Luna Community College

Institutional Self-Study for the Higher Learning Commission of the North Central Association of Colleges and Schools

2014

In Memoriam
Maria Helena Flores Paiz
September 14, 1974 – April 16, 2014

The 2014 Luna Community College self-study is dedicated in loving memory of Maria Helena Flores Paiz.   As every fingerprint is unique, so were Maria's talents, intelligence, and experiences.   She combined her multi-faceted gifts to create a custom self-study format that effectively presented the required evidence and supporting work of college personnel.

Maria used her experience as a narrative and doctorate dissertation guideline reviewer, technology logo and document designer, and business brand developer to produce a self-study representative of Luna Community College.   Her finely tuned professionalism, meticulous attention to detail, and organizational skills shaped the model for the self-study document submitted to the Higher Learning Commission.

Maria was committed to a document of substance and excellence.   At the beginning of the process she said, "I want to produce the best self-study possible because it showcases Luna Community College to the world."   She was an avid promoter of the college, an executive office manager who helped everyone achieve their goals, and a stickler for ensuring written documents, promotional items and flyers representing the college were well done.

Soon after Maria passed away on April 16, 2014; Larry, her husband, stepped forward and said he would continue with and complete the formatting of this self-study in his wife's honor.   Larry knew the time and effort Maria had already put into the document structure and content because she did most of the design and formatting at home.

Maria is deeply missed.   The self-study she started is now part of the legacy she has left for current and future Luna Community College personnel to use as the guide to help students succeed.

Acknowledgements

I would like to acknowledge and thank members of the LCC 2014 Accreditation Committee, as well as all members of the subcommittees for their tireless work on the LCC 2014 Self Study. Each person's contributions are valued and appreciated.

Dr. Pete Campos, LCC President

LCC 2014 Accreditation Committee				
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Legend: ** Minute Taker, √ Past Employee, † Deceased

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LUNA COMMUNITY COLLEGE

MAIN CAMPUS
366 Luna Drive
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(505) 454-2500

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Santa Rosa, New Mexico 88435
Phone: (575) 472-1400
Fax: (575) 472-1401

MORA SITE
P.O. Box 627
Mora, New Mexico 87732
Phone: (575) 387-6760
Fax: (575) 387-6782

SPRINGER SATELLITE
P.O. Box 775
Springer, New Mexico 87747
Phone: (575) 483-5009
Fax: (575) 483-0343

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                                           Mr. Jerry Maestas (Left Office March 2013)

                                           Mr. Kenneth Medina (Took Office April 2013)

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                                           Mr. Dan Romero (Took Office April 2013)

                                           Mr. Frankie Tenorio

                                           Mr. Tony Valdez

                                           Mr. David Gutierrez

                                           Mr. Levi Alcon, Jr. (Left Office March 2013)

                                           Mr. Ernie Chavez (Took Office April 2013)

Message from the Chairman

I have had the unique opportunity to serve as a Luna Community College employee and Board of Trustee during the past several decades. I have witnessed the positive change, growth, and advancement first-hand of the people's college. We have transformed from a vocational-technical institute to a community college that encompasses: dual credit for high school students, valuable vocational certified programs that provide employment access to students anywhere in the country, nationally accredited academic programs from nursing to business that open doors for students to earn an Associate's Degree and immediately enter the job market or transfer credits to a four-year university, and community education courses which engage students of all ages to learn in areas they have an interest in and truly enjoy.

We are ready to grow! We have weathered the recession without employee furloughs or lay-offs, we have intentionally kept our student tuition and fees among the lowest in the country, we continue to earn and maintain national accreditations for our programs of study, we hire highly qualified personnel, we work through challenges and move forward with positive solutions for the benefit of students, and we stay a step ahead of educational trends to best prepare our students for the constantly changing expectations of the workforce.

I am fortunate to lead a group of dedicated Trustees who have wise insight and foresight. I am also thankful for the wonderful administration, faculty, staff, and citizens of our service area who support Luna Community College.

On behalf of the Luna Community College Board of Trustees it is a privilege to share our unified approach with you to provide educational opportunities so students will succeed in preparation for their lives as they prepare to enter the world of work. To accomplish this laser vision, we take our responsibilities seriously and thrive to deliver the best governance of the College possible and ensure the College mission is unequivocally fulfilled.

In carrying out these responsibilities, the Board regularly considers, constructively scrutinizes, and wisely approves College policies and provides efficient fiscal oversight. Our positive and proactive approach sets high standards and momentum for the College President to oversee the day-to-day management and implementation of the College operations.

Board members also bring sensitivity to diversity and a wealth of knowledge and experience that serves as a priceless direction for the College. Board members also participate by serving on the following standing committees: Executive, Finance, Education, and Facilities. The passion, goal setting, and follow-up by the Board guide a successful College operation that leads students to academic success.

Board members also serve as representatives within their designated districts, augment issue oriented discussions and shepherd the institutional direction by effective listening, respectfully communicating verbally, adding constructive and innovative direction, and processing

governance best practices, trends, and ideas that bring positive change to the educational pathway of the institution.

One of my goals is to lead the Board of Trustees towards a strategic plan and achievable key goals that ultimately promote the best education and training necessary to prepare students for good paying jobs and successful careers.

I invite you to review our 2014 self-study and celebrate the achievements and successes of our extraordinary students and faculty who make Luna Community College a Premier New Mexico post-secondary institution.

Sincerely,

Abelino Montoya, Jr., Chairman
Board of Trustees

Abelino Montoya, Jr.
Chairman

Abelino Montoya Jr. has been a Board Member for 12 ½ years. He holds a Masters and Bachelor's Degree from NM Highlands University and is also a licensed NM Professional Mental Health Counselor. A Disabled Army Veteran, he served seven years, including two tours in Vietnam.

His work experience has been in post-secondary education, State and County Government and in the private sector. He was the Executive Deputy Director for the NM Workers' Compensation Administration and is now retired. Montoya's civic and professional affiliations have been many to include: Luna Community College Board of Trustees, current Board Member of Quality New Mexico, former president of the Las Vegas Rotary International, Las Vegas/San Miguel Chamber of Commerce and Western Regional Workers' Compensation for Timber Products Manufacturers. He is also a member of the Paralyzed Veterans' Association and NM Highlands University Alumni Association.

Kenneth Medina
Vice-Chairman

Kenneth Medina has been a Board Member for about 1-1/2 years and resides in Las Vegas, New Mexico. He was the Facilities Manager at West Las Vegas Schools for 29 years, served as a San Miguel County Commissioner for 8 years and is currently retired. He has been a musician for many years and does numerous benefit dances for those in need. His term expires in March of 2019.


Daniel Romero
Secretary

Daniel Romero has been a Board Member for about 1-1/2 years and resides in Las Vegas, New Mexico. He was a Director of Vocational Trades for many years at LCC and is now retired. He currently participates with HUD and served as a board member for the Mora/San Miguel Electric Cooperative. His term expires in March of 2019.

Ernie Chavez
Member

Ernie Chavez has been a Board Member for about 1-1/2 years and resides in Mora, New Mexico. He has been a teacher, coach and bus driver. He is a lifetime member of the Disabled American Veterans, Purple Heart, American Legion and the VFW. His term expires in March of 2019.
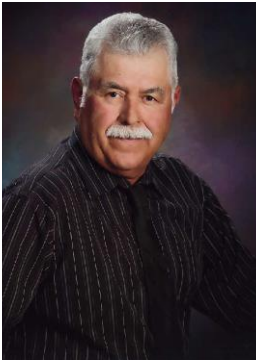
David Gutierrez
Member

David Gutierrez has been a Board Member for 5-1/2 years and resides in Springer, New Mexico. He is currently the Distribution Manager for the Springer Electric Cooperative. He has been a volunteer firefighter for 31 years, is a member of the Greater Economic Development of Springer, volunteers at Springer High School activities and served on the Springer School Board for 12 years. He received an Associate's Degree in Education from Trinidad State University and a Bachelor's Degree in education from New Mexico State University. His term expires in March of 2015.

Frankie Tenorio
Member

Frankie E. Tenorio has been a Board Member for 5-1/2 years and resides in Santa Rosa, New Mexico. He is currently the Assistant Administrator of Guadalupe County Hospital and is enrolled in the MBA program at New Mexico Highlands University. His term expires in March of 2015.

Tony Valdez
Member

Tony Valdez has been a Board Member of LCC for 7 years and resides in Las Vegas, New Mexico. He has been in Law Enforcement for the past 16 years. He has also been a coach and a referee for the City of Las Vegas youth basketball, football, and baseball leagues. His term expires in March of 2015.
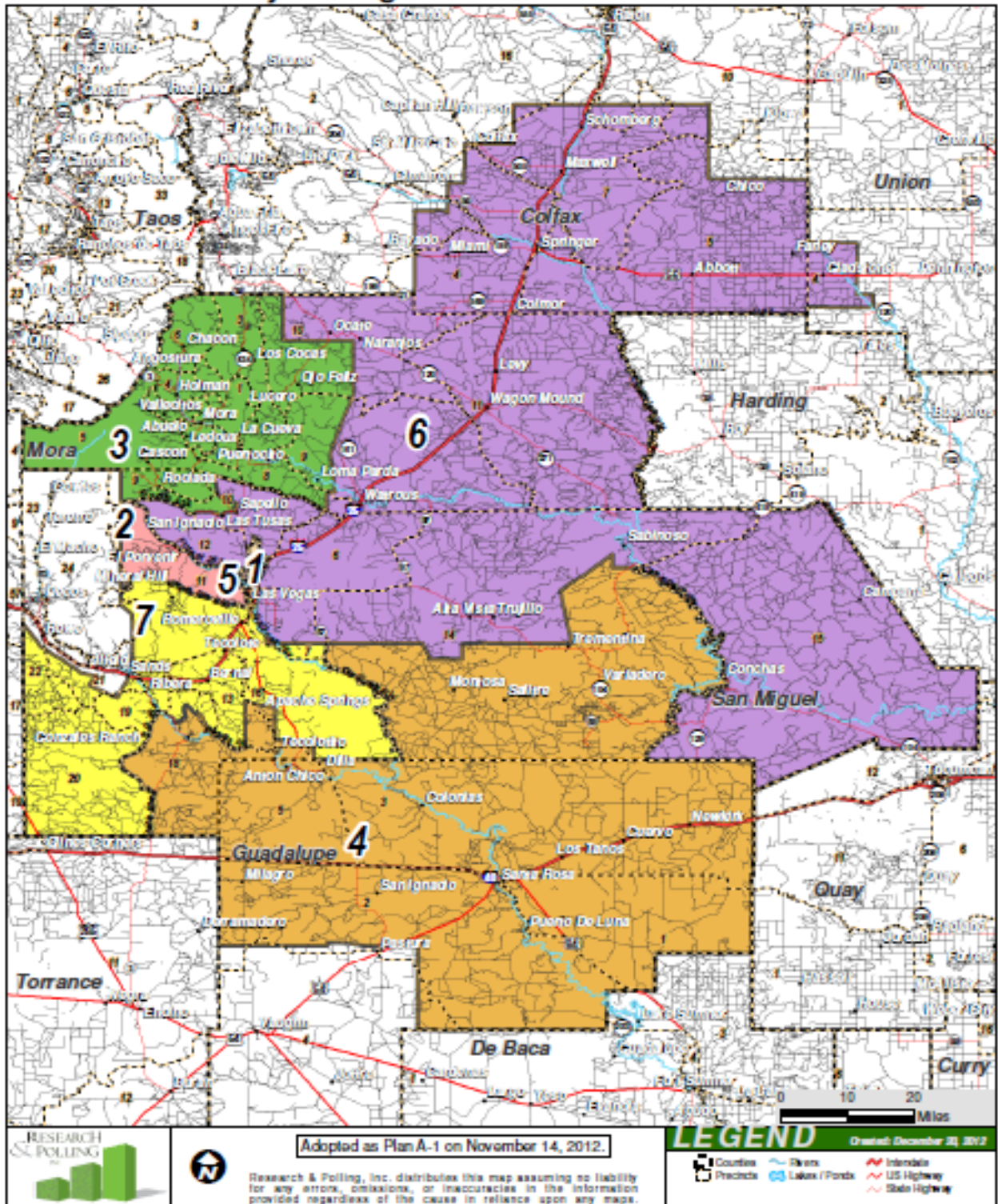
Detailed Dist. Map

Message from the President

Luna Community College is deeply rooted in providing a quality - affordable – accessible education for all students. Our focus is to wholeheartedly support: individual student persistence and confidence; evolving strategies to improve student retention; and, ultimately to celebrate life's accomplishments such as certifications and degree completions that serve as keys for our graduates to unlock future education and career opportunities.

We are known as the people's college. As our mission statement indicates; we are committed to **creating opportunities for you**! To achieve our mission, we practice: respectful intellectual freedom; consistent rigorous development in academic, athletic, community outreach, and extra-curricular engagement; and, achieving outcomes that demonstrate student proficiency and success (the achievement of their educational goals) so they are prepared to enter the highly competitive global job market.

Our national program accreditations and certifications and individualized student portfolios validate the colleges and students mastery of academic, vocational, leadership, athletic and community outreach skills. These important college and student indictors prove northeastern New Mexico and the world are well served by our dedicated Luna Family. Our endless energy, broad ranged expertise, ingenuity, and ability to agree to disagree, greatly benefit the overall well-being of students, and standout as landmarks of a community college providing a well-rounded, comprehensive, and competitive educational foundation for all students to build upon for the rest of their lives.

Our threshold serves as the entryway that leads to evidenced based data collection that transparently and candidly tells our real time story. While we grapple with life's ups-and-downs, we are consistent in the delivery of education and the responsible undertaking of changes and challenges leading to institutional transformation which benefit students' mental and physical health, intellect and contributions to their families and life in general.

It is time once again to share our mission, vision, core values, guiding principles, and assessment data with representatives of the North Central Association's Higher Learning Commission (HLC). This commission is an independent accrediting body that holds its member institutions accountable for meeting a set of Criteria for Accreditation and other expectations which assure the public the institution is operating in a manner consistent with the public trust in higher education delivery and has the capacity to continue to do so. Every academic in-class, hybrid, in the field, and online program offered at Luna Community College is included as an integral part of the regular monitoring and reaffirmation of accreditation process by the Higher Learning Commission which occurs every ten years.

Our commitment moving forward is to improve our shared governance and operations processes, provide more data to better evaluate our educational delivery and support services to students, and hone in on best practices that will strengthen our: methods of communication,

partnerships, pedagogy and curriculum, technology, faculty and staff professional development, strategic planning, recruitment strategies, program review and evaluation, outreach to underserved populations, and college level effectiveness and reputation.

Our goal to provide quality and soundness, transparency and accountability, continuity and stability, academic freedom, affordable access to post-secondary education, preparation for the global job market, and a solid base of evidence to improve upon is grounded in the following:

- Updated and current governance policies and protocols, annual and timely compliant audits, efficiency driven and student centered budgets, a maintenance and facilities master plan, and best practices program assessments that are evidence based and lead to student success.
- A factual and realistic story of who we are, what our struggles have been, how we have weathered the last six years of an uncertain economy and the many positive changes that have benefitted all students and staff who have chosen Luna Community College for their educational enrichment and advancement and employment careers.
- A strategic plan that has kept us moving in a forward direction and on the pathway to meeting emerging trends in the job market so students will be well prepared with independent thinking skills, certified credentials and lasting optimism and persistence to contribute to life's demanding and quick changing environment.

Your interest, constructive input, and support of Luna Community College is important to the students we serve. Their future success depends on our present efforts and planning for the future! As you review and disaggregate our data and offer solution based suggestions to improve our model as a quality Community College, keep in mind "it is worth our collective efforts to invest in all students and never lose confidence or hope they will succeed."

Siempre,

Pete Campos, EdD

Main Campus Map

Luna Community College
Main Campus

144

To Montezuma

One Way

To LCC

65

To Las Vegas

1 Administration	10 Welding Facility
2 Technologies	11 Vocational Agriculture
3 General Studies	12 Early Childhood Center
4 Learning Resource Center	13 Bookstore/SBDC/AHEC
5 Student Services Center	14 CCR&T
6 Business Occupations	15 Wellness Center
7 Allied Health Center	16 Solar Building
8 Buidling Trades Facility	17 IPC Cafeteria
9 Automechanics Facility	18 Media Education Center
	19 Auto Collision Facility

Designated Tobacco
Use Areas

Introduction

Luna Community College is an institution of higher learning committed to serving the changing educational and workforce needs and life challenges of its student population, surrounding communities and the designated service area authorized by the New Mexico Higher Education Department (HED). Our mission is to provide certificates, two-year associate degrees, vocational training, individualized student preparation for relevant employment placement, and to develop opportunities for life-long learning and discovery.

Northeastern New Mexico is a predominately Hispanic populated region of the state with high levels of poverty, unemployment and the underserved. The small communities of our service area lack job and career opportunities. Many of those employed are considered to be at or near the poverty level.

Luna Community College takes every opportunity possible to ensure that student persistence, retention, and completion are the fundamental cornerstones to guide, inspire, educate, and prepare students for personal achievement, gaining a better understanding of the need for and the worth of lifelong education, and the pursuance of career success.

College Profile

Luna Community Colleges also referred to as LCC (formerly Luna Vocational Technical Institute), has its main campus located in the lower eastside slopes of the Sangre de Cristo Mountain Range just northwest of the Las Vegas, New Mexico city limits with a breathtaking panoramic view of the city. LCC has earned an outstanding reputation for its caliber of facilities, academic and athletic programs, teaching methods, curricula, and dedication to excellence.

The population of the city of Las Vegas, established in 1835, the central community within the county of San Miguel and largest community within our designated service area, remains stable in relationship to the surrounding small communities throughout northeast New Mexico. Its population is 13,753 according to the 2010 census. The population is 80.5% Hispanic with approximately 31.5 percent of its population living below the poverty level with limited economic development in the forecast primarily due to drought and the lack of regional commerce.

Aside from the main campus located northwest of Las Vegas, Luna Community College operates two satellite campuses located in Santa Rosa and Springer and a site in Mora, all of which are staffed with a coordinator, an office assistant, a custodian, and the appropriate full-time and part-time faculty. Specialized student services (such as tutoring and counseling) are accessed by the respective site coordinators on an as needed basis.

While LCC provides services in the aforementioned communities, we also provide educational services to several other towns and villages in the northeastern part of the state that include, but are not limited to: Raton, Cimarron, Wagon Mound, Pecos and Maxwell. Some of these communities are not in our mill levy taxing district but we are authorized by the New Mexico Higher Education Department to serve them.

Luna Community College derives its name from Maximiliano Luna, who was Speaker of the House of Representatives for the Territory of New Mexico in 1899. Luna was also a Captain of the Rough Riders, U.S. Voluntary Calvary, and a First Lieutenant of the 34th U.S. Volunteer Infantry. Many of the Rough Riders, a mounted cavalry unit that fought in Cuba during the Spanish American War, were recruited from Las Vegas. In 1929, the popular training site for the New Mexico National Guard on the outskirts of Las Vegas was renamed Camp Luna after the leader who died in the Philippines in 1899.

In 1967 an Act of the Legislature of the State of New Mexico authorized the establishment of a vocational training facility at Las Vegas, New Mexico. When Luna Community College, then LVTI, was founded in 1969, the new board of trustees honored Captain Maximiliano Luna by naming the college, Luna Vocational Technical Institute.

In 1970, the first five-mill levy election to fund Luna Community College, which at the time was called Luna Vocational Technical Institute (LVTI), was held and overwhelmingly approved by the citizenry to voluntarily tax themselves in support of vocational-technical education. This provided an occupational training opportunity for the people of the following school districts: West Las Vegas Schools, Las Vegas City Schools, Santa Rosa Consolidated Schools, and Mora Independent Schools. These school districts lie within San Miguel, Guadalupe, and Mora Counties. Later, the Springer Municipal Schools, Maxwell Municipal Schools and most recently, Wagon Mound Public Schools joined the mill levy. Since its inception, the college has continued to improve and develop its ability to meet the occupational training needs throughout northeastern New Mexico.

In June 1987, a final tribute was paid to Captain Maximiliano Luna on the Luna Community College campus. A memorial stone monument to Luna was rededicated and is situated in front of the Technologies Center. It faces the school campus and former training grounds of the New Mexico National Guard and World War II recruits. The monument remains a lone sentinel and witness to the progress and many developments that continue to unfold at Luna Community College.

On December 18, 2000, the Board of Trustees approved the adoption of the current name. State Senator, Dr. Pete Campos (Luna Community College President 2008-2014) carried the legislation to formerly approve the current name, Luna Community College, to signify that the college was a comprehensive community college. LCC continues to offer a broad range of vocational technical, academic, and professional educational programs. It also offers a competitive softball and baseball athletic program admitted into the Western Junior College Athletic Conference in June, 2012.

Since its inception, LCC has progressed and transformed beyond its regular core program requirements into a community college that has strengthened its: core academic services to high school students through concurrent enrollment and dual credit, entry level remedial and

Luna's Name Change

guidance and counseling services to students right out of high school enrolling in certificate and degree level courses, program offerings to non-traditional students seeking a General Educational Development (GED) high school equivalent degree, options available to students to seek career advancement or a career change, and selection of classes for life-long learners wanting to take continuing/community education courses.

Other services related to academic instruction, vocational education, training, and community outreach include: common core curriculum, program pre-requisites and co-requisites, providing community use of facilities, and special LCC sponsored community outreach programs and activities.

Student Composition

Luna Community College unduplicated headcount for the 2012-13 academic year was 2,606. LCC is a member of the New Mexico Independent Community Colleges (NMICC) and is recognized as a Hispanic serving institution.

The spring 2013 semester credit enrollment was 1664; female students comprised 55% and male students 45% of the total enrollment. Hispanic student enrollment was 75%, and White student enrollment was 24%. Full-time attendance was 26% of total enrollment, and part-time attendance was 74%. The majority of students were from San Miguel County (Las Vegas) at 59%, with 41% of students from off-site or satellite locations.
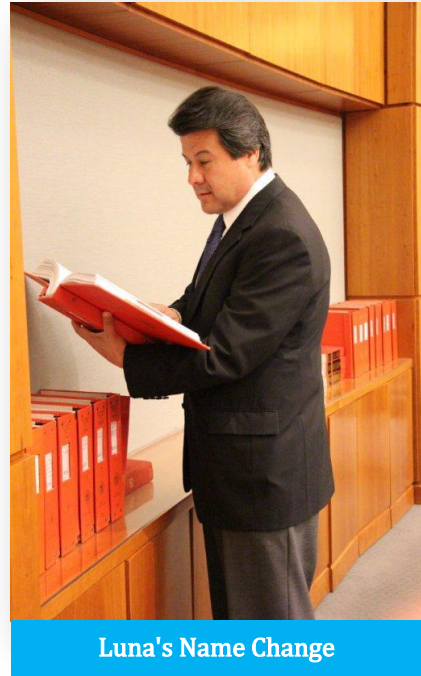
Remedial courses represented 23% of the total student credit hours generated for the spring 2013 semester. A complete summary of spring 2013 enrollment data and other previous enrollment data is located in the Registrar's Office.

Personnel

Luna Community College utilizes the office of Human Resources (HR) to process all institutional personnel needs. The HR office ensures each personnel file is complete with essential data that assists both the institution and employee, provides training on all aspects of employee rights and responsibilities, offers guidance regarding individual personnel matters, directs the process to hire qualified faculty and staff, and maintains a high level of integrity within all human resource processes to ensure institutional stability, continuity and progress.

Since 2008, with the economic downturn, LCC has made data driven personnel and operational decisions to provide efficient and effective education for its students. Even under these difficult types of conditions administration and staff have absorbed additional responsibilities, maintained services to students and continued with personal (individualized) education and guidance to students.

On April 15, 2014 LCC had a total of 133 full-time equivalent employees (includes all our locations) under the categories of professional and management, instructional and, support staff. We've remained stable since the economic downturn employment adjustments. Our focus is on student outcomes: persistence, retention and completion. Our instruction and support services to students have not faltered.

Workforce Profile

Figures A and B demonstrate College employment data and demographics as of spring 2013. LCC employs 133 full-time employees without bargaining unit representation. All full-time faculty members have nine-month contracts and part-time faculty is hired on per-course bases. 55% percent of all student credit hours were taught by adjunct faculty members in spring 2013. The educational levels of staff vary by position, from high school diploma/GED to professional staff, administrators and faculty members holding professional licensure, associate degrees, baccalaureates, masters and doctorates. Approximately 7% percent of full-time faculty holds doctorates. All full-time staff and faculty have a benefit package that includes health, disability, dental, vision care and life insurance. Full-time employees are afforded the opportunity to take LCC courses, tuition and fees waived, to include fitness courses. In hiring, the HR department performs background checks for all employees. The LCC Professional Development Program support further education and development opportunities at other institutions and entities.

Figure "A" - Employee Data - Spring 2014

	Full-Time	Part-time	Total	Full-Time	Part-time
Faculty	30	79	109	28%	72%
Administration	35	1	36	97%	3%
Professional/Support Staff	50	1	51	98%	2%
Service/Maintenance	15	0	15	100%	0%

Figure "B" - Demographic Diversity of Full-Time Faculty and Staff - Spring 2013

	Hispanic	White	African American	Native American	Other
Faculty	17	11	1	0	1
Administration	32	3	0	0	0
Professional/Support Staff	42	8	0	0	0
Service/Maintenance	15	0	0	0	0
Source: LCC Human Resource Office					

Finances

Luna Community College is quality driven and noted, according to tuition and fees, as one of the most affordable community colleges in the nation. LCC receives the majority of its funding through enrollment based on a funding formula established by the State of New Mexico - NM Higher Education Department. The funding is primarily based on Full Time Equivalent (FTE) credit hours and headcount. During the past two years, the formula is also being based on students who are completing programs in Science, Technology, Engineering, Math, and Health (STEMH), remaining in college and completing their programs of study by graduating. This formula is still in transition and will continue to evolve.

Before the recession (2008) LCC experienced an increase in annual revenue and maintained a healthy reserve. When the recession hit, significant claw backs in funding by the State of New Mexico and flat appropriations to support the institution led us to rethink how we were going to provide smart, efficient and effective education and employment services. We did this by regular financial planning and flexible budget adjustments, appropriating more resources to instruction, eliminating administrative positions, ordering only supplies and equipment that were necessary to daily operations and instruction, and not increasing student tuition or fees. This led to students from an economically deprived area of the state to continue with quality education at an affordable cost and faculty and staff to retain their employment –

unfortunately, without annual cost of living adjustments (COLA). LCC has operated within its means and faculty members have delivered first-rate education to the students they serve.

Physical Plant

LCC is a 32-acre well maintained campus. The main campus consists of fifteen buildings: Administration, Technologies Center, Humanities/General Studies, Samuel F. Vigil Learning Resource Center, Allied Health Center, Student Services Center, Business Occupations Facility, Bookstore/SBDC/AHEC Center, Building Trades Facilities, Automotive Mechanics Facility, Alternative Energies Facility, Welding Facility, Nick Salazar Early Childhood Education Center, Mass Communications Building, and Gerald P. Ortega Wellness Center. The Springer Satellite consists of three buildings: Building Trades, Welding, Automotive Repair and the main building for academic programs of study. The Santa Rosa Satellite consists of two buildings one which is currently used for academics and the second is awaiting renovations to house a health and wellness facility. LCC also has a Mora Site which consists of one building which currently houses a community library and classroom space. All of the LCC sites are networked through technology to deliver on-line and ITV courses to students in their field of study. In addition, LCC makes its facilities available for other entities to hold conferences and meetings.

Facility improvements, proactive maintenance and daily upkeep are ongoing. The most recent evidence of new facility construction occurred with the 2012 completion of phase I of the Mass Communication Building. This $6 million construction has allowed for the development and expansion of the media arts program which during 2012 received $150,000 through the American Recovery and Reinvestment Act (ARRA) to purchase state-of-the-art film making and media arts technology equipment. The use of the equipment has allowed students to create their own commercial promoting Luna Community College. The commercial was aired statewide and has since been used as a promotional tool attracting students and informing the viewing public of the college.

Recent evidence to improve our existing facilities includes the approval of the 2012 General Obligation Bond (GOB) where $4 million was appropriated to renovate our trades facilities (once World War II Army Barracks). The facilities house our building, carpentry, welding, electricity, automotive, and auto collision trades and several continuing/community education programs.

Through our Title V program, in 2013, we renovated a portion of our Allied Health/Nursing building and established a Simulation Lab. This state-of-the-art program is set-up to replicate an actual hospital setting and is equipped with lifelike mannequins. This real life simulation lab greatly assists nursing students with hands-on experience, saves them travel to far away clinical

sites and prepares them to hit the ground running when they pass their state boards and are licensed as nurses.

Additional progress is also being made at our satellite facilities where we have upgraded our Springer and Santa Rosa sites. During the 2013 New Mexico Legislative session $300,000 was appropriated to plan additional upgrades needed at the Springer site. During the 2014 New Mexico Legislative Session an additional $380,000 (pending voter approval in the November, 2014 general election) was secured to continue the Springer Satellite upgrades. An additional $2.5 million is needed for the Springer renovations.

Unfortunately, a recent devastating hail and rain storms hit Santa Rosa and set us back with the progress we had made. Now, working with our insurance adjusters, we're planning to repair the damage and move on with plans to complete construction in the vacant building we own for additional classrooms, law enforcement tactical training, technology training, and a health and wellness component. During the 2014 New Mexico Legislative Session an additional $1 million (pending voter approval in the November, 2014 general election) was secured to continue the Santa Rosa Satellite upgrades.

The severe drought that has plagued New Mexico for the past several years has taken its toll on our landscape. However, we have maintained clean campuses and done our best to present a welcoming environment given the unfortunate drought conditions. Overall, we have maintained a healthy and comfortable environment conducive to teaching and learning throughout our entire service area.

Main Campus

Las Vegas

Las Vegas, New Mexico where the main campus for Luna Community College is located just outside the city limits is unique because it is the only New Mexico community with two school districts. The Las Vegas City Schools have 1,774 students, K-12 (according to the New Mexico Public Education Department 2013-14 school year 40 day enrollment – snapshot date 10-1-13). The West Las Vegas Schools have 1571 students, K-12 (according to the New Mexico Public Education Department 2013-14 school year 40 day enrollment – snapshot date 10-1-13).

Satellites

Springer

LCC has two satellite campuses. The Springer campus is located 65 miles north of Las Vegas, in

Colfax County on Interstate 25. The town, Springer, New Mexico, is made up of 1,047 persons, with 64.76% of Hispanic origin (2010 Census Data-Springer).The town supports a public school with 190 students, K-12 (according to the New Mexico Public Education Department 2013-14 school year 40 day enrollment – snapshot date 10-1-13). Springer is home of the New Mexico Department of Corrections Springer Correctional Center.

Other than local off-interstate businesses, the public school, the New Mexico Department of Corrections - Springer Correctional Center, farming and ranching, Springer has remained stable with no major economic development plans in the horizon. Springer is an impoverished community.

While Springer is a small community, it is a central point to many smaller communities. It serves as a community that attracts people from the surrounding areas seeking accessible educational advancement. This is the only site of higher education located North, South, East or West within a reasonable distance. The closest college, LCC's main campus is located 68 miles south in Las Vegas, New Mexico. The next closest college campus is located 63 miles away in Trinidad, Colorado.

Santa Rosa

The Santa Rosa satellite is located in Santa Rosa, New Mexico, in Guadalupe County. It is located approximately 65 miles southeast of Las Vegas, New Mexico, on Interstate 40. The town of Santa Rosa is the home of 2,848 persons, with 79.42% of Hispanic origin (2010 Census Data-Santa Rosa). Several prominent ranchers and farmers surround the town. The town supports a public school with 630 students, K-12 (according to the New Mexico Public Education Department 2013-14 school year 40 day enrollment – snapshot date 10-1-13).

Santa Rosa is a tourist attraction community. It has many hotels, motels, and restaurants, as well as two major truck stops with complete facilities. These types of businesses are appropriate for Santa Rosa because it is the crossroads for Interstate 40 and US Highways 54 and 84. In addition to its stable economy created by major Interstate and Highway traffic, a minimum security privately operated prison that houses state inmates operates within the area, which contributes to the local economy through employment and revenue.

Santa Rosa and Springer offer similar program offerings within their communities and throughout the surrounding smaller communities. However, some of the communities

surrounding Santa Rosa choose to interact educationally with two neighboring two-year institutions (Mesalands Community College in Tucumcari, New Mexico and Clovis Community College, in Clovis, New Mexico) or a four-year institution (Eastern New Mexico University, in Portales, New Mexico). The distance from Santa Rosa to: Tucumcari is 59 miles; Clovis is 105 miles; and Portales is 114 miles.

Mora

The LCC Mora site is located inside the David F. Cargo Library building in Mora, New Mexico, in Mora County. It is located approximately 30.4 miles North of Las Vegas, New Mexico on NM 518. Mora is an unincorporated community with a population of 656 according to the 2010 US Census and the county has a population of 4,881 persons, with 80.6% of Hispanic origin (2010 Census Data-Mora County). The town supports a public school with 467 students, K-12 (according to the New Mexico Public Education Department 2013-14 school year 40 day enrollment – snapshot date 10-1-13). Mora is a ranching and farming area with no major economic plans on the horizon.

While Mora is a small community, it is the central point to many smaller communities; thus it serves as a community that attracts people from the surrounding areas seeking educational enrichment. Some high school students take concurrent classes and have earned a General Education Certificate and High School Diploma simultaneously. Then, these students, and many others have continued with their post-secondary education at New Mexico Highlands University or elsewhere and continue to earn advanced degrees.

Purpose of the Self-Study

This formal report encapsulates and summarizes the progression of Luna Community College. We highlight, emphasize, and focus on our mission and vision statements and guiding principles to shepherd us towards successful student persistence, retention and completion initiatives.

Our student, faculty, staff, and community centered strategic plan emphasizes the core of our progress since our last accreditation cycle. We center our attention on individualized student service. This evidence based self-actualization document reveals our transparent, accountable and deep commitment to student services leading to a quality, and affordable education that leads to effective employment and career placement (refer to QNM Category 2 Strategic Planning – page 10-25).

Process of the Self-Study

The formal self-study process began during the 2013 Higher Learning Commission annual conference where Dr. Pete Campos, President and Dr. Vidal Martinez, Vice-President for Instruction participated in over 24 conference workshops and held work sessions after daily conference meetings to plan, strategize, design, and present a reasonable reaffirmation of accreditation proposal to fellow Luna Community College colleagues.

The reaffirmation of accreditation plan was presented to and supported by Board of Trustees, administration, faculty and staff and promoted through the Luna Light (the college's twice weekly newsletter), and bi-weekly KFUN and KNMX radio talk show programs hosted by Dr. Pete Campos, LCC President and Mr. Jesse Gallegos, LCC Public Relations Coordinator.

Five Criteria Chairs and Committees were assigned to gather evidence, respond to the assigned criterion, and present their findings before the entire college. The evidence based presentations were informative and provided valuable institutional information necessary for cross-training, strengthening the mission of the college and developing individual staff strengths essential for the collective approach to ensure student success.

Organization of the Report

This self-study report is organized according to the Five Criteria for Reaffirmation of Accreditation outlined by the Higher Learning Commission (HLC). This report supports our educational mission to best serve and prepare our students so they may compete within the changing world of employment once they have earned a certificate or degree from Luna Community College. This report provides an overview of the community college and the self-study process and gives a brief summary of the changes made since the last Higher Learning Commission team review and visit in 2004-05.

The five Criterion chapters provide a candid view of our community college. Each of these chapters concludes with a summary of strengths, challenges, and future plans. The Institutional Snapshot and Federal Compliance sections are included near the conclusion of the self-study report. The last section contains a list of all the evidence referred to in the report.

All evidence referenced in the report is available in the virtual resource room. The references to the evidence are formatted as shown here and are compiled in the evidence section. The title: virtual reference room is the link to the evidence that supports the evolving progress of our institution. The intent is for the self-study report to stand on its own and provide comprehensive evidence that facilitates and substantiates the current and future success of Luna Community College.

The report is available on-line for viewing and to receive constructive critique by the students we serve globally. www.luna.edu/lcc-accreditation/

History of Accreditation

Luna Community College is nationally accredited with many specialized accreditations. On April 28, 1982, LCC received its first accreditation from the North Central Association of Schools and Colleges' Commission on Institutions of Higher Education (now the Higher Learning Commission). We have earned full approval for accreditation every 10 years since.

Response to the 2004-05 Comprehensive Evaluation

Luna Community College takes its responsibility seriously in the delivery of quality, affordable, and accessible education to students. It has also responded to the comprehensive evaluation conducted during the time period of 2004-05. The responses provided by Luna Community College addressed the items as outlined by the staff of the Higher Learning Commission (HLC) in the analysis section of the progress reports due on 11-01-07 and 11-01-09 and a monitoring report due on 01-15-11.

The strengths of the college listed during the 2004-05 evaluation period were numerous. There were 62 strengths and 13 challenges listed within the five criterion evaluated.

Progress and monitoring reports were recommended to address the following areas of concern by the evaluating team. There were: 1) a revised assessment plan for the College that includes the assessment of general education; 2) articulation of program-level goals; 3) the assessment means and measures utilized by the institution to assess student learning; and, 4) documentation of how data is collected and used at the college to inform planning and budgeting processes and to revise the curriculum.

THE SELF-STUDY PROCESS

The monitoring report submitted on January 10, 2011 by Luna Community College included the new assessment plan, the sustainability plan for assessment, all program-level goals and assessment samples and results. Appended to the report were reports from each of the seven academic departments that presented program-level goals, articulation of program goals with course offerings, articulation of assessment means and measures that are collected, samples of assessment, and how assessment data makes a difference in student learning, planning and curriculum.

Criterion One: Mission

Introduction

LUNA COMMUNITY COLLEGE'S MISSION IS CLEAR AND ARTICULATED PUBLICLY; IT GUIDES THE INSTITUTION'S OPERATIONS.

Under this criterion and supported with evidence, the mission and related documents will be discussed. The main focus will be on the College's mission and vision statements, guiding principles and core values. This chapter will examine how these documents are constructed and updated. It will also discuss how the different aspects and departments of the College relate to these documents.

The Mission Statement, Core Values, and Guiding Principles guide the institutions progress toward its Vision of becoming New Mexico's Premier Community College, Preparing Students for Success. The mission drives the strategic planning process, the development of goals and academic programs, and the operations of the college. The mission is publicly articulated to constituents and stakeholders, including students, faculty, administrators, staff, parents, alumni, and members of the community through multiple publications and on the school's website. The mission is evaluated annually along with the goals and objectives of the strategic plan in a process that is transparent and inclusive.

Through collaborative discussions at various levels and approved by the Board of Trustees (BOT), the institution has developed a strategic plan for ongoing evaluative analysis of services provided to determine how we are doing, what we do well, and areas that can be identified for improvement.

Since its inception, the College has transformed from a vocational technical school to a community college. The mission of the school changed from vocational preparation to include a focus on Associate Degrees that prepare students to meet the challenges of an ever-changing society.

MISSION: "CREATING OPPORTUNITIES FOR YOU"

This mission commits the College to providing quality educational opportunities accessible to all with a focus on student success and community needs. The mission ensures LCC serves the changing needs of its student population, surrounding communities and the designated service area authorized by the New Mexico Higher Education Department. To this end the College expects to meet its civic obligations through Opportunity for all.

VISION: NEW MEXICO'S PREMIER COMMUNITY COLLEGE, PREPARING STUDENTS FOR SUCCESS

Core Values

Luna Community College is an open-admission, certificate and associate degree granting institution which provides access to higher education. Our programs of study in liberal arts and sciences, career technologies, and basic academic skills provide a solid foundation for college transfer, employment, and life-long learning. We seek to create a caring environment which is intellectually and culturally dynamic and encourages students to achieve to their maximum potential.

