classroom location at 9:00 AM for the morning session or 12:45 PM for the afternoon session. If a student is late for class, that student should report to the CCTE office for an admissions slip, and possible conference.
- A student arriving between 9:00 AM and 9:10 AM/12:45 PM and 12:55 PM will be considered tardy for both their CCTE class and their high school period per the home school district's attendance policy. Students arriving after 10:00 AM/1:30 PM will be considered absent at their high school for that class period and present for the remaining class time with CCTE.
- A student who is more than ten minutes late for class will be counted as absent.
- Three tardies of less than ten minutes will be counted as one absence.
- Students who arrive late because their home school bus did not arrive on time will not be charged with a tardy. These students should report to the CCTE Office for an admissions slip.

Dismissal of Pupils

- Students will not be dismissed before scheduled hours of instruction except with the approval of the CCTE Principal.
- CCTE instructors may not permit individual students to leave before the regular dismissal time without first being checked out through the CCTE Office. No student will be permitted to leave CCTE at the request of or in the company of anyone other than a home school employee, police officer, court official, and/or custodial parent/guardian unless permission of the custodial parent/guardian has first been secured.
- Student will not be excused from class to accomplish off-campus errands or activities.
- Students will not be released to law enforcement or other authorities until identification and need for release is verified with the appropriate agency and the home school notified.
- Student can check themselves out provided they have an "independence form" on file with their home high school. Verification will take place prior to allowing students to leave the CCTE.

Grading

- Students will be informed of what will be expected of them in courses before instructions begins. Each student will receive a course syllabus.
- Progress, quarter, and semester grades will be reported to the student's home high school. College grades will be posted online at the end of a semester.
- A student should be notified of his/her progress grade status. It is the student's responsibility to initiate contact with a CCTE instructor regarding his/her performance in a given class.
- Grading Scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	< 60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

- Students are responsible for complying with all regulations of the University. This includes FERPA and its regulations and guidelines.
- Should a question exist regarding a student grade, it is the student's responsibility to contact the respective instructor. CCTE Administration cannot and will not make grade changes. Should the CCTE Office be contacted by a student's parent/guardian, this process will be explained to them.

FERPA – Family Educational Rights and Privacy Act (1974)

- FERPA is a Federal law under the United States Department of Education.
- UNMG must abide by FERPA regulations and guidelines in order to avoid any violations of this law.
- UNM Gallup Campus and CCTE personnel cannot share information about a student with anyone other than said student unless permission is granted and a release form is signed
    - Parents/guardians will be directed to contact a student's home high school to obtain information regarding attendance and class performance (grades).
    - Parents/guardians will be directed to speak with their student regarding performance within a CCTE program of study.
- Under FERPA, CCTE can share the following educationally relevant information with sending/participating high schools:
    - Attendance
    - Student performance
    - Grades – progress, quarter, and semester
    - Concerns regarding a student's situation, behavior, attendance, and low/declining performance.

Tobacco Use

- Home school tobacco policies apply – no CCTE student is allowed to use tobacco or related products while on the UNM Gallup Campus. This includes e-cigarettes.

Electronic Device Use Policy

- Cell phones and/or electronic devices with an on/off switch should not be used during CCTE class time without the express permission of the course instructor(s).
- Phones and/or devices should be silenced or powered down during CCTE class time and stowed in a pocket, purse, backpack, or bag.
- Students are not to remain in a classroom using a cell phone/electronic device instead of participating in shop/lab/fitness activities.
- Students are strongly urged to review home school district policies on cell phone/electronic devise use during class time.

Discipline

- Per the UNM Policy and the Student Code of Conduct, instructors have the authority to discharge the duties of instruction and management of students under their supervision. Just and reasonable punishment, except corporal punishment, may be administered as necessary. Each instructor is responsible for discipline in classes or groups he/she supervises.
- Student misbehaviors include, but are not limited to:
    - Disruption and Dangerous Tactics such as arson, playing with fire, possession of explosives and/or fireworks, possession of a weapon, rioting, and/or walk-outs or strikes.
    - Thievery
    - Drunkenness/Disorientation
    - Drug Possession
- Matters Subject to Disciplinary Action
    - Actions which have great potential for physically harming the person or property of others, including that of the University, or which actually result in physical harm, or which case reasonable apprehension of physical harm.
    - Any type of sexual assault, including rape.
    - Making false representations to the University, including forgery and unauthorized alteration of documents and unauthorized use of any University document.
    - Academic dishonesty, including, but not limited to: dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and disclosure or misrepresentation in filling out application or other University records.
    - Substantially interfering with the freedom of expression, movement or activity of others.
    - Initiating or causing to be initiated, any false report, warning or threat of fire, explosion or other emergency. Misusing or damaging fire safety equipment on University premises.
    - Theft of property or of services. Possession of property that is known to be stolen.
    - Failure to comply with the lawful directions of University officials, including campus police officers and other law enforcement officials acting in performance of their duties.

