

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

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

Data from the 2016-2017 Graduation Survey (GS) provides evidence that the College mission is broadly understood within the institution and guides its operations. As demonstrated in Table 1.A-1, student perceptions of the quality of LCC’s academics, accessibility, and commitment to student success are high. Key findings from the GS that support the statement “LCC is guided by its mission” include the following:

Table 1.A-1 2017 Graduation Survey				
	Poor	Fair	Good	Excellent
Quality of courses taken towards your program	1	3	46	51
Quality of instruction in your program	4	5	50	0
Did faculty play a supportive role in your learning experiences	1	5	41	54
Quality of Admission Department	0	3	47	51
Quality of Student Success Center	0	3	44	53
Quality of Registration Department	1	4	48	47
Quality of our Financial Aid Department	0	3	39	56
Quality of our Fiscal Office	0	3	46	49
Overall, I would say my experience at LCC has been a positive one	0	5	37	59
Do you feel there are any changes that LCC can make to improve the student experience?	YES		NO	
	15		81	
Would you recommend LCC to friends and family	YES		NO	
	98		5	
<i>Source: Student Success Center Annual Report – 2016-2017</i>				

Guidance to Operations

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

The college continuously evaluates its environment, seeking opportunities to expand and strengthen student learning and success. Strategic tactics include expanding academic support in tutoring and retention (**EVIDENCE**) efforts and continuous improvement through assessment to support student learning. A recent opportunity to address student learning and success, LCC developed the Commercial Driver's License training program (CDL). This program allows LCC to positively affect the workforce pipeline by providing educated and certified commercial drivers. Through its numerous outreach efforts and environmental scanning, Luna Community College remains committed to the communities and students which it serves. To this end, the institution's mission is comprehensive and encompasses all priorities while remaining steadfastly committed to quality academic and vocational programs. These programs are transferable through local and state articulation agreements, program alignments, program accreditations, community service/outreach, and economic development. To further support this dedication, the college underwent a review of programs in the 2015-2016 academic year to reduce certificate programs to 30 semester credits and associate degree programs to 60 semester credits. This change was completed to align with the HLC Assumed Practice B.1.A and to ensure the academic programs at LCC remain rigorous and competitive.

In addition to providing academic opportunities, LCC recognizes its responsibility as a strategic member of the region's economic development and as an active community service leader. The college understands its mission and responsibility to help provide for the region's future workforce. A prime example is LCC's strategic effort to address the state and national shortage of healthcare workers. In 2017, the college created a dual degree program with Western New Mexico University (WNMU) which allows for graduation and immediate, smooth transition to WNMU's BSN (**EVIDENCE OF MOU WITH WNMU**) program. This dual degree opportunity for RN graduates to advance their degrees, which immediately improves the nursing shortage in the region and the state, reflects the College's commitment to creating opportunities through outreach and collaboration. The LCC Department of Nursing maintains its national accreditation through the Accreditation Commission for Education in Nursing (ACEN). Additionally, the Department of Nursing, in conjunction with legislative efforts, LCC has adopted statewide consortium agreement standards that allow all NM Nursing Programs to standardize curriculum and admission standards. This is demonstrated through the New Mexico Nursing Education Consortium (NMNEC). (**EVIDENCE OF NEW COURSE NUMBERING SYSTEM**)

In review of the evidence, LCC meets the expectations for this component of Criterion 1 the discussion of subcomponent one will also include an assessment of how well the institution has measured up to its foundational statements.

1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Mission: “Creating Opportunities for You!”

Luna Community College (LCC) and the governing Board of Trustees (BOT) worked together to establish and adopt the College’s mission statement. Typically, the College’s mission statement, along with the vision and strategic directions, are reviewed as part of the College’s strategic planning process, which is up for review by the college in 2018.

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

While the adopted mission statement clearly articulates the purpose of the College, the institution continues to undergo a journey of transformation. In November of 2012, during an introspective training with Quality New Mexico, the LCC staff and faculty decided the mission statement needed to be revisited. The overall feeling was that the mission was “too long and wordy.” Through dialogue and input from stakeholders, students, staff, faculty, community, LCC foundation, and administration, a general consensus pervaded. While the existing mission was reflective of what we do, believe, and strive to be, it was far too lengthy to take on the “life and commitment” the institution intended for its mission statement. LCC revised the vision and mission statements to become the living statements they were intended to be. The new vision “New Mexico’s Premier Community College, Preparing Students for Success” and its mission “Creating Opportunities for You!” embodies everything the institution is and what it strives to be. These concise and committed statements have become more than mere words, but rather actions that have become synonymous with the institution. The intent of the mission is to ensure constituents view Luna Community College as a primary agent of opportunity.

In April of 2013, the Board of Trustee elections were held with four of seven trustee positions vacant. One incumbent retained his seat and three new members were sworn in. As a result, the new mission and vision statements were adopted (**EVIDENCE**) under the new Board of Trustees in May 2013. While the adopted mission statement of “Creating Opportunities for You!” left some to question who “You” pertained to, through discussions with constituents, it became quite apparent that “YOU” is inclusive of everyone, individually and collectively, who seeks opportunity through education and, more specifically, everyone who seeks to embark on a new life opportunity through LCC. The purpose of the mission and the pertinence to its constituents continue to be evaluated by LCC for applicability to our communities and service areas.

The Institution’s 2013-2018 Strategic Plan (**EVIDENCE**) articulates the goals which are designed to ensure the College’s vision and mission permeate its operations. Approved by the BOT, the College’s Mission, Values, and Strategic Plan are products of constituents representing all facets of the college. The College is scheduled to revisit its strategic plan in 2018 as a vehicle for improvements on communication and accountability of the college to our constituents and service areas.

1.A.2. THE INSTITUTION’S ACADEMIC PROGRAMS, STUDENT SUPPORT SERVICES, AND ENROLLMENT PROFILE ARE CONSISTENT WITH ITS STATED MISSION.

MISSION: “CREATING OPPORTUNITIES FOR YOU!”

As a community college serving predominantly rural and economically challenged communities, Luna Community College is focused on creating opportunities for students through its degree, vocational, and community education programs. LCC embraces its public purposes and responsibilities, and provides an education that prepares citizens for a global society. The institution’s mission speaks directly to its commitment to its constituents through a broad offering of degree and certificate programs. The commitment to preparing students through its general education courses can also be seen in the design of all Associate Degree programs, which intentionally include LCC General Education Core Curriculum. Since the mission of the college is to Create Opportunities that prepare students to work, live, and learn in a changing and diverse world, the incorporation of the New Mexico General Education Common Core Curriculum in all AA, AS, AAS, and AGS degrees ensures the college fulfills its mission of transferability for those students choosing to pursue advanced degrees. To further support this dedication to the service areas and the communities we serve, programs were reviewed in the 2015-2016 academic year to reduce certificate programs to 30 semester credits associate degree programs to 60 semester credits. This was completed in alignment with the HLC Assumed Practice B.1.A while ensuring that the academic programs at LCC remain rigorous and competitive. This allows the college to create a standard with our peer and sister institutions within the state. LCC regularly monitors the economic and employment pulse of its service area and the state to ensure programs are relevant to students who are prepared for transferability and/or employment upon graduation.

The college offers 21 associate degrees, 21 certificates, credit and noncredit courses, Adult Education (AE) and General Educational Development (GED) preparation programs. These include noncredit community education courses, courses and programs for workforce training, transfer degrees, and applied associate degrees that prepare students for employment or transfer. Programs are delivered primarily at its non-residential main campus in Las Vegas, New Mexico. In addition, online and hybrid courses are offered at our two satellite campuses in Santa Rosa and Springer, as well as our site in Mora at the David Cargo Library, and at regional high schools in Northeastern New Mexico.