Guiding Principles

- Provide accessible, affordable and quality education designed to optimize opportunities for student participation.
- Prepare students through dual credit and concurrent enrollment and facilitate their aspirations by early admissions with the ultimate goal of earning meaningful employment.
- Provide students with greater insight into their strengths, needs, aspirations, and foster a greater appreciation and understanding of their cultural background and experiences.
- Promote general education core curriculum to ensure that our graduates possess adequate literacy and general knowledge to function in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.
- Promote collegiality, respect and dignity among staff and students.
- Prepare students for employment through a broad range of vocational, technical, and professional education programs.
- Enhance job effectiveness through promotion of critical thinking skills, continued training, advancement in technology, distance learning, and maintain relevant skills needed in the job market.
- Promote transfer of credits between institutions of higher education.

Strategic Directions and Goals (2013 – 2018)

Direction 1:   Quality Education for Student Success

Goal 1:   Provide quality, accessible, and affordable education
Goal 2:   Develop and implement training programs for College faculty and staff

Goal 3:   Provide students with opportunities to achieve educational goals

Goal 4:   Provide a variety of programs that meet stakeholder needs in an efficient and effective delivery method.

Direction 2: Student Persistence, Retention, and Completion

Goal 5:   Focus on college readiness by working with its community partners

Goal 6:   Increase retention rates for all students

Goal 7:   Increase the number of students completing degrees and certificates

Direction 3: Effective Communication

Goal 8:   Increase regional leadership through partnerships and educational opportunities

Goal 9:   Institutionalize methods to ensure effective communication

Core Components

1.A.   *THE INSTITUTION'S MISSION IS BROADLY UNDERSTOOD WITHIN THE INSTITUTION AND GUIDES ITS OPERATIONS.*

The mission statement and related documents of the College are developed through a systematic, college and community-wide approach and are approved by the Board of Trustees. This approach ensures that all constituents are aware of and understand the mission. The revised mission more accurately reflects the direction of the College and includes lifelong learning, learner-centered instruction, comprehensiveness, affordability, quality, societal contributions, and global citizenship. "Creating Opportunities for You" is the beacon that guides all aspects of College's duties including; career education, transfer education, general education, customized education, student support services, cultural life, and economic development. All programs (credit, non-credit, specialized training), services, and the overall enrollment profile of the College are also consistent with the mission.

Data from the 2012 Graduate Survey (GS) provides evidence that the College mission is broadly understood within the institution and guides its operations. As demonstrated in Table 1.A-1 student perceptions of the quality of LCC's academics, accessibility, and commitment to student success is high. Key findings from the GS survey that support the statement "LCC is guided by its mission" include the following:

Graduation Survey

Table 1.A-1 2012 Graduation Survey				
	Poor %	Fair %	Good %	Excellent %
Quality of courses taken towards your program		10.67	41.33	48
Quality of instruction in your program		12.16	40.54	47.30
Did faculty play a supportive role in your learning experiences		13.51	33.78	52.70
Quality of Admission Department	1.35	6.76	40.54	51.35
Quality of ACCESS Center	1.37	5.48	34.25	58.90
Quality of Registrars Department	1.35	4.05	39.19	55.41
Quality of Financial Aid	2.70	5.41	36.49	55.41
Quality of Fiscal Department		8.11	31.08	60.81
Overall, I would say my experience at LCC has been positive	2.70	4.05	29.73	63.51
Would you recommend LCC to friends or family	YES		NO	
	94.44		5.6	
Do you feel there are changes that LCC can make to improve the student experience	YES		NO	
	27.54		72.46	
Source: ACCESS Center – 2012 Graduate Survey				

Guidance to Operations

As an institution of higher education located in northeastern New Mexico, the College is aware of its mission and obligation to serving predominantly rural, isolated, and economically challenged communities. LCC's Mission and Vision Statements as well as its Core Values, are clearly understood. These foundational statements guide academic planning, budgeting, priorities, and actions. LCC's foundational statements are based on concrete measures and goals.

The College continuously scans its environment, seeking opportunities to expand and strengthen student learning and success. Strategic tactics include creating additional continuing education courses, expanding academic support in tutoring and retention efforts, and continuous improvement through assessment by all departments to support student learning. An example of a recent opportunity to address constituent need and expand program offerings is the development of the Commercial Driver's License training

program (CDL). This program allows the College to positively affect the workforce pipeline. Through its numerous outreach efforts and environmental scanning, Luna Community College is committed to those communities and students which it serves. To this end, the institutions mission is comprehensive to encompass all priorities while remaining steadfastly committed to quality academic and vocational programs that are transferable through local and state articulation agreements, program alignments, program accreditations, community service/outreach, and economic development.

In addition to providing academic opportunities, LCC recognizes its responsibility as a strategic member of the region's economic development and active community service leader. The College understands its mission and responsibility to help provide for the region's future workforce. A prime example is LCC's strategic effort to address the state and national shortage of healthcare workers. In 2009 the College created a dual degree program with New Mexico Highlands University (NMHU) which allowed for graduation and immediate, smooth transition to NMHU's RN to BSN program. This dual degree opportunity for RN graduates to advance their degree while immediately impacting the nursing shortage in the region and state reflects the College's commitment to creating opportunities through outreach and collaboration. In February 2011, LCC sought and received national accreditation of its nursing program. Additionally, the Department of Nursing is involved with legislative efforts to adopt statewide consortium agreement standards to allow all NM Nursing Programs to standardize curriculum and admission standards for all nursing students across the state.

In review of the evidence, LCC meets and exceeds the expectations for this component of Criterion 1, the discussion of subcomponent one will also include an assessment of how well the institution has measured up to its foundational statements. Subcomponents 2 and 3 are dealt with briefly here since those items are addressed at length in the chapters devoted to Criterion 3 and Criterion 5.

1.A.1. *THE MISSION STATEMENT IS DEVELOPED THROUGH A PROCESS SUITED TO THE NATURE AND CULTURE OF THE INSTITUTION AND IS ADOPTED BY THE GOVERNING BOARD.*

MISSION: CREATING OPPORTUNITIES FOR YOU!

Luna Community College (LCC) and the governing Board of Trustees, worked together to establish and adopt the College's mission statement. Typically, the College's mission statement, along with the vision and strategic directions, are reviewed as part of the College's strategic planning process.

In March of 2012, the LCC Board of Trustees approved a mission statement that read "Luna Community College is an institution of higher education committed to serving its student

population and the surrounding communities. Our Mission is to increase the number of graduates who transfer to four year colleges; provide quality programs that prepare graduates for gainful employment; improve remedial education; forge stronger ties for placement between colleges, universities, and employers; and provide task oriented learning that is accelerated, affordable, and accessible". This mission was developed through a consultative process suited to the nature and culture of Luna Community College that included administration, faculty, and staff. In April of 2012, the LCC Associate Student Government approved this mission statement.

While the adopted mission statement clearly articulates the purpose of the College, the institution embarked on a journey of transformation. In November of 2012, during an introspective training with Quality New Mexico, the "group" decided the mission statement needed to be revisited. The overall feeling was that the mission was "too long and wordy". Through much dialogue and input from stakeholders including: students, staff, faculty, community, LCC foundation, and administration a general consensus pervaded which was; while the existing mission was reflective of what we do, believe, and strive to be, it was far too lengthy to take on the "life" the institution intended for its mission statement. LCC revised the vision and mission statements to become the "living" statements they were intended to be, the new vision "New Mexico's Premier Community College, Preparing Students for Success" and its mission "Creating Opportunities for YOU" not only embody everything the institution is but what it strives to be. These succinct statements then become more than mere words on paper but words that become synonymous with the institution. The intent of the new mission is to ensure constituents view Luna Community College as a primary agent of opportunity.

In April of 2013 Board of Trustee elections were held with four of seven trustee positions vacant. One incumbent retained his seat and three new members were sworn in. As a result, the new mission and vision statements were adopted under the new Board of Trustees in May 2013. While the adopted mission statement left some to question who "YOU" pertained to, through discussions at many levels it became quite apparent that "YOU" is inclusive of everyone individually and collectively who seek opportunity through education and more specifically who seek to create new life opportunity through LCC. This mission statement then becomes as personal or as broad as one intends to interpret it.

The Institution's 2013-2018 strategic plan articulates the goals which are designed to ensure the College's vision and mission pervade its operations. Approved by the BOT, the College's Mission, Values, and Strategic Plan are products of employees representing all facets of the College.

1.A.2. *The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

Mission: Creating Opportunities for You!

As a community college serving predominantly rural and economically challenged communities, Luna Community College is focused on creating opportunities for students through its degree, vocational, and community education programs. LCC embraces its public purposes and responsibilities, and provides an education that prepares citizens for a global society. The institution's mission speaks directly to its commitment to its constituents through a broad offering of degree and certificate programs. The commitment to preparing students through its general education courses can also be seen in the design of all Associate Degree programs which intentionally include LCC General Education Core Curriculum. Because the mission of the College is to Create Opportunities that prepare students to work, live, and learn in a changing and diverse world, the incorporation of the New Mexico General Education Common Core Curriculum in all AA, AS, AAS, and AGS degrees ensures the College fulfills its mission of transferability for those students choosing to pursue advanced degrees.

LCC continually monitors the economic and employment pulse of its service area and the state to ensure programs are relevant and lead to students who are prepared for transferability and/or employment upon graduation.

The College offers 17 associate degrees, 18 certificates, credit and noncredit courses, and adult basic education and general educational development (GED) preparation programs. These include noncredit community education courses, courses and programs for workforce training, transfer degrees, and applied associate degrees that prepare students for gainful employment. Programs are delivered, primarily at its non-residential main campus in Las Vegas, New Mexico. In addition, online and hybrid courses are offered at satellite campuses in Santa Rosa, Springer, the David Cargo Library in Mora, and at regional high schools in northeastern New Mexico.

Programs and Degrees

Table 1.A.2-1 Programs Offered	
Type of credential	Area(s) of concentration
Certificate	Accounting, Allied Health, Automotive Collision Repair Technology, Automotive Technology, Barbering, Building Technology, Computer Application Specialist, Cosmetology, Criminal Justice, Culinary Arts, Dental Assistant, Early Childhood Development, Electrical Wiring Technology, Fire Science, General Education, Practical Nursing, Small Business Management, Welding Technology

Associate of Arts	Criminal Justice, Early Childhood Multicultural Education, General Business, Liberal Arts, Teacher Education
Associate of Applied Science	Accounting, Business Administration, Computer Science, Drafting Technology, Electronics Engineering Technology, Fire Science, Media Art and Film Technology, Nursing, Vocational/ Technical Studies
Associate of Science	General Science, Pre-Engineering
Associate of General Studies	General Studies
Source: Jenzabar CARS Advisor Listing.	

Over the last ten years, "creating opportunity" has been demonstrated by growth in degree and certificate programs as well as non-credit and community education course development. The need for programs is identified through business and industry demand, community referrals, and employment market trends. Individual areas of change and growth in academic programs are provided in Table 1.A.2-2 through the overall growth in degrees and certificates awarded in the past decade.

Table 1.A.2-2 Degrees and Certificates Awarded						
All Programs	04 – 05	07 – 08	08 - 09	09 - 10	10 - 11	11 – 12
Associates	87	102	77	72	82	107
Certificates of at least 2 years	0	54	51	66	11	16
Certificates of at least 1 but less than 2 years	106	0	0	0	76	70
Grand Total	193	156	128	138	169	193
Source: National Center for Education Integrated Postsecondary Education Data System (IPEDS).						

The College receives its funding through state allocations and mil-levy funds from small rural communities and townships. Despite limited funding and a large rural service area the College is driven to educate, enhance skills, and create opportunity in keeping with its mission. Luna Community College works with local education agencies through its concurrent and dual credit programs to create opportunity for secondary students to participate in college level courses. This access and opportunity speaks directly to the institutions mission to create and provide for current and future academic and employment success.

LCC's Concurrent and Dual Credit Program provides opportunity through early admittance. Junior and senior high school students within the College's service area earn credit that can be applied toward high school graduation and a postsecondary certificate or degree. These programs are based on established memorandums of understanding with area school districts,

under legislative guidance of the New Mexico Public Education Department. The Public Education Department has established high school graduation criteria that include a minimum of one high school credit in one of the following: honors class, advanced placement, dual credit, or distance learning. LCC creates opportunity for success through its collaboration efforts. Table 1.A.2-3 reflects high school enrollment for 2012 – 2013.

Table 1.A.2-3 Dual Credit Enrollment		
	2012	2013
Spring	232	272
Summer	128	157
Fall	213	313
Source: Office of Vice President of Instruction.		

Non-credit Programs and Offerings

LCC also offers Adult Basic Education preparatory courses in reading, English and mathematics. These courses are designed to serve the needs of and create opportunity for individuals 16 years and older who have not completed the twelfth grade. The College also offers General Education Diploma – GED Preparation. Table 1.A.2-4 demonstrates the College's service to underprepared students. The GED program prepares students to successfully complete the five subject seven hour and 35 minute exam.

Table 1.A.2-4 Number of Students Enrolled in Adult Basic Education and GED Preparation				
Institutional Program	2011	2012	2013	2014 Target
ABE & GED	203	181	164	129
Source: Office of the Adult Basic Education.				

During the past 10 years, the College has increased its offering of continuing professional education and community focused education opportunities. LCC's Community Education program includes community training, non-traditional credit courses, and continuing education. Trainings are designed to the entities' specific needs and are typically offered in a condensed format. Some examples of these types of trainings are provided in Table 1.A.2-5. Community and continuing education are inclusive of courses in health service and small business development and management.

Table 1.A.2-5 Number of Students Enrolled in Selected Programs Serving the Community				
Institutional Agency	2011	2012	2013	2014 Target
Area Health Education Center	3474	4994	2954	4000
Small Business Development Center	240	199	160	250
Source: New Mexico Independent Community Colleges – Accountability in Government Act Performance Indicators 2013.				

Academic and Student Support Services

Recognizing that student learning and success is highly influenced beyond the classroom, LCC has dedicated resources to improve student goal achievement, retention, graduation and transfer measures, minority student success, and other areas of student intervention and support. LCC's Student Support Services division focuses on providing every student a positive, successful entry including key services of financial aid, testing, and career planning and academic advisement. Once enrolled, the division focuses on providing academic tools and resources to engage students, including orientation, technology workshops, tutoring services, counseling, and other student engagement support services. Detailed information about these services is described in Criterion 3.C.6.

MISSION: CREATING OPPORTUNITIES FOR YOU!

The departments of Student Support Services include: Admissions, Advisement, Counseling, Career Placement and Educational Support Services (ACCESS) Center, Learning Resource Center, Registrar's, Distance Learning On-line Support Services, Computer Services, Financial Aid, and Student Clubs, and organizations. Other support services include the Nick Salazar Early Childhood Education Center (preschool), Bookstore and Food Service.

The departments of student support services are equally important to student success and to fulfilling the College's mission by creating opportunity for student through its various ancillary services including, support for academics through its testing and tutoring center, career planning, health and wellness, adaptive services, counseling services, progress monitoring (early alert referrals), library services, and other services necessary to create the opportunity for student success. The early alert referral process is administered through the ACCESS Center and provides another venue by which to inform students of unsatisfactory progress. Early alert notification to students occurs at four and twelve weeks of the fall and spring semesters and at four weeks during the summer session.

Academic advising starts at orientation when new students develop their first-semester schedule with an academic advisor. Upon program declaration students are assigned a faculty advisor for the duration of their program of study.

All students, including online can plan and evaluate their progress utilizing Pathways and PASSport, two online tools available to students. Pathways allows students to access their grades and transcripts, register for classes, add, withdraw, or drop courses. Program Advisement Student Summary (PASSport), is intended to aid students in assessing their

academic progress towards completion. PASSport provides a general overview of requirements taken and those that remain unmet. Faculty and academic advisors also utilize PASSport to track student progress. In keeping with the institution's mission, the departments of Student Support Services aim "to enhance the academic success of LCC students."

Student Profile

Service area demographics and Fall 2012 enrollment profile are consistent as demonstrated in (Table 1.A.2-6)

CRITERION ONE: MISSION

Table 1.A.2-6 Student and Community Profile								New Mexico
Student Ethnicity: Fall 2012			Service Area Demographics					% ethnicity
	Head-count	% of student population	San Miguel	Guadalupe	Mora	Colfax	Ave. Total	
Hispanic	1295	74.46	76.9	79.8	80.6	48.2	63.55	46.3
White	331	19.03	19.6	15.8	18.1	48.6	25.85	40.49
Native American or Alaska Native	41	2.35	2.8	0	2.9	2.3	5.1	8.25
Black or African American	22	1.26	1.7	2.0	1.0	.7	1.4	1.72
Asian	16	.92	1.0	1.3	.4	.5	.85	1.28
Native Hawaiian or Other Pacific Islander	4	.23	.2	0	0	.2	.03	.06
Two or More Races	1	.05	1.9	1.6	1.3	2	1.725	1.45
Other	0	0	0	0	0	0	0	.18
Unknown	29	1.66	0	0	0	0	0	0
Total	1739	99.96						
Source: United States Census Bureau and National Center for Education Integrated Postsecondary Education Data System (IPEDS).								

LCC's enrollment profile (Table 1.A.2-7) is reflective of service area demographics. The student body includes students of all ages, both preparing for and already participating in the workforce. The majority of LCC students are between the ages of 16 - 24 with roughly 75% declaring their ethnicity as Hispanic. Of students enrolled in ABE/GED 91% identify as Hispanic.

Table 1.A.2-7 LCC 2011-2012 Enrollment by Gender and Ethnicity						
Ethnicity	Female	% Female	Male	% Male	Total	% Total
Nonresident alien	0	0%	0	0%	0	0%
Hispanic/ Latino	1272	83%	885	70.35%	2157	77.31%
American Indian or Alaska Native	30	2.0%	12	.95%	42	1.51%
Asian	8	.52%	12	.95%	20	.72%
Black or African American	16	1.04%	27	2.15%	43	1.54%
Native Hawaiian or Other Pacific Islander	0	0%	4	.32%	4	.14%
White	183	11.95%	297	23.61%	480	17.20%
Two or more races	0	0%	0.0	0%	0	0%
Race and ethnicity unknown	23	1.50%	21	1.67%	44	1.58%
	1532	54.91%	1258	45.09%		
Source: Center for Education Integrated Postsecondary Education Data System (IPEDS).						

The College's fall 2012 student body is composed of the following attributes:

- Full time enrollment 27%, part-time enrollment 73%
- 93% in-state, 7% out-of-state, Fall 2012 reported no out of country students
- 45.09% male and 54.91% female
- 88% of Full-time, first-time students received financial aid

In addition to providing quality educational opportunities and support services to its diverse constituencies, LCC strives for diversity in faculty and staff. As an Equal Opportunity Employer Table 1.A.2-8 demonstrates the College's commitment to ensuring diversity in all aspects of teaching and learning.

Table 1.A.2-8 LCC Fall 2013 Full-time Faculty Ethnicity						
Ethnicity	Female	% Female	Male	% Male	Total	% Total
Nonresident alien	0	0	0	0	0	0
Hispanic / Latino	13	43.33	5	16.67	18	60.00
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0

Black or African American	0	0	1	3.33	1	3.33
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	8	26.67	2	6.67	10	33.33
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	3.33	0	0	1	3.33
	22	73.33	8	26.67	30	100
Source: LCC Department of Human Resource.						

Reflecting the College's mission to provide life-long learning opportunities, LCC enrolls students who range in age and who look to the College for opportunity to fulfill their personal dreams and aspirations. LCC expects to continue to see regional declines in population as limited economic development in northeastern New Mexico continues to be the trend. As evidenced in table 1.A.2-9, US Census information predicts a continued decline which speaks directly to the institutions extraordinary effort and accomplishment in student recruitment and retention.

Table 1.A.2-9 Population Changes in LCC Service Area					
Annual Population	Colfax	Guadalupe	Mora	San Miguel	Total
2010	13,750	4,687	4,881	29,393	52,711
2012 estimate	13,243	4,608	4,701	28,914	51,466
2013 estimate	13,094	4,551	4,704	28,541	50,890
3 year average	-4.77	-2.90	-3.63	-2.90	-3.45
Source: US Census Bureau (2010 Census data)					

Institutional efforts to address this trend are ongoing including student recruitment initiatives through a student created commercial and an institutional billboard campaign in the state's largest city. The College is aware that these targets are outside the demographic regions in Table. 1.A.2-6 however, online instruction knows no boundaries and LCC's ability to provide quality distance education to New Mexicans and the nation at an affordable price enables the College to continue to provide individualized services and opportunity to its vast, rural, and economically disadvantaged service area.

1.A.3. *THE INSTITUTION'S PLANNING AND BUDGETING PRIORITIES ALIGN WITH AND SUPPORT THE MISSION. (THIS SUB-COMPONENT MAY BE ADDRESSED BY REFERENCE TO THE RESPONSE TO CRITERION 5.C.1)*

LCC's Strategic Plan is based on three institutional directions and nine supporting goals. Activities to support the goals are developed and implemented at the department level and bi-annual review and progress monitoring are submitted to the Office of Human Resource for Presidential review.

To ensure the mission guides all aspects of institutional planning, departments are required to align departmental strategic activities to institutional strategic goals. Strategic activities must adhere to the HED Fiscal Accountability and Responsibility mandate through adherence to procurement laws, maintenance of appropriate reserve, delivery of stated services, fiscal reporting, and publication of the annual audit.

The College's budget priorities are embedded in its planning process by requiring departments to address revenue, human, technological, and physical resources when developing and updating annual strategic activities. Annual department budgets are based on function, projected need, and require justification for proposed activities.

The College's budgeting supports the guiding documents: In 2013 the institution secured a legislative appropriation specifically to support implementation of strategic direction two: Increase Student Persistence, Retention, and Completion. To address this strategic direction the College hired a Concurrent Enrollment/Dual Credit Coordinator to manage, coordinate, and assist area high schools with placement testing, admissions, and registration. Much of these activities require coordination with school counselors, parents, and high school principals.

The College continues to secure additional funds through legislative appropriations and grants to ensure resources are sufficient to support all strategic directions and goals. In 2012 the College was successful in advancing its priorities through a Title-V Hispanic Serving Institution award. The purpose: Create a Pathway to Success in High-Demand Programs. Specifically, the grant improved access to clinical nursing experiences through development of the simulation lab, increase allied health programs by two, and career technical certificate programs by one and revitalize the aging facilities in Career Technical Education with the overall goal of increasing enrollment. Through Title-V support, equipment update in five programs to increase accessibility and convenience through hybrid course offerings and programs by implementing Lecture Capture demonstrates how budgeting priorities directly support the mission and strategic directions. Finally, Title-V funds are also allocated for software updates and module purchase for Jenzabar-CARS the

institution's data management system to enable the College to better serve students, work more productively, and base critical decisions on timely accurate data.

Budget development processes allow Luna Community College to advance its priorities as defined in the college's mission and strategic plan.

The Vice President of Finance works with each department director to develop budgetary action plans for Presidential and Board of Trustees approval. Budgetary planning occurs in the Office of the Vice President of Finance in consultation with the College's President, the Board of Trustees, faculty, staff, and student constituents through biannual and annual budget hearings. The College follows the requirements established by the Higher Education Department (HED) in formulating its budgets and in exercising budgetary control. It is through the HED's policy that, once the appropriation has been made to the College, the Board of Trustees can, in general, adopt an operating budget within the limits of available income.

The Vice President of Finance provides quarterly finance reports to the BOT at its public board meetings and more frequently when requested. Additional evidence supporting this subcomponent can be found in detail under Criterion 5 Subcomponent 5.C.1

Summary: Core Component 1.A.

Luna Community College's mission was developed using a broad-based process. This mission statement drove the development of the strategic plan and its assessment metrics. As a result, academic programs, student support services, and enrollment strategies reflect the mission, vision, and guiding principles. The evolution of the institutional mission in the 2013 - 2018 strategic plan, allow LCC to continue to meet such challenges as providing quality immersive and experiential learning for students, increase student participation in service learning and community outreach, and increasing the quality and diversity of the student body.

Core Component 1.B. *The mission is articulated publicly.*

The mission has been articulated through publicly available and published documents, and other formats, including significant media coverage. The Mission was developed through broad campus and community wide input, approved by the BOT, and distributed publicly via the College's website, http://www.luna.edu and in written materials.

1.B.1. *THE INSTITUTION CLEARLY ARTICULATES ITS MISSION THROUGH ONE OR MORE PUBLIC DOCUMENTS, SUCH AS STATEMENTS OF PURPOSE, VISION, VALUES, GOALS, PLANS, OR INSTITUTIONAL PRIORITIES.*

The LCC Mission and Vision Statements, and Core Values, are posted and presented prominently throughout the Institution. These statements are also displayed in campus facilities and in community venues and they are available through a multitude of electronic media. Billboards around the greater Albuquerque area and strategically on I-25, invites readers to learn more about the college and opportunities available.

Luna Community College embraces its mission, vision, and value statements and therefore makes these foundational documents readily accessible. The College mission, vision, value statements, and strategic goals can be found in the following locations:

- LCC website
- Office of the President
- Internal College web portal – Pathways and PASSPort
- Internal TV monitors
- College publications
- Satellite campuses and offsite locations
- College advertisements
- Posted conspicuously throughout the campus and in public venues

In addition to the visible reminders, College leadership regularly presents these statements publicly at community and college meetings, planning sessions and events. The College has also embarked on various targeted marketing campaigns a student created commercial and a billboard campaign with the goal of helping students, faculty, staff and community members better understand the guiding statements.

1.B.2. *THE MISSION DOCUMENT OR DOCUMENTS ARE CURRENT AND EXPLAIN THE EXTENT OF THE INSTITUTION'S EMPHASIS ON THE VARIOUS ASPECTS OF ITS MISSION, SUCH AS INSTRUCTION, SCHOLARSHIP, RESEARCH, APPLICATION OF RESEARCH, CREATIVE WORKS, CLINICAL SERVICE, PUBLIC SERVICE, ECONOMIC DEVELOPMENT, AND RELIGIOUS OR CULTURAL PURPOSE.*

The mission documents are current and demonstrate the extent of the College's commitment to the various aspects of its mission. Evidence of this statement can be substantiated through its Faculty Manual and Employee Handbook, 2013 – 2018 Strategic Plan, the Academic Guidelines. The current Catalog and Student Handbook clearly explain the emphasis and expectations of the institution, faculty, staff, students, and constituencies. Furthermore, standardized course syllabi are current and filed by each faculty member each semester. Syllabi show how courses and instruction transmit

knowledge, and serve as a contract between the instructor and student to ensure the learning objectives are met. Syllabi state the criteria for success and demonstrate to students and constituents the College's commitment to ensuring students are aware of and demonstrate the skill necessary for awarding of credit.

As presented in the 2012 Quality New Mexico Piñon Application, Luna Community College's mission statement speaks directly to the institutions approach to the delivery of services through what is referred to as the Core Competencies. The Core Competencies are strategically important in fulfilling the mission and providing a competitive advantage in the market place and service environment. LCC believes that its three key categories of service are interdependent.
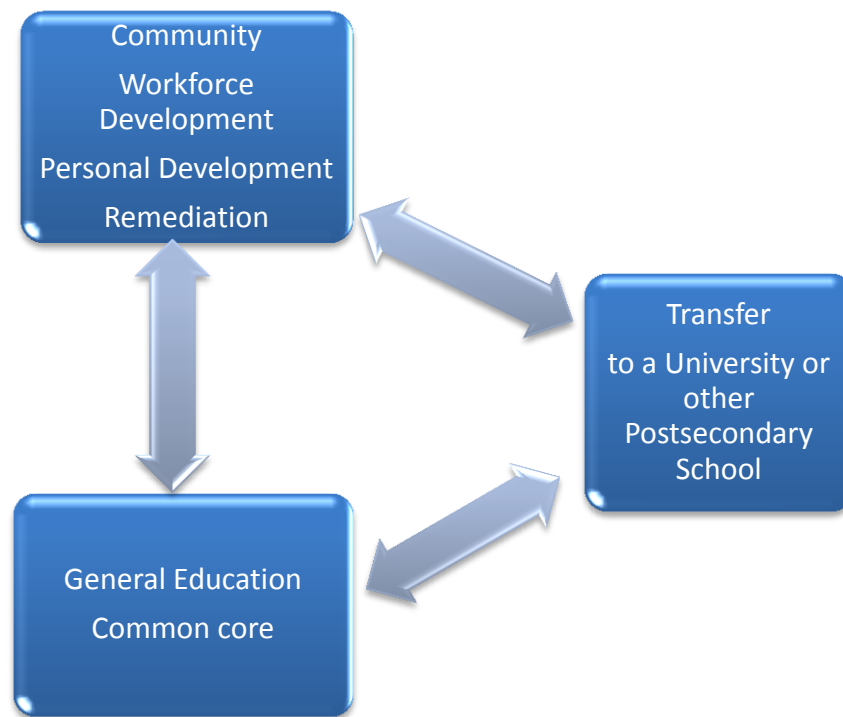
Figure 1.B.2 Key Categories of Service

Community: The first category focuses on community through workforce development, personal enrichment (credit or non-credit community education), and remediation.

The second category focuses on general education primarily comprised of New Mexico General Education Common Core courses. This common core includes but is not limited to courses in concentration areas of communication, mathematics, lab sciences, social and behavioral science, humanities, and fine arts. The general core ensures that LCC graduates

possess the literacy and general knowledge skills to function in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.

The third category is transferability. LCC is determined to maximize transfer of programs and courses, to include 36 credit hours of common core in nursing, STEM degrees and programs in business, education, and humanities.

These Core Competencies demonstrate the extent to which the mission pervades instruction, scholarship, creative works, clinical service, public service, economic development, transfer community, and religious and cultural purpose.

The guiding principles provide directionality and focus for all departments.

In addition to engaging in credit bearing and non-credit bearing courses Luna Community College considers the participation in student organization to be scholarly in nature through application and demonstration of skill. These student organizations are based on guiding principles that clearly articulate the nature and purpose of the organization and thus support of the College's mission. Student organizations include:

- Phi Theta Kappa
- Student Nurse Association
- SkillsUSA
- Student Dental Association
- Culinary Arts Club
- Student Government
- Intercollegiate Athletics
- LCC Car Club

1.B.3. *THE MISSION DOCUMENT OR DOCUMENTS IDENTIFY THE NATURE, SCOPE, AND INTENDED CONSTITUENTS OF THE HIGHER EDUCATION PROGRAMS AND SERVICES THE INSTITUTION PROVIDES.*

As the only regional community college LCC's mission, vision and guiding principles underscore its commitment to serve the citizens and communities of its dedicated service area. The Mission and Vision Statements articulate the nature and scope of the College's programs and services recognizing that "Creating Opportunities for You!" implies access to quality educational opportunities in pursuit of college-level work in occupational career and technical fields of study, transfer degrees that provide admission to other colleges and universities, and a broad range of knowledge and technical skills. LCC's programs and services are for a constituency that is diverse, that expects learning to span a lifetime, and that value learning both in preparation for career, and throughout that career. Luna

Community College's 2013 mission, vision, and guiding principles statements clearly identify the constituents that the College as a public institution of higher learning is meant to serve. These statements address:

- Our commitment to our internal constituents - students, faculty, and staff of the college in providing a stimulating environment for discipline-specific, interactive and immersive learning.
- Our commitment to local, state, and national communities whom we serve to assist in advancing economic development, business success, and government organizations.
- Provide educational opportunities and cultural development for all constituencies.

Summary: Core Component 1.B.

Illustrated by the numerous examples provided, and throughout this document, LCC articulates its Mission, Vision, Guiding Principles, and Core Values through a variety of approaches to faculty, staff, students, and the public. Luna Community College makes its mission available to the public through the school's website, student and external publications, and in conspicuous locations campus wide. The mission, vision, and guiding principle statements that are part of the strategic plan clearly delineate the emphasis LCC places on instruction, scholarship, diversity and inclusion, cultural awareness, and outreach focused on public service and economic development. The 2013 mission and vision led to the development of strategic planning goals that will allow the college to continue to strengthen its academics, scholarship and community involvement.

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Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

In 2012, and again in 2013 Luna Community College redefined its mission statement to reflect current beliefs and practices. The mission, now more succinct, conveys to constituents the institution as an agent of opportunity regionally, statewide, and nationally for ALL. Luna Community College through civic and professional leadership values integrity,

social justice, and accepts its social responsibility as reflected in programs, course offerings, and student support services.

The commitment to serving a diverse society can be seen in the evolution of the mission, vision, and value statements. Luna Community College's mission strongly emphasizes an understanding and appreciation for the diversity of society locally, regionally, and nationally. LCC is ever mindful of its constituents and the greater society served and reflects this understanding through its mission, "Creating Opportunities for You!" The statement was intentionally and with much forethought developed to touch each individual constituent and speak directly to their needs, goals, and aspirations through opportunities at Luna Community College.

This is accomplished by offering programs and classes with diversity and inclusion that foster student understanding of cultural differences. Attention to diversity permeates programs and credit and non-credit bearing courses as well as community services through training and as a regional partner in economic development.

1.C.1. *THE INSTITUTION ADDRESSES ITS ROLE IN A MULTICULTURAL SOCIETY.*

MISSION: CREATING OPPORTUNITIES FOR YOU!

LCC is committed to enhancing the representation of students from diverse cultures and backgrounds, and also has a long history of creating academic programs and organizations that support learning and living in a diverse community. As noted in the Student and Community Profile Table 1.A.2-7 the College's demographics are representative of the service area and the state. 2011 – 2012 enrollment demographic facts.

- 59% female , 41% male
- 83% of female are of Hispanic/Latino ethnicity
- 70% of males are of Hispanic/Latino ethnicity
- 77% of the population identify as Hispanic/Latino

Chart: 1.C.1-1.
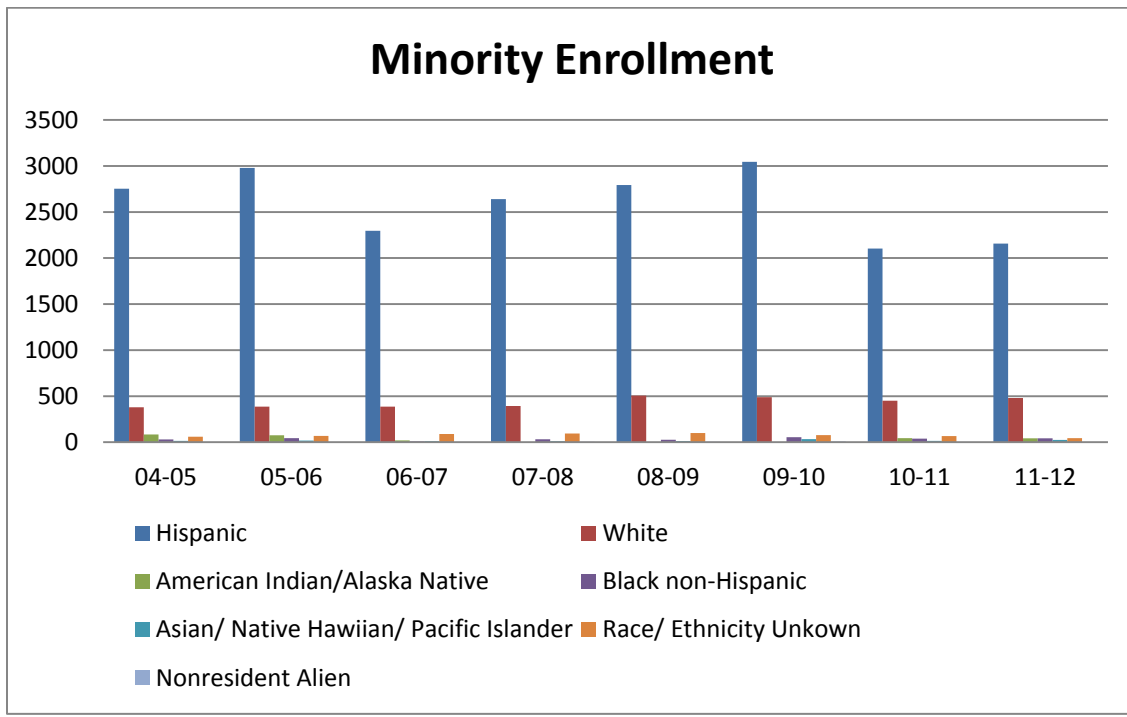
Minority Enrollment

Legend:
- Hispanic
- White
- American Indian/Alaska Native
- Black non-Hispanic
- Asian/ Native Hawiian/ Pacific Islander
- Race/ Ethnicity Unkown
- Nonresident Alien

Source: National Center for Education Integrated Postsecondary Education Data System (IPEDS).

Chart: 1.C.1-2.

Service Area and State Race/Ethnicity

Legend:
- Hispanic
- White
- Native American or Alaska Native
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- Other
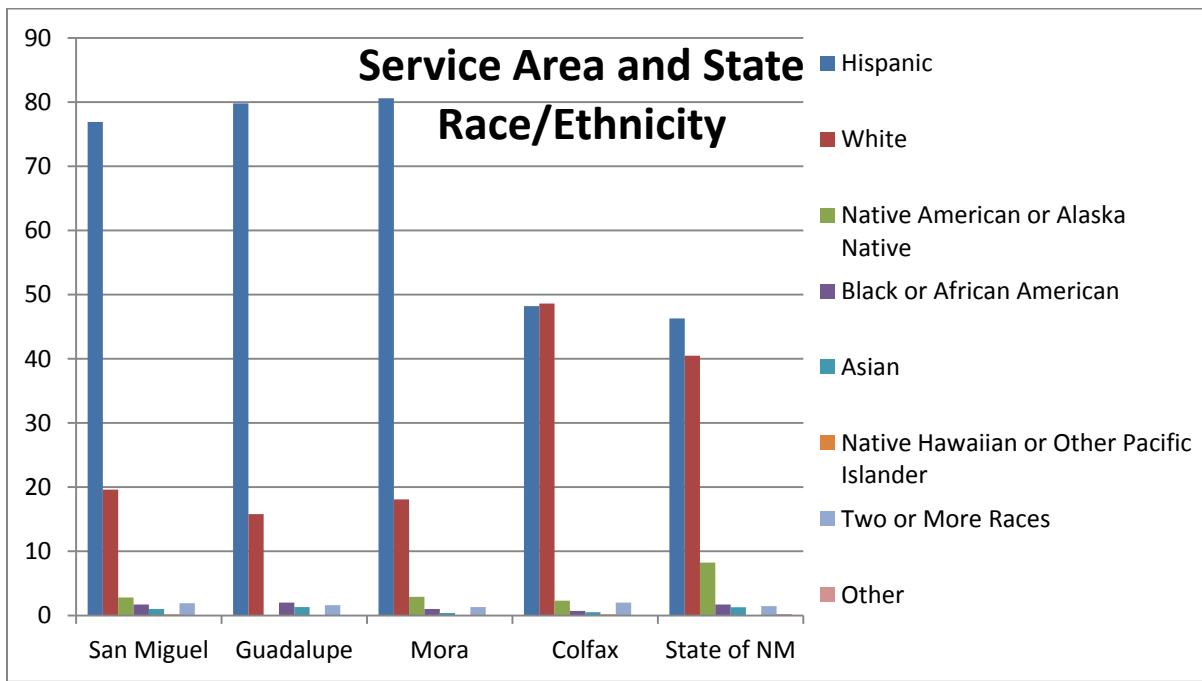
Source: United States Census Bureau 2010 QuickFacts

The Hispanic population constitutes the region's largest minority group. Similarly, this is the largest ethnicity represented in the student population. The greatest fluctuation of minority groups has been the institutions Native American/Alaskan Native population. In 2004 – 2005, 2.5% of the students declared their ethnicity as American Indian/Alaska Native (IPEDS). 2007 – Spring 2010 this population drop to zero. Efforts by Admissions and Recruitment have resulted in 2010-2011 enrollments of 1.78% of student population and 1.54% in 2011 – 2012. Another measure by which to demonstrate diversity is through the college's graduation report. As evidenced in Chart 1.C.1-3 Hispanic graduates represent the largest ethnicity followed by White. American Indian/Alaska Native are represented at .52% of graduates.

