

**Assurance Argument**  
**Luna Community College**

2/19/2019

# 1 - Mission

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

## 1.A - Core Component 1.A

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

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### **1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

The [2013/2018 Strategic Plan](#) for the institution expired at the end of 2018. Beginning in July, 2018, the College began the process by which the plan would be updated. Anticipating this process, in early 2018, the College adopted a Shared Governance Model that included a committee dedicated to monitoring the ongoing progress toward achieving the Strategic Plan – Strategic Planning and Institutional Analysis [Committee](#) (SPIA). At their [November 13, 2018 meeting](#), the SPIA Committee developed the process by which college stakeholders would evaluate the current plan and provide insights on how it could be strengthened.

In considering the determination of Stakeholder participants in the Strategic Planning process, a review of current community and educational partners was conducted. Area partners were reviewed and contacted to gauge their interest in participating in the strategic planning process. The factors considered for inclusion in the stakeholder group were; community business associates, local K-12 schools, higher education partners, state and national partners. A total of twenty-one (21) stakeholders were identified and contacted and asked if they would be willing to participate. The individual makeup of the stakeholder group included members from the following partners; the College's service area school administrators, veteran service organizations, Department of Veteran Affairs, the College's service area business owners, city and county government planning and development directors, national laboratory representatives, local higher education representatives and local economic development representatives.

After identifying and determining possible stakeholder participants in the strategic planning process, each stakeholder was contacted and asked if they would be willing to participate in an online survey to gauge the current strategic plan and its relevance to current economic and business needs of the the College's service area and to gauge the current plan's effectiveness. A total of six questions were vetted and an online survey application, Survey Monkey, was utilized to format and distribute the

pertinent strategic planning questions to each respective stakeholder. The initial response was limited so reminders to participate were sent to those stakeholders who had not responded, the result was broad participation in response to the survey. The results of the survey of stakeholders were similar to, and confirmed the results of the survey of faculty, staff and current students of the College in that the current mission and vision statements were in need of revision and modification. The results of all surveys were conveyed to the College's Board of Trustees who then revised and updated the plan to reflect the comments and recommendations of stakeholders, staff, faculty and students of the College.

The Institution's strategic plan articulates the goals which are designed to ensure the College's vision and mission permeate its operations. Approved by the BOT, the College's Mission, guiding principles are products of constituents representing all facets of the college.

On August 30 – 31, the College hosted a two-day retreat with campus leadership (all directors and executive staff). The focus of the retreat was campus assessment. The final day ended with an assessment of the College's Strategic Plan. The assessment centered on the following questions.

**- Does the plan connect the mission to the vision?**

Do goals and strategies align with vision and support mission?

Are the vision and mission still relevant?

**- Is the plan realistic?**

Is it too lengthy?

Timelines; do they need to be incorporated into goals?

**- Is the plan cohesive?**

Do the elements support each other?

Are there outliers?

**- Is the plan balanced?**

Does it address several growth areas?

Student outcomes?

Enrollment growth?

Financial growth?

Growth in administrative processes?

Other areas?

**- Is the plan complete?**

Are there gaps?

Areas that are not measurable?

**- Is the document clear?**

Will the goals be meaningful for life of plan?

Is the language clear about the expectations?

The intent behind conducting the assessment was to establish facilitators who would assist in leading assessments during [Staff Development Week](#).

During Fall 2018 Development Week, the SPIA Committee held a series of workshops that allowed staff and faculty an opportunity to complete the Strategic Plan Assessment. Those in attendance at the [2018 Leadership Retreat](#) were tasked with serving as group leaders to ensure the dialogue was productive and focused.

To ensure the inclusion of external stakeholders, the SPIA Committee Chair identified

representatives from throughout the service region who would also complete an assessment of the strategic plan.

SPIA Committee membership summarized the feedback for the [Strategic Plan Review](#) and began drafting revisions to the plan for Board of Trustees review and input.

On [August 24 and 25, 2018](#), the Board held a retreat and training. In addition to working with ACCT Consultant Pam Fisher, Trustees conducted their own assessment of the Strategic Plan. They were provided with a summary of feedback from the on-campus work groups and with a draft of a modified plan which captured suggested revisions that were strongly suggested.

Trustees were successful in drafting two vision statements that would later be considered by the SPIA Committee. Ultimately a revised draft was sent to the Board for review.

At the [November 16, 2018](#) Board Retreat, the Board reviewed a draft of the SPIA Committee's revised plan. On November 27, 2018, a draft of the Strategic Plan was distributed campus-wide for feedback and input. On [December 3, 2018](#) the Board adopted the revised plan.

The revised plan quickly became the framework for campus-wide planning and allocation of resources. In January, the executive team worked together to develop the process that each department would utilize to align their department objectives and budget requests with the [Strategic Plan 2019-21](#). On January 11, 2019, a workshop for all department managers was held to understand the process for department reviews and strategic budget planning for [Non-Academic Department Reviews](#) and followup [Instructions](#).

The mission statement of the College was developed through a systematic, college and community-wide approach and by the Board of Trustees. This approach ensured that all constituents are aware of and understand the mission. "Creating Opportunities for You!" is the beacon that guides all aspects of the College's priorities including career education, transfer education, general education, customized education, student support services, cultural life, and economic development. All programs (credit, non-credit, specialized training), services, and the overall enrollment profile of the College are also consistent with the mission.

As an institution of higher education located in northeastern New Mexico, the College is aware of its mission and obligation to serve predominantly rural, isolated, and economically challenged communities. The College's Mission and Vision Statements, as well as its Core Values, are clearly understood. These foundational statements guide academic planning, budgeting, priorities, and actions.

### **Guidance to Operations**

The Strategic Plan is the framework for campus-wide planning and allocation of resources. On [Friday, January 11, 2019](#), the executive team worked together to develop the process that each department would utilize to align their department objectives and budget requests with the strategic plan. A workshop for all department managers was held to understand the process for department reviews and strategic budget planning for Non-Academic Department Reviews and follow-up Instructions. Each received a comprehensive overview of the process for department reviews and strategic budget planning for [Non-Academic Department Reviews](#). This new process was modeled after the [Academic Program Review](#), a process that has been in place since 2016.

The retention and completion benchmarks contained in the Strategic Plan were developed collaboratively among administrators, academic leadership and support services managers. These were purposely included within the plan's goals to keep staff and faculty focused on providing personalized support to students.

The College continuously evaluates its environment, seeking opportunities to expand and strengthen student learning and success. Strategic tactics include the development of a Retention and Completion (R&C) Plan. The R&C Plan was developed by the Retention and Completion Committee, which was chartered through the Shared Governance Policy.

Through its numerous outreach efforts and environmental scanning, The College remains committed to the communities and students which it serves. To this end, the institution's mission is comprehensive and encompasses all priorities while remaining steadfastly committed to quality academic and vocational programs. These programs are transferable through local and state articulation agreements, program alignments, program accreditations, community service/outreach, and economic development. To further support this dedication, the college has undergone a review of programs beginning in the 2015-2016 academic year to reduce certificate programs to 30 semester credits and associate degree programs to 60 semester credits. This change was completed and also aligns with the HLC Assumed Practice B.1.A to ensure the academic programs at the College remain rigorous and competitive.

In addition to providing academic opportunities, The College recognizes its responsibility as a strategic member of the region's economic development and as an active community service leader. The College understands its mission and responsibility to help provide for the region's future workforce. A prime example is the College's strategic effort to address the state and national shortage of healthcare workers. In 2017, the college created a dual degree program with Western New Mexico University (WNMU) which allows for graduation and immediate, smooth transition to [WNMU's BSN program](#). This dual degree opportunity for RN graduates to advance their degrees, which immediately improves the nursing shortage in the region and the state, reflects the College's commitment to creating opportunities through outreach and collaboration. The College's Department of Nursing maintains its national accreditation through the Accreditation Commission for Education in Nursing (ACEN). Additionally, the Department of Nursing, in conjunction with legislative efforts, the College has adopted statewide consortium agreement standards that allow all NM Nursing Programs to standardize curriculum and admission standards. This is demonstrated through the [New Mexico Nursing Education Consortium \(NMNEC\)](#).

In review of the evidence, the College meets the expectations for this component of Criterion 1 the discussion of subcomponent one (1) will also include an assessment of how well the institution has measured up to its foundational statements.

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

**Mission: "Creating Opportunities for You!"**

As a community college serving predominantly rural and economically challenged communities, the College is focused on creating opportunities for students through its degree, vocational, and community education programs. The College embraces its public purposes and responsibilities, and provides an education that prepares citizens for a global society. The institution's mission speaks

directly to its commitment to its constituents through a broad offering of degree and certificate programs that are measured to ensure alignment with regional workforce needs. The commitment to preparing students through its general education courses can also be seen in the design of all Associate Degree programs, which intentionally include the College's General Education Core Curriculum. Since the mission of the College is to Create Opportunities that prepare students to work, live, and learn in a changing and diverse world, the incorporation of the New Mexico General Education Common Core Curriculum in all AA, AS, AAS, and AGS degrees ensures the College fulfills its mission of transferability for those students choosing to pursue advanced degrees.

To further support this dedication to the service areas and the communities we serve, programs were reviewed in an effort to reduce certificate programs to 30 semester credits and associate degree programs to 60 semester credits, which also aligns with the HLC Assumed Practice B.1.A-- thus ensuring that the academic programs at the College remain rigorous and competitive. This effort allows the College to create a standard with our peer and sister institutions within the state. The College regularly monitors the economic and employment pulse of its service area and the state to ensure programs are relevant to students who are prepared for transferability and/or employment upon graduation.

In December 2018, the Board of Trustees approved the [2019-2021 Catalog](#) for the College. A major change in the catalog was the implementation on New Mexico's Common Course numbering system. Parallel to this effort was the process by which academic departments completed program reviews. These data yielded recommendations that several degrees be discontinued for a number of reasons – no longer a workforce need, decreased enrollment/interest, etc. Each academic director was required to move these changes through the curriculum committee approval process, and ultimately request Board approval that they be removed from the new catalog. A total of nine degrees were discontinued.

The College now offers 16 associate degrees and 17 certificates in addition to the Adult Education (AE) and General Educational Development (GED) preparation programs. These include noncredit community education courses, courses and programs for workforce training, transfer degrees, and applied associate degrees that prepare students for employment or transfer. Programs are delivered primarily at its non-residential main campus in Las Vegas, New Mexico. In addition, online and hybrid courses are offered at our two satellite campuses in Santa Rosa and Springer, as well as our site in Mora at the David Cargo Library, and at regional high schools in Northeastern New Mexico.

Over the last ten years, the institution's mission of "Creating Opportunities for You!" has been met with demands and challenges in the fluctuation in degree and course offerings over time. The need for programs is identified through business and industry demand, community referrals, and employment market trends. Individual areas of change and growth in academic programs are provided in Table 1.A.2-1. Economic challenges and a diverse student population have resulted in variable awards in certain areas of study. The College has one solid reason for this fluctuation, but understands the challenges facing all higher learning institutions including the need to remain competitive while also remaining affordable and appealing to our local service area demographic.

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

Associate	105	92	128	66	85
Certificate	107	100	86	78	69
Total	212	192	214	144	154
Source: Institutional Research & Reporting					

The College's Concurrent and Dual Credit Program provides opportunity through early admittance. Junior and Senior high school students within the College's service area earn credit that can be applied toward high school graduation and a postsecondary certificate or degree. These programs are based on established [Memorandums of Understanding](#) (MOU) with area school districts and under the legislative guidance of the New Mexico Public Education Department (NMPED). The NMPED has established [high school graduation criteria](#) that include a minimum of one high school credit in one of the following areas: honors class, advanced placement, dual credit, or distance learning. The College creates opportunity for success through its collaboration efforts. Table 1.A.2-2 reflects Dual Credit enrollment over the past four academic years. The College receives its funding through state appropriations and mil-levy funds from small rural communities and townships. Despite the continuous decrease in state funding, and a large rural service area, the College is committed to educate, enhance skills, and create opportunity in keeping with its mission. The College works with local education agencies, through its concurrent and dual credit programs, to create opportunity for secondary students to participate in college level courses. This access and opportunity expresses the institution's mission to create and provide for current and future academic and employment success.

	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
Total Student Headcount	1440	1481	1439	1356	1093
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
Source: Office of Institutional Research (December 2018)					

### **Non-credit Programs and Offerings**

The College also offers Adult Education (AE) preparatory courses in Reading, English, and Mathematics. These courses are designed to serve the needs of, and create opportunity for, individuals 16 years and older who have not completed a high school diploma. Through the AE program, the College also offers General Education Diploma – HiSET/GED Preparation. Table 1.A.2-3 demonstrates the College's service to underprepared students. The GED program prepares students to successfully complete the four-subject comprehensive exam.

Institutional Program	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
AE & GED	164	135	91	131	95	72

Source: [Office of the Adult Education](#).

The College has continued its offering of continuing professional education and community focused education opportunities. The College's Community Education program includes community training, non-traditional credit courses, and continuing education. Trainings are designed to the entities' specific needs and are typically offered in a condensed format. Some examples of these types of trainings are provided in Table 1.A.2-4. Community and continuing education are inclusive of courses in health service and small business development and management. In FY15-16 the Small Business Development Center (SBDC) experienced a deficient budget for programming, but has recently revitalized its programming in FY17 to offer more opportunities to the local service areas and continues to assess the needs of its constituents.

Institutional Agency	FY14	FY15	FY16	FY17	FY18
Area Health Education Center (AHEC)	1434	2551	3191	2421	3000
Small Business Development Center (SBDC)	163	0	0	33	36

Source: New Mexico Independent Community Colleges – Accountability in Government Act Performance Indicators. Small Business Development Center.

### **Academic and Student Support Services**

Recognizing that student learning and success is highly influenced beyond the classroom, the College dedicates resources to improve student goal achievement, retention, graduation and transfer measures, minority student success, and other areas of student intervention and support. The College's Student Support Services division focuses on providing every student a positive and successful entry, including access to financial aid, testing, and academic advisement. Once enrolled, the division focuses on providing academic tools and resources to engage students, including orientation, workshops (i.e., technology, financial aid, advising, etc.), counseling, and other student engagement support services. Detailed information about these services is described in Criterion 3.C.6.

The departments primarily tasked with providing student services include Recruitment and Admissions, Student Success Center (advisement, counseling and accommodations), Learning Resource Center, Office of the Registrar, Distance Learning On-line Support Services, Computer Services, Financial Aid, Dual Credit Office, Veterans Resource Center, and Student Clubs and Organizations. Other support services include the Nick Salazar Early Childhood Education Center

(preschool), Bookstore, and the College's Café de Luna.

In October 2018, the College rolled out a reorganization of students services in an effort to streamline the registration, dual credit, and advisement services. The model called for a Director of Student and Career services, adding the functions of job placement to the College's list of resources. The new director now oversees the VRC, Success Center, Dual Credit and career services.

The departments above are equally important to student success in fulfilling the College's mission by creating opportunity for students through its various ancillary services, including support for academics through its testing and ACE Lab Tutoring Center, health and wellness, adaptive services, counseling services, improved progress monitoring (early alert referrals), library services, Veterans Resource Center, and other services necessary to create the environment for student success. The early alert referral process has been administered through the Student Success Center and provides another venue by which to inform students of unsatisfactory progress. Early alert notification to students occurs at four, eight, and twelve weeks of the fall and spring semesters and at four weeks during the summer session. In the Spring of 2018, the Student Success Center will implement an online faculty driven early alert system. The new process will include early alerts at any point when a faculty member identifies intervention is necessary.

Academic advising starts after admission to the College and continues at orientation to allow new students to develop their first-semester schedule with an academic advisor, and determine a plan for success. Upon program declaration, students are assigned a faculty advisor for the duration of their program of study. To ensure this process is seamless, all advisors have been trained to utilize an advisement portal where interactions with students are documented.

All students, including online students, can plan and evaluate their progress utilizing Pathways and PASSport, two online tools available to students. Pathways allows students to access their grades, transcripts, register for classes, and add, withdraw, or drop courses. Program Advisement Student Summary (PASSport) is intended to aid students in assessing their academic progress towards program completion. PASSport provides a general overview of requirements taken and those that remain unmet. Faculty and academic advisors also utilize PASSport to track student progress. In keeping with the institution's mission, the departments of Student Support Services aim to enhance the academic success of the College's students.

### Student Profile

Service area demographics and Fall 2017 enrollment profile are consistent as demonstrated in (Table 1.A.2-5).

Fall 2017	Head	% of	Service Area Demographics					NM
Ethnicity	Count	student population	San Miguel	Guada-lupe	Mora	Colfax	Ave. Total	% Ethnicity
Hispanic	1074	79.2%	77.9	79.3	80.5	49.5	71.8	48.5
White	221	16.3%	17.7	15.8	17.8	46.6	24.48	38.1

Native American or Alaska Native	14	1.0%	3.2	3.3	3	2.7	3.05	10.6
Black or African American	15	1.1%	2.2	2.2	1	1.1	1.63	2.5
Asian	8	0.6%	1.3	1.2	0.5	0.7	0.93	1.7
Native Hawaiian or Other Pacific Islander	0	0.0%	0.2	0	0.1	0.3	0.15	0.2
Two or More Races	1	0.1%	1.9	1.9	1.5	2.1	1.85	2.5
Race & Ethnicity Unknown	23	1.7%	0	0	0	0	0	0
Total	1356	100						

Source: United States Census Bureau, National Center for Education Statistics, and The Integrated Postsecondary Education Data System (IPEDS)

The College's enrollment profile (Table 1.A.2-6) is reflective of service area demographics. The student body includes students of all ages, both preparing for and already participating in the workforce. The majority of the College's students are between the ages of 16-24, with roughly 76% declaring their ethnicity as Hispanic. Of students enrolled in AE/GED, 88% identify as Hispanic.

Ethnicity	Female	% of Female	Male	% of Male	Total	% of Total
Nonresident alien	0	0.00%	0	0.00%	0	0.00%
Hispanic/ Latino	948	79.33%	728	71.87%	1676	75.91%
American Indian or Alaska Native	16	1.34%	10	0.99%	26	1.18%
Asian	5	0.42%	11	1.09%	16	0.72%
Black or African American	9	0.75%	19	1.88%	28	1.27%
Native Hawaiian or Other Pacific Islander	0	0.00%	3	0.30%	3	0.14%
White	188	15.73%	213	21.03%	401	18.16%

Two or more races	3	0.25%	3	0.30%	6	0.27%
Race and ethnicity unknown	26	2.18%	26	2.57%	52	2.36%
Totals	1195	54.12%	1013	45.88%	2208	100.00%

Source: The Integrated Postsecondary Education Data System (IPEDS)

The College's Fall 2016 student body is composed of the following attributes:

- Full-time enrollment 26%, part-time enrollment 74%
- 80% in-state, 16% out-of-state, 4% out of country first-time freshman
- 45% male and 55% female
- 85% of Full-time, first-time students received financial aid

In addition to providing quality educational opportunities and support services to its diverse constituencies, the College strives for diversity in faculty and staff. The College understands the importance of the presence of underrepresented minorities in faculty positions. Table 1.A.2-7 demonstrates the College's commitment, as an Equal Opportunity Employer, to ensuring diversity in all aspects of teaching and learning.

**Table 1.A.2-7 Spring 2019 Full-time Faculty Ethnicity**

Ethnicity	Female	Female %	Male	Male %	Total	Total %
Nonresident alien	0	0	0	0	0	0
Hispanic / Latino	12	46.15	6	23.08	18	69.23
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	5	19.23	2	7.7	7	26.93
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	3.84	0	0	1	3.84
Totals	18	69.22	8	30.78	26	100

Source: Office of Human Resources

Reflecting the College's mission to provide life-long learning opportunities, the College enrolls students who range in age and who chose the college for the opportunity to fulfill their personal

dreams and aspirations. The College expects to continue to see regional declines in population as limited economic development in northeastern New Mexico continues to be the trend. As evidenced in Table 1.A.2-8, the US Census Bureau's data and information predicts a 1.1% increase in population within the state's larger metropolitan cities, while also predicting a decline in population for rural areas. With this decline, the College remains committed to its service areas and its constituents and will continue to increase its efforts in recruitment, retention and completion.

Annual Population	Colfax	Guadalupe	Mora	San Miguel	Total
2010	13,750	4,687	4,881	29,393	52,711
2015 estimate	12,387	4,364	4,577	27,951	49,279
2016 estimate	12,253	4,376	4,504	27,760	48,893
3 year average	-10.89	-6.64	-7.72	-5.56	-7.24

Source: US Census Bureau (2010 Census data)

Institutional efforts to address this trend are ongoing and include student recruitment initiatives through marketing and publications that emphasize the cost savings that come with enrolling in a community college and transferring courses to a four-year institution. The College's ability to expand in its ability to provide quality distance education programs will be integral to enrollment growth and ensuring access to the service region. To maintain these efforts, the College has applied to become part of the National Council for State Authorization Reciprocity Agreements (NC-SARA). Submission of the application was completed in Fall 2017, and is currently under review for approval.

**1.A.3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by referring to the response to Criterion 5.C.1.)**

The Strategic Plan is the framework for campus-wide planning and allocation of resources. In January 2019, the executive team worked together to develop the process that each department would utilize to align their department objectives and budget requests with the strategic plan. On January 11, 2019, the interim President conducted a workshop for all department managers. Each received a comprehensive overview of the process for department reviews and strategic budget planning for [Non-Academic Department Reviews](#). This new process was modeled after the Academic Program Review ([Academic Reviews](#)), a process that began a year ago.

Each department review and strategic budget submission was due on February 15. These requests are reviewed by administration and necessary revisions are discussed with department leadership. Ultimately, department budgets will be forwarded to the Board where each will be discussed during a budget work session.

Budget development processes allow the College to advance its priorities as defined in the College's mission and strategic plan. Throughout the fiscal year, the Vice President of Finance provides quarterly finance reports to the Board of Trustees at its public board meetings or upon request. Additional evidence supporting this subcomponent can be found in detail under Criterion 5 Subcomponent 5.C.1.

## **Retention & Completion Support Staff**

Increased attention has been paid to academic advisement and tutoring services; however, over the past year, the College has increased the number of new positions, the majority of which are dedicated to direct student services:

- Academic Program Advisors for Allied Health, Education, Humanities, Nursing, School of Business, STEM, and Vocational/Trades
- Dual Credit Coordinator
- Veteran's Resource Center Coordinator
- Student Success Advisor
- Student Tutors
- Tutoring Coordinator

These positions were created with a recurring legislative appropriation that targets student retention and completion. To ensure compliance with the intent of the funding, the College must provide annual reports to the New Mexico Higher Education Department who continues to recommend level funding for the institution.

In addition, the College was successful in issuing \$300,000 of salary parity adjustments in early 2018. The project began with securing a consultant who led an effort to standardize job descriptions, recommend reclassifications and provide fair market salary ranges for each position.

### **Summary: Core Component 1.A.**

The College's mission was developed using a broad-based process. This mission statement drove the development of the strategic plan and its assessment metrics. It will continue to guide the College in its practices and strategic plan. As a result, academic programs, increases in student support services, and enrollment strategies reflect the mission, vision, and guiding principles.

## **Sources**

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- 2018 Leadership Retreat Agenda
- 2C2-BOT Retreat 11-16\_17-18
- Academic Affairs
- Academic Department Reviews-Template (1)
- AE Mid Year Report Template 2018-2019 final
- BOT Retreat 8-24-25-18
- BOT Special 12-03-18
- Catalog 2019-2021
- Dual Credit MOU's
- Dualcredit\_6.30.7.NMAC\_PED
- Fall 18 Staff Dev Week Schedule
- LCC BOT Shared Governance Policy 1520
- LCC\_SARA Application\_2017
- LCC\_Strategic\_Plan\_2013-2018
- LCC\_WNMU\_MOU for BSN\_2017
- NMNEC\_Common\_Course\_Number\_CROSSWALK\_2017
- Non Academic Department Reviews

- SPIA Minutes 11-13-18
- Strategic Plan 2019-21
- Strategic Plan Directions
- Strategic Plan Review
- Strategic Plan Workshop

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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The mission of the College has been articulated publicly and remains available in published documents and media outlets. The development and approval of the mission underwent a comprehensive engaging process involving all constituents from all levels to collectively agree on what the College today proudly calls its mission "Creating Opportunities for You!".

#### **1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities**

The College's mission and vision statements, and core values, are posted and presented prominently throughout the Institution. These statements are also displayed in campus facilities and in community venues and are available through a multitude of electronic media outlets. The College embraces its mission, vision, and value statements and therefore makes these foundational documents readily accessible. The mission can be found in the following locations:

- LCC website
- Office of the President
- Internal College web portal – Pathways and PASSPort
- Internal TV monitors
- College publications
- Satellite campuses and offsite locations
- College advertisements
- Posted conspicuously throughout the campus and public venues

In addition to the visible reminders, the College regularly presents these statements publicly at community and college events. The College has also embarked on various targeted marketing campaigns. These campaigns focus on helping students, faculty, staff, and community members better understand the guiding statements. The campaigns are intended to articulate the College's commitment to its constituent's, the pursuit of new goals, and sustainable practices that remain in the best interest of our service areas at large. The College is committed to maintaining transparency and cohesive operations that are intended to support the mission, vision and guiding principles.

