

**Higher Learning Commission
Institutional Focused Visit Report**

Luna Community College

July 16, 2020

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Executive Summary

Luna Community College is steeped in history and tradition. Located in the Sangre de Cristo Mountain Range overlooking the City of Las Vegas, New Mexico, Luna Community College's name is derived from Maximiliano Luna, a Captain who served under President Theodore Roosevelt. In 1929, the popular training site for the New Mexico National Guard on the outskirts of Las Vegas was renamed Camp Luna after the leader who died in the Philippines in 1899. In 1967 an Act of the Legislature of the State of New Mexico authorized the establishment of a vocational training facility at Las Vegas, New Mexico. When Luna Community College was founded in 1969, the new board of trustees honored Captain Maximiliano Luna by naming the school, Luna Area Vocational Technical School. On December 18, 2000, the sitting Board of Directors adopted the current name, Luna Community College.

Luna Community College is a public, state funded comprehensive institution serving approximately 1000 students composed of undergraduate and dual credit students within its service area. The college maintains a main campus located in Las Vegas, New Mexico with a site in Mora, New Mexico. There are also two satellite locations, one in Santa Rosa and the other in Springer, New Mexico. Luna Community College's serviced school districts include West Las Vegas Municipal Schools, Las Vegas City Schools, Santa Rosa Consolidated Schools, Pecos Independent Schools, Mora Independent Schools, Springer Municipal Schools, Maxwell Municipal Schools, and Wagon Mound Public Schools; each of which are located within four counties of northeastern New Mexico. Luna Community College offers a variety of certificates and

associate degrees with its higher education role to serve as the primary associate degree/workforce development institution for students seeking affordable education in northeastern New Mexico. Luna Community College serves in an area of poverty and, for many, serves its community by offering its population access to a more lucrative financial future.

Luna Community College has recently had a troubled history regarding the Higher Learning Commission accrediting body, with operating statuses of “Show Cause” and “Probation” serving as taglines for some time. Luna Community College was found deficient in specific focus areas for the past three years, given that effective, realistic solutions had not been implemented.

This Focused Visit Report demonstrates a paradigm shift in the way that Luna Community College conducts day to day business. Significant forethought guides the institution’s present operations, providing a framework for where Luna Community College will continue to be in the foreseeable future. This report includes an extensive list of evidence, showcasing the institution’s collective philosophy amongst all invested stakeholders including the Board of Trustees, Administration, Faculty, Staff, Students and community members alike. The evidence presented demonstrates the college’s determined effort to correct practices and procedures of the institution’s past, validating for the Commission renewed and ongoing institutional quality. Standards of excellence have built their own momentum at Luna Community College.

It is written that, “Necessity is the Mother of Invention,” and while this is partially true for Luna Community College, the willingness of the campus community to come

together to rebuild organizational systems and processes far exceeds expectations. This report demonstrates a variety of new plans which produce positive outcomes and campus excitement. Most notably are plans which realize the value of data-based, decision making models, and the true impact that these processes yield for staff and faculty. Personal empowerment of all staff and faculty is generating lasting impacts on our programs and our students for years to come.

As a particular source of campus pride, Luna Community College's faculty and staff have launched a highly effective and unique model of shared governance. An implementation semester was recently completed, and the model continues to operate throughout the summer. Luna Community College's model of shared governance was built to include continuous improvement, and ongoing development.

Evidence files also demonstrate that financial planning is closely integrated with the institution's strategic plan, resulting in encouraging financial forecasts for the coming years. Complete with process evaluation and the utilization of data, these financial plans provide us with great confidence that current actions establish Luna Community College's sustainability into the future.

Our recently elected Board of Trustees, President, and the entire campus eagerly await the Higher Learning Commission's validation of the renewal taking place at Luna Community College. It is with great pride that this report is offered, not only as a change in practice, but as willingness to reexamine beliefs, values, and attitudes as we change fundamental approaches to practically everything Luna Community College does. Our stakeholders are confident that continuous improvement efforts are moving

the institution in a fiscally sustainable direction, and the experiences of reinvention are illuminating a path for Luna Community College's positive venture into a bright future.

I: Areas of Focus - Unmet

Criterion 2: Core Component 2.A.

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

2.A.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that the institution's Board of Trustees took part in unethical practices that affected the institution's daily activities. More specifically, the Higher Learning Commission's action letter from November 21, 2019 indicated that policies had been established to improve integrity, prevent nepotism, and support ethical behavior; however, these policies and practices had yet to be implemented with evidence. Furthermore, the Board of Trustees remained unclear in its role, leading to conflicting reports regarding the level of Board of Trustees support for shared governance systems and employee morale overall.

A culture shift of magnitude forced the institution to stop and examine its policies and processes in regards to the governing Board of Trustees. With unethical actions of Board members reaching unprecedented levels, a fundamental change was necessary for the college to continue. Evidence of the apex of change presented itself in the November 5, 2019 Board of Trustees elections, which resulted in replacement of five board members (two incumbents remained), of which four were female (only one female board member had ever been elected to the Luna Community College board in its

history). Actions have been undertaken to ensure ethical board conduct and a support for the institution's mission, integrity of policies/processes, and shared governance structure.

2.A.-1.2. Institutional Response

Actions to correct responsibility and ethical integrity on behalf of the Board of Trustees was initially evidenced by Board of Trustees Policy 1600: Board Orientation and Training¹ (hereafter, Policy 1600). Policy 1600 details required orientation and training of newly elected trustees, a practice which enables the Board of Trustees to better fulfill institutional responsibilities and enhances their collective effectiveness in the context of defined institutional functions, policies, and procedures.

Prior to being seated, newly elected Board members participated in a workshop on January 7, 2020 conducted by the New Mexico Attorney General's Office where significant training was devoted to the review of compliance methods of the Open Meetings Act and the Inspection of Public Record Act². The purpose of this session was to train incoming board members on the importance of upholding a high standard of transparency to fulfill their public duty to Luna Community College and its invested stakeholders. On January 15, 2020, members of the Board of Trustees invited all shared governance bodies, academic departments, non-academic departments, students, and community members to orientate and train the Board of Trustees on institutional policy, practice, and procedure³. This collaborative work session further

reshaped the collective relationship of the Board of Trustees and the institution, providing a prime example of institutional groups working independently, but in unison for the benefit of the college. For the first time in institutional history, all stakeholders were able to openly address the Board of Trustees without fear of retribution. In doing so, the newly seated Board of Trustees provided a constructive platform for several valuable conversations to take place. Additionally, the Board of Trustees participated in a second workshop opportunity on February 27, 2020, which was hosted by the New Mexico Attorney General's Office to strengthen and supplement their knowledge of the Open Meetings Act⁴. This work session set the course for the Board of Trustees' commitment to ethical behavior and institutional integrity as a governing body, further establishing evidence for complete implementation of Policy 1600. Finally, the current Board of Trustees established an Annual Schedule of Board of Trustees Training to ensure that compliance to Policy 1600 continues.

Further action was taken to reinforce the Board of Trustees' commitment to ethical behavior and integrity through the execution and fulfillment of Board of Trustees Policy 1520: Shared Governance⁵ (hereafter, Policy 1520). Policy 1520, approved by the previous Board of Trustees on May 14th, 2019⁶, defines the role of the Board of Trustees in the institutional shared governance system, and sets the principle standard of informed decision making. The deficiency of this Criterion (2.A) was not with the definition of role, but rather with the individual and personal ability and integrity of individuals to responsibly fulfill their set forth roles. With a fresh approach of a new and purposefully ethical Board of Trustees, the qualified role statement in Policy 1520

provided a roadmap for the changed operation of this governing body. By affirming and adhering to Policy 1520, the Board of Trustees established itself as a promoter of the institution's shared governance structure, which was evidenced through active involvement with the shared governance activities, specifically via participation as audience members of the college^{7, 8}. The Board of Trustees also includes, as regular agenda items, reports from two levels of the shared governance structure, including Shared Governance Council, Faculty Senate, Staff Senate, and Student Senate to ensure that the Board of Trustees remains updated on shared governance activity across multiple groups and perspectives.

