



**Luna
Community
College**

FACT BOOK

2018-19

A publication of
the LCC Office of
Institutional Research

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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 New Mexico 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 LCC 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 Maxine L. Salas, Institutional Research Director, at msalas@luna.edu or 505-454-5317.

College President: Ricky Serna

Vice President of Instruction: Dr. Sharon Lalla

Chief Financial Officer: Donna Flores

Board of Trustees Chairman: Dan Romero

Location of Main Campus: Las Vegas, N.M.

Office of Admissions Phone Number: 1-800-588-7232

College Accreditation: North Central Association of Colleges and Schools, Higher Learning Commission

Statement from the President

It truly is a pleasure to introduce the 2019 Luna Community College Fact Book. The publication not only provides a snapshot of the institution's performance and demographics, it marks the rebirth of the college's commitment to assessment and data-driven decision-making. Moving forward, these principles will guide institutional growth as we re-align programs to meet the workforce and academic needs of the region.

As the only community college in northeastern New Mexico, Luna plays a vital role in transforming several rural communities. In 2019, Luna launched its revised strategic plan that underscores an obligation to facilitate regional development, ensure quality education and career preparation, and provide students with innovative academic experiences. These obligations can only be achieved with the guidance of regional stakeholders and the ongoing collection and review of institutional performance data.

The ongoing release of institution fact books also underscores the institution's commitment to transparency. As a public two-year institution, Luna is funded through a combination of state appropriations, local taxation from its service districts and tuition revenue. This model highlights the need to ensure regional and statewide investments yield successful outcomes and sound financial stewardship.

On behalf of the institution, thank you for your continued support. We look forward to strategically improving upon our role in preparing students in the service region for careers that enhance the quality of life for generations.

Ricky Serna

Interim President

LCC Board of Trustees



Daniel J. Romero

Board Chairman, District 7

Las Vegas, N.M.

Daniel J. Romero earned his bachelor's in industrial education from Highlands University and served as director of vocational trades many years at LCC before retiring. He also taught 12 years at a correctional facility.



David Gutierrez

District 6

Springer, N.M.

David Gutierrez, who earned a bachelor's in education from New Mexico State, recently retired as distribution manager for the Springer Electric Co-operative. He has been a volunteer firefighter for more than 31 years.



Kenneth Medina

Board Vice Chairman, District 1

Las Vegas, N.M.

Kenneth Medina was employed as facilities manager for the West Las Vegas Schools for 29 years and served on the San Miguel County Commission for eight years. He is retired. He has been a musician for many years.



Abelino Montoya Jr.

District 5

Las Vegas, N.M.

Abelino Montoya Jr. earned his bachelor's and master's degrees from Highlands and is a licensed mental health counselor. An Army veteran, he has worked in education, state and county government and the private sector.



Ernie Chavez

Board Secretary, District 3

Cleveland, N.M.

Ernie Chavez's career included service as a teacher and as a bus driver. He is a lifetime member of the Disabled American Veterans Purple Heart, American Legion and the Veterans of Foreign Wars.



Eugenio Perez IV

District 4

Santa Rosa, N.M.

Eugenio Perez IV earned a bachelor's in political science from Highlands University and a welding certificate from Luna. He is a teacher at Valley High School and has taught welding for Luna's Santa Rosa satellite.



Mark Dominguez

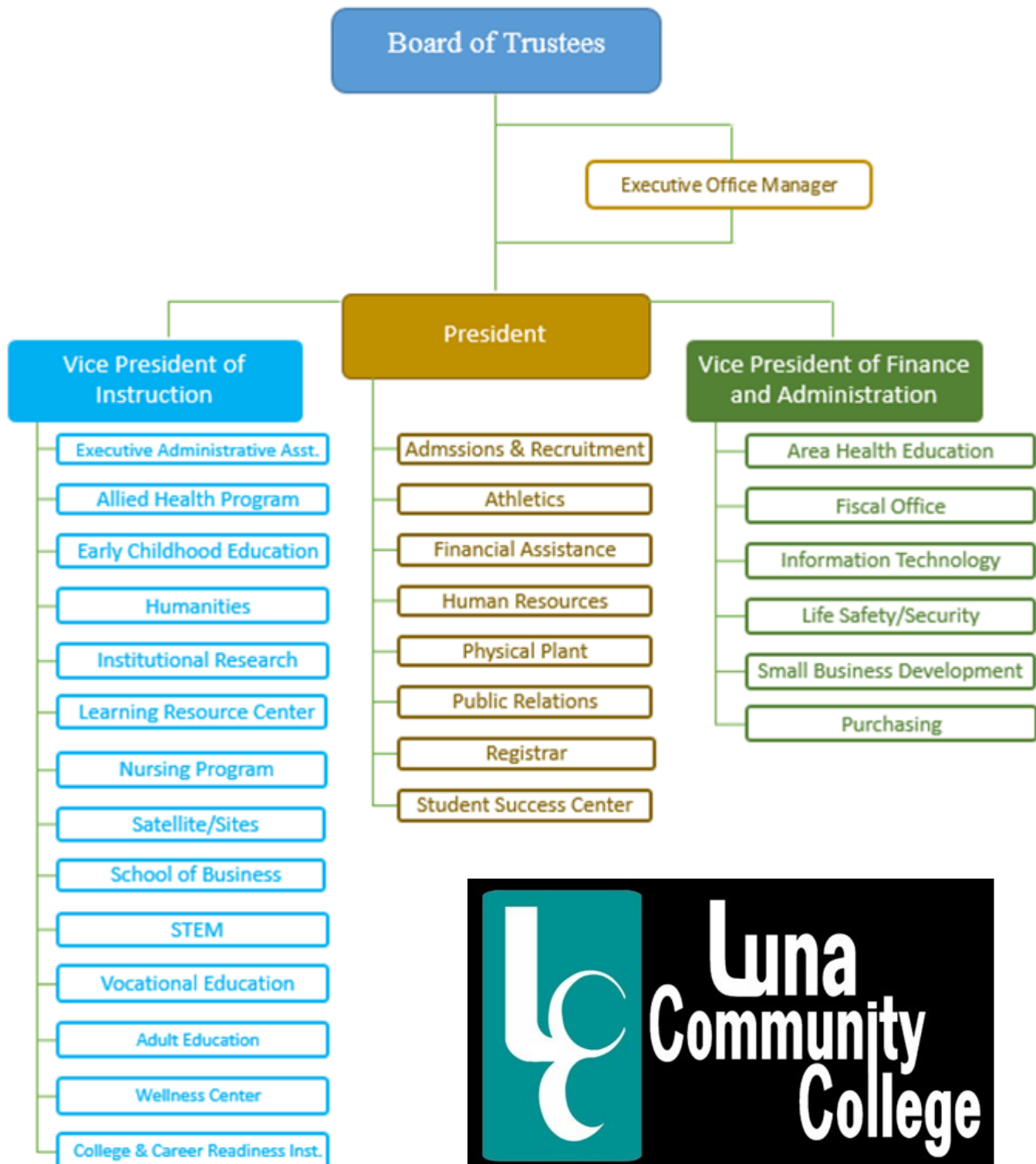
District 2

Las Vegas, N.M.

Mark Dominguez has owned and operated J.J. and Sons Excavations and Decorative Concrete for 24 years. Two of his three children have attended Luna Community College.

Organizational Structure

Luna Community College Organizational Chart



Strategic Plan 2019-2021



**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 Plan 2019-2021

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.