- Willfully refusing or failing to leave the property of or any building or other facility owned, operated, and controlled by the University when requested to do so my a lawful custodian of the building, facility, or property if the person is committing, threatening to commit, or inciting others to commit any act which would disrupt, impair, interfere with or obstruct the lawful mission, processes, procedures or functions of the University.
- Unauthorized presence in or use of University premises, facilities or property in violation of posted signs, when closed, or after normal operation hours.
- Illegal use, possession, or distribution of any controlled substances, illegal drugs or alcohol.
- Use or possession of fireworks on University premises or a University-sponsored events, unless expressly authorized in writing by the President.
- Use, possession of, or storage of any weapon on University premises or a University-sponsored activities, unless expressly authorized in writing by the President. Weapons include, but are not limited to: firearms, ammunition, bombs, explosives, incendiary devices, or other dangerous weapons, substances, or materials.
- Misusing University computing resources by intentionally making or receiving, accessing, altering, using, providing, or in any way tampering with files, disks, programs, passwords, or hardware belonging to other computer users without their permission.
- Violation of published or posted University regulations or policies, including, but not limited to regulations prohibiting discriminatory activity.
- Aid to others in committing or inciting others to commit any act mentioned above.
- Action(s) or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Code of Conduct including failure to appear before any of the University's disciplinary authorities and to testify as a witness when reasonability notified to do so by an appropriate University officer.
- Any other acts or omissions which adversely affect University functions or University-sponsored activities, disrupt community living on campus, interfere with the rights of others to the pursuit of their education, or otherwise adversely affect the processes of the University.
- Violating the terms of any disciplinary sanction imposed in accordance with this Code.

- Student accused of misbehavior will be addressed as follows:
  - First Offense in an academic year – CCTE Principal/Student Conference with home school notification
  - Second Offense in an academic year – CCTE Principal/Student Conference with home school and parent notification (via home school)
  - Third Offense in an academic year – CCTE Principal/Home School Principal Conference to determine appropriate action
  - Students committing criminal acts that endanger the lives or property of students or staff, or who willfully interfere with the educational process will be referred to law enforcement for disposition. The home school will be notified immediately.
  - Disciplinary Procedures:
    - Disciplinary action against a student is first acted upon at the level of the faculty member and department/division chairperson as outlined in the UNM Faculty

Handbook, dated October1, 1990. The faculty member is required to inform the Director of Student Services and CCTE Principal of said infraction. Prior to the decision to impose any penalty, the faculty member shall discuss the matter with the student involved and afford the student the opportunity to explain his/her conduct. If the student disputes the action taken by the faculty member, the student may initiate a grievance as outlines in the Student Grievance Procedure.

- If the faculty member believes the student's actions warrant other disciplinary actions, he/she should contact the Director of Student Services as outlines below. The party bringing a charge against a student shall file a written complaint with the Director of Student Services stating his/her assentation that additional penalty is warranted. Upon receipt of the information regarding the student misconduct, the Director of Student Services shall provide the student with a copy of the charge. The Director of Student Services may dispose of the case if it does not carry the penalty of probation or suspension in one of the following manners:
    - Dismiss the allegation and notify the party bringing the charge,
    - Assign a counselor to the case if the case requires counseling,
    - Conduct a private hearing with the student and the party bringing the charge to resolve the matter, or
    - Arrange a hearing before the Faculty Committee on Student Affairs.
- If the student's action is serious enough to carry the penalty of probation or suspension, the student shall be notified in writing of the specific charges against him/her, which may justify probation, suspension, or dismissal from the school. Such notification shall include the names of witnesses against him/her, a report of facts to which these witnesses will testify, and shall request the student to appear for a hearing at which he/she may defend him/herself, and produce oral testimony or written affidavits and/or witnesses on his/her behalf. The Faculty Committee on Student Affairs will meet, hear the case, and make recommendations to the Director of Student Services. The Director of Student Services will make a ruling on the case in writing seven calendar days after receipt of such recommendation.
- The final avenue for appearance and resolution of a grievance should be recommendation of the Director of Student Service be unacceptable, is the Ad Hoc Grievance Community on the UNM-Albuquerque Campus. This committee will determine whether or not the appeal should be heard based on the merits of the case. Should the committee choose not to hear the case, the findings of the Directors of Students Services shall be final; should the committee hear the case, its finding will be final.
- The University may take disciplinary action for an offense against the Code of Conduct when the offense occurs on University premises or at a University sponsored event, or when an offense which occurs off campus is such that in the judgment of the Dean of Students, failure to take disciplinary action is likely to