With a past history of deficiencies in Board integrity and several allegations of nepotism, there was an immediate need for the new Board of Trustees to distance itself from actions of the past and establish "ground rules" for future actions of Board of Trustees members. The Good Faith Resolution, adopted unanimously by the Board of Trustees on April 14, 2020, explains and affirms actions of the current board, specifically in regards to its operation as a governing body, as opposed to former members of the Board of Trustees⁹. The Good Faith Resolution explicitly defines Board of Trustees duties via the statements, "Conducting itself in a dutiful manner means: (1) No current member of the Board of Trustees shall direct the activities of employees other than the President, nor shall the Board encroach on the day-to-day activities of the institution...(3) The Board will strive to be transparent in its fiduciary responsibilities and will be diligent in its actions to ensure that it does not expose the institution to legal liability or significant accreditation adversity". In addition to the Good Faith resolution,

each Board member also certifies an annual Board of Trustees Ethics and Conflict of Interest Policy Acknowledgement Form¹⁰. This acknowledgement affirms each member acts with integrity and their conduct is ethical and responsible. These policy initiatives were undertaken by the Board in order to show the Board will act in an ethical and responsible manner. These changes show a public commitment towards these goals and serve as a pledge to the community that the Board understands the need to be ethical and responsible. In order to ensure the continuation of these policies, the Board has created a training schedule, outlining when each training on various implemented policies will take place¹¹.

The effectiveness and perception of these policy changes was measured in the Spring 2020 Campus Climate Survey, Item 4, where staff and faculty overwhelmingly agreed that the Board does not interfere with their ability to do their jobs¹². Out of those who responded to the survey, 80% agreed or strongly agreed with Item 4. This response shows how a strong majority of the campus feels they can perform their jobs without interference from Board of Trustee members. As this survey was conducted after these policy changes were implemented, it reflects how members of the community feel after these positive revisions took place.

2.A.-1.3. Institutional Implications

Luna Community College has a new Board of Trustees as of January 1, 2020¹³. The clear change from the past to the present has established a future path for the

continuation and growth of the institution. With this change comes a group of governing members who understand the need for establishing a high standard of ethics and operational integrity. The norms created by this Board of Trustees, from the beginning of their tenure, have propelled Luna Community College into an era of clarity and purpose, correcting the errors of the past.

2.A.-1.4. Supporting Evidence

¹ [Board of Trustees Policy 1600 Orientation and Training](#)

² [New Mexico Higher Education Department Board of Trustees Training January 7, 2020](#)

³ [Board of Trustees Meeting Minutes January 15, 2020 Work Session](#)

⁴ [New Mexico Open Meetings Act and Inspection of Public Records Act Compliance Workshop](#)

⁵ [Board of Trustees Policy 1520 Shared Governance Policy](#)

⁶ [Board of Trustees Meeting Minutes May 14, 2019 Regular Meeting](#)

⁷ [Shared Governance Council Meeting Minutes: February 21, 2020 Regular Meeting](#)

⁸ [Memo of Appreciation](#)

⁹ [Board of Trustees Good Faith Resolution](#)

¹⁰ [Board of Trustees Annual Ethics and Conflict of Interest Policy Acknowledgement Form](#)

¹¹ [Board of Trustees Annual Training Schedule](#)

¹² [Campus Climate Survey Spring 2020](#)

¹³ [Board of Trustees Biographies](#)

Criterion 5: Core Component 5.A.

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

5.A.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that enrollment projections quantified by the institution did not coincide with declining enrollment trends and regional demographic patterns. Concerns brought forth also centered around the declining financial net position of the college, and financial indicators reflecting a worsening status in terms of overall operating performance. The site visit report received from the Higher Learning Commission indicated that financial and facilities master plans do not support the strategic plan, and that forward movement has been made on redefining the legal relationship between the Institution and the Foundation.

5.A.-1.2. Institutional Response

Luna Community College's enrollment projections were a source of concern in the past, and they remain a source of institutional concern presently. A declining state-wide economy, particularly in the rural areas of New Mexico, has significantly impacted enrollment projection. As with any projection, Luna Community College

previously remained unrealistically high, given the current socio-economic climate. Many recruitment efforts, such as a joint “College Night” between New Mexico Highlands University and Luna Community College, qualitatively indicated that visiting seniors from several high schools expressed an interest in attending the College. Recruitment campaigns focused on regional high school populations also indicated significant optimism of enrollment growth¹.

Given that student enrollment and tuition revenue are directly related, Luna Community College has faced declining enrollment and has continued operating through a worsening financial status. After quantifying current trends (flat growth enrollment projections), and forming a realistic, comprehensive evaluation of enrollment numbers and declining revenue for the college, no doubt remained that action needed to be taken to resolve the fiscal deficit Luna Community College has faced.

Taking into account total budgetary limitations, as a result of flat growth enrollment trends, Luna Community College was faced with making data-driven decisions of expenditure reduction. Luna Community College made the data-driven (Annual Academic Self-Assessments¹, College Scorecard², Long Term Sustainability Plan³) decision to suspend several underperforming programs. Programs were recognized as underperforming by coalescing data of past enrollment trends with five year revenue generation. Suspended programs included the School of Business Accounting AAS⁴, School of Business General Business AA⁴, Department of Humanities Media Arts AAS⁵, Department of Vocational Trades Culinary Arts Certificate⁶ and the Department of Vocational Trades Electrical Wiring Technology Certificate⁶. The

programmatic suspensions were accompanied by the suspension of hiring two full time faculty positions in the School of Business^{7, 8}, two full time faculty positions in the Department of Humanities^{9, 10}, and a single adjunct position in the Department of Vocational Trades. In addition to academic departments, hiring of other non-academic positions was also suspended. These positions include a Scheduling and Catalog Specialist¹¹ and a Director of Diversity and Workforce Development¹².

In addition to the difficult decision of suspending programs and postponing the hiring of academic and non-academic personnel, Luna Community College made yet another data-driven decision to meet the demands of institutional fiscal solvency. For the first time in recent history, an initial fee schedule impacting a single department has been developed and implemented¹³, which will be followed by the implementation of a campus-wide academic fee schedule¹⁴. An internal study initiated by the President indicated that, while we recognize the need to maintain an affordable tuition rate for our constituents, many fees could be assessed to match the cost of course specific supplies and services at Luna Community College. Luna Community College has made an extraordinary effort to absorb student costs; however if the institution is to remain financially sustainable, costs must be recovered so that the college can continue offering in-demand, hands-on, and student-centered learning methods. All course supply related costs were assessed objectively and competitively compared to regional institutions during the formulation of a comprehensive course fee schedule. Initial analysis of course related fee projections resulted in the generation of an average of \$301,700 per Fall/Spring semester of each academic year under a flat enrollment

growth model¹⁴. For the academic year of 2023-24, projected total revenue has risen from significant projected deficit, to significant surplus. If enrollment projections (flat) and fee projections remain consistent, without significant deviation, the college will generate \$1.8 million of unplanned revenue within the next five years¹⁴. This revenue would allow Luna Community College to continue offering quality courses and services. It would also assist in recovering projected depletions of budgetary reserve (as defined by the State of New Mexico Higher Education Department; is an ending balance of a minimum 3% of budgeted expenditures). Future revenue will also include an infusion of \$147,178 from a minor progressive tuition increase, and expenditures will be reduced by \$300,000 (\$235,000 of which is derived directly from programmatic review)¹⁴.

Luna Community College concurred with the Higher Learning Commission's assessment that the college lacked a formal structure for systematically planning, assessing, and quantifying its decisions, affecting its efficiency and effectiveness. The college evaluated its current structures and determined to create a single plan that considers institutional components necessary for effective planning. The result was the formation of the Luna Community College Long-Term Sustainability Plan³.

At its core, this plan employs the results of the Financial Performance Indicators and the Fiscal Indicators alongside the Academic Self-Reviews¹, the Facilities Master Plan^{15, 16} and the Technology Master Plan¹⁷. While the outcomes from employing the Long-Term Sustainability model are financial, they represent all the activities and decisions made by the Luna Community College, as a whole, on an ongoing basis. The Long-Term Sustainability Plan utilizes historical data, trends, and analysis of

performance to evaluate and drive decisions in order to ensure accountability and sustainability. This assurance is accomplished, in part, through comprehensive program review of both academic and nonacademic departments and the utilization of the collected data for the establishment and review of program viability standards. The established standards will provide additional guidance for fiscal oversight with regards to program creation, expansion, and change.

For some time, Luna Community College, and its supporting Foundation experienced a relationship gap, caused largely by leadership deficiencies in both the college and the Foundation. Luna Community College began the extensive task of rebuilding the connection and legal relationship with the Foundation. As Luna Community College made great strides in reestablishing the Foundation, efforts were stalled by a lack of members willing to serve on the Foundation's governing committee. Luna Community College's efforts to reorganize and reestablish the Foundation have been successful. On July 10, 2020, the Foundation's governing Board called a meeting to fully address operational issues related to viability¹⁸. During this pivotal meeting, the Foundation approved minutes from their initial March 5, 2020 meeting¹⁹, ratified and notarized governing bylaws²⁰, and signed into action an official MOU detailing their mutual relationship with the Board of Trustees²¹. Luna Community College's administration, its Board of Trustees, and its Foundation have agreed to jointly and independently operate in a cooperative model for the common good of both entities and their common constituents.