Areas of Study

Allied Health

Associate of Applied Science in Allied Health

Certificate in Allied Health
Dental Assistant Certificate
Emergency Medical Technician Certificate
Community Health Worker Certificate

Business

Associate of Applied Science in Accounting
Associate of Applied Science
in Business Administration
Associate of Arts in General Business

Certificate in Business Management

Education

Associate of Arts in Early Childhood
Multicultural Education
Associate of Arts in Teacher Education

Certificate in Early Childhood Development

Humanities

Associate of Arts in Criminal Justice
Associate of Arts in Liberal Arts
Associate of Applied Science in Media Arts
& Film Technology

Certificate in Criminal Justice
Certificate in General Education

Nursing

Associate of Applied Science in Nursing

Science, Technology, Engineering & Math

Associate of Science in General Science
Associate of Science in Mathematics
Associate of Science in Pre-Engineering
Associate of Applied Science in Computer Science
Associate of Applied Science in Fire Science

Computer Application Specialist Certificate
STEM Certificate

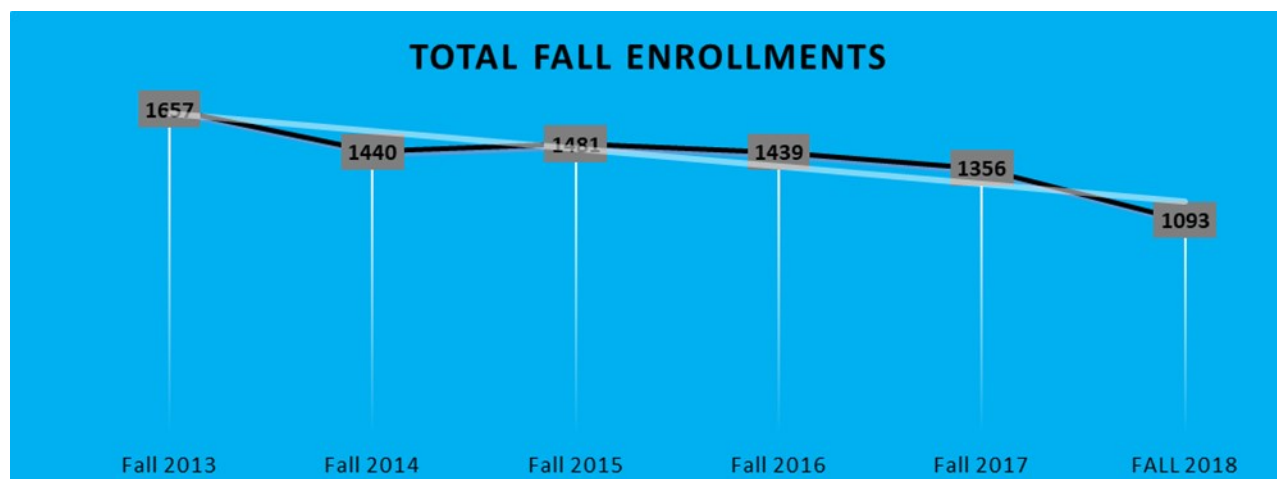
Vocational Studies

Associate of Applied Science in
Vocational & Technical Studies

Auto Collision Repair Technology Certificate
Automotive Technology Certificate
Barbering Certificate
Building Technology Certificate
Cosmetology Certificate
Culinary Arts Certificate
Welding Technology Certificate