Chart: 1.C.1-3.
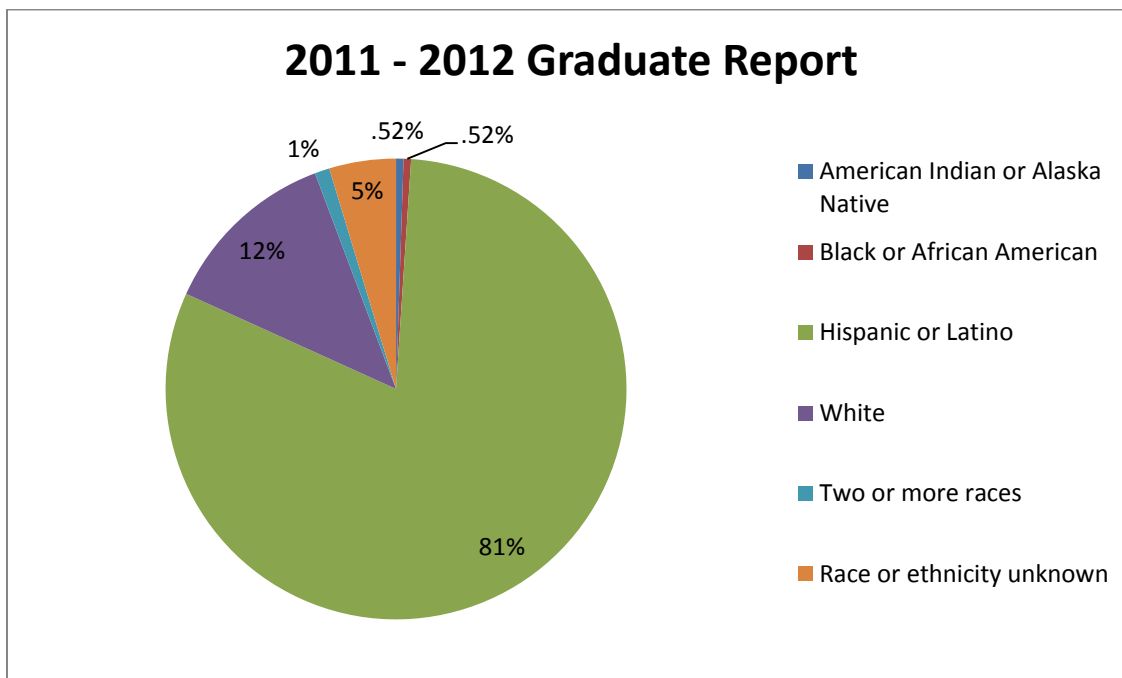
Source: National Center for Education Integrated Postsecondary Education Data System (IPEDS).

In 2000, New Mexico Community Colleges with staff from the Department of Finance and Administration and the Legislative Finance Committee developed ten performance-based budgeting indicators. New Mexico Independent Community Colleges published its annual performance based indicator report: Accountability in Government Act Performance Indicators – 2013. Each fall, the institutions assess their performance over the previous year and using this and other planning information, establish targets for the following year. While the indicators alone do not provide a complete picture of the success of the college, they do serve as useful benchmarks for evaluating institutional performance.

Each year community colleges are asked to identify the minority population on its campus that is most divergent from that of its service area. A target is then established by the institution to improve enrollment of that population. Most frequently, the target minority population is Hispanic or Native American; however, LCC targeted White as the most under-represented on its campus given its service area demographics. Table 1.C.1-1 demonstrates the institutions performance in addressing the identified minority student enrollment.

Table: 1.C.1-1 Under-represented Demographics						
Most Divergent Population	**FY11 Actual**	**FY12 Actual**	**FY13 Target**	**FY13 Actual**	**FY14 Target**	**FY15 Target**
White	15.4%	15.5%	16.0%	16.6%	18%	17%
Source: New Mexico Independent Community Colleges: Accountability in Government Act Performance Indicators – 2013.						

Fair and equal hiring practices enable the body of faculty and staff at LCC to reflect the diversity of northeastern New Mexico and its student body. LCC's faculty and staff ethnic diversity is commensurate to that of the student body as demonstrated in Table 1.A.2-9. The College understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty.

With the development of the new vision and mission statements, diversity and inclusion is even more evident. Specifically, the mission highlights the *opportunity* to inspire and serve. The value statements show the College recognizes, respects, and welcomes diverse cultures, heritages, and perspectives. LCC understands that it serves a global, diverse, and technological society, and seeks to engage, and learn from its community, state, nation, and the world as evidenced in the institutions HLC request and approval of status change in 2010 to include offering full online programs.

The values statement includes the following language: "We seek to create a caring environment which is intellectually and culturally dynamic and encourages students to achieve to *THEIR* maximum potential." The College challenges student's to question assumptions and extend boundaries, embrace diversity and celebrate inclusion. This total approach to diversity and inclusion is epitomized in the *new* Mission Statement "*Creating Opportunities for YOU!*".

As the role of higher education continues to change, Luna Community College seeks to lead rather than follow.

Through the collective value statements and LCC's mission, the College is committed to: creating innovative courses, programs, and practices that attract, retain, and nurture a diverse community; and, to foster an environment that enables all who contribute to excel.

1.C.2. *THE INSTITUTION'S PROCESSES AND ACTIVITIES REFLECT ATTENTION TO HUMAN DIVERSITY AS APPROPRIATE WITHIN ITS MISSION AND FOR THE CONSTITUENCIES IT SERVES.*

LCC provides a comprehensive set of academic programs, co-curricular, and community support activities to meet the needs and interests of a diverse population. LCC believes inclusivity and diversity permeates the College's policies, procedures, programs, and services. All College processes and activity comply with state and federal laws.

Examples of response to serving a diverse population include:

Area Health Education Center (AHEC)

To address an immediate need to service area constituents, Montañas del Norte: Area Health Education Center services to practicing health care professionals. Thirty-two of the 33 counties in New Mexico have at least one type of Health Professions Shortage Area (HPSA) classification. Specifically, primary care has 39 HPSAs (including 18 entire counties) dental care has 35 HPSAs (21 entire counties), and 29 counties are designated as mental health shortage areas.

Rural, geographically remote Hispanic and Native communities in New Mexico are in areas with the most significant shortage of health professionals in the nation. Studies have shown that students who participate in programs that encourage rural and underserved community involvement are more likely to eventually work in these areas.

The goals of AHEC are to

- *Develop the Health Professionals Pipeline for Underserved Communities* – NM AHEC engages youth in a variety of health career awareness and mentoring activities offered in the public schools and through special events.
- *Encourage Health Professional Students to Work in Underserved Communities* – NM AHEC provides financial support for students from multiple health professional training programs so that they can complete clinical rotations in rural and underserved communities throughout the state. This requires close collaboration with colleges, universities, and a wide variety of training sites.
- *Support Health Professional Retention and Improve Competency to Provide Culturally Sensitive and Regionally Appropriate Healthcare* – NM AHEC offers continuing education to health providers on a variety of culturally sensitive

and regionally relevant topics. Collaboration with the NM Department of Health, as well as other private organizations and foundations, facilitates implementation of this training.

Disability Support Services

Disability support services are provided through the ACCESS Center. The disability coordinator establishes eligibility, determines accommodations, and offers services to qualified students with disabilities. The coordinator serves as an information hub and support for LCC student success. Students with disabilities are provided support services on a voluntary basis. Consistent with Section 504 of the Rehabilitation ACT of 1973 and the Americans with Disabilities Act (ADA), LCC ensures that individuals with disabilities are afforded equal *opportunity* to participate in programs and services with appropriate accommodations provided. The College strives to create a campus environment that provides access and *opportunities* for students, faculty, and staff with disabilities to meet their full potential. This effort includes enhancing students' ability to understand how disability affects them in the educational setting and to better self-advocate. Adaptive Education Services also encourages participation of disabled individuals on boards or campus groups to provide a voice for this constituency.

Reasonable modifications in policies, practices, and procedures ensure equal access for individuals with disabilities in a supportive environment.

Foundation

The LCC Foundation provides funding for students facing financial hardship. Assistance is provided in the form of tuition assistance and books. The Foundation also works closely with organizations to provide scholarships, funding and outreach that assist LCC's diverse student population, such as single parents, veterans and minorities. One such example is referral to HELP-NM which provides energy assistance for low income students and also helps with emergency funds.

Recruitment and Admissions

Student recruitment activities pervade all aspects of LCC's diverse community. In addition to outreach of students in local school systems and a number of community and state events, recruiters also work with a number of community-based organizations. For example, Recruitment and Admission has established a strong relationship with the NM Department of Labor – Workforce Development as a resource for educating and enhancing unemployed and under-employed individuals and the NM Department of Vocational Rehabilitation for education and skill enhancement.

Veterans Resource Center

The College views multiculturalism and diversity as more than race and ethnicity but diversity among populations that remain minority and have unmet needs. Steadfastly committed to serving a diverse and multicultural society the institution embarked on a mission of inclusivity to address in particular what it perceived as an opportunity to strengthen its service to the veteran population by creating a Veterans Resource Center. Located in the Student Services Building the Veterans Resource Center provides a point of contact for veterans and their dependents and bring together academics and student support services to promote a smooth transition from the military and provide assistance and information regarding benefits. The Veterans Resource Center provides academic and career services, peer-to-peer mentoring, counseling, surrounding and community resources, and information regarding upcoming workshops.

Diversity: Embedded in Academics

LCC provides comprehensive academic programs to meet the needs and interests of its diverse student population. Various courses, student clubs and academic and institutional events are described in Criterion 3.B.4. For example, The Department of Humanities offers the following: Cultures of the World, World Religions, and Introduction to Sociology, Spanish I, and Spanish II. The Department of Allied Health offers Spanish for Health Professionals and the Department of Education offers AA and Certificate degrees in Early Childhood Multicultural Education.

Diverse Faculty and Staff

Recognizing the challenge of workforce diversity, LCC's Fall 2013 faculty profile (table 1.A.2-9 on pg. 35) is proportionate to the student population. To maintain diversity among faculty the College offers professional development and continuing education opportunities. Faculty and staff are encouraged to enhance/advance their skills through tuition waiver at LCC and NMHU. Furthermore, LCC waives tuition for employee family members. Luna Community College is an Equal Opportunity/ Affirmative Action employer and adheres to all state and federal regulations prohibiting discrimination.

Student Activities

LCC offers a number of student activities that promote inclusivity and value culture. These organizations are student driven and supported with faculty or staff advisors.

Culinary Arts Club	Skills USA – Building Technologies
LCC Car Club	Skills USA - Cosmetology
Phi Theta Kappa	Student Dental Association
Skills-USA Automotive	Student Government

External Constituents

The College's service area covers more than 13,000 square miles of small rural communities. The largest populated city, Las Vegas, where the main campus is located has a population at slightly more than 13,000. Member communities of the mil-levy include the villages of Maxwell, population 244 and Wagon Mound, population 303. The College understands its constituents and their needs. Many barriers to access existed prior to the addition of distance education and a site office in Mora. Due to distance and economic hardship the College engages in facilities use agreements with area schools to offer courses in the evenings and during the summer for community constituents and through dual and concurrent enrollment for high school students.

As articulated in the institution's core values the College creates an atmosphere of inclusiveness and opportunity for all. With an open enrollment policy, Luna Community College provides accessible educational opportunities through the operation of satellite campuses and an office location in Mora, New Mexico.

The College promotes an atmosphere of sensitivity to and an understanding of all cultures. College employees are actively involved in community, regional, and state organizations. LCC continues to pursue opportunities to connect with and recruit minority populations in order to increase ethnic diversity within the student population. The College's efforts to address student diversity are also demonstrated through its low tuition, student recruitment activities, program offerings, and cultural activities, such as its annual Luminaria Drive.

LCC is committed to serving its entire constituency, the College hosts and participates in annual events such as:

- Luminaria Drive
- Car Show
- Cinco de Mayo Celebration

- Bean Day Celebration
- Fourth of July Community Events
- Homecoming Parades
- Seed Exchange
- College Night

The philosophy of our general core education speaks to the College's continued effort to create an inclusive atmosphere for students, faculty and staff, the greater service area, state, and nation. The general education philosophy statement includes: "ensuring graduates possess literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society."

Summary: Core Component 1.C.

In accord with its foundational documents, LCC has demonstrated commitment to diversity in all aspects of college life and recognizes the critical importance of diversity in the region it serves. The institution has maintained a faculty profile that represents its student population. These accomplishments are the result of intentional effort to reflect the multicultural profile of the College's constituency.

1.D.   *THE INSTITUTION'S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.*

The College understands its role to serve the public and the LCC district. As a public institution, the College is governed by the Board of Trustees, a body elected by residents of the district to ensure that the College understands its public role and holds them accountable to serve effectively. The College is part of the New Mexico Community College system and as such, has no external investors or interests other than to serve students, service area communities, and the public interest. The College continually seeks input from the community through the College's planning processes, business groups, and advisory boards. The College responds to these needs by providing quality programs, training opportunities, continuing education, physical resources such as facilities use, and through a variety of community events. In the following section, evidence will confirm LCC's commitment to the public good through its quality educational programs, its engagement with external constituencies and communities, and the central role its educational responsibilities play in the execution of the institution's not-for-profit mission.

The commitment to the public good is demonstrated by LCC's internal process and procedures with public oversight bodies with which the college interacts and to which it reports, examples include the following entities:

- LCC Board of Trustees
- New Mexico Higher Education Department (NMHED)
- New Mexico Independent Community Colleges (NMICC)
- Higher Learning Commission
- U.S. Department of Education
- Small Business Development Center (SBDC)
- AHEC
- Gainful Employment Information
- College Board
- Federal and State Grants
  - Carl Perkins
  - Title V
  - PASS Program
  - Accelerate Program
  - NRCT
  - Youth Build

1.D.1. *ACTIONS AND DECISIONS REFLECT AN UNDERSTANDING THAT IN ITS EDUCATIONAL ROLE THE INSTITUTION SERVES THE PUBLIC, NOT SOLELY THE INSTITUTION, AND THUS ENTAILS A PUBLIC OBLIGATION.*

Luna Community College is committed through its actions and decisions to serving the public good, and this goal takes primacy over other concerns. LCC provides regular public access to quality educational, cultural, and informative opportunities through guest speakers, workshops, and student events. Throughout the self-study report LCC's commitment to the public good is evident. In addition to its academic goals the institution serves its constituents and local communities through transformational partnerships, and its institutional effectiveness in the execution of its operations.

- LCC Concurrent Enrollment/ Dual Credit Department engage with regional high schools in the institutions multi-county service area. The College believes serving high school student's is part of the College's mission to create opportunity through service to community and helping create a more highly educated and prepared workforce.
- Community Education offers introductory courses, special interest courses, recreational courses designed to meet the diverse interests of a population with a non-credit option for life-long learning.
- Professional development opportunities designed to meet the needs of business and professionals through seminars, short-term training, continuing education

units, and certifications not offered through any existing degree plan at the college. For example Community Education has offered classes in tax preparation, early childhood education, Continued Medical Education (CME), Certified Nursing Assistant (CNA), and Certified Drivers License (CDL). These are but a few examples of the institutions efforts to meet its public obligation through professional development.

Table 1.D.1 Community Offered Professional Development				
Certified Nursing Assistant Training	2010	2011	2012	2013
Spring	61	56	84	88
Summer	45	41	52	41
Fall	71	50	54	26
Source: LCC Community Education Office.				

- Notches De Familia is based at Luna Community College.
- The SBDC provides professional assistance in business planning and development for new and existing businesses. The Center is located on the LCC campus. All personnel supervision and SBDC budget oversight are supported by LCC.
- LCC personnel work closely with the Workforce Investment Act program to provide client training and other educational needs.
- The Adult Basic Education (ABE) program provides access to education for diverse populations. The program helps students obtain a GED, improve literacy skills, or enhance English-speaking skills.
- Office of Public Information helps local organizations and businesses better meet their individual workforce training goals through advertisement in the *Luna Light* and announcements campus wide thus creating a stronger community. The advertisement provides valuable brand recognition for both the local business and LCC. The Public Information Office manages public information including:

  - Luna Light – LCC's weekly newsletter
  - Billboard Campaign
  - Public address – television and radio

- Public service through facilities use: The College understands progressive economic downturns have hurt many local and state agencies. The institution is committed to public service throughout its service area and statewide through use of its facilities. Examples include:

- San Miguel Economic Department
- New Mexico Department of Transportation
- Las Vegas Water Board
- Home Education Livelihood Program (NM-HELP)– trainings
- CYFD – early childhood continuing education training
- New Mexico State Police
- Public Education Department – Bus Driver Training
- Realtors Association
- Cub Scouts, pack 60

- Liaison Office locations

  - United State Representative – Tom Udall
  - New Mexico Representative – Thomas Garcia
  - State of New Mexico Engineers: Water Board
  - Santa Fe Community College – TTAP Lending Library
  - ACCELERATE Technical Training and Job Placement
  - Noches de Familia (Defensive Driving, and substance Abuse)
  - State of New Mexico Personnel

- New Mexico State Police residence

1.D.2. *THE INSTITUTION'S EDUCATIONAL RESPONSIBILITIES TAKE PRIMACY OVER OTHER PURPOSES, SUCH AS GENERATING FINANCIAL RETURNS FOR INVESTORS, CONTRIBUTING TO A RELATED OR PARENT ORGANIZATION, OR SUPPORTING EXTERNAL INTERESTS.*

As stated in Core Component 1.A., the mission documents are the driving force for the College's operations and activities. As part of the New Mexico Community College system, there are no investors, parent organizations, or other supporting external interests that stand to benefit from any financial returns the College may realize. The LCC Foundation operates to increase student retention, persistence, and completion through the awarding of scholarships.

1.D.3. *THE INSTITUTION ENGAGES WITH ITS IDENTIFIED EXTERNAL CONSTITUENCIES AND COMMUNITIES OF INTEREST AND TO THEIR NEEDS AS ITS MISSION AND CAPACITY ALLOW.*

As an institution of higher education serving a region comprised of rural, isolated, and economically challenged communities, Luna Community College responds to the needs of its many constituencies in several ways, including quality academic courses, cultural events, informative workshops, lecture series, economic development, and quality of life initiatives. The College provides access to a wide-variety educational opportunities, including quality academic courses, cultural events, and informative workshops. The outreach efforts occur through various program and department efforts. The following are a few examples of the college's ongoing engagement with the community:

- Through its dual and concurrent enrollment program the College responds to the needs of its service area high schools enabling them to expand course offerings to students and meet NMPED graduation mandate.
- LCC has established Memorandums of Understanding (MOUs) with local response providers, and served as the staging site for the National Forest Service during the Pecos wild fire.
- Luna Community College recognizes the need of its business partners and community constituents to maintain licensure status or upgrade skill. LCC facilities are often used to provide continuing education or selected topics courses to meet the needs of its service area constituents.
- Luna Community College acknowledges its economic impact in northeastern New Mexico and continues to be a major employer during economic down turn. Furthermore, the institution continues to build capacity within the region through the Small Business Development Center.
- The Learning Resource Center (LRC) provides a variety of services and materials to enrich and support the instructional, research, recreational, and informational needs of students, faculty, staff, and community patrons. Collections include over 30,000 volumes and audiovisual materials, audiovisual equipment, over 150 print subscriptions, several online databases, eBooks, and eAudiobooks. Remote access to the LRC's online catalog and full-text online databases are available to staff and students through the LRC's website.
- In accordance with its mission, Luna Community College is committed to providing opportunities that enhance the Quality of Life. The College creates these opportunities through Community Education Courses that are offered as both credit and non-credit bearing courses.
- Luna Community College provides barbering courses to inmates at the Santa Rosa Correctional Department. LCC understands its role in the greater society by

providing academic access to incarcerated individuals through MOU's that support and build communities that are educated and individuals that are capable of contributing to society in meaningful ways.

- Springer Correctional Facility programs

LCC faculty and staff members are also deeply involved with the local community as active participants in its business, economic, and service organizations.

- A sampling of LCC faculty, Board of Trustees, and staff member participation in service organizations include:

Table 1.D.3 Service Organization Involvement		
Organization	Employee/ Board of Trustee	Affiliation level
NM Workers' Comp. Admin. Quality New Mexico LV Rotary International Paralyzed Veterans' Association NMHU Alumni Association	Abelino Montoya	Retired Executive Dir. Board Member Former President Member Member
WLVS Facilities Manager San Miguel County Musician	Kenneth Medina	Retired Commissioner (8 years) Benefit Dances for the Needy
Mora/San Miguel Electric Coop LCC Trades	Dan Romero	Former Board Member Retired Director
LVCS Basketball Coach LVCS Bus Driver VFW	Ernie Chavez	Volunteer Volunteer Member
Springer Electric Cooperative Fire Fighter (31 years) Greater Economic Development Springer Board of Education	David Gutierrez	Distribution Manager Volunteer Volunteer Member (12 years)
Guadalupe County Hospital NMHU MBA Program	Frankie E. Tenorio	Assistant Administrator Student
Law Enforcement City of Las Vegas Youth Basketball, Football, and Baseball Leagues	Tony Valdez	Officer (16 years) Coach/Referee
New Mexico State Legislature Deacon Community 1st Bank Western Interstate Commission for Higher Education Center for Policy Alternatives Alta Vista Reginal Hospital	President Pete Campos	Senator Board of Directors Member Member Board of Trustees

Home Education Livelihood Program – CSBG	Carmela Martinez	Board Member
Early Educators United		Board Member
NAEYC		Member
Adoration, Community, Theology Service - Immaculate Conception Church	Martha Trujillo	Group Leader
Life Teen - Youth Group		Sponsor
NAEYC	Debbie Trujillo	Member
First Born		Board Member
Early Educators United		Member
Fraternal Order of Eagles- Aerie #3815	Rick Jaramilo	President
	Larry Paiz	Secretary
	Maria Paiz	Past President
	Denise Gibson	Ladies Auxiliary President
	Joyce Garcia	Treasurer
New Mexico Main Street	Lawrence Quintana (past employee)	Member
Rotary Club		Member
Kiwanas		Member
AHEC Advisory Board	Lorraine Martinez	Member
Allied Health Advisory Board		Member
AHEC Advisory Board	Connie Reichert	Member
Rio Gallinas Charter School	Diane Moore	Board Member
Calvary Chapel Las Vegas - Women's Ministry	Donna Flores Medina	Member
Calvary Chapel Sunday School		Instructor
Greater Springer Area Economic Development Corp	Louise Fernandez-Portillos	Board of Directors
Springer Chamber of Commerce		
Springer Lodgers Tax		
GrowRaton		
Mora Chamber of Commerce	Wanda Martinez	Member
Economic Development Board		Member
Los de Mora Growers Cooperative		Member
La Jicarita Rural Telephone Cooperative		Member
Mora Independent School District - Extra Curricular		Participant

Healthy Women's Advisory Board	Elaine Luna	Member
New Mexico Community Health Workers Advisory Board		Member
Arthritis Advisory Group		
UNM HERO's Network		Member
NM Chronic Disease Prevention Council		Member
		Member
NM Health Resources		Member
Volunteer Youth Coach	Chris Chavez	Volunteer Coach
Volunteer Firefighter	Miguel Martinez	Volunteer
NM Assoc. of Financial Aid Admin.	Michael Montoya	Member
SW Assoc. of Financial Aid Admin.	Rochelle Mueller	Member
NASFAA – Nat. Assoc. of Financial Aid Admin.	Amanda Ortiz	Member
New Mexico National Education Association	Adrienne O'Brien	Member
San Miguel County Agriculture		Member
Las Vegas City Schools Health and Wellness Committee		Member
Weblos I - Cub Scout Troop 60		Den Leader
Los Ninos Parent Teacher Association		Member
Romero Ditch Acequia Association		Parciante
Source: LCC Office of the President.		

Regularly, members of the Culinary Arts Club and/or the Culinary Arts Department volunteer to serve a variety of community stakeholders. In doing so, they help those stakeholders further their organizational goals, while exposing students to a variety of vocational venues; meet and work with diverse populations, and engage in community service. Examples include:

- Comedor de San Pasqual, assist in meal preparation for the elderly at Las Vegas Senior Citizens' Center
- CYFD, offer Life Skills Cooking Class for Aged-Out Foster Children
- Cub Scouts Troop 60, offer Life Skill Cooking and Nutrition Awareness Classes for 8-11-year old boys in the community
- Tri-County Farmer's Market, provide cooking demonstrations at the market, using locally-grown foods
- Casa de Cultura, cater the Las Vegas Seed Exchange
- Big Brothers/Big Sisters of Northern New Mexico, cater their annual fundraiser: Wii Bowl for Kids

- Provide cookies at cost for the Las Vegas Literacy Fair
- American Culinary Federation's Chef and Child Foundation, promote Improved School Nutrition through fundraising
- Tax preparation is a community service provided through the School of Business

Criterion 1.D. Summary

The evidence provided demonstrates that Luna Community College has met and exceeded the expectations for Criterion One, Mission.

As part of its transformation LCC has adopted new Mission and Vision Statements, a set of Core Values, and strategic goals to direct the transformation. These foundational documents guide the strategic planning undertaken during the past year. The mission of the College is clear and publicly articulated, centering on educational excellence, access, and impact. Luna Community College has and will continue to provide high quality accessible education, increase student diversity within programs, as well as increase degrees granted, continue to significantly and meaningfully engage in the economic, social, and cultural foundation of the communities it serves.

Conclusion

Luna Community College is a two year community college driven by a strong and committed mission to primarily serve the people of northeastern New Mexico, an area with many small communities and high unemployment and poverty levels. Known as the people's college, the employees are very understanding of the population being served and reach out to provide individualized instruction, support services and keep students on the pathway of retention, completion and then the world of work.

As a diverse and multicultural community college which serves the needs of all students from an on-line to an in-class course. The actions of the college depict the mission of "creating opportunities for you!" We continue to improve our mission through orientations, regular training sessions, the weekly "Luna Light" college newsletter, departmental meetings, and regular interaction between colleagues within the community college and other institutions of higher learning, government and the private sector whom have entered into Memorandums of Understandings (MOU's) with us.

Success is derived from the proactive approach taken by the entire Luna Community College family to ensure student success. This comes in the form of shared governance, listening to each other's thoughts and ideas, implementing innovations that keep pace with educational trends that lead to jobs for students and unselfishly working together to solve student issues and keep them motivated to achieve their dream and educational goals.

Strengths

- Clear, concise and meaningful mission and vision statements and core values and guiding principles that are easily remembered, understood and lived on a daily basis.
- Intelligent, qualified and energetic employees who are dedicated to their jobs and the mission of the institution.
- An ongoing strategic plan that has reasonable and attainable goals.
- Our focus is to serve students from all backgrounds, work to make their stay at Luna Community College educationally fulfilling and encourage them to build lifelong relationships with their peers and maintain communication with employees who have guided them or contributed to their success while at Luna Community College.
- Employ qualified personnel who maintain strong administrative, teaching and support service skills to provide students with the best educational experience possible.

Opportunities

- Publicize / report more effectively significant decisions that are not always understood by the campus community.
- Align campus wide presentations that are "on the same page" when it comes to policy, direction and outcomes.

Future Plans

- Work diligently to fully equip those providing the mission and direction on behalf of the institution, the training to deliver a consistent message. Keeping on task enables staff to eliminate confusion, uncertainty and miscommunication. This also strengthens the college's reputation of providing a solid education and being a good place to work.
- Continue to be an equal opportunity employer actively seeking the best qualified to fill vacant positions and recognize employee values and strengths to develop and retain the best qualified staff possible.

Criterion Two: Integrity: Ethical and Responsible Conduct

Introduction

THE INSTITUTION ACTS WITH INTEGRITY; ITS CONDUCT IS ETHICAL AND RESPONSIBLE

Resources provided to Luna Community College by students, donors, the State of New Mexico, and the nation are invested with the understanding that LCC will exercise responsible stewardship of those resources and utilize them ethically for the public good. To that end, LCC has established procedures and practices to ensure open decision-making and ethical behavior by its leaders, faculty, staff, and students.

The College's policies and processes create, advance, and enforce a publicly transparent atmosphere of mutual respect, both within the institution and those with whom the institution interacts. These policies have been approved by the Board of Trustees (BOT) as part of its oversight of the institution. All policy manuals are maintained within the Office of Human Resources and may be accessed by anyone.

Integrity is assured at Luna Community College through its policies and procedures that encompass the principles of ethical integrity in all aspects of the College's operation. These practices are very visible and thoroughly integrated into the day-to-day operations of the institution so that they serve as the basis for fairness, honesty, inclusion, and transparency in all areas.

LCC believes ethical behavior is built on mutual respect. Within the academic community, mutual respect is paramount for promoting learning and advancing free exchange of ideas. Operating from this belief, LCC works for the public good. The College communicates its policies to students, faculty, and staff through orientations, training programs, and printed material. As a direct result of these communication efforts, knowledge of the policies is pervasive in the institution.

Processes that assure compliance, address breaches of policies, and provide for the redress of grievances are also built into these policies. Breaches of policy are dealt with at the supervisor level. To assist in handling employee grievances, the office of Human Resources has authority to utilize a third-party arbitrator when necessary to assist in the informal resolution of problems.

The LCC BOT is responsible for developing policies. The College President promulgates procedures for the implementation of BOT policies.

As detailed in subsequent sections, the policies and processes in place at LCC include mechanisms for addressing grievances and concerns. The following discussions and evidence

demonstrate that LCC meets the expectation of the HLC with respect to the criterion for "Ethical and Responsible Conduct," using the components for that criterion.

Evidence presented includes descriptions and usage of the policy documents listed in Table 2.1. These policies provide assurance to the public that LCC monitors its activities in ways that preserve its integrity and that, when occasions arise, missteps or failures are addressed appropriately.

Table 2.1 Example of Policies related to promoting ethical conduct, fiscal responsibility, and transparency		
Policy Area	Publication	Location
Non-discrimination Policy	Employee Handbook	Section 2.1, page 4
	Faculty Manual	Line 1, page 9
Faculty Employment Policies and Procedures	Employee Handbook	Section 4.1, page 19
	Faculty Manual	Line 10, page 11
Nepotism	BOT Policy Manual	Page 24
	Employee Handbook	Section 5.11, page 26
Academic freedom	Academic Guidelines	Page 11
Promotion and Transfer Policy	Employee Handbook	Section 7.3, page 34
Employee Conduct – ethical behavior	Employee Handbook	Section 8.1, page 36
Grievance	Employee Handbook	Section 10.1, page 45
Sexual Harassment	Employee Handbook	Section 11.3, page49
Annual Leave Policy	Employee Handbook	Section 12.1, page 53
Sick Leave Policy	Employee Handbook	Section 12.3, page 57
Finance and Administration	Finance and Administration Procedural Manual	LCC Website
Financial Aid – Title IV Code of Conduct	Catalog	Pages 66-67
	Title IV-Code of conduct	LCC Website
Drug-free Workplace	Employee Handbook	Section 13, page 83
Right to Inspect Public Records	Catalog	Page 3
	Employee Handbook	Section 14, page 90

Tobacco Policy	Campus Tobacco Use Policy	LCC Website
Family Educational Rights and Privacy Act (FERPA)	Catalog	Pages 47-50
	Records & FERPA Policy	LCC Website
Student Financial Assistance Policy Certification	Student Financial Assistance Policy	LCC Website
Student Financial Assistance Satisfactory Academic Progress Policy	Catalog	Page 59
	Satisfactory Academic Progress Policy	LCC Website
Students Right-to-Know Policy	Catalog	Page 22
	Campus Security Report	LCC Website
Travel and Professional Development	Employee Handbook	Section 12.9, pages 78-79
	Travel, PDP, and Budget Manual	Travel – Pages 1-19 PDP – Pages 21-23
Student Code of Conduct	Student Handbook	LCC Website
	Catalog	Pages 5-8
Computer Use Agreement	Computer User Policy	LCC Website

2.A. *The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.*

LCC's Financial Functions are conducted ethically and responsibly

As a state institution, LCC is subject to the State of New Mexico fiscal rules. The New Mexico Legislative Finance Committee through the New Mexico Higher Education Department guide financial integrity for all institutions of higher education. In addition, an annual audit of LCC's financial records is conducted by an independent auditor pursuant to NMSA 12-6-3 which state, "The financial affairs of every agency shall be thoroughly examined and audited each year by the state auditor, personnel of his office designated by him or by independent auditors approved by him." LCC is committed to fair and ethical practices and to be transparent in its financials by maintaining open communications in its authority to budget and expend public funds.

Luna Community College has established policies and procedures to ensure that the College safeguards its assets and is in compliance with state and federal laws and regulations.

The College adheres to an integrated system of financial policies, procedures, and best practices based on New Mexico statutes, and BOT policies to ensure the safeguarding of assets and the accuracy of financial reporting. The College relies on employees throughout the organization who are vetted and screened during recruitment and who receive ongoing training and support while employed. Additionally, financial processes and transactions are regularly audited by internal and external professional staff, and the College actively addresses and resolves noted weakness. Policies and procedures are monitored and regularly updated in response to changing standards and specific incidents. Policies, procedures, and best practices establish the framework for ethical and professional behavior in all areas of the College.

Established policies and procedures ensure that individuals purchasing or otherwise using funds within the institution do so ethically, responsibly, and in keeping with the best practices in higher education. Purchasing and procurement procedures establish processes for the acquisition of goods and services. LCC's procurement policies also identify those individuals who have signatory authority to execute contracts. Additionally, these policies state the requirements for justification of sole source transactions, procurement card policies, and public competitive solicitation requirements.

Policies and procedures also provide ethical and responsible stewardship of the institution's capital resources. Provisions on how capital property is to be purchased, controlled, inventoried, transferred, and sold are fully addressed through purchasing and procurement policies. Those who contract with LCC are required to follow institutional policies and applicable state and federal laws.

In summary, the system of policies and controls and the high level of integrity required for those individuals implementing the processes have made certain, and ensure the future, that LCC's financial activities are conducted ethically and responsibly.

LCC's academic functions are conducted ethically and responsibly

The central role of faculty members and academic professionals in creating a culture of mutual respect has led to policies which define expectations for ethical and responsible conduct. (Criterion 3 discusses academic programs offered at LCC and how the programs are delivered).

Information regarding qualifications, evaluation and development of LCC faculty are discussed in depth in Criterion 3: Faculty Credentialing, Faculty Evaluations, and Faculty Professional Development.

The academic areas are guided by the Academic Guidelines. The Faculty Manual, supported by the mission statement and tenets of the faculty senate provide the framework. Workplace ethics trainings are provided by the institution and subject to mandatory attendance.

In accordance with Chapter 21, Article 1B-1 NMSA 1978, the New Mexico Higher Education Department has established policies to guarantee successful transfer of completed core courses between New Mexico postsecondary public institutions. LCC's associate degree programs are embedded with the General Education Core Course Transfer Curriculum.

Several grant-funded programs are bound to statutory guidelines set forth by the granting agency. These programs are subject to on-site review and annual audit. For example, Youth Build is overseen by the Department of Labor; Title V is subject to the guidelines established by the U.S Department of Education; and Adult Basic Education program is monitored by the New Mexico Higher Education Department – ABE Division. The grantors of these programs provide the parameters that guide the ethical conduct of the funded agencies.

LCC's personnel functions are conducted ethically and responsibly

The Office of Human Resources (OHR) is responsible for recruitment, retention, and development of the workforce at LCC, as well as responsible for payroll, compensation, benefits, and well-being of employees. All personnel functions are carried out in compliance with local, state, and federal laws in a manner consistent with best practices in higher education.

The Faculty Manual and Employee Handbook contain the policies that direct how personnel-related functions are performed and that ensure those functions are carried out transparently, ethically, and responsibly. For employees in positions within the financial, procurement, and business services area, the information in this section supplements information provided above.

LCC promotes equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sexual orientation, gender, age, disability, and veteran's status. Equal employment opportunity includes, but is not limited to, recruitment, hiring, promotion, termination, compensation, benefits, transfers, professional development training, education, tuition assistance, and social and recreational programs, evidence is provided in Table 2.1.

The LCC Employee Handbook provides guidance to professional and support staff in reference to ethical standards, professional practice, and the moral framework within which the institution operates.

For transparency purpose and to inform those seeking employment at LCC specified hiring processes are publicly available through the OHR and govern all positions within the institution. Essential job functions for the position are determined before a position is open for recruitment

and all job announcements are made through the OHR. LCC's employment application begins with the Equal Employment Opportunity and Affirmative Action statement.

The College utilizes interview committees consisting of unit supervisors and randomly selected staff and faculty. Qualified candidates are scored based upon their response to prepared interview questions and results are then forwarded to the Office of the President for review and approval. When a candidate is selected, OHR must approve the offer of employment, which is not made until required background checks and drug screening is complete.

Performance review and promotion processes are outlined in Faculty Manual and Employee handbook when the performance review of an employee is unsatisfactory, policies require the establishment of an individualized performance improvement plan to help guide the employee back to a level of satisfactory performance. Failure to achieve satisfactory performance through the individualized performance improvement plan can result in dismissal from the institution.

As required by federal and state laws, LCC observes all provisions of the Family and Medical Leave Act, participates in Worker's Compensation program, and complies with the Americans with Disabilities Act of 1990 (as amended in 2008).

Internal and external audits are conducted annually assessing policy implementation and processes. Information regarding audit outcomes is available through the OHR.

Diversity

Recognizing that the College serves a diverse population consisting of individuals of various racial, ethnic and religious backgrounds, as well as students with special needs, the College shall serve as a catalyst for cross-cultural awareness and collaboration, and shall make available to its students, faculty and staff opportunities for participation in the cultural arts, as well as sports and recreation as defined in the Employee Handbook; Institutional Goals 1.4.6.

 Luna Community College believes that cultural and social diversity contributes to the richness and vitality of the educational and employment experiences of the College community. Diversity statistics are discussed in Criterion 1.C.2.

College Leadership

The President of LCC reports to the BOT. Direct reports to the President include:

- Executive Office Manager

- Vice President of Finance
    - Procurement and Purchasing
    - Fiscal Office

- Financial Aid
- Bookstore
- Cafeteria
- Institutional Research

- Vice President of Instruction
    - STEM (Science, Technology, Engineering, Math)
    - Humanities
    - School of Business
    - Allied Health
    - Nursing
    - Education
    - Vocational / Trades
    - Satellites / Off-Site
        - Santa Rosa Satellite
        - Springer Satellite
        - Mora Site
    - Adult Basic Education
    - Wellness Center

- AHEC (Area Health Education Center)
    - Director of Economic Development
    - SBDC (Small Business Development Center)
    - Noches de Familia
    - Healthy Families
    - First Offender
    - Chronic Disease
    - Public Relations

- Director of Facilities
    - Facilities / Grounds
    - Maintenance
    - Security

- ACCESS (Advisement, Counseling, Career Placement and Educational Support Services)
    - Dual Credit
    - Veterans Resource Center

- Registrar
- Title V
- Information Technology
- Athletics
- Library Resource Center
- Youth Build
- Foundation
- Admissions / Recruitment
- Office of Human Resources

Figure 2.A

Luna Community College — Organizational Chart (Summer 2014)

Board of Trustees

President

Exec Office Manager

VP Finance	VP Instruction	AHEC	Director of Facilities	ACCESS Center
Procurement & Purchasing	STEM Department	Director of Econ Develop	Facilities / Grounds	Registrar
Fiscal Office	Humanities	SBDC	Maintenance	Title V
Financial Aid	School of Business	Noches de Familia	Security	Information Technology
Bookstore	Allied Health	Healthy Families		Athletics
Cafeteria	Nursing	First Offender		Library Resource Center
Inst. Research	Education	Chronic Disease		Youth Build
	Vocational / Trades	Public Relations		Foundation
	Satellites / Off-Sites			Admissions / Recruitment
	ABE / GED			Office of Human Resources
	Wellness Center			

Ethical and responsible conduct of administration, faculty, and staff are guided by policies established by the Board of Trustees.

LCC's auxiliary functions are conducted ethically and responsibly

Auxiliary definition as provided by HLC: denotes activities and services related to but not intrinsic to educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station.

LCC's auxiliary functions include: the Bookstore, Small Business Development Center, Rough Rider Grill, AHEC, Day Care, Notches de Familia programs, and athletics. The Bookstore is owned and operated by the College in support of students and staff. Section 12-1-98E of the New Mexico Statutes allows the Bookstore to purchase books and periodicals from the publishers of copyright holders.

