

Focused Visit: Luna Community College
Criterion 5
Old Core Components 5.A, 5C and 5.D
(New Core Components 5.B and 5.C)

Las Vegas, New Mexico

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QUESTIONS REGARDING THESE MATERIALS SHOULD BE ADDRESSED TO:
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- [Luna Community College Catalog](#)
- [Luna Community College Staff Handbook](#)
- [Luna Community College Faculty Policy and Procedure Manual](#)
- [Luna Community College Audit](#)

History of Institution and Context

Luna Community College (LCC) is the only community college in northeastern New Mexico. LCC is located on the lower slopes of the Sangre de Cristo Mountain Range overlooking the city of Las Vegas, New Mexico. LCC has instructional centers in Santa Rosa, Springer and Mora. All campuses are administered and supervised by LCC and governed by a Board of Trustees elected from the service area. Programs may be offered in any community of the service area where a need is demonstrated. The LCC service area consists of approximately 13,436 square miles and is predominantly rural. The city of Las Vegas, with a population of approximately 13,000, is the largest city in the LCC service area.

In 1967 an Act of the Legislature of the State of New Mexico authorized the establishment of a vocational training facility at Las Vegas, New Mexico. When LCC was founded in 1969, the board of trustees named the school Luna Area Vocational Technical School after Maximiliano Luna, Speaker of the House of Representatives for the Territory of New Mexico in 1899, Captain of the Rough Riders, U.S. Volunteer Cavalry, and First Lieutenant of the 34th U.S. Volunteer Infantry.

From 1969 through 2000, Luna Vocational Technical Institute, as it was known at that time, provided workforce training to the citizens of San Miguel, Mora, Guadalupe and Colfax counties. In 2000, the college officially became a comprehensive community college and adopted the name Luna Community College.

Over the last twenty-one years, LCC has pursued a mission to create opportunities for the citizens of northeastern New Mexico, providing both credit and non-credit learning opportunities. The relatively recent switch from purely vocational training to comprehensive community college offerings has resulted in some growing pains and some administrative and governance turnover. These issues were exacerbated by the pandemic. As a result, enrollment dropped significantly, multiple programs were suspended and employee turnover increased. However, the institutional commitment to integrated planning, assessment and improvement did not falter. With a series of interconnected plans in place through its committee and departmental structure, the college was not dependent on any particular individuals to maintain its effectiveness processes, demonstrating the maturity of the institution's culture of planning and assessment.

Criterion Five, Core Component 5.A

(New Core Component 5.B)

“the institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future,”

Luna Community College (LCC) recognizes the significance of a solid resource base to support and strengthen its educational programs. LCC has taken a three-pronged approach to ensuring that base. Sustainability planning and increased revenue, along with reorganization and efficiency, have all contributed to the solid foundation on which LCC currently stands.

LCC has implemented [Long Term Sustainability Planning](#) for 2020-2025. Currently in its second year, the plan is already showing [positive results](#). Previously, budgeted annual expenditures in excess of revenue amounted to approximately \$1.5 million per year, regularly depleting college reserves. Projections for the 2021-2022 year indicate the college will be able to increase reserves by approximately \$300,000. Under the sustainability plan, all college operations are measured against institutional priorities and [realistic revenue projections](#). The institution has implemented structured integration of budget development, operations planning, capital expenditures, expansion projects and strategic goals.

The LCC Board of Trustees Policies [1450 and 1470](#) identify fiduciary responsibilities of the Board, including review and approval of the annual budget, audits and other financial reports. The Board Audit/Finance Committee ensures compliance with audit requirements, timely budget development and long-range financial planning. Board commitment to Board policy along with restructured internal controls have led to an improved financial standing.

The major highlight of the June 30, 2020, audit report was the change (on a GAAP basis) in the actual Summary of Revenue versus Expenses as compared to the prior fiscal year, FY 18-19. The previous year showed Revenue of \$14,063,301 versus Expense of \$18,203,879 resulting in a deficit of \$4,140,578. The [most recently completed audit](#) shows, on pages 7 and 8, Revenue of \$14,677,039 versus expense of \$7,884,745 resulting in a surplus of \$6,792,294. This is a major turnaround in spending and this trend is projected to continue. Audits for fiscal years ending June 30, 2021 and June 30, 2022 are projected to show surpluses of \$995,000 and \$800,000 respectively, with operating reserves continuing to increase.

A [campus master plan](#), aligned with APPA standards, has been developed to prioritize and support capital projects and management of deferred maintenance. A series of college-wide [budget development workshops](#) are conducted each year to assist institutional personnel in preparing budget requests that adhere to the [standards outlined in the Sustainability Plan](#). Multiple changes in the internal control practices have been implemented to reduce waste and curb unnecessary spending.

The first of these changes occurred during the fiscal year 2020-2021 budget process. Although the initial budget presented to the Board of Trustees was a flat budget, the budget finally approved incorporated, at the Board’s request, a five percent overall decrease in expenditures. One of the most significant changes was the elimination of open POs. Previously, an open purchase order allowed purchases from that vender without scrutiny. With the new system requiring a new PO for each purchase, all purchase requests must provide sufficient detail for review and are evaluated for reasonableness and necessity.

Despite the deflationary trend in college tuition costs, LCC continues to have the [lowest tuition](#) in the state of New Mexico, at \$43/SCH. Even out-of-state rates at LCC are lower than the in-state rates in surrounding states.

Course fees to account for institutionally supplied materials have also been significantly lower than those levied by peer institutions. Therefore, the LCC Board decision to implement [gradual tuition increases](#) and [new fee structures](#) in order to place LCC more in line with other community colleges in New Mexico is not expected to have a negative impact on enrollment. This change originally provided the institution with an annual revenue increase of \$50,000. While these increases are projected to end in 2024, the increased tuition will continue to provide the institution with additional revenue of \$62,000 per year, assuming only flat enrollment. And the increased fees will allow the institution to breakeven on course materials costs.

Although LCC has been the recipient of grants in the past, the institution did not have a systematic process for identifying, evaluating and applying for grant funding. Nor has the institution been able to benefit from endowment resources. The current Foundation Board is riddled with vacancies and, as a result, is not an active organization. Therefore, revenue that might be available for some functions of the institution has not been available. LCC is well aware that grant funding cannot be depended upon as ongoing institutional support, but it can provide the resources needed to implement new programs and initiate new services that do contribute to that ongoing support through more efficient operations and enrollment growth.

Therefore, the new administration is taking steps to address both of these areas. The president is actively recruiting new Foundation Members and is planning Foundation Board training to help new members and old identify best practices for supporting the institution in this capacity. And as a Hispanic serving institution, LCC recognizes it has both a responsibility and an opportunity to make use of resources specifically available to the students who make up the majority of the LCC student population. Towards this end, the new administration has drafted a [tracking and approval system](#) for the grant process.

Unfortunately, during the pandemic, many of the changes planned to increase enrollment had to be suspended, including new programs, expanded, face-to-face dual credit offerings and accelerated learning opportunities. And like other institutions across the nation, LCC experienced enrollment declines. However, LCC used the regrettable pandemic conditions to accelerate online course development and faculty training in online delivery. During the pandemic-triggered shutdown, 27 faculty members completed Quality Matters training and 73% of LCC courses were moved to online delivery. As a result, the planned expansion of online offerings was accelerated and online enrollment increased.

In the fall of 2021, despite continuation of the pandemic, enrollment increased by over 13%, including a 49% increase in Career and Technical Education, consisting of primarily face-to-face instruction. LCC administration has spent the fall of 2021 setting the stage, through careful filling of open positions and strategic reorganizations, for implementing the previously planned enrollment growth strategies, including program expansions, increased dual credit opportunities and accelerated learning schedules.

Since June of 2021, the administration has pursued a careful and detailed analysis of institutional systems and personnel. The ensuing reorganizations and process changes have resulted in both operational improvements and cost savings for the institution. These changes have also resulted in [salary increases](#) designed to provide current LCC personnel with market level incomes and to put LCC in a more competitive hiring position.

In the Financial Aid office, all processes were being conducted manually, despite institutionally owned licenses for software that would automate those processes and institutional IT support for implementing them. Based on recommendations of professional Financial Aid consultants, the college has implemented the automated systems. As a result, data entry error has been reduced significantly, potential compliance issues have been resolved and the open position in the Financial Aid office is no longer necessary. Through assessment and improvement of the system in place, procedures were improved and the departmental budget can be reduced in future years by the [amount needed to fill a position](#) that is no longer necessary.

As is true in many institutions, administrative assistants fulfill critical roles at LCC. However, as necessary as is the function, many of the administrative assistants at LCC were both severely underutilized and underpaid. After a careful evaluation of individual departmental needs, a system of shared responsibilities was implemented for the administrative assistant positions, allowing some vacant positions to be eliminated. As a result, departments still receive the support they need, administrative assistants received a raise and the [institution reduced overall expenses](#) for administrative assistants.

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

Criterion Five, Core Component 5.C

(New Core Component 5.C)

“The institution engages in systematic and integrated planning.”

Luna Community College (LCC) develops a Strategic Plan every three to five years. As a part of the strategic planning process, LCC also reevaluates its mission, vision and guiding principles. The [Strategic Planning Committee](#) is made of up of a cross-section of institutional employees as well as members of the community. The president also meets with [civic organizations and holds town hall meetings](#) throughout the LCC service area. Finally, the LCC Board includes the institutional strategic plan as a part of its planning retreat in years when a new strategic plan is being developed. After all of these constituencies have provided their input, the results of this year-long process are submitted to the Board for final approval.

The [Strategic Plan](#) for 2019-2021 is not a long document, identifying only the vision, the mission, the guiding principles and the strategic goals. The goals of the plan are achieved through the combined efforts of individual departments and the LCC committee structure. [LCC committee membership](#) is deliberately cross-departmental in order to promote integrated, institution-wide action in support of the strategic goals. A well-developed budget process serves to further guarantee integration of committee and departmental activity in support of the strategic plan.

With each new strategic plan, institutional committees and departments are charged with creating [action plans](#) to achieve the goals of the strategic plan. The [Executive Leadership Team](#) receives all such action plans and ensures that all of the strategic goals are being addressed. If necessary, the Executive Leadership Team will institute a new committee or ask a current committee or department to make adjustments to its action plans. The Strategic Plan for 2022-2025 is currently under development. While following the same process and using the same mechanisms, the new plan will incorporate its initial strategies into the Strategic Plan document.

An example of an action plan managed by a department is the Luna Community College [Facilities Master Plan](#), managed primarily by the Facilities department. Institutional Technology is also maintained and upgraded primarily through action by a specific department, the IT department. However, members of the Facilities Master Plan committee and representatives from IT are consistently in discussions of program development to ensure that LCC avoids the pitfalls of planning silos, both for the program under development and for the support departments.

The membership of the LCC [Retention and Completion Committee](#) includes representatives from Tutoring, Student Success, Allied Health and Satellites. The [Tutoring](#) and [Recruitment](#) Committees, along with Advisors function as subcommittees of Retention and Completion, adding representatives from Recruitment, Student Government, Campus Relations, Nursing, the Learning Resource Center, Athletics, The ACE Lab, STEM, Admissions, IT and Advising to the roster of Retention and Completion. As a result, actions taken by this committee are recognized across the institution, allowing departmental efforts and the work of other committees to move purposely in the same direction to support Retention and Completion Committee projects, or in another direction so as not to duplicate the work of that committee.

For example, both the Registrar’s Office and the Retention and Completion Committee identified a need to update the change of major forms, and both the Admissions Office and the Retention and Completion Committee recognized the need to collect more in-depth information about entering students. Because of the broad-based membership on the committee, all three groups were aware of the others’ interests. In the former case, it was decided that the Registrar’s Office would make the changes. In the latter, the Retention and Completion Committee researched and recommended the needed changes to the Admissions Office.

The integration of these efforts is further guaranteed through the [internal reporting system](#), whereby committees and senates report their progress and any new plans to the other institutional organizations. Ultimately, the Shared Governance Committee and the Executive Leadership team are provided [updates](#) on all activity in support of the strategic plan.

In addition to its committee structure, LCC manages activities in support of strategic goals through the budget process. LCC uses a [budgeting tool](#) that requires all budget requests to be tied to the strategic plan by providing the following elements: Unit/Department Objectives, Link with Strategic Plan, Department Actions/Strategies, Measurable Outcomes, Objective Baseline, Objective Target, Estimated Cost. As a result, the budgeting process ensures a systematic, direct and integrated link between institutional actions and strategies and the Strategic Plan.

In combination with the integration of strategic priorities in the budget process, LCC's Long Term Sustainability Plan, [emphasizing retention of executive leadership, implementation of an Audit Finding Corrective Action Plan and restructuring to improve accountability and efficiency](#), have positively impacted the institution's financial viability. For the last two years, LCC has been able to increase its reserves by [\\$2 million](#), rather than depending on the reserves to supplement a shortfall.

Finally, the members of the Board of Trustees are charged with [reviewing the institution's long range plan](#). This interwoven scaffold of committee, departmental, administrative and Board participation ensures a cohesive and effective process that results in systematic and integrated development of the strategic plan and the implementation of its actions and strategies.

Criterion Five, Core Component 5.D

(New Core Component 5.C)

“the institution works systematically to improve its performance,”

Luna Community College (LCC) has implemented a series of interconnected strategies which, as a whole, are designed to achieve strategic institutional performance improvement goals. These strategies are embedded in the various data-informed [action plans](#) developed by committees and departments. Most of these plans were created prior to the COVID-19 pandemic. As a result of shutdowns and quarantines, both LCC related and external, many of the committees and departments were required to narrow their focus. But despite the hardships and operational changes engendered by the pandemic, the ongoing performance improvement work of the institution continued.

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

[Academic Departments](#) and the LCC [Assessment Committee](#) are charged with documenting performance improvement in student learning. All academic courses identify course learning outcomes and assess student achievement of those outcomes. The results of this assessment, known as CLOAs, are submitted annually to the Assessment Committee who [compiles](#) the information for use by individual departments and other members of the institution to make improvements in student learning. Based on [CLO information from 2020](#), the Dental Assisting program added a SCH to DENT 118 to provide students more time to practice dental assisting skills in the laboratory. Observed results from fall 2021 indicate positive changes in student skills practices, but actual results will not be available until 2021-2022 CLOs are compiled.

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

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

The [Facilities Master Plan](#) is managed by the Facilities Department. Its initial goal for the current planning cycle was to inventory all institutional facilities and to create a prioritized record of the institutional buildings, their condition, uses, maintenance and repair needs and potential. Requesting input from departments across the institution and from Architectural Research Consultants, Inc., a professional facilities evaluation firm, the LCC

Facilities Master Plan can now be used to make decisions internally and as effective documentation for requesting legislative support.

The [LCC Long Term Sustainability Planning Guide](#) uses [Fiscal Scorecard Indicators](#) to identify areas of concern and lays out a series of financial and/or organizational plans to address the concerns. While the plan document is managed by the Chief Financial Officer, the action called for by the plan is implemented throughout the institution. Reorganization called for by the plan and implemented by senior administrators resulted in freeing sufficient institutional resources to replace sorely needed positions Prior to implementation of the current budget process and analysis using the Sustainability Planning Guide, hiring freezes were considered the primary option for addressing funding shortfalls.

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

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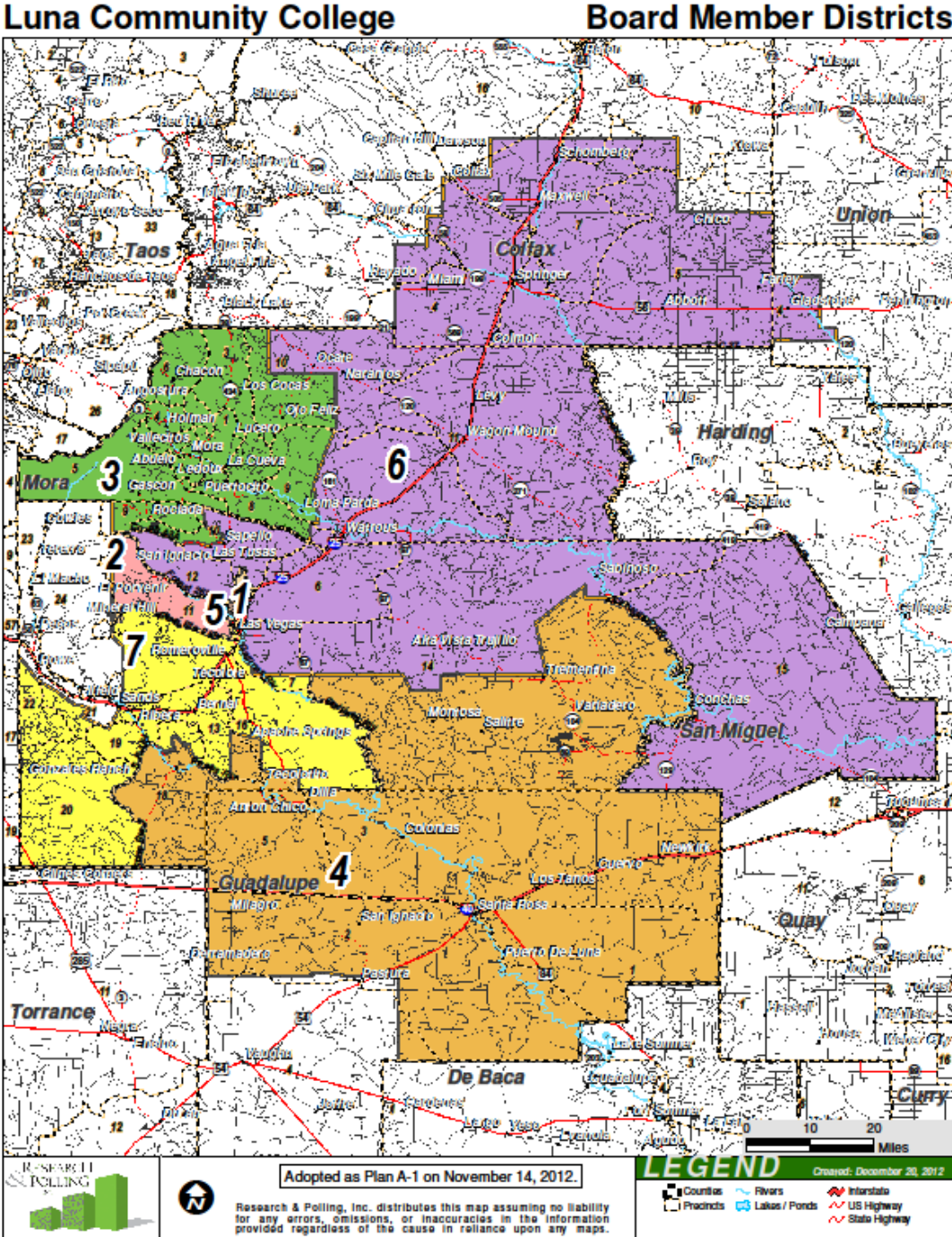
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LUNA COMMUNITY COLLEGE
2020-2025
LONG-TERM SUSTAINABILTY
PLANNING GUIDE

A LIVING DOCUMENT

Luna Community College
366 Luna Drive
Las Vegas, NM 87701

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LCC Strategic Plan

VISION

Luna Community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing students to compete at the forefront of their chosen field.

MISSION

“Creating Opportunities for You!”

GUIDING PRINCIPLES

The guiding principles for the college represent the core beliefs of the institution, articulating the college’s commitment to the service region, which includes communities that support the financial wellbeing of the institution. These principles underscore the college’s role in strengthening communities through strategic collaboration, individual academic success and diverse opportunities for degree attainment and workforce development. Luna recognizes that its success is inextricably tied to that of the communities it serves.

OUR GUIDING PRINCIPLES

- Promote academic preparation and achievement by researching and employing innovative practices that ensure student success.
- Commit to serving the communities of northeastern New Mexico through collaborative strategies that strengthen the local workforce, meet academic needs and promote lifelong learning.
- Promote a learning community that values and celebrates differences.
- Sustain an inclusive and collaborative culture that ensures effective opportunities for stakeholder input and contributions.
- Play a leadership role in economic and community development that honors and recognizes the culture and history of the region.

STRATEGIC GOALS

Institutional strategic goals are designed to ensure the college fulfills its vision and mission. Equally important, the goals play a key role in identifying effective practices that shall be sustained over time. Progress monitoring of activities will be conducted departmentally and reviewed on a monthly basis.

Goal 1: Grow institutional enrollment through a multifaceted recruitment campaign that includes partnerships with regional industry, government and K-12 districts.

Goal 2: Increase the percentage of first-time freshmen students completing degrees and certificates by 150 percent of their program duration. Target = 35 percent by 2020.

Goal 3: Ensure academic quality through the ongoing evaluation of teaching and learning.

Goal 4: Facilitate student success and retention through comprehensive support services and interventions. Benchmark: Increase fall-to-spring retention rates for first-time freshmen students. Target = 80 percent by spring 2020. Benchmark: Increase fall-to-fall (semester four) retention rates for first-time freshmen students. Target = 60 percent by fall 2019.

Goal 5: Increase the percentage of students enrolled as degree-seeking, or who wish to transfer to a four-year institution. Target = 70 percent by 2021.

Goal 6: Increase the college’s annual sponsored project funding aimed at postsecondary preparation, retention, completion and career placement. Benchmark: \$2 million by 2021.

Goal 7: Maximize student access through expansive and quality online course and credential offerings.

Goal 8: Provide in-demand and quality programs designed for increased transferability and/or employability.

Goal 9: Ensure the college conducts itself in a manner that provides for financial solvency and institutional growth and sustainability.

Executive Summary

Subject to change as the plan develops

The Luna Community College (LCC), 2019-2024 Long-Term Sustainability Plan provides the College and its Satellite Sites with a fiscal planning document in conjunction with the Board of Trustees. Planning efforts at LCC are organized around the college's mission and strategic goals, and essential elements of its guiding principles as reflected in the College's 2018-2021 Strategic Plan and drive the actions needed to support and improve achievement of LCC objectives over the five-year planning horizon. Implementing the committed actions in this Sustainability Plan provides the College with an effective decision-making process with an ultimate goal to improve LCC's efficacy for success and solvency.

The plan reviews historical financial, enrollment and other key data elements then evaluates the data and the economic horizon to make current decisions, assumptions and projections. The chief aim of the decisions is to ensure delivery of quality instruction while also improving operational effectiveness. The College has long operated with the assumption of a guaranteed level of State Funding which support 75% of operational costs, however, one of the College's long-term goals is to have a truly balanced budget with a sufficient reserve to weather a downturn in the economy and to have the funds to infuse in new educational opportunities or pilot projects.

The most recent assessment utilizing this plan and LCC's committed actions designed to address deficiencies has resulted in immediate remedies as shown in the forecast table. Utilizing the assessment indicators in this plan via a self-assessment and responding accordingly allows for action and reevaluation of both short- and long-term strategies for sustainable fiscal health.

The Long-Term Sustainability Plan is divided up into five sections: (1) History of Revenue Sources; (2) History of Enrollment; (3) Increasing Revenue; (4) History of Expenditures; (5) Academic Analysis, Conclusions and Recommendation; (6) Applying Sound Financial Management and Administration.

The 2020-2025 Long-Term Sustainability Planning Report has been worked on since fiscal year 2019-2020 through a process of study, analysis, outreach and dialogue. After studying planning frameworks and best practices, this plan was implemented as a framework. This Five-Year Long-Term Sustainability Plan includes timelines and milestones for each of the committed actions allowing for assessment of progress and improvement in subsequent updates. Guided by its Mission, LCC's planning, resource allocation, implementation, and evaluation occur on an ongoing basis through its participatory governance and operational structures in an integrated manner.

Section 1: History of Revenue Sources (Return to Link)

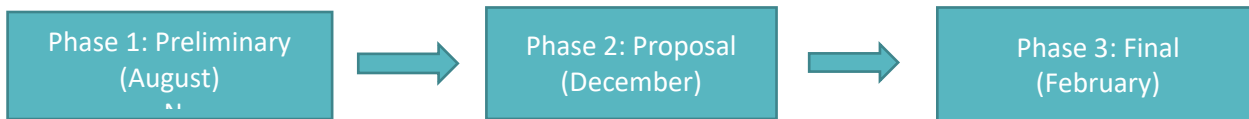
State Appropriations

Approximately 75% of the annual budget is from the State's Appropriation via the funding formula. Community college support funding is set annually in the State budget adopted by the Legislature. The State budget covers each fiscal year beginning July 1 to June 30. The Legislature has the power to subsequently approve revisions to the legislatively adopted budget. The State Constitution requires the Legislature to balance the state's budget. The Legislative Finance Committee (LFC) produces a forecast of projected revenues for the year. After the end of the legislative session the March economic forecast is adjusted for any changes made by the Legislature. LFC's forecasts are based upon currently available information and upon a wide variety of assumptions. The actual results will be affected by future national and state economic activity and other events. If LFC's assumptions are not realized or if other events occur or fail to occur, the state's financial projections may not be achieved. If, over the course of the year, the forecasted revenues decline significantly from the Close of Session Forecast, the Legislature may meet in special session to rebalance the budget, the Governor may direct that expenditures be reduced, or the Legislature may adjust the budget when it meets in its regular session at the end of the session.

2019-20 State Budget is adopted by the Legislature for the year can be adjusted during the regular session to include billion in total funds, representing a significant percent increase or decrease over the Legislatively Approved Budget. The LFC releases the 2020-21 Revenue Forecast. The March Revenue Forecast for gross General Fund revenues is adjusted based on revenues projections. Personal income tax reflects a strong or weak underlying labor market. Corporate tax collections if posting healthy gains will help secure more state funding. The majority of the increases generally come from personal, corporate, estate and liquor revenues. The lottery sales outlook must also be considered due to robust or possible weak outlook when considering personal income and consumer spending.

During the course of this planning process, the finance department has developed a five-year financial forecasting model. The forecast model provides projections of base revenue and expenditure trends that will be occurring over the next five years with the objective of stimulating dialogue and discussion among students, faculty, staff, college committees, the Board of Trustees and citizens of the Luna Community College tax district. The forecast will be assessed and updated annually. The forecast focuses on the college's Unrestricted Instruction and General Fund. While other funds make up a less significant portion of the budget, in many cases policies are already in place that guide decision-making for the revenues and appropriations of those funds. New policies may have to be adopted to assist the college with any and all long-term planning.

For the forecast to be useful in preparation of the annual budget, the five-year forecast will be updated in three phases:



The mil levy assessment is the next major source of revenue followed by tuition and fees as shown and discussed in Section 3. The table below shows the history of revenues by major sources and indicated and indicate minimal fluctuations in state appropriations, no demonstrative change in taxes.

However, the decline in tuition and fees was noted as an area of concern. While tuition and fees comprise less than 10% of the annual revenues, the data shows a recent 7% decrease which is of concern. This information was considered and used to address numerous facets of recruitment and institution. Sections 4. and 5. show responsiveness to this information.

History of Revenue Sources for Unrestricted Instruction and General							
Category	FY17	FY18	FY19	FY20 BGT	Recent 3-Year Rolling AVG	Previous 3-Year Rolling AVG	% Change
State Appropriations	7,679,392	7,528,508	7,514,900	7,811,300	7,618,236	7,574,267	1%
As % of Total	73%	73%	72%	75%			
Property Taxes	1,923,047	1,965,355	2,128,114	1,900,000	1,997,823	2,005,505	0%
As % of Total	18%	19%	20%	18%			
Tuition & Fees	948,555	782,993	829,973	771,500	794,822	853,840	-7%
As % of Total	9%	8%	8%	7%			
Total All	10,550,994	10,276,856	10,472,987	10,482,800	10,410,881	10,433,612	0%
Recent 3-Year Rolling AVG							
Previous 3-Year Rolling AVG							
This model aligns with e State Appropriation funding formula methodology							

Major Sources Recent 3-Yr Avg

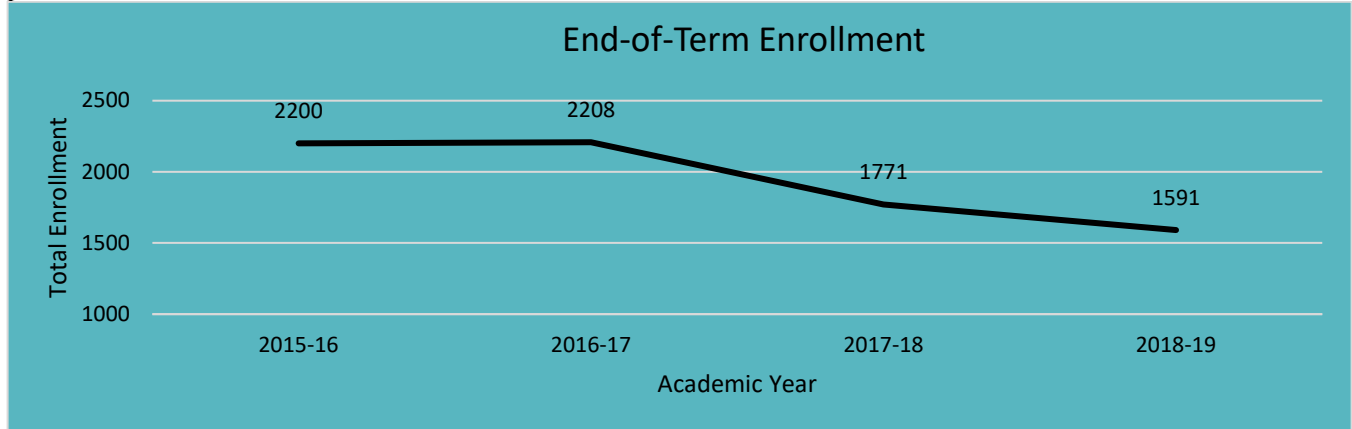
Source	Percentage
State App	75%
Levy	18%
Tuition	7%

Section 2: History of Student Activity

Enrollment is critical to the educational mission of the college and is essential to its financial health and sustainability. The primary revenue streams of state funding and tuition and fees are directly dependent upon enrollment. Tuition and fees income depend on the number of students and their credits and time in class counted in terms of student FTE. State funding to support community colleges is generally distributed in proportion to each college's success throughout community colleges in the state (see Funding Formula).

End-of-Term Enrollment

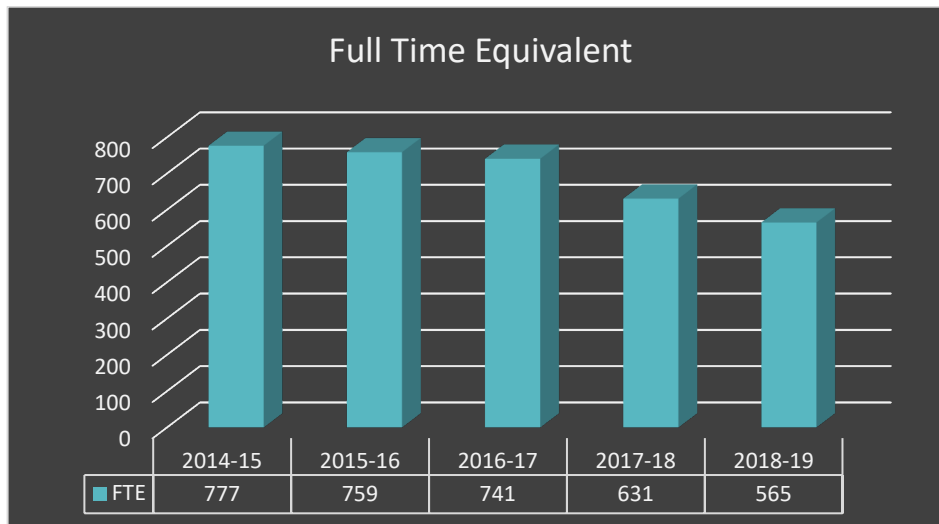
The table below shows a sharp decline thus the projection this year are for zero growth in credit hour production.



Data Source: IPEDS

Full-Time Equivalent

LCC's Full-Time Equivalent (FTE) has declined over the last five years since the enrollment peak in 2008. The bar graph below shows the changes in Full-time equivalency and closely approximates the share of State's formula funding for community colleges.



Data Source: IPEDS

Student Retention Rates

The tables that follow are used to assess performance improvement and/or the need to review and revise strategies thereof.

Office of Institutional Research and Reporting
Percent of Full-Time, First-Time Freshmen Retention Rates

Cohort	Year 1			Year 2				Year 3				Year 4			
	1st Term		2nd Term	3rd Term		4th Term		5th Term		6th Term		7th Term		8th Term	
	Freshmen Cohort	Fall - Spring	Rate	Fall-Fall	Rate	Fall - Spring	Rate	Fall-Fall	Rate	Fall - Spring	Rate	Fall-Fall	Rate	Fall - Spring	Rate
Fall 2014	124	89	71.8%	67	54.0%	55	44.4%	34	27.4%	31	25.0%	14	11.3%	12	9.7%
Fall 2015	115	79	68.7%	51	44.3%	41	35.7%	31	27.0%	20	17.4%	11	9.6%	9	7.8%
Fall 2016	116	78	67.2%	54	46.6%	43	37.1%	20	17.2%	23	19.8%	11	9.5%	5	4.3%
Fall 2017	104	72	69.2%	43	41.3%	38	36.5%	26	25.0%	20	19.2%				
Fall 2018	108	84	77.8%	58	53.7%	44	40.7%								
Fall 2019	113	79	69.9%												

* Coding Change: To improve the data collection for our First-Time Freshmen cohorts, the Office of Institutional Research & Reporting will implement a new student type code starting with the Fall 2014 semester.

