

Academic Department Review

Academic Years: 2020-2025



Department: Nursing

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Process of Department Review at Luna Community College

Purpose

Department review at Luna Community College (LCC) offers each academic department a structured process to reflect on its strengths, to address areas for improvement, and to advance strategic goals by examining its programs of study. At LCC, a department is the larger academic area, like STEM or Allied Health and Public Service, that includes all faculty and resources available. A program of study is a specific course of study within that department that leads to a degree or certificate, such as Computer Science (Associate Applied Science) or Dental Assisting (Certificate). Departments can offer one or several programs, depending on their focus. Aligned with LCC's strategic priorities, the department review process supports academic excellence by enabling each department to evaluate its effectiveness across programs, to plan for the future, and to demonstrate accountability. The process also fosters meaningful discussion and engagement around departmental activities and outcomes, helping to organize information in a way that is clear, accessible, and useful for decision-making.

The objectives for department review are:

1. Guide the future direction and priorities for program offerings at Luna Community College.
2. Assure institutional quality to students, faculty, parents, alumni, and other stakeholders.
3. Identify areas for improvement and expansion.
4. Encourage goal setting within academic programs and engagement activities. Identify the most effective usage of existing resources and the generation of new resources.
5. Fulfill standards for comprehensive institutional accreditation.

The following sections are included to provide a comprehensive review of each department:

I. Department Strategy and Direction

This section provides a high-level overview of the department's mission, goals, emerging trends, peer comparisons, and strategic challenges.

II. Student Information and Academic Quality

This section evaluates the quality of student academic experiences, including enrollment trends, learning outcomes, faculty support, and student achievement.

III. Academic Production and Workforce Training

This section examines the department's productivity in preparing students for transfer, employment, and scholarly or creative contribution, including interdisciplinary collaboration and field relevance.

IV. Human, Physical, and Financial Resources

This section assesses the department's capacity to sustain and enhance its programs through staffing, funding, facilities, and external engagement.

V. Report Summary

This final section provides a concise, narrative reflection on the department's performance, key actions taken, and future plans.

Instructions

The review and subsequent reporting addresses five major areas: (1) department strategy and direction; (2) student success and academic quality; (3) academic production and workforce training; (4) human, physical, and financial resources; and (5) a concluding summary of performance and future plans. This report is prepared by academic directors and should be reflective, evidence-informed, and helpful to each department, those included in their programs, and the institution as a whole.

While departments are encouraged to respond to the included prompts, the report does not need to follow a strict question-and-answer format. Alternative organizational approaches are welcome if they better serve the department's purpose. Charts, graphs, and tables should be included when they enhance the clarity and impact of the narrative. Logical page breaks should be used for clarity and the Table of Contents should reflect updates to page numbering.

Common data sets for departments

Data will be provided to departments in May after completion of each spring semester. This data will include all available program completion information; however, because graduation data is not reported until mid-June, that information is not included in the common data set. Academic directors should also rely on their programs' graduation/completion records for this data set. To assist with compiling this report, the following data has been provided to each academic department:

- Common data set from the LCC ERP/SIS Administrator and/or Registrar
- Course Learning Outcome and Assessment (CLOA) data provided by the LCC Assessment Committee - these are informed in part by course evaluations provided by the LCC Distance Learning Coordinator.

Submission Timelines

Reports will be compiled during the last two weeks of May each year, with the final report due to the Vice President of Instruction and Student Services prior to May 30 every 3 years. Annually, departments will be expected to complete interim reporting based on reflection of progress toward goals to assist in comprehensive reporting (template is provided). This timeline and current reporting method will be refined as needed to ensure the most effective department and programmatic review process.

I. Department Strategy and Direction

Purpose: This section provides a comprehensive overview of the department's purpose and direction, including its mission, vision, strategic goals, and major challenges. It invites departments to reflect on how their work aligns with Luna Community College's broader priorities and community needs. Additionally, this section encourages analysis of emerging trends in the discipline, opportunities for innovation, and comparisons with peer institutions to identify areas of strength and improvement.

A. Mission and Vision

Summarize the department's mission and vision, explaining how they support student success and align with institutional goals.

The mission of the Luna Community College [Nursing Department] is to prepare students to practice as Registered Nurses (RN). The educational program will take place within an environment that emphasizes life-long learning and inquiry for both instructors and the community of students. Students will experience educational offerings that are innovative and based on evidence-based practices. Our program will be responsive to the changing needs of our students within a changing health care system. It is our mission to prepare registered nurses to provide culturally competent, community-based care for our diverse populations in predominantly rural, health care settings in the state of New Mexico (NM).

This mission supports student success, community needs, and the college's strategic priorities: The mission of the nursing department is to prepare nurses to provide culturally competent, community-based entry-level nursing care. Nursing is a rewarding career in high demand, which offers many challenges and opportunities within diverse healthcare settings. Upon successful completion of the second year nursing courses, a student receives an Associate of Applied Science Degree (AAS) in Nursing and is eligible to take the National Council Licensure Exam (NCLEX)- RN. The number of graduates has gradually increased over the last 5 years. Graduates typically remain in NM and over 50% stay in the community. Students are provided extensive support by the Nursing department in the form of the Student Success Model (see Appendix A) that includes: Faculty mentoring, Success Coach, RN Retention Specialists, and a peer tutor.

Describe how the mission/vision has evolved and how it is communicated within the department.

The mission is reviewed annually and revised to align with the Luna Community College Mission (LCC) and Strategic goals. The Mission statement is available on the LCC website and the Nursing Student Handbook. Students receive a copy of the handbook, which contains the Mission statement,

during their orientation. The information in the handbook is covered with the students, and they sign that they understand the contents.

In 2024, the Mission statement was revised to reflect the LCC Strategic Plan by adding the following statement: “Students will experience educational offerings that are innovative and based on evidence-based practices.”

B. Goals and Assessment

List the department’s key goals and explain how progress is measured, tracked and used to support program improvement.

The department has established the following strategic goals (include programmatic goals also if applicable):

Goal 1: Deliver high-quality education using the New Mexico Nursing Education Consortium (NMNEC) curriculum and a concept-based approach to active learning. (LCCSG1)

Quantitative measures:

- Examples of the methods used include NCLEX pass rates and completion rates. (See Table 1.1)
- Internally, faculty measure each course's Learning Outcomes at the end of each semester using the Course Learning Outcomes Assessment (CLOA). After analyzing the results, the Faculty adjust the curriculum as needed.

Table 1.1 contains the last 5 years of results.

Table 1.1	2020	2021	2022	2023	2024	2025
Passrate	83.3	52.9	75	87	76	pending
Completion rate	53	70	70	79	77	85

Qualitative measures:

- Stakeholders attending the nursing advisory committee have expressed satisfaction with the LCC nursing graduates they hired. No negative feedback was given at the last meeting in April 2025.
- Formal surveys of employers have a poor response rate; however, informal conversations indicated that they are pleased with the graduates working for them.

Goal 2: Increase enrollment by strengthening pre-nursing preparation for admission. (LCCSGI,1)

Quantitative measures:

- This goal is measured by tracking the annual admissions to the nursing program.
- Since the implementation of the Test of Essential Academic Skills (TEAS) preparatory class, enrollment has improved from 17 to 30 students.
- Refer to Table 1.2 below for the number of students enrolled and those taking the TEAS preparatory class.