#### **1.B.2. The mission document or documents are current and explain the extent of the**

**institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

The mission documents are current and demonstrate the extent of the College's commitment to the various aspects of its mission. Evidence of this statement can be substantiated through its [Faculty Manual](#) and [Employee Handbook, 2019-21 Strategic Plan](#), and the [Academic Guidelines](#). The current [2019-21 Catalog](#) and [Student Handbook](#) clearly explain the emphasis and expectations of the institution, faculty, staff, students, and constituents.

The College requires that standardized course syllabi are current and filed by the faculty member each semester. The syllabi indicate how the course and instruction of the content transmit knowledge, and serve as a contract to ensure that learning objectives are met. Syllabi contain the criteria for success and demonstrate to students the College's commitment to ensuring students have the skill necessary for awarding credit.

The College continues to follow its core competencies to ensure the College increases the number of graduates, provides quality programs, and provides task oriented learning that is accelerated, affordable, and accessible. The [core competencies](#) are strategically important in fulfilling the mission and providing a competitive advantage in the market place and service environment. The College believes that its three [key categories of service](#) are interdependent. The categories include:

These core competencies demonstrate the extent to which the mission pervades instruction, scholarship, creative works, clinical service, public service, economic development, transfer community, and religious and cultural purpose.

In addition to engaging in credit bearing and non-credit bearing courses, the College considers the participation in student organization to be scholarly in nature through application and demonstration of skill. These [student organizations](#) are based on guiding principles that clearly articulate the nature and purpose of the organization and thus support the College's mission.

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

As the only regional community college in Northern New Mexico, the College's mission, vision and guiding principles underscore its commitment to serve the citizens and communities of its dedicated service area. The mission and vision statements articulate the nature and scope of the College's programs and services. "Creating Opportunities for You!", implies access to quality educational opportunities, transfer degrees that provide admission to other colleges and universities, and a broad range of knowledge and technical skills. The College's programs and services are designed to serve a constituency that is diverse. Luna Community College's mission, vision, and guiding principles statements clearly identify that:

- Our commitment to our internal constituents - students, faculty, and staff of the College in providing a stimulating environment for discipline-specific, interactive and immersive learning.
- Our commitment to local, state, and national communities whom we serve to assist in advancing economic development, business success, and government organizations.
- Provide educational opportunities and cultural development for all constituents.

### **Summary: Core Component 1.B**

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

### **Sources**

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- Academic Guidelines 2018-2019
- Catalog 2019-2021
- Key Categories of Service
- LCC Core Competencies\_Figure 1.B.2
- Staff Handbook
- Strategic Plan 2019-21
- Student Organizations

## 1.C - Core Component 1.C

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

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

### Argument

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#### 1.C.1. The institution addresses its role in a multicultural society.

***HLC Concern: Little evidence of specific educational initiatives was found to address the reasonable expectations around the institution's role to support a multicultural society or to appropriately infuse the curriculum with regard to human diversity.***

During the most recent update to the College's [Strategic Plan](#), the following guiding principle was adopted, "Promote a learning community that values and celebrates differences." This core value will become the beacon that guides program and curriculum development across the campus.

The College, through civic and professional leadership, values integrity and social justice as well as accepts its social responsibility reflected in its programs, course offerings, and student support services. The mission statement "Creating Opportunities for You!", conveys the institution's promise to serve as a representative of opportunities regionally, statewide, and nationally. The College's mission, vision, and value statements strongly emphasize an understanding of and appreciation for the diversity of society and are ever mindful of its constituents. The statement was intentionally created, with much forethought, to touch each individual constituent and speak directly to their needs, goals, and aspirations through opportunities at the College.

These opportunities are accomplished by offering programs and classes, with diversity and inclusion that foster the students' understanding of cultural differences. Attention to diversity is evident in the classroom, both credit and non-credit bearing courses. College curriculum (i.e., course and program offerings) reflect the diversity of the world in which its students will live and work. The Institution offers such courses as Introduction to Anthropology, Cultures of the World, Introduction to Sociology, and World Religions that assist students in understanding the world in which they live.

For example, in education, a multicultural course focuses on esteem, empathy, and equity. The introduction to film history experience films directed in various countries outside the United States including France, England, Mexico, Spain, and India. A culinary course, titled Global Kitchen, addresses regional French and Italian history, geography, and climate for each region and the affects to cuisine. The introduction to business class require students to explore and present barriers of international trade (sociocultural differences, economic differences, and political and legal differences). The nursing program addresses a variety of diversity topics. For example, the pharmacology class addresses diversity as it relates to medication usage and its effect on different races and age groups. The simulation lab incorporates diverse populations in the scenarios which include veterans and Jehovah Witnesses. And, Level 4 students unfold case studies which incorporate diverse groups of people within a village called "El Pueblo de Luna."

The [Phi Theta Kappa](#) organization is very active and participates locally, nationally, and internationally. Students can also collaborate with students from the nearby United World College that houses a host of students from many nations across the globe.

The College facilitates events to broaden [self awareness](#) around [cultural](#) and gender bias and supports [multicultural](#) events; Executive leaders attend national diversity conferences such as the AAHHE [New Leadership Fellowship program](#) and the [AACCC Equity and Inclusion STEM Thought Leaders' Summit and Advance Technical Education STEM conference](#).

The College continues its commitment to creating academic programs and organizations that support learning and living in a diverse community. As noted in the Student and Community Profile Table 1.C.1-1 the College's demographics are representative of the service area and the state.

Fall 2017	Head	% of	Service Area Demographics					NM
Ethnicity	Count	student population	San Miguel	Guada-lupe	Mora	Colfax	Ave. Total	% Ethnicity
Hispanic	1074	79.2%	77.9	79.3	80.5	49.5	71.8	48.5
White	221	16.3%	17.7	15.8	17.8	46.6	24.48	38.1
Native American or Alaska Native	14	1.0%	3.2	3.3	3	2.7	3.05	10.6
Black or African American	15	1.1%	2.2	2.2	1	1.1	1.63	2.5
Asian	8	0.6%	1.3	1.2	0.5	0.7	0.93	1.7
Native Hawaiian or Other Pacific Islander	0	0.0%	0.2	0	0.1	0.3	0.15	0.2
Two or More Races	1	0.1%	1.9	1.9	1.5	2.1	1.85	2.5
Race & Ethnicity Unknown	23	1.7%	0	0	0	0	0	0
Total	1356	100						

Source: United States Census Bureau, National Center for Education Statistics, and The Integrated Postsecondary Education Data System (IPEDS)

Table 1.C.1-3, LCC 2016-2017 Enrollment by Gender and Ethnicity, indicates the following

demographic facts.

- 54.12% female, 45.88% male
- 79.33% of females self-identify as Hispanic
- 71.87% of males self-identify as Hispanic
- 75.91% of the LCC population self-identify as Hispanic

Ethnicity	Female	% of Female	Male	% of Male	Total	% of Total
Nonresident alien	0	0.00%	0	0.00%	0	0.00%
Hispanic/ Latino	948	79.33%	728	71.87%	1676	75.91%
American Indian or Alaska Native	16	1.34%	10	0.99%	26	1.18%
Asian	5	0.42%	11	1.09%	16	0.72%
Black or African American	9	0.75%	19	1.88%	28	1.27%
Native Hawaiian or Other Pacific Islander	0	0.00%	3	0.30%	3	0.14%
White	188	15.73%	213	21.03%	401	18.16%
Two or more races	3	0.25%	3	0.30%	6	0.27%
Race and ethnicity unknown	26	2.18%	26	2.57%	52	2.36%
Totals	1195	54.12%	1013	45.88%	2208	100.00%

Source: The Integrated Postsecondary Education Data System (IPEDS)

For more information regarding minority enrollment, service area and state race/ethnicity, and percentage of graduating students by ethnicity, refer to [Chart 1.C.1](#).

In 2000, New Mexico Community Colleges, with staff from the Department of Finance and Administration and the Legislative Finance Committee, developed ten performance-based budgeting indicators. New Mexico Independent Community Colleges published its report [Accountability in Government Act Performance Indicators – 2017](#). Each fall, the institutions assess their performance over the previous year. They utilized this report and other planning information to establish targets for the upcoming year. While the indicators alone do not provide a complete picture of the success of the college, they do serve as useful benchmarks for evaluating institutional performance.

Each year, community colleges are asked to identify the minority population of its campus that is most divergent from its service area. Once the minority population is identified, the College establishes a goal to improve enrollment of that population. Most frequently, the target minority population is Hispanic ; however, at the College most under-represented ethnic groups are our non-Hispanic ethnicity. Table

1.C.1-4 demonstrates the institution's performance in addressing the identified underrepresented student enrollment.

Academic Year	2014-15			2015-16			2016-17		
Ethnicity	Men	Women	Total	Men	Women	Total	Men	Women	Total
Non-Resident Alien	0	1	1	0	0	0	0	0	0
Hispanic/Latino	588	877	1465	722	911	1633	728	948	1676
American Indian/Alaska Native	10	7	17	13	13	26	10	16	26
Asian	4	7	11	9	6	15	11	5	16
Black or African American	16	10	26	20	8	28	19	9	28
Native Hawaiian/Pacific Islander	5	0	5	5	1	6	3	0	3
White	288	238	526	231	205	436	213	188	401
Two or More Races	4	2	6	0	0	0	3	3	6
Race Unknown	15	18	33	31	25	56	26	26	52
Total Enrollment	930	1160	2090	1031	1169	2200	1013	1195	2208

The College's faculty and staff ethnic diversity is commensurate to that of the student body as demonstrated in Spring 2019, Table 1.C.1-5. Fair and equal hiring practices enable the body of faculty and staff at the College to reflect the diversity of northeastern New Mexico and its student body. The College understands it must continue to diversify its employee base, with strategic focus on hiring and retaining minority faculty.

Ethnicity	Female	Female %	Male	Male %	Total	Total %
Nonresident alien	0	0	0	0	0	0
Hispanic / Latino	12	46.15	6	23.08	18	69.23
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0

White	5	19.23	2	7.7	7	26.93
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	3.84	0	0	1	3.84
Totals	18	69.22	8	30.78	26	100
Source: Office of Human Resources						

With the vision and mission statements, diversity and inclusion is even more evident. Specifically, the mission highlights the opportunity to inspire and serve. The guiding principles show that the college recognizes, respects, and welcomes diverse cultures, heritages, and perspectives. The college understands that it serves a global, diverse, and technological society, which seeks to engage and learn from the community, the state, the nation, and the world.

Additionally, the core values in the College's quality assurance recognition received in 2012 state “We seek to create a caring environment which is intellectually and culturally dynamic and encourages students to achieve *THEIR* maximum potential.” The College challenges students to question assumptions and extend boundaries, embrace diversity, and celebrate inclusion. The approach to diversity and inclusion is epitomized in the Mission Statement “*Creating Opportunities for You!*”.

As the role of higher education continues to change, the College seeks to lead rather than follow. Through the collective core values and the College's mission, the College is committed to creating innovative courses, programs, and practices that attract, retain, and nurture a diverse community that fosters an environment which enables all who contribute to excel.

### **1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

The College provides a comprehensive set of academic programs, co-curricular, and community support activities to meet the needs and interests of a diverse population. The College believes inclusivity and diversity permeates the College’s policies, procedures, programs, and services. All College processes and activities comply with state and federal laws.

#### **Accessibility Support Services**

Accessibility Support Services are provided through the Student Success Center. The Accessibility Services Coordinator establishes eligibility, determines accommodations, and serves as a liaison for qualified students with disabilities. Students with disabilities are provided accessibility support services on a voluntary basis. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the College ensures that individuals with disabilities are provided with an equal *opportunity* to self-advocate and participate in programs and services where appropriate accommodations are provided. The College strives to create a campus environment that provides access and *opportunities* for students, faculty, and staff with disabilities to meet their full potential. To provide an equal voice for all individuals, Accessibility Support Services also encourages individuals with disabilities to participate on boards or campus groups. Reasonable modifications in policies, practices, and procedures ensure equal access for individuals with disabilities in a supportive environment.

### **Recruitment and Admissions**

The student recruitment activities at the College resonate with diversity. As members of the New Mexico Education Council (NMEC), LCC recruiters participate in NMEC College Days across the state of New Mexico. These events allow the College's recruiters to meet, interact, and recruit a multicultural population of incoming students. Along with College Day events, the College's recruiting team participates in outreach activities at local high schools and community based events. The College's Recruitment and Admissions Office has a long standing and strong relationship with the New Mexico Department of Labor-Workforce Solutions that serves as a resource for educating and enhancing the skill levels of unemployed and underemployed individuals. In addition, the College, alongside the New Mexico Department of Vocational Rehabilitation, works to assist individuals with disabilities to reach their educational goals and promote skill enhancement.

### **Veterans Resource Center**

By 2020, five million Post-9/11 veterans will transition out of the service to civilian life (American Council on Education, 2014), and there will be 21.3 million veterans nationwide, (U.S. Census Bureau 2014), making this a measurable and significant population in need of services. In 2015 the College embarked on a mission to strengthen its services to this veteran population by establishing a Veterans Resource Center (VRC) that fosters veterans' educational transition to and academic success in, post-secondary education. The VRC coordinates services, including academic and career services, assistance with VA and New Mexico Veteran benefits, VA Educational benefits, peer-to-peer mentoring, individualized counseling and support, mental health support, tutoring, and information regarding upcoming workshops and community resources, to address the academic, financial, physical, and social needs of veteran students and their dependents. "*From Soldier, to Civilian, to Student*", the College's VRC was designed to reduce social isolation, to support a positive transition, and to promote academic and personal success.

### **Diversity: Embedded in Academics**

The diverse content within the general core education speaks to the College's continued effort to create an inclusive atmosphere for students, faculty and staff, the greater service area, the state, and the nation. The College's general education philosophy statement includes "ensuring graduates possess literacy and general knowledge to function well in employment, to pursue additional education, and to participate in the cultural and political life of the community and society." The College provides comprehensive academic programs to meet the needs and interests of its diverse student population. For example, the Department of Humanities offers the following coursework to promote diversity and cultural enrichment: Cultures of the World, World Religions, Introduction to Sociology, Spanish I, and Spanish II. The Department of Allied Health offers coursework in Spanish for Health Professionals and courses dedicated to Rural Community Health Workers. In addition, the Department of Education offers Associate and Certificate degrees in Early Childhood Multicultural Education.

### **Diverse Faculty and Staff**

To maintain diversity at the College, the College is an equal opportunity employer committed to creating opportunities and strives to maintain a culturally enriched and diverse population to serve its students and constituents. The College promotes multicultural education and diversity within the classroom and its service communities. Recognizing the challenges of workforce diversity, the

College's Spring 2019 faculty profile (Table 1.C.2-1) identifies how the College's faculty continues to remain proportionate to the student population.

The College understands the importance of offering professional development and continuing education opportunities. Faculty and staff are equally encouraged to enhance/advance their skills through the use of a tuition waiver at the College and New Mexico Highlands University (NMHU).

Ethnicity	Female	Female %	Male	Male %	Total	Total %
Nonresident alien	0	0	0	0	0	0
Hispanic / Latino	12	46.15	6	23.08	18	69.23
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	5	19.23	2	7.7	7	26.93
Two or more races	0	0	0	0	0	0
Race and ethnicity unknown	1	3.84	0	0	1	3.84
Totals	18	69.22	8	30.78	26	100
Source: Office of Human Resources						

### **Student Activities**

The College offers a number of student inclusive activities that promote culture and value diversity. These [clubs and organizations](#) are student driven and supported with faculty or staff advisors.

### **External Constituents**

The College's service area covers more than 13,000 square miles of small rural communities and recognizes that barriers may exist for its constituents. The College fully understands the needs of these Northern New Mexico communities and provides various educational opportunities. Because of distance and economic hardship, the College utilizes facilities use agreements with area schools to offer dual credit and concurrent enrollment for high school students and to provide its constituents with course work both in the evenings and during the fall, spring, and summer semesters. With an open enrollment policy, the College provides accessible educational opportunities through the operation of satellite/site campuses in the New Mexico towns of Springer, Santa Rosa, and Mora.

Additionally, college employees are actively involved in community, regional, and state

organizations. The College continues to pursue opportunities to connect with and recruit minority populations in order to increase ethnic diversity within the student population. The College's efforts to address student diversity are also demonstrated through its affordable tuition, student recruitment activities, program offerings, as well as hosting and participating in [cultural and annual events](#).

The search process for the permanent president provided both internal and external stakeholders with an opportunity to provide input to the Board on who best could fulfill the role of president. The committee, which was tasked with presenting finalists to the Board, included a community member and regional alum of the College.

### **Summary: Core Component 1.C.**

In accordance with its foundational documents, the College has demonstrated commitment to diversity in all aspects of college life and recognizes the critical importance of diversity in the region it serves. The institution has maintained a faculty profile that represents its student population and service areas. These accomplishments are the result of an effort to reflect the multicultural profile of the College's population.

### **Sources**

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- ATEConference
- Chart 1.C.1\_Minority Enrollment\_State\_SrvcArea by Eth\_GradbyEthn
- College Events
- CrucialConversations
- CulturalBias
- CulturalEvents
- NewLeadershipAcademy 2017-2018\_LALLA
- NMICC-report-2017\_
- PhiTheta-Chronology of Chapter Activities17-18
- Strategic Plan 2019-21
- Student Organizations

## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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**1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

*HLC Concerns: Until the recent appointment of the interim president, as evidenced by comments in the community forum, there has been little to no community engagement or active advisory board activity; Until the January 9, 2018 regular meeting of the Board of Trustees, the Board's agenda provided no specific opportunity or time for public comment;*

The College understands its role to serve the public. As a public institution, the College is governed by the Board of Trustees, a body elected by residents of multiple districts, to ensure that the College understands its public role and holds it accountable to serve effectively. The College, as part of the New Mexico Community College system, has no external investors or interests other than to serve the students, the service area communities, and the public interest. The College continually seeks input from the community through the College's planning processes, business groups, and advisory boards. The College responds to these needs by providing quality programs, training opportunities, continuing education, physical resources such as facilities use, and through a variety of community events. In the following section, evidence will confirm the College's commitment to the public good through its quality educational programs, its engagement with external constituencies and communities, and the central role its educational responsibilities play in the College's not-for-profit mission.

Commitment to the public good is demonstrated by the College's internal process and procedures with [public oversight bodies](#).

Through its actions and decisions, the College is committed to serving the public good. The College provides public access to educational, cultural, and informational opportunities through guest speakers, workshops, and student events. In addition to its academic goals, the College serves its constituents and local communities through partnerships, and its effectiveness in the execution of its operations.

- The College's Concurrent Enrollment/Dual Credit Department engages with regional high schools in the institutions multi-county service area. The college believes serving high school students is part of the college's mission to create opportunity and a highly educated, prepared

workforce.

- Community Education, a non-credit option for life-long learning, offers introductory courses, special interest courses, and recreational courses designed to meet the diverse interests of the College's population. Community Education offers classes in tax preparation, early childhood education, Continued Medical Education (CME), Certified Nursing Assistant (CNA), and Certified Driver's License (CDL). These are but a few examples of the institutions efforts to meet its public obligation through professional development.
- Professional development opportunities are designed to meet the needs of businesses and professionals through seminars, short-term training, continuing education units, and certifications not offered through any existing degree plan at the college.
- Noches de Familia is a prevention program designed to raise awareness of substance abuse and prevention. Noches de Familia, housed at the College, provides local families with presentations, community lectures, and monthly family activities.
- The Small Business Development Center (SBDC) provides no-cost management consulting, small business training, and government procurement assistance for Northeastern New Mexico businesses. The College's personnel work closely with the Workforce Investment Act Program to provide client training and other educational needs.
- Partnerships with regional Department of Vocational Rehabilitation and Workforce Development Board has yielded opportunities for on the job training opportunities and paid tuition scenarios for eligible students.
- The Adult Education (AE) Program offers classes to adult learners (16 years of age and older), which assists students with obtaining a GED, improving literacy skills, and enhancing English-speaking skills.
- The Office of Public Relations continues to assist in creating a stronger community through communication with the public by use of the college's weekly newsletter-*The Luna Light*, The College's live radio broadcast, television commercials, social media, and radio advertisements. The advertisements provide valuable brand recognition for both local businesses and the College.
- The College understands progressive economic downturns hurt many [local and state agencies](#). The institution is committed to public service throughout its service area and statewide through use of its [facilities](#) and educational/training coursework.

**1.D.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

***HLC Concern: Although one of the trustees serves as an ex officio member of the Foundation board, no information was available to the review team about Foundation finances or recent activity.***

In early 2017, the College's Foundation Board began unravelling on the heels of inquiries by the New Mexico Office of Attorney General and State Auditor. The inquiries were rooted in concerns with actions on the part of the Foundation's former director who left the organization in November 2016. During the FY17 audit, the absence of Board members created a hardship for the College in obtaining the financial information necessary to complete financial statements within the institution's single audit. Essentially, no active Foundation Board members were in possession of the financial and backup data. Ultimately the single audit was incomplete and the College was issued an adverse opinion for its FY17 audit.

The root of the issues stem from the absence of a formal and legally binding agreement that articulates the roles and responsibilities of the College and its Foundation. In response to the adverse opinion, the College elected to suspend all Foundation activity until access to financial data could be obtained.

In January 2017, the College was able to secure statements and cancelled checks from each of the Foundation's financial institutions. In March, the College worked with the NM Office of State Auditor to secure the services on an accountant who could prepare FY17 and FY18 Financial Statements for the Foundation. This work would become the basis upon which the single audit would be conducted for both fiscal years. In August, the College's auditors were provided with the financial statements and additional test work was done to address FY17 audit findings. Ultimately, auditors were able to complete the single audit with a strong degree of confidence. In December 2018, the College's audit was released, by the NM OSA, both the single and institutional audits received a modified opinion.

The by-laws for the Foundation do not include ex officio representation by a College Board of Trustee. As a result, the responsibilities associated with such membership were absent resulting in no access to information that would have provided ongoing transparency.

***HLC Concern: While the institution references support from the College's Foundation for student scholarships in its Show-Cause report, the team found no evidence of a current Foundation presence, but, rather an absence of an active board or any recent activity such that it was necessary for the institution to assume responsibility for awarding most recent Foundation scholarships.***

In Fall 2017 members of the Foundation Board requested that the College begin soliciting applications for scholarships. Shortly after the application process opened, the College became aware that the Foundation was unable to furnish financial data and gift agreements that articulated the requirements associated with each scholarship fund. To ensure disbursements would not violate the wishes of Foundation donors, the interim president suspended the scholarship award process and all applicants were notified. A fund was established to assist applicants who held a balance with the institution.

To date, the College has not authorized the Foundation to begin the scholarship awards process. In the interim, the College has adjusted its processes and procedures related to disenrollment for non-payment, payment plan schedules and rolling over previous balances, to allow students flexibility in paying for attendance. In late 2018, the Board voted to approve a student employment program that also provides student who do not receive Title IV Aid with part-time work on campus.

A major goal for the newly established Foundation Board is to formalize the gift agreement process to ensure scholarship fund stewardship.

As stated in Core Component 1.A., the mission documents are the driving force for the College's operations and activities. As part of the New Mexico Community College system, there are no investors, parent organizations, or other supporting external interests that stand to benefit from any financial returns the College may realize.

### **1.D.3. The institution engages with its identified external constituencies and communities of**

**interest and responds to their needs as its mission and capacity allow.**

***HLC Concern: Until the recent appointment of the interim president, as evidenced by comments in the community forum, there has been little to no community engagement or active advisory board activity.***

The College has been successful in fulfilling its commitment to transparency. A year ago, the College did not employ any staff responsible for communication and marketing. To date, two full-time employees are responsible with carrying out a comprehensive outreach campaign that not only bolster recruitment, but informs the community of several ways to become engaged in college events. For example, during the presidential search process, each of the five finalists were invited to campus for an all-day interview and forums with staff, faculty and the community at large. In addition to the forums, evening receptions were promoted, giving all stakeholders an opportunity to interact with candidates. Additional examples follow.

### **Linking-up With Luna**

Shortly after the establishment of the Staff Advisory Senate, discussions took place regarding the lack of input we had from the community. We brought our concerns to the Shared Governance Council as informational and solicited any recommendations they would like to contribute. The Senate continued to discuss the option of forming a committee of community members that could convey insight into the needs of the community, provide feedback regarding programs offered, and pose recommendations based on their professional and personal experiences. When the Shared Governance Council met with the on-site visiting team from HLC, this endeavor was mentioned and the team highly encouraged pursuit of this avenue.

Through our research, it became evident that this role would best be served in an Advisory Board capacity through the academic departments. We reintroduced the topic with our research to the Shared Governance Council and requested recommendations on moving forward. Academic Leadership suggested, when Staff Senate was ready to move forward with these initiatives, we could assist the Academic Directors by hosting an event that would allow the voice of the community to be heard and solicit participation in Program Advisory Boards. The Staff Senate President reached out to the Academic Directors for support of such an event and unanimously received approval to proceed. Staff Senate partnered with the Small Business Development Center for community contact information and assistance with outreach.