interfere with the educational process or the orderly operation of the University, or endanger the health, safety, or welfare of the University community.

- Sanctions
  - Any student who violates any of the rules set forth in the Code of Conduct shall be subject to warning (verbal or written), disciplinary probation, suspension, expulsion, dismissal from University employment, or being barred from campus. Student sanctions imposed under this Code of Conduct shall be imposed pursuant to the Students Standards & Grievance Procedure, or its successor.
    - Verbal Warning – oral reprimand
    - Written Warning – written reprimand
    - Disciplinary Probation – establishment of a time period during which further acts of misconduct may or will result in more severe disciplinary sanctions depending on the conditions of the probation. Conditions or probation can include community service, attendance at workshops and/or seminars including, but not limited to, alcohol, drug, or safety, mandatory mental health evaluations and/or counseling or other educational sanctions
    - Suspension – losing student status for a period of time specified in the terms of the sanction. A suspension may commence immediately upon a finding of a violation or it may be deferred to a later time.
    - Expulsion – losing student status for an indefinite period of time. Readmission may not be sought before the expiration of two years from the date of expulsion, and it is not guaranteed even after that time.
    - Dismissal – termination of student employment
    - Barred from campus – not allowed to be in or on University property.
  - The sanction imposed shall be set based upon numerous factors, including the severity of the offense, the amount of harm created, the student's record, and sanctions imposed in recent years for similar offenses. In considering the harm created, there shall be taken into account whether any harm or injury was targeted against a person or group because of that person's or group's face, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition.
- Situations unique to CCTE
  - Instructors will be notified of disposition taken by CCTE and the student's sending high school.
  - Students who use cell phones/electronic devices without CCTE instructor permission will have the device taken away by the CCTE Principal for a period of one school week (five days).
  - If a student is suspended from his/her home high school, a notice of suspension will be given to the CCTE Principal. The student may petition for continued attendance in the CCTE program of study. Such a petition must include the student's offense and disposition of the home school/district. Petitions for offenses including violence or illegal substances will not be granted.

Vehicles

- CCTE students will not drive personal vehicles to the UNM-Gallup Campus unless prior approval is granted; student who have been granted approval for driving privileges will comply with all state and local laws governing the operation of motor vehicles on the campus
- Vehicles driven to CCTE to become a student or class project will conform to laws regulating insurance and registration of motor vehicles. The home school will be notified of vehicles used as class projects
- Instructors will ensure that vehicles becoming projects satisfy the requirements listed above
- The following procedure must be followed in order for a CCTE student to obtain permission to drive a personal vehicle to the CCTE Program:
    - Request and receive a Student Parking Permit form from the CCTE office
    - All requested information must be supplied, including the following signatures:
        - Parent/guardian
        - CCTE program instructor
        - High school counselor
        - High school principal/designee
        - CCTE Principal
    - Student must provide the following documents in order to secure a parking permit:
        - Valid driver's license
        - Vehicle registration
        - Proof of insurance
        - Copy of student class schedule
    - Justification from parent/guardian
    - Student will be accompanied by CCTE staff to the UNM-Gallup Campus Police to obtain a UNMG Parking Permit
- Citations will be issued by UNM-Gallup Campus Police for vehicles parked in campus lots without displaying a UNMG Parking Permit
- **FYI – UNM Gallup is set to initiate a fee for student parking; this practice is set to being in the Spring 2017 semester.**

Center for Career and Technical Education

University of New Mexico Gallup Campus

Attendance Contract

The Center for Career and Technical Education (CCTE) provides area high school students with college level career and technical education course work in areas not available at their home high schools. These courses are first offered to seniors in good standing in attendance, behavior and grades. Others may qualify under special circumstances to be determined by high school counselors and the CCTE Principal. This contract, discussed and agreed to by CCTE instructors and students, describes the programs of study and the attendance policies and expectations of the Center for Career and Technical Education.