Table1.2	2020	2021	2022	2023	2024	2025
# of Incoming students	20	24	19	20	28	24
Those attending TEAS prep	54	54	46	43	30	27
Those passing TEAS who took Prep class	21	26	26	30	27	24

- The Nursing program's curriculum maps are reviewed and updated annually as part of the department's ongoing continuous quality improvement. (Curriculum Maps included in Appendix B. This review process ensures that course content and learning outcomes remain aligned with program objectives, professional nursing standards, and accreditation requirements set by the Accreditation Commission for Education in Nursing (ACEN) and the NM State BON. Faculty collaborate to evaluate the integration of clinical competencies, simulation experiences to ensure that students are well-prepared for professional practice. Revisions are made as needed to reflect current evidence-based practices, emerging trends in healthcare, and feedback from students, faculty, and clinical partners. Updated curriculum maps are then documented and shared with faculty and leadership to guide instructional planning and support ongoing program evaluation. See appendix

Goal 3. Strengthen retention and completion by utilizing the Nursing Success Model. (LCCSG 5)

Quantitative measures:

- This goal is measured using completion rates, which have increased and are currently higher than last year. (see table 1.1)

Goal 4. Ensure all nursing faculty obtain required master's degrees to enhance student support and academic success. (LCCSG 6).

Quantitative measures:

- This goal will be measured by achieving 100% master certification among nursing faculty within 2-5 years to improve instructional quality and student mentoring capabilities. (see the faculty table 4.1 on page 20)

C. Emerging Opportunities

Identify major trends or opportunities in the field that affect the department and describe how you are responding or planning to respond.

Emerging opportunities for the Department of Nursing are to gradually increase the number of qualified applicants and therefore increase enrollment, while increasing completion rates and board pass rates simultaneously. To grow enrollment, the pool of pre-nursing applicants must be strengthened. Maintaining the quality and rigor of the admission process

leads to better outcomes for the student and the program by assuring that the students entering the Nursing Program are prepared academically. One way to achieve this is to continue offering preparatory classes and working with the other departments to ensure the rigor of the pre-requisite mirrors that of the Nursing Program. The goal is to obtain a more prepared applicant pool.

The program is also committed to directing students towards a Bachelor of Science in Nursing (BSN) completion. Opportunities exist for students to receive credit for courses taken in the Associate degree program with New Mexico Highlands University (NMHU) and other institutions that provide an RN to BSN program. During advisement, students are given direction to take courses that would be needed for a BSN completion.

D. Benchmark Peers

Compare the department's programs with similar programs at peer institutions and reflect on areas of strength and growth. Peer comparisons should be based on factors relevant to the department's context—such as size, mission, student demographics, region, or delivery format. Identify 2–3 peer programs you consider aligned and briefly explain the selection criteria. Use these comparisons to highlight strengths, areas for improvement, and what makes the program distinctive.

Benchmark peers for the Nursing Department are other community colleges of similar size and demographic that are utilizing the NMNEC statewide curriculum. The LCC pass rates have varied over the past 4 years and have not been as stable as they once were. There have been contributing factors that caused this trend, including the COVID shutdown, the catastrophic wildfire disaster, and the lack of consistent faculty delivering the curriculum in the program. The program is now fully staffed with faculty, and the Student Success Model is being adhered to regularly.

Graduation numbers fluctuate, as do the rates of the comparison schools. The number of LCC graduates is higher than that of the comparison schools in 4 of the 5 comparison years.

The Nursing Department keeps high admission standards and is striving to have a fully enrolled cohort of 24-30 qualified students by providing preparatory courses and support for applicants. This has occurred over the past three years. See Table 1.3 below.

Table 1.3 New Mexico Board of Nursing (NM BON) pass rate comparison report 2020-2025

Program	2020	2021	2022	2023	2024	2025
UNM Gallup	100% (4/4)	85.7% (6/7)	73.3% (11/15)	85.7% (6/7)	66.6% (4/6)	Pending
Santa Fe CC/ADN	80% (4/5)	84.62% (11/13)	72.73% (8/11)	90% (9/10)	100% (15/15)	Pending
Luna CC /ADN	83.33% (10-12)	52.94% (9/17)	75.00% (12/16)	86.96% (20/23)	76.19% (16/21)	Pending

E. Key Challenges

Identify significant internal or external challenges, how the department is addressing them, and what support is needed to overcome them.

The key challenges for the Nursing Department are: enrollment, student completion rates, board pass rates, and recruiting and retaining qualified staff.

Solutions implemented to meet the challenges are as follows:

Enrollment: TEAS prep courses are held in the spring semester to attempt to alleviate the difficulties that students were having in meeting the benchmarks set on the TEAS. Students are allowed to add points to their admission criteria by taking additional courses that support the nursing curriculum, and they are given points for working in the health care field. By implementing the new admission criteria in 2022, more students have qualified and enrolled in the program.

Completion: A Nursing Student Success Model is used to help nursing students progress through the program. Students who are performing below 80% in any course are given a Focus Review and are placed on the Student Success Plan.

The Student Success Coach and Peer Tutors are available to students in order to assist them in being successful as part of the Success Model. See attached Model. The strength of the Nursing department lies in the commitment and teamwork of the staff and faculty. Faculty demonstrate their commitment by providing mentoring for the students weekly and participating in professional development opportunities several times during the year. There are continuous improvements made to curriculum delivery and assessment of students based on the data and best practices in nursing education.

Pass rates: Utilizing the complete package of NCLEX products offered by the Assessment Technologies Institute (ATI) and requires students to engage in the program in the Capstone class. An NCLEX preparation workshop was developed to continue to assist students as they study and review for the NCLEX after they graduate.

Retention of faculty: Tuition reimbursement for obtaining the required advanced degree is offered to incoming faculty who do not possess an advanced degree. Professional Development opportunities are provided annually to strengthen their knowledge and skills. State-funded Nursing Expansion funding provides a salary enhancement that entices faculty to apply and remain in the department. Currently, all faculty positions are filled.

II. Student Information and Academic Quality

Purpose: This section evaluates the quality and effectiveness of the academic experience for students, including enrollment patterns, assessment practices, faculty development, and post-completion outcomes across programs within the department. This section also identifies professional development opportunities for faculty. Note: Strategies supporting student career readiness should be described in Section III.F.

A. Enrollment Trends

Please provide enrollment data for each academic program offered in the department. If the department includes multiple programs, report data for each distinct degree or certificate program. Attach tables or charts to support this section.

Below is Table 2.1 showing the Level 1 enrollment over the last 5 years.

Table 2.1	2020	2021	2022	2023	2024	2025
Level 1 enrollment	20	24	19	21	28	24

Nursing enrollment has increased and remained consistent. The Nursing Department keeps high admission standards. Enrollment averages 23 students per year over the last 5 years. In time, the Nursing Department is striving to have a fully enrolled cohort of 24-30 qualified students by providing preparatory courses and support for applicants. Continue to participate in Recruitment efforts in our service area.

B. Significant Initiatives

Highlight recent or ongoing initiatives aimed at improving academic quality, equity, or student support.

The nursing department's success model is reviewed and revised annually. The Nursing Department analyzed this data and determined that adjustments needed to be made to the Student Success Plan (SSP). The previous model required students to have a focus review and be placed on the SSP at the beginning of the semester and remained on the SSP until such time that their average was above 80% on any exam or assignment. If they drop below 80% they will be placed back on the plan. Faculty and the Student Success Coach decided to increase the rigor of the model, requiring all students to be in the SSP until their grade is above 80%. Additionally, RN Retention Specialists were hired to provide tutoring for the nursing content.

Examples of how students are supported by the budget are: recruiting and retaining qualified faculty and support staff, maintaining the quality of faculty expertise by providing continuing professional development, maintaining and updating the state-of-the-art simulation lab, providing students with evidence-based academic resources, hiring Retention Specialists, and Peer tutors.

C. Learning Objectives and Assessment

Summarize the program's student learning objectives and how outcomes are assessed and used across all programs.

The Nursing department includes an assessment for the following programs:

Program 1: Nursing

Program Outcome 1: Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.

Program Outcome 2: Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.

