Review Team;

On behalf of Luna Community College and its many stakeholders, it's a pleasure to submit the enclosed Show-Cause Report which contains evidence to support the institution's compliance with The Higher Learning Commission's criterion and assumed practices for accreditation. As you will see, much has been done, in a very short amount of time, to address the findings contained in the Show-Cause Notification. Although several measures have been recently adopted and implemented, they are reflective of a collaborative and sincere effort to change the culture of the institution.

Under typical circumstances, a shift in organizational culture can take several years. Among the challenges is the capacity to change behaviors that harm the wellbeing of the organization. Over the past several months, organizational change at Luna Community College has been expedited by a sudden realization that the institution could lose its ability to remain operational. As is the case with most life-altering experiences, being faced with dire consequences prompted changes to behaviors that have compromised the faith and trust in our collective capacity to prepare students for the rest of their lives.

"Creating Opportunities for You!," is so much more than a mission for Luna, it's a moral responsibility to the rural, underrepresented and impoverished communities we serve. For so many students, Luna is the bridge between an aspiration to better themselves and the academic preparation and confidence that's necessary to reach their goals. For many, it's an institution that allows for them to earn a credential while raising a family, taking care of elderly relatives and sustaining a way of living that's engrained in their identity.

Over the past six months the campus community has embraced the phrase, *Be the Train*. The words capture the realization that the staff, faculty and students are the lifeline which has sustained this institution for more than 50 years of administrative transition, Board turnover, financially trying times, and the recent peril to its accreditation. The phrase speaks to the need for the campus community to set the speed for institutional progress at a pace that makes it difficult to stop or slow down - "It's Hard to Stop a Moving Train." In doing this, we collectively take ownership for the College's successes and failures.

Recent weeks have been truly empowering for everyone who is vested in Luna Community College's success. Evidence supporting this observation is rooted in the accomplishments contained in the report. From the Board to its students, Luna has become a case study for an accelerated shift in organizational culture. We now embody and embrace fundamental values such as shared governance, accountability, mutual respect, and trust. To be sure, in many instances you'll identify novel practices. The strength and eventual success of these practices is cemented in the collaborative spirit with which each was developed.

We look forward to meeting with you in person. Thank you for the opportunity to restore your confidence in our institution.

Respectfully Submitted,

Luna Community College

Assurance Argument

Luna Community College

2/1/2018

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

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

Argument

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:

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.

Guidance to Operations
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 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 accreditation's, 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 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).

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.

<div align="center">

Mission: "Creating Opportunities for You!"

</div>

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 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 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 and 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.

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.

Table 1.A.2-2 Degrees and Certificates Awarded

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) 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. 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.

Table 1.A.2-3 Dual Credit Enrollment		
	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.

Table 1.A.2-4 Number of Students Enrolled in Adult Education and GED Preparation						
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.

Table 1.A.2-5 Number of Students Enrolled in Selected Programs Serving the Community					
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).

Table 1.A.2-6 Student and Community Profile

	Student Ethnicity: Fall 2016		Service Area Demographics					New Mexico
	Head-count	% of student population	San Miguel	Guadalupe	Mora	Colfax	Ave. Total	% ethnicity
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.

Table 1.A.2-7 LCC 2016-2017 Enrollment by Gender and Ethnicity

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.

Table 1.A.2-8 LCC Fall 2016 Full-time Faculty Ethnicity

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.

Table 1.A.2-9 Population Changes in LCC Service Area

Annual Population	Colfax	Guadalupe	Mora	San Miguel	Total
2010	13,750	4,687	4,881	29,393	52,711
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 2017, and is currently under review for approval by the council.

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.

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 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.

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.

Sources

- 2013_LCC_Legislative Appropriation
- Additional Grant Funding
- Audit2017Luna_Community_College_FY2017
- C1-9_Adoption_of_New_Mission_Statement
- Dual Credit MOU's
- Dualcredit_6.30.7.NMAC_PED
- LCC Programs
- LCC_SARA Application_2017
- LCC_Strategic_Plan_2013-2018
- LCC_WNMU_MOU for BSN_2017
- NMNEC_Common_Course_Number_CROSSWALK_2017
- Table 1A-GradSurvey
- TutoringSpring 2017 report

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

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. The current catalog and Student Handbook 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 containthe criteria for success and demonstrate to students the College's commitment to ensuring students havethe 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 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:

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.

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.

Summary: Core Component 1.B

Illustrated by the numerous examples provided, and throughout this document, LCC articulates its

mission, vision, guiding principles, and core values through a variety of approaches to faculty, staff, students, and the public. Luna Community College makes its mission available to the public through the school's website, student and external publications, and in conspicuous locations campus wide. The mission, vision, and guiding principle statements that are part of the strategic plan clearly delineate the emphasis LCC places on instruction, scholarship, diversity, inclusion, cultural awareness, and outreach focused on public service and economic development. The mission and vision allows the college to continue to strengthen its academics, scholarship and community involvement.

Sources

- 2016-2017AcademicGuidelines
- Key Categories of Service
- LCC Core Competencies_Figure 1.B.2
- LCC_Strategic_Plan_2013-2018
- Student Organizations

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

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 the college's demographics are representative of the service area and the state. Table 1.A.2-7, 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.

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. 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. 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 theMission 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)

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, post-secondary 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 (Table1.A.2-8) 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.

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.

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.

Sources

- Chart 1.C.1_Minority Enrollment_State_SrvcArea by Eth_GradbyEthn
- College Events
- Montañas del Norte
- NMICC-report-2017_
- Student Organizations
- Table 1.A.2-6_Student_Community Profile
- Table 1.A.2-7_2016_2017_Enrollment by Gender_Ethinicity
- Table 1.A.2-8 LCC Fall 2016 Full-Time Faculty Ethnicity

1.D - Core Component 1.D

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

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.
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.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

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.

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.

- 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.

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
Source: Office of Community Education				

- 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.

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 responds 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 **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.

Regularly, members of the Culinary Arts Club and/or the Culinary Arts Department for example 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. STOP

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.

Sources

- Dualcredit_6.30.7.NMAC_PED
- Examples of Culinary Arts Service
- Examples of Local and State Agencies
- Public Oversight Bodies
- Public Service Facilities Use Report
- Table 1.D.3 Service Organization Involvement

1.S - Criterion 1 - Summary

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

Summary

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.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Introduction

In its Show-Cause notification to Luna Community College, the Commission noted several concerns with the institution's ability to demonstrate compliance with Criterion 2. The narrative below will articulate several revisions to policy and practices that address each concern. Where appropriate, narrative and evidence will point to measures that sought campus-wide input on these changes along with measures to appropriately disseminate revisions that impact the campus community.

Enhancing Shared Governance at the College has been a critical priority for the institution over the past several months. These efforts culminated with the adoption and approval of a Shared Governance Policy on December 12, 2017. The Shared Governance policy sets the principles for engaging Luna Community College constituents in the process of informed decision-making.

A critical component to the Shared Governance Policy was the creation of a Staff Advisory Senate. At their December 19th meeting, Trustees unanimously approved the by-laws and constitution for the newly recognized Senate.

The Staff Advisory Senate will serve as a source of input on issues and decisions at the college relating to all regular full-time/part-time, non-faculty staff at the main campus and its satellites and site. The Senate will report to the College President and the Staff Senate President shall serve on the Governance Council along with leadership from academic leadership, student senate, and faculty senate.

In the Fall 2017 semester, the Student Senate essentially dissolved due to a lack of student participation. The College has reconstituted the Student Senate beginning January 2018. To ensure the Senate's success, the Interim President shall serve as one of its sponsors. Among other responsibilities, the reconstituted Senate conducted an election in January 2018 to ensure that a smooth transition with new members takes place.

Throughout Criterion 2, several references to policy revisions will emerge. To ensure that newly implemented practices become systemic, the College has made numerous revisions to its Staff Handbook and Board of Trustees Manual. These revisions have served as the basis upon which a cultural shift is emerging. More specifically, the campus is conditioning itself to function within the

confines of fundamental norms, such as accountability, mutual respect, transparency, effective communication, and trust.

The new climate at the institution includes a major change in how the College is being managed and governed. Together, with a change in senior leadership, the Show-Cause Order has prompted remarkable and notable improvements in how the Board of Trustees conducts itself. Increased information and communication among Board members and senior administrators has yielded fruitful dialogue about the current status of the College and the prospects for its long-term success. For example, during a comprehensive budget analysis with the Board, it was realized that the institution is operating with a fund balance equal to 33% of its expenditures. This prompted a Board work session that resulted in the adoption of several large-scale projects, which are planned for the current fiscal year, including redesigning the LCC website, conducting an employee salary parity study, hiring a presidential search firm, and significantly upgrading the college's data management system.

As a public two-year institution, Luna Community College receives annual appropriations from the New Mexico Legislature. Appropriations are determined by an outcomes-based funding formula that recognizes institutional growth along the following metrics:

- Total Awards
- STEMH Awards
- Awards to Financially At-Risk Students
- End-of-Course Student Credit Hours
- Sector Mission Measures

As a result of the funding process, institutional performance is reviewed on an ongoing basis by legislators and state regulators.

The College is also required, by law, to contract with an independent auditor for the purposes of submitting a comprehensive audit to the New Mexico State Auditor on, or before, November of each year. As demonstrated in recent audits, LCC has sound financial practices and internal controls.

The accountability measures for institution are far-reaching to include the voters who elect the Governing Board and approve mil-levy distribution to support the college. New policies that ensure the involvement of internal stakeholders have laid the foundation for genuine Shared Governance. The college is now an incubator for integrity, and ethical and responsible conduct.

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

Finding: The College has adopted new policies and procedures in response to the NMHED audit findings, but no documentation was evident that information had been disseminated or that training had occurred with the Governing Board, administration, faculty, and staff;

Response: The College recognizes and understands that policies and procedures provide an institutional perspective on many important issues for college administration and governance. In addition, the College acknowledges that policies and procedures provide clarity for the institution when dealing with accountability issues that are of critical importance, such as legal liabilities, safety and health concerns, or issues that can have serious consequences when the Board and employees are not well informed.

Governing Board: In June 2017, the Governing Board adopted an entirely revised Board Policy Manual. The Governing Board and administration understands policies and procedures reinforce and clarify the standards expected of them, the employees, and assist in managing staff effectively.

On December 19, 2017, the Governing Board participated in a workshop led by consultants Dr. Hugh Prather and John F. Kennedy of Cuddy and McCarthy, LLP.

Summary of the workshop outcomes:

- Conduct a comprehensive training on the role of Board of Trustees as prescribed by the Community College Act. This shall include any assumed practices not explicit in the law.
- Conduct a comprehensive training on the NM Open Meetings Act, specifically language pertaining to higher education Governing Boards. Training shall focus on acceptable practices related to closed sessions, rolling quorums, meeting notices, meeting minutes and criminal penalties.
- Conduct a workshop aimed at strengthening team work, professionalism, and trust among the Board.
- Perform activities that yield goals and objectives aimed at working more effectively and efficiently.
- Perform activities that yield a Board Self-Assessment tool and process.

The workshop culminated in a compressive review of their policy manual, allowing the Board to ask legal counsel for clarification on any items that were unclear. Following the workshop, the Governing Board members signed their annual acknowledgement as required by policy, 2900 – Ethics and Conflict of Interest.

Staff Development Week: In August 2017, the College implemented the Inaugural Annual Staff Development Week, which will be held the week prior to the start of fall classes each semester. The trainings will provide more opportunities for staff to build upon their skills and network with other staff. The College will draw on the talent base from staff and faculty, as well as, outside presenters.

Staff Development Week was aimed at cross training employees in the processes and procedures that were of critical importance.

The overarching goal for Staff Development Week was to train the campus on processes and procedures that are either driven by compliance or those we utilize daily. It is the responsibility of the President to disseminate new or revised policies to all employees. On-boarding practices at the institution ensure a strong understanding among new hires.

Dissemination of Policies: The President and Human Resources acknowledges and understands that it is their responsibility to implement, disseminate, and communicate all policy provisions to administration, faculty, and staff employees. Employee policies cover many topics, which include but are not limited to obligations and responsibilities in matters of employment; professional and personal conduct; hours of work, attendance and leave; classification and compensation; performance management; benefits; safety and health; employee development and dispute resolution.

During the second week of the 2018, the Interim President provided all College employees with a comprehensive orientation (chart 1.) of the Governing Board Manual and Staff Handbook. Employees had the opportunity to ask questions, express concerns, and gain a better understanding of the language that governs the college.

All employees were required to attend one of several trainings, and all attendees were asked to sign a form acknowledging their participation in the training and understand their roles and responsibilities, as prescribed by policy. The acknowledgement specifically referenced the newly adopted language in policy section, 8.3 - Conflict of Interest.

Chart 1: Board Manual and Staff Handbook Training Chart

Type of Training	Attendees	Dates
Staff Development Week	All Staff	August 2017
BOT Received Board Policy Manual Training and signed an Annual Ethics and Conflict of Interest Policy Acknowledgement form.	President/BOT	December 19, 2017
Employees received Board Policy and Staff Handbook Training and signed acknowledgement and receipt of staff Handbook form.	President	January 9, 10, & 11, 2018

Finding: The College lacks a Shared Governance Structure as documented in policy and procedures and Board minutes; information gained from interviews with faculty and staff indicates that critical executive decisions such as tuition increases and development of the budget and administrative-level decisions regarding support services are made with minimal or no input from faculty or staff;

Response: The academic mission, vision, and guiding principles thrive best when the Governing Board exercises its ultimate authority within a climate of a Shared Governance Model that permits faculty, staff, and students to contribute to the development of administrative-level decisions.

Shared Governance Council: A Shared Governance Council, consisting of faculty, staff, and students, was established in November 2017 to work closely with the President in building a Shared Governance Structure. This Shared Governance Structure is a collaborative model of decision-making that includes the Board of Trustees, President, Administration, Faculty, Staff, and Students.

The Board recognizes and understands the importance of this Shared Governance Structure. On December 12, 2017, the Trustees adopted the proposed Shared Governance Policy that adheres to basic governance principles, such as transparency, responsiveness, and accountability. The Governing Board has approved several other initiatives and best practices related to Shared Governance. This policy demonstrates a commitment to facilitating and the contributions of staff and faculty on decisions that have a far-reaching impact on LCC, its conditions of employment, its policies, its procedures, and its strategic plan.

Staff Advisory Senate: In November 2017, the Interim President charged a committee, comprised of a diverse representation of staff, with establishing a Staff Advisory Senate (SAS) that would be part of the Shared Governance Structure. The Staff Committee worked on the development of the SAS Constitution and By-Laws.

On December 12, 2017, the Staff Committee disseminated the SAS Constitution and By-Laws to all College staff. The next day, a question and answer forum was held for all staff employees, providing everyone an opportunity to ask questions, express concerns, and gain a better understanding of the formation of the SAS. Timeline for Staff Senate Implementation:

- December 19, 2017 Board meeting, the Staff Constitution and By-Laws were approved.
- January 3-5, 2018, staff employee nominations for candidates of SAS were held.
- January 25, 2018, staff employees voted for staff members to represent them on the SAS.
- January 29, 2018, the Staff Advisory Senate conducted its first regular meeting on.

Student Government: In Spring 2017, Student Government participation dwindled to just a few students. A major point of dissention between the Senate and college administration revolved around the Senate's ability to revise their By-Laws without the ratification of the President or the Board of Trustees. The By-laws called for an election in Fall 2017; however, prior to hosting elections, the final Senate member notified the Interim President that he would no longer be serving.

In Spring 2018, the Interim President led the effort to reconstitute the Student Government by requesting nominations from each of the seven academic departments. A total of ten (10) students now comprise the Student Senate.

The Interim President now serves as one of the sponsors to ensure the body receives adequate support and resources. The Senate has met twice in the past month, and key outcomes include undertaking revisions to their By-Laws and electing officers amongst the membership. Senate By-Laws are now subject to review and ratification by the College President, ensuring adequate communication between members of the Senate and the Board.

Finding: Committee structures outlined at the time of the 2014 HLC comprehensive evaluation are not functioning as indicated; the role of some committees has been taken over by different groups, such as the Faculty Senate taking on the role of the Curriculum Committee, while others lack the leadership to conduct the work necessary or to communicate with other groups across the College.

Response: Having a limited number of professional staff and full-time faculty creates challenges with ensuring that essential committee work is being done consistently. The College's committee structure was program-based as opposed to goal-based. Rather than assign a committee to tutoring, or advising, committees will now have broader scopes, for example, Retention and Completion.

The new Shared Governance Structure articulates which committees exists on a long-term basis and defines their scope of work. Other campus-wide committees can only be chartered at the discretion of the president. The President will provide new committees with a charge, the role and term of a committee, and expected outcomes. Like standing committees, new committees shall make reports to the Governance Council. This ensures outcomes and limits duplicative efforts.

Beginning in 2018, the Interim President and VP for Instruction have begun appointing staff to the newly established committees.

Standing committees will report their progress to the Shared Governance Council on an ongoing basis. In addition, to improve communication and keep the College community well informed of their progress, the committees will communicate their results by hosting forums or over informative emails.

The College will follow a basic set of elements to establish effective functioning committees that will

allow the college to move forward and make progress.

- Written committee charge;
- An effective committee chair;
- Regularly scheduled meetings;
- Agenda, minutes, actions, and sign in sheet;
- Accountability and Outcomes.

Finding: Several cases of nepotism or the appearance of nepotism were noted across all levels of the College by the NMHED audit with linkages to the current Board and the recently released President, and the Board of the College had previously approved a policy that eliminated guidelines around nepotism so as to protect personnel hired during that time period; revised institutional policies on nepotism do not meet the requirements set forth by NMHED and do not provide a rigorous construct for assuring that nepotism will not occur again at the College;

Response: The Board recognizes and acknowledges that suspension of the College's Nepotism Policy created powerful perceptions about their ability to manage the institution in a fair manner. The Board subsequently approved an administrative reorganization that supported the appearance of favoritism. On December 12, 2017, the Board approved significant revisions to the Administrative Organizational Chart. Revisions eliminated direct reports, between the President and staff positions, that were cited as concerns by the NMHED.

At their December 12th meeting, the Board approved revisions of the College's Nepotism Policy. The College's application for employment now requires that applicants disclose when these relationships exist. The College believes that now it meets the spirit of NMHED recommendation as it relates to nepotism, recent revisions also address the issue of affinity relationships between Trustees and the President.

Revisions to the nepotism policy also eliminated language suggesting certain staff were exempt from the policy. Finally, revisions to section, 5.12 Assignment of Personnel, eliminated language that "grandfathered" certain staff to previously-approved iterations or policy suspensions.

The College cannot legally undo the hires and promotions that were cited in the NMHED report. Nonetheless, the revisions to the policy now prohibit such hires from taking place in the future. To ensure that the Board can no longer make unilateral changes to policy documents at the College, the Trustees have approved revisions to BOT policy 1000 – Adoption of Policies and Policy Revisions. The revisions require that all changes to policies must be vetted by the Shared Governance Council before going to the Board for final approval.

Key revisions to the above policy include the participation of the Governance Council. This step allows for the campus community to provide feedback on how the policy will intersect with current practices at the College.

Finding: The College lacks the infrastructure and oversight of fixed assets, as documented in the NMHED audit; an inventory, as anticipated by the NMHED audit, was halted by the College before it was completed, and the visiting team could not determine who was responsible for ending the inventory process; at the time of the visit nearly $240,000 of equipment remains unaccounted for.

Response: The College is mindful of the inaccuracies in its fixed assets inventory which is largely attributed to limited personnel and high turnover. To date, the fixed assets inventory includes more than 3,000 records dating back to the 1980's. Over decades, the list of unreconciled inventory has

reached a dollar amount greater than $1 million. Based on the work done to date, the College believes the reasons below capture the overarching contributors to the College's fixed assets issues.

- Inaccurate data entry made it impossible to accurately reconcile inventory with their assigned inventory tag
- Items were properly disposed of and never removed from the list
- Items were improperly disposed of and never removed from the list
- Limited personnel or expertise to reconcile the entire fixed assets list annually
- Inventory was relocated throughout campus and to satellites without appropriately reporting the items on the fixed assets inventory
- Inventory has inappropriately left the campus over several decades and the lack of an annual physical inventory made it difficult to account for these items

To address the inconsistences identified by the NMHED audit, the College hired a third-party consultant to conduct a college-wide physical inventory of its fixed assets. The results highlighted many inconsistencies in years of data entry into the Jenzabar computer system, which required an extensive and manual line-by-line analysis of thousands of lines of data, and over fourteen hundred hours of labor-intensive work.

Assignment of Responsibilities: On January 2018, the College hired a Purchasing Officer who is responsible for dual control and serves as the record custodian for fixed assets. The College has also assigned two additional staff members to this project and has engaged all department heads in the reconciliation process. On January 23rd, the final list of reconciliations was completed with the exception of items located at a regional high school.

In mid-January, the Purchasing Officer and the warehouse staff received a training on the Policies and Procedures Manual for fixed asset accountability and the law from the Finance and Administration personnel. The warehouse staff now has a thorough understanding of fixed assets inventory and is working closely with the records custodian to ensure timely and accurate recording of fixed assets. The warehouse/receiving and property tagging staff is doing follow-up work with department heads to ensure Asset Transfer Forms are completed in a timely manner and is conducting random verification of asset locations to the fixed asset list.

Fixed Assets Procedures: The College has a system in place that identifies fixed assets at the time the requisition is entered into the system. After it is entered, the item is coded as a fixed asset. This process aligns with the Policy and Procedures Manual. To comply with the required notifications, updates, and/or corrections, the staff will reconcile the Jenzabar inventory with the physical inventory system.

Process of Fixed Assets:

- Upon receipt of an item, it is immediately tagged by the warehouse staff;
- Upon payment, the accounts payable staff marks the item as a fixed asset;

(which creates a "skeleton" record in the fixed asset module)

- The fixed asset records custodian then updates the record for serial numbers, building and/or room location;
- The custodian adds the record to the official fixed asset inventory in the Jenzabar system.

The CFO met with the warehouse staff to review the process as delineated in the job description and

the staff members were able to articulate the process for tagging all incoming assets and clearly described the state's law over disposition of assets.

The reconciliation project described herein is nearing completion. The College estimates the project is about 90% complete. A list of reconciled items will be sent to the President and a list of items needing to be removed will go before the Board of Trustees on February 13, 2018 for disposition, as required by law. Once approved, the system inventory records can then be updated. The final inventory list will then be presented to the Board of Trustees for certification.