The [Linking up with Luna](#) event took place, Wednesday, November 14<sup>th</sup> at the College campus. All Academic Departments were represented along with the full Staff Advisory Senate, and members of Administration. The Interim President spoke briefly to the attendees, addressing the need for collaboration between the institution and the surrounding service areas. The Vice President of Instruction also spoke regarding the importance of community input into our program offerings and upcoming changes that were scheduled to occur. Members of the community in attendance expressed a consensus of the need for basic skills in areas such as customer service, resume writing, and recommended more focus be given to reading and writing fundamentals. This event motivated community members to volunteer to serve on Advisory Boards, which was our hope, and partnerships were formed. We hope that this will lead to a better understanding of the needs of the community.

### **Strategic Plan Feedback**

In considering the determination of Stakeholder participants in the Strategic Planning process, a

review of current community and educational partners was conducted. Area partners were reviewed and contacted to gauge their interest in participating in the strategic planning process. The factors considered for inclusion in the stakeholder group were; community business associates, local K-12 schools, higher education partners, state and national partners. A total of twenty-one (21) stakeholders were identified and contacted and asked if they would be willing to participate. The individual makeup of the stakeholder group included members from the following partners; the College's service area school administrators, veteran service organizations, Department of Veteran Affairs, the College service area business owners, city and county government planning and development directors, national laboratory representatives, local higher education representatives, local economic development representatives.

After identifying and determining possible stakeholder participants in the strategic planning process, each stakeholder was contacted and asked if they would be willing to participate in an online survey to gauge the current strategic plan and its relevance to current economic and business needs of the the College's service area and to gauge the current plan's effectiveness. A total of six questions were vetted and an online survey application, Survey Monkey, was utilized to format and distribute the pertinent strategic planning questions to each respective stakeholder. The initial response was limited so reminders to participate were sent to those stakeholders who had not responded, the result was broad participation in response to the survey. The results of the survey of stakeholders were similar to, and confirmed the results of the survey of faculty, staff and current students of the College, in that the current mission and vision statements were in need of revision and modification. The results of all surveys were conveyed to the College's Board of Trustees who then revised and updated the plan to reflect the comments and recommendations of stakeholders, staff, faculty and students of the College.

### **Public Comment**

Board of Trustees minutes and agendas dating back to November 2017 reflect a standing agenda item for [public comment](#). Board policy 2100 addresses standing agenda items for all regular meetings to [Board Policy Manual](#). Pursuant to policy 2100, item six on agendas allows for public comment. Board policy 2300 titled, Public Participation at Board Meeting provides the process for providing public comment. The section reads:

- Individuals must sign-in on the Public Comment Sign-in Sheet which shall be provided to the public on the day of the meeting. The Public Comment Sign-in Sheet will be collected by the Board Chair at the start of the meeting, thus closing opportunities for individuals to request that they be heard.
- Individuals must limit comments to items listed on the agenda for the meeting at which they will speak.
- Only individuals officially recognized by the Chair of the Board shall be allowed to speak.
- All presentations shall be limited to three minutes.
- Order and decorum will be maintained at all times. The use of profanity, obscenity, and/or other offensive language shall be sufficient cause for the Board Chair to withdraw a citizen's permission to address the Board
- A complaint against the personal action of an identifiable employee shall not be an allowable agenda item.

Also beginning in November 2017, Board meetings may be viewed through a live stream on the Web. Although this option does not provide for an exchange between viewers and the Board, it allows for stakeholders to remain informed on actions of the Board. As an institution of higher

education serving a region comprised of rural, isolated, and economically challenged communities, the College strives to meet the needs of its constituents. The College provides access to a wide variety of educational opportunities, including quality academic courses, cultural events, informative workshops, lecture series, economic development, and quality of life initiatives. The following are a few examples of the College's ongoing engagement with the community:

- Through its dual and concurrent enrollment program, the College responds to the needs of its service area high schools, facilitating an expansion of course offerings to students and meeting the [NMPED graduation mandate](#).
- The College recognizes the need of its business partners and community constituents to maintain licensure status or upgrade skill. The College's facilities are often used to provide continuing education or selected topic courses to meet the needs of its service area constituents.
- The College acknowledges its economic impact in Northeastern New Mexico and continues to be a major employer for the service area. Furthermore, the College continues to build capacity within the region through the Small Business Development Center.
- The Learning Resource Center (LRC) provides a variety of services and materials to enrich and support the instructional, research, recreational, and informational needs of students, faculty, staff, and constituents. Collections include over 30,000 volumes of audiovisual materials, audiovisual equipment, over 150 print subscriptions, several online [databases](#), eBooks, and eAudiobooks. Remote access to the LRC's online catalog and full-text online databases are available to staff and students through the LRC's website.
- The College provides barbering courses to incarcerated individuals at the Guadalupe County Correctional Facility in Santa Rosa, New Mexico. In addition, the College provides academic and vocational course work to those incarcerated at the Springer Correctional Facility in Springer, New Mexico. The College understands its role in the greater society by providing academic access through MOU's that support and build communities who are educated and individuals that are capable of contributing to society in a meaningful way.

The College's faculty and staff members are also deeply involved with the local community as active participants in its business, economic, and service organizations. [Table 1.D.3](#) contains information about the College's faculty, Board of Trustees, and staff member participation in service organizations.

Regularly, members of the Culinary Arts Club and/or the Culinary Arts Department for example [volunteer to serve](#) a variety of community stakeholders. In doing so, they help those stakeholders further their organizational goals, while exposing students to a variety of vocational venues; meet and work with diverse populations, and engage in community service. STOP

### **Summary Core Component 1.D**

The evidence provided demonstrates that the College has met and exceeded the expectations for Criterion 1.D, the institution's mission demonstrates commitment to the public good.

Through its transformation, the College has established its Mission and Vision Statements, a set of core values, and strategic goals to continuously guide the College. These foundational documents guide the strategic planning undertaken during past years. The mission of the College is clear and publicly articulated, centering on educational excellence, access, and impact. the College continues to provide high quality accessible education, increased student diversity within its programs, as well as increased degrees granted, and continues to significantly and meaningfully engage in the economic,

social, and cultural foundation of the communities it serves.

## Sources

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- Board Policy Manual
- Dualcredit\_6.30.7.NMAC\_PED
- Examples of Culinary Arts Service
- Examples of Local and State Agencies
- Linking up with Luna pic
- LRC Databases Update
- November 14 Minutes-Agenda
- November 21 Minutes-Agenda
- Public Oversight Bodies
- Public Service Facilities Use Report
- Table 1.D.3 Service Organization Involvement

## 1.S - Criterion 1 - Summary

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

### Summary

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The College is a two-year community college driven by a strong and committed mission to primarily serve the people of Northeastern New Mexico, an area with many small communities, a high unemployment rate, and high poverty levels. Known as the people's college, the employees are very understanding of the population being served and reach out to provide individualized instruction and support services that keep students on the pathway of retention, completion, and future employment.

As a diverse and multicultural community college which serves the needs of all students, the College depicts the mission of "Creating Opportunities for You!" The College continues to improve its mission through orientations, regular training sessions, the "Luna Light" College newsletter, departmental meetings, and regular interaction between colleagues. The College continues to create stronger communities by working with public entities, other institutions of higher learning, government agencies, and members of the private sector who have entered into Memorandums of Understandings (MOU's) with the College.

Success is derived from the proactive approach taken by the entire College family to ensure student success. This comes in the form of utilizing shared governance, listening to each other's thoughts and ideas, implementing innovations that keep pace with educational trends, unselfishly working together to solve student issues, and keeping students motivated to achieve their dreams and educational goals.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Argument

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##### **2.A.1 The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.**

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

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

A critical component to the Shared Governance Policy was the creation of a Staff Advisory Senate. At their December 19, 2018 meeting, Trustees unanimously approved the by-laws and constitution for the newly recognized Senate.

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

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

Throughout Criterion 2, several references to policy revisions will emerge. To ensure that newly implemented practices become systemic, the College has made numerous revisions to its [Staff Handbook](#) and [Board of Trustees Manual](#). These revisions have served as the basis upon which a cultural shift is emerging. More specifically, the campus is conditioning itself to function within the confines of fundamental norms, such as accountability, mutual respect, transparency, effective communication, and trust.

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

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

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

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

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

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

***HLC Finding: Trustee interactions indicated an absence of cohesion on topics such as the timeline for the presidential search, strategic planning, aspirations for enrollment and academic programs.***

*Board development has been ongoing. In August 2018, the College hired an ACCT consultant to work with the Board on strengthening collaboration and trust. In the past year, the Board has also engaged in the following work sessions which were aimed at strengthening their collective*

*understanding of roles and responsibilities:*

- August 24-25, 2018: [Retreat](#)
- January 23, 2018: [Work Session](#)

The Board was also successful in working collaboratively to complete an update to the College's Strategic Plan. The new plan, which founded a new vision and set of guiding principles, emphasizes the College's commitment to developing the economies and students within the service region. The Board also included a goal that underscores the need to implement sustainable practices that align with the mission of the College.

***HLC Finding: While the Board of Trustees adopted a new conflict of interest policy stating "... each year, Trustees shall sign a document indicating they have received, understand and accept the conditions of, the policy titled, 'Ethics and Conflict of Interest revised' ..., " to date, one trustee has failed to sign this document.***

All trustees have signed the annual acknowledgment.

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

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

Summary of the workshop outcomes:

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

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

On February 13, 2018, the Board conducted a follow up retreat with Dr. Prather which was aimed at completing the evaluation process for the interim president. The Board adopted the review tool and incorporated an opportunity for faculty, staff and students to participate in the evaluation process for the [Interim President Evaluation Tool](#).

**Staff Development Week:** In August 2017, the College implemented the Inaugural Annual [Staff Development Week](#), which will be held the week prior to the start of fall classes each semester. The

trainings will provide more opportunities for staff to build upon their skills and network with other staff. The College will draw on the talent base from staff and faculty, as well as, outside presenters.

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

Since 2017, Staff Development Week has taken place in the week prior to each semester. Administration works collaboratively with Faculty Senate to coordinate the delivery of critical updates, mandatory trainings and development workshops.

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

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

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

<b>Chart 1: Board Manual and Staff Handbook Training Chart</b>		
Type of Training	Attendees	Dates
<a href="#">Staff Development Week</a>	All Staff	August 1, 2017
BOT Received <a href="#">Board Policy Manual</a> Training and signed an Annual Ethics and Conflict of Interest Policy <a href="#">Acknowledgement form</a> .	President/BOT	<a href="#">December 19, 2017</a>
Employees received <a href="#">Board Policy</a> and <a href="#">Staff Handbook</a> Training and <a href="#">signed acknowledgement</a> and receipt of staff Handbook form.	President	January 9, 10, & 11, 2018

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

The Board recognizes and understands the importance of this Shared Governance Structure. On December 12, 2017, the Trustees adopted the proposed [Shared Governance Policy](#) that adheres to

basic governance principles, such as transparency, responsiveness, and accountability. The Governing Board has approved several other initiatives and best practices related to Shared Governance. This policy demonstrates a commitment to facilitating and the contributions of staff and faculty on decisions that have a far-reaching impact on the College, its conditions of employment, its policies, its procedures, and its strategic plan.

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

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

- Retention and Completion Committee
- Strategic Planning and Institutional Analysis Committee

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

The College will follow a basic set of elements to establish effective functioning committees that will allow the college to move forward and make progress.

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

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

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

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

Since then, the Senate has conducted regular monthly meetings and has participated in numerous policy discussions and revisions.

**Student Senate:** In Spring 2017, Student Government participation dwindled to just a few students.

A major point of dissension between the Senate and college administration revolved around the Senate’s ability to revise their By-Laws without the ratification of the President or the Board of Trustees. The By-laws called for an election in Fall 2017; however, prior to hosting elections, the final Senate member notified the Interim President that he would no longer be serving.

In Spring 2018, the Interim President led the effort to reconstitute the Student Senate by requesting nominations from each of the seven academic departments. A total of ten (10) students comprised the Student Senate that semester. Spring 2019 membership is six (6). Although the membership has decreased, these student representatives are very involved, very vocal, and eager to encourage change within the institution.

The Interim President served as one of the sponsors to ensure the body received adequate support and resources during its initial phase. The Senate Bylaws are now subject to review and ratification by the College President, ensuring adequate communication between members of the Senate and the Board.

### Shared Governance/BOT Meetings

At the [request of the Senates](#), administration has worked with Shared Governance leadership to coordinate work sessions with the Board of Trustees that allow for informal interaction between faculty, staff and the Board. These meetings began in October 2018 and continue to occur every other month. The topics focus on strengthening the understanding of [Shared Governance](#) and communicating pertinent updates such as [HLC accreditation](#).

<b>Shared Governance Council Regular Meeting Dates</b>		
Wednesday, January 9, 2019	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Monday, December 10, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, November 14, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, October 10, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, September 5, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, July 11, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, June 13, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Wednesday, May 23, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Tuesday, April 24, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>
Tuesday, March 27, 2018	<a href="#">Agenda</a>	<a href="#">Minutes</a>

### Sources

- Accreditation Presentation to BOT
- Asset Transfer Form
- Board Conflict of Interest Acknowledgements
- Board Policy Manual
- BOT Letter re Aug 14th meeting
- BOT Retreat 8-24-25-18

- BOT Work Session 1-23-19
- December 19 Mintues-Agenda - 3pm
- December 19 Mintues-Agenda- 9am
- Employee Code of Conduct Policy
- Ethics Policy 2900
- Fall 18 Staff Dev Week Schedule
- Fixed Assets Policy
- Interim President Eval Tool
- Nepotism 5.12
- Policy 1510 Presidents Eval
- Policy Revisions 1000
- Revised Org Chart
- SGC Agenda 01-09-19
- SGC Agenda 03-27-18
- SGC Agenda 04-24-18
- SGC Agenda 05-23-18
- SGC Agenda 06-13-18
- SGC Agenda 07-11-18
- SGC Agenda 09-05-18
- SGC Agenda 10-10-18
- SGC Agenda 11-14-18
- SGC Agenda 12-10-18
- SGC Reguar Meeting 09-05-18
- SGC Regular Meeting 01-09-19
- SGC Regular Meeting 03-27-18
- SGC Regular Meeting 04-24-18
- SGC Regular Meeting 05-23-18
- SGC Regular Meeting 06-13-18
- SGC Regular Meeting 07-11-18
- SGC Regular Meeting 10-10-18
- SGC Regular Meeting 11-14-18
- SGC Regular Meeting 12-10-18
- Shared Governance Committees
- Shared Governance Policy
- Shared Governance Presentation updated
- Shared Governance Strucutre
- Signed Staff Acknowledgements
- Staff Advisory Senate By-Laws
- Staff Advisory Senate Constitution
- Staff Development Week Schedule
- Staff Handbook

## 2.B - Core Component 2.B

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

### Argument

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

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

The College utilizes its website as a primary medium for disseminating information. Following a budget planning workshop, the Board approved the use of \$50,000 for a contract to re-design the College's website. Juice-box Interactive was selected to lead this effort with a focus on a modern and appealing visual design, and to provide a form of clear communication for different constituencies (prospective students, new students, returning students, and community members). The College went live with its new website on October 26, 2018.

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

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

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

The Communications and Marketing Coordinator publishes a bi-weekly newsletter, [The Luna Light](#). The publication is posted online and is available in print at each of the satellites and the main campus. Additionally, the newsletter is distributed to staff at each of the school districts in the region. The Luna Light informs the public of current events and academic developments on campus, and

serves as a venue for notifications of upcoming events.

The College also strengthens its connections to the public through one of its radio talk shows broadcast in Las Vegas, Santa Rosa, and Raton. Negotiated media contracts allow for advertisement spots and 30-minute talk shows to allow College staff to discuss student success stories, upcoming events, and, more recently, progress towards the Probationary status.

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

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

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

[Faculty and staff in-services](#) are offered twice in the Fall and twice in the Spring to provide training and professional development pertaining to their responsibilities at the College.

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

## Sources

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- Comm and Marketing Coord JD
- Faculty-Staff, In-Services 2016-2018
- Luna Light Newsletters
- Phone Directory

## 2.C - Core Component 2.C

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

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

### Argument

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

***HLC Finding: Financial information from the Foundation regarding end-of-year status, as well as the response to the independent audit finding, is missing despite numerous requests from the administration.***

In early 2017, the College's Foundation Board began unravelling on the heels of inquiries by the New Mexico Office of Attorney General and State Auditor. The inquiries were rooted in concerns with actions on the part of the Foundation's former director who left the organization in November 2016. During the FY17 audit, the absence of Board members created a hardship for the College in obtaining the financial information necessary to complete financial statements within the institution's single audit. Essentially, no active Foundation Board members were in possession of the financial and backup data. Ultimately the single audit was incomplete and the College was issued an adverse opinion for its FY17 audit.

The root of the issues stem from the absence of a formal and legally binding agreement that articulates the roles and responsibilities of the College and its Foundation. In response to the adverse opinion, the College elected to suspend all Foundation activity until access to financial data could be obtained.

In January 2017, the College was able to secure statements and cancelled checks from each of the Foundation's financial institutions. In March, the College worked with the NM Office of State Auditor to secure the services of an accountant who could prepare FY17 and FY18 Financial Statements for the Foundation. This work would become the basis upon which the single audit would be conducted for both fiscal years. In August 2018, the College's auditors were provided with the financial statements and additional test work was done to address FY17 audit findings. Ultimately, auditors were able to complete the single audit with a strong degree of confidence. In December 2018, the College's [FY2018 audit](#) (pp. 65-68) was released, by the NM Office of the State Auditor, both the single and institutional audits received a modified opinion.

The by-laws for the Foundation do not include ex officio representation by a College Board of Trustee. As a result, the responsibilities associated with such membership were absent resulting in no College access to information that would have provided ongoing transparency.

To date, the College has not authorized the Foundation to begin the scholarship awards process. In the interim, the College has adjusted processes and procedures related to disenrollment for non-payment, payment plan schedules and rolling over previous balances, to allow students flexibility in paying for attendance. In late 2018, the Board voted to approve a student employment program that also provides students who do not receive Title IV Aid with part-time work on campus.

A major goal for the newly established Foundation Board is to formalize the gift agreement process to ensure scholarship fund stewardship.

The College has been given a specific deadline of April 30, 2019 to create a formal agreement between the College and the Foundation that shall articulate a specific purpose for the Foundation plus the following [FY2018](#) (p. 68):

- Policies that ensure the Foundation's compliance with local, state and federal laws that govern non-profit organizations
- Shared responsibilities for the Foundation's financial management
- Shared access to the Foundations financial records
- Shared responsibilities in establishing an annual operation budget for the Foundation
- Sound policies that govern the acceptance and management of gifts
- Sound policies that ensure adequate oversight for the Foundation's expenditures
- Sound policies that govern the scholarship application and award processes
- Consider adopting a procedure of conducting a full background check on the new Foundation Executive Director

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

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

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

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

[attention to results.](#)

As a result of assessment discussion, the Board elected to adopt the following norms:

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

Board Policy revisions also call for a standing General Public Comment section. The section, which precedes action items on the agenda, allows for feedback from the campus and community prior to members taking action. Since July 1, the Board has held a total of 22 meetings. This number is higher than usual because the Board convened several times to approve items integral to the Show-Cause and Probation Report. The following is a summary of meetings and executive sessions:

<b>Board of Trustees Meeting Dates</b>			
Meeting	Meeting	Executive	Subsequent
Date	Type	Session	Action
<a href="#">July 18, 2017</a>	Special	Yes	None
<a href="#">August 8, 2017</a>	Regular	No	N/A
<a href="#">August 15, 2017</a>	Special	No	N/A
<a href="#">September 12, 2017</a>	Regular	Yes	Interim President to explore hiring a firm for presidential search
<a href="#">October 10, 2017</a>	Regular	Yes	RFP for a presidential search firm
<a href="#">November 7, 2017</a>	Work Session	No	N/A
<a href="#">November 14, 2017</a>	Regular	Yes	Extend the Interim President contract
<a href="#">November 21, 2017</a>	Special	No	N/A
<a href="#">December 12, 2017</a>	Regular	No	N/A
<a href="#">December 19, 2017</a>	Work Session	No	N/A
<a href="#">December 19, 2017</a>	Special	No	N/A
<a href="#">February 7, 2018</a>	Special	No	N/A
<a href="#">February 13, 2018</a>	Regular	No	N/A

<a href="#">May 8, 2018</a>	Regular	No	N/A
<a href="#">May 24, 2018</a>	Special	No	N/A
<a href="#">June 19, 2018</a>	Special	No	N/A
<a href="#">October 10, 2018</a>	Special	Yes	N/A
<a href="#">November 6, 2018</a>	Special	Yes	None
<a href="#">November 8, 2018</a>	Special	Yes	None
<a href="#">November 13, 2018</a>	Regular	No	N/A
<a href="#">December 3, 2018</a>	Special	Yes	None
<a href="#">December 6, 2018</a>	Special	No	N/A

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

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

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

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

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

The items above provide opportunity for stakeholders to weigh in on all items going before the Board. Board members may also solicit feedback from each representative throughout their meetings.

Finally, their presence on each agenda ensures that Trustees are informed of the work being done by the various sectors at the institution.

Agendas and minutes will reflect that Board meetings over the past several months have called for various presentations on items that relate directly to institutional priorities. These presentations have included:

<b>Board of Trustees Work Session Dates</b>		
Presentation Date	Topic	Presenters
<a href="#">August 15, 2017</a>	Retention and Completion Plan	President
<a href="#">August 15, 2017</a>	Nursing Department Enhancement Funding Outcomes	Nursing Department
<a href="#">September 12, 2017</a>	Fixed Assets Reconciliation	Project Leads
<a href="#">November 4, 2017</a>	Enrollment Report	President
<a href="#">August 8, 2017</a>	Approval of Nursing Handbook Revisions	Nursing Department
<a href="#">August 8, 2017</a>	MOU between Transportation Dept. and LCC	Physical Plant Manager
<a href="#">October 10, 2017</a>	NM Funding Formula – Credit Hour Distribution by Funding Tiers	President
<a href="#">November 7, 2017</a>	Work Session on FY18 Budget Priorities	President and CFO
<a href="#">August 24, 2018</a>	Albuquerque Retreat	Search & Retreat Consultant
<a href="#">August 25, 2018</a>	Albuquerque retreat continued	Zilo International & Search & Screen Chair
<a href="#">November 13, 2018</a>	Catalog	Registrar
<a href="#">November 16, 2018</a>	Compensation and Salary Adjustments	President
<a href="#">November 17, 2018</a>	Budget Development/Adjustment Process	President
<a href="#">December 6, 2018</a>	Shared Governance	Shared Governance Chair

***HLC Finding: Despite an adverse opinion by the independent Auditor, the Finance and Audit committee of the institution’s board meets infrequently and Board members freely acknowledge that they often must act as a committee of the whole for the Finance and Audit committee in regard to these matters.***

In the past, the measure of acting as a committee of the whole was a consequence of minimal trust among the Board. Over the past ten months, this practice has slowly diminished and committee meetings have been taking place regularly. Per [Board Policy](#), the following committees are standing.

Executive Committee

- Finance Committee
- Facilities Committee
- Academic Affairs Committee ([5-8-18 Minutes](#); [9-11-18 Agenda](#), [10-8-18 Minutes](#))

The Board Chair appoints membership although other trustees can attend, short of a quorum. The Finance Committee, in particular, has played an active role in addressing issues related to the [FY17 adverse audit](#) opinion.

Finance Committee:

- [Minutes 05-03-18](#)
- [Minutes 09-07-18](#)
- [Minutes 12-10-18](#)

The committee's membership played an advisory role in addressing the fixed assets reconciliation, and the ongoing monitoring of fluctuations in tuition and fees revenue.

The Board did elect to have all members present at the FY18 audit exit conference. This was done to avoid a rolling quorum around the audit's findings – state law prohibits an audit to be publicly discussed until it is first reviewed and released by the State Auditor. The Board was also vested in see whether or not administrative responses had been carried out.

As evidence in the [FY18 audit](#), the College has made remarkable gains, over a short period, to produce an unmodified opinion. Most notable is the work done with the Foundation's records and bank reconciliations. This effort was achieved through a strong collaboration between staff, administration and finance committee membership.

In December 2018, the Finance Committee began investigating the need to play a lead role in recommending tuition and fees increases to the Board. In January, the Board held a special meeting to review financial data and statewide trends in tuition and fees. The Board is expected to implement increases in the College's FY20 budget. They have requested that administration begin hosting forums to vet options with faculty, staff and students.

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

*HLC Findings: At the time of the visit, there remained open questions by the community about the ability of the Board to ethically govern given current Trustee membership; and while verbally embracing the notion that change must occur, the Board of Trustees has yet to incorporate such modifications to their modus operandi.*

The Board has been sincere about re-establishing trust among the college's stakeholders. This effort began with the process by which the finalists for the position of president were selected. The Board agreed to removing themselves from the initial vetting process and entrusted this work to a diverse committee and search firm. Ultimately, the Board was not made aware of who had applied for the position with the exception of the five finalists who were forwarded for their consideration. The on-campus interview process also included forums that allowed for each applicant to interact with staff, faculty, students and community members. Following each forum, participants were able to provide anonymous feedback to the Board.

In October 2018, the Board unanimously approved a motion to hire an individual for the position of

President. The Board were vigilant in negotiating a contract, including a proposal to fly and meeting with the selected candidate. When the Board began to sense that negotiations were not progressing as expected, they held a special meeting with the screening committee to convey progress and strategy.

