Luna Community College

School of Business
2013-2014 Self Study

For Demonstrating Excellence in
Associate Degree Schools and Program

Accreditation Council for Business Schools and Programs (ACBSP)

SELF-STUDY YEAR 2013-2014

NAME OF INSTITUTION: Luna Community College

PRESIDENT'S NAME: Dr. Pete Campos

CHIEF ACADEMIC OFFICER'S NAME: Dr. Vidal Martinez

DEAN OR HEAD OF SCHOOL OF BUSINESS OR PROGRAM: Dr. Vidal Martinez

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Dr. Vidal Martinez

Title: Vice President of Instruction

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DATE OF SUBMISSION OF THE SELF-STUDY: January 10, 2014

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Steering Committee

Elaine Ortega, Faculty
Harry Anderson, Faculty
Dolores Gutierrez, Faculty
Meta Levister, Faculty
Brendaleigh Lobato, Faculty
Amanda Lucero, Office Manager

Coordinator for Accreditation

Vidal Martinez, D.Ed.

Listing of all Business and Business-Related Programs

Column A: List all business or Business-related programs (including those with designations in the degree or major title such as "Business," "Industrial," "Administration," "Management," or "Organizational.")			
Column B: Indicate with "yes" or "no" whether the program is administered by the Business unit.			
Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.			
Column D: Indicate number of degrees conferred during self-study year			
Business or Business Related Programs	Program in Business Unit	To be Accredited by ACBSP	Number of Degree Conferred During Self-Study Year
Accounting	yes	yes	3
Business Administration	yes	yes	6
General Business	yes	yes	1
COMMENTS:			

Definitions

AAT Academic Advisory Team with the main responsibility of contributing to student success. Other responsibilities include curricula development, textbooks approvals, recruitment, and advisement.

ACCESS Center Advisement, Counseling, Career Placement and Educational Support Services Center (ACCESS)

Distance Learning Instructional delivery that is not conventional and includes EWEB (online), ITV (Interactive Television) and Hybrid

LCC Luna Community College

LRC Learning Resource Center – Library

NMCBAC New Mexico Collegiate Business Articulation Consortium

NMICC New Mexico Independent Community Colleges

Satellite a place, geographically separate from the main campus and where instruction takes place.

SLOA Student Learning Outcomes Assessment and is an on-going process at LCC that takes place every semester with the ultimate goal of improving student learning.

SMART Skilled, Motivated, Accomplished, Reliable, and Talented

Student Success is a desirable outcome to include: student retention (persistence from one semester to the next), educational attainment (complete degree or certificate program), academic achievement (avoid failing grades and progress academically), student advancement (continue to a four-year university or gainful employment), and holistic development (the "whole person" to include intellectual, emotional, social, ethical, physical and spiritual). http://www.indstate.edu/studentsuccess/pdf/Defining%20Student%20Success.pdf

Workforce Professional Development is a term used to describe a student who is earning a degree or certificate to improve his or her current job or employment status. It is the acquisition of knowledge and/or skills.

Overview and Organizational Profile for Accreditation

Institution Response:

A. The individuals who prepared the self-study include: Brendaleigh Lobato -Adjunct Faculty, Amanda Lucero -Office Manager for the School of Business, Dolores Gutierrez -Faculty & Lead Advisor for General Business, Elaine Ortega -Faculty & Lead Advisor for Business Administration, Meta Levister -Adjunct Faculty, Harry Anderson -Faculty & Lead Advisor for Accounting, and Dr. Vidal Martinez -Coordinator for Accreditation.

Other participants include: Wanda Martinez -Self-Study Editor, Denise Montoya -Graphic Designer, Johnathan Ortiz –Luna Community College Registrar, Denise Gibson -Lead Database Administrator/Institution Research, and Sandra Rivera -Human Resource Office Manager.

B. The main purpose of the self-study was to evaluate the School of Business with the criteria set forth in the standards outlined by the Accreditation Council for Business Schools and Programs (ACBSP). Other purposes of the self-study include:

- to improve the quality of education offered to Luna Community College business students;
- to enhance the reputation of the School of Business;
- to attract new students and strengthen industry and business partnerships; and
- to add value to Luna Community College in a competitive global market.

C. The self-study timeline is shown in Appendix A.

D. Luna Community College is accredited by The Higher Learning Commission (HLC), a member of the North Central Association of Colleges and Schools (NCA). A copy of the current affiliation from the HLC is in Appendix B and online at:
http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,1952/

The college is currently undergoing the HLC self-study and expects reaffirmation in 2014-2015.

E. History of Luna Community College

Luna Community College (LCC) is the only community college in northeastern New Mexico. LCC is located in the lower slopes of the majestic Sangre de Cristo Mountain Range overlooking the City of Las Vegas, New Mexico. LCC enjoys an outstanding reputation for its caliber of facilities, teaching methods, curricula, and dedication to excellence.

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

In 1967, a legislative act of the State of New Mexico authorized the establishment of a vocational training facility at Las Vegas, New Mexico. When LCC was founded in 1969, the new board of trustees honored Captain Maximiliano Luna by naming the school, Luna Area Vocational Technical School.

In 1970, the first 5-mill levy election to fund LCC, which at the time was called Luna Vocational Technical Institute (LVTI), was held and overwhelmingly approved by the citizenry to voluntarily tax themselves in support of vocational-technical education. This provided an occupational training opportunity for the people of the following school districts: West Las Vegas Municipal Schools, Las Vegas City Schools, Santa Rosa Consolidated Schools, and Mora Independent

Schools. These school districts lie within San Miguel, Guadalupe, and Mora counties. Later, the Springer Municipal Schools, Maxwell Municipal Schools, and most recently the Wagon Mound Public Schools joined the mill levy. Since its inception, the college has continued to grow and expand to meet the occupational needs throughout northeastern New Mexico.

LCC has satellite centers in Springer and Santa Rosa, New Mexico. These satellites, in addition to the main campus, serve participants of the Springer Municipal Schools, Maxwell Municipal Schools, and Santa Rosa Consolidated Schools, which are within Colfax and Guadalupe counties.

All campuses are administered and supervised by LCC and governed by an elected Board of Trustees. Courses may be offered where need is demonstrated.

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

On December 18, 2000, the Board of Directors adopted the current name, Luna Community College, to signify that the college was a comprehensive community college. The New Mexico Legislature officially approved the name change. As of today, LCC continues to offer a broad range of vocational, technical, academic, and professional educational programs.

Student Composition

Luna Community College unduplicated headcount for the 2012-2013 academic year was 2,606. LCC is a member of the New Mexico Independent Community Colleges (NMICC) and is recognized as a Hispanic serving institution.

The spring 2013 semester credit enrollment was 1664; female students comprised 55 percent and male students 45 percent of the total enrollment. Hispanic student enrollment was 75 percent, and White student enrollment was 24 percent. Full-time attendance was 26 percent of total enrollment, and part-time attendance was 74 percent. The majority of students were from San Miguel County (Las Vegas) at 59 percent, with 41 percent of students from off-site or satellite locations.

Remedial courses represented 23 percent of the total student credit hours generated for the spring 2013 semester. A complete summary of spring 2013 enrollment data and other pervious enrollment data is located in the Registrar's Office.

The School of Business

In the last year, the School of Business made significant changes to meet the demands of students. Through program review for spring 2013, the Office Administration program was eliminated and the Computer Application Specialist certificate program was moved to the STEM

Department. In addition, the position for director was replaced with a full-time faculty-member, and the office manager was moved from part-time employment to full-time status. In fall 2013, the Business and Professional Studies Department changed its name to the School of Business. Currently, the department offers three associate degrees in Accounting, Business Administration and General Business with two certificate options.

For fall 2013, declared student majors for the School of Business are as follows:

Business Administration (AAS)
Accounting (AAS)
General Business (AA)
Accounting (Cert.)
Small Business Management (Cert.)

F. Appendix C shows Luna Community College's organizational chart. The School of Business has only one organizational level. All faculty and the office manager report to the Vice President of Instruction, Dr. Vidal Martinez.

G. Luna Community College is chartered by the New Mexico State Legislature. In 2005, the New Mexico Legislature amended the Community College Act to acknowledge Luna Community College as a public community college authorized under the Community College Act, NMSA, 1978 Section 21-13-1, et seq., as amended.

H. The Board of Trustees of Luna Community College is elected by voters in the public school district within each service area. It is a lawful body whose responsibility is to establish policy and govern all facets of the educational, administration, support programs, and any other activities that the College may be engaged in.

Board of Trustees

Abelino Montoya, Jr., Chairman
Kenneth Medina, Vice-Chairman
Dan Romero, Secretary
David Gutierrez, Member
Frankie Tenorio, Member
Ernie Chavez, Member
Tony Valdez, Member

I. LCC's mission: "**Creating Opportunities for You**!"

The vision statement: "**New Mexico's Premier Community College: Preparing Students for Success**"

LCC's Guiding Principles as listed in the 2012-2015 Catalog:

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

In 2013, with the assistance of Quality New Mexico, LCC revised its mission statement. During the next catalog cycle (2015-2018), LCC will publish its new mission in its institutional catalog. The current mission statement is listed on the LCC web page, http://www.luna.edu, and all LCC publications.

J.   The mission of the School of Business is to graduate S.M.A.R.T. students.

*S*killed

*M*otivated

*A*ccomplished

*R*eliable

*T*alented

The School of Business objectives are:

- To provide quality education through courses, certificates and degrees;
- To prepare students for the workforce;

- To prepare students for transferability to a four-year university; and
- To assist students in professional development.

The programs in the School of Business are aligned with the college's mission. For example, the Associate of Applied Science degree in Accounting and Business Administration, and certificate programs in Small Business Management and Accounting are geared toward employment or professional development. The Associate of Arts degree in General Business in designed for transferability to a four-year university.

K. The programs in the School of Business to be evaluated for accreditation are:

Accounting (AAS) – 62 Credit Hours
Business Administration (AAS) – 63 Credit Hours
General Business (AA) – 66 Credit Hours

L. For fall 2012, Spring 2013 and Summer 2013, the following degrees and certificates were conferred:

Accounting, Associate of Applied Science Degree *-with certificate option*	3 degrees
Business Administration, Associate of Applied Science Degree *-with certificate option*	6 degrees 3 certificates
General Business, Associate of Arts Degree	1 degree

Currently, students may earn the Associate of Applied Science degree in Business Administration entirely through alternative methods of instructional delivery (online).

M. On page 24 of the LCC 2012-2015 catalog, credit hours and class times are clearly defined. Each semester hour of credit in a lecture class requires a minimum of 750 minutes of instruction per semester. Each semester hour of credit in a laboratory class requires a minimum of 1,500 minutes of instruction per semester. The credit value in semester hours for each course is indicated after the course number and title in the course description section of the catalog.

N. All courses offered through the School of Business are delivered conventional or distance learning – online, hybrid or ITV (Interactive Television). Approximately half of all courses offered per fall or spring semester are offered conventional and the other half through distance learning.

O. LCC operates on a semester credit hours system. Therefore, course credit offered by the college is awarded in terms of semester credit hours. Summer courses and courses meeting for a shorter or longer period of time than a traditional 16-week course may require an adjustment of instruction time to meet the minimum required minutes.

P. The program requirements for the School of Business are communicated to students in the 2012-2015 catalog. The programs are clearly defined under degree program plans, pages 85-151 of the catalog. Course description are provided on pages 153-240 of the catalog. This information is also available online at http://www.luna.edu/catalogs/. In addition, specific programs for the School of Business are listed on the LCC website at http://www.luna.edu/all-academics/. Program requirements and degree or certificate programs are communicated to students through academic advisors.

    Tuition and fees, student policies, and academic credentials of the faculty are located in the 2012-2015 Catalog. Tuition, fees, student policies are also online at http://www.luna.edu/all-2012_2013_Student/ and http://www.luna.edu/schedule/?session=SP&year=2014&prefix=ALL

STANDARD 1: LEADERSHIP

Criterion 1.1 Leadership Strategies

A. To foster a high-performance work environment that is mission driven, the School of Business is led by the Vice President of Instruction who is responsible for departmental administration, leadership, and assisting faculty with curriculum, assessment, and student success. To maintain effective communications and develop participation, the following organizational leadership model is used:
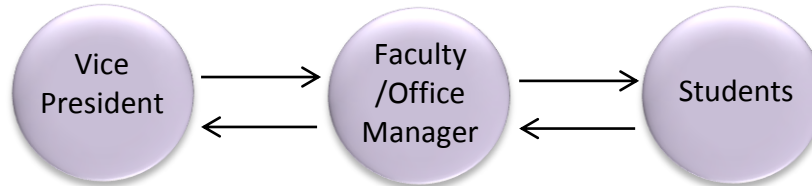
The organizational leadership model promotes interpersonal relationships, maintains authority and responsibility, and upholds accountability and program ownership.   It is also used to assist faculty, as needed, in resolving student issues.

The faculty and the office manager also assist the vice president in course and classroom scheduling, computer/information technology, and software usage. In addition, the office manager assists the vice president with dual credit classes, to include evaluation of course proposals, course scheduling, and syllabus requirements.

B. Effective communication and active participation within the School of Business is critical for success. Meetings with the Academic Advisory Team (AAT) are held monthly and email correspondence and/or text messaging are conducted weekly. The AAT membership includes all full-time faculty (Elaine Ortega, Harry Anderson & Dolores Gutierrez), two adjunct faculty (Meta Levister & Brendaleigh Lobato), the office manager (Amanda Lucero) and the Vice President of Instruction (Dr. Vidal Martinez).

Meetings with the AAT start at the beginning of the Fall and Spring semesters and throughout the year as deemed necessary. AAT is an integrated component of the School of Business with the ultimate responsibility of student success and promoting quality and integrity of the School.

Individual faculty members within a discipline also meet throughout the academic year to discuss curriculum, instructional delivery, textbooks, student issues, advisement and other pertinent information. The office manager also assists with dissemination of information to other departments, off-site locations, and dual-credit instruction.

Criterion 1.2 Leadership Measures of Performance

The leadership of the School of Business ensures the establishment, deployment, and evaluation of performance measures, and ensures that the results are used to improve performance. The vice president conducts evaluations of faculty inclusive of annual development plans with goals and expectations. The evaluation matrix consist of eleven categories: course syllabus requirements, classroom instruction, pedagogy, instructor qualifications, teaching and learning strategies, supervision requirements, recruitment, guidelines/regulations, adherence to policy, interpersonal/intrapersonal relationships, and judgment. The purpose is to evaluate overall performance, highlighting strengths and opportunities for improvement. With any deficiencies, the vice president is required to develop an improvement plan that includes strategies, follow-up meetings, and timeframes for improvement.

As such, in fall 2013, classroom observations were utilized to evaluate performance in classroom instruction. The observations focused on two major aspects of instruction: faculty presentation and interaction with students. Thereafter, the vice president meets with individual faculty members to discuss strengths, opportunities for improvement, teaching techniques and methods.

All faculty and the office manager have the opportunity to evaluate the Vice President of Instruction. This annual evaluation process is performed at the end of the fall semester. The vice president receives a compilation copy of the overall ratings from the evaluation. In addition, faculty may choose to meet with the vice president to discuss the evaluation. The purpose of the evaluation is to identify strengths and opportunities for improvement, to include leadership strategies, administrative procedures, communications, and interpersonal relationships.

Criterion 1.3 Leadership and Community

The School of Business is pro-active in addressing its obligations and responsibilities to the environment and practices good citizenship. The following are examples:

- The School of Business maintains a strong relationship with New Mexico Highlands University to provide LCC students an opportunity to earn a four-year degree.
- Faculty members are active participants of the New Mexico Collegiate Business Articulation Consortium (NMCBAC) with the purpose of developing and maintaining the business courses articulation matrix for all publically funded colleges and schools in New Mexico. http://business.nmsu.edu/administration/articulation/
- Opportunities for student internships are offered through the School of Business. Internships are negotiated between the student, employer, and respective faculty/advisor. Students are required to comply with specifications set forth in the individualized cooperative education program training agreement.
- Faculty members volunteer in their communities and participate in college organizations such as Faculty Senate. The following are examples of volunteer work and community service: Church

(Parish) Assistance, NM coalition for literacy, NM women tech. council, DAV Auxiliary, President -El Ancon MDWA, President of Acequia Association, Women on the Move Network, Treasure-El Ancon de Saracena Aceguia Association, President of Las Vegas Art Council, Consultant – West Las Vegas School District Finance Committee, American Association of University Women (AAUW), Mediation & Woman's Circle and Drumming, Volunteer work at Sandia National Laboratories, El Ancon Mutual Domestic Water Associations

- Faculty members participate in LCC's annual College Night, career fairs and job fairs.

Summary of Standard 1 – leadership

Strengths:

- The role and function of the Academic Advisory Team (AAT) is a strength within the department. Each faculty member and the office manager are important individuals who make the School of Business successful. Their input and actions drive the organization.
- Faculty involvement, outreach, and engagement within the community add value to the School of Business and its reputation.

Opportunities for Improvement:

- Expand the faculty evaluation process, inclusive of all adjunct faculty and dual credit instructors – to include classroom observations.
- Establish a business/industry advisory group to discuss topics related to the business programs and assess occupational needs. In addition, the establishment of the business/industry advisory group will serve as a link to the community to better strengthen the School of Business with Business/Industry in Las Vegas New Mexico and surrounding communities.
- Strengthen specifications, requirements and outcomes for students in internships.
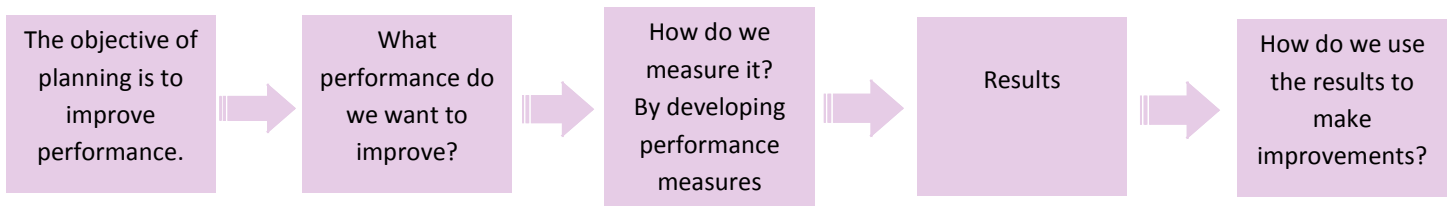
STANDARD 2: STRATEGIC PLANNING

Criterion 2.1 Strategic Planning Process

A. The purpose of strategic planning at the School of Business is to improve performance and promote communication internally with faculty, staff, administration, and externally with stakeholders. In addition, the process of strategic planning and the intended outcomes establish control mechanisms such as objectives, direction and parameters for the School of Business. Finally, strategic planning validates the School of Business at Luna Community College.