Student Graduation Rates

Office of Institutional Research and Reporting
Percent of Full-Time, First-Time Freshmen Graduation Rates

AY	COHORT	Freshmen Cohort	2 Years (100%)		3 Years (150%)		4 Years (200%)	
			Total	%	Total	%	Total	%
2014-15	Fall 2014	124	19	15.3%	28	22.6%	38	30.6%
2015-16	Fall 2015	115	9	7.8%	21	18.3%	26	22.6%
2016-17	Fall 2016	116	16	13.8%	23	19.8%		0.0%
2017-18	Fall 2017	104	17	16.3%		0.0%		0.0%
2018-19	Fall 2018	108		0.0%		0.0%		0.0%

*Coding Change: To improve the data collection for our First-Time Freshmen cohorts, the Office of Institutional Research and Reporting will implement a new student type code starting with the Fall 2014 semester. Rates are reported as fall, spring, & summer.

Awards by Program

Office of Institutional Research & Reporting									
Degrees Conferred by Academic Year**									
DEPARTMENT	MAJ CODE	MAJOR DESCRIPTION	DEG	DEGREE DISCRPTION	2014-15	2015-16	2016-17	2017-18	2018-19
BUSINESS	BAAS	Business Administration	AAS	Assoc of Applied Science	13	12	8	6	6
	ACTA	Accounting	AAS	Assoc of Applied Science	3	3	3	1	0
	BGBAA	General Business	AAS	Assoc of Applied Science	0	0	3	1	3
	BMCE	Business Management	CERT	Certificate	0	0	1	1	0
	ACCC	*Accounting	CERT	Certificate	1	0	2	0	0
	SBM	*Small Business Mgt	CERT	Certificate	11	7	1	1	0
Total Business					28	22	18	10	9
Education	ECBA	ECME Birth-G3	AA	Associate of Arts	0	4	0	1	3
	ECFA	ECME FIT	AA	Associate of Arts	0	4	0	0	0
	ECME	*Early Childhood Multicu	AA	Associate of Arts	6	3	3	1	2
	TEAA	Teacher Education	AA	Associate of Arts	2	4	0	1	2
	E CDC	Early Childhood Develop	CERT	Certificate	0	0	0	0	1
	ECD	*Early Childhood Develop	CERT	Certificate	1	0	0	0	0
Total Education					9	15	3	3	8
Health Occupations	AHAS	Allied Health AAS	AAS	Assoc of Applied Science	0	0	0	3	3
	NUAS	Nursing RN	AAS	Assoc of Applied Science	14	16	13	20	19
	AHC	Allied Health Cert.	CERT	Certificate	19	13	16	20	28
	DENC	Dental Assistant	CERT	Certificate	6	10	10	17	3
	PNC	*Practical Nursing	CERT	Certificate	17	13	19	1	0
Total Education					56	52	58	61	53
Humanities	GSAG	General Studies	AGS	Assoc of Applied Science	13	33	8	13	9
	LAAA	Liberal Arts	AA	Assoc of Applied Science	4	2	1	0	0
	MAFA	Media Art and Film Tech	AAS	Assoc of Applied Science	4	4	5	3	2
	SPER	*Sports Performance	AAS	Assoc of Applied Science	0	0	0	0	0
	CJAA	Criminal Justice	AA	Associate of Arts	8	8	3	6	5
	CJCO	CJ-Corrections Conc	CERT	Certificate	0	0	0	0	2
	CJLE	CJ-Law Enforcement Conc	CERT	Certificate	0	0	0	0	4
	CJC	Criminal Justice	CERT	Certificate	0	0	2	2	1
	GSAS	General Educaiton	CERT	Certificate	14	7	5	3	8
Total Humanities					43	54	24	27	31
STEM	STEC	Science, Tech Eng & Math	CERT	Certificate	0	1	1	0	0
	CSAS	Computer Science	AAS	Assoc of Applied Science	4	7	8	8	7
	DETEC	*Drafting Technology	AAS	Assoc of Applied Science	1	0	0	0	0
	EET	*ELEC Engineering Tech	AAS	Assoc of Applied Science	0	1	0	0	0
	EEAA	*ELEC Engineering Tech	AAS	Assoc of Applied Science	0	0	0	0	1
	VGD	*Video Game	AAS	Assoc of Applied Science	0	0	0	0	0
	GSCI	General Science	AS	Associate of Arts	3	4	5	6	2
	MAAS	Mathematics	AS	Associate of Arts	2	3	0	4	4
	PEAS	Pre-Engineering	AS	Associate of Arts	3	1	0	1	2
	CSC	Computer Application Sp	CERT	Certificate	0	0	0	0	2
	CAS	Computer Application Sp	CERT	Certificate	5	1	3	3	3
Total Technologies					18	18	17	22	21
Trades Department	VTSA	Voc/Tech Studies - AAS	AAS	Assoc of Applied Science	10	16	5	9	2
	FSAS	Fire Science	AAS	Assoc of Applied Science	2	3	1	1	1
	ATC	Automotive Technology	CERT	Certificate	6	3	2	4	4
	ACRT	*Auto Cllsn Repair Tech	CERT	Certificate	1	3	0	0	4
	BARC	Barbering	CERT	Certificate	1	4	4	4	3
	BTC	Bujilding Technology	CERT	Certificate	1	2	1	0	0
	COSC	Cosmetology	CERT	Certificate	6	11	5	7	1
	CULC	Culinary Arts	CERT	Certificate	5	2	4	4	2
	EWC	Electircal Wiring	CERT	Certificate	4	2	1	0	0
	FPC	*Fire Protection	CERT	Certificate	0	1	0	0	0
	FSC	*Fire Science	CERT	Certificate	0	0	0	0	0
	WLDC	Welding	CERT	Certificate	2	6	1	2	0
Total Trades Department					38	53	24	31	17
Total By Academic Year					192	214	144	154	139

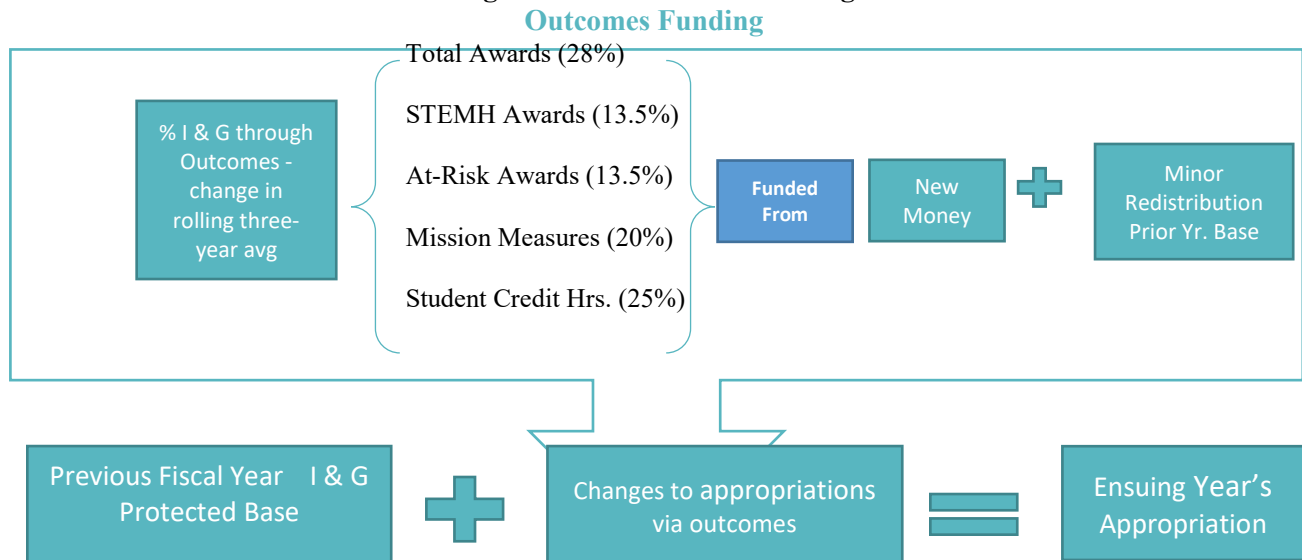
Section 3: Increasing Revenue

LCC is working to increase its revenue from both the State and student related income through updating, implementing, and assessing the College’s enrollment by reviewing its programs and reviewing its recruitment, admissions, and advising strategies. The College has seen a recent increase in on-line learning and has made critical changes to the School of Business department priorities in response. Once the College is able to get past the probation accreditation designation, the potential for exponential growth appears eminent.

State Funding

State funding and property taxes comprise over 80% of total operating revenue. The Governor’s 2020-2021 budget for community colleges was funded as per the outcomes of the funding formula which fluctuates +/- 1% from year to year and very close to the same funding level as the 2019-2020 budget plus an additional 4% for salary increases was added. The college’s five year forecast model is conservatively built on the State Funding of \$ 8,109,900 for years 2022-2025 the initial forecast assumes no material change to the total funding level.

State of New Mexico Higher Education I&G Funding Formula Structure



Property Taxes

Luna receives property taxes based upon assessed property values in San Miguel, Mora, Guadalupe, Colfax and Union Counties. A three-mil tax rate is levied on the taxable real market values of property. Property tax revenues are incorporated into the college’s annual budget based on county verified rates provided to the Higher Education Department then to the College.

Property taxes are imposed on the assessed value of property. The assessed value of each parcel cannot exceed its Taxable Real Market Value, and ordinarily is less than its Taxable Real Market Value. Luna Community College receives \$3 per every \$1,000 of the assessed value of property, initially established in 1997 as a result of a constitutional amendment. Historical data shows property taxes assessed has varied <2% and assumes no growth rate.

Tuition, Fees and Other Student Charges

Student tuition, fees and other student charges make up less than 10% of total operating revenue.

For fiscal year 2021 the forecast is for flat growth with a 6% tuition rate increase. For years 2021-2024 the model assumes a 6% tuition increase each year.

		Tuition Rates		
		In-District	Out-of-District	Out-of-State
		38.00	52.00	99.00
Year 1	6% increase	2.28	3.12	5.94
		40.28	55.12	104.94
	Rounded	40	55	105
Year 2	6% increase	2.42	3.31	6.30
		42.70	58.43	111.24
	Rounded	43	58	111
Year 3	6% increase	2.56	3.51	6.67
		45.26	61.93	117.91
	Rounded	45	62	118
Year 4	6% increase	2.72	3.72	7.07
		47.97	66.00	124.99
	Rounded	48	66	125
Year 5	6% increase	2.88	3.96	7.50
		50.85	69.96	132.48
	Rounded	51	70	132

Tuition

Students enrolled in credit-bearing courses at Luna pay a per-credit tuition rate based upon their residency status and enrollment. Tuition revenue is forecasted through term by term enrollment trend assessment. Application of tuition rate changes, and offsets such as tuition waivers and discounts are considered.

Research in community colleges within New Mexico and experience at Luna has shown that implementing a single large increase in tuition in one year would not help because tuition has not kept pace with inflation has a significant adverse effect on student enrollment in the next academic year. Accordingly, the BOT approved a 6% Tuition increase each of the next five years.

Following the 5-Year period the Board is considering implementing a constant bi-annual tuition rate adjustment relative to inflation: each fall the board will select an appropriate index for two-year public colleges on which to base tuition increase and adjust the per credit tuition rate to reflect changes in the index since the last tuition adjustment. The rate will be rounded to the nearest dollar and become effective the following academic year (fall term).

Should the board conclude that increases above the selected index are required; the board will assure that there are college-wide opportunities, particularly with students, to engage in discussion about the impact of tuition increases on access, affordability and course offerings. Should the board conclude that tuition should be reduced; the board will similarly assure that there are opportunities to engage in college-wide discussions about the impact on course offerings, access and affordability.

One of Luna Community College's chief aims is to keep the cost of attendance low thus Luna's tuition and fees are among the lowest in the state. Because of enrollment-driven declines, Luna's share of community college support funds has decreased. The college will aggressively review and realign its educational offerings and will rely on planned moderate tuition and fee increases, grants, non-credit workforce training, and community education programs to increase revenue to support its expenditure base.

Student Fees

There are a variety of required student fees for credit and non-credit students at Luna that factor into revenue forecasts and projections:

- A Distance Learning Fee is assessed to students enrolled in an online course at a rate of \$25 per course. The fee helps cover the cost of technology used to run classes and serve students through "smart" classrooms, online

courses, Wi-Fi, internet access, computer labs, and staff support. The Board will assess a recommendation from administration to implement a Technology fee for every student enrolled in greater than two credit hours.

- A \$15.00 per term Registration/Student Activity Fee is assessed to support student activities and services.

A \$10 lab fee is assessed

Staff forecasted a new, per-course fee for FY22 as it has been through various levels of the College including the Finance Committee and discussed at BOT meetings. FY22 includes a modest \$25 per-course fee yielding an estimated \$119,000. Academic departments are currently researching fees associated with the respective discipline as costs do vary.

Other Fees & Charges

Other fees and charges may include charges for facilities rental, late charges, admissions fees, and other miscellaneous user fees and charges. These can be projected using trend analysis and analysis of program-specific plans and activities.

Other Revenue Sources

Other revenue sources include interest income, credits, rebates, and miscellaneous other revenue. Revenues in this category are forecast individually by activity. Other revenues in this category are forecast using trend analysis and activity projections.

Section 4: History of Operational Expenditures

The College has implemented operational expenditure reduction strategies as noted in the Five-Year Expenditure Forecast. The board is considering implementing a new Board Policy to set minimum thresholds for one or more of the financial indicators referenced in Section 6.

Operating Expenditures

This section presents the major operating expenditure categories for Luna’s primary operating fund (Unrestricted Instruction & General) and the methodologies used to analyze and forecast each category. Operating Expenditure Categories, Funds



Contracted Salaries & Wages

Each contracted employee position is tracked in the college’s position list database system, CARS (Jenzabar CX). Contracted salaries and wages are forecast using this database system. The office of human resources calculates position-by-position salary forecasts based upon level, step, vacancy status, FTE assignment, and salary schedule plus planned cost of living adjustments.

Part-Time Salaries & Wages

All salaries and wages equal to or less than 100% are classified as part-time. These include part-time faculty (adjunct faculty), faculty overload, hourly part-time staff, staff overtime, hourly management assignments, and student workers. Part-time expenditures are forecast using historical trend analysis, department-by-department enrollment trends and contracted employee levels, and application of planned and funded cost-of-living adjustments.

Other Payroll Expenses (OPE)

This category includes all personnel-related expenditures outside of salaries and wages, to include medical insurance, unemployment insurance, employee assistance and wellness programs, workers compensation, one-time payments and stipends, Medicare and Social Security payroll taxes, and New Mexico Public Education Employees Retirement System (ERB) contributions. A breakdown of OPE expenditures.

Fiscal Year 2019 Actual Other Payroll Expenditures (U)I&G		
Category	Amount	% Total
FICA	318,243	18%
Medicare	73,386	4%
Workers Compensation	77,031	4%
Unemployment Insurance	90,277	5%
ERB	708,498	39%
RHA	102,494	6%
Medical Insurance	438,387	24%
TOTAL ALL	1,808,316	100%

Materials & Services

This broad expenditure category includes instructional and office supplies, contract and professional services, travel, fees and dues, and maintenance. A subset of materials & services is mandatory expenditures, which are general fund expenses that are legally, contractually or operationally required and serve the entire college. Forecast for materials and services expenditures uses historical trend analysis, analysis of changes in mandatory expenditures and program-specific trend analysis and activity projections.

Capital Outlay Transfers

Capital outlay encompasses land, buildings, improvements, machinery and equipment with a depreciable value of \$ 5,000 or more for equipment.

The College recognizes the prudent practice of setting aside annual amounts to address current or future capital expenditure needs for equipment and buildings. A standard annual allocation of \$ 107,540 for equipment and \$ 162,344 for building renewals and replacements is transferred from the general fund to prioritized departmental capital needs through the department planning process. Year-end balances in these funds do revert to the College's General Fund and are available for ensuing years.

Other Operating Transfers Out

This category includes intrafund operating transfers for items such as program support, institutional financial aid match obligations, and additional capital maintenance and investments. These transfers are forecast based on a standard budgetary transfer schedule and analysis of program or activity changes.

Average Expenditure Level by Category

History of Expenditures (U) I&G						
	Actual				Budgeted	
	FY16	FY17	FY18	FY19	FY20	3 YR AVG
Salaries	5,397,402	4,910,377	4,906,141	5,407,966	5,862,179	
Fringe	2,027,568	1,885,677	1,925,546	2,024,891	2,408,528	
Total Personnel	7,424,970	6,796,054	6,831,687	7,432,857	8,270,707	
% of Total	70%	66%	67%	67%	67%	67%
Purchased Services	2,163,723	2,511,074	2,345,615	2,535,563	2,892,808	
% of Total	21%	24%	23%	67%	23%	38%
Supplies and Materials	361,381	347,633	309,112	598,763	403,780	
% of Total	3%	3%	3%	23%	3%	10%
Travel	129,786	113,603	100,055	120,680	245,564	
% of Total	1%	1%	1%	5%	2%	3%
Equipment	60,779	80,030	46,722	13,000	158,330	
% of Total	1%	1%	0%	1%	1%	1%
Transfers	401,011	477,754	598,605	468,627	425,953	
% of Total	4%	5%	6%	0%	3%	4%
Total Expenditures	10,541,650	10,326,148	10,231,796	11,169,490	12,397,142	

Summary of Expenditure Categories, Data Sources and Key Forecasting Variables/Assumptions

Category	Data Sources	Key Forecasting Variables/Assumptions
Contracted Salaries & Wages	<ul style="list-style-type: none"> Position list Salary schedules by employee group Step and salary schedule adjustments or contract negotiation parameters 	<ul style="list-style-type: none"> Staffing levels Contracts State mandated salary increases
Part-Time Salaries & Wages	<ul style="list-style-type: none"> Enrollment and activity levels Contracted staffing levels Step and salary 	<ul style="list-style-type: none"> Enrollment levels Contracted staffing levels State mandated salary increases
Other Payroll Expenses (OPE)	<ul style="list-style-type: none"> Base salary levels ERB rates Contract parameters, including medical insurance 	<ul style="list-style-type: none"> Staffing levels; total salaries and wages Health insurance premiums ERB rates
Materials & Services	<ul style="list-style-type: none"> Enrollment and activity levels Actual expenditures Mandatory requirements Department Strategic Budgeting Plans and forecasts 	<ul style="list-style-type: none"> Enrollment and activity levels Mandatory changes

Capital Outlay	• Capital outlay allocation • Department plans and forecasts	Allocation funding
Operating Transfers Out	Budgeted transfers • Actual transfers • Scheduled updates	• Standard schedule

Capital Expenditures

Capital Projects

A capital project is defined as an activity that creates, improves, replaces, repairs or maintains a capital asset and results in a permanent addition to the college’s asset inventory. Capital projects are generally large-scale endeavors in terms of cost, size and benefit to the community. They involve non-recurring expenditures or capital outlays from a variety of specifically identified funding sources and do not duplicate normal maintenance activities funded by the operating budget.

Capital projects are accomplished through one or more of the following actions:

- Rehabilitation, reconstruction or renovation of an existing facility to a condition which extends its useful life or increases its usefulness or capacity
- Acquisition of property
- Construction of new facilities

Capital projects are overseen by the college’s Facilities Department, whose scope of work includes the development and renewal of:

- Facilities Campus Master Plan
- Annual construction/remodel/renovation plans
- Sustainability Plan
- Emergency Preparedness Plan

Capital Purchases

A Capital purchase is equipment, books and publications, or software with a useful life exceeding two years and an individual cost equal to or above the thresholds defined below.

1. At the threshold set forth in applicable regulations or grantor requirements when the assets are acquired with grant or contract funds
2. At \$ 5,000 title/ownership of the assets belongs to Luna at the time of purchase or construction.

Expenditures for capital purchases are identified through department planning and program review processes.

Luna Community College Capital Budget – All Funds

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021 Budget	FY2022 Proposed Budget
General Fund	20,000	101,173		3,757	10,000		
ER&R BR&R	269,884	269,884	269,884	269,884	269,884	269,884	269,884
Capital Fund	1,691,232			2,220,000			
Total All Funds	1,981,116	371,057	269,884	2,473,641	279,884		

Rehabilitation and Preservation of Existing Capital Assets

As an asset ages, it requires preservation to protect or extend its useful life. In addition, reconstruction costs are frequently four to five times the cost of preservation and maintenance. For that reason, major maintenance funding transfers from the General Fund to Capital Projects Fund reflect the annual budgeting thereof to periodically repair or replace equipment.

Deferred Maintenance

Deferred maintenance is the postponement of buildings and its related systems' upkeep from an organization's normal operating budget cycle due to a lack of funds. The college's current 2019-20 deferred maintenance list contains \$10,172,000 in identified facilities infrastructure repairs and replacements. The Facilities Department will be overseeing a comprehensive facilities conditions assessment during FY2021, which will result in updates to list items and cost estimates. This comprehensive assessment will align with the leading professional association for facilities management in higher education, APPA, which recommends that institutions of higher education budget 2% of the replacement cost of their building stock annually for maintenance.

For non-technology classroom and lab upgrades, as teaching and learning styles evolve, the college currently funds such upgrades out of the Building Renewal and Replacement (BR&R) and Equipment Renewal and Replacement (ER&R) budget.

Section 5: Academic Analysis Conclusions and Recommendations

Academic Analysis Summaries

There are numerous reports and assessments conducted by the institutional division and form the basis for decisions impacting the short term via the annual Strategic Plan Budgeting and the long-term leading to sustainability and innovation.

Section 6: Applying Sound Financial Management and Administration [\(Return to Link\)](#)

The College will achieve this by:

- developing and implementing a plan to retain executive level administrators so that consistency in leadership occurs
- addressing all audit findings (LCC’s 18-19 Audit Finding Correction Active Plan), and
- practicing effective oversight of its finances and improving its internal control system by adopting a restructuring plan to improve efficiencies and accountability.

The Financial Indicators assessment and the Scorecard Indicators’ results drive the strategic yet realistic forecasts. The results of those analyses have shaped the proposed Five-Year projection summary below. The table displays the following

1. FY19 Historical data based on audited financials
2. FY20 Estimated final numbers based on the current year’s approved operating budget
3. FY21 Proposed data based on the ensuing year’s Board approved Proposed Budget
4. FY22-26 Future projections responsive to the results of this plans assessmentFive-Year Forecast Model

Forecast Based on Financial Performance Indicators Review and Projections [\(Return to Link\)](#)

[\(Return to Link\)](#)

Fiscal Year	Beginning Balance	Revenues	Expenses	Ending Balance	Reserves Minimum 3%	Over (Short)	Rev vs Exp Over (Under)	Actual Reserve %
18/19	4,258,478	10,564,736	11,169,489	3,653,725	558,474	3,095,251	(604,753)	33%
19/20	3,653,725	10,789,215	9,580,015	4,862,925	287,400	4,575,525	1,209,200	51%
20/21	4,862,925	10,489,215	9,182,476	6,169,664	275,474	5,894,190	1,306,739	67%
21/22	6,169,664	10,700,000	9,900,000	6,969,664	297,000	6,672,664	800,000	70%
22/23	6,969,664	10,807,000	10,500,000	7,276,664	315,000	6,961,664	307,000	69%
23/24	7,276,664	10,915,070	10,800,000	7,391,734	324,000	7,067,734	115,070	68%
24/25	7,391,734	11,024,221	10,962,000	7,453,955	328,860	7,125,095	62,221	68%
25/26	7,453,955	11,134,463	11,126,430	7,461,988	333,793	7,128,195	8,033,000	67%

CHANGES		
Year	Revenue	Expenditures
FY21	(300,000)	(397,539)
FY22	210,785	717,524
FY23	107,000	600,000
FY24	108,070	300,000
FY25	109,151	162,000
FY26	110,242	164,430

Note: Assumptions and forecasts for future years are presented for modeling and discussion purposes

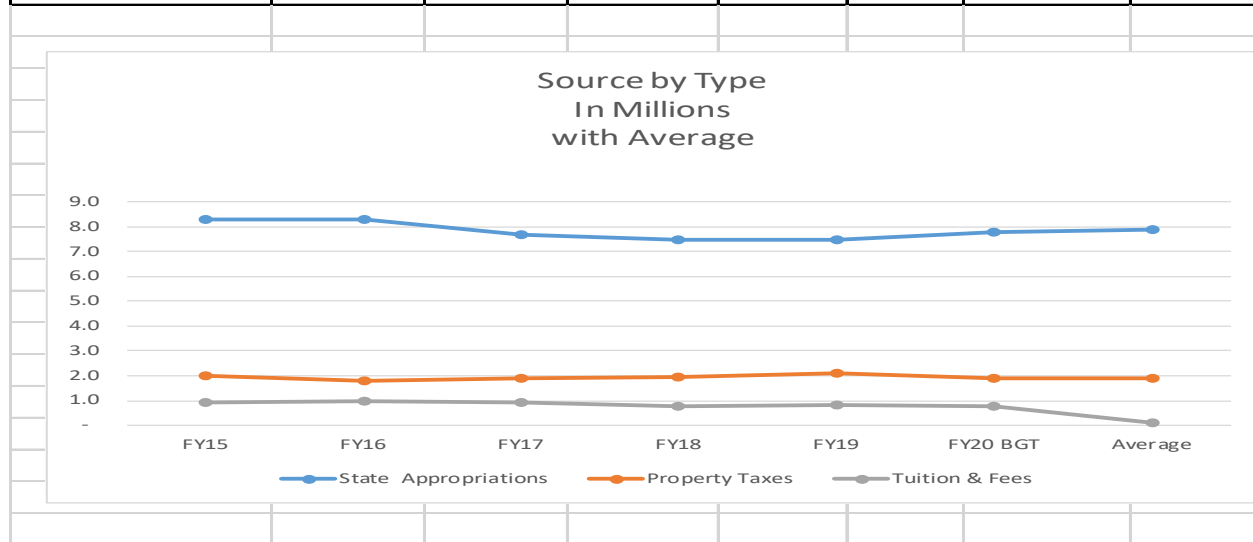
This forecast is built upon the results of a review of the Financial Indicators and the Scorecard and academic program efficiency review. There is an infusion of \$147,178 from an increase in Tuition and Fees. FY 21 Expenditures will be reduced by \$300,000 of which \$235,000 was a direct result of academic program review and evaluation.

Years FY23-25 are expected to change as the College continues to respond to data via the following: alignment the course fee structure to standards of cost estimated to yield an additional \$200,000 annually; an expected significant expansion in on-line offerings & enrollment will boost the formula funding level and tuition revenue by an undetermined amount. As revenue increases, and expenditures are reviewed, the higher level of reserve % will be within target range sooner than projected.

The FY21 \$300,000 reduction in expenditures is directly linked to the objective of addressing the operating deficit and improving operation efficiency identified primarily through the program evaluation which resulted in the suspension of several programs and realigning the budgets thereof and secondly through freezing with new proposed positions and/or not filling vacancies; strategic attrition management.

KEY Revenue Assumptions

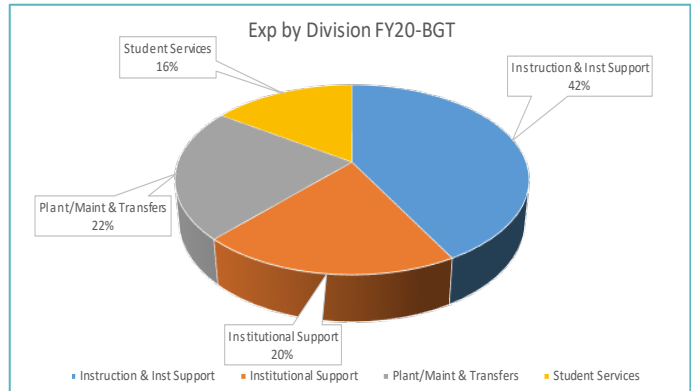
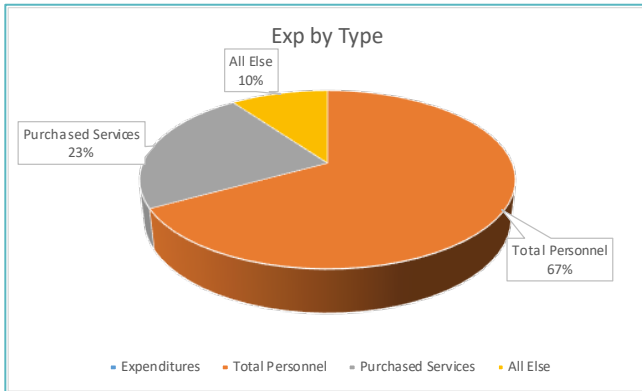
Revenue by Source in millions	FY15	FY16	FY17	FY18	FY19	FY20 BGT	Average
State Appropriations	8.3	8.3	7.7	7.5	7.5	7.8	7.9
Property Taxes	2.0	1.8	1.9	2.0	2.1	1.9	1.9
Tuition & Fees	1.0	1.0	0.9	0.8	0.8	0.8	0.09



Note: This broad stroke forecast model is built upon the revenue and expenditure assumptions and projections that follow.

Expense Ratios

History of Expenditures (U) I&G					
	FY16	FY17	FY18	FY19	FY20
Salaries	5,397,402	4,910,377	4,906,141	5,407,966	5,862,179
Fringe	2,027,568	1,885,677	1,925,546	2,024,891	2,408,528
Total Personnel	7,424,970	6,796,054	6,831,687	7,432,857	8,270,707
% of Total	70%	66%	67%	67%	67%
Purchased Services	2,163,723	2,511,074	2,345,615	2,535,563	2,892,808
% of Total	21%	24%	23%	67%	23%
Supplies and Materials	361,381	347,633	309,112	598,763	403,780
% of Total	3%	3%	3%	23%	3%
Travel	129,796	113,603	100,055	120,680	245,564
% of Total	1%	1%	1%	5%	2%
Equipment	60,779	80,030	46,722	13,000	158,330
% of Total	1%	1%	0%	1%	1%
Transfers	401,011	477,754	598,605	468,627	398,165
% of Total	4%	5%	6%	0%	3%
Total Expenditures	10,541,660	10,326,148	10,231,796	11,169,490	12,369,354



Expenditures by Division FY20-Budgeted	
Instruction & Inst Support	5,206,705
Institutional Support	2,480,886
Plant/Maint & Transfers	2,785,052
Student Services	1,924,498
Total	12,397,141

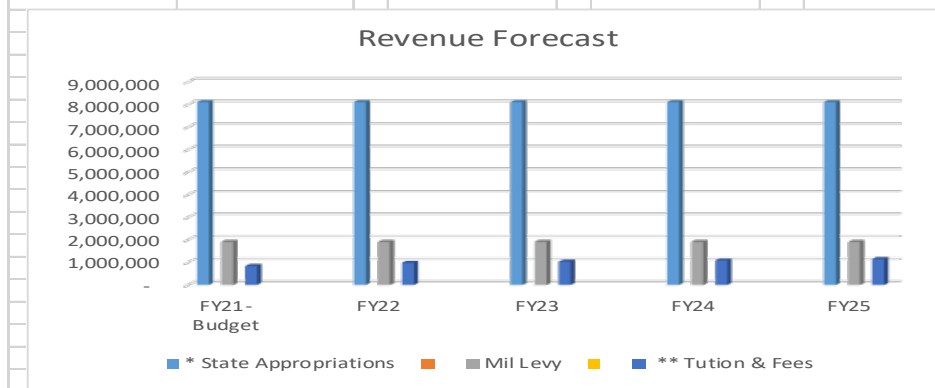
Five-Year General Fund Revenue Forecast

Five Year Revenue Forecast					
	* State Appropriations	Mil Levy	** Tution & Fees	Total	Inc(Dec)
FY21-Budget	8,109,900	1,900,000	837,000	10,846,900	
FY22	8,109,900	1,900,000	984,178	10,994,078	147,178
FY23	8,109,900	1,900,000	1,034,178	11,044,078	50,000
FY24	8,109,900	1,900,000	1,087,178	11,097,078	53,000
FY25	8,109,900	1,900,000	1,143,178	11,153,078	56,000
Five year increase					306,178

* FY 22-FY25 State Appropriation - assumes immaterial change

NOTE: higher than average as 4% salary increase funded as recurring = \$227,000 and change to base \$75,000

** FY22-25 Course specific fees are being proposed and are forecasted at a consrevative rate of \$25 per course.



Note: Assumptions and forecasts for future years are presented for modeling and discussion purposes only

The College historically budgets over 40% of the resources in Instruction/ Instructional Support to infuse resources to support, sustain and improve services to students.

Five Year Expenditure Forecast

5-Year Expenditure Reduction Strategy for Balanced Budget Plan							
	Budget	Budget - Orig	Budget - Rev	Forecast			
	FY20	FY21	FY21	FY22	FY23 *	FY24 *	FY25 *
Salaries	5,862,179	5,951,055	5,815,555	5,715,555			
Fringe	2,408,528	2,372,787	2,312,787	2,282,787			
Total Personnel	8,270,707	8,323,842	8,128,342	7,998,342			
% of Total	67%	70%	70%	70%			
Purchased Services	2,892,808	2,555,874	2,510,874	2,440,874			
% of Total	23%	21%	22%	21%			
Supplies and Materials	403,780	416,529	406,529	406,529			
% of Total	3%	3%	3%	4%			
Travel	245,564	227,100	207,100	207,100			
% of Total	2%	2%	2%	2%			
Equipment	158,330	35,500	6,000	6,000			
% of Total	1%	0%	0%	0%			
Transfers	425,953	369,900	369,900	369,900			
% of Total	3%	3%	3%	3%			
Total Expenditures	12,397,142	11,928,745	11,628,745	11,428,745	11,238,745	11,088,745	11,088,745
Reductions		(468,397)	(300,000)	(200,000)	(190,000)	(150,000)	-
FY21 Reduction Strategy							
FY22 All in Personnel TBD							
FY 23 through 25 further Revenue and Expenditure strategies are to be employed based on annual assessment							
FY20 will likely result in savings due to curtailed operations due to Covid-19 and will be set aside for eventual State							

Fiscal Performance Indicators (Return to Link)

The following performance indicators are consistent with Government Finance Officers Association (GFOA) recommended best practices in governmental accounting and Luna Community College.