At the request of the Board Chair, administration has also worked with Shared Governance leadership to coordinate work sessions that allow for informal interaction between faculty, staff and the Board. These meetings began in December 2018 and continue to occur every other month. The topics focus on strengthening the understanding of Shared Governance and communicating pertinent updates. (**Refer to 2.A. Shared Governance Meetings**)

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

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

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

“A Trustee shall not:

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

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

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

The responsibilities of each committee are clearly stated in [Policy 1470 – Committees of the Board](#). Committees act as advisory bodies to the Governing Board and do not have authority to take final action on items. The committees above are assigned a chair by the Chairman of the Board of

Trustees. The President of the College assigns a Staff Co-Chair. The overarching purpose of committees is to facilitate an opportunity for the Board to monitor and evaluate the College’s progress toward its strategic goals. Another purpose of the committees is to provide balance, by limiting the Board’s role to provide staff with direction during committee meetings.

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

[Policy 1470](#) also provides guidance on the creation of additional interim committees. Interim committees may only be created to research and investigate matters that will eventually come before the Board. Upon establishment, the Board, or Board Chair, shall determine a timeline by which the committee shall return its findings or recommendations. Following its report and recommendations, interim committees shall no longer be required to meet. This language limits the Board from creating committees that over-reach into day-to-day operations.

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

- Veterans Affairs Committee
- Technology Committee

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

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

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

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

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

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

- Formulation of Institutional long range plans, goals, and strategies.
- Curriculum development and outcomes assessment.
- Organization of the college to execute its instructional mission.
- Development and use of instructional technology.
- Academic standards and policies.
- Faculty recruitment, hiring, appointment, evaluation, promotion, and termination policies.
- Faculty duties, responsibilities, and evaluation policies.
- Faculty grievance procedures.
- Faculty Professional Development.
- Regulations that directly and indirectly impact faculty and areas of instruction.
- Student advisement and retention activities.
- Faculty compensation, fringe benefits, and leave policies.
- Ratio of full-time to part-time faculty.
- Adequacy of student services and administration support as they pertain to the instructional mission of the college.
- Faculty handbook update and revision.

In April 2017, the Board hired a consultant to draft significant revisions to their handbook, which included Policy [1510 – Evaluation of the President](#). The policy states, “by March of each year, the president shall be responsible for completing a Self-Assessment that addresses progress made toward mutually agreed upon goals and performance indicators. The assessment shall include:

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

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

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

At their December 19<sup>th</sup> work session, consultant Dr. Hugh Prather conducted an initial [assessment with the Board](#). A second training with Dr. Prather was conducted in February 2018. This session yielded an annual Board Self-evaluation tool and policy. The process for evaluating the President included an anonymous, and externally-managed survey that allowed for staff, faculty and students to measure the President's performance in the following areas.

- Institutional Performance
- Institutional Leadership
- Accreditation
- External Relations
- Budgetary/Fiscal Management
- Relations w/the Board
- Personal Qualities

## Sources

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- 2C2-BOT Regular 11-13-18
- 2C2-BOT Retreat 11-16\_17-18
- 2C2-BOT SGC 12-06-18
- 2C2-BOT Special 11-06-18
- 2C2-BOT Workshop 02-13-18
- AAffairs 09-07-18
- Academic Affairs Minutes 9-11-18
- AcademicAffairs Minutes 10-08-18
- AcademicAffairsMinutes 5-8-18
- Acaemic AffairsAgenda 9-11-18
- Approved\_LCC\_Board\_Policy\_Manual\_4.10.18
- August 15 Minutes-Agenda
- August 8 Minutes-Agenda
- Board Team Assessment
- BOT Meeting 07-11-17
- BOT Regular 02-13-18
- BOT Regular 05-08-18
- BOT Regular 11-13-18
- BOT Retreat 8-24-25-18
- BOT Special 02-07-18
- BOT Special 05-24-18
- BOT Special 06-19-18
- BOT Special 10-10-18
- BOT Special 11-06-18
- BOT Special 11-08-18
- BOT Special 12-03-18
- BOT Special 12-06-18
- Committees Policy 1470
- December 12 Minutes-Agenda
- December 19 Mintues-Agenda - 3pm
- December 19 Mintues-Agenda- 9am
- Ethics Policy 2900

- Facility 01-24-19
- Facility 07-19-18
- Facility 10-08-18
- FC Minutes 05-03-18
- FC Minutes 09-07-18
- FC Minutes 12-10-18
- Fiscal Watch Reports-January 2017
- FY2017 Audit
- FY2018\_Audit
- July 18 Minutes-Agenda
- November 14 Minutes-Agenda
- November 21 Minutes-Agenda
- November 4 Minutes-Agenda
- November 7 Minutes-Agenda
- October 10 Minutes-Agenda
- Policy 1510 Presidents Eval
- Policy Revisions 2100
- September 12 Minutes-Agenda
- Signed Board Resolution
- Staff Handbook Policy 3.2.1

## 2.D - Core Component 2.D

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

### Argument

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***HLC Finding: The modification of board policies and creation of a new format for board agendas now allow respective groups from the institution to freely express themselves in an open forum; Evidence supporting freedom of expression is specifically stated in the recently adopted board policy, which includes "... Shared Governance Council members shall enjoy freedom of speech and academic freedom without the fear of retaliation..."; The institution's proposed policy on freedom of expression and dissent supports the intent of this core component but is still moving through the institution's processes and awaiting final action and implementation;***

The [Freedom of Expression and Dissent Policy](#) has since been approved by the Board and disseminated.

***HLC Finding: Even though the institution has an academic dishonesty and plagiarism policy, conversations with academic personnel noted the policy was not being uniformly applied throughout the campus.***

The policy is included in course syllabi and in the course [2019-21 Catalog](#). Students are made aware of the policy during New Student Orientation. Any appeals are processed first by the overseeing academic department and referred to the Vice President for Instruction, when necessary.

### Freedom of expression and inquiry

Luna Community College recognizes that expression of freedom and freedom of inquiry are fundamental rights for all individuals. LCC protects the responsible exercise of these rights by students, faculty members, and staff. Faculty rights and responsibilities are outlined in the Academic Guidelines. Freedom of expression in teaching contributes to creativity and innovation in the classroom, while innovation and improved teaching and learning are achieved through Professional Development of its faculty. To date, a [Freedom of Expression and Dissent](#) policy has been approved by the Board.

### Sources

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- Catalog 2019-2021
- Freedom of Expression and Dissent Policy

## 2.E - Core Component 2.E

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

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

### Argument

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

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

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

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

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

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

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

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

The College's policy on academic dishonesty is found in the [Student Handbook](#), [College Catalog](#), on the website, and in each Syllabus. If, and when, an instructor or staff member detects evidence of plagiarism or academic dishonesty, the instructor or staff will forward that evidence to the Academic Vice President, in accordance with established policy.

## Sources

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- Computer Use Policy

## **2.S - Criterion 2 - Summary**

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

### **Summary**

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

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

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

### **Sources**

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*There are no sources.*

### **Sources**

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*There are no sources.*

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

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

### **3.A - Core Component 3.A**

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

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

### **Argument**

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

The College has consistently offered high quality education and continues to analyze programs to improve through the efforts of the administration, faculty, and staff. The Vice President of Instruction, the academic department directors, faculty, and staff have all worked collaboratively to address issues, such as student-learning outcomes, program goals, specialized accreditation, and alignment of curriculum to state or national standards. The College participates in the NM Higher Education common course numbering system which supports transfer of common courses to other New Mexico higher education systems.

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

Programs and their courses are kept current and require students to perform at levels appropriate to the degree or certificate they are awarded. Programs and courses are periodically reviewed by the faculty-led curriculum committee.

The College offers Associate of Arts degrees, Associate of Science degrees, Associate of Applied Science degrees, and Certificate program awards. The College's programs are designed to provide entry-level preparation for employment and/or facilitate transfer to a four-year institution. The College's Associate of Arts and Associate of Science degree programs are designed so students can transfer to a four-year institution and pursue a baccalaureate degree.

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

Experiential learning is an essential requirement for all certificates and many of the associate degrees. For example, nursing students practice their trade in hospitals and clinics, criminal justice students intern with police departments, STEM students showcase their entrepreneur skills through an annual Wolves Den Competition sponsored by New Mexico Technical Institute, and Culinary Arts students prepare and serve meals at sponsored public events.

The institution requires students to meet state competencies for general-education core courses and learning outcomes, as established by faculty, for all courses. Programs are evaluated utilizing various assessment tools including review of course syllabi, end-of-semester evaluations of faculty and courses, and program and student learning outcomes.

The primary responsibility of faculty is to promote educational excellence by utilizing current theory, by implementing emerging technology, and by using proper evaluation tools to ensure graduates have the knowledge, skills and abilities for success. The assessments that determine the outcomes are both formative and summative, in that the process is ongoing and reviewed systematically at the end of the semester and/or at the end of the year at designated times by means of the Student Learning Assessment (SLOA) presentations ([2017 Sample](#)). In 2017, Faculty Senate voted to implement culture of assessment beginning with an [institution-wide assessment and reporting](#) process for academic programs and student learning outcomes, including the inclusion of general education competencies. In 2018, faculty voted to incorporate WEAVE assessment software. The Faculty-led assessment panel leads efforts to develop and train faculty to create three-year PLOA plans that align with and support continuous improvement of student learning.

Course and program updates at the College occur on a three-year cycle and are designed to inform course instructors and students of new or changing information related to the College curriculum or programs. These updates occur within the [General Core](#) courses which apply to multiple core courses within the College's curriculum. Business, nursing, criminal justice, and media art courses are also either fully articulated or in the process of being fully articulated with colleges and universities across New Mexico. This process provides an easy crosswalk for students who wish to transfer to New Mexico schools. Revisions to programs are proposed by faculty and approved by the faculty-led [Curriculum Committee](#) ([Sample 1](#), [Sample 2](#) curriculum committee minutes).

All course updates are intended to enhance student learning and maintain currency. Course update information are incorporated into the curriculum as courses are revised and are added to the most current course catalog. The College is currently in the process of preparing its new 2019-2021 course catalog.

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

Learning goals and learning outcomes are articulated for all courses through course syllabi and program-outcome plans, in addition to competencies set forth by the New Mexico Higher Education Department for [General Education Core](#) Transfer courses. As a two-year community college, the

College limited to college freshman (100) and sophomore (200) level courses, and the learning objectives reflect these parameters. Certificate programs have program-specific learning outcomes that are also aligned to minimum requirements or curriculum standards of specialized accrediting bodies such as the [National Automotive Technicians Education Foundation](#) (NATEF), and are appropriate for the community college level of education.

All departments have undertaken the process of having course- and program- level learning outcomes and competencies established and published. Curriculum Profiles are also available by program. Curriculum profiles (e.g., [Business Administration](#), [Building Technology](#)) includes course descriptions and expected learning outcomes for each course, and overall program goals for each degree and certificate program. These curriculum profiles can be found on the College's website under each academic program or certificate. This information provides our current and prospective students a detailed case statement for the quality and expectations of the education we provide.

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

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

Program-degree requirements are consistent for all students at the College and its satellites/sites. Modes of delivery encompass the same learning objectives and goals for all courses delivered by the institution while specific challenges and conditions for online learning are given special attention through the Distance Education office. Each academic director is responsible for overseeing its class curriculum at all satellites, the Mora site, and dual credit offerings. Responsibilities include the hiring and vetting of qualified faculty, syllabus review, course observations, and course evaluations. Curriculum, textbooks, software, and teaching methods are discussed and agreed upon by faculty and academic directors in their respective departments to assure quality education.

Dual Credit is a collaborative partnership between the College and accredited New Mexico high schools to deliver college-level courses to students in Northeastern New Mexico. The Dual Credit Coordinator works with 7 high schools to determine course need. A process is in place that involves the Academic director who reviews course requests, approves or denies requests, evaluates instructor qualifications, and oversees the classes within their department. Course observations carry over to dual credit classes at the high schools and at the satellites/sites.

In addition to standard requirements for quality of all courses, the College applies the [interregional guidelines for evaluation of distance education courses](#) to develop its one distance education program, Business Administration.

## **Sources**

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- 2015-2018\_Building\_Technology\_Curriculum\_Profile
- 2019 Bus Matrix\_Fall 2018
- Accounting\_Program\_Map
- AlliedHealthProgramMap

- Assessment Team Report
- Business\_Administration\_Curriculum\_Profile\_2015-2018
- CC\_Meeting\_Minutes\_1-12-18\_\_\_Regular\_Meeting
- Classroom Observation Survey
- C-RAC Guidelines
- CurriculumAgenda\_Dec 8\_2017
- Early\_Childhood\_Education\_Curriculum\_Profile\_2012\_-\_2015\_Updated
- LCC Programs
- LCC\_Curriculum\_Committee\_Bylaws\_
- NATEF CERTIFICATE OF ACCREDITATION\_Trades
- NM Curriculum Committee 1-26-2018 (2)
- NM ECED Catalog Articulation of Courses-INTRO
- NMNEC Crosswalk w Common Nmbrs 8\_1\_18
- Program Map Example
- SLOA SP2017 - Part 1
- Table 3\_A\_1

## 3.B - Core Component 3.B

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

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

### Argument

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

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

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

As part of the assessment process, a [one page-curriculum map](#) was redesigned by the assessment panel for purposes of recording how each program is set up to address the general education requirements.

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

Course rigor and academic standards align with the New Mexico Higher Education Department, and

are also monitored through classroom observation conducted by peers and department heads. Course rigor and academic standards are determined by Faculty in each department and relayed to the Administration through the [curriculum committee](#) and [Faculty Senate](#). Major changes to the New Mexico general core curriculum resulted in adjustment of credit for all associate degrees which were evaluated and approved by the curriculum committee: [AA, AS, & AGS](#) degrees, and [AAS](#) degrees.

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

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

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

The Post-Secondary Education Articulation Act charges the Higher Education Department (HED) with establishing a [statewide model](#) of General Education. As a result, two models of General Education were created by a state-wide committee on the essential general education skills that all college graduates need for success. For the Associates and Bachelor's degrees, 31 general education credits are required. For associates of applied science degrees, 15 credits are required. In addition, [six essential general education skills](#) were identified with suggestions for assessment. The College has modified all of its existing associate degree programs to reflect the two general education models. New Mexico Higher Education is currently reviewing and certifying every general education course, and the College is fully participating in this certification process.

General Education Core courses meet or exceed established State competencies, and the College uses learning outcomes in all courses to develop broad knowledge and critical thinking. The guiding principles (i.e., [2019-2021 strategic plan](#)) of the College coincide with the Mission and Vision of the College. The College is preparing students for success by participating in strengthening the general-education student experience state-wide.

Existing capstones, practicums, and clinical work (e.g., General studies, STEM, Business, Early childhood, Automotive technology, Nursing, Dental assistants, Culinary arts) will be used to evaluate communication skills as well as discipline-specific mastery. The college faculty agreed on the review of three General education skills: communication, critical thinking, an information & digital literacy. By August 2019, the College will have a general education program assessment plan that will be built into the existing program learning assessment plans. It will also be submitted to NMHED,

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

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

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

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

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

The commitment of the College's faculty, staff and administration to support effective student learning is demonstrated by each of the following:

- Qualified Faculty determines curricular content and strategies for instruction, through course and program assessments.
- The institution supports [professional development](#) designed to increase knowledge.
- The Institution provides services to support improved methodology.
- The Institution demonstrates openness to modern practices (e.g., flipped classes) and technology (e.g., learning management systems, e-publishing, Smart Boards) that enhance learning.
- Faculty participate in professional organizations pertinent to the subject they teach.

The College recognizes that students learn more when they are actively involved in their education and have opportunities to think about and apply what they have learned in different settings. To keep students engaged, the College has established and maintains active learning strategies in the classroom.

Accelerated courses in the developmental and credit-bearing classes were also piloted in the Summer. The Department of English offers courses in “Reading and Writing Strategies” (ENG 078) and “Essentials of College Writing” (ENG 098) as part of developmental education for students who perform below college-level English on the Accuplacer®-placement exam. These courses prepare students for college-level English courses. A summer bridge program was piloted in Summer 2018. The overarching goal was to develop an intensive summer program that strategically moved students through curricula otherwise delivered in two separate developmental English courses – English 078 and English 098. In doing so, students could advance two semesters toward the end goal of English (115) Composition II ([Summer Program report](#)).

[Adult Education](#) services are also available to students in Mora, Colfax, San Miquel, and Guadalupe counties. Students develop valuable cognitive and social skills through collaboration with others,

which will enable them to solve problems and/or master challenging content. [Tutoring services](#) are situated in multiple buildings to support student needs. Students are encouraged to think critically and work collaboratively, which will help them develop the adaptability needed for success in today's modern world.

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

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

The Institution's curriculum (i.e., course and program offerings) reflects the diversity of the world in which its students will live and work. The Institution offers such courses as Introduction to Anthropology, Cultures of the World, Introduction to Sociology, and World Religions that assist students in understanding the world in which they live.

In education, a multicultural course focuses on esteem, empathy, and equity. The introduction to film history experience films directed in various countries outside the United States including France, England, Mexico, Spain, and India. A culinary course, titled Global Kitchen, addresses regional French and Italian history, geography, and climate for each region and the affects to cuisine. The introduction to business class require students to explore and present barriers of international trade (sociocultural differences, economic differences, and political and legal differences). The nursing program addresses a variety of diversity topics. For example, the pharmacology class addresses diversity as it relates to medication usage and its effect on different races and age groups. The simulation lab incorporates diverse populations in the scenarios which include veterans and Jehovah Witnesses. And, Level 4 students unfold case studies which incorporate diverse groups of people within a village called "El Pueblo de Luna."

[Cultural events](#) are made available in the classroom and for the campus and community.

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

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

The College faculty and students contribute to scholarship, creative work, and discovery whenever possible. Faculty and student adherence to the Mission Statement and the Institution's goals and

objectives are designed to promote program achievement, attain scholarships, display creative works, and discover new knowledge in all areas of study. Examples of contributions to scholarship, creative work, and the discovery of knowledge include:

- Faculty and students participate in numerous activities through the [Student Phi Theta Kappa](#) chapter.
  - Students earn All State Academic Team 2018, 2019
  - Students attend PTK Honors Institute 2017
  - Students participate in community Crop walk for Hunger
- Culinary Art students practice their trade at NM Legislature and Leadership event.
- Faculty and student participate in Skills USA for Vocational and Trades Programs
- Auto Collision students and faculty attended national SEMA conference.
- Car club hosts annual car show on campus.
- STEM Faculty and students participate in the following:
  - STEM Club students lead annual coat drive and food drive
  - New Mexico AMP Program
  - New Mexico STEM Transfer Program with New Mexico Tech
  - Students participate in New Mexico Tech Wolves Den Entrepreneurship Competition. First and Second place went to the College's students in 2018.
  - Los Alamos National Laboratories (LANL). Three College students were awarded internships 2018, which is an extraordinary accomplishment.
- School of Business Faculty participate in the New Mexico Collegiate Business Articulation Consortium (NMCBAC).
- Nursing Faculty and nursing students participate in the National Student Nurses Association
- Auto Technology and Collision Faculty follow NATEF Accreditation and attend conferences to enrich teaching skills such as SnapOn training.
- Faculty and staff participate in [conferences and seminars](#).
- Faculty participate in Student Learning Outcomes Assessment ([Sample SLOA](#))

## Sources

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- AASCoreCurriculum-2018
- Academic Guidelines 2018-2019
- ACE Lab Tutoring Report
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- ASGenEdCoreCurriculum-2018
- Chronology of Phi Theta Chapter Activities Report 6-17 to1-31-18
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- Course Evaluation Survey
- Course Learning Outcomes Form
- CulturalEvents
- Curriculum Committee Policies and Procedures
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- HED Gen Ed Competencies-All Areas
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- LCC\_Strategic\_Plan\_2013-2018
- LRC Databases Update

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## 3.C - Core Component 3.C

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

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

### Argument

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

The College has faculty to carry out both classroom and non-classroom roles. The same credentials are required to teach at the main campus, online, dual credit or at the satellites. New faculty hires are vetted at the department level using the College faculty qualification [guidelines \(pp. 25-27\)](#). They then verify qualifications with the Human Resources department and/or the Vice President of Instruction if there are questions.

In this rural area, it is difficult to recruit qualified candidates; the College had a Business faculty and Nursing faculty position vacant for over one year. As a result, some faculty have been hired with a contract agreement to obtain a Master's degree in the specialized area (such as in Nursing) within a reasonable time frame. A tested experience procedure is also in place to consider practical experience as an alternative for some course instruction.

Approximately 102 faculty, including part-time adjunct faculty, teach at the College ([Employee Chart 2018](#)). While the table shows that the total number of faculty has decreased in five years, there has been an increase in full-time faculty and faculty advisors to support 33 associate and certificate programs.

Master's prepared faculty who serve in both faculty and advisor capacity, teach two to three courses and advise students for the remainder of the position

#### **Full-Time Faculty/Advisors**

- Humanities - 7
- STEM - 6
- Vocations - 7.75
- Allied Health - 3
- Education - 1
- Business - 3
- Nursing - 4.85

Full-time faculty carry a 15-17 credit load. Full-time faculty also serve as advisors and perform assessment duties. Currently, faculty positions in Education, Allied Health, and STEM remain unfilled due to qualification requirements.

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

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

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

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

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

The institution supports professional development through ongoing training as needed and/or requested by staff and faculty. Methods of professional development include academic courses, webinars, workshops, conferences, and onsite training. Most attention in the past two years has been made to strengthen assessment activities.

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

***HLC Concern: One of the qualifications listed by the institution for academic areas and transfer courses calls for faculty members to hold "...A master's degree in any area with 24 upper division (300-400 course level) and/or graduate semester hours in the academic area/discipline, or...". This***

***academic requirement is not supported by HLC guidelines for faculty qualifications; • The institution also has made exceptions for the master's requirement based solely on the number of years faculty members have taught at the institution. A plan should be in place for these faculty to attain appropriate credentials.***

The College [academic guidelines](#) reflect HLC faculty qualifications. The practice to ensure that all faculty met the qualifications criteria has been a process as a result of changes to HLC faculty qualifications in 2015. A formal tested experience policy was also adopted in 2018 to address qualifications for occupational courses and specific courses. To readily view faculty qualifications, academic departments have been required to submit faculty qualifications to the Office of the Vice President of Instruction using a [qualification matrix](#). This procedure has been in place since 2016. Adjustments to the matrix have continued to be revised to make the matrix more efficient for the Vice President of Instruction and Human Resources ([Revised matrix](#)).

An HLC concern indicated that three faculty members were not appropriately qualified to teach their subject areas. Two of these faculty have been teaching for more than five years and have been successful instructors. As a result, they were placed on a development plan in 2018 in order to finish their Master's degrees as soon as possible. The third faculty member completed her thesis within the year of hire. Finding qualified teachers with the Master's qualification can be difficult in Las Vegas, NM. Positions such as in Business or Nursing have been posted for more than 8 months. As a result, the College has imposed a requirement upon hire to obtain the Master's credential in the specific field within a three-year period.

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

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

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

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

Any exceptions to the minimum requirements must be submitted in writing to the Vice President for

Instruction for approval and is retained in the employee file in the Human Resource office.

According to Assumed Practice B.2, an institution can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. As a result, a test experience policy ([Academic Guidelines](#), p. 26) is in place that might substitute for an earned credential or portions of an earned credential for academic disciplines or transfer courses/degrees and occupational teaching.

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

[Faculty and staff in-services](#) are conducted twice a semester to cover a variety of training and workshops.

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

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

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

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

All Faculty are encouraged to keep current in their field of discipline. Professional Development is requested by the instructor through his/her program director and approved/denied by the President through the [travel request form](#). Requests must align with strategic goals and within budgetary constraints. While there is limited funding for travel and fees, much of the professional development can be done through workshops, local conferences, webinars, and peer training. A number of faculty attend the New Mexico assessment conference each year. One faculty member attends the HLC conference annually ([Sample training, professional development](#)). Instructors in Humanities, Allied Health, STEM, Nursing, Education, and Business are also actively involved in state articulation committees.

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

### **3.C.5. Instructors are accessible for student inquiry.**

Faculty are accessible to students through scheduled office hours and/or by appointment. Each instructor states in the course syllabus when the office hours are scheduled. A phone number and

email are also provided so that the student can communicate with the instructor at any time. Additionally, the instructor's office hours are posted on his/her office door for students to see when faculty are available. Online courses offer virtual office hours.

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

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

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

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

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

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

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

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

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

[Faculty/advisor](#) positions were created in Fall 2017 to aid students with program advisement in every department. Some departments have faculty/advisors who are Master's prepared so they can teach as well as advise. Other departments have academic [staff Advisors](#) whose responsibility is to advise

students, coordinate department advisement, and maintain reports.

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

The Student Services Center (SCC) provides students with access to four student service [advisors](#). Among the staff is a trained accessibility coordinator who facilitates the needs for accommodated services on campus. Staff specialize in providing services to student veterans and their dependents and counseling.

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

Advisors and faculty must use and maintain student records in the Student Advisement Portal, which ensures consistent and collaborative advisement.

## Sources

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- Faculty Teaching Credential Requirements
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- TRAVEL FY 18-19 Sample
- Tutoring Spring 2017 report

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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

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

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

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

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

tutoring.

