

HLC Narrative

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Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

The mission of Luna Community College was developed through an inclusive process that considered input from various stakeholders, including faculty, staff, administrators, students, and the community. The mission and its supporting statements are clear and available to the public. These principles shape the philosophy of the institution and its commitment to serving diverse communities in northeastern New Mexico

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1.A.1 The mission was developed through a process suited to the context of the institution.

Luna Community College is the only community college in the northeast sector of New Mexico. As a result, its mission must reflect a wide range of stakeholders. The Luna Community College mission was most recently revised along with the strategic plan in the spring of 2022 with input from stakeholders across the college and the community. The **Strategic Planning Committee** consisted of both invited and volunteer members representing: faculty, staff, administrators, and the community. The Committee met **weekly** to develop a new Mission and Strategic Plan draft.

This draft was shared with all campus constituents. All faculty, staff, students and the Board of Trustees had an opportunity to provide feedback. Revisions were made in response to comments and the draft was re-shared. Ultimately, the current mission statement was approved as part of the new Strategic Plan. This iterative process allowed for significant constituent input, ensuring that the resulting **Strategic Plan** reflected the needs of the communities served by the college.

1.A.2 The mission and related statements are current and reference 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 **Luna mission** to provide “accessible, innovative, and integrated learning experiences that prepare students to compete at the forefront of their chosen fields and to lead in their communities” is current and references the institution’s emphasis on teaching and learning that prepares students for satisfying careers and community leadership.

Luna’s vision to be the place where “future leaders aspire to create, collaborate, communicate, and think critically to bring positive change to the world” reflects the institution’s commitment to the community and to providing its students the tools to make northeastern New Mexico a source of leadership and creative endeavor.

The Guiding Principles indicate the philosophy of the institution and its constituents, as well as the depth and historical significance of the service area. These principles exhort the college to pursue innovation, excellence and creativity with integrity and empathy. They recognize the importance of the many diverse communities served by the institution and the necessity for resilience and collaboration in its efforts to support equity and inclusion.

Guiding Principles

- Demonstrate Integrity, Excellence, and Resilience
- Demonstrate Collaboration, Empathy, and Community
- Demonstrate Innovation and Creativity
- Demonstrate Diversity, Equity, and Inclusion

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

Since its authorizing legislation in 1967 as an area vocational technical school, Luna has been a driving force for students in northeastern New Mexico. In 2000, Luna became a community college and added academic transfer programs to the opportunities it provided the community. As business and industry in the local community have changed to reflect the changes in the broader world, Luna has expanded its educational offerings to meet the growing occupational and academic needs.

Luna’s mission has always been rooted in providing sustainable opportunities for students and assisting its communities in dealing with the challenging and sometimes confrontational issues that result from the historical context of a community with deep roots in multiple cultures. The most recent mission and related statements recognize the importance of the various constituents and emphasize the opportunities for leadership and success through learning. These statements also recognize the challenges of Luna’s service area, emphasizing the need for accessibility, resilience and critical thinking.

Vision

Where future leaders aspire to create, collaborate, communicate, and think critically to bring positive change to the world.

Mission

Luna Community College is dedicated to providing accessible, innovative, and integrated learning experiences that prepare students to compete at the forefront of their chosen fields and to lead in their community.

Guiding Principles

Demonstrate Integrity, Excellence, and Resilience

Demonstrate Collaboration, Empathy, and Community

Demonstrate Innovation and Creativity

Demonstrate Diversity, Equity, and Inclusion

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Luna's academic offerings are "accessible, innovative and integrated." **Programs** run the gamut from adult basic education to lower division, undergraduate education and workforce training. They are delivered via multiple modalities and in multiple communities. A well thought out and rigorous system for granting **prior learning credit** allows students to benefit from knowledge gained via military training and other non-credit opportunities. A growing number of articulation agreements allow students to transfer coursework, including workforce coursework, into university baccalaureate programs. Finally, Luna offers non-credit training to support the needs of the community, including Commercial Driver's License training and land recovery workshops offered through Luna's Wildfire Resiliency Training Center.

Luna provides student support services that address the needs of its students as they prepare to compete in their chosen fields and lead in their communities. Mental health and food insecurity are significant barriers to student success. In addition to traditional ADA compliance, **tutoring** and counseling referral, Luna provides **food pantries, free meals and online mental health services**. Luna's admissions and registration systems are working to reduce unnecessary barriers in order to make higher education at Luna more accessible.

Luna's enrollment profile reflects the communities in Luna's service area. From junior high students enrolled in Luna summer camps and adult basic education learners to dual credit, academic transfer and workforce education students, Luna's student enrollment reflects the needs of the community. Luna's student demographics are also reflective of Luna's mission to prepare students to compete in their chosen fields and lead in their communities. Luna's student population is made up of both traditional and non-traditional students who reflect the demographics of the service area.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Luna's mission is clearly articulated in the **Strategic Plan**. In 2022, the current Strategic Plan was adopted. This plan consists of the college Mission Statement, the college Vision Statement, the Guiding Principles and Strategic Goals. This Strategic Plan is posted on the college website, included in the new **Employee Handbook**, printed in the college **newsletter**, called *The Luna Light*, and provided in print form throughout the institution. Each employee received a desktop display of the mission, vision, motto, and strategic goals for their office. Additionally, the motto, "Creating Opportunities for You," is included in all **printed information** used by the recruitment office.

Each department proposes its annual **budget in alignment** with the LCC mission and strategic goals. As part of the budget process, each department evaluates the previous year's goals and sets goals for the new year based on the LCC mission and strategic goals. When new items are requested in the budget, justification must include the relationship to the mission, strategic goals, or guiding principles.

In the **monthly reports** to the Board of Trustees, all events are tied to and reference specific strategic goals and guiding principles. In participating in community events, all signage and literature must reference the mission, vision strategic goals, motto or guiding principles.

1.B. The institution's mission demonstrates commitment to the public good.

1.B.1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Luna offers credit and non-credit educational programs relevant to the communities it serves. In addition to high-need workforce programs, like Nursing and Welding, and traditional credit programs designed for transfer to the baccalaureate, Luna offers a variety of non-credit programs. Examples of non-credit programs include CDL, Real Estate and Community Education courses like Zumba, signing and quilting.

After the fires, Luna began developing a **Wildfire Resiliency Training Center** to provide the education and skills training needed for recovery from the fires and for prevention and protection of homes and livelihoods in the future. A variety of tradition-based events targeted to the needs of the community have also found a home at Luna. An example is the art and history exhibit in the Media Arts Center that highlights the **Goras Blancas**-led events in the history of Northern New Mexico. Other examples include the **adobe making workshops** that have taught the skills and provided the bricks needed to repair fire damaged homes, the **AAUW Girl's Can** event highlighting career pathways and role models for 5th Grade girls, and the **Master Gardner's Tree Workshop** cosponsored by the City of Las Vegas and the Tree Board.

1.B.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.

Luna is a public community college with no investors who might expect a return. Luna is an independent community college with no parent organization. Luna's expectation that its educational responsibilities take primacy over other interests is documented in its mission and vision statements and in its Strategic Goals. Luna's commitment to these responsibilities is exemplified by its **Conflict of Interest statement and policy** and by its baseball and softball teams who are required to maintain a 2.5 GPA and are expected to earn a workforce credential or an Associate Degree during their two years of playing time at Luna.

1.B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

During the Hermit's Peak/Calf Canyon fires, Luna opened its campus to serve as the **Incident Command Center**. It also allowed firefighters and forest service personnel to stay in various campus buildings. Since then, Luna has developed **erosion control, land recovery and replanting workshops**, offered free to community members who need to know how to treat their devastated land. Luna has stored firewood from the burn and organized its **distribution** to families in need. Luna hosts **the AARP tax** preparation assistance program in the spring and in conjunction with its Student Government organization, a **food drive** in the fall.

Luna maintains close ties with its communities, offering credit courses and programs in response to community need. Examples include the **EMT program** offered in the evening at the main campus and at the Santa Rosa satellite site, and the **Mariachi course** created to support students who want to continue local traditions in music. Luna also offers Dual Credit courses throughout its service area to support local K-12 institutions.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1.C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Luna Community College encourages curricular and co-curricular activities to help prepare students for informed citizenship and workplace success. The institution emphasizes providing its students with a well-rounded education that not only focuses on academic knowledge, but

also fosters personal development and prepares students for future challenges in both their careers and civic engagement.

The college offers a diverse range of curricular and co-curricular activities to enhance the overall learning experience of its students. The curriculum is designed to provide students with practical skills and knowledge relevant to their chosen fields, preparing them for success in the workplace. Beyond the academic realm, co-curricular activities such as **student organizations** and community service initiatives are available to complement classroom learning and help students develop essential life skills.

Luna actively promotes informed citizenship among its students. By encouraging open discussions, critical thinking, and exposure to different perspectives, the institution aims to cultivate well-informed and engaged citizens. Civic education and units on local, national, and global issues **are integrated into the curriculum** to help students become responsible participants in their communities and make informed decisions as active citizens.

Luna Community College recognizes the importance of preparing students for success in the workplace. The institution collaborates with local employers and industries, such as Los Alamos National Labs, to align its programs with current job market demands, ensuring that graduates possess the relevant skills and knowledge required to excel in their careers. Workshops, career fairs, and professional development opportunities are provided to equip students with the tools they need to secure employment and thrive in their chosen professions.

1.C.2 The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Luna’s faculty, staff and students are representative of the population, culture and ethnic diversity of northeastern New Mexico. The faculty and staff **demographics** mirror Luna’s student population.

	% Hispanic	% White	%Other	% Male	% Female
Faculty and Staff	79	17	5	45	55
Students	79	15	6	48	52

Luna’s institutional commitment to diversity is expressed in policy, in educational practices, and is evident in the culture of the campus. Luna’s commitment to inclusiveness begins with its Guiding Principle to **“Demonstrate Diversity, Equity and Inclusion.”**

In the new **Employee Handbook** and the Luna Community College **Catalog**, Luna is identified as an equal opportunity institution. This is evident and accomplished through nationally advertised faculty and administrative positions and the college practice of open enrollment that turns away no student. All activities and functions of the college are managed by a faculty and staff that reflect the area’s demographics, providing role models for students. A trained ADA counselor is available as needed.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Luna's Guiding Principle directing the college community to "Demonstrate Collaboration, Empathy, and Community" is the cornerstone for respect. Luna's Shared Governance process provides a venue for positive expression of any ideas and concerns. The prescribed nature of this process and its inclusion of all college groups eschews acrimonious exchange and guarantees a hearing for all constituents, regardless of position within the college and regardless of any personal characteristics.

Both the Code of Conduct for students, found in the college catalog and the Employee Conduct regulations found in the Employee Handbook identify a variety of inappropriate actions for Luna students and employees. In both codes, harassment and sexual harassment are strictly forbidden. The college has a process for disciplinary action that can include dismissal from the college as either a student or an employee. These conduct expectations and any resulting disciplinary action are applied throughout the college.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Luna's first Guiding Principle, Demonstrate Integrity, is the basis for all college action. Employees, students and the Board are aware of and follow conduct regulations, ethical fiscal policy and academic integrity. The college supports academic freedom and equal opportunity. The college presents itself accurately to the public and is not influenced by outside sources.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

2.A.1 The institution develops, and the governing board adopts the mission.

In the fall of 2021, Luna Community College began revising its Strategic Plan. This included revision of the Mission Statement, Vision Statement, Guiding Principles and Strategic Goals. A committee of faculty, staff and community members met weekly for five months. The committee began with a SWOT analysis and pursued multiple iterations. In February of 2022, a draft was shared institution wide. All college constituents, including governance groups for students, staff and faculty, were given the opportunity to review and provide input.

Finally, the 2022-2027 Strategic Plan was presented to the Board of Trustees, on March 8, 2022. The Board gave its approval, with a recommendation to ensure the plan's wording included all satellite locations. This information was provided to the committee and new language was adopted in the introductory paragraph of the Strategic Plan to overtly identify all campuses.

As a part of the above planning process, the college Mission Statement was also revised. The new Mission Statement can be found on the campus web page, in *The Luna Light*, on banners, on sign boards and displayed on desks and walls.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Luna operates with integrity in its financial functions. All financial processes at the institution operate using standard separation of duties processes. The procurement process follows NM

Procurement Code regulations as set out in Luna's **Finance and Administration Procedural Manual**. A Request for Purchase is created by a departmental administrative assistant, approved by the departmental director, and forwarded to the Business Office where it must then be approved by the Budget Director, the Procurement Officer and the CFO. If it is a grant funded budget, the Grants Financial Specialist is part of the approval process. Each request is evaluated based on the position's specific oversight, knowledge and responsibility. At any point, the Request may be stopped for corrections. Any corrections must be made before the Request moves forward.

Luna's budgeting process is **tied directly to the college strategic plan**. Each year, budget managers identify the funding they believe they will need for the upcoming year and identify the Strategic Goals their budget will be used to accomplish. These budget requests and planning documents are submitted to Department and Division Directors who review and revise them, then submit them to the appropriate vice president. Through a collaborative process, the VPs and the President prepare a consolidated budget for Board of Trustee approval.

Luna operates with integrity in all its academic functions. Luna incorporates its institutional **academic regulations** and **Student Grievance Process** in the *Luna Community College Catalog*, available on the Luna website, in the Learning Resource Center and in various offices on campus. The catalog is readily available to students, faculty and staff, providing transparency and consistency across campus. Additionally, all faculty provide students with **a syllabus** for the class they are teaching, ensuring students have all the information pertaining specifically to that section of that course. The college ADA Statement, the Academic Honesty regulation, and FERPA information for students is included in both the catalog and the syllabus.