The strategic planning process is based on the objective of planning: **to improve performance**. This process also ensures alignment at the college level with the School of Business as illustrated below:

Transactional – Strategic Planning Process

| The objective of planning is to improve performance. | → | What performance do we want to improve? | → | How do we measure it? By developing performance measures | → | Results | → | How do we use the results to make improvements? |

The process is future orientated, ongoing, and measured by results. Participation is led by the Academic Advisory Team (AAT), and the process is initiated by one single question: what performance do we want to improve? The AAT also identifies performance measures that meet the mission of the School of Business.

B. Key strategic initiatives for <u>student</u> performance requirements:

- Graduates will demonstrate proficiency in their degree or certificate concentration (AA degree in General Business, AAS degree in Accounting, AAS degree in Business Administration and certificate options in Accounting or Small Business Management).
- Graduates will secure employment in their field of study -or- continue their education at a four-year university -or- the acquisition of knowledge and skills through workplace professional development.

Key strategic initiatives for <u>program</u> performance requirements:

- The School of Business will increase graduation rates in all programs of study.
- Faculty will improve student learning through Student Learning Outcomes Assessment (SLOA).

Strategic initiatives are identified and developed by the Academic Advisory Team (AAT) and are influenced by internal and external stakeholders. Several examples include:

- Luna Community College has a graduation threshold of twenty or more graduates per academic year for all departments;
- Student demand for transferability of credits from institution to institution, particularly to New Mexico Highlands University and other four-year institutions;
- Faculty at four-year universities require a level of academic proficiency and performance; and
- Requirements from The Higher Learning Commission on the demonstration of student learning.

C. The strategic plan is developed, communicated and deployed by the Academic Advisory Team (AAT) as outlined in the Transactional Strategic Planning Process in Appendix D – Assessment Model.

D. The School of Business evaluates and improves the strategic planning process. Because the strategic plan is a working document, monitoring and reviewing is constant so that evaluations and improvements by the Academic Advisory Team (AAT) are made based on student and community needs. Data on graduation rates, enrollment numbers, declared majors, grade distribution, withdrawals, student surveys, and SLOA reports are used to evaluate and improve the strategic planning process.

Criterion 2.2 Current Strategic Plan

A. The key strategic objectives for the School of Business are outlined in the strategic plan contained in Appendix D. The plan describes key strategic objectives for the degree programs - General Business, Accounting, Business Administration, and certificate options. Column one gives the goal statement and Column two lists the intended outcomes.

B. The action plans for the School of Business are contained in the strategic plan in Appendix D, Column 3, Means of Assessment and Criteria for success.

C. The performance measures used to assess the action plans for the School of Business are recorded in the strategic plan in Appendix D, Column three, Means of Assessment and Criteria for Success, and Column four, Assessment results.

Criterion 2.3 Finances

A. Financial resources are directly linked to the strategic plan. Based on AAT meetings with the Vice President of Instruction, a budget is prepared and proposed to the LCC Finance Department at annual budget hearings. Budgeting is a top-down process and based on the needs of the School of Business and depending on budget meeting outcomes; the strategic plan is adjusted accordingly. The Vice President of Instruction will meet with the CFO, and the department is given an annual budget for general operations. Throughout the years, the budget has been adequate, and when extraordinary expenses

occur, the vice president and/or the office manager will meet with the Finance Department and the budget is amended.

The strategic plan for student performance, program performance and daily operations lays out the direction and goals for the School of Business. For example, the budget is linked to achieve the direction and goals. The following chart depicts the 2013-2014 strategic plans for daily operations as linked to finances.

School of Business – Departmental Planning for Fall 2013 and Spring 2014
Goal: *To improve student success*

Objective	Task/Activities	Timeline	Lead Role	Strategies Used	Measure/Document	Resources Needed
To create a new mission statement for The School of Business	Faculty	December 2013	Vidal Martinez	Team meetings	A written document	None
Re-evaluate and change course learning objectives and competencies	Faculty	Before the start of spring semester	Full-time faculty	Collaboration with faculty	Master syllabi template	None
To provide wireless Internet within the School of Business	IT	May 5, 2014	IT Director	Amanda Lucero submit support ticket(s)	Wireless internet installed	Strategic plan – finance
To re-design process for student evaluations of faculty	Vidal Martinez	November 2013	Vidal Martinez	Design process	Implement process Fall 2013	None
To prepare proposal for IT and President to replace computers computer labs	Vidal Martinez	Spring 2014	Vidal Martinez	Quotes from IT	Written request	Strategic plan – finance
To create articulation agreement with NMHU	Vidal Martinez	Fall 2013	Vidal Martinez	Meetings with Dr. Martinez & Dr. Young	Articulation Agreements	None
Revise Curriculum Profiles	Full-Time Faculty	Fall 2013	Full-time faculty	Align course outcomes with outcomes	New curriculum profiles	None
Fix existing computers in labs and faculty computers	IT	Fall 2013	Amanda Lucero	Support tickets	Fixed computers	None
Fix phone in adjunct office	IT	Fall 2013	Amanda Lucero	Support tickets	Fixed phone	None

B. The School of Business and its programs has shown a decrease in total student credit hours generated FA11/SP12 to FA12/SP13. Spring 2012 to Spring 2013 had the highest decrease in credit hours by the School of Business. The decrease in total student credit hours (SCHS) between the School of Business and Luna Community College are similar and consistent. See table below.
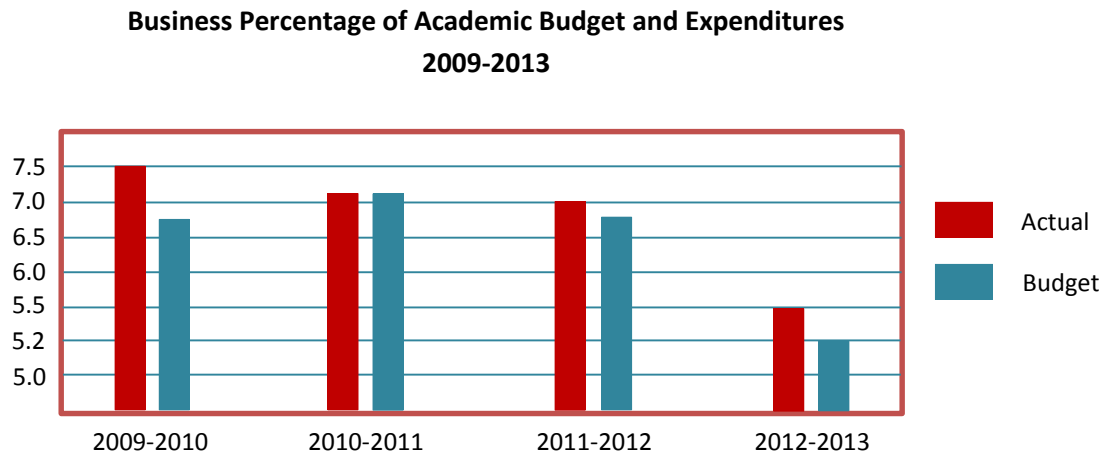
Total Student Credit Hours (SCHs)
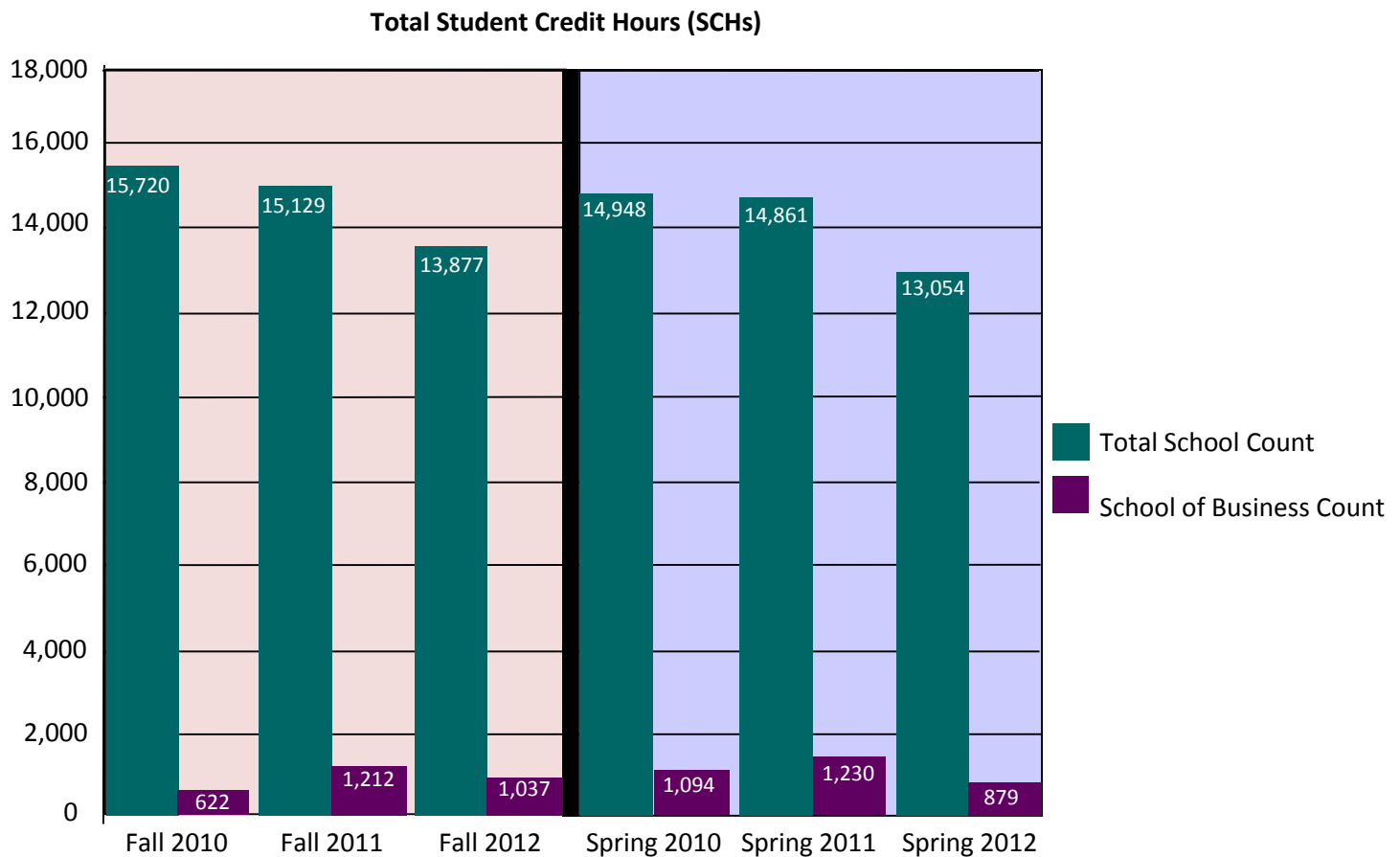
The budget for the School of Business budget has been steady but the actual expenditures have declined throughout the years.

- 2009-2010 budget = $333,433; expenses = $340,620
- 2010-2011 budget = $358,444; expenses = $310,509
- 2011-2012 budget = $324,783; expenses = $301,332
- 2012-2013 budget = $256,695; expenses = $235,618

The School of Business is within the budgeted allotment for the last three academic years. The majority of the budget is utilized to salaries and benefits for faculty and the office manager. Recently, the

position of Academic Director for the School of Business was eliminated in order to use the funding to hire an additional full-time faculty member. The institution believes the relatively size of the School of Business does not warrant a full-time administrator within the department. Currently, the budget supports three full-time faculty positions, three adjunct faculty and several dual-credit instructors.

**Business School Budget & Expenditures
2009-2013**

**Business Percentage of Academic Budget and Expenditures
2009-2013**
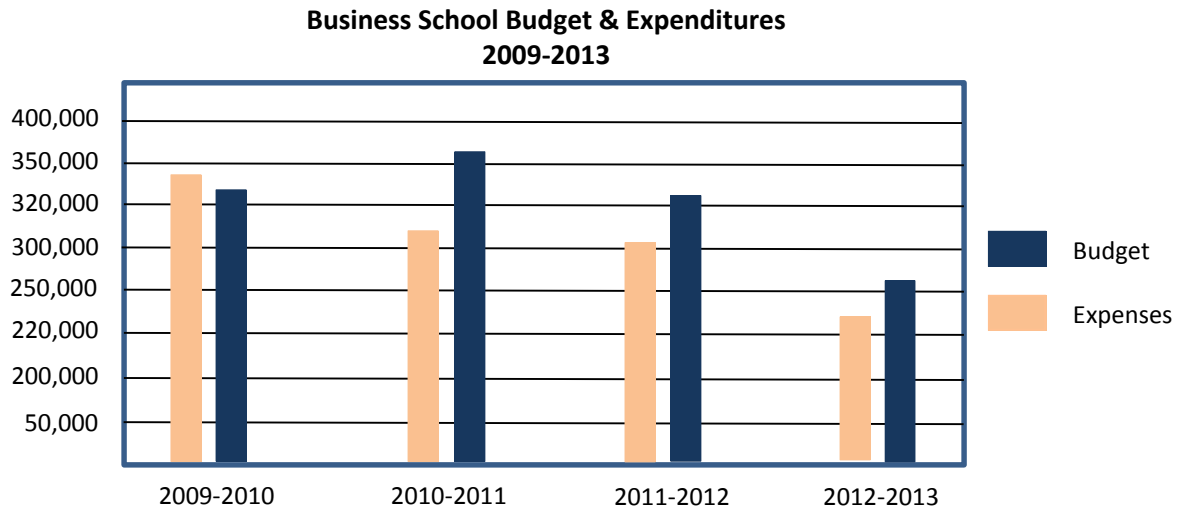
The School's budget and actual expenditures as a percent of the academic budget and actual expenditures was steady but declined significantly. The budget declined from 6.8 percent to 5.2 percent of the academic budget from 2009-2010 to 2012-2013. The expenditures for the School of Business has also declined from 7.5 percent to 5.5 percent of the academic expenditures in the same time frame.

C. The School of Business is greatly supported with budget requests regarding technological advances as needed. Justifiable requests are submitted and approval is contingent upon funding dependent on resources based on need. Thus far, it has been adequate to support changing technology, program improvements and professional development of faculty. Recently, funding was allocated to provide

wireless internet services in the business building and software upgrades for one computer laboratory. In addition, to support program improvements, the office manager was promoted to full-time status and one additional full-time faculty member was added to the School. The institution improves programs as needed and professional development of staff and faculty is strongly encouraged. For example, all business faculty teaching online participate in BlackBoard and Wimba professional development training.

Criterion 2.4 Facilities

A. Linking facility and strategic planning for the School of Business is vital, in that classroom availability is a major component of the success of student learning. Courses are aligned through the coordination between the Director of Facilities and the Vice President of Instruction. For example, scheduling of courses are priority in the Business Building, to include the need for additional course sections based on student need, or re-assignment of lecture classes and computer laboratories. The vice president, with input from faculty, are responsible for scheduling classes in the appropriate lecture and computer labs. In addition, the Business Building is used to house the YouthBuild Grant Program, and several community education courses for the college. A table depicting the School of Business assigned classroom and computer labs is in Appendix E.

B. LCC recognizes that the knowledge, skills and talents of its employees are an important resource and students cannot receive the best of these attributes without proper facility space. The AAT believe that the physical facilities are adequate to support the delivery of academic programs. Approximately half of the course offerings are held at the main campus with the other half offered through distance learning. Some sections are offered through dual credit and at satellite locations in Springer, New Mexico, Santa Rosa, New Mexico and Mora, New Mexico.

Main Campus

Approximately half of the courses for programs in Accounting, General Business, and Business Administration are held at the Business Building on the main campus. The scheduling of business courses are priority, utilizing classroom and computer laboratories. Four classrooms are equipped with computer-PCs and multimedia networking. Another four classrooms are used for lectures. The nine classrooms range in seating capacity from 11 to 21 seats.

Appropriate office space is available for staff and faculty to create a professional atmosphere in which to work. Staff and faculty offices are located in the same facilities to promote interaction and collegiality on a regular basis as well as being in proximity to classroom and computer laboratories.

Several courses are offered through dual-credit. These courses are offered at local high schools and the curriculum is delivered in classroom or computer laboratories. Dual-credit courses are offered at Santa Rosa High School, Mora Independent School District, Wagon Mound High School, and other high schools as needed.

<u>Online Instruction</u>

Almost half of courses offered through the School of Business are delivered online – internet or hybrid. Support for distance learning at Luna Community College is in large part to a 2.8 million U.S. Department of Education Title V grant which was awarded in 2007. Through the efforts of this program, LCC has increased its technological infrastructure, standardized instructional design, delivery methods, and developed online student services and academic support services. The Title V staff is responsible for managing and maintaining these systems. Technical support includes BlackBoard/Wimba for online classes, Pathways for online student services, and LCC Remote Desktop system. In addition, the online coordinator provides instructional design, 24/7 support services, and systems administration for online business courses.

Criterion 2.5 Equipment

A. The School of Business has to directly connect equipment planning to the strategic plan. Lack of proper equipment needed for courses will result in students possibly not receiving the best education they are expecting; thus not fulfilling the mission. The Information Technology (IT) Department is an integral part of the strategic plan and budgeting process of the School of Business. The Vice President of Instruction works with the IT Director to strategically plan for computer replacements, software requirements, and other technological needs.

During annual budget preparation, the Vice President of Instruction will meet with the Chief Finance Officer to strategically plan for improvements to computer laboratories and classrooms. Any equipment purchased, such as computers and software are submitted by the VP of Instruction to the CFO office. Specific purchases, installations, and maintenance are coordinated through the Information Technology (IT) Department.

B. Current technological upgrading is an ongoing process and determination of acquisition and maintenance is based on a needs assessment. As such and to meet the needs of instruction, Luna Community College students pay a lab fee each semester for continuous improvements to laboratories, network and software, computers, miscellaneous equipment and technological improvements.

Computer laboratories and other technology at the School of Business is maintained by the IT Department. Faculty and the Office Manager are responsible for assisting IT. Online technical support for business courses are supported by the Distance Learning Coordinator.

C. The current equipment meets instructional needs, but future computer replacements and additional technological support will be needed. Currently, computers operate off one gigabyte storage units and have Microsoft 2010 installed in all CPUs. In Lab 106, Adobe CS is used in all computers.

Summary of Standard 2: Strategic Planning

Strengths:

- The collaboration of the AAT in the strategic planning process has been effective and productive, to include the establishment of student/program performance requirements.
- On-line instruction, to include curriculum delivery and online support has been instrumental to the success of the School of Business.
- Partnership with other departments in the utilization of facilities and classroom space in the business building has created a supportive work environment.