Programs and Degrees

Table 1.A.2-1 Programs Offered	
Type of credential	Area(s) of concentration
Certificate	Allied Health, Alternative Sustainable Energy, Automotive Collision Repair Technology, Automotive Technology, Barbering, Basic Electronics, Building Technology, Business Management, Computer Application Specialist, Cosmetology, Criminal Justice, Culinary Arts, Dental Assistant, Early Childhood Development, Electrical Wiring Technology, Emergency Medical Technician – Basic, Fire Protection , General Education, Practical Nursing, Science, Technology, Engineering & Mathematics, Welding Technology
Associate of Arts	Criminal Justice, Early Childhood Multicultural Education (Birth – Grade 3 Concentration), Early Childhood Multicultural Education (Family, Infant, Toddler Concentration), General Business, Liberal Arts, Teacher Education
Associate of Applied Science	Accounting, Allied Health, Business Administration, Computer Science, Drafting Technology, Electronics Engineering Technology, Fire Science, Media Arts and Film Technology, Nursing, Video Game Design & Development, Vocational/ Technical Studies
Associate of Science	General Science, Mathematics, Pre-Engineering
Associate of General Studies	General Studies
<i>Source: Jenzabar CARS Major Report_2017</i>	

Over the last ten years, the institution’s mission of “Creating Opportunities for You!” has been met with demands and challenges in the fluctuation in degree and course offerings over time. The need for programs is identified through business and industry demand, community referrals, and employment market trends. Individual areas of change and growth in academic programs are provided in Table 1.A.2-2. Economic challenges and a diverse student population have resulted in variable awards in certain areas of study. The College has one solid reason for this fluctuation, but understands the challenges facing all higher learning institutions including the need to remain competitive while also remaining affordable and appealing to our local service area demographic.

All Programs	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Associates	102	77	72	82	107	111	103	84	129	67
Certificates of at least 2 years	54	51	66	11	16	8	8	6	11	5
Certificates of at least 1 but less than 2 years	0	0	0	76	70	93	93	89	75	73
Grand Total	156	128	138	169	193	212	204	179	215	145

Source: The Integrated Postsecondary Education Data System (IPEDS).

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

LCC’s Concurrent and Dual Credit Program provides opportunity through early admittance. Junior and Senior high school students within the college’s service area earn credit that can be applied toward high school graduation and a postsecondary certificate or degree. These programs are based on established Memorandums of Understanding (MOU) (**EVIDENCE**) with area school districts and under the legislative guidance of the New Mexico Public Education Department (NMPED). The NMPED has established high school graduation criteria that include a minimum of one high school credit in one of the following areas: honors class, advanced placement, dual credit, or distance learning (**EVIDENCE**). LCC creates opportunity for success through its collaboration efforts. Table 1.A.2-3 reflects our sustainability in high school enrollment for 2015-2016 and 2016-2017 academic years.

	2015-2016	2016-2017
Spring	280	288
Summer	142	109
Fall	277	289

Source: Office of Institutional Research

Non-credit Programs and Offerings

LCC also offers Adult Education (AE) preparatory courses in Reading, English, and Mathematics. These courses are designed to serve the needs of, and create opportunity for, individuals 16 years and older who have not completed a high school diploma. Through the AE program, the College also offers General Education Diploma – HiSET/GED Preparation. Table 1.A.2-4 demonstrates the College’s service to underprepared students. The GED program prepares students to successfully complete the four-subject comprehensive exam.

Institutional Program	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AE & GED	181	164	135	91	131	95

Source: Office of the Adult Education.

The college has continued its offering of continuing professional education and community focused education opportunities. LCC's Community Education program includes community training, non-traditional credit courses, and continuing education. Trainings are designed to the entities' specific needs and are typically offered in a condensed format. Some examples of these types of trainings are provided in Table 1.A.2-5. Community and continuing education are inclusive of courses in health service and small business development and management. In FY15-16 the Small Business Development Center (SBDC) experienced a deficient budget for programming, but has recently revitalized its programming in FY17 to offer more opportunities to the local service areas and continues to assess the needs of its constituents.

Institutional Agency	FY14	FY15	FY16	FY17	FY17 Target
Area Health Education Center (AHEC)	1434	2551	3191	2421	3000
Small Business Development Center (SBDC)	163	0	0	33	250

Source: New Mexico Independent Community Colleges – Accountability in Government Act Performance Indicators. Small Business Development Center.

Academic and Student Support Services

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

The departments of Student Support Services include Recruitment and Admissions, Student Success Center (Advisement and Counseling), Learning Resource Center, Office of the Registrar, Distance Learning On-line Support Services, Computer Services, Financial Aid, Dual Credit Office, Veterans Resource Center, and Student Clubs and Organizations. Other support services include the Nick Salazar Early Childhood Education Center (preschool), Bookstore, and LCC's Café de Luna.

The departments of Student Support Services are equally important to student success in fulfilling the college's mission by creating opportunity for students through its various ancillary services, including support for academics through its testing and ACE Lab Tutoring Center, health and wellness, adaptive services, counseling services, improved progress monitoring (early alert referrals), library services, Veterans Resource Center, and other services necessary to create the environment for student success. The early alert referral process has been administered through the Student Success Center and provides another venue by which to inform students of

unsatisfactory progress. Early alert notification to students occurs at four, eight, and twelve weeks of the fall and spring semesters and at four weeks during the summer session. In the Spring of 2018, the Student Success Center will implement an online faculty driven early alert system. The new process will include early alerts at any point when a faculty member identifies intervention is necessary.

Academic advising starts after admission to the college and continues at orientation to allow new students to develop their first-semester schedule with an academic advisor, and determine a plan for success. Upon program declaration, students are assigned a faculty advisor for the duration of their program of study.

All students, including online students, can plan and evaluate their progress utilizing Pathways and PASSport, two online tools available to students. Pathways allows students to access their grades, transcripts, register for classes, and add, withdraw, or drop courses. Program Advisement Student Summary (PASSport) is intended to aid students in assessing their academic progress towards program completion. PASSport provides a general overview of requirements taken and those that remain unmet. Faculty and academic advisors also utilize PASSport to track student progress. In keeping with the institution’s mission, the departments of Student Support Services aim to enhance the academic success of LCC students.

Student Profile

Service area demographics and Fall 2016 enrollment profile are consistent as demonstrated in (Table 1.A.2-6).

Student Ethnicity: Fall 2016			Service Area Demographics					New Mexico
	<i>Head-count</i>	<i>% of student population</i>	<i>San Miguel</i>	<i>Guadalupe</i>	<i>Mora</i>	<i>Colfax</i>	<i>Ave. Total</i>	<i>% ethnicity</i>
Hispanic	1110	77.14	77.9	79.3	80.5	49.5	71.80	48.5
White	251	17.44	17.7	15.8	17.8	46.6	24.48	38.1
Native American or Alaska Native	17	1.18	3.2	3.3	3.0	2.7	3.05	10.6
Black or African American	16	1.11	2.2	2.2	1.0	1.1	1.63	2.5
Asian	7	0.49	1.3	1.2	0.5	0.7	0.93	1.7
Native Hawaiian or Other Pacific Islander	2	0.14	0.2	0.0	0.1	0.3	0.15	0.2
Two or More Races	5	0.35	1.9	1.9	1.5	2.1	1.85	2.5
Other	0	0.00	0.0	0.0	0.0	0.0	0.00	0.0
Unknown	31	2.15	0.0	0.0	0.0	0.0	0.00	0.0
Total	1439	100.00						

Source: United States Census Bureau, National Center for Education Statistics, and The Integrated Postsecondary Education Data System (IPEDS)

LCC’s enrollment profile (Table 1.A.2-7) is reflective of service area demographics. The student body includes students of all ages, both preparing for and already participating in the workforce. The majority of LCC students are between the ages of 16 –24, with roughly 76% declaring their ethnicity as Hispanic. Of students enrolled in AE/GED, 88% identify as Hispanic.