5.A.-1.3. Institutional Implications

With recent sweeping changes, including a reborn Foundation, its renewed relationship with both the Board of Trustees and the administration of Luna Community College, and the realistic perspective provided by the Long-Term Sustainability Plan, the institution insures that it has the fiscal, facilities, technological, and human resources to support its current operations and is in a financial position to continue providing sustainable quality academic programs for the foreseeable future.

5.A.-1.4 Supporting Evidence

¹ [Annual Academic Self-Assessments](#)

² [College Scorecard Luna Community College](#)

³ [Long Term Sustainability Plan](#)

⁴ [Notification of Suspension Accounting and General Business Programs](#)

⁵ [Suspension of Media Arts and Film Technology Program](#)

⁶ [Suspension of Culinary Arts/Electrical Wiring Program](#)

⁷ [Accounting Faculty Open Position](#)

⁸ [General Business Faculty Open Position](#)

⁹ [Media Arts Faculty Open Position](#)

¹⁰ [History Faculty Open Position](#)

¹¹ [Scheduling and Catalog Specialist Open Position](#)

- ¹² [Diversity and Workforce Development Director Position](#)
- ¹³ [Fee Structure Revisions](#)
- ¹⁴ [5 Year Comprehensive Course Fee Projections](#)
- ¹⁵ [Facilities Master Plan](#)
- ¹⁶ [Facilities Master Plan Project Schedule 2020](#)
- ¹⁷ [3 Year Strategic Internet and Technology Plan](#)
- ¹⁸ [Luna Community College Foundation Documents Cover Letter](#)
- ¹⁹ [Luna Community College Foundation March 5, 2020 Minutes](#)
- ²⁰ [Luna Community College Foundation Signed and Notarized Bylaws](#)
- ²¹ [Luna Community College Foundation Signed MOU](#)

Assumed Practice D.3: CRRT.B.10.020

The institution has future financial projections addressing its long-term financial sustainability.

D.3.-1.1. Institutional History & Context

The Institution remains out of conformity with Assumed Practice D.3, “the institution has future financial projections addressing its long-term financial sustainability,” for reasons cited above under Criterion Five, Core Component 5.A. The college lacked the mechanism to systematically apply data and to articulate such methodologies to support its plans and effort to convey its sufficiency to “support its current educational programs and its plans for maintaining and strengthening their quality in the future”. The site visit report received from the Higher Learning Commission indicated that the institution lacked a long-term financial plan.

D.3.-1.2. Institutional Response

The College implemented a Long-Term Sustainability Plan¹ that provides a comprehensive review of the major components of the College, assesses and evaluates collected financial data, and utilizes the results to effect change for current and future operations. This methodology is further detailed in Criterion Core Component 5.A. Luna

Community College, similar to other state supported postsecondary institutions, depends on state revenue for support. The institution recognizes that the population in its service area is decreasing and that the demographic is changing. Luna Community College has activated a Long-Term Sustainability Plan to assess, diversify, and plan for alterations in its revenue stream so that it has the flexibility to meet its financial needs in this ever changing economy. Luna Community College is working to lower its dependency on state funding and exploring the potential for creating other funding sources that will increase fund balances. The key to increasing enrollment and enhancing program offerings to our service area is to hold funding at sustainable, sufficient levels for the exploration of innovative ideas without fear of the reduction or loss of such funds or potentially new programs. The institution must have the flexibility to rapidly adapt in order to meet the demands of the ever changing workforce.

In fiscal year 2019-20, the college made a significant change where every department director was required to align the department's budget request with the college's strategic plan², while considering enrollment trends, program viability, and expansion opportunities³. This systematic approach to strategic planning budgeting was as the Higher Learning Commission noted in previous reports was validated, but too new. The college utilized the same standardized strategic budgeting tool⁴ that was used when building the fiscal year 2020-21 budget, and included the strategic evaluation component of that was completed during fiscal year 2019-20. The results of these strategies were presented to the Board of Trustees when, for the first time, the Board of Trustees hosted strategic budget presentations from every department over a

two-day period⁵. These presentations demonstrated the intentional use of the strategic plan in departmental financial planning and were integrated into the Long Term Sustainability Plan¹, Annual Academic Self-Assessments³, and the Facilities Master Plan^{6, 7}.

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

The Long Term Sustainability Plan focuses on three general principles¹. The first principle states the institution is guided by institutional plans, program review, annual department plans, and other planning efforts. All plans support the college's core values and Strategic Plan to further mission fulfillment. The second principle states that faculty, staff, managers, and directors regularly review, analyze, and engage with Board of Trustees standard data elements and department-specific performance measures through Annual Academic Self-Assessments³. This process results in a cycle of continuous improvement, planning, and assessment. Finally, implementation plans, whether from the Board of Trustees, a department/program, or are designed at the institutional level, must include measurable outcomes, timelines, assessment plans, and resource needs. Additionally, all implementation plans must address all conceivable implications for the institution and all of its stakeholders. The success of these tools can

be seen in various ways. In accordance with financial predictions, the Board of Trustees approved a tuition increase on April 14th, 2020⁸. In addition, an Expenditure Reduction Plan was developed by the Institution to address potential budget shortfalls⁹.

D.3.-1.3. Institutional Implications

The established Long-Term Sustainability Plan will ensure college-wide fiscal sustainability for future years to come. The college has established key financial indicators that will assist in guiding the college to financial solvency. The Long-Term Sustainability Plan is reviewed and updated annually. Part of this review process is to assess institutional effectiveness and planning efforts at the college. Luna Community College continues to support the development of the five-year financial forecasting tool by collecting data for further financial analysis. The college also develops systems, tools, and training resources to promote access to financial data by invested stakeholders, and creates an annual report on fiscal indicators and progress toward financial goals.

The Institution has created an integrated department planning process that flows into budget development and resource allocation and includes analysis of implementation/goal attainment by utilizing the strategic budgeting process. In addition, the Long Term Sustainability Plan and strategic budgeting process systems support the established Retention & Completion Plan¹⁰, and the Safety and Security Plan¹¹. This

process ensures the Institution has sustainable, accurate future predictions and allocates its resources in accordance with these projections.

D.3.-1.4 Supporting Evidence

¹ [Long Term Sustainability Plan](#)

² [Strategic Plan 2019-2021](#)

³ [Annual Academic Self-Assessments](#)

⁴ [Strategic Plan Budgeting Tools](#)

⁵ [Board of Trustees Retreat Agenda March 9-10, 2020 Retreat](#)

⁶ [Facilities Master Plan](#)

⁷ [Facilities Master Plan Project Schedule 2020](#)

⁸ [Board of Trustees Meeting Minutes April 14th, 2020 Special Meeting](#)

⁹ [NMHED Expenditure Reduction Strategy](#)

¹⁰ [Retention and Completion Master Plan](#)

¹¹ [Safety Plan](#)

Criterion 5: Core Component 5.B.

The Institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

5.B.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that faculty and staff of the college expressed concerns about the lack of transparency. Historically, the Board of Trustees had disagreed on many operational items and transparency related issues that became most evident during the presidential search conducted in 2019. Through procedural missteps, disagreement among board members led to an eventual non-transparent action of hiring. Board members became increasingly divided, and two board members eventually resigned. In addition, institutional stakeholders voiced concerns over a lack of transparency in the overall process of presidential candidate selection. The outcome further emphasized a lack of cohesive leadership and diminished institutional collaborative processes.