Sources

- Asset Transfer Form
- Board Conflict of Interest Acknowledgements
- Board Policy Manual
- December 19 Mintues-Agenda - 3pm
- December 19 Mintues-Agenda- 9am
- Employee Code of Conduct Policy
- Ethics Policy 2900
- Fixed Assets Policy
- Nepotism 5.12
- Policy Revisions 1000
- Revised Org Chart
- Shared Governance Committees
- Shared Governance Policy
- Shared Governance Strucutre
- Signed Staff Acknowledgements
- Staff Advisory Senate By-Laws
- Staff Advisory Senate Constitution
- Staff Development Week Schedule
- Staff Handbook

2.B - Core Component 2.B

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

Argument

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

In 2016 the College did not hire an employee for institutional communications and marketing. A new Coordinator position was approved by the Board on September 21, 2017. The position was re-filled in early November. Since the hire, the College has significantly ramped up its presence in regional newspapers and local radio stations.

The College utilizes its website as a primary medium for disseminating information. Following a budget planning workshop, the Board approved the use of $50,000 for a contract to re-design the College's website. Juice-box Interactive has been selected to lead this effort with a focus on a modern and appealing visual design, and to provide a form of clear communication for different constituencies (prospective students, new students, returning students, and community members).

The foremost source of information on the programs and services offered is the Catalog and Student Handbook. Digital publication, of these, and other key documents can be found on the College website, including course schedules, requirements for each academic program, curriculum requirements, financial aid information, and data considered relevant to stakeholders – graduation rates, enrollment trends, etc.

The College's home page provides users access to a news feed, which includes press releases and announcements for Board meetings. Meeting minutes can be accessed from the home page, and all Board meetings are now steamed live via the web. Potential students can also access the College's tuition rates tables.

Luna is a member of the New Mexico Education Council, Inc., which coordinates college fairs throughout the State. The Office of Recruitment and Admissions provides information to students at high schools throughout the service area and upon request, for example at regional career fairs. In conjunction with New Mexico Highlands University, Luna hosts an annual College Night in Las Vegas to disseminate information on academic programs, financial aid, admissions, dual credit options, transfer, and student support services.

The Communications and Marketing Coordinator publishes a bi-weekly newsletter, The Luna Light. The publication is posted online and is available in print at each of the satellites and the main campus. Additionally, the newsletter is distributed to staff at each of the school districts in the region. The Luna Light informs the public of current events and academic developments on campus, and serves as a venue for notifications of upcoming events.

The College also strengthens its connections to the public through one of its radio talk shows broadcast in Las Vegas, Santa Rosa, and Raton. Negotiated media contracts allow for advertisement

spots and 30-minute talk shows to allow College staff to discuss student success stories, upcoming events, and, more recently, progress towards the Show-Cause Report.

Increasing the College's presence on Social Media has been a critical priority in the past three months, beginning with an effort to invite students to one of two forums that were hosted to discuss the Show-Cause Order. Since November, the College has nearly tripled its social media following. In January, the College hired a Communications and Marketing Specialist who reports directly to the Communication and Marketing Coordinator. The primary responsibilities of the Communication and Marketing Specialist include:

- Create, manage and grow the College's presence across social media platforms, including, but not limited to Instagram, Facebook, Twitter, Snapchat, LinkedIn, and YouTube
- Create content including photography and/or design imagery for social media platforms
- Innovate new and creative ways to use social platforms and digital content to tell stories, heighten the student experience, connect with stakeholders and promote the institution
- Write and manage editorial content for the institution.

A faculty and staff Campus Directory is available on the College website. This directory provides comprehensive contact information for all employees. The Catalog and Student Handbook also lists department information.   Users can also access information on the web for Staff Advisory Senate and Faculty Senate. A new page has also been added with contact information for each Board of Trustees.

Affiliation of Accreditation is also disclosed on the College's website. Notice of accreditation with the Higher Learning Commission is on the homepage. The College also posts documents related to comprehensive reviews and other accrediting/certification agencies that monitor Luna's Nursing, Dental, School of Business, Cosmetology/Barbering, and Automotive programs.

Sources

- Comm and Marketing Coord JD
- Luna Light Newsletters

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Finding: Actions of undue influence and nepotism, or the appearance thereof, as outlined in the NMHED audit, do not appear to have been reviewed or investigated by the Board;

Response: The Board of Trustees acknowledges, and accepts, the concerns noted in the report issued by the New Mexico Higher Education Department (NMHED). Additionally, the Board accepts responsibility that the institution has subsequently been placed on the NMHED's Enhanced Fiscal Oversight Program (EFOP). The EFOP designation calls for special monitoring by the NMHED, including attendance at Board meetings and quarterly fiscal watch reporting. To date, these reports have been submitted in a timely manner. The Interim President is also working with NMHED to agree upon a work plan and deliverables that will result in the College's removal from the EFOP.

The Interim President has also reached out to the New Mexico Attorney General's Office to determine if a report of findings will emerge from its investigation into the College's management practices. The primary investigator has since left the agency, and new counsel has been assigned to the inquiry. To date, the investigation has not been concluded and a report has not been provided.

As noted in section 2.A., changes to the college's Nepotism Policy have been approved by the Board. Revisions to expand on relationships that are no longer considered for hire. In addition, the employment application for the College now requires that applicants disclose any relationships with either Trustees or the President. Furthermore, direct reports between the President and staff hires were removed from the administrative organizational chart for the College--which was noted within the NMHED report.

Finally, to eliminate concerns relating to the immediate hiring of the College President, the Board has stipulated that the current Interim President cannot apply to become, or be named, the permanent President.

The College has also modified the process for interviewing and hiring employees. Previously, hiring committees were appointed by the Human Resources Office. Now, however, the hiring manager selects the interview committee. This change allows for staff and faculty to be included in the selection of their peers. The applicant ranking process has been revised and no longer includes undisclosed numerical rankings by committee members. The new process requires a consensus

approach to ranking employees. This approach ensures that all committee members are aware of the applicant who will be offered the position.

2.C.1. The Governing Board's deliberations reflect priorities to preserve and enhance the institution.

Finding: There was no evidence available to the team demonstrating that the Board's deliberations over a period of 16 months in 2016 and 2017 reflected institutional priorities. Existing Board minutes reflect acrimonious personal relationships, frustration, and distrust among its members that made it difficult to focus on institutional priorities;

Response: It is believed that insufficient information led to Board members taking action without input from staff and faculty. Additionally, a lack of information resulted in a high number of items being tabled, some indefinitely, by the Board.

The Interim President has established a process through which the Board receives sufficient information and timely updates on all matters that intersect with their fiduciary responsibilities. This process includes standing agenda items for the Vice President of Instruction, Human Resources, and Chief Financial Officer reports (see section 2.C.2). This process allows for the Board to receive ongoing updates on administrative matters. Also, department leaders are required to prepare presentations on matters that require Board approval.

The President's Office is responsible for ensuring that Trustees receive packets at least five days before each meeting. Board members have also been provided with tablets equipped with mobile data to further ensure packets and other pertinent updates are received in a timely fashion. Action items are preceded by presentations that allow for questions and clarification. The goal is to restore trust and transparency among the Board while promoting employee and administrative involvement in the decision-making process.

A lack of trust and communication among Trustees was a factor prompting the need to discuss matters in closed sessions. During the December 19th work session, consultant Dr. Hugh Prather engaged the Board in an assessment of five areas – Trust, Fear of Conflict, Accountability, Attention to Results, and Commitment. Data suggests that five of the seven Board members indicate having a strong lack of trust.

Once more, the majority of Board members indicated a moderate to high fear of conflict. The assessment also revealed that six of the seven Board members rated the Board as having low attention to results.

Following a lengthy discussion on the assessment, the Board elected to adopt the following norms:

- Show respect for one another and show honor and support for our team and, in doing so, earn the respect of others;
- Make no assumptions, and seek honest clarification when we don't understand our colleague;
- Avoid taking offense or interpreting disagreement as a personal affront;
- Allow fellow Board members to express themselves completely and, in turn, be allowed to express our perspectives completely as well;
- Recognize that, as individuals, we are not the Board, but that, as a convened public body, we must trust one another for the Board to function with integrity; and
- Stay on the team when things don't go our way, and become part of the solution.

Finding: The College's Board held approximately 28 meetings during this time and entered into Executive Session twelve times with topics of the Executive Sessions not clearly stated, and some meetings were held in the private President's Office

Response: Over the past several months, all meetings, with the exception of one, have taken place in the College's Board Room. The agendas are sent out to the campus community, and involvement is encouraged by Administration. Meetings are more regularly held at 5:30 p.m., a change made to encourage the general public's participation. Beginning in November, Board meetings may be viewed through a live stream.

Board Policy revisions also call for a standing General Public Comment section. The section, which precedes action items on the agenda, allows for feedback from the campus and community prior to members taking action. Since July 1, the Board has held a total of 12 meetings. This number is higher than usual because the Board convened several times to approve items integral to the Show-Cause Report. The following is a summary of meetings and executive sessions:

Meeting Date	Meeting Type	Executive Session	Subsequent Action
July 11, 2017	Special	Yes	None
July 18, 2017	Special	Yes	None
August 8, 2017	Regular	No	N/A
August 15, 2017	Special	No	N/A
September 12, 2017	Regular	Yes	Request that the Interim President explore the hiring of a firm to assist with the presidential search.
October 10, 2017	Regular	Yes	Approval to begin RFP for a presidential search firm
November 7, 2017	Work Session	No	N/A
November 14, 2017	Regular	Yes	Extend the Interim President contract
November 21, 2017	Special	No	N/A
December 12, 2017	Regular	No	N/A
December 19, 2017	Work Session	No	N/A

December 19, 2017	Special	No	N/A

A total of five executive sessions have occurred since July 2017. Only three of the five closed sessions resulted in Board action, each relating to the presidential search process. To ensure public disclosure on all matters discussed in closed session, Board members participated in a comprehensive training with consultant John F. Kennedy of Cuddy and McCarthy, LLP. Mr. Kennedy provided Trustees with an overview of their responsibilities, as prescribed by the New Mexico's Open Meetings Act. The Board's administrative assistant, who is responsible for capturing minutes, also participated in the training. Additionally, the assistant participated in training on how to prepare meeting minutes for Governing Boards.

2.C.2. The Governing Board reviews and considers the reasonable and relevant interests of the institutions internal and external constituencies during its decision-making deliberations.

Finding: Information to be considered by the Board was not sufficient as a basis for reasonable judgments, and, as reflected in the Minutes, the Board frequently tabled items because of lack of supporting information; campus constituents were not involved prior to the Board making critical decisions regarding issues, such as tuition increases, funding for academic programs, termination of personnel, and reorganization of the College. None of the Board minutes during this time frame reflect a focus on improvements to the student experience, student learning, or retention and completion.

Response: It is imperative that the College President facilitate discussions among the Board that are aimed at measuring the institution's progress against the strategic plan that has been approved by the Trustees. Additionally, this discussion must include key stakeholders at the institution who are best qualified to provide the perspective, insights, and evidence that ensure sound decision making. Policy 1500 of the Board of Trustees Manual includes the following as responsibilities of the President:

- Coordinates and prepares meeting notices and agendas with the Board Chair.
- Prepares for each assembly of the Board by providing reports and supporting documentation to Trustees in advance of meetings.

The BOT policy, 2100 – Board Agenda, now requires that the following items be placed on the agenda for each regular Board meeting:

- Public Comment
- Faulty Senate Report
- Student Senate Report
- Staff Advisory Senate Report
- President's Report
- Vice President for Instruction Report
- Human Resources Report

The items above provide opportunity for stakeholders to weigh in on all items going before the Board. Board members may also solicit feedback from each representative throughout their meetings. Finally, their presence on each agenda ensures that Trustees are informed of the work being done by the various sectors at the institution.

Agendas and minutes will reflect that Board meetings over the past several months have called for

various presentations on items that relate directly to institutional priorities. These presentations have included:

Presentation Date	Topic	Presenters
August 15, 2017	Retention and Completion Plan	President
August 15, 2017	Nursing Department Enhancement Funding Outcomes	Nursing Department
September 12, 2017	Fixed Assets Reconciliation	Project Leads
November 4, 2017	Enrollment Report	President
August 8, 2017	Approval of Nursing Handbook Revisions	Nursing Department
August 8, 2017	MOU between Transportation Dept. and LCC	Physical Plant Manager
October 10, 2017	NM Funding Formula – Credit Hour Distribution by Funding Tiers	President
November 7, 2017	Work Session on FY18 Budget Priorities	President and CFO

2.C.3. The Governing Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board Policy Manual, which was adopted in June 2017, also includes policy, 2900 – Ethics and Conflict of Interest. In part, the policy states, "In order to assure ethical conduct and eliminate the risk of behaving in a manner that poses conflict between a transaction and the role of a trustee, the Board has adopted the following principles and limitations which are consistent with the NM Governmental Conduct Act."

Policy 2900 requires that Board members sign an annual acknowledgement that they have received, read, and understand the Ethics and Conflict of Interest Policy. As referenced in section, 2.A, the Board has received a comprehensive training on their roles and responsibilities as prescribed by law and policy. At their January 9th meeting, the Governing Board also approved a resolution which commits them to a number of assumed practices and includes the following language:

"A Trustee shall not:

1. Influence or attempt to influence personnel decisions.
2. Interact with staff in a manner that suggests tasks and duties must be carried out on behalf of a Board member.
3. Act or behave in a manner that encourages staff to deviate from the appropriate chain of command and grievance protocols.
4. Act or behave in a manner that suggests a Board member may bind the College to an agreement or partnership that has yet to be vetted and approved by the Administration and Board.
5. Make statements to employees, vendors, agencies, potential partners, or vendors that may suggest influence over a contract with the College."

2.C.4. The Governing Board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Finding: The Board was inappropriately involved in the day-to-day management of the College; the Board created a Board Technology Subcommittee that developed a technology replacement plan without appropriately delegating this activity to the president to oversee; also, the technology replacement plan was developed without the engagement of key internal constituents and halted the work of an internal committee that had been charged to work on matters related to Instructional Technology.

Response: The revised Board Policy Manual clearly articulates how the Board is expected to interact with administration. Policy 1470 – Committees of the Board, limits ongoing involvement of Trustees to work conducted in standing committees. Committees assist the Board in carrying out its functions and ensure ongoing oversight, as prescribed by policy.

The responsibilities of each committee are clearly stated in policy, 1470 – Committees of the Board. Committees act as advisory bodies to the Governing Board and do not have authority to take final action on items. The committees above are assigned a chair by the Chairman of the Board of Trustees. The President of the College assigns a Staff Co-Chair. The overarching purpose of committees is to facilitate an opportunity for the Board to monitor and evaluate the College's progress toward its strategic goals. Another purpose of the committees is to provide balance, by limiting the Board's role to provide staff with direction during committee meetings.

Standing Committee	Staff Co-Chair
Executive Committee	President
Finance/Audit Committee	CFO
Facilities Committee	Physical Plant Manager
Academic Affairs Committee	VP for Instruction

Policy 1470 also provides guidance on the creation of additional interim committees. Interim

committees may only be created to research and investigate matters that will eventually come before the Board. Upon establishment, the Board, or Board Chair, shall determine a timeline by which the committee shall return its findings or recommendations. Following its report and recommendations, interim committees shall no longer be required to meet. This language limits the Board from creating committees that over-reach into day-to-day operations.

In December 2017, the Board discussed and reviewed its current committee structures. It was determined that the following interim committees were meeting regularly and did not meet the spirit of the policy, so they were immediately dissolved.

- Veterans Affairs Committee
- Technology Committee

Finally, to ensure compliance with a requirement that all committee meetings record official minutes, the College required that all Office Managers participate in a training, held on January 23rd, on how to prepare minutes. Participants have been assigned to one of the various standing committees on campus and shall be responsible for taking and publishing minutes.

To further establish an appropriate separation of responsibilities, the Staff Handbook, [Policy, 3.2.1](#) - Board of Trustees reads, "…the Board is the governing body of the College. The Board's primary duty is that of determining the financial and educational policies of the College. The Board has delegated the responsibilities of implementing and enforcing Board policies to the College President."

Prior to December, 2017, the Staff Handbook also included job descriptions for key staff at the college – Vice Presidents, Academic Directors, HR Director, etc. This inclusion in a policy document suggested that the Board managed their roles, responsibilities, and minimum qualifications. Recent revisions eliminated this language from the Handbook, effectively shifting responsibility to the administration.

Recent revisions to the organizational structure at the College, as underscored in the Criterion 2 Introduction, have created efficiencies in the day-to-day management of the institution. The chart now exists at a high level and includes only the President and his/her direct report. The organizational structure of multiple departments reporting to senior leadership reduces Board oversight.

All academic components at the College are overseen by the Vice President for Instruction. Rules, practices, and processes relating to instruction are determined by the VP for Instruction, in consultation with the President, and are promulgated in a document titled [Academic Guidelines.](#)

The Faculty Senate is also integral to facilitating effective communication between faculty and the administration, as it relates to educational policies and procedures. The Senate's responsibilities are articulated in their by-laws and include the following:

- Formulation of Institutional long range plans, goals, and strategies.
- Curriculum development and outcomes assessment.
- Organization of the college to execute its instructional mission.
- Development and use of instructional technology.
- Academic standards and policies.
- Faculty recruitment, hiring, appointment, evaluation, promotion, and termination policies.
- Faculty duties, responsibilities, and evaluation policies.
- Faculty grievance procedures.
- Faculty Professional Development.

- Regulations that directly and indirectly impact faculty and areas of instruction.
- Student advisement and retention activities.
- Faculty compensation, fringe benefits, and leave policies.
- Ratio of full-time to part-time faculty.
- Adequacy of student services and administration suppor,t as they pertain to the instructional mission of the college.
- Faculty handbook update and revision.

Finding: There was no evidence provided to the team of regular evaluation of the president or self-evaluation of the Board; policy regarding the president's evaluation was in place but defined practices did not appear to be followed, and the Board lacks policies or practices related to regular Board Self-evaluation or development in order to assure the effective service of the Board to the College.

Response: In April 2017, the Board hired a consultant to draft significant revisions to their handbook. A couple weeks prior to the HLC's June visit, the Board approved part one of the revisions, which included Policy 1510 – Evaluation of the President. The policy states, "by March of each year, the president shall be responsible for completing a Self-Assessment that addresses progress made toward mutually agreed upon goals and performance indicators. The assessment shall include:

- Enrollment and completion rates.
- A summary of the institution's academic capacity to meet local, regional, and statewide workforce and training needs.
- Financial position of the institution.
- Assessment of institutional challenges and opportunities.
- Assessment of institutional fundraising.
- Updates on other previously established metrics.

The policy also provides for a comprehensive evaluation of the President, a process that includes staff, faculty, and community stakeholders. It is expected that the self-assessment process be complete prior to the Show-Cause Visit.

On January 25th, the Board participated in follow-up work session with consultant Hugh Prather. An outcome for training included the development of an evaluation tool for the president.

At their December 19th work session, consultant Dr. Hugh Prather conducted an initial assessment with the Board. A second training with Dr. Prather will be conducted prior to the Show-Cause visit. This session will yield an annual Board Self-evaluation tool and policy.

Sources

- Academic Guidelines
- August 15 Minutes-Agenda
- August 8 Minutes-Agenda
- Board Team Assessment
- Committees Policy 1470
- December 12 Minutes-Agenda
- December 19 Mintues-Agenda - 3pm
- December 19 Mintues-Agenda- 9am
- Ethics Policy 2900

- Fiscal Watch Reports-January 2017
- July 18 Minutes-Agenda
- November 14 Minutes-Agenda
- November 21 Minutes-Agenda
- November 4 Minutes-Agenda
- November 7 Minutes-Agenda
- October 10 Minutes-Agenda
- Policy 1510 Presidents Eval
- Policy Revisions 2100
- September 12 Mintues-Agenda
- Signed Board Resolution
- Staff Handbook Policy 3.2.1

2.D - Core Component 2.D

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

Argument

Luna Community College recognizes that expression of freedom and freedom of inquiry are fundamental rights for all individuals. LCC protects the responsible exercise of these rights by students, faculty members, and staff. Faculty rights and responsibilities are outlined in the Academic Guidelines. Freedom of expression in teaching contributes to creativity and innovation in the classroom, while innovation and improved teaching and learning are achieved through Professional Development of its faculty. To date, a Freedom of Expression and Dissent policy has been drafted and awaits feedback from the Governance Council before going to the Board for consideration.

Sources

- Freedom of Expression and Dissent Policy

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

All members of the College must apply knowledge responsibly in order to meet and/or exceed the required demands of institutional academic integrity. Luna Community College ensures, and insists, that all faculty, staff, and students practice and have strong guidance with institutional support in the acquisition of that knowledge.

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by the faculty, staff, and students.

Research and its related activities are generally outside the scope of academic activity at the community college level. Presently, there are no research projects being conducted or projected to be conducted by Luna Community College. In the event that research be conducted at Luna Community College, integrity would be adhered to, promoted, and maintained in this area of the institution.

2. E.2 Students are offered guidance in the ethical use of information resources.

Academic integrity is of paramount importance in all part of academic work. Providing direction to students in the ethical use of information can be problematic; however there are various resources available to guide the students.

The following represents some of the resources available to guide students in the proper and ethical use of information.

- Adherence to the Computer Use Policy is required of all students, staff, and faculty at the institution. The policy covers the appropriate use of both college computers and any electronic or print resources used to assist students in coursework.
- Every College course, regardless of location (on-campus, concurrent and dual enrollment, or online) or modality (Face-to-face, online, hybrid) follows the Master syllabus. Each course syllabus contains a clear definition of academic standards for appropriate credit and citation of information. Additionally, each syllabus explains the consequences of academic dishonesty. Instructors review the syllabus in class on the first day, and online course students are encouraged to review the syllabi components. The definition of academic dishonesty is found in the College Catalog, the College website, and Student Handbook.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

The College's policy on academic dishonesty is found in the Student Handbook, College Catalog, on

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the website, and in each Syllabus. If, and when, an instructor or staff member detects evidence of plagiarism or academic dishonesty, the instructor or staff will forward that evidence to the Academic Vice President, in accordance with established policy.

Sources

- Computer Use Policy

2.S - Criterion 2 - Summary

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

Summary

Over the past six months, the College has made significant gains in establishing a culture of Shared Governance. Necessary policy revisions and adoptions have been put in place to ensure that transparency and shared decision-making are part of the institutional culture in a sustainable manner. To ensure that changes are widely understood, faculty, staff and administrators have participated in a number of trainings and workshops that underscore their roles and responsibilities as articulated by policy and law.

The establishment of the Staff Advisory Senate has engaged employee in a dialogue about their conditions of employment. The reconstitution of the Student Senate ensures their voice in the decision-making process. The Shared Governance policy and structure now creates efficiencies in committee work and their reporting requirements reduces a duplication of efforts among staff and faculty.