Indicator	Rationale	Current Value*	Objective	Scorecard Threshold(s)
<i>FY1819 ACT vs 1920 BGT</i>				
1. Unrestricted General Fund Balance as % Expenditures	Board Policy; ensure sufficient funds for unexpected expenses, investment, and cash flow	14.27%	6-10% of total expenditures and transfers	<u>Implement Strategic Plan to combat issue:</u> <6%
2. General Fund Balance in Excess of Minimum		\$1,397,469	Consistent with projections; Stable trends. If excess funds, plan for one-time uses, stabilization funds and/or reserves. If negative, plan	<u>Implement Strategic Plan to combat issue:</u> Negative Amount Of Concern: Declining trend over three-year period
3. Change in General Fund Balance		(\$1,884,342)		<u>Implement Strategic Plan to combat issue:</u> Rapidly declining trend Of Concern:

			for restoration within two years.	Declining trend over three-year period
4. Change in General Fund Major Revenue Sources -	Declines in major revenue sources reflect the need for additional sources of revenue to maintain stability	State Appropriations-1% Property Taxes -0- Tuition & Fees -7%	Positive trends	<u>Implement Strategic Plan to combat issue:</u> Declining trend over three year period <u>Of Concern:</u> Decrease in revenue
5. Change in General Fund Expenditures per Student FTE	Demonstrates the relationship between and responsiveness of operating costs relative to enrollment	9.1%	Stable trends	<u>Implement Strategic Plan to combat issue:</u> Rapidly increasing; in excess of inflation <u>Of Concern:</u> Negative trend in excess of inflation
6. Current Ratio (Current Assets/Current Liabilities)	Board Policy; indicates liquidity and ability to pay short- and long-term obligations	(FY2016) 1.65	Between 1 and 3	<u>Implement Strategic Plan to combat issue:</u> 3
7. Accumulated Depreciation as % of Asset Cost - Buildings and Building Improvements - Equipment	Indication of imminent asset replacement needs	(FY2016) 26% 71%	Less than 70%	<u>Implement Strategic Plan to combat issue:</u> >70% <u>Of Concern:</u> >50%
8. Projection Variance - Revenue - Expenditure	Indicates accuracy of budgetary projections used in budget development	(FY2016) 1.3% -1.0%	2% or lower	<u>Implement Strategic Plan to combat issue:</u> >5% <u>Of Concern:</u> 2-5%

Fiscal Indicators Scorecard ([Return to Link](#))

Ending Fund Balance

	FY19 Actual	FY2020 Budget	FY2021 Forecast	FY2022 Forecast	FY2023 Forecast	FY2024 Forecast
1. Unrestricted General Fund Balance as % Expenditures	33%	14.27%	9% With proposed reductions	6% With proposed reductions	5% With proposed reductions	5% With proposed reductions
2. (U) General Fund Balance in Excess of Minimum	3,095,251	1,397,469	690,176	317,331	170,886	257,441
3. Change in General Fund Balance	(604,753)	(1,884,342)	(731,845)	(381,845)	(151,845)	81,155
4. Major Revenue Sources Changes						
75% - State Appropriation		+ - 1%	+ - 1%	+ - 1%	+ - 1%	+ - 1%
18% - Property Taxes		+ - 1%	+ - 1%	+ - 1%	+ - 1%	+ - 1%
7% Tuition & Fees		(7%)	(1%)	5%	2%	5%
5. Change in GF Expenditures per Student FTE		22%	11%	(3%)	(2%)	(2%)
6. Current Ratio w/o GASBs	3.13	TBD				

7. Accumulated Depreciation as % of Asset Cost	56%	TBD				
8. Projected Variance - BCS						
Revenue	+4%	TBD				
Expenditures	-7%	TBD				

Note: Scorecard data for future years is based upon the financial forecast model and example assumptions presented on the preceding pages.

General Principles ([Return to Link](#))

Financial Planning Principles, Criteria and Data Elements

1. Budget development at Luna Community College is guided by institutional plans, program review, annual department plans, and other planning efforts. All plans support the college’s core values and Strategic Plan to further mission fulfillment. The Strategic Planning Budget is used by all departments and amongst other information, links all budget requests to one or more of the College’s Strategic Goals and provides an evaluation of the previous year’s goals.
2. Faculty, staff, managers and directors regularly review, analyze and engage with both standard data elements and department-specific performance measures through annual department planning and regular program review processes. This process results in a cycle of continuous improvement, planning and assessment.
3. Implementation plans from both the department/program and institutional level include measurable outcomes, timelines, assessment plans, and resource needs/implications.

Investment and Reduction Criteria

In times of investment (surplus resources), resources are prioritized as follows:

- a. Approved program review implementation plans
- b. Addressing current institutional priorities and strategic directions
- c. Support of essential services and physical infrastructure
- d. Support of critical/demonstrated local or regional workforce needs
- e. Support of innovation in the learning, co-curricular and operational environment
- f. Demonstrated, measurable, sustained return on investment; college-wide impact

In times of reduction (budget deficit), reductions are considered using the following criteria:

- Impact to students
- Avoidance of involuntary layoffs of permanent employees
- Program performance relative to established goals, college standards, and benchmarks
- Centrality to college mission
- Program or service demand
- Local and regional workforce needs and post-graduation outcomes
- Transfer articulation to four-year universities

Data Elements

Data Elements Used in Program Review, Annual Department Planning, and Budget Development

	Humanities & STEM Academic Departments	Health and Other Professional & Technical Trades Departments	Student Affairs & College Services Departments
1	Student FTE -By subject - By Program /Department /Discipline -College wide	Program Headcount - Student FTE By subject -College wide Capacity student demographics	College Headcount new students -returning students e.g. Participation, Financial Aid applications processed, advising

	Capacity student demographics		sessions, square footage, listenership Capacity Participant Demographics
2	Course completion rates -By subject -By Program/Department College wide	Course completion rates -By subject -By Program/Department College wide	Course completion rates College wide
3	FTE -Faculty FTE - Staff FTE -Manager FTE -Student Worker FTE Ratios -Faculty/Student -All departments/Student	FTE -Faculty FTE - Staff FTE -Manager FTE -Student Worker FTE Ratios -Faculty/Student -All departments/Student	FTE -Faculty FTE - Staff FTE -Manager FTE -Student Worker FTE Program/Department Specific Ratios -e.g. Staff FTE to FA awards, Staff FTE to program participants
4	-Cost personnel, M&S, other, Direct Costs by subject Direct Costs by Program/Department -Revenue Direct Revenue by subject Direct Revenue by Program State Revenue by Program	-Cost personnel, M&S, other Direct Costs by subject Direct Costs by Program/Department -Revenue Direct Revenue by subject Direct Revenue by Program State Revenue by Program	-Cost personnel, M&S Direct Costs-Revenue Fees Grants and Contracts Transfers others
5	Transfer & Employment Data		

Next Steps

The college has identified the following action items and priorities to pursue to support long-range and strategic financial planning at the college. The college will assess implementation efforts and fiscal indicators annually - updating and amending forecasts, action items, strategies and plan documents and resources accordingly.

1. Develop Systems and Resources to Support Financial Literacy, Access, Transparency and Decision-Making
 - Continue development and refinement of five-year financial forecasting tool
 - Collect data and develop reports to further understand the analytics of the college
 - Review systems, tools and training resources to promote access to financial data to support analysis and decision making at the department and program level
 - Establish yearlong communication plan for and with all stakeholder groups (outside the annual budget development cycle) to encourage dialogue, shared problem-solving, and shared understanding of financial issues and opportunities
 - Create an annual report on fiscal indicators and progress toward financial goals
2. Planning and Resource Allocation Integration
 - Review the Strategic Budgeting tool that is an integrated department planning process that flows into budget development and resource allocation and the analysis of implementation/goal attainment –
 - Ensure the plan, structures and systems support the Academic Self-Assessments, Facilities Master Plan, and all other planning processes.

Conclusion

LCC's Five-Year Long-Term Sustainability Plan is a "living document" and will be reviewed on a semi-annual basis and updated as new information becomes available. While this Plan provides a general long-term financial direction for LCC, detailed financial information utilized making this Plan an ongoing, working document, which will make it more meaningful and relevant.

LCC is committed to the continuous improvement of institutional effectiveness through the analysis of data, dialogue, and implementation. These processes aid in the establishment of priorities that align with the LCC Mission and Strategic Goals and inform decision-making and resource allocation.

This plan is a comprehensive and inclusive sustainability Plan that supports the College's Strategic Plan, is realistic and responsive to historical data, appropriate projections/ assumptions and in decision making

The current plan documents the college's response to:

- Operating deficits
- Diminishing reserves
- Operational efficiency
- Data driven decision making
- Collaboration
- Comprehensive future planning

The evaluation process is comprehensive and broadly participated in through shared governance. In addition to structured opportunities for dialogue, other mechanisms exist to elicit and integrate input from key stakeholders on student learning and institutional effectiveness. Formal and informal avenues for communication and dialogue are employed or in development through shared governance committees, districtwide forums, planning retreats, faculty/staff development days, surveys, suggestion boxes, memos, emails, publications, and postings on the web site.

The challenges that the College faces in the long term involve balancing the various districtwide needs with limited resources. There will be unforeseen financial trends that will arise because of the challenges at the State level and the volatility of the economy, which would precipitate a major revision to anticipate revenue streams on a long-term basis through the review process of this Five-Year Sustainability Plan. However, LCC is confident it will continue to maintain a positive ending balance and support the future of the College's instructional programs and support services.

Sample Budget Preparation Power Point (Return to Link)

An in-depth view of your budget

introducing
LCC Budget Prep

Let's look at the budget facts –Director is

CREATOR MANAGER OWNER

This all requires knowing your department's needs and planning ahead

1 The Budget

Know the basic components

Categories and Codes

SALARIES 61**
Employees

FRINGE BENEFITS 62**
Required taxes and fringe benefits

Categories and Codes

SUPPLIES 64**
Goods under \$ 5,000 (per item)

PURCHASED SERVICES 63**
Services under \$ 50,000

Categories and Codes

TRAVEL EXPENSES 65**
For most travel expenses

EQUIPMENT 66**
Items \$5,000 and over

Before you buy....

1. Create a Requisition for Purchase (RP)
2. RP is initially reviewed/approved by Chief Finance Officer
3. Chief Procurement Officer will issue a Purchase Order (PO) once the procurement rules are satisfied.

It is **UNALLOWABLE** to incur costs without a PO

2 Code –it's not a secret

Match the purchase to the category

KNOW WHAT YOU NEED

Have the end in mind



This will help the CPO assist you in getting the right product for your department.



Get familiar and comfortable with your budget

It's POWER.



Coding Structure

1. 100 Fund
2. 100-6411 GL (supply – office)
3. 100-6411-1080 Function (department - Trades)
4. 100-6411-1080-2001 Src (source – General Fund)

Each code segment means something



Budget review has it all
for easy checking!

Do I have enough \$

You can check Budget Review to see if you have enough available budget to cover your anticipated purchase.

BUDGET REVIEW must be checked by Budget Category...

Let's unpack the **budget review box!**



But wait... There's More!

Instructional booklets! Your peers! Us!

LUNA COMMUNITY COLLEGE BOARD OF TRUSTEES SPECIAL MEETING MINUTES

Tuesday, April 14, 2020 @ 3:30 pm LCC
Student Success Center Board Room

Call Meeting to Order and Establish a Quorum

Roll Call

Present: Madam Chair, Dr. Phyllis Martinez, Madam Vice Chair, Dianna Medrano, Madam Secretary Louise L. Portillos (Via Zoon), Trustee Mark Dominguez, Trustee Kenneth Medina, Trustee Maxine L. Salas (Via Zoon), and Trustee Maximiliano G.

Also present: President Rolando Rael, Executive Office Manager, SherylAnn Yara and Vice President of Finance, Donna Flores-Medina.

Approval of the Agenda

Trustee Kenneth Medina moved for approval of the Agenda as it is. Madam Secretary Louise L. Portillo seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the Agenda was unanimous.

Approval of the Minutes (April 14, 2020 Regular Board Meeting minutes).

Trustee Kenneth Medina moved for approval of the April 14, 2020 Regular Meeting minutes. Trustee Mark Dominguez seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Trustee Mark Dominguez	Yes	Trustee Kenneth Medina	Yes

- **Madam Secretary Louise L. Portillos, Trustee Maxine L. Salas and Trustee Max G. Tenorio did not participate in the Regular Board Meeting**

Informational Items

1. Budget – Current status and 2020-21 Budget.

Vice President of Finance, Donna Flores-Medina addressed the Board and advised that the PDP line has been removed from each of the budgets and \$60,000.00 was placed into a single line for only emergency or essential travel. Ms. Flores-Medina further advised that President Rael would determine what travel would fall under either emergency or essential. Ms. Flores-Medina then provided a handout which listed Revenues (Tuition and Miscellaneous Fees, Government Appropriations, State Government Appropriations, Local Government Appropriations, Federal Government Appropriations, State Government Appropriations, Private Gifts, Grants & Contracts, Endow., Land and Perm. Fund Income, Sales & Service of Education Act and Other Sources (Total Revenues). II. Beginning Balance, III. Total Available, IV. Expenditures, Instruction, Academic Support, Student Services, Institutional Support and Operation & Maintenance of Plant, (Total Expenditures). V. Transfers to or (from), Mandatory Transfers, Renewals and Replacements, Auxiliary Funds, Student Loan Matching, Non-Mandatory Transfers (total), and Student Aid, (Total New Transfers), and VI. Ending Balance. All of the above pertain to the 2019-20 Original budget, 201920 Final budget and the 2020-21 Proposed budget. ****Please see handout for complete information.***

2. Tuition Increase

President Rolando Rael addressed the Board and provided a handout which showed what the funding for both in and out of state tuition would look like at a 6% increase over a five-year period. The handout what tuition would look like for both in state and out of state with a 6% increase over a five-year period. The handout also provided information showing tuition, per credit hour for New Mexico Two-Year Independent Colleges, (Luna Community College, NM Junior College, Clovis Community College, Santa Fe Community College, San Juan College, CNM and Mesalands. ****Please see handout for complete information.***

Action Items

1. Requesting approval of 2091-20 budget recommendations

After a brief discussion, it was recommended that we tighten on the expenditures and that the budget would be put on hold except for essential expenditures.

Madam Chair Dr. Phyllis Martinez moved for the 2019-20 budget recommendations. Madam Vice Chair Dianna Medrano seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medinan	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio	Yes		

The vote for approval of the 2019-20 budget recommendations was unanimous.

2. Requesting approval of Ad Hoc Committee for Board Policies.

Madam Chair Dr. Phyllis Martinez advised that she is appointing an Ad Hoc Committee to work on the Board Policies to include: Trustee Kenneth Medina, Trustee Maxine L. Salas, President Rolando Rael, Carolyn Chavez, Human Resources Director and Vice President of Finance, Donna Flores-Medina. It was also recommended that Shared Governance along with the other committees appoint someone to represent them on the Ad Hoc Committee.

Madam Chair Dr. Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the Ad Hoc Committee appointed by Madam Chair Dr. Phyllis Martinez was unanimous.

3. Requesting approval of Tuition Increase ([Return to Link](#))

After a brief discussion, it was the recommendation of President Rolando Rael that a 6% tuition increase take place over a five-year period.

Trustee Kenneth Medina moved for approval of President Rolando Rael's recommendation for a 6% tuition increase over a five-year period. Trustee Mark Dominguez seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was take and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	No		

The vote for a 6% tuition increase over a five-year period did carry with Trustee Max G. Tenorio voting nay.

4. Requesting approval of Transportation Initiative.

Madam Chair Dr. Phyllis Martinez advised that she was approached by a Mora Commissioner regarding the Travel Initiative (RTD). Madam Chair Dr. Phyllis Martinez advised that the bus

would run from Mora, NM, 4 times a day, twice a week, for a fifteen month period. Madam Chair Dr. Phyllis Martinez further stated that the bus would not only service students, but the communities of Mora and Las Vegas as well and that the total cost would be \$60,000.00 which the State would pay with Mora and the City of Las Vegas matching \$10,000.00 each and New Mexico Highlands University and Luna Community College matching \$5,000.00 each to complete the \$30,00000 match.

With this, Madam Chair Dr. Phyllis Martinez moved for approval of the Transportation Initiative. Madam Secretary Louise L. Portillos seconded the motion.

After discussion and questions, Trustee Mark Dominguez asked of the possibility of someone from Mora addressing the Board to provide further information, Madam Chair Martinez advised that she was not sure as to any time-line which currently exists.

Madam Chair Martinez then called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	No	Vice Chair Dianna Medrano	No
Secretary Louise L Portillos	No	Trustee Mark Dominguez	No
Trustee Kenneth Medina	No	Trustee Maxine L Salas	No
Trustee Max G. Tenorio, Jr.	No		

The vote for approval of the Transportation Initiative did not carry.

5. Requesting approval of amendment to Policy 1520.

After discussion, it was questioned as to whether or not Shared Governance has approved the amendment to the policy and recommended to the Board, due to wording which still remains in the Policy which was recommended removed by the Board, Madam Vice Chair Dianna Medrano then moved to table Action Item #5 until Shared Governance, with Board recommendation, removed the words “Academic Leadership” and replace “at each meeting” with “each Regular meeting”. Trustee Mark Dominguez seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote to table Action Item #5, Requesting approval of amendment to Policy 1520 was unanimous.

6. Requesting approval of amendment to Policy 1600. Trustee Kenneth Medina asked President Rolando Rael if he would be one to coordinate the Board trainings which are requested by this Policy.

President Rolando Rael advised that his office would make those arrangements.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and

reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the amendment to Policy 1600 was unanimous.

7. Requesting approval of LCC Board of Trustees Good Faith Resolution.

Madam Chair Dr. Phyllis Martinez asked President Rolando Rael for his recommendation regarding the Good Faith Resolution.

President Rael advised that the Resolution is the Board's Resolution but does recommend approval of the Resolution.

Madam Vice Chair Dianna Medrano moved for approval of the LCC Board of Trustees Good Faith Resolution. Trustee Kenneth Medina seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the LCC Board of Trustees Good Faith Resolution was unanimous.

Executive Session

Madam Vice Chair Dianna Medrano moved that the Board convene into Executive Session. Trustee Kenneth Medina seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Maxine L. Salas	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote that the Board convene into Executive Session was unanimous.

Return to Regular Session

LUNA COMMUNITY COLLEGE BOARD OF TRUSTEES

REGULAR BOARD MEETING MINUTES

Tuesday, April 13, 2021 @ 10:00 am LCC
Student Success Center Board Room

Call Meeting to Order and Establish a Quorum Roll Call

Present: Madam Chair Dr. Phyllis Martinez, Madam Vice Chair Dianna Medrano, Secretary Louise L. Portillos, Trustee Mark Dominguez, Trustee Kenneth Medina, Trustee Dr. Gilbert Sena and Trustee Maximiliano G. Tenorio, Jr.

Also Present: Interim President Dr. Kenneth Patterson, Executive Office Manager SherylAnn Yara, Information Specialist Ray Baca, Georgia A. Baca, Staff Senate/Fiscal, Morris Madrid, CFO, Jim Hunyadi, Media Arts, Dr. John Thompson/CTE Director/CDL, Maxine Hughes, VP of Academics/Nursing Director, Jason Killian, CJ, Lita Bernal, School of Business, Emma George, Student Senate, Karen Wezwick/Satellite Coordinator/CTE/SAS, Angelica Montanez, Student Senate, Stephanie Carrillo, Student Senate VP, Carolyn Chavez, HR Director, Kim Baca, CJ/Student Senate Advisor, RJ Baca, Student Senate, Raymond Sanchez, AHEC Director, Matthew Cordova, Physical Plant Director, Emily Ulibarri, Santa Rosa Site (via zoom), Gloria B. Pacheco, Dental (via zoom), Jessica Flores, Staff Senate (via zoom), and Lawrence Vigil, Shared Governance (via zoom).

Pledge of Allegiance

Trustee Max G. Tenorio, Jr. led the Pledge of Allegiance

Approval of the Agenda

Madam Chair advised that there is a request for move Action Item #4 up before Public Comment.

Trustee Dr. Gilbert Sena moved for approval of the Agenda with the change. Trustee Max G. Tenorio, Jr. seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
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Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, J r.	Yes		

The vote for approval of the Agenda with the change was unanimous.

Approval of the Minutes (February 16, 2021 Regular Meeting minutes, March 9, 2021 Regular Meeting minutes and March 10, 2021 Special Meeting minutes.

Madam Chair Dr. Phyllis Martinez advised that the February 16, 2021 Regular Meeting minutes were not included in the Board's packets, therefore they cannot be approved and will be tabled until they are received.

Madam Vice Chair Dianna Medrano moved not to approve the February 16, 2021 Regular Meeting minutes until they are received. Madam Secretary Louise L. Portillos seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote to table the February 16, 2021 Regular Meeting minutes until they are received was unanimous.

March 9, 2021 Regular Board Meeting minutes.

Madam Vice Chair Dianna Medrano advised that she has an insert for page 5 of the March 9, 2021 minutes. Madam Chair Dianna Medrano advised that she has asked Shared Governance if there was a quorum and minutes for the meeting which was held and it is not stated in the minutes.

Executive Office Manager to the President asked the Board if their wishes were that the minutes be done in Verbatim format.

Madam Chair Dr. Phyllis Martinez advised that was not necessary, although critical comments should be in the minutes and on pages 3, 4, 5 & 6, there is not any mention of the question regarding a quorum and minutes posed by both Madam Chair Dr. Phyllis Martinez and Trustee Mark Dominguez.

Madam Vice Chair Dianna Medrano then advised that there was a statement made by Breanna Gould stating that although there was not a quorum, the Shared Governance could still meet.

Secretary Louise L. Portillo then advised that Mr. Lawrence Vigil who gave the report did admit that they did not have a quorum and that it was a discussion which was held. At this time,

Madam Chair Dr. Phyllis Martinez advised that she needs a motion to strike that part out because it cannot be a part of the minutes because there was not meeting per se.

Trustee Max G. Tenorio, Jr. then asked Madam Chair Dr. Phyllis Martinez if there is any policy which states that a committee such as Shared Governance must have a quorum.

Trustee Max G. Tenorio, Jr. was advised that it should be stated in their By-Laws.

At this time, Madam Vice Chair Dianna Medrano moved to strike pages 3, 4 5 & 6 of the minutes and table these minutes until they are brought back to the Board at the next meeting. Trustee Dr. Gilbert Sena seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Abstained		

The vote for approval of striking pages 3, 4, 5 & 6 of the March 9, 2021 Regular Meeting minutes and tabling the minutes until they are brought before the Board at the next meeting did pass.

March 10, 2021 Special Meeting minutes

Madam Secretary Louise L. Portillos moved for approval of the Marc 10, 2021 Special Meeting minutes. Trustee Kenneth Medina seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes.
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the March 10, 2021 Special Meeting minutes was unanimous.

Public Comment

There was no public input signed up for this meeting

Action Items

4. Requesting review and acceptance of the FY-20 Audit.

At this time CFO Morris Madrid introduced members of the RICCI & Company LLC, Ms.

Corrine Zajac-Clarkson and Mr. Patrick Wilkins who addressed the Board with a review of the FY-20 Audit. LCC was having technical difficulties, therefore for a full report, please refer to the power point presented by CFO Morris Madrid, along with the bound Audit Report.

Trustee Max G. Tenorio, Jr. moved for acceptance of the FY-20 Audit. Madam Secretary Louise L. Portillos seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Vice Chair Dianna Medrano	Yes
Secretary Louise L. Portillos	Yes	Trustee Mark Dominguez	Yes
Trustee Kenneth Medina	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for acceptance of the FY-20 Audit was unanimous.

Student Senate Report

Ms. Angelica Montanez, Ms. Emma George, Ms. Stephanie Carrillo and Mr. RJ Baca addressed the Board and gave the following report:

Over the past month we have participated in the community clean up and represented LCC wearing T-shirts with our logo printed on the back. We voted to sponsor the law enforcement training center event happening in May, which we had the pleasure of doing a walk through of the building last meeting. The members of the student senate who also happen to part of the CJ program absolutely loved how this was coming along and are excited to help with whatever we can to see that this is successful. Being that we are involved in the community clean up this month in the area we adopted (Luna Hill to the Plaza). Today the student senate received recognition by Mayor Louie Trujillo in the town hall meeting in which President Mario Romero and other members of the student senate received a certificate presented by Mayor Trujillo for our part in the donation drive for the Samaritan House that we helped with a few months back.

Moving forward we will be meeting in person and will allow members who choose to meet online via zoom. We hope to continue bringing positive exposure to LCC by participating in community events and doing whatever we can to see that the new home for CJ grows into something that we can all be proud of as a community. Thank you. *Staff Senate Report*

Ms. Georgia A. Baca of Staff Senate addressed the Board and gave the following report:

Informational/Discussion Items

- A. Staff Senate Stipends/Clarification and deadlines
- B. Employee end of Semester (year) get together
- C. Review of google documents shared drive
- D. Continuation of Staff Senate By-Laws and Constitution review
- E. Election preparation for Staff Senate

Unfinished Business/Follow-up Items

- A. Staff Senate Stipends/Clarification and deadlines
- B. Continuation of By-Laws and Constitution review
- C. Employee get together Date

& Time of next meeting

Our next regular meeting is scheduled for May 6, 2021 (STC) virtually at 8:30 am and a work session planned for May, ate and time to be determined.

Faculty Senate Report

Ms. Sherry Goodyear of Faculty Senate submitted the following report:

I regret that I am unable to present this report in person, but my duty lies to my students, and the class I have Tuesday mornings from 9:30-10:45 am. Faculty Senate passed their By-Law changes and elected officers from their current membership. Those officers are: Chair, Sherry Goodyear, Vice Chair, Gene Sandoval, and Secretary, Chantel Rivera. Currently we are in the process of taking nominations for Faculty Senate positions: Associates, Humanities, Adult Basic Education, Early Education, STEM, Business, Allied Health, Nursing, CTE and Satellites for the Fall 2021—Spring 2022 semester. We will take nominations until April 15, at which point the Election committee will conduct the election, and the results will be announced on April 23rd.

As for our By-Law changes, we put them before we vote of our constituents, and all changes passed with a majority vote. As you will recall, those changes included reducing our numbers from ten to seven senate positions (Associates, Humanities, Adult Basic Education, Early Education, STEM, Business, Allied Health, Nursing, CTE, Satellites, and Ex Officio/LRC) and from those elected the chair, vice chair, and the secretary positions. This took FS from ten positions to seven which should be more sustainable for our small faculty to maintain. Along with this reduction in elected senators, we approved redistributing the current Senate budget, so that all senators will be paid a more competitive salary. We also removed the two-year term limits previously in place because it is often difficult to find people to run for certain senate seats.

We have also started having monthly Coffee Connect Meetings. We had our first meeting in March and our second on April 7, 2021 via Google Meet. We are averaging 6 to 9 people in attendance so far and everyone seems to enjoy the opportunity to discuss the challenges of teaching, etc. We plan to continue these meetings in the future.

One last thing Faculty Senate is looking into is changing the number of accruable sick leave hours faculty can accumulate, so that those who wish to retire from Luna with 29 plus years of service and take advantage of the maximum hours NMERB will allow them to buy back which is 1384, will have that opportunity. FS did a survey, and 19 of 21 respondents (full-time faculty) think we should be able to accrue more than the current 750 sick leave hours we are capped at. We plan to start the bill process to try and raise the number of hours we are allowed to accumulate.

Thank you all very much for your time, support, and interest in Faculty Senate. Your work is greatly appreciated.

Shared Governance Report

Shared Governance Council will be meeting on Friday and do not have a report at this time.

Presidential Update to the Board (Informational)

Interim President Dr. Kenneth Patterson addressed the Board and gave the following report:

COVID-19 – As San Miguel County has moved into the Green status, we are seeing more relaxation of restrictions. Remember, though that we are still in a pandemic and we should all be working to minimize the risks to ourselves, our families, and our campus community. We are still following our established protocols in regards to masks required in all public areas. Students must wear masks in classroom and labs. We should also be continuing our social distancing and avoid congregation in groups. Under our current Green status, the campus now operates under the guidelines of ALL OTHER BUSINESSES. This increases our maximum capacity indoors or outdoors, with a maximum mass gathering of 20 people maximum capacity and mass gatherings are different things. Vaccinations are important as we move toward a planned reintegration of face-to-face activities during the Summer Term. Information on vaccinations can be found at <https://cvvaccine.nmhealth.org/> and everyone is strongly encouraged to secure a vaccine as soon as possible. As the college is notified of extra vaccines, I will be sending everyone@luna emails as a last-minute notification giving availability details and locations. You will need an online vaccine registration number even for a last-minute vaccine.

Graduation Commencement Plans – Plans are still moving forward for a face-to-face Commencement, although they will not be firmly in place for several days to come. The Registrar's Office has emailed fillable forms for Graduation Clearance and Application for Degree to everyone@luna. Advisors should be contacting students eligible for completions to encourage them to submit their applications. The Registrar's Office is working to build a list of students interested in participating in Commencement so we can determine the Commence schedule. Hopefully, we will have good information on numbers in the coming days. In regards to the maximum capacity for Commencement, large entertainment venues, under a Green status, are limited to a maximum of 25% capacity, but could increase to 33% of capacity if San Miguel County moves under a Turquoise status. We are working with lots of variables here and are carefully restricted by the Higher Education Department. Projecting a month out, Luna will have a face-to-face Commencement, but keep in mind that a COVID-19 issues change and impact our operations on a daily basis. More to come on this...

Budgeting Process – The Board of Trustees continues to work on budgets, with budget revisions up for presentation at the Tuesday, April 13th Regular Meeting. Please ensure your revised (if required) budgets have been routed through the Financial Office for changes and that you are prepared to be present for the Tuesday meeting. Contact the Financial Office or the Administrative Offices if you have issues or aren't sure how to proceed.

Springer Preview Day – We are moving forward with Monday, April 19 as Springer Preview

Day. Next week we will be working out transportation issues and logistical planning. Participating Academic Programs should plan for some type of 45-minute engagement activity with students ranging from grades 7-12. This activity should promote the program and provide information regarding relevant careers for students. The goal is to promote exciting programs and career paths (a metamajors approach) as students are exploring dual credit and concurrent enrollment options. All activities for the day will be managed under strict COVID-19 protocols (Luna and Springer Schools). We are also working toward a similar event on our own campus, but rely on local school districts' willingness to offer this to their students. Again, we are moving through lots of restriction and variables which alter our efforts.

Law Enforcement Training Center – Tuesday, April 20th is scheduled as an Open House for the Law Enforcement Training Center. This will include the Luna Campus community as well as local and non-local interested Law Enforcement Officials. There will be a larger community open house in the days following. Operations are scheduled to begin in May.

HEERF II Funding Opportunities – The next round of COVID-19 relief funding will soon be released by the Federal Government, and it is very encouraging. Luna has been allocated an award of close to one million dollars. There are very strict guidelines on how this money may be allocated, and we will be working to explore many more options for the funding, as this opportunity is much more flexible than the previous two. I also received information on the American Jobs Plan, the large infrastructure plan that is currently working its way through Congress. There may be some opportunities for us there, as well, but the entire plan is still in progress. This legislation is exciting, as we rarely see Federal funding for infrastructure projects. It's very early, but there is lots of promise in this. Activity Bus – In the Board of Trustees Regular Meeting on Tuesday, April 13th, the Board will be presented with an action to finalize trade in Luna's two Activity Buses for the purchase of a new Activity Bus. This is a great step forward that has been a long time coming. Hopefully this will move us out of some ongoing expenses and into a better operational model in regards to reliable transportation.

Additional Information – Important items surfacing after the writing of this report will be shared as they have developed.

Human Resources Report

Human Resources Director Carolyn Chavez addressed the Board and gave a report on Hires: Morris A. Madrid, Chief Financial Officer, effective March 15, 2021, Raymond Sanchez, Area Health Education (AHEC) Director, effective March 15, 2021 and Lawrence Vigil, General Maintenance 2, effective March 29, 2021.

Resignations/Terminations – Vanessa Velasquez, Administrative Assistant 2 – School of Business, effective March 12, 2021 and Lawrence Vigil, General Maintenance 1, effective March 26, 2021.

Retirements, Policies and Procedures, Current Job Listings, Jobs Posted, Closed, and under current interview process and Jobs Posted, Closed and Ready for Hire: Full-Time Branch Campus and Location Coordinator, opened: January 15, 2021, closes: Until filled.

Academic Report

Interim Vice President of Academics and Student Services/Nursing Director Maxine Hughes addressed the Board and gave a brief update on the following departments: STEM, Education, Humanities, CTE, Nursing, School of Business, Criminal Justice/Law Enforcement Training Center, Allied Health, Springer Satellite, Santa Rosa Satellite and the Mora Site. **For a complete review of updates, please refer to handout report submitted to the Board of Trustees.**

Board Committees Report(s)

Madam Secretary Louise L. Portillos gave a brief update on what was discussed within the Finance Committee meeting such as expenditures, reports to be run by Denise Gibson and the upcoming resignation of the IT Director from the Director position.