The Rough Rider Grill provides cafeteria services to students and staff and also serves as a clinical site for Culinary Art students. The Bookstore and Rough Rider Grill managers report directly to the Vice-President of Finance. Processes to ensure ethical management of service and fiscal resources include annual audit of inventory, and internal audits submitted to the Vice President of Finance. These internal measures ensure the BOT as well as the public that College funds are being utilized and reported appropriately.

Luna Community College's Small Business Development Center (SBDC) operates through a grant funded in part by the U.S. Small Business Administration and the State of New Mexico. SBDC staff are employees of the College and subject to all rules, operational guidelines and personnel requirements. The mission, values, and vision statements, as well as strategic goals, serve the common objective of client success. All new employees of SBDC are required to complete ethics training at the New Mexico SBDC office in Santa Fe.

Athletics

Luna Community College is a member of the National Junior College Athletic Association (NJCAA). LCC is part of Region V and participates in Division II of the NJCAA. LCC competes in men's baseball and women's softball. The College holds student athletes to high standards of ethical and moral behavior as ambassadors of the school.

Data Security and Access

To ensure the security of data, employees are only given access to that data necessary to perform their duties. Access levels are determined at the origination point for which access is requested. Institutional technology resources are provided for use to students, faculty, and staff of the institution. In compliance with the User Agreement Policy; all resources are to be utilized in an respectful, efficient, ethical, and lawful manner. LCC has established specific guidelines for use of its resources. Computer Use Policy includes:

- User Agreement
- Sanctions
- Acceptable Use of the Internet and Campus Networks

Summary for Component 2.A.

Luna Community College's policies and processes address all aspects of the institution's operations and ensure ethical and responsible conduct in financial, academic, personnel, and auxiliary functions. The institutions functions are consistent with higher education best practices and through its actions and processes create a welcoming environment that nurtures growth of its employees, students, and assures the public that LCC operates with integrity.

2.B.   *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

To fully inform members of the general public about programs, opportunities and those responsible for them, LCC uses a variety of methods to fully disclose information about educational opportunities and costs. Described in-depth in Criterion 3, LCC offers a broad range of degree and certificate programs in keeping with its Mission, Vision, and Guiding statements, the expectations of BOT, and its role in northeastern New Mexico as an institution of higher education.

The LCC catalog is made available to the public in print and online; the catalog provides complete and clear information on the College's policies, programs, tuition, fees, and other relevant information.

Students are guided through the application process through the Office of Admissions and Recruitment (OAR) and online through Pathways. Information is provided on application steps, requirements, and timelines; information on academic programs; information on satellite campus and site locations; and information regarding scheduling a campus visit to LCC.

Policies related to the transfer of academic credit to and from LCC are fully disclosed to the public through the College catalog. The articulation, implementation, and establishment of transfer modules are governed by NM Legislature Chapter 21, Article 1B-3 NMSA 1978 as well as use of transfer modules and credits under Chapter 21, Article 1B-4 NMSA 1978. Information regarding transfer and pre-transfer planning is described in the catalog section devoted to transfer students.

Each academic program (degree or certificate) has specific documented curriculum requirements. These documents are available online through the LCC homepage link

"Programs/Degrees & Certificates". Each program listed provides a Curriculum Profile. The profile includes:

- Program Goals
- Degree/Certificate Requirements
- Course Descriptions
- Course objective

Academic programs, tuition, and fees are published online at the college website and in the Catalog. The Student Handbook also provides another venue by which students and the public can access information regarding programs, requirements, costs to students, and accreditation relationships.

Policies governing tuition are a function of the BOT. Policy and procedure manuals are maintained in the OHR and are available to the public. The BOT governs and conducts the process that sets tuition and fee rates for the College.

LCC discloses the names, credentials, curriculum vita as well as other information about the faculty member's activities upon request. Instructors are identified by name in the "live" schedule. Full-time faculty employment contact information can be obtained from the College's online campus directory including work site, telephone number, and e-mail address.

Luna Community College discloses prominently and explicitly the accreditation status of its academic programs with the Higher Learning Commission and other accrediting agencies on the LCC website and various printed publications by its mark of affiliation. Strategically located descriptions and the mark of affiliation provide current and prospective students, as well as members of the general public, accurate, timely, and detailed information about the accreditation status of LCC's academic programs. As an institution, LCC is only accredited by the Higher Learning Commission. Some individual academic programs are specifically accredited by appropriate national professional agencies; those accreditations are fully disclosed to the public on LCC's website and the web links for individual programs.

The Public Information Office publishes a weekly newsletter *The Luna Light*. This online and printed publication informs the public of the current events on campus along with academic developments, services, classes, support services, and serves as another venue for notifications of upcoming events. LCC also has a weekly radio program on local radio stations KFUN and KNMX, wherein Luna's President and Information Officer are joined by at least one LCC faculty or staff member, and encourage community representative to discuss current events or to impart information to the public about the institution.

The Office of Admissions and Recruitment provide information to high school students at high schools throughout the service area and upon request. LCC in conjunction with New Mexico Highlands University host College Night in Las Vegas, NM to disseminate information regarding programs, financial aid, admissions, dual/concurrent enrollment, transfer, and student support services.

Social Media in the form of Facebook was recently introduced at the College. This social media is administered by a presidential designee to update information about the College, monitor and engage in discussions, and promote collegiate events. Affiliation of Accreditation is also disclosed on the College profile.

Summary for component 2.B.

As evidenced in the discussion above, LCC uses a variety of methods to fully, transparently, and publicly disclose and communicate to all members of the public – especially prospective students and their parents – complete information about its academic programs, requirements, costs, faculty, staff, institutional control and leadership, and accreditation relationships so that students and others may make fully-informed decisions and assessments of those programs.

2.C.   *THE GOVERNING BOARD OF THE INSTITUTION IS SUFFICIENTLY AUTONOMOUS TO MAKE DECISIONS IN THE BEST INTEREST OF THE INSTITUTION AND TO ASSURE ITS INTEGRITY.*

As established by the Legislature, the fundamental organizing principle of the New Mexico community college system is local control. Luna Community College is governed by a seven member board of trustees. Fair and equitable opportunity is ensured through the representation of one trustee from each of the seven member districts. Chapter 21, Article 13-10 NMSA 1978 - The New Mexico Community College Act (Board Duties) provides the BOT authority, responsibility, rights, privileges, powers and duties to govern LCC. The BOT defines

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and upholds the vision and mission of the College. Its responsibilities encompass 1) appointment and evaluations of the LCC President; and 2) governance of LCC including oversight and budget approval, approval of tuition and fees, approval of programs and set degree requirements, approve academic and master facility plans, and establish and approve policies and procedures. Prefaced in BOT Policy Manual "Policies and procedures have been developed to provide governance and direction for the College: policies and procedures also serve to facilitate and increase the communications that are essential to the overall health of the College."

The Board is independent of external authority being accountable to its constituents, the State, and Federal governments in its capacity to uphold its Code of Ethics and set policies for the College and its employees.

2.C.1. *THE GOVERNING BOARD'S DELIBERATIONS REFLECT PRIORITIES TO PRESERVE AND ENHANCE THE INSTITUTION.*

Holding responsible to its duties as defined under the New Mexico Community College Act and to its constituents, the BOT upholds the vision and mission of LCC by executing its responsibility to:

- Employ, evaluate, and support the President as the institutional leader
- Set budgets and monitor the fiscal health of the College
- Set and monitor policy direction
- Attend meetings; and
- Advocate for the College

2.C.2. *THE GOVERNING BOARD REVIEWS AND CONSIDERS THE REASONABLE AND RELEVANT INTERESTS OF THE INSTITUTIONS INTERNAL AND EXTERNAL CONSTITUENCIES DURING ITS DECISION-MAKING DELIBERATIONS.*

The organizational structure of the Luna Community College Board of Trustees provides opportunities for thoughtful deliberations by the entire Board on institutional priorities. Four Board committees, each consisting of one chairperson and one additional BOT, and institutional personnel (as assigned), engage in thorough review of actions to be recommended to the entire BOT for approval. These committees act as advisory to the governing board and do not have authority to take final action on items.

The committee purpose are as follows:

A.) Executive Committee

   1.) Consults with the President on general personnel policy planning, and implementation between board meetings.
   2.) Reviews long-range planning benchmarks for completion and analyzes environmental threats and opportunities.
   3.) Ensures that collaboration and teamwork are maintained within the Board.
   4.) Reviews and recommends the revision of personnel policies to protect student and employee rights and obligations.
   5.) Ensures that approved administrative procedures for exhaustion of administrative remedies are completed prior to Board review.
   6.) Ensures that hiring policies provide equal opportunity to all applicants, with the intention of hiring the best qualified.
   7.) Refers outside complaints about the College and its operations to the President to research, investigate and determine the appropriate course of action.
   8.) Periodically reviews mission statement of Board to clarify educational program and responsibilities of the College to the local and state constituencies.

B.) Audit/Finance Committee

   1.) Ensures that long range financial planning occurs.
   2.) Ensures that trustees are kept informed on financial matters.
   3.) Ensures that the College complies with all audit requirements.
   4.) Ensures that the annual budget is developed in a timely manner.
   5.) Ensures that the College's investment policies meet all statutory requirements.
   6.) Reviews and makes recommendations on tuition and fee rates for resident and non-resident students.
   7.) Reviews proposed budget adjustments and requests for capital expenditures.

C.) Facilities Committee

   1.) Ensures that long range planning occurs for land and facilities.
   2.) Ensures that an ongoing schedule is developed for physical maintenance of college property.

        3.) Ensures that new facilities are provided and older facilities are rehabilitated or removed as necessary.

    D.) Education Committee

        1.) Reviews and recommends educational programs and strategic planning goals to assure alignment with accreditation requirements of HED, program accreditation, and the Higher Learning Commission.

Formal approval for recommended actions occurs at the BOT meeting. The leadership of the BOT is determined through election by members. Reorganization of the BOT occurs at each open election per the New Mexico Community College Act.

The BOT establishes goals to ensure the College fulfills its mission and vision while operating transparently within its guiding principles.

To aid the BOT in its consideration of internal interests the Associated Student Government President serves in an ex-officio capacity of the LCC Board of Trustee. Although the ex-officio member does not have voting privileges he/she is allowed to participate and encouraged to engage in the discussions with the governing board and provides monthly updates.

The newly established Faculty Senate addresses the BOT on matters that fall within its purview to represent the interest of the Faculty.

Student Gov. President Jan 21, 2014 Volume 7, Issue 2

In accordance with BOT Policy Manual 2.09: Conventions, Conferences, Workshops for Professional Development: BOT are encouraged to participate in retreats and professional development opportunities to increase their effectiveness through planning, understanding of state and national priorities in community college education, and board operations. Table 2.C.2-1 provides evidence the BOT takes seriously its responsibility to provide leadership that is

informed and current on issues pertinent to LCC, national goals and direction of higher education, and carrying out the duties of public servant. Two recent examples include:

Table: 2.C.2-1 Board of Trustee Retreats/Professional Development		
Professional Development Opportunity	Members attended	Year
BOT Forward Retreat	6 of 7 Trustees	June 20th & 21st, 2014
BOT Forward Retreat	7 Trustees	Aug 1st & 2nd, 2014

An examination of BOT agendas and minutes will reflect appropriate execution of BOT expected oversight and fulfillment of its legal and fiduciary responsibilities.

2.C.3. *THE GOVERNING BOARD PRESERVES ITS INDEPENDENCE FROM UNDUE INFLUENCE ON THE PART OF DONORS, ELECTED OFFICIALS, OWNERSHIP INTERESTS, OR OTHER EXTERNAL PARTIES WHEN SUCH INFLUENCE WOULD NOT BE IN THE BEST INTEREST OF THE INSTITUTION.*

The Board of Trustees signs an Oath of Office when their terms commence. The Oath of Office supports the LCC Board of Trustee's Policy and Procedure Manual and the Community College Act, Chapter 21, Article 13-1 NMSA 1978. as amended and by Chapter 10, Article 16-3 NMSA 1978, Ethical Principles of Public Service: certain official acts prohibited; penalty (2011). To preserve the independence of the Board from undue influence, the Board is guided by BOT Ethics Policy which explicitly guides BOT to act responsibly, ethically, and serves to protect the institution, public constituents, students, faculty, staff, and the State of New Mexico by their conduct.

Luna Community College has an endowment Foundation which operates separately from the College with its own Board of Directors and an Executive Director. The Foundation's role in its relationship with the College is primarily to provide scholarships and stipends to financially needy and academically responsible students.

2.C.4. *THE GOVERNING BOARD DELEGATES DAY-TO-DAY MANAGEMENT OF THE INSTITUTION TO THE ADMINISTRATION AND EXPECTS THE FACULTY TO OVERSEE ACADEMIC MATTERS.*

By policy, the BOT delegates the day-to-day management of the institution to the College President. The Board exercises authority to appoint, employ, dismiss, and determine compensation for the president under Chapter 21, Article 13-10 NMSA 1978 and through the BOT policies 2.02 Duties of the Board of Trustees.

The Board adopts policies for the College. The President, as chief executive officer as defined in the Employee Handbook 3.2.2, carries out these policies and reports directly to the Board,

Chapter 21, Article 13-1 NMSA 1978. The President is responsible for the overall direction of the College while implementing the policies, rules, and regulations imposed on the College by the Board and the applicable law. The President is delegated the authority to appoint persons to all positions within the institutions and approves all faculty and staff changes, subject to LCC policies and practices.

The senior leadership of the College directs and manages operations through the organizational structure and through coordination and collaboration among administration, faculty, and staff. The President's Lead Advisory Team (LAT) along with the Vice President of Finance and the Vice President of Instruction meet regularly to discuss institutional initiative and operations. The LAT is comprised of senior leadership, academic department directors, Facilities Director, Faculty Senate Chair (or delegate), student support program directors, and grant program directors.

The Vice President of Instruction, under the direction of the President, has the primary responsibility and authority for the supervision and development of learning programs and services. As an important part of the process, the Vice President of Instruction works directly and closely with academic directors and faculty in the development and support of programs. At the department level with faculty and directors, program and course proposals are developed, reviewed by the Vice-President for Instruction and submitted for Board approval.

Summary Criterion 2.C.

The deliberations of the Luna Community College Board of Trustees reflect priorities that serve to preserve, promote, and enhance the institution. By virtue of its state-established responsibilities, LCC BOT must review and consider the reasonable and relevant interests of the internal and external constituencies in its decision making. By state statute the Board is protected from undue influence on the part of donors, elected officials, or other external parties when such influence would not be in the best interest of the institution. Through the establishment of specific and published policy (BOT Policy Manual), LCC Board of Trustees has delegated the day-to-day management of the institution to the College President. State statute and Board policy communicate the expectation that the faculty provide oversight to academic matters. These observations demonstrate that the Luna Community College Board of Trustees, the governing body of Luna Community College, is autonomous in making decision in the best interest of the institution and to assure the BOT integrity.

2.D. *THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.*

Luna Community College recognizes that expression of freedom and freedom of inquiry are fundamental rights for all individuals. LCC protects the responsible exercise of these rights by students, faculty members, and staff. Faculty rights and responsibilities are outlined in the

Academic Guidelines 2014. Freedom of expression in teaching contributes to creativity and innovation in the classroom. Innovation and improved teaching and learning are achieved through Professional Development of its faculty. Table 2.D.1.1 provides evidence of commitment to innovation and academic freedom:

Table2.D.1-1 Faculty Professional Development	
Category of Development	Activity
Improvement or update in skill or content area	Title V – Integrated Learning Studio instructor logs
On-campus workshops, conferences, or faculty led seminars	SLOA trainings – Weekly Activities coordinated and posted in the Luna Light
Curriculum development or improvement (beyond that required for the regular classroom obligation)	Business Studies Accreditation Curriculum alignment – - Welding - Automotive Collision Repair Nursing Accreditation RN – BSN Program Dental Accreditation ECME Statewide Articulation
Improvement of delivery, testing, retention, and evaluation.	SLOA – Presentations
Plans for sharing exemplary practices and strategies, networking, mentoring, renewing faculty with energetic and positive teaching strategies for long term success.	PDP – Post Activity documents

As evidenced in the LCC Academic Guidelines, academic freedom and the pursuit of truth in teaching is embedded in the curriculum of all programs by ensuring LCC Faculty are supported in the education of students in the democratic tradition; foster a recognition of individual freedom and the pursuit of truth in teaching and learning and social responsibility; inspire a meaningful awareness of and respect for the Constitution of the United States and the State of New Mexico; and instill appreciation of values of individual responsibility. These democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints and in which academic freedom and the pursuit of truth in teaching and learning for instructor and student is encouraged.

Unreasonable limitations shall not be imposed by LCC Administration or the Board of Trustees upon the study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning. Nothing in this statement of principles is intended to protect an incompetent or negligent LCC faculty

member or to prevent the institution from making proper efforts to evaluate the work of each instructor.

Freedom of expression in teaching and learning and the pursuit of truth occur both in the classroom and beyond in activities that engage students. The Associated Students of Luna Community College (ASLCC), state as part of their purpose, "to provide a forum for student expression and the exchange of student-faculty views."

A commitment to protect the responsible exercise of free speech and academic freedom is found in the Staff and Faculty Manuals, 2012 – 2015 Catalog, and Student Handbook, and sets forth for College employees and campus visitors a set of prohibited types of conduct which intentionally and substantially interfere with the freedom of expression of others on the college campus.

Summary for component 2.D.

LCC's policies clearly state the commitment of LCC to freedom of expression and academic freedom, and evidence noted supports this statement.

> **Evidence**
> LCC Faculty Senate Bylaws
> LCC Faculty Manual
> LCC Academic Guidelines
> Student Government by-laws, meeting minutes

2.E.   *THE INSTITUTION ENSURES THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER AND APPLY KNOWLEDGE RESPONSIBLY.*

Scholarly activity undertaken at LCC and its responsible use is addressed at length in Criterion 3. The College ensures responsible use through its academic policies in the Academic Guidelines 2014, 2012 – 2015 Catalog, and Student Handbook.

2.E.1.   *THE INSTITUTION PROVIDES EFFECTIVE OVERSIGHT AND SUPPORT SERVICES TO ENSURE THE INTEGRITY OF RESEARCH AND SCHOLARLY PRACTICE CONDUCTED BY ITS FACULTY, STAFF, AND STUDENTS.*

As a two-year institution, the primary focus is teaching. LCC views scholarly practice conducted by its faculty, staff, and students to be directly linked to classroom instruction and demonstrated through application of knowledge. Activities that demonstrate the result of this application of knowledge can be found in Criterion 3.B.5.

Luna Community College has a Professional Development Program (PDP) available to Regular Full-time employees. The mission of PDP "is to create professional development pathways for college employees that support the strategic mission of LCC and contribute in meaningful ways to college personnel's departmental needs and specific job enrichment." Evidenced in Table 2.D.1.1.

Student Social Activity, September 30, 2013 Volume 6, Issue 37

2.E.2. *STUDENTS ARE OFFERED GUIDANCE IN THE ETHICAL USE OF INFORMATION RESOURCES.*

LCC's Computer Use Policy clearly defines its purpose, states policy and sanctions for policy violation. The policy clearly states "All computer users have the responsibility to use the LCC computer system in a respectful, efficient, ethical and lawful manner."

Authorized access is provided to students by Luna Community College. Upon creating a user account students agree to abide by the institutions Acceptable Use Policy. Computers with access to the internet can be used for activities that support the mission of the college: learning, research, and student college business.

Information technology resources provided by Luna Community College give students the ability to access local, national, and international information as well as the ability to communicate with other users locally and worldwide. Information technology resources are to be used in an acceptable and ethical manner. Users must assume responsibility in the use of information technology resources. In reference to the ethical use of information, through course instruction and other publications students are made aware that even though it is very easy to cut, paste, copy, and adapt information, it may not be ethical or legal to do so.

2.E.3. *THE INSTITUTION HAS AND ENFORCES POLICIES ON ACADEMIC HONESTY AND INTEGRITY.*

Academic integrity is often handled at the faculty and departmental level. The Student Handbook, Students Rights and Responsibilities, define and explain Academic Dishonesty and Plagiarism. Academic integrity is further discussed in the Academic Guidelines 2013 and 2014. Each syllabus is required to contain a statement concerning LCC's Academic Integrity Policy.

Students are offered guidance in the ethical use of information resources during course introduction and in multiple printed and online sources. The primary source for ethical use of information resources is found in the Student Code of Conduct which is published in the Catalog and Student Handbook. The policy clearly outlines different forms of academic dishonesty; plagiarism; and cheating. Academic consequences are determined by the student's instructor and when necessary warrant action by the Vice President of Instruction. Specific information regarding "Cheating and Plagiarism" can be found in the Student Code of Conduct under Academic Responsibility: Academic Dishonesty and Plagiarism.

Consequences of Academic Dishonest

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include:

- Receive a failing grade on the assignment, paper, quiz, or exam
- Have the final grade in the course lowered
- Receive a failing grade in the course

Administrative consequences may include:

- Academic probation
- Academic suspension
- Expulsion

Criterion 2 Summary

Luna Community College operates with integrity and follows ethical policies and practices. The College has established procedures and practices that ensure ethical and responsible behavior by its leaders, faculty, staff, and students in fulfilling the institutions mission. The policies and procedures are the mechanisms by which the institution ensures proper checks and balances, and sanctions of an institution that values fairness, honesty, and transparency in all its activities. As a state institution, LCC is subject to the State of New Mexico fiscal rules and is clearly demonstrated in it Finance and Procedural Manual. All federal and state laws regarding functions of human resources are followed with a commitment to treating all employees and prospective employees with fairness and respect. The College presents itself to the public in a number of ways; however, the institutional website, catalog, and newsletter serve as primary information resources programs, requirements, faculty/staff information, cost, control, and accreditation.

The BOT is independent of external influence and operates under the authority of the state government in its capacity to enforce New Mexico statutes, including Code of Ethics and Policies for Public Officials and Employees. Delegation of personnel and budget authority to the College President provides the latitude necessary with respect to his responsibilities which include daily operations and business processes.

Policies evidenced in 2.D provide for a culture supporting freedom of expression in teaching and learning. These policies protect academic freedom and promote excellence within its responsibility to educate a workforce that is culturally responsive, to foster student engagement in policy making and dynamics of their communities, to promote life-long learning through inquiry, and to create a climate where individuality is accepted and valued.

Student academic dishonesty/integrity issues are addressed as violations of the Student Code of Conduct. Students are provided access to the Code of Conduct via the college catalog, orientation, online, and student handbook.

Conclusion

The preparation to ensure that all policies and procedures are in compliance with federal and state law and the institutional mission has been ongoing. The direction of the institution has been guided by integrity and adherence to policies and procedures adopted by the Board of Trustees for the overall well-being of the College.

Strengths

- Luna Community College's guiding policies and procedures are current and regularly reviewed for conflicts, deficiencies and outdated materials.
- The institutions annual audits reflect and reveal minimal discrepancies which signifies the integrity, hard work and due diligence of college personnel.
- The institution has aligned its curriculum to ensure core, certificate and degree courses meet the necessary standards for successful completion of the student's chosen program. This has led to course transferability to other institutions of higher learning.
- The Luna Foundation, a separate entity, has accrued a large endowment and has strategies in place to reach $1 million and provide student scholarships generated from the interest.
- We have a growing culture of assessment where more understanding of data driven decisions constitute the premise for operational success.

Opportunities

- Located in an area where there is a noticeable decline in population, strategies have been implemented to increase on-line educational services, attract student athletes from throughout New Mexico and other states and encourage every high school student possible to attend Luna Community College. While student enrollment may fluctuate, the quality of education and related services improves due to the assertive approach to attract additional federal and state resources.

- The college remains cognizant of state declining revenues which traditionally are allocated for college operations. This has led to regular budget review, added expenditure justifications, absorbing more responsibilities to best serve student needs and in essence, doing more with less.

- Prioritize fiscal resources to maximize academic opportunities, public relations and promotions through social outlets such as face book, the Internet, our webpage and the Luna Light.

Future Plans

- Assess means necessary to attract students globally. A combination of the local, state, national and global student market will lead us to a hybrid of educational alternatives that will assist us as we sustain our enrollment and educational offerings.

- Continue to develop ongoing institution-wide assessment processes that support college improvement efforts.

- Use faculty and student orientations, and SLOA and LAT meetings to improve communication by informing groups of institutional changes and direction.

- Compensate personnel through ongoing competitive salary and benefit packages.

Criterion Three: Teaching and Learning: Quality, Resources, and Support

Introduction

THE INSTITUTION PROVIDES HIGH QUALITY EDUCATION, WHEREVER AND HOWEVER ITS OFFERINGS ARE DELIVERED.

Luna Community College has consistently offered high quality education and has greatly improved over the last six years through the efforts of the administration and faculty. The Vice President of Instruction, the Academic Department Directors, and faculty have all worked collaboratively to address issues such as, student learning outcomes, program goals, specialized accreditation, and alignment of curriculum to state or national standards. The academic directors and the Human Resources department have worked to ensure that the faculty are qualified and properly credentialed via the higher education standards.

Courses that are offered on the main campus have the same learning outcomes as courses that are delivered online, delivered off-campus, and delivered via dual-credit courses. Curriculum, textbooks, software and teaching methods are agreed upon by faculty and academic directors in their respective departments.

LCC has invested a great deal of time and effort in ensuring coursework is the same across all modes of instruction. Department directors visit classrooms each semester to observe and evaluate teachers, which is included in the annual review of faculty. This process also ensures that educational standards are being upheld by all faculty. In addition, curriculum profiles are established for all programs of study to maintain consistency in instructional delivery.

Core Components

3.A. *THE INSTITUTION'S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.*

Luna Community College offers five Associate of Arts, two Associate of Science, one Associate of General Studies, nine Associate of Applied Science degrees, and 18 Certificate programs. Our Certificate and Associate degree programs are designed to provide entry-level preparation for employment and/or facilitate transfer to a four-year institution. Our Associate of Arts and Associate of Science degree programs are designed primarily for students intending to transfer and pursue a baccalaureate degree at a four-year institution.

Current Programs of Study:

Degrees

Associate of Arts

- Criminal Justice
- Early Childhood Multicultural Education
- General Business
- Liberal Arts
- Teacher Education

Associate of Science

- General Science
- Pre-Engineering

Associate of General Studies

- General Studies

Associate of Applied Science

- Accounting
- Business Administration
- Computer Science
- Drafting Technology
- Electronics Engineering Technology
- Fire Science
- Media Art and Film Technology
- Nursing
- Vocational/Technical Studies

Certificates

- Accounting
- Allied Health
- Automotive Collision Repair Technology
- Automotive Technology
- Barbering
- Building Technology
- Computer Application Specialist
- Cosmetology
- Criminal Justice
- Culinary Arts
- Dental Assistant
- Early Childhood Development
- Electrical Wiring Technology
- Fire Science
- General Education
- Practical Nursing
- Small Business Management
- Welding Technology

Students completing courses in a particular curriculum will gain advanced technical skills combined with a strong academic foundation that will enhance their transition to either the workforce or post-secondary education. While these programs emphasize preparation for employment, many of the courses will transfer to a baccalaureate degree program.

The college's ACCESS Center advisors and faculty advisors are available to assist students in choosing from among these options and in formulating individual certificate/degree plans.

3.A.1. COURSES AND PROGRAMS ARE CURRENT AND REQUIRE LEVELS OF PERFORMANCE BY STUDENTS APPROPRIATE TO THE DEGREE OR CERTIFICATE AWARDED.

The institution requires students to meet state competencies for general education core courses and also learning outcomes established by faculty for all courses. Programs are evaluated utilizing various assessment tools including review of course syllabi, graduate surveys, course assessment, evaluation of grade distribution, competency ratings, and the success of graduates. Courses are reviewed on a semester basis while programs are reviewed on an annual basis.

The primary responsibility for faculty is to promote educational excellence utilizing current theory, emerging technology and evaluation to ensure graduates have the knowledge, skills and attitude for success. The assessments that determine the outcomes are both formative and summative in that the process is ongoing and reviewed systematically at the end of the semester and at the end of the year at designated times.

Faculty members are current in their fields and have the knowledge to establish levels of performance that are expected at the college level.

At LCC we believe that challenging intellectual and creative work is central to student learning and collegiate quality. All courses and programs are assessed and examined for content and relevance including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. We are striving to continually improve the quality of education provided at LCC and the campus community feels this is imperative to our continued success

3.A.2. THE INSTITUTION ARTICULATES AND DIFFERENTIATES LEARNING GOALS FOR ITS UNDERGRADUATE, GRADUATE, POST-BACCALAUREATE, POST-GRADUATE, AND CERTIFICATE PROGRAMS.

Learning goals and learning outcomes are articulated for all courses and programs in addition to competencies set forth by the New Mexico Higher Education Department for General Education Core Transfer courses. As a two-year community college we are limited to freshman and sophomore level courses and the learning objectives reflect this limitation. Certificate programs have program specific learning outcomes that are also aligned to minimum

requirements or curriculum standards of specialized accrediting bodies in many cases and are appropriate for the community college level of education.

All departments have undertaken the process of having course and program level learning outcomes and competencies established and published on the LCC webpage. The development of the Curriculum Profiles Project was completed during the spring 2012 semester. Each degree or certificate program has course descriptions and expected learning outcomes for the courses and overall program goals. These curriculum profiles can be found on the website under each academic program or certificate web page.

Through the process of developing the Curriculum Profiles, the institution has developed outcomes assessments per program that will provide a quality educational program focused on active learning to meet the needs of students and the educational community. Programs are assessed based on enrollment, declared majors, graduates of the programs, and specific industry skills required by employers from the workforce areas.

3.A.3. *THE INSTITUTION'S PROGRAM QUALITY AND LEARNING GOALS ARE CONSISTENT ACROSS ALL MODES OF DELIVERY AND ALL LOCATIONS (ON THE MAIN CAMPUS, AT ADDITIONAL LOCATIONS, BY DISTANCE DELIVERY, AS DUAL CREDIT, THROUGH CONTRACTUAL OR CONSORTIA ARRANGEMENTS, OR ANY OTHER MODALITY).*

Regardless of the location, all modes of delivery encompass the same learning objectives and goals for all courses delivered by the institution. All programs follow the same degree requirements for all students at all LCC sites. We are consistent in our program course offerings and the courses that are offered under various departments transmit the master syllabi to respective satellites for use by off-campus instructors, including online courses.

3.B. *THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.*

All programs include general education core requirements and all of the degree curricula provide opportunities to improve critical thinking. We have several academic degrees in the arts and sciences that are completely based on intellectual inquiry. For example, Liberal Arts provide the realm of analysis and ideas where students are required to first learn historical philosophies and theories; then students learn how these philosophies are applied in our world, and they also learn how to create and support their own input and theoretical ideas. Some of the courses include Introduction to Philosophy and critical thinking skills.

A productive learning community is characterized by an academic focus that begins with faculty focusing on inquiry, critical thinking, and a collaborative vision of the academic rigor and student success.

Faculty is encouraged to inquire, analyze, and improve through Student Learning Outcomes & Assessment (SLOA) presentations. The presentations encourage faculty to reflect upon learning styles, teaching styles, and best practices. Presenters provide faculty the tools needed to ensure teacher effectiveness and student achievement. This process occurs every semester and is an opportunity for continual improvement. The faculty who attend the SLOA presentations provide immediate feedback to staff and faculty which promotes discussion and produces new ideas. The process has been very effective for faculty in improving their academic rigor and improving their teaching styles and outcomes.

Students are encouraged and are provided the opportunity to publish their written material in the LCC newsletter, *The Luna Light*, and the Department of Humanities publication, *La Galaria Encantada*. Freshman Composition I and II students are required to submit a final portfolio with their best compositions. Students in the fine arts classes are required to produce an art display, produce a photo lay-out, and develop and disseminate LCC flyers and brochures within the community and campus. The acting classes produce short acting performances as their final exam to which the public is invited. Public Speaking students are introduced to many different venues of presentation: outdoors, lecture halls, and classrooms.

3.B.1. *THE GENERAL EDUCATION PROGRAM IS APPROPRIATE TO THE MISSION, EDUCATIONAL OFFERINGS, AND DEGREE LEVELS OF THE INSTITUTION.*

The General Education core courses are aligned with the New Mexico Higher Education Department standards and articulated with the mission of the college by providing clearly established expectations for all students in all degree programs: liberal arts, the sciences, career technology, and basic academic skills. The philosophy of a well-rounded educational foundation is evident in the general education core curriculum. Program requirements are aimed at promoting transfer to a university; transfer to gainful employment, or to promote life-long learning depending on the program of study.

The General Education Core Requirements include:

Area I	Nine hours of English and Oral communication skills
Area II	Four hours of Mathematics up through College Algebra*
Area III	Eight hours of Lab Sciences
Area IV	Nine hours of Social and Behavioral Sciences**
Area V	Six hours of Humanities and Fine Arts**

*Some programs only require Intermediate Algebra.
** May vary depending on Degree program.

Outcome measures have been developed to include a broad-based involvement of students, faculty, and administration. In this manner program planning, implementation and evaluation

are in a continuous cycle that will produce positive changes in the teaching and learning process.   Course rigor and academic standards are determined by administration and the faculty in each department in alignment with the New Mexico Higher Education Department competencies. Curriculum and academic standards are also monitored through classroom observation.

3.B.2. *THE INSTITUTION ARTICULATES THE PURPOSES, CONTENT, AND INTENDED LEARNING OUTCOMES OF ITS UNDERGRADUATE GENERAL EDUCATION REQUIREMENTS. THE PROGRAM OF GENERAL EDUCATION IS GROUNDED IN A PHILOSOPHY OR FRAMEWORK DEVELOPED BY THE INSTITUTION OR ADOPTED FROM AN ESTABLISHED FRAMEWORK. IT IMPARTS BROAD KNOWLEDGE AND INTELLECTUAL CONCEPTS TO STUDENTS AND DEVELOPS SKILLS AND ATTITUDES THAT THE INSTITUTION BELIEVES EVERY COLLEGE-EDUCATED PERSON SHOULD POSSESS.*

All General Education core courses have established state competencies and LCC has developed learning outcomes that are used for all courses. Luna Community College developed a new mission and vision statement in December, 2012. The new mission statement is "Creating Opportunities for You!" and the new vision statement is "New Mexico's Premiere Community College Preparing Students for Success." The guiding principles of the college coincide with the mission and vision of the college.

The mission statement clearly articulates the purpose of the institution.   Luna Community College is an institution of higher education committed to serving its student population and the surrounding communities. Its mission is to provide comprehensive education, to prepare students for relevant employment, and to provide opportunities for life-long learning.

Review and approval of syllabi, noted in the academic department handbooks, must be approved each semester by the academic director prior to distribution to students, including posting to Blackboard. Approved syllabi are kept on file each semester by departments. Any changes are the responsibility of the instructor to amend and to convey to the students.

Teaching observations are completed by the academic director, and forms are kept with each department director.   Teaching observations are used in annual faculty evaluations and directors provide immediate feedback to faculty.   Faculty class observations occur multiple times throughout the term so that feedback can be used effectively.

3.B.3. *EVERY DEGREE PROGRAM OFFERED BY THE INSTITUTION ENGAGES STUDENTS IN COLLECTING, ANALYZING, AND COMMUNICATING INFORMATION; IN MASTERING MODES OF INQUIRY OR CREATIVE WORK; AND IN DEVELOPING SKILLS ADAPTABLE TO CHANGING ENVIRONMENTS.*

LCC's degree programs are designed to provide the skills needed to be successful in their program of study. We are currently revising and piloting the reading and writing elements of developmental education through a combined co-requisite course that pairs ENG098, Essentials

of College Writing, with ENG111, Freshman Comp I. The general education, laboratory science, social and behavioral sciences courses now require a term paper and/or an oral presentation for each course. From this process, we are developing "writing across the curriculum" plan to challenge students to exceed. APA and MLA formats of writing are introduced or taught within all general education courses, and APA training is offered to students outside of the general education course offerings.

The LCC administration and faculty commitment to students in reference to effective student learning is demonstrated by the following:

- Qualified faculty determines curricular content and strategies for instruction.
- The organization supports professional development designed to assist teaching suitable to diverse learning environments.
- The institution continues to evaluate teaching through the student learning outcome committee.
- The institution provides services to support improved methodology.
- The institution demonstrates openness to modern practices and technology that enhance learning.
- Faculty participate in professional organizations pertinent to the subject they teach.

We recognize that students learn more when they are actively involved in their education and have opportunities to think about and apply what they have learned in different settings. Therefore we are establishing and maintaining a process of active learning strategies and accelerated courses in the developmental and credit bearing classes to keep students engaged. Through collaboration with others, students may develop valuable skills that will enable them to solve problems and/or master challenging content. Students will be able to think critically and to work collaboratively which will provide them with the adaptability needed for success in today's world.

3.B.4. *THE EDUCATION OFFERED BY THE INSTITUTION RECOGNIZES THE HUMAN AND CULTURAL DIVERSITY OF THE WORLD IN WHICH STUDENTS LIVE AND WORK.*

The institution's curriculum reflects the diversity of the world in which its students will live and work. The institution has access to the most current textbooks available. Students have immediate access from home or school to a large database of periodicals through EBSCO, INFOTRACT, and a variety of on-line databases. The New Mexico Consortium of Academic Libraries provides each LCC student direct access to any scholarly materials not available on their home campus.

Courses across campus from various departments all employ and incorporate themes of human and cultural diversity from our offerings of history to modern genetics and to evolutionary theory as is evident in course descriptions and student learning outcomes.

The Culinary Arts program of study offers a global kitchen in which culinary students prepare meals from all over the world and

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invite students, staff, faculty, and community members to enjoy their food preparation at a reasonable cost. As a community college, serving the largely rural and Hispanic population of northeastern New Mexico, it is imperative that students be exposed to other cultures and schools of thought different from their own.

As noted in the 2012-2015 LCC catalog (pages 241-244), the diversity of administration, staff and faculty is evident by their varied educational backgrounds and their geographic cultures. All regions in the United States are represented by the Academic background of faculty and staff.

3.B.5. *THE FACULTY AND STUDENTS CONTRIBUTE TO SCHOLARSHIP, CREATIVE WORK, AND THE DISCOVERY OF KNOWLEDGE TO THE EXTENT APPROPRIATE TO THEIR PROGRAMS AND THE INSTITUTION'S MISSION.*

Because LCC requires that all faculty are highly qualified in their field, student performance and institution effectiveness is demonstrated by the improving progress of all students. Faculty and student adherence to the mission statement and the institution's goals and objectives are designed to promote achievement of program objectives, attain scholarships, display creative works, and discover new knowledge in all areas of study.   Examples of contribution to scholarship, creative work and the discovery of knowledge include:

- Faculty participation in Student Learning Outcomes Assessment (SLOA)
- Faculty and student participation in Skills USA for vocational and trades programs
- Faculty and student participation in Phi Theta Kappa and other co-curricular activities

- STEM faculty and student participation in New Mexico AMP Program, New Mexico STEM Transfer Program with New Mexico Tech, Accelerate – Technical Training and Job Placement Program, and New Mexico's Experimental Program to Stimulate Competitive Research (EPSCOR)
- School of Business faculty participation in the New Mexico Collegiate Business Articulation Consortium (NMCBAC)
- Faculty and staff participation in conferences and seminars

3.C. *THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.*

LCC has highly qualified faculty and staff that are needed for effective high quality programs and student services in order to achieve successful student outcomes. All instructors are required to meet the minimum requirements for academic areas and transfer courses as stated in the Academic Guidelines. A shrinking local population and the loss of revenue from our traditional resources have resulted in a disproportionately high ratio of part-time to full-time faculty. Over the past six years, LCC has relied on attrition of full time faculty and staff to meet budget constraints while ensuring the basic student needs are met. The courses taught by part time faculty are on an overall downward trend. Luna's faculty retention rate over the last five years is at 90%. This rate is slightly lower than CNM's, the largest New Mexico community college, which had an average faculty retention rate of 95% during 2002-2007.