Policy now requires campus community input on changes to the Staff Handbook and Board Policy Manual. This measure reduces unilateral decision-making and promotes transparency. Effective communication strategies among internal and external stakeholders has become the foundation upon which trust is being built at all levels. Along with measures to ensure the Board is aware of, and accepts, their role, morale at the institution has improved.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Luna Community College (LCC) has consistently offered high quality education and continues to analyze programs to improve through the efforts of the administration, faculty, and staff. The Vice President of Instruction, the academic department directors, faculty, and staff have all worked collaboratively to address issues, such as student-learning outcomes, program goals, specialized accreditation, and alignment of curriculum to state or national standards. LCC's academic directors and Human Resources Department have worked to ensure that faculty are qualified and properly credentialed according to higher-education standards.

Luna Community College has invested a great deal of time and effort ensuring coursework is consistent across all modes of instruction. Courses that are delivered online, delivered off-campus, and delivered via dual-credit option have the same learning outcomes as courses offered on the main campus. Curriculum, textbooks, software, and teaching methods are discussed and agreed upon by faculty and academic directors in their respective departments to assure quality education.

As an additional measure to ensure the quality of courses offered, department directors visit classrooms each semester to observe and evaluate faculty, which is included in the annual review of faculty. This process also ensures that educational standards are being upheld by all faculty. In addition, program maps have been developed for all programs of study to maintain consistency in instructional delivery and program guidance to support student success.

Programs and their courses are kept current and require students to perform at levels appropriate to the degree or certificate they are awarded.

The College offers six Associate of Arts degrees, four Associate of Science degrees, eleven Associate of Applied Science degrees, and nineteen Certificate program awards. Our programs are designed to

provide entry-level preparation for employment and/or facilitate transfer to a four-year institution. Our Associate of Arts and Associate of Science degree programs are designed so students can transfer to a four-year institution and pursue a baccalaureate degree.

Students completing courses in a particular program will gain advanced technical skills,combined with a strong academic foundation that will enhance their transition to either the workforce or post-secondary education.While these programs emphasize preparation for employment, many of the courses will transfer to a baccalaureate awarding institution due to our involvement with the New Mexico Core Curriculum and New Mexico Business articulations.

The College's Student Success Center advisors and academic/faculty advisors are available to assist students in formulating individual certificate/degree plans from among the program options listed in Table 3.A-1.

The institution requires students to meet state competencies for general-education core courses and learning outcomes, as established by faculty, for all courses. Programs are evaluated utilizing various assessment tools including review of course syllabi, end-of-semester evaluations of faculty and courses, graduate surveys, course assessment, evaluation of grade distribution, competency ratings, and the success of graduates.

The primary responsibility of faculty is to promote educational excellence by utilizing current theory, by implementing emerging technology, and by using proper evaluation tools to ensure graduates have the knowledge, skills and abilities for success. The assessments that determine the outcomes are both formative and summative, in that the process is ongoing and reviewed systematically at the end of the semester and/or at the end of the year at designated times by means of the Student Leaning Outcomes Assessments (SLOA) and/or Program Learning Outcomes Assessments (PLOA) which the institution has been working to finalize, development, and implement.

Faculty believe that challenging academic and creative work is central to student learning and collegiate quality. All courses and programs are assessed and examined for content and relevance including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. The College strives to continually improve the quality of its education offered, and the campus community knows this is imperative to its continued success.

Course and program updates at LCC occur on a three-year cycle and are designed to inform course instructors and students of new or changing information related to the College curriculum. These updates occur within the General Core courses which apply to multiple core courses within LCC's curriculum. Business, nursing, criminal justice, and media art courses are also either fully articulated or in the process of being fully articulated with colleges and universities across New Mexico. This process provides an easy crosswalk for students who wish to transfer to New Mexico schools. Program-specific course updates that only apply to specific departments are proposed to the Curriculum Committee by the department faculty with guidance from the department director.

All course updates are intended to enhance student learning and maintain currency. Course update information will be incorporated into the curriculum as courses are revised and are added to the most current course catalog. The College is currently in the process of preparing its new 2018-2020 course catalog.

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

Learning goals and learning outcomes are articulated for all courses through course syllabi and program-outcome plans, in addition to competencies set forth by the New Mexico Higher Education Department for General Education Core Transfer courses. As a two-year community college, LCC is limited to college freshman (100) and sophomore (200) level courses, and the learning objectives reflect these parameters. Certificate programs have program-specific learning outcomes that are also aligned to minimum requirements or curriculum standards of specialized accrediting bodies such as the National Automotive Technicians Education Foundation (NATEF), and are appropriate for the community college level of education.

All departments have undertaken the process of having course- and program- level learning outcomes and competencies established and published. Curriculum Profiles are also available by program. The Curriculum profiles includes course descriptions and expected learning outcomes for each course, and overall program goals for each degree and certificate program. These curriculum profiles can be found on the Luna Community College website under each academic program or certificate. This information provides our current and prospective students a detailed case statement for the quality and expectations of the education we provide.

Active learning is essential to student engagement especially at the early stages of a degree pursuit as supported by the College's student support services. Program assessment is based on program review, enrollment, declared majors, graduates of the programs, and/or specific industry skills required by employers from the workforce areas.

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

Program-degree requirements are consistent for all students at the College and its satellites/sites. Modes of delivery encompass the same learning objectives and goals for all courses delivered by the institution while specific challenges and conditions for online learning are given special attention through the Distance Education office. Each academic director is responsible for overseeing its class curriculum at all satellites, the Mora site, and dual credit offering. Responsibilities include the hiring and vetting of qualified faculty, syllabus review, course observations, and course evaluations.

Department faculty develop learning goals to aid instructors in providing consistent program quality across the delivery modalities. Those goals are developed utilizing instructional text books, online labs and ebooks, master syllabi, classroom visits, department and program meetings, and awareness of LCC's teaching and learning resources such as computer labs, library (LRC) services, Distance education services, and ACE tutoring services.

Sources

- Assessment Team Report
- busmatrix-spring-2017(2)
- Classroom Observation Survey
- CurriculumAgenda_Dec 8_2017
- Early_Childhood_Education_Curriculum_Profile_2012_-_2015_Updated
- LCC Programs
- NATEF CERTIFICATE OF ACCREDITATION_Trades
- NM Curriculum Committee 1-26-2018 (2)

- Program Map Example
- SLOA SP2017 - Part 1
- Table 3_A_1

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general-education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The College's General Education Core Courses offered are aligned with the New Mexico Higher Education Department Standards and are grouped into Area I to V. The General Education Core Courses also articulate with the Mission of the College by providing clearly established expectations for all students in all Degree Programs (Liberal Arts, Sciences, Career Technology, and Basic Academic Skills).

The philosophy of a well-rounded educational foundation is evident in the General Education Core curriculum. Through careful planning, program requirements promote and provide for transfer to a four-year university, transfer to gainful employment, or encouraging lifelong learning—depending on the program of study.

Outcome measures for the general- education component use broad-based involvement of students (e. g., capstone experiences), faculty (course and program assessment), and administration (annual reviews) to appropriately align with the College's academic mission. The outcome measures are used as part of a continuous cycle of program planning, implementation, and evaluation. This continuous cycle produces positive changes in the teaching and learning process.

Course rigor and academic standards are determined by Faculty in each department and relayed to the Administration through the curriculum committee and Faculty Senate. Course rigor and academic standards align with the New Mexico Higher Education Department, and are also monitored through classroom observation conducted by peers and department heads.

NOTE: LCC's General Education Core was verified by comparing the LCC Course Catalog with the

Higher Education Department's General Education Core—accessible via the following website:

http://www.hed.state.nm.us/institutions/general-ed-core-course-transfer-curriculum.aspx.

Outcome measures that guide program development include end-of-semester student evaluations, faculty evaluations, Student learning outcomes, and departmental evaluations.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

General Education Core courses meet or exceed established State competencies, and LCC uses learning outcomes in all courses to develop broad knowledge and critical thinking. The guiding principles (i.e., Strategic Plan) of the College coincide with the Mission and Vision of the College. The College's Mission Statement is "Creating Opportunities for You!" Luna Community College's Vision Statement "New Mexico's Premiere Community College Preparing Students for Success" states that general-education courses taught at LCC are grounded in the fundamental principle that all students are offered the best general education possible.

Capstones, practicums, and clinical work (e.g., General studies,STEM, Business, Early childhood, Automotive technology, Nursing, Dental assistants, Culinary arts) are used to evaluate communication skills as well as discipline-specific mastery.

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

As described in the Academic Guidlines, syllabi must be reviewed and approved each semester by the Academic Director prior to distribution to students and prior to being posted on Blackboard. Approved syllabi are kept on file each semester by the departments and by the Vice President of Instruction. Any changes to the syllabi are the responsibility of the instructor and must be conveyed to students.

Observations of the instructors while teaching are completed by the Academic Director and peers several times a year, so that feedback for improvement can be immediately applied. Immediate feedback is given to the Instructor after a teaching observation has occurred if deemed necessary. Teaching-observation forms are kept with each department director. Additionally, teaching-observation feedback is used in the annual employee-performance review.

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

The College's degree Pprograms offer courses that engage students and are designed to provide the academic skills needed to be successful in the areas that constitute requirements articulated in this subcomponent.

The institution's Department of English offers courses in "Reading and Writing Strategies" (ENG

078) and "Essentials of College Writing" (ENG 098) as part of developmental education for students who perform below college-level English on the Accuplacer®-placement exam. These courses prepare students for college-level English courses.

General Education, Laboratory Sciences, and the Social & Behavioral Science courses may each require either a term paper, oral presentation, or project presentation. The goal of this process is to challenge students to succeed. The process brings about success in that it promotes student participation and engages each student in critical thought. The process also promotes diversity in the power of speech and writing. Giving students the skills and opportunity to think, write, and communicate will help them understand, retain, and master course content.

APA and MLA, which are common formats of writing research papers are introduced or taught within the general-education composition courses. APA training is also offered to students outside of the General Education course offerings.

The commitment of LCC faculty, staff and administration to effective student learning is demonstrated by each of the following:

- Qualified Faculty determines curricular content and strategies for instruction, through course and program assessments.
- The institution supports professional development designed to assist in creating diverse-learning environments such as the use of enhanced technology (e.g., Smart Boards).
- The Institution provides services to support improved methodology.
- The Institution demonstrates openness to modern practices (e.g., flipped classes) and technology (e.g., learning management systems, epublishing, Smart Boards) that enhance learning.
- Faculty participate in professional organizations pertinent to the subject they teach.

Luna Community College recognizes that students learn more when they are actively involved in their education and have opportunities to think about and apply what they have learned in different settings. Therefore, to keep students engaged, the College has established and maintains active learning strategies in the classroom along with accelerated courses in the developmental and credit-bearing classes. Adult Education services are also available to students as needed. Students develop valuable cognitive and social skills through collaboration with others, which will enable them to solve problems and/or master challenging content. Tutoring services are situated in multiple buildings to support student needs. Students are encouraged to think critically and work collaboratively, which will help them develop the adaptability needed for success in today's modern world.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Geography is both an asset and a challenge to our students. The College serves a largely rural and Hispanic population in Northeastern New Mexico. It is imperative that students be exposed to other cultures and schools of thought different from their own. Advisors encourage students to enroll in diverse class offerings taught by a variety of faculty. Students are encouraged to join various clubs through Student Government and take part in Student Life activities offered at the institution. Students can also collaborate with students from the nearby United World College that houses a host of students from many nations across the globe.

The Institution's curriculum (i.e., course and program offerings) reflects the diversity of the world in which its students will live and work. The Institution offers such courses as Introduction to

Anthropology, Cultures of the World, Introduction to Sociology, and World Religions that assist students in understanding the world in which they live in. Students also have access to the most current textbooks available through the Library (Learning Resource Center) as hardbound or eBooks, and the Bookstore.

The students have immediate access from home or school to a large database of materials at the Learning Resource Center (LRC). The LRC has a large database of periodicals through EBSCO, INFOTRACT, and a variety of other on-line databases. There are links to Ask a Librarian, New Mexico State Library, Library of Congress, Reforma, and the Donnelly Library at New Mexico Highlands University. Additionally, the New Mexico Consortium of Academic Libraries provides each LCC student direct access to scholarly materials not available on their home campus. All Students enrolled at LCC have access to these physical and electronical forms of information providing a plethora of knowledge about the world.

All courses across the institution incorporate themes of human and cultural diversity. The inclusion of human and cultural diversity into a variety of courses is evident in course descriptions, course assignments, and student-learning outcomes.

The Culinary Arts Program offers a unique course termed "the global kitchen," developed for culinary arts students to learn to prepare dishes from other parts the world (non-European). The students develop a menu and invite students, staff, faculty, and community members to enjoy their food preparations at a reasonable cost. Students learn about cultural diversity through the products, tools, techniques, and aesthetics taught with these cuisines. The staff and faculty show diversity with regard to their varied educational backgrounds and geographic cultures.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

The College faculty and students contribute to scholarship, creative work, and discovery whenever possible. Faculty and student adherence to the Mission Statement and the Institution's goals and objectives are designed to promote program achievement, attain scholarships, display creative works, and discover new knowledge in all areas of study. Examples of contributions to scholarship, creative work, and the discovery of knowledge include:

- Student participation in global conferences through the Student Phi Theta Kappa chapter.
- Student participation in culinary competitions, STEM competitions such as the Wolves Den, and cosmetology/barbering galas
- Faculty participation in Student Learning Outcomes Assessment (SLOA)
- Faculty and student participation in Skills USA for Vocational and Trades Programs
- Faculty and student participation in Phi Theta Kappa and other co-curricular activities
- STEM Faculty and students participate in the following:
    - STEM Club
    - New Mexico AMP Program
    - New Mexico STEM Transfer Program with New Mexico Tech
- School of Business Faculty participate in the New Mexico Collegiate Business Articulation Consortium (NMCBAC).
- Nursing Faculty and nursing students participate in the National Student Nurses Association
- Faculty and Staff participate in conferences and seminars

Sources

- Academic_Guidelines_7-2017
- ACE Lab Tutoring Report
- Classroom Observation Survey
- Course Evaluation Survey
- Curriculum Committee Policies and Procedures
- Faculty Senate
- GenEd_CommonCore_Transfer
- LCC_Strategic_Plan_2013-2018
- SLOA - MATH 212 (Calculus II)
- Strategic Plan for AH 2017_18
- Student Government

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty...

The College has faculty to carry out both classroom and non-classroom roles. All faculty must have the proper credentials to teach whether it be on the main campus, online, dual credit or at the satellites. Currently, faculty members also serve as sponsors/supervisors for the various student-run clubs, honor society (Phi-Theta-Kappa), and student government. Full-time faculty carry a 15-17 credit load. Full-time faculty also serve as advisors and some fullfill administrative duties:

Full-time Faculty

- Humanities - 4
- STEM - 4
- Vocations - 10
- Allied Health - 3
- Education - 1
- Business - 2
- Nursing - 5.85

For the last several academic years, the institution has hired more adjunct faculty than full-time faculty. Each program generally has a full-time faculty member who takes on the role of lead faculty to ensure that program objectives are met. The lead faculty and the director discuss program criteria and make the changes that need to be made in consultation with the program's adjunct faculty.

Course offerings are often limited by the program to ensure that available faculty can adequately cover all required coursework. Advisement of students can also become problematic with the lack of

sufficient full-time faculty. A number of faculty advisors were hired in 2016 to provide more advisement and instructor coverage. Directors also assist with academic advising. Overall, evidence regarding whether the College has sufficient faculty varies by department and program. At times, the ability to maintain full-time faculty course loads has been restricted by the low number of FTEs available in any given program. In situations when the full-time faculty does not meet the full-time requirements, he/she is placed on release time to accomplish institutional initiatives. In other cases, adjunct faculty are placed on temporary full-time status to accommodate teaching needs (e.g., STEM). The Budget cycle addresses such instances.

LCC has some of the most dedicated and hardworking faculty and instructional staff who go beyond what is expected of them. In some areas, the College has strong continuity of faculty and instructional staff who have been recognized for their many years of instructional service.

As reported by the LCC Human Resource Department, the numbers of faculty in all departments has remained fairly stable over the last three years (2014–2017) (HR Faculty List).

Faculty are constantly gathering data by assessing student progress and program outcomes, and make changes as needed after discussions are held amongst the various stakeholders.

All nonacademic service staff, aside from faculty who advice and support students, are qualified in their areas of service.

The institution supports professional development through ongoing training as needed and/or requested by staff and faculty. Methods of professional development include academic courses, webinars, conferences, and onsite training.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

All instructors must adhere to the same standards and qualifications to be able to teach at LCC. All full-time, adjunct, dual credit, online and satellite faculty must meet the same qualifications to be considered highly qualified and able to teach in any of the departments.

At the beginning of each semester, each director must submit a report to the Vice President of Instruction on the credentials of each faculty member for that semester. The report includes the faculty member's degrees, focus area of study, and any other pertinent information relating to the instructor's area of instruction, such as published articles, books, etc. (Faculty Credentials).

Some programs in the Trades Department have specific faculty credential requirements. In those cases, this department follows the credentialing requirements of those accrediting bodies. They may include:

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

- New Mexico State Board of Barbers and Cosmetologists for Cosmetology
- ACBSP for Business Studies

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

All new applicants are required to submit proper documents prior to teaching at LCC. This included, Letter of interest, Complete LCC Employment Application, and Official College Transcripts.

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

Directors evaluate instructors on an annual basis. Performance-based criteria is established by the Human Resource Department in collaboration with the department directors.That criterion along with classroom observations, and other required classroom documents (e.g., grade sheets, early-alert reporting, professionalism, best practices, etc.) are used to evaluate the course instructor. Director-instructor conferences are held to discuss the outcomes of the evaluation, and to allow ample opportunity for the instructor to improve pedagogy and performance in his/her field of instruction.

Students have the opportunity to rate each instructor through an evaluation sheet that is presented by a proctor, while the instructor is absent from the classroom. Each instructor, at the end of each term, has access to review the student comments. The instructor and the director analyze the student evaluation surveys and use them as a source of improvement.

3.C.4. The institution has processes and resources for assuring that instructors are current...

All instructors are encouraged to keep current in their field of discipline. Professional Development is requested by the instructor through his/her program director, and approved by the Vice President of Instruction. While there is limited funding for travel and fees, much of the professional development can be done through webinars and peer training.

LCC does encourage all its staff and faculty to take classes at LCC or at New Mexico Highlands University (NMHU), which is in the same city as LCC. Tuition is waived for employees of LCC at both LCC and NMHU.

C.3.5. Instructors are accessible for student inquiry.

Faculty are accessible to students through scheduled office hours and/or by appointment. Each instructor states in the course syllabus when the office hours are scheduled. A phone number and email are also provided so that the student can communicate with the instructor at any time. Additionally, the instructor's office hours are posted on his/her office door for students to see when faculty are available.

A daily schedule, to include office hours, is submitted by each instructor to the director. That schedule is kept in the office of the administrative assistant.   If a student needs to meet with an instructor, the administrative assistant can schedule an office visit with the instructor.

LCC's low student/teacher ratio is also advantageous to students. Because of small class size, instructors get to know a student's learning style and needs throughout the semester, and are readily available to meet with and advise students.

All instructors are required to follow the guideline below and schedule the appropriate number of

office hours.

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

The majority of courses taught at Luna are done so by adjunct faculty. To ensure that adjuncts have ample space for course preparation and meetings with students, the College has committed to developing an adjunct office/lab equipped with tutoring and mentoring space, computers, printers and other essential supplies. The intent is to increase interactions among students and adjunct while providing adequate prep space to maximize instructional quality.

3.C.6. Staff members providing student support services...

All staff providing support services for LCC students are appropriately qualified and vetted by the Human Resource Department. As with faculty, professional development is ongoing for staff members as well.

Tutoring services are provided to all students who request help or who are encouraged by their instructors to receive tutoring. Tutors are highly qualified in their area of expertise. Some tutors are students who have earned a B or better in the course they offer tutoring for. Student tutors must be recommended by the instructor. Most of the institution's tutors have been and are currently peer tutors. However, within the last two years, some of the tutors hired to assist students have held a Bachelor's degree in the subject area that they tutor.

The tutoring schedule is made after students are surveyed as to when they would most likely be able to meet with a tutor. Tutors are generally available throughout the day and until 8:00 pm on most evenings. The tutoring schedule and services are coordinated though the ACE Lab in the STEM department. Data is kept on the number of students that meet with tutors and the visit-frequency of each student. There is constant interaction between the tutors and the instructors to insure continuity of thought and focus. (ACE Tutoring).

Faculty/advisor positions were created in Fall 2017, so all departments are able to aid students in program advisement. The faculty/advisors hired meet the qualifications required of other instructors within each department. The faculty/advisors hired were allowed to teach, but no more than three classes to ensure their remaining contract hours are used to meet with students for advisement.

All faculty/advisors and full-time instructors are trained in the use of the online Advisement Portal and its Passport section for student advisement. Online advisement usage results have been very positive, as evidenced by the high number of students receiving advisement and notes posted in the portal during each advisement session. Data will be collected during the 2017-2018 AY on the use of the online Advisement Portal for student advising.

The Student Services Center (SCC) provides students with access to four academic advisors. Among the staff is a trained accessibility coordinator who facilitates the needs for accommodated services on campus. One staff member is specialized in providing services to student veterans and their dependents.

SCC staff work closely with Financial Aid staff who advise students on all matters pertaining Title IV aid, scholarships and other tuition assistance available to students.

As with faculty advisors, all SSC advisors must use, and maintain student records, in the Student Advisement Portal, which ensures consistent advisement is provided among advisors and faculty.

Sources

- 2014-17 list of Full Time Faculty
- ACE Lab Tutoring Report
- Classroom Observation Survey
- Course Eval Humanites Example
- Faculty Credentials for Humanities Dept
- Faculty Teaching Credential Requirements
- Spring 2018 ACE Tutor Schedule

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

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

The College is committed to student success and provides support services tailored to assist students throughout their collegiate journey. LCC recognizes the many needs of a diverse body of students, including both traditional, first-time students making the transition from high school to college, and nontraditional students who may need assistance centered around family schedules. In order to assist all students, LCC offers academic and career planning services, academic skill development, access to tutoring labs, daycare services, instructional technology assistance, and many other student support services in order to give students the best possible chance at completing their college education.

LCC's ACE (Academic Center for Excellence) Lab is located in the Administration building and is a hub of academic activity at the college. The ACE Lab is staffed five days a week by several math and science tutors, who are ready to assist students in STEM areas. The ACE Lab also has writing tutors ready to assist students with research efforts, grammar and sentence structure, MLA/APA formats, and other aspects which can strengthen a student's writing abilities. To aid students who must balance college with other commitments, such as work or family, the ACE lab is open from 8am to 8pm.

