2023-2024
Fact Book
(April 10, 2024)

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Overview of Publication

The annual Luna Community College Fact Book is a publication of the Office of Institutional Research and Reporting (OIRR) under the Vice President of Instruction. The Office of Institutional Research and Reporting is the official source of the College statistics that are provided to the NM Higher Education Department, U.S. Higher Education Department, administration, faculty, staff, students, and countless other constituencies who require such data.

This statistical information is utilized for, and supports, decision making processes within all academic and administrative units of the College, Academic Affairs and various committees within the College, the Board of Trustees, state and federal agencies, and professional and private organizations.

The OIRR coordinates the collection of data, preparation of reports, and the submission of files. It also publishes research reports that reflect information gathered from current or archived files.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other reports, contact Greg Salazar, Director of Institutional Effectiveness and Research at gsalazar@luna.edu 505-454-5351.

University President: President Dr. Edward Martinez
Vice President of Instruction and Student Services: Dr. Norma Guzman Duran
Chief Financial Officer: Dr. Carol Linder
Chair: Dr. Phyllis Martinez
Location of Main Campus: Las Vegas, NM
NM Office of Admissions Phone Number: 1-800-966-8692
College Accreditation: North Central Association of Colleges and Schools

Strategic Plan

2022 – 2027
STRATEGIC PLAN
ABOUT LUNA COMMUNITY COLLEGE
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 offers courses and programs in person and via distance learning at all instructional centers, including Las Vegas, Santa Rosa, Springer and Mora. All locations are administered and governed by LCC and its Board of Trustees who are elected from the service area. Programs may be offered in any community of the service area where a need is demonstrated. The Vision, Mission, Guiding Principles, and Strategic Goals outlined in the 2022-2027 Strategic Plan apply to LCC as a whole.

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

Mission
Luna Community College is dedicated to providing accessible, innovative, and integrated

learning experiences that prepare students to compete at the forefront of their chosen fields and to lead in their community.

Motto

Creating opportunities for you!

Guiding Principles

Demonstrate Integrity, Excellence, and Resilience

Demonstrate Collaboration, Empathy, and Community

Demonstrate Innovation and Creativity

Demonstrate Diversity, Equity, and Inclusion

Strategic Goals

1. Offer students diverse, challenging, and regularly assessed programs.

Objectives

    A. Prepare students for completion and transfer.

    B. Prepare students for success in their chosen fields and to meet workforce demands.

    C. Instill lifelong learning skills that foster creativity, collaboration, communication, and critical thinking.

2. Thoroughly utilize cutting-edge technology and innovative strategies to support students.

Objectives

    A. Expand and deliver quality instruction using current technology.

    B. Facilitate and implement technology-use best practices, emphasizing effectiveness and efficiency.

    C. Develop and implement a professional development technology-use plan for faculty and staff.

    D. Provide student support using current technology.

2. Promote institutional financial growth to support students.

Objectives

    A. Identify and diversify prospective revenue streams available to LCC.

    B. Partner with the LCC Foundation to increase revenue.

    C. Practice effective and efficient use of revenue within current LCC operation.

    D. Increase institutional grant applications.

3. Establish and develop a culture of data collection, assessment, and utilization through best practices in student support

Objectives

    A. Align data collection and management systems.

    B. Provide data analytics training.

    C. Implement data assessment to meet discipline and program-specific requirements.

    D. D. Improve data management for General Education assessment.

3. Increase student enrollment.

Objectives

4. Develop and implement a strategic enrollment management plan focused on recruiting, retaining, and completing students.

    A. Develop and implement a marketing plan that targets all demographics.

    B. Develop and implement innovative and diverse programs.

    C. Recruit and Retain qualified employees using innovative strategies

    D. Develop and implement outreach activities.

    E. Develop, implement, and evaluate co-curricular and extracurricular activities.

4. Cultivate and strengthen public and private partnerships to support students.

Objectives

      A. Support and encourage employee and student engagement in local, regional, state, and national public and professional organizations, which will benefit LCC.

      B. Use/create stakeholder advisory boards.

      C. Develop and fund student internship/work experiences with public and private partners that strengthen academic and workforce program outcomes.

Areas of Study

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Areas of For-Credit Study

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Associate of Arts

- Criminal Justice
- Early Childhood (Birth-Grade 3) Concentration
- Fine Arts
- General Business
- Liberal Arts
- Teacher Education

Associate of Science

- General Science
- Pre-Engineering
- Mathematics

Associate of Applied Science

- Accounting
- Allied Health
- Business Administration
- Computer Science
- Fire Science
- Media Art and Film Technology
- Nursing
- Vocational/Technical Studies

Certificates

- Allied Health
- Automotive Collision Repair Technology
- Automotive Technology
- Barbering
- Building Technology
- Business Management
- Computer Application Specialist
- Cosmetology
- Criminal Justice
- Cyber Security
- Dental Assistant
- Early Childhood Development
- Electrical Wiring Technology
- Emergency Medical Technician
- Film Technician
- General Education
- Painting and Drawing
- Pre-Nursing
- Small Business Management
- Welding Technology
- Video Game Design

Areas of Non-Credit Study

➢ Commercial Driver's License (CDL)
➢ Real Estate
➢ Wildfire Resiliency Training Center