Opportunities for Improvements:

- A three-year computer replacement plan will be implemented to ensure computer labs and office computers are updated and supported with the latest technology.
- The School of Business will continue to focus on strategies to increase graduation rates and enrollment numbers.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

Criterion 3.1 Stakeholder

A. Key stakeholders for the School of Business include:

- *Students majoring in degrees: accounting, business administration and general business*

- *Students majoring in certificate programs: accounting and small business management*

- *Students taking department courses who are not majors, particularly students taking computer fundamentals*

- *School of Business Alumni*

- *The School of Business at New Mexico Highlands University (NMHU) and the New Mexico Collegiate Business Articulation Consortium (NMCBAC)*

- *Community leaders, educational advocates, and the LCC Board of Trustees*

B. Students are often vocal about the requirements and expectations of the services provided by the School of Business; therefore, faculty and the Vice President of Instruction have discussions with students on specific topics, general meetings regarding community/student needs, as well as information on program requirements and course transferability. Additionally, regularly student advisement also determines requirements and expectations from students.

The Vice President of Instruction frequently meets with the Dean of the School of Business at Highlands University, seeking feedback on student preparation for higher level course work and transferability.

Personal discussions with local business and community leaders are encouraged to help define what employers expect from LCC's School of Business graduates. Student evaluations from internships with local businesses are also a determining factor for effectiveness of the instruction and curriculum from the School of Business.

Other methods to determine key stakeholder requirements and expectations is the involvement of the School of Business with the New Mexico Collegiate Business Articulation Consortium (NMCBAC). The NMCBAC gives faculty exposure to trends, upcoming changes, workforce demands, and the exchange of ideas and information from other Business School faculty.

Results of various colleges surveys and reports, such as the ACCESS Center Annual Report on Graduate Satisfaction, course/instructor evaluations, School of Business Alumni Survey Results, and New Mexico Independent Community Colleges (NMICC) reports and publications, allows the Vice President of Instruction and faculty to review information relevant to the department's stakeholders.

Criterion 3.2 Stakeholder Satisfaction

A. Luna Community College relies heavily on its relationships with the community in attracting potential students. By promoting course offerings, maintaining a positive presence in the community, and capitalizing on affordable tuition costs, allows the School of Business to attract students to Luna Community College.

The School of Business begins its relationship with interested individuals in several capacities prior to them becoming students. LCC has participated in "College Night" in collaboration with New Mexico Highlands University in which surrounding high school juniors and seniors, as well as community members, are invited to interact with staff from all courses of study from both institutions. The Office of Admissions and Recruitment assists all academic directors and faculty with presentations to high school students in LCC's service area. Frequent interactions between faculty and students is also done as needed and on an on-going basis, recognizing the need to identify specific student needs during a semester that could have an adverse impact on their ability to fully complete their course work.

Additionally, LCC's student government leadership positions have had spirited election contests, contributing to a general sense of participating in matters of importance to students, afforded by the student government functions. Also, student retention is further vigorously encouraged through Phi Theta Kappa Honor Society's attendance at all campus activities soliciting the taking of the pledge by students to complete their programs.

Finally, the Early Alert program, administered through the Access Center, allows intervention for students with attendance and course performance in four and twelve week intervals. This process allows faculty to build stronger relationships with student issues concerning academic performance.

Other strategies to build relationships to attract and retain students include:

- Consistency in course offerings to assist students in completing their program of study in a timely manner.
- The assignment of a full-time faculty member as lead advisor to a program of study. Currently, Harry Anderson is the lead advisor for students majoring in Accounting; Elaine Ortega for Business Administration and Dolores Gutierrez for General Business.
- The promotion of the School of Business on LCC's Facebook and the college newsletter – The Luna Light - http://www.luna.edu/newsletters/.
- Partnerships with other institutions of higher learning.
- On-line course offerings.
- Awards ceremony acknowledging students in spring semester.

B. The School of Business delivers services that satisfy students and stakeholders. The school offers courses requested by the students and the workforce communities that are specific to their needs and strives to deliver these services. The general rule for student and stakeholder satisfaction is based on the following:

- Low tuition cost
- Maximize credit transferability
- Minimize course cancelations
- Provide quality instruction

In addition to the general rule, the business administration degree program that can be completed on-line, as well as several of the accounting and general business degree courses, both expanding LCC's service area and accommodating more students.

C. The School of Business learns from former and current students to determine and anticipate changing needs and expectations. Business trends, program inquiries and student enrollment are primary indicators of changing needs. Also, the response from student surveys and data from student learning outcomes of what may or may not be sufficient in the curriculum to meet the demands of business/industry expectations. As business trends change, so should program development and enhancement and feedback from stakeholders is crucial for accomplishing the mission to students.

For instance, in 2012, an alumni satisfaction survey of graduates was conducted and the information gained from the survey allowed the School of Business to forecast changing needs and expectations. In addition, the ACCESS Center produces an annual report based on surveys, providing general information on instruction and student services. Moreover, informal discussions with graduates returning to campus for specific occasions, graduation, Honor Society (Phi Theta Kappa), and award ceremonies are the primary avenues to gauge past students' satisfaction.

D. Feedback from numerous meetings and discussions with students, alumni, faculty from NMHU School of Business, and the New Mexico Collegiate Business Articulation Consortium (NMCBAC) allows for curriculum and program development and enhancement. Student course evaluations and student learning outcomes also provide valuable feedback that impact curriculum.

For example in 2012, the School of Business revised the accounting and business administration programs to maximize transferability of credits based on student alumni concerns and feedback. NMHU Business faculty has also been instrumental in transferability and selection of courses that should be offered at the community college level. Finally, the NMCBAC has assisted the School of Business in enhancing course competencies and outcomes.

Criterion 3.3 Student Support

A. Students enrolled in the School of Business have access to a variety of support services, to include admissions, financial assistance, LCC Foundation, ACCESS Center, Office of the Registrar, online services, library services, preschool, veterans resource center, student clubs and organizations, bookstore, and transportation. Information on support services for business students are available online, the LCC catalog and through academic advisors.

Admission

The office of Recruitment and Admissions is dedicated to guiding students through their transition from high school to college. The department lends a hand for students to access the community college, its educational programs and services. In order to offer the most informative programs, the department frequently collaborate with Academic Departments and other LCC Student Services. The office of Recruitment and Admissions offers the following admission statuses: regular admissions, transfer student admission, non-degree / non-certificate admission, international admission, dual credit / concurrent enrollment admission, and residency requirements. Additional information at http://www.luna.edu/admissions/

Financial Assistance

The Office of Financial Aid (OSFA) is dedicated to helping Luna students search out and apply for financial assistance. It has long been recognized that the cost of attending institutions of higher education is greater than many families can afford. Financial assistance provides students with supplementary funds to offset these expenses. The Office of Student Financial Assistance (OSFA) provides financial assistance to students who demonstrate need in order to attend LCC. The college offers a variety of grant, scholarship, loan, and employment opportunities for its qualified students. Additional information at http://www.luna.edu/financial-aid/

LCC Foundation

The mission of the LCC Foundation is to provide scholarships for financial assistance to more than 300 deserving and successful students, receiving generous donations for fundraising efforts that support the future of Luna Community College students. The LCC Foundation is a non-profit organization established to assist the needs of those students that are on their last resort in seeking available scholarships to continue in pursuing their education.

The LCC Foundation provides assistance for tuition and bookstore fees to those interested in applying for a scholarship through the LCC Foundation. The LCC Board of Trustees goal is to provide and assist students with funding to pursue their educational needs.

ACCESS Center

Luna Community College provides the Center for Advisement, Counseling, Career Placement, and Educational Support Services (ACCESS).

Advisement at LCC is a collaborative venture among the student, the ACCESS Center, and the academic disciplines. Since the college admits students with varying degrees of educational preparation, accurate and coordinated academic advisement is crucial to student progress and institutional planning. Accordingly, new students (first-time enrollees), transfer students, alumni, pre-nursing students, and students who have not declared a program of study are advised through the ACCESS Center. Returning students who have declared a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate academic discipline.

Counseling and guidance services are available to all students. Local community agencies that contain crisis intervention services as well as referral services partner or complement our services. These services will provide assistance for common issues that pose problems for college students such as alcohol and drugs, anxiety, depression, family issues, stress, homesickness, addiction, etc. All services are confidential. Additional information may be obtained at the ACCESS Center from an educational advisor.

Career planning is designed to assist the student who is having a difficult time selecting a career or program of study. Educational advisors are available to assist students in exploring their interests and needs, developing an educational plan, and identifying possible career, vocational, and academic choices. Career Solutions System, a computerized career-decision making program through the New Mexico Department of Workforce Solutions, is a resource available at the ACCESS Center.

Educational support services include tutoring, Assessment and Academic Placement Testing Services (COMPASS), services for students with disabilities, student success strategies and seminars, and early alert program. Additional information at http://www.luna.edu/access/

Office of the Registrar

The Office of the Registrar at Luna Community College is responsible for the creation and maintenance of academic records for all students who pursue their education at our college. These records include, but are not limited to student academic information, records of enrollment, academic status, degree /certificate completion and directory information. Procedures have been established to assure the accuracy and integrity of our data.

The Office of the Registrar also provides administrative support and services for students, faculty, staff, alumni and administration. Some of their services include but are not limited to the following:

- Issuing of academic transcripts
- Verification of enrollment
- Printing and issuing of diplomas
- Processing and printing of mid-term and final grades
- Petitioning for graduation
- Certifying of veteran's educational benefits
- Transfer of credit evaluation for general education core
- Publication of schedule of classes booklet
- Publication of college catalog
- Coordination of graduation ceremony
- Certification of graduation requirements
- Course registration

Additional information at http://www.luna.edu/registrars/

Online Services

Luna Community College's efforts to provide education to its students and to rural communities via distance education resulted in the creation of the Distance Learning Network (DLN). It is the goal of the

DLN to provide greater access to students as well as offering greater flexibility to course scheduling. In addition, LCC provides Pathways Online Web Portal for students. The portal provides access to students to include: registering for classes, grade check, financial aid management, and account / payment management. Additional information at https://pathways.luna.edu/ics/

Library (Learning Resource Center – LRC)

The Learning Resource Center provides a variety of services and materials to enrich and support the instructional, research, recreational, and informational needs of students, faculty, staff, and community patrons. Collections include over 30,000 volumes and audiovisual materials, audiovisual equipment, over 150 print subscriptions, several on-line databases, eBooks, and eAudio books. Remote access to the LRC's online catalog and full-text online databases are available to LCC students and staff. The LRC's website is http://lrc.luna.edu.

PreSchool

The college offers childcare services through the LCC Early Childhood Education Center Preschool for students, employees, and community. Additional information about the preschool is available at the site. A parent handbook detailing the preschool is available upon request.

Veterans Resource Center

The Veterans Resource Center at Luna Community College is an area where veterans and their dependents may seek information regarding their educational opportunities. Some services provided are: academic and career advisement, peer to peer mentoring, counseling, and community resources information regarding upcoming workshops. Additional information at http://www.luna.edu/veteran_resource_center/

Student Clubs and Organizations

LCC provides students with many opportunities to obtain valuable experience and develop skills that enhance their personal and professional lives. Students who are part of an LCC club or organization can gain valuable skills and experience in the area of: leadership, teamwork, communications, work ethic, responsibility, time management, problem solving and critical thinking.

Bookstore

The bookstore strives to meet the needs of students. All textbooks and supplies, as well as a variety of other items are available. In addition, the staff will accommodate special orders. Students may also take a break at the bookstore and enjoy an assortment of snacks and refreshments. The bookstore also has extended hours during peak registration periods.

Transportation

The Meadow City Express public transportation provides services to and from the college at a reduced student rate.

B. Luna Community College has policies that govern student relationships with the School of Business, including the procedures used to resolve student concerns.

Policies and procedures implemented are strictly adhered to and concerns are dealt with on an individual basis. All policies and procedures are available in the student handbook, schedules, and catalogs as well as on the website. LCC has specific policies that govern student relationships with the School of Business that are included in the student handbook, school catalog and the grievance process.

The purpose of the online student handbook is to provide students with up-to-date college information and easy access to specific guidelines and policies. The online handbook covers four general categories: academic guidelines, policies and procedures, student support services, and health and safety.

The school catalog provides students with an overview of student codes and policies. The purpose is to establish standards of conduct and to provide a guide to students as they grow in an academic setting. The codes and policies include: disclosure of state and federal statutes, student conduct procedures, academic integrity, attendance policy, student performance, assessment of student learning, academic appeals, satisfactory academic progress, sexual harassment, substance abuse, rules of conduct, and prohibited activities.

Students wishing to pursue a grievance or a conflict are encouraged to resolve the issue, if possible, at the point of origin, i.e., with the affected staff or faculty member, and, if it becomes necessary, the department director. If the issue remains unresolved, the student handbook provides other steps and procedures applicable to grievance complaints. Students may pick up a grievance form from the ACCESS Center to document and track this process. If the incident involves a sexual harassment complaint involving a student and an LCC employee, the incident must be reported to the Human Resources (HR) Director. If the sexual harassment involves a student to student complaint, it must be reported to the ACCESS Center and may require intervention by the HR Director. The offender may be required to attend training regarding the issue which is coordinated by the HR Department.

Criterion 3.4 Stakeholder Results

A. The School of Business measures student utilization of offerings and services through a variety of methods. They include enrollment numbers through course offerings, attendance, declared majors, sign in sheets from tutorial laboratories, student complaints or suggestions, graduation numbers, student participation in clubs and organizations, faculty/student discussions and advisement, and informal discussions with student service personnel.

B. The School of Business collects data on student satisfaction. They include: course evaluations, ACCESS Center annual report on graduate satisfaction, and alumni satisfaction survey.

Course Evaluations

Every semester, the school conducts course evaluations to gauge student perception on instruction and curriculum. Information is collected for improvements, and fall 2011, 2012 and 2013 data is used for sampling purposes.

One of the questions on the course evaluation was, "The instructor motivates me to want to learn." There were 87 students who responded to the question in fall 2011. 39 students strongly agreed, 36 students agreed, 8 were neutral, 3 students disagreed and 1 student strongly disagreed. There were 80 students who responded to the question in fall 2012. 37 students strongly agreed, 24 students agreed, 13 were neutral, 5 students disagreed, and 1 student strongly disagreed. There were 105 students who responded to the question in fall 2013. 61 students strongly agreed, 30 students agreed, 8 were neutral, 4 disagree, and 2 strongly disagreed. The data suggest that since majority of students agreed or strongly agreed, the conclusion is drawn that the students were motivated to learn by the instructor. Addition data for fall 2011, 2012 and 2013 student evaluations also suggest that approximately 83% of students were satisfied with curriculum and instruction at the School of Business.

Course Evaluations

"The instructor motivates me to want to learn"

Student Response – Year 2011

Strongly Agree	39
Agree	36
Neutral	8
Disagree	3
Strongly Disagree	1

Student Response - 2011
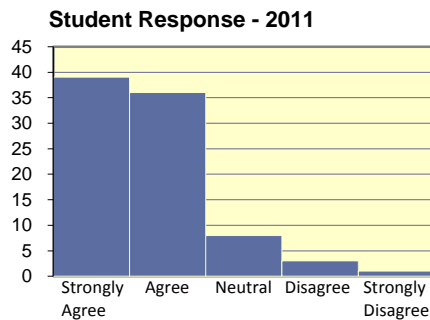
Student Response – Year 2012

Strongly Agree	37
Agree	24
Neutral	13
Disagree	5
Strongly Disagree	1

Student Response - 2012
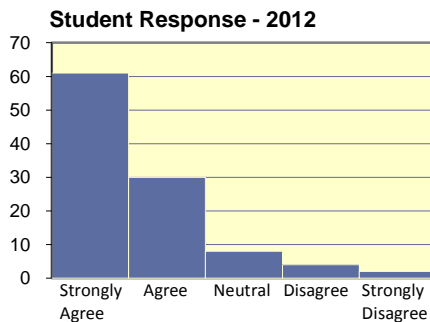
Student Response – Year 2013

Strongly Agree	61
Agree	30
Neutral	8
Disagree	4
Strongly Disagree	2

Student Response - 2013
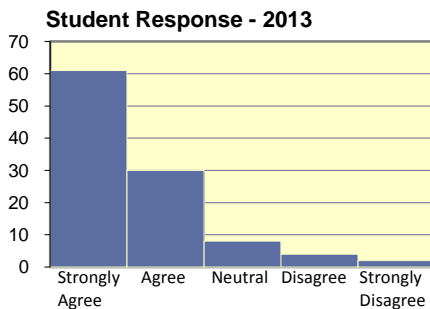
ACCESS Center Annual Report on Graduate Satisfaction

The ACCESS Center annual report on graduation satisfaction was initiated with the class of 2006-2007 to measure and document LCC's effectiveness. The college's goal is to improve the institution's efficiency by enhancing academic programs and services thereby increasing persistence and graduation rates. All reports are online at http://www.luna.edu/reports/.

The following data is based on the 2010-2011, 2011-2012 and 2012-2013 reports. The survey was conducted in 2010-2011 and 2011-2012. The third question on the survey was, "If you could start school over, would you select to attend LCC?" 193 students responded to the 2010-2011 question. 102 answered definitely yes, 63 probably yes, 17 uncertain, 6 probably no, and 5 definitely no. 134 students responded to the 2011-2012 question. 74 answered definitely yes, 40 probably yes, 11 uncertain, 9 probably no, and 0 definitely no. Both surveys suggest that approximately 84% of students would return to LCC to start school over. Additional data from the 2010-2011 and 2011-2012 graduation survey indicate positive satisfaction by students.

"If you could start school over, would you select to attend LCC?"

Student Response – 2010-2011

Definitely Yes	102
Probably Yes	63
Uncertain	17
Probably No	6
Definitely No	5

Students Response - 2010-2011
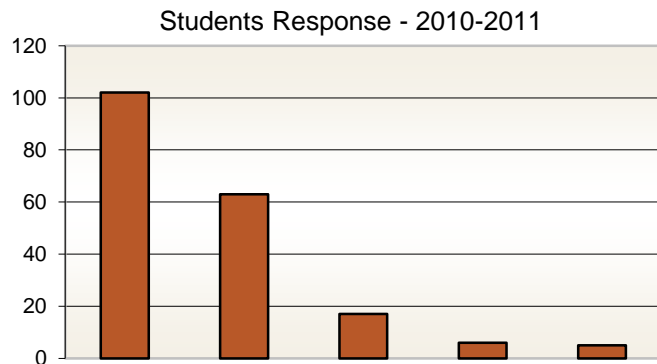
Student Response – 2011-2012

|	
Definitely Yes	74
Probably Yes	40
Uncertain	11
Probably No	9
Definitely No	0

Student Response - 2011-2012
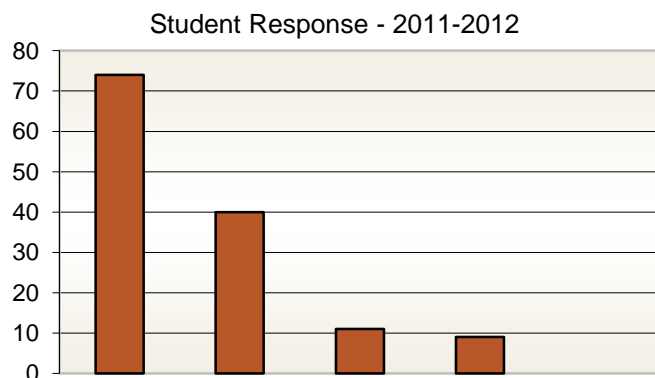
In 2012, LCC ACCESS Center revised the questions on the graduation survey. The following is the 2012-2013 results:

	Poor	Fair	Good	Excellent
Quality of courses taken towards your program	0	8	31	36
Quality of instruction in your program	0	9	30	35
Did Faculty play a supportive role in your learning experience?	0	10	25	39
Quality of our Admissions Department	1	5	30	38
Quality of our ACCESS Center	1	4	25	43
Quality of our Registration Department	1	3	29	41
Quality of our Financial Aid Department	2	4	27	41
Quality of our Fiscal Office	0	6	23	45
Overall, I would say my experience at LCC has been a positive one	2	3	22	47

Alumni Satisfaction Survey

In fall 2013, the School of Business conducted an alumni survey of graduates of which 22 surveys were returned. Twelve (12) were employed, eleven (11) completed a bachelor's degree. Of the 22 graduates returning the survey, 68 were mailed. Eighteen (18) of the twenty-two respondents said they would recommend LCC's School of Business. Twenty-one of the twenty-two stated that the program met their goals in preparing them for continued higher education or for employment.