Program Outcome 3: Deliver nursing care that is evidence-based across the lifespan.

Program Outcome 4: Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.

Program Outcome 5: Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.

Program Outcome 6: Utilize technologies for the management of information and in the delivery of patient care.

These objectives are aligned with:

- X Institutional learning outcomes
- X General education outcomes
- X industry or transfer expectations

The Nursing Program's impact measures are as follows: NCLEX pass rates, employment rates, employer surveys, advisory committee feedback, evaluation of Student Learning Outcome completion, and annual evaluation of program spending during the budgeting process.

The Nursing Department is comparable to peer programs in the state. Comparison schools are all part of the statewide curriculum consortium. The Nursing Department also remains accredited by the Accreditation Commission for Education in Nursing (ACEN) until spring 2032, and meets all standards set forth by the accrediting agency.

- Methods used to assess whether students are meeting these learning objectives (e.g., embedded assignments, portfolios, capstone projects, licensure exams, external evaluations, performance rubrics):
- Explain how assessment results are used to inform: Annually, faculty gather and review, and revise all policies and evaluations, and handbooks based on qualitative and quantitative data collected throughout the year.
- Curriculum changes: Results from ATI predictor are given to faculty to review, faculty evaluate the predictor and determine where the curriculum may require improvement. The NMNEC

reviews and revises the curriculum on a three-year basis. LCC faculty are on the curriculum committee to provide input.

- Student support services: LCC Student Success Model is reviewed and revised annually, and changes are made based on student and faculty input as well as the success rate of the students.
- Program planning: Based on the data obtained, the program considers increasing enrollment when the data provides evidence that students can be successful in larger groups.
- Examples of recent instructional or curricular improvements based on assessment results: Skills labs are now being conducted with two instructors to provide more one-on-one instruction with students. Change has been implemented based on student and faculty feedback
- Program Learning Outcome Assessment (PLOA) is done on an annual basis using data from the Course Learning Outcomes Assessments done by faculty. PLOAs are in Appendix C and D.

D. Faculty Training and Professional Development

Summarize how the department supports ongoing professional development and training for faculty to ensure instructional quality, equity, and student success.

- Recent department-wide professional development activities: Topics covered: Use of AI in nursing education, tips for enhancing skills check-off. Participation and outcomes: 3 faculty attended the NM Nurse Education Conference, 1 faculty attended Nuts and Bolts: Nursing Education Boot Camp. Attending the conferences and training has improved the faculty's educational abilities, and new ideas have been implemented in the classroom.
- Areas where additional training is needed to support student success (e.g., assessment, culturally responsive teaching, advising, online pedagogy): more training in simulation education, exam development.
- Opportunities taken or requested for conference attendance, certifications, or institutional training: Conferences and education opportunities are covered by the Nurse Expansion grant.
- Plans to support future professional learning for full-time and adjunct faculty: same as above

III. Academic Production and Workforce Training

This section evaluates the department's contributions to degree and certificate completion, workforce preparation, and creative or scholarly activities. "Production" is broadly defined to include degrees and certificates, workforce preparation, applied skills, research, and interdisciplinary or creative work. Departments are asked to reflect on their focus areas, alignment with external trends, impact, and contribution to the workforce or academic ecosystems.

A. Major Academic Production and Workforce Training Areas

Describe the core outputs and training functions of the programs in the Department. These can be addressed after listing each of the programs.

- The outcome is to train students to become nurses and pass the licensure exam. This impacts the nursing workforce around the state, as 95% of the new graduates stay in NM.

B. Emerging Themes and Alignments

Explain how the department is aligned with developments and changes in the discipline or industry across each program.

The department is actively aligning with current trends and evolving standards in the field by ensuring faculty maintain up-to-date knowledge and skills. This includes supporting faculty in pursuing advanced degrees, participating in professional development opportunities, and integrating current industry practices into program curricula. Emphasis is placed on aligning educational outcomes with industry expectations to prepare students for emerging roles and responsibilities in their field.

Opportunities identified to expand academic or workforce relevance to address these developments include (e.g., new credentials, emerging job markets, interdisciplinary offerings):

Increased emphasis on evidence-based practice and data-informed decision-making. Greater integration of technology and simulation in both education and professional practice. Expanding focus on interdisciplinary collaboration and patient-centered care. Updates in regulatory and accreditation standards guiding professional competencies. Opportunities identified to expand academic or workforce relevance to address these developments include:

Faculty Development: One faculty member has recently completed a master's degree in nursing, and additional faculty are currently enrolled or will begin master's programs in the upcoming semesters. This strengthens the department's instructional capacity and ensures faculty expertise reflects current professional standards.

Professional Training: Faculty continue to participate in regular professional development, workshops, and specialized training to stay current with industry best practices.

Curriculum Enhancement: This may include incorporating new certifications, specialized electives, or clinical simulation experiences aligned with industry needs.

Industry Alignment: Continuous engagement with employers and professional organizations helps ensure curriculum relevance and develop stronger workforce connections.

C. Measurement and Comparison

Provide evidence of how the department evaluates its productivity. For disaggregated data on graduation, credential attainment, and post-completion outcomes, see Section III.F.

The department tracks productivity using the following measures (check all that apply):

☒ Graduation counts

☐ Credential attainment

☒ Licensure pass rates

☐ Creative or research output

☐ Industry-validated skills or certifications

☐ Other: _____

- Available comparison data or benchmarking sources include: other nursing schools' NCLEX pass rates provided by the NM BON.
- Relative to peer departments, institutions, or programs, the department programs are strong in: The statewide curriculum membership is beneficial in processing data from all participating schools. The program review committee collects information from all schools and disseminates it as a report available on the website.
- Areas where the department is working to improve include: areas identified that need improvement are the NCLEX pass rates.

D. Impact and Contribution

Reflect on the reach or influence of the department's output and how this is being assessed.

The impact of the nursing department extends across a wide range of healthcare settings. Graduates of the LCC nursing program are employed around the community and surrounding areas, serving numerous agencies. Many have pursued advanced degrees and are now primary care providers or leaders managing healthcare organizations. Their contributions have significantly shaped and strengthened healthcare in NM.

E. Interdisciplinary Nature

Describe how the department collaborates across fields or sectors to enhance learning or impact.

- Internal collaboration: with other directors to increase the prerequisite rigor and ensure that pre-nursing students are receiving what they need to enter the nursing program and be successful.
- External collaborations: clinical sites used provide a variety of nursing opportunities for students to explore. Students engage with the Department of Health and El Centro family health to provide flu vaccinations. Students participate with local Healthcare providers, assisting with Health Fairs throughout the region. Nursing students also collaborate with Vitalant Blood Donor Services biannually. Students support county initiatives to support the unhoused by providing personal items needed through donations.

F. Completion and Student Outcomes

Summarize key student outcomes related to graduation, employment, and transfer, and describe how the department supports professional readiness.

The Nursing department tracks pass rates, completion rates, and employment rates. (See table 3.1)

Table 3.1	2020	2021	2022	2023	2024	2025
Pass rates	83.3%	52.9%	75%	87%	76%	Pending
Completion rates	53%	70%	70%	79%	77%	85%

Employment rates	100%	100%	100%	100%	100%	Pending
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- Sources used to gather outcomes data include: (include in appendix): NM BON report, (Appendix E) informal faculty or staff tracking of students, student surveys (with few results), and social media.
- Improvements needed in outcome tracking or professional preparation include: Employer surveys have a poor response rate, plan to explore possible ways to engage the employers in a different manner. The challenge is to keep in touch with the graduates and track their employment and continuing education. Future ideas include a social media site for alumni and more participation in alumni functions through the foundation.