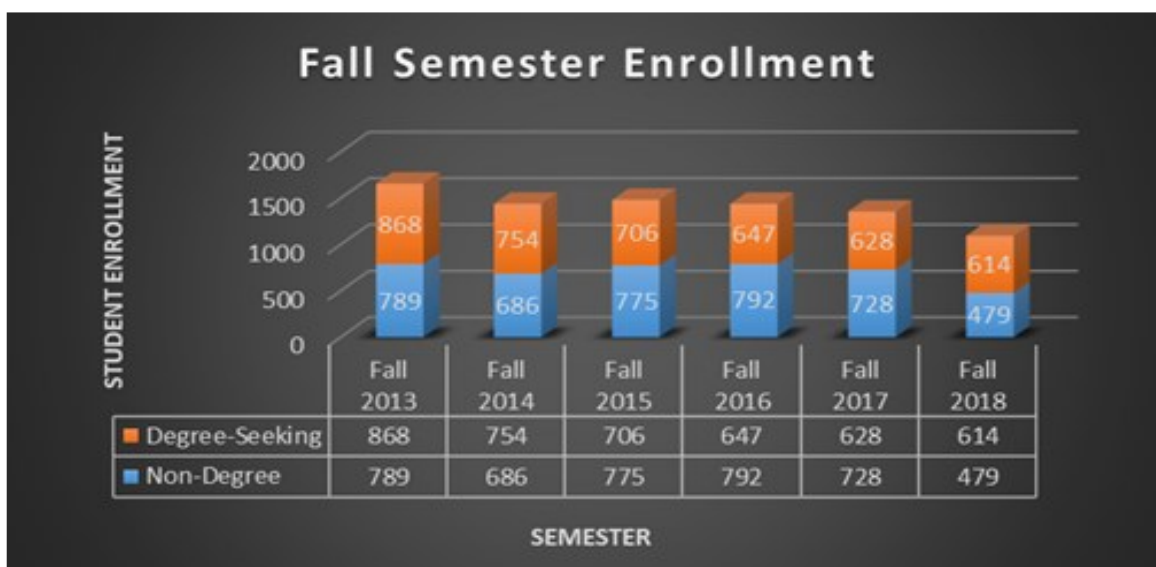
Fall Enrollment Totals

Six-year trend



Source: HED Student File

Degree-seeking vs. non-degree



Source: HED Student File

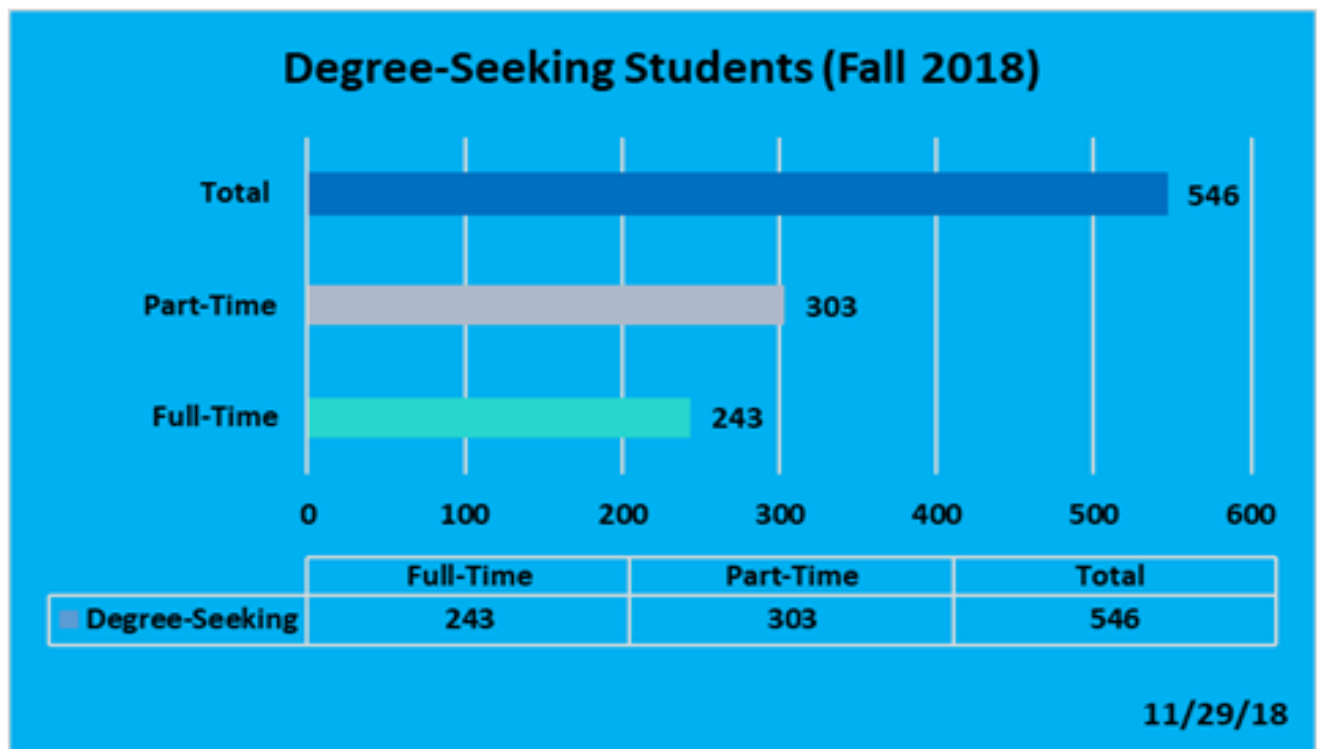
Enrollment by school district



| Enrollment By School District | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|
| District Type | FALL 2018 | | SPRING 2018 | |
| | Count | SCH | Count | SCH |
| East Las Vegas | 342 | 2087 | 352 | 2158 |
| Maxwell | 5 | 14 | 5 | 22 |
| Mora | 94 | 827 | 116 | 861 |
| Santa Rosa | 63 | 387 | 67 | 463 |
| Springer | 50 | 162 | 47 | 208 |
| Wagon Mound | 7 | 45 | 11 | 75 |
| West Las Vegas | 323 | 2100 | 345 | 2150 |
| In District | 884 | 5622 | 943 | 5937 |
| Out of District | 119 | 1079 | 151 | 1278 |
| Out of State | 41 | 457 | 40 | 432 |
| Total | 1044 | 7158 | 1134 | 7647 |
| Source: Live data Jan. 23, 2019 | | | | |