LCC School of Business Alumni Survey
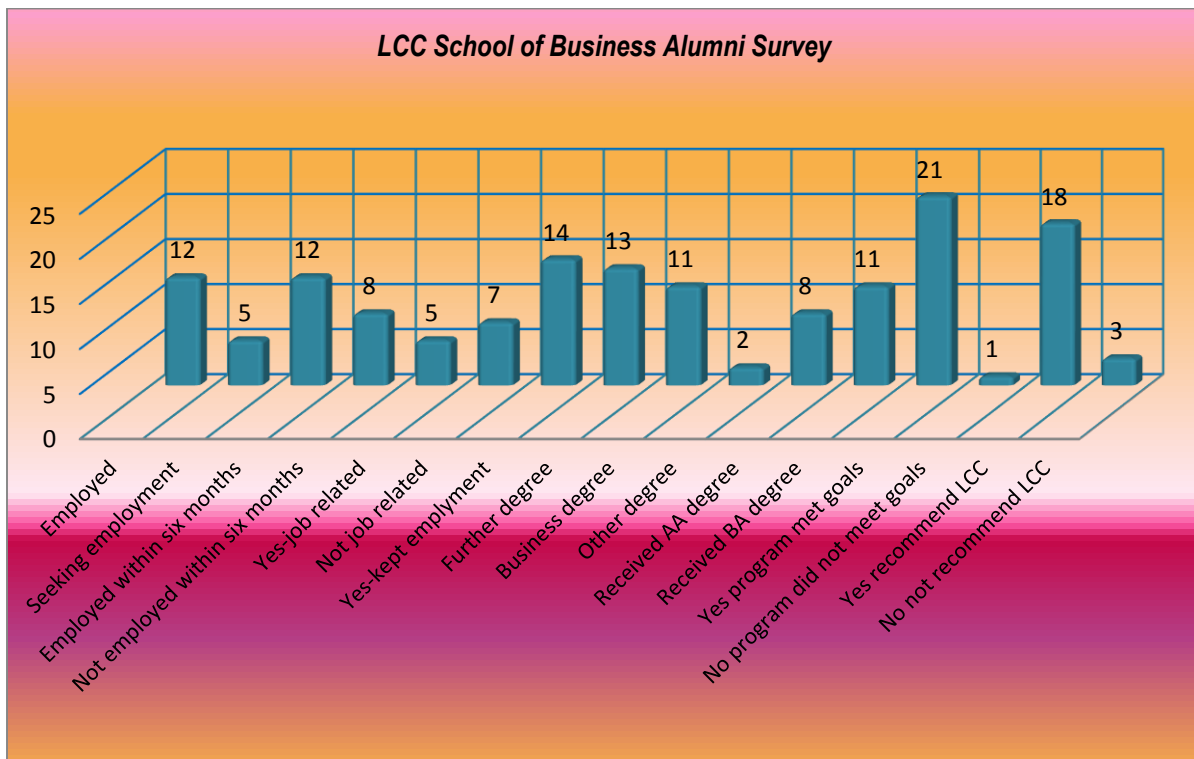
Criterion 3.5 Business / Industry relations

A. The School of Business links programs to business and industry through student internships. BUS205 Business Administration Internship is a course that provides students with the opportunity to gain academic credit for professional, on-the-job experience while working for a private, local, state or federal agency. ACCT263 Accounting Internship is a course that provides students with the opportunity to gain supervised practical experience in an accounting field.

Most internships are conducted during the summer session or based on student and faculty request. The partnerships enable LCC to offer needed programs directly from industry requests. This also permits the School of Business to understand and accommodate the growing needs of its partners.

B. Having partnerships impacts the School of Business directly because of its link to current business trends that are needed for course/program offerings. There are also employment opportunities for students and overall positive recommendations for the college to other potential stakeholders.

Summary of Standard 3 – Student, Stakeholder, and Market Focus

Strengths:

- The partnerships between Student Services and the School of Business is to provide student support, particularly the ACCESS Center, Title V Distance Learning, Financial Aid Office, LCC Foundation, Admissions, and the Office of the Registrar.
- The School of Business will continue to listen to the voice of the customer – students.

Opportunities for Improvement:

- The School of Business will strengthen the partnerships and processes that link business and industry, particularly through student internships and community advisory boards/meetings.
- The School of Business will continue to administer the alumni survey to gauge student satisfaction, utilize feedback, and to determine changing needs and expectations.

STANDARD 4: MEASURMENT, ANALYSIS, & KNOWLEDGE MANAGEMENT

Criterion 4.1 Student Learning Outcomes Assessment

A. LCC's student learning outcomes assessment plan is as follows:

All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four-step assessment process. They include:

- A list of expected learning outcomes
- Assessment tools that directly measure those learning outcomes
- The results of the data, and
- How the data will be used to improve student learning

B. 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, to include online, dual credit and off site instruction. Academic Directors and staff are also involved with assessment of student learning.

The objectives of SLOA is to assist faculty with improving student learning through the implementation of LCC's assessment plan, the submission of a written report for publication, and participation in "end of the semester" presentations. The reports are published on LCC's website, and reporting started in Spring of 2010 to current date (http://www.luna.edu/reports/).

LCC's Principles of Assessment:

- Primary goal of assessment is to continuously improve student learning

- Assessment is an extension to the needs and attention of students

- Assessment is ongoing

- Assessment activities must be useful to the individuals that conduct them, to programs, and to Luna Community College

In order to be effective, specific assessment (SLOA) data is collected and used to constantly evaluate and improve programs to enhance student learning. Examples of evaluation for improvement include the following:

In spring 2010, assessment was conducted on CSA150 Computer Fundamentals for the purpose of identifying any discrepancies in course content, including student learning outcomes (competencies) and curriculum delivery. The findings included a need for consistency in course syllabi, and improvements in student learning outcomes that reflect competencies established by the New Mexico Collegiate Business Articulation Consortium and development of new assessment tools.

In summer 2010 and fall 2010, assessment was conducted for BUS105 Introduction to Business and the data gathered was used to determine that:

- Faculty recognition between the correlation of regular student attendance and submission of assignments, and how the <u>combination</u> of assignment completion and attendance improve student success.
- Essay questions are often a better determinant of comprehension than objective tests.
- Success rates in student group learning and the data suggest students pay more attention to peers and tend to remember more of the material.

For the fall 2011 semester, in the course of MGMT218 Principles of Small Business Management, the data concluded that:

- The use of one business plan outline minimized student confusion.
- Eliminated subjective and ambiguous content in the syllabus and added a more solid, concise course outline.
- Improved upon active student participation and less passive listening.
- Assigned both end of chapter questions and case studies to insure deeper understanding of material.
- Written essay exams were more accurate at gauging student learning outcomes than simple answer questions, because it gave students an opportunity for explanation and partial credit.

The data for spring 2013 in the course of CSA242 Web Design included:

- Require more quizzes and test comprehension of course work
- Require students to experiment with web design outside of classroom and teamwork with students who need additional help
- How the business unit improves, refines, or enhances the student outcomes assessment process

Other SLOA assessment reports conducted by the School of Business are available in the resource / conference room.

Comparative data from other SLOA reports in Humanities, Allied Health, Education, STEM, and Vocational Departments are used to enhance and improve student learning. The reports are compared to develop best practices in improving the LCC's assessment plan. A complete list of all SLOA reports for LCC are available in the resource/conference room.

The School of Business improves, refines or enhances the student outcomes assessment process by actively participating in assessment activities, to include the following:

- LCC's School of Business is an active member of the New Mexico Business Articulation Consortium (NMCBAC) which allows faculty input into the change and/or update of core competencies for economics, finance, marketing, management, accounting, statistics, and information systems (http://business.nmsu.edu/administration/articulation/).
- Faculty members have the opportunity to develop or improve assessment tools and data collection for courses.
- Faculty participation in SLOA describes how data will be used to improve student learning, therefore improving the assessment process.
- Feedback provided during SLOA presentations allow faculty to improve the assessment process within their particular courses.
- Student evaluations at the end of each semester
- Faculty evaluations

C. The Following is a list of student learning outcomes for each program seeking accreditation. Specific course learning outcomes are listed at the LCC web site at: http://www.luna.edu/all-academics/

General Education – Learning Outcomes
Each business degree contains an integrated core of general education requirements. These include but are not limited to courses in concentration areas of communication, mathematics, lab science, social and behavioral science, humanities, and fine arts. This core ensures that our graduates **possess adequate literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society. (https://luna.edu/media/page_files/2012-2015_Catalog_4.pdf)**

The **Associate of Applied Science degree in Accounting** is designed to teach students accounting principles and practices. The purpose of the degree is to provide students entry-level accounting skills for employment opportunities or as a preparatory program for students who plan to pursue a bachelor's degree in accounting or related field.

> **Graduates of the program will:**
> - Understand the ethics of accounting practices and procedures.
> - Utilize generally accepted accounting principles, regarding the recording of: assets and liabilities, the use of special journals, merchandise accounting, internal control practices, cash, inventories, plant assets and interest computations.
> - Recognize the accounting entries for partnership formations, corporations, stocks, dividends, bonds payable, and cash flow statements.
> - Apply managerial accounting concepts and principles, manufacturing accounting, planning and control, for business decision-making.
> - Be familiar with the capabilities of integrated computerized accounting packages, specifically using QuickBooks to develop Chart of Accounts, manage accounts payable, accounts receivable, and payroll, and to develop, print, and analyze financial statements.
> - Apply legal and mechanical practices in accounting for governmental units and special non-profit organizations.
> - Employ federal and state tax codes to individual income tax preparations.
> - Communicate basic tax laws to clients.
> - Understand payroll tax and employment reports, forms and deposits.

The **Associate of Applied Science degree in Business Administration** prepares graduates to begin or advance their careers in the business world. Core competencies are aligned with the New Mexico Collegiate Business Articulation Consortium (NMCBAC) with a wide range of interests including accounting, business, finance, information systems, management, and marketing.

> **Graduates of the program will:**
>
> - Have an ability to use the techniques, skills, and business tools necessary to support modern business practices.
> - Have an understanding of professional and ethical standards and their application to business activities.
> - Perform general accounting procedures and financial analyses.

- Understand which principle of management are applicable to a particular organization.
- Understand which marketing principles are relevant to individual sales programs and efforts.
- Utilize current computer technology and application.

The **Associate of Arts degree in General Business** is designed to prepare students who plan to obtain a bachelor's degree in the field of business, accounting, management information systems, or a related field. Core competencies are aligned with the New Mexico Collegiate Business Articulation Consortium (NMCBAC).

Graduates of the program will:

- Possess the skills to perform general accounting and financial management tasks.
- Utilize current computer technology and applications.
- Understand which principle of management is applicable to a particular organization.
- Comprehend, evaluate, and synthesize the most current published information with a view to incorporating the relevant procedures into the operations of a business or organization.
- Develop mathematical skills used in business practices.
- Understand which marketing principles are relevant to individual sales programs and efforts.
- Use the critical thinking skills developed in pursuit of the degree as a foundation for life-long learning in business and other areas.

D. The School of Business collects and analyzes data on student learning results. Information is collected on: description of measurement instrument(s) that are used, areas of success, analysis and action taken, results of action taken, and graphs/results. Table 2 – Student Learning Results for each program seeking initial accreditation begins on page 41.

E. LCC compares online instructional delivery versus traditional classroom instruction based on grade distribution. The following is a pass rate sample from fall 2012, spring 2013 and summer 2013 courses. The sample includes courses in accounting, computer information systems, management, business, marketing and economics.

Pass Rates

Semester	Traditional	/ Online
Fall	76%	61%
Spring	83%	74%
Summer	94%	56%

Withdrawal Rates

Semester	Traditional /	Online
Fall	13%	26%
Spring	9%	5%
Summer	0%	19%

The pass rate included: A, B and C grades earned by students and the failing grades included F, D, and W. The data suggest that students have a higher success rate in traditional classroom instruction then in online instruction. Furthermore, students had a higher success rate in earning an "A" grade in traditional classroom instruction opposed to online. The data also suggest that students online had a higher withdrawal rate then students in the traditional classroom.

The School of Business will continue to compare the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Table-2 Analysis of Results -Information Technology Degree- Computer Fundamentals					
Analysis of Results -Information Technology Degree- Computer Fundamentals	**Description of Measurement Instrument** **to include Formative or Summative, Internal or External, and Descriptive or Comparative**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
1. Describe the basic information technology terminology; 2. Identify and use hardware components of IT systems; 3. Describe and apply concepts of file management; 4. Describe the basic concepts of application and operating systems software; 5. Describe and use IT systems for communications (e.g. word processing, presentation software, email, etc.); 6. Describe the concepts of information management databases, and database management systems; 7. Describe the social impact of information technology; 8. Describe international impact of IT issues; 9. Identify and explain important ethical, security, and privacy issues in information systems; 10. Create and use spreadsheets; 11. Create and use databases, and 12. Use Internet search engines for research.	Pre-test and Post-test	80% increase was determined overall from the start to the end.	It shows that the technology comprehension method was met.	Incorporated other resources such as the online games http://oc.course.com/sc/off2007/index.cfm?action=learn&product=word&CFID=4646709&CFTOKEN=48918507. Students played "who wants to be a computer genius," "wheel of terms," and "flash cards (45)" and had to print out their results as the computer generated their assessments.	

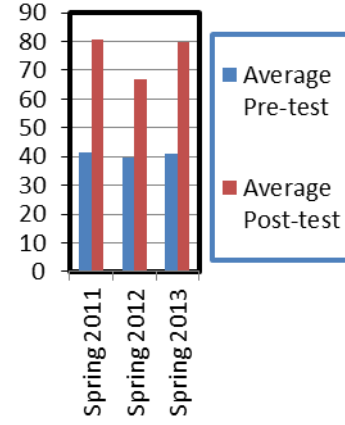| Table-2 Analysis of Results -Information Technology Degree- Computer Fundamentals					
Analysis of Results -Information Technology Degree- Computer Fundamentals	**Description of Measurement Instrument** **to include Formative or Summative, Internal or External, and Descriptive or Comparative**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
1. Describe the basic information technology terminology; 2. Identify and use hardware components of IT systems; 3. Describe and apply concepts of file management; 4. Describe the basic concepts of application and operating systems software; 5. Describe and use IT systems for communications (e.g. word processing, presentation software, email, etc.); 6. Describe the concepts of information management databases, and database management systems; 7. Describe the social impact of information technology; 8. Describe international impact of IT issues; 9. Identify and explain important ethical, security, and privacy issues in information systems; 10. Create and use spreadsheets; 11. Create and use databases, and 12. Use Internet search engines for research.	Pre-test and Post-test	80% increase was determined overall from the start to the end.	It shows that the technology comprehension method was met.	Incorporated other resources such as the online games http://oc.course.com/sc/off2007/index.cfm?action=learn&product=word&CFID=4646709&CFTOKEN=48918507. Students played "who wants to be a computer genius," "wheel of terms," and "flash cards (45)" and had to print out their results as the computer generated their assessments.	**Spring 2011** **Spring 2012** **Spring 2013**

Table-2 Analysis of Results – Business Administration Degree – Web Design					
Performance Measure (Competency)	**Description of Measurement Instrument** **to include Formative or Summative, Internal or External, and Descriptive or Comparative**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)** **Web Design: On Average**
a. Identify the elements of HTML b. Identify common web page formats and functions-HTML c. Define the HTML, CSS languages and create web pages suitable for course work, professional purposes and personal use-Adobe Dreamweaver CS6 d. Apply the design, develop, test, implement, update, and evaluate web solutions-Adobe Dreamweaver CS6	a. Chapter Exams b. Self-Assessment Part I & Part II c. Assignments-Concepts review, Independence Challenges, In-the-Lab, d. Class Presentation-Project- Create Personal Website e. Pre-Post Exam f. Terminology g. Final Exam	All three semesters show improvement in both pre-post exams.	Evidence shows that student learning outcome assessment was a success. Students also succeeded with their project for finals which is another learning tool used in measuring success.	Taught with most current web design tool CS6 Dreamweaver & HTML.	

Table-2 Analysis of Results- Accounting Degree Program- Principles of Accounting 1					
Performance Measure (Competency)	**Description of Measurement Instrument** **to include Formative or Summative, Internal or External, and Descriptive or Comparative**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
1. Demonstrate with a firm understanding of basic bookkeeping, including journalizing, posting, preparing a Trial Balance, preparing a worksheet, making adjusting entries, preparing a post closing Trial Balance. 2. Describe accounting information systems, the use of special journals and subsidiary ledgers at a fairly broad level. 3. Explain, define and apply generally accepted accounting principles. 4. Demonstrate an understanding of the difference between cash and accrual basis accounting. 5. Demonstrate knowledge of the basics of Internal Control; 6. Demonstrate an understanding of the limitations of accounting and conduct a simple analysis of financial statements.	Pre-Test and Post-Test in standard Accounting Problem Format	Evidence Full Debit/Credit Application to Transactions	Student back/ground and interest dictated mix of lecture to in-class lecture/problems worked.	No Accounting major changed to any other field.	