IV. Compliance and Human, Physical, and Financial Resources

Purpose: This section evaluates the capacity of the department in terms of personnel, facilities, funding, and external engagement. It considers diversity, staffing trends, fiscal sustainability, and the infrastructure needed to support quality learning experiences across programs. It also highlights the department's role in service and strategic planning.

A. Diversity of Faculty, Staff, and Students

Summarize the department's efforts to support a diverse, equitable, and inclusive environment.

The Nursing Department has diversified faculty, staff, and students. The students who apply for the program are selected by academic achievement; however, since the school is located in a predominantly Hispanic area, minority students make up 91% of the enrollment. Males make up 17% of the enrollment on average.

Faculty and staff are diverse, with 98% of faculty and staff being Hispanic. This data shows a greater percentage of Hispanics than the overall population diversity in the community, in which it is 80.3% Hispanic.

https://www.census.gov/quickfacts/geo/chart/lasvegascitynewmexico,NM_US/RHI725219

Job placement data is analyzed annually, and no interventions have been needed to improve job placement. The ELA of 90% is met. Job placement rate data is received during communication with students. Job placement data is

analyzed periodically as faculty check in with alumni via phone or text to inquire about job placement and any challenges they have encountered finding employment. The faculty analysis of the data to improve job placement by discussing the students' stated reasons for not working in the field as an RN, and discussing non-response rates.

Analysis of data is used to determine where the graduates are working and what areas of the state are being impacted by their training at LCC. Since there is a high success rate for students to obtain jobs, the faculty provides opportunities for students to explore all areas of nursing and make informed decisions regarding the type of nursing career they plan to pursue. The department hosts an annual job fair in the spring to explore different career opportunities.

This data is also shared with stakeholders at the annual Nursing Advisory Meeting.

B. Five-Year Staffing

Reflect on faculty and staff changes over time and their effect on operations.

- The faculty and staffing mix have not changed over the last 5 years; the predominantly female faculty has only changed in number over the last 10 years. There are difficulties in recruiting and retaining qualified faculty in the Nursing department. Therefore, historically, the number of full-time faculty fluctuated. This is due in part to the inequality of salaries for Nurse Educators as compared to the non-academic Master's prepared nurses. Many Nurses who obtain Master's degrees do not choose to enter Nursing education. The Nursing Department currently uses tuition reimbursement to grow its own faculty; two of the current faculty are on educational plans to complete their Master's degrees.
- Additionally, Faculty receive salary enhancements to align their salaries with nurses with the same level in practice. The salary enhancement contributes to the recruitment and retention of faculty. The faculty has been stable for the last 3 years.

Table 4.1 contains a listing of faculty and their credentials 24-25 and fall 25.

Table 4.1

Hughes, Maxine	August 2004 Retired July 2025	BSN - 1983 MSN - 2009	Med/ Surg, Pharmacology	None	Director of Nursing Interim VP for Academic	FT 12 month
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					s and Student Services	
MaRian Brother ton	1/18/2 023	BSN 2023	Med/Su rg	Fall Health and Illness II, Spring Health and Illness, I and III Spring Capstone/ Clinical Intensive I/ Clinicals		FT Faculty 9 month
Valerie Montoy a	8/28/2 3	BSN 2021, MSN 2025		None/trans itioned to Interim director July 2025	Interim Director of Nursing, Academic Leadershi p committe e, NMNEC Director Committe e, Curriculu m Committe e, Student Nurse Advisor	FT 12 month
Andrea Yee	8/12/2 024	BSN 07/20 20		Fall Introductio n to Nursing Concepts, Clinical/ Spring Assessment and Health Promotion/ Clinicals		Full time faculty 9 month

Lucia Gomez-Vaughan	January 2018 Part-time .85 converting to F/T fall 21 after transcripts received	MSN 2021	Med/ Surg	Fall Care of Patients with Chronic Conditions Simulation/ Clinical Spring Pharmacology/ Simulation and Clinicals		FT Faculty 9 month
Amber Elliott	August 12,2024, Resigned May 23,2025	BSN 2022		Fall Professional Nursing Concepts, Clinicals Spring Capstone/ Clinical Intensive I/ Clinicals		FT Faculty 9 month
Angela Ortiz	Aug. 2025	MSN	Med surg, education in an LPN program	Principals of Nursing Concepts		FT Faculty 9 Month
Maggie Rivera	Aug. 2025	BSN	Med surg, long term care,	Fall Professional Nursing Concepts, Clinicals		FT Faculty 9 Month

C. Ensuring Financial Viability

Evaluate how the department sustains its financial operations across its programs.

The Nursing budget is sustained largely from funding from the state of NM from the RPSP fund. This fund is titled Nursing Expansion and is set aside for nursing programs to grow their programs and impact the state nursing shortage. Without the funding, the nursing program would not be able to

continue in the same manner that it currently does. The fund is applied for annually, and the amount received increased 2 years ago. This year, the amount requested was increased to support the growing program and maintain the new faculty salary enhancement scale.

The program utilizes the funding to support and sustain any part of the program that would assist students in being successful in nursing school. In 2024, the nursing department received a grant from the state for \$1,071,000 for expansion of the nursing program. This includes the renovation of a classroom area into a skills lab in order to ensure space for students to learn and practice skills.

D. Investments and Reallocation of Resources

Summarize plans to strengthen the department through targeted investments or reallocations.

Currently, there are no further plans to invest or reallocate resources. The priority will be to sustain the current investment in the simulation labs, purchased services such as ATI, and the faculty salaries.

E. Facilities, Growth, and Adaptation

Assess the adequacy and functionality of the department's physical space and infrastructure.

The physical space is adequate for the current number of students and faculty. If growth beyond the current enrollment and an increase in faculty are needed, the space would need to be reevaluated to accommodate more students in classrooms and faculty offices.

Ensuring Financial Viability

The financial viability of the program is ensured by maintaining enrollment and by applying for and obtaining State Nursing Expansion funds. Program expenditures will be adjusted as enrollment fluctuates.

Investments and Reallocation of Resources

The Nursing Department will continue with current staffing and enrollment. The institutional budget and enhancement funding are adequate to maintain and increase enrollment to a maximum of 30 students per cohort (60 total) over the next 5 years without increasing the number of full-time faculty or staff; however, the number of adjunct or clinical instructor faculty may need to be increased to teach the clinical hours needed. The resources are available for the increase.

Facilities, Growth, and Adaptation

The Nursing Program strives to maintain current resources and equipment. An electronic medication dispensing system, feeding pumps, and functioning headwalls were purchased last year for the simulation lab to emulate face-to-face clinicals better. The simulation lab was upgraded, and all routine maintenance was performed. Faculty remain current on trends and teaching techniques in the simulation lab by attending conferences and other continuing education activities. The simulation classroom will begin renovation in Spring 2026.

F. Program Viability

The Nursing Program can maintain financial viability with its current enrollment and financial resources. Each year, the number of students varies. This is also adjusted in accordance with enrollment, as well as expenditures related to student enrollment, which include consumable supplies and services.

G. Engagement Activities

Describe how faculty and staff extend the department's presence through service and scholarship.

Faculty, staff, and students participate in community events throughout the year. They assist with health fairs and vaccination clinics, and provide opportunities for others to donate items to help those in need by collecting clothing, hygiene products, food items, or hosting sock drives. These activities benefit the elderly, Children, Youth, and Family Department (CYFD) children, the unhoused, and many others.

H. Advisory Board(s)

The Nursing Advisory Committee meets annually. New Mexico Highlands University (NMHU) and LCC take turns hosting the event. In the spring, LLC hosted the meeting on campus. This collaboration is due to the mutual community stakeholders for nursing programs in the Las Vegas area. Attendees included NMHU and LCC staff and faculty, Christus St Vincent Medical Center Staff, New Mexico Behavioral Health Institute staff, LCC VP for Instruction and Student Services, DON El Centro Family Health, San Miguel Public Health Director, Nurse Manager, and Chief Operating Officer, Mora Valley Health Services. The meeting consists of both schools sharing their program updates and challenges. Minutes from the spring 25 meeting are in Appendix F.