5.B.-1.2. Institutional Response

Under the leadership of a new president, in a probationary status, and with a fractured and non-transparent Board of Trustees, the institution moved forward to

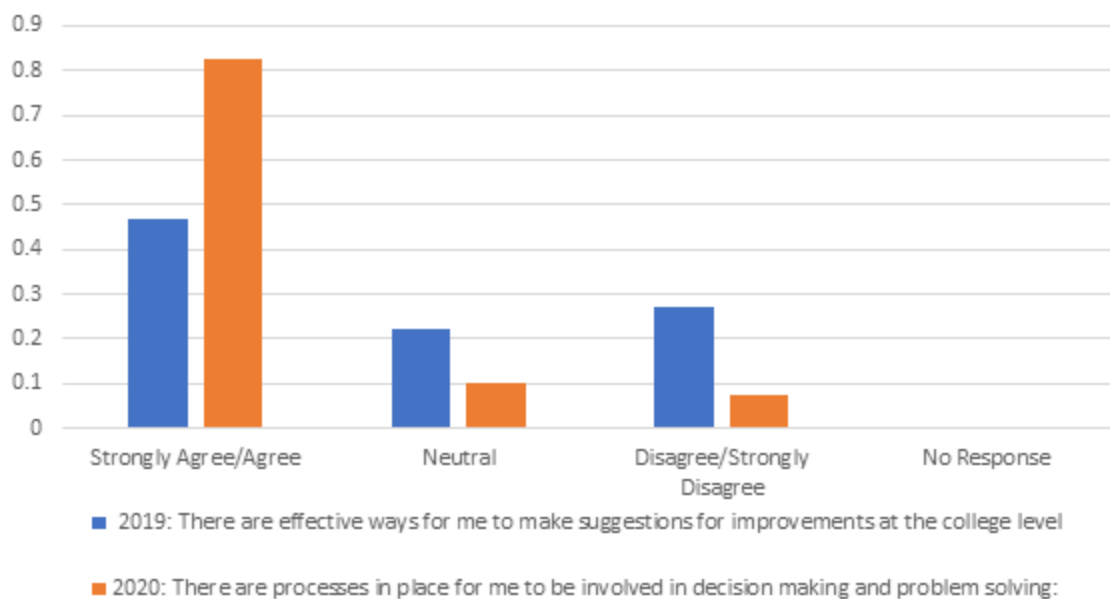
address its issues and repair the damage. The first step of the institution's shared governance structure was to approve Policy 1520 as an effort to clarify the relationship between the Board of Trustees and the institution's shared governance structure¹. The institution's president presented Policy 1520 to the Board of Trustees, which unanimously approved it on May 14, 2019². The amendment of Policy 1520 created a clear expectation of operations between the Board of Trustees, the institution's president, the shared governance structure, and all Luna Community College constituents. As the Board of Trustees realized a need for open and transparent decision-making practices, the policy reflected this goal in the policy statement item B, "Shared Governance is valued at the college as an avenue for informed and accountable decision making. Thus, it should be practiced college-wide as much as possible at all levels such as schools, departments, programs, and committees." This policy naturally led to a more efficient self-reorganization of the shared governance structure, including committee structure, committee relations, meeting schedules, meeting locations, meeting procedures, and standardized documentation.

With the transition to a new Board of Trustees, the Shared Governance Council recognized the need for a more effective collaborative process, and acted to implement a new transparent system that would promote and facilitate communication across all governance subgroups of Luna Community College^{3, 4, 5, 6}. The newly reorganized transparent shared governance system created a detailed, intentional communication system of policy/procedure/practice management that ultimately facilitated collaborative resolutions of institutional issues, including issues related to accreditation by external

entities. The extensive level of transparency with this process is evidenced by the open posting of agendas, open bills, and final resolutions. Open participation outside of the sitting membership of each subgroup is encouraged at all levels, including administration and members of the Board of Trustees⁷. Personal involvement of individual Board of Trustees members provides a highly qualified outside perspective, and demonstrates the Board of Trustees' cohesive support for enabling collaborative processes to take place. All collaborative processes culminate in an open Shared Governance Council meeting, which includes a review and summary of all levels of decision making that took place during the day before a call for action was put forth. The weekly end of day Shared Governance Council meeting is strategically planned to provide a weekly evaluation not only of issues, but of the shared governance process as a whole.

During a six week time period, twenty institutional issues/practices/procedures/policies were documented and discussed^{8, 9}. The shared valuation of this highly productive system was quantified on the Spring 2020 Campus Climate Survey¹⁰. An item on this survey assessed respondent's level of agreement to the following statement, "There are processes in place for me to be involved in decision making and problem solving." An overwhelming 82.5% agreed or strongly agreed with the previous statement, demonstrating significant support for a governance system that supports and promotes institutional collaboration at all organizational levels. In comparison to previous results gathered during a campus-wide survey conducted prior to implementation of the shared governance reorganization, the Spring 2020 Campus

Climate Survey, conducted twelve weeks post-implementation reported an agreement increase of 35% between the 2019 and 2020 survey results¹⁰. Individual feedback including, but not limited to, “I believe the Shared Governance model we have adopted provides an opportunity for everyone to express themselves if they choose. Information is as transparent as it could be or has ever been in the past... Applause to everyone who is trying to make it all work from the board down.”, further validates the newly implemented shared governance process¹⁰.



Campus Climate Survey (Spring 2020) Figure 3.5. *Comparison of the level of agreement, neutrality, and disagreement between results of the 2019 (blue) and 2020 (orange) surveys in response questions that address the variable ‘decision making’ or ‘shared governance’.*

5.B.-1.3. Institutional Implications

Luna Community College’s shared governance structure was purposefully created with the intent of including a diversity of perspective from every element of the institution, as well as invested stakeholders. Moving forward into the Fall 2020 term, the new Shared Governance structure will have completed an initial semester trial, including online meeting modalities. The structure will be ready for efficient operation, with institutional stakeholders, administration, and Board of Trustees all participating in the governance of the institution. Coming together in a collaborative and efficient structure enables stakeholders across the institution to share unique perspectives and diverse ideas to accelerate the resolution of common institutional issues.

5.B.-1.4 Supporting Evidence

¹ [Board of Trustees Policy 1520 Shared Governance Policy](#)

² [Board of Trustees Meeting Minutes May 14, 2019 Regular Meeting](#)

³ [Shared Governance Council Revised Structure](#)

⁴ [Shared Governance Issue Request Instructions](#)

⁵ [Shared Governance Council Issue Request Form](#)

⁶ [Shared Governance Subgroup Feedback Form](#)

⁷ [Memo of Appreciation](#)

⁸ [Shared Governance Subgroup Productivity by Tier](#)

⁹ [Shared Governance Issue Request Forms by Status](#)

¹⁰ [Campus Climate Survey Spring 2020](#)

Federal Compliance Requirement: FDCR.A.10.070

Publication of Student Outcome Data

FCR-1.1. Institutional History & Context

The institution has a history of limited participation in the US Department of Education College Scorecard. This lapse may be due to past difficulties with the provision of institutional data from database systems with a higher than acceptable margin of error.

FCR-1.2. Institutional Response

Luna Community College began utilizing the U.S. Department of Education's College Scorecard to assist in future planning and budgeting for the institution. Within its infancy stage, Luna Community College formally introduced the College Scorecard through a campus wide presentation to faculty and staff¹. The college ensures that academic directors are utilizing College Scorecard data to make strategic budgeting decisions². To assure that College Scorecard information is visible at all times, Luna Community College places links to the information on its website³. Luna Community College regularly advertises College Scorecard in social media outlets⁴, and in the college weekly newsletter⁵ (the most recent examples are linked as evidence).

Currently, Luna Community College administration utilizes the information from the College Scorecard to assist in maintaining low tuition costs, while providing quality education. To remain affordable and competitive, the college uses College Scorecard information to compare tuition rates and trends across the state of New Mexico⁶. College Scorecard allows the institution to compare multiple schools and guarantee that tuition rates remain competitive. Along with tuition rates, the administration uses the content within the College Scorecard to assist with determining course availability. The data presented by College Scorecard enables the institution to better understand the population of students and the types of degrees and certificates offered. With the use of the College Scorecard, the college has been able to suspend programs that have little to no enrollment, allowing the college to adjust the institution's budget and utilize resources in other areas with greater potential^{7, 8, 9}. With this information, the college is able to ensure that course content offered reflects the population that is served. Luna Community College embraces serving a diverse population, and continuously strives to guarantee that all races/ethnic groups are represented fairly on and off campus.

Departments also utilize College Scorecard data in the preparation of budget requests¹⁰. Three departmental budgets have implemented scorecard information in their strategic departmental budgeting process. The three departments include two of the largest programs on Luna Community College's campus, and the only department with an approved on-line program: Allied Health, Nursing, and the School of Business. Although these three are highlighted, Luna Community College assures that all academic departments submit College Scorecard information when developing

departmental budgets. College Scorecard data is used in Academic Department Annual Reports as a method of analysis that drives program improvements¹⁰. Luna Community College has become more proactive with College Scorecard implementation at the departmental level, and continuously strives for compliance.