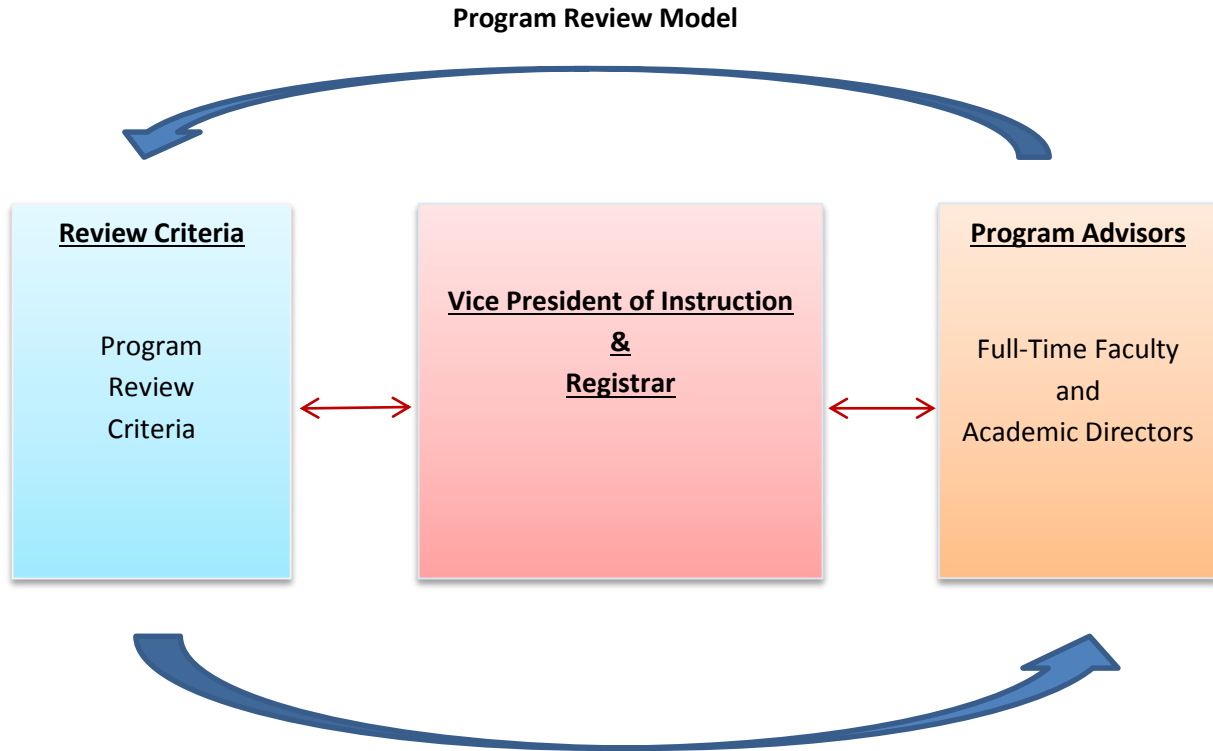| Table-2 Analysis of Introduction to Business BUS 105					
Performance Measure (Competency)	**Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
1.Explain how business affects the quality of life and the world around us; 2. Explain the characteristics of the different business ownership forms (corporation, partnership, etc.); 3.Perform basic stakeholder analysis concerning accountability, ethics and social responsibility of business; 4.Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental issues, diversity, financial and economic, and use of common business terminology; 5.Describe the purpose and content of the business plan including fundamentals of the financial plan, the operations plan, the marketing plan and the management plan, including the impact of technology, and 6.Demonstrate basic skills such as information search skills, presentation and writing skills and team skills.	Pre-test and Post-test	73% increase was determined overall.	Analysis demonstrated that students can consistently improve their knowledge base from the beginning to the end of a semester by discussing, reading, reporting, researching and studying, business practices in text, news reports, online sources and students' primary research	Supplemented assigned required reading and written assignments from the text with selected readings from business and mainstream periodicals. Also required viewing daily business news reports on TV or online along with supplemental videos provided by the publisher. In addition, a written research paper on a selected U.S. business with an accompanying oral presentation was required. Assignments indicate increased understanding.	Introduction to Business – BUS 105

45

Criterion 4.2 Program Evaluation

A and B. LCC conducts program review to determine effectiveness that includes identifying necessary adjustments, additional educational needs, and evaluating proposed changes. Standard program review is done every three years during catalog revision, and all programs of study are clearly defined in the college catalog and school website (https://luna.edu/media/page_files/2012-2015_Catalog_4.pdf). The following model is used for program review:

Program Review Model

Review Criteria	Vice President of Instruction & Registrar	Program Advisors
Program Review Criteria		Full-Time Faculty and Academic Directors

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

Program Advisors	
Business Administration	Elaine Ortega
Accounting	Harry Anderson
General Business	Dolores Gutierrez

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

Review Criteria

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

Once all programs are evaluated applying the Review Criteria, the Vice President of Instruction and the Registrar will consult and meet with the program advisors. After evaluation and assessment, specific programs are revised, modified, combined or removed for the next catalog. Additionally, program reviews may be done annually based on specific circumstances, such as change in enrollment requirements, cutbacks in funding or decline in student enrollment. For example, in February 2013, LCC conducted a program review due to change in enrollment requirements and funding reduction. (https://luna.edu/media/page_files/February_2013_Program_Review_1.pdf).

C. To assess the effectiveness of courses and programs to meet educational objectives of graduation, the School of Business collects data through:

- The assessment plan for accounting, business administration and general business. The plan identifies intended outcomes, means of assessment, results and the use of the results;

- The review criteria: declared majors, graduation rates, course enrollment numbers, ratio between full-time faculty and adjunct faculty per program, assessment reports, curriculum profiles/course and program outcomes, resources to support program/degree, and student issues and/or complaints.
- Alumni surveys to determine educational objectives: transferability, workforce development, and professional development;
- Student surveys of courses to determine effectiveness and achievement of learning outcomes;
- Student Learning Outcomes Assessment (SLOA) to determine the improvement of student learning;
- Withdrawal reports and end of semester distributions of grades to forecast retention and persistence of students.

D. Program evaluation information is shared with internal and external stakeholder through the publication of the college catalog, through college email, departmental meetings, Board of Trustees meetings, and LCC's website. In addition, the Office of the Registrar will periodically disseminate data and information on declared majors, graduation rates, course enrollment numbers, and student withdrawals to internal and external stakeholders. The information is used in program evaluation. Curriculum profiles, program and course outcomes, and Student Learning Outcomes (SLOA) are also used in program evaluation and are posted on the LCC website and made available for all stakeholders.

E. Several improvements to the School of Business have been implemented as a result of program evaluation, and consist of:

- Assignment of programs to full-time faculty. Each full-time faculty member is assigned as lead advisor for each program: business administration, accounting and general business.
- Consistency of course offerings to allow students to complete their program of study in a timely manner, and minimizing course cancelations for fall and spring semesters.
- The elimination of the Office Administration program (degree and certificate) and Computer Application Specialist program allows the School of Business to allocate resources to other programs - business administration, accounting and general business.
- Consistency of course outcomes and learning objectives, allows instructors to follow a similar format for course content and delivery. Such examples include CSA150 Computer Fundamentals and ACCT200 Accounting Principles.
- Alignment of programs that support transferability, particularly to New Mexico Highlands University.

Criterion 4.3 Student Assessment

A. Through assessment and academic placement, LCC is committed to students who enroll in certificate or degree programs and successfully achieve their career goals. Incoming students are required to take the Computer-Adaptive Placement Assessment Support System (COMPASS), which evaluates incoming students' skill levels in reading, writing skills, and mathematics. It places students in appropriate courses and connects them to the resources needed to achieve

academic success. Students who have taken the American College Test (ACT) may not be required to take the COMPASS; however, they will be required to satisfy prescribed proficiencies.

A student who has taken the ACT must provide scores to the ACCESS Center who will review the scores for placement purposes. Students are encouraged to complete proficiency requirements within their first two semesters. The scores from COMPASS and ACT are solely used to determine the students' course placement level. If deficiencies are indicated by COMPASS or ACT, students will be required to satisfy proficiency requirements in order to graduate from any LCC program of study.

B. LCC participates in the Advanced Placement Program (AP) and the College-Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB). Such credit will be listed as credits earned on the student's academic transcript once the student officially enrolls. Examination score reports must be received by the Office of the Registrar directly from the College Board. A student may earn up to 18 credits through AP & CLEP examinations.

C. The institution provides an online catalog **http://luna.edu/media/page_files/2012-2015_Catalog_4.pdf** which provides a section entitled ACADEMIC AND STUDENT SUPPORT SERVICES (page 11) which describes the advisement process at LCC. It is a collaborative venture among the student, the ACCESS Center, and the academic advisors. Since the college admits students with varying degrees of educational preparation, accurate and coordinated academic advisement is crucial to student progress and institutional planning.

Accordingly, new students (first-time enrollees), transfer students, alumni, pre-nursing students, and students who have not declared a program of study are advised through the ACCESS Center. Returning students who have declared a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate academic advisors.

D. The Following is a sample of data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

Developmental COMPLETERS SUCCESS (A-C) in ENGLISH AND MATH				
		ENG111	MATH095	MATH116
1213	W/dev. Course	31%	18%	80%
	No dev.	69%	82%	20%
1112	W/dev. Course	31%	NA	81%
	No dev.	69%	NA	19%
1011	W/dev. Course	39%	NA	87%
	No dev.	61%	NA	13%

The data suggest continuous evaluation of remedial education. Most recently, LCC has taken significant strives to improve remediation. For example, in fall 2013, remedial courses in English and reading were revised and a new course was created: ENG098 Essentials of College Writing. For spring 2014, additional revisions occurred in remedial mathematics, grammar usage, and basic reading, with addition of a new course: ENG078 Reading and Writing Strategies. LCC continues to collect and analyze data for retention and improvements to academic skills as a result of developmental offerings.

E. Luna Community College is a member of the New Mexico Independent Community Colleges (NMICC), and in 2000, the organization developed ten performance-based budgeting indicators (http://www.sfcc.edu/files/nmicc/NMICC_AGA_PerformanceReport2013.pdf).These indicators serve as benchmarks for evaluating institutional performance, and the Vice President of Instruction utilizes specific indicators as a guide for the School of Business.

For example, one indicator collects data on the percent of students taking nine or more credits on entry who are successful after three years. Success is defined as a student: receiving a degree or certificate, transferred to a four-year institution, became transfer ready by completing 18 credits or more in general education, or still enrolled at LCC. For fiscal year 2011, LCC had a 44.2% success rate, and has an increase in fiscal year 2012 (55.4%) to fiscal year 2013 (65.9%).

Another indicator is the percent of graduates placed in Jobs in New Mexico. For fiscal year 2013, LCC is at 73.5% which is slightly higher from alumni survey data by the School of Business. Another indicator is the percent of programs having stable or increased enrollment numbers. With this indicator, LCC has seen a drop in overall enrollment (FY2011 – 61.9%, FY2012 – 52.8%, and FY2013 – 46.2%) which is aligned with the decrease of enrollment for the School of Business.

The last indicator is student persistence. "Success" on this performance indicator is assessed twice a year. For example, each fall, LCC reports on the percentage of full-time, first-time students who enrolled in the previous fall who were retained in the spring semester (fall-to-spring persistence). For fiscal year 2013, LCC is at 61.8% persistence with a five year average of 68.1%. Historical data include the following:

Fall '07 to Spring '08	Fall '08 to Spring '09	Fall '09 to Spring '10	Fall '10 to Spring '11	Fall '11 to Spring '12	Five-Year Average
64.6%	66.2%	66.7%	73.3%	69.9%	68.1%

The performance indictors allow the School of Business to strategically plan for the future, and make necessary changes that are data driven. The following organizational performance results are specific to the School of Business, and include a comparison of enrollment numbers, both conventional and online, and graduation rates.

Table 3 – Organizational Performance Results

Table 3 – Fall Semesters Per-Course Enrollment Numbers for Distance Learning (online)

Fall 2013   142 students
Fall 2012   113 students
Fall 2011   113 students
Fall 2010   99 students
Fall 2009   70 students
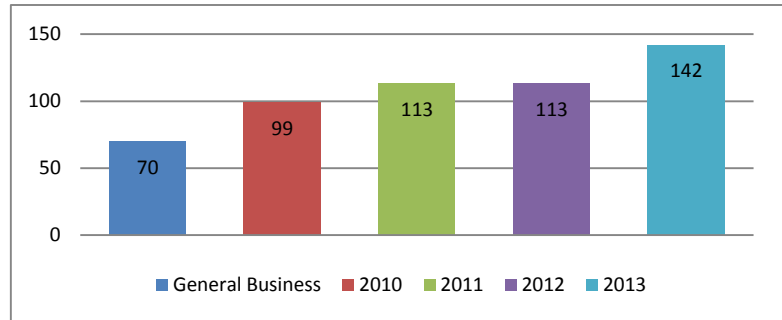
Table 3 – Fall Semesters Per-Course Enrollment Numbers for Conventional Courses (Including ITV)

Fall 2013   90 students
Fall 2012   139 students
Fall 2011   183 students
Fall 2010   213 students
Fall 2009   176 students
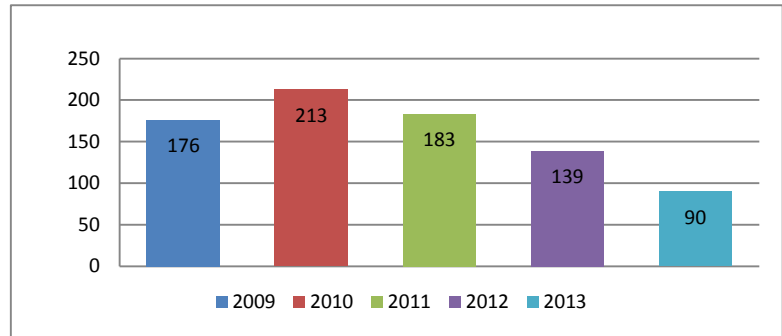
Table 3 – Total Enrollment for Fall Semesters

Fall 2013   232 students
Fall 2012   252 students
Fall 2011   296 students
Fall 2010   312 students
Fall 2009   246 students
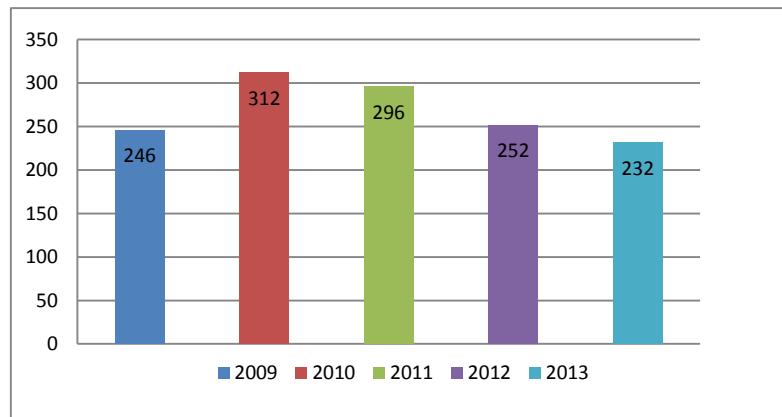
Table 3 – Graduation Rates for the School of Business

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
General Business	1	3	0	2	1
Business Administration	11	8	7	8	6
Accounting	3	0	4	0	3
Cert. in Accounting	0	0	0	0	0
Cert. in SBM	7	6	5	2	3

Based on the historical data, the performance measure (competency) is to increase enrollment numbers and increase graduation rate by 20% per academic year. Areas of success have been minimal but the following have been actions taken:

- In 2012, the School of Business made revisions to its programs of study to include alignment of course offerings with New Mexico Highlands University.
- The School of Business modified the advisement process by assigning each full-time faculty member a program of study. In addition, students declaring a major in business are automatically assigned an advisor through the Admission's Office.
- Course offerings where strategically revised for fall, spring and summer semesters.
- Curriculum profiles were revised to include outcomes for specific courses and programs.
- Increase online course offerings to maximize enrollment numbers, particularly to attract new students outside of LCC's service area, and for students that cannot take courses at the main campus.
- The addition of a full-time faculty member and full-time office manager within the School of Business.
- The advertisement of the School of Business through *The Luna Light*, Facebook and radio stations.
- The School of Business is in the process of developing specific articulation agreements with the School of Business at New Mexico Highlands University.

F. LCC routinely provides reliable information to the public on performance, including student achievement such as assessment results and program results. Three examples include:

- Student Learning Outcomes Assessment (SLOA) reports are presented by faculty each semester. Faculty, students and the community are invited and encouraged to attend the presentations to see new ways faculty are reaching students, improving student learning, and guiding students to success. For public review, the reports are posted on LCC's web site at: http://www.luna.edu/reports/

- Luna Community College is a member of Quality New Mexico and is a participant in the Performance Excellence Award program, modeled after the Malcolm Baldrige National Quality Award. The purpose of the program is to identify key strengths and opportunities for improvement. In addition, participation in the program allows LCC to provide information on performance to the public and other stakeholders. The 2012 application is posted on LCC's website at: https://luna.edu/media/page_files/Pinon_Application_2012_Final_Draft.pdf

- Luna Community College is a member of the New Mexico Independent Community Colleges. NMICC was formed to support the mission of independently-governed community colleges in New Mexico. In addition, the organization publishes an annual accountability report for students, the public, and other stakeholders. The reports are available at: http://www.sfcc.edu/nmicc/reports

Summary of Standard 4 – Measurement, Analysis, and Knowledge Management

Strengths:

- LCC's Student Learning Outcomes Assessment (SLOA) plan, reports, and participation by faculty.

Opportunities for Improvements:

- The School of Business will improve tracking of organizational performance results, specifically student retention, and student placement for business students.
- The School of Business will continue to compare the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

STANDARD 5: FACULTY AND STAFF FOCUS

Criterion 5.1 Human Resource Planning

A. The School of Business has criteria for recruitment and selection of business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

Luna Community College is an equal employment opportunity / affirmative action employer and follows LCC's Academic Guidelines to determine qualified faculty. With the coordination of the Vice President of Instruction, the Human Resources Department is responsible for advertising faculty positions, coordinating the selection process, and making the recommendation to the LCC president. Additionally, both full time and adjunct faculty members are required to have a master's degree; and the Humans Resources Department maintains all faculty records, to include credentials, contracts, teaching records, and professional development.

Historically, the focus of programs for the School of Business was to prepare students for employment through specific certificate and degree programs. Faculty qualifications were focused on career and technical, and the College considered work experience and certifications as important credentials for faculty members.

When Luna Vocational Technical Institution (LVTI) became a comprehensive community college, accredited through The Higher Learning Commission, the institution changed its name to Luna Community College, and transferability of credits and degrees to four-year universities became a primary goal.

The foundation for credentialing is based on LCC's 2013 Academic Guidelines (https://luna.edu/media/page_files/LCC_Academic_Guidelines_2013.pdf). Although LCC offers AAS degrees in Accounting, Business Administration, and Certificates in Accounting and Small Business Management, all full-time faculty have MBA degrees and all adjunct faculty have master degrees within their respective field, including dual-credit instructors. Work experience and certifications in the field of business is important, but the primary basis for hiring faculty to teach 100-200 level college courses for the School of Business is the MBA/Master's degree credential.