12:45 am – Madam Chair Dr. Phyllis Martinez has called for a 15 minute break.

Informational Items

1. Update of budget process

CFO Morris Madrid addressed the Board and provided a handout for the Board to follow. CFO Morris Madrid briefed the Board on the process which will take place with the budget. **Please refer to handout for full process.**

2. *Monthly budget report*

CFO Morris Madrid addressed the Board and provided them with a handout with listed expenditures up to date, revenue, etc. CFO Morris Madrid also reiterated Interim President Dr. Kenneth Patterson's comments regarding the HEER Funding. CFO Morris Madrid further stated that an RFP for an Audit Firm has gone out, as the Firm who we just heard from has exhausted their contract.

3. *Foundation Report*

CFO Morris Madrid addressed the Board and gave a brief update on the Foundation. CFO Madrid advised that the findings within the Foundation are mainly internal control issues. CFO Madrid went on to explain the importance of the Board's relationship with the Foundation. CFO Madrid also advised that at some point the Board should receive an update from the Foundation as to their expenditures. CFO Madrid explained that these are issues that he will be working with Matt Martinez, Foundation Chair on in order to establish a better relationship and the Board becoming more active.

4. *CARES (HEER) Funding*

Interim President Dr. Kenneth Patterson presented this issue to the Board during his Presidential Update to the Board.

Action Items

1. *Requesting approval of trade in of Activity Bus*

Physical Plant Director Matt Cordova addressed the Board with this issue and after a brief discussion and question and answer session, Trustee Max G. Tenorio, Jr. moved for approval of trading the Activity Bus pending documentation to report reasons for disposal and make and model of bus and justification. Madam Secretary Louise L. Portillos seconded the motion.

After further discussion, Madam Chair Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	No	Secretary Louise L. Portillos	Yes
Trustee Mark Dominguez	Yes	Trustee Kenneth Medina	Yes
Trustee Dr. Gilbert Sena	Yes	Trustee Max G. Tenorio, Jr.	Yes

The Vote for approval of trading the Activity Bus did carry.

1:48 pm, Trustee Kenneth Medina has now left the meeting.

2. *Requesting approval of Courses Fees increases* ([Return to link](#))

Interim President Dr. Kenneth Martinez addressed the Board and provided them with documentation and fee comparisons to other colleges. After a lengthy discussion and the Board voicing their concerns regarding the large fees being requested, more specifically with Cosmetology, Fire Science and other courses, Madam Secretary Louise L. Portillo moved for approval of the fee(s) increases as listed with the exception of the \$250.00 which should be reduced to \$75.00 and the Fire Science course fees to be listed as TBD (to be determined). Trustee Dr. Gilbert Sena seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following;

Chair Dr. Phyllis Martinez	Yes	Secretary Louise L. Portillos	Yes
Trustee Mark Dominguez	Yes	Trustee Kenneth Medina	Yes
Trustee Dr. Gilbert Sena	Yes	Trustee Max G. Tenorio, Jr.	Yes

The vote for approval of the fee(s) increases as listed with the exception of the \$250.00 which should be reduced to \$75.00 and the Fire Science course fees to be listed as TBD was unanimous.

3. *Requesting approval of LETC (Law Enforcement Training Center) Fees*

Interim President Dr. Kenneth Patterson addressed the Board and provided them with a handout listing the fees for the LETC Program. After a lengthy discussion and a question and answer session, Trustee Max G. Tenorio, Jr. moved for approval of the LETC fees. Trustee Dr. Gilbert Sena seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and

reflected the following:

Chair Phyllis Martinez	No	Secretary Louise L. Portillos	No
Trustee Mark Dominguez	No	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for approval of the LETC fees did not carry.

Executive Session (Roll call is required)

Trustee Dr. Gilbert Sena moved that the Board convene into Executive Session.
Trustee Max G. Tenorio, Jr. seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Secretary Louise L. Portillos	Yes
Trustee Mark Dominguez	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote that the Board convene into Regular Session was unanimous.

Return to Regular Session (Roll call is required)

Trustee Max G. Tenorio, Jr. moved that the Board reconvene into Regular Session from Executive Session where not action was taken. Trustee Dr. Gilbert Sena seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following;

Chair Dr. Phyllis Martinez	Yes	Secretary Louise L. Portillos	Yes
Trustee Mark Dominguez	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote that the Board reconvene into Regular from Executive Session where no action was taken was unanimous.

Date, time and location of next BOT meeting(s)

- Regular Board Meeting – Tuesday, May 11, 2021 @ 10:00 am – LCC Student Success Center Boardroom.

Adjourn

Trustee Mark Dominguez moved for adjournment. Trustee Dr. Gilbert Sena seconded the motion.

Madam Chair Dr. Phyllis Martinez called for a roll call vote. Roll call vote was taken and reflected the following:

Chair Dr. Phyllis Martinez	Yes	Secretary Louise L. Portillos	Yes
Trustee Mark Dominguez	Yes	Trustee Dr. Gilbert Sena	Yes
Trustee Max G. Tenorio, Jr.	Yes		

The vote for adjournment was unanimous.

Dr. Phyllis Martinez, Board Chair

Louise L. Portillos, Board Secretary

SherylAnn Yara, Recorder

Board Policy- Fiduciary Responsibility* ([Return to Link](#))

Duties of the Board of Trustees

1450

Revised:

32 It is the duty of the Board to determine financial and educational policies of the
33 College. The Board shall provide for the management of the College and execution of these
34 policies by selecting a competent president, and, upon the president's recommendation, the
35 board shall employ other administrative personnel, instructional staff or other personnel as
36 may be needed for the operation, maintenance and administration of the College.

37
38 The Board shall have the power to fix tuition and fee rates for resident and nonresident
39 students of the community college district, to accept gifts, to accept federal aid, to purchase,
40 hold, sell and rent property and equipment and to promote the general welfare of the
41 institution for the best interest of educational service to the people of
the community college district.

To the extent that funds are made available by the legislature from the lottery tuition fund, the
Board shall award legislative lottery scholarships for qualified resident students attending their
respective institutions.

1

2

3

Other Board responsibilities may include, but are not limited to, the following:

4

- Conduct themselves in an ethical manner always while representing the best interests of the region in which they serve.

5

6

- ☐ To adopt, review and ensure the implementation of an institutional vision and mission that serves as the foundation upon which institutional direction and priorities are determined.

7

8

- ☐ Review and approve the College's annual budget, budget adjustment requests, annual audits, and other financial reports prescribed by oversight agencies.

9

10

- ☐ Award degrees or certificates upon completion of the approved curriculum organized for each program.

11

12

- ☐ Approve and implement a comprehensive legislative strategy to include institutional funding priorities, local funding elections and when appropriate, support revisions to state law on matters that support the mission of the institution.

13

14

- ☐ Review and approve expenditures as outlined by the state procurement code and other purchasing policies approved by the Board.

15

16

17

1 **Committees of the Board**

2 **1470**

3 **Revised:**

4

5 The Board may establish standing committees. When necessary, the Board may also establish
6 interim committees to review and discuss matters coming before the Board. Referring matters
7 to Committees assists the Board in carrying out its functions and ensures ongoing oversight as
8 prescribed by policy.

10

11

Scope of Committee Work

12 No committee shall be composed of a quorum of the Board. Committees of the Board may not
13 take final action on any issue unless authorized by the Board to do so. This authority would
14 require a consensus of the Board. Committees act solely as advisory bodies, making
15 recommendations to the whole Board, when such matters arise for discussion and or vote
16 before a quorum of the Board.

18

19 Each committee should be chaired by a member of the Board. The President of the College
20 serves as an ex-officio, non-voting member of each committee. Additional college staff may be
21 asked to support committee work by providing feedback, documentation, supplies, background
22 information or any other reasonable assistance and resources necessary for the group to
23 complete its work.

24

Committee Minutes

25 Board committees shall keep minutes of all meetings. The minutes shall include the date, time
26 and place of the meeting, names of the members absent and in attendance, the substance of
27 proposals considered and a record of any decisions and votes which show how each member
28 voted. Minutes shall become public and made available for review as prescribed by the New
29 Mexico Inspection of Public Records Law.

31

Interim Committees

32 Interim committees may be established by the Board Chair or by a majority consensus of the
33 Board. These committees shall be tasked with researching and investigating matters that will
34 come before the Board. Upon establishment, the Board, or Board Chair, shall determine a
35 timeline by which the committee shall return its findings or recommendations. Following its
36 report and recommendations, interim committees shall no longer be required to meet.

38

Standing Committees

39 The following committees shall remain active until otherwise determined by a consensus of the
40 Board. These committees have been established to assist the Board in fulfilling its statutory and
41 policy requirements.

43

1 Standing committees shall meet a minimum of once per month, allowing for appropriate time
2 to prepare and deliver a meeting report to the whole Board at its next scheduled regular
3 meeting, or as requested by the Chair.

4

The following are standing committees of the Board, and their key responsibilities

5 **Executive Committee**

- 6 o Consults with the President on general personnel policy planning, and
7 implementation between board meetings.
- 8 o Reviews long-range planning benchmarks for completion and analyzes
9 environmental threats and opportunities.
- 10 o Ensures that collaboration and teamwork are maintained within the Board.
- 11 o Reviews and recommends the revision of personnel policies to protect student
12 and employee rights and obligations.
- 13 o Ensures that approved administrative procedures for exhaustion of
14 administrative remedies are completed prior to Board review.
- 15 o Ensures that hiring policies provide for equal opportunities to all applicants while
16 selecting the best employee available.
- 17 o Refers outside complaints about the College and its operations to the President
18 to research, investigate and determine the appropriate course of action.
- 19 o Periodically reviews mission statement of Board to clarify educational program
20 and responsibilities of the College to the local and state community.

Audit/Finance Committee

- 21 o Ensures that long-range financial planning occurs.
- 22 o Ensures that trustees are kept informed of financial matters.
- 23 o Ensures that the College complies with all audit requirements.
- 24 o Ensures that the annual budget is developed in a timely manner.
- 25 o Ensures that the College's investment policies meet all statutory requirements.
- 26 o Reviews and makes recommendations on tuition and fee rates for Resident and
27 non-resident students.
- 28 o Reviews proposed budget adjustments and requests for capital expenditures.

31

Facilities Committee

- 32 o Reviews the institution's master plan and makes recommendations to the Board
33 on necessary revisions.
- 34 o Ensures that long-range planning occurs for land and facilities.
- 35 o Ensures that an ongoing schedule is developed for physical maintenance of
36 college property.
- 37 o Ensures that new facilities are provided and older facilities are rehabilitated or
38 removed as necessary.
- 39 o Explores the purchase and acquisition of property that aligns with the mission of
40 the College.

42

43 Academic Affairs Committee

- 1 o Reviews and recommends educational programs and strategic planning goals to

- 2 assure alignment with accreditation requirements.
- 3 o Reviews and recommends changes to academic offerings based on workforce
- 4 outlook and regional workforce needs.
- 5 o Reviews and makes recommendations on the adoption and expiration of degree
- 6 and certificate offerings.
- 7 o Reviews and recommends revisions to the institution’s faculty handbook.
- 8
- 9
- 1
- 0
- 1

Grant Management Documentation ([Return to Link](#))

LCC Proposal Routing Form
To be completed by Principal Investigators and/or Project Directors

Principal Investigator or Director:

Email:

Phone:

Co-Principal Director or Co-Director (if applicable):

Email:

Phone:

Department (Lead department if multiple departments):

Director:

Email:

Phone:

Agency or Sponsor Name:

Agency Contact:

Agency Phone:

Agency Email:

Proposal Title:

Program Title (If different from proposal title):

Check as many as appropriate:

Research

Instruction & Training

Other Sponsored Activity

Check as many as appropriate:

On campus

Off campus

Check one:

New

Continuation

Revision

Supplement

Transfer

Location of Project: (List city, address, building and room(s) number)

Conditions Requiring Special Consideration – Check Appropriate Boxes

Academic Faculty Release Time and Salaries?

Additional office/lab space required?

Potential Conflict of Interest?

Commitment by School/Departments?

- Consultants and Non-Faculty Appointments?
- Cost Sharing or Institutional Matching?* If yes, circle one: " Required " Voluntary
- Entertainment Costs?
- Equipment or other capital expenditures?
- Funding Agency Foreign Owned?
- Fund Raising or Investment Management?
- Human Subjects?
- Indirect Cost (F&A) Waiver Required
- Memberships, Subscriptions, professional activity costs?
- Pre-Award Costs?
- Property Purchase?
- Renovation needed?
- Subawards, Contracts, or Partnerships
- Travel Costs?
- Tuition and Scholarships?

Please attach a copy of your proposal abstract or summary here.

Proposed Estimated Budget

Estimated Total Amount Requesting: \$
Estimated Amount for First 12 Months: \$
Proposed Start Date:
Proposed End Date:

	Estimate of 1 st year amount from funding agency	Matching (if required)	Total Amount
Faculty			
Professional Staff			
Secretarial/Clerical			
Technician			
Fringe Benefits			
Office Supplies			
Lab Supplies			
Computer Supplies			
Telephone			
Postage			
Non-Capital Equipment <\$1000			
Non-Capital Equipment \$1000-\$4999			
Travel In-State			
Travel-Out-of-State			
Travel-Foreign			
Equipment-Capital			
Computer Hardware			
Consultants			
Subawards (include spreadsheet)			
Equipment Maintenance			
Total Direct Costs			
A&A Costs @ %			
Grand Total			
Comments:			

Luna Community College Grant Approval

Grant _____

Amount Requested _____

Funding Source _____

Submission Due Date _____

Stage One – Application Approval

Approval Required	Signature	Date
Name of Application Lead		
VPI/SS Approval		
Business Office Approval		
President’s Approval		

Stage Two – Submission Approval

Approval Required	Signature	Date
Name of Lead on Submission		
Name of Contact for Questions		
Name of Implementation Lead		
VPI/SS Approval		
Business Office Approval		
President’s Approval		

Luna Community College Grant Tracking

Grant	Date Notification Received	Potential Amount	Lead for Review and Application	Date Approved/ Denied for Application	Date Submitted	Amount Submitted	Date of Award/ Denied Notification	Lead for Implementation	Amount Awarded	Notes

Salary Increases and Reorganization ([Return to Link](#))

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Current					20% Increase										
	Vacancy	Entry Level Salary	Existing Salary	Fringes	Total Existing Salary plus Fringe	Hours Per Year	Hourly Rate	20% of Entry level	Hourly Increase	New Hourly Rate	New Salary	Fringes	Total Salary plus Fringe	Extra Cost	Savings	
Custodians		\$28,000.00	\$33,867.10	\$11,176.14	\$45,043.24	2080	\$16.28	\$4,400.00	\$2.12	\$18.40	\$38,267.10	\$12,628.14	\$50,895.24	\$5,852.00		
		\$22,000.00	\$22,000.00	\$7,260.00	\$29,260.00	2080	\$10.58	\$4,400.00	\$2.12	\$12.69	\$26,400.00	\$8,712.00	\$35,112.00	\$5,852.00		
		\$22,000.00	\$22,440.00	\$7,405.20	\$29,845.20	2080	\$10.79	\$4,400.00	\$2.12	\$12.90	\$26,840.00	\$8,857.20	\$35,697.20	\$5,852.00		
		\$22,000.00	\$22,000.00	\$7,260.00	\$29,260.00	2080	\$10.58	\$4,400.00	\$2.12	\$12.69	\$26,400.00	\$8,712.00	\$35,112.00	\$5,852.00		
	1															
	1															
Custodian Total Salary		\$94,000.00	\$100,307.10	\$33,101.34				\$17,600.00			\$117,907.10	\$38,909.34	\$156,816.44	\$23,408.00		
	2	\$44,000.00										\$14,520.00	\$58,520.00		\$58,520.	
General Maintenance	Vacancy	Entry Level Salary	Existing Salary		Total Salary plus Fringe	Hours Per Year	Hourly Rate	20% of Entry level	Hourly Increase	New Hourly Rate	New Salary	Fringes	Total Salary plus Fringe	Extra Cost	Savings	
		\$31,300.00	\$37,113.15	\$12,247.34	\$49,360.49	2080	\$17.84	\$5,400.00	\$2.60	\$20.44	\$42,513.15	\$14,029.34	\$56,542.49	\$7,182.00		
		\$27,000.00	\$27,540.00	\$9,088.20	\$36,628.20	2080	\$13.24	\$5,400.00	\$2.60	\$15.84	\$32,940.00	\$10,870.20	\$43,810.20	\$7,182.00		
		\$27,000.00	\$27,000.00	\$8,910.00	\$35,910.00	2080	\$12.98	\$5,400.00	\$2.60	\$15.58	\$32,400.00	\$10,692.00	\$43,092.00	\$7,182.00		
		\$24,000.00	\$24,000.00	\$7,920.00	\$31,920.00	2080	\$11.54	\$4,800.00	\$2.31	\$13.85	\$28,800.00	\$9,504.00	\$38,304.00	\$6,384.00		
General Maintenance Total Salary		\$109,300.00	\$115,653.15		\$153,818.69			\$21,000.00			\$136,653.15	\$45,095.54	\$181,748.69	\$27,930.00		
	1	\$27,000.00										\$8,910.00	\$35,910.00		\$35,910.	
Net Savings with Custodians and GM																

Financial Aid and Admin Reorganizations and Savings ([Return to Link-Financial Aid](#))([Return to Link-Admin](#))

Administrative Assistant 2/Registrars/Financial Aid																
	Vacancy	Entry Level Salary	Existing Salary	Fringe	Total Existing Salary plus Fringe	Hours Per Year	Hourly Rate	20% of Entry level/2	Hourly Increase	New Hourly Rate	New Salary	Fringes	New Salary Plus Fringes	Extra Cost	Savings	Net Savings/Net Loss
		\$29,000.00	\$31,378.46	\$10,354.89	\$41,733.35	2080	\$15.09	\$2,900.00	\$1.39	\$16.48	\$34,278.46	\$11,311.89	\$45,590.35	\$3,857.00		
	1	\$29,000.00	\$30,763.20	\$10,151.86	\$40,915.06	2080	\$14.79									
		\$30,000.00	\$31,378.46	\$10,354.89	\$41,733.35	2080	\$15.09	\$3,000.00	\$1.44	\$16.53	\$34,378.46	\$11,344.89	\$45,723.35	\$3,990.00		
		\$29,000.00	\$31,378.46	\$10,354.89	\$41,733.35	2080	\$15.09	\$2,900.00	\$1.39	\$16.48	\$34,278.46	\$11,311.89	\$45,590.35	\$3,857.00		
	1	\$29,000.00	\$30,763.20	\$10,151.86	\$40,915.06	2080	\$14.79									
		\$33,000.00	\$31,378.46	\$10,354.89	\$41,733.35	2080	\$15.09	\$3,300.00	\$1.59	\$16.67	\$34,678.46	\$11,443.89	\$46,122.35	\$4,389.00		
		\$179,000.00	\$187,040.24	\$61,723.28	\$248,763.52			\$12,100.00			\$137,613.84	\$45,412.57	\$183,026.41	\$16,093.00		
Savings	2	\$58,000.00	\$61,526.40	\$20,303.71	\$81,830.11										\$81,830.11	
Registrar	1	\$30,000.00	\$30,000.00	\$9,900.00	\$39,900.00	2080	\$14.42	\$3,000.00	\$1.44	\$15.87	\$33,000.00	\$9,900.00				
Financial Aid	1	\$33,000.00	\$33,660.00	\$11,107.80	\$44,767.80	2080	\$16.18	\$3,300.00	\$1.59	\$17.77	\$36,960.00	\$11,107.80				
Savings	2	\$63,000.00	\$63,660.00	\$21,007.80	\$84,667.80										\$84,667.80	\$150,404.91

Documentation for 5.C (New 5.C)

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President's Community Outreach ([Return to Link](#))

Date	President's Community Outreach/Meeting(s) Type	Meeting Location
6/21/2021	Meet & Greet/Campus Forum	LCC MEC Bldg.
6/23/2021	Board of Trustees Retreat	NMHU
6/24/2021	Board of Trustees Retreat	NMHU
6/25/2021	LCC Family Day Event	LCC Campus
6/28/2021	Dr. Alarid - Dept. of Corrections/Santa Rosa/Barbering	Telephone meeting
6/30/2021	Community Leaders Meeting re: golf course	NMHU Rodgers Admin. Bldg.
7/6/2021	Springer, NM LCC Satellite Visit / Town Hall	Springer Satellite/Springer, NM
7/7/2021	Santa Rosa, NM LCC Satellite Visit / Town Hall	Santa Rosa Satellite/Santa Rosa, NM
7/8/2021	All Campus Forum	LCC Nursing Auditorium
7/9/2021	Meet & Greet/Mora, NM LCC Site	Mora Site, Mora, NM
7/16/2021	Dr. Kimberly Blea	NMHU
7/19/2021	Superintendent Marvin MacAulley/Mora HS	Mora, NM
7/20/2021	Rotary Club Meeting	
7/20/2021	Vecinos Juntos Meeting	City of LV Council Chambers
7/21/2021	Jennifer Carbajal/MAIA Consulting	LCC President's Office
7/22/2021	LFC/Legislative Finance Committee Meeting	Santa Ana Pueblo, Bernalillo, NM
7/26/2021	Dr. Kimberly Blea	LCC President's Office
7/27/2021	Dual Credit Meeting - 4 area schools	Springer Satellite, Springer, NM
7/27/2021	Partnership Meeting with Warden Vigil	Springer, NM Corrections Dept.
7/27/2021	Foundation Meeting	LCC
7/27/2021	Dual Credit Meeting//Springer, NM - Zoom	LCC/zoom
7/29/2021	Focus Groups for Secondary & Regional Colleges & Universities	Zoom
8/1/2021	Dual Credit Meeting	West Las Vegas HS Admin. Bldg.
8/4/2021	KFUN Radio Show	Las Vegas, NM
8/4/2021	LANL (Los Alamos National Labs)/Rebecca Estrada & Val Alonzo	President's Office
8/6/2021	Presentation to LFC (Leegislative Finance Committee)	NMHU/Las Vegas, NM
8/10/2021	NM Lieutenant Governor, Howie Morales	LCC
8/12/2021	KNMX Radio Show	Las Vegas, NM
8/12/2021	Meet & Greet/LV Land Grant Board	LCC/MEC Bldg.
8/17/2021	Speaker Presentation for Kiwanis Club	
8/18/2021	College Address	LCC Campus
8/18/2021	KNMX Radio Show	Las Vegas, NM
8/18/2021	Foundation Board Meeting	LCC Campus

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Luna Community College Strategic Plan

2019-2021(Approved on December 3, 2018)

VISION

Luna Community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing students to compete at the forefront of their chosen field.

MISSION

“Creating Opportunities for You!”

GUIDING PRINCIPLES

The guiding principles for the College represent the core beliefs of the institution, articulating the College’s commitment to the service region, which includes communities that support the financial well-being of the institution. These principles underscore the College’s role in strengthening communities through strategic collaboration, individual academic success and diverse opportunities for degree attainment and workforce development. Luna recognizes that its success is inextricably tied to that of the communities it serves.

OUR GUIDING PRINCIPLES

- Promote academic preparation and achievement by researching and employing innovative practices that ensure student success.
- Commit to serving the communities of northeastern New Mexico through collaborative strategies that strengthen the local workforce, meet academic needs and promote lifelong learning.
- Promote a learning community that values and celebrates differences.
- Sustain an inclusive and collaborative culture that ensures effective opportunities for stakeholder input and contributions.
- Play a leadership role in economic and community development that honors and recognizes the culture and history of the region.

STRATEGIC GOALS

Institutional strategic goals are designed to ensure the College fulfills its vision and mission. Equally important, the goals play a key role in identifying effective practices that shall be sustained over time. Progress monitoring of activities will be conducted departmentally and reviewed on a monthly basis.

Goal 1: Grow institutional enrollment through a multifaceted recruitment campaign that includes partnerships with regional industry, government and K-12 districts.

Goal 2: Increase the percentage of first-time freshmen students completing degrees and certificates by 150 percent of their program duration. Target = 35 percent by 2020.

Goal 3: Ensure academic quality through the ongoing evaluation of teaching and learning.

Goal 4: Facilitate student success and retention through comprehensive support services and interventions.

Benchmark: Increase fall-to-spring retention rates for first-time freshmen students. Target = 80 percent by spring 2020.

Benchmark: Increase fall-to-fall (semester four) retention rates for first-time freshmen students. Target = 60 percent by fall 2019.

Goal 5: Increase the percentage of students enrolled as degree-seeking, or who wish to transfer to a four-year institution. Target = 70 percent by 2021.

Goal 6: Increase the College's annual sponsored project funding aimed at postsecondary preparation, retention, completion and career placement.

Benchmark: \$2 million by 2021.

Goal 7: Maximize student access through expansive and quality online course and credential offerings.

Goal 8: Provide in-demand and quality programs designed for increased transferability and/or employability.

Goal 9: Ensure the College conducts itself in a manner that provides for financial solvency and institutional growth and sustainability.

Faculty Senate

Sherry Goodyear/Chair/Sattellites
Gene Sandoval/Vice Chair/CTE
Chantel Rivera/Secretary/Allied health
Rachael Lucero/STEM and Business
Larry Fields/Humanities & ABE & Education
Billie Matthews/Associate Faculty
Linda Salazar/LRC/Ex-Oficia

Curriculum Committee

Susan Grohman (Chair)/Humanities Faculty
Gene Sandoval/CTE Faculty
Irma-Joy Shrum/Nursing Faculty
Larry Fields/Humanities Faculty
Vacant
Vacant
Registrar/Ex-Oficio

Facilities Committee

Mathew Cordova/Physical Plant Director
Georgia Baca/Fiscal Office
Michael Jaramillo/Physical Plant
Cathy Schweid/Physical Plant
Martin Garcia/Admissions
Vacant/Faculty
Vacant/Staff
Vacant/Staff

IT/DE Subcommittee Current ([Return to Link](#))

Nichole Collins (Chair) -STEM

Betsy Sanchez (Vice Chair) -STEM

Denise Montoya (Secretary) - IT

Mat Bowie - IT

Denise Gibson IT/IR

Sherry Goodyear - Faculty

Larry Paiz IT

Yvonne Pina - Nursing

Geno Castillo -STEM

Rachael Lucero -STEM

Assessment Committee ([Return to Link](#))

Rachael Lucero - Chair | STEM Faculty

Larry Fields - Vice-Chair | Humanities Faculty

Elaine Montano - Secretary | Administrative Assistant II

Chantel Rivera - Member | AIUed Health Faculty

Germaine Sandoval - Member | CTE Faculty

Betsy Sanchez - Member | STEM Faculty

Nichole Collins - Member | STEM Faculty

Tutoring Sub Committee ([Return to Link](#))

Raymond Varela - Chair -ACE Lab

Amanda Tapia-Benavidez - Secretary- STEM

Sergio Hartshorne - LRC

Jonathan Lujan -Admission/Recruitment

Shannon Ortiz - IT

Betsy Sanchez - STEM

Rita Surdi – STEM

Retention and Completion Committee ([Return to Link w/IT/DE](#))

Vacant- (Chair)

([Return to Link w/subcommittees](#))

Renee Maestas - Student Success (Co-chair)

Estelle Garcia -Allied Health (Office Manager)

Raymond Varela - Tutoring

Karen Wezwick - Site Coordinator

Vanessa Torres -Allied Health

Recruitment & Campus Life Committee ([Return to Link](#))

Vacant – Chair

Moses Marquez - Vice Chair/ Recruitment John Noel - Student Government

Martin Garcia - Recruitment Jesse Gallegos -Campus Relations

Dave Kavanaugh -Campus Relations Lucia Gomez-Vaughn - Nursing Linda

Salazar -LRC

Harry Estep -Athletics

Safety Committee

Mathew Cordova - Chair/ Facilities

Mathew Griego - Campus Security

Mike Jaramillo – Physical Plant

Martin Garcia -Admissions

Cathy Schweid - Physical Plant

Georgia Baca - Fiscal

Student Senate Members

Angelica Montenez/President

Emma George/Vice-President

Richard Baca/Secretary-Treasurer

Karizzma Medina/Senator

Samantha Vigil/Senator

Jessica Montoya/Senator

Shared Governance Council

Gene Sandoval/Chair/Faculty
Gloria Pacheco/Faculty
Georgia Baca/Staff
Emma George/Student
Sherry Goodyear/Faculty
Angelica Montez/Student
Brenda Ortega/Academic Leadership
Vacant/Staff Leadership
Karen Wezwik/Observer/Minute Taker

Staff Senate

Georgia Baca/Chair/Professional
Matthew Cordova/Vice-Chair/Administrative Directors
Gloria Pacheco/Secretary-Treasurer/Administrator
Jessica Flores/Administrative Assistants
Matthew Garcia/General manenance
Shannon Ortiz/Technicians
Emily Ulibarri/Stellite Manager
Raymond Varela/Alternate Minute-Taker/ACE Lab
Vacant

Academic Leadership Committee

Brenda Ortega/Chair/Education
Rick Baca/Humanities & Business
Francisco Apodaca/STEM
Maxine Hughes/Nursing
Carol Linder/Allied Health
John Thompson/CTE
Geraldine Saavedra/Registrar/Ex-Officia

Strategic Planning/Institutional Analysis

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Francisco Apodaca (Chair) / STEM

Edward Martinez/President

Phillip Martinez/Franken Construction Company

Arturo Marlow/State of New Mexico Veteran's Service Officer

Maxine Hughes/ Nursing

Matthew Cordova/Facilities

Carol Linder/Allied Health

Brenda Ortega/Education

Greg Salazar/IT

John Thompson/CTE

Rick Baca/ Humanities

Raymond Varela/ ACE Lab

Francina Martinez/ Fiscal

Rachael Lucero/ STEM

Betsy Sanchez/ STEM Larry Paiz/ IT

Gloria Pacheco/ Allied Health

Dani Day/Instruction and Student Services

Executive Leadership Team Members [\(Return to Link\)](#)

Dr. Edward Martinez - President

Mr. Morris Madrid - CFO

Dr. Dani Day - VP Instruction and Student Services

Assessment Committee Action Plan

Historical Summary of Activity

The Luna Community College Faculty Senate passed an action item at the May 17, 2017, meeting (with a majority of full-time faculty and a handful of adjuncts present to vote) to develop and implement a uniform, institution-wide assessment and reporting process for course-level, program-level, and general education requirements. Before this, course-level assessment began during the 2010/2011 academic year, but there was no specific process for evaluating courses and programs. There was also no process for tracking outcomes if changes to the course were being made. At that time, the VP of Academics and the directors from each program would choose which instructors would present their course-level assessment at the end of each academic year.

During the 2016/2017 and 2017/2018 academic years, Faculty Senate has facilitated the presentation and collection of Student Learning Outcomes Assessment (SLOAs) reports from each full-time instructor. The preparation process for these assessment presentations included training on preparing a SLOA during the in-service week during January 2017 and providing sample SLOA documentation and formats to all instructors. In the 2017/2018 academic year, SLOA presentations continued, providing ample opportunity for instructors to gather feedback and suggestions from other faculty.

During the January 2018 in-service week, the Assessment Team was created. The Assessment Team comprised eight members (one full-time faculty from each department, including the Faculty Senate Chair) who built a format and method for Program Level Assessment. The team created a rubric for Program Evaluation, which was not implemented due to high director and administration turnover. In Spring 2019, we started monitoring course learning outcomes. During the spring and fall of 2019, we received most of our data.

Assessment Committee Action Plan (Revised Spring 2020)

Goals:

- Improve Student Evaluation of Faculty
- Support Director Evaluation process
- Maintain Student Learning Evaluation
- Formalize Student Services assessment processes

Goal	Year	Action	Result	Next Steps
Improve Student Evaluation of Faculty	2020-2021	<ul style="list-style-type: none"> • Revise student evaluation of faculty instrument 	New instrument identified, but distribution and evaluation of results postponed due to pandemic	<ul style="list-style-type: none"> • Evaluate usefulness of new instrument
	2021-2022	<ul style="list-style-type: none"> • Evaluate usefulness of new instrument 		
Support Director Evaluation process	•	<ul style="list-style-type: none"> • Develop a Director Evaluation instrument 	Postponed due to pandemic	<ul style="list-style-type: none"> • Develop a Director Evaluation instrument
	2021-2022	<ul style="list-style-type: none"> • Develop a Director Evaluation instrument 		
Maintain and Improve Student Learning Evaluation	2020-2021	<ul style="list-style-type: none"> • Implemented Course Learning Outcomes (CLO) in place of SLO in order to develop a 	<ul style="list-style-type: none"> • Precipitous drop in data submission, determined to be the result of both change 	<ul style="list-style-type: none"> • Set up a Google Classroom for each department to streamline data collection.

		direct tie between courses and results	in collection process and pandemic. <ul style="list-style-type: none"> Beginning to identify program level data collected from CLO that can be used for future program evaluations 	<ul style="list-style-type: none"> Create a standardized form for CLO data collection
	2021-2022	<ul style="list-style-type: none"> Google classroom will provide detailed professional development training to help current/new faculty to better understand both the methods of data collection and the reasons behind that gathered data collection. Create a standardized form for CLO data collection Evaluate use of CLO data in program reviews 		
Formalize Student Services assessment processes	2020-2021	<ul style="list-style-type: none"> Added Staff to the Assessment Committee 	<ul style="list-style-type: none"> This addition to the Committee makes it possible to create effective evaluation instruments for non-instructional areas of the institution 	<ul style="list-style-type: none"> Create new/initial instruments for evaluating campus climate and student services.
	2021-2022	<ul style="list-style-type: none"> Create new/initial instruments for evaluating campus climate and student services. 		