LCC's Humanities department also hosts a separate Writing Tutor Lab which assists students with research writing projects across the spectrum of Humanities courses, as well as any other writing-based assistance that students may need. The Humanities Department also houses five computer labs that all students have access to five days a week.

LCC's Tutoring Programs are instrumental in assisting students across the spectrum of academics, especially in cross-foundational areas, such as English, Science, and Math. With a student body of approximately 1,300 students, in the Spring of 2017, tutors spent almost 800 logged hours in one-on-one tutoring sessions with students (Tutoring report 2017). Students who sought out tutoring scored, on average, almost a whole letter grade higher than those who did not utilize tutoring.

LCC also provides its students, staff, and surrounding community with access to an on-campus

daycare. The LCC Daycare Center provides child services, five days a week, for up to 30 children. Registration for Daycare services occurs each semester on a first-come first-serve basis. The Daycare Center also accepts State child assistance to provide daycare for low-income families. For many nontraditional students this service is essential, as it assists many students, who might otherwise be unable to further their educational goals at LCC, due to their family obligations. Currently there are 18 children enrolled in the Preschool, with 5 LCC students currently utilizing the childcare services.

In order to support a culturally diverse student body, LCC also offers support services for students whose first language is not English. Free ESL classes are available through our Adult Education Department twice a year. Furthermore, the ACE Lab provides a Spanish Tutor and translator who is available both for translation in the classroom and for providing students support with English grammar issues.

To help maintain the fundamental aspect of technology in and outside of the classroom, The College Information Technology Department serves as a tech-support resource for student and staff. The I.T. Department is available for reasonable repairs to student technology devices, such as laptops, computers, and tablets. The I.T. Department is also available to assist students in installing and troubleshooting software issues that might impede a student's access to email, Blackboard, the student Pathways Portal, or other digital platforms.

The Distance Education office provides support to faculty and students regarding distance education services and technologies.

The Library provides access to numerous databases, texts, and videos including access to two librarians.

LCC also offers any and all reasonable accommodations for disabled students; offering in accordance with Section 504 of the Rehabilitation Act of 1973 and the ADA (American Disability Act) of 1990. These accommodations include, but are not limited to the following assistance:

- Large print for exams and handouts
- Ability to utilize tape recorder to review lectures at a later date
- Assigned note taker
- Non-distracting environment (for exam/test/quiz)
- Repeated directives and/or step-by-step instructions
- Use of tape recorder to record lectures
- Interpreter/translator (audio/visual)
- Preferential seating (i.e. front row)
- Student allowance to stand/move/leave as needed without disturbing class
- Student may be late to class due to physical limitations/illness
- Extended time for assignments/exams/homework
- Use of a calculator for homework and exams
- Negotiable absences due to illness/appointments

3.D.2. The institution provides for learning support and preparatory instruction...

Luna Community College directs students to courses that are appropriate for their academic needs by offering student assessment and developmental courses.

First-time students at LCC are thoroughly assessed in core academic areas, such as Math and English, when they take the multi-modal ACCUPLACER placement test. This test evaluates whether

prospective students are prepared for entry level college English and Math courses or if the entering students need developmental courses to prepare them for college level writing, critical thinking, and math standards. After taking the ACCUPLACER Test, course placement remains flexible, depending on the results of each student's assessment. For example, if a student is just a few points from placing into college level English, the student can elect to go home and spend an adequate amount of time review areas of weakness revealed by the placement test. When the student feels that he/she has adequately reviewed, the student can return and take the placement test again in hopes of testing into a higher level course than previously.

This same placement flexibility also allows LCC to evaluate and place prospective students according to their ACT/SAT scores. If the student chooses this assessment path, ACT/SAT scores are the main criteria used when placing students in core classes, and can help further direct a student to courses where they are adequately challenged. Overall, students have multiple resources to help place them in classes that will both challenge and prepare them to be successful in their academic careers.

LCC offers MATH 075, MATH 095, ENG 078, and ENG 098 as preparatory/prerequisite courses for fully accredited college-level English and Math classes. In Fall 2017, approximately 98% of students who took the College's placement exam were not prepared for College Algebra. Of these students, 66% were placed in Math 075. Within the same group of test-takers, 71% were not yet prepared for Freshmen Composition (ENG 111). In Spring 2018, the College began piloting an Intrusive Advisement Model that requires all first-time freshmen be assigned to a SSC advisor. These students are also not permitted to enroll in courses on their own. SSC advisors strategically enroll students in a combination of general education and developmental courses. This strategy is aimed at addressing academic preparation while maximizing course transferability should students change majors or transfer to another institution. Following the first academic year, students are then assigned to an advisor within their academic department.

The schedule of developmental English and Math courses are aligned vertically and horizontally with reference to college-level prerequisite classes, so student can still complete their chosen degree within a reasonable amount of time. In addition, developmental Math courses use Pearson's "XYZ" educational software program, which prepares students to be successful. "XYZ" is a standard supplemental support software system designed to accentuate classroom learning sessions with the goal of standardizing the Math course load across each differing level of Math classes. Developmental courses are offered every semester, including the summer, so students will be able to complete their programs of study in a timely manner.

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

Students are provided with academic advisement services from their first day at Luna Community College until they graduate with their certificate or degree.

First semester students at LCC are required to undergo an advisement session with a Student Success Center advisor from Student Support Services. This advisor has a meeting with the student to decide which of LCC's degree programs best fits the student, and explains the requirements and unique commitments of each program or certificate.

After the preliminary advisement session with Student Support Services, first-time students are directed to their specific department/program for advisement. A designated student advisor is available five days a week for each program within each of LCC's academic departments. In addition to these designated academic advisors, every full-time instructor as well as each program director is

available, outside of scheduled class times, for academic advisement. Students are advised to call ahead to schedule an appointment, but walk-ins are always welcome. Academic advisors are also available by phone to meet the needs of students, who may be unavailable for face-to-face advisement, and to provide our services to students at satellite locations or who live in rural areas. Advisors are also available in-person or via phone call to guide prospective transfer students prior to their enrollment at LCC.

A component of the Intrusive Advisement Model is the implementation of the Early Alert System. The Early Alert Program is a notification process (the Alert) through which students receive intervention before they reach a high risk for failing a course. All Alerts are submitted by faculty, and received and recorded by the Student Success Center, who must provide face-to-face intervention.

To fulfill the requirements of FERPA (Family Educational Rights and Privacy Act), LCC's advisors are required to undergo an extensive annual training session. Advisors are also trained to assist Luna's large population of dual-credit high school students and non-traditional students, who require specialized advisement due to their high school commitments, work schedules, and/or family obligations.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning...

Technological Infrastructure
Luna Community College provides a firm technological infrastructure that supports its entire learning community. LCC offers computer labs throughout its campus adequate to the number of students that the institution instructs. These labs can be accessed by students and faculty during Luna's normal operating hours, with several labs running from 8am to 8pm, thus allowing support for both traditional and nontraditional students who may have other obligations throughout the school year. All faculty, students, and staff are assigned user accounts which allow them to access and utilize these computer resources throughout Luna's Campus and at its many satellite locations.

Students and faculty also have the ability to log into and access their LCC email account, Blackboard (distance learning platform), online student services (Pathways), and their entire LCC account from either on-campus or off-campus computers. Additionally, LCC offers complimentary Wi-Fi throughout the campus and at many of LCC's Satellite Locations. All these resources converge to provide students and faculty the technological edge they need to be successful in today's academic environment.

LCC classrooms are also equipped with various technological enhancements to aid in student instruction. Several classrooms, in various departments, are equipped with wireless projectors for instructional use, and virtually every classrooms is outfitted with computers for the purpose of in-class computer exercises. LCC is currently looking to update its Polycom-enhanced classrooms for the delivery of ITV (Instructional Television) distance classes to and from each of LCC's Satellite Locations. For the Spring 2018 LCC with be transmitting ITV courses in Computer, Education, and Math. The use of ITV, as a teaching and learning platform, allows instructors and students to benefit from learning opportunities occurring in real-time at a distant location.

All of the faculty, students, and staff are notified of campus events such as closures, delays, and other events in a timely manner by LCC's rave alert system (supplied by Rave Wireless). These alerts are communicated in various ways, including text message and e-mail, for the convenience of users. This system is effective in alerting Luna's community to emergencies that may suddenly arise, such as dangerous weather conditions.

Science Labs

LCC has many science labs to fulfill the needs of its diverse STEM programs. Chemistry and Electrical Engineering classes have dedicated labs, and there are several other labs set aside to be used as general purpose science laboratories The Allied Health programs also have dedicated labs for their nursing and dental programs. To give back to the communities that LCC serves, and to nurture the children's inherent interest in science. Luna's STEM department brings the wonder of laboratory science to the wider community by visiting elementary schools and staging high energy science demonstrations in the local and surrounding communities.

Clinical Simulation Labs

Research shows that learning in a safe and controlled environment greatly enhances student outcomes and success. With the aid of federal funding through Title V, LCC maintains a simulation lab for its Nursing and Allied Health students. This lab is equipped with state-of-the-art instruments, allowing students to perform much of their required clinical practice on campus. This Sim-Lab, which includes hospital beds, IV equipment, oxygen flasks, and manikins with life like heart beats and respiration, and other equipment, fully replicates a hospital environment. The repeatable simulation environment provides a wonderful learning opportunity, as we can challenge the students with simulations where patients are in critical conditions. .

Clinical Sites

In addition to the on-site practice labs mentioned above, LCC's nursing and dental programs have the opportunity to utilize a variety of off-site facilities where students can complete the clinical portion of their degree skills training requirements.. These clinical sites are spread throughout local communities and include local dentist offices, hospitals, nursing homes, home health and outpatient clinics. These diverse locations and specific technical variations provide students with hands-on experience and are supervised by both the trained nursing and/or dental staff of the clinical site and LCC instructors.

Cosmetology and Barbering Salon

LCC hosts a fully functioning Salon and Cosmetology Department, including state-of-the-art equipment for themaintenance and styling of hair, the tools necessary for a variety of manicures and pedicures, and a large range of other Cosmetology services. LCC's Salon and Cosmetology Department is open to the public at a heavily discounted rate in order to both offer its services to the local community and for the Cosmetology and Barbering students to hone their skills.

Trades Labs

The Trades Department of Luna Community College has fully equipped laboratories for its woodworking, automotive, and welding programs. Its welding lab features, among other industry-standard equipment, the most welding simulators of any college in New Mexico. the welding simulators allow students to train while they learn and offer the students the opportunity to work on many projects that would not be available to them otherwise. Furthermore, the Automotive Technologies labs feature a cutting edge DynaTread system, and the Trades Department hosts a 3,600-watt Solar panel array that, not only provides for all its energy needs, but also allows Luna to sell back energy to the grid. Combined, these Departments prepare our students for, and give them a head start on, the competitive nature of employment within the Trades vocation.

Multimedia Sites

LCC's Media Arts Program is equipped with state of the art film and media technologies as well as a gallery space, in the media arts building, to display student photography and artwork. The Media Art's Computer Lab has 19 Macintosh Computers, which are equipped with industry-standard software programs within their respective fields. The software platforms include Final Cut Pro Suite,

Premiere Pro Suite, and Adobe Master Collection. Each of these 19 Macintosh computers can function as Digital Video/Audio Editing Bays, Photography Manipulation Stations, and Graphic Design Layout systems. The Media Arts Department also has ten HD Video Cameras, two SLR Canon (Still) Cameras, and two portable lighting kits available for student use. With the burgeoning film industry in New Mexico that is employing and demanding the best quality candidates, LCC gives a hand-up to students who wish to be a part of the film trade.

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

Luna Community College utilizes its STEM department's ACE Lab tutors to complement the Humanities Department's writing tutors, as well as a well-stocked library with extensive online databases, in order to train students to perform research effectively and to articulate their research findings in a meaningful way. Humanities courses require a term paper that follows the format of the Modern Language Association (MLA) and/or the American Psychological Association (APA). English instructors provide detailed instruction on the use of these formats in the core English classes. Nursing courses require APA style research papers, and STEM courses require a scientific research term paper in a format appropriate for the field of study. Qualified faculty oversee these research efforts and guide students in the proper research methods.

Luna utilizes writing tutors experienced in the research methods required at universities, as well as tutors skilled in each subject that requires research papers, providing one-on-one guidance for research projects.

LCC has many tools to aid students with research, including a Learning Resource Center and a library which assists students in their research by containing a collection of books, periodicals, DVDs, videos, and other foundational materials. The Learning Resource Center also possesses an extensive archive of online databases, such as Ebsco, World Cat, and Proquest that give students access to reliable, scholarly research materials. Students can peruse these collections with the help of a highly-trained staff of librarians and ancillary helpers, who guide research, make suggestions, and instruct students on how to research in adherence to academic standards and ethics.

Sources

- ACE Lab Spring 2017 report
- Early Alert
- Intrusive Ad_Model

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

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

LCC's economic resources are used strategically to meet and support students' overall college experience. Student leaders, faculty, staff, board of trustees, administrators, and the residents of our approved service area collaborate to support clubs and activities that enhance student life. Additional activities include baseball and softball sports, luminaria drive participation, and the halloween activities.

Each club and student activity is supported by advisors who are committed to enhancing students' college experience/learning through involvement and participation. All clubs and activities are well supported by faculty, staff, and administration.

3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission...

LCC is an institution that is dedicated to the success of its students. The mission, "Creating Opportunities for You" is the responsibility of everyone at the college. LCC, is devoted to making sure all individuals who attend LCC are given the opportunity to reach their full potential, and graduate with the certificate and/or degree of their choice. Our students feel they are receiving personalized, specific instruction, and encouragement.

LCC offers academic tutorial programs, which allow students to grow academically and professionally. Many departments within the college offer tutoring, training, and computer resources to the many students from all departments and disciplines that are served. Some of these departments include the Student Success Center, the STEM and ACE Labs, the Nursing Department, and the Humanities Department.

Certain certificate or degree programs at LCC provide students with the opportunity for community engagement during clinical training or capstone participation. The nursing and dental programs are two examples of programs that take their students to different off-campus sites where they interact

with members of the community. These "clinical" settings give the students an opportunity to engage in conversation with different members of the community in the context of their field of study. Instructor participation is encouraged, acknowledged, and often personalized in these settings. The instructor is part of the team and, in some cases, is aided by SILs (Student Instructional Leaders) in his/her classrooms.

In summary, we welcome partnership with other academic and occupational (trades) related entities in our state and region. We know that Luna did not invent the wheel, but we certainly have learned from those who did, particularly in support services, where we've made the wheel better. The College will happily share what we have learned with other institutions.

Sources

- Student Organizations

3.S - Criterion 3 - Summary

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

Summary

Assessments provide a foundation in which to prepare students beginning at their level of proficiency. This may include remediation or advanced, accelerated-level classes where their courses of study are challenging and are preparing them for the next level of training or education.

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

We have established an effective teaching environment, at all levels, which prepares students to enter the workforce in a myriad of vocational fields, advance to four-year institutions, or enter a branch of the military.

LCC operates through a climate of support in the educational process that leads to student success. Our recent initiatives to improve persistence, retention, and completion are geared to focus on students. In the past ten years, LCC has improved its programs, equipment, facilities, and has required that faculty and staff be fully credentialed. Overall, LCC's goal has been to provide students with the most meaningful educational experience possible.

Sources

There are no sources.

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.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. The institution maintains a practice of regular program reviews.

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

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

The college recognizes that the program-review process must be linked to planning and resource allocation at the institutional level to ensure quality education. The institution recognizes that data-

driven program reviews are essential to the current and future educational planning processes being considered and carried out by the institution. Since the last accreditation visit, there has been tremendous effort to instill a culture of evaluation among all employees of the college. Progress is evident in all aspects of program reviews that the college has completed since the 2014 self-study report. The reestablishment of the Curriculum Committee has been instrumental in the review of certain programs. For example, program review and changes are in process or have been made in the departments of Allied Health (Allied Health Certificate), STEM (Pre-Engineering Certificate), Humanities (Associates of General Studies), and Vocational Education (Welding Technology Certificate).

To ensure that continued progress is made on program evaluation and improvement, the Criterion 4 subcommittee was tasked to review and propose revisions to the program-review processes. The committee charge was to include examination of direct evidence that demonstrated that program services are tied to student success, and that teaching and learning are linked to the review process. To achieve this assessment, the subcommittee:

- Reviewed and, when necessary, revised current patterns and procedures to ensure that program review for instruction, is conducted according to accreditation standards.
- Assessed the most recent program review documents and processes to verify their compliance with accreditation standards.
- Revised processes, if needed, to include future planning and resource allocation.
- Disseminated the program-review recommendations college-wide in order to promote
- college-wide dialogue and solicit feedback from students, staff, faculty and administration.

Instructional (Academic) Program Review

As with other program reviews, the major review of academic programs occurs on a three-year cycle during catalog updates and revisions. As stated above, some review and changes to programs occur when deemed necessary by departments, and reviewed by the Curriculum Committee and the Faculty Senate. In accordance with the Program Review Model (Figure 4.A.1-1), Academic Directors and Full-time Faculty utilize the institution's standard review criteria (Figure 4.A.1-2) to evaluate academic programs. Program review information gathered is disseminated between programs, the Vice President of Instruction, and the Office of the Registrar. As stated above, the Curriculum Committee and Faculty Senate are active in the evaluation process of course and program revisions, additions, and deletions. All actions related to program review are revisited and reviewed by faculty and program directors to assure compliance with accreditation standards. Program reviews also include the program assessment reports of student learning outcomes. Some programs such as Nursing, Automotive Collision and Technology Programs, and Welding Technology had some program changes as part of Title V-required course outline updates over the past five years (Title V 1, 2, 3). The review process insures compliance with program requirements and assessment of student-learning outcomes, while updating course and program outlines. The comprehensive program review summary is utilized to link academic-program goals to resource needs, including the budget, human resources, facilities, and technology. The final draft of the three-year review report is approved by the Faculty Senate and validated as meeting accreditation standards. All instructional units must also complete an annual program assessment, as part of their End of the Year Report. The depth and content of these annual assessments is sufficient to fulfill the assessment criteria requirements for annual program evaluations. In addition, academic program reviews supplement data that feeds into the college's strategic planning process. Since the college's strategic plan expires at the end of the 2018 academic year, the instructional programs will compile and add data from their annual reports to the newly revised strategic plan. Once the new strategic plan is developed, the college will implement a three-year cycle, adding data from the annual program reviews in the third year. The instructional

units will continue to perform limited annual program assessments to ensure quality of instruction. The annual process was developed to streamline and integrate a number of individual processes that occur throughout the year, including the following:

1) The processes for prioritization of new-faculty hires,

2) The instructional equipment process,

3) The college educational planning process,

4) The scheduling process,and

5) The resource allocation process.

Data from the instructional program review process, which is compiled by the Office for Academic Instruction allows the instructional units to focus on dialogue and analysis to improve educational outcomes at the College.

To insure adequate analysis, dialogue, and validation, the program-review process includes:

1. Data Review and Analysis

- Student Enrollment Measures (Enrollment, Productivity)
- Student Success Measures (Course Success, Persistence, and Retention)
- Curriculum Measures (Course Level, Program Level, Curriculum Updates and Changes)
- Resource Measures (Faculty, Schedule, Program Budget, Equipment, Technology, Support Staff, Work-Study Student, Tutoring, Facilities, etc.)
- Student Learning Outcomes (SLOs) at the course, degree, certificate, and program levels.
- Program viability is assessed both internally, through the program review process, and externally, through the validation process, thereby promoting college-wide dialogue and transparency.

2. Summary

- Prioritized short and long-term goal progress
- Current and future academic trends (local, state, national, and global)
- Prioritization of resources (faculty, staff, equipment, etc.)

3. Validation

- Overall quality of program review
- Interpretation of analysis stemming from final review outcomes
- Meeting minimum HLC compliance standards
- Program recommendation and post program review

Data collected for recent graduate surveys was used to provide overall instructional program review (copy of graduate survey). Student that attended pre-graduation rehearsal were asked to comment on certain aspects of the quality of instruction received at LCC. Table 4.A.1-1 provides a list of statements that students were asked to evaluate some aspects of regarding their program based on their experience while attending LCC.

In regards to student learning, 78% of those polled rated the quality of courses in programs as

Excellent, 37%, as Good, 6% as Fair, and1 % as Poor (n = 139). In the case of quality of instructor, 0% rated them as Excellent, 59% rated them as Good, 36% rated them as Fair and 5% of those surveyed rated the quality of instructors as Poor (n=135) (graduate survey data).

4.A2. 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.

LCC accepts transfer of academic credits earned from institutions of higher learning whose accreditation is from a regional, national faith-based, or national career-related accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) (Catalog, p. 22). Both general education core and program/major specific courses are eligible for transfer; however, proficiency courses are eligible for transfer at the discretion of the Registrar. The Office of the Registrar evaluates courses and determines transfer eligibility of general-education core courses and some non-general education courses only. The student's academic advisor, in conjunction with the respective academic director, evaluate and determine transfer eligibility of all program/major specific courses and must formally file a Transfer of Credit Complaint Form with the Office of the Registrar. Students, who change their major after their transcript has been reviewed, need to request a re-evaluation of their transfer transcript from the Registrar and their new academic advisor. Re-evaluation is not automatic.

Students will receive credit for coursework completed with a grade of "C" or better, provided that the courses are appropriate toward a certificate or degree and an equivalent LCC course exists. Transferable general-education core courses with a grade of "D" from New Mexico colleges and universities are accepted provided the "D" grade is also acceptable for the student's certificate or degree program (LCC Catalog, p. 22). A grade of "D" is not acceptable if the transferred course is a prerequisite to a sequenced course such as ACCT200 for ACCT201 or ENG111 for ENG115. All transfer credits earned are listed on the academic transcript with a grade of "CR." Transfer transcripts issued in quarter credit hours will be converted to semester-credit-hour equivalents. (Note: One-quarter hour is equivalent to two-thirds of a semester credit hour.)

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

Luna Community College accepts the transfer of credit through certain nontraditional sources, described as follows (LCC Catalog, pp 23-24),

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

Luna Community College accepts transfer credit from accredited institutions recognized by the Council for Higher Education Accreditation (CHEA). The College's Registrar reviews all transcripts for transfer eligibility. Appropriate forms and documentation are maintained in each student's academic file. Upon final review, transfers are posted to each student's electronic record. A letter, unofficial transcript, and a transfer association report is sent to the student documenting the transfers

from the Office of the Registrar.