Ethnicity	Female	% Female	Male	% Male	Total	% Total
Nonresident alien	0	0.00%	0	0.00%	0	0.00%
Hispanic/ Latino	948	79.33%	728	71.87%	1676	75.91%
American Indian or Alaska Native	16	1.34%	10	0.99%	26	1.18%
Asian	5	0.42%	11	1.09%	16	0.72%
Black or African American	9	0.75%	19	1.88%	28	1.27%
Native Hawaiian or Other Pacific Islander	0	0.00%	3	0.30%	3	0.14%
White	188	15.73%	213	21.03%	401	18.16%
Two or more races	3	0.25%	3	0.30%	6	0.27%
Race and ethnicity unknown	26	2.18%	26	2.57%	52	2.36%
Totals	1195	54.12%	1013	45.88%	2208	100.00%

Source: The Integrated Postsecondary Education Data System (IPEDS)

The College's Fall 2016 student body is composed of the following attributes:

- Full-time enrollment 26%, part-time enrollment 74%
- 80% in-state, 16% out-of-state, 4% out of country first-time freshman
- 45% male and 55% female
- 85% of Full-time, first-time students received financial aid

In addition to providing quality educational opportunities and support services to its diverse constituencies, LCC strives for diversity in faculty and staff. Table 1.A.2-9 demonstrates the College's commitment, as an Equal Opportunity Employer, to ensuring diversity in all aspects of teaching and learning.

Ethnicity	Female	Female %	Male	Male %	Total	Total %
Nonresident alien	0	0	0	0	0	0
Hispanic / Latino	9	37.50	5	20.83	14	58.33
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	6	25.00	3	12.50	9	37.50
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	4.17	0	0	1	4.17
Totals	16	66.67	8	33.33	24	100.00

Source: Office of Human Resources

Reflecting the college's mission to provide life-long learning opportunities, LCC enrolls students who range in age and who chose the college for the opportunity to fulfill their personal dreams and aspirations. LCC expects to continue to see regional declines in population as limited economic development in northeastern New Mexico continues to be the trend. As evidenced in Table 1.A.2-9, the US Census Bureau's data and information predicts a 1.1% increase in population within the state's larger metropolitan cities, while also predicting a decline in population for rural areas. With this decline, LCC remains committed to its service areas and its constituents and will continue to increase its efforts in recruitment, retention and completion.

Annual Population	Colfax	Guadalupe	Mora	San Miguel	Total
2010	13,750	4,687	4,881	29,393	52,711
2015 estimate	12,387	4,364	4,577	27,951	49,279
2016 estimate	12,253	4,376	4,504	27,760	48,893
3 year average	-10.89	-6.64	-7.72	-5.56	-7.24

Source: US Census Bureau (2010 Census data)

Institutional efforts to address this trend are ongoing and include student recruitment initiatives through marketing and publications to target the potential LCC student and make them aware of our unique and sustainable programs. The College is aware that these targets need a more streamlined focus; however, the online instruction component at LCC knows no boundaries. LCC's ability to provide quality distance education to New Mexicans, and the nation, at an affordable price enables the college to continue to provide individualized services and opportunity to its vast, rural, and economically disadvantaged service

area. To maintain these efforts, the college has applied to become part of the National Council for State Authorization Reciprocity Agreements (NC-SARA). Submission of the application was completed in Fall 2016, and is currently under review for approval by the council. **(EVIDENCE)**

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

LCC’s Strategic Plan is based on three institutional directions and nine supporting goals. Activities to support the goals are developed and implemented at the department level. The college’s current strategic plan is scheduled to be re-visited in 2018 to ensure that its initial commitments remain true to the college and its service areas.

To ensure the mission guides all aspects of institutional planning, departments shall align departmental strategic activities with institutional strategic goals to ensure transparency and accountability throughout. Strategic activities must adhere to the NMHED Fiscal Accountability and Responsibility mandate through adherence to procurement laws, maintenance of appropriate reserve, delivery of stated services, fiscal reporting, and publication of the annual audit **(EVIDENCE)**.

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

The College’s budgeting supports the guiding documents: In 2013, the institution secured Legislative Appropriation **(EVIDENCE)** specifically to support implementation of strategic direction, which includes Increase Student Persistence, Retention, and Completion. To address this strategic direction, the College has hired and/or will hire various support staff to compliment the institution’s commitment to student success:

Retention & Completion Support Staff

- Academic Program Advisors for Allied Health, Education, Humanities, Nursing, School of Business, STEM, and Vocational/Trades
- Dual Credit Coordinator
- Veteran’s Resource Center Coordinator
- Student Success Advisor
- Student Tutors
- Tutoring Coordinator

The College continues to secure additional funds, through legislative appropriations and grants, to ensure resources are sufficient to support all strategic directions and goals. In 2012, the College was successful in advancing its priorities through a Title-V Hispanic Serving Institution award. The purpose was to create a Pathway to Success in High-Demand Programs. Specifically, the award improved access to clinical nursing experiences through the development of the simulation lab, increased Allied Health programs by two, increased career technical certificate programs by one, and revitalized the aging facilities in Career Technical Education with the overall goal of increased enrollment. To demonstrate how budgeting priorities directly support the mission and strategic direction through Title-V support, equipment was updated in five programs, which increased accessibility and convenience through hybrid courses and programs; additionally, the Lecture Capture implementation demonstrates how budgeting priorities directly support the mission and strategic directions. Finally, Title-V funds are also allocated for software

updates and module purchase for Jenzabar-CARS, the institution's student information system, to enable the College to better serve students, work more productively, and base critical decisions on timely, accurate data.

As the college continues to strive for success and remain competitive within our academic programming and our offerings to our service areas and surrounding communities the college has secured additional grant funding including:

- Carl D. Perkins Career Grant and Technical Education Act
- Los Alamos National Security, LLC /Stem Grant
- New Mexico Community Health Worker Association Grant
- New Mexico Alliance for Minority Participation - STEM Grant
- New Mexico Small Business Development Center - LCC Grants
- Title V Higher Education - Institutional Aid Program/ LCC Grant
- State and Federal Montañas del Norte Area Health Education Center
- LCC Adult Education State and Federal Grants
- New Mexico Adult Basic Instructional Materials Grant
- New Mexico Tech - STEM Transfer Grant
- PASS - Pathways to Achievement & Student Success
- Commercial Driver's License
- GOB Library
- State Summer Student Advancement Grant (NMHED)
- State Student Leadership Development Grant
- Private Youth College Grant
- Noches de Familia Prevention Program
- Alliance for Minority Participation Grant

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

The Vice President of Finance works with each department director to develop budgetary action plans for Presidential and BOT approval. Through bi-annual and annual budget hearings, budgetary planning occurs in the Office of the Vice President of Finance in consultation with the College's President, the BOT, academic directors, office managers, and department directors. The College follows the requirements established by NMHED in formulating its budgets and in exercising budgetary control. Through the NMHED's policy, once the appropriation has been made to the College, the BOT can adopt an operating budget within the limits of available resources.

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

SUMMARY: CORE COMPONENT 1.A.

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

With all these facets being the living model at LCC, the college has committed its strategic changes to be more in line with the needs of our students, service areas, and constituents at large.

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

The mission of Luna Community College has been articulated publicly and remains available in published documents and media outlets. The development and approval of the mission underwent a comprehensive engaging process involving all constituents from all levels to collectively agree on what LCC today proudly calls its mission “Creating Opportunities for You!”.

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The LCC mission and vision statements, and core values, are posted and presented prominently throughout the Institution. These statements are also displayed in campus facilities and in community venues and are available through a multitude of electronic media outlets. Luna Community College embraces its mission, vision, and value statements and therefore makes these foundational documents readily accessible. The mission can be found in the following locations:

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

In addition to the visible reminders, the college regularly presents these statements publicly at community and college events. The college has also embarked on various targeted marketing campaigns. These campaigns focus on helping students, faculty, staff, and community members better understand the guiding statements. The campaigns are intended to articulate LCC’s commitment to its constituent’s, the pursuit of new goals, and sustainable practices that remain in the best interest of our service areas at large. LCC is committed to maintaining transparency and cohesive operations that are intended to support the mission, vision and guiding principles.