Allied Health Action Plan (Revised 2021)

Goals:

- Increase enrollment in Dental Assisting Program
- Improve completion rates in Allied Health Associate Degree and Allied Health Certificate
- Improve pre-Nursing student performance on TEAS entrance exam
- Increase retention rates Allied Health

Goal	Year	Action	Result	Next Steps
Increase enrollment in the Dental Assisting Program	2020-2021	<ul style="list-style-type: none"> • Revise curriculum delivery to accommodate pandemic • Increase Dental Assisting lab course by 1 SCH to give students more time in lab 	<ul style="list-style-type: none"> • 2021-2022 enrollment increased to 11 from 6 in 2020 – 2021 (83% increase, only 2 awarded degree) • Significant portions of the course were revised to accommodate online delivery, resulting in students unable to come to campus able to begin the program • Increased time devoted to skill development • Dental Instructor Chantel Rivera completes Quality Matters 	<ul style="list-style-type: none"> • Advertise Program more widely through LCC service area • Evaluate student success in completing program and passing licensure requirements
	2021-2022	<ul style="list-style-type: none"> • Revise curriculum for workforce needs <ul style="list-style-type: none"> ○ Reduce certificate program from 60 to 40 hours ○ Individual advisement for those students still interested in associate degree • Institutionalize online delivery for lecture-based courses to allow for more flexibility 	<ul style="list-style-type: none"> • We anticipate stabilized enrollment to program capacity. 	<ul style="list-style-type: none"> • Expand program offerings for students interested in pursuing other dental related programs (dental hygiene and dentistry)
Improve completion rates in Allied Health Associate Degree and Allied Health Certificate	2020-2021	<ul style="list-style-type: none"> • Increased one on one advising in program • Approved appropriate course substitutions on individual basis to facilitate degree completion 	<ul style="list-style-type: none"> • Number of students advised increased 33% (135 – 179/semester) from 2019-2020 to 2020-2021 • Decreased degrees awarded due to pandemic (13 AAS, 27 AHC 2019-2020. 14 AAS and 17 AHC) 	<ul style="list-style-type: none"> • Make changes to catalog and program changed

	2021-2022	<ul style="list-style-type: none"> Add two courses to Approved Program Electives for the Allied Health Associates degree and three courses to electives for certificate based on interest from students and to have more consistency between the certificate and the Associate of Applied Science degree. 	<ul style="list-style-type: none"> We anticipate continued increases in degree and certificate completion 	<ul style="list-style-type: none"> Explore options for converting from AAS to AS degree that would facilitate transfer to four-year institutions
Improve pre-Nursing student performance on TEAS exam	2020-2021	<ul style="list-style-type: none"> Redesigned workshops for TEAS exam preparation to better align with program and provide effective testing strategies 	<ul style="list-style-type: none"> Increased student confidence and satisfaction No improvement in Average Science Score 	<ul style="list-style-type: none"> Pursue options to ensure students are better prepared through additional of appropriate pre-requisites
	2021-2022	<ul style="list-style-type: none"> Added pre-requisite options (General Biology or Chemistry 1000 level courses) to Anatomy and Physiology I (BIOL 2210) Introduced a new biology course that will be more appropriate for students interested in the health sciences (BIOL1140, Biology for the Health Sciences). Introductory biology course for any student interested in the health sciences. 		
Improve Allied Health retention rates	2020-2021	<ul style="list-style-type: none"> Reach out to students that dropped out during the pandemic Offer all classes in hybrid format to accommodate student's challenges as pandemic continues 	<ul style="list-style-type: none"> AH Sp19 to Fa19 retention was 62%, Fa19 to Sp 20 retention was 68%, Sp20 to Fa20 retention was 44%, Fa20 to Sp21 retention was 64% 	<ul style="list-style-type: none"> Explore options for increased professional development and restructuring student advisement
	2021-2022	<ul style="list-style-type: none"> Increase advising to year round Restructure student support services 		

Retention and Completion Action Plan Initiatives and Outcomes

Strategy	Goal	Who is Affected	Target Date	Responsibility	Outcome/Measure	Date Goal was Accomplished or Revised
1.1.3	First time freshman will learn college survival skills in academics, social and personal, and integration	First-time, full-time Freshmen	Fall 2019	Student and Career Services, Campus Life, Registrar's Office	Implemented Fall 2019- Two courses offered with a total of 18 students enrolled. Starting Fall 2020, every first-time, full-time freshman would be enrolled in this course, but COVID hindered this goal resulting in this course being canceled Spring 2020, Fall 2020, and Spring 2021. Additionally, it could not be determined if this course impacted the retention of students enough to add additional credit hours to each Department's program of completion. Further research on first-time experience courses needs to happen.	<p>Goal Accomplished: Fall 2019</p> <p>Goal Revised: TBD</p>
1.1.4	Implement mandatory new student orientation which will provide students with guidance, enhance student success, and improve degree completion	First-time students	Summer 2019	Student Success Center	<p>The student success center implemented a new student orientation August of 2018. The orientation included information related to tutoring, financial aid, advisement, tours of campus.</p> <p>A new student orientation has occurred every fall since 2018. New student orientation was virtual during the COVID pandemic which affected Fall 2020 and Fall 2021.</p>	<p>Goal Accomplished: Fall 2018</p> <p>Changes that have resulted from implementing this change have been:</p> <p>a) Access to advisers</p> <p>b) Access to clubs and activities on campus</p> <p>c) Access to community resources</p>

						d)Access to tutoring
2.1.3	New revised 2019-2021 catalog which will be used by students, faculty, and advisers in planning student's educational goals	All Students	Feb 1, 2019	Registrar	The LCC catalog was revised Spring 2019. The registrar collaborated with the State of NM to ensure the new common course numbering system was reflected in the new catalog.	Goal Accomplished Feb 2019 Results of Change: 1)Faculty, advisers, and students have access to course descriptions and the common course numbering system that is currently being used by every institution of higher education in NM 2) All syllabi have been updated to reflect the common course numbering system and state articulated course descriptions.
2.1.9	To improve the quality of data for decision making and reporting, the registrar's office will update the process for change of major and operating procedures	All students/ Advisment	Spring 2019	Registrar	The process for change of major was updated Spring 2019. The update included students being able to access the change of major form online. The students fill the form out and email the form to registrar's office where the portal is updated to reflect the change.	Goal Accomplished Spring 2019: Results of change: Convenience to students, streamlined process, online access
2.1.6	To improve the integrity of information collected for decision-making and reporting,	All Students	11/9/2018	Institutional Research, IT, & Admissions	During the Spring of 2019, the Application for Admissions was updated to include transfer information, residency information, county of residence, school district, veteran information, first	Goal Accomplished: Spring 2019 Results of change: more student data collected that will help

	update the application for admissions to capture new transfers, county, district, etc accurately				generation higher education information	departments better assist students coming in, in addition to financial aid, and understanding the population we are serving i.e. transfer student, new student, etc
3.1.1	To shorten the number of semesters for students who have to take more than one developmental course, a STEM pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	STEM Department	Math 102 is a combination of Math 075 and Math 095. The content taught in this combined class prepares students for MATH 1215 Intermediate Algebra and saves students 3 credit hours by taking the combined class.	Goal Accomplished: Fall 2018 Results from this change: Math 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on track to graduate.
3.1.2	To shorten the number of semesters for students who have to take more than one developmental course, a Humanities pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	Humanities Department	ENG 106 incorporates the foundational skills that was previously taught in ENG 075 and ENG 098. The content taught in this course prepares students for ENG 1110 Composition I and saves students 3 credit hours.	Goal Accomplished: Fall 2018 Results from this change: Eng 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on track to graduate.
5.1.3	Post updated degree maps on the web	All students	Summer 2019	Academic Departments	Program maps were updated to the website by the end of Summer term 2019. Directors updated program maps and degree maps to reflect the 2019-2021 catalog requirements for degree completion. Program maps were then uploaded to the LCC website.	Goal Accomplished: Summer 2019 Results: provided program info to anyone visiting the website regarding course requirements

						for their program of study and degree completion
5.1.6	Priority Registration to assist students in preparing for the upcoming semester	All Students	Spring 2019	All Academic Departments	Spring 2019, Fall 2019 in-person campaign Spring 2020, Fall 2020, Spring 2021 Call Center due to Pandemic	Goal Accomplished: 2019 Results: increased registration of students prior to upcoming semester
2.1.2	In order to build a comprehensive retention plan that promotes innovative ideas to increase student retention and completion, chair, co-chair, and relevant committee members will attend conference and trainings regarding effective, comprehensive retention methods	All students	2018-current	Retention and Completion Committee	Retention and Completion Committee identified two trainings for 2019 that would have been extremely beneficial but funding, travel, and professional development halted in 2019	Goal Accomplished: No Results: no professional development for chair/co-chair. Limited guidance and knowledge of Retention ideas and practices

Nursing 2020

Goals and Assessment

The goals are aligned with the institutional strategic plan. The following goals are established and reviewed annually.

1. Deliver high quality education using the NMNEC curriculum and a concept-based approach to active learning. (SG8) This goal is measured by using both qualitative and quantitative measures. Examples of the methods used are the NCLEX pass rates, completion rates, employer surveys and feedback at the bi annual advisory committee meeting. Internally faculty measure each courses Learning Outcomes at the end of each semester using the Assessment and Continuous Quality Improvement Form. After analyzing the results, Faculty make adjustments to the curriculum as needed.

2. Increase enrollment by strengthening pre-nursing preparation for admission. (SG1,9)

The number of students that qualify and are enrolled in the Program measures this goal. Since the implementation of the preparatory classes enrollment has improved from 17-20 students. Enrollment numbers are compared each year.

3. Strengthen retention and completion by utilizing the nursing success model. (SG2,4)

This goal is measured using completion rates, completion rates have fluctuated and are currently lower than last year.

4. Maintain an NCLEX pass rate above 80%. (SG3) This goal is measured by the Board reported pass rate. The pass rate has been above 80% for the last 5 years.

Emerging Opportunities

Emerging opportunities for the Department of Nursing are to progressively is to gradually increase the number of qualified applicants and therefore increase enrollment, while increasing completion rates and board pass rates simultaneously. To grow enrollment, the pool of pre-nursing applicants must be strengthened. Maintaining the quality and rigor of the admission process leads to better outcomes for the student and the program by assuring that the students entering the Nursing Program are prepared academically.

One way to achieve this is to continue offering preparatory classes and working with the other departments to ensure the rigor of the pre-requisites mirrors that of the Nursing Program. The goal is to obtain a more prepared applicant pool.

The program is also committed to direct students towards a Bachelor's of Science in Nursing (BSN) completion. Opportunities exist for students to receive credit for courses taken in the Associate degree program with NMHU and other Northern NM College. During advisement, students are given direction to take course that would be needed for a BSN completion.

Education 2020

Goals and Assessment

Goal 1. To streamline the process for AA education program graduates to transfer to NM Highlands University's (NMHU) BA degree teacher prep programs by creating a cohesive relationship through an MOU and by outlining transfer expectations.

Assessment:

- Where we are now: The Education Department had a memorandum of understanding (MOU) with NM Highlands University (NMHU) at one time but neither institution has record of such an agreement. It is difficult for LCC education staff and students to get the professional advice needed from NMHU because their Education staff is in Rio Rancho and not in the community it serves—Las Vegas. This is beyond our control. Yet, all of our program graduates who plan to pursue a BA degree in teacher education choose to enroll at NMHU. For this reason, we are working on building a relationship with NMHU that benefits our future teachers.
- Qualitative Data in the form of narratives that document the dates, times and content of meetings, trainings, etc. that lead to cohesive relationships with NMHU and/or other NM universities that have teacher prep programs; an MOU with NMHU; participation in stakeholder groups that enable such a collaboration like the NMHED ECED Taskforce, the NMACTE and the LCC Education Department's Advisory Board.
- Quantitative Data re: the number of LCC Education program students who transfer with relative ease as a result of the collaborative relationships with NM university teacher prep programs; and the realization of an MOU with NMHU or other similar written agreements that the LCC Education Department develops with other NM universities.
- Timeline: End of AY 2021-2022

Goal 2. To become a recognized teacher education program with the NMPED and a full-fledged member of the NM Association of Colleges of Teacher Education (NMACTE commonly known as the Deans & Directors group) by following the process to provide evidence of our program's ability to prepare effective teachers for professional service in early childhood and elementary education.

Assessment:

- Where we are now: The Education Department does not have a memorandum of understanding (MOU) with the NM Public Education Department (PED) that recognizes it as a legitimate teacher preparation program. The Director has been attending monthly meetings of the Deans & Directors group for approximately 1.5 years but has yet to learn exactly what the process is for entering into an MOU with the PED and becoming a member of the Deans & Directors group.
- Outcome Evaluation indicating progress toward and the accomplishment of the goal.
- Summative Evaluation which will consider whether the status as an NMPED and Deans & Directors recognized teacher prep program has been beneficial to the retention and completion of students in our department. The NMPED and NMHED collaborative evaluation of LCC's teacher prep program will enable a comprehensive self-evaluation and outside source evaluation.
- Timeline: End of AY 2021-2022

Goal 3. To strengthen the Teacher Education (TEAA) program by specifically aligning it to elementary education and by making it comparable to similar AA programs in NM.

Assessment:

- • Where we are now: The Education Department recognizes that the teacher education program needs development in its class offerings, in its alignment to other AA teacher education programs; and in its alignment as a foundation to BA elementary teacher prep programs.
- • Comparative Evaluation which will determine how our program compares to similar successful teacher prep AA programs in the state. This will help us to identify what we need to change and improve.
- • As similarly stated in Goal 2 our department's efforts to become an NMPED and Deans & Directors recognized teacher prep program will force a comprehensive self and outside source evaluation. The exact process for doing so has yet to be discovered and understood.

Goal 4. To recruit a full-time education instructor and/or committed adjunct instructors who will help the director and advisor with program development and assessment and the realization of goals 1, 2 and 3.

Assessment:

- • Where we are now: The department has had to depend on adjunct instructors to carry out it's curriculum for the students. This is a difficult situation because adjunct instructors teach one or two classes and are generally not vested in actual program development and assessment. They are usually people who are employed full-time elsewhere or they are retired and do not wish to work more than a few hours. The education department is a small department and is deemed as one that cannot support a full-time instructor. However, we cannot fully reach our potential without fully committed instructors. This department has often had difficulty finding qualified adjuncts. This department has only had one long-time adjunct instructor who was interested in program development but she had to take a year off due to NMERB restrictions. At this point we do not know if she will come back. All of the other adjuncts have taught for a maximum of three semesters.
- • The director and advisor are researching how to provide continuity in instructional delivery that is rigorous and relevant in spite of the high turnover of adjunct instructors.
- • An evaluation plan has not yet been outlined for this goal.

Emerging Opportunities

The greatest emerging opportunity for early childhood care and education is coming from the intense focus and commitment from New Mexico's state administration. Governor Michelle Lujan-Grisham developed the new Early Childhood Education and Care Department (ECECD) making New Mexico the fourth state in the Nation to have such a cabinet level agency. Cabinet Secretary Elizabeth Groginsky is the head of the new department. This new state department will unite the child care and education service departments that have generally been scattered across state agencies. Therefore, with vested interest from the State's leadership, early childhood education and care will have the opportunity to have a voice in the policymaking decisions alongside K-12, HED, and other human services agencies.

Leaders in HED Early Childhood Education, CYFD, the LEFC, and the ECECD are advocating higher standardized pay for early child care educators which will also require higher education degrees in the field.

Some of the different job opportunities for people who focus on earning early childhood education and elementary degrees are as follows:

- • Child or Youth Program Assistant
- • Child or Youth Program Coach
- • Child or Youth Program Tutor
- • Child Program Coordinator
- • Childcare Center Director
- • Early Childhood Development Researcher
- • Elementary Education Teacher
- • Family-Support Specialist
- • Field Coordinator

- Home-based Service Provider
- Preschool Teacher
- Program Consultant
- Sales Representative for any product aimed at developing young children

In addition, an early childhood education background is useful for parents interested in learning how to become better parents; and for people who want to work in pediatrics, family law, social work, etc.

STEM 2019

PLAN

Research Question: (What do you want to improve? What needs improvement?)

What is the average number of Industry Certifications earned by students in a cohort? What is the average pass rate for students?

How can I improve the pass rate and increase the number of earned certificates?

Program Learning Outcome(s): (List the PLO's that align with your research question)

8. an ability to use the techniques and skills for professional practice

Course Learning Outcome(s): (List the CLO's that align with your research question and PLO's. Include the course name, number and description associated with the CLO's)

CS220 A+ Essentials w/ Practical Application

- Install or upgrade the operating system.
- Manage external devices.
- Install and upgrade internal computer and laptop components.
- Troubleshoot computer components.
- Install, partition, and format hard disk storage.
- Configure a small office/home office (SOHO) network.
- Configure system security settings.
- **Benchmarks:** (What is the current data mark? Is there an external (national or other institution) data mark you are comparing your target to?)
 - Students need to earn a 1420 on their final to earn a PCPro Certificate. The college average passing score is a 1475 with an average of a 65% pass rate in 1.5 hours of test time.
 - **Targets:** (What is your goal?) I would like to see 75% of the class pass with a score of 1650 in the 2-hour time limit. All students should pass the exam with a 70% or greater based on the average scored of the combined objectives of the exam.
 - **Description of Assignment/Assessment Project:** (What tool, assignment, observation, etc. will be used to measure your target?)

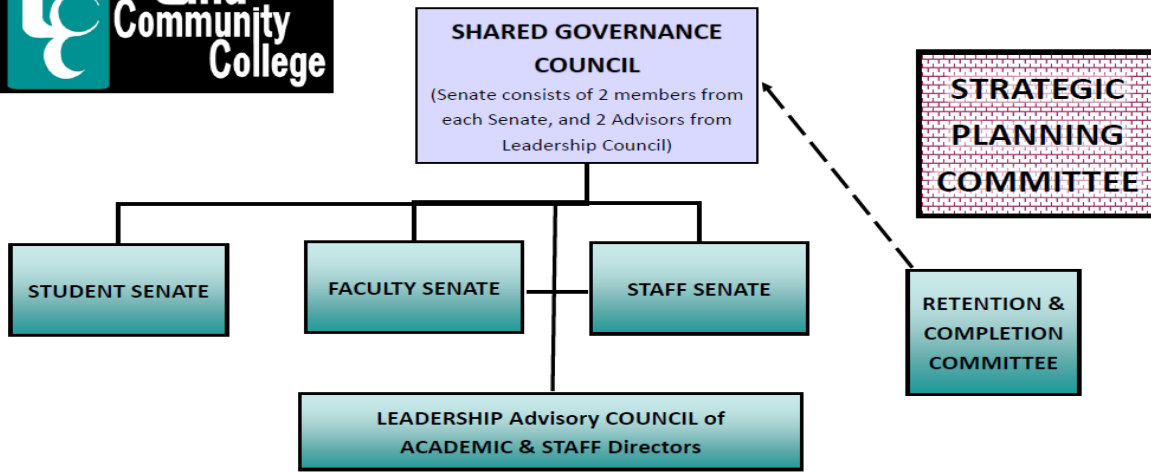
I will use the standardized certification exam provided by TestOut as my method of measurement of my target.

Description of Planned Data Collection Procedure/Methodology: (How will you use the tool assignment, observation, etc. to measure your target?) Students will have 16 weeks to complete the labsim curriculum which includes skill based virtual labs, quizzes and 4 custom exams. Students are able to complete the labs and quizzes an unlimited number of time to ensure they practice and understand the material. Students will take 4 custom timed exams that will include virtual labs and quiz questions from the covered material. Students will be required to take the practice certification exam prior to taking the final certification exam as a benchmark and to determine what concepts may need to be reviewed before attempting the final. I will review each student individual score as well as objective percentages to see where students' strengths are.

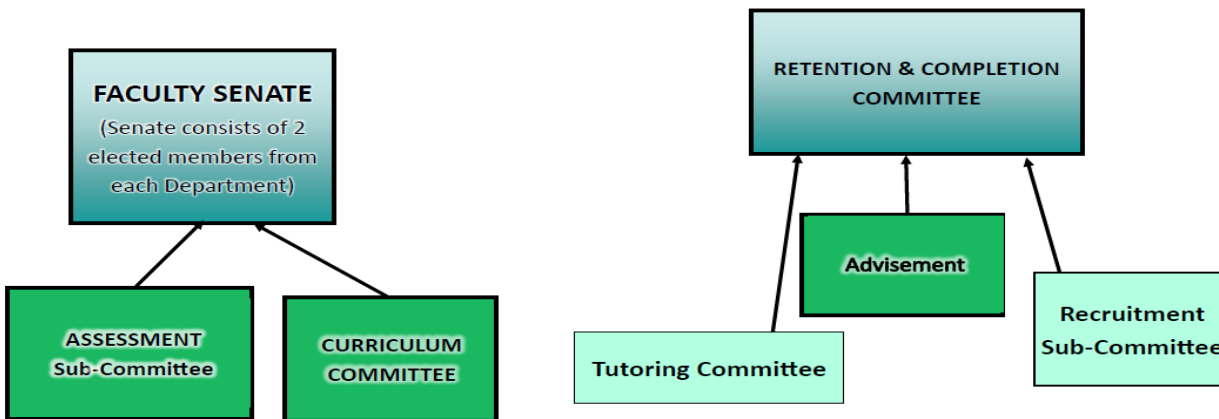
Committee Communication and Reporting System ([Return to Link](#))



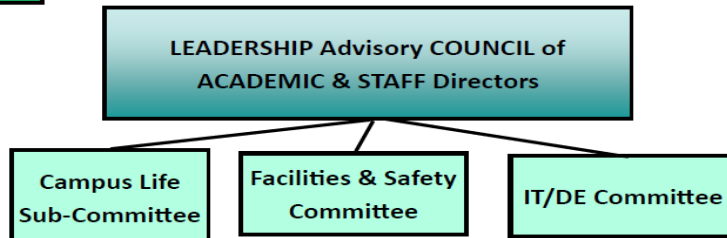
Shared Governance Structure *Restructured under Dr. Edward Martinez, Fall 2021*



TIER	MEETING TIME
I	9:00—10:20 AM (pg.2)
II	10:30—11:50 AM (pg.2)
III	1:00—2:20 PM (pg.1)
IV	2:30—4:00 PM (pg.1)



TIER	MEETING TIME
I	9:00—10:20 AM (pg.2)
ii	10:30—11:50 AM (pg.2)
III	1:00—2:20 PM (pg.1)
IV	2:30—4:00 PM (pg.1)



Restructured under Dr. Edward Martinez, Fall 2021

Shared Governance Agendas ([Return to Link](#))



AGENDA
Shared Governance Regular
Meeting November 5, 2021;
2:30 pm
Google Meet (COVID-19
protocol)

- I. **Establishment of Quorum**
- II. **Call of Meeting to Order**
- III. **Approval of Agenda** (Mention/Addition of Bills needing processed)
- IV. **Approval of Minutes** for 10-22-21
- V. **Public Comment** (3 minutes per speaker)
- VI. **Informational/Discussion Items**
 - A. New member(s) welcome/recognition
 - B. Nomination of Chair/Vice Chair of Sh. Gov.
 - C. Senate Reports
 - 1) Faculty
 - 2) Student
 - 3) Staff
 - D. Grievance Process Form
 - E. HLC Focused Visit—updates
 - F. Faculty/Staff handbook--update
 - G. Bills
 - 1) Bill for new Ad hoc committee – the “Professional Development Committee”
 - 2) Safety Policy for Luna employees
 - 3) Bill to increase the cap on faculty sick leave policy
 - 4) Dual Credit Standardization
 - 5) Email Policy
- VII. **Action Items**
 - A. Chair/Vice Chair Election
 - B. Bill processing
 - 1) PDP Committee
 - 2) Safety Policy
 - 3) Sick Leave Increase
 - 4) Dual Credit Standardization
 - 5) Email Policy
- VIII. **New or Follow-up Items** for Next Meeting’s (Nov. 19, 2021; 2:15pm) Agenda
- IX. **Adjournment**



AGENDA
Shared Governance Regular Meeting
October 22, 2021
2:30 pm, Google Meet

- I. Establishment of Quorum
- II. Call of Meeting to Order
- III. Approval of Agenda
- IV. Approval of Minutes for 10/6/21
- V. Public Comment (3 minutes per speaker)
- VI. Informational/Discussion Items
 - A Senate/ Leadership Reports B
 - Grievance Process
 - C Secretary assignment discussion
 - D HLC Focused Visit—date confirmed
 - E Faculty/Staff handbook--update
 - F Renewal/Review of Bills Pending
 - G Shared Governance / Staff Senate announcement
- VII. Action Items
 - A Shared Gov / Staff Senate announcement response
- VIII. New or Follow-up Items for Next Meeting's Agenda
- IX. Adjournment



Shared Governance Regular Meeting April 9th, 2021 8:30am, Google Meet

- I. Establishment of Quorum
- II. Call of Meeting to Order
- III. Approval of Agenda
- IV. Approval of Minutes:
Shared Governance meeting of 12-11-2020
- V. Audience Input (3 minutes per speaker)
- VI. Informational/Discussion Items
 - A. SG Vice Chair/discussion
 - B. Senate/Leadership Reports
 - C. Bills/Faculty Senate
- VII. Action Items
- VIII. Vice Chair nominations/election
- IX. New or Follow-up Items for Next Meeting's Agenda
- X. Adjournment

Budget Tool Sample – STEM ([Return to Link](#))

LCC Strategic Planning Report **FY 21 Evaluation** **FY 22 PROPOSED**

Mission: "Creating Opportunities for You!"

Vision: Luna community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing student to compete at the forefront of their chosen field.

Department: STEM

FY 21 Original Objectives	Link with LCC Strategic Plan	Department Actions/Strategies	Measurable Outcomes	Objective Baseline	Objective Target	FY 21 Evaluation	FY 22 Estimated Cost	REPEATED	NEW Initiative
Increase First-Time Freshman (FFT) By 150% of Program Duration (FY 20 Goal Increase by 75%) 150% by FY 21	Link with Strategic Plan Goal 2	Increase outreach and Recruiting of FFT to local High Schools	Increase FFT in programs by 75% FY 20	Fall 2018 - 21 FFT	Goal - increase FFT 36 FFT by fall 2019	FALL 2020 -FFT 12 <60%> Due to COVID-19 Impact	\$23,000	YES	NO
Facilitate Student Success / Retention Benchmark: Increase fall - spring retention for FFT + 40% 2020 Benchmark Increase fall-fall Retention FFT + 30%	Link with Strategic Plan Goal 4	Increase Advisement and Tutoring	Increase FFT 40% 2019 Increase Retention 40% 2019	Fall 2018 - 21 FFT	Fall 2019 29 FFT Fall-Spring 120 FFT	NO Enrollment Gains spring 2021 (COVID 19)	\$23,000	YES	NO
Increase Degree Seeking Students 23% 2020	Link with Goal 5	Increase Advisement	Increase Degree Seeking students by 23% 2019	Fall 2018 58 Degree Seeking	Degree Seeking 71 Fall 2019	FALL 2020 Decrease of Degree Seeking 59 <14%>	\$23,000	YES	NO
Institute Computer Science Online Programs to fully online status Fall 2020	Link With Goal 7	Full Implement offerings and complete all program offerings	All CS Classes and CS Programs have online offerings Fall 2019	Sp 2019 8 CS classes have online component	100% of CS classes have an online component	100% Computer Science Classes spring 2020	\$16,000	NO	NO
Institute Cybersecurity Certificate Offering in Computer Science	Link with Goal 7	Increase Student Enrollment 10%	Increase student enrollment in Certificate	Increase enrollment in CS program	90% increase by Fall of 2022 (3 students)	N/A	\$10,000	NO	YES
Institute #D Printing Laboratory and Prototype Certificate	Link with Goal 7 & 8	Maximize course offerings and increase enrollment	Increase student enrollment in Certificate	Increase enrollment Utilizing 3D Lab	5% Increase in Student enrollment per year through 2025	N/A	\$12,000 cost of Furnishing and	NO	YES

LUNA COMMUNITY COLLEGE BOARD OF TRUSTEES

SPECIAL BOARD MEETING MINUTES

**Monday, December 3, 2018 – 5:30 pm LCC Student Success Center
Board Room**

Call Meeting to Order and Establish a Quorum Roll Call

Present: Chairman Daniel J Romero, Vice Chairman Kenneth Medina, Secretary Ernie Chavez, Trustee Mark Dominguez, Trustee David Gutierrez, Trustee Abelino Montoya, Jr. and Trustee Eugenio Perez IV.

Also Present: Interim President Ricky Serna, Executive Office Manager SherylAnn Yara, Informational Representative Ray Baca, Kenneth Bachicha, Humanities/MA & FT, Amanda Ortiz, Student & Career Services/SAS, Michael Montoya, Financial Aid, Dr. Sharon Lalla, Vice President of Academics, Matthew Cordova, Physical Plant, Henrietta Maestas, Registrar, Jason W. Brooks, Las Vegas Optic, Carolyn Chavez, Human Resources Director, Jesse Gallegos, Public Relations, Geraldine D. Saavedra, Office of the Registrar, Maxine Hughes, Nursing Director and Francina A. Martinez, Fiscal.

Pledge of Allegiance

The Pledge of Allegiance was led by Trustee Eugenio Perez IV.

Approval of the Agenda

Trustee Abelino Montoya, Jr. moved for approval of the Agenda. Vice Chairman Kenneth Medina seconded the motion. The vote for approval of the Agenda was unanimous.

Approval of the Minutes

Trustee David Gutierrez moved for approval of the November 6, 2018 (Special), November 8, 2018 (Special), November 13, 2018 (Regular) and November 16-17, 2018 (Retreat) Minutes. Vice Chairman Kenneth Medina seconded the motion. The vote for approval of the November 3, November 6, November 8 and November 16-17, 2018 minutes was unanimous.

Public Comment

There was no public comment during this meeting.

Faculty Senate Report

Faculty Senate President Kenneth Bachicha addressed the Board with an update as to what faculty senate is working on:

- A. Finals week and grading
- B. Preparing for in-service week
 - 1. Completion of Assessment Materials - Weave Software
 - 2. HLC Preparations
 - 3. Brief trainings
 - 4. Next Faculty Senate meeting during in-service
- C. Purchasing toys for youth in our service area. Funds donated by Interim President Serna.
- D. Retention & Completion Committee hosted events
- E. Shared Governance Participation
- F. Presidential search

Staff Senate Report

Staff Senate President Amanda Ortiz addressed the Board with an update as to what staff senate is working on:

- Linking up with Luna event – November 14th @ 5:00 pm (small but effective turn out)
- Employee Recognition event – December 12th
- BOT Shared Governance Meeting – December 6th
- Presidential Search Memo (attached) from SAS & Faculty Senate
- Next Regular Meeting – December 11 2018 @ 9:00 am – Student Services Board Room.

Student Senate Report

There was no Student Senate Report tonight

Reports – LCC Board – LCC Committees – LCC Departmental

- 1. Human Resources

Carolyn Chavez, Human Resources Director addressed the Board with a report of new hires, resignations and retirements.

- Geraldine D. Saavedra – Office of the registrar
- *(Inaudible)* - Unable to attend

2. Academic Update

Dr. Sharon Lalla addressed the Board with a Snapshot of the following: Thanked Mr. Donnie Adkins for his contribution to the Welding Program and who has also prepared 165 students to earn AWS certification during his tenure at LCC.

Advised that STEM Club provided 60 Thanksgiving meals to students and community members.

NEWS BITES

- School of Business instructors Leticia Griego and Brenda Wagoner complete applying the Quality Matters Rubric Workshop.
- Pain training hosted by Collision Repair, NAPA, and Martin Senour, Nov. 13 -14, 2018
- First set of general education core courses submitted to NMHED for certification
- Chef Amanda Medina, Sugar Bomb Bake Shoppe owner is guest speaker in the BAKE 102 Class
- *Puente Juntos: A Reflection and Collection of work* by students from the English Summer bridge Program will be self-published this week Thank you to Roybal- Mack & Cordova Law for sponsoring the publication of this book for our summer students
- Luna links ups with local businesses to form partnerships on November 14th
- Jason Killian, Criminal Justice Instructor, provides Mock Trial for students in CJ111
- Fifteen students receive their AWS (American Welding Society) certification this month
- Nurse Advisory Board meeting to be held at Highlands on December 5th
- The Culinary Arts Club provides a lunch menu at the Rough Rider Grill on various Fridays
- Academic departments work with Marketing to develop new department and program brochures
- Brenda Ortega attends Early Learning Advisory Council meeting with the NMPED Future Educator Preparation Summit in November
- Adult Education (AE) renamed to “College & Career Readiness Institute” New adult education services will begin at Anton Chico Spring 2019

Upcoming:

- Course Learning Assessment Presentations during Faculty In-Service next week
- Holiday Potluck – December 12th
- LCC Fact Book – coming soon
- LCC visit March 25 – 27, 2019
- STEM Club Coat Drive is ongoing through early January

Informational Items

Interim President Ricky Serna addressed the Board with an update on the following issues:

- YESCO contract and funding update
- HLC Update – Confirmation on HLC visit – March 25 – 27, 2019
- Discussion on Legislative priorities – Legislative Session begins on January 15, 2019 – Capital Outlay listed for \$650,000.00 – We will be tracking that bill which is supported by HED (Higher Education Department).