Fall Enrollment Totals

Five Year Trend

TOTAL FALL ENROLLMENTS

Year	Total
Fall 2019	1043
Fall 2020	720
Fall 2021	821
Fall 2022	774
Fall 2023	757
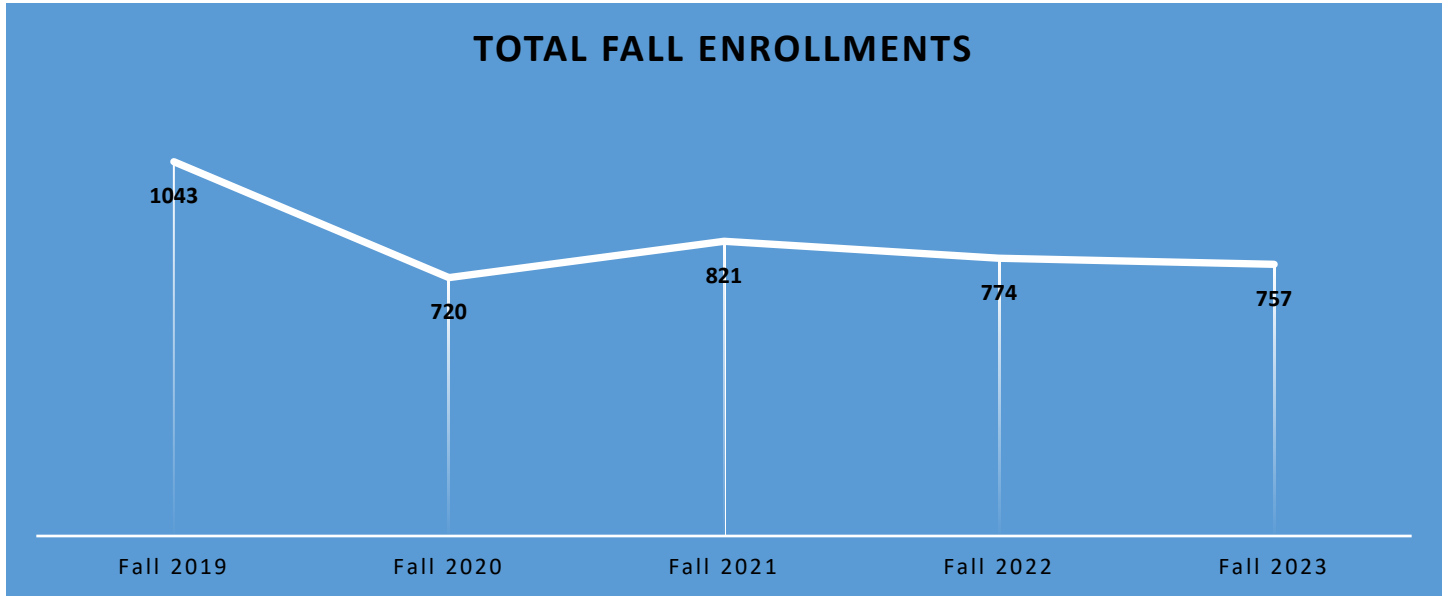
Data Source: IPEDS

Degree Seeking vs. Non-Degree

Fall Semester Enrollment

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Non-Degree	494	277	353	344	298
Degree Seeking	549	443	468	430	459

STUDENT ENROLLMENT

SEMESTER

Data Source: IPEDS

Enrollment by Credit Hour (Fall 2023)

Data Source: (Live Data)

Academic Year Totals

Head Count

	2018-19	2019-20	2020-21	2021-22	2022-23
HC	1591	1466	1128	1121	1116

Data Source: IPEDS

Student Credit Hours

	2018-19	2019-20	2020-21	2021-22	2022-23
SCH	16953	15902	13708	13883	13614

Data Source: IPEDS

Full Time Equivalent

	2018-19	2019-20	2020-21	2021-22	2022-23
FTE	565	530	457	463	454
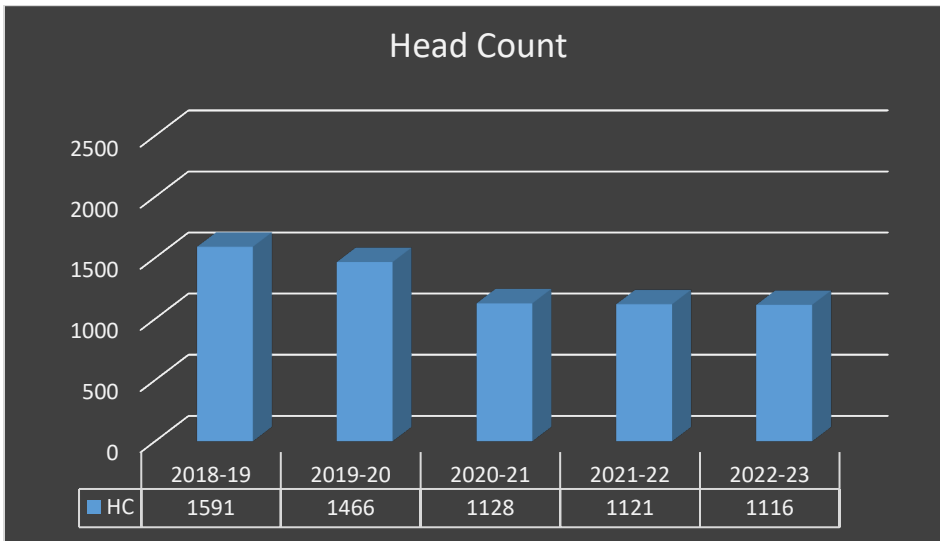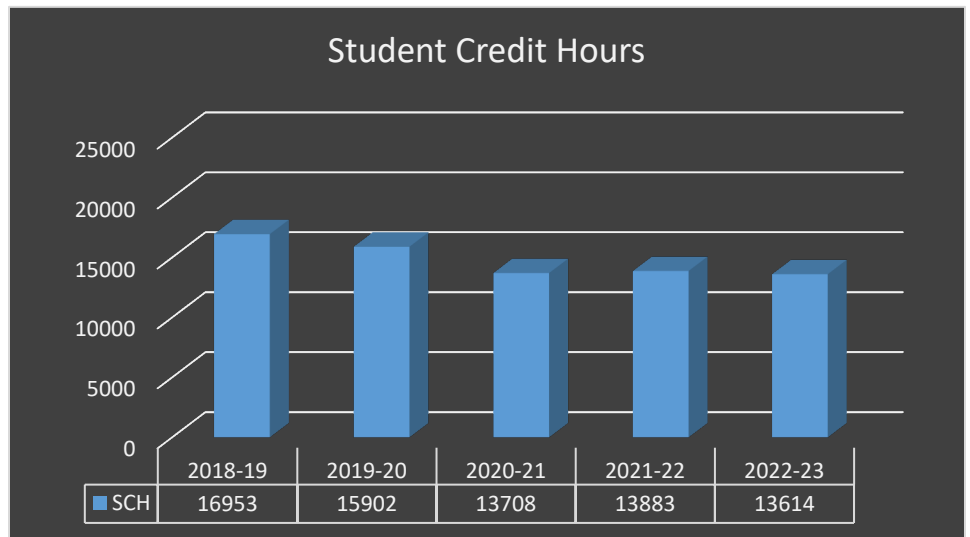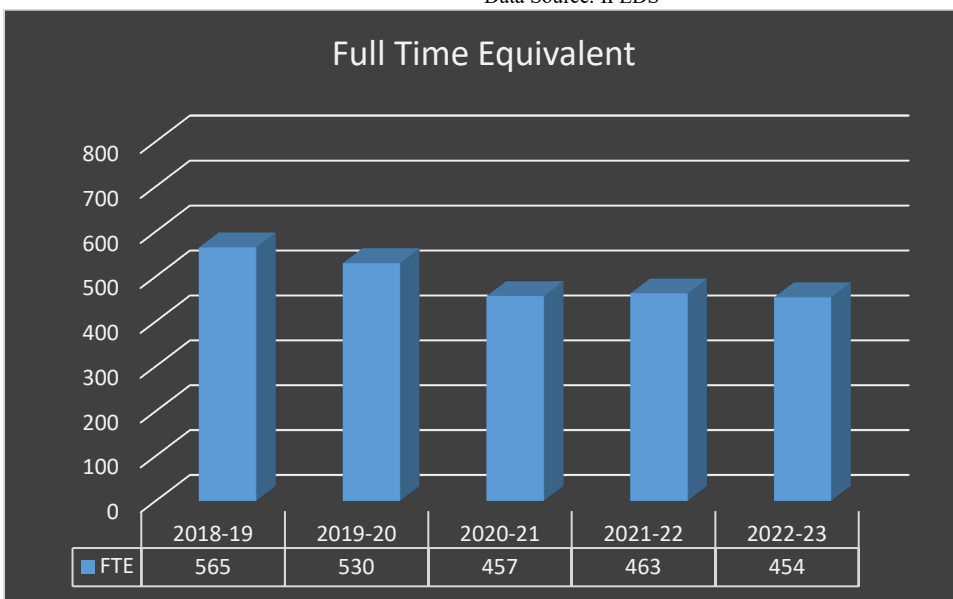
Data Source: IPEDS