Luna Community College students have become accustomed to the College Scorecard as well. Students are now utilizing the information found online to make future decisions, whether it be transferability, educational program offerings, or the costs associated with attending an institution of higher education⁶. Flyers advertising how Luna Community College compares to area competitors is presented to students during admission and is replicated on several bulletin boards across campus. These informational flyers derive all comparison data directly from the College Scorecard website. Additionally, College Scorecard data is utilized in the production of an institutional Fact Book, which provides public accessibility to institutional data reported by the College Scorecard System¹¹. Luna Community College students now have a better understanding of how to use and locate this valuable information across multiple institutional sources.

FCR-1.3. Institutional Implications

Luna Community College will continue to report to the US Department of Education College Scorecard system, as well as continue participating in the Federal Compliance Filings by providing accurate data in a timely fashion. As Luna Community

College continues to grow, the college will ensure that the information found on the U.S. Department of Education's College Scorecard is used to support decisions being made for the college. The college will utilize the information to confirm that budgets are adequately created, to verify that all program offerings are in the best interest of students, and to help Luna Community College increase both graduation and retention rates. Luna Community College vows to continue to create opportunities for all.

FCR-1.4 Supporting Evidence

¹ [College Scorecard Campus Orientation](#)

² [Annual Academic Self-Assessments](#)

³ [Public Usage of College Scorecard](#)

⁴ [Luna Community College Social Media Usage of College Scorecard](#)

⁵ [Luna Light Weekly Newsletter Usage of College Scorecard](#)

⁶ [College Scorecard Comparison Flyer](#)

⁷ [Notification of Suspension Accounting and General Business Programs](#)

⁸ [Suspension of Media Arts and Film Technology Program](#)

⁹ [Suspension of Culinary Arts/Electrical Wiring Program](#)

¹⁰ [Annual Academic Self-Assessments](#)

¹¹ [Luna Community College Fact Book](#)

II: Areas of Focus - Met with Concern

Criterion 2: Core Component 2.C.

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

2.C.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated the institution now meets Criterion 2: Core Component 2.C, but with concerns, as “the governing body of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity that the conduct of the Board was a concern in that board members were directing the daily activities of the institution and its employees.” The institution has a history of past members of the Board of Trustees overstepping professional boundaries by directing and/or impacting daily activities of employees other than the president. The institution has developed board policies related to such issues and concerns.

2.C.-1.2. Institutional Response

Policy changes have been enacted to ensure that the board does not involve itself in the day to day activities of the institution. In the first Board of Trustees meeting

of the year, held on January 7, 2020, five new Board Members were installed, and the entire Board of Trustees signed the Code of Ethics and Conflict of Interest Policy, reaffirming that individual members of the Board of Trustees will not encroach on the day-to-day operations of the Institution¹. This Code of Ethics policy serves as an individual statement establishing a personal and professional responsibility to the operational hierarchy of the institution.

In the Board of Trustees meeting on January 15, 2020, the Luna Community College Campus Community presented information regarding the operation of each campus department to the Board of Trustees as an orientation to its people, organizational structure, and function². Prior to these presentations, a Board of Trustees member hosted an open forum with more than 100 people in attendance. One item addressed with the campus included Board involvement in day to day activities of campus staff. A frank discussion followed, with staff expressing concerns about Board involvement and Board members repeatedly emphasizing that there would be no day-to-day involvement in the activities of any staff other than the institution's president^{2, 3}.

A Good Faith Resolution was unanimously adopted by the Board of Trustees on April 14, 2020, identifying the intentions of the Board members to conduct themselves in a conscious and ethical manner. According to the Luna Community College Board of Trustees Good Faith Resolution, Item A.2, "No current member of the Board of Trustees

shall direct the activities of employees other than the President, nor shall the Board encroach on the day-to-day activities of the institution⁴”

The January 15th, 2020 Board of Trustees Work Session provided an open forum for the employees and stakeholders of Luna Community College to express their concerns with the Board of Trustees. Minutes from this meeting reflect a desire from the campus employees to be allowed to do their jobs without interference from Board of Trustee members. Part of an exchange between members of the audience and the Board of Trustees is provided below³:

Luna Community College Board of Trustees Member: How can the Board increase morale?

Director of Financial Aid: “Leave us alone. Let us do our jobs.” 23:41

Luna Community College Board of Trustees Member: “That I agree with.” 23:46

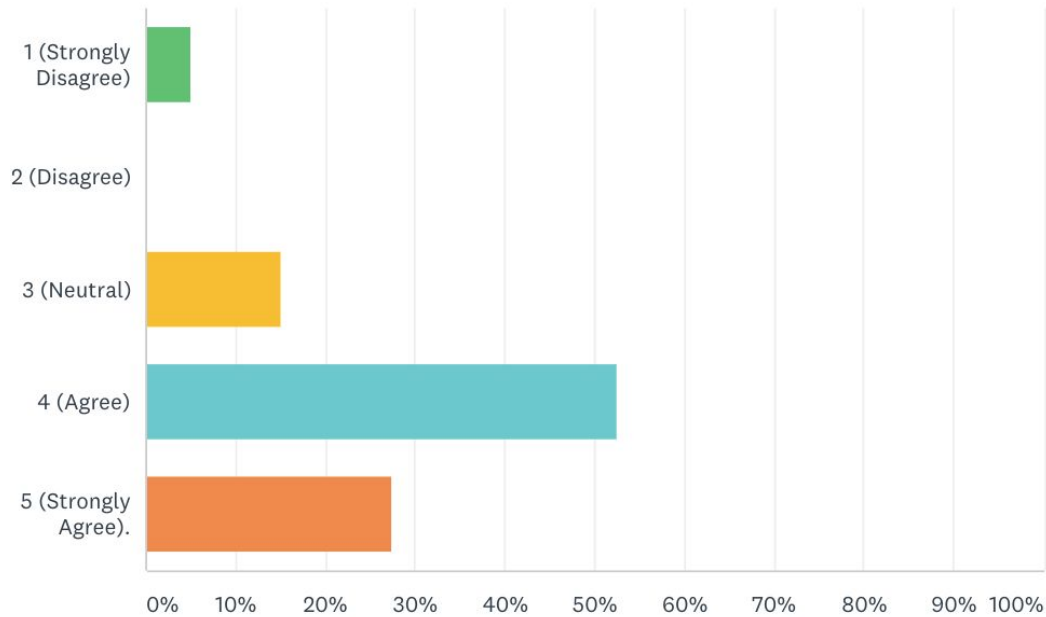
Director of Financial Aid: “It’s time for us to not be on eggshells. It’s not time for us to get that knot in our stomach that we’re going to lose our jobs because (unintelligible). Or that because we didn’t get something done that a Board Member asked us to do. It’s time to put an end not only my end but to probably other employees that every day could be our last day because we didn’t get something done that was asked by a Board of Trustee. 24:03-24:41

Luna Community College Board of Trustees Chair: “I think you’re going to see a brand new Board because I don’t see that any of us are going to be here knocking on doors

and (unclear) with directors to tell them what to do as was the practice in the past. We're not going to do that. We turned the page. We are committed to our goals, preservation and to improving Luna Community College and I'm speaking, I think, for all the Board members. 24:44-25:10

This clarity of campus expectations, with an emphasis on demanding non-intervention in day to day campus activities, at this early stage in the board's tenure established a clear delineation of organizational structure and decision-making responsibilities. As a result, campus expectations for, and attitudes toward, the Board of Trustees as a governing body began to immediately shift to a more positive working relationship.

This change in campus attitude was quantified through Item Four in the Campus Climate Survey . Item Four questioned, "I can perform my job at Luna Community College without interference from the Board of Trustees." The response rate yielded an overwhelming confidence in the distinctions between the responsibilities of the Board of Trustees and employees of Luna Community College⁶ .



Campus Climate Survey (Spring 2020) Figure 2.1. *Results of Q4: I can perform my job at LCC without interference from the Board of Trustees.*

Finally, in the interest of autonomy, the Board has created an Annual Appraisal of the President's Performance and Effectiveness⁸. In this appraisal, the Board sets expectations for the institution's President, and reviews presidential performance using the articulated Strategic Plan. This ensures the integrity of the Board of Trustees's decision making process regarding presidential effectiveness, and provides transparency of the review process to the institution, and the community.

2.C.-1.3. Institutional Implications

Comprehensive understanding of daily operational responsibilities will remain an ongoing discussion as the institution defines boundaries and safeguards their integrity. Continuous verification of understanding (of issues of chain of command as well as Board/Employee relationships and boundaries) will occur through onboarding training and annual in-service training of faculty and staff. These trainings are planned for implementation beginning in Fall 2020 and will serve as training for policies already present in the staff and faculty handbook^{6, 7} .