Luna operates with integrity in regard to its Human Resources procedures. The Human Resources (HR) Director follows a specified **hiring process** for every position posted, documenting each step and vetting each applicant to assure qualifications for the position are met before the candidate is invited for the initial interview. For faculty positions, the HR Office uses the most recent *Faculty Credentials Manual*. The HR Director works with the Hiring Manager to determine where the position fits on the salary matrix, the make-up of the interview committee and the questions to be asked at the interview.

Luna operates with integrity with regard to auxiliary functions of the institution. The college Bookstore provides learning resources to students for purchase; the lab/pre-school offers child care services, the Cosmetology Clinic provides cosmetology services to the community, The money collected each day is deposited with the Business Office and payments are **reconciled** each month with the deposit accounts.

2.B. The institution presents itself clearly and completely to its students and to the public.

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Luna ensures the accuracy of all representations it makes on the college website. Prior to making changes or posting new material, the college webmaster must have authentication of the new information from the senior individual associated specifically with that information. For example, changing the tuition posted on the college website can only be done at the behest of the Controller, the CFO or the President. Changes to the college calendar must come from the Registrar, the Vice President of Instruction and Students Services or the President. The BOT approves all Board of Trustee meeting minutes prior to posting.

Luna ensures the accuracy of all representations made in college print and audio/visual materials. The Public Relations Manager **confirms** any press releases or any changes to marketing materials with the department in which the change is occurring, then confers with the relevant vice president and/or the president for final approval prior to print or distribution. The accreditation liaison approves any changes to accreditation statements found on the website and/or in any college publication.

Luna ensures the accuracy of all recruiting events and presentations made to the public. All Luna Student Services and Public Relations employees are expected to follow the National Association for College Admission Counseling **Guide to Ethical Practice in College Admission**. Recruiters and other college representatives are required to have extensive training and approved outlines or scripts prior to representing the college on their own. Dual Credit representatives and Student Success Specialists participate in training exercises before visiting the high schools or going off campus to advise.

By requiring multiple vetting opportunities of all new postings and information dissemination or any changes to previously approved information, Luna maintains the accuracy of all representations it makes to the public.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Luna has evidence to support its contributions to the educational experience through community engagement, experiential learning and economic development. Luna does not usually contribute to research or religious/spiritual purposes.

Students whose learning experiences include community engagement include Nursing students who participate **in vaccination clinics** and **blood drives**; the Student Government Association who hosts several events for the community including **Trunk or Treat**, **food distribution**, and

clothing drives for the homeless; and the athletics teams who participate in the Suicide Walk and community parades.

Programs in which students participate in experiential learning include the Cosmetology and Barbering clinic in which students perform all manner of hair and nail procedures for the public, the Early Childhood Pre-school in which students do their practicums, and the Querencia Post-fire Workshops in which students are provided hands-on training in erosion control, seed gathering, and tree felling.

Luna contributes to the economic development of the community via its credit and non-credit workforce training programs such as the Commercial Drivers' License (CDL) program, the Welding program and the EMT program. These programs feed the workforce directly, as most graduates have a job in mind or one that is already waiting for them. The Small Business Development Center also contributes to the economic development of the community by helping entrepreneurs realize their dreams to start a business, providing assistance with developing a Business Plan, Financial Training and applying for grant monies.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Board of Trustees (BOT) for Luna Community College is an elected Board of seven, each elected from his or her district to represent the mill levy taxpayers of the district. According to Section 21-13-10 Board Duties, of the New Mexico State Statutes, the Board is charged with determining the financial and educational policies of the college, selecting a competent president, setting the tuition and fees and accepting gifts to the college. The Luna Board meets these responsibilities.

The Luna Board is trained and knowledgeable to make informed decisions with respect to institutional policies and practices. The Luna BOT has scheduled training at least once per quarter, usually at its regular Board meeting on the second Tuesday of the month. In the past, the Luna Board has held in-depth training in a retreat setting once each year. However, the last scheduled retreat was cancelled due to the fires, and Luna has redesignated those funds to send at least two Board Members to the HLC Annual Meeting in Chicago each year. Currently, over half of the Luna BOT has attended the Trustee training sessions at HLC. Recent quarterly trainings have included fiduciary responsibility, ethics and conflict of interest, accreditation and Board Member responsibility.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

Since July of 2021, the Board has made several changes in the style of its deliberations in order to reflect the Board priorities to preserve and enhance the institution. Documenting these changes is the modified **agenda** the Board currently uses to streamline its meetings so that the Board addresses only those areas falling within its responsibility or oversight.

Presentations during meetings are short and succinct, with more complete details in the Board packets. Only the executive leadership of the college and the chair of the Shared Governance Council make regular presentations to the Board. When there is an **action item** on the agenda, the board deliberates prior to voting, their deliberations reflecting the priorities of the institution. This is reflected in the minutes.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board of Trustees regularly recognizes its constituents' concerns. Frequently, Board members from Mora, Springer and Santa Rosa make suggestions regarding the inclusion of those sites in programs and college activity.

A **significant issue** brought to the Board by constituents was the unauthorized use of college lands near a residential area for target practice. Citizens brought photos of bullet holes in their homes. The Board recommended that the President consider ways to assist. Ultimately, the President authorized a fence, making ingress to the property extremely difficult, resolving the issue.

During a special meeting to consider the cost of out-sourcing financial aid, the Board asked for **feedback from the Financial Aid Director** in order to understand the position of those actually doing the work, providing her with the opportunity to express her need for the service.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The Luna Board of Trustees preserves its independence from undue influence. In a recent Board work session on Criteria 2, specifically on 2.C.4, they discussed the Board policy that requires they act as a Board and not individually and the Conflict of Interest policy and the **forms that they all sign**. Additionally, they discussed specific practices that they use when constituents who don't know about these policies ask them to take action. Practices they identified included referring the person to the college President or the Board Chair, or identifying for the person the department at the college that handles the topic.

The Board does not receive any payments from outside sources, nor does it solicit donations. Members exclude themselves and their businesses from any procurement activity taking place at the college.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Prior to the current college administration, the Board had been used to direct intervention and day-to-day management of the institution. When the current President took his position, he instituted training for both the Board and the college employees to help everyone recognize their roles in support of the institution.

The President instituted a new agenda format for Board meetings, limiting regular reports to executive leadership and the Chair of Shared Governance. This new format decreased the number of people having direct interaction with the Board members. He explained to all concerned that the Board would work through the President to manage the institution and that the President would serve as a conduit to the Board for employee concerns. He also reinvigorated the chain of command system for students and employees.

Today, if members of the Board want clarification on specific items, they reach out to the Board Chair or to the President. Employees now work through their supervisors, VPs and the President, instead of going directly to Board members.

As a result, Board meetings now focus on Strategic Plans, fiduciary responsibility and issues of policy. The day-to-day management of the institution is delegated to the President and his administrators. Academic matters are overseen by the faculty with support from their Directors and the VP of Instruction and Student Services.

The reinvigorated chain of command has been of significant benefit to instruction. Students must now follow the Grievance Procedure in the *Luna Community College Catalog*. Faculty are given academic freedom to teach their courses without interference. If complaints are made by students, they are directed from both within and without the institution to follow the proper channels for addressing concerns and filing grievances.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

At Luna, each instructor has the freedom to select course materials that best support their discipline and teaching methodology. All faculty are expected to remain current in their field, but with that responsibility comes the privilege of freedom of expression regarding the disciplinary information they provide to their students.

The **Freedom of Expression and Dissent Policy** is on the college website. It includes Luna's position on freedom of speech, the consequences when that freedom is violated and the limitations on that freedom when it does material harm.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Luna does not require faculty to participate in research. However, for those faculty who do pursue research projects, Luna provides oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

All research conducted at Luna is considered individually and on its own merits. Any Luna employee pursuing research must submit the potential research project to the Vice President of Instruction and Student Services for permission to pursue the work. The request for permission must include approval from the employee's supervisor and a list of Luna resources the employee expects to use. If human subjects are to be involved, the employee must discuss the project with the VP prior to applying for permission.

While not expected to do research and publish, Luna faculty are expected to remain current in content and the pedagogy/andragogy best suited to their discipline. Faculty and staff are allowed to use the budgeted Professional Development funds to attend conferences and trainings to that end. The funds are overseen by the VP of Instruction and Student Services who prioritizes use of the funds according to the Strategic Plan.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

The Luna Learning Resource Center provides both students and employees access to books, magazines, databases, newspapers, full electronic books, full text journal articles, newspapers,

art images, and educational, streaming videos curated for the disciplines taught by the college. The physical collection is composed of over 30,000 items, including books, paper periodicals, DVDs and music CDs. The Southwest Room contains over one thousand volumes of Native American, Mexican, New Mexican and Southwestern United States materials. Many of these materials are rare or out of print.

The LRC Manager encourages suggestions for acquisition and librarians are available to assist with research and documentation. The Learning Resource Center's online resources are available to employees and students 24/7 from any device with internet access.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

Luna offers guidance in the ethics of research and the use of information resources in the traditional locations – Composition courses, the Learning Resource Center, the Luna Community College Catalog, and the Academic Center for Excellence where students can find writing tutors, both face-to-face and online. In courses that require research projects, students are given a short unit on documenting sources for that discipline.

Luna also has a Student Portal with useful information about the nature and definition of plagiarism, why it is inappropriate and how to avoid it.

2.E.4 The institution enforces policies on academic honesty and integrity.

The Luna Community College Catalog includes the following information about Academic Integrity.

Academic Integrity

Students are responsible for achieving the academic requirements of the courses and programs they pursue, including course goals and objectives as prescribed by the faculty. Students are also responsible for demonstrating achievement in an honest manner. It is important to students' academic success that they understand what constitutes academic dishonesty.

Plagiarism

is a form of academic dishonesty that includes, but is not limited to

- Representing any work from any other source as one's own, including quotations or identical
- expressions of material from books, reference works, and encyclopedias
- Offering the ideas, words, sentences, or parts of another person's writings without giving
- appropriate credit
- Presenting material from World Wide Web without documenting the source
- Submitting a paper purchased from any research or term paper service.

Cheating

is another form of academic dishonesty that includes but is not limited to

- Use of materials, notes, information, or study aids not permitted by the instructor during tests,
- quizzes, or other graded, in-class activities
- Use of electronic equipment, including cell phones, PDA's, and calculators not authorized by the
- instructor
- Unauthorized possession of examinations, quizzes, or instructor records
- Obtaining unauthorized information during an examination
- Obtaining completed assignments from other individuals to submit as one's own
- Obtaining an exam not shared by the instructor prior to taking the exam
- Altering of grades on an examination, assignment, or records of an instructor or the college
- Assisting others in cheating

Student documents are periodically assessed by SafeAssign, a plagiarism checker within the Blackboard Learning Management System. If a student is determined to be guilty of plagiarism or cheating as a result of this or any other detection method, they will be subject to the disciplinary procedures assigned by the course instructor, up to and including being dropped from the course with a failing grade. If a student believes s/he has been disciplined in error, s/he may use the **Grievance process**.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

Luna offers courses and programs that support the college vision and mission to develop future leaders with content knowledge and critical skills. The 17 Associate Degrees, and 21 Certificates are designed to prepare students for employment or transfer to a four-year institution. The number of courses and credits align with state and accreditor requirements. The curriculum committee, consisting of faculty, oversees the curriculum that promotes diversity through a variety of courses that incorporate multicultural aspects. Special programs, such as lectures and exhibits, also offer insights into culture and community history. Additionally, the Student Senate organizes events like the Hunger Walk and Thanksgiving drives to promote understanding within the community.

Luna establishes distinct learning goals each of its programs. The key difference between certificates and degrees lies in the general education requirements. Certificate students must demonstrate English and Math proficiency within contextualized courses, while degree students must complete specific general education courses. For its transfer programs, Luna follows the New Mexico statewide general education framework to ensure transferability to other colleges and universities. Luna has articulation agreements with various universities and external accreditations for some programs.

Luna has sufficient faculty for teaching and non-teaching faculty responsibilities. While the college does not explicitly require scholarship and creative work, the faculty are encouraged to continuously improve their courses and show interest in inquiry and teaching through professional self-development and be accessible to students. All instructors meet the qualifications outlined in the Luna Faculty Credentials Manual, regardless of the location or modality of the course being taught.

Luna ensures its instructors stay current in their disciplines and skilled in teaching. Luna allocates a budget for professional development, both in house and external. All faculty are evaluated regularly, regardless of their full- or part-time position.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

3.A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Luna academic offerings are current and require students to meet performance expectations appropriate to their awarded degree or certificate. Luna's **Vision and Mission** statements embody the college commitment to developing future leaders who have not only garnered content knowledge within their program of study, but also the ability to create, collaborate, communicate, and think critically allowing students to succeed in their chosen field and, where appropriate, successfully transfer. Courses and programs align with external accrediting and licensing agencies, **statewide transfer requirements**, and standards set by the faculty **Curriculum Committee**.

The college offers **21 areas of study**, 17 Associate Degrees and 21 Certificates. Luna's programs are designed to provide entry-level preparation for employment and/or facilitate transfer to a four-year institution. Luna's Associate of Arts or Associate of Science degrees are designed for students who plan to transfer to a four-year institution and pursue a baccalaureate degree. The Associate of Applied Science Degrees, for example, Nursing, Vocational/Technical Studies or Allied Health, are designed for students who want to go straight into employment. Luna's certificate programs are typically 30 credit hours, like the Welding Technology Certificate and the Automotive Collision Repair Technology Certificate. However, there are some exceptions in programs with specific credential lengths defined by the industry. Two of these are the EMT-Basic Certificate which is 12 credit hours and the Cosmetology Certificate which is 62 credit hours. The Career and Technology Education program also offers occupational skills certificates in Automotive that are 16 – 24 credit hours and the Welding Technology program offers **American Welding Society micro credentials**, enabling students to document industry skills earned prior to completion of the academic credential.