Data obtained from the Human Resources Department reveals the following from the 2008-2013 fiscal years:

2008-09: FT/PT ratio 18% to 82%; 51% PT retained, 94% FT retained
2009-10: FT/PT ratio 18% to 82%; 62% PT retained, 94% FT retained
2010-11: FT/PT ratio 21% to 83%; 69% PT retained, 93% FT retained
2011-12: FT/PT ratio 19% to 81%; 75% PT retained, 83% FT retained
2012-13: FT/PT ratio 22% to 78%; 78% PT retained; 90% FT retained

3.C.1. *THE INSTITUTION HAS SUFFICIENT NUMBERS AND CONTINUITY OF FACULTY MEMBERS TO CARRY OUT BOTH THE CLASSROOM AND THE NON-CLASSROOM ROLES OF FACULTY, INCLUDING OVERSIGHT OF THE CURRICULUM AND EXPECTATIONS FOR STUDENT PERFORMANCE; ESTABLISHMENT OF ACADEMIC CREDENTIALS FOR INSTRUCTIONAL STAFF; INVOLVEMENT IN ASSESSMENT OF STUDENT LEARNING.*

The results are as follows:

- The institution employs sufficient members of faculty to effectively carry out other roles of faculty.

- Faculty members are competent in all areas: dual credit, online, and at the satellite campuses.
- The institution has specific methods and programs for ensuring that faculty associates remain current in their disciplines.
- Faculty members are evaluated regularly in accordance with the policies and procedures established by the institute.
- Faculty members are available for student inquiry and mentoring.
- Personnel that provide student support assistance are appropriately qualified.
- The institution supports and encourages professional growth opportunities for its faculty and staff through professional development.

3.C.2. *ALL INSTRUCTORS ARE APPROPRIATELY CREDENTIALED, INCLUDING THOSE IN DUAL CREDIT, CONTRACTUAL, AND CONSORTIAL PROGRAMS.*

Advancement 2004 addresses the issue that the VP of Instruction and the Human Resources department should develop a formal cross-checking process to ensure that the faculty credentials are on file prior to being employed as a teacher. Letter of Application, references, transcripts, and professional licenses should be on file. Personnel files for faculty hired before 2004 to the present have been audited and updated to meet this requirement.

Over the past 6 years, Human Resources, the VP of Instruction, and the academic directors have developed a set of faculty credential criteria that are published in the academic guidelines and in the faculty manual. There are a variety of courses taught at LCC and the faculty requirements for each program of study vary.

Minimum Requirements for Academic Areas and Transfer Courses / Degrees to a University

The Academic disciplines or Transfer Courses/Degrees require the following from an accredited college or university:

- A master's degree in the academic area or discipline, or
- A master's degree in any area with 24 upper division (300-400 course level) and/or graduate semester hours in the academic area/discipline, or
- A master's degree in any field with 18 graduate semester hours in the academic area/discipline.

Minimum Requirements for Remedial Education

The Remedial/Developmental Education Fields require the following from an accredited college or university:

- A bachelor's degree in the academic area or discipline, or
- A bachelor's degree in any subject area with significant course work in the academic area or discipline.

Minimum Requirements for Occupational Areas

The Occupational Teaching Fields require the following from an accredited college or university:

- the same qualifications as those listed for academic discipline/transfer degrees, or
- A bachelor's degree plus three years work experience in field to be taught, or
- An associate's degree or 63 semester hours and five years work experience in the field to be taught (this requirement applies to specific certificate programs and/or specific vocational & trades programs).

It should be noted that some programs in the Trades Department have specific faculty credential requirements. In those cases, this department follows the credentialing requirements of those accrediting bodies. They are:

- ACF for Culinary
- ACE/NATEF for Automotive Technology
- AGC/NCCER for Building Technology
- CODA for Dental
- ACEN for Nursing
- FESHE for Fire Science
- AGC/AWS for Welding
- ASE/NATEF for Auto Collision
- New Mexico State Board of Barbers and Cosmetologists for Barbering
- New Mexico State Board of Barbers and Cosmetologists for Cosmetology
- ACBSP for Business Studies

Any exceptions to the minimal requirements must be submitted in writing to the Vice President of Instruction for approval and will be kept in the employee file in the Human Resource office.

Over the last six years the Human Resources department audited all files to ensure all faculties have complete files. New applicants are required to submit proper documents prior to teaching at LCC.

3.C.3. *INSTRUCTORS ARE EVALUATED REGULARLY IN ACCORDANCE WITH ESTABLISHED INSTITUTIONAL POLICIES AND PROCEDURES.*

Instructors are evaluated by the department academic director annually for performance based criteria and classroom performance established by the Human Resources Department in collaboration with department directors. Classroom observations are used in the annual evaluation process to provide feedback, opportunity for improvement, and to increase performance.

Student evaluation of course Instructors occurs after midterms in each semester. The procedure for the evaluation of instructors requires that the teacher selects a student proctor to administer the evaluation and leave the room. The student proctor is responsible for reading the instructions to the other students and administering the evaluation. When finished the student proctor is to seal the evaluations in the envelope and return the evaluations to the office manager. The evaluations are then tabulated and a summary report with the student comments is provided to the instructor after final grades for that semester are submitted. The absence of the instructor validates the responses.   The department director reviews the evaluations and makes notes of anomalies to discuss with the instructor.

3.C.4. *THE INSTITUTION HAS PROCESSES AND RESOURCES FOR ASSURING THAT INSTRUCTORS ARE CURRENT IN THEIR DISCIPLINES AND ADEPT IN THEIR TEACHING ROLES; IT SUPPORTS THEIR PROFESSIONAL DEVELOPMENT.*

Instructors are encouraged to attend meetings in their disciplines and professional organizations, and departments offer professional development opportunities through a number of avenues including stars training in learning strategies and assessment training. In addition LCC has earmarked money for individual professional development through the previous Title V program.

Around the same time, Luna Community College and New Mexico Highlands University executed a tuition waiver agreement in which employees of either institution could take up to four-credits each semester for free. Employees taking advantage of this program were only required to provide proof of employment when registering for a class, thus eliminating the professional development paperwork burden. Employees who sought reimbursement for books or other expenses related to these classes would need to complete professional development paperwork and satisfy the criteria to receive professional development funding. In the ensuing years, several faculty and staff have used this program to earn bachelors and masters degrees.

Professional development funding has increased twofold since 2010 and has remained at a high level. The current PDP policy requires that any "PDP Request must be directly related to the job at LCC." This leaves perhaps too much room for interpretation about what truly constitutes allowable PDP requests. For instance, membership fees to professional associations appear to be handled differently across campus: some payments come from PDP; others are paid through departmental budgets.

3.C.5. *INSTRUCTORS ARE ACCESSIBLE FOR STUDENT INQUIRY.*

Faculty accessibility for student inquiry is essential for student success and it is expected that all faculty will invest mentoring time with students.

All instructors are required to maintain office hours by the formula found in the Faculty Handbook to provide accessibility for student inquiry. Faculty is required to hold office hours every day of the week. Furthermore, Instructors are required to be on campus five days per week and hold office hours at least one hour per day as noted in the faculty handbook. Faculty uses a published formula to determine office hours that is based on number of credit hours taught per semester. Given the ratio of full to part time faculty, all teachers are required to follow this guideline of offering office hours.

- 15 credit hours x 2 = 30 class hours + 10 office hours
- 16 credit hours x 2 = 32 class hours + 8 office hours
- 17 credit hours x 2 = 34 class hours + 6 office hours

It is noted that the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal advising and personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see firsthand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

3.C.6. *STAFF MEMBERS PROVIDING STUDENT SUPPORT SERVICES, SUCH AS TUTORING, FINANCIAL AID ADVISING, ACADEMIC ADVISING, AND CO-CURRICULAR ACTIVITIES, ARE APPROPRIATELY QUALIFIED, TRAINED, AND SUPPORTED IN THEIR PROFESSIONAL DEVELOPMENT.*

Tutoring services are provided by students who have completed historically difficult courses, i.e. sciences, math, and English. Student tutors must have passed the course with a "B" or better, must be recommended by faculty of the course, and must understand learning styles and strategies. Student tutors are hired by the college and are considered part-time, temporary staff.

Other student support services are provided by regular full-time staff that are employed by the financial aid office or the ACCESS Center (Advisement, Counseling, Career Planning & Educational Support Services). The full-time staff in financial aid and the ACCESS Center are qualified and trained. Support for professional development is available through the PDP process.

Full-time faculty in the ACCESS Center have undergone several advisement training sessions on how to advise and document their student advising. We advise and encourage students to talk with their advisors in reference to their progress in their degree programs. When faculty advisors meet with a student, the policy is to print the student's PASSPORT page and send this

file to a central file within the department. Advising records are stored per semester and archived with the department.

3.D.   *THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.*

3.D.1. *THE INSTITUTION PROVIDES STUDENT SUPPORT SERVICES SUITED TO THE NEEDS OF ITS STUDENT POPULATIONS.*

At the administrative level, we recognize that students perform better and are committed to their success if students are provided support services that are suited to their needs. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

LCC has tutoring labs to meet the needs of students: a writing lab in the Humanities Department, the ACCESS Center Tutoring Lab and Distance Learning Services Lab in the Student Services Building, and the ACE Lab in the Science, Technology, Engineering, and Math department (STEM). Each of these labs provides students with tutors for success in historically difficult coursework. The writing lab helps students with MLA, APA, and developmental reading and writing. The ACE Lab provides assistance for math and science courses, and the ACCESS Center lab provides tutors for all courses at LCC. The ACE and ACCESS Center Labs offer extended hours, often remaining open until 8:00 p.m. for fall and spring semesters. The DLS lab provides online tutors to help students who are taking on-line courses or students who need a live tutor.

LCC provides child daycare service for the children of students, staff, and the community. This service is beneficial to students taking classes that otherwise would miss class for lack of childcare. The daycare center provides service for up to 30 children. Registration occurs each semester on a first-come first-serve basis. The daycare center also accepts state child assistance vouchers to assist low income families.

LCC provides 24/7 support for students enrolled in online courses where student are having computer issues and are in need of assistance. The Distance Learning Services Department provides technical support and responses to student inquiries for issues ranging from browser settings, computer settings, and WIMBA concerns (online real-time chat).

LCC provides student assistance through the ACCESS Center where students are provided counseling, student accommodations, assistance in scheduling courses, information on career placement, and placement testing services.

3.D.2. *THE INSTITUTION PROVIDES FOR LEARNING SUPPORT AND PREPARATORY INSTRUCTION TO ADDRESS THE ACADEMIC NEEDS OF ITS STUDENTS. IT HAS A PROCESS FOR DIRECTING ENTERING STUDENTS TO COURSES AND PROGRAMS FOR WHICH THE STUDENTS ARE ADEQUATELY PREPARED.*

Approximately 92% of first-time freshmen at LCC require one or more of the developmental courses before beginning program and general education core studies. Remediation courses are made available to students in reading, writing, and math to ensure that students are prepared and successful in their degree programs of study.

Developmental courses in English and mathematics have adopted new tactics in assuring student success. The Humanities Department used PLATO for reading and writing in ENG 075 and ENG 095 as a supplement to regular instruction. The department has combined ENG 075 and READ 075 into one course: ENG 078 Reading and Writing Strategies and ENG 095 and READ 095 Essentials of College Writing. The curriculum for reading and writing strategies and Essentials of College Writing has been aligned vertically and horizontally with Freshman Composition I & II. During spring semester of 2013, Essentials of College Writing and Freshman Composition I were offered. This provided the students the appropriate tools and instruction for completion. The STEM Department has used PLATO in the past as an online learning management tool and is currently using "My Math Lab" from Pearson Higher Education. The SMET and Humanities Departments are implementing accelerated courses, co-requisite requirement courses, and summer math courses to have student's progress at a faster pace.

LCC uses the COMPASS placement test to determine the student's level of academic preparedness. The COMPASS test covers reading, writing and mathematics and the resulting scores are used to determine the appropriate course level within developmental or regular college courses. LCC recognizes the need for flexibility in course placement depending on the individual student's assessment. For example, students who are assessed below the required passing score are allowed to re-take the COMPASS Test in order to successfully continue in their program of study.

3.D.3. *THE INSTITUTION PROVIDES ACADEMIC ADVISING SUITED TO ITS PROGRAMS AND THE NEEDS OF ITS STUDENTS.*

Both full-time faculty and academic advisors provide advisement for students in academic programs. The ACCESS Center advisors work with students who have not declared a major. When they declare a major, students are appointed a full-time faculty advisor within their academic program.

Students are assigned academic advisors based on their declared major, and only faculty in that specific department act as advisors. Students who have not declared a major are advised in the ACCESS Center. Faculty advisors help students with planning their academic program and with

registration for courses. Full-time faculty are expected to be available to students during in-service week prior to each semester and to provide advising as needed.

3.D.4. *THE INSTITUTION PROVIDES TO STUDENTS AND INSTRUCTORS THE INFRASTRUCTURE AND RESOURCES NECESSARY TO SUPPORT EFFECTIVE TEACHING AND LEARNING (TECHNOLOGICAL INFRASTRUCTURE, SCIENTIFIC LABORATORIES, LIBRARIES, PERFORMANCE SPACES, CLINICAL PRACTICE SITES, MUSEUM COLLECTIONS, AS APPROPRIATE TO THE INSTITUTION'S OFFERINGS).*

Technological Infrastructure

Luna Community College provides students with several computer labs in various departments and provides instructors with office space and computer access. All students, faculty, and staff are provided with email and user accounts for the campus network. Students may access email, Blackboard, pathways (on-line student services) and their web account from both on-campus and off-campus computers. Most departments currently have WI-FI access points and the IT department along with individual academic departments are working together to provide complete wireless coverage throughout the campus.

Some classrooms have projectors and computers for instructional use. Some utilize wireless projectors for use with laptops. LCC has several Polycom equipped classrooms in various departments for delivery of ITV courses, and each satellite center has ITV capability. The ITV courses offered by LCC enable the main campus and satellite centers to take advantage of the sharing opportunities for delivery of courses that would not be possible at the satellites if ITV were not available.

Luna Community College and ravewireless.com have launched their new broadcast alerting service for sending timely information to students, faculty, staff, and other members of the campus community. Using Rave Alert is supplied by Rave Wireless (ravewireless.com). Luna Community College can disseminate timely notifications to thousands of users via multiple communication channels including mobile text alerts and e-mail. The system can distribute an alert to the entire campus community in the case of an emergency. All students, faculty, and staff have registered for the service at GetRave.com via LCC's main webpage.

In addition, the college Information Technology (Computer Services) Department provides email accounts to all students for notifications. The Distance Learning Services Department (DLS) also uses the Blackboard Learning Management System and the DLS is moving toward requiring all courses to have a Blackboard supplement. The IT department provides campus-wide computer support services.

Science Labs

The Allied Health program has modern facilities for labs in both nursing and dental. The nursing program offers some biology courses that are specific to the program such as anatomy, physiology, and medical microbiology.

Library

The Luna Community College Learning Resources Center (library) houses a book and periodical collection along with videos and DVD's. The LRC also has subscriptions for various online databases to search journals. The LRC is generally open from 8 am to 6 pm, Mondays through Thursdays, and to 5 pm on Fridays during the fall and spring semesters. The LRC has cooperative agreements with other libraries to enable students to check out books not housed at the on-campus library. This library loan system enables students and faculty to access materials from around the world.

Clinical Practice Sites

LCC was awarded a Title V grant to develop a simulation lab. Research shows that learning in a safe controlled environment greatly enhances student outcomes and success. This lab will be used to enhance learning opportunities for nursing students who can now perform their required clinicals at the simulation lab, rather than having to travel to rural areas. As educators, we can challenge the student with a patient who is in critical condition where the simulation environment will result in a greater learning opportunity.

The Title V grant has been able to purchase new hospital beds, IV equipment, night stands, oxygen flasks, and mannequins that allow the lab to resemble a hospital environment. The fidelity mannequins are programmed to have heart beats, make respiration sounds, and other medical bodily symptoms.

Clinical Sites

Our nursing and dental programs use a variety of clinical sites such as dental offices, local hospitals, nursing homes, and home health and outpatient clinics to provide hands on training and experience.

LCC Flu Vaccination, Oct. 24, 2011
Volume 4, Issue 41

Students are supervised by the employees of the various clinical sites and by the nursing and dental staff.

3.D.5. *THE INSTITUTION PROVIDES TO STUDENTS GUIDANCE IN THE EFFECTIVE USE OF RESEARCH AND INFORMATION RESOURCES.*

Courses where students are required to perform research or query information have guidelines delineating how resources should and may be used. English and other humanities courses where students must submit term papers use Modern Language Association (MLA) or American Psychological Association (APA) formats, and instructors inform students about proper usage during the course. Nursing, Social and Behavioral Science faculty require students to submit an APA style research paper. An English instructor has provided APA and MLA trainings to faculty and students. Writing tutors are available in the Humanities Writing Lab to provide in-depth editing and to assist students.

To the extent that LCC implements scientific research, in the STEM department, students are guided by qualified faculty and are generally given a specific journal format within which to write a research paper. Students enrolled in science courses are required to write at least one scientific research term paper as part of their writing "across the curriculum" requirements in the STEM department.

3.E. *THE INSTITUTION FULFILLS THE CLAIMS IT MAKES FOR AN ENRICHED EDUCATIONAL ENVIRONMENT.*

3.E.1. *CO-CURRICULAR PROGRAMS ARE SUITED TO THE INSTITUTION'S MISSION AND CONTRIBUTE TO THE EDUCATIONAL EXPERIENCE OF ITS STUDENTS.*

As our mission statement articulates, we continue to create educationally related opportunities for all. We are an open enrollment community college serving the Northeastern quadrant of New Mexico. The services we provide include: concurrent enrollment for high school students, on campus instruction, and on-line classes. We provide quality education to a global population.

LCC's economic resources are used strategically to effectively meet the co-curricular activities that support the student's overall college experience. Student leaders, faculty, staff, board of trustees, administrators, and the residents of our approved service area collaborate to support activities that enhance college life.

2011 Car Show June, 13, 2011 Volume 4, Issue 22

Co-curricular activities include sports, student government, Skills USA, Phi Theta Kappa, STEM Club, student activities through student services, Car Shows, and Luminaria Drive.

3.E.2. *THE INSTITUTION DEMONSTRATES ANY CLAIMS IT MAKES ABOUT CONTRIBUTIONS TO ITS STUDENTS' EDUCATIONAL EXPERIENCE BY VIRTUE OF ASPECTS OF ITS MISSION, SUCH AS RESEARCH, COMMUNITY ENGAGEMENT, SERVICE LEARNING, RELIGIOUS OR SPIRITUAL PURPOSE, AND ECONOMIC DEVELOPMENT.*

Our clubs and student activities are strong and well supported by faculty and administrative guidance. Two recent success stories well illustrate the College's contributions to its mission.

Our men's baseball and women's softball teams are well coached, well equipped, well provided for with quality facilities, well transported to games, and well housed in our community if they are from out of the area. Their recent successes in league and regional tournament play reveal the strength of these excellent programs.

Our national honor society, Phi Theta Kappa, honors individual achievement, and nourishes a spirit of academic and community focused growth in all of its members. A recent graduate received national recognition and a full scholarship to complete her studies through graduate school. Numerous other organizations and clubs contribute to healthy choices and sustained growth in our diverse student body.

Finally, academic tutorial programs allow the students to grow academically and emotionally. The ACCESS Center, STEM, and Humanities Departments all offer tutoring, training, and computer resources to the many students from all departments and disciplines that are served.

Instructor participation is encouraged, acknowledged, and is personalized in these settings. The instructor is part of the team and in some cases is aided by SILs (Student Instructional Leaders) in his/her classrooms. Our students largely feel that each of them is receiving personalized and specific instruction and encouragement. Again a list of the many co-curricular and extra-curricular resources is posted in our appendix.

In summary, we welcome partnership with other academic and trades related entities in our state and region. We know that Luna has not invented the wheel but we certainly have learned from others who did. We think that particularly in support services, we've made the wheel better. And, we happily will share what we have learned with other institutions.

Conclusion

Luna Community College has well defined academic and co-curricular programs with outcomes that allow students to enter a career or advance in their education. The program evaluation and assessment processes vary according to the academic or vocational goals and objectives.

We have established an effective teaching environment at all levels to prepare students to enter the workforce in a myriad of vocational fields, advance to four year institutions or enter a branch of the military. Assessments provide a foundation in which to prepare students beginning at their level of proficiency. That may include remediation or advance accelerated level classes where their courses of study are challenging and are preparing them for the next level of training or education.

LCC operates through a climate of support in the educational process that leads to student success. Our recent initiatives to improve persistence, retention, and completion are geared to focus on students at all levels: GED, concurrent enrollment, STEM, and auto collision repair. In the past ten years, LCC has improved its programs, equipment, facilities, and has required credentialed faculty and staff. Overall, our goal has been to provide students with the most meaningful, educational experience possible.

Strengths

- Defined student learning outcomes for vocational and academic programs.
- More individualized student attention to ensure retention and program completion.

Opportunities

- Ongoing evaluation of instruction and meaningful feedback to instructors to improve instruction and deliver teaching outcomes that leads to student retention, program completion, and job placement.

Future Plans

- Continue to refine, reassess and expand outcomes and assessment plans in all academic and vocational programs.

Criterion Four: Teaching and Learning: Evaluation and Improvement

Introduction

THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS, LEARNING ENVIRONMENTS, AND SUPPORT SERVICES, AND IT EVALUATES THEIR EFFECTIVENESS FOR STUDENT LEARNING THROUGH PROCESSES DESIGNED TO PROMOTE CONTINUOUS IMPROVEMENT.

Luna Community College continues to improve its course offerings, degrees, and certificates through an assessment process that includes: a program review model, policies that assure alignment and quality of course offerings, faculty participation in student learning assessment, reporting and state or national testing for certification or licensure, and relative career education leading to successful pathways for students as they enter the workforce.

LCC's commitment to provide quality education and encourage students to pursue lifelong learning is strengthened by the sequential academic processes, classes, and outcomes aligned to provide meaningful methodologies and proven educational strategies that lead to effective workforce preparation.

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. *THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS.*

4.A.1. *THE INSTITUTION MAINTAINS A PRACTICE OF REGULAR PROGRAM REVIEWS.*

LCC conducts program review to determine effectiveness, to include identifying necessary adjustments, additional educational needs, and evaluate proposed changes. LCC standard program review is done every three years during catalog revision, and all programs of study are clearly defined in the college catalog and school website.

The following model is used for program review:

Figure 4.A.1-1

Program Review Model
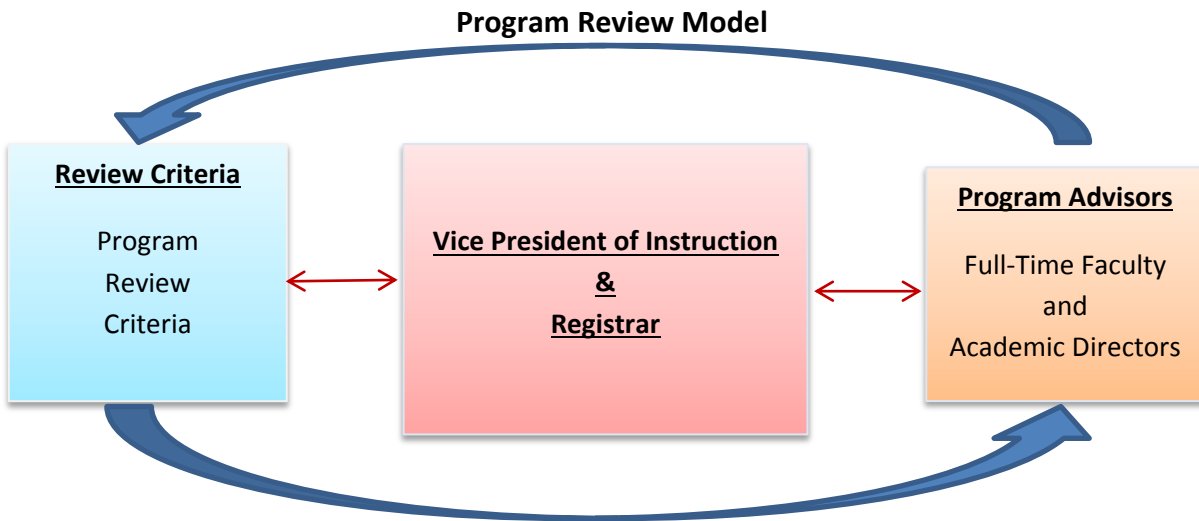
To create ownership, accountability and to promote student success, LCC has individual advisors for all programs of study. The advisors are full-time faculty members or Academic Directors. When a student declares a program of study at the Office of Admissions and Recruitment, an advisor is automatically assigned to the student. The following is a list of advisors per program of study:

Figure 4.A.1-2

Program	Advisor
Criminal Justice	Ms. Cindy Armijo
ECME and Teacher Education	Ms. Debbie Trujillo
Liberal Arts	Ms. Leslie Dennis
Pre-Engineering	Ms. Betsy Sanchez
General Studies	Ms. Shirley Marlow
General Business	Ms. Dolores Gutierrez
Accounting	Ms. Geraldine Romero
Business Administration	Ms. Elaine Ortega
Computer Science / Computer App.	Ms. Nicole Collins
General Science	Ms. Angie Manafy
Fire Science	Dr. Vidal Martinez
Media Arts	Mr. Kenneth Bachicha
Nursing	Ms. Conni Reichert
Vocational / Technical Studies	Mr. Gary Martinez
Automotive Collision Repair	Mr. Anthony Baca
Automotive Technology	Mr. Eugene Sandoval
Culinary Arts	Ms. Adrienne O'Brien
Electrical Wiring Technology	Mr. Gary Martinez
General Education	Ms. Shirley Marlow
Welding Technology	Mr. Gary Martinez
Building Technology	Mr. Joseph Montoya
Dental Assistant	Ms. Gloria Pacheco
Cosmetology / Barbering	Ms. Germaine Sandoval
	Ms. Clarice Bonney

Every three years during our catalog cycle and using the Program Review Model, the Vice President of Instruction and the Registrar evaluate all programs using the Review Criteria as illustrated below.

Figure 4.A.1-3

Review Criteria:

✓ Declared Majors	✓ Reports on Assessment of Student Learning
✓ Graduation Rates per Program	✓ Curriculum Profiles / Course & Program Outcomes
✓ Course Enrollment Numbers per Semester	✓ Resources to Support Program/Degree
✓ Full-Time Faculty & Part-Time Faculty Ratio per Program	✓ Student Issues and/or Complaints

Once all programs are evaluated using the Review Criteria, the Vice President of Instruction and the Registrar consult and meet with the Program Advisors. Meetings and discussions are held between the Vice President of Instruction, the Registrar and Program Advisors. After evaluation and assessment, specific programs are revised, modified, combined or removed for the next catalog. Occasionally, program review may be conducted more frequently based on individual program circumstances, such as change in enrollment requirements, cutbacks in funding or decline in student enrollment. For example, In February 2013, LCC conducted a program review due to change in enrollment requirements and funding reduction.

4.A.2. *THE INSTITUTION EVALUATES ALL THE CREDIT THAT IT TRANSCRIPTS, INCLUDING WHAT IT AWARDS FOR EXPERIENTIAL LEARNING OR OTHER FORMS OF PRIOR LEARNING.*

LCC accepts transfer of academic credits earned from institutions of higher learning whose accreditation is from a regional, national faith-based, or national career-related accrediting organization recognized by the Council for Higher Education Accreditation. Both general education core and program/major specific courses are eligible for transfer. Proficiency courses are eligible for transfer at the discretion of the Registrar. The Office of the Registrar evaluates courses and determines transfer eligibility of general education core courses and some non-general education courses only. The student's academic advisor, in conjunction with the respective academic director, evaluate and determine transfer eligibility of all program/major specific courses and must formally file a Transfer of Credit Evaluation form with the Office of the Registrar. Any transfer student who changes their major after their transcript has been reviewed, needs to request a re-evaluation of their transfer transcript from the Registrar and their new academic advisor. Re-evaluation is not automatic.

Students will receive credit for coursework completed with a grade of "C" or better, provided that the courses are appropriate toward a certificate or degree and an equivalent LCC course exists. Transferable general education core courses with a grade of "D" from New Mexico colleges and universities are accepted provided the "D" grade is also acceptable for the

student's certificate or degree program. A grade of "D" is not acceptable if the transferred course is a prerequisite to a sequenced course such as ACCT200 for ACCT201 or ENG111 for ENG115. All transfer credits earned are listed on the academic transcript with a grade of "CR" provided the grade earned is a "C" or higher. "CRD" is used when the grade earned is a "D". Transfer transcripts issued in quarter credit hours will be converted to semester credit hour equivalents. One-quarter hour is equivalent to two-thirds of a semester credit hour.

Prior to any evaluation of courses by the Registrar or an academic advisor, an official transcript from each institution must be sent directly to the Office of the Registrar. LCC reserves the right to request course syllabi or course descriptions to evaluate course content and transfer eligibility. It is the responsibility of the student to provide, upon request from the Office of the Registrar, course syllabi and/or course descriptions from their previous college or university to aid in the proper evaluation of credit. Course syllabi and/or course descriptions that are requested must be from the term and year taken. Transcripts received on behalf of a current or prospective student who is not admitted to the college as a regular student with a specific major within 180 days of receipt of the transcript will not be evaluated and will be destroyed.

Luna Community College accepts the transfer of credit through certain nontraditional sources, described as follows:

Courses at Military Schools

Credit may be granted by the Registrar for coursework completed at military schools. Such credit may or may not apply to the student's program of study.

Armed Services Educational Experience

LCC will award credit, up to a maximum of 15 credit hours of the degree requirements, for certain armed services educational experiences. Credit will be accepted through the United States Armed Forces Institute (USAFI) program of study. Credit will also be granted for certain armed services training completed and verified through the Office on Educational Credit and Credentials (OECC) of the American Council of Education. The Military Occupational Specialists (MOS) credit recommendations may be modified to be consistent with LCC's credit policy and are subject to review of both the subject area and course descriptions. Additionally, no more than (2) two physical education credits will be awarded to students who have completed basic training in the military service.

Specialized Training

LCC recognizes that students gain college level knowledge and skills through specialized training experiences outside the classroom of a college, university, or other academic setting. LCC's Specialized Training Program provides the opportunity for a waiver of certain program

requirements for learning students have acquired outside of college. No more than a combined maximum of 15 credit hours may be waived. Currently, through proper documentation, LCC is waiving some credits for students who have successfully completed selected training with the following agencies:

- New Mexico Corrections Department
- New Mexico Department of Public Safety
- New Mexico National Guard
- New Mexico Public Regulation Commission - Firefighters Training Academy

It is important to note that credits are not waived solely for completion of training with one of the above agencies. Students must be actively enrolled in and graduate from specific LCC programs to qualify for any waiver. Additionally, the official posting of waivers to a student's academic record will take place upon graduation from LCC. Other forms of specialized training may be approved upon review by the Vice President of Instruction.

4.A.3. *THE INSTITUTION HAS POLICIES THAT ASSURE THE QUALITY OF THE CREDIT IT ACCEPTS IN TRANSFER.*

The college Registrar reviews all transcripts for transfer eligibility. Appropriate forms and documentation are maintained in each student's academic file. Upon final review, transfers are posted to each student's electronic record. A letter, unofficial transcript and a transfer association report is sent to the student documenting the transfers.

Any student denied transfer of a course who wishes to appeal the transfer evaluation must file a written appeal with the Office of the Registrar. The appeal must include the name, prefix and number of the course(s) in question, semester and year completed, and the name of the post-secondary institution. In addition, the student must include the course description from the sending institution's catalog specific to the term and year the course was completed. Within 21 calendar days of submittal of a written appeal, the file will be reviewed and the student will be notified in writing of the outcome.

If the appeal is denied and the student wishes to further pursue the appeal, the student must notify the Vice President of Instruction in writing within 10 calendar days from the date of the first appeal outcome letter. Within 21 calendar days the Vice President of Instruction will convene the Transfer of Credit Appeal Committee to review all applicable materials and policies to render a decision. The committee's decision at the institutional level becomes final upon a majority vote and the student will be notified in writing. The Transfer of Credit Appeal Committee consists of the Vice President of Instruction, Registrar, ACCESS Center Director, and respective academic director.

A student not satisfied at the institutional level may forward their appeal and file a complaint with the New Mexico Higher Education Department in Santa Fe if the course(s) in question are part of a state approved transfer module. A student may make further appeal by contacting:

> New Mexico Higher Education Department
> Deputy Secretary for Academic Affairs
> 2048 Galisteo Street
> Santa Fe, New Mexico 87505-2100
> 505.476.8400

4.A.4. *THE INSTITUTION MAINTAINS AND EXERCISES AUTHORITY OVER THE PREREQUISITES FOR COURSES, RIGOR OF COURSES, EXPECTATIONS FOR STUDENT LEARNING, ACCESS TO LEARNING RESOURCES, AND FACULTY QUALIFICATIONS FOR ALL ITS PROGRAMS, INCLUDING DUAL CREDIT PROGRAMS. IT ASSURES THAT ITS DUAL CREDIT COURSES OR PROGRAMS FOR HIGH SCHOOL STUDENTS ARE EQUIVALENT IN LEARNING OUTCOMES AND LEVELS OF ACHIEVEMENT TO ITS HIGHER EDUCATION CURRICULUM.*

LCC's prerequisites are used to determine necessary skills or competencies for a student to be successful in the next level course. Prerequisites are listed for many courses in the course description section of the catalog, and it is the student's responsibility to meet the prerequisites in effect for the term in which a course is taken, regardless of the catalog under which the student entered or will graduate. Students may not be allowed to enroll in a particular course or may be administratively dis-enrolled if the prerequisite course is not met. Many general education and entry-level courses have prerequisites of English, mathematics, or reading. Students who have completed prerequisite courses at another postsecondary institution will be required to provide proof through transcripts or assessment exam scores.

With approval from the instructor and Academic Director of the department the course is taught, students may be granted permission to enroll in courses without meeting prerequisite course requirements. If the overridden course is a graduation requirement, the student must complete the course to meet all graduation requirements. Overrides of prerequisites will not be granted for General Education Core Curriculum courses, mathematics courses and/or sequenced courses.

In addition, LCC describes how students can meet a course prerequisite:

- Take the Computer-Adaptive Placement Assessment Support System (COMPASS) placement exam and test out of the prerequisite course with a qualifying score;
- Submit official ACT or SAT results to the Office of Admissions and test out of the prerequisite course with a qualifying score;
- Successfully complete the required prerequisite course with a grade of "C" or higher. A grade of S, CR or WV is also acceptable;

- Successfully complete the required prerequisite course at another postsecondary institution with a grade of "C" or higher; or,
- Successfully challenge the prerequisite course via LCC's Credit by Examination policy.

LCC defines academic rigor by (1) course requirements to include standard student learning outcomes, (2) faculty participation in student learning assessment and reporting, (3) alignment of programs to state or national curriculum/guidelines, (4) state or national testing for certification or licensure, and specialized accreditation.

Rigor is first defined by the per course instructor, using the syllabus as an agreement with students to promote learning expectations. To further support faculty, LCC has standard course syllabus requirements to:

- Establish a system of accountability and a process to improve student learning
- Create consistency and commonality in course content and curriculum delivery
- Align program learning outcomes or program goals with course outcomes
- Centralize assessment processes among the academic departments

In an effort to promote consistency and quality in student learning, LCC developed curriculum profiles for all programs of study. These curriculum profiles are focused on Student Learning Outcomes (SLOs) and program goals. All instruction, including off site, online and dual credit must follow the same SLOs for all courses regardless of delivery method

Rigor is also demonstrated through faculty participation in student learning assessment and reporting. Each semester faculty present their student learning outcomes assessment (SLOA) report. Presentations are held at the end of each semester and a written report is submitted for publication. SLOA reports follow the guidelines in LCC's assessment plan and are used for improving student learning. For example, in 2010, assessment reporting convinced the STEM Department to administer a standardized final exam for MATH180 College Algebra. Data was then used to make adjustments to the curriculum and teaching methods, and to maintain the academic rigor of the math 180 courses across all sections offered by various faculty. The intent of the standardized exam was to improve

SLOA Presentation, Dec 16 - Jan 12, 2014 Volume 6, Issue 45

student learning and to determine if students in all sections of college algebra are performing at the competency levels determined by the New Mexico Higher Education Department (HED).

In addition, assessment reporting has inspired the Department of Humanities to implement a final assessment program for composition classes. This program allows the faculty to identify unprepared students, raise the standards of student completions, and improve student success in the courses for their LCC majors. A Portfolio Committee is used in which student essays are reviewed and evaluated in order to achieve clearer outcomes and better calibration of grades.

4.A.5. THE INSTITUTION MAINTAINS SPECIALIZED ACCREDITATION FOR ITS PROGRAMS AS APPROPRIATE TO ITS EDUCATIONAL PURPOSES.

LCC believes rigor is also defined by alignment of programs and/or curriculum with other organizations, such as specialized accrediting agencies, national or state educational organizations and the workforce industry. Many LCC programs are aligned to curriculums, standards, and competency requirements. The following is a list of LCC programs that are associated with national and/or state organizations.

Academic Programs Aligned to State and/or National Organizations

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LCC Program	Association(s)
Accounting	New Mexico Collegiate Business Articulation Consortium (NMCBAC) and Accreditation Council for Business Schools and Programs (ACBSP)
Criminal Justice	State Articulated with New Mexico Colleges and Universities
Early Childhood	State Articulated with New Mexico Colleges and Universities
Teacher Education	Follows New Mexico Public Education Department (NMPED) Guidelines for Teacher Education
General Business	New Mexico Collegiate Business Articulation Consortium (NMCBAC) and Accreditation Council for Business Schools and Programs (ACBSP)
Business Admin	New Mexico Collegiate Business Articulation Consortium (NMCBAC) and Accreditation Council for Business Schools and Programs (ACBSP)
Liberal Arts	Aligned with NM Higher Education Department (NMHED) Core Competencies
Pre-Engineering	Aligned with NM Higher Education Department (NMHED) Core Competencies
General Science	Aligned with NM Higher Education Department (NMHED) Core Competencies
Fire Science	Fire and Emergency Services Higher Education (FESHE) Curriculum
Nursing	Approved by New Mexico State Board of Nursing and Accredited by Accreditation Commission for Education in Nursing (ACEN)

Automotive	Automotive Services Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) Curriculum Standards
Collision Repair	Automotive Services Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) Curriculum Standards
Culinary Arts	American Culinary Federation (ACF) Curriculum Standards & ServSafe Food Protection Manager Certification, National Restaurant Association
Electrical Wiring	Aligned with National Center for Construction Education and Research (NCCER) and Associated General Contractors (AGC) of New Mexico
General Education	NM Higher Education Department (NMHED) Common Core Curriculum Standards/Competencies
Welding	American Welding Society (AWS) Standards and Curriculum and Associated General Contractors (AGC) of New Mexico
Building Technology	National Center for Construction Education & Research (NCCER) and Associated General Contractors (AGC) of New Mexico
Dental Assistant	Accredited by the Commission on Dental Accreditation (CODA)
Cosmetology/Bar	New Mexico State Board of Barbers & Cosmetologist Standards

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Furthermore, LCC defines rigor as the ability to provide instruction to prepare students for licensure or certification in Nursing, Dental, Cosmetology, Barbering, Culinary Arts, Welding, Computer Science, Building Technology and Commercial Driver's License (CDL) program. Instruction in these programs requires specific focus on preparation and teaching objectives with students knowingly preparing for test or certification.

Finally, rigor means promoting adequate literacy and general knowledge for students to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society as stated in the LCC Guiding Principles. To accomplish this, in 2013, LCC aligned all associate degrees to the General Education Core Curriculum requirements (exceptions: Nursing, Business Administration and General Studies). The Core includes

Mural at Nursing Building, June 2, 2014, Volume 7, Issue 17

concentrated areas of communications, mathematics, laboratory sciences, social and behavioral sciences, humanities and fine arts. LCC believes the Core promotes adequate literacy, and general knowledge, for students to function well in employment and pursue further education.