I. Compliance and Accuracy

This section verifies the accuracy of published materials and identifies any external approvals relevant to the department.

The Web page and the catalog are current and updated each semester or as needed.

The Nursing program is accredited by the ACEN, the next review date is Spring 2032. The program is fully approved.

Additionally, the Nursing Program is fully approved by the NM BON until Mar. 2033

V. Report Summary

In summary, the LCC Nursing Program is strong and productive. Having successfully been reaccredited by the ACEN and the NM BON with no findings in spring 2024, the program finds itself in a great position to continue growing and providing the much-needed nursing graduates to our community and beyond.

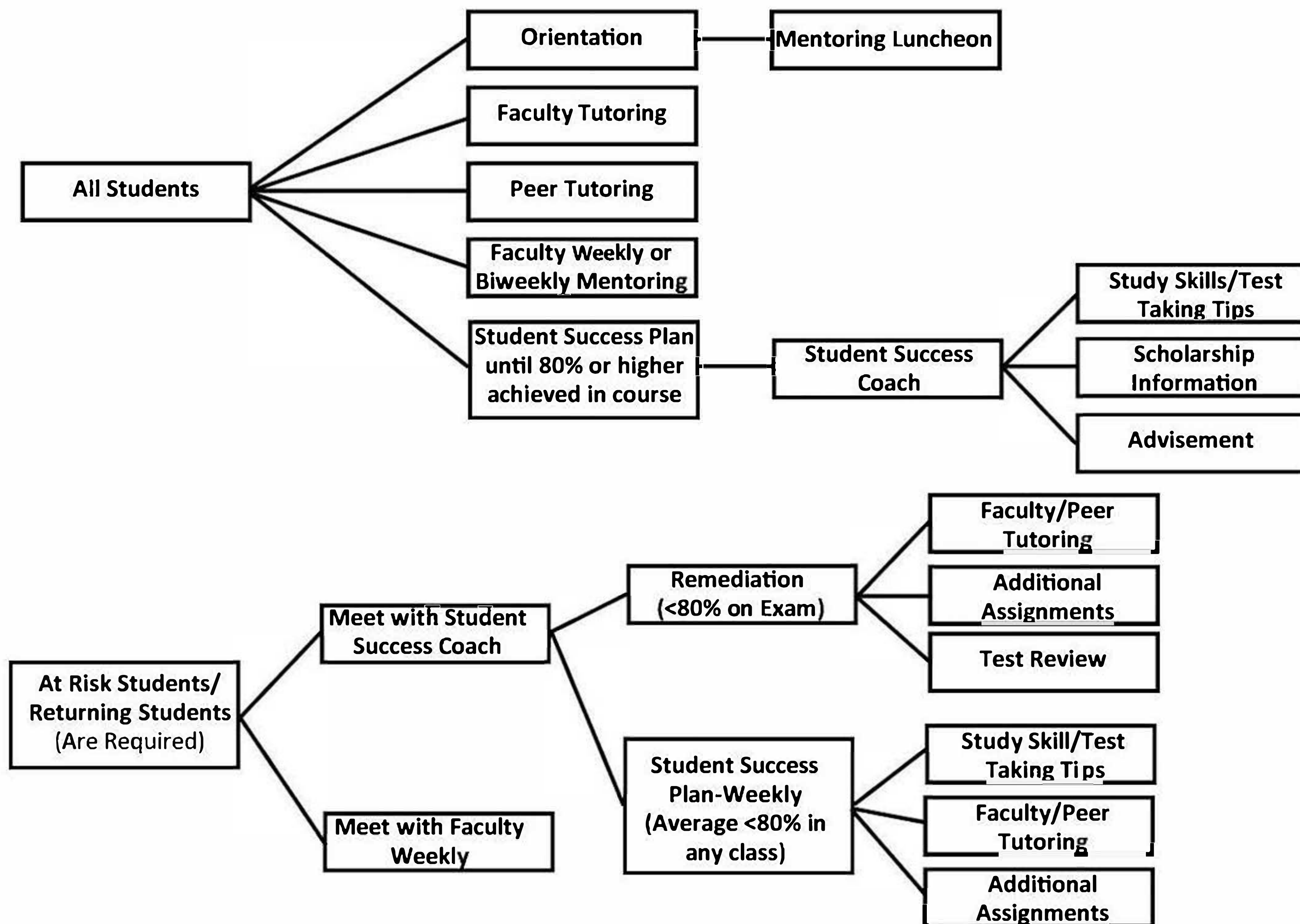
The nursing program increased enrollment in 24-25 with a total of 53 students in the program; this trend continued in 25-26 with an enrollment of 52 students. The program was able to hire all the faculty needed, and there are currently no open positions. There is one opening for a Student Success Coach.

The Student Success Model is working as the completion rate has increased for the last 3 years from 77% in 23, 79% in 24, and 85% in 25. This is attributed to the faculty and staff's dedication to the students and the use of the consistent administration of the Student Success Model. Students are held accountable to a high standard in the nursing program, and faculty and staff work hard to ensure that all students maintain the standard contained in the program.

Community involvement is better than ever. Students are actively involved in the Student Nurse Association (SNA) and make sure they are representing LCC at as many events as they can. Currently, there are 25 active members. Plans for the program will focus on getting the remodeled skills lab done and preparing for an increase in enrollment for fall 26. Maintaining the current faculty and continuing to train and support them in their roles is a priority.

Maintaining the curriculum and its rigorous standards of the program will continue to be a big challenge, as it reflects on the NCLEX pass rates. The pass rates have fluctuated and need to be maintained to keep the current approval status from the NM BON.