The number of courses and credits for Associate Degrees and Certificates align with requirements set by the New Mexico Higher Education Department (NMHED) and applicable third-party accreditors. A standardized definition of a **credit hour** is defined in the Luna Catalog and is applied across all degrees in accordance with federal guidelines to ensure transferability. Most of Luna's general education courses follow the **New Mexico Common Course Numbering System** (NMCCNS). The NMCCNS includes all lower division (1000 – and 2000 – level) courses offered in the state and facilitates transfer of courses between New Mexico's public and tribal higher education institutions. Within the NMCCNS, courses may be equivalent or unique. Equivalent courses are offered at multiple institutions and share a prefix, number, title, description, and student learning outcomes. Articulations and agreements with two- and four-year institutions also facilitate student transfer and demonstrate that Luna's programs meet the expected rigor. Luna's **STEM programs are articulated with New Mexico Highlands University**. Luna offers Calculus I and II, both of which transfer into the engineering program at New Mexico Tech. The **School of Business** has new articulation agreements with University of New Mexico and Northern New Mexico College. Luna's Associate Degree in Nursing articulates with the BSN program at New Mexico Highlands. These two nursing programs also share an **external advisory council**, facilitating a direct pathway for Luna nursing students to finish their BSN degrees.

The rigor of Luna's Welding Technology program is recognized by high-level industries. The Los Alamos National Laboratory and the National Nuclear Security Administration provided **\$200,000** (with an

additional \$275,00 pending) in grant funding for training Pit manufacturing, recognizing the quality of Luna's graduates and the Luna program's adherence to the standards set by the American Welding Society (AWS) **certification process.**

Three of Luna's programs have third-party accreditors and align their programs, curriculum, and competencies to programmatic accreditation standards and state-wide consortium agreements. The Nursing program is accredited by the **Accreditation Commission for Education in Nursing (ACEN)** and is a member of the New Mexico Nursing Education Consortium (NMNEC). The **Business program, accredited by the Accreditation Council for Business Schools & Programs (ACBSB)**, aligns core competencies with the New Mexico Collegiate Business Articulation Consortium (NMCBAC). The School of Business degree programs were recognized as one of the **top associate's degrees** in the nation. The Dental Assisting program is accredited by the **Commission on Dental Accreditation.**

Other programs are aligned with statewide consortiums that set standards for program and faculty. The curriculum for the Associate Degree and Certificate programs in Early Childhood & Teacher Education are articulated across the state by the **NM Early Childhood Higher Education Task Force** to ensure students have the necessary preparation for transfer to a four-year program and to work as professional elementary and secondary paraprofessional teachers. Luna's Cosmetology and Barbering program is approved by the State Board of Cosmetology and Barbering.

Luna's **Curriculum Committee** is comprised entirely of faculty and oversees all curriculum and program changes. The Curriculum Committee meets at least one time each semester and on an as needed basis to review new or revised courses and curricula. Recommendations from the Curriculum Committee go to the Vice President for Instruction and Student Services. Curriculum updates include restructuring of Allied Health courses to identify a **pre-nursing** track within the Allied Health program and updates to course numbering in **the Criminal Justice Associate of Arts.**

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Luna articulates and differentiates learning goals for each of its programs. Most certificate programs require courses that are unique to the certificate. Examples of this include the courses required to complete a certificate in **Dental Assisting, EMT-B, or Welding.** These certificates serve as both credentials for entry-level positions in the workforce and as the first step towards an Associate Degree, since the courses and credit hours earned for certificate completion can be applied to completion of an Associate of Applied Science Degree.

The differentiating factors between certificates and degrees are the general education requirements. While all Luna graduates must demonstrate English and Math proficiency, students earning a certificate may do so by passing the English and Mathematics requirements in contextualized courses within the certificate program. To earn a degree, students must satisfactorily complete general education courses. All Luna Associate of Applied Science Degrees include a minimum of 15 hours of general education coursework. The Associate of Arts and Associate of Science Degrees require at least 30 hours of general education coursework.

The **NM Common Course Numbering Catalog** standardized 1000 and 2000 level courses, creating common course descriptions and student learning outcomes for most academic transfer courses. For courses that are part of the General Education Core Curriculum, the state-wide General Education Task Force created **rubrics that assess essential skill attainment** and specify a student's level of performance. The **General Education Assessment Action Plan** is designed to assess essential skill attainment for Luna students completing general education core requirements.

3.A.3 The institution's program quality and learning goals are consistent across the all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements or any other modality).

Luna's courses are consistent across all modes of delivery and locations. Courses with the same name all have the same course description and student learning outcomes. Irrespective of the **mode of delivery**, syllabi with these same outcomes are posted on the Concourse platform and in the Blackboard Learning Management System. Examples include **Introduction to Sociology** (SOCI1110, taught In Person, Online Synchronous, and Online Asynchronous), **General Mathematics** (MATH-075E taught In Person and Hybrid), **Medical Terminology** (taught In Person, Online Asynchronous, and as dual credit at a local high school) and **Emergency Medical Technician -Basic** taught on the Main campus and on the Santa Rosa campus under the UNM EMS Training Center.

The quality of instruction is consistent across modes of delivery and instructors. All Instructors meet the education and qualifications dictated by the Luna **Faculty Credential Manual** and all faculty use a common **Course Learning Outcomes Assessment** tool. For classes in **Business, Nursing, and Education**, courses and course learning outcomes are shared as part of state-wide consortium agreements.

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.1 General Education is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate Gen Ed requirements.

Luna General Education is appropriate to the mission, educational offerings, and degree levels of the institution. **Luna's Mission** is to provide accessible, innovative, and integrated learning experiences to prepare students for future careers and leadership.

Luna's **General Education curriculum** is critical to achieving this mission. As a two-year institution, Luna's Associate Degrees in Applied Science require students to complete at least 15 semester credit hours of general education. The Associate of Arts and Associate of Science degrees all require completion of at least 30 semester credit hours of general education courses.

Luna also offers 21 certificate programs. These certificates require attainment of **English and Math proficiency**. For certificates not designed to transfer to a four-year degree, this proficiency is taught as contextualized skills in the certificate coursework. Those certificates designed for transfer require completion of general education courses.

The implementation of state-articulated learning outcomes, found in the **NM HED CCNS catalog**, impacts all of Luna's General Education courses by **guaranteeing transferability** to other colleges and universities across New Mexico. Luna has certified and/or submitted for **approval 95% of its General Education courses**.

3.B.2 The program of Gen Ed is grounded in 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.

Luna's Mission is to provide accessible, innovative, and integrated learning experiences to prepare students for future careers and leadership. To fulfill its mission, Luna has established two step pathway for achieving appropriate general education.

Luna adopted a minimum level of **English and Mathematics proficiency** as a baseline for all its programs. Baseline proficiency can be demonstrated by achieving minimum scores on standardized tests, successfully completing basic English and Mathematics courses or successfully completing discipline-specific courses in which the English and Mathematics proficiencies have been embedded.

Luna adopted the New Mexico statewide general education framework for its degrees and its academic transfer certificates. The implementation of state-articulated learning outcomes, found in the **NM HED CCNS catalog**, impacts all of Luna's General Education courses by **guaranteeing transferability** to other colleges and universities across New Mexico. Luna has certified and/or submitted for **approval 95% of its General Education courses**.

Luna's Associate Degrees in Applied Science require students to complete at least 15, and usually 17 semester credit hours of general education. The Associates of Arts and the Associate of Science Degrees all require completion of at least 31 semester credit hours of general education core curriculum. Luna's academic transfer certificates require general education coursework, as well, usually between 15 and 30 hours.

By providing students pursuing transfer education with general education coursework that not only contributes to the credential they will be earning from Luna, but also can be applied to a baccalaureate degree, Luna enhances the accessibility of higher education. By providing contextualized English and

Mathematics skills for students pursuing terminal certifications, Luna makes it possible for those students to more quickly complete and enter the workforce.

3.B.3 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The Luna curriculum reflects the diversity of the world in which its students live and work by offering such courses as Introduction to Anthropology, Cultures of the World, New Mexico History, Spanish I and II, World Religion, and Sociology.

Many of Luna's educational courses emphasize a multicultural aspect, which educates the student in empathy and equity. The following are examples from across the college.

- The **Introduction to Film History** incorporates films directed in various countries outside the United States, including France, England, Mexico, Spain, and India.
- The **Introduction to Business** class requires students to explore and present barriers to international trade, including sociocultural differences, economic differences, and political and legal differences.
- **Principles of Nursing Practice** and **Nursing Pharmacology** courses in the Nursing program curriculum address a variety of diversity topics, including medication usage and its effects on different races and age groups, communication skills with other language speakers, and the impact of certain religious values on patients willingness to consent to treatment of various kinds.
- In its Multicultural Education and Students with Exceptionalities courses, the Education Department addresses diversity topics that are common in New Mexico. In April of 2022, students participated in a **field experience**, visiting childcare facilities in the Albuquerque region devoted to serving high-risk families who are experiencing homelessness, incarceration, or addiction recovery.
- In **Developmental Psychology** courses, assignments are focused on the intersection between human development and environmental impacts, including cultural experiences that influence this development. Quiz 1 is specifically designed to assess a student's understanding and ability to incorporate an intercultural lens in a foundational way when thinking through growth across the lifespan.

Special programs also provide students a window into the culture and history of the community.

- **Dr. Gregory Cajete**, Native American educator, scholar, and author, presented "Health, Community, Indigenous Foods and Herbs in Northern New Mexico" as an open lecture to students, faculty, staff, and community.
- The **Fe y Resiliencia** (Faith and Resilience) exhibit located in the Media Education Center, in partnership with Friends of the Museum, San Miguel County and Los Hermanos de la Morada de las Gorras Blancas de la Montana de la Sangre de Cristos is an art and local history exhibit.
- The Student Senate organized a **Crop Walk** for Hunger event during the Fall of 2021 and 2022. They also organized a Thanksgiving food drive in Fall 2021 and 2022, and a Thanksgiving luncheon in November 2022.

3.B.4 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.

Luna does not have an explicit expectation for scholarship, creative work, and the discovery of new knowledge in faculty contracts or the Employee Handbook. The faculty teaching load is 15 – 17 credit hours per semester, and the **Employee Agreement for Faculty** does state that faculty are expected to continuously improve their courses and exhibit “a continued interest in inquiry and teaching through professional self-development.” As a result, there are many examples of faculty and students participating in scholarship, creative work, and the discovery of knowledge activities that are appropriate to the college.

- Art students created a **Creating Opportunities For You mural** in the Humanities building
- Welding students created **trophies** for the car show and creative art to sell.
- Business faculty attended the National Accreditation Council for Business Schools and Programs **(ACBSP) workshop** in September 2022.
- The Luna General Education team (including two faculty) presented at the **NM Higher Education Assessment and Retention** (NM HEAR) Annual Meeting Albuquerque, NM February 2023
- Welding Instructor Gene Martinez attends the monthly state AWS meetings.
- **Nursing faculty** maintain their CEUs by participating in the ACEN forum (April 2023) and the New Mexico Center for Nursing Excellence Nurse Educators Conference (June 2023)
- Auto Technology and Collision faculty continually attend conferences to enrich teaching skills such as **SnapOn training and other certifications.**
- The Early Childhood Education Department responded to an invitation for Luna’s Lab/Preschool to participate in a research study conducted by **Castleton University** in Castleton, VT. Castleton University educators trained the preschool teachers in the implementation of the Hand in Hand Program. This program provides preschool teachers the knowledge and skills to recognize and appropriately respond to aggressive and impulsive behaviors that result from early trauma.
- The Education Department designed a model classroom and successfully pursued grant funding to implement the design.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As a rural, Hispanic Serving providing students accessible, innovative, and integrated learning experiences, the composition of Luna’s employees reflects the demographics of the region it serves. The faculty and staff **demographics** mirror Luna’s student population very closely.

%Hispanic %White %Other/Unknown %Female %Male

Faculty and Staff	79	17	5	55	45
Students	79	15	6	48	52

3.C.2 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, assessment of student learning, and establishment of academic credentials for instructional staff.

Luna has sufficient numbers of faculty to meet the institution’s teaching and non-teaching responsibilities. In 2021, with the arrival of a new President, Luna was reorganized to more closely align with student needs and numbers.

There are now five **academic director positions** (there were previously seven), who oversee Allied Health/Public Services, Career and Technical Education (CTE), Education and Business, Nursing, and STEM/Humanities. Luna has added **lead instructors** in Humanities, Business and Education and two full-time faculty in Allied Health. Luna has also converted **adjunct faculty to full-time** positions in Allied Health, Barbering, Film Technology, and Welding. In the Fall 2022 semester, **full-time faculty taught 69%** of the class sections offered (132/192) compared to the Fall 2021 semester where full-time faculty taught 56% (95/170). Several programs, including Nursing, Dental Assisting, Barbering/ Cosmetology and Collision Repair Technology are taught solely by full-time faculty, as seen in the **Luna Directory**.

Luna faculty participate in learning assessment, curriculum development, student academic advising and student organization advising. They also serve on Faculty senate, on standing committees like Curriculum and Retention and Completion, and on ad hoc committees like hiring committees. With a relatively small full-time faculty, this was especially difficult in the past. However, two strategies implemented over the last two years have helped ease the load of non-classroom activities required by faculty. First, hiring additional full-time faculty has meant that there are more faculty among which to divide the responsibilities. Second, beginning in Fall, 2021, the Shared Governance Council **restructured the number of committees** to further reduce the burden on both faculty and staff. The result has been a more realistic load of non-classroom activity for all faculty.