In the 2020-21 Campus Climate Survey, Item Four will be restated and reassessed to validate the 2019-20 Campus Climate Survey benchmark. This methodology will provide additional quantitative, as well as qualitative, data regarding measurement of this issue. Furthermore, the Board's establishment of annual quarterly training schedule aids to insure that members of the Board of Trustees maintain the high level of integrity that they have thus far established.

2.C.-1.4 Supporting Evidence

¹ [Board of Trustees Annual Ethics and Conflict of Interest Policy Acknowledgement Form](#)

² [Board of Trustees Meeting Minutes January 15, 2020 Work Session](#)

³ [Board of Trustees Meeting Livestream January 15, 2020 Work Session](#)

⁴ [Board of Trustees Good Faith Resolution](#)

⁵ [Campus Climate Survey Spring 2020](#)

⁶ [Luna Community College Employee Handbook](#)

⁷ [Luna Community College Faculty Handbook](#)

⁸ [Annual Appraisal of the President's Performance and Effectiveness](#)

Criterion 2: Core Component. 2.D.

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

2.D.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that faculty and staff expressed concerns about the lack of Board support for freedom of expression.

2.D.-1.2. Institutional Response

The Board of Trustees, through shared governance, has amended its policies to assure that the freedom of expression is not diminished in any way by members of the board. New Board of Trustees members sat for a training conducted by the Attorney General's office prior to their installation as new board members¹. This training included exposure to issues including the role of the Governing Board and all statutory and case law regarding the board duties. Among other board matters discussed was how to handle matters such as conflicts of interest, which are likely to occur at a smaller college in a largely rural area. The Open Meetings Act and the Inspection of Public Records Act were also discussed, as well as the penalties associated with violations of these acts.

Finally, how to close a public meeting and what matters could and should be discussed while in a closed or executive session were discussed. This training provided the Board of Trustees with the knowledge needed to conduct meetings in an open format, as well as how to disseminate information through the Open Meetings and Inspection of Public Records Act, ensuring the board members understand how to conduct meetings in an open and transparent manner.

As a public display of commitment to transparency and freedom of expression, a majority of the Board of Trustees and a group of administrators, directors, and staff attended a public forum meeting conducted by the Office of the New Mexico Attorney General office on the subject of the Open Meetings Act². A follow-up training on public records was also a part of this meeting. These trainings provide the board with a deeper understanding of the transparency needed to be an effective board and help ensure the board conducts meetings in an open, transparent manner that allows for audience members to freely express their opinions and concerns.

In an effort to publicly show their commitment to freedom of expression, the Board of Trustees passed the Luna Community College Board of Trustees Good Faith Resolution for the purpose of affirming their support for employee freedom of expression without fear of retaliation from individual board members or the Board as a unit³. The Resolution states in Item A, Article 3:

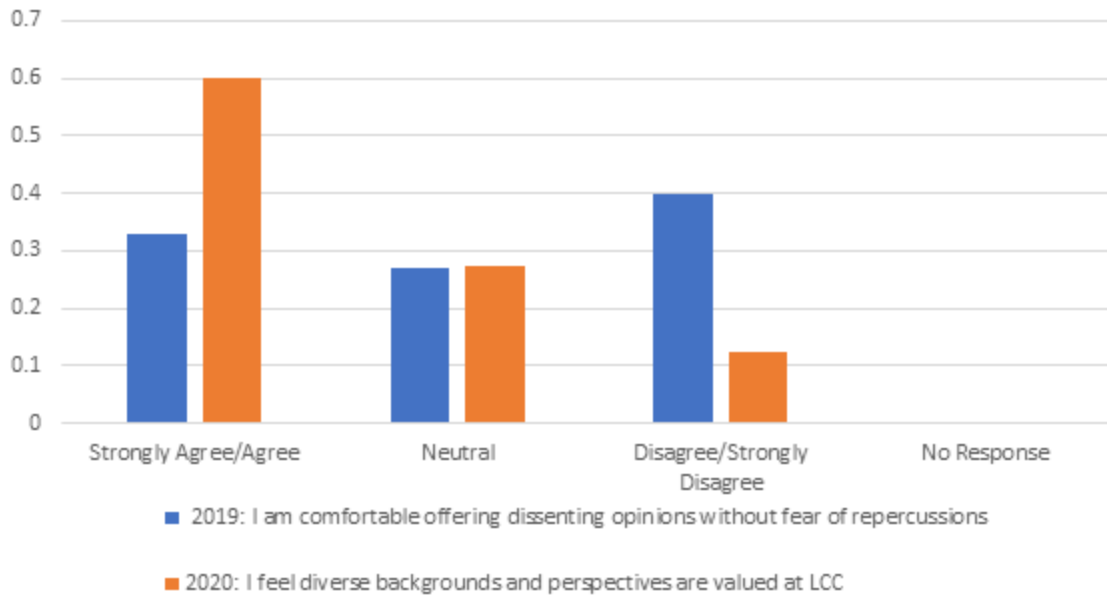
BE IT RESOLVED, that the Board of Trustees of Luna Community College will conduct itself in a dutiful manner that aligns itself with the fiduciary responsibilities of the Board as it relates to the welfare of Luna Community College.

A. Conducting itself in a dutiful manner means:

3. Employees of the college will be free to express themselves without restrictions and without fear of retaliation from individual board members or the Board as a unit;

Every Board of Trustees member signed the Good Faith Policy and will continue to sign the policy annually as a commitment to freedom of expression.

As a result of the actions undertaken by the Board of Trustees, the administration, faculty, and staff of the college, the Campus Climate Survey (Item 7) quantitatively measured a change in campus attitudes toward the past controlling actions of the former Board of Trustees, and employed individual's perception of diverse backgrounds and perspectives being valued at the college. Significantly positive response rates ($\geq 60\%$) demonstrated a 28% percent increase in the level of respondent agreement for the variables 'perspective/opinion value'⁴.



Campus Climate Survey (Spring 2020) Figure 3.3 *Comparison of the level of agreement, neutrality, and disagreement between results of the 2019 (blue) and 2020 (orange) surveys in response questions that address the variable ‘perspective/opinion value’.*

In addition, space in the institution’s official newspaper, The Luna Light, is provided for community stakeholders to express their opinions⁵. Most notably, a recent editorial article published in The Luna Light details freedom of expression in education. Luna Community College also includes an anonymous feedback and comment submission form on its public webpage to support freedom of expression and the collection of ongoing suggestions for continuous improvement from students, faculty, staff, and community members⁶. Promotional posters detailing the feedback and comment purpose and process are also located on institutional bulletin boards across campus⁷.

2.D.-1.3. Institutional Implications

The protection of individual faculty and staff rights to personally express ideas outside of the classroom or academic environment remains a focus of high importance. Ongoing efforts to support these ideas are maintained through the annual signature of the Good Faith Resolution, continued support of public comments in the Board of Trustees's regular meeting agendas, ongoing role training for the Board of Trustees members, and community monitoring of actions that could be viewed as retaliatory in nature toward stakeholders offering individual expression. These efforts are measured, annually, in the Campus Climate Survey. Luna Community College remains committed to freedom of expression, not only for employees, but for all stakeholders at the institution. The college continues to provide space in The Luna Light to elicit public input and designates space for editorial pieces. Lastly, the college continues to support the optional anonymous feedback process, and continues to promote the purpose and process of feedback to students, faculty, staff, and community members.

2.D.-1.4 Supporting Evidence

¹ [New Mexico Higher Education Department Board of Trustees Training January 7, 2020](#)

² [New Mexico Open Meetings Act and Inspection of Public Records Act Compliance Workshop](#)

³ [Board of Trustees Good Faith Resolution](#)

⁴ [Campus Climate Survey Spring 2020](#)

⁵ [Public Editorial](#)

⁶ [Luna Community College Feedback](#)

⁷ [Express Yourself Poster](#)

Criterion 5: Core Component 5.C.

The Institution engages in systematic and integrated planning.

5.C.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that, although the institution has a strategic plan, the plan fails to provide strategies the institution will utilize in achieving each of its strategic goals.