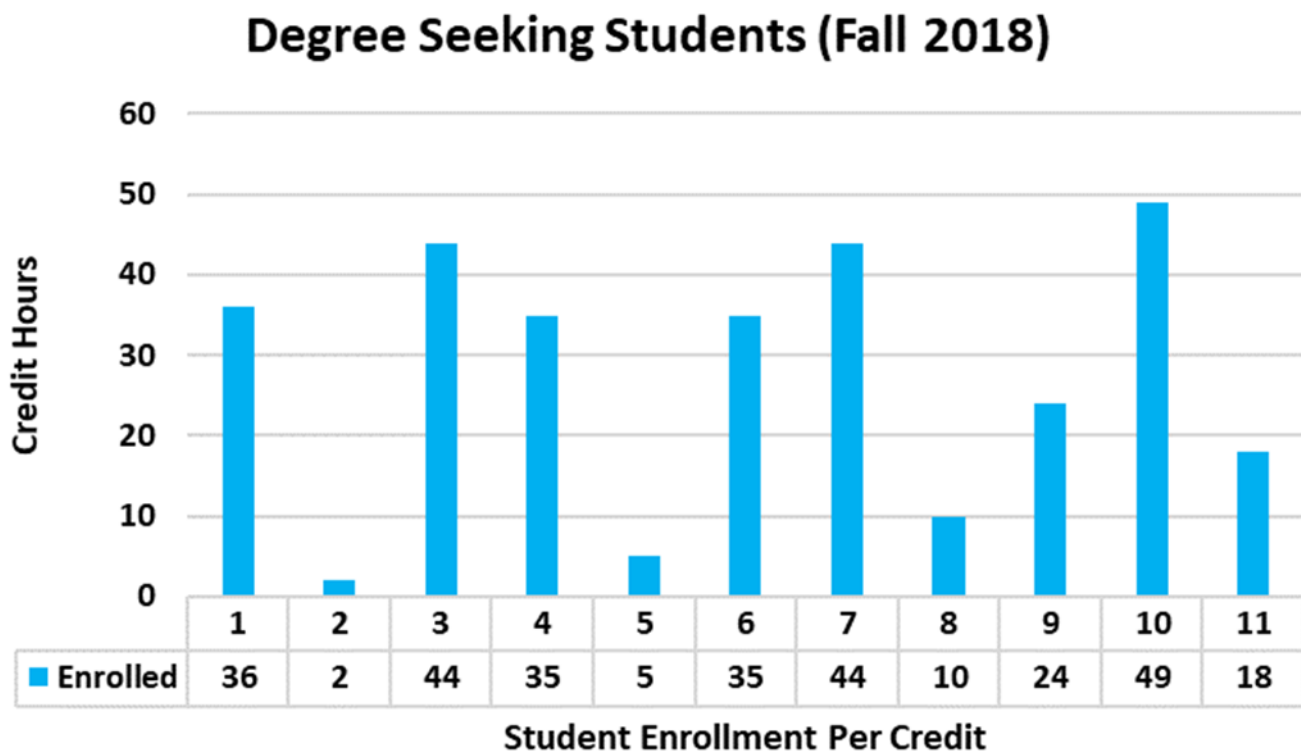
Fall Enrollment Totals

Full-time vs. part-time



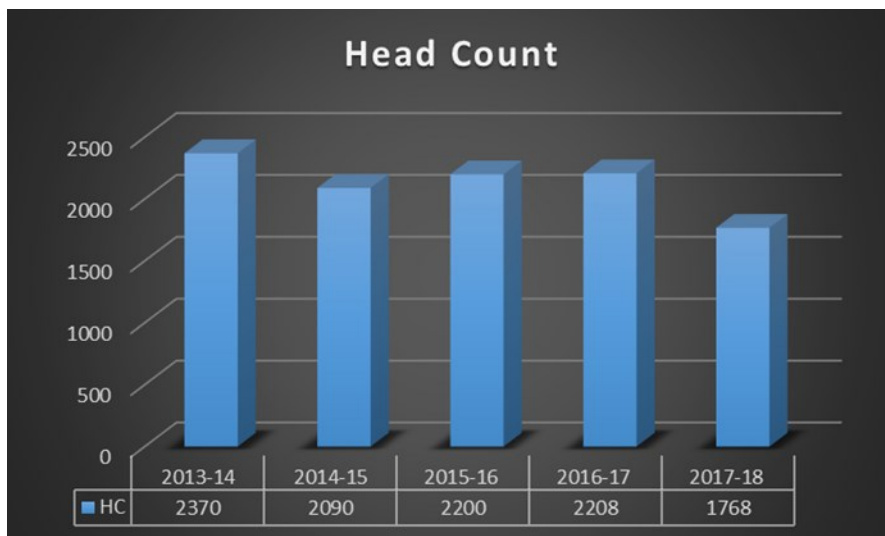
Source: Live data, Nov. 29, 2018

Per credit enrollment

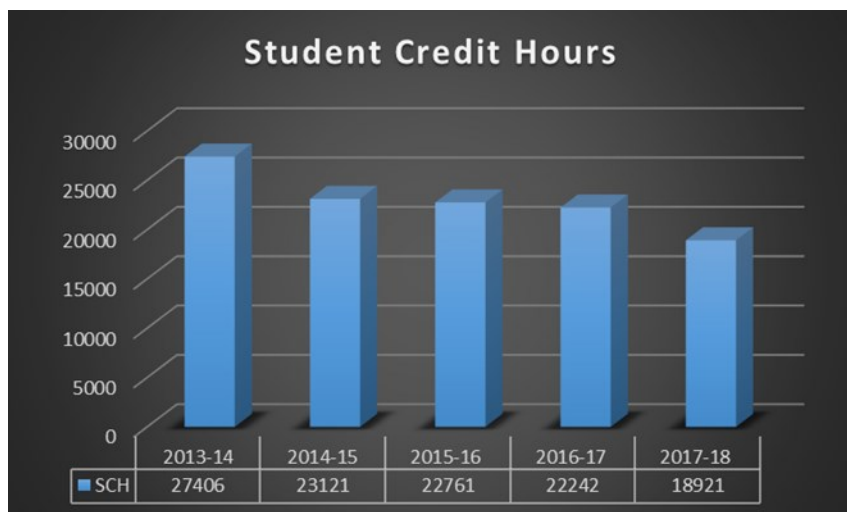


Source: Live data, Nov. 29, 2018

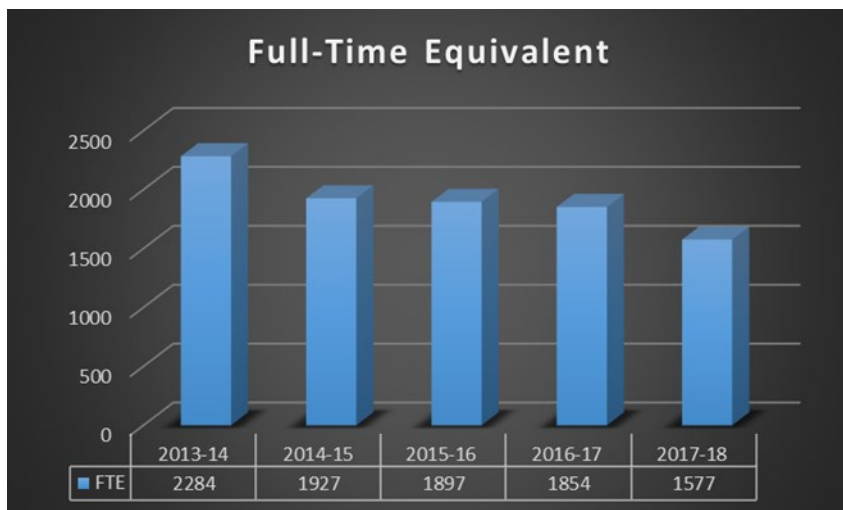
Academic Year Totals



Source: IPEDS



Source: IPEDS

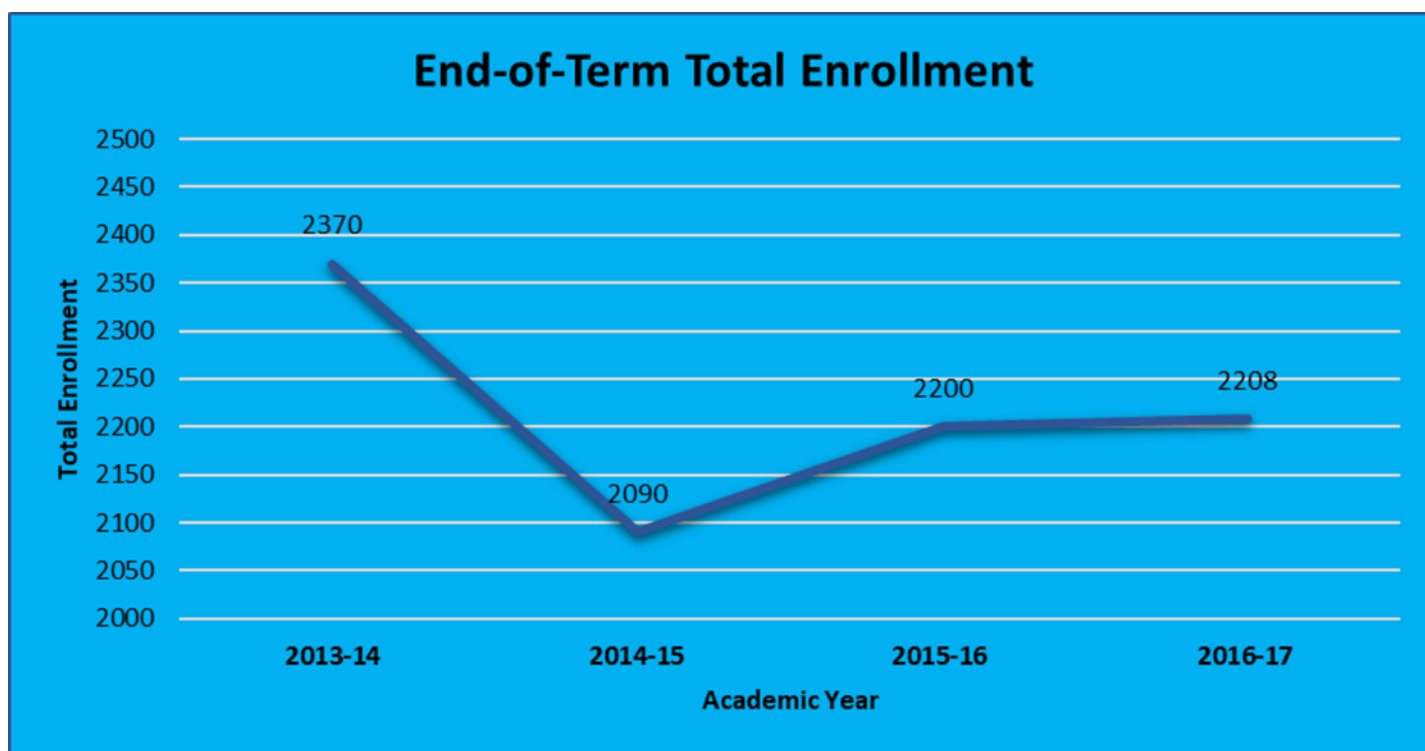


Source: IPEDS



Academic Year End-of-Term Enrollment

Four-year enrollment trend



Source: IPEDS

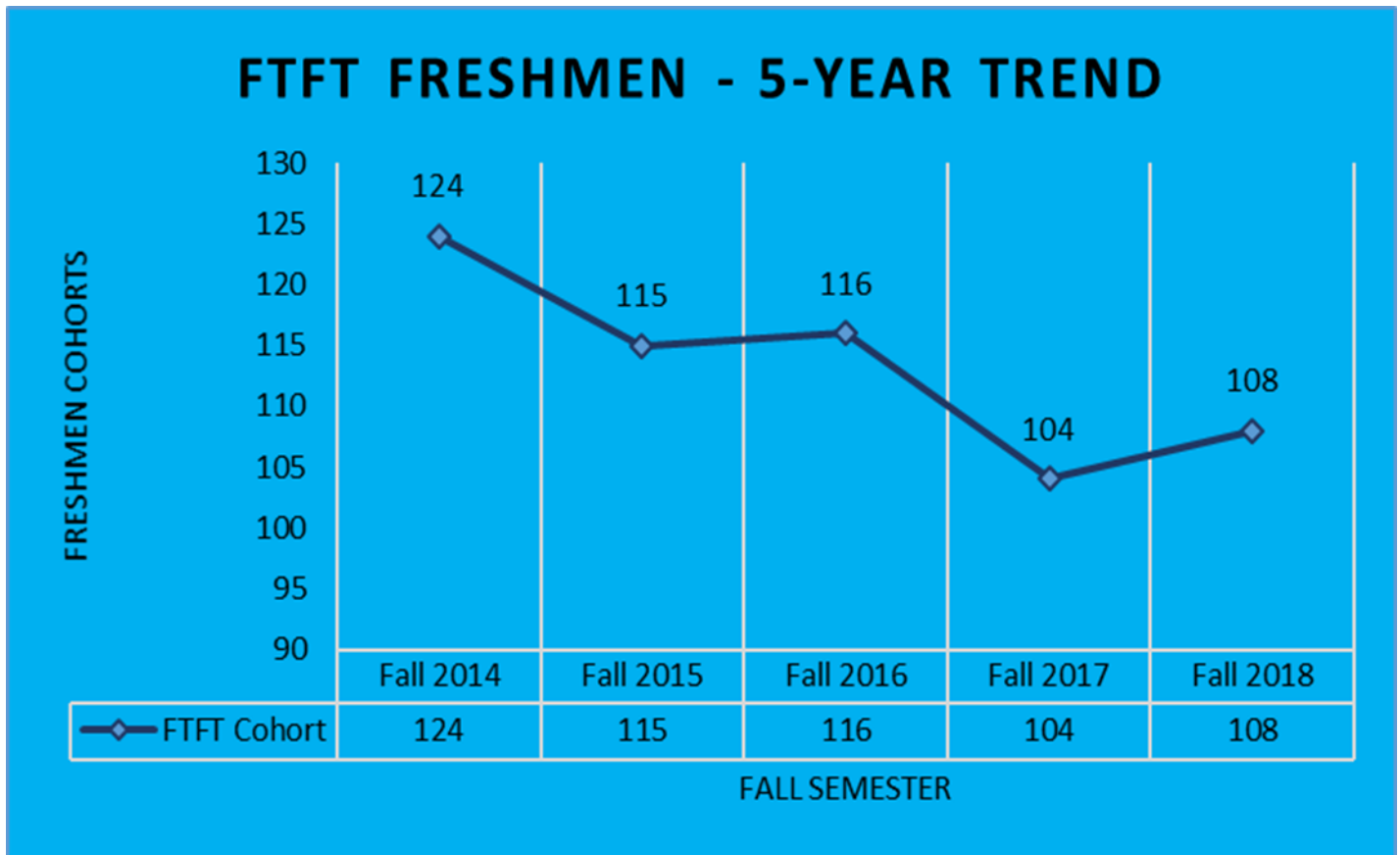
Total enrollment by gender and ethnicity

| Office of Institutional Research & Reporting End-of-Term Total Enrollment By Gender and Ethnicity | | | | | | | | | | | | |
|--|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Academic Year | 2013-14 | | | 2014-15 | | | 2015-16 | | | 2016-17 | | |
| Ethnicity | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| Non-Resident Alien | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 712 | 967 | 1679 | 588 | 877 | 1465 | 722 | 911 | 1633 | 728 | 948 | 1676 |
| American Indian/Alaska Native | 15 | 20 | 35 | 10 | 7 | 17 | 13 | 13 | 26 | 10 | 16 | 26 |
| Asian | 5 | 8 | 13 | 4 | 7 | 11 | 9 | 6 | 15 | 11 | 5 | 16 |
| Black or African American | 21 | 13 | 34 | 16 | 10 | 26 | 20 | 8 | 28 | 19 | 9 | 28 |
| Native Hawaiian/Pacific Islander | 5 | 0 | 5 | 5 | 0 | 5 | 5 | 1 | 6 | 3 | 0 | 3 |
| White | 321 | 243 | 564 | 288 | 238 | 526 | 231 | 205 | 436 | 213 | 188 | 401 |
| Two or More Races | 0 | 0 | 0 | 4 | 2 | 6 | 0 | 0 | 0 | 3 | 3 | 6 |
| Race Unknown | 21 | 19 | 40 | 15 | 18 | 33 | 31 | 25 | 56 | 26 | 26 | 52 |
| Total Enrollment | 1100 | 1270 | 2370 | 930 | 1160 | 2090 | 1031 | 1169 | 2200 | 1013 | 1195 | 2208 |

Source: IPEDS