End-of-Term Enrollment

Four Year Enrollment Trend

End-of-Term Enrollment
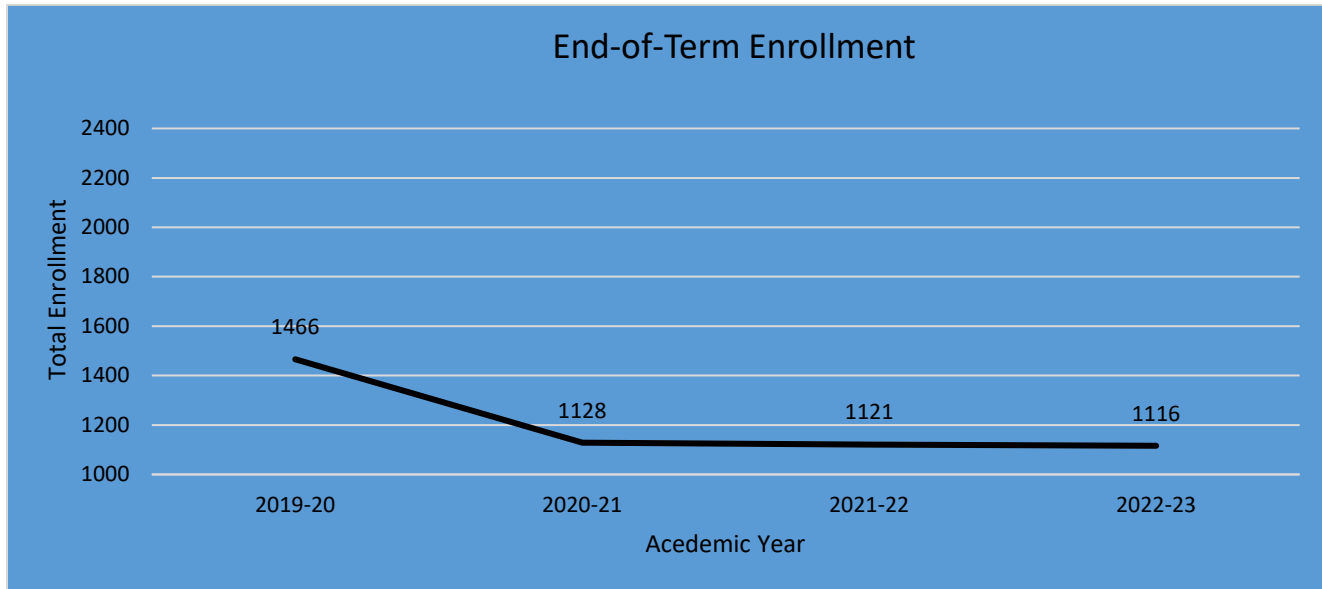
Data Source: IPEDS

Total Enrollment by Gender & Ethnicity

End-of-Term Total Enrollment By Gender and Ethnicity												
Academic Year	**2019-20**			**2020-21**			**2021-22**			**2022-23**		
Ethnicity	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic./Latino	497	685	1182	335	576	911	334	571	905	369	539	908
American Indian/Alaska Nat	10	6	16	11	9	20	7	14	21	4	9	13
Asian	3	5	8	4	5	9	4	4	8	7	5	12
Black or African American	18	4	22	6	13	19	9	18	27	8	12	20
Native Hawaiian/Pacific Isla	0	3	3	2	2	4	2	1	3	1	0	1
White	103	116	219	71	83	154	68	73	141	83	64	147
Two or more races	3	2	5	2	2	4	0	2	2	2	2	4
Race Unknown	6	5	11	2	5	7	4	10	14	3	8	11
Total Enrollment	**640**	**826**	**1466**	**433**	**695**	**1128**	**428**	**693**	**1121**	**477**	**639**	**1116**

Data Source: IPEDS

First-Time, Full-Time Freshmen

Five Year Enrollment

FTFT FRESHMEN - 5-YEAR TREND

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
FTFT COHORT	113	105	127	87	118