5.C.-1.2. Institutional Response

Luna Community College strategically assesses declining enrollments and evaluates program viability in terms of culture, accessibility, and efficiency. The college recognizes this challenge and plans to close the annual deficit between annual expenditure levels and anticipated revenue. To align the institution's Strategic Plan² with the budgeting process, the institution has crafted a process of integrated planning and comprehensive assessment of programs and operations of the college. A key component of the annual budgeting process is the use of the Strategic Planning Budgeting Tool⁷. This process requires each requesting department to link all requests to one or more of the nine strategic goals. The correlating component is the evaluation of the previous year's budget request and associated goals. As a result, decision

making in academic programs is aligned with the institution's budgeting process. Likewise, estimated expenditures on campus and location operations are guided by strategic planning guides and realistic budgeting constraints, with the budgeting/planning process taking place within a context of partnerships with regional industry, government, and K-12 educational partners.

The Fiscal Year 2020-21 budget was built using the strategic and integrated planning process, and became the basis for the evaluation and construction of the planned expenditures for Fiscal Year 2021-22. This was built at the department level. This systematic approach unites with strategic goals of the Board of Trustees, as the Fiscal Year 2021-22 budget represents the first time the College Board of Trustees held Strategic Budget presentations from every department over a two-day period¹. The Board of Trustees was provided with ample narrative of data for each component. Directors of both academic and non-academic departments provided introductions and briefly spoke about the goals and accomplishments of their various departments, having supported their goals using the current Strategic Plan. Institutional planning involved the Board of Trustees, and encompassed the currently approved Strategic Plan², the Long-Term Sustainability Plan³, the Facilities Master Plan⁴, The Technology 3 Year Plan⁵ and the Retention and Completion Master Plan⁶.

The financial policies of the Board of Trustees are central to a strategic, long-term approach to financial management. The institution's Board of Trustees has been tasked with adopting a series of financial policies that provide the guiding framework for the college's financial practices and desired financial outcomes. These

policies reflect recommended best practices. In keeping with best practice, such policies are reviewed by the Finance Department and the Board of Trustees on an ongoing basis.

Academic directors complete an Academic Self-Review at the conclusion of the spring semester⁸. These reviews involve assessment of department goals, budgeting, and student outcomes. These reviews are performed using multiple strategic tools, including the strategic budgeting tools, the strategic plan, data from College Scorecard, and input from community members through Community Action Boards^{9, 10, 11, 12}. These reviews are also used to determine program viability and catalog changes to ensure programs are viable and are developed and assessed using data driven methods. The results of these assessments can result in programs being suspended, modified or created^{13, 14, 15}. The Luna catalog houses programs and can be modified through addendums as these reviews are completed¹⁶.

The institution has also implemented an institutional calendar of assessment¹⁷. This resource assists with data collection and evaluation, informs and drives all decisions made at the Institution, and serves as a strategy for efficiently compiling data that drives the assessment of the Strategic Plan². Information on the calendar includes academic departments and processes, student services departments and processes, institutional programs, including program viability and workforce placement and institutional satellites and sites, including location viability and offerings. Financial and budgeting processes and facilities and resources, including ancillary operations, are also included. Finally, safety and security, including ancillary operations, are a part of

the calendar. By utilizing the assessment calendar, the Institution ensures all areas of its organization undergo consistent review on an annual basis.

Lastly, the institution is assertively seeking access to Perkins V grant funding through established strategic partnerships with invested stakeholders of the New Mexico Region C Career and Technical Education Consortium¹⁸. Luna Community College, in partnership with Las Vegas City Public Schools has applied for \$78,004 of Perkins V funding support¹⁹. Luna Community College is aligned with the Perkins V Act, and is prepared to offer quality Career and Technical Education courses into the future. The institution is delivering Career and Technical Education content, and will support future incremental Perkins V funding requests with performance data. These strategic alliances demonstrate a method that Luna Community College is currently using to achieve the Strategic Plans goals, and continuously improve overall performance.

5.C.-1.3. Institutional Implications

The institution will continue using data to effectively respond to an ever changing financial situation. Data gained from various tools will be used to assess program viability, to change policies, and to inform data-driven financial discussions and decisions. The Institutional Assessment Calendar establishes what assessments need to be completed, who conducts them, and when reporting and analysis is due. The institution is also realigning resources to establish and strengthen institutional research

and effectiveness in order to build a sustainable system of assessment and strategic planning.

Using this data, the institution continues to streamline its operating process by reducing underpopulated sections, measuring program viability, and ensuring its budgeting process aligns with the institution's Strategic Plan. Additionally, programs are continually measured to ensure resources are appropriately allocated to address high demand workforce needs. Moving beyond a probationary status, Luna Community College will continue to utilize opportunities provided through offering online education and program expansion to greatly enhance the financial support of the institution. By aggressively seeking strategic partnerships with Perkins V stakeholders, Luna Community College will establish funding opportunities that support future performance.

5.C.-1.4 Supporting Evidence

¹ [Board of Trustees Retreat Agenda March 9-10, 2020 Retreat](#)

² [Strategic Plan 2019-2021](#)

³ [Long Term Sustainability Plan](#)

⁴ [Facilities Master Plan](#)

⁵ [3-Year Strategic Internet and Technology Plan](#)

⁶ [Retention and Completion Master Plan](#)

⁷ [Strategic Plan Budgeting Tools](#)

⁸ [Annual Academic Self-Assessments](#)

- ⁹ [Community Action Board Minutes Business](#)
- ¹⁰ [Community Action Board Minutes Trades](#)
- ¹¹ [Community Action Board Minutes Education](#)
- ¹² [Community Action Board Minutes Nursing](#)
- ¹³ [Notification of Suspension Accounting and General Business Programs](#)
- ¹⁴ [Suspension of Media Arts and Film Technology Program](#)
- ¹⁵ [Suspension of Culinary Arts/Electrical Wiring Program](#)
- ¹⁶ [Luna Community College 2019-2021 Catalog](#)
- ¹⁷ [Annual Assessment Calendar](#)
- ¹⁸ [Luna Community College Perkins V Consortia Alignment](#)
- ¹⁹ [Luna Community College Perkins V Articulation](#)

Criterion 5: Core Component 5.D.

The Institution works systematically to improve its performance.

5.D.-1.1. Institutional History & Context

The site visit report received from the Higher Learning Commission indicated that performance evaluations and plans were in their infancy stages, so their efficacy could not be fully evaluated. The institution has had a lack of documenting the systematic processes utilized in evaluating and improving the institution's performance. While actions have been taken to improve performance, and data has been used to affect that change, there has not always been a structured, cohesive, and consistent methodology for using data to systematically improve institutional performance.

5.D.-1.2. Institutional Response

As a means of systematically improving performance, Luna Community College has undertaken a variety of processes that drive data-based decision making across the campus, including the evaluation of programs and processes. Evaluation of academic programs is now conducted through an annual department self-assessment¹, and all departments, both academic and non academic, budget using the long term sustainability plan². In addition, academic department departments utilize data from

College Scorecard, which is included in the self-assessments. These decisions have resulted in institutional improvements, including the reduction of redundant personnel^{3, 4, 5, 6, 7, 8}, the suspension of underperforming programs^{9, 10, 11}, the reduction in the number of class sections, and an increase in the section student population. The Institutional Assessment Calendar provides the campus with a communal reminder of essential and ongoing assessments, which are necessary for systematic improvements¹². Newly implemented Carnegie block course scheduling allows the institution to systematically improve course offering^{13, 14}, and therefore improves student program completion¹⁵.

To further assist receiving clean, accurate data, Luna Community College has begun using Concourse syllabus management to electronically manage all classroom syllabi¹⁶. To assure all faculty, including part time and adjunct, participate in in-service training, the Spring 2020 end of term in-service was conducted via Google Classroom. This approach ensured faculty participation, and allowed the institution to verify all instructor attendance via a required exit survey assessment. This survey instrument included a feedback section, and a quantified review of content, which permitted a quantitative assessment of process and content to be conducted. Several beneficial and informative discussions were also captured via the comments section of each content area¹⁷.