First-time, full-time freshmen

Five-year enrollment



Source: Census data

Retention rates

| 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% | | | | |
| Fall 2017 | 104 | 72 | 69.2% | 43 | 41.3% | 38 | 36.5% | | | | | | | | |
| Fall 2018 | 108 | 84 | 77.8% | | | | | | | | | | | | |
| *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. | | | | | | | | | | | | | | | |

Source: Census data

First-time, full-time freshmen

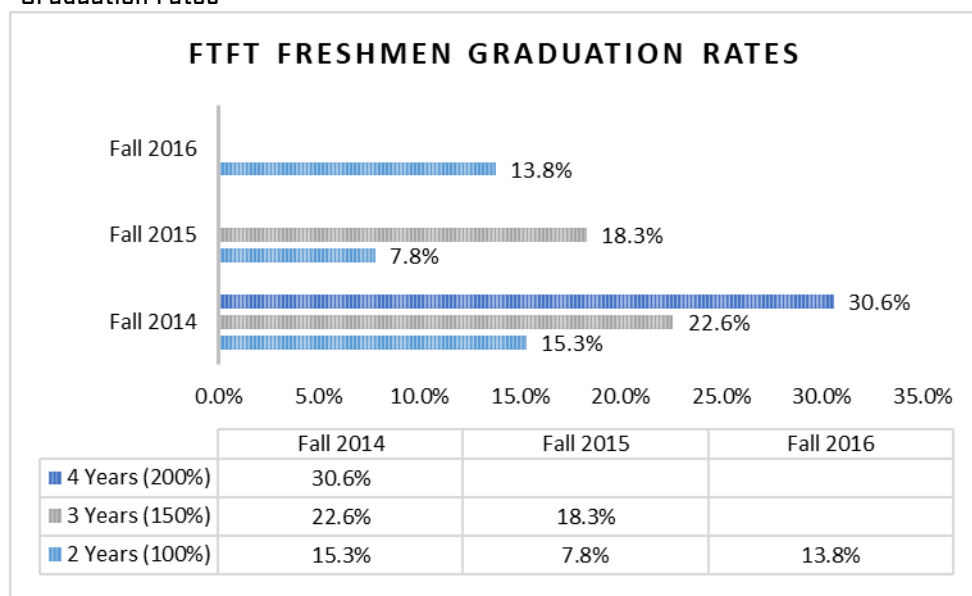
In-state vs. out-of-state retention and graduation rates

| First-Time, Full-time Freshmen In-State vs. Out-of-State Retention & Graduation Rates | | | | | | | | | | | | |
|--|----------|--------------|-------|----------|--------------|-------|----------|--------------|-------|----------|--------------|-------|
| Fall Cohort | 2014 | | | 2015 | | | 2016 | | | 2017 | | |
| 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 | 105 | 19 | 124 | 90 | 25 | 115 | 101 | 15 | 116 | 93 | 11 | 104 |
| Retained Fall-to-Spring | 73 | 16 | 89 | 61 | 18 | 79 | 70 | 8 | 78 | 65 | 7 | 72 |
| Retention Rate | 69.5% | 84.2% | 71.8% | 67.8% | 72.0% | 68.7% | 69.3% | 53.3% | 67.2% | 69.9% | 63.6% | 69.2% |
| Retained Fall-to-Fall | 56 | 11 | 67 | 47 | 4 | 51 | 50 | 4 | 54 | 43 | 2 | 45 |
| Retention Rate | 53.3% | 57.9% | 54.0% | 52.2% | 16.0% | 44.3% | 49.5% | 26.7% | 46.6% | 46.2% | 18.2% | 43.3% |
| 2-Yr Graduation Rate | 12 | 7 | 19 | 8 | 0 | 8 | 15 | 1 | 16 | | | |
| Graduation Rate 100% | 11.4% | 36.8% | 15.3% | 8.9% | 0.0% | 7.0% | 14.9% | 6.7% | 13.8% | | | |
| 3-Yr Graduation Rate | 20 | 8 | 28 | 20 | 1 | 21 | | | | | | |
| Graduation Rate 150% | 19.0% | 42.1% | 22.6% | 22.2% | 4.0% | 18.3% | | | | | | |

Note: degrees/certificates are unduplicated counts.