Enrollment in these programs is a privilege and should be undertaken with this in mind. Under dual enrollment, the courses provide both high school and college credit with the intent that students will achieve entry-level employment upon exiting their chosen program of study and will be able to continue with additional post-secondary education. CCTE programs of study that are currently offered include:

- Automotive Technology
- Collision Repair Technology
- Construction Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Design & Digital Media
- Early Childhood Multi-Cultural Education
- Fire Science Technology
- Health Careers
- Multi-Vocational Service Occupations
- Students Achieving New Directions
- Welding Technology.

Attendance Policy

Attendance at every class is mandatory. Attendance in college level career and technical education courses is essential for technical skill acquisition, as well as for the development of appropriate social skills and work habits. Many programs have training hours required by law in order to receive credit. Any student missing class will struggle to achieve the necessary maturity level or program standards needed in the subject area.

Once registration in finalized, the attendance policy will become effective. A conference will be held after a student has accumulated three (3) absences, either excused or unexcused. Conference participants will be the student and instructor. A letter outlining the consequences of further absences will be developed,

signed by the student and instructors and shared with the student's home high school. The initial Attendance Policy Contract will be attached.

Continued participation in the CCTE at the college level will be contingent upon the remaining level of attendance and required make-up work/time contract. After the conference two additional unexcused absences can result in the student being dropped from the college course unless the absences exceeding five (5) are made up before the end of the quarter. The student can still earn high school credit. Additional absences will be handed according to the home school district's policy. The home school representative may exempt a student from the absence limit if it is deemed a school-accepted excuse.

A student who has been dropped from a CCTE program of study may return in a different program the following semester, providing the student has not been determined to be a discipline problem and continues to be in good standing with the sending high school.

When absent, either excused or unexcused, a student is required to submit verification from the home high school of said absence to the CCTE. The CCTE will not accept notes or phone calls from parents in regard to excusing absences – the student must work with his/her school's attendance officials in order to verify and/or excuse an absence. The CCTE does not have the authority to excuse an absence – only the student's home school can do this. Should a student's absence be deemed "excused," that students is responsible for making arrangements with the respective instructor regarding the content of the make-up work and time allotment to complete it.

• • • • • • • • • •

I have read this contract, understand its content, and promise to adhere to the Attendance Policy of the Center for Career and Technical Education at the UNM Gallup Campus.

_____ _____

Student Signature Date

_____ _____

Instructor Signature Date

Organization and Administration

The Center for Career and Technical Education is a cooperative effort among the University of New Mexico Gallup Campus and the following school entities:

- Gallup Christian School
- Gallup-McKinley County School District
- Middle College High School
- Rehoboth Christian School
- Wingate High School
- Zuni Public School District.

Governing Board

The University of New Mexico Gallup Campus is a branch of the University of New Mexico. The University of New Mexico Board of Regents is the governing board for the Gallup Campus and the Center for Career and Technical Education.

Executive Committee

The Executive Committee shall consist of the following individuals or a designee:

- Executive Director, University of New Mexico Gallup Campus
- Dean of Instruction, University of New Mexico Gallup Campus
- Chair, CCTE Steering Committee
- CCTE Principal (non-voting)
- Principal, Gallup Christian School
- Superintendent, Gallup-McKinley County School District
- Principal, Middle College High School
- Superintendent; Rehoboth Christian School
- Principal, Wingate High School
- Superintendent, Zuni Public School District.

Duties of the Executive Committee are:

- Approve the yearly budget
- Approve programs of study and/or changes in offerings
- Approve increases in fees
- Meet twice per year, preferably one time per semester.

Steering Committee

Members of the Center for Career and Technical Education Steering Committee will be:

- Executive Committee members or their designees
- Participating schools' principals
- One counselor from each participating school
- Two community members named by the Executive Director

- One CCTE instructor
- CCTE Principal
- Dean of Instruction.

Each member has one vote, with no proxy. Duties of the Steering Committee will be: assisting in the development of policy governing the Center for Career and Technical Education and reviewing and making recommendations concerning programs and curricula.

The daily operations of the Center for Career and Technical Education will be overseen by the CCTE Principal, who reports to the UNMG Dean of Instruction.