Action Item

1. Strategic Plan Revisions ([Return to Link](#))

Trustee David Gutierrez moved for approval of the Strategic Plan Revisions. Trustee Abelino Montoya, Jr. seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for approval of the Strategic Plan Revisions was unanimous.

2. Resolution on NMFA Application for Energy Savings Project Funding

After some discussion, Trustee Abeilno Montoya, Jr. moved to table the Resolution on NMFA Application for energy savings project funding until the Board receives further clarification on the dollar amounts. Trustee Mark Dominguez seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote to table the Resolution on NMFA Application for energy savings project funding was unanimous.

3. Open Meetings Act Resolution

Trustee Abelino Montoya, Jr. moved for approval of the Open Meetings Act Resolution. Vice Chairman Kenneth Medina seconded the motion.

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
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called for a roll call vote. Roll call

vote was taken and reflected the following: Chairman Daniel J. Romero

Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for approval of the Open Meetings Act Resolution was unanimous.

4. BAR's (Physical Plant)

Trustee Abelino Montoya, Jr. moved for approval of the BAR (Budget Adjustment Request). Vice Chairman Kenneth Medina seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for approval of the BAR (Budget Adjustment Request) was unanimous.

5. Fee for Health Care Services – contract with NMHU

Trustee Abelino Montoya, Jr. moved for approval of the Fee for Health Care Services – Contract with NMHU. Trustee David Gutierrez seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for approval of the Fee for Health Care Services – Contract with NMHU was unanimous.

6. Revisions to Tuition Waiver Policy

Vice Chairman Kenneth Medina moved for approval of the Revisions to the Tuition Waiver Policy. Trustee Mark Dominguez seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for approval of the Revisions to Tuition Waiver Policy was unanimous.

Executive Session

Vice Chairman Kenneth Medina moved to convene into Executive Session. Trustee Mark Dominguez seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote to convene into Executive Session was unanimous.

Return to Regular Session

Vice Chairman Kenneth Medina moved to return to regular session. Trustee Mark Dominguez seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote to return to regular session was unanimous.

Action Item

1. Action on next steps in Presidential Search

Trustee Mark Dominguez moved to call the remaining 10 candidates to inquire as to whether they are still interested in interviewing for the position of President of LCC. Trustee Abelino Montoya, Jr. seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken

and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote to call the remaining 10 candidates to inquire as to whether they are still interested in interviewing for the position of President of LCC was unanimous.

Adjourn

Vice Chairman Kenneth Medina moved for adjournment. Trustee Abelino Montoya, Jr. seconded the motion.

Chairman Daniel J. Romero called for a roll call vote. Roll call vote was taken and reflected the following:

Chairman Daniel J. Romero	Yes	Vice Chairman Kenneth Medina	Yes
Secretary Ernie Chavez	Yes	Trustee Mark Dominguez	Yes
Trustee David Gutierrez	Yes	Trustee Abelino Montoya, Jr.	Yes
Trustee Eugenio Perez IV	Yes		

The vote for adjournment was unanimous.

Daniel J. Romero, Board Chairman

Ernie Chavez, Board Secretary

SherylAnn Yara, Recorder

Documentation for 5.D (New 5.C)

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Action Plans ([Return to Link](#))

Assessment Committee Action Plan

Historical Summary of Activity

The Luna Community College Faculty Senate passed an action item at the May 17, 2017, meeting (with a majority of full-time faculty and a handful of adjuncts present to vote) to develop and implement a uniform, institution-wide assessment and reporting process for course-level, program-level, and general education requirements. Before this, course-level assessment began during the 2010/2011 academic year, but there was no specific process for evaluating courses and programs. There was also no process for tracking outcomes if changes to the course were being made. At that time, the VP of Academics and the directors from each program would choose which instructors would present their course-level assessment at the end of each academic year.

During the 2016/2017 and 2017/2018 academic years, Faculty Senate has facilitated the presentation and collection of Student Learning Outcomes Assessment (SLOAs) reports from each full-time instructor. The preparation process for these assessment presentations included training on preparing a SLOA during the in-service week during January 2017 and providing sample SLOA documentation and formats to all instructors. In the 2017/2018 academic year, SLOA presentations continued, providing ample opportunity for instructors to gather feedback and suggestions from other faculty.

During the January 2018 in-service week, the Assessment Team was created. The Assessment Team comprised eight members (one full-time faculty from each department, including the Faculty Senate Chair) who built a format and method for Program Level Assessment. The team created a rubric for Program Evaluation, which was not implemented due to high director and administration turnover. In Spring 2019, we started monitoring course learning outcomes. During the spring and fall of 2019, we received most of our data.

Assessment Committee Action Plan (Revised Spring 2020)

Goals:

- Improve Student Evaluation of Faculty
- Support Director Evaluation process
- Maintain Student Learning Evaluation
- Formalize Student Services assessment processes

Goal	Year	Action	Result	Next Steps
Improve Student Evaluation of Faculty	2020-2021	<ul style="list-style-type: none"> • Revise student evaluation of faculty instrument 	New instrument identified, but distribution and evaluation of results postponed due to pandemic	<ul style="list-style-type: none"> • Evaluate usefulness of new instrument
	2021-2022	<ul style="list-style-type: none"> • Evaluate usefulness of new instrument 		
Support Director Evaluation process	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Develop a Director Evaluation instrument 	Postponed due to pandemic	<ul style="list-style-type: none"> • Develop a Director Evaluation instrument

	2021-2022	<ul style="list-style-type: none"> Develop a Director Evaluation instrument 		
Maintain and Improve Student Learning Evaluation	2020-2021	<ul style="list-style-type: none"> Implemented Course Learning Outcomes (CLO) in place of SLO in order to develop a direct tie between courses and results 	<ul style="list-style-type: none"> Precipitous drop in data submission, determined to be the result of both change in collection process and pandemic. Beginning to identify program level data collected from CLO that can be used for future program evaluations 	<ul style="list-style-type: none"> Set up a Google Classroom for each department to streamline data collection. Create a standardized form for CLO data collection
	2021-2022	<ul style="list-style-type: none"> Google classroom will provide detailed professional development training to help current/new faculty to better understand both the methods of data collection and the reasons behind that gathered data collection. Create a standardized form for CLO data collection Evaluate use of CLO data in program reviews 		
Formalize Student Services assessment processes	2020-2021	<ul style="list-style-type: none"> Added Staff to the Assessment Committee 	<ul style="list-style-type: none"> This addition to the Committee makes it possible to create effective evaluation instruments for non-instructional areas of the institution 	<ul style="list-style-type: none"> Create new/initial instruments for evaluating campus climate and student services.

	2021-2022	<ul style="list-style-type: none">• Create new/initial instruments for evaluating campus climate and student services.		

Allied Health Action Plan (Revised 2021)

Goals:

- Increase enrollment in Dental Assisting Program
- Improve completion rates in Allied Health Associate Degree and Allied Health Certificate
- Improve pre-Nursing student performance on TEAS entrance exam
- Increase retention rates Allied Health

Goal	Year	Action	Result	Next Steps
Increase enrollment in the Dental Assisting Program	2020-2021	<ul style="list-style-type: none"> • Revise curriculum delivery to accommodate pandemic • Increase Dental Assisting lab course by 1 SCH to give students more time in lab 	<ul style="list-style-type: none"> • 2021-2022 enrollment increased to 11 from • 6 in 2020 – 2021 (83% increase, only 2 awarded degree) • Significant portions of the course were revised to accommodate online delivery, resulting in students unable to come to campus able to begin the program • Increased time devoted to skill development • Dental Instructor Chantel Rivera completes Quality Matters 	<ul style="list-style-type: none"> • Advertise Program more widely through LCC service area • Evaluate student success in completing program and passing licensure requirements
	2021-2022	<ul style="list-style-type: none"> • Revise curriculum for workforce needs <ul style="list-style-type: none"> ○ Reduce certificate program from 60 to 40 hours ○ Individual advisement for those students still interested in associate degree • Institutionalize online delivery for 	<ul style="list-style-type: none"> • We anticipate stabilized enrollment to program capacity. 	<ul style="list-style-type: none"> • Expand program offerings for students interested in pursuing other dental related programs (dental hygiene and dentistry)

		lecture- based courses to allow for more flexibility		
Improve completion rates in Allied Health Associate Degree and Allied Health Certificate	2020-2021	<ul style="list-style-type: none"> Increased one on one advising in program Approved appropriate course substitutions on individual basis to facilitate degree completion 	<ul style="list-style-type: none"> Number of students advised increased 33% (135 – 179/semester) from 2019-2020 to 2020-2021 Decreased degrees awarded due to pandemic (13 AAS, 27 AHC 2019-2020. 14 AAS and 17 AHC) 	<ul style="list-style-type: none"> Make changes to catalog and program changed
	2021-2022	<ul style="list-style-type: none"> Add two courses to Approved Program Electives for the Allied Health Associates degree and three courses to electives for certificate based on interest from students and to have more consistency between the certificate and the Associate of Applied Science degree. 	<ul style="list-style-type: none"> We anticipate continued increases in degree and certificate completion 	<ul style="list-style-type: none"> Explore options for converting from AAS to AS degree that would facilitate transfer to four-year institutions
Improve pre-Nursing student performance on TEAS exam	2020-2021	<ul style="list-style-type: none"> Redesigned workshops for TEAS exam preparation to better align with program and provide effective testing strategies 	<ul style="list-style-type: none"> Increased student confidence and satisfaction No improvement in Average Science Score 	<ul style="list-style-type: none"> Pursue options to ensure students are better prepared through additional of appropriate pre-requisites
	2021-2022	<ul style="list-style-type: none"> Added pre-requisite options (General Biology or Chemistry 1000 level courses) to Anatomy and Physiology I (BIOL 2210) Introduced a new biology course that will be more 		

		<p>appropriate for students interested in the health sciences (BIOL1140, Biology for the Health Sciences). Introductory biology course for any student interested in the health sciences.</p>		
<p>Improve Allied Health retention rates</p>	<p>2020-2021</p>	<ul style="list-style-type: none"> Reach out to students that dropped out during the pandemic Offer all classes in hybrid format to accommodate student's challenges as pandemic continues 	<ul style="list-style-type: none"> AH Sp19 to Fal19 retention was 62%, Fa19 to Sp 20 retention was 68%, Sp20 to Fa20 retention was 44%, Fa20 to Sp21 retention was 64% 	<ul style="list-style-type: none"> Explore options for increased professional development and restructuring student advisement
	<p>2021-2022</p>	<ul style="list-style-type: none"> Increase advising to year round Restructure student support services 		

Retention and Completion Action Plan Initiatives and Outcomes

Strategy	Goal	Who is Affected	Target Date	Responsibility	Outcome/Measure	Date Goal was Accomplished or Revised
1.1.3	First time freshman will learn college survival skills in academics, social and personal, and integration	First-time, full-time Freshmen	Fall 2019	Student and Career Services, Campus Life, Registrar's Office	Implemented Fall 2019- Two courses offered with a total of 18 students enrolled. Starting Fall 2020, every first-time, full-time freshman would be enrolled in this course, but COVID hindered this goal resulting in this course being canceled Spring 2020, Fall 2020, and Spring 2021. Additionally, it could not be determined if this course impacted the retention of students enough to add additional credit hours to each Department's program of completion. Further research on first-time experience courses needs to happen.	<p>Goal Accomplished: Fall 2019</p> <p>Goal Revised: TBD</p>
1.1.4	Implement mandatory new student orientation which will provide students with guidance, enhance student success, and improve degree completion	First-time students	Summer 2019	Student Success Center	<p>The student success center implemented a new student orientation August of 2018. The orientation included information related to tutoring, financial aid, advisement, tours of campus.</p> <p>A new student orientation has occurred every fall since 2018. New student orientation was virtual during the COVID pandemic which affected Fall 2020 and Fall 2021.</p>	<p>Goal Accomplished: Fall 2018</p> <p>Changes that have resulted from implementing this change have been:</p> <p>a) Access to advisers</p> <p>b) Access to clubs and activities on campus</p>

						<p>c)Access to community resources</p> <p>d)Access to tutoring</p>
2.1.3	New revised 2019-2021 catalog which will be used by students, faculty, and advisers in planning student's educational goals	All Students	Feb 1, 2019	Registrar	The LCC catalog was revised Spring 2019. The registrar collaborated with the State of NM to ensure the new common course numbering system was reflected in the new catalog.	<p>Goal Accomplished Feb 2019</p> <p>Results of Change:</p> <p>1)Faculty, advisers, and students have access to course descriptions and the common course numbering system that is currently being used by every institution of higher education in NM</p> <p>2) All syllabi have been updated to reflect the common course numbering system and state articulated course descriptions.</p>
2.1.9	To improve the quality of data for decision making and reporting, the registrar's office will update the process for change of major and operating procedures	All students/ Advisment	Spring 2019	Registrar	The process for change of major was updated Spring 2019. The update included students being able to access the change of major form online. The students fill the form out and email the form to registrar's office where the portal is updated to reflect the change.	<p>Goal Accomplished Spring 2019:</p> <p>Results of change:</p> <p>Convenience to students, streamlined process, online access</p>

2.1.6	To improve the integrity of information collected for decision-making and reporting, update the application for admissions to capture new transfers, county, district, etc accurately	All Students	11/9/2018	Institutional Research, IT, & Admissions	During the Spring of 2019, the Application for Admissions was updated to include transfer information, residency information, county of residence, school district, veteran information, first generation higher education information	<p>Goal Accomplished: Spring 2019</p> <p>Results of change: more student data collected that will help departments better assist students coming in, in addition to financial aid, and understanding the population we are serving i.e. transfer student, new student, etc</p>
3.1.1	To shorten the number of semesters for students who have to take more than one developmental course, a STEM pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	STEM Department	Math 102 is a combination of Math 075 and Math 095. The content taught in this combined class prepares students for MATH 1215 Intermediate Algebra and saves students 3 credit hours by taking the combined class.	<p>Goal Accomplished: Fall 2018</p> <p>Results from this change: Math 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on track to graduate.</p>
3.1.2	To shorten the number of semesters for students who have to take more than one developmental course, a Humanities pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	Humanities Department	ENG 106 incorporates the foundational skills that was previously taught in ENG 075 and ENG 098. The content taught in this course prepares students for ENG 1110 Composition I and saves students 3 credit hours.	<p>Goal Accomplished: Fall 2018</p> <p>Results from this change: Eng 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on</p>

						track to graduate.
5.1.3	Post updated degree maps on the web	All students	Summer 2019	Academic Departments	Program maps were updated to the website by the end of Summer term 2019. Directors updated program maps and degree maps to reflect the 2019-2021 catalog requirements for degree completion. Program maps were then uploaded to the LCC website.	Goal Accomplished: Summer 2019 Results: provided program info to anyone visiting the website regarding course requirements for their program of study and degree completion
5.1.6	Priority Registration to assist students in preparing for the upcoming semester	All Students	Spring 2019	All Academic Departments	Spring 2019, Fall 2019 in-person campaign Spring 2020, Fall 2020, Spring 2021 Call Center due to Pandemic	Goal Accomplished: 2019 Results: increased registration of students prior to upcoming semester
2.1.2	In order to build a comprehensive retention plan that promotes innovative ideas to increase student retention and completion, chair, co-chair, and relevant committee members will attend conference and trainings regarding effective,	All students	2018-current	Retention and Completion Committee	Retention and Completion Committee identified two trainings for 2019 that would have been extremely beneficial but funding, travel, and professional development halted in 2019	Goal Accomplished: No Results: no professional development for chair/co-chair. Limited guidance and knowledge of Retention ideas and practices

	comprehensive retention methods					

Capital Outlay ([Return to Link](#))



Legislative Finance Committee FINANCE FACTS

Understanding State Financial Policy

Higher Education Funding

Recognizing the importance of higher education to the financial security of individuals and families, ability to attract and grow the economy, and overall quality of life, New Mexico dedicates about 13 percent of general fund revenues to support 24 colleges and universities that deliver workforce training, adult education, and undergraduate and graduate degrees. New Mexico typically ranks high among the states in state funding for higher education. However, New Mexico lags the nation on the number of college students who earn degrees and the share of the adult population with postsecondary education.

Formula Funding

The state spends more than \$1 billion annually in state general fund revenues, other state revenues, and state-backed bonds on colleges and universities. For most four-year institutions, the state provides between 40 percent and 70 percent of the funding for instruction, academic support, student services, and related expenses – collectively called I&G for instruction and general – with the bulk of the rest coming from tuition and fees. For two-year institutions, heavily subsidized by local taxes, the state provides between 30 percent and 75 percent of I&G.

Although the current version of the funding formula is not in state law or rule, the Higher Education Department and Legislature have been using an outcomes-based formula since FY13. Before then, funding was based on a formula that relied heavily on metrics such as building square footage and credit hour load, inadvertently ignoring measures of student success. The current funding formula rewards measures of student performance. Building on the prior-year appropriation, the formula is based on

- (1) A percent of completed student credit hours;
- (2) A three-year rolling average of the total number of certificates and degrees awarded, with bonuses for science, technology, engineering, math, and health degrees and degrees awarded to financially at-risk students;
- (3) Outcomes specific to each institutional type: four-year research universities (three institutions), four-year comprehensive universities (four institutions), and two-year colleges (17 institutions).

In response, institutions have increasingly reviewed student data, studied best practices and existing programs, and revised or implemented new programs to improve their results. Over time, policymakers and institutional leaders continue to refine the formula, with the goal of adding productivity and institution-specific outcome measures. Between 2009 and 2016, the adult population with a postsecondary credential increased from 32 percent to 35 percent.

Research and Public Service Projects

The state also uses the general fund to support programs and projects attached to colleges and universities but funded outside the formula in the General Appropriation Act. This includes statewide agencies administratively attached to universities, from the Office of the Medical Investigator to the Bureau of Mine Safety, and the agriculture agencies attached to New Mexico State University.

Also funded separately are regional and statewide services provided by colleges and universities. In healthcare, state general fund appropriations support primary care and specialized medical residencies, continuing medical education, expanded nursing and dental health programs, and physical and behavioral health and wellness programs in rural areas.

Research institutions also receive separate state general fund support for research endeavors in science, geology, cybersecurity, oil and gas development, aerospace, manufacturing, and energy development.

Capital Outlay

The state supports construction and equipment for colleges through special appropriations in the General Appropriation Act and other annual capital legislation. In even-numbered years, higher education projects are included in legislation authorizing the sale of general obligation revenue bonds if approved by voters during the November general election. In odd-numbered years, if funded, higher education projects are included in legislation that authorizes the issuance of severance tax bonds, with bond sale revenues going to support an itemized list of capital projects.

For More Information:

- A 2018 report, *Program Evaluation: Review of the Higher Education Funding Formula*, is available on the LFC website.
- State statutes concerning colleges and universities are in Chapter 13.
- National statistics about colleges are at completestcollegetracking.org and nces.ed.gov.
- The Higher Education Department website is hed.state.nm.us.

Facilities Request to the Legislature [\(Return to Link\)](#)

Luna Community College 2021 Summer Hearing Requests



HVAC Upgrades – Phase II



HVAC Phase I was approved through the 2020 GO Bond for \$1 million. The college will be receiving the funds soon and will begin work shortly after the funds become available.



HVAC Upgrades - \$2,500,000.00



The HVAC units on most of the buildings on campus are in need of complete replacement. The units and components of the complete systems are antiquated, with some of them being non-functional. The plan is to upgrade the systems so the building temperatures can be better maintained, which will create a better learning environment for our students. The upgrades will also allow the college to be more energy efficient.



Example of a current boiler system



ADA/Infrastructure Improvements – Phase II



Phase I of the college's ADA/ Infrastructure Improvements was completed in June 2021. The college was able to repave two parking lots and a roadway. The sidewalks and entrances around the Student Services Building were replaced, which allowed easier access to the building. The college was also able to replace entrance doors on four buildings and install ADA enclosures on the four buildings.



Examples of the work completed in Phase I of ADA/Infrastructure Improvements



Roadways/Parking Lots - \$400,000.00

The roadways and parking lots are crumbling. This is happening all across the main campus. The parking lot repairs will include the parking areas for the Allied Health building, Automotive and Welding Technologies buildings, as well as roadways on the main campus. The current condition of the parking lots are a safety hazard, potentially causing trips and falls.



Sidewalks - \$100,000



Several sidewalks across the main campus are in need of replacement. They are trip hazards and make it difficult for wheelchair accessibility.



Bathrooms - \$400,000.00



Most bathrooms on our main campus are not ADA compliant, which makes it difficult for our students and campus guests. This request will not provide funding to make every restroom on campus ADA compliant, but will provide at least one ADA restroom per building.



Budget Request to the Legislature* (Return to Link)

Luna Community College RPSF Funding Requests FY 2023



Presented to New Mexico Higher Education Department
Edward A. Martinez, Morris Madrid, Carl Vigil, Greg J. Salazar
Luna Community College
October 8, 2021

Luna Community College

- ▶ Las Vegas Campus with satellites in Santa Rosa, Springer and Mora
- ▶ Counties: Colfax, Guadalupe, Mora, San Miguel
- ▶ School Districts: West LV, LV City, Mora, Springer, Santa Rosa, Wagon Mound, and Maxwell
- ▶ Serves over 800 students (degree and nondegree seeking)
 - ▶ Hispanic 81%; Caucasian 15%
 - ▶ Gender: Female 62%; Male 38%
 - ▶ Pell recipients: 86%
 - ▶ Average age: 26
- ▶ Fall 2021 Headcount 807; FTE 444; CH 6660
- ▶ Fall to Fall Retention 2020 cohort: 64.8%, an increase of 24.1% compared to the 2019 cohort (40.7%)



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LCC Athletics Request-Softball and Baseball

Year	Baseball	Softball	Average GPA	Avg. Credit Hours
2018-19	39	24	2.85	16
2019-20	38	11	2.685	15
2020-21	37	23	2.80	16
2021-22	46	29	pending	16

Year	Baseball	Softball	Average Scholarship Amount	4 yr Transfer / Graduate
2018-19	39	24	\$1,915	24 (62%)
2019-20	38	11	\$3,381	20 (30%)
2020-21	37	23	\$1,825	21 (57%)
2021-22	46	29	\$1,756	

Athletics Update

- ▶ Academic Year 2020 - 2021
 - ▶ Overall GPA 2.80
 - ▶ 25 student-athletes achieved a GPA over 3.0 and 8 achieved a GPA over 3.5 and 1 student athlete achieved a 4.0
 - ▶ 21 student-athletes achieved their diploma or transferred to a 4-year institution.
 - ▶ This fall semester Luna CC has 29 females and 37 male student-athletes.
 - ▶ Fall to Fall retention rate is 66.67% for female athletes and 56% for male athletes



Justification-\$550,000

- ▶ LCC, compared to other NJCAA Region IX institutions' baseball and softball budget, is the lowest budgeted.
 - ▶ Scholarships
- ▶ Budget has been cut by at least 4% the last four fiscal years.
- ▶ LCC does not own a baseball or softball field. NMHU and high schools provide fields for practice and home games.
- ▶ 2020 - 2021 Spring Season was on the cusp of canceling due to budget shortfall and unreliable transportation. Only conference games were played during the Spring season. Charter buses were used to transport teams to away games.
- ▶ Provide a competitive rate to hire CDL drivers



Future Rough Rider Mentorship and Summer Bridge Program

High school graduation and College-bound rate in New Mexico

- ▶ In 2019, 74.9 percent of high school students graduated high school
- ▶ In 2018 there were 20,841 high school graduates in NM
- ▶ Of this, 60.71 percent went to college after high school
- ▶ This indicates that 8,188 students did not go to college



Rough Rider Mentorship and Summer Bridge Program

Number of High School Graduates in LCC Service Area High Schools 2016 - 2021

HS	HS GRAD 2016	Attend LCC 2016	Attend LCC Fall 2016	Attend LCC Fall 2017	Attend LCC Fall 2017	Attend LCC Fall 2017	HS GRAD 2018	Attend LCC 2018	Attend LCC Fall 2018	Attend LCC Fall 2018	Attend LCC Fall 2019	Attend LCC Fall 2019	Attend LCC Fall 2020	Attend LCC Fall 2020	Attend LCC Fall 2020
Mora	24	5	21%	24	6	25%	30	9	30%	24	13	54%	25	7	28%
Springer	9	1	11%	14	1	7%	12	1	8%	8	1	13%	8	0	0%
Santa Rosa	43	11	26%	17	3	18%	42	5	12%	30	8	27%	9	4	44%
RHS	72	22	31%	77	19	25%	61	14	23%	82	18	22%	63	26	41%
WLW	97	28	29%	86	20	23%	90	22	24%	88	21	24%	61	15	25%
WLW Partnership	7	1	14%	0	0		6	2	33%	2	2	100%	1	0	0%
Total	252	68	27%	218	49	22%	241	53	22%	234	63	27%	167	52	31%

How can we increase the high school graduation rate and college-going rate in LCC's service area?

Over Arching Goal: Create a High School student pipeline program at LCC through mentorship and a place-based Summer Bridge Program for student engagement and recruitment.

- ▶ Goal 1. Strengthen partnership between LCC and surrounding High Schools
- ▶ Goal 2. Increase LCC presence and LCC service area Middle and High Schools
- ▶ Goal 3. Increase the number of low-income, first generation students completing high school
- ▶ Goal 4. Increase the number of low-income first generation students enrolling at LCC during dual credit years and after high school graduation.



Key Steps

- ▶ Foster strong, long-term relationships starting in middle school. This social capital sets the stage for all of the academic interventions and wrap-around services that occur during the academic school year and summer months.
- ▶ 6th Grade—LCC outreach and 4-week summer program
- ▶ 7th Grade—LCC mentors engage students through "college talk" sessions and activities at the middle school and 4-week summer program
- ▶ 8th Grade—LCC mentors engage students at middle school and 4-week summer program becomes more specialized based on student interests
- ▶ 9th Grade—LCC mentors engage students at high school and 4-week summer program focuses on college or CTE prep with introduction to financial literacy
- ▶ 10th Grade—LCC mentors engage students and 4-week summer program focuses on student interests with math and English dual credit course options during AY
- ▶ 11th Grade—LCC mentors engage students and 4-week summer program focuses on student interests with math and English and other subject dual credit course options during AY
- ▶ 12th Grade—College mentoring, scholarships, FAFSA, internships, college applications and admissions with dual credit options during AY

Future Rough Rider Mentorship and Summer Bridge Program

- ▶ Personnel (~\$118,302)
 - ▶ LCC-student Mentors
 - ▶ Administrative support
 - ▶ Faculty
 - ▶ Student Chaperones
- ▶ Program (~\$199,611) Academic Year and Summer
 - ▶ Professional Development
 - ▶ Room and Board
 - ▶ Supplies
 - ▶ Travel
 - ▶ Laptops



Information Technology Total RPSP Request \$506,000

Summary:

- Network Switch Replacement - \$50,000
- Student Accessible Computer Systems - \$310,000
- Mobile Conference Rooms - \$56,000
- Distance Learning Conference Rooms - \$90,000



Network Switch Replacement - \$50,000

50 network switches on LCC campus and satellite sites are at end-of-life and should be replaced.

End-of-Life switches pose security threats to LCC data, operations, students and faculty

Newer switches provide:

- Increased data security for student devices
- Increased network access
- Faster throughput for data, communications and processes
- Greater device management
- Simplifies network infrastructure, reduces costs (wiring, electrical)
- 6 to 7-year life cycle



Student Accessible Computer Systems - \$310,000

250 Personal Computers used by students on LCC campus and satellite sites need replacement or upgrades.

Student accessible PCs allow for greater **Student Success** at LCC:

- Improved student performance
- Improved Student/Faculty communication
- Increased access to learning tools
- Increased rate of learning
- Provides many tools on one device
- Provides instant access to research and information
- Provides access for students who do not have their own computing equipment



10 Distance Learning/Hybrid Learning Classrooms - \$90,000

The COVID-19 Pandemic has shifted the means by how knowledge and education are presented to students.

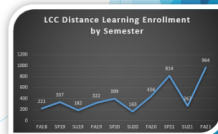
Classroom interaction is now commonly conducted remotely either by a complete distant learning program or by both traditional in-classroom instruction and distance learning (hybrid). Professors, instructors and tutors require modern tools to accommodate students in both environments.

LCC Distance Learning Initiatives:

- Business Department is completely Online.
- LCC is a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
- LCC is exploring partnerships with various correctional facilities to provide educational opportunities to inmates

Distance Learning will:

- Increase LCC enrollment
- Allow students from across the county to enroll in LCC classes
- Provide services to students who may not have access to programs in their local area
- Increase the quality and value of higher learning credentials via distance learning



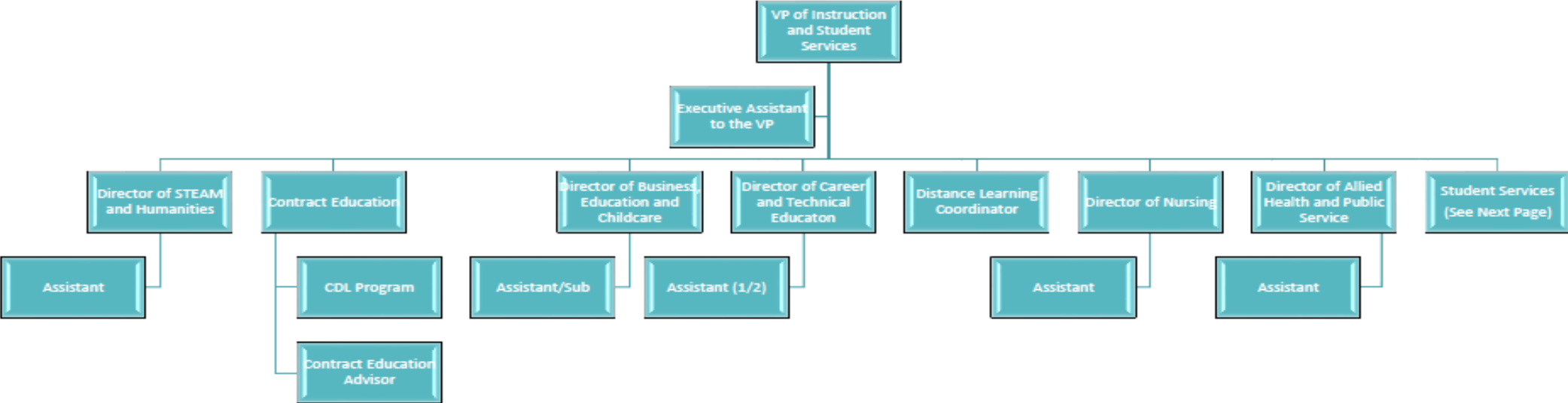
THANK YOU

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Academic Departments at Luna Community College ([Return to Link](#))

Academic Departments at Luna Community College



Sample Compiled Course Learning Outcome Reports (Return to Link)



Course Learning Outcome Report Form (Spring Semester 2020)

Department/Date Form is Completed in	STEM/May 13, 2020
Names of Instructor(s)/Status	Betsy Sanchez/FT
Course Number/Class Section#	MATH1220/
Course Name(s)	College Algebra

Student Grade	# of Students	% of Students	Success	Failure	Non-Complete
Final Grade of A	10	52%	100%		
Final Grade of B	4	21%	84%		
Final Grade of C	2	11%			
Final Grade of D				Total %	
Final Grade of F	3	16%		16%	
Pending Grade of I					Total %
Final Grade of W					
Final Grade of AU					

Learning Outcome#	Insert the 1-10 Learning Outcomes listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (judgment rubric, test result, performance value), etc.	Provide the Grade Distribution for this activity (not for the class).	Is the failure (non-success) rate for this activity greater than 10%? What will you change in the next course cycle (if) to improve student success rate(s)?														
1	Learning Outcome 1.1 solve polynomial and rational equations.	Activity 1 Homework & Section Tests 1 – ALGEBRA REVIEW 1.1 – The Real Number System, 1.2 – Exponents, Roots, and Radicals, 1.3 – Polynomials and Factoring, 1.4 – Rational Expressions, 1.5 – Linear and Quadratic Equations, 1.6 – Linear Inequalities, 1.7 – Equations and Inequalities Involving Absolute Value, 1.8 – Other Types of Equations	<table border="1"> <tr><td>A</td><td>→ 68 %</td></tr> <tr><td>B</td><td>→ 16 %</td></tr> <tr><td>C</td><td>→ %</td></tr> <tr><td>D</td><td>→ %</td></tr> <tr><td>F</td><td>→ 16 %</td></tr> <tr><td>AU</td><td>Do not count these grades</td></tr> <tr><td>I</td><td>Do not count these grades</td></tr> </table>	A	→ 68 %	B	→ 16 %	C	→ %	D	→ %	F	→ 16 %	AU	Do not count these grades	I	Do not count these grades	Activity/Class Improvement: Variety of factoring examples
A	→ 68 %																	
B	→ 16 %																	
C	→ %																	
D	→ %																	
F	→ 16 %																	
AU	Do not count these grades																	
I	Do not count these grades																	
2	Learning Outcome 1.2 solve, and simplify radical and rational equations.	Activity 1 Homework & Section Tests 1 – ALGEBRA REVIEW 1.1 – The Real Number System, 1.2 – Exponents, Roots, and Radicals, 1.3 – Polynomials and Factoring, 1.4 – Rational Expressions, 1.5 – Linear and Quadratic Equations, 1.6 – Linear Inequalities, 1.7 – Equations and Inequalities Involving Absolute Value, 1.8 – Other Types of Equations	<table border="1"> <tr><td>A</td><td>→ 58 %</td></tr> <tr><td>B</td><td>→ 42 %</td></tr> <tr><td>C</td><td>→ %</td></tr> <tr><td>D</td><td>→ %</td></tr> <tr><td>F</td><td>→ %</td></tr> <tr><td>AU</td><td>Do not count these grades</td></tr> <tr><td>I</td><td>Do not count these grades</td></tr> </table>	A	→ 58 %	B	→ 42 %	C	→ %	D	→ %	F	→ %	AU	Do not count these grades	I	Do not count these grades	Activity/Class Improvement: Provide students with more examples graphing
A	→ 58 %																	
B	→ 42 %																	
C	→ %																	
D	→ %																	
F	→ %																	
AU	Do not count these grades																	
I	Do not count these grades																	
3	Learning Outcome 2.1 solve and analyze graphs of functions (linear, quadratic, and higher degree polynomials) and find their domain.	Activity 1 Homework & Section Tests 3 – POLYNOMIAL AND RATIONAL FUNCTIONS 3.1 – Quadratic Functions and Their Graphs, 3.2 – Polynomial Functions and Their Graphs, 3.3 – Division of Polynomials; the Remainder and Factor Theorems, 3.4 – Real Zeros of Polynomials, 3.5 – Complex Numbers, 3.6 – The Fundamental Theorem of Algebra; Complex Zeros, 3.7 – Rational Functions, 3.8 – Quadratic, Polynomial, and Rational Inequalities	<table border="1"> <tr><td>A</td><td>→ 47 %</td></tr> <tr><td>B</td><td>→ 47 %</td></tr> <tr><td>C</td><td>→ %</td></tr> <tr><td>D</td><td>→ %</td></tr> <tr><td>F</td><td>→ 6 %</td></tr> <tr><td>AU</td><td>Do not count these grades</td></tr> <tr><td>I</td><td>Do not count these grades</td></tr> </table>	A	→ 47 %	B	→ 47 %	C	→ %	D	→ %	F	→ 6 %	AU	Do not count these grades	I	Do not count these grades	Activity/Class Improvement: More examples of Synthetic Division and solving for real zeros of polynomial functions
A	→ 47 %																	
B	→ 47 %																	
C	→ %																	
D	→ %																	
F	→ 6 %																	
AU	Do not count these grades																	
I	Do not count these grades																	

INSTRUCTIONS
 1.-Complete department, instructor, and course information. -2.-Complete Final Grade Distribution (found top, right-hand corner of form). -3.-Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. -4.-List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. -5.-Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audit or incomplete as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed incomplete for that activity. -6.-Look at your success- and failure rate for each measurement. If your failure rate is greater than 10% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require...