3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

All instructors are appropriately qualified to meet the requirements set forth in the Luna **Faculty Credentials Manual**, as demonstrated in the **faculty rosters** for each department. Luna does not make any distinction between qualifications for instructors teaching in dual credit, online, on satellite campuses or on the main campus. Luna does make a distinction between faculty credentials required for teaching transfer courses and faculty credentials required for teaching specific workforce courses.

While courses designed for transfer follow standard guidelines for academic transfer faculty, certain occupational programs must, or choose to follow programmatic accreditation or industry recognized guidelines. The Department of Nursing must use the New Mexico Board of Nursing guidelines for hiring faculty. The Barbering and Cosmetology Program must follow the guidelines established by the New Mexico State Board of Barbering and Cosmetology. The Emergency Medical Technician (EMT)-Basic program faculty credentials are mandated by the New Mexico Joint Organization on Education in **Emergency Medical Technician training**.

3.C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Luna faculty are regularly evaluated in accordance with established institutional policies and procedures. According to the **employee agreement**, "Faculty shall present evidence of current curricula, content and organization through continuously improved course syllabi, selection of texts, and related instructional materials..." Academic directors evaluate all full-time faculty annually using an established **faculty appraisal** form and regularly conduct **classroom observations**; **adjunct instructors** are also evaluated periodically, depending on the frequency with which they teach for Luna. Other faculty evaluation procedures include assessing their diligence in completing **Course Learning Outcome Assessments (CLOA)** forms each semester. Students complete **course evaluations** and faculty are sometimes called on to reflect on these evaluations as part of the program assessment process (e.g., **nursing**, **dental assisting**, **Allied Health/Public Service**).

3.C.5 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.

Luna has processes and resources to ensure instructors are current in their disciplines, adept in their teaching roles, and have opportunities throughout the year for professional development. Across all programs, Luna employs content experts in their disciplines and experienced teaching practitioners committed to honing their craft. Luna maintains a budget for professional development to pay for or to assist faculty to attend external professional development opportunities.

Accredited programs, like **Business** and **Nursing**, require faculty to attend professional development and continuing education through their accrediting bodies. Faculty have also attended the **NMHEAR Summer Retreat** and **HLC Annual Conferences**. Participants **shared** their experiences with the Luna Community in meetings and via email. All instructors teaching online complete a **Quality Matters** two-week course, paid for by Luna and in partnership with Santa Fe Community College, offered two to three times per year. Luna also supports faculty interested in furthering their education (e.g., **NMHU-LCC Tuition Waiver Program**).

Training to increase awareness of the mental and behavioral health challenges of students, faculty, and staff was offered with NM Higher Education Department funding. **In-Service Weeks** are held at the

beginning and end of each semester, coordinated by different campus groups. Workshops include strategies for active learning, getting the most from the Blackboard LMS, FERPA, safety, and orientation for new faculty. Training for faculty is also available on the professional development portal, the **Rough Rider Knowledge Bank**. The Faculty Senate hosts monthly **Coffee Connects** where faculty share best practices and ideas for better engaging their students.

3.C.6 Instructors are accessible for student inquiry.

Instructors are accessible for student inquiry as an expectation of their **fulltime** or **adjunct** instructor contracts and **the Employee Handbook**. Full-Time faculty typically hold between six and ten office hours per week, depending on their teaching load. Faculty are available to answer student queries via email, Blackboard, and in person. Workforce programs have large numbers of lab skills training hours, so in addition to office hours, students have significant opportunity to interact with instructors in the lab setting. During these labs, students interact with faculty both formally and informally.

Programs	Lab/Practical Time/Total Contact Time to apply curricular concepts*	Facilities are open for students to use and interact with faculty when not in didactic instruction
Cosmetology/Barbering	83%	Mon – Thursday 10– 4:00
CTE (welding/automotive/collision)	72%	Mon – Thursday 10– 3:00
Dental Assisting	67%	Mon – Friday 8:00 – 5:00
Nursing	64%	Simulation lab open ~16 hrs/wk

*average based on semester course schedule for fall semester

3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Luna Student Support Staff are highly qualified, trained, and supported by internal and external professional development. Combined, staff have well **over 200** years of service to Luna with educational training ranging from extensive on-the-job training and specialized certifications to master’s degrees.

Reorganization in the Fall 2021 resulted in a “One-Stop-Shop” model where all student support services (Financial Aid, Registrar’s Office, Admissions, Recruitment, Student Advising, tutoring in the ACE lab, and Veterans Affairs) are located in the Student Success Center. Reorganization of offices allows for cross-training and increases student access to support.

Examples of cross training include training of Admissions and Registrar’s Office staff on using the **Jenzebar ERP** student modules, **mental and behavioral health trainings** to support students experiencing these issues, and **academic map and advising trainings**. Training is also available in the **Rough Rider Knowledge Bank**, Luna’s professional development portal. Support staff attend professional development workshops and seminars organized by their professional organizations.

Support staff also attend the HLC Annual Conference and share their experiences and knowledge with their teams.

3.D. The institution provides support for student learning and resources for effective teaching.

3.D.1 The institution provides student support services suited to the needs of its student populations.

Luna provides a wide range of student support services tailored to assist traditional and non-traditional students throughout their collegiate journey. Luna has an American with Disabilities Act (ADA) Student Support Specialist who ensures that all eligible students receive the accommodations to which they are entitled. Luna also provides student support in the areas of mental and behavioral health, food insecurity, financial aid, childcare and veteran support.

Luna Strong Mental and Behavioral Health Services. The **Statewide Basic Needs survey** conducted in the spring of 2022 revealed that 66% of Luna Students are exhibiting very high levels of depression (66%) and anxiety (55%); students who are housing insecure experience depression and anxiety at much higher levels than those who are housing secure (3.4X for depression and 2.2X for anxiety). All Luna students have access to mental and behavioral health support at a local medical clinic through a long-standing informal partnership with New Mexico Highlands University. However, most students, faculty, and staff were unaware of available services. **Grant support from the NM Higher Education Department (NMHED)** awarded in June 2022, allowed the college to formalize this partnership and expand the access to provide direct clinical services with El Centro Family Health. Included in this formal agreement is that Luna students also have access to social student support activities, facilities, and events (e.g., **NMHU MOA**). The **Luna Strong program** and a **Mental Health Task Force**, both established in the Fall 2022, have allowed the college to raise awareness of **available services**, provide faculty professional development for mental health, suicide awareness and suicide prevention. Additional funding from the **Las Vegas Community Foundation**, NMHED, and **Higher Education Emergency Relief Fund (HEERF)** will allow Luna to offer greatly expanded teletherapy options for students beginning in the 2023-2024 academic year. A significant number of Luna employees have received training:

Question Persuade, and Refer (QPR) Gatekeeper: 1 hr (faculty, staff, students)

- 11/3/2022 - 10am (11 attendees) 2pm (20 attendees) = 31
- 12/1/2022 - 10am (7 attendees) 2pm (9 attendees) = 16
- 2/2/2023 - 10am (8 attendees) 2pm (13 attendees) = 21
- Total: 68

Mental Health First Aid 8 hours (faculty and staff)

- 12/15/2022 17 participants

- 3/14/2023 6 participants
- Total: 23

Luna Strong Food Services. The Rough Rider Tiendita (food pantry) opened in July 2022 for student use from 8 a.m. to 5 p.m. Monday through Friday at the Maria H. Paiz Administration Building. The Tiendita was created through a partnership between Luna and the Luna Foundation. A NMHED grant for College Food Security entitled Feeding Rough Rider Success has allowed the college to greatly expand its food offerings. The **Statewide Basic Needs survey** revealed that 67% of students and 49% of faculty/staff are food insecure. Grant support has allowed the college to provide students, faculty, and staff free, frozen meals, snacks, and expanded food options through partnerships with Meals on Wheels Albuquerque and The Food Depot in Santa Fe. Luna also supports its campus community through the micro-pantries in high traffic areas across campus. Previously classified as a “food desert,” **testimonials** from students, faculty, and staff indicate that the program has had a positive impact on improving the campus culture and reduced food insecurity on campus.

Financial Assistance. Luna’s Financial Aid Office partners with Attain, a third-party contractor, to ensure that all students receive aid based on their demonstrated need. Students may be eligible for Pell Grants, the **NM Lottery Scholarship** (for traditional students) and/or the new Opportunity Scholarship. The **Opportunity Scholarship** provides a tuition free college experience to full- and part-time students of any age pursuing credit-bearing career training certificates, associate degrees, and bachelor's degrees. Students may also qualify for federal or state supported work study. Students received monetary support through stipends from the **Higher Education Emergency Relief Fund (HEERF)**. Private scholarships are also available. The **Viles Foundation Inc.** supports educational pursuits of young people from San Miguel and Mora counties, with emphasis on orphan girls, and fatherless or motherless girls who might otherwise not have the opportunity to attend college. The University of New Mexico **Montanas del Norte Area Health Education Center (AHEC)** is located on the college campus and provides financial support for nursing and dental assisting students to cover mileage for travel to clinical rotations. AHEC also provides funding to support the mental and behavioral health needs of students and recognition and celebration events that are tied to its mission.

Financial assistance is also available for students who have been impacted by the Hermits Peak/Calf Canyon fire which began in April 2022. Awards up to \$500 are available for qualifying applications. The financial assistance comes from donations contributed by the **Las Vegas Community Foundation** and awarded as Community Grants to the Luna Foundation.

Childcare Services. Luna provides its students, staff, and surrounding communities access to an **on-campus preschool**. The preschool provides childcare services five days a week, for up to 30 children ages 2-5 and operates as a lab school for Luna's Early Childhood Education program. Registration for services occurs each semester on a first-come, first-serve basis. State funding is available to support families with incomes up to \$120,000. New Mexico is leading the nation in providing childcare access to all families, and the Luna preschool works closely with the State of New Mexico Early Childhood Education Care Department to ensure families receive high-quality care for their children. For many students with young children, this service is essential, enabling Luna students and families to pursue their educational goals.

Veterans Resource Center. Veterans and their dependents can receive academic and career advisement, peer to peer mentoring, counseling, information about community resources and

workshops, and technical support in applying for VA education benefits. The **Veterans Resource Center** is conveniently located in the Student Success building adjacent to the ACE tutoring lab.

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.

Luna is an open enrollment institution and provides the learning and preparatory support needed for all its students to be successful. This includes traditional freshmen, non-traditional students, dual enrollment students still in high school and students who have not yet received their high school diploma or equivalency. Luna also has dedicated programs beginning with middle school students to engage and prepare students for post-secondary educational opportunities.

Student Success Center. Student Success Specialists are co-located in the **Student Success Center** along with the Registrar's Office, Admissions, Financial Aid, and the ACE tutoring lab to ensure that proactive academic planning is occurring for all students. Student Success Specialists provide academic advising and assist students with coping skills for academic challenges, provide students with strategies for improving their strengths, and connect students to institutional and extra-institutional resources. As many students are now taking online classes, prior to registration students are asked to read and sign a **FAQ** on how to be successful in asynchronous classes. This positive, strengths-based coaching approach develops a personal relationship and individualizes appropriate activities that strengthen students' self-efficacy. Student Success Specialists administer the Accuplacer exam to determine students tested level of basic, knowledge and skill. Accuplacer scores, high school transcripts and faculty recommendations are used to place students in classes appropriate to their skill level.

ACE Lab. The **Academic Center for Excellence (ACE) Lab** is located in the Student Success Center and is a hub of academic activity at the college. The ACE Lab is staffed five days a week by tutors covering a broad range of disciplines. The ACE lab provides academic coaching as well as discipline-specific tutoring. ACE lab tutors are trained to assist students in examining their learning styles, habits of working and current difficulties or barriers to success. Through a supportive relationship, tutors heighten student awareness of what it takes to achieve academic success and help students to develop new strategies and personal responsibility habits. To aid students who must balance college with other commitments, such as work or family, the ACE lab is open Monday through Thursday evenings until 8 pm., and tutors are available for online tutoring, as well. The Coordinator also opens the lab on Saturdays when it is determined there is a need.

LCC Rough Rider Mentorship and College Readiness Program. Established in the Fall of 2022, the **Rough Rider Mentorship and College Readiness Program** prepares middle school, junior high, and high school students for their futures. It is available to all students in the Luna service area. The public schools involved in the pilot year (AY 23) included Springer, Maxwell, Mora, Robertson, Santa Rosa, and West Las Vegas public schools. Whether it be in-class presentations on everything from attendance to note-taking, or daily online mentor sessions with trained mentor staff, Luna's mentorship and college readiness program is providing options and information for students so they can better prepare for their futures.

College and Career Readiness Institute (CCRI) (formerly Adult Education). The **CCRI** offers academic services to adults, 16 years of age and older, who want to obtain a High School Equivalency credential. Several recent initiatives have better integrated the CCRI students into campus life and are aimed at increasing matriculation to Luna academic programs: (1) CCRI moved to report to the Academic and Career Planning umbrella in the fall of 2022; (2) the **Good Jobs Challenge grant** will allow Luna to implement an Integrated Basic Education Skills and Training (I-BEST) model. This program will pair an Adult Education instructor with a content instructor in either Allied Health or Career Technical Education for students that need extra academic support; (3) increasing math, language, science, and social studies skills by having students explore real-life applications like **skywriting**; and (4) Social integration of CCRI students with other Luna students on campus in the cafeteria for free meals and socializing.