The College also provides its students, staff, and surrounding community with access to an on-campus pre-school. The College's [5 Star Preschool](#) provides child services, five days a week, for up to 30 children. Registration for services occurs each semester on a first-come first-serve basis. The Preschool Center also accepts State child assistance to provide daycare for low-income families. For many nontraditional students this service is essential, as it assists many students, who might otherwise be unable to further their educational goals at the College, due to their family obligations. There are 15-20 children enrolled in the Preschool, including College student children.

In order to support a culturally diverse student body, the College also offers support services for students whose first language is not English. Free ESL classes are available through our College and Career Readiness Center (formerly known as the [Adult Education Center](#)) twice a year. When needed, the ACE Lab provides a Spanish Tutor and translator who can be available both for translation in the classroom and for providing students support with English grammar issues.

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

The Distance Education office provides support to faculty and students regarding distance education services and technologies. A Help Desk number posted on the website is available to faculty and students as well as access to online instructions.

The Library provides access to numerous [databases](#), texts, and videos including access to two librarians.

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

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

The Associated Students/Campus Life ([Events](#)) provides social activities to students throughout the year.

[Dual credit](#) is a collaborative partnership between Luna Community College (LCC) and accredited New Mexico high schools, private schools, and home schools to deliver college-level courses to students in Northeastern New Mexico

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

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

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

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

The College offers MATH 075, MATH 095, ENG 078, and ENG 098 as preparatory/prerequisite courses for fully accredited college-level English and Math classes. In Fall 2017, approximately 98% of students who took the College's placement exam were not prepared for College Algebra. Of these students, 66% were placed in Math 075. Within the same group of test-takers, 71% were not yet prepared for Freshmen Composition (ENG 111). In the Summer 2018, an [English bridge program](#) and [Math bridge program](#) was implemented in both math and English to prepare students for college courses. English 106 and Math 102 were developed as bridge courses with embedded tutors.

The [College and Career Readiness Institute](#) (formerly Adult Education), offers its College and Career Readiness Institute to adults, 16 years of age and older, who want to obtain their High School Equivalency (HSE) Diploma or want to improve their ACCUPLACER scores.

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

In Spring 2018, the College began piloting an [Intrusive Advisement Model](#) that requires all first-time freshmen be assigned to a SSC advisor. These students are also not permitted to enroll in courses on

their own. SSC advisors strategically enroll students in a combination of general education and developmental courses. This strategy is aimed at addressing academic preparation while maximizing course transferrability should students change majors or transfer to another institution. Following the first academic year, students are then assigned to an advisor within their academic department.

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

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

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

After the preliminary advisement session with Student Support Services, first-time students are directed to their specific department/program for advisement. A designated student advisor is available five days a week for each program within each of the College's academic departments. In addition to these designated academic advisors, every full-time instructor as well as each program director is available, outside of scheduled class times, for academic advisement. Students are advised to call ahead to schedule an appointment, but walk-ins are always welcome. Academic advisors are also available by phone to meet the needs of students, who may be unavailable for face-to-face advisement, and to provide our services to students at satellite locations or who live in rural areas. Advisors are also available in-person or via phone call to guide prospective transfer students prior to their enrollment at the College.

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

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

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

#### **Technological Infrastructure**

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

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

The College's classrooms are also equipped with various technological enhancements to aid in student instruction. Several classrooms, in various departments, are equipped with wireless projectors for instructional use, and virtually every classroom is outfitted with computers for the purpose of in-class computer exercises. The College is currently using the Collaborate web conferencing tool through the Blackboard learning management system to deliver "live" instruction.

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

### **Science Labs**

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

### **Clinical Simulation Labs**

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

### **Clinical Sites**

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

### **Cosmetology and Barbering Salon**

The College hosts a fully functioning Salon and Cosmetology Department, including state-of-the-art equipment for the maintenance and styling of hair, the tools necessary for a variety of manicures and

pedicures, and a large range of other Cosmetology services. The College's Salon and Cosmetology Department is open to the public at a heavily discounted rate in order to both offer its services to the local community and for the Cosmetology and Barbering students to hone their skills.

### **Trades Labs**

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

### **Multimedia Sites**

The College's Media Arts Program is equipped with state of the art film and media technologies as well as a gallery space in the Media Arts Building, to display student photography and artwork. The Media Art's Computer Lab has 19 Macintosh Computers, which are equipped with industry-standard software programs within their respective fields. The software platforms include Final Cut Pro Suite, Premiere Pro Suite, and Adobe Master Collection. Each of these 19 Macintosh computers can function as Digital Video/Audio Editing Bays, Photography Manipulation Stations, and Graphic Design Layout systems. The Media Arts Department also has ten HD Video Cameras, two SLR Canon (Still) Cameras, and two portable lighting kits available for student use. With the burgeoning film industry in New Mexico that is employing and demanding the best quality candidates, the College gives a hand-up to students who wish to be a part of the film trade.

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

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

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

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

instruct students on how to research in adherence to academic standards and ethics.

## Sources

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- 2018SummerBridge Report
- ACE Lab
- ACE Lab Spring 2017 report
- ACE Lab Tutoring Report
- AE Mid Year Report Template 2018-2019 final
- ASLCC & CL Outcomes Report Spring 2017
- Dual Credit MOU's
- Early Alert
- Intrusive Ad\_Model
- LCC 5-year technology plan
- LRC Databases Update
- LRC Databases Update
- Math Bridge Program LANL.LANS Proposal
- Pre-School-Ratings

## 3.E - Core Component 3.E

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

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

### Argument

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

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

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

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

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

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

LCC Students have continually advanced to national and international acclaim as [Phi Theta Kappa](#) members. Students represent the College as recipients of the Academic All Star Team, Hallmark awards, and Distinguished chapter awards.

For many years, STEM students have participated in [AMP](#) and [STEP](#) programs to enrich their educational experiences at New Mexico universities. LCC students have also placed first and second at the Wolves Den competition for entrepreneurs.

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

Certain certificate or degree programs at the College provide students with the opportunity for community engagement during clinical training or capstone participation. The nursing and dental programs are two examples of programs that take their students to different off-campus sites where they interact with members of the community. These “clinical” settings give the students an opportunity to engage in conversation with different members of the community in the context of their field of study. Instructor participation is encouraged, acknowledged, and often personalized in these settings. The instructor is part of the team and, in some cases, is aided by SILs (Student Instructional Leaders) in his/her classrooms.

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

## Sources

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- AMPQ01615 Award
- PhiTheta-Chronology of Chapter Activities17-18
- STEP Progtam
- Student Organizations

## **3.S - Criterion 3 - Summary**

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

### **Summary**

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

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

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

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

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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

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

### Argument

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

***HLC Finding: While the institution provided an example of an Annual Report for the Allied Health Programs and the School of Business Self-Study (2013-2014) for its programmatic accreditation, no program reviews were provided to demonstrate that a program review process has been implemented and that all programs follow the established three-year cycle.***

The College recognizes that the program-review process must be linked to planning and resource allocation at the institutional level to ensure quality education. The [program review](#) is attached to the [department report](#). The institution recognizes that data-driven program reviews are essential to the current and future educational planning processes being considered and carried out by the institution. Since the last accreditation visit, there has been tremendous effort to instill a culture of evaluation among all employees of the college. Data from the instructional program review process, allows the instructional units to focus on dialogue and analysis to improve educational outcomes at

the College. Progress is evident in all aspects of program reviews that the college has completed since the 2014 self-study report. Academic departments began their 3-year reviews in 2016/17. After an iteration of the review, the Academic departments revised their reports in 2017/18 and worked together to create a department review and [program review template](#) to ensure consistent reporting across academic departments ([Academic Leadership minutes](#)). Program reviews include enrollment and graduation rates as well as resource allocation and budgetary information. The program learning assessment plan and course learning assessments are included as appendices in each program review document ([Business Admin Sample](#), Allied Health, [Auto Collision](#)).

Co-curricular (i.e., nonacademic) departments began consistent three-year reporting for the 2018/19 year, resulting from lessons learned from the Academic departments. Each co-curricular department is required to submit a formal annual report to include alignment with our new strategic plan, department goals, and budget requests ([NonAcademic Report Template](#)).

[A program model](#) has been in place for curriculum changes. The [Curriculum Committee](#) is instrumental in the review of programs requiring action. For example, a number of programs were evaluated and modified or suspended based on a [review](#) of the programs and/or courses. All modifications are submitted to the Curriculum Committee for their approval and then for the Vice President of Instruction approval. Examples of program review changes include modifications to the [Allied Health](#) courses, the [Allied Health Certificate](#), [Auto Collision Repair](#), [General Business](#) certificate, STEM course [CS220](#), the Humanities [General education core](#), and the [Welding Technology](#) certificate.

The College's strategic plan expired at the end of the 2018 academic year. A new strategic plan was created for 2019-2021, which is in a new three-year cycle. To align with the institutional goals, the instructional units will extend their review to four years, ending 2021. The annual process was developed to streamline and integrate a number of individual processes that occur throughout the year, including the following:

**4.A2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

The College accepts transfer of academic credits earned from institutions of higher learning whose accreditation is from a regional, national faith-based, or national career-related accrediting organization recognized by the Council for Higher Education Accreditation. Both general education core and program/major specific courses are eligible for transfer. Proficiency courses are eligible for transfer at the discretion of the college. The Office of Registrar evaluates courses and determines transfer eligibility of general education core courses and some non-general education courses only. The student's academic advisor, in conjunction with the respective academic director, evaluate and determine transfer eligibility of all program/major specific courses and must formally file a [Transfer of Credit](#) Form with the Office of the Registrar. Any transfer student who changes his/her major after the transcript has been reviewed, needs to request a re-evaluation of the transfer transcript from the Registrar. Re-evaluation is not automatic.

Students will receive credit for coursework completed with a grade of "C" or better, provided that the courses are appropriate toward a certificate or degree and, an equivalent College course exists. Transferable general education core courses with a grade of "D" from New Mexico colleges and universities are accepted provided the "D" grade is also acceptable for the student's certificate or degree program. A grade of "D" is not acceptable if the transferred course is a prerequisite to a

sequenced course. All transfer credits earned are listed on the academic transcript with a grade of “CR.” Transfer transcripts issued in quarter credit hours will be converted to semester credit hour equivalents.

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

The College accepts the transfer of credit through certain nontraditional sources, described as follows ([2015/2018 Catalog](#) (pp.23-24)).

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

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

Transferred credits are evaluated through several mechanisms. In accordance with state law and policies established by the New Mexico Higher Education Department, “designated general education core courses successfully completed at any regionally accredited public institution of higher education in New Mexico are guaranteed to transfer to any New Mexico public institution”. The Post-Secondary Education Articulation Act charges the Higher Education Department (HED) with establishing a statewide model of General Education. The review and approval process for certifying new general education courses can be found in detail in 5.55.6 NMAC. HED has developed two [general education models](#) effective in this catalog for the College and August 1, 2019 for all of New Mexico’s public higher education institutions by August 1, 2019.

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

##### **Prerequisites and Corequisites ([2015/2018 Catalog](#) (pp.24-25))**

Prerequisites and corequisites are listed for many courses in the course description section of the [catalog](#). It is the student’s responsibility to meet the prerequisites and/or corequisites in effect for the term in which a course is taken, regardless of the catalog under which the student entered or will graduate. Students may not be allowed to enroll in a particular course or may be administratively disenrolled if prerequisite or corequisite courses are not met.

A prerequisite is a course or requirement that must be successfully completed before a student may enroll in a specific course. Prerequisites are determined on necessary skills or competencies for a student to be successful in the next level course. All prerequisite courses must be completed with a grade “C” or better. A student with a posted final grade of AU, D, F, I, NR, U or W may not enroll in any class for which the former is a prerequisite. A recommended prerequisite is a course that is strongly suggested for successful completion of the course, but is not required. Many general education and entry-level courses have prerequisites of English, mathematics, or reading. Students who have completed prerequisite courses at another post-secondary institution will be required to provide proof through transcripts or assessment exam scores.

A corequisite is a course that is either recommended or required to be taken in combination with another course.

Approval for Overrides of pre/co-requisites must be obtained from the instructor and academic director of the department ([LCC Permission Form](#)).

### **Course Rigor**

The College divides academic rigor into three components:

- Course Content,
- Pedagogy and andragogy, and
- Student learning outcome assessments ([SLOAs](#)) also referred to as Course Learning Outcome assessments (CLOAs)

The College defines academic rigor by:

- 1) Requiring courses to include standard student-learning course outcomes,
- 2) Mandating faculty participation in student learning assessment and reporting,
- 3) Ensuring alignment of programs to state or national curriculum/guidelines, and
- 4) Facilitating state or national testing for certification or licensure, and specialized

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

Efforts are being made to strengthen “career and technical education” (CTE) courses at the College, in order that they will be just as rigorous as non-CTE academic courses ([Voc. Ed. SWOT Analysis](#)).

Rigor is first defined by the per course instructor, using the syllabus as an agreement with students to promote learning expectations. To further support faculty, the College has standard course-syllabus requirements in the [Faculty Handbook](#) (pp.44-48).

- Establish a system of accountability and a process to improve student learning

- Create consistency and commonality in course content and curriculum delivery
- Align program learning outcomes or program goals with course outcomes
- Centralize assessment processes among the academic department

## STOP

In an effort to promote consistency and quality in student learning, the College developed curriculum profiles for all programs of study ([2015/2018 Catalog](#) (pp. 67-119)). These curriculum profiles are focused on Student Learning Outcomes and Assessments (SLOAs) and program goals. All instruction, regardless of delivery method, including off-site, online and dual-credit courses, must follow the same processes established for all courses within programs.

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

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

## **Expectations for Student Learning**

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

## **Access to Learning Resources**

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

- Face to face (one-on-one or small group) tutoring in a range of subjects
- Writing assistance

- Peer-to-peer support
- Informative workshops
- Computer Labs with internet access
- Campus wide Wi-Fi
- Library ( [databases](#), books, audiovisual materials, periodicals, and subscriptions)
- Basic computer skills course
- Copier/Printers
- Free Microsoft Office Suite Software
- Study areas
- Laptop and phone charging stations
- Student IDs
- Black-Board MLS

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

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

### **Dual Credit/Concurrent Enrollment**

New Mexico's Dual Credit Programs are defined by state law ([NMAC 6.30.7](#)) and coordinated by two entities, the New Mexico Higher Education Department (NMHED) and the New Mexico Public Education Department (NMPED). All courses offered as dual credit are part of the general offerings of the institution. Dual credit courses are taught at one or more of the local high schools within the institution's service area.

Instructors teaching dual credit courses are vetted using the same process as on-site faculty. Faculty teaching dual-credit courses must meet the same educational qualifications as regular faculty. (see faculty qualifications below). Students in dual-credit courses are subjected to the same pre-requisites, syllabi, required course materials, student-learning outcomes, and any other course requirements set forth by the department faculty.

Participating high schools are required to have a memorandum of understanding with the credit-providing institution. Course scheduling must be approved by the College's specific-program director, the Office for Academic Instruction, and by the school's superintendent or designee. The institution's Dual Credit Program is housed in Student Success Center. The Dual Credit Coordinator serves as liaison between the academic departments and the partnering high schools to ensure the success and integrity of the courses offered off-site.

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

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

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

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

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

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

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

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

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

### **Faculty Qualifications Stop**

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

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

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

*Note 2.0*: HLC provides additional guidance regarding faculty qualifications ([http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf))

*Note 3.0*: In the interest of ensuring students get the full breadth of attention required by faculty, qualified full-time staff who have the permission of their supervisors to teach after normal working

hours (8:00 am – 5:00 pm) can teach up to two classes per Fall and/or Spring semester. If the full-time employee is also a student, then he/she can teach one class per semester.

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

### ***Evaluation of Faculty***

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

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

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

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

**HLC Findings: The institution did administer a Student Success Center Survey in 2016-2017; however, there is no evidence that an analysis has been done or that improvements have been implemented based on the information collected; MAXINE**

**Currently there are no other ways the institution is collecting information about the student experience other than through anecdotal information gleaned from interactions within various departments. MAXINE**

The Institution currently uses various instruments to measure student success, while continuing to seek new ways to improve on its evaluation of student success. According to the [NMICC AGA 2013 Performance Report](#), an average of 77.6% of the College's graduates are working in the state of New Mexico. This percentage is in line with the labor force participation rates based on educational attainment for New Mexico, which was 74.1% in 2015. For the same time period, it was 78.9% nationally, as reported in the New Mexico 2017 State of the [Workforce Report](#). While a certain number of the College's graduates leave the service area for larger metropolitan cities, it is safe to say that the College's graduates are earning salaries comparable to graduates from other institutions within the state. According to the data contained in the NMICC AGA 2013 Performance Report, the two most popular programs that students enroll in, as a means of serving the community, include Allied Health Education and Small Business Development. According to the New Mexico Workforce data, these are two sectors of industry that indicate employment growth for the northern area of the state serviced by the College. Between 2011 and 2013, an average of 3,807 students were enrolled in Allied Health education, and 200 students were enrolled in Small Business Development programs ([NMICC AGA 2013](#)). Institutional data indicates that an increase of 21.7% of students who

matriculated into the institution with nine (9) or more credit hours successfully completed a degree, certificate, transferred to a four (4) year institution, or are still in college between 2011 and 2013 ([NMICC AGA 2013](#)). This increase establishes that the College's students are being prepared to attain advanced degrees. According to the NMICC AGA 2013 Report, the College has maintained an average of 92.7% of graduates who are placed in jobs or are continuing their education. A target goal of 97% and 95% were set by the institution for FY 14 and FY 15 respectively. In comparison to the other independent community colleges in the state, the College's average was 5.5 % higher for this specific performance standard. One specific example of achievement can be seen in the College's STEM program. Recently as many as twelve (12) College graduates have been admitted to the New Mexico Institute of Mining and Technology (NM Tech), considered to be the most rigorous university in the state ([Table 4.A.6.1.1](#)).

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

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

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

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

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

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

Students were also asked about their plans after graduation. Thirty-seven percent indicated that they would obtain full-time employment, 5% indicated part-time employment, 41% indicated they were going on and attending a university, 12% were looking to pursue and associate degree, 1% indicated

they were enlisting in the military, 3% indicated they would own a business, and 3% indicated other plans. When asked if they were staying in New Mexico, 87% planned on staying in the state, 7% indicated they would not stay, and 9% said maybe ([Table 4.A.6.1-2](#)).

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

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

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## 4.B - Core Component 4.B

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

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

### Argument

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#### 4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals

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

Assessment of student learning includes both formative and summative evaluations. Evaluations are ongoing and reviewed systematically at the end of the semester and/or at the end of the year at designated times by means of the Student Learning Outcomes Assessments (SLOA) and the three-year Program Learning Outcomes Assessment (PLOA) plan. In the past two years, the faculty assessment panel consisting of one faculty member from each academic department has been working toward developing faculty in a number of assessment areas.

Assessment efforts have included assessment of learning, instructors, programs and departments. The College also participates in the New Mexico Higher Education Department (NMHED) assessment of common core, which requires recertification of all [general education](#) courses.

The College's Assessment Plan focuses on the following principles:

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

In 2010, the Student Learning Outcomes & Assessment (SLOA) Committee developed a [program review model](#) which implemented effective teaching and learning strategies. The SLOA focuses on student learning outcomes and methods to measure those outcomes. Lead by Faculty

Senate, faculty were randomly selected to participate in SLOA presentations, where they presented learning outcomes, assessment tools, data and how the data made a difference in student learning to an audience of fellow faculty members.

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

To ensure that the SLOAs were aligned with program changes, a comprehensive academic assessment plan has been implemented which consisted of the popular SLOAs, the program reviews ([review criteria](#)), and the department assessments. These three components is what links all [academic assessment](#) activities to the strategic goals and budgets. (See 5.C.1 for examples of department and program reviews.)

In 2017, faculty began the process of creating a comprehensive assessment by forming an Assessment Panel consisting of faculty from each academic department. They then researched and selected the WEAVE assessment software to standardize and store student learning assessments. An updated three-year plan for assessment of learning was created to align the SLOAs (now CLOAs-course learning outcomes assessments) with program changes. The [2018 Assessment Report](#), and the [2019 Assessment report](#) describe the goals and results thus far and the assessment panel seeks to continually improve their knowledge of assessment and assessment processes.

The purchase of WEAVE software, a centralized system for managing assessment, was adopted by faculty early 2018. Faculty have lead efforts institution-wide to use the software and to develop three-year PLOA plans to support future student learning outcome assessment efforts.

The SLOA assessments are comprised of two data collection documents, [learning outcome form](#) and [end-of-semester data form](#), and one [CLOA report](#)--a presentation which analyzes and presents results and recommendations. General education core are included in the learning outcomes form for data collection. The faculty have also selected three general education competencies (Communication, Critical Thinking, and Information/Digital Literacy) to evaluate within the next three years.

In Fall 2018, SLOAs/CLOAs were presented to faculty and Academic Directors at the Fall in-service and appended to the 2017/18 program reviews ([Media Arts Program](#)).

([CLOA Examples 1](#), [CLOA Examples 2](#), [CLOA Examples 3](#), [CLOA Examples 4](#), [CLOA Examples 5](#), [CLOA Examples 6](#)).

#### **4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

Since 2010 the College has been engaged in an ongoing process to assess student learning through our end of semester SLOA reporting.

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

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

In order to assess them, every course offered at the College, including off-site, distance learning, and dual-credit courses, follow the four-step assessment process. Faculty members are also required to emphasize student learning in their syllabi. Each syllabus must include a minimum of four (4) student learning outcomes, which are quantifiable statements about what students will be able to do after completing a particular course ([Standard Course Syllabus](#)). In addition, the College's curriculum profiles emphasize program goals, course descriptions, and standard outcomes which assist faculty with assessment.

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

#### **4.B.3. The institution uses the information gained from assessment to improve student learning.**

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

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

The College offers opportunities that enhance and focus on student learning by:

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

**4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

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

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

In addition, the College is part of the New Mexico Assessment Task Force, whose goal is assessing student learning outcomes in the General Education Common Core courses. The College is responsible for continuous assessment of General Education learning outcomes in each of the five areas: Communications, Mathematics, Laboratory Science, Social/Behavioral Sciences, and Humanities & Fine Arts. Each year, the STEM and Humanities Departments, in collaboration with other institutions of higher learning in New Mexico, shall assess specific General Education courses. The Core Competencies reports include competencies being measured, assessment procedures, assessment results, and the use of data to enhance student learning.

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## 4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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

***HLC Finding: While acknowledging that the institution has set an aspirational goal to improve student retention by 10%, the most recent fall to fall (-7%) and fall to spring (- 15%) retention shows declines in excess of 10%, which calls into question whether the current goal is attainable; Although a number of retention activities were implemented in fall 2017, the results of these initiatives are not yet available.***

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

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

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

Criminal Justice, and Engineering).

The Shared Governance structure at the College was created in 2017/18 which included an official Retention and Completion committee. The committee is comprised of faculty, staff, and administration dedicated to examining existing methods for recruiting, advising, counseling, retaining, and evaluating student experiences. This committee began by incorporating a number of existing retention-related committees. Examples of these committees include tutoring services, distance education, and advisement. In the past year, the Retention and Completion committee has prepared a [three-year plan](#) to examine methods for retaining students and evaluating student experiences. The current plan adds attention to recruitment and the student experience. It is anticipated that this plan will be revised at the end of the semester to include a more institutionally integrated approach to retention and completion.

Even though the College has been under enormous scrutiny and has required a substantial effort on accreditation reports and visits, the Campus faculty and staff were in agreement that the collective responsibility to aspire to a 10% retention rate for first-time full-time freshman (*Evidence of meeting*) should remain. As a result of this collective effort from the Retention and Completion Committee and many departments, both academic and non-academic, the Fall 2018 to Spring 2019 retention rate increased to [78%--an 8 percent](#) increase which is highest since 2013 ([NMICC Comparison](#)).

The [2019/2021 Strategic Plan](#) approved December 2018, which has been implemented this year, is more explicit about the benchmarks for retention. In 2020, the College target is 80% fall-to-spring first-time full-time retention. As noted earlier, the College almost met the target at 78%. Another retention goal is the fall-to-fall retention rate for first time first-time full-time freshman. The target is 60 percent by Fall 2019, another ten percent goal. Additional benchmarks include an increase in degree-seeking or transfer students.

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

***HLC Finding: While the institution is collecting information through its student information system and has established committees charged with analysis of the information, it is unclear who is ultimately responsible for leading the larger institutional discussions about the data it collects and improvements that can be made at an institutional level;***

The Institutional Research Director (IRD) was re-instituted in 2018 under the supervision of the Vice President of Instruction. A College [Fact Book](#) has been created to provide a snapshot of this College's story. External and internal reports are generated by the IR department along with a College Fact Book. All surveys and data pertaining to surveys are currently being collected and housed in this office, and the IRD is in a number of committees to provide data collection and analysis guidance.

The College is a member of the New Mexico Independent Community Colleges (NMICC). The organization was formed in 2006 to support the mission of independent-governed community colleges in New Mexico. Every year, the College participates in reporting which includes general information about NMICC institutions, the students and communities they serve. For example, the 2013 annual report provided information on performance indicators, such as the percent of students taking nine or more credits on entry who are successful after three years, the percent of graduates placed in jobs in New Mexico, the percent of programs having stable increasing enrollments, student

persistence, the percent of graduates placed in jobs or continuing their education in New Mexico, and graduation rates.