Workforce Diversity

Luna Community College is an equal employment opportunity / affirmative action employer, and is classified as a Hispanic serving institution of higher learning. Based on the 2012 Integrated Postsecondary Education Data System (IPEDS) report, LCC has twenty-seven total full-time faculty of which eight are male and nineteen are female. Twelve are classified as Hispanic, thirteen White, and one African American. As for full-time non-instructional staff, 81% are classified as Hispanic and 44% are male and 56% female.

B. High performance faculty for the School of Business is based on work environment, compensation, career progression, and workload assignment.

Faculty compensation is based on an educational salary scale through the Human Resource Department and approved by the President and the Board of Trustees. The benefit package is consistent with similar faculty positions and the local market, with a pay scale based on credentialing and experience. Full-time faculty follows a nine month calendar, and career progression is based on a three-year probation period with eventually full-time status. Workload assignments are based on qualifications and teaching requirements as described in the faculty handbook and academic guidelines.

The work environment is based on participative management. The Academic Advisory Team (AAT) participates in the management process, inclusive of setting organizational goals, initiatives, strategic plans, and involvement in decisions. The AAT is also involved in course scheduling, technology recommendations, and facility use. The participative management approach by the Vice President of Instruction, faculty and the office manager has led to highly motivated staff, resulting in a department focused and committed to student success.

C. A supportive climate contributes to the well-being, satisfaction, and motivation of faculty and staff. In summer 2013, the office manager was promoted to full-time status and an additional full-time faculty member was added to the department. All full-time faculty members have an individual office within the same facility, equipped with phone, computer and internet technology with resources readily available. Additionally, several adjunct faculty members have access to similar resources as full-time faculty. An office manager and work study also support the department with routine work such as filing documents, report writing, assisting students and faculty, and coordinating with other institutional departments. Other activities that contribute to a supportive work climate include:

- The Academic Advisory Team (AAT) meetings to ensure progress within the School of Business.
- The School of Business offers facility space for the YouthBuild Program and for community education.
- Faculty office space and laboratories/classrooms are located in the same building to enhance communications and academic collegiality. The office manager is also located in the same facility and additional modes of communication (email correspondence and texting) are promoted.
- Teaching schedules are collaboration between the Vice President of Instruction and faculty.
- Full-time faculty are given priority in course offerings and adjunct faculty are scheduled based on student needs.
- A culture of professionalism and collegiality among all employees in the business building is promoted through discussions and meetings.
- Curriculum and course competencies are aligned with the New Mexico Collegiate Business Articulation Consortium.

D. Specific evidence is used to determine faculty and staff well-being and satisfaction. They include:
- Promotion of the office manager to full-time status

- The addition of a third full-time faculty position
- No turnover among full-time faculty
- Formal evaluation of the Vice President of Instruction
- Faculty evaluations

Criterion 5.2 Faculty Qualification

A. Faculty qualifications and credentials are a critical foundation for success in the School of Business. Qualified faculty are required to teach all class sections within the department. Table 4 is a description of all faculty qualifications, adjunct and full-time, major teaching fields, highest qualified degree earned, professional certifications/supportive activities, and ACBSP qualifications.

Table 4

School of Business Faculty Qualifications

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the major teaching field for each faculty member (full-time and part-time).
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including the major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

Analysis of Results

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Anderson, Harry **(Full-Time Faculty)**	*Accounting *Finance *Economics	ACCT200, 201, 210, 218, 221 ECON208 & 209 BUS120 Finance	MBA BS - Economics	 Intermediate, Advanced & Tax Accounting Courses UCLA Extension	Master's
Encinias, Janice **(Dual-Credit Instructor – Wagon Mound H.S.)**	*Computer Information Systems *Introduction to Business	CSA150 Computer Fundamentals CSA233: Desktop Publishing BUS105: Introduction to Business	MA Guidance & Counseling BA -Secondary Administration General Business		Master's

Gutierrez, Dolores **(Full-Time Faculty)**	*Computer Information Systems *Accounting *General Business	CSA150 Computer Fundamentals ACCT200 Accounting Principles I	MBA BA – Accounting & General Business	Level 3 Instruction Leadership 7-12 Secondary License w/ Endorsement in Business Administration	Master's
Laumbach, Pauline **(Dual-Credit Instructor – Mora H.S.)**	*Computer Information Systems	CSA150 Computer Fundamentals	MA Teaching & Learning Technologies BA –Secondary Education		Master's
Levister, Meta **(Adjunct Faculty)**	*Computer Information Systems *General Business	CSA150 Computer Fundamentals BUS105: Introduction to Business MGMT211: Business Ethics	MS – Education, Administrative Studies BS – Business Administration	Level 3K-12 Administrative License Level 3 Instructional Leader K-8 Elementary License UNM-Anderson School of Management Business Ethic: Education & Organizational Best Practices	Master's
Linson, Anita **(Dual-Credit Instructor – Santa Rosa H.S.)**	*Computer Information Systems	CSA150: Computer Fundamentals	MA –Educational Administration BA –Business Education/ Secondary Education		Master's
Lobato, Brendaleigh **(Adjunct Faculty)**	*Computer Information Systems	CSA150 Computer Fundamentals	MA –Media Arts & minor in Computer Science BA – History AA – Computer Technology Information Systems		Master's
Ortega, Elaine **(Full-Time Faculty)**	*Computer Information Systems *Management	BUS105: Into to Business CSA217: Microsoft Excel CSA208: Microsoft Access	MBA	UNM-Anderson School of Management	Master's

| | *Marketing
*General Business | CSA242: Web Design
MGMT207: Principles of Management
MGMT211: Business Ethics
MKT201: Principles of Marketing
MKT203: E-commerce | BA – Management Information Systems

AA –Computer Programming | Business Ethic:
Education & Organizational Best Practices | |
| Rollings, Vanessa
(Adjunct Faculty) | *Computer Information Systems | CSA150 Computer Fundamentals | MBA | | Master's |

Table 5 – FTE and Faculty Composition

		Analysis of Results			
Name	**ACBSP Qualification**	**Credit Hours Taught**	**Master's/Doctorate**	**Professional FTE**	**Exceptions FTE**
Anderson, Harry	Master's	36	1.20		
Encinias, Janice	Master's	6	0.20		
Gutierrez, Dolores	Master's	25	.83		
Laumbach, Pauline	Master's	3	0.10		
Levister, Meta	Master's	9	0.3		
Linson, Anita	Master's	6	0.20		
Lobato, Brendaleigh	Master's	18	0.6		
Ortega, Elaine	Master's	30	1.00		
Rollings, Vanessa	Master's	3	0.10		
Qualification	**Total Hours Taught During Self-Study Year**	**FTE Teaching Load (Based on 30 cr. Hrs.)**	**Percent of Total Hours Taught**		
Master's/Doctorate	136	4.53	100%		
Professional	0	0.00	0%		
Exceptions	0	0.00	0%		
Total	136	4.53	100%		

Criterion 5.4 Faculty Deployment

A. The School of Business deploys full-time faculty resources among all disciplines and major teaching fields. All students seeking a degree or certificate, regardless of delivery method have an opportunity to receive instruction from full-time faculty.

Every Semester, the School of Business offers courses on campus, offsite, distance learning and dual credit. Dual credit is not offered during the summer semester. In spring 2013 and fall 2013, the School offered 41 courses on-campus, distance learning (online, Hybrid, ITV), and offsite. Several courses were offered dual credit at specific high schools for only junior and senior students.

These courses were offered at the Business Building, online/ITV (hybrid in fall 2013), and offsite at the Springer Satellite, New Mexico and dual credit at Santa Rosa High School, Mora Independent School District and Wagon Mound High School. For spring 2013, full-time faculty taught 9 out of 21 courses or 43% of courses (excluding dual credit). For fall 2013, full-time faculty taught 15 out of 20 courses or 75% of courses (excluding dual-credit). The increase from fall to spring in full-time teaching load is the result of hiring an additional full-time faculty member for fall 2013 semester.

Currently, for fall 2013 and spring 2014, full-time faculty teach 100% of accounting courses offered conventional in the classroom and online/ITV or hybrid. All economic courses, management, marketing and finance courses are taught by full-time faculty either conventional or online/hybrid. Adjunct faculty are utilized for computer fundamental courses and dual credit instruction.

Several courses offered through the School of Business can be applied to any of the three programs of study: accounting, business administration, and general business. The list of classes include: ACCT200 Accounting Principles I, ACCT201 Accounting Principles II, CSA150 Computer Fundamentals, and ECON208 Principles of Macroeconomics.

For the Accounting Program (AAS Degree), seven accounting courses were offered during the spring 2013 and fall 2013 semester. These courses were offered conventional, distance learning (online, ITV) and hybrid formats. Full-time faculty taught 100% of courses. For economic and finance course requirements, three courses were offered conventional and online/ITV/hybrid with one adjunct teaching economics. Eighteen Computer Fundamental courses were offered and taught by full-time and adjunct.

For the General Business Program (AA Degree), seven accounting courses were offered during the spring 2013 and fall 2013 semester. These courses were offered conventional, distance learning (online, ITV) and hybrid formats. Full-time faculty taught 100% of courses. For program requirements: CSA217 Microsoft Excel, MGMT207 Principles of Management, and MKT201 Principles of Marketing, four courses taught by a full-time faculty member. MATH130 Statistics was offered by the STEM department with full-time or adjunct teaching the course. Eighteen Computer Fundamental courses were offered and taught by full-time and adjunct.

For the Business Administration Program (AAS Degree), seven accounting courses were offered during the spring 2013 and fall 2013 semester. These courses were offered conventional, distance learning (online, ITV) and hybrid formats. Full-time faculty taught 100% of courses. Thirteen courses were offered and taught conventional and online/hybrid, with over 50% taught by full-time faculty members. Eighteen Computer Fundamental courses were offered and taught by full-time and adjunct.

The course term reports are available online at http://www.luna.edu/schedule/ and will be available in the School of Business –conference/resource room during the onsite visit.

Each program of study in the School of Business has one full-time, master qualified faculty member assigned.

Program Advisement/Assignment

Full-Time Faculty Member	Qualification	Program Assigned
Mr. Harry Anderson	Master and/or Professional	Accounting
Ms. Elaine Ortega	Master	Business Administration
Ms. Dolores Gutierrez	Master	General Business

Criterion 5.5 Faculty Load

A. Luna Community College has a faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), number of preparation, delivery mode, and other related factors.

As outlined in the faculty handbook http://www.luna.edu/media/page_files/Faculty_maunal_06_1_.pdf and the 2013 Academic Guidelines Manual, all faculty are required to devote specific hours per week to the college as provided below:

> "Although, LCC does not adhere strictly to a regular 40-hour work week and the normal 8 a.m. to 5 p.m. daily schedule, it is assumed that for every credit hour a faculty member devotes two (2) clock hours to direct instruction and related activities, i.e., lecture and test preparation, homework and test grading, attendance monitoring and reporting, departmental and committee meetings, professional readings, etc.

> The equivalent within a 40-hour work week is 15-17 credit 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 same faculty member is expected to adhere to required posted office hours; thus, the equivalent is a 40- hour workweek. It should be understood that many of the workload requirements may not always be performed on campus or during the Monday through Friday work schedule. Similarly, the normal working hours between 8 a.m. and 5 p.m. from Monday through Friday are not strictly applied. Classes may be scheduled at LCC, or any of its satellites, between the hours of 8 a.m. and 5 p.m., Monday through Saturday. Faculty may be scheduled to teach classes within this time frame according to the College and department needs, i.e., as student demand and needs dictate.

Supplemental Contract

Overload: Teaching overloads are discouraged, and LCC avoids assigning overloads whenever possible. If an overload is necessary, the following process is required: After the Academic Director requests an overload; approval is required from the Academic Dean, the Chief Financial Officer, and the President. Qualifying faculty will be full-time instructors who are teaching a minimum of 15-17 credit hours with a minimum of 4-5 courses. Overload is paid at the current per course faculty rate. (See Human Resource Technician for pay rate scale.)

Summer Session: Appointment for a summer session in any year is a separate contract to be entered into by the mutual consent of the College and the faculty member. The full-time teaching load is from 6 to 8 credits and a minimum of one office hour per week for each course assigned. Compensation is calculated at the overload rate through a supplemental contact.

Per Course Faculty are individuals whose primary employment is outside the college and who, because of their professional standing, provide part-time instruction and/or training to LCC students on a voluntary or contractual basis."

The School of Business offers four types of delivery mode for courses: conventional in the classroom, online, hybrid (combination of conventional and online), and ITV (Interactive television). Faculty, with consultation from the Vice President of Instruction determines the mode of delivery, time of semester, and scheduling of courses. Faculty may choose to allow more than the published maximum number of students into a course. Moreover, the Business Administration degree program can be completed completely online; therefore, the School of Business is committed to offering specific courses through distance learning.

Class sizes are normally determined by the Vice President of Instruction along with the Registrar and faculty. Adjustments are made based on special circumstances or student need.

The primary responsibility of full-time faculty and adjunct faculty is to teach. Other responsibilities of full-time faculty include: student advisement, curriculum development, serving on committees, and professional development. All full-time faculty in the School of Business taught full-loads of 15-17 credit hours per semester.

B. Based on circumstances, faculty members may exceed the institutions maximum teaching load. For example, specific accounting courses are four-credits which a full-load of five courses can equal 18 or 20 credit hours. In addition, a full-time faculty member may pick up an additional overload course based on student need. Faculty are compensated for overload courses.

Criterion 5.6 Faculty Evaluation

A. LCC has a formal system of faculty evaluation used by the School of Business for full-time and part-time faculty. Per policy set forth by Human resources, every year, Luna Community College evaluates all full-time employees, including full-time faculty. Recently, adjunct faculty was added to the evaluation process. The annual evaluation of full-time employees occurs in January and is completed mid-March of every year. The process has three components:

- Employee self-evaluation
- Employee development plan
- Supervisor evaluation

The self-evaluation provides employees an opportunity for self-examination. Each faculty member will evaluate his or her performance, to include: classroom instruction, pedagogy, teaching and learning strategies, assessment, adherence to policy, and interpersonal relationships. The faculty member is also expected to prepare a developmental plan. The plan outlines the faculty members' strengths and areas of improvement, if needed. In addition, the plan outlines three month, six month, and annual goals with professional development goals.

The supervisor conducts the evaluation with input from the employee's self-evaluation and development plan. Employee performance is rated as: Not Applicable (N/A), Not Meeting Expectations (NME), Improvement Needed (IN), Meets Expectations (ME), and Exceeds Expectations (EE). If an employee is rated as Not Meeting Expectations (NME), the supervisor must develop an improvement plan for the employee. Following the completion of the supervisor evaluation, the supervisor schedules a meeting with each employee to review the evaluation, the self-evaluation, and the development plan. All documentation is submitted to the Human Resource Department and becomes permanent record in the employee's file.

In fall 2013, the evaluation process for the School of Business was expanded to include all adjunct faculty. An in-class observation component was also added to the evaluation process. In addition, the evaluation process for the School of Business takes place every semester to accommodate adjunct faculty and to provide the supervisor reasonable time to conduct a thorough evaluation.

Student evaluations are conducted every semester for all classes. The following is the process:

```mermaid
graph LR
    A([Office Manager Issues Evaluation]) --> B([All Faculty Including Online & Dual-Credit])
    B --> C([Dr. Martinez will meet with Faculty])
    C --> D([Improvements If needed])
```
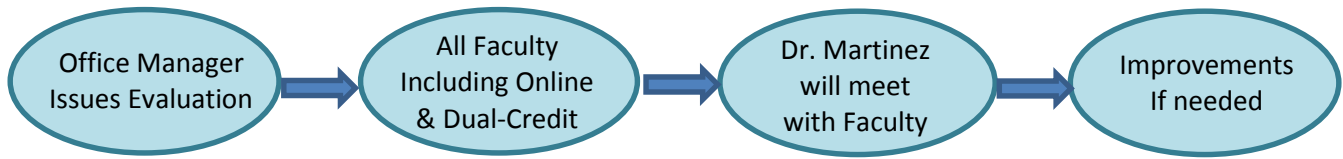
The office manager will administer the student course/instructor evaluation survey in each class, including dual-credit. The Distance Learning Coordinator will administer the online student satisfaction surveys. The surveys are collected and compiled into data. If there are concerns or issues to address, the Vice-President of Instruction will then meet with each faculty member to discuss the results, and if needed, develop a plan of action to address improvements.

All faculty evaluations are kept on file at the Human Resource Department. Student evaluation results are kept on file at the School of Business.

B. LCC has a formal process to share results of the evaluation with faculty members. Following the completion of the Vice-President's evaluation and classroom observations, the vice president will schedule meetings with each faculty member to discuss the evaluation. The meeting is focused on strengths based on the outcomes of the evaluation. If needed, opportunities for improvement are discussed with the option of a growth plan agreed by both the vice president and the faculty member. The faculty member and the vice president certify the review of the evaluation by signature, and all paperwork becomes part of the employee's personnel record.

C. Faculty evaluations are used to improve academic performance, to include teaching methods and the use of new technologies. Evaluations are also used to make decisions on course offerings, curricula changes, delivery modes (online and hybrid), and professional development opportunities.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

A. The Vice-President of Instruction and the School of Business supports staff/faculty professional development. The School believes that excellent faculty produce excellent students, and the purpose of professional development is to keep up-to-date on new research on teaching, emerging technologies, new approaches/theory within the field of business, and new curriculum resources. All faculty, including adjunct are encouraged to participate in professional development. The 2013 LCC Academic Guidelines states: "LCC is committed to providing staff development opportunities to the extent that is it financially feasible. This includes funding for college development activities. Full-time faculty should earn at least (20) hours on an annual basis of professional development. The hours must be documented and approved by your supervisor. A complete list of hours obtained should be submitted with your annual evaluation."

The School of Business provides opportunities for professional development through a variety of activities:

1) Every fall semester, the College provides on-campus in-service and orientation for faculty and staff.
2) The College provides funds to support LCC's Professional Development Program (PDP). The program provides opportunity to regular full-time employees to sharpen skills or meet on-the-job requirements to improve efficacy of employees and ultimately the ability of the College to effectively perform its mission. The mission of LCC's professional development program is to create professional development pathways for college employees who support the strategic mission of LCC and contribute in meaningful ways to college personnel's department needs and specific job enrichment.
3) Faculty members have the opportunity to participate in New Mexico Highlands University (NMHU) – Luna Community College (LCC) Tuition Waiver Program. Eligible regular full-time employees of New Mexico Highland's University and Luna Community College may take up to four credit hours per semester at NMHU or LCC subject to the policies and procedures of the respective school.

Faculty are informed of upcoming professional development opportunities through their immediate supervisor, announcements, email and the school newsletter – *The Luna Light*. Faculty may seek their own professional development through associations, advertisements, and websites.