Summer Programs. Luna has a long history of providing summer programming to expose students to careers and provide opportunities for students to meet faculty and form relationships. Recent programs include the following:

- **Math on the Fly**
- **Two-Day STEM Camp** in Santa Rosa. July 2022, Partners: Luna Community College, Santa Rosa Consolidated Schools and the New Mexico Game & Fish.
- Week-long Rough Rider Mentorship and College Readiness **Summer camps** in Springer, Santa Rosa, Las Vegas, and Mora. June 2023 During the summer of 2023, Luna held summer camps at each of its satellite locations and on the main campus for middle school students. These camps offered an age-appropriate blend of entertaining crafts and activities with exposure to college courses that lead to various professions like dentistry, welding, rocketry and film technology.
- **Nursing Summer camp** for high school students, July 2023. Students will learn medical terminology, experience the nursing simulation lab, and get CPR certified.

3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.

Luna strives to provide intrusive academic advising for all students across all academic programs, degrees, and certificates. Once a student is **admitted**, Student Success Specialists work closely with the academic and the career technical education directors and faculty to assist and mentor students. Beginning in the fall of 2023, students will also have access to a new Student Information Portal. All first-year students meet with an advisor prior to registering for classes. Success Specialists use the Luna Advisatron 3000, **advising sheets, academic maps,** and the **Luna Catalog**. Advisatron 3000 is an in-house built software program that displays the schedule, student details, course history, **degree audit,** and an **advisement log**. Standardized academic maps were developed for degree programs by Academic Leadership, with support from faculty, so that the students and the various support services are on the same pathway. Program faculty and Academic Directors assist in advising students, and the Nursing Department has a program-specific Student Success Coach and a Student Services Specialist to support advising, coordinate TEAS prep courses, and TEAS testing once students complete their pre-requisites.

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 and museum collections, as appropriate to the institution's offerings).

As a member of the Collaborative for Higher Education Shared Services (CHESS), Luna is implementing a Student Information System that will improve infrastructure resources to serve students, faculty and staff. Backend systems like Financial Aid processing will be done by employees of the collaborative, freeing Luna employees to provide more direct support for students. The new system will also provide Luna with integrated data, improving interdepartmental collaboration and increasing automation.

In the meantime, Luna is making good use of capital outlay and appropriations from the NM legislature, grant funding, and CAREs Act HEERF funding to update other technology, make renovations to existing classrooms and laboratories, and purchase the instruments and equipment needed to provide a high-quality learning environment for students.

Computer labs Students have access to computer labs in most campus buildings in which classes are taught. There are two in the Technology Building, two in the Allied Health building, two in the Humanities building, and one in the Welding building. Students also have access to computers in the Library Resource Center and ACE lab.

Instructional Technology All faculty and classes use the Blackboard Learning Management System and the ZOOM-platform Class system. Class is incorporated into each Blackboard course, allowing for video instruction and interaction so that the course can be offered asynchronously or synchronously. Concourse is the syllabus depository. There are lecture halls and classrooms in every building that have options for distance learning and access to the Blackboard Learning Management System. This was especially important in Fall of 2022, when many classes scheduled to be taught on-site had to be migrated to hybrid delivery because students had not been able to repopulate homes that had been evacuated due to fire or could not travel roads that had been washed out due to flooding.

Library Resource Center (LRC): The LRC collection, in all formats, supports and enriches the curriculum and the academic endeavors of the students, faculty, and staff of Luna Community College. The LRC is a member of New Mexico Consortium of Academic Libraries which assures effective access to information through the collaborative efforts of all the academic libraries in New Mexico. For example, students have ready access to seven commonly used databases, including EBSCO, PROQUEST, and CREDO

Examples of recent upgrades to the college's infrastructure include:

- Career Technical Education – A grant from Los Alamos National Laboratory was used to fund new equipment
- Network upgrades – CARES Act HEERF funding was used to purchase and install touchscreen portable classrooms

- Nursing simulation labs – **State of NM Nursing Expansion Money**: is being used to update and increase the footprint of simulation lab
- **Labster agreement** – STEM and Allied Health labs now have a lab simulation system that students can use without downloading. Each Labster simulation includes content that combines theory and practical lab applications, using a narrative approach to walk students through a variety of tasks with graded questions throughout. The labs are easily adapted to be used in face-to-face, asynchronous or synchronous courses.
- **3D digital printing** – Los Alamos National Laboratory funds were used to create a 3D printing lab for the pre-Engineering courses.

Criterion 4. 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.

Luna demonstrates responsibility for the quality of all its programs. Courses and programs taught across different locations or modalities have the same learning outcomes. Luna has a mature system of Course Learning Outcomes Assessment and has begun a new system of program review and general education assessment. Faculty and program administrators analyze assessment results and make changes as appropriate.

Luna evaluates all credit that it issues, according to industry standards for credit by exam and credit for prior learning. Transfer and other alternative credits are identified on the student transcript. Luna maintains appropriate rigor for all courses, enters into articulations agreements and supports programmatic accreditation for its programs as required. Luna's Strategic Enrollment Management Plan identifies goals, targets and strategies to support retention, persistence and completion, analyzing the results via both quantitative and qualitative data.

Core Components

4.A. The institution ensures the quality of its educational offerings.

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

The Luna Community College Faculty Senate passed an action item at the May 17, 2017, meeting to develop and implement a uniform, institution-wide assessment and reporting process for course-level, program-level, and general education requirements. Prior to 2017, the assessment instrument was cumbersome and narrative intensive. Faculty Senate directed that the new system be streamlined, data-driven and provide for long term tracking that would document the efficacy of changes. The plan was to begin with course level assessment in the

spring of 2018, add program level in 2019 and general education in 2020. Unfortunately, administrative changes and COVID interrupted this plan, placing many programs on hiatus.

While **the Course Learning Outcomes Assessment** continued through COVID, the Program and General Education systems had not been implemented. But in the early spring of 2022, the Luna Community College Assessment Committee (LCCAC) was back on track. The committee developed an efficient program assessment system, designed to provide meaningful and objective data about students' knowledge, skills, and competencies. This programmatic assessment system provides initial data for academic administrators and program directors to evaluate the quality and effectiveness of Luna's programs, identify areas for improvement, and promote continuous learning and growth among Luna students. It also provides the basis for informed decisions about curriculum development, instructional strategies, and student support.

LCCAC re-established that the assessment of programs should occur every spring and be done by the academic directors of the program, using **the Program Level Outcomes Assessment** sheet for consistency of documentation. Developed by LCCAC, with the intention that it would allow the academic directors to evaluate programs consistently, the PLOA is expected to be the first step in a data-based program evaluation process. LCCAC also developed a method of displaying the PLOA in order maintain transparency. Unfortunately, the college was again hit by disaster and evacuated due to the fires in Spring of 2022. As a result, the new program level assessment system was not implemented until Spring of 2023.

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, or relies on the evaluation of responsible third parties.

In order to honor a student's past experience and qualifications as it pertains to an academic program, **Luna awards credit for prior learning (CPL)**. A student may apply to receive CPL for military training, work experience, professional development opportunities, internships, apprenticeships, standardized testing, courses and training received from non-accredited or non-higher education institutions. CPL is only given when the student's learning and achievement is equivalent to the learning objectives required in the course for which credit is being requested.

Student applications for CPL are evaluated on a case-by-case basis, as the institution does not guarantee that CPL will be given for prior experiences. The process for receiving CPL at Luna requires that the student first declare a program of study. The student must complete the **CPL Application Form**, obtain all required signatures and submit the materials to the Director of the program for which prior learning credit is being requested, or to the Vice President of Instruction and Student Services. The Director (or VP) and appropriate faculty will review the materials to determine applicability of credit.

CLEP and AP scores are submitted to the Registrar and awarded **according to the tables** in the Luna Community College Catalog. In order to receive credit for military training, a student must

submit their Joint Services Transcript or their Community College of the Air Force transcript and the CPL application to the Vice President of Instruction and Student Services.

If credit is approved, students must pay any fees assessed and adhere to all policies and procedures described by Luna, including the academic residency requirements. Students do not receive a traditional letter grade for CPL, and it holds the same value as performing satisfactorily in a course. If a student has received CPL at another institution, Luna may honor the credit after evaluation, on an individual basis.

4.A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

Luna **accepts transfer of academic credits** earned from institutions of higher learning whose accreditation is from an accrediting organization recognized by the Council for Higher Education Accreditation. Both general education core and concentration/major specific courses are eligible for transfer.

The Registrar's Office, supported by content area experts, evaluates courses and determines transfer eligibility of general education core courses and some non-general education courses. Courses certified and considered essential skills under the **General Education Model** at NMHED will be honored in transfer for the designated general education requirement. Additional transfer credit may be awarded at the discretion of the Division Director and with approval of the Chief Academic Officer at Luna. 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. 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 Luna 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. All **transfer credits earned are listed on the academic transcript with a grade of "CR."**

Transfer transcripts issued in quarter credit hours will be converted to semester credit hour equivalents. Prior to any evaluation of courses by the college, an official transcript from each institution must be sent directly to the Registrar's Office. Luna 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, 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. Transfer transcripts will be held for one semester only. If the student submitting the transcript has not registered for any classes by the end of 180 days, the transcript will be destroyed.

Transcripts from other institutions sent to Luna for the purpose of transfer of credit and/or financial aid become part of the student's permanent academic file and will not be copied for

or returned to the student. Student athletes are required to order duplicate sets of all transfer transcripts for the athletic department for the purpose of documenting player eligibility.

Luna also has a **Transfer of Credit Appeal Process**. Any student who wishes to appeal a denied transfer approval may file a written appeal with the Registrar's Office. 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 that originally issued the credit. 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 and Student Services in writing within 10 calendar days from the date of the first appeal outcome letter. Within 21 calendar days, the Vice President of Instruction and Student Services will render a decision. The Vice President's decision is final and the student will be notified in writing.

A student not satisfied with the decision may forward his/her appeal and file a complaint with the New Mexico Higher Education Department in Santa Fe if the course(s) in question is part of a state approved transfer module.

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 ensures 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.

Luna does not differentiate between its higher education curriculum and courses taught for dual credit. It is Luna's philosophy that dual credit includes college credit; therefore, all the same course requirements and faculty credentials apply to a course taught for dual credit and one taught only for college credit.

Prerequisites for courses:

Luna sets any **prerequisites for its courses**, including those offered through dual credit programs. A course may be designated as a prerequisite if successful completion of the course provides students with the knowledge and skills necessary for successful completion of a follow-on course. Establishing prerequisites ensures that students have the necessary foundation to succeed in their studies.

The need for a **pre-requisite** may be raised by the faculty teaching the lower level course, or by the faculty teaching the follow-on course. Questions regarding the need for prerequisites may also arise from an administrator or the Assessment Committee. Any change to a pre-requisite

must be approved by the Curriculum Committee prior to being submitted to the Vice President of Instruction and Student Services for final approval.

All courses that require a prerequisite include the prerequisite in the catalog course listing. Program maps and degree audit forms also designate prerequisites

Rigor of courses:

Luna maintains rigorous standards for all its courses, including dual credit offerings. Courses are benchmarked in a variety of ways. The college participates in New Mexico's general education and common course numbering program, submitting courses for approval by the statewide committee. Luna develops program level articulation agreements with universities, ensuring that Luna courses meet the same rigor as equivalent courses at the articulating university. Several of Luna's programs require industry certification or licensing. The college keeps a close eye on post graduate success in these programs to ensure they are sufficiently rigorous to meet the industry standards. Finally, Luna encourages its faculty to participate in professional development opportunities in order to maintain their understanding of the rigor in their discipline.

Expectations for student learning:

Luna sets clear expectations for student learning outcomes in all its courses, including dual credit courses. These expectations define the knowledge, skills, and competencies that students should acquire upon completing the courses. By establishing consistent learning expectations, the college ensures that all sections of a course achieve the same learning outcomes. Learning outcomes are included in all course syllabi so that students are aware of the expectations.

Access to learning resources:

The institution ensures that students enrolled in online, face-to-face and dual credit courses have access to the necessary learning resources. Regardless of teaching site, all Luna students have access to library materials and research assistance, ADA resources, instructor office hours, academic support services in the ACE Lab, and mental health education. Students who are on campus at least once per day also have access to food insecurity support.

Faculty qualifications:

The college maintains high standards for faculty qualifications in all its programs, including dual credit courses. The Faculty Credentials Manual identifies the general qualifications for Luna faculty, based on the level of the course to be taught. It describes the process for tested experience and identifies the specific credentials needed to teach any of Luna's credit courses.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Luna has three programs for which it maintains programmatic accreditation. The Nursing and Dental programs are accredited by Accreditation Commission for Education in Nursing and the Council on Dental Accreditation, respectively. These accreditations are maintained so that Luna graduates will be able to test for licensure in their field. Luna also maintains accreditation of its Business program with the Accreditation Council for Business Schools and Programs. This accreditation provides Luna Business students added support as they transfer into university Business programs.

Luna is current and in good standing with all three programmatic accreditors.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

Luna's mission is to prepare students to compete at the forefront of their chosen fields and to lead in their communities. Therefore, Luna designs its educational programs to meet the current standards and established program and course learning objectives of each field of study. Luna offers both credit and non-credit, terminal workforce programs and it offers academic transfer programs. Luna uses established methods to evaluate student success, including student perceptions and satisfaction, certification/licensure rates, transfer rates and employment rates.

Luna administers program satisfaction surveys in the final semester to graduates as they apply for graduation or at the completion of certification studies. These surveys assess student satisfaction with the college experience and their preparedness for transfer or their preparedness for work in their chosen field of study. A recent survey showed that 80% of students were satisfied with their college experience, while 90% were satisfied with their preparation for work.