FALL SEMESTER
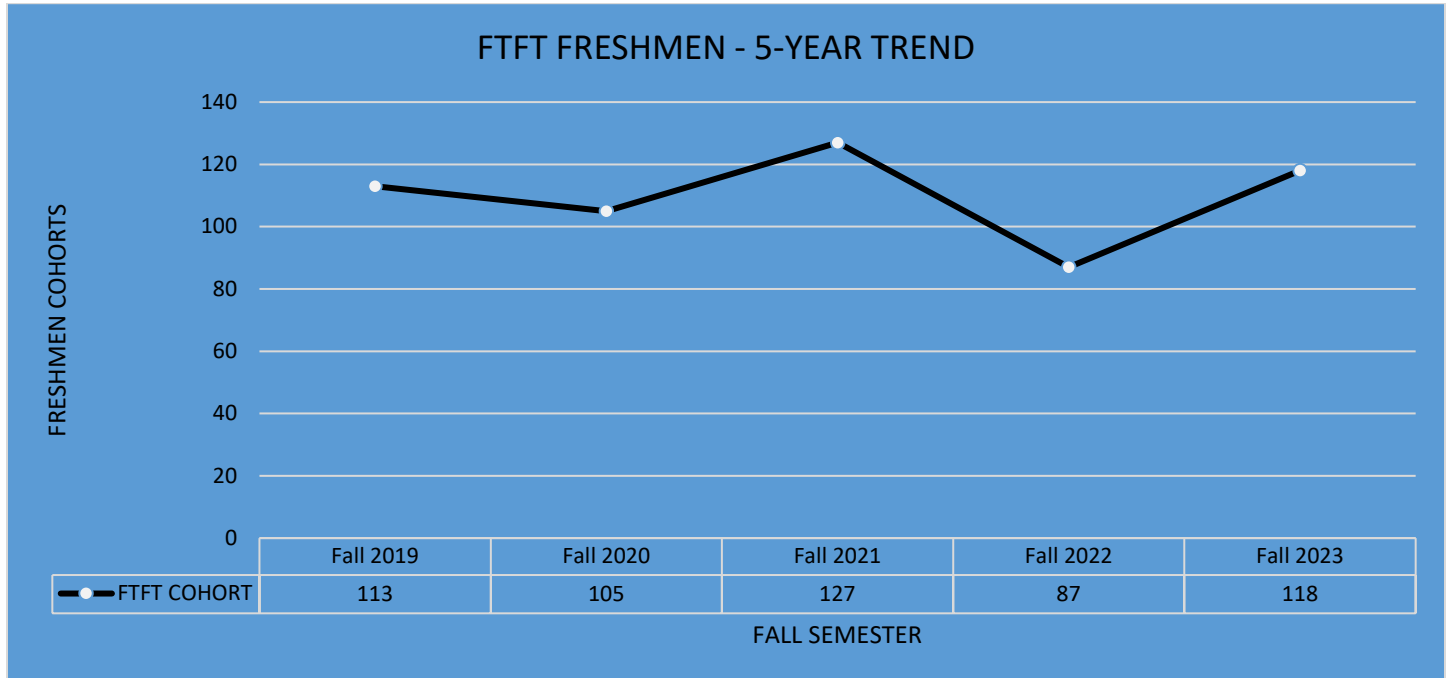
Data Source: Census Data

Retention Rates

|	Office of Institutional Research and Reporting													
	Percent of Full-Time, First-Time Freshmen Retention Rates													
	Year 1			Year 2				Year 3				Year 4			
	1st Term	2nd Term		3rd Term		4th Term		5th Term		6th Term		7th Term		8th Term	
Cohort	Freshmen Cohort	Fall - Spring	Rate	Fall-Fall	Rate	Fall - Spring	Rate	Fall-Fall	Rate	Fall-Spring	Rate	Fall-Fall	Rate	Fall-Spring	Rate
Fall 2018	108	84	77.8%	58	53.7%	44	40.7%	19	17.6%	18	16.7%	18	16.7%	9	8.3%
Fall 2019	113	79	69.9%	46	40.7%	43	38.1%	15	13.3%	18	15.9%	12	10.6%	5	4.4%
Fall 2020	105	85	81.0%	68	64.8%	58	55.2%	24	22.9%	16	15.2%	16	15.2%	14	13.3%
Fall 2021	127	90	70.9%	65	51.2%	56	44.1%	30	23.6%	23	18.1%		0.0%		0.0%
Fall 2022	87	69	79.3%	47	54.0%	20	23.0%		0.0%		0.0%		0.0%		0.0%
Fall 2023	118	87	73.7%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
* Coding Change: To improve the data collection for our First-Time Freshemn cohorts, the Office of Institutional Research & Reporting will implement a new student type code starting with the Fall 2014 semester.														

Data Source: Census Data

In-State vs. Out-of-State

First-Time, Full-Time Freshmen In-State vs. Out-of-State Retention & Graduation											
Fall Cohort	2018			2019			2020			2021		
Residency Status	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total	In State	Out of State	Total
Cohort Size	91	17	108	97	16	113	85	20	105	107	20	127
Retained Fall-to-Spring	72	12	84	65	14	79	68	17	85	77	13	90
Retention Rate	79.1%	70.6%	77.8%	67.0%	87.5%	69.9%	80.0%	85.0%	81.0%	72.0%	65.0%	70.9%
Retained Fall-to-Fall	53	5	58	43	3	46	58	10	68	57	8	65
Retention Rate	58.2%	29.4%	53.7%	44.3%	18.8%	40.7%	68.2%	50.0%	64.8%	53.3%	40.0%	51.2%
2-Yr Graduation Rate	15	1	16	22	0	22	31	4	35	24	3	27
Graduation Rate 100%	16.5%	5.9%	14.8%	22.7%	0.0%	19.5%	36.5%	20.0%	33.3%	22.4%	15.0%	21.3%
3-Yr Graduaiton Rate	23	0	23	23	0	23	36	0	36			0
Graduation Rate 150%	25.3%	0.0%	21.3%	23.7%	0.0%	20.4%	42.4%	0.0%	34.3%	0.0%	0.0%	0.0%
Note: Degrees/Certificates are unduplicated counts.											

Data Source: Census Data

Graduation Rates
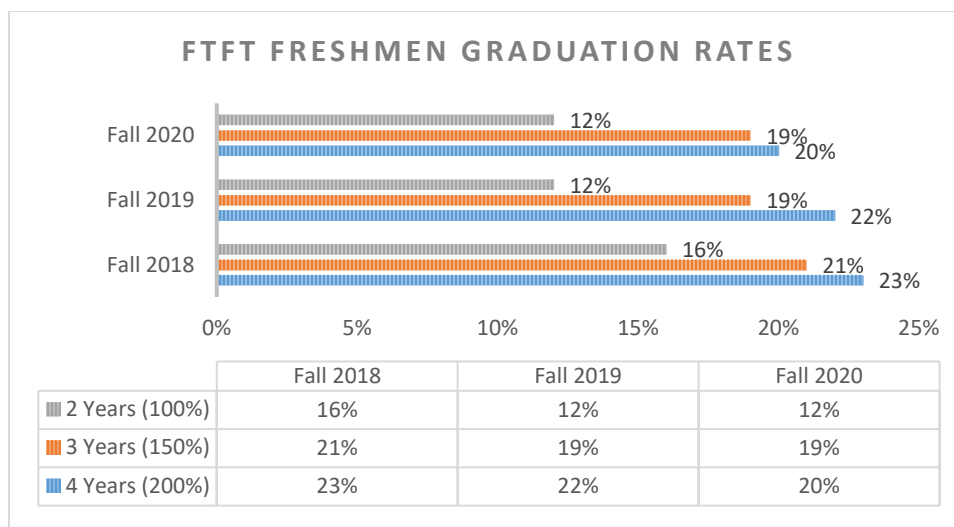
Data Source: Census Data

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	%
2017-18	Fall 2017	104	9	9%	12	12%	21	20%
2018-19	Fall 2018	108	17	16%	23	21%	25	23%
2019-20	Fall 2019	113	13	12%	22	19%	25	22%
2020-21	Fall 2020	105	13	12%	20	19%	21	20%
2021-22	Fall 2021	127	15	12%	24	19%	26	20%
*Coding Change: To improve the data collection for our First-Time Freshmen cohorts, the Office of Instituitional Research and Reporting will and Reporting will implement a new student type code starting with the Fall 2014 semester. Rates are reported as fall, spring, & summer.								