Transferred credits are evaluated through several mechanisms. In accordance with state law and policies established by the New Mexico Higher Education Department, "designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution". The state of New Mexico has a defined general education core called the New Mexico Common Core (LCC Catalog, pp 57-61). Common Core courses at any institution must be approved through a state process to verify that they meet criteria for inclusion in the Common Core. These courses are assessed on a regular schedule according to the New Mexico Higher Education Department.

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Prerequisites and Corequisites (LCC Catalog, pp 24-25)

LCC's prerequisites are used to determine the skills or competencies necessary for a student to be successful in the next level course. Any prerequisites and corequisites are listed in the course description section of the catalog (LCC Catalog pages, pp. 121-181). Approval for Overrides of pre/co-requisites must be obtained from the instructor and academic director of the department (LCC Reg Permission Form).

Course Rigor

Luna Community College divides academic rigor into three components:

1) Course Content,

2) Pedagogy and andragogy, and

3) Course assessments, (SLOA).

LCC defines academic rigor by

1) Requiring courses to include standard student-learning outcomes,

2) Mandating faculty participation in student learning assessment and reporting,

3) Ensuring alignment of programs to state or national curriculum/guidelines, and

4) Facilitating state or national testing for certification or licensure, and specialized

Rigorous courses at LCC are focused, coherent, and appropriately challenging to the students. Courses offered at LCC provide learners with "critical thinking skills," which are skills that students are expected to master as opposed to simple rote memorization. The various programs at LCC offer demanding, accessible, and appropriate curricula that stimulates critical-thinking skills and builds content knowledge. High-quality learning comes from rigorous courses, which result from rigorous teaching. As stated earlier, LCC instructors are required to meet set academic-qualification standards to ensure the quality and rigor of all courses taught at LCC. Efforts are being made to strengthen

"career and technical education" (CTE) courses at LCC, so they will be just as rigorous as non-CTE academic courses (Voc. Ed. SWOT Analysis).

Rigor is first defined by the per course instructor, using the syllabus as an agreement with students to promote learning expectations. To further support faculty, LCC has standard course-syllabus requirements to: (Faculty Handbook Section 7.5, pp. 44-47)

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

In an effort to promote consistency and quality in student learning, LCC developed curriculum profiles for all programs of study (LCC Catalog, pp 67- 119). These curriculum profiles are focused on Student Learning Outcomes (SLOs) and program goals. All instruction, regardless of delivery method, including off-site, online and dual-credit courses, must follow the same SLOs processes established for all courses within programs.

Rigor is also demonstrated through faculty participation in student-learning assessment and reporting. Each semester, faculty present their student-learning outcomes assessment (SLOA) reports. Presentations are held at the end of each semester, and a written report is submitted for publication. SLOA reports follow the guidelines in LCC's assessment plan and are used for improving student learning.

The College recognizes that the "college-for-all approach" is not a model for all students. Students at LCC are encouraged to take career-oriented courses if their desire is not to pursue an academic education leading to a baccalaureate degree or higher. Luna Community College is making strides to develop and promote CTE programs that are academically strong as well (CTE SWOT Analysis). The institution believes that a highly qualified and highly motivated faculty, more than anything else, determines the rigor of an academic or CTE program, and the student experience at LCC. The College prepares students in Career Technical fields for licensure or certification in Nursing, Dental, Cosmetology, Barbering, Culinary Arts, Welding, Computer Science, Building Technology, and Commercial Driver's License (CDL) programs. Instruction in these programs require specific focus on preparation and teaching objectives with students knowingly preparing for rigorous industry-established tests and/or certifications.

Expectations for Student Learning

Luna Community College holds high expectations for student learning. Students are expected to abide by college policies and procedures when it comes to academic expectations, social expectations, and civil expectations (Student Handbook, pp. 48-68). Students graduating from LCC will have developed the skills and obtained the knowledge to achieve their personal and career goals. Graduates will be able to analyze, interpret, evaluate, and think logically to solve issues in their communities and their career fields. Students graduating from LCC will be able to effectively communicate using various media, including verbal, written, and electronic forms of expression. By establishing self-respect and demonstrating an appreciation for diversity in, and around, their community they will be able to work cooperatively with others. Graduates will recognize their full potential as LCC alumni and as citizens of both their state and country.

Access to Learning Resources

Student Learning Resources at the College provide an encouraging learning environment to all students. Learning resources have been established to enhance the classroom, lab, workshop, and clinical experience. LCC provides a variety of services that include:

- Face to face (one-on-one or small group) tutoring in a range of subjects
- Writing assistance
- Peer-to-peer support
- Informative workshops
- Computer Labs with internet access
- Campus wide Wi-Fi
- Library (books, audiovisual materials, periodicals, and subscriptions)
- Basic computer skills course
- Copier/Printers
- Free Microsoft Office Suite Software
- Study areas
- Laptop and phone charging stations
- Student IDs
- Black-Board MLS

Our learning services enable students to study collaboratively, as well as individually, and have access to electronic resources regardless of if they are on campus physically or virtually. Student Learning Resources at LCC are easily accessible so that students can achieve academic success (LCC Catalog, pp. 9 - 14). The College also provides resources that empower and support students with disabilities so that these student can reach their learning goals (LCC Catalog, p.10).

Continued access to learning resources at LCC lets students know that LCC is with them every step of the way, from the day they are admitted until the day they graduate, and every day after because student success is LCC's success.

Dual Credit/Concurrent Enrollment

New Mexico's Dual Credit Programs are defined by state law (NMAC 6.30.7) and coordinated by two entities, the New Mexico Higher Education Department (NMHED) and the New Mexico Public Education Department (NMPED). All courses offered as dual credit are part of the general offerings of the institution. Dual credit courses are taught at one or more of the local high schools within the institution's service area. Instructors teaching dual credit courses are vetted using the same process as on-site faculty. Faculty teaching dual-credit courses must meet the same educational qualifications as regular faculty (see faculty qualifications below). Students in dual-credit courses are subjected to the same pre-requisites, syllabi, required course materials, student-learning outcomes, and any other course requirements set forth by the department faculty. Participating high schools are required to have a memorandum of understanding with the credit-providing institution. Course scheduling must be approved by The College's specific-program director, the Office for Academic Instruction, and by the school's superintendent or designee. The institution's Dual Credit Program is conducted under the auspices of the Office for Academic Instruction and is coordinated by the Dual Credit Coordinator, who serves as liaison between the academic departments and the partnering high schools to ensure the success and integrity of the courses offered off-site.

High School juniors and seniors who wish to take Dual Credit/Concurrent Enrollment (DC/CE) classes must have a cumulative Grade Point Average of 2.0 or higher. Any 11th and 12th graders whose cumulative Grade Point Average is below a 2.0 will need to submit a letter of recommendation signed by both high school counselor and principal. If the 11th and 12th graders are in need of credit

recovery, specific information must be provided by the counselor and principal (See policy for credit recovery below).

Credit-Recovery: students are required to take an academic course in reading, writing, or mathematics based on Accuplacer® Test Scores. Students wishing credit recovery will be considered on a case-by-case basis. Student, parents, and high school staff must advocate for the student in a meeting with the Dual Credit Petition Committee (DCPC) members.

Freshmen and sophomores who wish to take DC/CE courses must comply with ALLof the following criteria:

1) High School GPA of 3.5 or higher and Accuplacer® Scores of:

    1. 104 to 120 in Elementary Algebra or
    2. 20-68 in College Level Math
    3. 80 to 120 in Sentence Skills
    4. 80 to 120 in Reading Skills

2) Signed letters of recommendation, stating the need, maturity, and academic preparedness of the student, from both the high school counselor and the high school principal.

   These letters, along with GPA and ACUPLACER scores, must be submitted to the DCPC for review and consideration

3) Submission of DC/CE paperwork must be submitted at least five (5) days prior to the end of the "ADD" period for any semester.

4) All paperwork must be submitted to the Student Success Services Center for committee review. The petitioner must allow ample time for committee review and response.

Faculty Qualifications

Luna Community College is committed to offering academic programs that demonstrate quality through effective teaching and learning. The College recognizes that, in order to provide quality academic programs, faculty and part-time instructors must meet the qualifications expected by those that accredit the institution and its programs. Faculty and part-time instructor qualifications are met by vetting academic credentials, and under certain circumstances, such as in Career Technical areas, by verified experience in the field and/or industry they instruct.

Faculty qualifications refer to the degrees, certificates, and/or years of experience that faculty have earned that provide evidence of knowledge of specific disciplines and/or fields of study. The degree awarded forms the basis for faculty knowledge of what students should learn and/or be able to do as they transfer to other institutions or enter the workforce. Hiring individuals with comprehensive degrees, certificates, and/or experience is a strong indication that they are qualified to teach in the discipline and/or field of expertise (Faculty Credentials).

Note 1.0: Any exceptions to the minimal requirements must be submitted in writing to the Vice President of Academic Instructions for approval and will be kept in the employee's personnel file in the Office of Human Resources**.**

Note 2.0: HLC provides additional guidance regarding faculty qualifications (http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf)

Note 3.0: In the interest of ensuring students get the full breadth of attention required by faculty, qualified full-time staff who have the permission of their supervisors to teach after normal working hours (8:00 am – 5:00 pm) can teach up to two classes per Fall and/or Spring semester. If the full-time employee is also a student, then he/she can teach one class per semester.

Faculty and part-time instructors must also be able to participate in non-teaching duties at the College, including but not limited to curriculum development and overview, program review, student learning assessment, and service to the institution and the communities within LCC's service area.

Evaluation of Faculty

Because the College concerns itself with the quality of student learning, as well as the continuous improvement of academics, each faculty member is evaluated annually, including adjunct and dual credit faculty (Faculty Handbooks Section 5.16 Pages 35-36). During the process, faculty will receive feedback from their program directors to obtain input on job performance and previous evaluation goal completion as well as development of future goals related to their faculty position.

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

Luna Community College has several programs that are accredited by organizations that review and monitor training within the organizations' specific profession. Current departments and their accredited areas of study, along with the accrediting agency assurances are monitored by the institution.

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

The Institution currently uses various instruments to measure student success, while continuing to seek new ways to improve on its evaluation of student success. According to the NMICC AGA 2013 Performance Report, an average of 77.6% of LCC graduates are working in the state of New Mexico. This percentage is in line with the labor force participation rates based on educational attainment for New Mexico, which was 74.1% in 2015. For the same time period, it was 78.9% nationally, as reported in the New Mexico 2017 State of the Workforce Report. While a certain number of LCC graduates leave the service area for larger metropolitan cities, it is safe to say that LCC graduates are earning salaries comparable to graduates from other institutions within the state. According to the data contained in the NMICC AGA 2013 Performance Report, the two most popular programs that students enroll in, as a means of serving the community, include Allied Health Education and Small Business Development. According to the New Mexico Workforce data, these are two sectors of industry that indicate employment growth for the northern area of the state serviced by LCC. Between 2011 and 2013, an average of 3,807 students were enrolled in Allied Health education, and 200 students were enrolled in Small Business Development programs (NMICC AGA 2013). Institutional data indicates that an increase of 21.7% of students who matriculated into the institution with nine (9) or more credit hours successfully completed a degree, certificate, transferred to a four (4) year institution, or are still in college between 2011 and 2013 (NMICC AGA 2013). This increase establishes that LCC students are being prepared to attain advanced degrees. According to the NMICC AGA 2013 Report, LCC has maintained an average of 92.7% of graduates who are placed in jobs or are continuing their education. A target goal of 97% and 95% were set by the institution for FY 14 and FY 15 respectively. In comparison to the other independent community colleges in the state, LCC's average was 5.5 % higher for this specific performance standard. One specific example of achievement can be seen in LCC's STEM program. Recently as many as twelve (12) LCC

graduates have been admitted to the New Mexico Institute of Mining and Technology (NM Tech), considered to be the most rigorous university in the state (Table 4.A.6.1.1).

Programs that prepare students for licensure and certification exams collect data on pass rates, time to completion, and transfer admission rates. A specific example is the LCC welding Technology Certificate Program. During the 2017 Spring semester, twenty-one (21) welding students took the American Welding Society (AWS) test. The welding program had a 91% pass rate. Currently, the Nursing Program maintains a NCLEX pass rate of 87.5%. The Dental Assisting Program has an RHS/ICE Exam pass rate of 100% (2012-13). The dental program will be collecting Certified Dental Assistant (CDA) pass rates starting with the 2016-17 cohort.

During the 2016-17 AY, Student Services developed an additional completer assessment tool.

Table 4.6.1.2. lists categories of the graduate survey relevant to this section of the report. Rating options used in this student survey included Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied and Not Applicable (i.e., Neutral).

According to the 2016-17 Graduation Survey (average sample size = 70), 66% of those surveyed were very satisfied with the instruction in their major while 24% were satisfied. 59% were very satisfied, 39% were satisfied, and 1% remained neutral with instruction outside the major. In regard to academic advisement, 62% were very satisfied, 37% were satisfied and 1% remained neutral. Students were also asked about the quality of intellectual challenge in the program. 62% of those polled indicated that they were very satisfied while 38% were satisfied. Students were also asked about their interactions with faculty outside of class (e.g. office hours). 58% were very satisfied with out of class contact, 37% were satisfied, and 1% were dissatisfied. When students were asked about adequate laboratory facilities and equipment, 57% were very satisfied, 38% were satisfied, 3% were dissatisfied, and 3% remained neutral (Table 4.A.6.1-2).

When students were surveyed in regards to preparation for work or transferability, 61% were very satisfied, 37% were satisfied, and 1% remained neutral (Table 4.A.6.1-2).

Students were also asked to rate the contribution of internships (paid or unpaid) to their personal and educational growth. 27% indicated that internships contributed very much to their growth, 15% indicated quite a bit, 15% indicated some, 4% said very little, and 48% did not participate in internships. When asked about community service experience, 23% indicated that it contributed very much to their growth, 20% indicated quite a bit, 16% said some, 5% indicated very little, and 36% indicated no participation in community service (Table 4.A.6.1-2).

Students were also asked about their plans after graduation. Thirty-seven percent indicated that they would obtain full-time employment, 5% indicated part-time employment, 41% indicated they were going on and attending a university, 12% were looking to pursue and associate degree, 1% indicated they were enlisting in the military, 3% indicated they would own a business, and 3% indicated other plans. When asked if they were staying in New Mexico, 87% planned on staying in the state, 7% indicated they would not stay, and 9% said maybe (Table 4.A.6.1-2).

Sources

- AGS Proposal
- AH End of Yr 16-17 Reprot
- AH120_AH205_request _2018

- Cert_Program_changes_2017
- CTE SWOT Analysis Report
- Curriculum Committee
- Degree by Gender 16-17
- Faculty Teaching Credential Requirements
- Figure 4_A_1_1
- Figure 4_A_1_2
- LCC_Accreditation_list
- LCC_Registrar_Permission_Form
- NM_2017_SOTW_Report
- NM_2017_SOTW_Report (page number 22)
- NMAC 6.30.7
- NMICC_AGA_PerformanceReport2013
- NMICC_AGA_PerformanceReport2013 (page number 1)
- NMICC_AGA_PerformanceReport2013 (page number 2)
- NMICC_AGA_PerformanceReport2013 (page number 3)
- Proposed Changes to Welding F17
- SLOA_Course_Level_Assessment
- SSC Program Assesment Data
- Table 4_A_1_1
- Table 4_A_6_1_1
- Table 4_A_6_1_2
- Title_V_May_2016_Newsletter
- Title_V_Newsletter_December_2015
- Title_V_October_2015_Newsletter
- Transfer_of_Credit_Complaint_Form

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1.

In order to meet national and state standards, Luna Community College constantly visits and addresses the goals for student learning. In order to understand student learning, The College utilizes effective processes for assessment of student learning and achievement of learning goals.   At the course level, these standards are clearly documented within instructor's' curriculum, methods of instruction, and assessment of their teaching by student's in-class discussions, research papers, hands-on practitioner clinical settings, examinations, and retention-satisfaction surveys.

Student Learning Outcomes Assessment (SLOA) is an on-going process at Luna Community College that takes place every semester, with the ultimate goal of improving student learning. SLOA involves all faculty, including online, dual credit, and off-site instructors. Academic Directors and staff are also involved with this assessment of student learning. The objectives of SLOA is to assist faculty with improving student learning through the implementation of LCC's Assessment Plan, submission of a written report for publication, and participation in end of the semester presentations.

LCC's Assessment Plan focuses on the following principles:

- The primary goal of assessment is to continuously improve student learning at the   College.
- Assessment pays attention to, and directly addresses the needs, of students at the College.
- Assessment is ongoing at the College.
- Assessment activities must be useful to the individuals who conduct them, to programs, and to the College.

Luna has made tremendous strides in student assessment. In 2009, Luna Community College took a progressive approach to student learning by reorganizing the learning goals for all programs of study and implementing an institutional assessment plan. In addition, LCC recognized a need for standardized syllabi with a focus on student learning outcomes and methods to measure those outcomes.

#LCCmatters! The importance of obtaining quality information in order to improve the services that we provide to our students has led us to a more productive manner of assessing student learning. LCC

has shifted its focus to a data-driven process for assessing student learning. Using this data-driven method, we have improved our fulfillment of the high standards our students hold for our college. This philosophy has helped us to gain more quality information from our assessment process.

SLOA presentations provide an avenue for the sharing of knowledge among LCC faculty. Ideas, course outcomes and best practices are shared through these presentations. In order to better assist with the teaching methods of fellow faculty, knowledgeable and experienced faculty provide valuable feedback through these presentations. The SLOA team develops verbal recommendations and action plans based on each course. Department analysis is used to improve curriculum and program delivery. Utilizing the SLOA model has resulted in positive changes to the methods of course delivery, the development of initiatives to aid student learning, retention and graduation, and has provided a more productive manner of assessing student learning.

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

4.B.2.

Since 2010 Luna Community College has been engaged in an ongoing process to assess student learning through our end of semester Student Learning Outcomes Assessment (SLOA) reporting.

The objective of SLOA is to assist faculty with improving student learning through the implementation of LCC's Assessment Plan. All course offerings, including degree and certificate programs, at Luna Community College are required to follow a four-step assessment process. This assessment activity is a necessary process for improving student learning and measuring the outcomes of this learning. This four step process, repeats itself to emphasize the fact that SLOAs are living documents that promote beneficial (or positive) changes to Luna Community College courses.

In addition, each LCC program has specific program goals and outcomes that are directly tied to the assessment of course requirements. Additionally, co-curricular assessment is conducted through student competitions (e.g., SkillsUSA) and participation (e.g. Phi Theta Kappa and the newly formed student government).

In order to assess them, every course offered at the College, including off-site, distance learning, and dual credit courses, follow the four-step assessment process. Faculty members are also required to emphasize student learning in their syllabi. Each syllabus must include a minimum of four Student Learning Outcomes, which are quantifiable statements about what students will be able to do after completing a particular course (Standard Course Syllabus). In addition, LCC's curriculum profiles emphasize program goals, course descriptions, and standard outcomes which assist faculty with assessment.

Each semester, LCC requires, and recognizes the importance of, its faculty (full-time, adjunct, online, dual-credit, etc.) participation in "Improving Student Learning" assessment reporting and Student Learning Outcomes Assessment (SLOA) presentations. SLOA presentations were first conducted in the 2010 Spring semester, and have been proven to be an important technique in improving student learning. Selected faculty members present at the end of the semester and submit written reports, which are then posted on the LCC website. Everyone is able to see, and understand the methodologies and data gathered to improve student learning. The presentations assist in curriculum improvement

and development and in class instructional delivery.

4.B.3.

Transparent constructive criticism and open dialogue (i.e. freedom of speech) are key to the assessments. During these presentations, everyone involved gains from the knowledge provided and techniques discussed pertaining to student learning. Both qualitative and quantitative data, gathered through surveys, as well as regular student and community member input, is used to improve upon the services offered and our accountability to our students. LCC is motivated to improve graduation rates, rigor in the classroom, and data driven practices that advance student learning, improve campus life, enhance internal and external communication, increase and strengthen educational, community, and industry relationships/partnerships, improve existing facilities and construct needed facilities, and provide state-of-the-art technology. Overall, the strength of our programs, small teacher to student ratios, employee commitment, support for staff professional development, and genuine concern for student success have all led to techniques, ideas, commitment, and innovations that improve student learning. Once our students have completed their programs of study, they are able to use their education to successfully transition into four year institutions or into the workforce.

Students are the priority of LCC, and we set goals to ensure that trends, relevancy, and student interest in jobs is first and foremost as we educate, prepare, and place them in jobs they are both interested in and that will pay wages sufficient enough to provide for their families.

Luna offers opportunities that enhance and focus on student learning by:

- Providing enough class sections and attempting to offer more courses when needed
- Actively seeking instructors who are qualified and who remain dedicated to maximizing student learning
- Providing feedback, quality advice, and guidance to students during their time on campus in order to successfully transition them to further education and/or into the workforce.
- Devoting our resources to ensure our students are prepared for the future (or "to embrace the future") they choose!

4.B.4.

LCC's Curriculum Committee has been very active during the last year and a half. For example, during Spring 2017 and Fall 2017, a review was conducted on the viability of the Associates of General Studies (AGS) degree. After much deliberation in regards to changes or suspension of the degree, the Curriculum Committee felt determined that the AGS was not adequate for students wanting to transfer to a four-year college, nor was it leading to gainful employment for most of its graduates (AGS Proposal). Therefore, the assessment process employed by the Curriculum Committee was used to determine that the AGS degree may not be adequate for students attending LCC.

In the Fall of 2017, STEM utilized its program assessment to determine if the science capstone courses in the STEM department was providing any measurable data of student learning. The STEM department concluded that it did not meet the program's needs. This assessment process has led to a change in project-based capstones in STEM science courses. The redesign will follow similar assessment standards used in math capstone courses in order to provide practical measurable data.

In addition, LCC is part of the New Mexico Assessment Task Force, whose goal is assessing student learning outcomes in the General Education Common Core courses. LCC is responsible for

continuous assessment of General Education learning outcomes in each of the five areas:
Communications, Mathematics, Laboratory Science, Social/Behavioral Sciences, and Humanities &
Fine Arts. Each year, the STEM and Humanities Departments, in collaboration with other institutions
of higher learning in New Mexico, assess specific General Education courses. The Core
Competencies reports include competencies being measured, assessment procedures, assessment
results, and the use of data to enhance student learning.

Sources

- AGS Proposal
- Course Level Assessment - A Guide
- Figure 4_B_2
- SLOA Report PPT Template
- SLOA_Course_Level_Assessment

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
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.)