As stated in previous sections of this report, the College collects information each year and analyzes retention, persistence, and completion data with respect to the institution's established strategic goals. The Office of the Registrar provides data on graduation rates for the six academic departments: Allied Health, Business, Education, Humanities, STEM, and Vocational-Trades. Graduation rates are calculated based on the academic year, and the data is used to assist departments with advisement, and program effectiveness.

It should also be noted that the Office of Institutional Research and Reporting collects, analyzes, and reports graduation rates on our first-time, full-time freshmen entering college their first semester after high school graduation. In Fall 2015 our [graduation rates](#) were; 8% at 2-years or 100%, 18% at 3-years or 150%, and 31% at 4-years or 200%. While we recognize that data obtained on first-time, full-time freshmen provides an important indicator of our institutional effectiveness, they are not our largest cohort of students. It is important, therefore, that we also track the number of dual credit, part-time, transfer students, and their completion rates to provide a complete picture of our effectiveness

In the 2017-18 academic year, the College awarded [69 certificates and 85 Associate degrees](#) for a total of 154. The overall five-year completion average from 2013-14 to 2017-18 is 95 degrees and 88 certificates. It is also important to note that most of our graduates come from within our service area.

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

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

- 1) Determine confirmation of withdrawal status,
- 2) If possible, reinstate the student into the course(s), or
- 3) Refer the student to support services outside of the institution.

[Figure 4.C.2-1](#) represents the process for weekly withdrawals.

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

***HLC Finding: There is a serious concern with classes being cancelled after the start of the term, thus impeding student persistence and completion and ...***

In 2016, [program maps](#) were created by departments to manage cafeteria-style class scheduling issues. In addition, academic departments have been diligent about the review of class registrations, and disenrollment dates have been moved to allow instructors to remind students to pay their \$25 enrollment fees. With the addition of an academic advisor for each department, advisors are reaching out to each student as support. Finally, Academic departments are discouraged from cancelling classes once classes start ([Disenrollment](#)). These activities have resulted in a reduction of class cancellations.

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

#### **4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.**

*HLC Finding: Although a number of retention activities were implemented in fall 2017, the results of these initiatives are not yet available.*

The Retention and Completion [committee](#) was created as part of the formal shared governance model. As a result, a retention and completion plan incorporated results and evidence from previous retention work into the new [three-year plan](#). The final draft is due March 2019. As a result of a collective effort to increase retention rates for first-time full-time freshmen, this year the College increased its retention rate from Fall to Spring by 8% ([Retention Target](#), [Retention Results](#)).

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

The College gathers information from a variety of ongoing retention efforts. Retention and Completion funding provided the hiring of six (6) Faculty/Advisors, one for each of six (6) departments, (Nursing has its own Student Success Coach), to collect and analyze such data. The rationale for this initiative is that the Faculty/Advisors can assist with contacting and advising students within their programs of study, while assisting in collecting and analyzing information on student retention, persistence, and completion for each of the seven programs. The main responsibility of the new faculty/advisor positions is to connect with each and every student associated with the program. While interacting with each student, the advisor gathers data while conversing with each student. These program representatives connect with students either by phone, email, or in person and maintain advising logs, spreadsheets, and any other collectible data pertinent to student retention, persistence, and completion of courses within programs ([Advising Checklist](#)). Each semester, advisors collect data to evaluate and provide end-of-year reports ([Sample semester report](#)) to the department and to the Advisement committee under the Retention and Completion committee.

All faculty, including adjunct and dual-credit faculty participate in the College's Early Alert Program ([Academic Guidelines](#), pp. 7-8) and Catalog. The Early Alert is an intervention process whereby students who are performing below average and/or have excessive class absences are referred by their instructors to the Student Success Services Center for follow-up. The early alert service is generated by the Student Success Services Center when the instructor identifies students performing below average and/or who are excessively absent. Early Alerts are produced at 4 weeks and 12 weeks during fall and spring sessions and at 4 weeks only during summer sessions based on instructors recommendations. At 8 weeks, students receiving a “D”, “F”, or “U” at midterm will be placed on Early Alert during fall and spring sessions when and only if midterm grades are posted. Student Success Services Center staff and academic advisors will also follow-up with a phone call in an attempt to help the student work on a plan for successful completion.

The Student Support Services program also provides a centralized advising area for first-semester students who are in need of extensive educative assistance, and continues to provide advising for undeclared majors. In addition, the College provides and gathers information about the effectiveness of free tutoring services at the Academic Center for Excellence Lab and supplemental instruction (e.g. embedded tutors and specific peer tutoring, as in nursing).

## Sources

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- Academic Guidelines
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- Chart 1.C.1\_Minority Enrollment\_State\_SrvcArea by Eth\_GradbyEthn
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- NMICC Fall 2018 (FA17-SP18)
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- NMICC\_AGA\_PerformanceReport2013
- NMICC\_AGA\_PerformanceReport2013 (page number 5)
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- Passport Example
- Perkins Performance Data Gender 16-17
- Program Map Example
- R C Membership
- Strategic Plan 2019-21
- Table 4\_C\_1\_1

## **4.S - Criterion 4 - Summary**

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

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The focus on assessment in order to improve the learning opportunities for students and instructors, has led the College to a more productive manner of assessing student learning. The College has shifted its focus to a data-driven process for assessing student learning. Using a data-driven method, faculty have improved the assessment process in collaboration with other faculty, Academic Directors, and the Vice President of Instruction. Assessment is becoming part of the culture at the College and faculty wish to continue learning different approaches for assessing learning through assessment conferences, in-house training, and practice. This assessment philosophy has helped the College to gain more quality information from our assessment process.

The College advocates for a lifelong-learning process by emphasizing its academic rigor, sustaining a strong educational-support system for students and faculty, and encouraging student persistence, retention, and completion. The array of course and program offerings are structured so students maximize their time in class, leading to successful completion of programs.

#LCCmatters!

### **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Argument

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

The College stands as a strong leader of exceptional educational opportunities in New Mexico and beyond. For more than 50 years the college has ensured it has a strong fiscal, human resource, physical and technology base to sustain the efforts to fulfill its mission and responsibility to its constituents. Evidence will show a concerted effort from all areas of the College and the Board of Trustees to support and enhance the College's resource base that maintains and strengthens educational quality for the foreseeable future. This is achievable as key stakeholders have direct input into the budgeting process and the College's resources base is stable. The narrative and evidence for Criterion Five is preceded by delineating the responses to HLC findings.

Findings required by the HLC action letter, the College will initially provide narrative and evidence addressing each finding related to matters enumerated below:

1. Fixed Assets
2. Adverse Audit opinion
3. Foundation Scholarships
4. Overstatement of budget
5. Modifications to budget

6. Resource allocation links to outcomes

***HLC Finding: As of February 13, 2018, the institution has identified more than \$1.9 million of fixed assets (inventory) that have been disposed of and not previously accounted for.***

1. Fixed Assets “As of February 13, 2018 ,the institution has identified more than \$1.9 million of fixed assets(inventory) that have been disposed of and not previously accounted for”

The College took very seriously the challenges it faced in regards to the condition of the Fixed Asset records and the importance of tackling the matter head on. The College took extensive measures to ameliorate this finding. The College invested over \$20,000 for a contract with an external company, Asset Services and over 2000 Staff hours for the reconciliation project. As a result, State’s standards and regulations were met and resulted in the clearing of the FY17 Audit Finding. The [FY2018- Audit](#) (p. 69) summarizes the status of Prior Year Audit Findings. The College has an accurate and manageable fixed asset listing which has been signed off by department heads who are now managing these assets.

The College continues to maintain the fixed asset records, and the staff responsible for tagging and delivering said assets will be doing periodic spot checks and overseeing the full end-of-year inventory certification. The write-off of inventory did not have a significant impact on its educational programs as the vast majority of assets were valued at less than \$5,000 and many were over ten (10) years old. The impact on the financial statements was negligible as most were fully depreciated or no longer required to be carried as fixed assets due to the \$5,000 threshold implementation by the State.

***HLC Finding: The adverse audit finding by the independent audit firm and failure of the Foundation to provide any written or electronic documents related to its current financial status are evidence of public awareness of insufficient financial accounting;***

2. Adverse Audit opinion

The Luna Foundation Updated Timeline below summarizes the recent events surrounding the work done for the Foundation and the resultant improved audit opinion.

<b>Luna Foundation Updated Timeline</b>		
Date	Event	File Name
Various	Interim President Ricky Serna essentially stops foundation activities as he delays appointment of replacement members. The Chairman, Johnathan Madrid remains to conduct essential business	<a href="#">Foundation Board on Hold</a>
October 31,2017	The College learns of FY17 Adverse audit opinion due to Foundation findings	<a href="#">RPC Timeline</a>

April 2018	Foundation bank records obtained	N/A
May 2018	Accounting and other services contract drafted in consultation with Office of the State Auditor	N/A
June 2018	Harshwell Agreement for Foundation accounting services was executed and included the Office of the State Auditor's signature	<a href="#">Harshwell Signed Agreement</a>
September 2018	Board establishes a fund for students who are facing financial hardships and not eligible for Title IV aid.	<a href="#">Board-Funded Student Assistance Program</a>
Fall 2018	FY18 Audit includes Foundation financials (pp. 14-16)	<a href="#">FY2018_Audit</a>
January 27, 2019	State Auditor releases audit – Unmodified Opinion. (p. 62).	<a href="#">FY2018_Audit</a>
February 7, 2018	FY18 Audit presented in public meeting noting improvements to Foundation. This was evident in a reduction in audit findings. See Audit page 69.	<a href="#">FY2018_Audit</a>
February 2019	Independent firm Harshwell & Company is now moving ahead with tax returns and Secretary of State filing	N/A
February 2019	Upon submission of pending items including a lawsuit, the new President will commence with appointment of the full Foundation Board	N/A

Next Steps	As articulated in the College’s response to finding CU 2016-001, the College will work with Foundation members, the College's legal counsel and the College's Board of Trustees to execute a formal agreement delineating responsibilities for Foundation operations and College oversight (p. 66)	<a href="#">FY2018_Audit</a>
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The College worked in concert with the New Mexico Office of the State Auditor to engage an independent firm, Harshwell & Co., to compile the financial records of the Foundation for fiscal years 2017 and 2018. See [Harshwell Signed Agreement](#). The records were submitted to the current independent audit firm and found to be sufficient and were included in the entity-wide financial statements and the audit result was an Unmodified Opinion on the [FY2018\\_Audit](#) (p. 62).

The audit was released by the office of the State Auditor on January 27, 2019 and the College's Board of Trustees had the audit presented to the public at the ensuing meeting ([February 7, 2019 BOT Agenda](#))

As stated in the Audit, a formal agreement is to be executed between the College and the Foundation. The MOU shall articulate the following:

- An explicit purpose of the Foundation
- Policies that ensure the Foundation’s compliance with local, state and federal laws that govern non-profit organizations
- Shared responsibilities for the Foundation’s financial management
- Shared access to the Foundations financial records
- Shared responsibilities in establishing an annual operation budget for the Foundation
- Sound policies that govern the acceptance and management of gifts
- Sound policies that ensure adequate oversight for the Foundation’s expenditures
- Sound policies that govern the scholarship application and award processes
- Consider adopting a procedure of conducting a full background check on the new Foundation Executive Director

### 3. Foundation Scholarships

***HLC Finding: Because no scholarships were awarded in 2017-18 by the Foundation, the Luna Community College administration, in order to keep financial commitments to students, funded the previously promised Foundation funds from the institution’s coffers.***

Foundation activities were ceased which resulted in a freeze on awarding scholarships to our students; however, as noted in the Luna Foundation Updated Timeline, the Board approved the establishment of a [Board-Funded Student Assistance Program](#) fund for students who are facing financial hardships. The fund assists students who are ineligible for Title IV funds.

### 4. Overstatement of Budget

***HLC Finding: Without standard and commonly practiced budgeting, resource allocation and***

***financial links to the institutional outcomes, the institution remains an outlier with regard to nationally recognized financial accounting principles and practices.***

The portion of the over projection without consideration of enrollment declines of 40% directly and extensively related to PELL grants. PELL levels are not controlled by the College and the federal government fully reimburses the College for PELL awards. While the amount of PELL awards is not in the College's control, some years back, the College received an audit finding for under projecting the eventual awards in that year. The College responded by greatly over projecting the award level to prevent a future audit finding and had never re-adjusted downward. The PELL revenue projection is the exact dollar amount as the PELL projected expenditure level and at no time is the College required to fund PELL. While it is not an audit finding to overshoot a PELL projection, in response to the noted over-budgeting by HLC, the College reduced the FY 1819 PELL revenue and expenditure level by more than 50% commensurate with the declined enrollments. See [PELL Budgets](#)

Capital Projects is the other main component of "over-budgeting". In order to expend any capital dollars, the budget level must be in place thus the College budgets the full allocation for Capital Projects each year to ensure there is budget capacity for all potential capital expenditures. For various reasons not all projects are completed in the year they are budgeted creating the appearance of over-budgeting as the revenues are recognized only upon realized capital expenditures.

Neither of these of components affect operations and the College acknowledges the PELL number can be aligned closer to outcomes of operations e.g. enrollment and has taken such measures in the past two budgeting cycles. Furthermore the College will be proposing a BAR to again align the FY1819 budget to estimated Actuals. See [PELL Budgets](#)

## 5. Modifications to Budget

***HLC Findings: Although at the February 13, 2018 board meeting, the institution addressed the Board with a report on enrollment, the team found no evidence of the institution modifying its budget to meet the drastic change in enrollment versus projections.***

As of the date of the meeting referenced by the HLC in the finding, the FY19 budget was well under way and the declining enrollment had already been taken into consideration; [1819 Proposed Bgt Ex 2](#) shows the projected Tuition and Fees Revenue commensurate with recent enrollment declines. The Unrestricted Instruction and General Proposed budget is also adjusted for the two year consistently higher local taxes netting a combined 1% increase in revenues over the Final FY18 Budget also shown in [1819 Proposed Bgt Ex 2](#).

## 6. Resource Allocation Links to Outcomes

***HLC Findings: Enrollment projections fail to reflect the institution's actual experience (the team noted a nearly 40% overstatement of the budget each year), raising questions about the budgeting practices of the institution.***

The College historically utilized a strategic budgeting practice wherein each department formulated the ensuing year's budget request based on historical data, projections, goals and standards. Each department head justified the requests based on those reviews. This process was specifically documented thus did not prove the strategic planning that went into the process.

For FY1920 budgeting, the college explicitly required an alignment of the Department’s budget request with the goals in the revised [Strategic Plan](#). As a result, standard strategic planning and review documents were developed and implemented. See [IT Strategic Planning Budget FY20](#) and [3100 IT Non Academic Department Review](#).. The revised process links the Department specific budget request and the department related objectives to the Strategic Plan across academic and nonacademic departments.

The College is cognizant of its revenue sources and levels of expenditures and adjusts budgets accordingly ensuring instruction is funded optimally as a priority. State Appropriations comprise 65% of the operating revenue and the 5-year average change in State Appropriations is a 2% decrease. The formula is based on the changes between rolling 3 year averages. See [NM HED Funding Formula-Technical](#) This allows for a much predictable funding level. The [Revenue Type and Trend Table](#) depicts the consistency in funding levels over time. While declining enrollments have impacted the rolling enrollment average, the State has infused the College with additional resources via a Retention and Completion fund of over \$500,000 annually for the past 6 years. For the past two cycles, the College ear-marked additional funds directly to the Academic Departments for hiring additional full-time faculty and a faculty-advisor in each discipline.

Cognizant of an exceptionally high Ending Balance shown in the table below, the College's President put out a call for non-recurring expenditure proposals see [Building and Classrooms – Call for Projects](#). The Plant Director along with numerous department heads submitted [Requests for Additional Funds](#).

<b>Fiscal Year</b>	<b>Ending Balance</b>	<b>%</b>
2014	\$2,887,172	18%
2015	\$3,531,067	21%
2016	\$4,390,117	25%
2017	\$4,648,012	29%
2018	\$4,587,015	28%

The Departments perform ongoing comparisons of operations to budgets as each department has real-time access to their budgets, expenditures to date, encumbrances and the percent of budget expended. At any time if they assess and determine the original budget level needs to be adjusted based on current operations, they prepare and submit and [Budget Adjustment Request](#) (BAR) which goes through the approval process prior to implementation. Those results are used as information for the next year’s budget and adjusted up or down as a result of evaluating the prior year’s results and the goals for the ensuing years.

At mid-year of the current fiscal year, supervisors are reminded all budgets are to be examined and final BARs prepared in preparation for the upcoming budget and submission to the Higher education Department See [LCC-FY18-1U 15June18 App](#) These final budget changes are reflected in the Proposed Budget submission to the Higher Education Department.

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

The College stands as a strong leader of exceptional educational opportunities in New Mexico and beyond. For more than 50 years the College has ensured it has a strong fiscal, human resource, physical and technology base to sustain the efforts to fulfill its mission and responsibility to its constituents. Evidence will show a concerted effort from the all areas of the college and the Board of Trustees to support and enhance the College’s resource base.

***Fiscal***

A strong fiscal state is foundational for both the growth and the sustainability of the College. The administration strives to be fiscally responsible and carefully considers the investments it makes to ensure that the long- and short-term effects of decisions are balanced and strategic. Despite the challenges the College has experienced in recent history, the College has maintained a healthy financial position. A cautionary financial reality the College faces is the heavy reliance on State funding which directly correlates with enrollments which are generally declining. There are numerous measures to gauge the fiscal health of an institution, one being the Composite Financial Index (CFI). Per the standards, and a 9/05/17 NACUBO publication printed below, “an institution with a CFI at or above 3.0 in considered financially viable”.

The College's CFIs (without OPEB) for the past few years have all exceeded that mark.

<b>Fiscal Year</b>	<b>CFI</b>
2014	3.4
2015	5.37
2016	7.37
2017	5.14

Per the [CFI New Report](#), A Composite Financial Index (CFI) was then calculated using each of the four ratios; an institution with a *CFI at or above 3.0 is considered financially viable*. The report indicates that 67 percent of the sample institutions were at or above the threshold of financial viability for the most recent year included in the study, 2013-14.

Reserves at or above the recommended level is another indicator of sound fiscal health. In recent years, the end of year reserve or ending balance data below touts balances well above the 3%-5% State requirement with FY18’s ending balance of \$4,587,015, or 28% of total expenditures. A cautionary financial reality faced by the College is the heavy reliance on State funding which is directly related to enrollments that had been declining. The College's *Revenue Sources and Changes Table* shows that although there are declines, the percentage change and average change has not been significant as the State uses a rolling three year average. The College considers trends and data to adjust the ensuing year’s budget.

<b>Fiscal Year</b>	<b>Ending Balance</b>	<b>% of Expenditures</b>
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2014	\$2,887,172	18%
2015	\$3,531,067	21%
2016	\$4,390,117	25%
2017	\$4,648,012	29%
2018	\$4,587,015	28%

LCC Revenue Sources and Changes									
FY	Tuition & Fees	State Approp	Local Levy	Grants #150	Grants #151	Other	Total Revenue	% Change Total	% Change Approp
13,14	1,177,004	8,101,522	1,766,047	1,127,795	330,321	19,973	12,522,662		
14,15	952,771	8,315,111	2,035,624	1,124,399	286,128	40,325	12,754,358	2%	3%
15,16	1,013,151	8,311,504	1,826,819	915,772	262,955	43,929	12,374,130	-3%	0%
16,17	948,555	7,679,392	1,923,047	883,297	298,108	40,541	11,772,940	-5%	-8%
17,18	782,993	7,528,508	1,965,355	494,426	282,934	45,805	11,100,021	-6%	-2%
18,19	776,500	7,514,900	1,900,000	332,430	496,570	36,000	11,056,400	0%	0%
5 Year Average Change								-2%	-1%

INSTRUCTION continues to be the largest budget category and a review of the *Budget to Actual Table* below shows the Instruction Budget allocation was not only the largest expenditure category but the Budget allocation was greater than the Actual expenditures.

**BUDGET TO ACTUAL TABLE**

**Instructional Support****Academic Support****Student Services**

FY	Budget	Actual	Budget	Actual	Budget	Actual
13,14	4,637,829	4,071,891	670,647	603,273	670,647	603,273
14,15	4,405,565	3,968,165	635,905	565,157	1,668,936	1,387,095
15,16	4,539,069	3,962,220	652,830	570,318	1,772,433	1,587,971
16,17	4,551,848	3,805,312	593,761	540,637	2,067,995	1,553,458
17,18	4,070,470	3,439,725	558,383	516,877	185,011	1,662,752

**BUDGET TO ACTUAL TABLE (continued)****Institutional Support****Plant and Maintenance**

FY	Budget	Actual	Budget	Actual
13,14	2,395,843	2,177,491	2,054,328	2,031,318
14,15	2,644,398	2,400,499	2,106,373	1,979,735
15,16	2,465,724	2,127,004	2,070,970	1,893,127
16,17	2,358,340	2,013,443	2,004,343	1,935,544
17,18	2,380,478	2,059,850	2,017,038	1,954,847

[FY 19 Budget](#) reflects the prioritization of Instructional activities built upon the submission of each department's strategic requests.

Annual Financial Audits are required by the Office of the State Auditor. The results of examination of the financial affairs of the College in the annual audits demonstrates that the College is in good fiscal health and has addressed or essentially corrected the findings from FY17 ([FY2018 Audit](#)).

**Strategic Budgeting**

For FY1920 strategic budgeting was introduced as a formal process. The [Strategic Plan Approved 12.3.18\(1\)](#) is the foundation for the budget requests. The new process requires a linkage between the department's requests and the objectives linked to one or more of the Goals in the Strategic Plan. A College-wide training was held on January 11, 2019. The Finance staff populated the department budget worksheets with the FY1819 Estimate which was double the expenditure level at December. The new process is an integral part of the department report wherein major budget requests and changes are further expounded.

The proposed budgets will be reviewed by Administration before being presented to the Board of Trustees for approval. For a full timeline, see the [Strategic Budgeting PLAN AND BUDGETING TIMELINE](#).

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

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

***Budget Adjustments***

During the fiscal year, department directors monitor their budgets using the school's automated system, Jenzabar, to evaluate balances and project their needs realistically. Noted needs are addressed throughout the year up until mid-March by submitting a BAR (Budget Adjustment Request). If required, a Board of Trustees meeting will include discussion and approval of the BAR's.

***Revenue Sources*** The College balances responding to funding academic areas indicating growth with realigning areas that are in decline. Excluding financial aid, the College has four (4) main sources of current revenue: tuition and fees, State appropriations, local taxes, and grants.

***Tuition and Fees***

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

***State Appropriations***

The next substantial component of revenue, the State appropriation, is determined annually by the legislature and Governor during the legislative session which typically concludes in late March. The College receives an average of 65% of its operation revenue from State appropriations which have netted a 5-year average change of -1%. The State's funding formula base + or - change between the rolling 3-year averages of credit-hour production and incentive awards. Approximately 95% of the institutions base funding is protected and the difference is awarded via performance components.

**Change In Appropriations Table**

LCC		
FY	State Appropriation	% Change

13,14	8,101,522	
14,15	8,315,111	3%
15,16	8,311,504	0%
16,17	7,679,392	-8%
17,18	7,528,508	-2%
18,19	7,514,900	0%
5-Year Average Change		-1%

### ***Local Tax Levy***

The local tax levy averages 16% of total revenues with minimal fluctuation and remains a steady and predictable resource for the College. All unrestricted general fund revenue is part of the pool of available resources for College-wide budgeting.

### ***Grants and Sponsored Projects***

Another component of revenue is grants and sponsored projects. For the past six (6) years, Instructional grant funding has comprised an average 9% of total revenues. These grants have afforded the College the means to enhance educational and training opportunities. Examples of restricted grant programs include, Carl Perkins - Allied Health, Adult Education, Area Health Education Center (AHEC), STEM grant, Small Business Development Center, and NM Alliance for Minority Participation. The hiring of the Institutional Research (IR) position will be instrumental in enhancing the efforts to secure more grants in the future. The IR staff has much experience in data gathering and reporting thereof and has created an LCC Fact Book which sets the standards for maintaining data integrity and consistency in reporting.

### ***Purchasing***

The College's purchasing function has at minimum three payers of approval. The final approver is the Chief Procurement Officer. Purchases of supplies, materials, equipment, and contractual services for the College are coordinated through the LCC Purchasing Office by a State certified Chief Procurement Officer to ensure compliance with New Mexico Procurement Code. See [CPO Certificate](#)

### ***Human Resources***

The [College's Staff Handbook Current as of 8.14.18](#) outlines staff policies and procedures for employment, benefits, and services provided to LCC employees. The Human Resources department is overseen by a Director and 2.5 FTE staff who are dedicated to Human Resource activities.

The number of employees hired in 2018 increased by 13%. Approximately 204 were employed in 2017 and 229 in 2018. There was an increase in overall hiring from one year to another, full-time staff increased by eight full-time hires and full-time faculty increased by 5 full-time hires. Growth

in staffing positions is due primarily to an increase in in tutors, faculty advisors, faculty/staff and one additional recruitment position.