B. Development plans/goals and expectations are used to document faculty participation in professional development for the School of Business. These plans are located in the Human Resource Department. The following is three years of data on professional development for full-time faculty:

- Attend the Bill Daniels Conference on Business Ethics
- Technology training such as Wimba/Blackboard and delivery of hybrid courses
- Membership for New Horizons to continue to grow with knowledge in preparing students for the real world, to include new software applications
- Course work at universities and online programs
- Review textbooks
- Participate in College in-services
- Conduct research and develop curriculum for online courses

C. The following is an example by two full-time faculty members on how the professional development and scholarly activities of the School of Business have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

"The college offers on-campus in-service, orientation for faculty-staff, and training throughout the academic year. These sessions include information about human resources sexual harassment, student advisement, student retention, distance learning with blackboard, wimba chat-rooms, etc. Student award ceremonies are held in the School of Business to acknowledge student success. Faculty senate committee promotes several ongoing meetings; which are very informational, but most important geared towards improving instruction and creating a voice to contribute to student learning. The Community College participates in College Night in an attempt to recruit high school students from surrounding areas in New Mexico, including Job

Fairs hosted at the college to promote current job offerings to our students." *- Elaine Ortega, faculty member*

"I was hired full time, August 2013 after being retired for the last 10 years. As a newly hired full time employee I intend to become active in developing professionally by applying for summer internship for faculty. I will be attending the Career Fair at New Mexico Highlands University to apply for a research position at University of California, Berkeley. I have also applied with Google. I taught from Buenos Aires Argentina, summer 2012 and have incorporated lessons learned into the classroom setting." *- Dolores Gutierrez, faculty member*

"Luna Community College promotes professional development to enrich faculty's knowledge, skills, and stay current in one's field. Moreover, faculty is encouraged to take courses to enhance learning, attend workshops, conferences, and seminars which all contribute to the classroom environment.   I have invited many experts to speak to our business students in topics, such as; business ethics, finance-budgeting, student learning outcome assessment. I have taken numerous courses at New Horizons Computer learning which have led to adopting higher versions of software and introducing students to current technology. Also, I have received a certification from UNM School of Anderson in Business Ethics, which is currently offered to students as a requirement for their Business Administration degree. I have taken some courses at NMHU in keeping current with the field of business; such as, accounting, finance, & computer science." *– Elaine Ortega, faculty member*

"I attended the New Mexico Collegiate Business Articulation Consortium in Socorro, NM to have a better insight on the effective methods used to teach Accounting at the post-secondary level. I plan to participate in professional organizations and attend the Ted X Educational conference in Albuquerque in February 2014. I will be learning new technology to share with students by signing up for the Lynda.com learning website during the Christmas break. I will be traveling to Washington, DC the latter part of December and will observe different work environments to share with students, as well." *– Dolores Gutierrez, faculty member*

Criterion 5.8 Faculty Instructional Development

A. Through the Distance Learning Coordinator, faculty has acquired skills in the use of alternative methods of instructional delivery. Both full-time and adjunct faculty has received training in the use of BlackBoard and Wimba technology.

B. The School of Business constantly seeks improvements to curriculum that supports the mission and to promote knowledge, skills and contributions that lead to high performance.

For example, the purpose of Student Learning Outcomes Assessment (SLOA) is to improve student learning, and as a direct result, the process improves curriculum development. Faculty who participate in the process must first focus on the student learning outcomes for their particular course. The

outcomes guide instructional methods and delivery mode. Assessment tools to measure the outcomes are determined by each faculty member and how frequent the tool will be used. Faculty will then collect data to determine if students are meeting the required outcomes. The data is finally used to improve student learning. The process is illustrated below.

1 A list of expected learning outcomes

2 Assessment tools that directly measure those learning outcomes

3 The results of the data, and

4 How the data will be used to improve student learning
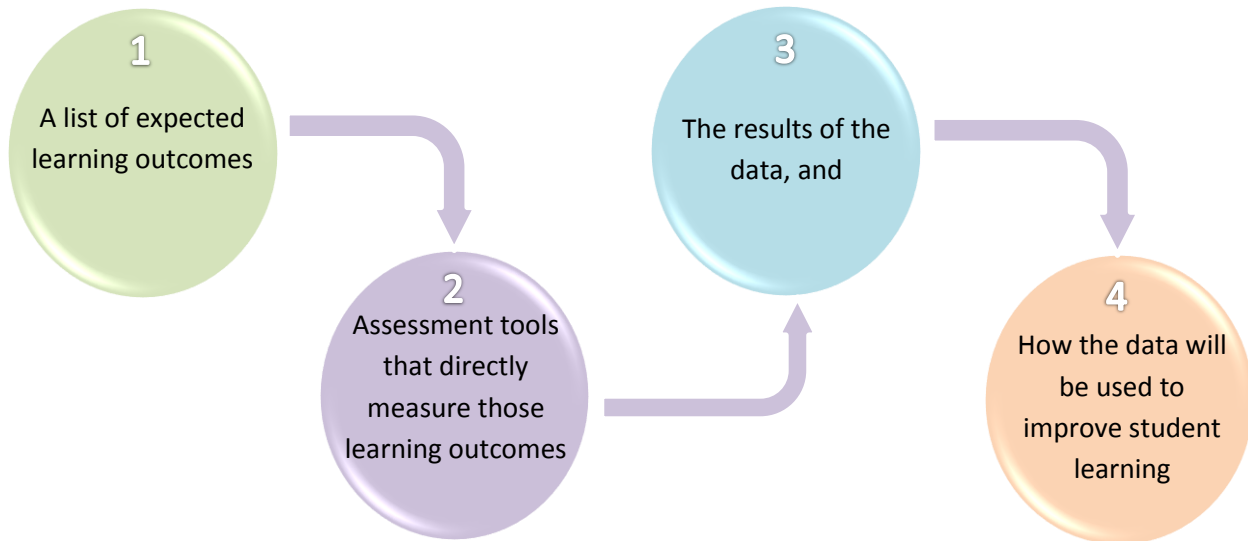
The process identifies students who did not meet the specific learning outcomes as required for a course. The faculty member must identify why the student(s) did not meet specific learning outcomes. The majority of the inquiry is focused on curriculum and delivery methods, leading to improvements and best practices within a particular subject matter.

Another example is faculty involvement with the New Mexico Collegiate Business Articulation Consortium (NMCBAC). The purpose of the consortium is to develop and maintain the business courses articulation matrix for all colleges and schools of business in New Mexico. Through participation, faculty has the opportunity to review syllabi and supporting documentation for schools proposing a course for inclusion in the matrix. Faculty also has the opportunity to review changes to course competencies.

Recently, LCC's accounting/finance faculty member led the effort to establish introductory courses in Cost and Intermediate Accounting. Additionally, his suggestion that corporate finance be a four-year college subject with the basic finance course continued to be presented by the community college was endorsed by the consortium.

Criterion 5.9 Faculty Operational Policies, Procedures and Practices

A. The Luna Community College 2013 Academic – (SOG) Standard Operating Guidelines are submitted to all faculty at the beginning of the year via email. In addition, the guidelines can be accessed in the School of Business conference/resource room or though the office manager. The guidelines are also assessable on the website at: **https://luna.edu/media/page_files/LCC_Academic_Guidelines_2013.pdf**

The faulty handbook is also assessable at the Luna Community College website:
http://www.luna.edu/media/page_files/Faculty_maunal_06_1_.pdf

Summary of Standard 5 – Faculty and Staff Focus

Strengths:

- The deployment of full-time faculty workload and advisement of programs to support student success.
- Participative management and a supportive climate that contributes to the well-being, satisfaction, and motivation of faculty and staff.

Opportunities for Improvement:

- The School of Business will improve the professional development program to include follow-up of activities, inclusion of professional development for all faculty and staff within the School of Business, and properly document professional development activities in Human Resource files.
- The School of Business will extend the evaluation process to include the dual-credit instructors and strengthen the student course evaluation for on-line instruction.

STANDARD 6: PROCESS MANAGEMENT

Criterion 6.1 Curriculum

A. The design and delivery of educational programs and course offerings for the School of Business are guided by stakeholders. Course offerings are evaluated annually and program changes are made during catalog cycle. The Academic Advisory Team (AAT) is involved in the management of programs, and processes for design and delivery are influenced by the following:

- Student need, such as transferability of general education – core courses to universities and other post-secondary institutions, and workforce development
- Transferability of business courses to four-year institutions
- The New Mexico Business Consortium Agreement, to include standard competencies for specific business courses   http://business.nmsu.edu/administration/articulation/
- Partnership with New Mexico Highlands University –School of Business.

Course offerings are available in a variety of formats to meet student needs. They include day and evening course offerings, hybrid and the use of Interactive Television (ITV). In addition, students can complete the entire Associate of Applied Science degree in Business Administration online.

B. LCC's School of Business ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency through:

- Program curriculum profiles. All faculty are required to follow standard learning outcomes for all course offerings, including online and dual credit instruction. Curriculum profiles are established for all three programs of study: accounting, business administration and general business and are located on LCC's web site.
- At the beginning of every semester, all faculty are required to submit their course syllabus to the office manager. The Vice President of Instruction reviews all syllabi for comparable quality and consistency.
- All faculty are required to have a master's degree credential.
- Comparable quality and consistency is also evaluated through Student Learning Outcomes Assessment (SLOA) and instructional evaluations.

Criterion 6.2 Professional Component

Based on the 2012-2015 Catalog, ECON208 Principles of Macroeconomics is required under the general education component and ECON209 Principles of Microeconomics is a recommended course. For the new catalog, LCC will move ECON208 and ECON209 under the professional component and decrease general education component from 36 to 30 credit hours, to meet the 25 percent standard.

Not Applicable.

Criterion 6.3 General Education Component

All programs meet the 25 percent standard.

Not Applicable.

Criterion 6.4 Business Major Component

All programs meet the 25 percent standard.

Not Applicable.

Table 6 is a curriculum summary of each program to include professional component, general education component, and business major component.

Table 6 – Curriculum Summary

AAS in Accounting
62 Credit Hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACCT200	Accounting Principles I	A	4
CSA150	Computer Fundamentals	B	3
ECON208	Principles of Macroeconomics*	D	3
ECON209	Principles of Microeconomics *	D	3
BUS120	Principles of Finance	H	3
		Total Credit Hours:	**16**
		Percent of Total Hours	**25.8%**

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG111	Freshman Composition I	1	3
ENG115	Freshman Composition II	1	3
MATH180	College Algebra	6	4
SPCH111	Public Speaking	1	3
-or-			
SPCH112	Interpersonal Communication	1	3
Laboratory Sciences, -or-		6	8
Social and Behavioral Sciences, -or-		8, 5, 8	3
Humanities and Fine Arts		10, 2, 4, 9	6
		Total Credit Hours:	**30**
		Percent of Total Hours:	**48.3%**

Accounting Major Component

Course Number and Course Title		Credit Hours
ACCT201	Accounting Principles II	4
ACCT210	Managerial Accounting	4
ACCT218	Quickbooks	4
ACCT221	Introduction to Intermediate Accounting	4
	Total Credit Hours:	16
	Percent of Total Hours:	25.8%

*Note: *Based on the 2012-2015 Catalog, ECON208 is required under the general education component and ECON209 is a recommended course. For the new catalog, LCC will move ECON208 and ECON209 under the professional component to decrease general education component from 36 to 30 credit* hours

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Table 6 – Curriculum Summary

AAS in Business Administration

63 Credit Hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACCT200	Accounting Principles I	A	4
BUS105	Introduction to Business	E	3
CSA150	Computer Fundamentals	B	3
MGMT211	Business Ethics	E	3
ECON208	Principles of Macroeconomics*	D	3
Elective	---		3
		Total Credit Hours:	**19**
		Percent of Total Hours	**30.1%**

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG111	Freshman Composition I	1	3
ENG115	Freshman Composition II	1	3
MATH116	Intermediate Algebra	6	4
SPCH111 or SPCH112		1	3
Laboratory Sciences, -or-		6	-
Social and Behavioral Sciences, -or-		8, 5, 8	-
Humanities and Fine Arts		10, 2, 4, 9	15
		Total Credit Hours:	**25**
		Percent of Total Hours:	**39.6%**

Business Administration Major Component

Course Number and Course Title		Credit Hours
ACCT201	Accounting Principles II	4
BUS120	Principles of Finance	3
MGMT207	Principles of Management	3
MKT201	Principles of Marketing	3
Electives	---	6
	Total Credit Hours:	**19**
	Percent of Total Hours:	**30.1%**

*Note: *Based on the 2012-2015 Catalog, ECON208 is required under the general education component. For the new catalog, LCC will move ECON208 under the professional component.*

Table 6 – Curriculum Summary

AA in General Business

62 Credit Hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACCT200	Accounting Principles I	A	4
CSA150	Computer Fundamentals	B	3
ECON208	Principles of Macroeconomics*	D	3
ECON209	Principles of Microeconomics *	D	3
BUS102	Quantitative Methods in Business	C	3
MKT201	Principles of Marketing	F	3
		Total Credit Hours:	**19**
		Percent of Total Hours	**28.7%**

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG111	Freshman Composition I	1	3
ENG115	Freshman Composition II	1	3
MATH180	College Algebra	6	4
SPCH111	Public Speaking	1	3
Laboratory Sciences, -or-		6	8
Social and Behavioral Sciences, -or-		8, 5, 8	3
Humanities and Fine Arts		10, 2, 4, 9	6
		Total Credit Hours:	**30**
		Percent of Total Hours:	**45.4%**

General Business Major Component

Course Number and Course Title		Credit Hours
ACCT201	Accounting Principles II	4
ACCT210	Managerial Accounting	4
CSA217	Microsoft Excel	3
MATH130	Statistics	3
MGMT207	Principles of Management	3
	Total Credit Hours:	**17**
	Percent of Total Hours:	**25.7%**

*Note: *Based on the 2012-2015 Catalog, ECON208 is required under the general education component and ECON209 is a recommended course. For the new catalog, LCC will move ECON208 and ECON209 under the professional component and decrease general education component from 36 to 30 credit hours.*

Criterion 6.5 Off-Campus Operations and Unique Items

A. The School of Business offers course EWEB (online), main campus, offsite (to include dual-credit), and at satellite sites. The total credit hours produced by the School of Business during the fall 2012 and spring 2013 semesters were **1,916.00**, and the total credit hours produced by the College were **24,077.00**. The table below indicates distribution by campus.

Fall 2012 (Sample)

Campus	Business Hours Generated	LCC Hours Generated
EWEB (online courses)	471	2396
Main Campus	490	8500
OFFSITE	48	1037
Springer Satellite	24	283
Santa Rosa Satellite	4	97
Total	1037	12,313

*Note: Students Statistics by Campus

Spring 2013 (Sample)

Campus	Business Hours Generated	LCC Hours Generated
EWEB (online courses)	318	2100
Main Campus	445	8506
OFFSITE	80	737
Springer Satellite	28	317
Santa Rosa Satellite	8	104
Total	879	11,764

*Note: Students Statistics by Campus

B. Luna Community College has two satellite locations in Springer, New Mexico and Santa Rosa, New Mexico with a site at the David Cargo Library in Mora, New Mexico. Students can complete course work at these locations through Interactive Television (ITV) but cannot complete a degree program. The Associate of Applied Science degree in Business Administration can be completed entirely online, and some students use the satellites and the David Cargo Library for internet and computer services.

One unique situation is the dual-credit program at Luna Community College. The New Mexico Public Education Department promotes students to complete a college course as a requirement for high school graduation. Therefore, some school districts are persistent that LCC offer college courses at the high school. As a result, the School of Business has placed restrictions on the type of courses that can be offered as duel-credit. They include accounting courses and several degree requirement courses.

Criterion 6.6 Minimum Grade Requirements

A. The School of Business has grade requirements for all degree and certificate programs. Page 7 of the 2012-2015 school catalog states that a grade of "C" or better is required in all requirements in the student's concentration of study. An "S" grade is also acceptable; however, in some cases, a "D" grade is allowed for credit in some general education courses.

On page 28 of the 2012-2015 school catalog, under transfer of credits, students will receive credit for coursework with a grade of "C" or better provided that the courses are appropriate toward a certificate or degree and an equivalent LCC course exists.

B. The school ensures compliance regarding minimum grade requirements. To be eligible to receive a certificate or degree from LCC, students must meet the following requirements as well as those listed under the specific program they are pursuing:

- The student must maintain an overall cumulative GPA of 2.0 or higher and must complete all required coursework.
- A grade of "C" or better is required for program/certificate requirements, institutional proficiency requirements, other LCC requirements, related studies, approved electives and is strongly recommended for all general education core.
- Transfer credit may be used toward graduation requirements as recommended by the academic department.
- To ensure compliance, all students must meet with the Registrar and submit a Petition to Graduate form for each certificate or degree.

Upon successful completion of a specific program, the student will receive a certificate or an associate degree and will be issued a diploma signifying their completion. However, an official academic transcript issued by the Office of the Registrar is the only official document certifying the completion of a program.

Criterion 6.7 Learning and Academic Resources

A. Faculty participates in the library's acquisitions program to ensure the availability of current business learning resource. Most use online resources, but each individual faculty member, both adjunct and full-time, work directly with library staff for learning resources. Faculty have the option to utilize library resources for their specific classroom needs. The following are past examples of faculty's participation in the library's acquisitions:

- Magazines, newspapers, periodicals (*Business Week*, *Forbes*, *Fortune Magazine*, *Wall Street Journal, NY Times*, *Journal of Commerce* and *The Economist*)
- Industry magazines – (*Advertising, Age*, *Chemical Week*, *Education Week*, *JAMA Medicine*
- *Hollywood Reporter* – (entertainment, motion pictures, etc.)
- *Oil and Gas Journal*
- *PC Magazine*
- Video, books, reference

B. All LCC students have access to the same research and reading assignments as on-campus students. In addition to online resources available to students through specific course requirements, all students

have access to online library services at http://www.luna.edu/lrc/. Additional resources for students is provided at the LCC website at http://www.luna.edu.

C. Other learning and academic resources are available to students. They include the tutoring labs of the ACCESS Center and the Academic Center for Excellence (ACE).

The purpose of the ACCESS Center tutoring lab is to assist students in successfully completing their courses and improving their learning skills. Tutors share their knowledge of the subjects with students, explaining difficult concepts, steps and methods, giving examples, and being a sounding board to clarify problems. Any student registered at LCC is eligible for tutorial program services, and a tutor schedule is printed every semester and posted throughout the LCC campus. In addition, the ACCESS Center provides tutors at off-site locations, including Springer and Santa Rosa Satellites.

The ACE lab provides integrated student support services that build on academic strengths and interests. Through supplemental instruction, tutoring and a variety of other services are available to empower students to excel academically.

Supplemental Instructional Leaders work with the instructor to help create study sessions for the students to succeed in the class. In addition, tutoring services for developmental mathematic classes and other STEM classes are provided throughout the day.

Criterion 6.8 Support Services

A. Specific institutional support services are available to the School of Business and its students. They include the office manager, distance learning support, and ACCESS Center resources.