Source: Census data

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% | | |
| 2016-17 | Fall 2016 | 116 | 16 | 13.8% | | | | |
| 2017-18 | Fall 2017 | 104 | | | | | | |
| 2018-19 | Fall 2018 | 108 | | | | | | |

***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. Rates are reported as fall, spring, & summer.

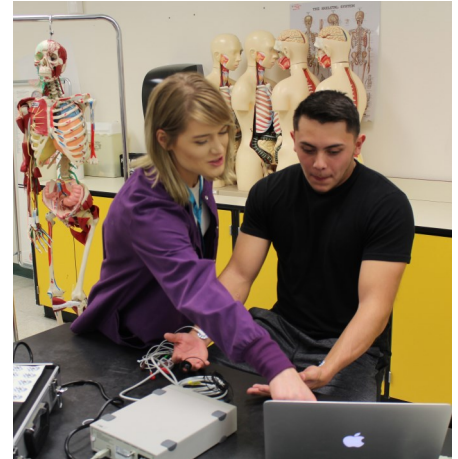
Source: Census data

Top 10 High School Enrollments

| Fall 2015 | | | Fall 2016 | | |
|------------------|----------------------------|-------|------------------|----------------------------|-------|
| High School Name | | Count | High School Name | | Count |
| 1 | Robertson High School | 23 | 1 | West Las Vegas High School | 22 |
| 2 | West Las Vegas High School | 18 | 2 | Robertson High School | 15 |
| 3 | Out State HS-Texas | 5 | 3 | GED-New Mexico | 11 |
| 4 | Santa Rosa High School | 5 | 4 | Santa Rosa High School | 8 |
| 5 | Out State HS-California | 5 | 5 | Foreign High School | 6 |
| 6 | Out State HS-Hawaii | 4 | 6 | Pecos High School | 4 |
| 7 | GED-New Mexico | 4 | 7 | Mora High School | 4 |
| 8 | WLV High School Partnershp | 3 | 8 | Out State HS-California | 4 |
| 9 | Out-of-State High School | 3 | 9 | Las Vegas Christian Academ | 2 |
| 10 | Las Vegas Christian Academ | 3 | 10 | Out State HS-Nevada | 2 |

| Fall 2017 | | | Fall 2018 | | |
|------------------|----------------------------|-------|------------------|-----------------------------|-------|
| High School Name | | Count | High School Name | | Count |
| 1 | Robertson High School | 17 | 1 | West Las Vegas High School | 22 |
| 2 | West Las Vegas High School | 17 | 2 | Robertson High School | 14 |
| 3 | Out State HS-Texas | 8 | 3 | GED-New Mexico | 9 |
| 4 | GED-New Mexico | 7 | 4 | Out State HS-Texas | 9 |
| 5 | Mora High School | 7 | 5 | Mora High School | 8 |
| 6 | Las Vegas Christian Academ | 5 | 6 | Out State HS-Arizona | 4 |
| 7 | Cobre High School | 3 | 7 | Atrisco Heritage Academy HS | 3 |
| 8 | Bernalillo High School | 3 | 8 | Santa Rosa High School | 3 |
| 9 | Goddard High School | 2 | 9 | Las Vegas Christian Academ | 3 |
| 10 | Santa Rosa High School | 2 | 10 | Out State HS-Colorado | 3 |

Source: Live data, October 2018



Developmental Education

| Fall 2017 | | | | | |
|-----------|--------------|--------------------|----------------------|---------|---------|
| Course | Course Hours | Student Enrollment | Student Credit Hours | Grade S | Grade U |
| ENG078 | 3 | 26 | 78 | 21 | 5 |
| ENG098 | 3 | 64 | 192 | 55 | 9 |
| MATH 075 | 4 | 73 | 292 | 57 | 16 |
| MATH 095 | 4 | 50 | 200 | 45 | 5 |
| Total | | 213 | 762 | 178 | 35 |

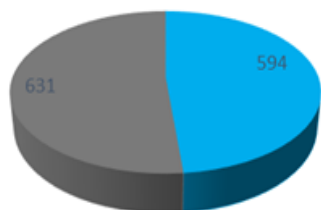
| Fall 2016 | | | | | |
|-----------|--------------|--------------------|----------------------|---------|---------|
| Course | Course Hours | Student Enrollment | Student Credit Hours | Grade S | Grade U |
| ENG078 | 3 | 30 | 90 | 25 | 5 |
| ENG098 | 3 | 58 | 174 | 39 | 19 |
| MATH 075 | 4 | 101 | 404 | 80 | 21 |
| MATH 095 | 4 | 72 | 288 | 61 | 11 |
| Total | | 261 | 956 | 205 | 56 |

Source: Course schedule

Fall Enrollment by Major

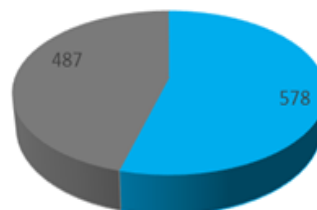
Fall 2017 vs. Fall 2018

Fall 2017 Majors



■ Degree-Seeking ■ Non-Degree

Fall 2018 Majors



■ Degree-Seeking ■ Non-Degree

Top 10 majors, fall-to-fall comparison

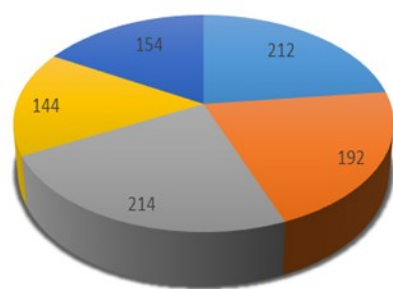
| Major | Fall 2017 |
|---------------------------|-----------|
| 1 General Studies | 111 |
| 2 Allied Health Cert. | 79 |
| 3 Nursing RN | 44 |
| 4 Allied Health AAS | 36 |
| 5 Criminal Justice | 35 |
| 6 Business Administration | 26 |
| 7 Computer Science | 25 |
| 8 General Science | 22 |
| 9 Automotive Technology | 22 |
| 10 Barbering | 21 |

| Major | Fall 2018 |
|---------------------------|-----------|
| 1 General Studies | 73 |
| 2 Allied Health AAS | 65 |
| 3 Allied Health Cert. | 56 |
| 4 Business Administration | 49 |
| 5 Nursing RN | 41 |
| 6 Criminal Justice | 38 |
| 7 Computer Science | 25 |
| 8 Barbering | 22 |
| 9 General Science | 19 |
| 10 ECME Birth-G3 | 18 |