Distribution of Student Slots

1. The number of students that each school will be permitted to enroll per program of study will be determined by considering the populations of each contributing school and the class capacity within specific programs of study.
2. Each school will be allocated a minimum of two student slots per program of study.
3. Slots not used by one school may be given to another school.
4. Student slot distribution will be as suggested on the attached chart.

Attendance Fee

1. The tuition count will be established by the number of participating students from each school enrolled by the third Friday of the semester.
2. The fee for the Center for Career and Technical Education will be established by the CCTE Executive committee
    a. Currently, a fee of $52.50 will be paid per student per semester by the respective sending school district
3. The University of New Mexico Gallup Campus will collect from each school district or school the amount of money equal to the fee times the number of students. There will not be a fee charged to students or parents/guardians.

CCTE Faculty Work Day

1. CCTE classes will begin at 9:00 AM and conclude at 11:05 AM. Afternoon sessions will begin at 12:45 PM and end at 3:00 PM
2. CCTE classrooms will be opened, staffed, and available to students at least ten (10) minutes before the start of class.
3. CCTE instructors will be available to students in classrooms or office immediately before and after class.

Instructors/Substitutes and Sick Leave

1. Instructors must inform CCTE Administration of any absences from instructional duties in writing (e-mail and text messages are acceptable).
2. Instructors must provide CCTE Administration with substitute lesson plans.
3. No lab/shop activities are to be conducted while a substitute instructor is on duty.

Instruction

1. CCTE classes will convene per the UNM Gallup Campus calendar.
2. Inclement weather cancellations and delays
    a. CCTE will not cancel classes until all contributing schools/districts have been delayed and/or cancelled
    b. CCTE instructors will report to work unless all classes and cancelled
    c. In the home school district declares a weather delay, students are excused from the morning session of CCTE. If the home school is cancelled for the day, then students are excused from both sessions of CCTE.
    d. Typically, UNMG follows the delay and cancellation schedule of the Gallup-McKinley County School District.

Credit and Grades for CCTE Courses

1. Student will be granted high school credits according to their respective school's policy for the CCTE Program, and either eight or nine credit hours per semester from the UNM Gallup Campus.
2. Students will be registered in college classes at the beginning of each semester.
3. Students needing to change programs of study will initiate this request with a home school counselor.
4. Should a student stop attending a CCTE program of study, it is the home high school's responsibility to initiate the drop process.
5. CCTE grades are considered to be educationally relevant information that is shared with the home high schools. CCTE provides schools with progress, quarter, and semester grades (percent and letter) per course in which a student is enrolled. The only school that deviates from this is Wingate HS, whose student will received one "averaged" grade.
6. College grades will be submitted by the respective instructors at the end of each semester via the UNM website.

Tools and Equipment

1. Instructors are responsible for the proper care and security of tools and equipment assigned to them from UNMG.
2. Missing, defective, or damaged equipment shall be reported immediately to the CCTE Principal and the respective Division Chairperson.
3. Equipment inventories shall be conducted per UNM Policy.
4. Textbooks will be purchased and charged to the students' home school districts. In turn, home schools will be notified of the loss of books or equipment, including the student's name, cost of the book, and title of book. CCTE instructors should keep an inventory of textbooks and a sign-out mechanism to determine the books that are distributed to students.

Instructional Areas

1. Classrooms, shops/labs, and other instructional areas will be kept clean and neat. All materials, supplies, and equipment needs to be properly stored when not in use.

2. Instructors will ensure that students take their share of the responsibility for keeping a clean and attractive instructional area.
3. Instructors will make the determination whether to allow food and/or drinks in instructional areas during CCTE class time.

Safety

1. Safety is a critical part of career and technical education. Instructors will ensure that students are given appropriate safety lessons and that each student shows satisfactory knowledge and skills in this subject.
2. Students will not work in shop/lab areas until appropriate safety instruction and testing in successfully completed.
3. Instruction will ensure that students wear appropriate eye and ear protection while in the shop/lab environments.
4. All students must comply with safety rules that have been established by the instructor and profession of their respective CCTE program of study.
5. The use of electronic devices, such as cell phones, is not allowed during CCTE instruction time without the express permission of the class instructor, who will determine whether or not the use of such an item is justified during class time.

Accidents and Illnesses

1. If, because of an accident or illness, a student requires medical attention, the procedures listed below should be followed:
    a. Contact the CCTE Office (Bobbi/863-7555 or Ann/863-7617) or Campus Police (863-7620). If nobody is available, call 911
    b. The instructor will stay with the student until a parent/guardian, school official, or medical personnel assume responsibility
    c. The parent/guardian and home school will be contacted by the CCTE Office
2. It is imperative that a Student Emergency Information Form is completed and on file in the CCTE Office for all currently enrolled students.