Nursing Department Student Success Model



Appendix B: Curriculum Map

Nursing Program Curriculum Map							General Education Essential Skills				
This curriculum map is designed to show how program learning outcomes are introduced, developed, and mastered across courses in the program. Use the following guidance when completing or reviewing the map: Introduced: Indicates the course provides students with their first exposure to a concept or skill. At this stage, students are expected to demonstrate only a basic understanding. Developed: Indicates that students gain more in-depth knowledge, practice, and reinforcement of the concept or skill. Students are expected to begin applying what they have learned with increasing independence. Mastered: Indicates that students can independently and skillfully apply the outcome, demonstrating a high level of understanding and competence appropriate for graduation and entry into the workforce or a 4-year institution.							Each degree program at Luna contains an integrated core of general education (Gen Ed) requirements. This core ensures that Luna graduates possess the expected literacy and general knowledge to function well in the workforce, to pursue further education and to participate in the cultural and political life of the local community and the larger society.				
Courses are listed in rows and PLOs are in columns	Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.	Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.	Deliver nursing care that is evidence-based across the lifespan.	Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.	Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.	Utilize technologies for the management of information and in the delivery of patient care.	Communication	Critical Thinking	Information and racy	Quantitative Reasoning	Personal and Social Responsibility
NMNC1110 Introduction to Nursing Concepts	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced					
NMNC1135 Principles of Nursing Practice	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced					
NMNC1230 Nursing Pharmacology	Introduced	Developed	Developed	Developed	Developed	Developed					
NMNC 1210 Health & Illness Concepts 1	Introduced	Introduced	Introduced	Developed	Developed	Developed					
NMNC1220 Health Care Participant	Developed	Introduced	Introduced	Introduced	Introduced	Developed					
NMNC1235 Assessment and Health Promotion	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced					
NMNC2310Health & Illness Concepts II	Developed	Developed	Developed	Developed	Developed	Introduced					
NMNC2320 Professional Nursing Concepts I	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced					
NMNC2335 Care of Patients with Chronic Conditions	Introduced	Introduced	Introduced	Introduced	Developed	Developed					
NMNC2410 Health & Illness Concepts III	Developed	Developed	Developed	Developed	Developed	Developed					
NMNC2435 Clinical Intensive I	Introduced	Introduced	Introduced	Introduced	Developed	Developed					
NMNC 2445 ADN Capstone	Mastered	Mastered	Mastered	Mastered	Mastered	Mastered					
Gen Ed Courses							Five essential skills are associated with each of six content areas, as shown in the table below				
Area I – Communication: ENGL 1110 Composition I; ENGL 1120 Composition II; COMM 1130 Public Speaking; COMM 2120 Interpersonal Communication							X	X	X		
Area II – Mathematics: MATH 1350 Statistics; MATH 1220 College Algebra							X	X		X	
Area III – Laboratory Science: BIOL 1110 General Biology; BIOL 1140 Biology for Health Sciences; BIOL 2110 Principles of Biology; Cell & Molecular Biology; BIOL 2310 Microbiology; *BIOL 2210 Human Anatomy & Physiology I; *BIOL 2225 Human Anatomy & Physiology II; *BIOL 2505 Pathophysiology. CHEM 1120 Introduction to Chemistry; CHEM 1215 General Chemistry I; CHEM 1225 General Chemistry II; ENV5 1110 Environmental Science; GEOL 1110 Physical Geology; GEOL 2110 Historical Geology; PHYS 1115 Survey of Physics; PHYS 1230 Algebra-based Physics I; PHYS 1240 Algebra-based Physics II; PHYS 1310 Calculus-based Physics I; PHYS 1320 Calculus-based Physics II								X		X	X
Area IV – Social and Behavioral Sciences: ANTH 1115 Introduction to Anthropology; ANTH 1141 Cultures of the World; ECON 2110 Macroeconomics Principles; ECON 2120 Microeconomics Principles; POLS 1120 American National Government; POLS 2160 State and Local Government; PSYC 1110 Introduction to Psychology; PSYC 2120 Developmental Psychology; SOCI 1110 Introduction to Sociology							X	X			X
Area V – Humanities (AA & AS) / Flex (AAS): ENGL 2610 American Literature I; ENGL 2310 Introduction to Creative Writing; ENGL 2380 Introduction to Short Fiction; ENGL 2620 American Literature II; HIST 1150 Western Civilization I; HIST 1160 Western Civilization II; HIST 1110 United States History I; HIST 1120 United States History II; HIST 2110 Survey of History of New Mexico; PHIL 1110 Introduction to Philosophy; RELG 2115 World Religions; SPAN 1110 Spanish I; BCIS 1110 Introduction to Information Systems; MATH 1215 Intermediate Algebra								X	X		X
Area VI – Creative and Fine Arts: ARTS 1610 Drawing I; ARTH 1120 Introduction to Art; ARTH 2110 History of Art I; MUSC 1130 Music Appreciation: Western Music; THEA 1220 Beginning Acting							X	X			X

Appendix C: Program Learning Outcomes Assessments | 23-24

Program Assessment						
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Nursing AAS program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.						
Section A	Semester		Fall 23	Spring 24	Summer	
	Year	23-24				
	Department	Nursing				
	Program name	AAS-Nursing				
	Catalog year	23-24				
						Totals #:
Section B	Number of projected graduates for current academic year?					19
	Confirmed degrees for last academic year?					23
	Confirmed certificates for last academic year?					0
	How many students are declared in your program?					42
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The mission of the Luna Community College Nursing Department Program is to prepare students to practice as Registered Nurses. The educational program will take place within an environment that emphasizes life-long learning and inquiry for both instructors and the community of students. Our program will be responsive to the changing needs of our students within a changing health care system. It is our mission to prepare registered nurses to provide culturally competent, community-based care for our diverse populations in predominantly rural, health care settings in the state of New Mexico.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams, papers, projects, journal, clinical evaluation, skills evaluation, simulation evaluation, ATI exams and modules					
Section E	Is your program current and up to date?				Yes	No
	Are your program learning outcomes (PLO) current?				x	
	Do the PLOs align with your program mission?				x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				x	
Section F	Is your curriculum map profile up to date?				x	
	Is our curriculum profile up to date?				x	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?					
	The retention rate is above average at 77% in 23-24 with the addition of a retention specialist and increased mentoring. The NCLEX passrate increased to 76%, this is still below the required benchmark. However the ultimate pass rate is 90%. An NCLEX prep workshop was held for 3 weeks at the end of the spring semester to guide graduates in their preparation for the NCLEX. The ATI NCLEX prep. was completed however only 3 students completed the Virtual Review and obtained the Green light from ATI. Plan are to continue with 2- retention specialists, a tutor and a student success coach. The faculty will meet with studnets on a weekly basis. The rigor of the grading and accountability for program standards will be up held. Student will be given opprtunities to complete the Virtual ATI Prior to graduation and participate in the NCLEX workshop after graduation to start preparing and to assist them with the process of signing up for the NCLEX. Reimbursement for the NCLEX fees will occur if the student takes the NCLEX with in 3 months, finished the Virtual review, passes NCLEX and attends the virtual review. This serves as a motivator for students for finish strong.					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
1	Engage in professional nursing practice that is patient centered and culturally appropriate for individuals, families, and communities.	2
2	Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.	5
3	Deliver nursing care that is evidence-based across the lifespan.	4
4	Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.	5
5	Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.	1
6	Utilize technologies for the management of information and in the delivery of patient care.	3
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Appendix D: Program Learning Outcomes Assessments | 24-25

Program Assessment						
Purpose: The purpose of this report is to assess student learning based on the established Program Learning Outcomes (PLOs) for the Nursing program. The focus of this report is to document the methods and results of the assessments that were used throughout the program. The results will then be used to make informed decisions if necessary for modifications to program/course content, emphasis, assessment, and teaching methodologies.						
Section A	Semester		Fall 24	Spring 25	Summer	
	Year	24-25				
	Department	Nursing				
	Program name	AAS-Nursing				
	Catalog year	24-25				
						Totals #:
Section B	Number of projected graduates for current academic year?					23
	Confirmed degrees for last academic year?					23
	Confirmed certificates for last academic year?					0
	How many students are declared in your program?					53
Section C	1. What is your program description/goal? (This is found in the catalog)					
	The mission of the Luna Community College Nursing Department Program is to prepare students to practice as Registered Nurses. The educational program will take place within an environment that emphasizes life-long learning and inquiry for both instructors and the community of students. Our program will be responsive to the changing needs of our students within a changing health care system. It is our mission to prepare registered nurses to provide culturally competent, community-based care for our diverse populations in predominantly rural, health care settings in the state of New Mexico.					
Section	List all methods of assessment? (Exam (text or observational), papers, boards/observation, essay, participation, written journals)					
	Exams, papers, projects, journals, clinical evaluation, skills evaluation, simulation evaluation, ATI exams and modules					
Section E	Is your program current and up to date?				Yes	No
	Are your program learning outcomes (PLO) current?				x	
	Do the PLOs align with your program mission?				x	
	Do your CLOs (may be assigned by a third part e.g., HED or nursing board) Aligned with your PLOs(developed in house)?				x	
Section F	Is your curriculum map profile up to date?				x	
	Is our curriculum profile up to date?				x	
Section G	Give a brief summarize your finding, include what does the data tell? Based on your data, what will you be changing in the future?					
	increased mentoring. The NCLEX pass rate increased to 76%, this is still below the required benchmark. However, the ultimate pass rate is 94.7%, the Nursing Department continues to work on improving its methods to increase the students passing the NCLEX on their first attempt. Total scores for NCLEX pass rates are still pending and will be added into the grid. Plans are to continue with 2- retention specialists, a tutor and a student success coach. The faculty will meet with students on a weekly basis. The rigor of the grading and accountability for program standards will be up held. Students will be given opportunities to complete the Virtual ATI Prior to graduation and participate in the NCLEX workshop after graduation to start preparing and to assist them with the process of signing up for the NCLEX. Reimbursement for the NCLEX fees will occur if the student takes the NCLEX within 3 months, completing the Virtual review, passes NCLEX and attends the virtual review. This serves as a motivator for students to finish					