In Spring 2022 the Luna Community College Foundation began the process of tracking LCC graduates. The Foundation developed a web portal for past students to join the LCC Alumni Association. The LCC Foundation also developed strategies for the collection of data from students before graduation to ensure that LCC has updated phone numbers and addresses to contact students. The Luna Community College Assessment Committee is currently developing a method of data collection on past students based on initial information collected by the LCC Foundation. In this plan the LCCAC will conduct Alumni surveys will track cohorts every year for five years. The survey will use this information to improve opportunities for future students.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Luna engages in an ongoing process of assessing student learning through end-of-semester Course Learning Outcomes Assessment (CLOA) reports.

Each syllabus includes Course Learning Outcomes, which are quantifiable statements about what students will be able to know or to do after completing that course. The Luna Community College Assessment Committee (LCCAC) has created a summary report for each course. These summary reports, or CLOAs, are completed at the end of each semester by all instructors and are used to make changes in support of improved student learning results.

LCCAC expects faculty to review a minimum of three (3) Course Learning Outcomes per semester. This can vary, depending on department changes and regulations from other oversight bodies. For example, the Nursing program reviews all of their learning outcomes each year as a part of their programmatic accreditation requirements and regulations from the NM State Board of Nursing

All CLOAs began with a 70% success rate goal. After a period of three (3) assessment cycles in which a specific leaning outcome has achieved a 70% success rate, another learning outcome becomes the focus. Once all Course Learning Outcomes have been evaluated and have maintained a success rate of 70% or better, LCCAC increases the success rate to 75%. The goal is to continue this cyclical process until all courses can maintain a 90% success rate for 90% of the outcomes.

If success rates are not met, the CLOA report form contains a section for faculty to discuss why and what strategies can be used to impact improvement. During the May in-service week, faculty have the opportunity to discuss CLOA results and strategize for improvement. Luna works diligently to include all adjunct faculty in these discussions since most departments at the college have only one full-time faculty member. In some cases, Division Directors will bring all the full-time faculty into a general discussion of CLOAs in order to reduce the potential for isolation.

The certification of Luna's General Education classes has also impacted the way assessment is conducted in the General Education classes. Adaptations have been made to the previous system, including changes to the learning outcomes assessments. Because the statewide General Education requires assessing specific essential skills (critical thinking, communication, quantitative reasoning, personal and social responsibility, and information and digital literacy), the assessment team revised the course learning outcomes form to reflect these essential skills.

A team from various disciplines attended the New Mexico Higher Education Assessment and Retention (NMHEAR) 2022 summer retreat creating a plan for how the General Education courses are assessed. The resulting plan provided for a random sampling of the General Education courses to be selected for Fall 2022. The selected courses provided one assignment that met the essential skill 'critical thinking' and submitted this assignment to the Gen Ed Assessment team. To assess Critical Thinking, the team used state-issued rubrics to evaluate

the assignments and found that 62.5% of students were developing or proficient in Critical Thinking. These data provide the Gen Ed Assessment team valid information to determine how well Luna is doing at addressing the essential skills.

4.B.2 The institution uses the information gained from assessment to improve student learning.

The Luna Community College Assessment Committee (LCCAC) posts the CLOAs on a private portal, to ensure access to directors while maintaining FERPA. The portal is shared with directors to make the CLOAs more visible in house. The CLOAs are also use to generate a department wide report, which are also shared on the Assessment Portal. Faculty are encouraged to review their past CLOA and create changes to their classes, bases on the success rates of the students in each course learning outcome. Faculty and Division Directors are encouraged to consider short- and long-term success rates, and make changes to effect improvement. Two courses, CHEM1120 and NMNC1230, provide examples of how faculty use the course learning outcomes assessment to make changes in their courses.

Generally, the course learning assessment requires that faculty have a success rate in each course learning outcomes of 70% or above. This success rate will increase every cycle (3years) by 5 percentage points, until we reach a maximum of 95%. If the faculty are at 70% or less they are encouraged to think about changing delivery methods and assessment methods.

4.B.3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

In the spring of 2020, the Assessment Team was overhauled and became the Assessment Committee. The Luna Community College Assessment Committee (LCCAC) implemented a Course Learning Outcome Assessment that serves as the foundation for Program Learning Outcome Assessment.

In spring 2020, the college saw a precipitous drop in data collection due to a disconnection from campus because of COVID-19, a high turnover rate in the division directors who were supposed to be collecting the data, and incorporation of a new form used to collect data. This drop-off in data collecting persisted into Fall 2020 and Spring 2021.

During the fall 2021 and spring 2022, LCCAC was again restructured. In its new form, it is primarily a faculty driven committee. The committee developed a standardized, data collection form that has clear learning outcomes which requires faculty to align the assessment methods to the Course Learning Outcomes is used consistently throughout all departments. This form provides for assessment of the five academic skills: communication, critical thinking, information and digital literacy, quantitative reasoning, and personal and social responsibility,

as per the New Mexico Higher Education Department requirement. The LCCAC has also streamlined the data collection process and provided detailed professional development training for faculty to better understand the methods of data collection and the reasons behind the current data collection system, and how that data can be useful in the classroom. Faculty and directors are encouraged to use the CLOA to analyze the methods of instruction and assessment via success rate of the course learning outcome. If the success rates are lower than 70% faculty are asked to create an improvement plan, in which they can change methods of delivery of information. The LCCAC has provided two course examples for **CHEM1120 and NMNC1230** showing how faculty analyzed data and use that data to make changes in their courses. The LCCAC has also developed a reporting process to ensure transparency and at the same time, maintain student privacy, while providing transparency to the department.

Timeline for the Assessment Team:

Spring 2022

- Develop templet Program Evaluation Report
- Develop co-curricular end of term student survey.
- Generate CLOA report for offered all course.
- Generate CLOA report campus wide.
- Implement PLOA

Fall 2022

- Generate CLOA report for offered all course.

Spring 2023

- Generate CLOA report for offered all course.
- Develop a portal for all Assessment paperwork storage

Fall 2023

- New Campus climate survey with staff and faculty senate.
- Impalement co-curricular end of term student survey.
- Generate CLOA report for offered all course.
- Impalement co-curricular end of term student survey

The LCCAC has reinitiated the Program Assessment process. With the approval of the Vice President of Instruction and Student Services, the LCCAC has developed the simplified Program Learning Outcome Assessment which was launched in the Spring of 2022. During the fall of 2024, the AC will evaluate the various co-curricular assessment processes currently being used in the ACE lab, the Learning Resource Center and Athletics in an attempt to integrate those processes into the fabric of the institutional learning assessment process.

4.C. The institution pursues educational improvement through goals and strategies that improve 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, attainable and appropriate to its mission, student populations and educational offerings.

As a Hispanic-Serving Institution in a low-income, minority-majority state, set in a rural area of Northeastern New Mexico, Luna has focused its retention, persistence, and completion efforts on addressing the specific needs of its area population. This focus is especially important because the college serves a “high-risk” student population that includes but not limited to:

- Traditional students
- First generation college students
- Adult Learners
- Students needing remedial courses
- Online learners
- Dual Credit students

In AY 18, the Shared Governance structure was created to review policy proposals, issues, concerns, and other institutional matters that are presented by the Faculty and Staff Senates and the Student Government Association. The Shared Governance Council is also required to prepare formal recommendations to the President to guide decision-making. Within the Shared Governance structure, a Retention and Completion Committee (R&C) was established. The committee is comprised of faculty, staff, and administration dedicated to examining existing methods for recruiting, advising, counseling, retaining, and evaluating student experiences. During the Fall 2022 semester, R&C absorbed all other retention-related committees to create a more cohesive and functional committee. These committees included Tutoring, Recruitment and Campus Life and Advisement committees.

In the past year, the Retention and Completion committee has updated its previous 3-year Retention and Completion Plan (R&C). The current plan is designed to document ongoing strategies and goals for retention, persistence, and completion. The R&C Plan is integrated with the institutional **Strategic Enrollment Management Plan (SEM)**, primarily supporting Goal 5 of that plan.

The overarching goals of the SEM plan include retaining students and providing them with a seamless and efficient path to completion of their goals for coming to Luna. As a community college, Luna recognizes that its students are here for a variety of reasons. While the college wants to keep them to degree completion if that is their goal, it must also support them and count them as a success if they complete a certificate, earn their high school equivalency or upskill to a promotion or new job.

The new SEM plan includes a target of 70-80% fall to spring retention, with a gradual increase in fall to fall retention to 65% by 2028. The three-year graduation rate target is set at 20% by 2028.

4.C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

The Office of Institutional Effectiveness and Research is the official source of college statistics provided to the NM Higher Education Department, U.S. Higher Education Department, administration, faculty, staff, students, and countless other constituencies who require such data. The Office of Institutional Effectiveness and Research is responsible for the annual publication of the Luna Community College **Fact Book**. The Fact Book includes retention, persistence and completion data. This statistical information is utilized for and supports decision making processes within all academic and administrative units of the college. The OIER coordinates the collection of data, preparation of reports, and the submission of files. It also publishes research reports that reflect information gathered from current or archived files.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Luna uses the information collected on student retention, persistence and completion to make improvements in its programs.

Completion Data: During the COVID campus shut down, many of the workforce programs were placed on hiatus or limited enrollment. After returning to campus in fall of 2021, the Automotive and Welding departments saw their students were not returning and completing like they had anticipated. Faculty reached out to students who had dropped or stopped out and discovered that the time to completion was just too long. As a result, the Welding program redesigned its courses to fit into 8-week sessions, with industry certifications to be earned in each class. The Automotive program also revamped its program, creating micro-credentials. The 2022-2023 academic year saw a significant increase in students completing certifications in Welding and Automotive.

Retention: In Summer and Fall of 2020, the college took note of low enrollment numbers in students who were in good standing academically and would normally have returned to complete certificates and degrees. In order to increase the number of returning students, a call center was instituted. A total of 10 college employees volunteered in the call center and made 823 calls to potential students. The antidotal data that was collected via this call center suggested that students were unaware that, despite the face-to-face shut down caused by COVID, Luna was open for enrollment and courses were still occurring via on-line learning. The success of the call center in fall of 2020 lead the college to continue the call center as a

retention strategy. In the Summer and Fall of 2021, the call center had 14 volunteers, made 919 calls, and registered 214 students as a direct result of the call center. In the Spring and Summer of 2022, the Calf Canyon/ Hermits Peak Fire caused the evacuation of the Las Vegas campus and the Mora satellite site. Immediately following the fires, both San Miguel and Mora counties experienced floods and a water shortage, leading many students and community members to conclude that the college was not serving students. The **call centers** allowed faculty and staff the opportunity to get out the word that the college was still open.

Persistence Data: Luna has not seen a significant increase in persistence since the return from COVID. While this is not especially unusual when compared to national norms, Luna hypothesizes that the disasters in the community have had an impact on student morale and the willingness to persist. In order to make it easier for students to complete the enrollment process, Luna instituted a **“one-stop-shop”** for student support services. All Student Success Specialists and the tutoring centers were moved into the same building as the Financial Aid Office, the Registrar’s Office and other student support services in order to create a straightforward and seamless enrolment process.

In the Spring of 2022, the Retention and Completion Committee developed an intrusive advising system to assist students with academic planning and success. In this process, Student Success Specialists provide the initial academic planning, tutoring, early alert and outreach to at-risk students. Student Success Specialists will also manage the ADA process, student grievances, student activities and connect students to special services like the mental health and food resources provided by the Luna Strong program. Faculty will provide supplemental advising for students within their programs and recommend students to tutoring and other support systems.

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 determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Luna primarily uses traditional methodologies for collecting and analyzing information on student retention, persistence and completion. The Office of Institutional Effectiveness and Research prepares **the Luna Factbook**. These measures are appropriate for measuring success in terms of degrees, certificates and transfers.

However, non-traditional programming is also required to meet the needs of the Luna community, and so, non-traditional measures of student persistence and completion are tracked within individual programs. These include industry certifications and licenses earned, numbers of high school equivalency completions, numbers of students participating in contract education programming and public service programming.

Criterion 5. Institutional Effectiveness, Resources and Planning

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.

Luna's 2022-2027 Strategic Plan is ambitious yet realistic, thanks to careful money management and the dedication of faculty and staff involved in its development. Luna recognizes the importance of a strong resource base for achieving its educational goals and took a three-pronged approach to ensure it. Sustainability planning, increased revenue, reorganization, and efficiency efforts contributed to its solid foundation. The Long-Term Sustainability Planning Guide for 2020-2025 has yielded positive results, allowing the college to increase reserves significantly. The plan aligns all operations with institutional priorities and revenue projections. Structural integration of budget development, operations planning, capital expenditures, and strategic goals has been implemented.

Luna's administration prioritizes data-driven decision-making to support its mission of offering accessible, innovative, and integrated learning experiences. As a part of Luna's strategic goals, the college has joined the Collaborative for Higher Education Shared Services (CHESS) to transition to a new system called Workday. CHESS allows member institutions to share backend processes that are not institution-specific, easing the burden on individual colleges' staff. The transition to Workday will replace Luna's outdated ERP and provide the college with reliable, up-to-date information.

Luna has an active and well-organized shared governance system, which includes a Faculty Senate, a Staff Senate, and a Student Government Association. Representatives from these groups make up the Shared Governance Council. The college has a qualified and trained faculty and staff to support its programs. Each degree program has at least one full-time faculty position, and most instructional divisions have a lead faculty member or assistant director.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

5.A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Luna has an active and well-organized **shared governance** system. The college has a Faculty Senate, a Staff Senate and a Student Government Association. Members of these groups are elected by the faculty, staff and students respectively. Each group sends two members as representatives to the Shared Governance Council. Using this system, any member of the college community can submit items to their representative body for consideration. Recommendations made to the **Shared Governance Council** are considered and, if approved, submitted to the President. The President also submits items to the Shared Governance Council for review, revision and/or dissemination.