1.B.2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The mission documents are current and demonstrate the extent of the College’s commitment to the various aspects of its mission. Evidence of this statement can be substantiated through its Faculty Manual and Employee Handbook, 2013 – 2018 Strategic Plan, and the Academic Guidelines ([EVIDENCE](#)). The current Catalog and Student Handbook ([EVIDENCE](#)) clearly explain the emphasis and expectations of the institution, faculty, staff, students, and constituents.

LCC requires that standardized course syllabi are current and filed by the faculty member each semester. The syllabi indicate how the course and instruction of the content transmit knowledge, and serve as a contract to ensure that learning objectives are met. Syllabi contain the criteria for success and demonstrate to students the College's commitment to ensuring students have the skill necessary for awarding credit.

LCC continues to follow its core competencies to ensure the college increases the number of graduates, provides quality programs, and provides task oriented learning that is accelerated, affordable, and accessible. The core competencies (EVIDENCE) are strategically important in fulfilling the mission and providing a competitive advantage in the market place and service environment. LCC believes that its three key categories of service are interdependent. The categories include:

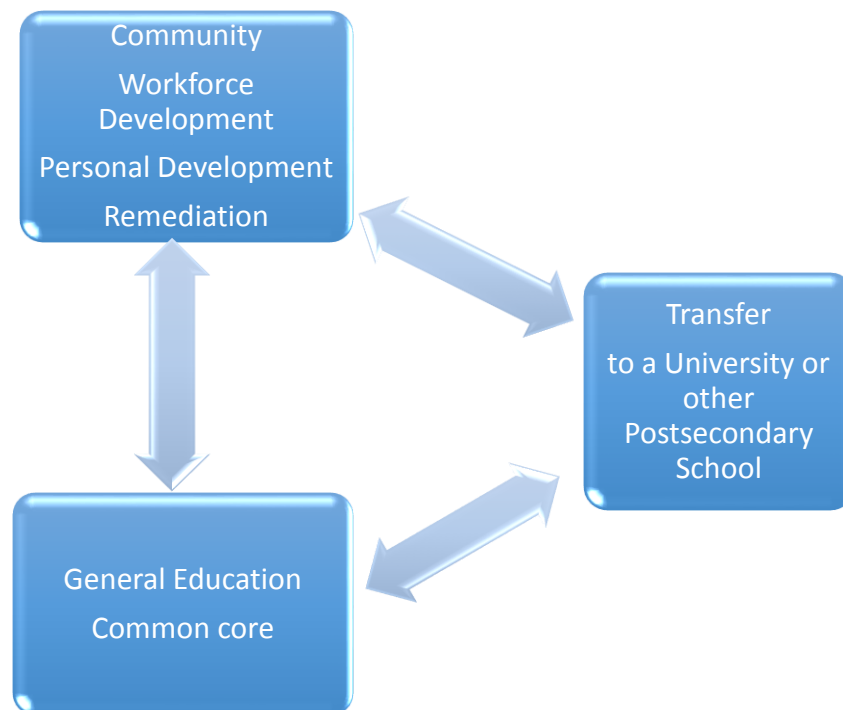


Figure 1.B.2 Key Categories of Service

- **Community:** The first category focuses on community through workforce development, personal enrichment (credit or non-credit community education), and remediation.
- **General Education:** The second category focuses on general education primarily comprised of New Mexico General Education Common Core courses. This common core includes but is not limited to courses in concentration areas of communication, mathematics, lab sciences, social and behavioral science, humanities, and fine arts. The general core ensures that LCC graduates possess the literacy and general knowledge skills to function in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.
- **Transferability:** The third category focuses on transferability. LCC is determined to maximize transfer of programs and courses, to include 36 credit hours of common core in various associate programs.

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

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

- Kappa Beta Delta
- Phi Theta Kappa
- Student Nurse Association
- Cosmetology/SkillsUSA
- Student Dental Association
- Culinary Arts Club/SkillsUSA
- Student Government
- LCC Car Club
- Psi Beta Delta & Psychology
- Science, Technology, Engineering & Mathematics (STEM) Club

1. B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

As the only regional community college in Northern New Mexico, LCC's mission, vision and guiding principles underscore its commitment to serve the citizens and communities of its dedicated service area. The mission and vision statements articulate the nature and scope of the College's programs and services. "Creating Opportunities for You!", implies access to quality educational opportunities, transfer degrees that provide admission to other colleges and universities, and a broad range of knowledge and technical skills. LCC's programs and services are designed to serve a constituency that is diverse. Luna Community College's mission, vision, and guiding principles statements clearly identify that:

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

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

Luna Community College, through civic and professional leadership, values integrity and social justice as well as accepts its social responsibility reflected in its programs, course offerings, and student support services. In 2013, Luna Community College redefined its mission statement to reflect current beliefs and practices. The mission statement "Creating Opportunities for You!", conveys the institution's promise to serve as a representative of opportunities regionally, statewide, and nationally. LCC's mission, vision, and value statements strongly emphasize an understanding of and appreciation for the diversity of society and

are ever mindful of its constituents. The statement was intentionally created, with much forethought, to touch each individual constituent and speak directly to their needs, goals, and aspirations through opportunities at LCC.

These opportunities are accomplished by offering programs and classes, with diversity and inclusion that foster the students' understanding of cultural differences. Attention to diversity is evident in all programs, both credit and non-credit bearing courses; community services through training; and as a regional partner in economic development.

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

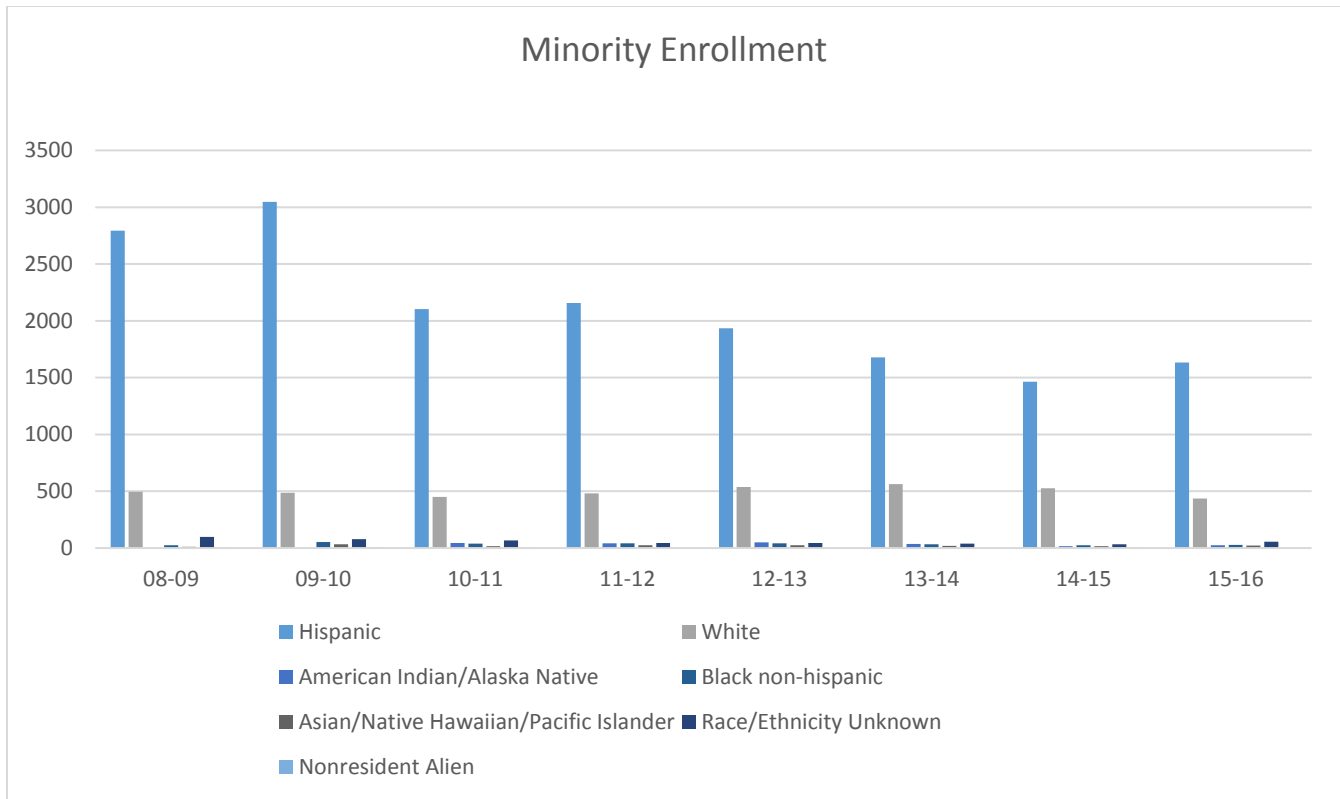
MISSION: CREATING OPPORTUNITIES FOR YOU!