List all of your Program Learning Outcomes and to the best of your ability alien the with your academic skills.		
	PLO	AS
1	Engage in professional nursing practice that is patient centered and culturally appropriate for individuals, families, and communities.	2
2	Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.	5
3	Deliver nursing care that is evidence-based across the lifespan.	4
4	Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.	5
5	Engage in effective interprofessional collaboration in the delivery of healthcare for quality patient outcomes.	1
6	Utilize technologies for the management of information and in the delivery of patient care.	3
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General Education Skills	
Communication	1
Critical Thinking	2
Information and Digital Literacy	3
Quantitative Reasoning	4
Personal and Social Responsibility	5

Appendix E: NM BON Student Data

Program	2020 NCLEX Pass rate 12/31/2020	2021 NCLEX Pass rate 12/31/2021	2022 NCLEX Pass rate 12/31/2022	2023 NCLEX Pass rate 12/31/2022	2024 NCLEX Pass Rate 12/31/2024
Albuquerque Public Schools CEC/PN	85.71% (24/28)	91.30% (21/23)	90.91% (20/22)	90.48% (19/21)	81.48% (22/27)
Brookline College BSN	83.16% (79/95)	64.49% (69/107)	74.29% (104/140)	91.41% (149/163)	82.61% (95/115)
Brookline College PN	N/A	N/A	87.50% (14/16)	76.47% (39/51)	84.78% (39/46)
Carrington College/ADN	71.19% (42/59)	87.50% (49/56)	85.92% (61/71)	95.24% (80/84)	91.67% (44/48)
Carrington College PN	N/A	N/A	100.00% (9/9)	100.00% (16/16)	100.00% (11/11)
Central NM College/ADN	76.62% (118/154)	80.25% (126/157)	76.03% (111/146)	83.81% (176/210)	85.71% (150/175)
NMNEC Central NM College/UNM CON BSN	87.10% (54/62)	92.31% (36/39)	93.62% (44/47)	87.14% (61/70)	96.61% (57/59)
CNM ADN & BSN Aggregated	79.63% (172/216)	82.65% (162/196)	80.31% (155/193)	84.64% (237/280)	88.46% (207/234)
Clovis Community College/ADN	88.24% (60/68)	85.42% (41/48)	91.89% (34/37)	95.83% (23/24)	100.00% (29/29)
Clovis Community College/PN	92.86% (26/28)	100.00% (21/21)	100.00% (20/20)	100.00% (20/20)	100.00% (22/22)
Computer Career Center @ VC/PN	96.77% (30/31)	88.89% (16/18)	N/A	N/A	N/A
Eastern NM University- Roswell/ADN	100.00% (21/21)	96.43% (27/28)	83.33% (15/18)	100.00% (20/20)	100.00% (31/31)
Luna Community College /ADN	83.33% (10/12)	52.94% (9/17)	75.00% (12/16)	86.96% (20/23)	76.19% (16/21)
Luna Community College/PN	100.00% (1/1)	N/A	N/A	N/A	N/A
NM Junior College/ADN	100.00% (20/20)	80.77% (21/26)	90.32% (28/31)	100.00% (14/14)	96.30% (26/27)
NM Junior College/PN	N/A	80.00% (4/5)	100.00% (3/3)	100.00% (2/2)	100.00% (11/11)
NMNEC NM Junior College/UNM CON BSN	90.00% (9/10)	N/A	N/A	N/A	N/A
NMJC ADN & BSN Aggregated	96.67% (29/30)	N/A	N/A	N/A	N/A
NM State University- SON/BSN	76.38% (97/127)	73.13% (98/134)	66.67% (90/135)	82.51% (151/183)	93.48% (129/138)
NMSU- Doña Ana Community College/ADN	88.46% (23/26)	77.27% (34/44)	76.47% (39/51)	94.29% (33/35)	97.56% (40/41)
NMSU- Doña Ana Community College /PN	100.00% (9/9)	100.00% (10/10)	100.00% (3/3)	93.33% (14/15)	100.00% (10/10)
Northern NM College/ADN	81.25% (13/16)	85.71% (12/14)	84.62% (11/13)	100.00% (11/11)	100.00% (10/10)
Northern NM College/PN	100.00% (7/7)	N/A	N/A	N/A	N/A
Pima Medical Institute/PN	63.64% (21/33)	67.57% (25/37)	73.47% (36/49)	76.47% (26/34)	75.00% (21/28)
San Juan College/ADN	100.00% (31/31)	100.00% (22/22)	100.00% (26/26)	92.59% (25/27)	100.00% (22/22)
NMNEC San Juan College/UNMCON BSN	100.00% (16/16)	100.00% (23/23)	92.31% (12/13)	100.00% (18/18)	91.67% (22/24)
SJC ADN & BSN Aggregated	100.00% (47/47)	100.00% (45/45)	97.43% (38/39)	95.55% (43/45)	95.65% (44/46)
Santa Fe Community College/ADN	80.00% (4/5)	84.62% (11/13)	72.73% (8/11)	90.00% (9/10)	100.00% (15/15)
NMEC Santa Fe CC/UNM CON BSN	90.00% (27/30)	95.65% (22/23)	89.29% (25/28)	94.44% (17/18)	100.00% (14/14)
SFCC ADN & BSN Aggregated	88.57% (31/35)	91.67% (33/36)	84.62% (33/39)	92.86% (26/28)	100.00% (29/29)
Santa Fe Community College Pathway PN	--	--	N/A	N/A	0.00% (0/2)
Southeast New Mexico College ADN	89.47% (17/19)	86.67% (13/15)	93.33% (14/15)	100.00% (10/10)	100.00% (13/13)
Southeast New Mexico College PN	100.00% (4/4)	100.00% (3/3)	N/A	N/A	100.00% (1/1)
University of NM CON/BSN	96.75% (119/123)	78.48% (124/158)	86.38% (145/167)	92.74% (166/179)	92.95% (145/156)
CNM BSN & UNM CON BSN Aggregated	93.51% (173/185)	81.22% (160/197)	88.32% (189/214)	91.16% (227/249)	93.95% (202/215)
NMJC BSN & UNM CON BSN Aggregated	96.24% (128/133)	N/A	N/A	N/A	N/A
SJC BSN & UNM CON BSN Aggregated	97.12% (135/139)	81.22% (147/181)	87.22% (157/180)	93.40% (184/197)	92.78% (167/180)
SFCC BSN & UNM CON BSN Aggregated	95.42% (146/153)	80.66% (146/181)	87.18% (70/195)	92.89% (183/197)	93.53% (159/170)
UNM Gallup BSN & UNM CON BSN Aggregated	96.85% (123/127)	78.79% (130/165)	85.71% (156/182)	92.47% (172/186)	91.98% (149/162)
UNM Taos BSN & UNM CON BSN Aggregated	97.04% (131/135)	79.88% (135/169)	87.50% (154/176)	93.26% (180/193)	92.59% (150/162)
UNM Valencia BSN & UNM CON BSN Aggregated	96.12% (124/129)	76.97% (127/165)	85.55% (148/173)	92.02% (173/188)	93.13% (149/160)
All UNM CON BSN graduates Aggregated	93.54% (246/263)	84.27% (225/267)	87.37% (249/285)	91.75% (289/315)	93.31% (251/269)
University of NM- Gallup/ADN	89.29% (25/28)	73.68% (14/19)	50.00% (11/22)	81.82% (9/11)	92.31% (12/13)
NMNEC UNM-Gallup/UNM CON BSN	100.00% (4/4)	85.71% (6/7)	73.33% (11/15)	85.71% (6/7)	66.67% (4/6)
UNM Gallup ADN & BSN Aggregated	90.63% (29/32)	76.92% (20/26)	59.46% (22/37)	83.33% (15/18)	84.21% (16/19)
University of NM- Taos/ADN	N/A	100.00% (1/1)	N/A	N/A	N/A
NMNEC UNM-Taos/UNM CON BSN	100.00% (12/12)	100.00% (11/11)	100.00% (9/9)	100.00% (14/14)	83.33% (5/6)
UNM Taos ADN & BSN Aggregated	100.00% (12/12)	100.00% (12/12)	100.00% (9/9)	100.00% (14/14)	83.33% (5/6)
University of NM- Valencia/ADN	100.00% (8/8)	57.14% (4/7)	66.67% (4/6)	71.43% (5/7)	27.27% (3/11)
NMNEC UNM-Valencia/UNM CON BSN	83.33% (5/6)	50.00% (3/6)	50.00% (3/6)	77.78% (7/9)	100.00% (4/4)
UNM Valencia ADN & BSN Aggregated	92.86% (13/14)	53.85% (7/13)	58.33% (7/12)	75.00% (12/16)	46.67% (7/15)
Western NM University /BSN	100.00% (14/14)	87.50% (14/16)	74.19% (23/31)	82.76% (24/29)	100.00% (15/15)
Closed Programs & Other Codes					
Partial RN education taking PN	100.00% (18/18)	50.00% (1/2)	0.00% (0/1)	100.00% (8/8)	100.00% (1/1)