The most recent **Strategic Plan** was developed by a committee made up of community members, faculty, staff and administrators. The draft was submitted to both the Board of Trustees and to the Shared Governance Council and recommendations were incorporated into the final plan. The most recent revision of the **Employee Handbook** was first reviewed by Faculty and Staff, then administration, followed by submission to the Shared Governance Council and the Board of Trustees.

5.A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

Luna's administration uses data to make decisions in the best interest of its mission to provide accessible, innovative and integrated learning experiences. Data is an integral part of Luna's long-term planning and short-term decision making. Luna's **Strategic Enrollment Management Plan**, **Factbook** and **Long-Term Financial Sustainability Plan** are data rich, living documents. The Strategic Plan includes measurable targets for long- and short-term project planning. Regular updates to the data in these documents and new information like the information identified in the food and housing **insecurity survey** provide decision makers with current and useful information. Luna administrators use qualitative data, as well as quantitative data; student interviews, **the Faculty Coffee Connects** and employee exit interviews are also rich sources of information.

5.A.3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Luna administration appropriately involves faculty, staff and students in determining academic guidelines, regulations and procedures. This collaboration is sometimes facilitated through

formal institutional organizations like the Curriculum Committee and the Faculty Senate, and sometimes it occurs as a result of an ad hoc committee or a team of volunteers.

The Shared Governance Council makes recommendations to administration on a wide variety of topics, both initiated from the Council and from the President or the Board of Trustees. Most recently, the Shared Governance Council created an **annual in-service plan** to support faculty, staff and the institution's needs for organized, professional development and training. All curriculum changes that will result in cross-departmental changes or will be a substantive change must be submitted to the **Curriculum Committee**.

The Faculty Senate identified the need for a training portal to provide just-in-time and annually required training. Faculty volunteers interviewed students, faculty, staff and administrators to determine the topics, and with administrative approval and support, built the portals. These are now available to Students on the **Where to Go to Know** portal and to faculty and staff as the **Rough Rider Knowledge Bank**.

The Information Technology/Distance Education(IT/DE)Committee, made up of Faculty and Staff, implemented an in-depth vetting process **for reviewing Learning Management Systems**. Ultimately, it was determined that the college did not have the personnel to initiate a new LMS at the same time it was moving to a new Enterprise system. Regardless of whether it is a program, a process or a technology, Luna works collaboratively across all institutional roles to support and improve its academic offerings.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Luna has qualified and trained **faculty and staff** to support its programs. During COVID and the following fires and floods, many college employees resigned or retired. However, in the last 18 months, the college has recruited and trained new and replacement employees. Luna's executive leadership positions are now filled by full-time, employees and the majority of the administrative leadership positions have been filled. The college now has at least one full-time faculty position for every degree program and a lead faculty member, or assistant director for most instructional divisions.

Although the current enterprise system is woefully outdated, Luna has joined the **Collaborative for Higher Education Shared Services** (CHESS) and is completing year one of the conversion to a new enterprise system, Workday, this fall. CHESS is more than a purchasing consortium. It is a collaboration between its member institutions to share the load of the backend processes that

are not specific to each institution. Therefore, while every institution will retain its own Payroll Department, the individuals within those departments will be in a position to focus on the employees and not on the data entry tasks required to get the checks out. This work will be done by CHES.

A significant point of difficulty with the old system at Luna is in Financial Aid. As the automation systems breakdown, it requires more and more manual checking and processing to meet federal requirements and award newly created state aid. CHES will take over the financial aid processing, leaving the on-campus department time to address student needs for financial aid counseling and to oversee the processing for quality assurance. However, since the Financial Aid module will not convert until 2026, Luna has engaged **ATTAIN** and is outsourcing its financial aid processing this fall.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

The 2022-2027 Strategic Plan is ambitious; however, it is realistic, given Luna's careful money management and the commitment of the faculty and staff who participated in the plan's development. Luna has implemented **Long Term Sustainability Planning** for 2020-2025. Currently in its third year, the plan has shown **positive results**. Previously, budgeted annual expenditures in excess of revenue amounted to approximately \$1.5 million per year, regularly depleting college reserves. Projections for the 2022-2023 year indicate the college will be able to increase reserves by over \$1,000,000.

Under the sustainability plan, all college operations are measured against institutional priorities and **realistic revenue projections**. The institution has implemented structured integration of budget development, operations planning, capital expenditures, expansion projects and strategic goals.

A campus master plan, aligned with APPA standards, has been developed to prioritize and support capital projects and management of deferred maintenance. Multiple changes in the internal control practices have been implemented to reduce waste and curb unnecessary spending. Since June of 2021, the administration has pursued a careful and detailed analysis of institutional systems and personnel. The ensuing **reorganizations and process changes** have resulted in both operational improvements and cost savings for the institution. These changes have also resulted in salary increases designed to provide current Luna personnel with closer-to-market level incomes and to put the college in a more competitive hiring position.

Although Luna is well aware that grant funding cannot be depended upon as ongoing institutional support, it can provide the resources needed to implement new programs and initiate new services that do contribute to that ongoing support through more **efficient operations and enrollment growth**. In the last year, Luna has been awarded **over \$6 million in grant funding** to expand its offerings and provide student support. Using careful financial management procedures, implementing efficient operations and

making use of the additional resources available, Luna is proceeding with implementation of its strategic plan goals in support of its mission to provide accessible, innovative and integrated learning experiences that prepare students to be leaders in their careers and their communities.

5.B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances.

Luna has a well-developed process in place for budgeting. Each year, the President and the Vice Presidents conduct budget workshops with their direct reports to assist institutional personnel in preparing budget requests that adhere to the standards outlined in the **Sustainability Plan**. All budgets are prepared using a zero-based budgeting process that requires the budget manager to justify all expected expenses.

Luna uses **a budgeting tool** that requires all budget requests to be tied to the strategic plan by providing the following elements: Unit/Department Objectives, Link with Strategic Plan, Department Actions/Strategies, Measurable Outcomes, Objective Baseline, Objective Target, Estimated Cost. As a result, the budgeting process ensures a systematic, direct and integrated link between institutional actions and strategies and the Strategic Plan.

Once the draft budget has been approved by the president, it is submitted to the Board of Trustees. It is the Board's fiduciary responsibility to ensure that the budget is both sufficient to support the mission and within the expected revenue for the upcoming year. The final, **Board-approved budget** is submitted to the New Mexico Higher Education Department for approval to release the state funds.

Luna has a well-developed process in place for monitoring its finances. Luna Board of Trustees Policies **1450 and 1470** identify fiduciary responsibilities of the Board, including review and approval of the annual budget, audits and other financial reports. The Board Audit/Finance Committee ensures compliance with audit requirements, timely budget development and long-range financial planning.

Luna follows the New Mexico state procurement code. The certified procurement officer and the institutional budget manager review all requests for purchase to ensure adherence to both procurement code and the budget. Prior to this review at the institutional level, the **requisition** has been submitted by the departmental budget manager and approved by the relevant supervisor. Once all the approvals are in place, a **Purchase Order** is issued. All purchases must have an approved Purchase Order.

The Board of Trustees receives a **monthly report** documenting the institution's current financial position. The institution also submits its quarterly position to the Board and to the state Higher Education Department.

5.B.4 The institution's fiscal allocations ensure that its educational purposes are achieved.

Luna recognizes the significance of a solid resource base to ensure its educational purposes are achieved. Luna has taken a three-pronged approach to ensuring that base. Sustainability planning and increased revenue, along with reorganization and efficiency, have all contributed to the solid foundation on which Luna currently stands.

Since the implementation of the sustainability plan, there has been a change (on a GAAP basis) in the actual Summary of Revenue versus Expenses as compared to prior fiscal years. In **FY 19** (pg 51 2019 Audit Report), Revenue (unrestricted and restricted) of \$14,312,429 versus Expense of \$14,862,826 resulted in a deficit of \$550,397. The **FY20** audit shows, on page 55, Revenue of \$14,881,509 versus expense of \$13,847,516 resulting in a surplus of \$1,033,993. On pages **44-45** of the FY 21 audit, actual Revenues are at \$13,224,600 and actual Expenses are at \$12,661,841, despite pandemic-caused enrollment loss and unexpected expenses required to move to online operations. This change to a year-end revenue positive position is a trend that is projected to continue. Unaudited **FY22 end of year and FY23 May** Revenue and Expenditure reports project a surpluses of \$2,239,109 and \$2,690,746 respectively, with operating reserves continuing to increase.

Like other institutions across the nation, Luna experienced enrollment declines. However, Luna used the regrettable pandemic conditions to accelerate online course development and faculty training in online delivery. During the pandemic-triggered shutdown, 27 faculty members completed Quality Matters training and 73% of Luna courses were moved to online delivery. As a result, the planned expansion of online offerings was accelerated and online enrollment increased.

Unfortunately, during the pandemic, immediately followed by the fires and flooding, many of the other changes planned to increase enrollment had to be suspended, including new programs, expanded, face-to-face dual credit offerings and accelerated learning opportunities. These programs are beginning to be re-established. The **doubling of dual credit** enrollment and the re-start of the EMT, Automotive and Welding programs are examples.

Luna tuition has also been significantly lower than peer institutions. Therefore, the Luna Board decision to implement **gradual tuition increases** in order to place the college more in line with other community colleges in New Mexico is not expected to have a negative impact on enrollment. This change originally provided the institution with an annual revenue increase of \$50,000. The increased tuition is now expected to provide the institution with additional revenue of \$62,000 per year, assuming only flat enrollment.

As is true in many institutions, administrative assistants fulfill critical roles at Luna. However, as necessary as is the function, many of the administrative assistants at Luna were both severely underutilized and underpaid. After a careful evaluation of individual departmental needs, a system of shared responsibilities was implemented for the administrative assistant positions, allowing some vacant positions to be eliminated. As a

result, departments still receive the support they need, administrative assistants received a raise and the institution reduced overall expenses for administrative assistants.

Similarly, two academic department Director resignations (Business and Humanities) allowed for consolidation of academic departments to the current structure. Salary savings from only replacing one director allowed for increased responsibilities and increased salary for the remaining directors.

Due to the pandemic, Luna was not able to implement all of the measures it planned in order to bridge the resource gaps it experienced during the second decade of the twenty-first century. However, taking action on sustainability planning, tuition benchmarking, program development and systems analysis allowed the institution to go from a revenue negative to a revenue positive position in just two years.

5.C. The institution engages in systematic and integrated planning and improvement

5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Through the budgeting process, Luna allocates its resources in alignment with its mission and priorities. Each year, departmental budget requests are submitted in combination with the Strategic Goals to be addressed by each request. Additionally, each department identifies at least one strategic goal on which to focus for the upcoming year, along with the activities and the measures that will be used to assess the success of the activities. Luna does not have any affiliated Institutes or Centers. The Wildfire Resiliency Training Center is a grant funded program wholly owned and managed by the college.

For FY 24, the Welding Department chose to address Strategic Goal #2 - Thoroughly utilize cutting edge technology and innovative strategies to support students. The Departmental Objective is to “Increase the breadth of skills offered by the welding program” through the implementation of CNC experience and the addition of emerging technologies like robotic welding and additives manufacturing. Although there has been an industrial CNC machine in the welding department for two years, the air compressor required for its operation has needed repairs. The FY 24 budget request included funds for repair of the air compressor, with a goal of providing CNC training to 20 students and teaching robotic welding at least once during the upcoming academic year.

The Financial Aid Office FY 24 budget request included funding for ATTAIN, a financial aid consulting and outsourcing firm that will provide the additional manpower and training required to issue financial aid to students and implement WorkDay so that the current, almost inoperable systems can be replaced.

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

Luna departments and committees work in concert to make improvements that support institutional strategic goals. Using a variety of resources, departments and committees integrate both qualitative and quantitative data analysis to identify projects, procedures, curriculum and systems that can be improved for the benefit of the Luna community of students, employees and service area citizens.

The Retention and Completion Committee and the IT/DE Committee work across departments to implement plans for student support. The Retention and Completion Committee implemented several strategies in the **Strategic Enrollment Management Plan** designed to improve student support. One strategy was the implementation of a Student Orientation and another was the Early Alert System. The IT/DE Committee took on the responsibility for the application to **NC-SARA**. Their success with this project has made it possible for Luna to open registration up to more students who needed to participate online during the pandemic and to provide a wider range of programs to rural students for whom it is not practical to drive in to campus. Despite an almost complete shutdown of the campus, Luna continues to show almost 80% of pre-pandemic enrollment.

Disasters have become almost common place in northern New Mexico, but the frequency of the events does not reduce their traumatic impact. In response to the mental health and food insecurity in the community, the Allied Health Department, the Foundation and the Public Relations department applied for and received grants to open and publicize **food pantries** and to offer **mental health support** for students and employees.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Luna has implemented a series of interconnected strategies which, as a whole, are designed to achieve strategic institutional performance improvement goals. These strategies are embedded in the various data-informed action plans developed by committees and departments.

Luna develops a **Strategic Plan** every three to five years. As a part of the strategic planning process, Luna also reevaluates its mission, vision and guiding principles. The most recent **Strategic Planning Committee** was made of up of faculty and staff, as well as members of the community. The President also met with civic organizations and held town hall meetings throughout the college service area. Various iterations of the plan were submitted to various constituents, including Luna's Shared Governance

Committee and Board of Trustees. Feedback was incorporated and the plan was adopted by the Board on **March 8, 2022**.