Data Source: Census Data

Top Ten High Schools Fall-to-Fall Comparison

Fall 2020		
	High School Name	Count
1	Robertson High School	47
2	West Las Vegas High School	37
3	Santa Rosa High School	26
4	Mora High School	19
5	Raton High School	19
6	Maxwell High School	10
7	Springer High School	9
8	Cimarron High School	6
9	Wagon Mound High School	5
10	Home School New Mexico	2

Fall 2021		
	High School Name	Count
1	Robertson High School	51
2	West Las Vegas High School	50
3	Santa Rosa High School	24
4	Mora High School	15
5	Maxwel High School	12
6	Wagon Mound High School	8
7	Springer High School	5
8	Home School New Mexico	4
9	Cimarron High School	2
10	Pecos High School	4

Fall 2022		
	High School Name	Count
1	Robertson High School	60
2	West Las Vegas High School	57
3	Santa Rosa High School	13
4	Mora High School	29
5	Maxwel High School	7
6	Wagon Mound High School	5
7	Springer High School	1
8	Home School New Mexico	5
9	Penasco High School	4
10	Pecos High School	9

Fall 2023		
	High School Name	Count
1	Robertson High School	65
2	West Las Vegas High School	51
3	Mora High School	29
4	Santa Rosa High School	12
5	Springer High School	9
6	Pecos High School	8
7	Wagon Mound High School	2
8	Penasco High School	1
9	Home School New Mexico	1
10	Cibola High School	1

Data Source: Live Data

Enrollment by State and School District – Fall 2022

Enrollment By State	
State	Count
AZ	4
CA	4
CO	4
CT	1
GA	3
KY	1
NJ	2
NM	713
NV	1
NY	3
OH	3
PA	1
PW	1
TX	12
VA	1
WY	3
Total	757

Enrollment By School District	
District	Count
East Las Vegas	226
West Las Vegas	204
Out of District	110
Mora	88
Santa Rosa	53
Springer	20
Out of State	46
Maxwell	6
Wagon Mound	4
Total	757

Data Source: Live Data

Developmental Education

Fall 2023					
Course	Course Hours	Student Enrollment	Student Credit Hours	Grade S	U
ENG078	3	0	0	0	0
ENG098	3	0	0	0	0
MATH075	4	4	16	4	0
MATH095	4	23	92	20	3
Total		27	108	24	3
Fall 2022					
Course	Course Hours	Student Enrollment	Student Credit Hours	Grade S	U
ENG078	3	0	0	0	0
ENG098	3	0	0	0	0
MATH075	4	16	64	9	7
MATH095	4	14	56	11	3
Total		30	120	20	10

Data Source: Course Schedule

Fall Enrollment by Major

Fall 2021 vs. Fall 2022

Fall 2022 Majors — Degree Seeking 430, Non-Degree 344

Fall 2023 Majors — Degree Seeking 459, Non-Degree 298
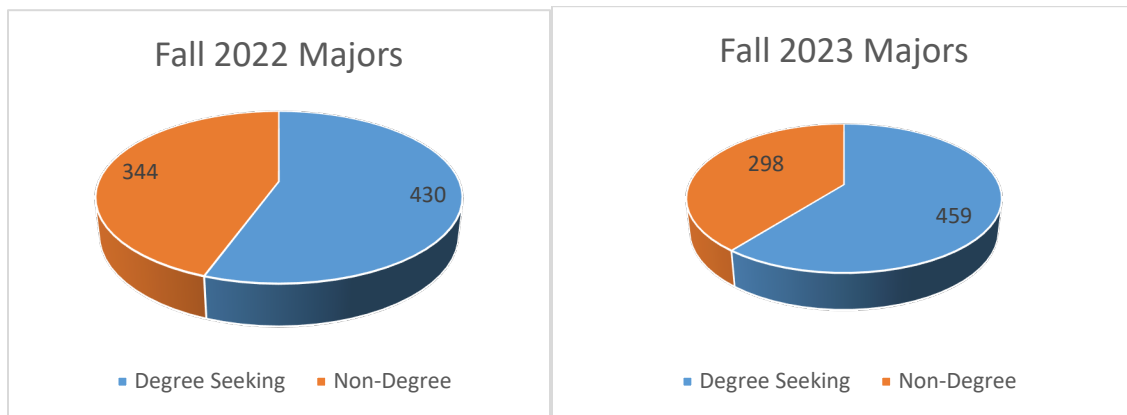
Top Ten Majors Fall-to-Fall Comparison

	Major	Fall 2022		Major	Fall 2023
1	Allied Health AAS	74	1	Allied Health Cert.	53
2	Allied Health Cert.	70	2	Allied Health AAS	52
3	Business Administration	43	3	Business Administration	40
4	Nursing RN	43	4	Nursing RN	40
5	Liberal Arts	33	5	Cosmetology	40
6	Criminal Justice	27	6	Criminal Justice	32
7	Cosmetology	23	7	Liberal Arts	28
8	Computer Science	21	8	Welding	22
9	Pre-Engineering	18	9	General Science	17
10	Welding	17	10	Automotive Technology	15