LCC continues its commitment to creating academic programs and organizations that support learning and living in a diverse community. As noted in the Student and Community Profile Table 1.A.2-6 **(EVIDENCE)** the college's demographics are representative of the service area and the state. Table 1.A.2-7 **(EVIDENCE)**, LCC 2016-2017 Enrollment by Gender and Ethnicity, indicates the following demographic facts.

- 54.12% female, 45.88% male
- 79.33% of females self-identify as Hispanic
- 71.87% of males self-identify as Hispanic
- 75.91% of the LCC population self-identify as Hispanic

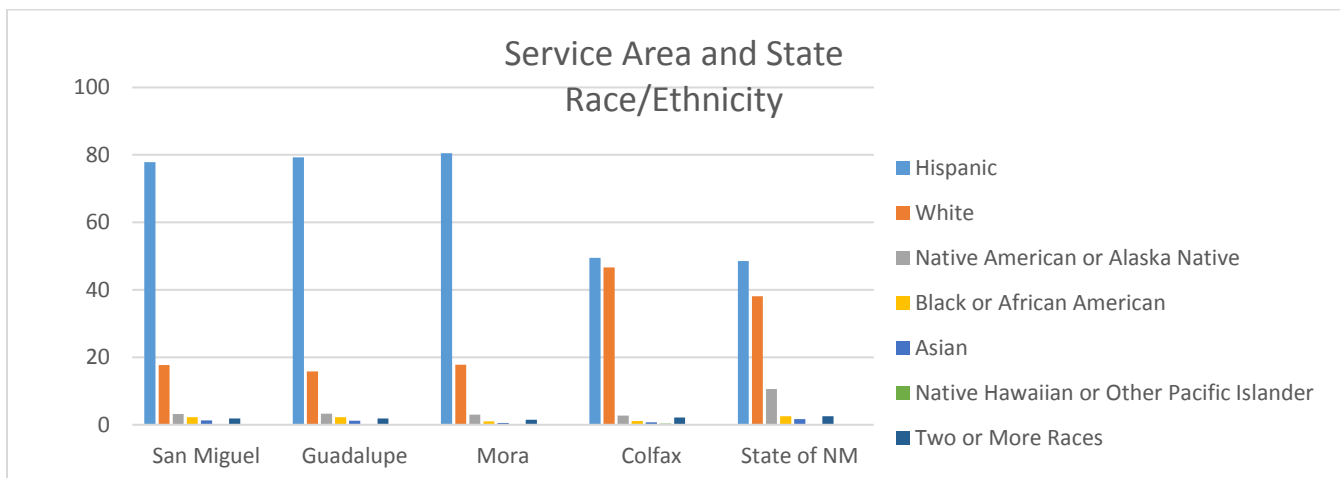
For more information regarding minority enrollment, service area and state race/ethnicity, and percentage of graduating students by ethnicity, refer to chart 1.C.1. **(Evidence)**

Chart: 1.C.1-1.



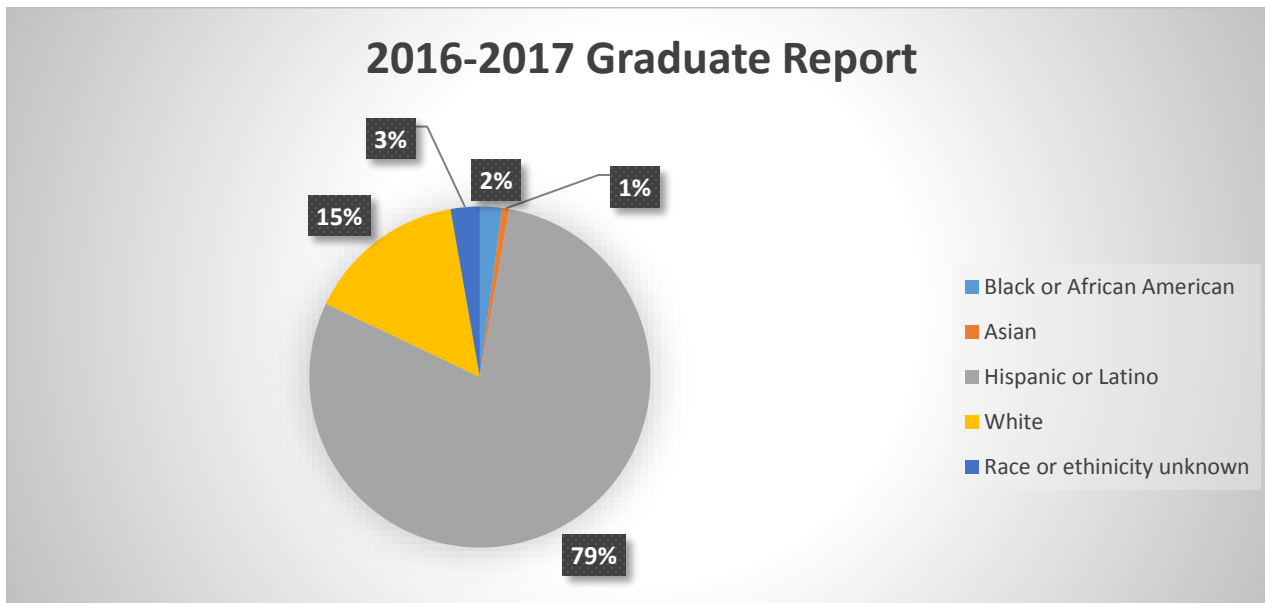
Source: The Integrated Postsecondary Education Data System (IPEDS)

Chart: 1.C.1-2.



Source: United States Census Bureau 2010 QuickFacts

Chart: 1.C.1-3.



Source: *The Integrated Postsecondary Education Data System (IPEDS)*

In 2000, New Mexico Community Colleges, with staff from the Department of Finance and Administration and the Legislative Finance Committee, developed ten performance-based budgeting indicators. New Mexico Independent Community Colleges published its report *Accountability in Government Act Performance Indicators – 2017 (EVIDENCE)*. Each fall, the institutions assess their performance over the previous year. They utilized this report and other planning information to establish targets for the upcoming year. While the indicators alone do not provide a complete picture of the success of the college, they do serve as useful benchmarks for evaluating institutional performance.

Each year, community colleges are asked to identify the minority population of its campus that is most divergent from its service area. Once the minority population is identified, the College establishes a goal to improve enrollment of that population. Most frequently, the target minority population is Hispanic or Native American; however, LCC targeted those of White ethnic background as the most under-represented on its campus. Table 1.C.1-1 demonstrates the institution’s performance in addressing the identified minority student enrollment.