There are three cross-departmental action plans that support the strategic goals and mission of the institution. These are the **Strategic Enrollment Management Plan**, the **Long Term Sustainability Plan** and the **Facilities Master Plan**. The first two are living documents, updated annually to account for changes and improvements made in the previous year. The Master Plan is a working document that is used for planning and capitol outlay requests. It is designed for a longer term and is revised every ten years.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The **LCC Long Term Sustainability Planning Guide** identifies areas of concern and lays out a series of financial and/or organizational plans to address the concerns. While the plan document is managed by the Chief Financial Officer, the action called for by the plan is implemented throughout the institution.

Luna's initial budget planning process for the last two years has been conservatively based on flat figures for the three major revenue sources, enrollment, state support and local mill levy. Luna has also chosen to ignore vacancy savings during the budgeting process for the last two years, as well. Only after state legislative funding has been finalized does the institution add in any increases and make a determination for use of that increase. This conservative revenue projection has made it possible to build the **college fund balance to participate in the Collaborative for Higher Education Shared Services** and initiate conversion to a sorely needed new enterprise system, Workday.

Reorganization called for by the plan and implemented by senior administrators resulted in freeing sufficient institutional resources to replace sorely needed positions. Prior to implementation of the current budget process and analysis using the Sustainability Planning Guide, hiring freezes were considered the primary option for addressing funding shortfalls.

The Plan also calls for year long communication, outside the budgeting process, with all stakeholder groups to ensure shared understanding of financial issues and opportunities. Implementation of this plan has resulted in significantly increased grant activity by various instructional departments who previously pursued only those projects funded by their departmental budgets. It has also resulted in program self-sufficiency planning for Commercial Driver's License (CDL) training. In FY 23, the CDL program became a non-credit program, with a goal to be self-funded by the end of FY 28.

5.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

While the state of New Mexico is currently experiencing a healthy budget, Luna's service area is suffering from the effects of the fires and floods. As a result, Luna is keeping a close watch on the population and the **high school enrollments**. A disaster of this size will require years for recovery and the college needs to maintain awareness of its possible impact on the area economy and human capital.

Due to the pandemic, many people learned that they could work from home, and that they preferred to do so. As a result of this change in working culture and the impact of the fires, Luna is struggling to fill many of its positions. Therefore, the college administration has increased the work-from-home time available to its on-campus employees and is considering more creative work schedules.

Not all of the institution's strategic initiatives are entirely within the control of the institution. New Mexico community colleges receive capital outlay funding for major facilities improvements from the legislature. Facilities plans and budget requests must be approved by the Higher Education Department before being submitted to the legislature for funding approval. As a result, action plans must sometimes be adjusted to accommodate legislative approvals and distribution of funds.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.

The goals of the Strategic Plan are achieved through the combined efforts of individual departments and the Luna committee structure.

Academic Departments and Advising prepare summaries of program assessment and advising data. These are used by departments to determine needs and improvement plans. In the STEM Department, a comprehensive review of the Computer Science Program identified the fact that students who earn industry certifications as a part of their academic program are more likely to be hired. Therefore, the faculty teaching in the Computer Science Program incorporated new courseware that added preparation for certification exams from Microsoft, CompTIA, and Cisco Systems. This change not only qualified students to test for industry certifications, but also reduced the cost of textbooks by as much as 50%.

Based on interdepartmental communication between Nursing program advisors and the Directors of Nursing and Allied Health, it was recognized that pre-Nursing students were not moving as quickly as anticipated through the pre-requisites required for application to the Nursing program. The Allied Health Department identified the Nursing prerequisite courses included in the Associate of Applied Science in Allied

Health and created a pathway certificate in Allied Health labeled Pre-Nursing, to help students stay on track.

Student Government submitted a request to Shared Governance that the college have food on campus. Shared Governance included that in their report to the president and the Rough Rider Café is scheduled to open in Fall 2023.

Federal Compliance

Federal Requirement 1: Assignment of Credits, Program Length and Tuition

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Institutions shall notify HLC of any significant changes in the relationships among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly-accepted practices in higher education and with any federal definition of the credit hour, as may appear in federal regulations and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Provide web addresses to the following:

- Policy(ies) and procedures for assignment of Credit Hour for all types of courses, disciplines, programs, credential levels, formats, regardless of modality.
- Course or program credit assignment procedures.

(Note: The Federal Compliance reviewer will contact the institution's Accreditation Liaison Officer (ALO) after the Federal Compliance materials are received to request a sample of course and program materials. The purpose of the representative sample of materials is to enable the Federal Compliance reviewer to make a preliminary determination as to whether an institution ensures it is adhering to its credit hour policy.)

Provide the web address to relevant policy(ies):

Link:

Provide the web address to relevant procedure(s):

Link:

Describe the process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling.

Luna operates on a semester credit hour system. Therefore, course credit offered by the college is awarded in terms of semester credit hours for all courses and programs. 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 college enterprise system catalog module is set to these standards. Therefore, any course that is initially scheduled for less than the required minutes is rejected by the system and cannot be opened for registration until the number of minutes is aligned with the appropriate standard. For distance education, Luna uses the standards set by Quality Matters. The tasks required by the course must require the average student the same number of minutes to complete as the seat time for that course taught via face-to-face.

The number of courses and credits for Associate Degrees and Certificates align with requirements set by the New Mexico Higher Education Department (NMHED) and applicable third-party accreditors. The definition of a credit hour described above is applied across all degrees in accordance with federal guidelines to ensure transferability.

Federal Requirement 2: Institutional Mechanisms for Handling Student Complaints

An institution shall be able to demonstrate that it keeps an account of the student complaints it has received, including its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints. Upon request, an institution shall make available to HLC evidence that, at regular intervals, it analyzes data related to student complaints received and identifies opportunities for institutional improvement.

Provide web addresses to the following:

Provide the web address to the institution's complaint policy.

Link:

Provide the web address to the institution's complaint procedure.

Link:

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Luna has a five-step process for student grievances set out in detail in the *Luna Community College Catalog*. If a student complaint cannot be resolved informally, the student may submit the complaint to the Student Success Specialist responsible for grievances. The Student Success Specialist maintains a record of these complaints.

The Specialist and the Director of Academic and Career Planning discuss any complaint that is received from multiple individuals and the Director reports them to the VP of Instruction and Student Services. The VP takes any necessary action.

Written records are maintained in the VP's office of student grievances that rise to the VP of Instruction and Student Services for resolution.

Federal Requirement 3: Publication of Transfer Policies:

Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions which grant credit for experiential learning and for non-traditional adult learner programs in conformity with any expectations in HLC's Assumed Practices. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their responsiveness to new types of learning opportunities outside institutions of higher education.

An institution shall demonstrate that it has transfer policies that are publicly disclosed and that such policies include, at a minimum:

- 1. Any established criteria the institution uses regarding the transfer of credit earned at another institution and any types of institutions or sources from which the institution will not accept credits;**
- 2. A list of institutions with which the institution has established an articulation agreement; and**
- 3. Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.**

Provide the web address to the institution's transfer policies.

Provide the web address where the public can access a list of all institutions with which the institution has established articulation agreements. Note that there is not a need to provide the full articulation agreements themselves, only the list of agreements that the institution makes public. This list should include the name and location of the agreement partner, the extent to which the institution accepts credit for courses offered by the partner or offers courses for which credits are accepted by the partner, and any credit limitations.

Link: <https://luna.edu/admissions>

Provide the web address where current and prospective student can ascertain the institution's transfer requirements in addition to what will and will not transfer.

Federal Requirement 4: Practices for Verification of Student Identity

Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No (If no, please move on to the next section.)

Student Identity Verification

An institution offering distance education or correspondence education, as such terms may be defined in federal regulations shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

In verifying the identity of students who participate in class or coursework the institution may make use of a one or more methods, at the option of the institution, which may include but need not be limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

How does the institution verify the identity of students enrolled in these courses?

All Luna students are issued an ID number tied to their unique social security number by the Admissions Office when they are admitted to the college. In order to log in to any college computer system, including the Blackboard learning management system, a student must first create an account using his/her first and last name, date of birth and last four digits of the social security number. While creating the account, the student creates a unique password that will not be shared with any other individual. All distance education courses and the registration process require students to enter their unique user name/password data pair to gain access, verifying that student identity.

The user name/password system is free to all students. Some programs, Nursing for example, use an ID verification system. However, these programs are paid for by grants or by the institution. Students are not charged for any verification process used by Luna.

Student Privacy

All institutions must maintain procedures and processes for ensuring the protection of student privacy. Such procedures and processes, including any

methods related to student identity verification must also implement reasonable and appropriate safeguards to protect student privacy.

How does the method of verification make reasonable efforts to protect student privacy?

The system of using a unique, student created user name/password pair for access to distance education courses and course information in the Blackboard learning management system protects student privacy. All student grades, graded assignments, submitted assignments and all student-teacher conversation cannot be accessed without first inputting the unique user name/password pair.

Federal Requirement 5: Protection of Student Privacy

Provide the web address to the institution's policies governing student privacy and the privacy and security of student data, including student records.

Link:

Provide the web address to the institution's disclosures about how any personal data collected, including personally identifiable information (PII), may be used.

<https://sites.google.com/d/1OZpUUebPdhggBsRTScUwqD8BB-y-2ECG/p/1DmtLnGTw-0UxUzRFcPGONLeRH2S-bTxI/edit>

Provide a brief narrative below describing how the institution ensures timely training and adherence to the policies referenced in this section by its employees and any third-party contractors acting on its behalf:

Luna now provides annual training in the protection of student privacy for all employees and contractors via its Rough Rider Knowledge Bank, a professional development portal. Documentation is downloaded and printed at the completion of the training and submitted to Human Resources for inclusion in an employee's file. New employees are required to complete the training within the first month of their employment, unless they are hired in an instruction or student services department, in which case, they must complete the training by the end of their first day.

Catalog pages on Student records

Federal Requirement 6: Publication of Student Outcome Data

An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes course completion, job placement, and licensing examination information.

The institution must disclose student outcome data in a manner that is easily accessible to the public. The institution's website includes a webpage containing (or linking to) data related to student achievement that addresses the broad variety of its student populations and programs, including at the undergraduate and graduate levels, as applicable. The information must include retention, completion, required state licensure exam pass data (if applicable), and data about the institution's students after transfer or graduation (such as continuing education, job placement and earnings). The institution must also disclose which student populations are excluded from the data. If an institution uses student job placement data in any marketing or recruitment content, it must also publicly disclose these data on its website along with information necessary to substantiate the truthfulness of its marketing and recruitment materials. All student achievement information must be presented in plain language, with any technical terms defined and the institution's methodology for compiling data included.

Are student outcome data published on the institution's website following the specifications above?

Yes

No (If no, please move on to the next section.)

If yes, provide a link to the webpage(s) that contains the student outcome data.

Link(s):

Federal Requirement 7: Standing with State and Other Accreditors

List the governing or coordinating bodies in states (e.g. Illinois Board of Higher Education; Arizona State Board for Private Postsecondary Education) in which the institution has a presence.

New Mexico Higher Education Department

Note whether there are any pending or final state actions that affect the institution's legal status or authority to grant degrees or offer programs.

There are no pending or final state actions that affect the institution's legal status to grant degrees or offer programs.

List any relationships the institution has with any other recognized accreditor (e.g. Accreditation Commission for Education in Nursing; Council for the Accreditation of Educator Preparation; Distance Education Accrediting Commission).

The Registered Nursing Program is accredited by the Accreditation Commission for the Education in Nursing (ACEN).

The Dental Assistant Program is accredited by the Commission on Dental Accreditation (CODA).

The Business Program is accredited by the Accreditation Council for Business Schools and Programs.

Note whether there are any pending or final actions by any other recognized accreditor to withdraw status or impose a sanction, Show-Cause Order or adverse action.

There are no pending or final actions by any other recognized accreditor to withdraw status or impose a sanction, Show-Cause Order or adverse action.

Federal Requirement 8: Recruiting, Admissions and Related Institutional Practices

Upload as part of this filing the institution's (i) training materials and (ii) code of conduct (or its equivalent) for its recruiters, admissions counselors, marketing or advertising staff, financial aid advisors, and any other personnel engaged in direct communications with prospective and current students, as required by HLC policy.

Provide a brief narrative below describing how the institution ensures timely training and adherence to its procedures by employees and any third-party contractors acting on its behalf in this area.

All Luna Student Services and Public Relations employees and are expected to follow the National Association for College Admission Counseling *Guide to Ethical Practice in College Admission*. All Student Services and Public Relations employees must read the guide and sign the acknowledgement form. The form is maintained in the employee's file in the Human Resources Office. Luna also has a PowerPoint in the Just In Time Training section of the Rough Rider Knowledge Bank that provides an overview of the guide.

Luna does not have any third-party recruiters or admissions counselors. However, any temporary employees in student services are directed to the portal for both FERPA and Ethical Practice in College Admission training. Department Directors are responsible for ensuring all employees reporting to them have read and understood the *Guide*.

Appendix A: Additional Documents

With respect to an institution's ongoing responsibilities under federal regulations, provide any action letters issued by the U.S. Department of Education that articulate a rationale for any negative actions and any reports issued by the institution, if applicable, demonstrating the institution's improvement efforts in response to such communications. Negative actions include, but are not limited to limitation, suspension or termination actions by the Department; letter of credit requirements, fines, heightened cash monitoring, or reimbursement payment methods imposed by the Department; or other negative findings on the basis of any Single Audit (or its equivalent) submitted by the institution.

Not Applicable