Data Source: Census Data

Total Fall Enrollments by Major

Major	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Accounting	1	0	2	1
Allied Health AAS	68	63	74	52
Allied Health Cert.	68	79	70	53
Auto Cllsn Repair Tech	2	4	4	2
Automotive Mech Tech	0	0	0	0
Automotive Technolgy	8	14	11	15
Babering	6	5	10	12
Building Technology	1	1	0	2
Business Administration	50	46	43	40
Business Management	0	5	5	5
CJ-Law Enforcement Conct	4	2	2	1
Computer Application Sp	2	0	3	1
Computer Science	16	16	21	14
Cosmetology	17	22	23	40
Crimnal Justice	43	27	27	34
Culinary Arts	1	0	0	0
Dental Assistant	8	7	3	0
Drafting	0	0	1	1
Early Childhood Develop.	4	2	1	4
Early Childhood Education	1	1	1	5
Early Childhood Multicu	1	1	1	2
ECME Birth-G3	14	19	14	14
ECME FIT	0	1	1	0
Elctr Engn Tech/Man Te	0	0	0	0
Electrical Wiring	0	0	0	0
Electronics	0	1	0	0
Emergency Medical Tech	0	0	0	7
Fire Science	1	0	1	1
Furniture/Cabinet Making	0	0	0	0
General Business	2	1	2	5
General Education	0	2	5	1
General Science	20	26	13	18
General Studies	4	2	13	6
Liberal Arts	22	30	33	29
Mathematics	5	4	5	2
Media Art and Film Tech	5	0	2	6
No 1st Major Declared	278	355	285	299
Nursing RN	43	45	43	40
Physical Therapist Assist	0	0	0	0
Practical Nursing	1	0	0	2
Pre-Engineering	5	8	18	5
Small Business Mgt	0	0	0	0
Sports Performance	0	0	1	0
Teacher Education	7	10	14	14
Video Game Design/Dvlpmn	0	0	0	0
Voc/Tech Studies - AAS	6	4	5	2
Vocational/Tech Studies	0	0	0	0
Welding Techology	6	18	17	22
Total	720	821	774	757

Degrees/Certificates Conferred

Five Year Trend

Five Year Totals

Pie chart segments:
- 2018-19: 141
- 2019-20: 83
- 2020-21: 159
- 2021-22: 151
- 2022-23: 152

Legend: ■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23

Associate vs. Certificate

DEGREES AWARED / BY ACADEMIC YEAR

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificate	67	34	76	73	61
Associate	74	49	83	78	91
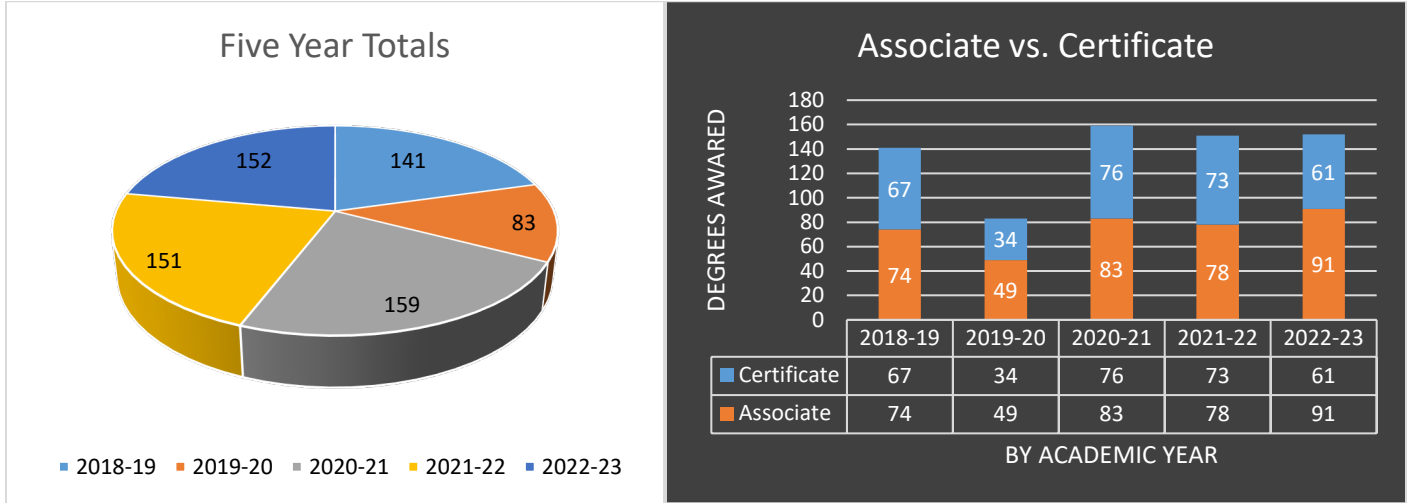
Data Source: July 1st – June 30th

Five Year Totals by Academic Program

Degrees Conferred By Academic Year

DEGREES AWARDED / ACADEMIC YEAR

Program	2018-19	2019-20	2020-21	2021-22	2022-23
Business	9	7	8	5	9
Education	8	4	15	13	6
Health Occupations	53	29	60	59	63
Humanitites	33	15	49	40	33
STEM	18	13	8	19	15
Trades Department	20	15	19	15	26

Legend: ■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23
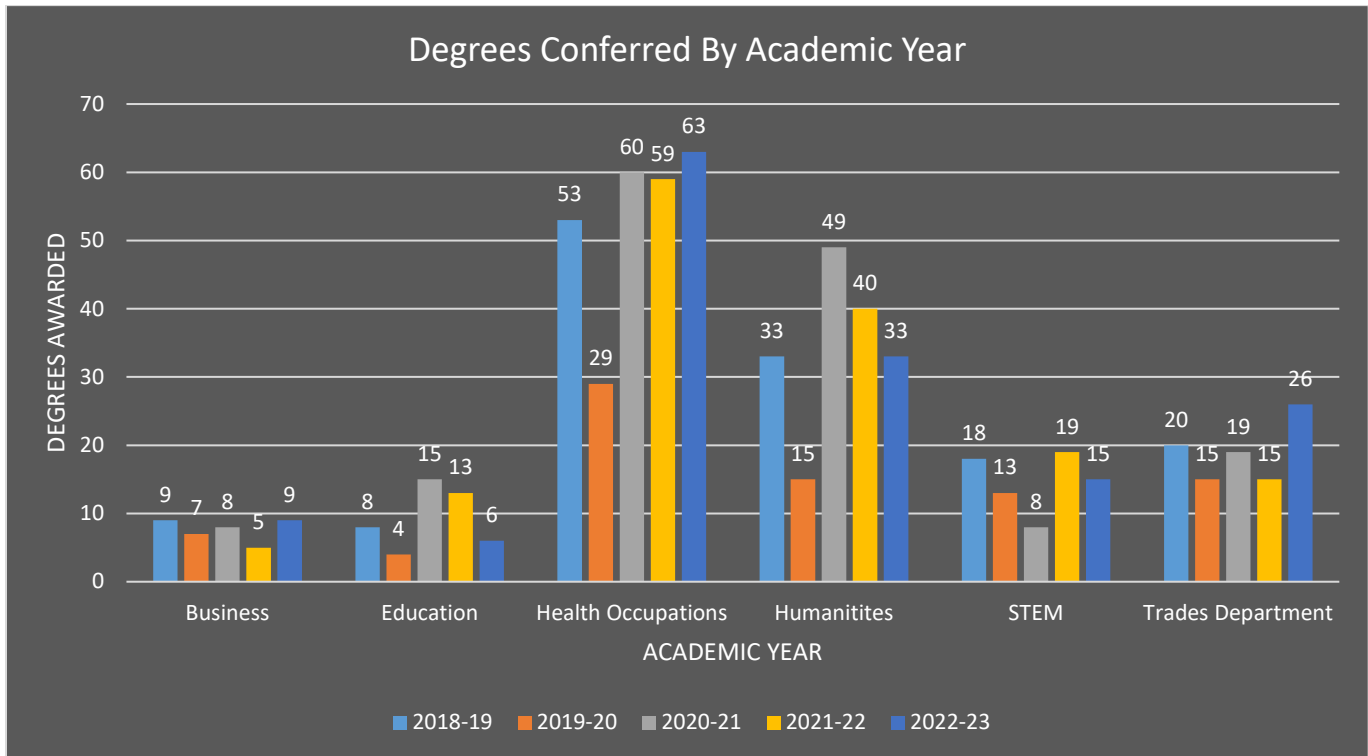
Data Source: July 1st – June 30th