Table : 1.C.1-1 Under-represented Demographics						
Most Divergent Population	FY14 Actual	FY15 Actual	FY16 Target	FY16 Actual	FY17 Target	FY18 Target
White	16.6%	19.0%	17.0%	17.8%	21.0%	21.0%

Source: *New Mexico Independent Community Colleges: Accountability in Government Act Performance Indicators - 2017.*

LCC’s faculty and staff ethnic diversity is commensurate to that of the student body as demonstrated in Table 1.A.2-8 (EVIDENCE). Fair and equal hiring practices enable the body of faculty and staff at LCC to reflect the diversity of northeastern New Mexico and its student body. The College understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty.

With the vision and mission statements, diversity and inclusion is even more evident. Specifically, the mission highlights the opportunity to inspire and serve. The guiding principles show that the college recognizes, respects, and welcomes diverse cultures, heritages, and perspectives. LCC understands that it serves a global, diverse, and technological society, which seeks to engage and learn from the community, the state, the nation, and the world.

Additionally, the core values in LCC's quality assurance recognition received in 2012 state "We seek to create a caring environment which is intellectually and culturally dynamic and encourages students to achieve *THEIR* maximum potential." The College challenges students to question assumptions and extend boundaries, embrace diversity, and celebrate inclusion. The approach to diversity and inclusion is epitomized in the Mission Statement "*Creating Opportunities for You!*".

As the role of higher education continues to change, LCC seeks to lead rather than follow. Through the collective core values and LCC's mission, the college is committed to creating innovative courses, programs, and practices that attract, retain, and nurture a diverse community that fosters an environment which enables all who contribute to excel.

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

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

Examples of serving a diverse population include:

Montañas del Norte Area Health Education Center (MdN AHEC)

The college's service area is known for its rural and geographically remote Hispanic communities. To address an immediate need of the service area constituents, Montañas del Norte Area Health Education Center (MdN AHEC), in partnership with LCC, continues to provide services to practicing health care professionals. MdN AHEC is a collaborative partner with the University of New Mexico Health Sciences Center - UNM Area Health Education Center, Luna Community College, the New Mexico State University-Southern Area Health Education Center and the FORWARD (Southwest) Area Health Education Center at Hidalgo Medical Services within the New Mexico AHEC Program.

Studies have revealed that students who participate in programs that encourage rural and underserved community involvement are more likely to eventually work in these areas. The goals of the AHEC program are to enhance and develop collaborative community-based academic partnerships and networks. This improves the distribution and diversity of primary healthcare providers in rural and underserved areas of the state. This also enhances health care quality and improves health care delivery in a transforming health care practice environment.

The goals of AHEC are to

- *Develop the Health Professionals Pipeline for Underserved Communities* – The AHEC supports high school and college students in a variety of health career awareness and mentoring activities.

- *Encourage Health Professional Students to Work in Underserved Communities* – The AHEC supports students from multiple health professional training programs by providing clinical rotations in rural and underserved communities throughout the state. This requires close collaboration with colleges, universities, and a wide variety of training sites.
- *Support Health Professional Retention in Rural Communities* – The AHEC supports continuing education for health care providers with a variety of culturally sensitive and regionally relevant topics. Collaboration with multiple statewide partners helps to facilitate the training process.

Accessibility Support Services

Accessibility Support Services are provided through the Student Success Center. The Accessibility Services Coordinator establishes eligibility, determines accommodations, and serves as a liaison for qualified students with disabilities. Students with disabilities are provided accessibility support services on a voluntary basis. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), LCC ensures that individuals with disabilities are provided with an equal *opportunity* to self-advocate and participate in programs and services where appropriate accommodations are provided. The College strives to create a campus environment that provides access and *opportunities* for students, faculty, and staff with disabilities to meet their full potential. To provide an equal voice for all individuals, Accessibility Support Services also encourages individuals with disabilities to participate on boards or campus groups. Reasonable modifications in policies, practices, and procedures ensure equal access for individuals with disabilities in a supportive environment.

Foundation

The LCC Foundation is a non-profit organization established to assist students experiencing financial hardship. The Foundation collaborates with local and community organizations in providing outreach, tuition assistance, and textbook purchasing assistance to LCC's student population.

Recruitment and Admissions

The student recruitment activities at LCC resonate with diversity. As members of the New Mexico Education Council (NMEC), LCC recruiters participate in NMEC College Days across the state of New Mexico. These events allow LCC's recruiters to meet, interact, and recruit a multicultural population of incoming students. Along with College Day events, LCC's recruiting team participates in outreach activities at local high schools and community based events. The LCC Recruitment and Admissions Office has a long standing and strong relationship with the New Mexico Department of Labor-Workforce Solutions that serves as a resource for educating and enhancing the skill levels of unemployed and underemployed individuals. In addition, LCC, alongside the New Mexico Department of Vocational Rehabilitation, works to assist individuals with disabilities to reach their educational goals and promote skill enhancement.

Veterans Resource Center

By 2020, five million Post-9/11 veterans will transition out of the service to civilian life (American Council on Education, 2014), and there will be 21.3 million veterans nationwide, (U.S. Census Bureau 2014), making this a measurable and significant population in need of services. In 2015 LCC embarked on a mission to strengthen its services to this veteran population by establishing a Veterans Resource Center (VRC) that fosters veterans' educational transition to and academic success in, postsecondary education.

The VRC coordinates services, including academic and career services, assistance with VA and New Mexico Veteran benefits, VA Educational benefits, peer-to-peer mentoring, individualized counseling and support, mental health support, tutoring, and information regarding upcoming workshops and community resources, to address the academic, financial, physical, and social needs of veteran students and their dependents. “*From Solider, to Civilian, to Student*”, LCC’s VRC was designed to reduce social isolation, to support a positive transition, and to promote academic and personal success.

Diversity: Embedded in Academics

The diverse content within the general core education speaks to the college’s continued effort to create an inclusive atmosphere for students, faculty and staff, the greater service area, the state, and the nation. The LCC general education philosophy statement includes “ensuring graduates possess literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.” LCC provides comprehensive academic programs to meet the needs and interests of its diverse student population. For example, the Department of Humanities offers the following coursework to promote diversity and cultural enrichment: Cultures of the World, World Religions, Introduction to Sociology, Spanish I, and Spanish II. The Department of Allied Health offers coursework in Spanish for Health Professionals and courses dedicated to Rural Community Health Workers. In addition, the Department of Education offers Associate and Certificate degrees in Early Childhood Multicultural Education.

Diverse Faculty and Staff

To maintain diversity at the college, LCC is an equal opportunity employer committed to creating opportunities and strives to maintain a culturally enriched and diverse population to serve its students and constituents. LCC promotes multicultural education and diversity within the classroom and its service communities. Recognizing the challenges of workforce diversity, LCC’s 2015-2016 faculty profile (Table 1.A.2-8) (EVIDENCE) identifies how LCC’s faculty continues to remain proportionate to the student population.

LCC understands the importance of offering professional development and continuing education opportunities. Faculty and staff are equally encouraged to enhance/advance their skills through the use of a tuition waiver at LCC and New Mexico Highlands University (NMHU).

Student Activities

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

- Culinary Arts Club/SkillsUSA
- Phi Theta Kappa
- SkillsUSA Cosmetology
- LCC Student Government
- Kappa Beta Delta
- Psi Beta & Psychology
- Science, Technology, Engineering, & Mathematics (STEM) Club
- Student Nurse Association

- LCC Car Club
- SkillsUSA Automotive
- Student Dental Association

External Constituents

The college's service area covers more than 13,000 square miles of small rural communities and recognizes that barriers may exist for its constituents. The college fully understands the needs of these Northern New Mexico communities and provides various educational opportunities. Because of distance and economic hardship, the college utilizes facilities use agreements with area schools to offer dual credit and concurrent enrollment for high school students and to provide its constituents with course work both in the evenings and during the fall, spring, and summer semesters. With an open enrollment policy, LCC provides accessible educational opportunities through the operation of satellite/site campuses in the New Mexico towns of Springer, Santa Rosa, and Mora.