Source: Census data

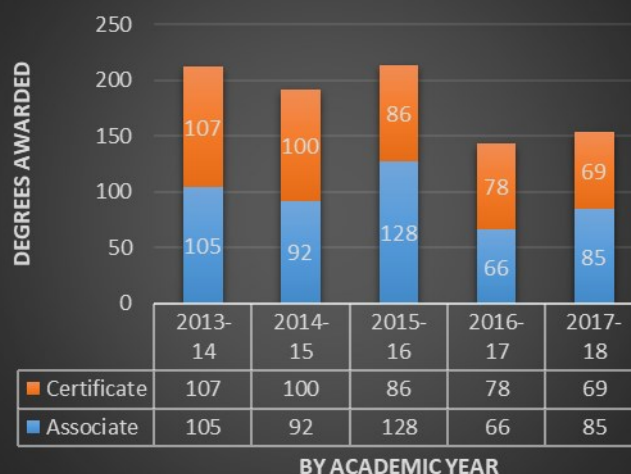
Degrees and Certificates Conferred

Five Year Totals



■ 2013-14 ■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18

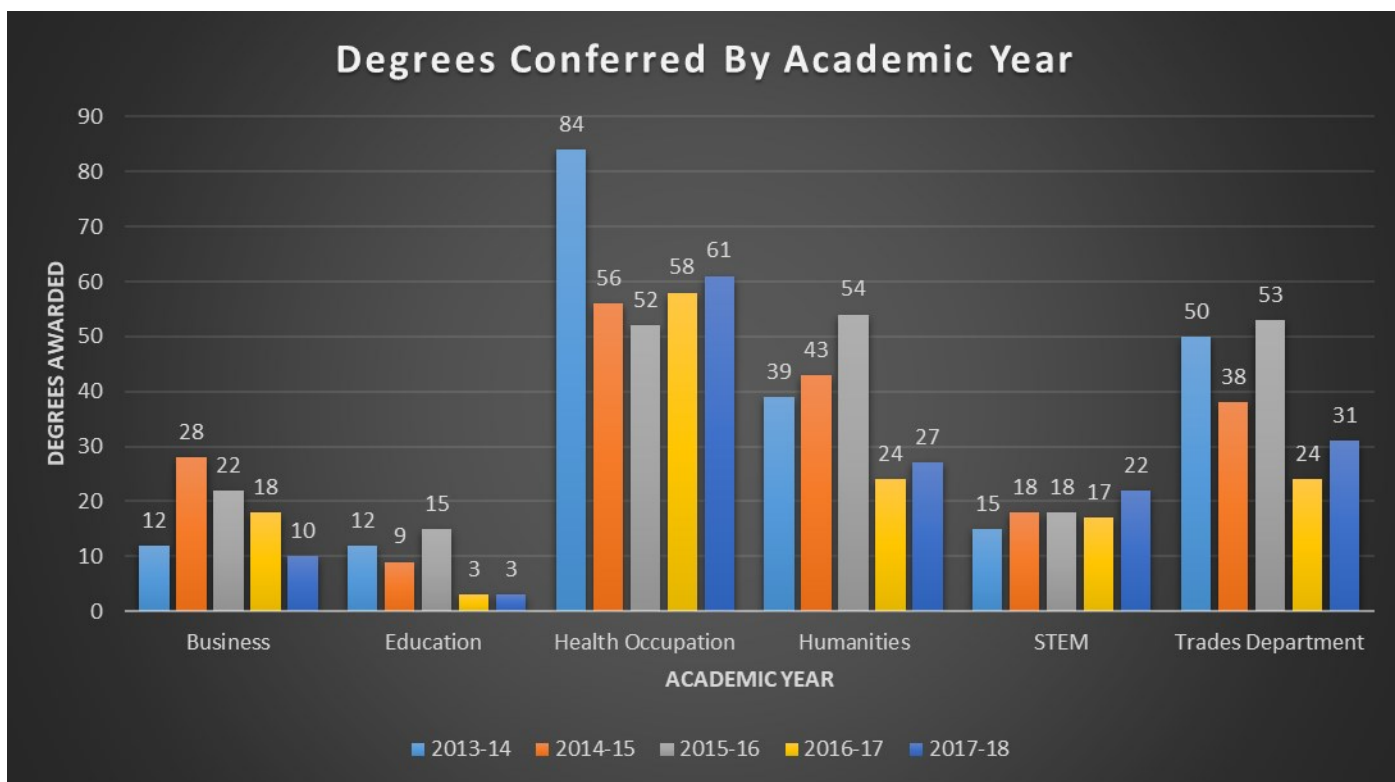
Associate vs. Certificate



BY ACADEMIC YEAR

Source: Data, July 1 to June 30

Five-Year Totals by Academic Program



Source: Data, July 1 to June 30



| Office of Institutional Research & Reporting | | | | | | | | | |
|--|----------|--------------------------|------|--------------------------|---------|---------|---------|---------|---------|
| Degrees Conferred By Academic Year ** | | | | | | | | | |
| DEPARTMENT | MAJ CODE | MAJOR DESCRIPTION | DEG | DEGREE DESCRIPTION | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Business | BAAS | Business Administration | AAS | Assoc of Applied Science | 9 | 13 | 12 | 8 | 6 |
| | ACTA | Accounting | AAS | Assoc of Applied Science | 0 | 3 | 3 | 3 | 1 |
| | GBAA | General Business | AA | Associate of Arts | 0 | 0 | 0 | 3 | 1 |
| | BMCE | Business Management | CERT | Certificate | 0 | 0 | 0 | 1 | 1 |
| | ACCC | *Accounting | CERT | Certificate | 0 | 1 | 0 | 2 | 0 |
| | SBM | *Small Business Mgt | CERT | Certificate | 3 | 11 | 7 | 1 | 1 |
| Total Business | | | | | 12 | 28 | 22 | 18 | 10 |
| Education | ECBA | ECME Birth-G3 | AA | Associate of Arts | 0 | 0 | 4 | 0 | 1 |
| | ECFA | ECME FIT | AA | Associate of Arts | 0 | 0 | 4 | 0 | 0 |
| | ECME | *Early Childhood Multicu | AA | Associate of Arts | 5 | 6 | 3 | 3 | 1 |
| | TEAA | Teacher Education | AA | Associate of Arts | 5 | 2 | 4 | 0 | 1 |
| | ECD | *Early Childhood Develop | CERT | Certificate | 2 | 1 | 0 | 0 | 0 |
| Total Education | | | | | 12 | 9 | 15 | 3 | 3 |
| Health Occupation | AHAS | Allied Health AAS | AAS | Assoc of Applied Science | 0 | 0 | 0 | 0 | 3 |
| | NUAS | Nursing RN | AAS | Assoc of Applied Science | 27 | 14 | 16 | 13 | 20 |
| | AHC | Allied Health Cert. | CERT | Certificate | 27 | 19 | 13 | 16 | 20 |
| | DENC | Dental Assistant | CERT | Certificate | 5 | 6 | 10 | 10 | 17 |
| | PNC | *Practical Nursing | CERT | Certificate | 25 | 17 | 13 | 19 | 1 |
| Total Health Occupation | | | | | 84 | 56 | 52 | 58 | 61 |
| Humanities | GSAG | General Studies | AGS | Assoc of General Studies | 19 | 13 | 33 | 8 | 13 |
| | LAAA | Liberal Arts | AA | Associate of Arts | 6 | 4 | 2 | 1 | 0 |
| | MAFA | Media Art and Film Tech | AAS | Assoc of Applied Science | 1 | 4 | 4 | 5 | 3 |
| | SPER | *Sports Performance | AAS | Assoc of Applied Science | 1 | 0 | 0 | 0 | 0 |
| | CJAA | Criminal Justice | AA | Associate of Arts | 6 | 8 | 8 | 3 | 6 |
| | CJC | Criminal Justice | CERT | Certificate | 0 | 0 | 0 | 2 | 2 |
| | GSAS | General Education | CERT | Certificate | 6 | 14 | 7 | 5 | 3 |
| Total Humanities | | | | | 39 | 43 | 54 | 24 | 27 |
| STEM | STEC | Science, Tech Eng & Math | CERT | Certificate | 0 | 0 | 1 | 1 | 0 |
| | CSAS | Computer Science | AAS | Assoc of Applied Science | 2 | 4 | 7 | 8 | 8 |
| | DTEC | *Drafting Technology | AAS | Assoc of Applied Science | 2 | 1 | 0 | 0 | 0 |
| | EET | *Elec Engineering Tech | AAS | Assoc of Applied Science | 0 | 0 | 1 | 0 | 0 |
| | VGD | *Video Game | AAS | Assoc of Applied Science | 1 | 0 | 0 | 0 | 0 |
| | GSCI | General Science | AS | Associate of Science | 4 | 3 | 4 | 5 | 6 |