2016-2017 Collective Calendar

Center for Career and Technical Education

Date	Day	Institution	Description
08/01/2016	Monday	Wingate HS	Fall 2016 Semester begins
08/05/2016	Friday	UNM Gallup Campus	09/10/2016 ACT Registration deadline
08/08/2016	Monday	Zuni Public School District	Fall 2016 Semester begins
08/11/2016	Thursday	GMCS Rehoboth Christian School	Fall 2016 Semester begins
08/15/2016	Monday	Gallup Christian School	Fall 2016 Semester begins
08/22/2016	Monday	UNM Gallup Campus	Fall 2016 Semester begins
08/31/2016	Wednesday	Zuni Public School District	Early Release Day
09/05/2016	Monday	Gallup Christian School GMCS Rehoboth Christian School UNM Gallup Campus Wingate HS Zuni Public School District	Labor Day – no classes
09/08/2016	Thursday	Zuni Public School District	Progress Reports Distributed
09/10/2016	Saturday	UNM Gallup Campus	ACT Administration
09/14/2016	Wednesday	Zuni Public School District	Early Release Day
09/12/2016	Monday	Gallup Christian School	Christian Educators' Convention
09/16/2016	Friday	UNM Gallup Campus	10/22/2016 ACT Registration deadline
09/19/2016	Monday	GMCS	Parent/Teacher Conferences
09/21/2016	Wednesday	Wingate HS	Parent/Teacher Conferences
09/220-023/2016	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
09/23/2016	Friday	Wingate HS	Staff Professional Development
09/28/2016	Wednesday	Zuni Public School District	Early Release Day
10/07/2016	Friday	Zuni Public School District	Data Day
10/07/2016	Friday	Wingate HS	End of first quarter
10/07/2016	Friday	UNM Gallup Campus	11/05/2016 SAT Registration deadline
10/10/2016	Monday	Zuni Public School District	Fall Break
10/10/2016	Monday	Wingate HS	Columbus Day
10/11/2016	Tuesday	Rehoboth Christian School	End of first quarter
10/12/2016	Wednesday	GMCS	End of first quarter
10/13/2016	Thursday	Zuni Public School District	End of first quarter
10/13-14/2016	Thursday – Friday	UNM Gallup Campus	Fall Break – no classes
10/14/2016	Friday	Gallup Christian School	Teacher In-Service
10/19/2016	Wednesday	GMCS	Data Day
10/19/2016	Wednesday	Zuni Public School District	Early Release Day

10/20 – 21/2016	Thursday – Friday	GMCS	Fall Break
10/20 – 21/2016	Thursday – Friday	Rehoboth Christian School	Parent/Teacher Conferences
10/22/2016	Saturday	UNM Gallup Campus	ACT Administration
11/02/2016	Wednesday	Zuni Public School District	Early Release Day
11/03/2016	Thursday	UNM Gallup Campus	12/03/2016 SAT Registration deadline
11/04/2016	Friday	UNM Gallup Campus	12/10/2016 ACT Registration deadline
11/05/2016	Saturday	UNM Gallup Campus	SAT Administration
11/10/2016	Thursday	Zuni Public School District	Progress Reports Distributed
11/11/2016	Friday	Gallup Christian School GMCS Rehoboth Christian School Wingate HS Zuni Public School District	Veteran's Day
11/16/2016	Wednesday	Zuni Public School District	Early Release Day
11/21 – 25/2016	Monday – Friday	GMCS Zuni Public School District	Thanksgiving Break
11/23-25/2016	Wednesday – Friday	Gallup Christian School Rehoboth Christian School Wingate HS	Thanksgiving Break
11/30/2016	Wednesday	Wingate HS	Parent/Teacher Conferences
12/03/2016	Saturday	UNM Gallup Campus	SAT Administration
12/10/2016	Saturday	UNM Gallup Campus	ACT Administration
12/15/2-16	Thursday	Rehoboth Christian School	Fall 2016 Semester ends
12/16/2016	Friday	GMCS Wingate HS Zuni Public School District	Fall 2016 Semester ends
12/17/2016	Saturday	UNM Gallup Campus	Fall 2016 Semester ends
12/19/2016 – 01/06/2017	Monday – Friday	Gallup Christian School	Christmas Break
12/19 – 30/2016	Monday – Friday	GMCS Wingate HS Zuni Public School District	Winter Break
12/19/2016 – 01/02/2017	Monday – Monday	Rehoboth Christian School	Christmas Break
12/21/2016	Wednesday	UNM Gallup Campus	01/21/2017 SAT Registration deadline
01/02/2017	Monday	GMCS	Data Day
01/02/2017	Monday	Zuni Public School District	Spring 2017 Semester begins
01/03/2017	Tuesday	GMCS Rehoboth Christian School Wingate HS	Spring 2017 Semester begins