Additionally, college employees are actively involved in community, regional, and state organizations. LCC continues to pursue opportunities to connect with and recruit minority populations in order to increase ethnic diversity within the student population. The college's efforts to address student diversity are also demonstrated through its affordable tuition, student recruitment activities, program offerings, as well as hosting and participating in cultural and annual events including:

- Luminaria Display
- Car Show
- City of Las Vegas Downtown-Halloween BOOFEST
- Bean Day Celebration
- Las Vegas Fourth of July Fiestas
- LCC's Thanksgiving Community Luncheon
- Veteran's Day Celebration/Presentation of Colors
- Homecoming Parades
- Seed Exchange
- College Night
- LCC's Haunted House
- West Las Vegas Down Syndrome Awareness Buddy Walk
- Las Vegas City Schools Fall Fest Fundraiser

Summary: Core Component 1.C.

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

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

The college understands its role to serve the public. As a public institution, the college is governed by the Board of Trustees, a body elected by residents of the district, to ensure that the college understands its public role and holds it accountable to serve effectively. The College, as part of the New Mexico

Community College system, has no external investors or interests other than to serve the students, the service area communities, and the public interest. The college continually seeks input from the community through the college's planning processes, business groups, and advisory boards. The college responds to these needs by providing quality programs, training opportunities, continuing education, physical resources such as facilities use, and through a variety of community events. In the following section, evidence will confirm LCC's commitment to the public good through its quality educational programs, its engagement with external constituencies and communities, and the central role its educational responsibilities play in the College's not-for-profit mission.

Commitment to the public good is demonstrated by LCC's internal process and procedures with public oversight bodies which the college interacts with and reports to. Examples include the following entities:

- LCC Board of Trustees
- New Mexico Higher Education Department (NMHED)
- New Mexico Public Education Department (NMPED)
- New Mexico Independent Community Colleges (NMICC)
- Higher Learning Commission
- U.S. Department of Education
- Small Business Development Center (SBDC)
- Area Health Education Center (AHEC)
- College Board
- Federal and State Grants
- New Mexico Board of Nursing
- New Mexico Nursing Education Consortium
- Commission on Dental Accreditation
- National Automotive Technicians Education Foundation
- Accreditation Council for Business Schools & Programs

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

Through its actions and decisions, Luna Community College is committed to serving the public good. LCC provides public access to educational, cultural, and informational opportunities through guest speakers, workshops, and student events. In addition to its academic goals, the College serves its constituents and local communities through partnerships, and its effectiveness in the execution of its operations.

Table 1.D.1 Community Offered Professional Development				
Certified Nursing Assistant Training	2014	2015	2016	2017
Spring	32	19	26	17
Summer	30	16	29	25
Fall	16	21	19	21
<i>Source: Office of Community Education</i>				

- The LCC Concurrent Enrollment/Dual Credit Department engages with regional high schools in the institutions multi-county service area. The college believes serving high school students is part of the college’s mission to create opportunity and a highly educated, prepared workforce.
- Community Education, a non-credit option for life-long learning, offers introductory courses, special interest courses, and recreational courses designed to meet the diverse interests of LCC’s population. Community Education offers classes in tax preparation, early childhood education, Continued Medical Education (CME), Certified Nursing Assistant (CNA), and Certified Driver’s License (CDL). These are but a few examples of the institutions efforts to meet its public obligation through professional development.
- Professional development opportunities are designed to meet the needs of businesses and professionals through seminars, short-term training, continuing education units, and certifications not offered through any existing degree plan at the college.
- Noches de Familia is a prevention program designed to raise awareness of substance abuse and prevention. Noches de Familia, housed at Luna Community College, provides local families with presentations, community lectures, and monthly family activities.
- The Small Business Development Center (SBDC) provides no-cost management consulting, small business training, and government procurement assistance for Northeastern New Mexico businesses. LCC’s personnel work closely with the Workforce Investment Act Program to provide client training and other educational needs.
- The Adult Education (AE) Program offers classes to adult learners (16 years of age and older), which assists students with obtaining a GED, improving literacy skills, and enhancing English-speaking skills.
- The Office of Public Relations continues to assist in creating a stronger community through communication with the public by use of the LCC’s weekly newsletter-*The Luna Light*, The LCC live radio broadcast, television commercials, social media, and radio advertisements. The advertisements provide valuable brand recognition for both local businesses and Luna Community College.
- The College understands progressive economic downturns hurt many local and state agencies. The institution is committed to public service throughout its service area and statewide through use of its facilities and educational/training coursework. **(EVIDENCE)**. Examples include:
 - San Miguel Economic Department
 - New Mexico Department of Transportation

- Las Vegas Water Board
- Home Education Livelihood Program (NM-HELP) training
- CYFD – early childhood continuing education training
- New Mexico State Police
- Public Education Department – Bus Driver Training
- Realtors Association
- Cub Scouts, Pack 60
- United States Department of Agriculture-Forest Service Firefighter Course
- Las Vegas Land Grant Committee
- New Mexico Department of Transportation
- State of New Mexico Engineers: Water Board
- Santa Fe Community College – TTAP Lending Library
- ACCELERATE Technical Training and Job Placement
- Noches de Familia (Defensive Driving and Substance Abuse)
- State of New Mexico Personnel
- New Mexico State Police residence

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

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

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

As an institution of higher education serving a region comprised of rural, isolated, and economically challenged communities, LCC strives to meet the needs of its constituents. LCC provides access to a wide variety of educational opportunities, including quality academic courses, cultural events, informative workshops, lecture series, economic development, and quality of life initiatives. The following are a few examples of the college’s ongoing engagement with the community:

- Through its dual and concurrent enrollment program, the college responds to the needs of its service area high schools, facilitating an expansion of course offerings to students and meeting the **(Evidence)** NMPED graduation mandate.
- LCC has established Memorandums of Understanding (MOUs) with local response providers, and served as the staging site for the National Forest Service during the Pecos wild fire.
- LCC recognizes the need of its business partners and community constituents to maintain licensure status or upgrade skill. LCC facilities are often used to provide continuing education or selected topic courses to meet the needs of its service area constituents.

- LCC acknowledges its economic impact in Northeastern New Mexico and continues to be a major employer for the service area. Furthermore, the College continues to build capacity within the region through the Small Business Development Center.
- The Learning Resource Center (LRC) provides a variety of services and materials to enrich and support the instructional, research, recreational, and informational needs of students, faculty, staff, and constituents. Collections include over 30,000 volumes of audiovisual materials, audiovisual equipment, over 150 print subscriptions, several online databases, eBooks, and eAudiobooks. Remote access to the LRC’s online catalog and full-text online databases are available to staff and students through the LRC’s website.
- In accordance with its mission, LCC is committed to providing opportunities to its constituents that enhance personal growth and knowledge. The college creates these opportunities through Community Education Courses that are offered as both credit and non-credit bearing courses.
- LCC provides barbering courses to incarcerated individuals at the Guadalupe County Correctional Facility in Santa Rosa, New Mexico. In addition, LCC provides academic and vocational course work to those incarcerated at the Springer Correctional Facility in Springer, New Mexico. LCC understands its role in the greater society by providing academic access through MOU’s that support and build communities who are educated and individuals that are capable of contributing to society in a meaningful way.

LCC faculty and staff members are also deeply involved with the local community as active participants in its business, economic, and service organizations. Table 1.D.3 contains information about LCC’s faculty, Board of Trustees, and staff member participation in service organizations.