<b>2016</b>	<b>Hires</b>	<b>2017</b>	<b>Hires</b>	<b>2018</b>	<b>Hires</b>
Full-Time Staff	100	Full-Time Staff	101	Full-Time Staff	109
Full-Time Faculty	24	Full-Time Faculty	21	Full-Time Faculty	26
Part-Time Adjunct, Specialized, Dual Credit	84	Part-Time Adjunct, Specialized, Dual Credit	74	Part-Time Adjunct, Specialized, Dual Credit	61
Part-Time Hourly	27	Part-Time Hourly	8	Part-Time Hourly	33
<b>Total</b>	<b>235</b>	<b>Total</b>	<b>204</b>	<b>Total</b>	<b>229</b>

### ***Technology***

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

The College has eleven (11) primary buildings that are currently connected to the main infrastructure. Three (3) other buildings will complete the Main Campus backbone. A 100 megabyte Internet service is provided to the Main Campus via fiber connection from Albuquerque to Las Vegas. This is the primary feed to the Internet for the Main Campus and the supported Satellites and sites.

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

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

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers
  - Nursing – 2 Student Labs, 30 computers
- Media Arts Building – 1 Student Lab, 17 computers
- Education/Preschool Building – 1 Student Lab, 4 computers
- Humanities Department - 4 computer labs, total of 60 computers and 3 have a printer
- School of Business – 1 lab with 24 computer plus 2 instructor computers
- Student Services Building – 1 Student Lab/Access area and 1 Faculty Training Center
- Learning Resource Center – 1 Student Lab/Access area with General computer access available for students and Public, also access available in Coffee Shop
- Adult Education Building – 2 Student Labs, 14 computers
- STEM/Technologies Building – 4 Student Lab, 65 total computers available

- Student Services - 1 Student Lab, 15 computers, a printer and a scanner
- Vocational Trades Areas:
  - Automotive Technologies - 1 Student Lab with 16 computers, and 4 computers in the Shop area
  - Building Trades - 1 computer
  - Culinary Arts - 1 Student Lab, 3 computers
  - Electrical Wiring Lab - 1 Student Lab, 2 computers
  - Cosmetology - 1 Student Lab, 3 computers
- Welding Technologies -
- Springer Satellite – 2 Student Labs, 19 computers
- Santa Rosa Satellite – 2 Student Labs, 21 computers
- Mora Campus – 122 computers for student use; 1 printer/scanner and a classroom that is used for transmitted classes. The classroom contains a TV with a computer tower and a smartboard.

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

The IT department employs the Distance Education coordinator who oversees the implementation and operations/scheduling of the synchronous distance education courses. The majority of the College classes designated as distance education use Collaborate to broadcast live instructor lecture to Springer, Santa Rosa, and the Mora campus. The remote sites are proctored to ensure that students are verified and receive the necessary support.

Effective use of our resources is an essential part of continuing our success at the College. We continue to improve our departments for the success of our students. See [IT Strategic Plan 2019-2021](#).

### ***Physical: The Campus***

The College owns a total of 20 buildings (18 on the main campus and 2 on the Santa Rosa Campus), totaling 137 acres. In addition the College leases buildings in Springer and has a use agreement for a building in Mora. The College currently has one open Severance Tax Bond appropriations. See [Capital Appropriations](#). The College has two (2) Severance Tax Bond appropriations that have closed in the last 12 months: \$2,000,000 and \$40,000, both were used for the Media Education Center.

The College has completed the auditorium (Phase 2) of the Media Education Center. The highlight was hosting the May 2017 graduation in the beautiful auditorium. The College has replaced four (4) heating/ cooling rooftop units and one boiler on the main campus. The roofs on the Administration and Technologies buildings have been replaced. Forrester building on the Springer Satellite Campus and Administration and Technologies buildings are in roof repair process.

[Capital Projects Request](#) includes the College's five year capital outlay plan and the status of active projects as of June 2018.

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

The College's educational purposes are adequately funded, and the College does not allocate resources to non-educational purposes to the detriment of its academic objectives. The College

budgets its programs in accordance with provisions in the College's strategic plan, and funds are allocated to existing programs in response to objectives developed by departments throughout the College.

Resource allocation is driven by the department needs and students' needs assessments. There are no elective resource allocations to other areas and budget adjustments are authorized by each department director and focus on student needs. Based in department objectives linked to goals in the Strategic Plan Directors request an operating budget to fulfill the department's mission/needs.

As shown in the Budget to Actual Table in 5A1, instruction has always comprised by far the largest budget category with annual under-spending of resources allocated to Instruction.

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

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

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

One of three (3) strategic plan directives focuses on Retention and Completion. Retention and Completion funding has been awarded to the institution for more than five (5) years. The funding is broadly aimed at increasing student retention and graduation rates. At the beginning of the 2017 academic year, the following initiatives designated as critical and with clear connection to retention were supported through R&C budgeting: advisement, tutoring services, increased faculty, student support coordinators such as dual credit, veteran support, honor society, Quality Matters, and STEM outreach. Effective communication is a second directive in the college strategic plan. At the beginning of the 2017-2018 school year, the College implemented strategies aimed at employee engagement (e.g., ongoing communication and updates, strengthening the organizational structure, providing a staff development week and cross-training, and making modifications to staff appraisals and corrective action processes, including the solicitation of feedback. Improving communication with Board of Trustees also included clarity on budget requests requiring Board approval. The 2017-18 plan was presented and approved by the Board of Trustees at the beginning of the Fall semester.

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

The College's hiring process requires minimum qualifications for all positions, and background and reference checks are performed for all new hires and full-time hires. See Policy 5.3.3 in the [LCC Staff Handbook Current as of 8.14.18](#) Since 2017-2018, the hires were all interviewed by a committee of three (3) plus a Human Resource Representative. Committee recommendations were presented to the College's President for hire. The majority of new hires have been based on Committee recommendations.

The vast majority of faculty hold Master's or terminal degrees, and many have years of experience in their disciplines. Faculty and adjunct instructor qualifications are vetted in collaboration with the

Human Resources department, Academic Directors, and the Vice President of Instruction. In some cases, faculty are hired close to degree completion and have agreed to complete their Master's degree in their teaching field within a reasonable time frame. For those instructors who do not hold a Master's degree, the College applies the tested experience guidelines.

**(Evidence: HERE).** Each semester, Academic Directors submit to the Vice President of Instruction a qualification matrix indicating exceptions.

Once hired, faculty, professional staff, and other personnel are required to attend mandatory trainings. Upon being hired, staff and faculty are required to read the staff handbook, review the college computer use policy, and attend an orientation that includes basic Human Resource topics as well as the college computer use policy See [Computer Use Policy Procedures 6-2018](#).

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

Targeted and detailed training in the area of procurement is conducted once a year for new employees and to re-orient all staff and supervisors responsible for expending and monitoring their respective budgets. See [Procurement Training](#)

Traveling can be a cumbersome administrative task and to alleviate the burden, the Finance and Administration department holds periodic training for supervisors and support staff. See [Travel Planning & Reimbursement](#). The intense training covers State laws, the College's rules and the details in completing the travel documents as well as the process for reimbursement.

[Staff Development Week](#) offered an array of training for the College. Sessions were offered at least two times during the week.

Professional development is provided to build skills, sharpen skills, and meet on-the-job requirements, thereby improving employee proficiency to effectively perform their duties. The College offers a number of professional development opportunities for employees.

With supervisor approval, full-time employees can take classes tuition free at the College or New Mexico Highlands University (four credit hours tuition waived at NMHU).

Funded either at the department level or via the Professional Development Program (PDP), employees can also seek professional development opportunities such as conferences and training based on need and availability. For FY19 the College increased the PDP Fund from \$47,200 to \$60,000 as shown in the [PDP Budgets](#). See [Student Success Center Staff Development](#) for an example of Department specific development training. Another Department/mission specific event was the Veteran's Resource Centers (VRC) Summit, attended by the College's VRC Coordinator and a representative from the Registrar's Office. See [2018 VRC Summit](#)

Additional training is offered institution wide for all employees. Such training includes FERPA, Active Shooter, Slips and Falls, Title IX, Crucial Conversations, Establishing Trust, Quality Matters Applying the QM Rubric (Evidence: 2016 and 2017 trainings). Per SL: TRAINING EVIDENCE NEEDED AND WILL BE CROSS REFERENCED FROM ???

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

***Strategic Budgeting***

For FY1920 strategic budgeting was introduced as a formal process. The [Strategic Plan Approved 12.3.18\(1\)](#) is the foundation for the budget requests. The new process requires a linkage between the department's requests and the objectives linked to one or more of the Goals in the Strategic Plan. A College-wide training was held on January 11, 2019. The Finance staff populated the department budget worksheets with the FY1819 Estimate which was double the expenditure level at December. The new process is an integral part the Department Report wherein major budget requests and changes are further expounded.

The proposed budgets will be reviewed by Administration before being presented to the Board of Trustees for approval. For full timeline see [Fiscal Year 19-20 Budget Timeline](#).

Other Considerations: New Mexico State Legislature conducts interim committee hearings each year to take testimony from college leaders regarding the operations and educational and related needs of their institutions. During an annual Legislative session, a budget, according to conservative revenue estimates is considered and approved. Once signed into law by the Governor, the College is notified by the Higher Education Department of an approved budget. The College's budgeting process occurs simultaneously with the Legislative process. The College has a proposed appropriation funding level at the time of budget meetings. The College prepares its annual operating-budget each fiscal year for one fiscal year. The fiscal year accounting cycle begins July 1st and ends June 30th of every year.

Upon final approval See [FY19 DFA-HED signed BAF-LCC](#), the budget is entered into the accounting system and is immediately available for the department's view and use.

The Jenzabar system provides real-time reporting for each department wherein the budget is compared to the year-to-date expenditures and encumbrances and yields a percentage of budget utilized and dollar amount available (budget balance) See [Budget to Actual Comparison 1091](#)

***Budget Adjustments***

During the fiscal year, department Directors monitor their budgets using the school's automated system, Jenzabar, to evaluate balances and project their needs realistically. Noted needs are addressed throughout the year up until mid-March by submitting a BAR (Budget Adjustment Request). Interdepartmental BAR's do not require Board of Trustees approval. See [BAR-Dental Assisting](#) If required, a Board of Trustees meeting will include discussion and approval of BAR's. See [Athletics BAR BOT 1-14-19](#).

Another layer of expense monitoring is at the Purchasing Office. Part of the Purchasing function is ensuring there is sufficient budget available to approve a Requisition for Purchase. Upon noting a deficiency, the Department is notified See [Insufficient Funds](#) which prompts the director to transfer funds from within the department budget or request an increase which necessitates Board approval. See [BAR-Life Safety Security](#)

In addition to utilizing the Jenzabar system to monitor expenses, the College prepares quarterly reports which are presented to the Board of Trustees and submitted to the Higher Education Department. See [LCC FY19 Q2](#).

## Sources

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- 1819 Proposed Bgt Ex 2
- 1920 Strategic Budgeting PLAN AND TIMELINE
- 2018 VRC Summit
- 3100 IT Non Academic Department Reviews
- 3100 IT Strategic Planning Budget FY20
- Athletics BAR BOT 1\_14\_19
- BAR-Dental Assisting
- BAR-Life Safety Security
- Board-Funded Student Assistance Program
- Budget to Actual Comparison 1091
- Building and Classrooms - Call for Projects
- Capital Appropriations
- Capital Projects Request
- CFI New Report
- Computer\_Use\_Policy\_Procedures\_6\_2018
- CPO Certificate
- February 7\_2019 BOT Agenda
- Fiscal\_Year\_1920\_Budget\_TIMELINE
- Foundation Board on Hold
- FY19 DFA\_HED signed BAF\_LCC
- FY19-Budget-Pie\_Chart
- FY2018\_Audit
- FY2018\_Audit (page number 70)
- FY2018\_Audit (page number 77)
- Harshwell Signed Agreement
- Insufficient Funds
- IT Strategic Plan 2019\_2021
- LCC FY19 Q2 (1)
- LCC\_Staff\_Handbook\_Current\_as\_of\_8\_14\_18
- LCC-FY18\_1U 15June18 App
- NM HED Funding Formula \_Technical Guide for FY18 Budget Cycle
- PDP Budgets
- PELL Budgets
- Procurement Training
- Requests for Additional Funds
- RPC Timeline
- Staff Development Week
- Strategic Plan Approved 12\_3\_18 (1)
- Student Success Center Staff Development
- Travel Planning and Reimbursement
- Type and Trend Graph

## 5.B - Core Component 5.B

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

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

### Argument

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

*HLC Finding: While the Board of Trustees has begun to understand its need to be knowledgeable and pay attention to academic, financial, legal and fiduciary responsibilities, this newly found awareness indicates both the need for additional training and education about local, state, and federal policies and a shift in attention of the Board of Trustees to more rigorous and intentional policy development and oversight.*

Since the last assurance argument was submitted, the Board has demonstrated their commitment to ongoing development, specifically training aimed at working collaboratively and conducting themselves within the confines of their roles and responsibilities. In [February 2018](#), the Board conducted a workshop that served as a follow-up to their [December 2017](#) work session with Dr. Hugh Prather. This event centered on the necessity of evaluating the President, specifically at completing the process, implementing a review tool, and officially adopting a policy. The Board collaborated on the metrics and unanimously supported a measure that allowed for the evaluation to include input from students, faculty and staff.

In [August 2018](#), the Board conducted a training and retreat with an ACCT consultant who facilitated a discussion on setting goals and identifying a common vision. This discussion set the stage for the Board's review of the Strategic Plan revisions which had been proposed by the campus community.

On [September 10th, 2018](#), the Board conducted a workshop with the consulting firm who led the search for the position of President. The purpose of this gathering was to collaborate on the questions and rating procedures that trustees would use in their vetting of the five presidential finalists.

*HLC Findings: Despite the adverse audit finding by the independent audit firm and the failure of the Foundation to provide any written or electronic documents related to its current financial status, there is little evidence from the Board of Trustees that they acknowledge the serious nature*

*of such events.*

***The institution's current failure to attend to the external audit findings, along with the absence of succinct instructions from the Board of Trustees for addressing noted inadequacies, provides evidence of either a lack of attention to the serious nature of the independent audit or wholesale non-compliance with audit findings.***

The absence of a formal agreement between the College and the Foundation made it difficult for the trustees to intervene in the process of obtaining financial records for the Foundation. Following the Adverse Audit Opinion, the Board worked through the Finance Committee to monitor the College's progress in addressing findings. The [Finance Committee](#), has played an active role in addressing issues related to the FY17 adverse audit opinion. The committee's membership played an advisory role in addressing the fixed assets reconciliation, and the ongoing monitoring of fluctuations in tuition and fees revenues.

The Board did elect to have all members present at the FY18 audit exit conference. This was done to avoid a rolling quorum around the audit's findings – state law prohibits an audit to be publicly discussed until it is first reviewed and released by the State Auditor. The Board was also vested in seeing whether or not administrative responses had been carried out. As is evidence in the [FY18 audit](#), the College has made remarkable gains, over a short period, to produce an unmodified opinion. Most notable is the work done with the Foundation's records and bank reconciliations. This effort was surely achieved through a strong collaboration between staff, administration and finance committee membership.

***HLC Finding: Without complete accord on the part of the Board of Trustees to pledge ethical behavior, continued dysfunctional actions and meetings are quite possible.***

During the second day of the [Board retreat](#) on [August 25, 2018](#), the final trustee who had previously refused to sign the ethical behavior acknowledgement along with the two newly appointed trustees agreed to sign the ethical behavior form. The consultant, who collaborated with administration prior to the training, was effective in articulating what the commitment signified and addressed concerns relative to the policy, intersecting with [freedom of expression and dissent](#) for trustees.

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

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

The College has adopted a shared governance model that ensures that all constituents have a valid part in the institution's governance. [The Shared Governance Policy 1520](#) of the [LCC Board Policy Manual](#) was adopted in December 2017 and has been embraced College-wide. The shared governance structure provides collaboration between the Board, administration, Staff Advisory Senate, Faculty Senate, Student Senate, Academic Leadership, and the community. This model has allowed for input from the different constituents on matters of policies & procedures as well as encouraged institution-wide transparency.

### **Board Committees**

The Board of Trustees has established several standing committees to enhance oversight in areas

deemed high priority for the College. These committees are co-chaired by a Board member and a staff member, usually in Administration. Each committee is assigned one or two Board members and specific employees of the College that have expertise in these areas. The following standing committees are active and recognized in the Board policy:

- [Board Executive Committee](#)
- [Board Audit/Finance Committee \(Minutes\)](#)
- [Board Facilities Committee \(Minutes\)](#)
- [Board Academic Affairs Committee](#)

These standing committees help to achieve multiple objectives, and serve to provide Board members an avenue to actively engage with employees of the College. Board members and employees collaboratively review matters presented before the Board, and in turn, the Board representatives receive valuable insight to facilitate informed decision-making. The Board members welcome recommendations from staff on these specific areas of focus and understand the importance of considering what is communicated to them at this level.

In order to ensure transparency, as well as compliance, all committees are assigned an official minute taker that has received the necessary [training](#). Minutes are approved and posted in a timely manner for all groups on the the College's website.

### **Shared Governance Structure**

*HLC Finding: The Board lacks a sound governance process.*

**Response:** As a result of this finding, a shared governance model was created and proposed to the Board in [December 2017](#). The model that was presented to the Board, and ultimately approved, paved the way for the development of the Staff Advisory Senate, which became effective January 2018. The defunct former Student Government was also re-constitutionalized to more appropriately align with the student and institutional needs and was renamed the Student Senate. Faculty Senate, which has been in place and active at the College for a number of years, re-examined their by-laws to ensure relevance within the new model and has continued to thrive within the college. When constructing the shared governance model, a dilemma was faced where Academic Directors should be represented. To adequately reflect their multi-faceted roles of staff, faculty, and quasi administration, a new group was created called Academic Leadership. This has allowed for frequent collaboration among the Academic Directors as well as a voice in program direction and development.

Although the shared governance model is in its infancy, positive impacts resulting from the structure now in place can be evidenced throughout the College and the community. The policy emphasized the necessity for communication between the Board and the governance groups and it has become a regular occurrence.

### **Shared Governance Council**

The purpose of the Shared Governance Council is to serve as a collective unit with equal representation from all College governance groups including the Faculty Senate, Staff Advisory Senate, Student Senate, and Academic Leadership. The Council reviews policy proposals, issues,

concerns, and other institutional matters that are presented by these governance groups.

The Council also receives directives from the College President and provides feedback prior to dissemination of information to the Senates and Academic Leadership. The Council is also required to prepare formal recommendations to the College President to guide decision-making.

Since its inception in January 2018, the Council has reviewed the following policies presented from the Board, Interim President, and staff and provided feedback and/or recommendations:

- Student Email & Deceased Student ([March Minutes](#))
- *Freedom of Expression & Dissent* ([email](#) & [March](#))
- Reorganization of Officers of the Board (Policy 1460) ([March](#) & [April](#) & [Memo](#))
- Naming of College Facilities ([June](#) & [July](#))
- Tuition Waiver ([Nov.](#) & [Memo](#))

The Council has also created [Bylaws](#), a [charter](#), an email address for ease of communication, a web page for dissemination of information, procedures for online voting, and developed a process for receiving policies to [review](#). In addition, the Shared Governance Council assisted in the following events over the past year:

- Preparation of HLC Visit/Participation in [forums](#) ([Feb.](#) & [March](#) , [flyers](#))
- Presidential Search Survey & Committee ([March](#) & [emails](#))
- BOT District 4 Interview Committee ([April](#))
- Presidential candidates' campus visits ([Sept.](#) & [schedule](#))

### **Faculty Senate** ([Bylaws](#))

In October 2012, the College established the Faculty Senate. The purpose of the Senate is to facilitate effective communication among the faculty of the College and between the faculty as a whole and the administration of the College. The Senate presents the views and recommendations of the College faculty to the administration and Board of Trustees as they relate to academic policies and professional matters. Faculty Senate also assigns two (2) members to participate as representation on the College's Shared Governance Council.

Faculty Senate meets [monthly](#) to consider policies and procedures regarding professional development, to organize faculty development presentations during [in-service](#) weeks and as needed, and to lead Course Learning Outcomes Assessment activities (previously referred to as Student Learning Outcomes Assessment (SLOA) and Program Planning Assessment activities (refer to 3.A.1).

During the Fall 2018 semester, the senate reviewed, made recommendations, and/or approved the Tested Experience Policy, Faculty Handbook, and Faculty Senate Bylaws.

### **Curriculum Committee**

In February of 2015, the College established the [curriculum committee](#). The Curriculum Committee is a standing committee adopted by Faculty Senate in 2016. The purpose of the committee is to promote educational quality, foster shared governance, and improve communication across departments. This committee has been reviewing revisions to curriculum and programs in preparation for the publication of the new [2019-2021 catalog](#). The Registrar, as a voting member of the Curriculum Committee, presented the new catalog, with all substantive changes, to the Board of

Trustees on [November 13, 2018](#), which was approved.

### **Academic Leadership** ([2-8-18 Minutes](#), [9-4-18 Minutes](#))

This Committee was created to provide leadership and vision in the planning, development, and implementation of all academic areas led by the College's strategic plan. This includes faculty and support staff development, curriculum, instruction, budget, completion and retention, and institutional analysis.

This Committee has also set-forth the following priorities and objectives:

- Reevaluate data as necessary to measure academic program development and success and adjust accordingly
- Establish a baseline of academic resources to ensure educational quality
- Adopt a consistent form of strategic planning reports across academic departments aligned with institutional initiatives
- Support faculty initiatives in assessment activities, curriculum updates, and professional development
- Prepare or update departmental strategic plans that are aligned with current goals and available budgets
- Prepare an annual report to evaluate academic successes and subsequent improvements

Development of Bylaws will be a priority in the upcoming Academic Year.

### **Staff Advisory Senate** ([Bylaws](#) & [Constitution](#))

The [Staff Advisory Senate](#) is an important part of the shared governance structure and serves as a source of input regarding issues and decisions of the College as they relate to all regular full-time/part-time, non-faculty staff at the main campus in Las Vegas and its locations across New Mexico.

The Senate reports to the College President and has two (2) representatives that serve on the College's Shared Governance Council. In addition, the Senate promotes the general well-being of the College by assisting the College in achieving its goals.

Over its' first year, the Senate began a number of initiatives including the following:

- Hosted [forums](#) to prepare the campus for the HLC visits in March 2018; ([Feb.](#) & [March](#))
- Began the review of the College's grievance procedure; ([Feb.](#) & [Aug.](#))
- Created [FAQs](#) in response to the Salary Parity conducted last April;
- Collected data through a comprehensive Growth & Unity/Employee Morale [Survey](#);
- Initiated a New Hire Welcoming [Committee](#); ([Feb.](#) [Mar.](#) & [Oct.](#))
- Addressed staff concerns as they arose;
- Hosted a Community Outreach event called [Linking-Up with Luna](#) to gather insight into the needs of [local businesses](#); ([Oct.](#) & [Nov.](#))
- Hosted the first Annual [Employee Recognition](#) event that recognized years of service; ([Oct.](#) & [Dec.](#))
- [HLC Criteria Review](#) ([Letter to BOT](#) & [Presentation](#))

Other senate objectives include:

- Works in collaboration with the Office of Human Resources to establish two-way communication and address matters of concern identified by the Staff Advisory Senate or the administration.
- Studies problems, concerns, welfare and working conditions of the staff.
- Calls to the attention of the administration, other college organizations, individuals and matters of concern as they relate to the staff.
- Cooperates with the Faculty and Student Senates in the formulation of recommendations concerning matters relating to the staff, faculty, and students.

### **Student Senate of Luna Community College (SSLCC)**

The [Student Senate](#) is comprised of currently enrolled students who want to make a difference at the College. As elected members, they plan activities, events, and other functions to benefit student-life at the College as well as in the community. Their purpose is to address student concerns, questions, or requests in a timely, effective manner as well as seek solutions to unspoken needs. The College offers a number of student activities that promote inclusiveness and value culture. Furthermore, the Student Senate President is a non-voting participant of the monthly Board of Trustees meeting. The advisor for this student organization for the past year was the Interim President in order to establish continuity, however, moving forward advisors will be faculty or staff who are appointed by the SSLCC.

In addition to amending their [Constitution and By-laws](#), the Student Senate has served as a voice to the student body. During the Spring 2018 semester, the Student Senate co-sponsored an event with New Mexico Highlands University to promote the “Me Too” initiative to raise Sexual Assault Awareness. They also worked on launching a Student Life area and establishing a process of collecting complaints, feedback, & suggestions from students. The current Senate distributed a [survey](#) with regards to food service and collaborating with New Mexico Highlands University on future events. The Student Senate is working on getting the Game Room in order to re-open it for the Spring semester. The Senate also provided input to the College President and the Board of Trustees on the [Health Care Services](#) program for students without insurance to allow them to receive care through El Centro.

### **Retention and Completion Committee**

Upon restructuring of the shared governance model, the [Retention and Completion Committee](#) was created. The R & C Committee has continued to work with the President and campus to address the following: Advisement, Tutoring, Instructional Technology & Distance Education, and Recruitment & Campus Life. In the Fall 2018, [subcommittees](#) were created for each of these focus areas. These subcommittees meet monthly and produce progress reports that are given to the R & C Committee. [Three year plans](#) have been developed by each subcommittee and are included in the retention plan.