Advisory Committee Meeting at LCC

June 4, 2025

12:00 a.m. – 1:00 p.m.

Agenda

- I. Welcome-Maxine Hughes LCC Director of Nursing**
- II. Lunch**
- III. LCC program updates**
 - a. Program update change of Director**
 - b. End of program outcomes/NCLEX pass rate/job placement**
- IV. Dr. Jeanie Flood, Associate Professor and Director, NMHU**
 - a. Program updates, BSN and MSN**
- V. Student representative(s)**
- VI. Stakeholder Updates**
 - a. Complete graduate employee survey**
- VII. Adjournment**

(3)

LCC AND NMHU NURSING ADVISORY COMMITTEE MEETING JUNE 4, 2025/SIGN-IN SHEET

1. Troy Atherly NMHU
2. Chris Young NMHU
3. Kim Smith NMHU
4. Renee Brathwaite LCC - Nursing Faculty
5. Yoni Plummer NMHU
6. Holene Boudreau NMHU
7. Siri Surunam Kaur Khalsa NMHU
8. Sanche Sanchez LCC
9. Angelica Ortiz
10. Katerina Stark
11. Airi
12. Yvonne Martinez Chief Insp. - Health Services
13. Monica Vilasquez

14. Erin Cooper Christen
15. Jessica Jones Christen
16. Debbie K. Jones - Publicis Hoare
17. Helene Bowdren
18. _____
19. _____
20. _____

NMHU /LCC
Advisory Committee Meeting
June 4, 2025
12:00-1:00

Present: LCC Maxine Hughes, MarRian Brotherton, Vanessa Torres, Sandra Sanchez, Elaine Montano
Student Angelica Ortzow, Nursing Student/SNA President
NMHU: Chris Young, Interim Director, Siri GuruNam Khalsa, Assistant Professor, Tracy Ahern, Clinical Instructor, Karri Placencio, Helene
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Attendees: Kim Smith, RN, Nurse Educator NMBH, Karen Torres, VP Student Services LCC VP for Academics, Marissa Velasquez, RN Director of
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Agenda Item Issue/topic	ACEN Standard	Discussion	Action	Follow-up
I. Welcome & Introductions Maxine Hughes		Maxine welcomed the committee, guests, and stakeholders Karen Torres, Interim, spoke of LCC's goodness and the skill of the students. She felt Luna students were above other nursing schools. III, Maxine: LCC Program Updates: a. Program update change of Director Maxine announced she is retiring on August 1, 2025. She mentioned she will be training the incoming director. The new director is Valerie Montoya. A 2025 graduate of NMHU. Her degree is a Nurse Practitioner. The Nursing department has renewed its accreditation from the Accreditation Commission for Education in Nursing (ACEN) from Spring 2024 to Spring 2032 with		
II. Luna Community College				

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		full approval of the New Mexico Board of Nursing from June 20, 2025, through March 31, 2033. It was mentioned that the faculty are new, except one who has been with the nursing department for approximately 10 years. b. End of Program Outcomes/NCLEX pass rate/job placement • 202: 23 RN graduates. 2025: 26 nursing graduates. • Two Retention Specialists were hired with a remediation plan to complete the NCLEX. • Student Tutor • The program is a participant in NMNEC. It is state-wide where students can transfer to other colleges with identical curricula • CNM College has experienced low enrollment, as well as the surrounding colleges.	
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		Santa Fe, Mora, and San Miguel County.		
V. Student Representative		Angelica Ortizow Student introduced self and informed the committee of the rigor of the nursing program and the effect it takes on students and the serving of the community.		
VI.		Stakeholders. - Kim Smith, RN, is new to her position as Director of Education. She is a graduate of LCC the nursing program 13 years ago. - Helene expressed that she enjoys advising LCC students into the BSN Program. - Marissa announced that the clinic is still monitoring current changes with administration, with any effects on Federal Funding. Thus far, there have not been any big changes.		
		- Jessica James, Christus - St Christus Medical Center is transitioning from St. Vincent Hospital partnership.		

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		• Job Placement is 100% • Capstone exit NCLEX prep is through ATL. The session is a week-long.		
IV. Dr. Jeanne Flood, Associate Professor and Director NMHU		Chris Young: Chris Young mentioned that Jeannie Flood will be retiring in June 2025. • Chris mentioned that the program has received accreditation for BSN-MSN. • A clinical component is added to clinical component to MSN. • Numbers are increasing. • DNP offering in Fall 2025. Approved by the Higher Commission. • The BSN cohort is doing different activities. • Graduated first cohort his year. Graduate every spring. • Rural areas are underserved and focus. • There were 12 nurse practitioners from		

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		Jessica mentioned the department is processing students: Pharmacy, NP, nursing, CNA, and UNM.		
		Victoria Stark Romero - Mora Valley Clinic provider. Dr. Ortiz, Internist - Part-time Christa Bermijo-Vasquez - Additionally, Psych Practitioner. FPN Psychiatric Nurse Practitioner - Summer program working with schools - UNM Clinical Hours		
		Jessica Martinez - Mora Clinic is in a good spot with provider coverage - Chief Medical Office FNP, Gene Alvarez - Have Dr. Ruiz, Internist, MD, formerly doing telemedicine for Diabetes management. - PA Christa Bermijo-Vasquez, part-time - Psych Practitioner. FPN Psychiatric Nurse		

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		Practitioner • Extending hours for the Summer health base center. Serving Head Start to Seniors. • Process in collaborating with NMHU in placing an MOU for the DNP program. Other students from the MSN, FNP program have shown interest. • Establish clinical hours at the Mora Valley Clinic.		
		Debbie Rivera – Public Health • Business as usual. Programs are the same. Currently serving Medication for OPID users. • Community Service • STD Checks • Shots for children • Staying on top of Measles vaccine		
		Complete graduate employee survey • Maxine announced that employer survey had been sent to student employers.		

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Adjournment		Meeting adjourned at 1 p.m.			
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Prepared by Elaine Montano

Director Signature _____