4.A.6. *THE INSTITUTION EVALUATES THE SUCCESS OF ITS GRADUATES. THE INSTITUTION ASSURES THAT THE DEGREE OR CERTIFICATE PROGRAMS IT REPRESENTS AS PREPARATION FOR ADVANCED STUDY OR EMPLOYMENT ACCOMPLISH THESE PURPOSES. FOR ALL PROGRAMS, THE INSTITUTION LOOKS TO INDICATORS IT DEEMS APPROPRIATE TO ITS MISSION, SUCH AS EMPLOYMENT RATES, ADMISSION RATES TO ADVANCED DEGREE PROGRAMS, AND PARTICIPATION RATES IN FELLOWSHIPS, INTERNSHIPS, AND SPECIAL PROGRAMS (E.G., PEACE CORPS AND AMERICORPS).*

In spring 2013, LCC developed academic guidelines for the Vice President of Instruction and Academic Departments. The purpose of these guidelines is to promote consistency and quality in teaching and learning across all academic areas. To maintain authority over faculty qualifications, LCC established credential requirements for all teaching staff, including dual credit, online and off site instructors. As such, all instructors are required to follow standard requirements for course syllabus and standard student learning outcomes through curriculum profiles. To promote consistency in learning outcomes and maintain high levels of achievement, Academic Directors are required to evaluate instruction, approve course syllabi before instructional delivery, enforce standard learning outcomes for all course delivery, and uphold faculty participation in Student Learning Outcomes Assessment (SLOA) presentations and reporting.

4.B. *THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL ACHIEVEMENT AND IMPROVEMENT THROUGH ONGOING ASSESSMENT OF STUDENT LEARNING.*

4.B.1. *THE INSTITUTION HAS CLEARLY STATED GOALS FOR STUDENT LEARNING AND EFFECTIVE PROCESSES FOR ASSESSMENT OF STUDENT LEARNING AND ACHIEVEMENT OF LEARNING GOALS.*

Luna Community College consistently refine its goals for student learning and effective processes for assessment of student learning and achievement of learning goals by aligning its common core and degree and certificate courses to coincide with national and state standards. These standards are imbedded within instructors' curriculum, methods of instruction, and assessment of their teaching by students' in-class discussions, research papers, hands-on practitioner clinical settings, examinations, and retention/satisfaction surveys. Additionally, the Student Learning Outcomes Assessment (SLOA) presentations by instructors each semester before a room full of colleagues allows them to share presentation style, data assessment, technique, methodology, and outcomes with others for critique, discovery and improving learning purposes. This process has provided our instructors with a constructive means to share effective ways to improve student persistent, retention, and program completion.

Our student assessment journey has been positive, proactive and constructive to improve our transparency and accountability to students. We have not faltered. Since 2008, we instituted and improved upon our level of planning and implementation of a fully operational assessment program. As noted in the February 14, 2011 staff analysis of institutional report, "LCC has clearly accomplished a great deal in designing and implementing the assessment plan since the 2009 progress report. Based on the analysis of the 2009 progress report, LCC developed a new assessment plan, beginning with a clarification of the term assessment for the College as a process that will lead to the improvement of student learning."

LCC gets it! We've understood the importance of assessing student learning. Students have helped us improve the delivery of effective teaching. We consistently apply trends in the workforce to every discipline we administer. Students have high expectations of our faculty, staff, administration, and Board of Trustees. Our work has grown in both importance and visibility, a culture of assessment and positive outcomes is taking hold across the campus and service area.

SLOA members are empathetic, rich in knowledge and share it, and improve upon the inquiry portion of their presentations before their peers. Improvement comes from shared thoughts, ideas, and best practices. The SLOA team develops verbal recommendations and action plans based on each course and department analysis to improve curriculum and program delivery. The results of the SLOA model have positively affected curriculum design, the development of initiatives to aid student learning, retention and graduation, and have fostered a sensitivity and deeper appreciation of assessment as means to improving teaching and learning.

Our assessment efforts have included, but not limited to: classroom, program and overall college academic, athletic, community education, and extra-curricular activities assessment; development and New Mexico Higher Education Department (NMHED) assessment of common core; and assessment of co-curricular services, community education, customized training, and adult basic education.

4.B.2. *THE INSTITUTION ASSESSES ACHIEVEMENT OF THE LEARNING OUTCOMES THAT IT CLAIMS FOR ITS CURRICULAR AND CO-CURRICULAR PROGRAMS.*

Through end of semester Student Learning Outcomes Assessment (SLOA) reporting, Luna Community College assesses achievement of course learning outcomes. Reporting started in spring of 2010 and is on-going, to include summer sessions. The objective of SLOA is to assist faculty with improving student learning through the implementation of LCC's Assessment Plan, submission of a written report for publication, and participation in end of semester presentations. In addition, all LCC programs have specific program goals and outcomes that are directly tied to the assessment of course requirements. Furthermore, co-curricular assessment

is conducted through student competitions (e.g., SkillsUSA) and participation (e.g., Phi Theta Kappa).

LCC defines assessment as a process that will lead to the improvement of student learning, and in 2009, LCC took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan. The plan follows a four-step process as illustrated below.

Figure 4.B.2 Four Step Assessment Process
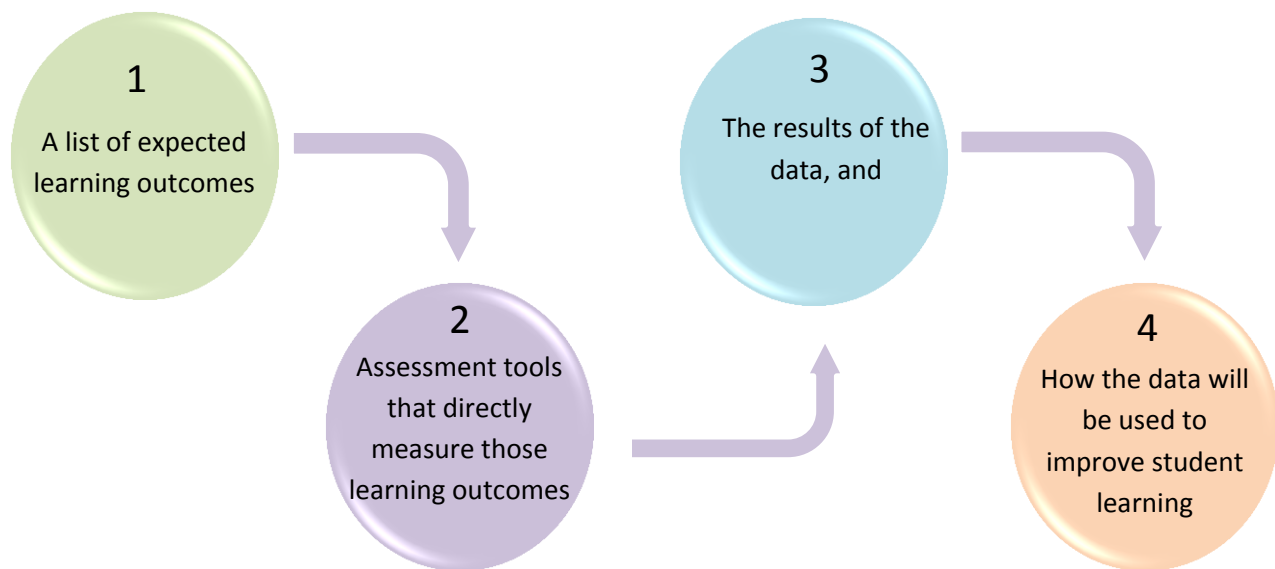
All course offerings, including off-site, distance learning and dual credit, follow the four-step process. To further assist faculty with the assessment plan, LCC adopted standard minimal course syllabus requirements. The requirements emphasize Student Learning Outcomes (SLOs) and methods to measure those outcomes. The SLOs consist of a minimal of four quantifiable statements about what students will be able to do after completing a particular course (Standard Course Syllabus). In addition, LCC's curriculum profiles emphasize program goals, course descriptions and standard outcomes that assist faculty with assessment.

LCC also recognizes a need to sustain the assessment plan; therefore, faculty members (full-time, adjunct, online, dual-credit, etc.) are required to participate in semester "Improving Student Learning" assessment reporting and Student Learning Outcomes Assessment (SLOA) presentations. Reporting started in spring 2010 and every semester, faculty members are selected to participate. Selected faculty members present at the end of the semester and submit a written report. The purpose is to determine how the data will be used to improve student learning, and the presentations assist in curriculum improvement and instructional delivery. Furthermore, LCC believes in a philosophy that assessment:

- Must continuously improve student learning at Luna Community College
- Is an extension to the needs and attention of students at Luna Community College
- Is ongoing at Luna Community College
- Activities must be useful to the individuals that conduct them, to programs, and to Luna Community College

4.B.3. *THE INSTITUTION USES THE INFORMATION GAINED FROM ASSESSMENT TO IMPROVE STUDENT LEARNING.*

Luna Community College focuses on transparent constructive criticism, open dialogue (freedom of speech), quantitative data accumulation and disaggregation, qualitative surveys and regular student and community member input to improve upon our accountability to the students we serve. LCC is improving upon its initiatives and culture to raise its graduation rates, use candid evidence as its mantra to raise the bar for student learning and improve campus life, enhance internal and external communication, increase and strengthen educational, community, and industry relationships and partnerships, improve existing and construct needed facilities, and provide state-of-the-art technology. Ultimately, our strong programs, small teacher to student ratios, employee dedication, support of staff professional development, and genuine concern for student success have all led to techniques, ideas, commitment, and innovations to improve student learning. Our students, once they complete their programs of study, move forward to earn advanced degrees, implement their LCC community college education wisely, and enter the workforce making good wages.

Progress is being made towards our goal to ensure that trends, relevancy, and interest in jobs by students is first and foremost as we educate, prepare and place them in jobs they like and pay them wages that assist them provide for their families.

We create student learning and opportunity by: providing more course sections when needed, actively seek instructors who are qualified, resonate with students, remain dedicated to maximum student learning, and tailor our guidance and advice to student success during their time on campus and transition to the world of work. We want and devote our resources to ensure our students are prepared to enter the careers they choose!

4.B.4. *THE INSTITUTION'S PROCESSES AND METHODOLOGIES TO ASSESS STUDENT LEARNING REFLECT GOOD PRACTICE, INCLUDING THE SUBSTANTIAL PARTICIPATION OF FACULTY AND OTHER INSTRUCTIONAL STAFF MEMBERS.*

For example, in spring 2010, assessment was conducted for courses in CSA150 Computer Fundamentals and it was determined that competencies and course objectives had to be realigned with both the online and live classroom instruction to reflect the requirements set by the New Mexico Collegiate Business Articulation Consortium. In 2011, assessment was conducted on SPCH111 Public Speaking in which learning outcomes were developed to align

with New Mexico Higher Education Department – Area I: Communication Competencies. In fall 2012, assessment was conducted in the Media Arts Program course MMC135 Introduction to Digital Film Making. The results to improve student learning included: more technically related activities with focus on deeper knowledge of tools, more oral presentations to focus on microphones and camera parts and functions, incorporate more technically based assessment (quizzes and tests), and add more demonstration based assignments during class.

In addition, LCC is part of the New Mexico Assessment Task Force with the goal of assessing student learning outcomes in the General Education Common Core. LCC is responsible for the continuous assessment of General Education learning outcomes in each of the five areas: Communications, Mathematics, Laboratory Science, Social/Behavioral Sciences, and Humanities & Fine Arts. Each year, through the Departments of Humanities and STEM, specific General Education courses are assessed in collaboration with other institutions of higher learning in New Mexico. The Core competencies reports include: competencies being measured, assessment procedures, assessment results, and the use of data to enhance student learning.

New student orientation, July, 22, 2013 Volume 6, Issue 27

4.C.   *THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO RETENTION, PERSISTENCE, AND COMPLETION RATES IN ITS DEGREE AND CERTIFICATE PROGRAMS.*

4.C.1.   *THE INSTITUTION HAS DEFINED GOALS FOR STUDENT RETENTION, PERSISTENCE, AND COMPLETION THAT ARE AMBITIOUS BUT ATTAINABLE AND APPROPRIATE TO ITS MISSION, STUDENT POPULATIONS, AND EDUCATIONAL OFFERINGS.*

Throughout the years, LCC has implemented specific strategies to improve its retention, persistence and completion rates. Most of the strategies are traditional approaches similar to other institutions of higher learning that range from classrooms that provide conducive learning environments to tutoring labs as well as co-curricular activities. The following is a list of past and current strategies to improve retention, persistence and completion rates at LCC:

Strategies to Improve Retention, Persistence & Completion Rates (Examples)

Tutoring Services	ACE Lab in STEM and Tutoring Lab in ACCESS Center
Support Services	Title V and Youth Grant
Co-Curricular	Phi Theta Kappa Honor Society
Co-Curricular	SkillsUSA
Academics	Graduation Thresholds per Department
Student Engagement	Clubs and Student Government
Support Services	ACCESS Center
Support Services	STEM TTJP, PASS & NSF Grants
Academics	Student Learning Outcomes Assessment (SLOA)
Support Services	Online Student Support Services
Academics	Human Development Course
Progressive Advisement	Planned courses in Fall/Spring rotation

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In 2011, LCC realigned approximately 80% of its associate degree programs for the 2012-2015 Catalog, based on student concerns regarding course cancellations, minimal course offerings in degree requirements per semester, and transferability of credits to universities. The realignment included the requirement of 36 credit hours of transfer Core, and the realignment of program requirements to support a two-year time frame for students completing an associate degree. Not only did the changes in degree requirements promote course flexibility for student success, it allowed LCC to maximize transferability of credits in accordance of state law (Chapter 21, Article 1B NMSA 1978) that guarantees transfer of completed core courses between New Mexico postsecondary public institutions.

Moreover, all certificate programs were aligned to associate degrees to give students a direct pathway to continue their education. The Allied Health Certificate was also revised to give students an alternative from Nursing, and a General Studies degree was added as an alternative for students who could not complete a traditional degree or to meet their specific educational needs.

To further promote retention, persistence and completion rates, LCC established, for the first time, student graduation quotas per academic department. In 2010, the graduation quota was set to fifteen graduates or more per academic department for the academic year (fall, spring, and summer). Today, the quota is twenty or more students per academic department.

LCC goal for retention, persistence and completion:

In 2012, through Phi Theta Kappa Honors Society, faculty members Ms. Cindy Armijo and Dr. Twila Quintana introduced LCC to the C4 Community College Completion Corps. Through this initiative, LCC established the following goal to assist LCC with retention, persistence and completion:

LCC is committed to promoting the ongoing development and implementation of policies and best practices that increase student completion rates by 25% in six years.

2012 LCC Phi Theta Kappa, April 10, 2012 Volume 5, Issue 14

The following report shows the yearly graduation rates for the Institution.

Yearly Graduation Rates – (totals)

The goal is ambitious but attainable and is aligned with the completion initiatives of Phi Theta Kappa, American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT).

4.C.2. *THE INSTITUTION COLLECTS AND ANALYZES INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF ITS PROGRAMS.*

LCC collects and analyzes data on student retention, persistence and completion rates. Every year, before graduation, the Office of the Registrar provides data on graduation rates for the six academic departments: Allied Health, Humanities, Vocational, STEM, Business and Education. Graduation rates are calculated based on the academic year and the data is used to assist departments with advisement, and program effectiveness.

The following graph depicts the graduation rates per department.

Graduation Rates by Department – Degree/Certificate Students

Figure 4.C.2-1

Graduation Trend by Department

	2007-2008	2008-2009	2009-2010	2010-2011
Business	22	26	20	16
Education	23	11	11	15
Health	86	54	62	45
Humanties	28	15	17	33
SMET	7	4	11	9
Vocational	18	12	21	27
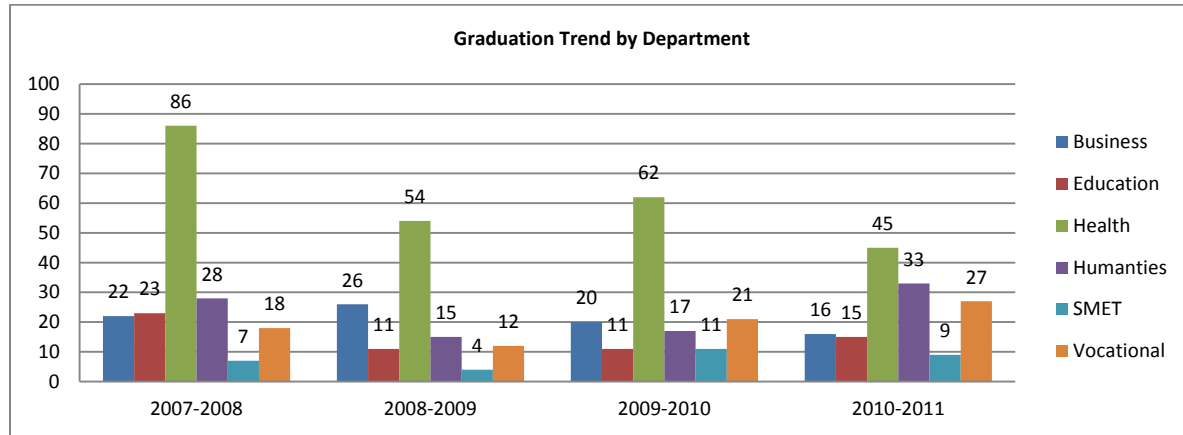
In addition, the Office of the Registrar produces weekly student withdrawal reports per semester. These reports aid in the identification of barriers to students which in turn provides the institution with intervention options for students who experience hardship or difficulties. In addition, the reports help academic departments track "declared" students who have withdrawn from school or from a specific course and provide academic, financial, or community resource counseling. The director or faculty member will contact the student to determine: confirmation of withdrawal status, reinstate the student into the course(s), or refer the student to support services. The flow chart below depicts the process for weekly withdrawals. Luna Community College is a member of the New Mexico Independent Community Colleges (NMICC). The organization was formed in 2006 to support the mission of independent-governed community colleges in New Mexico. Every year, LCC participates in the annual reporting to include general information about NMICC institutions and the students and communities they serve. For example, the 2011 annual report provide information on performance indicators such as: percent of students taking nine or more credits on entry who are successful after three years, percent of graduates placed in jobs in New Mexico, percent of programs having stable of increasing enrollments, student persistence, percent of graduates placed in jobs or continuing education in New Mexico and graduation rates.