Argument

4.C.1. **The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

Luna Community College seriously considers its specific goals for retention, persistence, and completion as they relate to the specific student population it serves. As a Hispanic Serving Institution functioning in a low-income minority-majority state, set in a rural area of Northeastern New Mexico, LCC has focused it retention efforts to address the specific needs of its area population. This focus is especially important because LCC serves a "high-risk" student population that includes:

- first generation college students
- ESL students
- a majority of students needing remedial courses
- students living in poverty
- students who are single parents
- students working full-time while attending school

Luna Community College also serve as a feeder institution to two universities in Northern New Mexico (New Mexico Highlands University and Northern New Mexico College). The College is proud to say that its STEM, business, and criminal justice programs supplies preparatory courses and state approved fully articulated majors for fields of study normally restricted to larger institutions (e.g. Business, Criminal Justice, and Engineering).

The institutional targets are determined by the departments within the institution, with program targets being similar to those of the other two year institutions in the state. LCC's target percentages starting in summer of 2016 to Fall of 2017 was to improve retention, persistence and completion rate by 10% in two academic years.Available data indicates that the Fall-to-Spring persistence rate for 2012-2013 was 61.8% with and FY 15 target rate of 70%. The difference of 8.2% from actual to target is in line

with the current 10% improvement goal. A five year persistence average for LCC (Fall 2008 to Spring 2012) has been 68.1% (NMICC AGA performance). The five year average for other two year institutions in the state for the same five years was 72.9%, which was slightly higher than LCC's. A specific example at the institution is enrollment data for programs in Allied Health, percent retention rates for the certificate associate's, dental assisting and EMT were 62%,75%, 77%, and 20% respectively. With the exception of EMT, the retention data for the other three programs align with the 2015 70% target rate.

If LCC keeps with its Persistence, Retention and Completion Plan, a Fall 2017 target of 90% should be obtained. According to the most recent data obtained, graduation rates for LCC have been comparable to the other independent community colleges in New Mexico. A three year graduation rate average comparison for LCC and other two-year institutions, shows that LCC's graduation rate was 0.3% higher than the other two-year institutions' average (17.1% vs. 16.8%) (n=7). The institution's rate was 2% higher than the previous year's graduation rate (2011 cohort).

Another common measure used by the institution to assess education improvement is the percent of Full-Time First-Time (FTFT) students who are retained, continue to persist, and are completing a certificate and/or Associates degree within an acceptable timeframe. According to the IPEDS Data Feedback 2016 Report for 2014-15, retention rates for FTFT students seeking a certificate or associate degree for the Fall semester 2014 cohort was 62% for full time students and 40% for part-time students. Current NCES data indicates that retention rates for FTFT students (Fall 2015 to Fall 2016) was 47% for full time students and 30% for part time students, indicating a 15% and 10% decline in retention rates respectively. When compared to other comparable institutions in the state (n=4), LCC's retention rates were 2% and 13% higher, respectively. Graduation and transfer rate for FTFT students two years prior (2012 cohort) was 20%. This rate was 8% lower as comparted to the comparison group of institutions (n=4) [*note: this data is for FTFT within 150% of normal time to program completion.*] Overall, the graduation rate for students who began in Fall 2013 was 22%, according to the current NCES data.

The institution also looks at the percentage of Hispanic students following a viable path to completion among all certificate and/or degree-seeking students. The target for the completion goal has varied from year to year. For the most recent two-year period (2013-14 and 2016-17), Hispanic graduation rates have increased from 24% to 79%, according to the NCES and IPEDS data. The data demonstrates that the percentage of Hispanic students completing a certificate and/or Associates degree has increased significantly by 55%.

While not all the goals established are retention, persistence, and completion goals, they all provide information regarding the overall health of the institution. Each program may have specific goals that include the number of degrees awarded, the number of transfer students, and the amount of external grant funding, the number of online courses, and the percentage of graduating students who report a level of satisfaction with their education experiences within one or more of the various programs. The measures, targets, and percentages achieved for student success outcomes are reported for each department in their end of the year report.

In 2010, LCC established student graduation quotas designed to further promote retention, persistence, and completion rates. Initially the graduation quota was set at fifteen graduates or more, per academic department, for the academic year (i.e., Fall, Spring, and Summer). Currently, the quota is set at twenty or more students per academic department (Academic Guidelines page 31).

During the last accreditation, LCC committed itself to promoting the ongoing development and implementation of policies and best practices that would increase student completion rates by 25% in

the six years following the last accreditation. Table 4.C.1-1 lists some recent initiatives (carried out during the 2016-17 AY and planned for the current 2017-18 AY) to assist in attaining that completion rate goal.

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

As stated in previous sections of this report, LCC collects information each year and analyzes retention, persistence, and completion data with respect to the institution's established strategic goals. Data is also collected for certain retention initiatives such as Title V annual reporting. Although we have not consistently achieved our targets, we have increased the targeted percentages over the time span from our last accreditation to the present. The Office of the Registrar provides data on graduation rates for the six academic departments: Allied Health, Business, Early Education, Humanities, STEM, and Vocational-Trades. Graduation rates are calculated based on the academic year, and the data is used to assist departments with advisement, and program effectiveness.

It should also be noted that LCC examines retention, persistence, and completion rates by ethnicity and sex. According to the NM Postsecondary AY 16-17 Degree Production by Gender data, LCC awarded 29 certificates to females and 23 certificates to males, and 41 Associate degrees to females and 17 to males (NM Gender Data and Perkins Data). According to IPEDS 2016 data, the overall graduation rate by gender was 17% male and 29% female. While we recognize that data obtained on first-time, full-time freshman provides an important indicator of our institutional effectiveness, they are not our largest cohort of students. It is important, therefore, that we also track the numbers of dual credit, part-time and transfer students and their completion rates to provide a complete picture of our effectiveness.

Also, many students who attend LCC, whether first-time, full-time freshmen or other, often plan to transfer to another institution. Students frequently plan to attend LCC for one or two semesters and then transfer to another institution to pursue a four-year degree, often in a major not offered by LCC. While these students continually reduce the institution's retention rates, they should not be considered indicators of diminished effectiveness. It should be noted that the institution has effectively met the students' academic intentions.

In addition, each semester, the Office of the Registrar produces weekly student withdrawal reports (LCC Withdrawal Report Example). These reports aid in the identification of barriers to students, which, in turn, provides the institution with intervention options for students who experience hardship or difficulties. Also, the reports help academic departments track "declared" students who have withdrawn from school or from a specific course. Such reporting allows the institution to provide academic, financial, or community resource counseling. The director, faculty member, or academic advisor will contact the withdrawing student in order to:

1)   Determine confirmation of withdrawal status,

2)   If possible, reinstate the student into the course(s), or

3)   Refer the student to support services outside of the institution.

Figure 4.C.2-1 represents the process for weekly withdrawals.

Luna Community College is a member of the New Mexico Independent Community Colleges (NMICC). The organization was formed in 2006 to support the mission of independent-governed

community colleges in New Mexico. Every year, LCC participates in reporting which includes general information about NMICC institutions and the students and communities they serve. For example, the 2013 annual report provided information on performance indicators, such as the percent of students taking nine or more credits on entry who are successful after three years, the percent of graduates placed in jobs in New Mexico, the percent of programs having stable increasing enrollments, student persistence, the percent of graduates placed in jobs or continuing their education in New Mexico, and graduation rates.

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

The College has implemented several changes in an effort to improve retention, persistence and completion. Luna Community College has responded to a state mandate to reduce the required hours for an Associate's degree to 60 credit hours, and Certificates of Completion to 30 credit hours to improve retention, persistence, and completion rates. The change resulted in a streamlining of program requirements, as well as allowed the institution to update its advising modules (i.e. Program Maps). The implementation of PASSPORT, a certificate and/or degree auditing online tool, allows students and their academic advisors to perform degree checks at any time (Passport Example). The institution feels that these efforts promote completion by providing students with current and readily accessible feedback regarding their progress in completing the certificate and/or degree they are striving to attain.

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.

All retention and completion data are collected and reported by the Lead Database Administrator using IPEDS definitions. Luna Community College uses these measures because they fit the institution's student profile and provide data which is easy to compare with other state supported two-year institutions.

Luna Community College gathers information from a variety of ongoing retention efforts. The institution has recently hired six (6) Faculty/Advisors, one for each of six (6) departments (Nursing has its own Student Success Coach) to collect and analyze such data. The rationale for this initiative is that the Faculty/Advisors can assist with contacting and advising students within their programs of study, while assisting in collecting and analyzing information on student retention, persistence, and completion for each of the seven programs. The main responsibility of the new faculty/advisor positions is to connect with each and every student associated with the program. While interacting with each student, the advisor gathers data while conversing with each student. Theses program representatives connect with students either by phone, email, or in person and maintain advising logs, spreadsheets, and any other collectible data pertinent to student retention, persistence, and completion of courses within programs (Advising Checklist).

The institution's Student Support Services utilizes an academic Early Alert system to aid in student retention, persistence, and completion as well. This system is a procedure for monitoring at risk students during the academic semester. After the first two weeks of the semester, and every subsequent two-week period thereafter, faculty members provide the Student Success Services office with a list of students performing below a passing level (D, F, U, etc.). Student advisors (academic and non-academic) then contact students to provide support that will aid in completing the course with a passing grade (C or better) if possible. Advisors also play an important role during the pre-registration periods. All advisors, whether they be general or program-specific, play an important role in gathering data connected to retention, persistence, and completion. The Student Support Services

program also provides a centralized advising area for first semester students who are in need of extensive educative assistance, and continues to provide advising for undeclared majors. In addition, LCC provides, and gathers information about the effectiveness of, free tutoring services at the ACE Lab and supplemental instruction (e.g. imbedded tutors and specific peer tutoring, as in nursing).

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4.S - Criterion 4 - Summary

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.

Summary

Luna Community College advocates for a lifelong-learning process by emphasizing its academic rigor, sustaining a strong educational-support system for students and faculty, and encouraging student persistence, retention, and completion. The array of course and program offerings are structured so students maximize their time in class, leading to successful completion of programs. The institution uses its early-alert program, SSC staff, and faculty-advisors to monitor at-risk students, providing a mechanism for staff and faculty to intervene at critical times to increase students' ability to persist and complete their degree or certificate. As indicated throughout this document, the Student Success Center and ACE tutoring lab provide assistance with study and career skills to first-generation students, under-prepared students, and students with disabilities. LCC also provides commons space and computer labs for those specific populations of students who need a place to study or complete their work, because they do not have internet access at home. Finally, LCC has been working diligently to establish a data-driven approach, focused on the efficient use of time, resources, and tools, to help the institution form, implement, and/or enhance retention and completion plans within the various academic departments. LCC is also developing several special initiatives for improving persistence, retention, and completion.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5A.1: The institution has the fiscal and human resources and physical and technology infrastructure sufficient to support its operations wherever and however programs are delivered.

Luna Community College is an equal opportunity employer that provides compensation, benefits, and professional development opportunities for all employees. The College allocates its budget based upon a yearly review of department needs and the institution's strategic initiatives. Facilities and technological infrastructure have been a significant part of LCC's efforts to organize its resources for the improvement of student learning. Funding from grants has played an important role supporting the quality of our educational programs. The college is dedicated to student's financial support to provide them a quality education and related support services.

Fiscal

A strong fiscal state is foundational for both growth and the sustainability of the College. Another measure of the financial health of an institution is the Composite Financial Index. Per the standards, a CFI of 6.5-7.5 deploys the Strategy "Allow experimentation with new initiatives" with only one CFI at a range higher; 7.5-10. Luna's CFI for FY 2016 was 7.37 increasing from 3.4 in FY 2014 and 5.37 from FY 2015**.**

The administration strives to be fiscally responsible and carefully considers the investments it makes to ensure that the long- and short-term effects of decisions are balanced and strategic. Despite the challenges the College has experienced in recent history, the College has maintained a healthy financial position. A cautionary financial reality faced by the College is the heavy reliance on State funding which is directly correlated with enrollments that are naturally declining. As a result, the College responds to and funds academic areas in support of the institutional strategic plan approved by the Board in 2014. Three Directives outlined revolve around Persistence and Retention, Communication, and Quality of education. In the past two years, funding decisions included improving advisement and tutoring activities, focusing on persistence and retention efforts, preparing faculty for online teaching, and offering various institution-wide professional development for faculty and staff (See 5.A.4).

The College's primary source of Instruction and general funding is derived from State appropriations with additional funding derived from local and federal sources. The primary sources are:

1. local levy from participating school districts;

2. registration, laboratory and tuition fees;

3. interest income;

4. private gifts, grants and contracts

5. other miscellaneous sources

The financial affairs of the College are thoroughly examined through an annual audit conducted by the State (2016 Audit, 2017 Audit) and demonstrate that the College is in good fiscal health.

Finding: "The budget process is well-developed and is inclusive across College personnel, yet it does not link to the current strategic plan; budget adjustments are made by the Board without necessary justification and discussion by its members."

Response: The Board of Trustees is responsible for reviewing and approving the College's annual budget, budget adjustment requests, audits, and other financial reports. The Board has a standing committee called Audit Finance. This committee is responsible for long-range financial planning, communicating budget information to the other trustees, and reviewing budget adjustment requests (Board policy 1470).

Budget
Faculty, support personnel, and administrative staff work together to determine annual departmental budgets. Faculty and support personnel are asked to submit a needs assessment list to administrative directors which goes through a review. The budget is based on the needs of overall campus operations, each academic and vocational program, and student and staff comfort and safety. The departmental budget process begins at the department level. The budget is expected to address historical data, anticipated needs, projected increases or decreases in enrollment, and inflationary factors. Each department and his/her supervisor meets annually (e.g, January 2017 Calendar) with the Finance & Administration Office.

To improve inclusive budgeting decisions, the previous budget process was modified (16/17 Budget Process, 17/18 Budget Process). An annual training workshop regarding the process and modifications is scheduled for January 30 with subsequent budget hearings planned for February

regarding the 2018/19 budget proposal. The proposed budgets are reviewed by Administration before being presented to the Board of Trustees for approval.

Other Considerations: New Mexico State Legislature conducts interim committee hearings each year to take testimony from college leaders regarding the operations and educational and related needs of their institutions. During an annual legislative session, a budget, according to conservative revenue estimates is considered and approved (2016/17 Budget Submission/Approval to HED, 2017/18 Budget Submission to HED). Once signed into law by the Governor, the College is notified by the higher education department of an approved budget. The College's budgeting process occurs simultaneously with the Legislative process. The College has a proposed appropriation funding level at the time of budget meetings.

Upon final approval, the budget is entered into the accounting system and is immediately available for the department's view and use.

Budget Adjustments
During the fiscal year, department Directors monitor their budgets using the school's automated system, Jenzabar, to maintain balances, project their needs realistically, and prevent exceeding their allotted budgets. Throughout the year, Budget Adjustment Requests (BARs) are made either to the President or to the Board for approval during Board meetings. The Board meetings include discussion of BARs and approves budget increases over $35k and requests that have a direct impact on the college's reserves (Board Minutes Aug.15, 2017)

A strong fiscal state is foundational for both the growth and the sustainability of the College. The administration strives to be fiscally responsible and carefully considers the investments it makes to ensure that the long- and short-term effects of decisions are balanced and strategic. Despite the challenges the College has experienced in recent history, the College has maintained a healthy financial position. A cautionary financial reality the College faces is the heavy reliance on State funding which directly correlates with enrollments which are generally declining. The College balances responding to and funding academic areas indicating growth with realigning areas that are in decline. Excluding financial aid, the College has four main sources of current revenue: tuition and fees, State appropriations, local taxes, and grants.

Tuition and Fees
Tuition and fee rates remained relatively stable from fiscal year 2012 through fiscal year 2018. In-District tuition rates remained unchanged at $35 per credit hour. The Board of Trustees approved a $3 increase in April 2016 to be instituted fiscal year 2017. Concurrently, the Board approved an increase to the Out-of-State rate from $91 to $99. Future similar moderate rate increases are anticipated. The College is careful to maintain tuition and fee rates at a competitive level regionally and state-wide. Comparison data are presented to the Board when considering an increase, alongside the subsequent fiscal year's budget. LCC tuition rates still have one of the lowest tuition rates in New Mexico at $38.00 per credit hour.

State Appropriations
The next substantial component of revenue, the State appropriation, is determined annually by the legislature and Governor during the legislative session which typically concludes in late March. The College receives an average of 56% of its operation revenue from state appropriations which have netted a 5-year average change of 1%. The State's funding formula is calculated on the change between rolling 3-year averages of credit-hour production with incentive for completions.

Local Tax Levy

The local tax levy averages 15% of total revenues with minimal fluctuation and remains a steady and predictable resource for the College. All unrestricted General Fund revenue is part of the pool of available resources for college-wide budgeting.

The last major component of revenue is grants. For the past six years, Instructional grant funding has comprised an average 8% of total revenues. These grants have afforded the college the means to enhance educational and training opportunities. Examples of restricted grant programs include Title V, Carl Perkins Allied Health, Adult Education, Area Health Education Center (AHEC), STEM grant, Small Business Development Center, and NM Alliance for Minority Participation,

Purchasing
All purchases of supplies, materials, equipment, and contractual services for the College
are coordinated through the LCC Purchasing Office to ensure compliance with New Mexico Procurement Code. Types of purchases are outlined in the Finance & Administration Procedures, pp 8-10.

The College is preparing for enrollment growth in distance education offerings. Currently, one program, the Business Administration AAS degree is approved to be fully online. Other than the Business Administration program, the majority of the College's current distance education offerings are synchronous using Blackboard Collaborate. The instructor is usually at the Main campus with proctoring duties by satellite and site staff. An HLC application to extend course programs to more than one online program was submitted in July 2017 to increase our enrollment through distance education. Discussion about additional funding and preparation for distance education enrollment is underway.

Fixed Assets
Finding: The College lacks the infrastructure and oversight of fixed assets, as documented in the NMHED audit; an inventory, as anticipated by the NMHED audit, was halted by the College before it was completed, and the visiting team could not determine who was responsible for ending the inventory process; at the time of the visit nearly $240,000 of equipment remains unaccounted for.

Response: To address the issues in the inventory process, the college undertook an extensive project to fix the infrastructure of the oversight of its fixed assets. The reconciliation project described herein is now nearing completion.

The comprehensive fixed asset inventory count and reconciliation project has been ongoing since January 2016. As part of the effort, the college engaged a third-party consultant to conduct a college-wide physical inventory. The results highlighted many inconsistencies in years of data entry into the Jenzabar system, which required extensive manual line-by-line analysis of thousands of lines of data.

In addition to the third party vendor, an estimated 1500 hours of work have been dedicated to this effort, which includes two additional staff members dedicated solely to this project. The college engaged all department heads in this reconciliation process; the most recent follow-up meeting took place on October 13, 2017. Once the project is complete, a detailed listing of reconciling items will be sent to the President and subsequently to the Board of Trustees for approval.

To comply with the required notifications, updates, and/or corrections, the staff will reconcile the Jenzabar inventory to the physical inventory system. The college has also implemented a process that was approved by an independent agency to verify the proposed changes to a fixed assets record. The college estimates the project is now about 85% complete. The latest call for another review of the respective department's list is in final review as of January 12, 2018. This item is expected to go

before the Board of Trustees board meeting on February 13, 2018. Upon all approvals, the system inventory records can then be updated and a final inventory list can then be presented to the Board of Trustees for certification.

The warehouse staff now has a thorough understanding of fixed asset inventory and is working closely with the records custodian to ensure timely and accurate recording of fixed assets. In addition, the warehouse/receiving and property tagging staff is doing follow-up work with department heads to aid in ensuring asset transfer forms are completed in a timely manner. The warehouse/receiving and property tagging staff is also doing random verification of asset locations to the fixed asset list.

The college has a system in place that identifies fixed assets at the time the requisition is entered into the system. After it is entered the item is coded as a fixed asset. This process aligns with the policy and procedures manual.

Finding: The Foundation's Board of Directors did not provide any financial data of the Foundation for the 2017 fiscal year to the auditors, including a trial balance, bank statements, bank reconciliations, and other supporting documents. In the prior year corrective action plan it was noted that the Foundation's accountant/CPA reconciled all accounts in Quickbooks as of October and would reconcile all accounts from then on. Without financial data, the auditors are unable to determine if this plan took place (2017 Audit).

Response: In 2017, the College and Foundation Board separated from its Director amidst concerns that expenditures were lacking appropriate oversight and approvals. Subsequently, the Foundation was a point of interest during an inquiry by the Office of the NM State Auditor. The College has yet to receive a report of findings. Turnover among Board members created challenges throughout the College's FY17 audit process. Limited access to the Foundation's bank statements and reconciliations did not allow for the auditing firm to render an opinion on their financial statements. This resulted in an adverse opinion against the College's financial statements.

The College has sought a legal opinion on whether or not it can stop all foundation-related activities. In the absence of a formal, binding agreement with the Foundation, the College is limited in what it can do to rectify the situation. To date, the Foundation's Board is comprised of four members. The Interim President has requested that all Foundation-related activities be suspended, including expenditures of any kind and scholarship awards.

It is expected that the remaining Foundation Board members negotiate a legally-binding agreement with the College. The agreement shall articulate roles, responsibilities and shared controls that will ensure sound financial practices in the future.

Human Resources
The Staff Handbook outlines staff policies and procedures for employment, benefits, and services provided to LCC employees. The Human Resources department is overseen by a Director and 2.5 FTE staff who are dedicated to Human Resource activities.

Finding: "Departments related to the support of academic programs are understaffed and underfunded, with important tasks assigned to remaining staff, to the point where critical maintenance and programming of equipment and technology are not occurring, and employee morale has significantly decreased as a result of this situation"

The number of employees hired in 2017 declined by 13%. Approximately 235 were employed in 2016 and 204 in 2017. While there was a decrease in overall hiring from one year to another, full-time staff

increased by one full-time hire. The majority of staffing decreases came from a part-time staff reduction.

2016	Hires	2017	Hires
Full-Time Staff	100	Full-Time Staff	101
Full-Time Faculty	24	Full-Time Faculty	21
Part-Time Adjunct, Specialized, Dual Credit	84	Part-Time Adjunct, Specialized, Dual Credit	74
Part-Time Hourly	27	Part-Time Hourly	8
Total	235	Total	204

2016	Hires	2017	Hires

The annual financial budget planning has also been modified to include a more effective approach to program planning. Perceived low moral may have resulted from a practice in the past which lead full-time faculty to believe that they could lose their jobs if enrollment were insufficient. Faculty have been informed and encouraged by the Vice President of Instruction on numerous occasions during in-service and faculty senate meetings about the importance of collaborative planning with administration.