By Academic Program

DEPARTMENT	MAJ CODE	MAJOR DESCRIPTION	DEG	DEGREE DISCRIPTION	2018-19	2019-20	2020-21	2021-22	2022-23
		Office of Instutional Research & Reporting							
		Degrees Conferred by Academic Year**							
BUSINESS	BAAS	Business Administration	AAS	Assoc of Applied Science	6	2	6	3	7
	ACTA	Accounting	AAS	Assoc of Applied Science	0	0	0	0	0
	GBAA	General Business	AAS	Assoc of Applied Science	3	2	1	1	0
	BMCE	Business Management	CERT	Certificate	0	1	0	0	2
	ACCA	*Accounting	AAS	Assoc of Applied Science	0	0	0	0	0
	ACTA	*Accounting	AA	Assoc of Applied Science	0	2	1	1	0
	SBM	*Small Business Mgt	CERT	Certificate	0	0	0	0	0
Total Business					**9**	**7**	**8**	**5**	**9**
Education	ECBA	ECME Birth-G3	AA	Associate of Arts	3	2	9	7	2
	ECFA	ECME FIT	AA	Associate of Arts	0	0	0	0	0
	ECME	*Early Childhood Multicu	AA	Associate of Arts	2	0	0	0	0
	TEAA	Teacher Education	AA	Associate of Arts	2	0	0	1	3
	ECDC	Early Childhood Develop	CERT	Certificate	1	2	6	5	1
	ECD	*Early Childhood Develop	CERT	Certificate	0	0	0	0	0
Total Education					**8**	**4**	**15**	**13**	**6**
Health Occupations	AHAS	Allied Health AAS	AAS	Assoc of Applied Science	3	3	19	17	21
	NUAS	Nursing RN	AAS	Assoc of Applied Science	19	12	17	18	23
	AHC	Allied Health Cert.	CERT	Certificate	28	11	21	20	13
	DENC	Dental Assistant	CERT	Certificate	3	3	3	4	6
Total Health					**53**	**29**	**60**	**59**	**63**
Humanities	GSAG	General Studies	AGS	Assoc of Applied Science	10	2	0	0	0
	LAAA	Liberal Arts	AA	Assoc of Applied Science	0	1	6	3	8
	MAFA	Media Art and Film Tech	AAS	Assoc of Applied Science	2	0	2	1	1
	SPER	*Sports Performance	AAS	Assoc of Applied Science	0	0	0	0	0
	CJAA	Criminal Justice	AA	Associate of Arts	5	5	9	6	9
	CJCO	CJ-Corrections Conc	CERT	Certificate	2	2	8	7	0
	CJLE	CJ-Law Enforcement Conc	CERT	Certificate	4	1	9	7	3
	CJC	Criminal Justice	CERT	Certificate	1	0	0	1	0
	GSAS	General Education	CERT	Certificate	9	4	15	15	12
Total Humanities					**33**	**15**	**49**	**40**	**33**
STEM	STEC	Science, Tech Eng & Math	CERT	Certificate	0	0	0	0	0
	CSAS	Computer Science	AAS	Assoc of Applied Science	7	3	3	3	5
	DETEC	*Drafting Technology	AAS	Assoc of Applied Science	0	0	0	0	0
	VGD	*Video Game	AAS	Assoc of Applied Science	0	0	0	0	0
	GSCI	General Science	AS	Associate of Arts	2	4	1	11	3
	MAAS	Mathematics	AS	Associate of Arts	4	4	2	2	0
	PEAS	Pre-Engineering	AS	Associate of Arts	2	0	0	2	2
	CSC	Computer Application Sp	CERT	Certificate	2	1	2	0	2
	CAS	Computer Application Sp	CERT	Certificate	3	1	0	1	3
Total Technologies					**20**	**13**	**8**	**19**	**15**
Trades Department	VTSA	Voc/Tech Studies - AAS	AAS	Assoc of Applied Science	2	7	7	2	7
	FSAS	Fire Science	AAS	Assoc of Applied Science	1	0	0	0	0
	ATC	Automotive Technology	CERT	Certificate	4	2	2	0	2
	ACRT	*Auto Cllsn Repair Tech	CERT	Certificate	4	1	0	2	2
	BARC	Barbering	CERT	Certificate	3	2	2	4	3
	PEAS	Building Technology	CERT	Certificate	0	0	0	0	0
	COSC	Cosmetology	CERT	Certificate	1	2	5	7	10
	CSAS	Cosmetology	AAS	Assoc of Applied Science	0	0	0	0	0
	EEAA	Electical Engineering Tech	AAS	Certificate	1	0	0	0	0
	CULC	Culinary Arts	CERT	Certificate	2	1	2	0	0
	FPC	*Fire Protection	CERT	Certificate	0	0	0	0	0
	FSC	*Fire Science	CERT	Certificate	0	0	0	0	0
	WLDC	Welding	CERT	Certificate	0	0	1	0	2
Total Trades Department					**18**	**15**	**19**	**15**	**26**
Total By Academic Year					**141**	**83**	**159**	**151**	**152**