The R & C Committee holds [monthly meetings](#) to ensure each of the four subcommittees are completing set goals in order to reach our institute’s retention and completion benchmarks tied to the strategic plan. The entire committee also collaborated with the campus community to host a [Priority Registration](#) event in [November](#) for Spring 2019.

### **Advisement Subcommittee**

The mission of the College’s Advisement Subcommittee is to improve and [standardize](#)

[advisement](#) practices campus wide, to collect data during the advisement process in order to facilitate improved methods for addressing the personal and logistical issues of our student body, and to propose data-driven suggestions to be implemented at the College's institution as a whole. The Advisement subcommittee aims to provide students with equal, consistent, and meaningful [advisement](#) to meet their educational goals while guiding them toward completion of a certificate and/or degree.

### **Instructional Technology & Distance Subcommittee**

The mission of this subcommittee is to research and discuss instructional and technology needs, research possibilities, find funding opportunities, and recommend short and long term solutions related to planning of instructional technology and support at the institute. Distance Education initiatives will focus on providing evidence in alignment with the Council of Regional Accrediting Commissions (C-RAC) in order to obtain a second online program.

### **Tutoring Subcommittee**

The mission of this subcommittee is to improve and evaluate tutoring services throughout campus in order to increase retention and completion for the College, to [collect data](#) regarding tutoring services and to propose data-driven suggestions to be implemented at the College's institution as a whole.

### **Recruitment and Campus Life Subcommittee**

The mission of this subcommittee is to support student and college success by: creating and communicating a positive institutional image, building understanding and awareness of programs and services among college constituencies, and informing the communities of the opportunities at the College. In addition, the subcommittee will work with students to continually improve upon current [campus life](#) through evidence-based strategies.

### **Strategic Planning and Institutional Analysis Committee (SPIA)**

The SPIA committee works with the Board of Trustees (BOT), the College President and the Academic Affairs Committee to create, implement, and assess the College Strategic Plan. Under the direction of the College President, it also implements those activities of the College necessary to maintain good standing with the Higher Learning Commission and secondary accrediting bodies.

The [SPIA committee](#) was formed in 2018 with the intent of having a plan in place before the expiration of the 2015-2018 Strategic Plan. The composition of SPIA consists of representatives from Administration, Student Services, Academic Directors, Information Technology, Institutional Research, Faculty, and Staff. At its initial meeting, the SPIA committee elected a chair, and was tasked with revisiting the then existing College strategic plan, and a calendar for meeting various stakeholder groups both in-house and external to the college.

In August of 2018, stakeholder meetings took place for the specific purpose of revisiting the existing plan, asking if the plan was relevant, and what revisions should be made. [Meetings](#) were held with Academic Directors, Administrators, staff, faculty, students and the [BOT](#) to gain input. Thirty-six community stakeholders from the College service area were [contacted](#) and asked for their [input](#). Following these meetings, SPIA compiled the [results and suggestions](#), incorporated the changes and revisions and produced a draft strategic plan which changed the College's mission statement, the Guiding Principles and established measurable goals. In December of 2018, the Board of Trustees

formally adopted the [2019-2021 Strategic Plan](#) for the College. The new 3-year Strategic Plan focuses on specific measurable goals with specific benchmarks for the College to better serve and meet the needs of both students and the stakeholder community.

### **Advisory Boards**

In addition to committees, a number of active [advisory boards](#) collaborate both internally and externally to guide planning decisions. (Nursing Advisory Board [2017](#) [2018](#))

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

The College has established several mechanisms that allow for input and involvement in the development of policies and processes from all levels within the institution. The shared governance structure in place has fostered communication among all governance groups, including Staff Advisory Senate, Faculty Senate, Student Senate, Academic Leadership, Administration, the College President, and the Board of Trustees, as well as the campus at-large. There have been several instances where campus-wide feedback and participation has been requested in the form of surveys, meetings, forums, and ad-hoc committees.

From its inception, the Staff Advisory Senate began fostering these practices by assisting with and/or hosting forums on topics such as the College Strategic Plan, [HLC Preparation](#), and knowing your role within the institution. [Committee Volunteer forms](#) were distributed to staff members to gauge interest in certain proposed initiatives. This allowed Staff Senate to prioritize which options were the most important to staff and to begin putting them in place. A comprehensive Growth, Unity, & Morale [Survey](#) was developed by the Senate and data was collected from staff, faculty, Academic Directors, and Administration to further substantiate priorities to implement. The Senate has already been accepted as a means for staff to voice concerns to, and when necessary, the Senate has addressed issues that have arose through the creation of [Frequently Asked Questions](#), clarifying procedures with Human Resources, and creating [additional guidance](#) to complement policies when needed.

In addition, the Staff & Faculty Senates approached the Board of Trustees to propose [quarterly or bi-monthly meetings](#) in a more informal setting that would allow open communication between all attendees, specifically the Board of Trustees and members of the Shared Governance structure. With the Board of Trustees in agreement, these Shared Governance/Board of Trustees members began on [October 23<sup>rd</sup>](#). The first Shared Governance/Board of Trustees meeting focused on [accreditation requirements](#) while the following meeting highlighted the [shared governance structure](#). This open-format style has encouraged [participation](#) campus-wide and has been well-received with conversations ranging from the main topics of discussion to food services for the students to outreach and representation for our Veteran students. The next of these meetings will be held in March.

The [Presidential Search & Screen process](#) has been a collaborative effort that involved all governance groups from its commencement. An outside firm, Zilo International, was hired to conduct the search and launched the process by [meeting](#) with all shared governance groups. The Senates as well as the Shared Governance Council were asked to complete an [exhaustive survey](#) that would indicate what preferred qualities, as well as qualifications, the College preferred their next President to possess. These responses were sent to the firm and were utilized in the development of the Presidential job description which was then approved by the Board of Trustees. In addition to the survey, each group provided nominations for members of the search & screen committee. Representation was required

for each of the following groups: Academic Directors, Faculty, Adjunct Faculty, Staff, Alumni, Students, Administration, Satellites, and the Community at large. A [questionnaire](#) was created by the Senate Presidents/Chairs to administer to each of the nominees. Once responses were collected, final selections were made, bearing in mind, diversity in gender and ethnicity, ability to see the process through in its entirety, vested interest, district represented, etc.

The official [Search & Screen Committee](#) began meeting regularly in May and throughout the Summer, screening applications, and conducting preliminary interviews. Over 1,000 combined hours were dedicated by this committee to this process and the result was presenting the Board of Trustees with their top five (5) applicants. A Welcoming Committee was formed consisting of the Staff Senate President, Faculty Senate Chair, Search & Screen Chair, and the Interim President & his Executive Assistant. Transportation arrangements were made as well as hotel arrangements for each applicant and a series of interviews and forums were scheduled, along with an informal reception to allow for additional interaction. [Three forums](#) were held for each candidate to provide an opportunity to address students, faculty & staff, and the community. A [feedback survey](#) was created for each candidate and the results were gathered and presented to the Board to assist in determining the final selection.

Due to the unfortunate events of our primary selection declining, additional applicants were placed into the pool from the original group of applicants that interviewed with the Search & Screen Committee. Four additional candidates have been interviewed by the Board and the process, at this time, is still [ongoing](#).

As mentioned in 5.B.2, the [Strategic Plan](#) for the College was recently revised and approved by the Board of Trustees in December 2018. The planning process incorporated an immense amount of input from the entire College. The Board was given the opportunity to ask questions and provide feedback on the plan in August at their [Board Retreat](#) and employees were able to actively work on the strategic plan together in August during [Staff Development Week](#). Members of this committee were also able to meet with community stakeholders and solicit their input. The proposed plan was presented to the Shared Governance Council in [November](#) and was disseminated campus-wide for comments and feedback, and was ultimately approved by the Board in December.

[Faculty Senate meetings](#) allow for further collaborative and communication efforts. Meetings have allowed for faculty, academic leadership, staff, and administration to discuss, approve and disseminate important academic policies. As previously stated, Faculty Senate is also responsible for coordinating the faculty [in-service](#) weeks during the academic year. [In-service](#) events require coordination and collaboration between faculty, staff, and administration.

In January of 2018 Faculty Senate converted the Student Learning Outcome & Assessment (SLOA) committee into the Assessment team. The team, currently comprised of eight (8) faculty from all departments on campus, focuses on student & program learning outcomes and methods to measure those outcomes. In Spring 2018, the team adopted WEAVE software (Refer to Criterion 3.A) to assist with documentation and data collection for assessment. During in-service week, Faculty presented learning outcomes, assessment tools, data and how the data made a difference in student learning to faculty (adjunct and full-time faculty), Academic Directors, and the Vice President of Instruction.

The Student Senate membership plays an active role in contributing recommendations, feedback, and commentary during meetings for the Board of Trustees, Shared Governance Council, Shared Governance/Board of Trustees and forums hosted campus-wide. They have participated in the Presidential Search & Screening process, as well as encouraged fellow student participation during

the on-campus forums held in October & November 2018. They were very vocal with ideas and expressed the needs of the students during those visits. The Student Senate Vice President was also able to share his thoughts and provide input on the [tuition & fees](#) discussion at the Board's Special meeting held in January 2019.

Another means of ensuring that beneficial contribution is received from the institution's employees is through promoting professional and educational growth. Regular, Full-time and part-time employees are offered staff development opportunities at the College through programs such as tuition waivers, onsite training, and the Professional Development Program (PDP). These professional development opportunities assist employees in meeting their goals, whether it is to sharpen their skills or meet on-the-job requirements. Conferences, workshops, webinars, and seminars are designed to educate staff and faculty on changing regulations that govern our practices as well as provide methods of implementation that are effective and lead to institutional growth. Funded either at the department level or via the PDP, a staff or faculty member must fill out a [PDP](#) form and get it approved by their Director. The Director then submits the form to the Vice President of Instruction, the Vice President of Finance, and lastly the College President. (See 5.A.4).

All policies are accessible through the LCC [Board of Trustees policies and procedures](#), [College catalog](#), [faculty](#), [staff](#) and [student](#) handbooks, and the Luna website.

## Sources

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- ACE Lab tutoring report 17-18
- Advisement Sheet
- Advisement Template
- AL Minutes
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- BOT 8242018Minutes Retreat
- BOT Agenda Oct 23 2018
- BOT Agenda Tuition Fees Jan 23 2019
- BOT April 10 2018 Minutes
- BOT Facility Minutes
- BOT FINANCE COMMITTEE Minutes
- BOT Letter re Aug 14th meeting
- BOT Minutes Aug25-2018
- BOT Nov 13th Minutes
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- BOT\_Workshop\_Minutes\_February\_13\_2018
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- Luna Light Student Senate
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- Luna Samaritan House
- Meeting Schedule with Zilo
- Memo re Tuition Waiver Policy
- Memo to BOT reorg Policy 1460
- Minute Taking and Leadership Training
- Narrative for Stakeholder process in LCC Strategic Planning Process
- Nursing Advisory Board 2
- Nursing Advisory Board1
- PDP Evidence
- Presidential Candidate Feedback Form
- Presidential Search Screen Committee Questionnaire
- Presidential Search Survey to Staff

- Presidential Search Timeline
- R C Membership
- R C Model
- RC Minutes
- RC Plans
- Recruitment and Campus Life Subcommittee Reporting Template
- Salary Parity FAQs
- SAS Committee Interest Form
- SAS Minutes for 03-08-2018-Special
- SAS Minutes for 08-28-2018 -Regular approved
- SAS Minutes for 10-23-18 - Regular approved
- SAS Minutes for 11-1-18 - Work Session approved
- SAS Minutes for 11-13-2018 - Regular approved
- SAS Minutes for 12-11-2018 - Regular Meeting
- SAS minutes for 2-20-2018 - Regular approved
- SAS minutes for 2-27-2018 - Work Session approved
- SAS minutes for 3-12-2018 - Work Session approved
- SASStaffGameFlyer
- SGC April 24 2018 minutes
- SGC April 5 2018 minutes
- SGC Feb 26 2018 Minutes
- SGC July 11 2018 minutes
- SGC June 13 2018 minutes - approved
- SGC March 27 2018 minutes
- SGC March 1 2018minutes
- SGC November 14 2018 minutes
- SGC Request for Review Form
- SGC Sept 5 2018 minutes
- Shared Governance Bylaws Signed
- Shared Governance Presentation updated
- SPIAmeetingminutes
- Spring 2019 In-service Schedule-Update
- SPStaffForumFlyer
- SSLCC Agendas Nov to Feb
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- Stakeholder Letter 10.31.2018
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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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

*HLC Finding: The linkage of budgeting to student learning, evaluation of operations and planning is in its infancy and While the overarching mission of the institution is the umbrella under which existing and new funding initiatives are addressed, there is no evidence of any intentional alignment of the budget to the mission;*

The College methodically aligns all activities with its mission to ensure quality and strategically responds to a continuously changing environment by way of the College's efforts to create a Retention & Completion plan (2016-2017). A new Retention and Completion draft was created by the newly formed [Retention & Completion](#) committee consisting of faculty and staff to include a more comprehensive approach to institutional retention planning and evaluation. The [2019-2021 three-year retention plan](#) incorporates previous work on specific retention initiatives and plans for a more integrated approach to retention and completion. A final draft of this plan is scheduled to be completed in March 2019.

Budgeting is also a central function in planning and the College exerts proper fiscal responsibility for success. All actions, especially those regarding planning and spending are derived from the College's mission "“Creating Opportunities for You!” ([2019/2021 Strategic Plan](#))

#### The Planning Process

The 2019/2021 Strategic Plan provides the focus that guides the Institution in fulfilling its vision "as 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."

Alignment of strategic goals to department goals to budget requests are revisited yearly for each department; however, to strengthen the process, the College has institutionalized an improved reporting process required by all departments, both [academic](#) and [nonacademic](#). Explicit template information prompts all department leaders to provide rationale supported by data that supports the College's Strategic Plan. For example, the revised process requires a linkage between the

department's requests and the objectives linked to one or more of the Goals in the Strategic Plan. In addition, the budget request is attached as an appendix ([Sample](#)). A College-wide training was held on [January 11, 2019](#). The Finance staff populated the department budget worksheets with the FY18/19 estimate which was double the expenditure level at December. The new process is an integral part the Department Report wherein major budget requests and changes are further expounded ([Timeline](#)).

The planning process evolves from the mission and results in establishing long-range institutional goals that provide focus and direction for future growth, as is articulated by our 9 strategic goals:

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.

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.

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

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

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.

Examples of reiterative review has resulted in a stronger alignment with strategic and department goals and budgeting requests:

2016/17

- [2016/17 Vocations Strategic Report](#)

2017/18

- [2017/18 Business Plan Report](#)
- [2017/18 Allied Health Plan Report](#)

2018/19

This year's reports are required by all departments and aligned with the College Strategic plan and proposed budgets which are included in an appendix. The timeline for such reports require a draft in

February for budgeting purposes with department results and analyses due at the end of the Summer semester.

- [Academic Report Template](#)
- [NonAcademic Report Template](#)

#### Samples

- [2018/19 Library Report](#)
- [2018/19 IT Proposed Budget](#) (Appendix A Sample)
- [2018/19 School of Business Report](#)

#### Budgets

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

#### Faculty/Staff Handbook

The Human Resources Department has made available both a [Faculty Handbook](#) and a [Staff Handbook](#) on the institutional website, which outlines the proper protocol for situations that might arise at the College. In addition, The Human Resources department offers training at the beginning of the semester and during in-service week when possible.

#### Title V Policies/Procedure Manual

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

#### Technology

The College has numerous computer labs throughout campus as well as the Mora campus and Springer and Santa Rosa satellite campuses. The labs are all equipped with computers, as needed for students to utilize for their online courses ([Five-year IT Plan](#)).

The College has eleven (11) primary buildings that are currently connected to the main infrastructure. Three (3) other buildings will complete the Main Campus backbone. A 100 megabyte Internet service is provided to the Main Campus via fiber connection from Albuquerque to Las Vegas. This is the primary feed to the Internet for the Main Campus and the supported Satellites and sites.

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

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

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers
  - Nursing – 2 Student Labs, 30 computers
- Media Arts Building – 1 Student Lab, 17 computers

- Education/Preschool Building – 1 Student Lab, 4 computers
- Humanities Department - 4 computer labs, total of 60 computers and 3 have a printer
- School of Business – 1 lab with 24 computer plus 2 instructor computers
- Student Services Building – 1 Student Lab/Access area and 1 Faculty Training Center
- Learning Resource Center – 1 Student Lab/Access area with General computer access available for students and Public, also access available in Coffee Shop
- Adult Education Building – 2 Student Labs, 14 computers
- STEM/Technologies Building – 4 Student Lab, 65 total computers available
- Student Services - 1 Student Lab, 15 computers, a printer and a scanner
- Vocational Trades Areas:
  - Automotive Technologies - 1 Student Lab with 16 computers, and 4 computers in the Shop area
  - Building Trades - 1 computer
  - Culinary Arts - 1 Student Lab, 3 computers
  - Electrical Wiring Lab - 1 Student Lab, 2 computers
  - Cosmetology - 1 Student Lab, 3 computers
- Welding Technologies -
- Springer Satellite – 2 Student Labs, 19 computers
- Santa Rosa Satellite – 2 Student Labs, 21 computers
- Mora Campus – 122 computers for student use; 1 printer/scanner and a classroom that is used for transmitted classes. The classroom contains a TV with a computer tower and a smartboard.

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

The Instructional Technology department has a three-year [IT plan](#). The IT department also employs the Distance Education coordinator who oversees the implementation and operations/scheduling of the synchronous distance education courses. Issues involving instructional technology for distance education are addressed by the IT/Distance Education committee--a subcommittee of the [R&C committee](#). The majority of the College classes designated as distance education use Collaborate to broadcast live instructor lecture to Springer, Santa Rosa, and the Mora campus. The remote sites are proctored to ensure that students are verified and receive the necessary support.

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

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

The College uses an online student service portal, <https://pathways.luna.edu/ics/> that offers the services that students can access online. The LCC web page contains documents, videos and web links for building a resume, reviewing interviewing techniques, as well as a job search engine. Scanners, printers and smart boards are available, and utilized in each transmitting lab, along with a security monitoring system, for those classes that are broadcast remotely/simultaneously.

The College uses the Blackboard learning management system for the delivery of online courses. Faculty members are both initially and continuously trained on the specifics to successfully deliver courses. All online instructions are required to take Quality Matters training.

Jenzabar CX (CARS) system is the management software used campus-wide (including satellite

campuses) for everything from student information, registration, financial aid, faculty and staff payroll and the purchasing processes (requisitions, purchase orders, account reconciling).

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

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

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

In 2010, the Student Learning Outcomes & Assessment (SLOA) Committee developed a program [review model](#) which implemented effective teaching and learning strategies following. The SLOA focuses on student learning outcomes and methods to measure those outcomes. Lead by Faculty Senate, faculty were randomly selected to [participate in SLOA presentations](#), where they presented learning outcomes, assessment tools, data and how the data made a difference in student learning to an audience of fellow faculty members (adjunct and full-time faculty).

To ensure that the SLOAs were aligned with program changes, a comprehensive [academic assessment](#) plan was implemented which consisted of the popular SLOAs, the program reviews ([review criteria](#)), and the department assessments. These three components is what links all academic assessment activities to the strategic goals and budgets. (See 5.C.1 for examples of department and program reviews.)

In 2017, faculty began the process of creating a comprehensive assessment plan by forming an Assessment Panel consisting of faculty from each academic department. They then researched and selected the WEAVE assessment software to standardize and store student learning assessments. A three-year program plan for assessment of learning was created to align the SLOAs (now CLOAs-course learning outcomes assessments) with program changes. The [2018 Assessment Report](#), and the [2019 sssessment report](#) describes the goals and results thus far and seeks to continually improve their knowledge of assessment and assessment processes.

Examples of SLOA's presented in Spring 2017:

- [CS130--Intro to Nursing](#)
- [CUL 107--Food Safety](#)
- [DENT 102--Dental Materials](#)
- [ENG 111 & ENG 115--Eng Comp. I & II](#)
- [MATH 212--Calculus II](#)
- [MMC 105--Visual Concepts](#)
- [NRSNG 115--Common Health Problems](#)
- [NRSNG 220--Mgmt. of Client Care in the Community](#)
- [NRSNG 245--Pharmacotherapeutic Interventions II](#)
- [PSYCH 101--Introduction to Psychology](#)

- [VOC 109](#)--Fund of Vocational Education
- WLDG 105, 118, 13, 140, 230--[Welding](#)
- [Humanities 250 Capstone](#)

In Fall 2018, SLOAs/CLOAs were presented at the Fall in-service and appended to 2017/18 the program reviews ([Examples 1](#), [Examples 2](#), [Examples 3](#), [Examples 4](#), [Examples 5](#), [Examples 6](#)).

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

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

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

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

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

#### **Educational Opportunities**

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

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

#### **Economic**

The College strives to advance economic development efforts with local civic organizations,

businesses, and industries by meeting training needs. Civic leaders recognize and value the on-going role of what the College can provide for local economies. For instance, the Open House held for the Nursing Department's Simulation Lab offered a look inside the instruction guiding nursing students. Many community leaders took part in this great endeavor, as well as the Governor of New Mexico.

The Mayor of Las Vegas attended the Grand Opening of the Collision Repair Technologies Facility, as did fifty-plus local business representatives.

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

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

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

### **Life-Long Learning**

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

The Community Education Program emphasizes the College's commitment to the community by providing educational opportunities for all ages. Classes are scheduled throughout the school year and are offered at many off-site locations. Courses in various disciplines are offered to upgrade job performance in a variety of occupational areas.

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

### **Enrollment**

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

**New Mexico Educational Opportunity Center** provides:

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

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

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

### **Economy**

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

The College offers the lowest tuition in the State of New Mexico.

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

### **State Support**

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

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

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

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

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

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

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

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

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

- Health Occupations Building
  - Dental – 1 Student Lab, 12 computers

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

**Online Student Account Services** (<https://pathways.luna.edu/ics/>) continue at the College, through which students can register, make payments, and process financial aid--for all courses offered at the College.

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

## Sources

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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

*HLC Finding: Although multiple plans have been created or updated to document operational performance in several areas including Registrar, Student Services, Financial Aid, Vocations, Allied Health and Academic Affairs, these plans follow no established format, nor do they identify established procedures for documenting evidence of performance.*

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

In the past three years, the Academic unit has taken a lead in developing reports that analyzed department data and continually make revisions. The 2013 Strategic plan utilized a format that was difficult to follow. As a result, there were varying formats across the departments. In 2017, department reports and program reviews were standardized. In 2018, nonacademic reports followed a similar format and were required. An institutional goal was to apply consistency across the institution when aligning the strategic plan goals to department goals and budgeting, and program reviews and assessments.

Past strategic plans which guided departments have show iterative improvements that have become more effective in guiding decisions for programs and department needs:

- [2016 Academic Plans](#)
- [2017 Allied Health Plan](#)
- [2017 Vocations Plan](#)
- [2017 Financial Aid Plan](#)
- [2017 Registrar Plan](#)
- [2017 Student Services Plan](#)
- [2017/18 Allied Health](#)
- [2017/18 Media Arts Program](#)
- [2019/20 School of Business Report](#)
- [2019/20 Library Services Report](#)

Secondary accreditations require regular evaluation of performance in the following:

- [School of Business](#)
- [Dental Assistant Program](#)
- [Nursing Program](#)

- [National Automotive Technicians Education Foundation](#)
- [HLC annual reports](#)

Additional annual reports include

- [Adult Education](#) reports
- [Title V](#)
- [NM Independent Community Colleges](#)
- [LCC Audit including financial aid](#)
- [PreSchool Five-Star](#)
- [Tutoring Services, Midterm](#)
- [Student Government Organizations](#)
- [Faculty Senate Report,](#)
- [Assessment of Learning](#)
- [Retention and Completion](#)
- [Quality initiative in distance education](#)

Annual surveys are used to inform us about needed improvements such as in

- [Tutoring services](#)
- [Wellness center services](#)
- [Library services](#)
- [Student advisement services](#)
- [Student government](#)
- [Course evaluations](#)
- [Course observations.](#)

A Feedback mechanism is on the Luna website (Community>Feedback) to obtain campus and community feedback regarding College issues. Feedback can be anonymous or can request a response by leaving an email address.

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

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

***HLC Finding: The institution collects various data from its Student Information System (Jenzabar); however, there is no evidence that this information is being used at the institutional level to learn from its operational experience and improve its institutional effectiveness.***

The iterations of reports have resulted in reports that are now consistent across the institution. The Institutional Research office has updated the [LCC Fact Book](#) and provides data to support the College's improved culture of assessment.

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

Departments and services are learning to use data to guide decisions at the department level, within committees, within programs, and in the assessment of learning. Each year results in iterations to reports that result in improvements.

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

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

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

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

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## 5.S - Criterion 5 - Summary

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

### Summary

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

Institutional effectiveness requires review and revision. The College has consistently provided processes and had reporting requirements that revolved around the College vision and its strategic goals. Through implementation followed by discussion, the College has become more efficient in its reporting and has resulted in more consistency in reporting across the institution. The Institutional Analysis office participates in most of the campus committees to ensure that the College uses data to support decisions.

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

### Sources

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*There are no sources.*