Finding: "The practice of maintaining vacant faculty positions has caused challenges for the College, particularly in the nursing department, which has had a vacant position for several years, despite increasing enrollment, adding to institutional challenges with the state pass rate for nursing students, which declined to less than 80% two years ago; the College is working to improve the rates but has only one year remaining in which to meet state requirements"

Funding has not been the reason for vacant faculty positions in the Nursing department; The College is in a rural area with there are fewer interests in faculty positions even with enhanced funding to increase faculty salaries. One full-time position was on the Luna website for more than a year. Fortunately, as of today, all positions are filled. The state pass rate at the College did decline two years ago but has since improved (Current Nursing Results).
Technology

Finding: "The infrastructure to support facilities and technology for the main campus and three satellite operations is minimal and insufficient to support the needs of a 21st century community college, and the College lacks a comprehensive and effective plan and resources to conduct regular improvement of campus infrastructure"

Response: Luna Community College's Information Technology Services provides service to Students, Faculty, and Staff at the Main Campus, and its Satellite and site locations. This service

consists of workstation installations and support, software installations and support, and other network services, and distance education elearning tools. A five-year IT plan was developed in 2016 to support IT services and support.

LCC has eleven (11) primary buildings that are currently connected to the main infrastructure. Three other buildings will complete the Main Campus backbone. A 100 megabyte Internet service is provided to the Main Campus via fiber connection from Albuquerque to Las Vegas. This is the primary feed to the Internet for the Main Campus and the supported Satellites and sites.

LCC's Satellites and sites are connected through VPN or Point-to-Point connections. Springer is connected via a 20 megabit point-to-point fiber connection; Mora via VPN over 40 megabit DSL; and Santa Rosa via VPN over 50 megabit DSL.

Technology

Luna Community College has numerous computer labs throughout campus as well as the Springer site and Mora and Santa Rosa satellite campuses. These are all equipped with as needed, for students to utilize for their online courses.

The specific locations for students to access technology for use are as follows:

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers
  - Nursing – 2 Student Labs, 30 computers
- Media Arts Building – 1 Student Lab, 17 computers
- Education/Preschool Building – 1 Student Lab, 4 computers
- Humanities Department - 4 computer labs, total of 60 computers and 3 have a printer
- Student Services Building – 1 Student Lab/Access area and 1 Faculty Training Center
- Learning Resource Center – 1 Student Lab/Access area with General computer access available for students and Public, also access available in Coffee Shop
- Adult Education Building – 2 Student Labs, 14 computers
- STEM/Technologies Building – 4 Student Lab, 65 total computers available
- Student Services - 1 Student Lab, 15 computers, a printer and a scanner
- Vocational Trades Areas:
  - Automotive Technologies - 1 Student Lab with 16 computers, and 4 computers in the Shop area
  - Building Trades - 1 computer
  - Culinary Arts - 1 Student Lab, 3 computers
  - Electrical Wiring Lab - 1 Student Lab, 2 computers
  - Cosmetology - 1 Student Lab, 3 computers
- Welding Technologies -
- Springer Satellite – 2 Student Labs, 19 computers
- Santa Rosa Satellite – 2 Student Labs, 21 computers
- Mora Extension – 122 computers for student use; 1 printer/scanner and a classroom that is used for transmitted classes.The classroom contains a TV with a computer tower and a smartboard.

Commercially available software packages are mostly used for faculty and staff across campus for operation and instruction.

The IT department employs the Distance Education coordinator who oversees the implementation and operations/scheduling of the synchronous distance education courses. The majority of the College

classes designated as distance education use Collaborate to broadcast live instructor lecture to Springer, Santa Rosa, and the Mora site. The remote sites are proctored to ensure that students are verified and receive the necessary support.

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

The Campus
LCC has a total of 20 buildings (18 on the main campus and two on the Santa Rosa Campus), totalling 137 acres.

LCC currently has 3 open GO Bonds and 2 open Severance Tax Bond appropriations (Evidence: a screenshot of our appropriations).

LCC has three closed Severance Tax Bond appropriations that have closed in the last 12 months: $35,000 and $40,000 for roofs, both of these appropriations were used for the ABE/ General Studies building. The third was for $45,000 for vehicles: two cars and a 12 passenger van.

Luna has remodeled/upgraded four buildings in the Trades Department on the main campus, upgraded the heating/cooling and electrical system in the Forrester Building in Springer and built a wood shop in Santa Rosa. The College is currently in the process of replacing four heating/ cooling rooftop units and one boiler on the main campus. The men's locker room at the wellness center has been remodeled as well as two bathrooms in the Administration building. The HR offices and the Fiscal offices have been remodeled. The flooring in several classrooms and offices on the main campus have been replaced.

LCC is in the process of completing the auditorium in the Media Education Center and replacing the roofs on the Technologies and Administration buildings. The College is in the Investment Grade Audit stage of an Energy Performance Cooperative with the State of New Mexico, which will upgrade lighting, heating and cooling systems and building envelopes (doors, windows, insulation, etc). This audit will help the college save money on utilities through cost savings on energy.

The attached is the last Capital Projects Request which includes the college's five year capital outlay plan and the status of active projects as of June 2017.

5.A.2. The Institution's resource allocation ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

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

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

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization resources, and opportunities.

Planning processes are a major factor in ensuring that the College is keeping in line with the mission documents. The operational plan, both short and long term planning, come from the mission statements and strategic plan to the program course goals. One of LCC's priorities is to align goals with the mission.

Each year an offsite meeting with leadership at all levels meets in planning sessions to discuss goals that support the mission of the college (Evidence: Past 2 years of agenda and signup sheet). Strategic planning is dependent upon the budgeting process as evidenced by annually submitted departmental budgets.

One of 3 strategic plan directives focuses on Retention and Completion. Retention and Completion funding has been awarded to the institution for more than five years. The funding is broadly aimed at increasing student retention and graduation rates. At the beginning of the 2017 academic year, the following initiatives designated as critical and with clear connection to retention were supported through R&C budgeting: advisement, tutoring services, increased faculty, student support coordinators such as dual credit and veteran support, honor society, Quality Matters, and STEM outreach. Effective communication is a second directive in the college strategic plan. At the beginning of the 2017/18 school year, the college implemented strategies aimed at employee engagement (e.g., ongoing communication and updates, strengthening the organizational structure, providing a staff development week and cross-training, and making modifications to staff appraisals and corrective action processes, including the solicitation of feedback. Improving communication with Board members also included clarity on budget requests requiring Board approval. The 2017/18 plan was presented and approved by the Board of Trustees at the beginning of the Fall semester.

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

The College's hiring process requires minimum qualifications for all positions, and background and reference checks are performed for all new hires (Policy 5.3.3 Staff Handbook). Since 2015/16, the hires were made in all areas within the institution (Evidence: 2015 Hires, 2016 Hires, 2017 Hires); all were interviewed by a committee of three plus a Human Resource Representative; Rubrics were scored and recommendations were presented to the President for hire. One hundred percent (100%) of hires were based on committee recommendation.

The vast majority of faculty hold Master's or terminal degrees, and many have years of experience in their disciplines. Faculty and adjunct instructor qualifications are initially vetted by Human Resources (Evidence: 2017 Faculty Qualifications). Each semester, Academic Directors submit a qualification matrix indicating exceptions to the Vice President of Instruction (Evidence: Fall 2016, Spring 2017, Fall 2017).

Once employed, faculty, professional staff, and other personnel have a variety of training options available. Upon being hired, staff and faculty are required to read the staff handbook, review the college computer use policy, and attend an orientation that includes basic Human Resource topics as well as the college computer use policy.

The Jenzabar system is the college's student information services. Academic Directors, office managers, full-time faculty, advisors, and student service staff are required to take training prior to getting access to the student portal.

Travel and BAR training is conducted once a year for new employees and to re-orient all staff and supervisors working with travel or budget. (Evidence: Training 2016, 2017 Training).

Professional development is provided to build skills, sharpen skills, and meet on-the-job requirements, thereby improving employee proficiency to effectively perform their mission. The college offers a number of professional development opportunities for employees with prior approval from their supervisors. Full-time employees can take free classes at Luna Community College or New Mexico Highlands University. Employees can also seek professional development opportunities such as conferences and training based on need and availability. All requests are submitted to their supervisors and follow a signature chain up to the President (Evidence: PDP 2016, PDP 2017).

Additional training is offered institution wide for all employees. Such training includes FERPA, Active Shooter, Slips and Falls, Title IX, Crucial Conversations, Establishing Trust, Quality Matters Applying the QM Rubric (Evidence: 2016 and 2017 trainings).

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

Faculty, support personnel, and administrative staff work together to determine annual departmental budgets. Faculty and support personnel are asked to submit a needs assessment list to administrative directors which goes through a review. The budget is based on the needs of overall campus operations, each academic and vocational program, and student and staff comfort and safety. The departmental budget process begins at the department level. Each department meets annually (Evidence: January 2017 Calendar) with the Finance & Administration Office.

Department Directors monitor their budget via the school's automated system, Jenzabar. They regularly review department balances to ensure not to exceed their budgets. Budget Adjustment Requests (BARs) are used to move monies within their budget or to request additional funding from the Board of Trustees.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Finding: The College is out of compliance with Criterion Five, Core Component 5.B, "the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Reponse: The College implemented a comprehensive shared governance model to include existing committees which was formally approved by the Board of Trustees.

5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The seven-member board, serving in staggered six-year terms, attends onsite and offsite Board of Trustee trainings in varied forms. There are specialty workshops and informational retreats for board members, Quality New Mexico training for trustees, presentations by the College's legal counsel, and numerous work sessions by College staff. Recently the Board of Trustees participated in a work session that included workshops on Working More Effectively as a Board, the New Mexico Open Meetings Act and Community College Act Overview, and Board Policy Review.

The Board of Trustees provides oversight of the institution's financial policies and practices by representation on the Audit/Finance Committee, and offers input to all new and policy changes that are then acted upon by the entire board. The Board follows the open Meetings Act (NMSA 1978, Sections 10-15-1 to -4) and publicly meets each month regarding the College.

In addition, the Board of Trustees recently approved and adopted a formal shared governance model for the college that incorporates a Shared Governance Council (Board Policy 1520). This council is comprised of representatives from each of the college's constituent groups (administration, faculty, staff, and students). As stated in the approved policies for the Shared Governance council, the Board of Trustees considers all data supporting recommendations coming from the Shared Governance Council, provide a rationale for policy decisions, and document the decision in Board meeting minutes. The Board of Trustees also actively seeks guidance to ensure that they are in unison concerning their roles and responsibilities.

The following types of Board meetings were held: Regular, Work Session, and Special Board Meeting. Content of the meetings are available in the [Board Minutes](#).

5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Finding: The College's governance processes lack evidence of effectiveness and are not marked by appropriate collaboration, as required by this Core Component:

Response: Policies and procedures are a vital part of Institutional management because they prevent each employee from having to reinvent the wheel, and they provide a standard against which individual performance can be judged. Keeping all policies and procedures in written form improves the chances that they will be fairly and impartially applied to every employee at the College. To encourage a culture of shared governance, Luna Community College has adopted a shared governance model that ensures that all constituents have a valid part in the institution's governance. The adoption of the Shared Governance Model was also included in recent revisions to the [LCC Board Policies and Procedures Handbook](#)(Policy 1520).

Board Committees
Active standing committees of the Board include the Executive, Audit/Finance, Facilities, and Academic Affairs. These committees are co-chaired by a Board member and a staff member usually in Administration. The following standing committees are active and recognized in the Board policy:

- [Board Executive Committee](#)

- [Board Audit/Finance Committee](#)

- [Board Facilities Committee](#)   ([Minutes](#))

- [Board Academic Affairs Committee](#)   ([Minutes](#))

The purpose of the standing committees of the LCC Board of Trustees is to engage in review of matters before the board, enhance the productivity and actions of the Board, and recommend actions to the board. Each committee is assigned one or two board members and specific employees of the College.

To ensure compliance with a requirement that all committee meetings record official minutes, the College has required that all Office Managers participate in a training on how to prepare minutes. This training was conducted on [January 22nd](#). Participants have been assigned to one of the various standing committees on campus and shall be responsible for taking and publishing minutes.

Shared Governance Structure
Finding: The Board lacks a sound governance process.

Response: In the past, collaborative work and planning had been accomplished at the College through various committees (such as through the Tutoring Services Committee, Instructional Technology Committee, Advisement Committee, Institutional Analysis Leadership Team. In the 2014 HLC study report, however, LCC was placed on interim monitoring of criteria 5B because of a lack of a formal shared governance structure. As a result, a Shared Governance committee consisting of administration, faculty, staff, and students were charged with creating a formal model, eliciting comments campus wide and presenting a shared governance policy to the President and the Board of

Trustees. The Faculty Senate Chair was appointed facilitator and members of the committee met to review numerous shared governance models.

The first task for the shared governance committee was to ascertain current knowledge of "shared governance." As a result, a brief questionnaire was distributed to all faculty, staff, and students with the following Results. The responses were varied but the general consensus was that effective shared governance was not present at LCC. Taking these results into consideration, the shared governance committee then proposed a model to the College community.The Shared Governance Committee hosted a forum for all administration, faculty, staff, and students to introduce the proposed shared governance model. The forum opened up the conversation for questions and recommendations for the shared governance model. During this forum several recommendations were made, and the Shared Governance Committee made revisions to the model. Policies for the Shared Governance Structure were finalized and the model was presented to the Board of Trustees and unanimously adopted in December 2017, Policy 1520

The adopted LCC Shared Governance structure increases communication through all branches of the College. It also defines how that communication should occur, including the bidirectional communication requirement from the Board to the Shared Governance Council and vice versa.

Shared Governance Council
The Shared Governance Council consists of representative members from Administration, Academic Leadership, Faculty Senate, Staff Advisory Senate, and Student Government. This is a new committee that has been formally recognized and is currently being organied. It's purpose is to become informed about policy changes prior to a policy becoming approved by the Board.

Faculty Senate (Bylaws)
In October 2012, Luna Community College established the Faculty Senate. The purpose of the Senate is to facilitate effective communication among the faculty of LCC and between the faculty as a whole and the administration of the College. The Senate presents the views and recommendations of the College faculty to the administration and to the College Board of Trustees as they relate to academic policies and professional matters.

Faculty Senate meets monthly to consider policies and procedures regarding professional development, to organize faculty development presentations during in-service weeks and as needed, and to lead Student Learning Outcomes Assessment (SLOA) activities and Program Planning Assessment activities.

Curriculum Committee (Sept 2017 Minutes, October 2017 Minutes)
In February of 2015, Luna Community College established the curriculum committee. The Curriculum Committee is a standing committee adopted by Faculty Senate in 2016. The purpose of the committee is to promote educational quality, foster shared governance, and improve communication across departments. This committee has been reviewing revisions to curriculum and programs in preparation for the publication of the new 2018-2020 catalog.

Academic Leadership (Sample Agenda)
The Academic Leadership group, i.e., Academic Directors and Librarian) was formally defined by the College's shared governance structure. Before formal approval, this group represented the Academic Directors and Vice President of Instruction. Meetings occur at minimum once monthly.

Staff Advisory Senate (New)
The Staff Advisory Senate was created in December 2017. The Senate was created to serve as a

source of input regarding issues, policies, and decisions of the College as they relate to the staff of Luna Community College. The Senate reports to the College President and shall have the Senate President serve on the Governance Council. In addition, the Senate shall promote the general well being of Luna Community College by assisting the College in achieving its goals. Elections for the first staff advisory senate was conducted in January with its first meeting held on 1/29/2018.

Student Government(Associated Students of Luna Community College)
Student Government is comprised of currently enrolled students who want to make a difference at Luna Community College. As elected members, they plan activities, events, and other functions to benefit student-life at LCC as well as the community. Student Government members are from all walks-of-life and from all different disciplines. Their purpose is to address student concerns, questions, or requests in a timely, effective manner as well as seek solutions to unspoken needs. LCC offers a number of student activities that promote inclusivity and value culture. These organizations are directed by Student Government/Campus Life and supported by faculty or staff advisors.

As part of the shared governance structure, two additional committees were formally created and approved communicate with the shared governance council. It should be noted that three existing committees, Tutoring, Institutional Analysis, and Instructional Technology were moved into the Retention and Persistence Committee. The Institutional Analysis Committee was expanded to include Strategic Planning.

Retention and Completion Committee
This committee works with the President to bridge academic and student support services in a manner that maximizes efforts to measure, research and implement activities that directly increase student matriculation and persistence. A number of existing committees will be rolled into this larger committee (i.e., Advisement Team, Tutoring Committee, and Instructional Technology).

Strategic Planning and Institutional Analysis Committee
This committee works with the Board of Trustees, the President and the Academic Affairs Committee to create and implement the College Strategic Plan. Under the direction of the President, it also implements those activities of the college necessary to maintain good standing with the Higher Learning Commission and secondary accrediting bodies. The existing Institutional Analysis Leadership team will be rolled into this larger committee.

Institution-Wide/Adhoc Committees
Several Institution-Wide/Adhoc committees were created in 2016 and 2017 as a result of the need identified by HLC to engage faculty, staff, administration, and students in the institution's shared governance. The goal of the adhoc committees is to give staff, faculty, and students an advisory role in a number of significant topics pertaining to our strategic goals.

Institutional Analysis Leadership Team (IALT) (Sample Minutes)
The Institutional Analysis Leadership Team addresses accreditation issues and reviews internal and external reports to allow for alignment with the strategic planning of the College. This committee meets as needed.

This committee is evolving into the new and expanded Strategic Planning & Institutional Analysis Committee which was recognized and approved by the Board of Trustees in December 2017.

Advisement Team (Agendas)
The purpose of this committee is to create student advisement strategies that can be institutionalized across the Luna campus. This committee meets at least once a month.

This committee is evolving into the new and expanded Retention and Completion Committee which was recognized and approved by the Board of Trustees in December 2017.

Instructional Technology Committee (Agenda/Minutes Sample)
The purpose of this advisory committee is to research and discuss instructional technology needs, research possibilities, find funding opportunities, and recommend short- and long-term solutions related to planning of instructional technology and support at Luna Community College. This committee meets at least once a month.

This committee is evolving into the new and expanded Retention and Completion Committee which was recognized and approved by the Board of Trustees in December 2017.

Tutoring Committee (Minutes)
In July 2016, a tutoring committee was established to improve the tutoring program for all students. The purpose of tutoring program was to offer free tutoring services for all LCC students. During the spring 2017 semester the ACE (Academic Center for Excellence) Lab, located in the STEM department, was responsible for coordinating the tutoring services throughout campus. The goal was to assist any students needing help in classes with a long term goal of affecting retention and completion in a positive manner. Data on tutor usage was tracked through the ACE Lab for the purposes of being data driven. We also aim at being student driven by allowing students to dictate how we schedule and otherwise determine the operation of our tutoring services. With the data gathered and student input we can make appropriate decisions on future operations and techniques used to coordinate the tutoring services. Members of the group included, one full-time staff who was the coordinator, faculty, staff, academic directors, the satellites and the VP of Academics. The Adult Education division made additional resources to students such as language testing and remedial support. Data has been gathered all year long regarding the tutoring services for re-evaluation and implementation for academic year 2017/2018.

This committee is evolving into the new and expanded Retention and Completion Committee which was recognized and approved by the Board of Trustees in December 2017.

Advisory Boards
In addition to committees, a number of active advisory boards collaborate both internally and externally to guide planning decisions.

5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Luna Community College enables involvement through the leadership advisory team, Faculty Senate, Staff Advisory Senate, Student Government/Student Life, staff development, strategic planning and persistence, and staff evaluations. All policies are accessible through the LCC Board of Trustees policies and procedures, College catalog, faculty and student handbooks, and the Luna website.

Collaboration is ongoing and involves all committees and groups across the institution. The executive team consists of the President, Vice President of Instruction, Vice President of Finance, and Human Resources Director.

Academic Directors meet with the Vice President for Instruction at least once a month to discuss academic issues and go over academic guidelines. Faculty Senate meet monthly on Fridays, inviting anyone who wishes to attend and four faculty-inservice weeks a year. The Vice President

of Instruction and the Faculty Senate Chair began the much needed conversation between Administration and faculty. Results thus far includes updated faculty and student listservs, open discussion, transitioning roles of inservice activities to Faculty Senate, collaboration regarding accreditation needs in assessment and shared governance, and inclusion of Faculty into Adhoc Committees such as the Instructional Technology and Advisement committees, assessment conferences, and HLC conference attendance.

More structure for collaboration was needed, and as a result the Shared Governance Model was created and adopted. The Student Learning Outcomes & Assessment (SLOA) committee developed an infrastructure which implanted effective teaching and learning strategies. SLOA focuses on student learning outcomes and methods to measure those outcomes. Lead by Faculty Senate, faculty are randomly selected by department directors to participate in SLOA (Student Learning Outcomes Assessment) presentations where they present learning outcomes, assessment tools, data and how the data made a difference in student learning to a committee of fellow faculty members(adjunct and full-time faculty). The report is also assessed by the Academic Directors in areas needing improvement.

Student Government/Student Life is comprised of student officers, student members, and at least 1 employee advisor. This year, this group also co-participated in an with the Adhoc Advisement team with a Mentoring event where a questionnaire was distributed to students inquiring about their advisement/mentoring needs. Over 80 students responded to the questionnaire. Results were evaluated by the Advisement team for subsequent action. All student clubs get approved by Student officers from the Student Government/Student Life. Each proposed club is required to develop measurable goals and follow up with an end-of-year report.

Staff Development at the College are offered professional staff development through tuition waiver, onsite training, and professional development (PDP) opportunities for Regular Full-time and part-time employees. Whether employees want to sharpen the skills they have or meet on-the-job requirements, thereby improving efficacy as employees of the College and ultimately the ability of the College to effectively perform its mission, the professional development opportunities can help them meet faculty and staff goals. Since the professional development budget is limited, a staff or faculty member must fill out a PDP form and get it approved by their Director. The Director then submits the form to the Vice President of Academics, the Vice President of Finance, and finally the President. (See 5A.1 for additional information on training).

A number of on-campus training opportunities were offered in academic year 2016/17: Examples include: leadership training, FERPA training (staff, faculty), Active Shooter training (staff, faculty), Crucial Conversations (staff, faculty), Building Trust (staff, faculty), and Applying the QM Rubric (faculty).

Institutional Training Description Dates FERPA (Classroom and F2F) Faculty, staff and administration training on FERPA issues. Aug 2016 and August , Online Active Shooter Training offered by the Las Vegas police department regarding campus environment and security awareness.

On Oct. 6, 2016, Crucial Conversations was a 4-6 hour workshop dedicated to fostering open dialogue around high-stakes, emotional, or risky topics. Administrators, faculty, and staff were invited to practice speaking and being heard (and encouraging others to do the same). Participants begin to surface the best ideas, make the highest-quality decisions, and then act on decisions with unity and commitment.

On Dec. 12, 2016 & Oct. 25, 2016, Establishing Trust was offered onsite as a 3-hour workshop for faculty, staff, and administration with a focus on establishing trust and setting expectations in the

Workplace.