To ensure the institution continues to collect and analyze data to improve its performance, an Institutional Assessment Calendar has been implemented, assuring

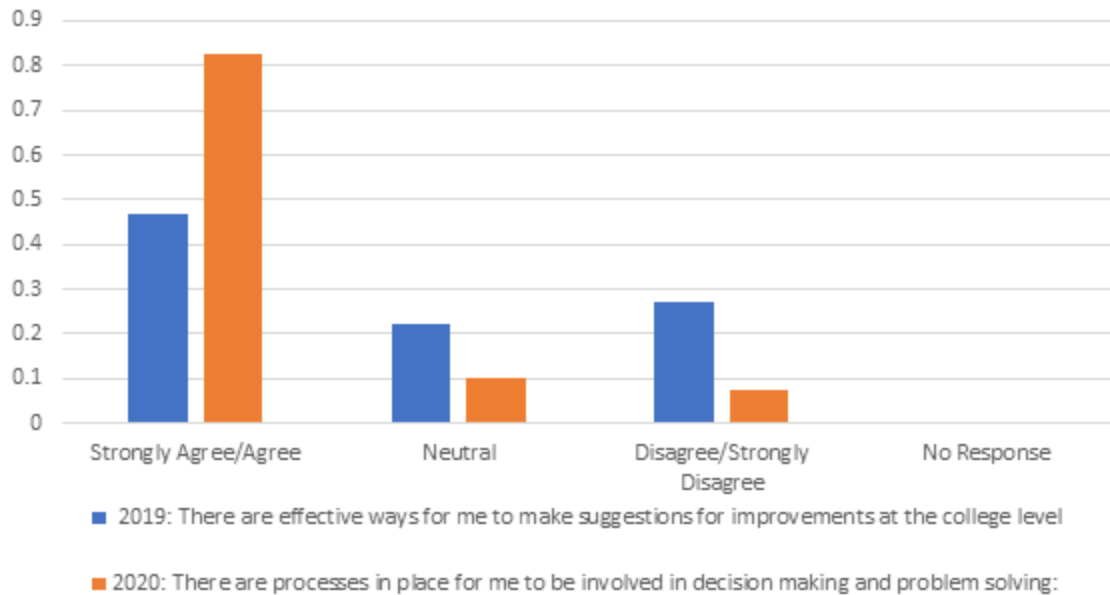
periodic assessments occur regularly throughout the calendar year. In addition, this calendar includes a listing of the purpose of assessments, responsible parties, processes, timeline, and archival of assessment information¹². This calendar assists with the collection of data and the analysis of collected data by setting deadlines for measurement, collection, and assessment of data used in various programs and departments. The Institutional Assessment Calendar defines the scope and nature of assessments across the college, including academic departments and processes; student services departments and processes; institutional programs, including program viability and workforce placement; institutional satellites and sites, including location viability and offerings; financial and budgeting processes, including ancillary operations; facilities and resources, including ancillary operations; and safety and security, including ancillary operations¹².

To measure student outcomes and work participation, the institution performs an annual Alumni Survey. The Alumni Survey is an assessment conducted by each department for the purpose of determining levels of program satisfaction and field employment¹⁸. This survey asks alumni if they have become employed and if they use the knowledge and skills obtained through earning a degree at Luna Community College. By examining how students use their degrees, the institution uses the data provided by this process to assist with the shaping of future student outcomes. By collecting and analyzing this data, the institution is able to identify potential issues with programs, such as measuring if the material being taught aligns with the demands of the workforce. For example, the School of Business used the Alumni Survey to

determine if students were entering the workforce after completing the General Business AA and/or the Accounting AAS programs of study¹⁸. These results partially informed the decision to suspend these programs, given that students who have completed these degrees do not seek employment in these areas of study^{3, 5, 11, 18}.

The institution created an annual Campus Climate Survey to measure, standardize, and assess the campus climate among employees at Luna Community College¹⁹. Relying on campus climate surveys utilized by other similar institutions, the Campus Climate Survey measures several variables, such as if employees feel they can perform their job without interference or if they feel they have a way to contribute to the decision making process. The survey serves as a tool for improving employee morale and satisfaction, and as a result, improving customer service for students, internal customers, and external stakeholders. Data collected by this survey is analyzed and published on the Luna Community College website. Insights from this survey can be used to improve morale and identify where employees feel there is a problem within the institution. Issues or concerns can be directly addressed by implementing new policies to help resolve the concerns. Comparisons to prior surveys, such as the analysis between the 2019 Campus Climate Survey and the 2020 Campus Climate Survey, is performed to measure the impacts of actions taken, such as changes in policy. For example, the 2019 Campus Climate Survey revealed that less than 50% of respondents felt they could make suggestions to improve the performance of the institution. As a result, in the Spring of 2020, Shared Governance was reorganized to increase the transparency of the decision making process. The 2020 Campus Climate

Survey was used to quantitatively measure the effectiveness of this reorganization. Results demonstrate that 80% of respondents agreed that they now have a voice in the decision making process¹⁹.



Campus Climate Survey (Spring 2020) Figure 3.5. *Comparison of the level of agreement, neutrality, and disagreement between results of the 2019 (blue) and 2020 (orange) surveys in response questions that address the variable ‘decision making’ or ‘shared governance’.*

Luna Community College engages in a data-driven method focused on course evaluation using a series of course evaluation tools. The end-of semester process of evaluating student achievement of course learning outcomes involves faculty evaluation of state-established learning outcomes, and the faculty member’s use of learning activities and assessments to demonstrate student learning levels of those outcomes^{20, 21}. In this evaluation, faculty are able to efficiently portray the learning

process in a compressed model which displays student achievement by outcome, by activity, and by assessment. The grade distribution for all outcomes is provided as a means for presenting student success with, or failure in, mastering each outcome. This tool is essential for the improvement of learning activities/assessment methodology based on student performance. Each Course Learning Outcome Form is completed with an accompanying Continuous Quality Improvement Assessment Form, detailing actions that will be taken to ensure the continued improvement of student learning of the listed outcomes^{20, 21}. This data then feeds into each department's Annual Academic Self-Assessments.

After the completion of the spring term, each department director compiles an Annual Academic Self-Assessment Report which covers all academic programs within each department¹. This report covers activities from the previous fall term, through the recently-concluded spring term (not inclusive of summer terms). Common data sets are provided by the IT department's database specialist, with directors providing a narrative analysis of the department/program performance during the academic year. The focus of the narrative allows directors to assess the annual financial audit and the process of findings/status update/follow up audits and how this process is seen as a means of systematic improvement in fiscal performance.

5.D.-1.3. Institutional Implications

As the institution moves into the future, decisions that impact operations and stakeholders are continually made. Surveys, such as the Alumni and Campus Climate Survey, provide direct feedback from stakeholders. Program reviews and course outcomes continually provide data on the effectiveness of instructors and the viability and success, or failures, of programs. The creation and implementation of an Institutional Assessment Calendar provides a framework for assessment and review of data by highlighting when the measurement, collection, and review of data needs to be completed, as well as by detailing what assessment needs to be done, by who, and for what reason. With the use of a systematic and strategic approach to decision making, these systems and strategies will impact the performance of the institution, whether academic, financial, or operational.

5.D.-1.4 Supporting Evidence

¹ [Annual Academic Self-Assessments](#)

² [Long Term Sustainability Plan](#)

³ [Accounting Faculty Open Position](#)

⁴ [Media Arts Faculty Open Position](#)

⁵ [General Business Faculty Open Position](#)

⁶ [History Faculty Open Position](#)

- [7 Scheduling and Catalog Specialist Open Position](#)
- [8 Diversity and Workforce Development Director Position](#)
- [9 Suspension of Media Arts and Film Technology Program](#)
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- [11 Notification of Suspension Accounting and General Business Programs](#)
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[3 Year Strategic Internet and Technology Plan](#)

[5 Year Comprehensive Course Fee Projections](#)

[Academic Leadership Meeting Minutes April 17th, 2020 Regular Meeting](#)

[Accounting Faculty Open Position](#)

[Annual Academic Self-Assessments](#)

[Annual Appraisal of the President's Performance and Effectiveness](#)

[Annual Assessment Calendar](#)

[Archived Board of Trustees Meeting Live Stream June 23, 2020](#)

[Block Schedule Instructions](#)

[Board of Trustees Annual Ethics and Conflict of Interest Policy Acknowledgement Form](#)

[Board of Trustees Annual Training Schedule](#)

[Board of Trustees Biographies](#)

[Board of Trustees Good Faith Resolution](#)

[Board of Trustees Meeting Livestream January 15, 2020 Work Session](#)

[Board of Trustees Meeting Minutes April 14th, 2020 Special Meeting](#)

[Board of Trustees Meeting Minutes January 15, 2020 Work Session](#)

[Board of Trustees Meeting Minutes May 14, 2019 Regular Meeting](#)

[Board of Trustees Policy 1520 Shared Governance Policy](#)

[Board of Trustees Policy 1600 Orientation and Training](#)

[Board of Trustees Retreat Agenda March 9-10, 2020 Retreat](#)

[Campus Climate Survey Spring 2020](#)

[Carnegie Block Schedule](#)

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