| | MAAS | Mathematics | AS | Associate of Science | 0 | 2 | 3 | 0 | 4 |
| | PEAS | Pre-Engineering | AS | Associate of Science | 4 | 3 | 1 | 0 | 1 |
| | CAS | Computer Application Sp | CERT | Certificate | 2 | 5 | 1 | 3 | 3 |
| Total Technologies | | | | | 15 | 18 | 18 | 17 | 22 |
| Vocational Studies | VTSA | Voc/Tech Studies - AAS | AAS | Assoc of Applied Science | 9 | 10 | 16 | 5 | 9 |
| | FSAS | Fire Science | AAS | Assoc of Applied Science | 4 | 2 | 3 | 1 | 1 |
| | ATC | Automotive Technology | CERT | Certificate | 8 | 6 | 3 | 2 | 4 |
| | ACRT | *Auto Cllsn Repair Tech | CERT | Certificate | 1 | 1 | 3 | 0 | 0 |
| | BARC | Barbering | CERT | Certificate | 2 | 1 | 4 | 4 | 4 |
| | BTC | Building Technology | CERT | Certificate | 2 | 1 | 2 | 1 | 0 |
| | COSC | Cosmetology | CERT | Certificate | 9 | 6 | 11 | 5 | 7 |
| | CULC | Culinary Arts | CERT | Certificate | 9 | 5 | 2 | 4 | 4 |
| | EWC | Electrical Wiring | CERT | Certificate | 0 | 4 | 2 | 1 | 0 |
| | FPC | *Fire Protection | CERT | Certificate | 0 | 0 | 1 | 0 | 0 |
| | FSC | *Fire Science | CERT | Certificate | 1 | 0 | 0 | 0 | 0 |
| | WLDC | Welding | CERT | Certificate | 5 | 2 | 6 | 1 | 2 |
| Total Vocational Studies | | | | | 50 | 38 | 53 | 24 | 31 |
| Total By Academic Year | | | | | 212 | 192 | 214 | 144 | 154 |

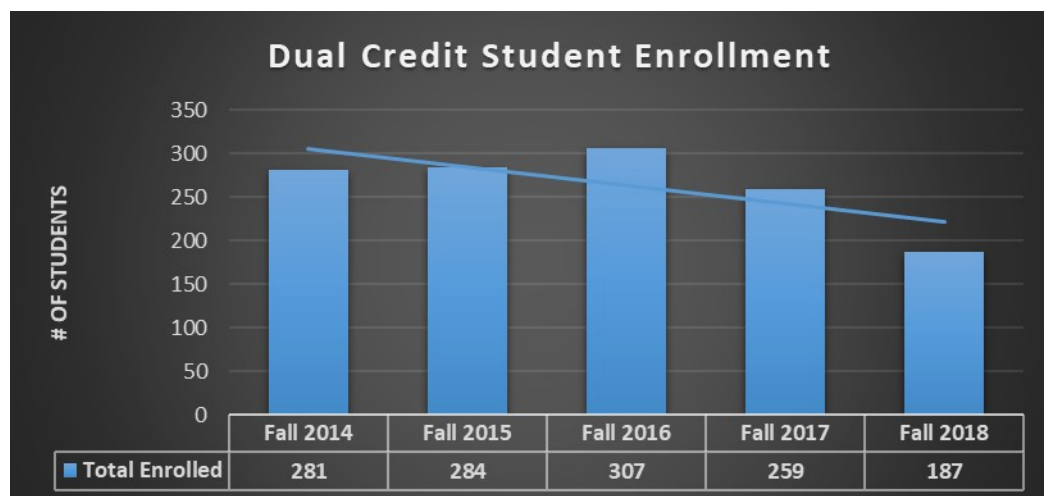
**Degrees are reported (July 1 - June 30)

Faculty and Staff

| Faculty, Adjunct, Staff, and Dual Credit Employees | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
| # Full-Time Faculty | 29 | 26 | 24 | 21 | 27 |
| # Part-Time Adjunct Faculty | 94 | 88 | 78 | 70 | 61 |
| # Dual Credit High School Faculty | 10 | 13 | 10 | 10 | 5 |
| # Remaining Faculty (not listed above) | 4 | 12 | 10 | 7 | 9 |
| Total Faculty | 137 | 139 | 122 | 108 | 102 |
| Adjunct Faculty as % of Total Faculty | 68.61% | 63.31% | 63.93% | 64.81% | 59.80% |
| # Full-Time Staff | 108 | 116 | 106 | 105 | 109 |
| # Part-Time Staff | 24 | 22 | 22 | 21 | 26 |
| Total Staff | 132 | 138 | 128 | 126 | 135 |
| # Fulltime Faculty Taught SCH | 451 | 426 | 334 | 299 | 304 |
| # Part-Time Adjunct Faculty Taught SCH | 663 | 610 | 467 | 392 | 327 |
| # Dual Credit High School Faculty Taught SCH | 63 | 57 | 62 | 42 | 18 |
| # Remaining Faculty (not listed above) Taught SCH | 15 | 57 | 57 | 22 | 54 |
| # of Total Faculty Taught SCH | 1,192 | 1,150 | 920 | 755 | 703 |
| Adjunct Faculty as % of Total Faculty Taught SCH | 55.62% | 53.04% | 50.76% | 51.92% | 46.51% |

Source: LCC Human Resources, Jan. 10, 2019

Dual Credit and Concurrent Enrollment



Source: Live data, December 2018



| Dual Credit Students By Fall Semesters | | | | | |
|--|---------|---------|---------|---------|---------|
| | Fall 14 | Fall 15 | Fall 16 | Fall 17 | Fall 18 |
| Total Student Headcount | 1440 | 1481 | 1439 | 1356 | 1096 |
| Dual Credit Student Headcount | 281 | 284 | 307 | 259 | 187 |
| Percent of Dual Credit Student Enrolled | 19.5% | 19.2% | 21.3% | 19.1% | 17.1% |
| Dual Credit Student Credit Hours | 1352 | 1489 | 1738 | 1234 | 932 |
| Average # of Dual Credit SCH at HS graduation | 29 | 26 | 25 | 23 | * |
| * This number will be available at the end of the spring term. | | | | | |

Source: Live data, December 2018

LCC Campus Map