Figure 4.C.2-2

Weekly Withdrawal Report for Declared Majors

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Registrar Submits  ──►  VP for  ──►  Academic
Report                   Instruction    Director
                                        Satellite
                                        Directors
                                           │
                                           ▼
Reinstate Student  ◄──  Student  ──►  Confirm Withdrawal
                                           │        Status
                                           ▼
                                    Refer Student to
                                    Support Services
```
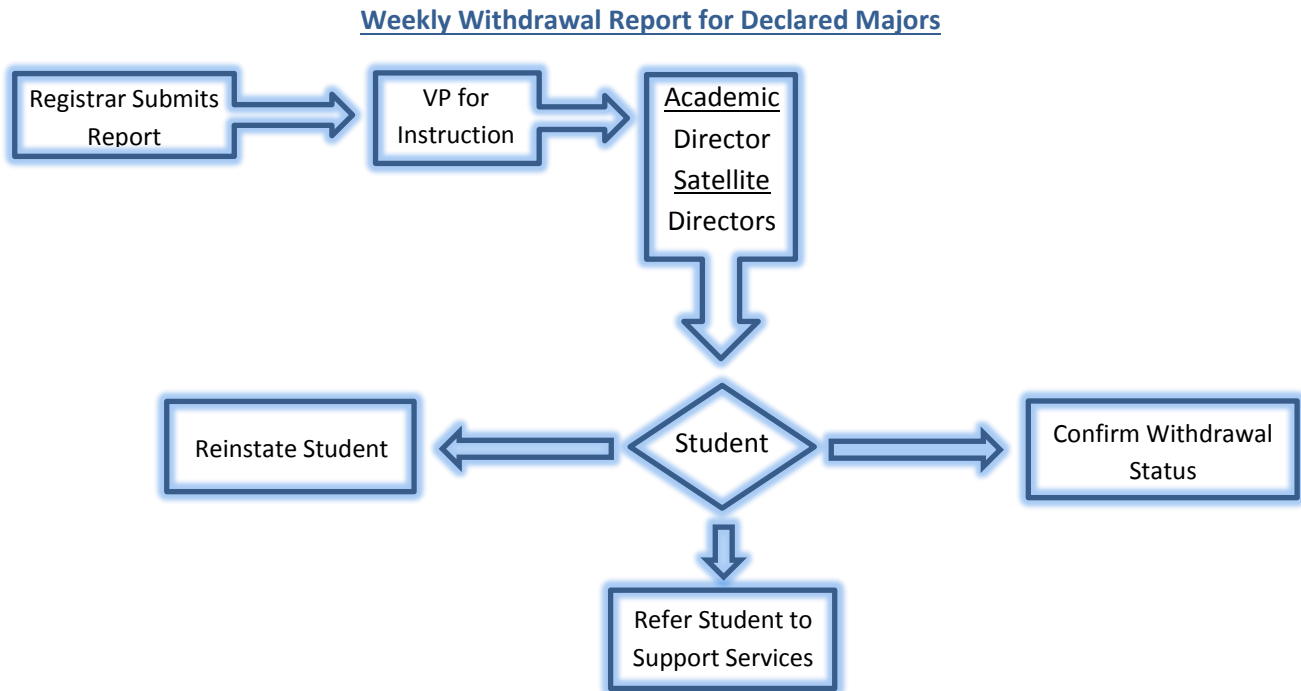
4.C.3. *THE INSTITUTION USES INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF PROGRAMS TO MAKE IMPROVEMENTS AS WARRANTED BY THE DATA.*

To make improvements, Luna Community College uses a variety of data on student retention, persistence and graduation rates. For example, the Office of the Registrar will provide graduations rates per academic year, enrollment trends, grade distribution per course, and per semester declared majors. The Institutional Research (IR) Director will also provide specific data on persistence and retention. In addition, annual reports submitted to New Mexico Independent Community Colleges are used as a benchmark for evaluating institutional performance.

4.C.4. *THE INSTITUTION'S PROCESSES AND METHODOLOGIES FOR COLLECTING AND ANALYZING INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF PROGRAMS REFLECT GOOD PRACTICE. (INSTITUTIONS ARE NOT REQUIRED TO USE IPEDS DEFINITIONS IN THEIR MEASURES THAT ARE SUITABLE TO THEIR STUDENT POPULATIONS, BUT INSTITUTIONS ARE ACCOUNTABLE FOR THE VALIDITY OF THEIR MEASURES).*

A significant portion of the data is collected through the Integrated Postsecondary Education Data System (IPEDS). Additional data is collected through departmental and program student satisfaction surveys; director and faculty semester assessment reporting and data disaggregation; and, administrative executive team weekly meetings and regular Leadership

Advisory Team (LAT) meetings to discuss and analyze data necessary for student retention and completion, program currency and relevancy, and strategies to meet program needs that motivate students to remain in their courses and programs of study. Furthermore, LCC's processes and methodologies for collecting and analyzing information through the New Mexico Independent Community Colleges is based on ten performance indicators.

Table 4.C.4 NMICC Ten Performance Indicators						
	FY11 Actual	**FY12 Actual**	**FY13 Target**	**FY13 Actual**	**FY14 Target**	**FY15 Target**
1. Percent of students taking nine or more credits on entry who are successful after three years						
Luna Community College	44.2%	55.4%	63.0%	65.9%	65.0%	70.0%
2. Percent of Graduates Placed in Jobs in New Mexico						
Luna Community College	82.7%	76.6%	80.0%	73.5%	80.0%	80.0%
3. Percent Minority of Total Student Enrollment (Most Divergent Population = White)						
Luna Community College	15.4%	15.5%	16.0%	16.6%	18.0%	17.0%
4. Percent Minority of Total Graduates (Most Divergent Population = Male)						
Luna Community College	23.5%	10.3%	25.0%	12.1%	20.0%	20.0%
5. Number of Students Enrolled in Selected Programs Serving the Community (AHEC)						
Luna Community College	3,474	4,994	3,600	2,954	4,000	3,600
6. Number of Students Enrolled in Selected Programs Serving the Community (SBDC)						
Luna Community College	240	199	350	160	250	250
7. Percent of Programs Having Stable or Increasing Enrollments						
Luna Community College	61.9%	52.8%	70.0%	46.2%	65.0%	65.0%
8. Student persistence						
Luna Community College	73.3%	69.9%	NA	78.8%	NA	79.0%
9. Percent of Graduates Placed in Jobs or Continuing Education						
Luna Community College	93.3%	92.6%	95.0%	92.2%	97.0%	95.0%
10. Graduation rate						
Luna Community College	14.6%	19.9%	25.0%	16.9%	25.0%	20.0%
Source: NM Independent Community Colleges (NMICC).						

Furthermore, LCC's processes and methodologies for collecting and analyzing information through New Mexico Independent Community Colleges is based on ten performance indicators.

Conclusion

Luna Community College advocates for a lifelong learning process by emphasizing its academic rigor, sustaining a strong educational support system for students and faculty, and encouraging student retention and completion. The array of course and program offerings are structured so students maximize their time in class and preparation for completion which leads to further education, meaningful employment or entrance into the military. LCC's course and program offerings are also structured to effectively provide a core of essential subjects that provide the bridge so students have options and may pursue a myriad of educational interests that will lead to success.

Strengths

- Student Learning Outcomes Assessment (SLOA).
- Alignment of certificate programs to associate degrees, programs advisors and academic rigor.

Opportunities

- Improve professional development initiatives for all LCC employees

Future Plans

- Seek additional resources that can be applied to expand professional development that contributes directly to degree and pertinent training support.

Criterion Five: Resources, Planning, and Institutional Effectiveness

Introduction

THE INSTITUTION'S RESOURCES, STRUCTURES, AND PROCESSES ARE SUFFICIENT TO FULFILL ITS MISSION, IMPROVE THE QUALITY OF ITS EDUCATIONAL OFFERINGS, AND RESPOND TO FUTURE CHALLENGES AND OPPORTUNITIES. THE INSTITUTION PLANS FOR THE FUTURE.

"Creating Opportunities for You" is the inspiration behind how the college decides how to allocate resources, goals and ensure the institution is effective. The focal point for the structure and process of resource assessment and efficient use thereof is the student while creating the optimum opportunity to meet the personal goals of the students. In planning for continuous improvement of educational offerings, the aim remains to expand the opportunities in learning that are responsive to current trends, anticipate global demands and are flexible to the population served. Inclusive long-range planning and data driven decisions are key to improvement and preparation to continue to be responsive and responsible to our students and other stakeholders.

Luna Community College has built tradition, commitment, and progress into its institutional effectiveness and reputation. It has done so by effective planning and advocating for resources from federal, state, and local entities. LCC has traditionally received strong support from its legislative delegation to bolster the resources necessary to improve operations, programs, facilities, and equipment.

The investment in LCC has been supported by local taxpayers, program evaluators, students, faculty, staff, alumni and legislators. The institutions success is evidenced by the progress and growth of all aspects of college development from facilities and infrastructure to programs and extra-curricular activities. The emphasis is on strategic planning, dedication to the institution's mission, and being professionally assertive and innovative to secure needed funding.

5.A. *THE INSTITUTION'S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.*

5.A.1. *THE INSTITUTION HAS THE FISCAL AND HUMAN RESOURCES AND PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE SUFFICIENT TO SUPPORT ITS OPERATIONS WHEREVER AND HOWEVER PROGRAMS ARE DELIVERED.*

Luna Community College allocates its budget based upon its strategic plan. Facilities and technological infrastructure have been a significant part of LCC's efforts to organize its resources for the improvement of student learning. Funding from grants has played an important role supporting the quality of our educational programs. The college is dedicated to student's financial support to provide them a quality education and related support services.

Luna Community College is an equal opportunity employer that provides compensation, benefits, and professional development opportunities for all employees.

The New Mexico State Legislature conducts interim committee hearings each year to take testimony from college leaders regarding the operations and educational and related needs of their institutions.   Then, during an annual legislative session, a budget, according to conservative revenue estimates is considered and approved.   Once signed into law by the Governor, we are notified by the higher education department of our approved budget.

Then, faculty, support personnel, and administrative staff work together to determine annual departmental budgets. Faculty and support personnel are asked to submit a needs assessment list to administrative directors which goes through a review by them. The budget is based on the needs of overall campus operations, each academic and vocational program, and student and staff comfort and safety.

When the budget is approved by the President, Board of Trustees and Higher Education Department, the Chief Financial Officer (CFO) then distributes approved budgets to each program based on needs for instruction, teaching materials, consumables, equipment, license fees, and professional development.

Effective use of our resources is an essential part of continuing our success at Luna Community College. We continue to improve our departments for the success of our students.

Technology

Luna Community College's Information Technology Services provides service to Students, Faculty, and Staff at the Main Campus, and its Satellite and site locations. This service consists of workstation installations and support, software installations and support, and other network services.

LCC has eleven (11) primary buildings that are currently connected to the main infrastructure. Three others will be tied to in the future and will complete the Main Campus backbone. Internet service is provided to the Main Campus by a 100 Megabyte QMOE connection from Albuquerque to Las Vegas. This is the primary feed to the Internet for the Main Campus and the supported Satellites and sites.

LCC's Satellites and sites are connected through Point-to-Point 1.5M connections from the Main Campus to each Satellite and site locations. Springer and Pecos High School each have one connection, and Mora and Santa Rosa have two connections providing a maximum total of 3 Megs of connection speed.

The following buildings have student technology access:

- Health Occupations Building – 4 Student Lab/Access areas
- Media Arts Building – 1 Student Lab/Access area
- Education/Preschool Building – 1 Student Lab/Access area
- Business Studies Building – 4 Student Lab/Access areas
- Student Services Building – 1 Student Lab/Access areas and 1 Faculty Training Center
- Learning Resource Center – General computer access area (Public and Student)
- Humanities Building – 1 Student Lab/Access Area
- Technologies Building – 4 Student Lab/Access Area
- Administration Building – 1 Student Access area (Financial Assistance Office)
- Springer Satellite – 2 Student Lab/Access areas
- Santa Rosa Satellite – 2 Student Lab/Access areas
- Mora Extension – 1 Student Lab/Access area and 1 General Public Access area
- Pecos High School – 1 Student Lab/Access area

Commercially available software packages are mostly used for faculty and staff across campus for operation and instruction. The IT department oversees the implementation and operations/scheduling of the ITV services. There are several ITV locations located within the Main Campus and several that service the outlying satellites and sites. Distance Learning operations and support are conducted outside of the IT Services Department.

Evidence 5.A.1.

1. Luna Community College Operating Budget
2. GO Bond buildings and renovations
3. Inventory
   a. Campus Wide Computers
   b. Title V Labs
   c. Mora, Santa Rosa, Pecos, Springer, Raton
4. Luna Community College Faculty Handbook
5. IT Band width
6. LCC Audits

5.A.2. *THE INSTITUTION'S RESOURCE ALLOCATION PROCESS ENSURES THAT ITS EDUCATIONAL PURPOSES ARE NOT ADVERSELY AFFECTED BY ELECTIVE RESOURCE ALLOCATIONS TO OTHER AREAS OR DISBURSEMENT OF REVENUE TO A SUPERORDINATE ENTITY.*

LCC's educational purposes are adequately funded, and the college does not allocate resources to non-educational purposes to the detriment of its academic objectives. LCC budgets its programs in accordance with provisions in the college's strategic plan, and funds are allocated

to existing programs in response to objectives developed by departments throughout the college.

Resource allocation is driven by the department needs and students' needs assessments. There are no elective resource allocations to other areas as budget adjustments are authorized by each department director and focus on student needs. Directors request an operating budget based on needs of each program with justification. Directors request budget input from faculty, and after review and curriculum alignment, the budget is presented first to the CFO, President, and then for approval by the Board of Trustees.

Evidence 5.A.2.

1. Luna Community Colleges Operating Budget
2. LCC Strategic Plan 2008-2015

5.A.3. *THE GOALS INCORPORATED INTO MISSION STATEMENTS OR ELABORATIONS OF MISSION STATEMENTS ARE REALISTIC IN LIGHT OF THE INSTITUTION'S ORGANIZATION, RESOURCES, AND OPPORTUNITIES.*

Planning processes are a major factor in ensuring that the college is keeping in line with the mission documents. The operational plan, both short and long term planning, come from the mission statements and strategic plan to the program course goals. One of LCC's priorities is to align goals with the mission. Planning sessions are often influenced by external factors and resulting problem solving and changes occur to refine student centered operations. Strategic planning is dependent upon the budgeting process as evidenced by annually submitted departmental budgets.

2011 Building Technology class Sept. 19, 2011 Volume 4, Issue 36

Evidence 5.A.3.

1. Mission Statement
2. Strategic Plan – Current
3. Faculty Handbook
4. In-Service documentation
5. Faculty Senate minutes
6. Assessment documents
7. Program curriculum
8. Current school newspaper – Luna Light

5.A.4. *The institution's staff in all areas are appropriately qualified and trained.*

Luna Community College's hiring process requires minimum qualifications for all positions, and background and reference checks are performed for all new hires. An expanded search is conducted for all faculty and other key positions. The vast majority of faculty hold Master's or terminal degrees, and many have years of experience in their disciplines. Once employed, faculty, professional staff, and other personnel have a variety of training options available.

Luna Community College (LCC) offers professional development opportunities for Regular Full-time employees. This is provided to build skills, sharpen skills, and meet on-the-job requirements, thereby improving employee proficiency to effectively perform their mission.

Evidence 5.A.4.

1. Staff Qualification and Education Spreadsheet
2. Staff Degree List
3. Professional Development Program

5.A.5. *The institution has a well-developed process in place for budgeting and for monitoring expense.*

The office of Finance and Administration has a well-developed and effective budgeting and monitoring process in place. The foundation of the budget is a balance of available revenue, strategic planning, and the student-driven needs of each department. Individual Directors determine the needs of their respective departments and present those needs during budget hearings. The basis for the budget level is performance based. Instructional Directors consider student enrollment, graduates and program review to determine the specific needs for the department. The college operates on a tight budget necessitating budgeting at a specific level of detail.

Budgeting

During the spring of the preceding fiscal year, the Higher Education Department (HED) issues the annual Running Institutional Finance Schedule for the upcoming fiscal year. The schedule includes the submission deadlines and reporting requirements related to budgeting and monitoring.

The Finance and Administration Department issues a notice to all departments regarding the upcoming budget hearings. The overview of the budgeting process summarizes the entire process.

While budget mangers have flexibility throughout the year to make necessary budget adjustments, at mid-year the budget adjustment Hearings are scheduled. All managers take a final look at their budget balances and consider the department's needs to year end. Final budget adjustments are submitted shortly thereafter.

Monitoring Expense

All budget managers and assistants are trained in the requisitioning process (RP). The RP Training takes place as new staff is hired. The detailed process is covered during training, and the Purchasing Director conducts individual training as needed throughout the year. Each budget manager has real-time on-line access to their respective budgets via the college's information management system (CARs) and Budget Review. Instances where the manager has overlooked an insufficient budget are noted with an e-mail requesting the matter be addressed before a Purchase Order (PO) is issued.

Purchase orders are issued by the Purchasing Director after verifying: budget availability, proper codes, sufficient budget, and assessment of expenditure meeting the three prong test of reasonable, allowable, and necessary. While the manager has primary judgment and departmental driven need for expenditure, each organization level of approval makes further reviews.

The flow of document approval is: RP is initiated and approved by the department director, then the Chief Finance Officer (CFO), then the Purchasing Director.

The Board of Trustees (BOT) reviews a Monthly Report presented by the CFO at a work session. The reports compare current year to prior year by percent of budget and shows current year dollar amount of revenue and expenditures. The BOT's are also provided a system generated Revenue and Expenditure Summary Report showing that data and a Transaction Report detailing each payment made for that month.

The Office of Finance and Administration also submits for the BOT's approval a Quarterly Report. The HED required report compares budget to actual and current year to prior year along with a cash flow statement.

The Annual Audit encompasses the narrative above along with a myriad of other tests and assurances. Luna Community College has for the past ten years received an Unqualified Opinion on its audits.

Evidence 5.A.5.

1. HED finance Schedule
2. Budget Hearings Schedule
3. Budgeting Process Overview
4. BAR Hearings Schedule
5. Requisition Training and Process
6. Budget Review
7. Insufficient budget process E-mail
8. PO process / Document Approval
9. Monthly reports to Board of Trustees
10. Revenue and Expenditure Summary Report
11. Transaction Reports
12. Quarterly reports to Higher Education
13. LCC Audits

5.B. *THE INSTITUTION'S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.*

5.B.1. *THE INSTITUTION HAS AND EMPLOYS POLICIES AND PROCEDURES TO ENGAGE ITS INTERNAL CONSTITUENTS – INCLUDING ITS GOVERNING BOARD, ADMINISTRATION, FACULTY, STAFF, AND STUDENTS – IN THE INSTITUTION'S GOVERNANCE.*

Policies and procedures are a vital part of Institutional management because they prevent each employee from having to reinvent the wheel, and they provide a standard against which individual performance can be judged. Keeping all policies and procedures in written form improves the chances that they will be fairly and impartially applied to every employee at the college.

Evidence 5.B.1.

1. Fiscal policy includes: Travel and Procurement
2. PDP policy
3. BOT policy

4. Information Technology policy
5. Faculty Guidelines
6. Student Government Bylaws
7. Faculty Senate Bylaws
8. Athletic Handbook
9. Employee Handbook
10. Nursing Handbook
11. Organizational Charts
12. HR Policy
13. GED Policy
14. Academic Guidelines
15. Financial Aid Policies
16. Student Handbook
17. Sexual Harassment policy

5.B.2. *THE GOVERNING BOARD IS KNOWLEDGEABLE ABOUT THE INSTITUTION; IT PROVIDES OVERSIGHT FOR THE INSTITUTION'S FINANCIAL AND ACADEMIC POLICIES AND PRACTICES AND MEETS ITS LEGAL AND FIDUCIARY RESPONSIBILITIES.*

The seven member board serving in staggered six year terms attends onsite and offsite Board of Trustee trainings in varied forms. There are specialty workshops and informational retreats for board members, Quality New Mexico training for trustees, presentations by the college's legal counsel, and numerous work sessions by college staff. The Board of Trustees provides oversight of the institution's financial policies and practices by representation on the Finance Committee which is also the audit committee, and offers input to all new and policy changes that are then acted upon by the entire board.

The power point presentation on Legal and Policy Training provided by the school attorney on May 2, 2013 is evidence of this sub-component. During that two hour session, the school attorney outlined the policy and good practices for the Board of Trustees which are in the best interest of the college and minimizes cause for litigation.

Evidence 5.B.2.

1. Board of Trustees legal training on 5-2-13
2. Fiscal training on 4-20-13
3. Policy changes are reviewed and approved by BOT -PDSA
4. Latest policy change -Mileage Reimbursement Rate
5. E-mail notification of Mileage change to everyone
6. Board of Trustees signs Annual Budget via cover page
7. Board of Trustees approves BARs per Agenda
8. Board of Trustees approved Quarterly Reports via Certification Letter
9. Audit committee – exit conference

5.B.3. *THE INSTITUTION ENABLES THE INVOLVEMENT OF ITS ADMINISTRATION, FACULTY, STAFF, AND STUDENTS IN SETTING ACADEMIC REQUIREMENTS, POLICY, AND PROCESSES THROUGH EFFECTIVE STRUCTURES FOR CONTRIBUTION AND COLLABORATIVE EFFORT.*

Luna Community College enables involvement through Student Learning Outcomes & Assessment (SLOA), Leadership Advisory Team (LAT), staff development, Board of Trustee meetings, strategic planning, goals and objectives through Human Resources, staff evaluations, and how we evaluate staff and faculty. All policies are accessible through the LCC Board of Trustees policies and procedures, college catalog, faculty and student handbooks and website.

Student Learning Outcomes & Assessment Report

The Student Learning Outcomes & Assessment (SLOA) committee developed an infrastructure which implanted effective teaching and learning strategies. SLOA focuses on student learning outcomes and methods to measure those outcomes. Every semester, faculty are randomly selected to participate in SLOA (Student Learning Outcomes Assessment) presentations where they present learning outcomes, assessment tools, data and how the data made a difference in student learning to a committee of fellow faculty members(adjunct and full-time faculty). The report is assessed by the Dean in areas needing improvement.

Lead Advisory Team

The Leadership Advisory Team (LAT) is made up of administration and directors who offer their input, ideas, and expert advice. This is important to the success of Luna Community College and meeting the students and communities' needs and expectations. The Leadership Advisory Team meets twice a month.

Staff and Professional Development

Staff development (PDP), Luna Community College (LCC) offers professional staff development (PDP) opportunities for Regular Full-time employees. Whether employees want to sharpen the skills they have or meet on-the-job requirements, thereby improving efficacy as employees of the College and ultimately the ability of the College to effectively perform its mission, the PDP can help them meet faculty and staff goals. Funding to faculty and staff professional development is available to all employees.

Board of Trustees

Luna Community College Board of Trustees serve as a policy making board. Example: Mileage Reimbursement change...refer to C5.B2.4

Faculty Senate

The Faculty Senate is the representative body of Luna Community College's faculty on all matters pertaining to the educational interests of the college, and all educational matters that concern the faculty of the college. In addition, the senate is recognized by the college as an advisory and consultative body to the President on all matters that may affect the attainment of the college's educational objectives. Effective Fall 2013, a representative of the PDP committee will be an active committee member of the faculty senate.

Student Government

Student Government's purpose is to represent the student body of Luna Community College; to encourage cooperation and communication between the students, faculty, administration, board members and all campus organizations; to provide a forum for student expression and the exchange of student-faculty views; to enhance the quality of student life at LCC; to encourage educational retention and aid in the achievement of educational goals; and to represent LCC through word and deed which reflect well upon the college and the students represented.

Strategic Plan

The purpose of our three-five year strategic plan is to provide direction in making decisions on allocating resources to pursue this strategy in order to determine the direction of Luna Community College, and to understand its current position and the possible avenues through which it can pursue a particular course of action. For example, Springer satellite prepares their own strategic plan and is contributed to LCCs strategic plan as a whole.

Goals and Objectives

Goals and Objectives are a part of the evaluation process, full time employees are required to provide their goal and objectives for the betterment of themselves and Luna Community College. The goal setting consists of 3 parts: 3 month, 6 month, and annual goals.

Staff Evaluations

Luna Community College performs employee evaluations where directors assess and review all full-time, faculty, and adjunct faculty's job performances. Luna Community College has an employee self-evaluation and evaluation system where employees are evaluated yearly. The purpose of employee evaluations is to help remind workers what is expected of them in the workplace, and provide employers with information to use when making employment decisions, such as promotions, pay raises, and layoffs. Once evaluations are completed,

directors then provide the president with an employee renewal recommendation request for rehire.

Policies

Luna Community College has various means which layout policies and procedures that the college follows and enforces.

2012 Piñon Application/Quality New Mexico

Luna Community College was one of five entities and the only institution of higher learning to receive a Piñon Performance Excellent Award through Quality New Mexico. Quality New Mexico is a nonprofit organization that engages in activities which seek to educate New Mexicans about quality and encourage and reward quality in business, education and other sectors. Since 1994 the New Mexico Performance Excellence Awards Program has recognized businesses and organizations on their "Path to Performance Excellence". The "Path" is a formal improvement journey for any sector organization. The Program provides New Mexico with three levels of organizational assessment, written feedback with strengths and opportunities for continued improvement, and public recognition. By earning the Piñon Award, Luna Community College demonstrated that it is in the beginning stages of identifying and using systematic processes and collecting data to reflect early results in areas of most importance. In addition, Luna community College has described its approaches for and deployment of it key operational processes. It has also identified its evaluation and improvement activities or processes, and has shown coordination among organizational college units. Quality New Mexico's mission is to drive performance excellence in New Mexico organizations by providing role models, tools, knowledge, learning experiences and best practices.

Evidence 5.B.3.

1. Student Learning Outcomes & Assessment Reports (Fall 2012 and Spring 2013)
2. Lead Advisory Team Agenda and Minutes (April 29, 2013)
3. Board of Trustee Meeting Agenda and Minutes
4. Strategic Plan – All Departments
5. Goals and Objectives Form
6. Staff Evaluations (Self and Supervisor for Faculty and Staff)
7. Luna Community College – 2012 Piñon Application and Luna Light

5.C.   *THE INSTITUTION ENGAGES IN SYSTEMIC AND INTEGRATED PLANNING.*

5.C.1.   *THE INSTITUTION ALLOCATES ITS RESOURCES IN ALIGNMENT WITH ITS MISSION AND PRIORITIES.*

Luna Community College aligns all activities with its mission to ensure quality, and strategic responses to a continuously changing environment. Budgeting is a central function in all

planning activities and Luna Community College exerts fiscal responsibility for success. All actions regarding planning and spending are derived from the College's mission.

The Planning Process

The Strategic Plan provides the focus that will guide the Institution in fulfilling the vision. Strategic goals are intended to reflect what the institution is doing and where it will be in the future. The planning process evolves from the mission and results in establishing long-range institutional goals that provide focus and direction for future growth.

Master Strategic Plan

The master strategic plan has been in place for the past six years. During this period, despite the nature of the downturn in the economy, and revenue clawbacks from the State of New Mexico, focusing on our mission of serving students, and decision makers meeting on a regular basis to ensure our budget and revenues are aligned with meeting the educational needs of our student population, we have progressed and advanced our programs and courses to a level where students are being well-prepared to enter the job market.

Budgets

Each department sets up their own BAR (Budget Adjustment Request) to ensure financial stability. For Example, the Title V Director and the Fiscal office ensure that federal funds do not supplant institutional resources. A monthly draw down is reported to the GS. Along with the reporting, a BAR is completed as needed for further details.

Faculty/Staff Handbook

The Human Resources Department has made available on the institutional website, "Human Resources Documentation", which is a handbook for protocol at Luna Community College.

Title V Policies/Procedure Manual

The Title V program is required to compile a Policies/Procedures manual for the duration of the grant. It ensures procedures for effective and efficient project implementation that will maintain comprehensive records. This entails staff responsibilities, lines of authority, and specific job descriptions for all staff, samples of required forms, reporting procedures and timelines. The sub categories include:

   a. Title V Staff weekly meetings with meeting sign in and agenda
   b. Time and Effort reports
   c. Inventory
   d. Monthly Progress Reports
   e. Quarterly Summary

    f.   Annual Performance Reports and IPR reports
    g.   Fiscal and Accounting

Technology

Luna Community College has computer labs throughout campus. Title V funded a student computer lab located at student services on the main campus. The Springer site and Mora and Santa Rosa satellite campuses were also provided with computer labs and security systems for students enrolled in online courses. At the Pecos High School, a computer lab was provided there as well.

A Recording Studio is on main campus for faculty to use as an instructional tool. State of the art equipment is utilized for faculty recording their lectures for online learning.

Online courses are now offered at Luna Community College for students taking courses from home or from a computer lab. Scanners, printers and smart boards are in each lab along with a security monitoring system.

Online Student Services are now a reality at Luna Community College in which students can register online, make payments online, process financial aid online, and receive tutoring online for both general courses and nursing.

The Pathways website now offers all of the online services for students. The remote desktop system is also available for students to access all the computer resources available on campus or anywhere. Online freshman orientation was developed to provide off site students with the same information as students that are able to attend live orientation. The web page contains documents, videos and web links for resumes, interviewing techniques and a job search engine.

PLATO is supplemental online instruction. Students are able to gain knowledge in specific areas to obtain competencies that are required to begin course work. Students who used the program achieved a higher grade point average (GPA).

Blackboard learning management system was paid for by Title V for the delivery of online courses. Faculty members were trained and are still being trained to deliver courses. WIMBA, a web conferencing tool with audio, is also used by faculty and students to complete their online courses.

Jenzabar CX (CARS) system is management software used campus wide including satellite campuses, for student information payroll, registration, financial aid, and requisitions.

ITV (Interactive Technical Video) allows students at various sites to interact with their instructor and fellow students at different locations. The class delivery is audio and video as per Internet

connections. Students and the Instructor appear on a TV screen and instruction is utilized through this mode of communication.

Simulation Lab at Luna Community College is equipped with 6 stations to include beds, computer monitors, Simpads, and other medical equipment for students' meeting their clinical requirements. A SimLab Supervisor oversees all instruction in the Simulation lab. A security monitoring system is also included.

Simulation Lab, May 24, 2013, Volume 6, issue 21

Reports

The Title V grants old and new are included as evidence for the feasibility of student success. Board of Trustees Reports, an NCA focus report that a team from Higher Learning Commission visited Luna Community College for approval of offering more online courses. Title V External Reports (Years 1-5) are also required for the performance of the program for the duration of the grant. Annual Performance Reports (APR) are completed each year in detail for all objectives and initiatives covered throughout the year and submitted to the Department of Education. Internal reports, such as monthly reports and biweekly time and effort reports are completed by all Title V staff as required by the grant. In the Title V office, students are called each semester who are taking an online class. The courtesy call is to inform students of the technical support/ HELP they have access to while logging on to Blackboard and WIMBA.

Chart 5.C.1-1

Course Outcomes

Average Grade

	Without PLATO	With PLATO
Eng 102 Summer	75.9	81.9
Eng 102 Spring	77.1	85.2
Eng 104 Spring	74.4	91.2

CRITRIION FIVE : RESOURCES ...
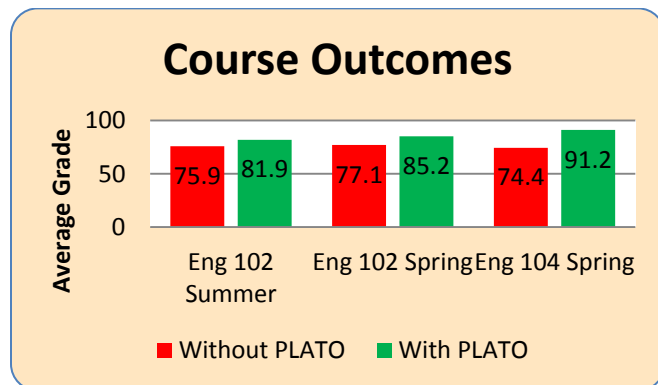
Evidence 5.C.1.

1. Mission and Vision/Goals
2. Master Strategic Plan
3. Title V Policies/Procedures Manual
4. Title V Department Reports
    a. President's Report
    b. Monthlies
    c. Bi-Weeklies
    d. Inventory
    e. Newsletters

5. Blackboard
6. PLATO
7. Computer labs
8. Recording Studio
9. Online courses
10. Jenzabar
11. ITV
12. Title V grants
13. Annual Performance Reports
14. Endowment Report
15. NCA Focus Visit report
16. Evaluation reports (Federal/External)
17. Title V Inventory
18. Student calling reports

5.C.2. *The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.*

Student Learning Outcomes & Assessment (SLOA), financial audits, external evaluations for Federal programs (Title IV and Title V), in-depth meetings with Chief Financial Officer (CFO) on budgets, and program and operational needs are all focused on student success.

Student Learning Outcomes & Assessment Report

Audits

Some of the audits conducted at Luna Community College include: HED, VA, Financial Assistance, Admissions, Dual-Credit, Others.

External Evaluation

Luna Community College/Title V completed its five (5) year "Strengthening Hispanic-Serving Institutions" project. The purpose of the project was to develop online resources to service

primarily those students who were unable to attend a traditional college setting due to geographical disparity.

Title V provided course and support services to all students, especially those who were unable to attend classes on campus.

Smart labs were created in Springer, Mora, Pecos, and Santa Rosa where students had access to instruction and services. Some of the services included: Student orientation, class registration, financial aid completion and monitoring, online account payment, career counseling, tutoring, and remote computer access.

Budget Hearings Calendar for Meetings

February – April 2014

Evidence 5.C.2.

Student Learning Outcomes (referenced 5.B.3.1)
Audit (referenced 5.A.5.13)
External Evaluation (referenced 5.C.1.15)
Budget Hearing Calendar (referenced 5.A.5.2)

5.C.3. *THE PLANNING PROCESS ENCOMPASSES THE INSTITUTION AS A WHOLE AND CONSIDERS THE PERSPECTIVES OF INTERNAL AND EXTERNAL CONSTITUENT GROUPS.*

The local communities served by Luna Community College, benefit from a variety of services the college provides. For example, LCC provides educational opportunities for acquiring certificates in the trades area. As for the business and industry, LCC satellites and the outlying areas out of Las Vegas, collaborate to improve the economic future of these areas. For life-long learning skills, LCC encourages its students, faculty and staff to work as partners in the community. In addition, LCC facilities are open to and used by local communities on a regular basis, e.g. Firefighting training, Realtors workshops, area school districts that provide in-service trainings and others. Luna Community College also houses, as partners, AHEC (*Area Health Education*), Small Business Development, Noches de Familia, and Richard Trujillo from the State Engineering office. These external departments use LCC facilities for workshops open to the community.

External

Educational Opportunities

Luna Community College offers opportunities for professionals to expand their credentials through workshops, trainings, technical certificates, CDA certification for staff working in the daycare facility on campus, and AA degrees.   Technical certificates can be offered to students

in the Trades areas for welding and electrical components. In the LCC Nursing program, students can pursue a health career acquiring an Associate's degree. In the Business Studies program, students can take classes in computer application skills in preparation for or advancement at their jobs.

The Luna Community College Foundation department offers scholarships to Luna students and have many fund-raising activities for this purpose. The Dual Credit component at Luna Community College offers High School students the opportunity to take core classes at the college as well.

Economic

Luna Community College strives to advance economic development efforts with local civic organizations as well as business and industry by meeting training needs. Civic leaders recognize and value the on-going role of what Luna can provide for local economies, one being the OPEN HOUSE held recently for the Simulation Lab. Many community leaders took part in this great endeavor, along with the Governor of New Mexico.

"Conversation with the Community" was another positive event that took place for one year at the college. Many local and state leaders presented to students, staff, faculty and community on the economic and educational endeavors providing positive feedback to everyone.

Luna Community College makes a bona fide effort to collaborate with all community organizations to inform their members of LCC educational issues.

Finally, LCC students, faculty and staff are members of local civic organizations such as Kiwanas, Lions Club, Rotary Club and others.

Life Long Learning

Every Christmas, family night is designated for parents and their children participating in giving away children's books donated by the Las Vegas Public Library. In addition, student/barbeque fun days are events that the family can participate in as well on main campus. Games, music and informational booths are part of the event. The satellites also have designated days for their students and families as well.

Professional Development is integrated each semester for staff growth in many areas in the educational component that include: Family Educational Rights and Privacy Act (FERPA) /Ethics, Sexual Harassment, Evaluation Training, Strategic Training, Quality New Mexico training and others. Professional Development training will enhance the pedagogical knowledge of the faculty and staff.

Community Education Program emphasizes LCC's commitment to the community by providing educational opportunities for all ages. Classes are scheduled throughout the school year and are offered at many off-site locations.

Continuing Education courses are offered on main campus, satellites and other locations in its service area. Courses in various disciplines are offered to upgrade job performance in a variety of occupational areas.

Community Services at Luna Community College allows nonacademic use of the college's facilities for community functions such as meetings and conferences.

Internal

Planning Process

LCC aligns all activities with its mission to ensure quality and strategic responsibilities to a continuously changing environment. The Strategic Plan provides the focus that will guide the Institution in fulfilling its vision. Strategic goals are intended to reflect what the Institution is doing and where it plans to be in the future. The planning process evolves from the mission and results in establishment of long range institutional goals that provide focus and direction for future growth.

The Luna Community College Catalog provides members of the community, faculty, staff and students what courses are required for each program of study.

During the past ten years, LCC has acquired monies from the New Mexico State Legislature and capital outlay to work on new building construction and upgrades to existing structures. Some of the refinements have included fiber optic connections to the Internet on main campus and to the off-sites as well.

Committees

Luna Community College has formed an Accreditation Committee that has teamed together to review material in preparation for the upcoming visit. In addition, Title V's Internal Evaluation Team Committee has met once a month to ensure continuity between planning and implementation, amongst faculty, staff, students and administrators. This team is structured to provide a mechanism for communication between the project and college administration and to monitor all project activities. Faculty Senate provides collaboration between the faculty and administration.

SLOA (Student Learning Outcomes Assessments) committee meets each semester to go over course assessments and review continuity amongst all academic programs. The Student Government represents the student body from Luna Community College.

The Leadership Advisory Team (LAT) meets bi-monthly with the President to review Luna Community College Initiatives.

Evidence 5.C.3.

External

1. Community Services (AHEC, Noches de Familia, Small Business Development)
2. Facility use on the Luna Community Campus
3. Dual Credit
4. Community Resource Groups (Rotary, Lions, Kiwanas, Cub Scouts, New Mexico Department of Transportation, Realtors, NM Department of Public Safety – State Police, Forestry, and other)
5. Partnerships (NMHU, School Districts, other)
6. Conversation with the Community Symposium

Internal

7. LCC Catalog (website)
8. Accreditation Committee
9. Title V IET Committee

5.C.4. *The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.*

The institution plans on the basis of a sound understating of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Enrollment

The LCC Board of Trustees has an Education Committee that analyzes Institution enrollment and demand for programs.

New Mexico Educational Opportunity Center Provides:

- Information about available grants, loans, and scholarships
- Information about technical/vocational schools, colleges and universities.
- Educational, financial, job-outlook and career advisement.
- Assistance with forms and compiling the information needed to apply for admission and financial aid.
- Referrals to support services (once students are enrolled).

NMEOC representatives are on LCC campus once a week from 9:00am to 2:00pm. This program helps students financially prepare for enrollment.

LCC Foundation – The mission of the foundation is to provide scholarships for financial assistance to more than three hundred deserving, under-served, and successful students. The foundation receives generous donations from fundraising efforts that support the future of Luna Community College Students.

Economy

The Finance Committee consists of two Luna Community College Board of Trustee members and staff that review the Institutions budget and finance in detail. Minutes and Agendas are provided.

Luna Community College Board of Trustees receives training to advise the Institution on budget and finances.

Luna Community College offers the lowest tuition in the State of New Mexico.

Luna Community College offers payment plan options that include a promissory note and a percentage down.

State Support

The IPEDS report is submitted every April for prior year enrollments, economies, and financials. This report is reviewed by federal and state Agencies.

Luna Community College, together with all Higher Education Institutions, has seen state allocation decrease for the past five years as shown on the allocations spreadsheet.

Luna Community College has adjusted to unexpected and state mandated funding clawbacks, by not replacing employees that have retired or resigned. Every department is working with their budget for the 2013 – 2014 fiscal years, as shown on NM HED HB10 Reductions.

Evidence 5.C.4.

1. Education Committee meeting minutes
2. New Mexico Educational Opportunity Center
3. LCC Foundation
4. Finance Committee meetings minutes
5. LCC Tuition rates matrix
6. LCC promissory note
7. IPEDS report
8. Allocation breakdown
9. House Bill (HB)10 reductions

5.C.5. *INSTITUTIONAL PLANNING ANTICIPATES EMERGING FACTORS, SUCH AS TECHNOLOGY, DEMOGRAPHIC SHIFTS, AND GLOBALIZATION.*

Institutional planning anticipates emerging factors pertaining to technology, demographic shifts, and globalization.

Technology

Title V – The purpose of this project is to develop online resources to primarily service students who are unable to attend a traditional college setting due to geographical disparity.

The Blackboard Training manual is located in the Distance Learning Services department.

Programmed Logic for Automatic Teaching Operations (PLATO) – Luna Community College was awarded the Title V grant 2007 - 2012; one of the activity objectives was to implement a web-based academic support system for the purpose of providing additional support to the growing number of online learning at Luna Community College. The student satisfaction report on PLATO shows what the program has done for Luna Community College students.

Smart Labs were implemented on the Luna Community College main campus and satellites to provide access to on-line courses, on-line tutoring and a location for students to accomplish homework and research. Luna Community College instructors also have the ability to teach their Distance Learning course from home and any Smart lab as well. Sign-in Sheets are used to verify lab usage.

Title V Simulations Lab – the SimLab allows training in a wide range of hospital settings to help improve learning, competencies, and student confidence. The Simulation Lab, located in the Allied Health Building, opened the end of May, 2013. Classes are scheduled to start Fall 2013 Semester.

The Pathways Website was developed to provide on-line student services. Through Pathways, students have access to admissions, are able to register for classes, make on-line payments, process financial aid, declare a change of major and take on-line orientation. Pathways helps the student to receive their information remotely, check grades, 1098 forms, and account balances.

Chart 5.C.5-1
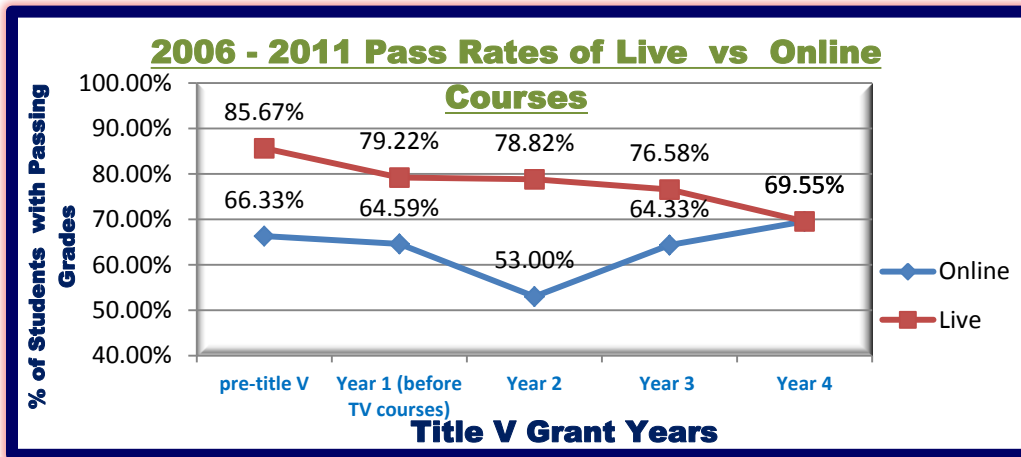
Passing rates for the year 2006-2011 show online courses are on the rise and are projected to surpass the passing rates of live courses. Course schedules of distance learning classes show an increase in online classes. The graph shows a decrease during 2008-09 with an increase beginning in 2009 and continuing to date.

Chart 5.C.5-2
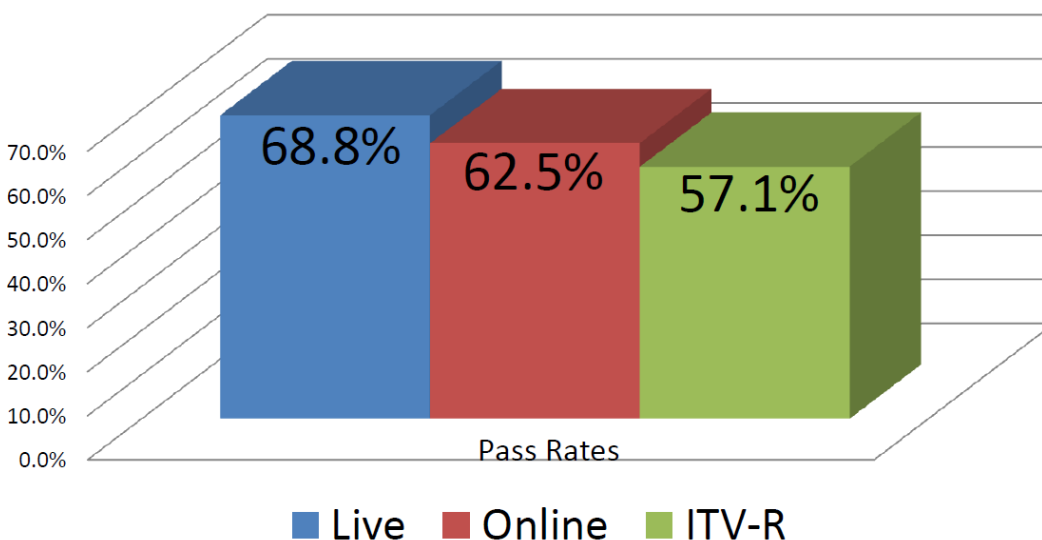
Demographic Shifts

- Four years of enrollment reports show student head count.
- Demographic Shifts in service area (Census 2000 and 2010).

- Distance Learning Services map shows statewide locations of Luna Community College students enrolled in classes.

Globalization

- Students have access to Luna Community College courses globally because of Distance Learning Services.

Evidence   5.C.5.

1. Department Brochure
2. Pathways Website - www.luna.edu
3. Simulation Lab –Title V Newsletters / Las Vegas Optic
4. Census 2000 and 2010
5. Distance Learning Services
6. Course Schedules for Distance Learning Services
7. Global student location

5.D.   *THE INSTITUTION WORKS SYSTEMICALLY TO IMPROVE ITS PERFORMANCE.*

5.D.1.   *THE INSTITUTION DEVELOPS AND DOCUMENTS ITS EVIDENCE OF PERFORMANCE IN ITS OPERATIONS.*

It is important Luna Community College has evidence available to substantiate that it meets the outlined standards and goals. Meeting all the specified performance criteria greatly assists the institution to systematically maintain and improve institutional-wide performance. Institutional effectiveness and successes are determined and assessed by quantitative and qualitative measures which are essential for data driven decision making.

Evidence   5.D.1.

1. Job Analysis –Human Resources both External and Internal
2. Salary Study; External and Internal
3. Trades Accreditation
4. Dental Accreditation
5. Nursing Accreditation
6. Course evaluations
7. Evaluation of the VP of Instruction

5.D.2.   *THE INSTITUTION LEARNS FROM ITS OPERATIONAL EXPERIENCE AND APPLIES THAT LEARNING TO IMPROVE ITS INSTITUTIONAL EFFECTIVENESS, CAPABILITIES, AND SUSTAINABILITY, OVERALL AND IN ITS COMPONENT PARTS.*

Between 2008 and 2010, the college had to absorb and respond to what has come to be known as "claw backs" of previously budgeted state revenues. The reductions totaled $591,300 in recurring funds. The college held an emergency strategic response meeting wherein a plan was outlined and implemented over the course of several years.

An area where recurring savings was conducted was in personnel. Positions were combined and absorbed by remaining staff.

The Early Childhood Education Center Rate Increase Proposal was recently developed by the Director and will take effect in FY13-14 reducing the amount the General Fund subsidizes the operations.

Periodically, the Chief Financial Officer presents the Ending Balance Projection to executive management to bring awareness of the need for continued long range planning in light of expected revenue levels and current spending budget.

Luna Community College recognized the change in culture and the increased interest in on-line learning. The FY08-13 Title V Grant focused on that initiative. On-line enrollments experienced dramatic growth, an 87% increase from 2008 to 2012.

Luna Community College serves a unique constituency; our geographic area of responsibility is widespread and sparsely populated. We have satellite and site operations in Springer, Mora, and Santa Rosa. We monitor the satellite costs and reports are documented and disseminated to the college and Board of Trustees.

Evidence 5.D.2.

1. Enrollment and Course management
2. Program review – programs eliminated and reasons
3. Claw backs
4. Budget streamlined
5. Positions eliminated or combined
6. Day Care proposed a rate increase
7. Ending Balance Projection
8. On-line Enrollment Increase
9. Satellite operations review

Conclusion

LCC's mission is clear and the motivation to succeed is evident. More programs have been developed to serve students who want to enter the workforce. Taxpayers have supported General Obligation Bonds (GOB's) to pay for needed facility improvements and equipment upgrades, and campus and region wide communication has stimulated employees to work

hand-in-hand to provide individualized student assistance. Students are appreciative they receive special attention in their quest to learn and move into society to work and reach their life's goals.

Strengths

- LCC's mission is designed to serve students and support their ultimate educational success.
- Resources are secured annually to improve programmatic offerings and physical comfort and safety to maximize student learning.
- Great strides and accomplishments have been made as a result of LCC's strategic plan.

Opportunities

- To convince students of the need to complete their programs of study and enter the workforce. Some student's leave college before completing their programs of study because of necessity, i.e. the need to work and provide for their families, social misgivings that require outside attention, and sheer economics that leave students no other alternative but to relocate to a larger community and seek employment opportunities.

Future Plans

- Strengthen our existing relationships with the residents of our service area in northeastern New Mexico to encourage them to make Luna Community College their post-secondary education center of choice.
- Strengthen relationships with federal, state and higher education officials and national organizations to communicate more broadly the value of an education at Luna Community College.

Institutional Snapshot

Student Demography Headcounts

Luna Community College serves northeastern New Mexico, a sparsely populated area with numerous small communities and villages. Convincing area residents of the need for educational relevance in their lives is a key factor to our success. Our administration, faculty, and staff provide a meaningful learning environment for youth in small high schools with limited opportunities to meeting the socialization needs of the elders of these same communities who enjoy community education classes that incorporate interactive environments where quilts are made or baked goods are prepared.

LCC serves a large geographic area, including four counties (Mora, San Miguel, Guadalupe, and Colfax) with several municipalities (Las Vegas, Santa Rosa, Raton, Mora, Springer, and several others). Headcount and student credit hours have been relatively flat over the last ten years (see table "IS-1"). There has been steady growth of online enrollments in general education core courses within LCC's most popular programs according to graduation rates: nursing, criminal justice, business administration, dental, cosmetology, general education, and teacher education.

Table IS-1

Ten-Year Headcount (for Credit)

Year	Fall	Spring	Summer
2002	1766	1694	606
2003	1958	1957	667
2004	2014	2086	745
2005	2183	2239	931
2006	2016	2052	649
2007	2113	1976	670
2008	1959	2197	783
2009	1793	1930	861
2010	2068	1973	845
2011	1916	1948	822

Competitive Changes
LCC's success is based on five (5) fundamental factors:

1. Affordability of tuition and student fees
2. Convenient locations (Las Vegas, Santa Rosa, Mora, Springer, Raton, Pecos, local high schools, and online)
3. Small class sizes

4. Program offerings
5. Dual credit/Concurrent enrollment

The key changes that will improve LCC's competitive advantage is the additional alignment of programs to maximize transferability of credits, flexibility of course offerings to improve graduation rates, the pursuit of additional specialized accreditation, and workforce development that leads to a credential.

LCC key strategic challenges include:

- The LCC service area has decreased in population, by approximately 9,000 citizens from 2000-2010 census. Enrollment decline is proportional to population declines;
- The cost of living and a college education is on the rise, and as costs rise for LCC students (current and future), including housing, transportation, books, and fees, attending college and financing college may become too burdensome for students with the greatest need;
- Ten-year enrollment numbers have been flat to slightly declining with a change to the state funding formula based on outcomes (student persistence, retention, and completion);
- The need for strong community support from the voters to seek bond approval for facility improvements and new construction.

Student Recruitment and Admissions

Luna Community College has an open admissions policy for any person who can benefit from the instructional programs offered by the College. No applicant will be denied admission on the basis of race, color, creed, age, sex, sexual preference, religion, national origin, physical handicap or marital status. However, because Luna Community College is a post-secondary institution, we have restrictions on admission for those who have not yet graduated from high school or earned a GED. If a student wishes to obtain a degree or certificate from LCC, he or she must be a high school graduate or have passed the GED test.

Financial Assistance for Students

It has long been recognized that the cost of attending institutions of higher education is greater than many families can afford. Financial assistance provides students with supplementary funds to offset these expenses. The Office of Student Financial Assistance (OSFA) provides financial assistance to students who demonstrate need in order to attend LCC. The college offers a variety of grant, scholarship, loan, and employment opportunities for its qualified students. However, LCC does not provide student assistance from its general operating funds.

Student Retention and Program Productivity

LCC efforts continue to encourage and inspire students to enroll in college, remain persistent in their approach to successfully participate in a program and courses of interest, and complete a degree or certificate that will assist them in securing a job or move on to a four year university degree. We are cognizant of the need to provide a cohesive educational environment for students so they will connect and remain connected with faculty, staff, and other students. We are constantly improving our learning and teaching environment to actively engage all participants involved in student success. We are an active college community interested in the future of the students we serve.