Course Learning Outcome Report Form (Spring Semester 2020)†

Department/Date Form is Completed in	STEM/May 13, 2020
Name of Instructor/Status	Betsy Sanchez/FTI
Course Number/Class Section#	MATH1220E/R
Course Name(s)	College Algebra

Student Grade	Ref. Students	% of Students	Success	Failure	Non-Completion
Final Grade of A	4	25 %	Total % 69		
Final Grade of B	7	44 %			
Final Grade of C		%		Total %	
Final Grade of D		%			
Final Grade of F	5	31 %		31	
Pending Grade of I		%			
Final Grade of W		%			Total %
Final Grade of AU		%			

Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity (ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assessment tools, resources, performance rubric).	Provide the Grade Distribution for this activity (not for the entire class).	In the failure (non-success) rate for this activity greater than 10%? What will you change in the next course cycle (if) to improve student success rates?/																					
Learning Outcome: Factor polynomials and rational expressions.	Activity (ies): Homework & Section Tests 1 – ALG II B&R IV 1.1 – The Real Number System, 1.2 – Equations, Ineqs, and Radicals, 1.3 – Polynomials and Factoring, 1.4 – Rational Expressions, 1.5 – Linear and Quadratic Equations, 1.6 – Linear Inequalities, 1.7 – Equations and Inequalities Involving Absolute Value, 1.8 – Other Types of Equations	<table border="1"> <tr><td>A</td><td>44 %</td><td>60 %</td></tr> <tr><td>B</td><td>19 %</td><td>60 %</td></tr> <tr><td>C</td><td>6 %</td><td>60 %</td></tr> <tr><td>D</td><td>25 %</td><td>25 %</td></tr> <tr><td>F</td><td>→ %</td><td>Failure</td></tr> <tr><td>AU</td><td>Do not count these grades</td><td></td></tr> <tr><td>I</td><td>Do not count these grades</td><td></td></tr> </table>	A	44 %	60 %	B	19 %	60 %	C	6 %	60 %	D	25 %	25 %	F	→ %	Failure	AU	Do not count these grades		I	Do not count these grades		Activity/Class improvement: variety of factoring examples
A	44 %	60 %																						
B	19 %	60 %																						
C	6 %	60 %																						
D	25 %	25 %																						
F	→ %	Failure																						
AU	Do not count these grades																							
I	Do not count these grades																							
Learning Outcome: Interpret, solve, and simplify rational and radical equations.	Activity (ies): Homework & Section Tests 1 – ALG II B&R IV 1.1 – The Real Number System, 1.2 – Equations, Ineqs, and Radicals, 1.3 – Polynomials and Factoring, 1.4 – Rational Expressions, 1.5 – Linear and Quadratic Equations, 1.6 – Linear Inequalities, 1.7 – Equations and Inequalities Involving Absolute Value, 1.8 – Other Types of Equations 2 – FUNCTIONS AND GRAPHS 2.1 – The Coordinate System; Linear and Three Graphs, 2.2 – Coordinate Geometry; Circles, and Other Equations, 2.3 – Functions, 2.4 – Graphs of Functions, 2.5 – Analyzing the Graph of a Function, 2.6 – The Algebra of Functions, 2.7 – Transformations of the Graph of a Function, 2.8 – Linear Functions and Slope/ Variation	<table border="1"> <tr><td>A</td><td>63 %</td><td>88 %</td></tr> <tr><td>B</td><td>6 %</td><td>88 %</td></tr> <tr><td>C</td><td>19 %</td><td>88 %</td></tr> <tr><td>D</td><td>→ %</td><td>Failure</td></tr> <tr><td>F</td><td>→ %</td><td>Failure</td></tr> <tr><td>AU</td><td>Do not count these grades</td><td></td></tr> <tr><td>I</td><td>Do not count these grades</td><td></td></tr> </table>	A	63 %	88 %	B	6 %	88 %	C	19 %	88 %	D	→ %	Failure	F	→ %	Failure	AU	Do not count these grades		I	Do not count these grades		Activity/Class improvement: Provide students with more examples of graphing
A	63 %	88 %																						
B	6 %	88 %																						
C	19 %	88 %																						
D	→ %	Failure																						
F	→ %	Failure																						
AU	Do not count these grades																							
I	Do not count these grades																							
Learning Outcome: Interpret and analyze graphs of functions (linear, quadratic, and higher degree) polynomials and find their domain.	Activity (ies): Homework & Section Tests 1 – POLYNOMIAL AND RATIONAL FUNCTIONS 1.1 – Quadratic Functions and Their Graphs, 1.2 – Polynomial Functions and Their Graphs, 1.3 – Division of Polynomials, the Remainder and Factor Theorems, 1.4 – Real Zeros of Polynomials, Rational Equations, 1.5 – Complex Numbers, 1.6 – The Fundamental Theorem of Algebra; Complex Zeros, 1.7 – Inverse Functions, 1.8 – Quadratic, Polynomial, and Rational Inequalities	<table border="1"> <tr><td>A</td><td>48 %</td><td>66 %</td></tr> <tr><td>B</td><td>12 %</td><td>66 %</td></tr> <tr><td>C</td><td>→ %</td><td>Failure</td></tr> <tr><td>D</td><td>48 %</td><td>44 %</td></tr> <tr><td>F</td><td>→ %</td><td>Failure</td></tr> <tr><td>AU</td><td>Do not count these grades</td><td></td></tr> <tr><td>I</td><td>Do not count these grades</td><td></td></tr> </table>	A	48 %	66 %	B	12 %	66 %	C	→ %	Failure	D	48 %	44 %	F	→ %	Failure	AU	Do not count these grades		I	Do not count these grades		Activity/Class improvement: More examples of synthetic division and solving for real zeros of polynomials
A	48 %	66 %																						
B	12 %	66 %																						
C	→ %	Failure																						
D	48 %	44 %																						
F	→ %	Failure																						
AU	Do not count these grades																							
I	Do not count these grades																							

INSTRUCTIONS

1. – Complete department, instructor, and course information. 2. – Complete Final Grade Distribution (Check top, right-hand corner of form). 3. – Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, into three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. 4. – List the activity (ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity (ies). This block explains how you taught and how you measured student learning. 5. – Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audit or Incomplete as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. 6. – Look at your success and failure rate for each measurement. If your failure rate is greater than 10% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require...

Dental Program Course Learning Outcome Reports for 2020 ([Return to Link](#))

Assessment and Continuous Quality Improvement Form



Date Form is Completed	12/8/2020
Names of Faculty/Staff Involved	Chantel Rivera
Department/Office/Committee	Dental Assisting
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	DENT 118

Instruments Used Type of Data Collected <i>Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. You must consider the end of course student survey and major course tests and other summative performances.</i>	Check one or more boxes then describe each instrument	
	<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input checked="" type="checkbox"/> Test/exam item analysis/student performance (required for course assessment) Students were given a pretest at the beginning of the semester and the same final exam at the end of the semester to evaluate their progress. Reading quizzes were also given at the beginning of every lecture to ensure students read their assigned reading passages. Progress monitoring checks were given weekly to collect data.
	<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection
	<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input type="checkbox"/> Course Learning Outcome Rubric/Data
	<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity)	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)
	<input type="checkbox"/> Peer Review	<input type="checkbox"/> External Review (accreditor visit, audit)
	<input type="checkbox"/> Job Placement/Alumni Survey Data	<input type="checkbox"/> Other Skill competency assessments were given to evaluate each individual student's performance and knowledge for the specific skills.
	Additional Description of Assessments (name, date, who was assessed, description of assessments)	

	What strengths are identified through an analysis of these assessments?	Student's displayed higher scores on their unit exams when reading quizzes were given. They were essentially forced to read the chapter assigned prior to attending the lecture to ensure students understood the content. If they were confused on any content, they were required to bring their questions to be discussed during lecture. Knowledge retention is assessed through comparing the pretest scores with the final exam scores.
	What insights have you gained through an analysis of these assessments?	Through assessment data I was able to drive instruction and adapt it to the needs of the students so they were able to reach the objectives and goals set for the lesson. Students that were dedicated to their reading assignments retained more knowledge than those who did not.
	What areas for Improvement have you identified through an analysis of these assessments?	I believe I need to create more interesting assignments to engage the students and prompt them to be interested in reading their assigned chapters. Reading quizzes alone did not motivate the students as it should have.
	PLAN: What change is needed to address the deficiencies you have identified?	I plan to create more in depth assignments to prompt students to think deeper about the question at hand, or create a discussion board to discuss the topic that is to be covered prior to the lecture. A flipped classroom will be utilized to assess student knowledge of the assignments.
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	A pilot may be needed to assess whether a flipped classroom will be effective. Only participants of the course (students/instructor) will be impacted by the change. I will communicate closely with my supervisor regarding my new implementation. The student will be responsible to research the assigned topic and provide information to their peers during the flipped classroom setting.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	The data to be collected will be the assignments/discussions given. The future assessment does not need to be placed on the institutional assessment calendar.
	Additional Comments	
DO CU ME	Report Conveyed to Admin/Faculty/Director/Committee	
NT ATI ON	Standards related to Assessment Process	



Assessment and Continuous Quality Improvement Form

Date Form is Completed	12/8/2020		
Names of Faculty/Staff Involved	Chantel Rivera		
Department/Office/Committee	Dental Assisting		
Subject of Assessment <i>Examples: Course Number, Committee Name, Process Name, Curriculum Program/Degree Name, Initiative, Plan Name, Project Name, Performance, Presentation, Paper, Other (describe)</i>	DENT 128		
Instruments Used Type of Data Collected <i>Instructors are advised to use at least three sources of data in assessing and improving their courses. Check the assessment instruments used, who was assessed, and the date the instrument was delivered. You may attach copies of the assessments used, if you think that helps to clarify the assessment process. For course review, ensure three assessment instruments are considered. You must consider the end of course student survey and major course tests and other summative performances.</i>	Check one or more boxes then describe each instrument		
	<input type="checkbox"/> Survey Results (end of course student survey results required for course assessments)	<input type="checkbox"/> Test/exam item analysis/student performance (required for course assessment)	
	<input type="checkbox"/> Focus Group Results	<input type="checkbox"/> Review of minutes or other ongoing record or reflection	
	<input type="checkbox"/> Formative student understanding within the course (Opinion Poll, Minute Paper, Discussion Thread)	<input type="checkbox"/> Course Learning Outcome Rubric/Data	
	<input type="checkbox"/> Program Outcome Data (Board Exams, Event Attendance, Licensing, Scholarly Activity) Students were assessed on their attendance for each scheduled presentation.	<input type="checkbox"/> Plan (Strategic Plan, Budgeting Plan)	
	<input checked="" type="checkbox"/> Peer Review After each presentation students evaluated each other and gave "pointers" as to where improvements can be made for the next presentation.	<input type="checkbox"/> External Review (accreditor visit, audit)	
	<input type="checkbox"/> Job Placement/Alumni Survey Data <input checked="" type="checkbox"/>	<input type="checkbox"/> Other	
	Additional Description of Assessments (name, date, who was assessed, description of assessments)		

	What strengths are identified through an analysis of these assessments?	Students understanding of the content to be presented improved with each presentation.
	What insights have you gained through an analysis of these assessments?	Students seemed to thrive from their peer reviews after each presentation.
	What areas for Improvement have you identified through an analysis of these assessments?	I believe students will benefit more from conducting their own research of their specific topic prior to the first scheduled presentation.
	PLAN: What change is needed to address the deficiencies you have identified?	I plan to assign research based questions to the students prior to the first assigned presentation.
	DO : What concrete steps will be taken? Is a pilot needed? Who will be impacted? Who needs to buy in? Who should you communicate with? Who is responsible for doing what?	No pilot will be needed. Only participants of the course (students/instructor) will be impacted by the change. I will communicate closely with my supervisor regarding my new implementation. The student will be responsible to research the assigned topic and provide information via informational presentation.
	CHECK: What data will you collect and analyze to assess this plan? Who will do the work? When will this be completed? Should the future assessment be placed on the institutional assessment calendar?	The data to be collected will be the assigned research questions. The future assessment does not need to be placed on the institutional assessment calendar.
	Additional Comments	
DOCUMENT A	Report Conveyed to Admin/Faculty/Director/Committee	
	Standards related to Assessment Process	
TION		



Course Learning Outcome Report Form

(_____ Semester _____)

Department / Date Form is Completed	Dental Assisting / 12/8/20
Names of Instructor / Status	Chantel Rivera FT
Course Number / Class Section	DENT 109
Course Name	Preventative Dentistry

Student Grade	#of Students	#of Students	Success	Failure	Non-Completion
Final Grade of A	5	0.71428571	0.8571		
Final Grade of B	1	0.14285714			
Final Grade of C	0	0			
Final Grade of D	0	0		0	
Final Grade of F	0	0			
Final Grade of I	0	0			
Final Grade of W	1	0.14285714			0.142857
Final Grade of AU	0	0			

Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).	Provide the Grade Distribution for this activity <u>only</u> (not entire class).	Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?												
<p>Learn about the process of dental caries, the role of infective agents in the caries process, and the modes of transmission as well as have the opportunity to learn about caries diagnosis. Risk assessment and methods of caries intervention will be described.</p>	<p>Students were given a fluoride experiment to conduct at home and provide a written lab report. They were assessed based on their lab report and pictures provided of the conducted experiment. Students were also given MindTap assignments to aid in the understanding of this topic.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>83%</td></tr> <tr><td>B</td><td>17%</td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> </table>	A	83%	B	17%	C	success	D		F	success	AU	Do not count these grades in total	<p>Activity/Class Improvement: <u>No</u> the success rate for this activity is greater than 30%. However, to improve the success rate I plan to incorporate more hands-on lab assignments. I also learned that none of my students knew how to write a basic lab report, so I plan on covering that more in depth as well. I also plan on incorporating more discussion sessions among the students and encourage them to discuss amongst themselves methods of caries intervention.</p>
A	83%														
B	17%														
C	success														
D															
F	success														
AU	Do not count these grades in total														
<p>Students will be introduced to topics related to periodontal disease and have the opportunity to learn about the various systemic conditions linked to periodontal disease, the types of periodontal disease, and signs and symptoms of periodontal disease.</p>	<p>Students were given visual aids to aid in the understanding of this topic. They were then asked to provide a brief summary of what periodontal disease is. Students were also given MindTap assignments to aid in the understanding of this topic.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td></td></tr> <tr><td>B</td><td>100%</td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> </table>	A		B	100%	C	success	D		F	success	AU	Do not count these grades in total	<p>Activity/Class Improvement: The success rate for this activity is greater than 30%. To improve this <u>rate</u> I plan to invite a local dentist into our lecture to explain the science of this disease and relate it to the treatment given to the patients.</p>
A															
B	100%														
C	success														
D															
F	success														
AU	Do not count these grades in total														
<p>Describe how plaque forms and affects the tooth.</p>	<p>Students were given visual aids to aid in the understanding of this topic. They were given MindTap assignments to aid in the understanding of this topic. The fluoride experiment also provided insight to the understanding of this topic.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>83%</td></tr> <tr><td>B</td><td>17%</td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> </table>	A	83%	B	17%	C	success	D		F	success	AU	Do not count these grades in total	<p>Activity/Class Improvement: The success rate for this activity is greater than 30%. To improve this <u>rate</u> I plan to also utilize hands-on lab activities.</p>
A	83%														
B	17%														
C	success														
D															
F	success														
AU	Do not count these grades in total														

1. Complete department, instructor, and course information. 2. Complete Final Grade Distribution Chart (top, right-hand corner of form). 3. Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. 4. List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. 5. Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed incomplete for that activity. 6. Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.



Course Learning Outcome Report Form (_____ Semester _____)

Department / Date Form is Completed	Dental Assisting / 12/8/20
Names of Instructor / Status	Chantel Rivera FT
Course Number / Class Section	DENT 118
Course Name	Dental Assisting

Student Grade	#of Students	#of Students	Success	Failure	Non-Completion
Final Grade of A	4	0.57142857	0.8571	0	
Final Grade of B	2	0.28571429			
Final Grade of C	0				
Final Grade of D	0				
Final Grade of F	0				
Final Grade of I	0				
Final Grade of W	1	0.14285714			0.142857
Final Grade of AU	0				

	Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).	Provide the Grade Distribution for this activity <u>only</u> (not entire class).	Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?														
Learning Outcome #1	Demonstrate good communication, enhancement of physical and mental comfort of patient as well as understand patients, and how to meet patient needs during dental treatment.	Students were given skill competency assessments to practice communicating with patients to learn how to enhance the physical and mental comfort of the patient. They were given different scenarios to problem solve in order to meet their patient's needs. Students were also given MindTap assignments to aid in their understanding.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>I</td><td></td></tr> <tr><td>B</td><td>100%</td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	I		B	100%	C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. However, to improve the success rate I plan to practice the skill competencies more and encourage students to participate in role playing to switch up scenarios for practice.
I																		
B	100%																	
C	success																	
D																		
F	success																	
AU	Do not count these grades in total																	
I																		
Learning Outcome #2	Describe the design of a dental office explaining the purpose of each area.	Students were given visual aids to aid in the understanding of this topic. They were then asked to explain why the different areas of the dental office are important for optimal patient comfort and treatment. Students were also given MindTap assignments to aid in their understanding.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>100%</td></tr> <tr><td>B</td><td></td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	A	100%	B		C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. I feel comfortable moving forward and focusing on the next objective.
A	100%																	
B																		
C	success																	
D																		
F	success																	
AU	Do not count these grades in total																	
I																		
Course Learning Outcome #3	Demonstrate the basic concepts of chair side assisting.	Students were given visual aids to aid in the understanding of this topic. They were then asked to perform skill competency assessments to practice the specific skills. Students were also given MindTap assignments to aid in their understanding.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>67%</td></tr> <tr><td>B</td><td>33%</td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	A	67%	B	33%	C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. To improve this <u>rate</u> I plan to practice the skill competencies more and encourage students to participate in role playing to switch up scenarios for practice.
A	67%																	
B	33%																	
C	success																	
D																		
F	success																	
AU	Do not count these grades in total																	
I																		

INSTRUCTIONS

1. Complete department, instructor, and course information. 2. Complete Final Grade Distribution Chart(top, right-hand corner of form). 3. Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. 4. List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. 5. Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. 6. Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.



Course Learning Outcome Report Form (_____ Semester _____)

Student Grade	#of Students	#of Students	Success	Failure	Non-Completion
Final Grade of A	6	0.85714286	0.8571		
Final Grade of B	0				
Final Grade of C	0				
Final Grade of D	0			0	
Final Grade of F	0				
Final Grade of I	0				
Final Grade of W	1	0.14285714			0.142857
Final Grade of AU	0				

Department / Date Form is Completed	Dental Assisting / 12/8/20
Names of Instructor / Status	Chantel Rivera FT
Course Number / Class Section	DENT 128
Course Name	Community Field Experience

Learning Outcome #1

Learning Outcome #2

Course Learning Outcome #3

Insert the 1st Learning Outcome listed on your course syllabus into this cell.	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric).	Provide the Grade Distribution for this activity <u>only</u> (not entire class).	Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates?														
Promote <u>community based</u> prevention strategies (Dental Public Health, an overview)	Students were required to research cavity prevention strategies and adapt their research to present to age appropriate school children.	<table border="1"> <tr><td>I</td><td>100%</td></tr> <tr><td>B</td><td></td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	I	100%	B		C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. I would like to have students answer <u>research based</u> questions specific to their assigned topic.
I	100%																
B																	
C	success																
D																	
F	success																
AU	Do not count these grades in total																
I																	
Select Interventions and strategies for prevention and control of oral diseases and promotion of oral Health	Students were required to research cavity prevention strategies and adapt their research to present to age appropriate school children.	<table border="1"> <tr><td>A</td><td>100%</td></tr> <tr><td>B</td><td></td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	A	100%	B		C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. I would like to have students answer <u>research based</u> questions specific to their assigned topic.
A	100%																
B																	
C	success																
D																	
F	success																
AU	Do not count these grades in total																
I																	
Identify motivation tips for oral hygiene care for each age group.	Students were required to research cavity prevention strategies and adapt their research to present to age appropriate school children.	<table border="1"> <tr><td>A</td><td>100%</td></tr> <tr><td>B</td><td></td></tr> <tr><td>C</td><td>success</td></tr> <tr><td>D</td><td></td></tr> <tr><td>F</td><td>success</td></tr> <tr><td>AU</td><td>Do not count these grades in total</td></tr> <tr><td>I</td><td></td></tr> </table>	A	100%	B		C	success	D		F	success	AU	Do not count these grades in total	I		Activity/Class Improvement: The success rate for this activity is greater than 30%. I would like to have students answer <u>research based</u> questions specific to their assigned topic.
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INSTRUCTIONS

1. Complete department, instructor, and course information. 2. Complete Final Grade Distribution Chart (top, right-hand corner of form). 3. Insert the top three Course Learning Outcomes, as they are listed on your course syllabus, in the three cells in this column. This block explains what your students should gain through participation in the course. Only list the first three outcomes. 4. List the activity(ies) you used to engage and teach students the concept or practice that is found in the learning outcome you listed. Provide some detail of how you assessed student learning during this activity(ies). This block explains how you taught and how you measured student learning. 5. Provide the grade distribution for this activity (not for the entire class). This block will explain the results of your measurement. Do not count Audits or Incompletes as a success or failure. If a student does not participate or complete the activity, that would be considered an F grade, unless there is an assumed Incomplete for that activity. 6. Look at your success and failure rate for each measurement. If your failure rate is greater than 30% explain what you will do during the next class cycle to improve student success for this specific learning outcome. This may require more explanation than just a classroom improvement.



Course Learning Outcome Report Form (_____ Semester _____)

Department / Date Form is Completed	Dental Assisting / 12/8/20
Names of Instructor / Status	Chantel Rivera FT
Course Number / Class Section	DENT 145
Course Name	Bio-Dental Science

Student Grade	#of Students	#of Students	Success	Failure	Non-Completion
Final Grade of A	4	0.57142857	0.8571		
Final Grade of B	2	0.28571429			
Final Grade of C		0			
Final Grade of D		0		0	
Final Grade of F		0			
Final Grade of I		0			0.142857
Final Grade of W	1	0.14285714			
Final Grade of AU		0			

Learning Outcome #1

Insert the 1st Learning Outcome listed on your course syllabus into this cell. List: a. body systems, body planes, directions, cavities of the body, composition of the bone b. functions and parts of the 8 body systems c. landmarks of the face and the oral cavity as well as the muscles of mastication as well as facial expression and the nerves of the maxilla and the mandible d. the primary and permanent teeth and their anatomical structures	List the activity(ies) you used to engage and teach students this concept/practice. Provide detail of how student performance was assessed (assignment rubric, test rubric, performance rubric). Students were given a flipped classroom assignment to discuss a specific assigned body system. They were required to research their body system and provide a <u>10-15 minute</u> presentation discussing the function of that body system and where it is located on the body. Students were encouraged to use the correct terminology of the body planes and landmarks of the face/oral cavity during any and all class discussions. On a <u>separate lecture students</u> were again given a flipped classroom assignment to discuss a specific assigned permanent and primary tooth. They were required to draw a picture of their assigned tooth and explain the function and importance of that tooth as it pertains to the oral cavity.	Provide the Grade Distribution for this activity <u>only</u> (not entire class). <table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">I</td><td></td></tr> <tr><td style="text-align: center;">B</td><td style="text-align: center;"><u>100%</u></td></tr> <tr><td style="text-align: center;">C</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">D</td><td></td></tr> <tr><td style="text-align: center;">F</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">AU</td><td></td></tr> <tr><td style="text-align: center;">I</td><td style="text-align: center;"><small>Do not count these grades in total</small></td></tr> </table>	I		B	<u>100%</u>	C	<small>SUCCESS</small>	D		F	<small>SUCCESS</small>	AU		I	<small>Do not count these grades in total</small>	Is the failure (non-success) rate for this activity greater than 30%? What will you change in the next course cycle to improve student success rates? Activity/Class Improvement: The success rate for this activity is greater than 30%. I plan to incorporate more visual aids into this topic to aid in the understanding.
I																	
B	<u>100%</u>																
C	<small>SUCCESS</small>																
D																	
F	<small>SUCCESS</small>																
AU																	
I	<small>Do not count these grades in total</small>																

Learning Outcome #2

Describe: a. structure and function of the cell. b. how the human face develops and changes during the zygote and embryo phases c. the life cycle of a tooth, each permanent tooth, each deciduous (primary) tooth d. the diseases of major concern to the dental assistant and how pathogens travel from person to person e. MSDS manuals	Students were given a flipped classroom assignment to discuss a specific assigned body system. They were required to research their body system and provide a 3-D model and description of a cell specific to that body system. Students were assessed on their knowledge of the life cycle of a tooth via MindTap assignments. Students were given a research paper assignment to conduct their own research on a specific assigned bloodborne pathogen that is of concern to the dental assistant. They were asked to discuss what techniques the dental assistant can use to prevent contraction of the disease.	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">A</td><td></td></tr> <tr><td style="text-align: center;">B</td><td style="text-align: center;"><u>100%</u></td></tr> <tr><td style="text-align: center;">C</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">D</td><td></td></tr> <tr><td style="text-align: center;">F</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">AU</td><td></td></tr> <tr><td style="text-align: center;">I</td><td style="text-align: center;"><small>Do not count these grades in total</small></td></tr> </table>	A		B	<u>100%</u>	C	<small>SUCCESS</small>	D		F	<small>SUCCESS</small>	AU		I	<small>Do not count these grades in total</small>	Activity/Class Improvement: The success rate for this activity is greater than 30%. I plan to incorporate more hands-on activities such as observing a cell under a microscope.
A																	
B	<u>100%</u>																
C	<small>SUCCESS</small>																
D																	
F	<small>SUCCESS</small>																
AU																	
I	<small>Do not count these grades in total</small>																

Course Learning Outcome #3

Explain: a. the functions and divisions of the skeletal system b. dental concerns related to the reproductive system. c. the functions of the circulatory system d. the functions and parts of the digestive system. e. types of immunity and routes of microorganism infection f. primary and permanent teeth eruption	Students were given a flipped classroom assignment to discuss a specific assigned body system. They were required to research their body system and provide a <u>10-15 minute</u> presentation discussing the function of that body system and where it is located on the body. Students were encouraged to use the correct terminology of the body planes and landmarks of the face/oral cavity during any and all class discussions. On a <u>separate lecture students</u> were again given a flipped classroom assignment to discuss a specific assigned permanent and primary tooth. They were required to draw a picture of their assigned tooth and explain the function and importance of that tooth as it pertains to the oral cavity.	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">A</td><td></td></tr> <tr><td style="text-align: center;">B</td><td style="text-align: center;"><u>100%</u></td></tr> <tr><td style="text-align: center;">C</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">D</td><td></td></tr> <tr><td style="text-align: center;">F</td><td style="text-align: center;"><small>SUCCESS</small></td></tr> <tr><td style="text-align: center;">AU</td><td></td></tr> <tr><td style="text-align: center;">I</td><td style="text-align: center;"><small>Do not count these grades in total</small></td></tr> </table>	A		B	<u>100%</u>	C	<small>SUCCESS</small>	D		F	<small>SUCCESS</small>	AU		I	<small>Do not count these grades in total</small>	Activity/Class Improvement: The success rate for this activity is greater than 30%. I plan to incorporate more visual aids into this topic to aid in the understanding.
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Education Department Data Analysis ([Return to Link](#))

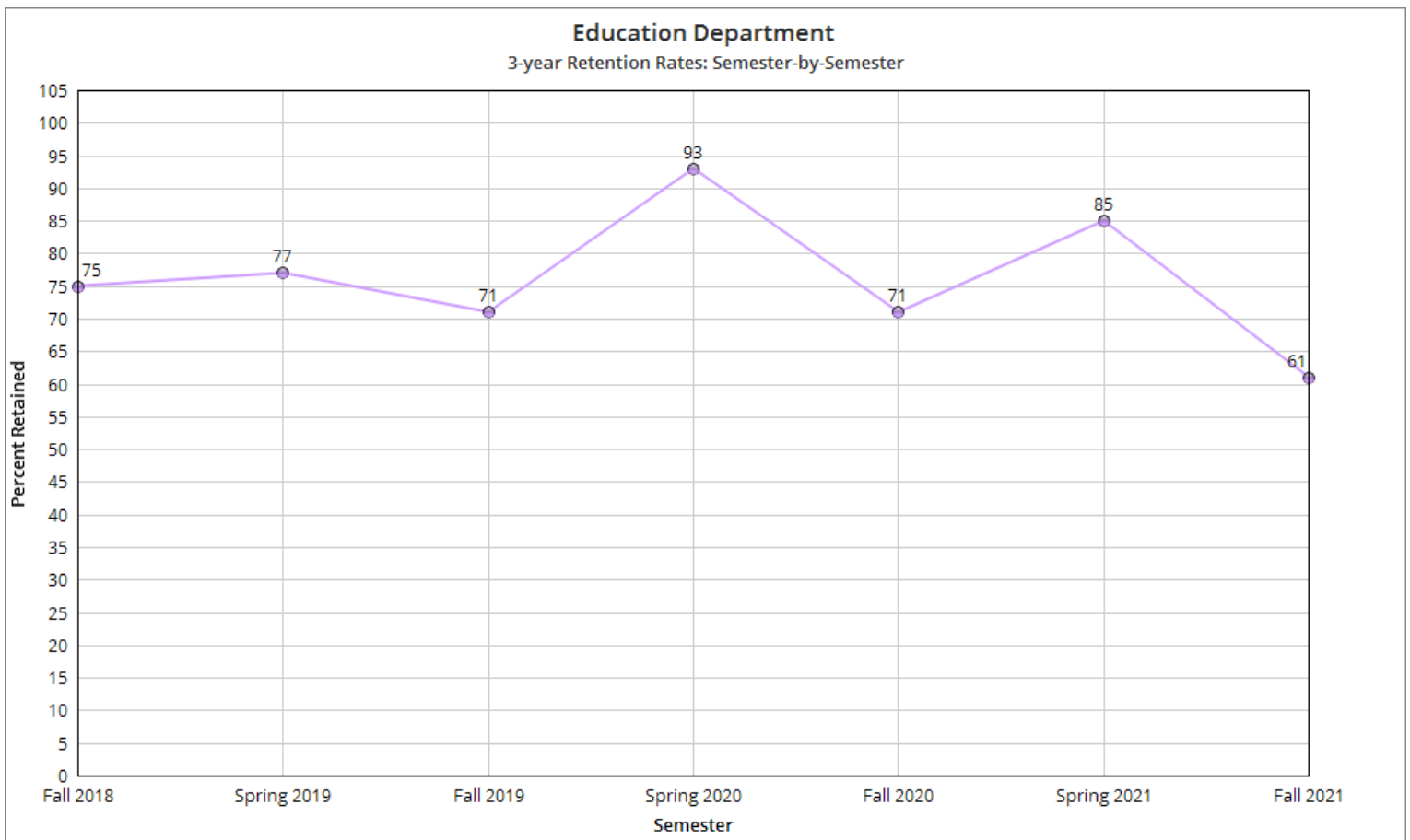
Early Childhood/Teacher Education Department

Three-Year Data Analysis 2018-2021

By: Tycie Jackson, Advisor Education Department

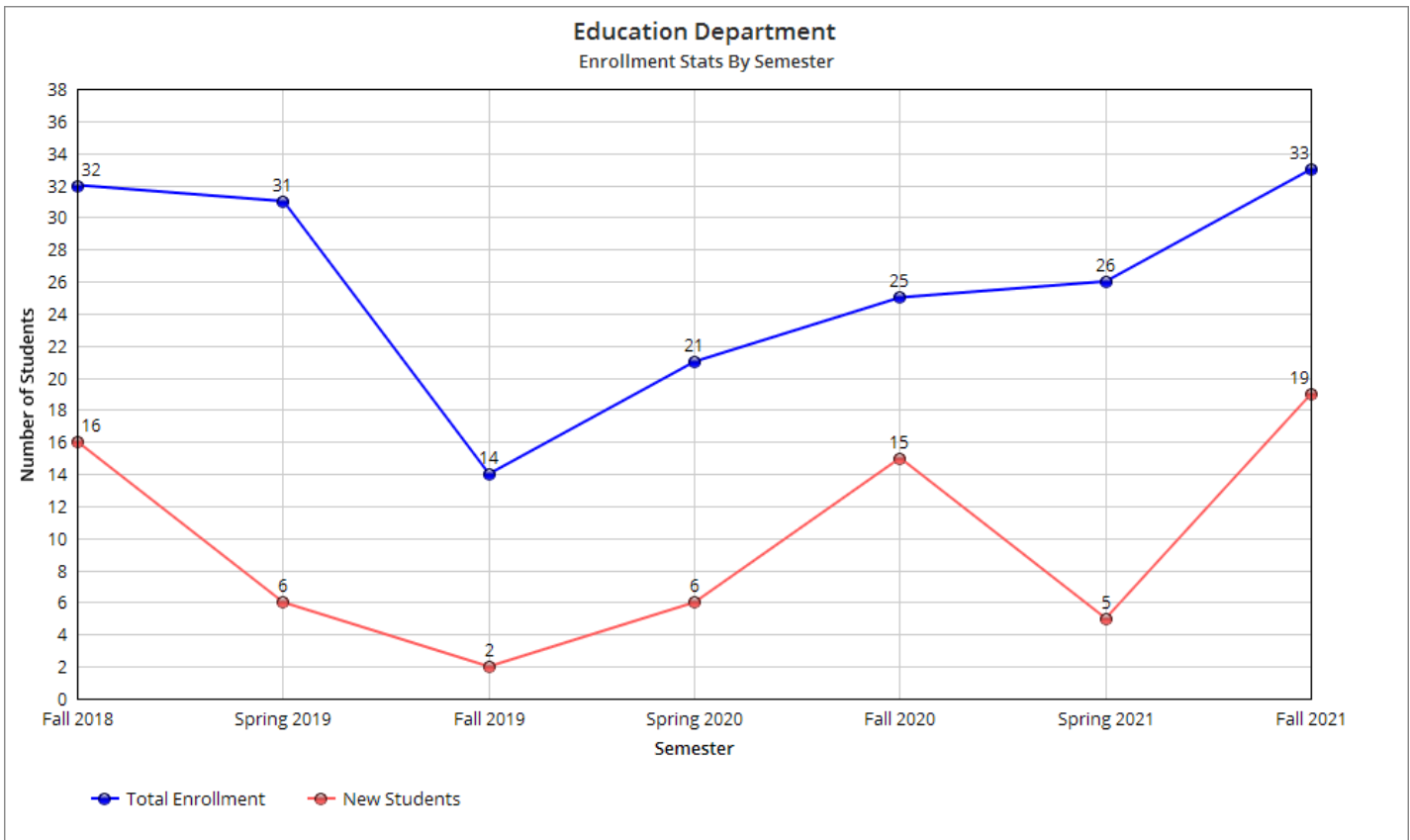
Overview

Beginning fall of 2018 the Education Department Advisor began collecting data on students who had declared their major in either Early Childhood Education or Teacher Education. The reason behind gathering the data was to increase retention in Early Childhood and Teacher Education programs, increase completion of program students, track students who leave the program to determine if they go into the workforce immediately or continue to a 4-year university, and, finally, allow the collected data to inform change.