Table 1.D.3 Service Organization Involvement		
Organization	Employee/ Board of Trustee	Affiliation level
Quality New Mexico Paralyzed Veterans’ Association NMHU Alumni Association	Abelino Montoya	Board Member Member Member
Local Musician	Kenneth Medina	Benefit Dances for the Needy
LVCS Basketball Coach LVCS Bus Driver VFW	Ernie Chavez	Volunteer Volunteer Member
Fire Fighter (31 years) Greater Economic Development Springer Board of Education	David Gutierrez	Volunteer Volunteer Member
Leadership New Mexico – Las Vegas/San Miguel North Central NM Economic Development Corporation Las Vegas San Miguel Chamber of Commerce Big Brothers, Big Sisters of NM	Michael Adams	Member Board Member Vice Chairman Board Member
New Mexico Independent Community Colleges	Interim President Ricky Serna	Member

Adoration, Community, Theology Service - Immaculate Conception Church Life Teen - Youth Group	Martha Trujillo	Group Leader Sponsor
Fraternal Order of Eagles- Aerie #3815	Larry Paiz	Secretary
Fraternal Order of Eagles- Aerie #3815	Denise Gibson	Ladies Auxiliary President
Fraternal Order of Eagles- Aerie #3815	Joyce Garcia	Treasurer
Calvary Chapel Las Vegas - Women's Ministry Calvary Chapel Sunday School Samaritans Purse – Operation Christmas Child	Donna Flores Medina	Member Instructor Member
Healthy Women's Advisory Board New Mexico Community Health Workers Advisory Board Arthritis Advisory Group UNM HERO's Network MdN AHEC Advisory Board UNM AHEC Advisory Board LCC Nursing Department Advisory Council NM Health Resources Board of Directors NM Public Health Association NM Chronic Disease Prevention Council & Board of Directors San Miguel County Family & Community Health Council Las Vegas City Schools – School-based Health Center Advisory Council National Area Health Education Center Organization	Elaine Luna Elaine Luna	Member Member Member Member Member Member Member Member Member Member Member Member
Volunteer Youth Coach	Chris Chavez	Volunteer Coach
New Mexico Association of Student Financial Aid Administrators Southwest Association of Student Financial Aid Administrators National Association of Student Financial Aid Administrators.	Michael Montoya	Member Member Member
New Mexico Association of Student Financial Aid Administrators Southwest Association of Student Financial Aid Administrators National Association of Student	Amanda Ortiz	Member Member Member

Financial Aid Administrators.		
NCA- National Communication Association	Rick Baca	Member
NEA- National Education Association		Member
New Mexico Association of Student Financial Aid Administrators	Rochelle Mueller	Member
Southwest Association of Student Financial Aid Administrators		Member
National Association of Student Financial Aid Administrators.		Member
Raton Humane Society	Lita Bernal	Member
American Intercontinental University Alumni Association		Member
St. Gertrude's Parish in Mora Archdiocese of Santa Fe	Dr. Anita Roybal	Member
St. Gertrude's Credit Union – Mora		Deacon's Council/Member
Las Acequillas Association - Mora		Officer
Los De Mora Growers Cooperative		Member
Sangre de Cristo Cattle Growers Association		Member
Albuquerque Downtown Growers Market		Member
Animal Welfare Approved Association		Member
Sam Steel Society – NMSU		Member
NMSU Alumni Association		Member
NMHU Alumni Association		Member
NMEC - New Mexico Education Council	Moses Marquez	Member
AACRAO - American Association of Collegiate Registrars and Admissions Officers		Member
DWI Planning Council		
NMACRAO-New Mexico Association of Collegiate Registrars and Admissions Officers		
NMEC - New Mexico Education Council	Martin Garcia	Member
Fraternal Order of Eagles- Aerie #3815		Treasurer
NMACRAO-New Mexico Association of Collegiate Registrars and Admissions Officers		Member
Las Vegas-San Miguel Chamber of Commerce	Don Bustos	Member
Cimarron Chamber of Commerce		Member
Angel Fire Chamber of Commerce		Member
Springer Chamber of Commerce		Member
Santa Rosa Chamber of Commerce		Member
Eagle Nest Chamber of Commerce		Member
Mora Chamber of Commerce		Member
Raton Chamber of Commerce		Member
Enchanted Land Certified Development		Member

Corporation		
AACRAO - American Association of Collegiate Registrars and Admissions Officers NMACRAO – New Mexico Association of College Registrars and Admissions Officers	Henrietta Maestas	Member Member
AACRAO - American Association of Collegiate Registrars and Admissions Officers NMACRAO – New Mexico Association of College Registrars and Admissions Officers	Ernissa Romero	Member Member
AACRAO - American Association of Collegiate Registrars and Admissions Officers NMACRAO – New Mexico Association of College Registrars and Admissions Officers Los De Mora Local Growers Co-op.	Melissa Cordova	Member Member Member
NM AHEAD Student Veterans of America Volunteer Youth Soccer Coach Volunteer Little League Coach	Cynthia Branch	Member Member Volunteer Coach Volunteer Coach
Student Veterans of America	Janice Medrano	Member
San Miguel County Commission Economic Development Corporation HECHO Advisory Board Foster/Adoptive Parent International A.N.S.W.E.R. Youth Mural Projects Immigration Taskforce – Washington, DC Public Lands Committee Casa de Cultura	Rock Ulibarri	Chair Member Board member/Chairman Member Member Member Member Member Volunteer
Volunteer Firefighter – Sheridan Fire Department	Gabrielle Griego	Volunteer
Mora High School JV/Assistant Girls Basketball Coach	Urszula Abeyta	Coach
AGC – Associated General Contractors of America NCCER – National Center for Construction Education and Research RMEC – Rocky Mountain Education Center	Joseph Montoya	Member Member Member
Rio Grande Treatment Center	Maxine Hughes	Board Member
Girl Scout Leader – Troop 10546 Skills USA	Dawna Ortega-Gallegos	Scout Leader Board Secretary
Somos Familia	Bruce McAllister	Board Chairman

Las Vegas Community Water Board		Treasurer
Eucharistic Minister with Immaculate Conception Church	Mary Duran	Member
Northeastern Regional Hospital Corporate Board		Board Member
San Miguel County Extension Quilt Guild of Northern New Mexico Las Vegas Arts Council	Lin Chibante	Member, 4H Instructor Member, Treasurer Member
San Miguel Parish Fiesta Committee San Miguel Parish Annual Catholic Appeal	Jesse Gallegos	Member Member
<i>Source: LCC Faculty and Staff</i>		

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

- Leadership New Mexico, catering for their annual conference
- Early Childhood Center, career day cookie decorating
- LCC Pre-school, career day kitchen tour and tasting
- Tri-County Farmer's Market, providing cooking demonstrations at the market, using locally-grown foods
- Casa de Cultura, catering the Las Vegas Seed Exchange
- Phi Theta Kappa, catering induction ceremony
- STEM Awards Ceremony, catering ceremony

Summary Core Component 1.D

The evidence provided demonstrates that Luna Community College has met and exceeded the expectations for Criterion 1.D, the institution’s mission demonstrates commitment to the public good.

Through its transformation, LCC has established its Mission and Vision Statements, a set of core values, and strategic goals to continuously guide the college. These foundational documents guide the strategic planning undertaken during past years. The mission of the college is clear and publicly articulated, centering on educational excellence, access, and impact. Luna Community College continues to provide high quality accessible education, increased student diversity within its programs, as well as increased degrees granted, and continues to significantly and meaningfully engage in the economic, social, and cultural foundation of the communities it serves.

Conclusion

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

As a diverse and multicultural community college which serves the needs of all students, LCC depicts the mission of “Creating Opportunities for You!” The college continues to improve its mission through orientations, regular training sessions, the “Luna Light” college newsletter, departmental meetings, and regular interaction between colleagues. Luna Community College continues to create stronger communities by working with public entities, other institutions of higher learning, government agencies, and members of the private sector who have entered into Memorandums of Understandings (MOU’s) with LCC.

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