On Oct. 25, 2016, Applying the QM Rubric workshop series began. This workshop is a two-week online training for faculty and staff. The workshop introduces a national benchmark (Quality Matters) into online course design practices.Additional workshops were held on March 21, 2017; March 28, 2017; May 9, 2017, and were open to both faculty, support staff, and adjunct instructors.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

The College methodically aligns all activities with its mission to ensure quality and strategically responds to a continuously changing environment, by way of a Retention Persistence & Completion Plan. Luna's Guiding Principles provide further guidance to the employees and students.

Budgeting is also a central function in planning and Luna Community College exerts proper fiscal responsibility for success. All actions, especially those regarding planning and spending are derived from the College's mission: "CREATING OPPORTUNITIES FOR YOU".

The Planning Process
The Master Strategic Plan provides the focus that guides the Institution in fulfilling its vision of being "NEW MEXICO'S PREMIER COMMUNITY COLLEGE: PREPARING STUDENTS FOR SUCCESS". Strategic goals. Strategic plans are revisited yearly for each department, and for the college as a whole, are intended to reflect what the institution is currently doing and where it intends to be in the future. The planning process evolves from the mission and results in establishing long-range institutional goals that provide focus and direction for future growth, as is articulated in the Guiding Principles.

Master Strategic Plan
The Master Strategic Plan has been in place for the past four years. During this period, we have continued to progress and have advanced our programs and courses to a level where students are well-prepared to enter the job market, and/or further their education. All this, despite the nature of the downturn in the economy, and revenue reductions from the State of New Mexico. By focusing on our mission of serving students, with decision makers meeting on a regular basis, we ensure the budget and revenues stay appropriately aligned to meet the educational needs of our student population. Examples of strategic plans include:

- [All Departments Strategic Plan](#)
- [2017/18 Academic Strategic Plan](#)
- [Allied Health Strategic Plan](#)
- [Vocations Strategic Plan](#)
- [Registrar's Strategic Plan](#)
- [Student Services Strategic Plan](#)

Budgets

Each department continuously keeps up with their own budget. Through constant monitoring, each sets up their own [BAR](#) (Budget Adjustment Request) to ensure financial stability. A monthly draw-down is reported to the Board of Trustees. Along with the reporting, BARs are processed as needed for further expenses during the next regularly-scheduled Board Meeting.

Faculty/Staff Handbook

The Human Resources Department has made available both a [Faculty Handbook](#) and a [Staff Handbook](#), on the institutional website, which outlines the proper protocol for most any situation that might arise at Luna Community College. In addition, a different section is covered in the in-service week by a representative from the department/policy being reviewed.

Title V Policies/Procedure Manual

The Title V program is required to compile a [Policies/Procedures manua](#)l for the duration of the grant. It ensures procedures for effective and efficient project implementation that will maintain comprehensive records. This entails staff responsibilities, lines of authority, and specific job descriptions for all staff, samples of required forms, reporting procedures and timelines.

Technology

Luna Community College has numerous computer labs throughout campus as well as the Springer site and Mora and Santa Rosa satellite campuses. These are all equipped with as needed, for students to utilize for their online courses. The specific locations for students to access technology for use are as follows:

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers
  - Nursing – 2 Student Labs, 30 computers
- Media Arts Building – 1 Student Lab, 17 computers
- Education/Preschool Building – 1 Student Lab, 4 computers
- Humanities Department - 4 computer labs, total of 60 computers and 3 have a printer
- Student Services Building – 1 Student Lab/Access area and 1 Faculty Training Center
- Learning Resource Center – 1 Student Lab/Access area with General computer access available for students and Public, also access available in Coffee Shop
- Adult Education Building – 2 Student Labs, 14 computers
- STEM/Technologies Building – 4 Student Lab, 65 total computers available
- Student Services - 1 Student Lab, 15 computers, a printer and a scanner
- Vocational Trades Areas:
-   - Automotive Technologies - 1 Student Lab with 16 computers, and 4 computers in the Shop area
    - Building Trades - 1 computer
    - Culinary Arts - 1 Student Lab, 3 computers
    - Electrical Wiring Lab - 1 Student Lab, 2 computers
    - Cosmetology - 1 Student Lab, 3 computers
    - Welding Technologies -

Springer Satellite – 2 Student Labs, 19 computers
- Santa Rosa Satellite – 2 Student Labs, 21 computers
- Mora Extension – 122 computers for student use; 1 printer/scanner and a classroom that is used for transmitted classes.The classroom contains a TV with a computer tower and a smartboard.

Online Student Services continue at Luna Community College. Through which students can register, make payments, process financial aid, and receive tutoring--for all courses offered at LCC.

The **Online Student Account Services** website (https://pathways.luna.edu/ics/) offers the services that students can access online. The remote desktop system (https://luna.edu/dl_support/) provides a link for students to access all the **computer resources** available on LCC campus. Online freshman orientation has been developed to provide off-site students with the same information as students who attend live orientation. The LCC web page contains documents, videos and web links for building a resume, reviewing interviewing techniques, as well as a job search engine. Scanners, printers and smart boards are available, and utilized in each transmitting lab, along with a security monitoring system, for those classes that are broadcast remotely/simultaneously.

PLATO (https://mediaserver.luna.edu/plato_videos/AccessingPLATO.pdf) is online instruction specifically for new college students. They are able to supplement knowledge in specific areas or strengthen existing competencies to begin college-level coursework offered at LCC.

Blackboard e-Education platform learning management system (https://lunabb.blackboard.com/) is utilized for the delivery of online courses. Faculty members are both initially and continuously trained on the specifics to successfully deliver courses.**Collaborate**, a web conferencing tool with audio, and white-board simulcasting is utilized by faculty and students to enable complete participation in their online courses.

Jenzabar CX (CARS) system is the management software used campus-wide (including satellite campuses) for everything from student information, registration, financial aid, faculty and staff payroll and the purchasing processes (requisitions, purchase orders, account reconciling).

ITV (Interactive Technical Video) has been replaced. Our real-time remote interaction system is now **Collaborate.** This allows students at the various sites to interact in 'real time' with their instructor and fellow students at different locations. The class delivery is audio and video as per Internet connections. Students and the Instructor appear on a TV screen and instruction is utilized through this mode of communication. This can be offered during a "real-time" class, as well.

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

Reports
The Title V grants are included as evidence for the feasibility of student success. Board of Trustees Reports, and an NCA focus report that a team from Higher Learning Commission visited Luna Community College for approval of offering more online courses. Title V External Reports (Years 1-5) are also required for the performance of the program for the duration of the grant. Annual Performance Reports (APR) are completed each year in detail for all objectives and initiatives covered throughout the year and are subsequently submitted to the Department of Education. Internal reports, such as monthly reports and bi-weekly time and effort reports are completed by all Title V

staff, as required by the grant.

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

In 2010, the Student Learning Outcomes & Assessment (SLOA) Committee developed an infrastructure which implemented effective teaching and learning strategies (https://luna.edu/media/pdf_files/LCC_Spring_2010_Assessment_Report.pdf). SLOA focuses on student learning outcomes and methods to measure those outcomes. Lead by Faculty Senate, faculty are randomly selected to participate in SLOA presentations, where they present learning outcomes, assessment tools, data and how the data made a difference in student learning to an audience of fellow faculty members (adjunct and full-time faculty). The report is assessed by the respective Academic Director on areas needing improvement. As it is apparent how critical they are to maintaining LCC's Higher Learning accreditation, the SLOA's have been maintained and presented almost every term (see https://luna.edu/reports --scroll to half-way down for each term's presentation reports). The SLOA's presented for the Spring 2017 term were:

- CS130--Intro to Nursing
- CUL 107--Food Safety
- DENT 102--Dental Materials
- ENG 111 & ENG 115--Eng Comp. I & II
- MATH 212--Calculus II
- MMC 105--Visual Concepts
- NRSG 115--Common Health Problems
- NRSG 220--Mgmt. of Client Care in the Community
- NRSG 245--Pharmacotherapeutic Interventions II
- PSYCH 101--Intro to Psych
- VOC 109--Fund of Vocational Education
- WLDG 105, 118, 13, 140, 230--Welding
- Humanities 250 Capstone

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

The local geographical area served by Luna Community College benefit from the variety of services the college provides. Community Services at Luna Community College allows the non-academic use of the college's facilities for community functions such as meetings and conferences.

LCC provides educational opportunities for acquiring certificates and licenses in vocational trades areas. This is evidenced by the State of NM Commercial Driver's Licenses earned, the American Welding Society Certifications and the OSHA 10 and 30 awarded. Also included in VOC Trades, are the Culinary Arts students graduating, the ServSafe Certifications (food handlers or managers) earned, and the State of NM Licensing for Cosmetology and Barbering completions.

As for the business and industry sectors, LCC satellites and the outlying areas out of Las Vegas collaborate to improve the economic stability of these areas.

For life-long learning skills, LCC encourages students, faculty, and staff to work as partners in the

community. In addition, LCC facilities are open to and used by local communities on a regular basis, e.g. Firefighting training, Realtor's workshops, area school districts that provide in-service training, a licensed community kitchen and others. Luna Community College also houses, as partners, AHEC (Area Health Education), Small Business Development (http://www.nmsbdc.org/las-vegas.aspx), Defensive Driving and Seat Belt classes and Noches de Familia. These and other external organizations routinely use LCC facilities for workshops that are available to the community.

Educational Opportunities
Luna Community College offers opportunities for professionals to expand their credentials through workshops, training, technical certificates, CDA certification for staff working in the daycare facility on campus, and AA degrees. Technical certificates can be offered to students in Vocational Trades areas for welding, automotive and electrical components. CDL class A licensure, OSHA-10 and 30 and Heavy Equipment (specific pieces) certification are available as well. In the LCC Nursing program, students can pursue a health career by obtaining a home health worker certification or by acquiring an Associate's degree. In the Business Studies program, students can take classes in basic or advanced computer application skills, as well as those offered in business management in preparation for (or advancement at) their jobs.

The **Luna Community College Foundation** (https://luna.edu/foundation/) offers scholarships to Luna students and has many fund-raising activities for this purpose. The Dual Credit component at Luna Community College offers High School students the opportunity to gain credit for core classes that are taken at the college level.

Economic
Luna Community College strives to advance economic development efforts with local civic organizations, businesses, and industries by meeting training needs. Civic leaders recognize and value the on-going role of what Luna can provide for local economies. For instance, the OPEN HOUSE held for the Nursing Department's Simulation Lab offered a look inside the instruction guiding nursing students. Many community leaders took part in this great endeavor, as well as the Governor of New Mexico. The Mayor of Las Vegas attended the Grand Opening of the Collision Repair Technologies Facility, as did fifty-plus local business representatives.

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

In addition, student barbeque fun days are events that the family can participate in as well as students, on the main campus. Games, music and informational booths are usually part of the event(s). The satellites also have designated days for their students and families.

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

Life-Long Learning
Professional Development is integrated at the beginning of each semester for staff growth in many areas that include: Family Educational Rights and Privacy Act (FERPA)/Ethics, Sexual Harassment, Active Shooter Training, Evaluation, Strategic, and Quality New Mexico training and others. Professional Development training continues to enhance the pedagogical knowledge of the faculty and competence of staff.

The Community Education Program emphasizes LCC's commitment to the community by providing

educational opportunities for all ages. Classes are scheduled throughout the school year and are offered at many off-site locations. Courses in various disciplines are offered to upgrade job performance in a variety of occupational areas.

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

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

New Mexico Educational Opportunity Center provides:

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

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

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

Economy
The **Finance Committee** consists of two Luna Community College Board of Trustee members and staff that review the Institutions budget and finance in detail. Minutes and Agendas are provided. Luna Community College Board of Trustees receives training to advise the Institution on budget and finances.

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

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

State Support
The IPEDS report is submitted every April for prior year enrollments, economies, and financials. This report is then reviewed by federal and State Agencies.

 Luna Community College, together with all Higher Education Institutions, has seen the state allocation decrease for the past five years as shown on the allocations spreadsheet. LCC has adjusted to unexpected and state-mandated funding clawbacks, by not replacing employees that have retired or resigned.

Every department is working with their budget for the 2017 – 2018 fiscal years, as shown on NM HED HB10 Reductions.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Luna Community College has eleven (11) primary buildings that are currently connected to the main infrastructure. A 100 megabyte Internet service is provided to the Main Campus via fiber connection from Albuquerque to Las Vegas. This is the primary feed to the Internet for the Main Campus.

Luna's Satellites and sites are connected through VPN or Point-to-Point connections:

- Springer is connected via a 20 megabit point-to-point fiber connection;
- Mora via VPN over 40 megabit DSL; and
- Santa Rosa via VPN over 50 megabit DSL.

Luna Community College's Information Technology Services provide assistance to Students, Faculty, and Staff at the Main Campus, its Satellites and off-site locations. This consists of workstation installations and support, software installations and support, and other various networking services.

Luna Community College has WiFi freely available throughout all buildings on Main Campus. There are numerous computer labs throughout campus as well as the Mora site and Springer and Santa Rosa satellite campuses. These are all equipped with equipment as needed, for students to utilize for their courses, online or traditional. Printers are made available as a part of this service. The specific technology locations for students to utilize are as follows:

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers
  - Nursing – 2 Student Labs, 30 computers
- Media Arts Building – 1 Student Lab, 17 computers
- Education/Preschool Building – 1 Student Lab, 4 computers
- Humanities Department - 4 computer labs, total of 60 computers and 3 have a printer
- Student Services Building – 1 Student Lab/Access area and 1 Faculty Training Center
- Learning Resource Center – 1 Student Lab/Access area with General computer access available for students and Public, also access available in Coffee Shop
- Adult Education Building – 2 Student Labs, 14 computers
- STEM/Technologies Building – 4 Student Lab, 65 total computers available
- Student Services - 1 Student Lab, 15 computers, a printer and a scanner
- Vocational Trades Areas:
  - Automotive Technologies - 1 Student Lab with 16 computers, and 4 computers in the Shop area
  - Building Trades - 1 computer
  - Culinary Arts - 1 Student Lab, 3 computers
  - Electrical Wiring Lab - 1 Student Lab, 2 computers
  - Cosmetology - 1 Student Lab, 3 computers
  - Welding Technologies -
  Springer Satellite – 2 Student Labs, 19 computers
- Santa Rosa Satellite – 2 Student Labs, 21 computers
- Mora Extension – 122 computers for student use; 1 printer/scanner and a classroom that is used for transmitted classes.The classroom contains a TV with a computer tower and a smartboard.

Online Student Account Services (https://pathways.luna.edu/ics/) continue at Luna Community College, through which students can register, make payments, and process financial aid--for

all courses offered at LCC.

Classes are offered for attendance at varying times, allowing for a wide demographic of students. There are times when the after-hours classes being offered are filled before the traditionally-offered courses, due to the participation of community members who also hold down full-time jobs elsewhere.

Sources

- 2013-14 STRATEGIC PLANS-ALL DEPARTMENTS
- 2016-2017AcademicGuidelines
- 2017-18 Academic Strategic Plans
- A-1617 Budget and 1516 BAR HED Approved
- A2012-2016Fiscal Health Data
- ACCESS_Center_Annual_Report_2015-2016
- ACE Lab Tutoring Report
- AFinAdmin changes to Manual Policy - Capitalization and Disposition
- AFINANCE Proceedures Manual
- Collegenight 2016
- Departmental Strategic Plan-FA
- Enrollment Snapshot 2016
- Faculty Senate Recommendations for 2017
- Inst. Analysis Leadership Team minutes
- Institutional Technology Committee Minutes
- Jenzabar_CX_CARS
- LCC Retention Persistence Completion Plan
- LCC_Housed_Agencies_AHEC
- LCC_Map adopted2012
- LCC_Strategic_Plan_2013-2018
- May 2017 Faculty Inservice Week Schedule
- Physical Plant master list
- SLOA - CS130 (Intro to Networking)
- SLOA - CUL 107 (Food Safety)
- SLOA - DENT 102 (Dental Materials)
- SLOA - ENG 111 (Comp I)
- SLOA - ENG 115 (Comp II)
- SLOA - MATH 212 (Calculus II)
- SLOA - MMC105 (Visual concepts)
- SLOA - NRSG 115 (Common Health Problems)
- SLOA - NRSG 220 (Management of Client Care in the Community)
- SLOA - NRSG 245 (Pharmacotherapeutic Interventions II)
- SLOA - PSYCH 101 (Intro to Psych)
- SLOA - VOC 109 (Fund. of Vocational Ed.)
- SLOA - WLDG 105, 118, 133, 140, 230 (Welding)
- SLOA LCC_Sp2015
- SLOACourseLevelAssessmentHumanities250Capstone
- Strategic Plan 2017-2018-A&R
- Strategic Plan 2018-Student Success Center
- Strategic Plan APR 16-17 Voc_Ed

- Strategic Plan for AH 2017_18
- Student Advisement Committee and Minutes
- Student_Learning_Outcomes_Assessment
- The_Luna_Light-April_18
- Title_V_Grants 2013
- Title_V_March_2016_Newsletter
- Title_V_Policie_Manual
- VOCTrades Retention, Persistence & Completion Form

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. The institution develops and documents evidence of performance in its operations.

A number of performance measures are conducted annually and/or regularly to systematically assist the institution in maintaining and improving institutional-wide performance:

- Strategic plans which guide departments. Samples include:
    - 2013-14 All Department's Plan
    - 2016 Academic Plans
    - 2017 Academic Plan
    - 2017 Allied Health Plan
    - 2017 Vocations Plan
    - 2017 Financial Aid Plan
    - 2017 Registrar Plan
    - 2017 Student Services Plan

- Secondary accreditations require regular evaluation of performance in the following:
    - School of Business
    - Dental Assistant Program
    - Nursing Program
    - National Automotive Technicians Education Foundation
    - HLC annual reports

- Additional annual reports include
    - Adult Education MidYear,
    - Title V
    - NM Independent Community Colleges
    - LCC Audit including financial aid
    - PreSchool Five-Star
    - Tutoring Services
    - Student Government Organizations
    - Faculty Senate Report,
    - Quality initiative in distance education

- Formal Assessments such as Student Learning Outcomes assessment, program assessment,
- Annual surveys are used to inform us about needed improvements such as in
    - Tutoring services
    - Wellness center services

- o [Library services](#)
- o [Student advisement services](#)
- o [Student government](#)
- o [Course evaluations](#)
- o [Course observations](#).

Employee evaluations are required each year (per [Staff Handbook](#) policy) to guide communication regarding job performance and expectations; it is also used to provide supervisors with information to build development plans as needed.

Another example of utilizing data to make improvements can be obtained by reviewing results. For example, the [advisement results](#), informed the [Advisement committee's](#) direction regarding priority advisement services. The tutoring survey guides improvements in [tutoring](#).

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

The College reviews it policies and procedures such as the [Staff Handbook](#), [Faculty Handbook](#), [Travel Policy and Procedures](#), [Financial procedures](#) on an ongoing basis and makes decisions to reorganize accordingly. The institution's primary focus is to meet the needs of its students and to prepare them to enter the workforce as fully qualified and competent professionals. Many of our students go on to pursue four-year degrees. The [Academic Guidelines](#) are modified as needed to reflect policy changes.

The College recognized the change in culture and the increased interest in distance education. The [FY08-13 Title V](#) Grant focused on that initiative. Online enrollments experienced dramatic growth, an 87% increase from 2008 to 2012. Since 2016, over 33 faculty, including support staff, took a two-week workshop in online course design using a national quality program called Quality Matters. Focus on four areas of alignment (assessment, activities, materials, and technology) to the course learning objectives have provided clarity to instructors about their face-to-face course design as well. As part of the [quality initiative](#) in distance education, two full-time faculty became recognized nationally as Quality Matters certified peer reviewers who will begin the assessment of online course design beginning with the School of Business.

Luna Community College serves a unique constituency; our geographic area of responsibility is widespread and sparsely populated. We have satellite and site operations in Springer, Mora, and Santa Rosa. The College monitors the satellite usage and costs; these reports are documented and used to guide instructional and community goals.

Student organizations, tutoring services, and Faculty Senate,for example, evaluate results at the end of the year for subsequent planning. (See Criterion 5.D.1 for additional performance data.)

Sources

- 2013-14 STRATEGIC PLANS-ALL DEPARTMENTS

- 2015-2016 Academic Strategic plans
- 2016_HLC Institutional Update
- 2017-18 Academic Strategic Plans
- 2017AuditLuna_Community_College
- 2017LCC Student Advisement Survey
- 2017Results of Mentor Survey
- Academic_Guidelines_7-2017
- ACE Lab Tutoring Report
- Adult Education Survey 2015
- Advisement Team
- AE Mid Year Report Template 2017-2018
- AFINANCE Proceedures Manual
- Apr 2014 ACBSP Accreditation Letter
- ASLCC & CL Outcomes Report Spring 2017
- Assessment Team Report
- Classroom Observation Survey
- Course Level Assessment - A Guide
- DEGoals2016-2019
- DentalAsstADVISORY BOARD SURVEY
- Departmental Strategic Plan-FA
- Employee_Job Description Questionnaire - SalaryParity
- Evaluations Survey
- FS Annual Report 2016-2017
- LCC CODA Recommendations Report 2017
- LCC end of semester tutoring survey
- LCC Program Assessment Rubric
- LRC Survey
- NATEF Accreditation Letter_Trades
- NMAC NursingEvaluation Site Visit Oct 2017
- NMICC-Fall 2017 Qtr Report-Oct6-Explanation
- NMICC-report-2017_
- PreschoolFOCUSVerificationReport2016
- Program Assessment Form SP18
- School of Business Verification of Accreditation_2017
- Strategic Plan 2017-2018-A&R
- Strategic Plan 2018-Student Success Center
- Strategic Plan APR 16-17 Voc_Ed
- Strategic Plan for AH 2017_18
- STUDENT DENTAL ASSISTANT SURVEY
- Student Government Survey Results 2017
- Title_V_Policie_Manual
- Travel_Brochure_1718
- Wellness Questionniare

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

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

Luna Community College has built tradition, commitment, and progress into its institutional effectiveness and reputation. It has done so by effective planning and advocating for resources from federal, state, and local entities. LCC has traditionally received strong support from its legislative delegation to bolster the resources necessary to improve operations, programs, facilities, and equipment. The investment in LCC has been supported by local taxpayers, program evaluators, students, faculty, staff, alumni and legislators. The institutions success is evidenced by the progress and growth of all aspects of college development from facilities and infrastructure to programs and extra-curricular activities. The emphasis is on strategic planning, dedication to the institution's mission, and being professionally assertive and innovative to secure needed funding.

Sources

There are no sources.