Faculty Demography

LCC encourages faculty diversity to provide a variety of outlooks and experiences to broaden student thinking, learning, and engagement in preparing for a career and participation in society. Our faculty demography closely coincides with our service area population. Faculty members are highly qualified and possess a wide range of teaching, employment, and life experiences. They share their real world experiences with students and teach using these experiences as practical examples applicable to subject matter taught. This resonates with students and provides them with an incentive to learn, understand the relevance of the course, and remain encouraged to complete their programs of study.

Availability of Instructional Resources and Information Technology

LCC has a vast service area with numerous small communities requiring similar educational resources as our main campus. This means our instructional resources and information technology must be efficiently and strategically utilized. The college has been fortunate because of our aggressive approach to secure Title V and special legislative funds that are used to enhance our technological and student retention and completion initiatives. Our vision, innovations, and implementation of up-to-date instructional methods have provided the viability for students living in small communities and across the globe to actively and effectively participate in our educational programs. The additional funds we have fortunately secured are used to sustain and upgrade modern instructional materials and methods.

Financial Data

LCC utilizes best practices in acquiring and expending public funds to educate students, compensate personnel, make purchases, and provide a comfortable educational setting. Our financial data serves as an immediate and long-term indicator of our college's health. The data provides us with a record of how, where, and when financial resources are spent and what the outcome of those expenditures means to the vitality and future of the institution. Because of our careful review of financial data, we were able to withstand the economic downturn of the past six years, effectively plan for the use of available resources, and sustain a level of educational services to students that prepared them for jobs.

Federal Compliance

Assignment of Credits, Program Length, and Tuition

Credits, Program Length, and Tuition

Definition of a Credit Hour: LCC operates on a semester credit hour system. Therefore, course credit offered by the college is awarded in terms of semester credit hours. Each semester hour of credit in a lecture class requires a minimum of 750 minutes of instruction per semester. Each semester hour of credit in a laboratory class requires a minimum of 1,500 minutes of instruction per semester. The credit value in semester hours for each course is indicated after the course number and title in the course description section of the catalog. Summer courses and courses meeting for a shorter or longer period of time than the traditional 16-week course may require an adjustment of instruction time to meet the minimum requirement.

Each degree program at LCC contains an integrated core of general education requirements. These include but are not limited to courses in concentration areas of communication, mathematics, lab science, social and behavioral science, humanities and fine arts. This core ensures that our graduates possess adequate literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society. Programs range in length from 62 to 73 credit hours.

Tuition rates for the academic year are assessed according to the following matrix based on the student's residency classification. Tuition and fee rates are published in each term's online schedule of classes. Program tuition differentiation is not applicable.

Table FC.1 Tuition Matrix			
Credit Hour	**NM Resident In-District**	**NM Resident Out-of-State**	**Out-of-state**	**Senior Citizens**
1	$35.00	$35.00	$35.00	$5.00
2	$70.00	$70.00	$70.00	$10.00
3	$105.00	$105.00	$105.00	$15.00
4	$140.00	$140.00	$140.00	$20.00
5	$175.00	$175.00	$175.00	$25.00
6	$210.00	$210.00	$210.00	$30.00
7	$245.00	$336.00	$637.00	See last row in related column for additional Credit Hours
8	$280.00	$384.00	$728.00	
9	$315.00	$432.00	$819.00	**Note**: Reduced tuition rates for Out-of-District and Out-of-State apply to total enrollment of six(6) credit hours or less. Full rates apply to ALL credit hours once the student enrolls for more than six (6) credit hours with the exception of Senior Citizen rates. Tuition and fee rates are subject to change without notice. Registration, lab, and other fess are not included in this chart.
10	$350.00	$480.00	$910.00	
11	$385.00	$528.00	$1,001.00	
12-18	$420.00	$576.00	$1,092.00	
Each Additional Credit Hour & Full Rates	$35.00	$48.00	$91.00	
Source: LCC Catalog				

Institutional Records of Student Complaints

Student Complaints

Grievances

Students wishing to pursue a grievance or a conflict are encouraged to resolve the issue, if possible, at the point of origin, i.e., with the affected staff or faculty member, and, it it becomes necessary, the department director. If the issue remains unsolved, the student handbook provides other steps and procedures applicable to grievance complaints. Students may pick up a grievance form from the ACCESS Center to document and track the process. If the incident involves a sexual harassment complaint involving a student and an LCC employee, the incident must be reported to the Human Resources (HR) Director. If the sexual harassment involves a student to student complaint, it must be reported to the ACCESS Center and may require intervention by the HR Director. The offender may be required to attend training regarding the issue which is coordinated by the HR Department.

Definition of a Grievance

A student grievance is a complaint regarding a school matter, problem or condition alleging that there has been a violation, misinterpretation or inequitable application of LCC policies or practices, or, applicable state, or federal law, rule or regulation.

Any student may initiate a grievance action by initiating the following procedures within fifteen (15) days of the occurrence of the event-giving rise to the complaint.

Procedures for Initiating Grievance

1. The student must attempt to informally resolve the complaint at its source of origin, i.e., with the affected person. The date this takes place will be documented by the grieving party on a grievance form which will be filed at the ACCESS Center in the event a resolution is not reached.

2. If a student is unable to resolve the complaint at its source of origin, the student has five (5) calendar days to attempt to formally resolve the complaint at the department level, by submitting a written grievance with the department director or academic director for that specific division. The department director or academic director shall render a written decision with all related supportive documentation within five (5) calendar days thereafter.

3. If the student is unable to resolve the complaint at the department level, the student must submit a written grievance to the LCC ACCESS Center director within five (5) calendar days to be attached to the grievance form which was filed when the initial meeting took place (see step 1). The ACCESS Center director will attempt to resolve the complaint within five (5) calendar days thereafter. The LCC ACCESS Center director shall render a written decision or recommendation to the appropriate vice president with all supportive documentation.

4. If the student is aggrieved by the decision or recommendation of the ACCESS Center director, the student must submit a written statement setting forth the grounds upon which the student disagrees with the decision or recommendation of the ACCESS Center director with the appropriate vice president within five (5) working days after the receipt of the decision or recommendation. The appropriate vice president shall review the matter and shall, within five (5) days of submission of the grievance, allow the student to present his or her complaint in person and by witnesses of the student's choosing at an informal meeting to be held at a time and place upon the LCC campus as determined by the vice president. The vice president shall give ample notice of such meeting at all persons necessarily concerned. The vice president shall render a written

decision within five (5) calendar days thereafter with all related supportive documentation.

5. If the student is aggrieved by the decision of the vice president, the student must submit a written statement within five (5) calendar days setting forth the grounds upon which the student disagrees with the decision of the vice president with the LCC Office of the President.   *The president or his designee, shall review the matter, including all documentation submitted by all persons necessarily concerned, and shall render a decision within ten (10) calendar days after receipt of the complaint.

   *The LCC Office of the President may extend, for good cause shown, the time limitation set forth in Number five, above.

Supporting Documents:

- Student Complaints Summary
- LCC Student Complaint Process Review and Outcomes/Improvements

Publication of Transfer Policies

LCC accepts transfer of academic credits earned from regionally accredited institutions of higher learning. Both general education core and program/major specific courses are eligible for transfer. However, the Office of the Registrar evaluates courses and determines transfer eligibility of general education core courses only.   The student's academic advisor, in conjunction with the respective academic director, evaluate and determine transfer eligibility of all program/major specific courses and must formally file a Transfer of Credit Evaluation form with the Office of the Registrar.

Students will receive full credit for course work completed with a grade of "C" or better, provided that the courses are appropriate toward a certificate or degree. Transferable general education core courses with a grade of "D" from New Mexico colleges and universities are accepted provided the "D" grade is also acceptable for the student's certificate or degree program. A grade of "D" is not acceptable if the transferred course is a prerequisite to a sequenced course such as ENG111 for ENG115 or HIST101 for HIST102. All transfer credits earned are listed on the academic transcript with a grade of "CR" prior to any evaluation of courses by the Registrar or an academic advisor, an official transcript from each institution must be sent directly to the Registrar's Office. LCC reserves the right to request course syllabi or course descriptions to evaluate course transfer eligibility.

Transcripts from other institutions sent to LCC for the purpose of transfer of credit and/or college admission become part of the student's permanent academic file and will not be copied for or given to the student, college faculty or staff. Student athletes are strongly advised to

order duplicate sets of ALL transfer transcripts for the athletic department for the purpose of documenting player eligibility.   Full disclosure of the institution's transfer policy can be found in the 2012 – 2015 Catalog and in the student handbook located on the College's website "Registration and General Academic Policies".

During the 2005 New Mexico Legislative session, Senate Bill 161, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995 as amended) was signed into law to further enhance and facilitate the articulation of general education courses among New Mexico's colleges and universities. In accordance with policies established by the New Mexico Higher Education Department, designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution.

The courses on pages 75-76 of the 2012-2015 catalog were developed through collaboration of New Mexico's public post-secondary institutions, to promote, encourage, and not impede the transfer of students among New Mexico institutions of higher education. The core matrix of approved courses guaranteed to transfer and meet general education requirements at any New Mexico college or university can be found on the New Mexico Higher Education Department's website. Courses are listed by institution, whether university or community college, under each of the five general education areas. To further ensure smooth transfer New Mexico's colleges and universities have devised a common course numbering system to assist New Mexico students who are transferring within the state to easily identify equivalent courses among all New Mexico post-secondary institutions. The NM General Education Common Core Crosswalk provided a neutral statewide course identifier for those courses that are similar in nature and therefore, required to be accepted for transfer.

The New Mexico Common Course Number has an alpha prefix that identifies readily to the subject area. The four digits in the number represent the specific course in that subject area with each digit having significance. Simply put, the common course number connects equivalent courses at New Mexico's colleges and universities ensuring students that the course will transfer to the receiving institution and meet degree requirements as if it were taken on that campus.

Discipline transfer modules in Business, Criminal Justice and Early Childhood Education have also been developed and are outlined in the 2012-2015 catalog beginning on page 81. Other discipline transfer modules are currently under development and will published in future catalog editions.

All transcripts submitted for transfer review are evaluated by the Registrar. Upon completion of the evaluation, general education credits that meet the requirement for transfer are credited to the student transcript. Program specific transfer credits are reviewed by the appropriate

academic director and a recommendation for transfer credit is submitted for official action by the Registrar.

Furthermore, the institution has formal transfer agreements in place with other institutions of higher education. One such example is Ashford University. The transfer credit matrix for credits transferred from Luna Community College to Ashford University can be found on their website.

Verification of Student Identity

Designation of students in distance or correspondence courses occurs at registration. Distance courses are designated by an E, T, or R following the course number. "E" is the designate for online courses, "T" designates the course as a transmitting Interactive Television course, and "R" designates that the course is being received from a transmitting course.

Luna Community College uses the individual student's social security number for record-keeping purposes only. In addition, under the federal 1997 Tax Relief Act, LCC is required to obtain the social security number of each student in order to report educational credits to the U.S. Internal Revenue Service (IRS) and to the student at the end of the tax year. Refusal to provide a valid Social Security number may result in a fine levied on the student by the IRS. The privacy of a student's Social Security number is protected under the Family Educational Rights and Privacy Act (FERPA) and covered under LCC's Access to Student Academic Records Policy. It is, therefore, strongly encouraged that students disclose their social security number to the college for identification purposes.

LCC has processes in place through which the college establishes the identity of the student who registers for a course or program is the same student who participates in and complete the course or program and receives the academic credit. Given today's technology and trend towards online education, verifying and protecting student identity is crucial to student privacy and institutional integrity. The method used to verify student identity is included in Title IV information provided by the Financial Aid Office.

Each student who registers for an online course must login to the secured site using their unique login and pass code. Instructors have the option of administering course assessments through the use of a proctor in which case the student and proctor must abide by the policies set forth for proctored examinations. At one point, through the support of Title V, video proctoring was tested. The initiative proved to be too costly to both the student and institution to remain a viable option. While the institution continually strives to ensure student identity in online course, often times it is instructor knowledge of their student that allows for the identification of particular student traits and abilities in written and verbal communication.

Disclosure of additional fees related to distance education courses are disclosed in various publications including the 2012 - 2015 catalog, online in the student handbook and under the

section denoted student services. Students are also provided with a detailed billing statement at the time of registration.

Title IV Program and Related Responsibilities

The Office of Student Financial Aid (OSFA) is dedicated to helping students apply and receive financial aid. It has long been recognized that the cost of attending institutions of higher education is greater than many families can afford.   At Luna Community College (LCC) the OSFA creates opportunities to make financial aid available to all eligible students in order to assist them in pursuing their postsecondary educational goals.

As in all areas of life, there are guidelines that govern the ability of the college to provide assistance to a student.   This segment is to inform constituents, about guidelines, the various types of assistance available, and general consumer information. This information is crucial to one's understanding of the financial aid process at LCC.

1. **General Program Responsibilities**

   a. As evidenced in A133 Audit – Single Audit the institution's Title IV remains in compliance with all federal regulations. While findings are noted in the audits of 2011 and 2012, the 2013 audit reported **no findings**. Remediation of the audit findings are provided.

   A133 Audit - Single Audit

   The Higher Education Act of 1965, as amended, requires annual financial and compliance audits (34 CFR Part 668.23) of Title IV HEA programs for all institutions that participate in Federal Family Educational Loan Program (FFELP), Federal Direct Loan Program (FDLP), Federal Pell Grant (Pell), Federal Work-Study (FWS), Or Federal Supplemental Educational Opportunity Grant (SEOG) programs.   The following information includes 2011, 2012, and 2013 year-end audit findings and remedies, as performed by Moss Adams, LLP, within the Office of Student Financial Aid at Luna Community College.

   Financial Statements ending June 30, 2011 (Moss-Adams, LLP Certified Public Accountant/ Business Consultants).

   - Finding-Student Financial Aid- Return of Title IV (Significant Deficiency/ Non Compliance).
   - Remedy- A closer watch of the academic calendar was enforced, along with a separate staff member reviewing any calculations before they are submitted.

   Financial Statements ending June 30, 2012 (Moss-Adams, LLP Certified Public Accountant/ Business Consultants).

- Finding- Enrollment Reporting (Direct Loan) (Significant Deficiency/ Non Compliance)
- Remedy- The enrollment report is submitted by required dates and all adjustments are made by the 30 day timeframe. The reporting is performed by the Associate Director and done by using the Daily Activity Enrollment Report (formally known as the day-to-day drop report).
- Finding- Student Aid Programs- Borrower Data Transmission and Reconciliation (Non Compliance).
- Remedy- The required reconciliation is now performed monthly using information provided by all computer systems used by the OSFA. In addition, the reconciliation process was added to the Financial Aid master calendar.

Financial Statements ending June 30, 2012 (Moss-Adams, LLP Certified Public Accountant/ Business Consultants).

- Finding- None Reported.

b. The institution has had no adverse action taken against it with regard to limitation, suspension, or termination actions by the U.S. Department of Education.

c. The Department of Education has not levied any fines, letters of credit, or heightened monitoring. The solvency of the program remains intact and a viable resource for students.

d. No challenges have been brought forth by the institution.

e. Findings in the A133 Audit have been addressed and the institution has implemented practices to ensure continued unqualified audits in the future.

2. Financial Responsibility Requirements

The institutions continued Title IV Program Participation Agreement serves as evidence that the institution continues to meet statutory requirements. Additionally, the institution submits its annual audit and response to any findings.

3. Default Rates

(Note for 2012 and thereafter the institution and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012).

a. Student Load Default Rate:

Table FC.2 Default Rates				
Luna Community College	**Default Rate**			**The institutions default rate remains under Departmental thresholds and in range of its peer institutions.**
2009 (3-yr cohort)	12.9			
2010 (3-yr cohort)	21.2			
2011 (3-yr cohort)	Not yet available*			
	Peer Institution Default Rates			*2011 official rate were not released at the time this report was prepared.
	Fiscal Year			
	2009	**2010**	**2011**	
Clovis Community College, Clovis NM	18.1	20.4	Not yet available	
Northern New Mexico Community College, El Rito, NM	13.2	16.9	Not yet available	
New Mexico Junior College, Hobbs, NM	23.1	24.1	Not yet available	
Santa Fe Community College, Santa Fe, NM	8.4	20	Not yet available	
New Mexico Highlands University, Las Vegas, NM	8.7	11.7	Not yet available	
Source: US Dept. of Education, National Student Load Data System				

b. No corrective action plans have been necessitated by the Department. However, Luna Community College participates with the New Mexico Student Loan Default Prevention Program to assist in reduction of future cohort default rates.

c. The institution does not engage with a specific preferred lender. Students seeking private loans do so on their own. The only interaction the institution engages in is the verification and application of funds.

4. **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures**

LCC annually publishes its Campus Crime and Drug-Free Awareness Report. Also contained within this report is LCC's Drug-Free Awareness Policy. Copies of this report are available upon request by contacting the LCC OSFA and is posted on the LCC website. National crime statistics for colleges and universities can also be viewed online at the US Department of Education.

5. **Student Right to Know**

Student Right to Know information is available in a number of locations in print and online. The primary resources for this information include The Luna Connection – Consumer Information 2012-2013, the LCC 2012-2015 catalog, the online student handbook, as well as various locations on the College's website. Title IV responsibilities require that LCC provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies. This comprehensive report is available to the public at the National Center for Educational Statistics website.

Current academic program information is available on the institution's website and in numerous printed materials including the 2012-2015 catalog and in each program curriculum profile (available on the College's website). Faculty, names of applicable accrediting agencies are also provided on the institutions website as denoted by the HLC Mark of Affiliation and program specific accreditations located at the bottom of the homepage adjacent to the HLC Mark of Affiliation. The institution is currently developing an updated campus map that will include identification of facilities for disabled students. Several new and renovated buildings have necessitated this update.

Currently the institution does not participate in study abroad programs.

6. **Satisfactory Academic Progress and Attendance Policies**

As provided in the 2012-2015 catalog, online student handbook, and *The Luna Connection,* policy regarding satisfactory academic progress and the institution's attendance policy clearly articulate the expectation of students performance. With specific regard to Title IV:

Regulations, as established by the United States Department of Education in October of 1983, require Luna Community College to develop and apply a consistent standard to measure the academic progress of its financial assistance applicants. This policy is applied consistently to all financial assistance applicants, whether or not student financial assistance was previously received and will be measured both on qualitative and quantitative standards for **all** semesters attended at LCC. This policy also stresses the importance of Satisfactory Academic Progress (SAP) and consequences of not performing well academically. In addition, it explains what constitutes "Warning Status", "Suspension Status", and "Probationary Status", how the student may appeal his or her status, and the possibility of reinstatement of assistance. To ensure students make progress toward completion of a program, both in terms of number of hours completed and cumulative GPA, Luna Community College utilizes the following satisfactory progress policy effective for periods of enrollment beginning on or after July 1, 2011.

Eligibility for Financial Assistance

It is the policy of LCC to provide financial assistance awards to students who remain in good academic standing and who are making satisfactory academic progress toward the completion of their degree or certificate. Federal law specifies that by the end of the second academic year (measured as a period of time, not by grade level) students must have a "C" average to remain eligible for student financial assistance. Progress is monitored after grades have posted for each fall and spring semester, as well as the summer session.

Qualitative and Quantitative Academic Progress Requirements for Continued Financial Assistance

Students will be considered in good standing and making academic progress if they maintain at least a 2.0 cumulative GPA ("C" average) and successfully complete at least 80% of the total number of cumulative credit hours attempted (Pace of Completion), provided that the student is enrolled.

A letter grade of U, I, W, or F does not constitute successful completion and may affect eligibility for financial assistance in terms of hours completed and in some cases GPA. Additionally, it is the student's responsibility to bring to the LCC Office of Student Financial Assistance official notification from the Registrar of all grade changes that occur to his or her transcript after the official posting of grades for the semester.

Students will be notified in writing if he or she has been placed on a Warning, Suspension, or Probation Status within twenty (20) days after the term is completed. Appeals should be submitted by priority deadlines to ensure adequate processing time for the committee.

Warning Status

Students may have one semester in which the overall minimum standards required for Satisfactory Academic Progress (2.0 cumulative GPA or 80% Pace of Completion) are not achieved. If this situation occurs, the student will be placed on a Warning Status for **ONE** semester. During this Warning period, the student must take corrective measures to meet the minimum SAP requirements by the end of that semester. It will be assumed that any student who receives financial assistance while on a "warning status" has knowledge of his or her status and understands the stipulations required. Failure to fulfill the "Warning Status" stipulations will result in Financial Aid "Suspension status".

Suspension Status

A student who falls below the required qualitative or quantitative standards twice in a row will be placed on "Suspension Status". LCC students may appeal the suspension status to

the Office of Student Financial Assistance where it will be reviewed by members of the Appeals Committee. The Financial Aid Appeals Committee assists in the review of Financial Aid appeal cases. The committee will consider all pertinent information, including academic grades and any extenuating circumstances while reviewing the appeal. The Financial Assistance Committee's appeal decision will be considered FINAL and the student will be notified in writing. Students who submit an appeal and are subsequently reinstated will be placed on Financial Aid Probation or on an Academic Plan.

Probationary/Academic Plan Status

A student will be placed on Probation if he or she successfully appeals after being on Financial Aid Suspension. Probation will be granted only when the Appeals Committee has determined that the student should be able to meet the minimum SAP requirements by the end of the next semester enrolled. If the student would still not be able to meet the SAP requirements in this period, the student would be required to follow an Academic Plan while on probation. The Academic Plan outlines specific stipulations for continued progress and a date of expected achievement of the minimum SAP requirements is stated. The student will continue to be eligible for Financial Aid as long as the terms of the Academic Plan are being met. Failure to fulfill the probation agreement or follow the outlined Academic Plan will result in "Financial Aid Suspension" and possible denial of further financial assistance. Students who are denied financial assistance due to a Rev. 7/16/13 lack of satisfactory academic progress are ineligible for financial assistance until meeting the required cumulative 2.0 GPA and 80% Pace of Completion. For additional questions regarding the Financial Assistance Committee or the appeal process, students are encouraged to contact the Office of Student Financial Assistance.

Financial Assistance Timeframe

Students attending LCC who are enrolled and accepted into a program of study measured in credit hours are eligible to receive financial assistance for a period no longer than 150% of the published length of the program. For instance, if the published length of an academic program is 45 credit hours, the maximum timeframe established by the school must not exceed 68 attempted credit hours (45 x 150%). Students will be placed on Suspension once they have reached 125% of their timeframe in order to monitor their progress towards completion of their respective program/degree. An appeal and a degree check will be required in order to assist in determining whether the student will be able to successfully complete the remaining courses required before reaching the 150% maximum timeframe.

If it is determined that the student would not be able to complete all courses required before reaching the 150% maximum timeframe, the student will be deemed ineligible for any future financial aid.

If it is determined that the student does have enough remaining eligibility to cover all remaining courses required, the student is reinstated and only be eligible for Financial Assistance for the courses outlined on the degree check.

Please be aware that changing a program of study may affect eligibility for financial assistance. Luna's school policy does not exclude credits and grades that do not count toward the new major. *ALL* Attempted hours will be used in the satisfactory progress determination, *INCLUDING* Hours attempted while enrolled in Dual Credit or Concurrent courses as well as hours attempted while not receiving Financial Aid.

Transfer Students

All transfer hours from another institution that are accepted for credit and posted to the student's transcript file at LCC will be considered part of the financial assistance timeframe outlined above as both Attempted Hours and Hours Earned. In addition, grades accepted from a previous school may be included in the qualitative measure of academic progress.

Drop and Withdrawals

Pace of Completion for students who drop courses within the designated Add/Drop period for Luna will not be affected. Students who **withdraw*** from courses beyond the Add/Drop period for the semester or summer session and do not complete at least 80% of all hours attempted will be placed on a Financial Assistance "Warning" status but will remain eligible for aid if they were previously making Satisfactory Academic Progress (SAP). If they were not meeting the minimum SAP requirements in the previous term, they will be placed on Financial Aid Suspension.

*Students who receive ALL Fs, Ws, Us or a combination of any of these for any semester will automatically be placed on SUSPENSION and be required to complete an appeal form in order to be considered for reinstatement.

Repeated Courses

A student will be allowed to repeat a passed course once and still receive financial assistance. Students may not be allowed to receive financial assistance for passed courses taken more than twice.

Remedial Courses

LCC will allow students to enroll for remedial courses and consider not more than one academic year or thirty hours (whichever is less) worth of credits. However, a student generally may not receive financial assistance for remedial course-work by itself. The student must be enrolled in an eligible program, and the remedial coursework must be

necessary for the student to pursue his or her program of study. These hours will still be counted in the student's overall attempted hours.

Program of Study

Students will be required to follow their program of study to remain eligible for financial assistance. Classes that deviate from the student's program of study, for leisure or to merely fill a full-time schedule, will be excluded from Financial Aid eligibility. However, these classes will still be included in the maximum timeframe calculation. Students who choose to change their program of study may continue to be eligible for financial assistance if the timeframe of the new program has not already been exceeded, and they must be able to complete a certificate or degree within the allowed timeframe while including all hours previously attempted.

Pursuit of an Additional Program

Once a student completes his or her first certificate or degree within our established time frames, he/she may pursue another certificate or degree. Students may be eligible to receive assistance for a total of 120 hours if he or she is progressing satisfactorily. All credit hours previously attempted will affect the maximum timeframe to complete the new program. All grades previously attempted will be used in the qualitative measure of academic progress. Students who are pursuing an additional program The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)

Withdrawal from LCC

When a student completely withdrawals from the school, they are subject to the Return of Title IV Funds Policy (R2T4).

The R2T4 Policy states that, The Higher Education Act of 1965, as amended on October 29, 2010 governs the treatment of Title IV funds, HEA grant and loan funds when a student withdraws ALL courses from an institution. It is the school's responsibility to comply with these regulations and enforce them accurately and consistently. Each semester or term, LCC is required to determine the earned and unearned portion of Title IV aid when a student ceases enrollment prior to the completion of their course(s). These amounts are calculated by a formula created by the Department of Higher Education which factors in the percent of

the term that was completed by the student, the institutional charges for that specific semester, and the amount of financial aid that was awarded, disbursed, or that could have been disbursed.

Any student thinking about withdrawing from all classes PRIOR to completing the semester, should contact the OSFA to determine how a withdrawal will affect financial aid.

Satisfactory Academic Progress Requirements at LCC

Satisfactory Academic Progress (SAP) can easily be the downfall of many students. Lack of satisfactory progress toward completion of a degree or certificate can result in a loss of all student financial aid!

Regulations, as established by the United States Department of Education in October of 1983, require Luna Community College to develop and apply a consistent standard to measure the academic progress of its financial assistance applicants.

This policy will be applied consistently to all financial assistance applicants, whether or not student financial assistance was previously received and will be measured both on qualitative and quantitative standards for all semesters attended at LCC. This policy also stresses the importance of Satisfactory Academic Progress (SAP) and consequences of not performing well academically. In addition, it explains what constitutes "Warning Status", "Suspension Status", and "Probationary Status", how the student may appeal his or her status, and the possibility of reinstatement of assistance. To ensure students make progress toward completion of a program, both in terms of number of hours completed and cumulative GPA, Luna Community College will utilize the following satisfactory progress policy effective for periods of enrollment beginning on or after July 1, 2011.

Other Policies Governing Financial Assistance

- Financial assistance awards must be used only for educational expenses.
- Students and parents have the primary responsibility to pay for higher education expenses.
- Financial assistance is considered a supplement to total family income. Students and parents (if applicable) should be prepared to make some financial sacrifices to pay for educational expenses.
- A student who receives assistance from any financial aid program and subsequently withdraws from classes may have to repay part of the cash disbursed. All repayments must be made before any future assistance may be disbursed. Refer to the Return of Title IV Funds Policy.
- All financial assistance recipients must maintain satisfactory academic progress standards. Students should consider these standards when thinking about dropping a class or classes or completely withdrawing from the college.

- Students must enroll for classes related to their program of study. Students enrolled in classes that deviate from their program of study, merely to fill a full-time schedule, will not receive assistance for those classes.
- Classes that are audited or challenged via Credit by Examination are NOT ELIGIBLE for financial assistance. Additionally, any student who changes an enrolled course from credit to audit or Credit by Examination may have their student financial assistance recalculated and owe money back to the Title IV program

7. **Contractual Relationships**

Disclosures (3rd Party Relations)

Currently the OSFA partakes in a Default Prevention Service Agreement with New Mexico Student Loan Guarantee Corporation (NMSLGC). The service designed by NMSLGC, is used to motivate student borrowers to contact their servicer and stay on the path to successful loan repayment(s). In addition, while students find the correct path to repayment it helps to ensure that LCC's Cohort Default Rate will begin to decrease.

The service includes:

- Weekly contact by telephone, email, and/or text

- Targeted mailings

- Skip Tracing

- Monthly Reporting of Progress

- Close interaction with LCC and servicers

- Personalized repayment counseling and problem resolution

For more information regarding the services being provided, please contact the Director of Student Financial Aid.

8. **Consortial Relationships**

The institution does not engage in any cosortial relationships in which the relationship allows more than 50% of program requirements to be satisfied at another accredited institution of higher education.

Required Information for Students and the Public

The institution makes available to the public required disclosures through multiple format. In addition to the current catalog and online student handbook, various online access points also

provide public information. These include various links found in the Student Services section and Gainful Employment information can be accessed through the Student Resources tab. In addition to the publication of graduation rates, instructor information, and other policies related to finance, student aid, academic programs, disability services, and student support services the institution makes readily available textbook information to enable the student to be savvy consumers. Additional information can be accessed through the online and printed Consumer Information booklet **The Luna Connection** - Consumer Information.

Advertising and Recruitment Materials and Other Public Information

1. LCC has a widespread "New Mexico True" (used as an effective statewide promotional campaign) educational strategy and an array of branded printed materials like the Luna Light, colorful and eye-catching banners, billboards, hand painted wall murals and signs, a student produced television commercial, a New Mexico Style television interview, weekly hour-long radio talk programs, a 60 second (using student voices) inspirational radio commercial, and practical, usable and common sense hand-held items like coffee mugs and jump drives to promote our institutional programs, common core and community education courses, and certificates and Associate Degrees that lead to good paying jobs. Employment and personal satisfaction are our ultimate goals for students, regardless of the time in their lives, at Luna Community College.

2. The mission of the Luna Community College Recruitment & Admissions Office is to support student and college success by: creating and communicating a positive institutional image, building understanding and awareness of programs and services among college constituencies and informing the community of the opportunities at Luna Community College.

College Days

College Fairs	Date	Participating Schools	# Contacts
West Las Vegas High	09/10/12	West Las Vegas and Family	69
Robertson High	09/10/12	Mora and Robertson	67
Raton High	09/11/12	Cimarron, Des Moines, Maxwell Roy, Raton & Springer	27
Clayton High	09/11/12	Clayton	24
Tucumcari High	09/12/12	Logan, Mosquero, San Jon, Tucumcari	27
Santa Rosa High	09/12/12	Santa Rosa	53
Fort Sumner High	09/13/12	House, Vaughn & Ft Sumner	33
Clovis CC	09/13/12	Clovis HS	39
Eastern NM Univ.	09/14/12	Dora, Portales, Grady, Texico,	52
Escalante High	09/19/12	Dulce & Escalante	44
Taos High	09/19/12	Peñasco, Questa, & Taos	35

McCurday High	09/20/12	Coronado, Espanola, Mesa Vista, McCurday & Pojoaque	33
ABQ RMACAC Fair	10/14/12	State Wide High Schools	93
Eldorado High	10/15/12	Eldorado	14
Rio Rancho High	10/15/12	Rio Rancho	71
Albuquerque HS	10/15/12	Albuquerque HS	44
Bernalillo High	10/15/12	Cuba, Jemez & Bernalillo	48
West Mesa HS	10/18/12	West Mesa HS	37
Rio Grande High	10/16/12	Rio Grande	41
Valley HS	10/16/12	Valley HS	35
Del Norte High	10/18/12	Del Norte	90
Manzano High	10/18/12	Manzano	15
Sandia High	10/19/12	Sandia	7
Santa Fe High	10/19/12	Santa Fe	24
Capital High	10/19/12	Capital High	33
St. Michael's High	10/19/12	St. Michael's	07
Socorro High	10/22/12	Socorro, Alamo Navajo, Magdalena	27
Hot Springs High	10/22/12	Hot Springs, Hatch	43
Western New Mexico Univ.	10/23/12	Animas, Cliff, Cobre, Reserve, Silver City	53
Deming High	10/23/12	Deming, Lordsburg	3
Chaparral High (testing)	10/24/12	Chaparral	Canceled
Gadsden High	10/24/12	Gadsden	22
Santa Teresa High	10/24/12	Santa Teresa	35
Oñate High	10/25/12	Onate	14
Mayfield High	10/25/12	Mayfield	27
Las Cruces High	10/25/12	Las Cruces	13
Centennial High	10/26/12	Centennial	26
New Mexico State Fair	09/10/12	State Wide	26
Santa Fe CC	10/16/12	Santa Fe, Capital, St Mikes, WLVHS, RHS, Pecos Pojoaque, Espanola & SFIS	64

Total Number of Contact Cards   **1415**

*Lists of prospective students and their area of interest were compiled and were distributed (hand delivered) to LCC Department Heads so they may also contact the prospective students.

<u>Recruitment Booths</u>

State Employees Credit Union	Las Vegas, NM	05/19/12
Wal-Mart	Las Vegas, NM	01/01/12
K-Mart	Raton, NM	06/05/12
Handi-Way Grocery	Springer, NM	06/15/12
Park Late Recreation	Santa Rosa, NM	06/29/12

Adelo's Town & Country	Pecos, NM	07/10/12
Russell's Grocery	Mora, NM	07/17/12
State Employees Credit Union	Las Vegas, NM	08/07/12
Wal-Mart	Las Vegas, NM	08/14/12

High School Presentations and Follow-Ups

Robertson High School	08/06/12
West Las Vegas High School	08/08/12
Robertson High School	08/23/12
Wagon Mound High School Open house	10/10/12
Mora HS Open House	10/25/12
West Las Vegas High School Open House	10/26/12
Santa Fe Community College	11/01/12
Trinidad High School	11/02/12
Espanola (Talent Search)	11/09/12
Wagon Mound High School	11/14/12
Santa Fe High School	11/14/12
Capital High School	11/14/12
West Las Vegas High School	12/04/12
Springer High School	12/06/07
Robertson High School	12/10/12
Family Partnership	12/13/12
West Las Vegas High School	12/17/12
Mora High School	01/11/13
Springer High School	01/16/13
West Las Vegas High School	01/16/13
Robertson High School	01/17/13
Santa Rosa High School	01/22/13
Pecos High School	01/23/13
Tohatchi High School	01/30/13
Cimarron High School	03/17/13
Ortiz Middle School Santa Fe	03/25/13
New Mexico Corrections Santa Fe	03/27/13
West Las Vegas Middle School	04/02/13
West Las Vegas High School Open House	04/02/13
Wagon Mound Middle School	04/08/13
Springer Middle School	04/08/13
Mora Middle School	04/23/13

Luna Community College Campus Tours

Name of School or Organization	# Members in Tour
West Las Vegas High School Special Needs	11
Bridge Academy	18

LMP   170

Mora High School   40
Pecos High School   63
West Las Vegas High Family Partnership   16
West Las Vegas High School Special Needs   08
Wagon Mound High School   16
Robertson High School Special Needs   18
West Las Vegas High School   15
Raton High School   03

Community Activities

Activity	Location	Date	Participants
Fourth of July Parade	Las Vegas	07/04/12	Las Vegas
Mora Fiestas	Mora	07/28/12	Mora
Peoples Faire	Las Vegas	08/25/12	State Wide
San Miguel Co Health Fair	Abe Montoya Rec	09/15/12	County Wide
Robertson Homecoming	Las Vegas	10/19/12	Las Vegas
West Las Vegas Homecoming	Las Vegas	09/21/12	Las Vegas
Santa Rosa Homecoming	Santa Rosa	10/05/12	Santa Rosa
Springer Homecoming	Springer	10/11/12	Springer
NMHU Homecoming	Las Vegas	10/06/12	Las Vegas
NM MESA Fall Design	Las Vegas NMHU	10/30/12	State Wide
NM Science Teachers Assoc.	Las Vegas NMHU	11/1&2/12	State Wide
Women's Health Fair	Night Owl	02/07/12	Area Comm.

3. Mark of Affiliation

The institution's relationship with the Higher Learning Commission is denoted through its Mark of Affiliation prominently displayed on the institution's home page. The mark is located at the bottom right on the main page. The website is designed to display this image on every page that is viewed on LCC website. This link also directs the viewer to the current information available on LCC accreditation status with the HLC.

Review of Student Outcome Data

1. Luna Community College consistently refine its goals for student learning and effective processes for assessment of student learning and achievement of learning goals by aligning its common core and degree and certificate courses to coincide with national and state standards. These standards are imbedded within instructors' curriculum, methods of instruction, and assessment of their teaching by students' in-class discussions, research papers, hands-on practitioner clinical settings, examinations, and retention/satisfaction surveys. Additionally, the Student Learning Outcomes Assessment (SLOA) presentations by instructors each semester before a room full of colleagues allows them to share

presentation style, data assessment, technique, methodology, and outcomes with others for critique, discovery and improving learning purposes. This process has provided our instructors with a constructive means to share effective ways to improve student persistent, retention, and program completion. Our assessment efforts have included, but not limited to: classroom, program and overall college academic, athletic, community education, and extra-curricular activities assessment; development and New Mexico Higher Education Department (NMHED) assessment of common core; and assessment of co-curricular services, community education, customized training, and adult basic education.

The objective of SLOA is to assist faculty with improving student learning through the implementation of LCC's Assessment Plan, submission of a written report for publication, and participation in end of semester presentations. In addition, all LCC programs have specific program goals and outcomes that are directly tied to the assessment of course requirements. LCC defines assessment as a process that will lead to the improvement of student learning, and in 2009, LCC took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan.

2. LCC defines assessment as a process that will lead to the improvement of student learning, and in 2009, LCC took a progressive approach to student learning with a reorganization of learning goals for all programs of study and implementation of an institutional assessment plan. The plan follows a four-step process as illustrated below.

Figure FC.3 Four Step Assessment Process
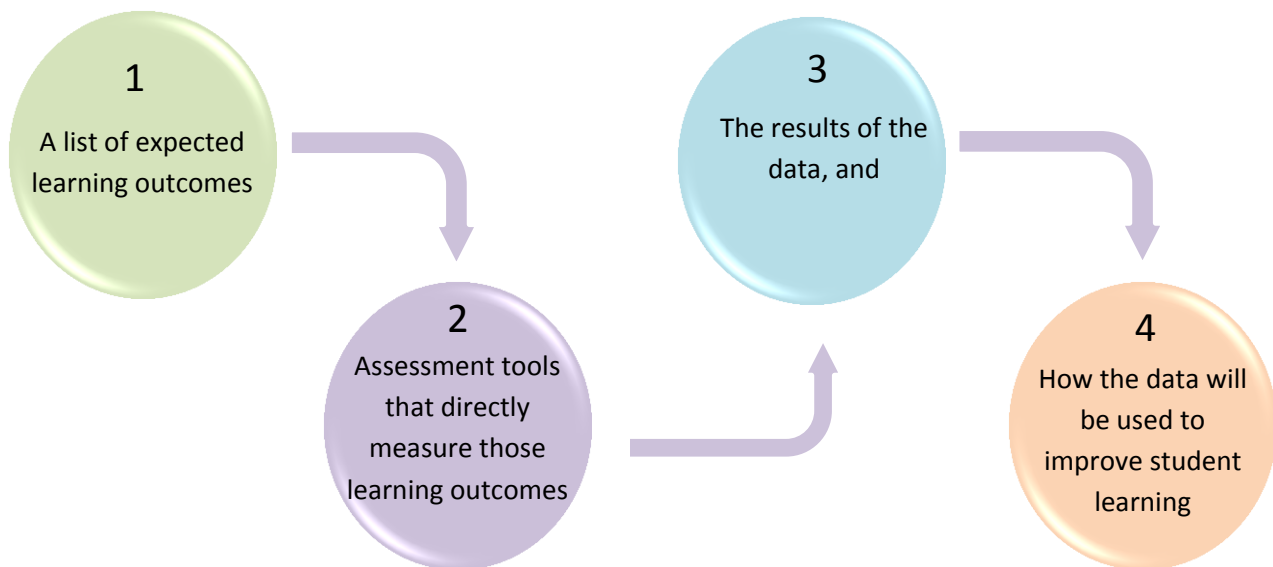
All course offerings, including off-site, distance learning and dual credit, follow the four-step process. To further assist faculty with the assessment plan, LCC adopted standard minimal course syllabus requirements. The requirements emphasize Student Learning Outcomes (SLOs) and methods to measure those outcomes. The SLOs consist of a minimal of four quantifiable statements about what students will be able to do after completing a particular course (Standard Course Syllabus). In addition, LCC's curriculum profiles emphasize program goals, course descriptions and standard outcomes that assist faculty with assessment.

Standing with State and Other Accrediting Agencies

1. The institution maintains a positive relationship with its state oversight agency the New Mexico Higher Education Department. Furthermore, the institution publicly discloses and maintains its program specific accreditations affiliation with Accreditation Commission for Education in Nursing (ACEN), the Commission on Dental Accreditation (CODA), Accreditation Council for Business Schools and Programs (ACBSP), and the National Center for Construction Education and Research (NCCER).

    Supporting information: The most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency will be available in the resource room.

Public Notification of Opportunity to Comment

Third party notification will include attempts to reach students, parents, alumni, taxpayers, donors, community groups, local businesses. As a community college supported through mil-levy taxes, customer satisfaction is of the utmost importance.

The institution will utilize the school newsletter, local newspaper, and the institution's website to solicit third party comments.

LCC utilizes and takes pride in its transparent, accountable, open communication, and full cooperation approach to share its accomplishments, need for improvement, and daily journey towards excellence and achieving student success. We strive to attain quality education at an affordable cost to students. In doing so, we are open to the whistle blower act, student complaint and grievance processes, faculty and staff freedom of speech, and a transparent process that promotes our daily action as a community college. As a result, we proudly announce through a public notification process, our upcoming comprehensive evaluation visit and third party comment process.

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. *For more information about the terminology and calendaring units referenced in this form, see **2011-2012 Federal Student Aid Handbook**, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that **Handbook**.*

Name of Institution: Luna Community College

Terms		**Column 1 Term Length: Number of weeks**	**Column 2 Number of Starts**
Semester / Trimester Calendar	Standard Format: 14-17 week term	**16**	**1**
	Compressed Formats: 4, 8 or other week terms within the semester calendar[1]	**8**	**1**
	Summer Term	**8**	**1**
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar [1]		
	Summer Term		

Non-Standard Terms (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		**Column 1 Term Length: Number of weeks**	**Column 2 Number of Starts**	**Column 3 Type of Credit**
Non-Standard Term Calendar	Term One			
	Term Two			
	Term Three			
	Summer Term			

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations
and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2013, 16 Weeks
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	14		1		5		
	# of meetings	16-48		16		16-48		
	Meeting length	1-4hrs		1hr		1-8hrs		
2 Credits	# of courses	10		10		1		
	# of meetings	16-80		16-32		16		
	Meeting length	2-4hrs		1-6hrs		1hr		
3 Credits	# of courses	82		38		3		
	# of meetings	16-80		16-48		32-80		
	Meeting length	1-1.5hrs		1-3.5hrs		1-2hrs		
4 Credits	# of courses	68		12				
	# of meetings	16-80		32-48				
	Meeting length	1-8hrs		1-2hrs				
5 Credits	# of courses	7						
	# of meetings	32-80						
	Meeting length	1.5-4.5h						
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							

[1] Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations
and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2013 8 weeks
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	2						
	# of meetings	8						
	Meeting length	2hrs						
2 Credits	# of courses	1						
	# of meetings	8						
	Meeting length	8hrs						
3 Credits	# of courses			3				
	# of meetings			8-16				
	Meeting length			3-6hrs				
4 Credits	# of courses	4						
	# of meetings	16-40						
	Meeting length	2-8hrs						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
___ Credits[1]	# of courses							
	# of meetings							
	Meeting length							
___ Credits[1]	# of courses							
	# of meetings							
	Meeting length							

[1] Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length:　Spring 2014 16 weeks
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	10		1		3		
	# of meetings	16-80		16		16-32		
	Meeting length	1-2hrs		1hr		1.5-8hrs		
2 Credits	# of courses	11		3		1		
	# of meetings	16-64		16		32		
	Meeting length	1-8hrs		2-6hrs		1.5hrs		
3 Credits	# of courses	81		43				
	# of meetings	16-80		16-48				
	Meeting length	1-6hrs		1-3hrs				
4 Credits	# of courses	62		10				
	# of meetings	16-80		32				
	Meeting length	1-8hrs		1.5-2hrs				
5 Credits	# of courses	5						
	# of meetings	16-32						
	Meeting length	2.5-3hrs						
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							

[1] Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2014 8 weeks
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	5				1		
	# of meetings	8-40				32		
	Meeting length	1-4hrs				2hrs		
2 Credits	# of courses	1				1		
	# of meetings	32				24		
	Meeting length	4hrs				2hrs		
3 Credits	# of courses	4						
	# of meetings	16-24						
	Meeting length	3-4hrs						
4 Credits	# of courses	6						
	# of meetings	8-40						
	Meeting length	2-8.5hrs						
5 Credits	# of courses	1						
	# of meetings	16						
	Meeting length	7hrs						
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							

[1] Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Part Two. Format of Courses and Number of Credits Awarded
Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Summer 2014 8 weeks
(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	6		1		1		
	# of meetings	16-40		16		32		
	Meeting length	1-2hrs		2hrs		3hrs		
2 Credits	# of courses	2		11		1		
	# of meetings	8		16-32		16		
	Meeting length	5hrs		1-4hrs		2hrs		
3 Credits	# of courses	22		3				
	# of meetings	8-40		16-24				
	Meeting length	1-8hrs		4-2hrs				
4 Credits	# of courses	14						
	# of meetings	8-40						
	Meeting length	2hrs						
5 Credits	# of courses	3						
	# of meetings	32-40						
	Meeting length	4hrs						
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							
__ Credits[1]	# of courses							
	# of meetings							
	Meeting length							

[1] Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

___X__ Yes*   ____ No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

___X__ Institution-wide   ____ Delivery format specific

____ Department-specific   ____ Program specific

Include the institution's credit hour policy in the attachments to this worksheet.

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

_12___ Most Recent Fall Term   __2013__ (identify the year)
Less than 12 hours = 1032
12 hours = 108
Greater than 12 hours = 333

_12___ Most Recent Spring Term __2013__ (identify the year)
Less than 12 hours = 1093
12 hours = 97
Greater than 12 hours = 305

Part Five: Clock Hours

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is <u>not</u> intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should <u>not</u> complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.
Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

    ____ Yes   _X___ No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials
The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.

- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.

- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.

- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

Part 3 - Policy on Credit Hours

Supplemental Support for Part 3 above

Definition of a Credit Hour

LCC operates on a semester credit hour system. Therefore, course credit offered by the college is awarded in terms of semester credit hours. Each semester hour of credit in a lecture class requires a minimum of 750 minutes of instruction per semester. Each semester hour of credit in a laboratory class requires a minimum of 1,500 minutes of instruction per semester. The credit value in semester hours for each course is indicated after the course number and title in the course description section of the catalog. Summer courses and courses meeting for a shorter or longer period of time than a traditional 16-week course may require an adjustment of instruction time to meet the minimum required minutes.

The above was taken from the LCC 2012-2015 Catalog, page 24.

Tables and Figures Index

Evidence Index

Index of Electronic Resources and Evidence

Luna Community College has compiled an Electronic Resource Listing of all the evidence presented within this document. The majority of the evidence presented will reside within the LCC web resource area, but there are links to sites outside of LCC's control. When possible copies will be preserved on the LCC website and will be linked on the Electronic Resources page.

Luna Light Newsletter Index

Online at: https://luna.edu/newsletters/

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