01/09/2017	Monday	Gallup Christian School	Spring 2017 Semester begins
01/13/2017	Friday	UNM Gallup Campus	02/11/2016 ACT Registration deadline
01/17/2017	Tuesday	UNM Gallup Campus	Spring 2017 Semester begins
01/16/2017	Monday	Gallup Christian School GMCS Rehoboth Christian School UNM Gallup Campus Zuni Public School District	MLK Day – no classes
01/19 – 20/2017	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
01/21/2017	Saturday	UNM Gallup Campus	SAT Administration
01/25/2016	Wednesday	Zuni Public School District	Early Release Day
02/02/2017	Thursday	Zuni Public School District	Progress Report Distributed
02/03/2017	Friday	Wingate HS	Staff Professional Development
02/06/2017	Monday	GMCS	Parent/Teacher Conferences
02/08/2017	Wednesday	Zuni Public School District	Early Release Day
02/11/2017	Saturday	UNM Gallup Campus	ACT Administration
02/13/2017	Monday	Gallup Christian School	President's Day
02/15/2017	Wednesday	Wingate HS	Parent/Teacher Conferences
02/17/2017	Friday	Rehoboth Christian School	Winter Break
02/17/2017	Friday	Zuni Public School District	Data Day
02/20/2017	Monday	GMCS Rehoboth Christian School Wingate HS Zuni Public School District	President's Day
02/22/2017	Wednesday	Zuni Public School District	Early Release Day
03/03/2017	Friday	GMCS Wingate HS	End of third quarter
03/03/2017	Friday	UNM Gallup Campus	04/08/2017 ACT Registration deadline
03/06/2017	Monday	GMCS	Data Day
03/08/2017	Wednesday	Zuni Public School District	Early Release Day
03/09/2017	Thursday	Zuni Public School District	End of third quarter
03/10/2017	Friday	Gallup Christian School	Teacher In-Service
03/10/2017	Friday	Zuni Public School District	Professional Development
03/13/2017	Monday	Rehoboth Christian School	End of third quarter
03/16 – 17/2017	Thursday – Friday	Rehoboth Christian School	Parent/Teacher Conference
03/12 – 19/2017	Sunday – Sunday	UNM Gallup Campus	Spring Break – no classes
03/20 – 24/2017	Monday – Friday	GMCS Rehoboth Christian School Wingate HS	Spring Break
03/27-31/2017	Monday – Friday	Gallup Christian School	Spring Break

04/03 – 07/2017	Monday – Friday	Zuni Public School District	Spring Break
04/08/2017	Saturday	UNM Gallup Campus	ACT Administration
04/12/2017	Wednesday	Wingate HS	Parent/Teacher Conferences
04/14/2017	Friday	Rehoboth Christian School	Good Friday/No Classes
04/13 – 14/2017	Thursday – Friday	Gallup Christian School	Easter Break
04/20/2017	Thursday	Zuni Public School District	Progress Reports Distributed
04/20 – 21/2017	Thursday – Friday	Zuni Public School District	Parent/Teacher Conferences
04/24/2017	Monday	Wingate HS	Sovereignty Day
04/28/2017	Friday	GMCS	Navajo Sovereignty Day
05/05/2017	Friday	Gallup Christian School	Teacher In-Service
05/05/2017	Friday	Zuni Public School District	Data Day
05/05/2017	Friday	UNM Gallup Campus	06/10/2017 ACT Registration deadline
05/12/2017	Friday	Wingate HS	Graduation
05/13/2017	Saturday	UNM Gallup Campus	Spring 2017 Semester ends
05/18/2016	Thursday	Gallup Christian School Twin Buttes High School	Graduation
05/19/2017	Friday	Zuni High School	Graduation
05/26/2017	Friday	Rehoboth Christian School	Graduation