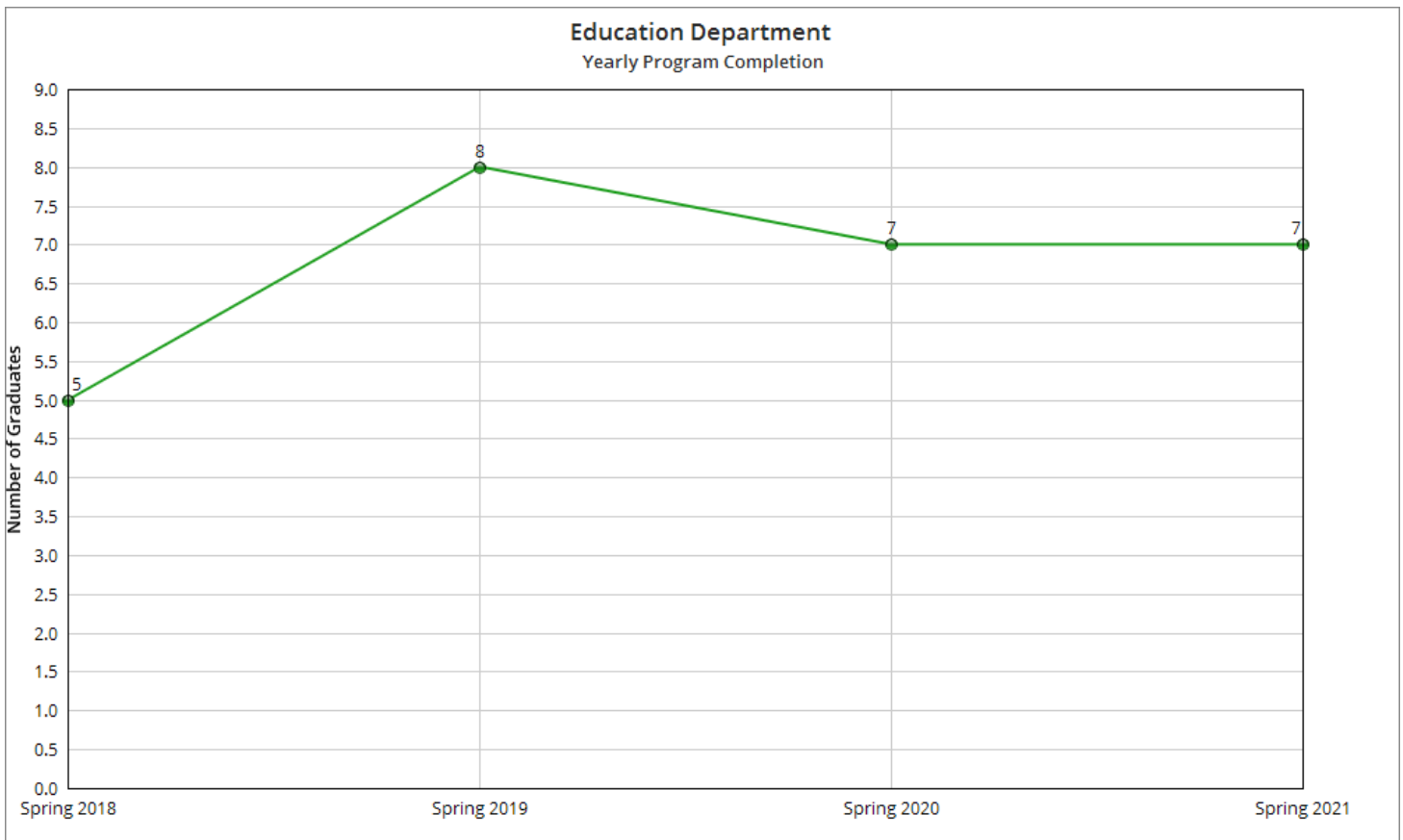
Retention Rates

Based on the data collected it can be determined that retention rates from the fall semester to the spring semester are consistently higher than spring to fall. Retention rates remained consistent despite the COVID-19 pandemic. Spring 2020 was our highest rate of retention at 93% because of a scholarship program established by the State of New Mexico called Grow Your Own Teacher and the Teacher Prep Program. One scholarship program was for early childhood pre-service teachers and the other was for pre-service teacher education students. Luna Community College Education Department received \$25,508 to use for scholarships during the 2019-2020 fiscal year. Luna Community College Education Department received \$32,518 to use for scholarships during the 2020-2021 fiscal year. Luna Community College Education Department received \$29,792 to use for scholarships during the 2021-2022 fiscal year. In addition to the scholarship money given by the State of NM, our department made a goal to seek other scholarship opportunities for the students and host evening workshops to fill out scholarships. Almost all of the students in the department have received scholarship money, which positively affected our retention rates both spring 2020 and spring 2021.



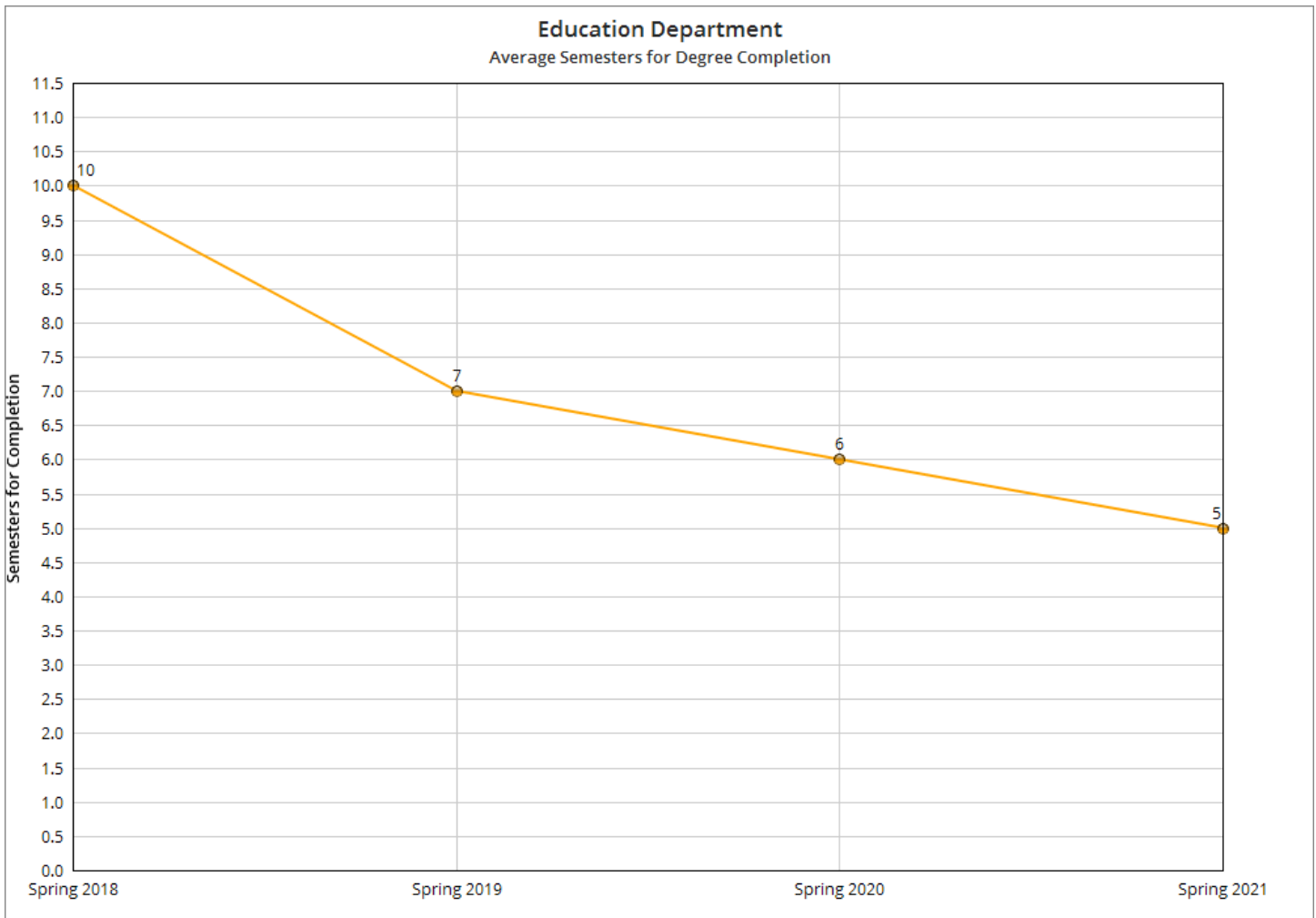
New Students/Total Enrollment

Our biggest obstacle every fall semester is to recruit enough students to fill the places of the students who have graduated. We have successfully been able to fill those places with the exception of fall 2019. Data shows that the numbers are consistent with incoming students in the fall, averaging 13 new students every fall. Data shows a very consistent trend of about 5 new students enrolling for the spring semester. This data will help our department set enrollment/recruitment goals for the 2022-2023 school year.



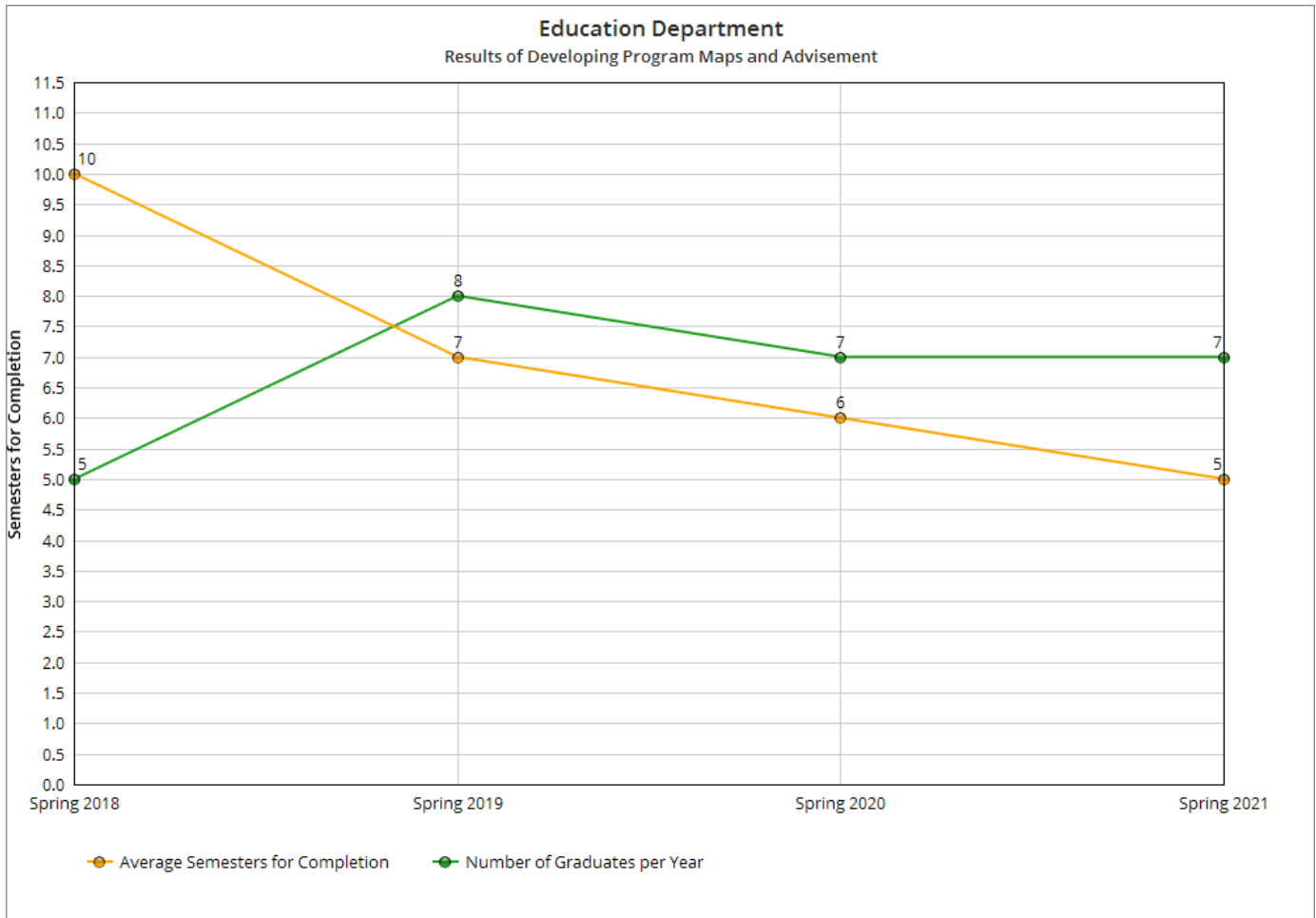
Yearly Program Completion

The data collected shows a very consistent number of graduates each year with an average of 6.75 students graduating every year. The result of this data will help the Education Department strategize methods to increase the completion of students in each program.



Average Semesters for Degree Completion

Spring 2018, the Education Department Director and Advisor worked on creating a program map to complete students in 4 semesters. Course offerings during the fall and spring were aligned to the program maps. Advisement is based on the program map for the student's declared major. The result of these changes have been: 1) fewer classes being canceled each semester due to low enrollment, 2) a decrease in the amount of semesters for degree completion 3) a more streamlined process for advisement 4) simultaneous growth in completion and a decrease in semesters for completion (as evidenced by the graph on page 6).



Summary

The advisement data we have collected over the past 3 years (2018-2021) has allowed the Education Department to document areas of growth and identify areas that need improvement.

Areas of Growth

- Reduction of average semesters for the completion of a degree or certificate, which saves the student financial aid money and increases retention and completion.
- Increased amount of graduates since 2018.
- Increased scholarship opportunities has influenced the department's retention and completion rates.

Need for Improvement

- Recruitment efforts to increase fall and spring enrollment.
- Create a plan to retain and complete students in an average of 4 semesters.
- Create a post-graduate support plan (e.g. tracking workforce, working with partner Universities to transfer students to their program, alumni program)

Retention and Completion- Initiatives and Outcomes

Strategy	Goal	Who is Affected	Target Date	Responsibility	Outcome/Measure	Date Goal was Accomplished or Revised
1.1.3	First time freshman will learn college survival skills in academics, social and personal, and integration	First-time, full-time Freshmen	Fall 2019	Student and Career Services, Campus Life, Registrar's Office	Implemented Fall 2019- Two courses offered with a total of 18 students enrolled. Starting Fall 2020, every first-time, full-time freshman would be enrolled in this course, but COVID hindered this goal resulting in this course being canceled Spring 2020, Fall 2020, and Spring 2021. Additionally, it could not be determined if this course impacted the retention of students enough to add additional credit hours to each Department's program of completion. Further research on first-time experience courses needs to happen.	<p>Goal Accomplished: Fall 2019</p> <p>Goal Revised: TBD</p>
1.1.4	Implement mandatory new student orientation which will provide students with guidance, enhance student success, and improve degree completion	First-time students	Summer 2019	Student Success Center	<p>The student success center implemented a new student orientation August of 2018. The orientation included information related to tutoring, financial aid, advisement, tours of campus.</p> <p>A new student orientation has occurred every fall since 2018. New student orientation was virtual during the COVID pandemic which affected Fall 2020 and Fall 2021.</p>	<p>Goal Accomplished: Fall 2018</p> <p>Changes that have resulted from implementing this change have been:</p> <p>a) Access to advisers</p> <p>b) Access to clubs and activities on campus</p>

Results of Streamlining Advisement Process within the Education Department						
						<p>c) Access to community resources</p> <p>d) Access to tutoring</p>
2.1.3	New revised 2019-2021 catalog which will be used by students, faculty, and advisers in planning student's educational goals	All Students	Feb 1, 2019	Registrar	The LCC catalog was revised Spring 2019. The registrar collaborated with the State of NM to ensure the new common course numbering system was reflected in the new catalog.	<p>Goal Accomplished Feb 2019</p> <p>Results of Change:</p> <p>1) Faculty, advisers, and students have access to course descriptions and the common course numbering system that is currently being used by every institution of higher education in NM</p> <p>2) All syllabi have been updated to reflect the common course numbering system and state articulated course descriptions.</p>
2.1.9	To improve the quality of data for decision making and reporting, the registrar's office will update the process for change of major and operating procedures	All students/ Advisement	Spring 2019	Registrar	The process for change of major was updated Spring 2019. The update included students being able to access the change of major form online. The students fill the form out and email the form to registrar's office where the portal is updated to reflect the change.	<p>Goal Accomplished Spring 2019:</p> <p>Results of change:</p> <p>Convenience to students, streamlined process, online access</p>

Results of	Streamlining	Advisement Process	4/9/2018	with the Education Department	In the Department of 2019, the Application for Admissions was updated to include transfer information, residency information, county of residence, school district, veteran information, first generation higher education information	Goal Accomplished: Spring 2019 Results of change: more student data collected that will help departments better assist students coming in, in addition to financial aid, and understanding the population we are serving i.e. transfer student, new student, etc
3.1.1	To shorten the number of semesters for students who have to take more than one developmental course, a STEM pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	STEM Department	Math 102 is a combination of Math 075 and Math 095. The content taught in this combined class prepares students for MATH 1215 Intermediate Algebra and saves students 3 credit hours by taking the combined class.	Goal Accomplished: Fall 2018 Results from this change: Math 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on track to graduate.
3.1.2	To shorten the number of semesters for students who have to take more than one developmental course, a Humanities pilot program will be offered for developmental courses	Freshmen and concurrent students	Summer 2018	Humanities Department	ENG 106 incorporates the foundational skills that was previously taught in ENG 075 and ENG 098. The content taught in this course prepares students for ENG 1110 Composition I and saves students 3 credit hours.	Goal Accomplished: Fall 2018 Results from this change: Eng 102 shortened the number of credit hours a student has to take by 3 credit hours. This saves student's financial aid and keeps them on

Results of Streamlining Advisement Process within the Education Department						track to graduate.
5.1.3	Post updated degree maps on the web	All students	Summer 2019	Academic Departments	Program maps were updated to the website by the end of Summer term 2019. Directors updated program maps and degree maps to reflect the 2019-2021 catalog requirements for degree completion. Program maps were then uploaded to the LCC website.	<p>Goal Accomplished: Summer 2019</p> <p>Results: provided program info to anyone visiting the website regarding course requirements for their program of study and degree completion</p>
5.1.6	Priority Registration to assist students in preparing for the upcoming semester	All Students	Spring 2019	All Academic Departments	Spring 2019, Fall 2019 in-person campaign Spring 2020, Fall 2020, Spring 2021 Call Center due to Pandemic	<p>Goal Accomplished: 2019</p> <p>Results: increased registration of students prior to upcoming semester</p>
2.1.2	In order to build a comprehensive retention plan that promotes innovative ideas to increase student retention and completion, chair, co-chair, and relevant committee members will attend conference and trainings regarding effective,	All students	2018-current	Retention and Completion Committee	Retention and Completion Committee identified two trainings for 2019 that would have been extremely beneficial but funding, travel, and professional development halted in 2019	<p>Goal Accomplished: No</p> <p>Results: no professional development for chair/co-chair. Limited guidance and knowledge of Retention ideas and practices</p>

Results of	Streamlining ive retention methods	Advisement	Process	within the Education	Department	

Mission: Creating Opportunities for You!”

Vision: Luna community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing student to compete at the forefront of their chosen field.

4. Develop a Diesel and Motorcycle/Small Engine Repair Program.	8 – Provide in-demand and quality programs for transferability and/or employability.	Conduct the development of an Advisory Board. Contact NM HED for curriculum criteria.			Start program in 3 years.			
5. Develop a Beer Brewery Program in collaboration with the School of Business.	8 – Provide in-demand and quality programs for transferability and/or employability.	Conduct the development of an Advisory Board. Contact NM HED for curriculum criteria.			Start program in 3 years.			
FY 2021 Repeated or Revised or New ASOs	Link with LCC Strategic Plan Indicate # it links to in the Plan	Department Objectives/Actions /Strategies	Measurable Outcomes	Baseline	Target	FY20 Evaluation	FY20 Actual Cost	FY21 Proposed Cost
1. Increase enrollment in the program.	5 - Increased percentage of students enrolled as degree seeking.	Conduct Recruitment.	Increase enrollment in each program by at least 1 degree seeking student	Increase enrollment by 20.	Increase total enrollment by 40.			

2. Continued PDP and look for additional training opportunities.								
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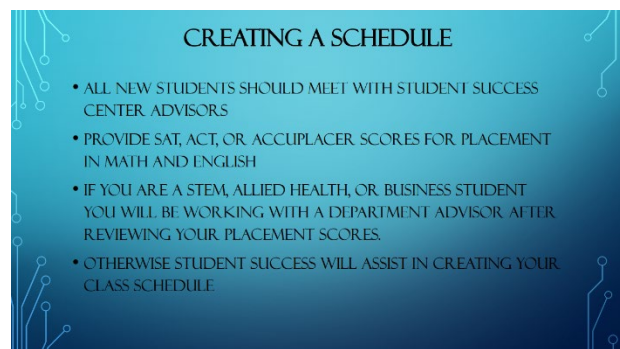
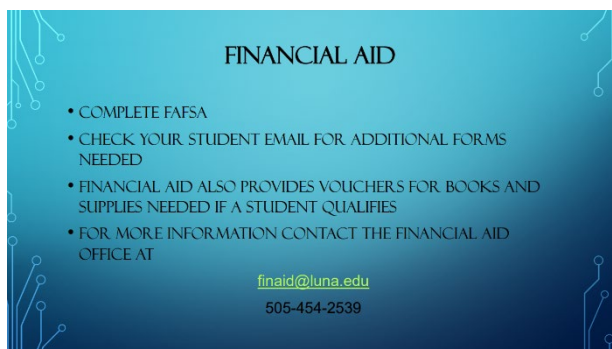
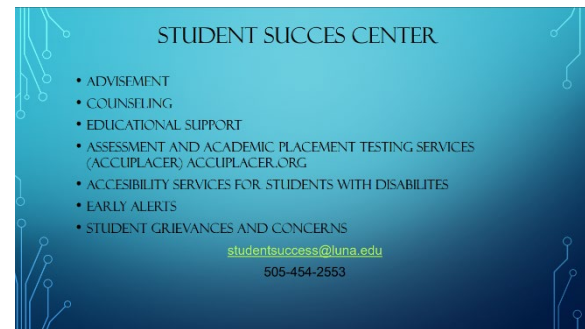
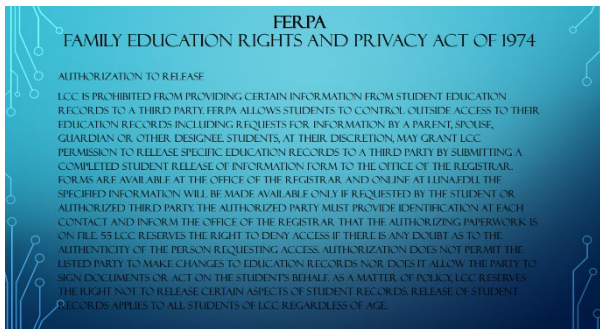
Department:

Trades

Action/Strategies/Objectives Start with evaluation of current then add proposed Objectives/Actions/Strategies Indicate # to link to budget request sheets	Link with LCC Strategic Plan Indicate # it links to in the Plan	Department Objectives/Actions /Strategies	Measurable Outcomes	Baseline	Target	FY20 Evaluation	FY20 Actual Cost	FY21 Proposed Cost
1. Increase enrollment in the program.	5 - Increased percentage of students enrolled as degree seeking.	Conduct Recruitment.	Increase enrollment in each program by at least 1 degree seeking student	Increase enrollment by 20.	Increase total enrollment by 40.			
2. Get certifications for students in more of the Snap On, ASE, NCCER, ServeSafe, and AWS areas.	7 - Maximize student access through expansive and quality online course and credential offerings.	Conduct Module training Sessions held.	Training Sessions held.	Current Instructors trained.	All Students given quality instruction by Instructor.			

3. Increase program certificate completion.	4 - Student success via comprehensive support.	Conduct advising and program mapping during advisement.	Increase enrollment in the program at least by 1 student.	Exploring Internships, Externships, and Apprenticeship programs for students.	Increase completion in the program at least by 1 student.			
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Student Orientation* ([Return to Link](#))



FISCAL OFFICE

- PROMISSORY NOTES
- MAKE PAYMENT ARRANGEMENTS OR GET A CLEARANCE FORM FROM FINANCIAL AID OFFICE TO AVOID DISENROLLMENT
- DISENROLLMENT HAPPENS WHEN YOU ARE NOT CLEARED DUE TO NON PAYMENT
- \$25 PAYMENT IS REQUIRED WITH PROMISSORY NOTE

ivaldez@luna.edu

505-454-2506

BOOKSTORE

- STUDENTS WILL PURCHASE BOOKS THROUGH [HTTPS://BOOKSSTORE.LMBSDIRECT.LUNA.EDU/LUNA.HTM](https://booksstore.lmbsdirect.luna.edu/luna.htm)
- AS FAR AS SCRUBS, VOCATIONAL SUPPLIES SUCH AS, BUT NOT LIMITED TO, MANNEQUINS, TOOLS, AND MEDICAL EQUIPMENT, THESE CAN BE PURCHASED AT THE LUNA COMMUNITY COLLEGE BOOKSTORE.
- RON DURAN IS AVAILABLE TO ASSIST WITH ONLINE PURCHASES IF NEEDED

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CONTACT RAY VARELA AT 505-454-5306 OR [RVARELA@LUNA.EDU](mailto:rvarela@luna.edu) IF YOU HAVE ANY QUESTIONS OR NEED HELP IN ANY CLASS

rvarela@luna.edu

505-454-2578

LEARNING RESOURCE CENTER

- ONLINE LIBRARY SERVICES
- TEXT BOOK ARE AVAILABLE TO CHECK OUT FOR THE SEMESTER. IF AVAILABLE
- CURBSIDE SERVICE IS AVAILABLE

lrc@luna.edu

<https://luna.edu/lrc>

505-454-5333

DISTANCE LEARNING

- ALL STUDENTS MUST CREATE A STUDENT EMAIL
- ASSISTANCE IN BLACKBOARD CLASSROOMS, EMAILS, AND USERNAME/PASSWORDS
- FOR ASSISTANCE REFER TO THE FOLLOWING
- DISTANCE LEARNING HELP DESK DURING REGULAR BUSINESS HOURS (MONDAY TO FRIDAY FROM 8 AM. TO 5 PM. MST)
- CALL (505) 454-5361

• EMAIL lpaiz@luna.edu

• 1-800-588-7232 EXT. 1206

• STUDENT SERVICES BUILDING, ROOM 118 (LUNA'S MAIN CAMPUS)

PRESCHOOL

THE LUNA COMMUNITY COLLEGE PRESCHOOL IS A CYFD LICENCED 5 STAR FOCUS SCHOOL AND SERVES CHILDREN AGES 2-5 FOR LCC STUDENTS, FACULTY, STAFF, AND THE GREATER LCC SERVICE AREA. FAMILIES ARE ENCOURAGED TO APPLY FOR CYFD CHILD CARE FUNDS. CALL 454-2504 OR 454-2535 TO PUT YOUR CHILD ON THE WAITLIST. TWO-YEAR OLDS MUST BE FULLY POTTY TRAINED.

THE FEE SCHEDULE IS AS FOLLOWS:

DAILY RATES:		
STAFF AND STUDENTS - FULL-TIME PART-TIME	\$15.00 \$8.00	5 HRS OR MORE LESS THAN 5 HRS
COMMUNITY - FULL-TIME PART-TIME	\$18.00 \$2.00	5 HRS OR MORE LESS THAN 5 HRS

LATE CHARGES WILL BE ASSESSED AT .50 PER MIN./\$30 HR. FOR CHILDREN WHO ARE PICKED UP AFTER 5:30PM.

A \$5.00 LATE FEE WILL BE ASSESSED TO ACCOUNTS NOT PAID IN FULL BY THE LAST DAY OF EACH MONTH.

PARENTS ARE RESPONSIBLE FOR PAYMENT WHETHER THEIR CHILD ATTENDS OR NOT.

RAVE ALERT

- UNDER THE STUDENT TAB ON LUNA.EDU YOU WILL FIND A PLACE TO SIGN UP
- REGISTER FOR APPROVED LUNA COMMUNITY COLLEGE EMERGENCY COMMUNICATIONS AND OTHER IMPORTANT INFORMATION VIA TEXT MESSAGE AND EMAIL.
- RAVE DOES NOT CHARGE SUBSCRIBERS TO SEND OR RECEIVE SMS MESSAGES. STANDARD OR OTHER MESSAGING CHARGES APPLY DEPENDING UPON YOUR WIRELESS CARRIER PLAN AND SUBSCRIPTION DETAILS. ONCE REGISTERED, YOU CAN OPT OUT OF SMS MESSAGES AT ANY TIME BY TEXTING STOP TO 226787

STUDENT HANDBOOK

- FOUND UNDER STUDENT TAB YOU CAN VIEW A COPY OF THE STUDENT HANDBOOK
- VISION AND MISSION STATEMENT
- CAMPUS LIFE
- SUCCEEDING IN COLLEGE
- MONEY MATTERS
- TIME FOR GRADUATION
- CONNECTIONS AND CAMPUS GUIDE
- CODES AND POLICIES
- STUDY SKILLS TIPS

THANK YOU
AND
REMEMBER
ALL QUESTIONS NEED ANSWERS!