The office manager provides institutional support for the School of Business. Services include: support of program functions, maintain office, take minutes and prepare follow-up material, arrange travel, assist with budget, assist students, staff, faculty and various departmental personnel, respond to technical support, and ensure necessary follow up is performed.

Other support services include: prepare and maintain a variety of records requiring classification and compilation of varied information, identify sources and extract necessary information, perform specialized calculations and data entry, and review and prepare records, reports, forms or other documents pertinent to the department.

Distance Learning Support

The Title V staff is responsible for managing and maintaining distance learning activities. Through the assistance of faculty, the distance learning staff provides academic support services, standardized instructional design / delivery methods, and online student support services.

LCC provides counseling and advisement through the ACCESS Center. Many resources for students including:

Advisement

LCC is a collaborative venture between the student, the ACCESS Center and the academic disciplines. Since the college admits students with varying degrees of education preparation, accurate and coordinated academic advisement is crucial to student progress and institutional planning.

Accordingly, new students, transfer students, and students who have not yet declared a program of study are advised through the ACCESS Center. Returning students who have a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate academic discipline.

Counseling

Counseling and guidance services are available to all students. Professional staff is available to assist students in exploring their interests and needs, educational plans, identifying possible career, vocational and academic choices. The following resources are available through the ACCESS Center: CHOICES (a computerized career-decision making program), program of study sheets, career publications, Department of Labor publications and other career related periodicals. Internet access is also available.

Career Placement

Career Placement assists students with job search strategies, resume writing, interviewing techniques, job retention, and information relevant to the labor market. Individuals are encouraged to visit the ACCESS Center. Other resources available are Winway Resume software and web-sites addresses employment information.

Assessment and Academic Placement Testing Services (COMPASS)

LCC is committed to students who enroll in certificate or degree programs successfully achieve their career goals. Incoming students are required to take the Computer-Adaptive Placement Assessment Support System (COMPASS), which covers proficiency requirements in reading, mathematics, and writing. Students who have taken the American College Test (ACT) may not be required to take the COMPASS; however, they will be required to satisfy prescribed proficiencies. LCC does not administer the ACT. A student who has taken the ACT must make scores available to the ACCESS Center who will then review the scores for placement purposes.

Services for Students with Disabilities

Services for Students with Disabilities include counseling, advisement, classroom accommodations, and adaptive equipment and liaison services between LCC and community agencies.

Documentation of Disability

Declaration to the Disability Support Services Office (DSS) is on a voluntary basis. Services are only available after a student has declared him/herself and presented current documentation of the disability from a medical health professional and/or professional agency. Once the documentation is received and accepted as complete, the student will be eligible to receive academic accommodations. All information is kept confidential.

This documentation must show the history of the disability and how it limits the student. LCC requires documentation prepared by an appropriate licensed professional that clearly diagnoses a disability and/or provides records showing history of the disability. Medical doctors, psychiatrist, psychologist and school psychologist are among the professionals who routinely evaluate, diagnose, and treat disabilities.

Student Success Strategies and Seminars

Student Success Strategies and Seminars are offered to encourage educational and career success. A variety of learning techniques, seminars and workshops are held throughout the academic year.

Early Alert

Early Alert is our intervention process whereby students who are performing below average and/or have excessive absences are referred by their instructors to the ACCESS Center for advisor follow-up.

B. The management of support services to promote student success and achieve the mission is a collaboration between the Vice President of Instruction, the office manager and faculty with support personnel in student services. Students are at the forefront of the collaboration.

For example, the distance learning coordinator works directly with faculty and students to meet the needs of online services, to include instructional delivery through Blackboard. Another example is the collaboration with faculty and ACCESS Center personnel. They work hand-to-hand to address student needs. Finally, the office manager works closely with faculty to address technological issues and referrals to support services.

Criterion 6.9 Educational Innovation

A. The School of Business encourages and recognizes faculty and staff innovation and creativity. Each spring, the School of Business recognizes academic effort with the academic awards ceremony for students. Faculty and staff are also recognized in contributing their knowledge and success toward student learning.

Faculty is constantly thinking outside the box to better serve and improve instructional methods in a changing educational environment. Throughout the years, the School of Business has been at the forefront in creativity and innovation. This supporting environment has been encouraged by previous management and the Vice President of Instruction.

B. The following evidence of innovation and creativity has been implemented by the School of Business:

- With the support of the Title V grant, the School of Business was the first department to offer a complete degree program online;
- Revised programs to include an increase of general education core requirements in accounting and business administration to maximize transferability of credits and meet student needs;
- Implemented new technologies with online instruction such as, *MyAccountingLab,* Cengage Learning, YouTube, eBooks, and Wimba Technology;
- Employed hybrid structured courses for accounting, finance and economics to meet the needs of students.

Criterion 6.10 Articulation and Transfer Relationships

A. The principle transfer institution for the School of Business is New Mexico Highlands University, where the vast majority of transfer students continue their education. Other institutions that receive, send or transfer students are:

- University of New Mexico
- New Mexico State University
- Eastern New Mexico University
- Western New Mexico University

B. The School of Business is member of the New Mexico Collegiate Business Articulation Consortium (NMCBAC). The consortium consists of 2- and 4- year institutions of higher education in New Mexico. The purpose of the consortium is to facilitate transfer of credits among the institutions. The organization develops and maintains the articulation and transfer matrix, transfer module, core competencies, transfer course details, and syllabi for course recertification. NMCBAC can be located online at http://business.nmsu.edu/administration/articulation/ .

LCC has policies and procedures in place that avoid requiring students to duplicate coursework completed at another institution. Policies and procedures include student advisement process that counsels students as to the transferability of course work.

LCC accepts transfer of academic credits earned from institutions of higher learning whose accreditation is from a regional, national faith-based, or national career-related accrediting organization recognized by the Council for Higher Education Accreditation. Both general education core and program/major specific courses are eligible for transfer. Proficiency courses are eligible for transfer at the discretion of the Registrar.

The Office of the Registrar evaluates courses and determines transfer eligibility of general education core courses and some non-general education courses only. The student's academic advisor, in conjunction with the respective academic director, evaluate and determine transfer eligibility of all program/major specific courses and must formally file a Transfer of Credit Evaluation form with the

Office of the Registrar. Any transfer student who changes their major after their transcript has been reviewed, needs to request a re-evaluation of their transfer transcript from the Registrar and their new academic advisor. Re-evaluation is not automatic.

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

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

Transcripts from other institutions sent to LCC for the purpose of transfer of credit and/or college admission become part of the student's permanent academic file and will not be copied for or given to the student, college faculty, or staff. Student athletes are required to order duplicate sets of all transfer transcripts for the athletic department for the purpose of documenting player eligibility.

Summary of Standard 6 – Process Management

Strengths:

- The partnership with NMHU School of Business and the New Mexico Collegiate Business Articulation Consortium (NMCBAC).
- The School of Business has a strong partnership with student services, to include distance learning, Admission and Recruitment, The Registrar's Office and ACCESS Center.

Opportunities of Improvement:

- The School of Business is working with New Mexico Highlands University – School of Business to establish specific articulation agreements.

SELF-STUDY SUMMARY

1. The role and function of the Academic Advisory Team (AAT) is a strength within the department, particularly in the strategic planning process. Each faculty member and the office manager are important individuals who make the School of Business successful. Their input and actions drive the organization. Furthermore, faculty involvement, outreach, and engagement within the community add value to the School of Business and its reputation.

On-line instruction, to include curriculum delivery and online support has been instrumental to the School of Business. Partnership with other departments, including student services and in the utilization of facilities and classroom space in the business building has created a supportive work environment.

The School of Business will continue to listen to the voice of the customer – students. Also, LCC's Student Learning Outcomes Assessment (SLOA) plan, reports, and participation by faculty will continue to be vital to improve student learning, and the deployment of full-time faculty workload and advisement of programs to support student success.

Finally, the partnerships with NMHU School of Business and the New Mexico Collegiate Business Articulation Consortium (NMCBAC) are critical, and the future of the School is based on participative management and a supportive climate that contributes to the well-being, satisfaction, and motivation of faculty and staff.

Several opportunities for improvement are identified to improve the School of Business. They include the following:

A. Expand the faculty evaluation process, inclusive of all adjunct faculty and dual credit instructors – to include classroom observations.
B. Establish a business/industry advisory group to discuss topics related to the business programs and assess occupational needs. In addition, the establishment of the business/industry advisory group will serve as a link to the community to better strengthen the School of Business with Business/Industry in Las Vegas, New Mexico and surrounding communities.
C. Strengthen specifications, requirements and outcomes for students in internships.
D. A three-year computer replacement plan will be implemented to ensure computer labs and office computers are updated and supported with the latest technology.
E. The School of Business will continue to focus on strategies to increase graduation rates and enrollment numbers.
F. The School of Business will strengthen the partnerships and processes that link business and industry, particularly through student internships and community advisory boards/meetings.
G. The School of Business will continue to administer the alumni survey to gauge student satisfaction, utilize feedback, and to determine changing needs and expectations.
H. The School of Business will improve tracking of organizational performance results, specifically student retention, and student placement for business students.

I. The School of Business will continue to compare the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

J. The School of Business will improve the professional development program to include follow-up of activities, inclusion of professional development for all faculty and staff within the School of Business, and properly document professional development activities in Human Resource files.

K. The School of Business will work with New Mexico Highlands University – School of Business to establish specific articulation agreements.

2. Not applicable

3. Student achievement will be made public through a variety of methods. The School of Business, in collaboration with the Registrar's Office will continue to publicize graduation rates and enrollment numbers per semester and every academic year. Also, the School of Business will continue its student recognition ceremony that takes place every spring semester, to include the recognition of graduates within a particular program of study.

APPENDIX A

SELF-STUDY TIMELINE

August 12, 2013   AAT meeting on self-study

August 26, 2013   AAT meeting on self-study

September 9, 2013   AAT meeting on self-study

September 23, 2013   AAT meeting on self-study

October 8, 2013   submission of Preliminary Visit Questionnaire

October 14, 2013   meeting with mentor – Don Carlson

October 28, 2103   AAT meeting on self-study

November 11, 2013   specific chapters assigned to faculty

December 9-13, 2013   work session on self-study

December 13, 2103   final self-study draft due by AAT

January 6, 2014   final review of self-study

January 10, 2014   submit self-study to ACBSP

Luna Community College

366 Luna Drive
Las Vegas, NM 87701
(505) 454-2500 (Main Phone)

www.luna.edu
Statement of Affiliation Status <u>Click here for definitions...</u>

Chief Executive Officer: **Dr. Pete Campos, President**
> *Name change notes: Luna Vocational Technical Institute to Luna Community College (12/18/00)*

HLC Institution ID: **1952**
Current Accreditation Status: **Accredited**
Candidacy Date(s): **1978**
Accreditation Date(s): **(1982- .)**

Summary of Commission Review

Last Reaffirmation of Accreditation: **2004 - 2005**

Next Reaffirmation of Accreditation: **2014 - 2015**

Last Date of Information Change: **08/06/2013**

Control: **Public**
Degrees Awarded (details below): **Certificate, Associates**

Stipulations on Affiliation Status:
> **None.**

Approval of New Degree Locations:
> **Prior Commission approval required.**

Approval of Distance and Correspondence Courses and Programs:
> **The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.**

Organizational Profile

Enrollment Headcount (last updated: 08/17/2013)

	Full-Time	Part-Time
Undergraduate:	469	1,270
Graduate:	0	0
Dual enrollment (high school) programs:	375	

Degree Programs (last updated: 08/17/2013)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	17	107
Bachelor's Degrees	0	0
Masters Degrees	0	0
Specialist Degrees	0	0
Doctoral Degrees	0	0

Certificate Programs (last updated: 08/17/2013)

	Programs Offered	Certificates Awarded in Last Reported Year
Certificates	18	87

Off-Campus Activities (last updated: 08/17/2013)

In-State:	Campuses:	None.
	Additional Locations:	Santa Rosa Satellite - Santa Rosa, NM; Springer Satellite - Springer, NM;

APPENDIX C

Luna Community College — Organizational Chart (Fall

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                          Board of Trustees
                                │
                            President
                                │
      Exec Office Manager ──────┤
                                │
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VP Finance	VP Instruction	Director of Econ Develop	Director of Facilities	Director Human Resources
Purchasing	STEM Department	AHEC	Facilities/Grounds	Title V
Fiscal Office	Humanities	SBDC	Library	Registrar
Financial Aid	School of Business	Noches de Familia	Athletics	Admissions
Bookstore	Allied Health	Healthy Families	Security	ACCESS Center
Cafeteria	Education	First Offender		IT Department
Inst. Research	Vocational/Trades	Chronic Disease		Youth Build
	Satellites/Off-Sites	Public Relations		
	ABE/GED			
	Wellness Center			

APPENDIX C

Luna Community College
School of Business
Organizational Chart (Fall 2013)

VP of Instruction

Amanda Lucero
Office Manager

Dual Credit Instruction

Harry Anderson
Faculty/Accounting

Dolores Gutierrez
Faculty/General Business

Elaine Ortega
Faculty/Business Administration

Brendaleigh Lobato
Adjunct Faculty

Meta Levister
Adjunct Faculty

Appendix D

Strategic Plan – Accounting Program

Expanded Statement of Institutional Purpose	Intended Outcomes:	Means of Assessment and Criteria for Success:	Assessment Results:	Use of Results:
Institutional Mission: Creating Opportunities For You **Vision Statement**: New Mexico's Premier Community College: Preparing Students for Success	1.Increase Graduation Rates in Accounting Program (AAS Degree) (Certificate Option)	20% increase of graduates in Accounting Program from previous academic year	A decrease in graduation rates from 2010-2011 to 2012-2013 academic year	Outcome was not met. The School of Business will continue to monitor graduation rates in Accounting Program.
Mission Statement for the School of Business To Graduate S.M.A.R.T. Students	2.Graduates will secure employment in their field of study -or- continue their education at a four-year university –or- for workplace professional development	100% of graduates will report	Based on alumni survey results, 62% met outcome and 38% are seeking employment or planning further education.	Outcome was not met. The School of Business will continue to survey graduates.
Goal Statement: Graduates will demonstrate proficiency in Accounting practices and procedures	3.Graduates will demonstrate proficiency in their degree concentration (or certificate program)	Students will pass with 70% or better in accounting classes	Overall, the School of Business has a 74% pass rate (A, B & C grades) 70% pass rate in accounting	Outcome was met. 52/74 students passing (A, B & C grades)
Improve Student Learning	4.Improve student learning through Student Learning Outcomes Assessment (SLOA)	Assessment of course requirements in Accounting Program, to include finance and economics – 70% assessment rate by faculty	Assessment – ACCT201 & CSA150	Outcome was not met. Faculty will continue to participate in SLOA.

Appendix D

Strategic Plan – Business Administration Program

Expanded Statement of Institutional Purpose	Intended Outcomes:	Means of Assessment and Criteria for Success:	Assessment Results:	Use of Results:
Institutional Mission: Creating Opportunities For You! **Vision Statement**: New Mexico's Premier Community College: Preparing Students for Success	1.Increase Graduation Rates in Business Administration Program (AAS Degree)	20% increase of graduates in Business Administration Program from previous academic year	A decrease of graduation rates from 2011-2012 to 2012-2013 in degree program. Increase in graduation rates for certificate program from 2011-2012 to 2012-2013.	Outcome not met for degree program. The School of Business will continue to monitor graduate rates. Outcome met for certificate program.
Mission Statement for the School of Business To Graduate S.M.A.R.T. Students	2.Graduates will secure employment in their field of study -or- continue their education at a four-year university -or- for workplace professional development	100% of graduates will report	Based on alumni survey results, 62% met outcome and 38% are seeking employment or planning further education.	Outcome was not met. The School of Business will continue to survey graduates.
Goal Statement: Graduates will demonstrate proficiency in Business Administration	3.Graduates will demonstrate proficiency in their degree concentration (or certificate program)	Students will pass with 70% or better in program requirements	Overall, the School of Business has a 74% pass rate (A, B & C grades)	Outcome was met.
Improve Student Learning	4.Improve student learning through Student Learning Outcomes Assessment (SLOA)	Assessment of program requirements, to include BUS 105, MGMT 207, MGMT 211 and MKT 201 at 70%	50% of courses assessed in program requirements	Outcome was not met. Faculty will continue to participate in SLOA.

Appendix D

Strategic Plan – General Business Program

Expanded Statement of Institutional Purpose	Intended Outcomes:	Means of Assessment and Criteria for Success:	Assessment Results:	Use of Results:
Institutional Mission: Creating Opportunities For You! **Vision Statement**: New Mexico's Premier Community College: Preparing Students for Success	1.Increase graduation rates in General Business Program	20% increase of graduates in General Business Program from previous academic year	A decrease of graduation rates from 2011-2012 to 2012-2013	Outcome was not met. The School of Business will continue to monitor graduation results in General Business.
Mission Statement for the School of Business To Graduate S.M.A.R.T. Students	2.Graduates will secure employment in their field of study -or- continue their education at a four-year university -or- for workplace professional development	100% of graduates will report	Based on alumni survey results, 62% met outcome and 38% are seeking employment or planning further education.	Outcome was not met. The School of Business will continue to survey graduates.
Goal Statement: Graduates will demonstrate proficiency in General Business	3.Graduates will demonstrate proficiency in their degree concentration	Students will pass with 70% or better in program requirements, to include CSA217 and BUS102	Overall, the School of Business has a 74% pass rate (A, B & C grades) 81% pass rate in CSA150 courses	Outcome was met.
Improve Student Learning	4.Improve student learning through Student Learning Outcomes Assessment (SLOA)	Assessment of General Business courses to include CSA217 and BUS102 *(MATH130 will be assessed in STEM Department)*	Assessed – ACCT201 and CSA150	Outcome was not met. Faculty will continue to participate in SLOA.

APPENDIX E

School of Business Classroom and Computer Labs

Bldg.	Room	Cap	Max	Credit Classrooms/Labs		Room Features	Square Footage
BUS	103	14		Classroom Lec.-Computer PCs		Tables & Chairs-Multimedia-Networking	798
BUS	106	15		Classroom Lec.-Computer PCs		Tables & Chairs-Multimedia-Networking	822
BUS	107	15		Classroom Lec.-Computer PCs		Tables & Chairs-Multimedia-Networking	818
BUS	112	15		Classroom Lec.-Computer PCs		Tables & Chairs-Multimedia-Networking	773
BUS	101	15		Classroom Lecture		Multimedia, tables & chairs	799
BUS	115					Smart board	649
BUS	116	18		Classroom Lecture		Tables & Chairs-Multimedia	1027
BUS	117	11		Classroom Lecture		Tables & Chairs	898
BUS	118	21		Classroom Lecture		Tables & Chairs-Multimedia-Networking	560

This table depicts the classrooms and computer labs assigned to the School of Business for the fall semester 2013. The table is sorted by campus and room number.