Dual Credit/Concurrent Enrollment

Fall-to-Fall Comparison by High School

Dual Credit Fall 2022
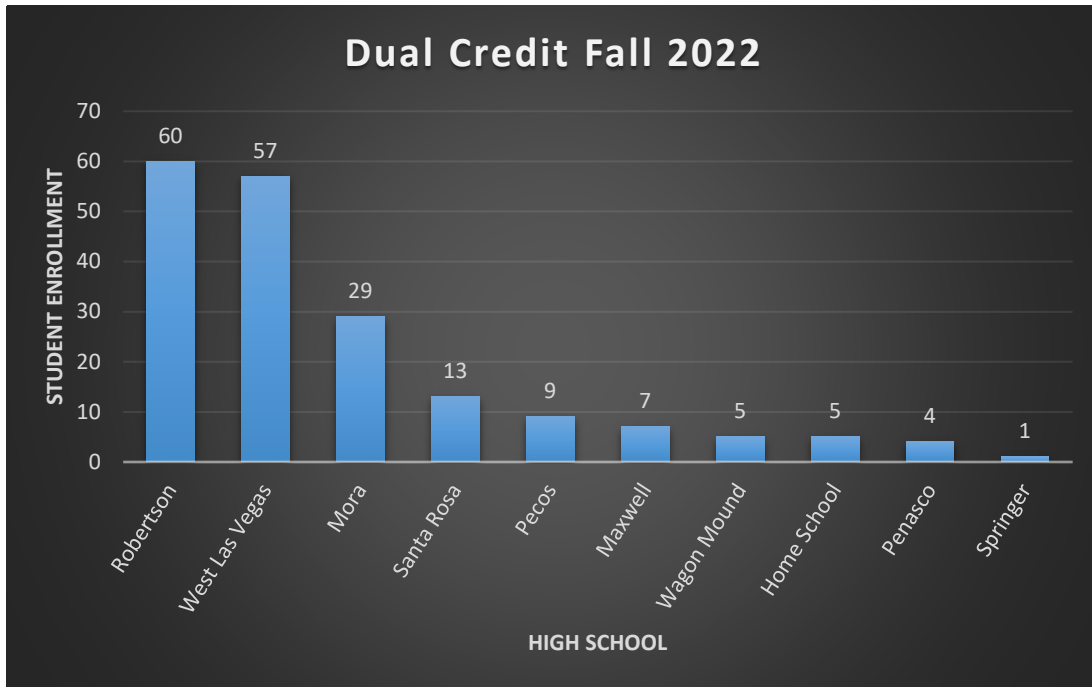
Data Source: Census Date

Dual Credit Fall 2023
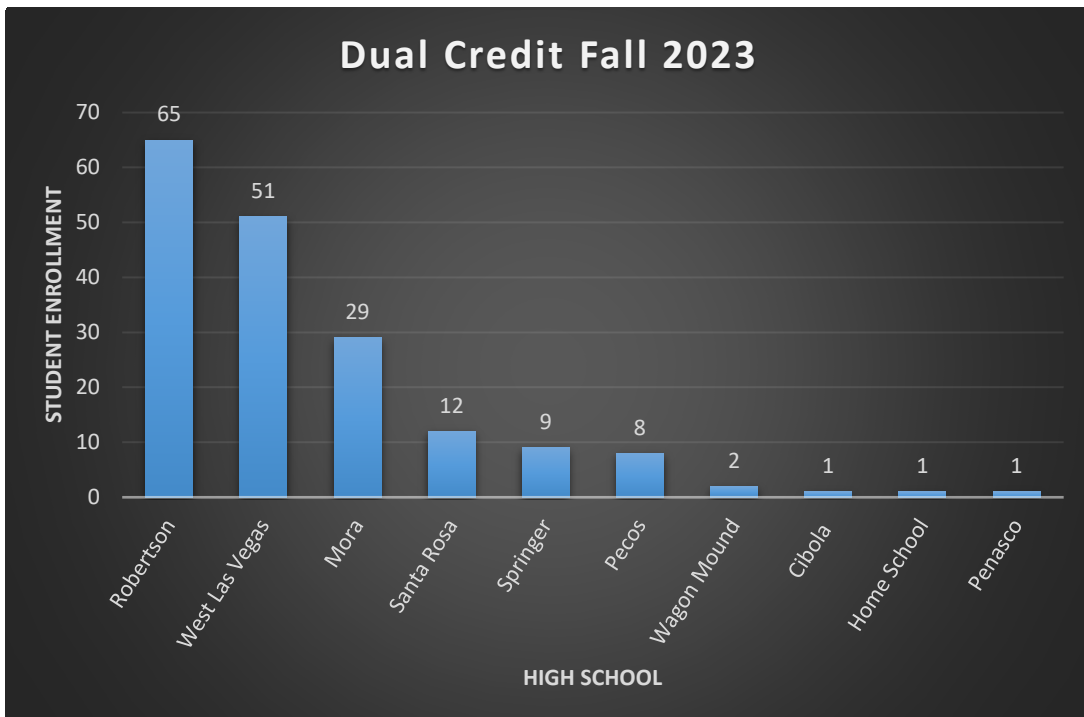
Faculty and Staff Demographics

Classification	Gender		Hispanic	White	Black or African American	American Indian/ Alaska Native	Native Hawaiian /Pacific Islander	Asian	Non-Resident Alien	Two or More	Unknown	Total
	Male	Female										
Management Occupations	5	11	11	5	0	0	0	0	0	0	0	16
Student and Academic Affairs and Other Education Services Occupations	0	4	2	2	0	0	0	0	0	0	0	4
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Library Technician	0	0	0	0	0	0	0	0	0	0	0	0
Business/Financial Operations	2	7	9	0	0	0	0	0	0	0	0	9
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	3	3	4	2	0	0	0	0	0	0	0	6
Healthcare Practitioners and Technical Occupations	1	1	2	0	0	0	0	0	0	0	0	2
Service Occupations	10	1	11	0	0	0	0	0	0	0	0	11
Sales and Related Occupations	1	0	1	0	0	0	0	0	0	0	0	1
Office & Administrative Support Occupations	2	13	14	1	0	0	0	0	0	0	0	15
Natrual Resources, Constuction, and Maintenance Occupations	1	0	1	0	0	0	0	0	0	0	0	1
Production, Transportation, and Material Moving Occupations	1	0	1	0	0	0	0	0	0	0	0	1
Computer, Engineering, and Science Occupations	3	3	6	0	0	0	0	0	0	0	0	6
Instructional	8	14	16	6	0	0	0	0	0	0	0	22
Total												94

Full-Time Faculty and Staff by Gender and Ethnicity As of November 1, 2023

Data Source: IPEDS

Luna Community College
Main Campus

144

65

To Montezuma

To LCC

To Las Vegas

Designated Tobacco
Use Areas

1 Administration
2 Technologies
3 General Studies
4 Learning Resource Center
5 Student Services Center
6 Business Occupations
7 Allied Health Center
8 Building Trades Facility
9 Automechanics Facility

10 Welding Facility
11 Vocational Agriculture
12 Early Childhood Center
13 Bookstore/SBDC/AHEC
14 CCR&T
15 Wellness Center
16 Solar Building
17 IPC Cafeteria
18 Media Education Center
19 Auto Collision Facility