2022-2023
Fact Book
(July 18, 2023)

Table of Contents

Overview of Publication

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

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

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

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

College President: Edward Martinez, Ph.D.

Vice President of Instruction: Dr. Dani Day

Chief Financial Officer: Vacant

Board of Trustees Chair: Dr. Gilbert Sena

Location of Main Campus: Las Vegas, NM

LCC Office of Admissions Phone Number: 1-800-588-7232 Option 2

College Accreditation: Higher Learning Commission

About Luna Community College

Luna Community College (LCC) is the only community college in northeastern New Mexico. LCC is located on the lower slopes of the Sangre de Cristo Mountain Range overlooking the city of Las Vegas, New Mexico. LCC offers courses and programs in person and via distance learning at all instructional centers, including Las Vegas, Santa Rosa, Springer and Mora. All locations are administered and governed by LCC and its Board of Trustees who are elected from the service area. Programs may be offered in any community of the service area where a need is demonstrated. The Vision, Mission, Guiding Principles, and Strategic Goals outlined in the 2022-2027 Strategic Plan apply to LCC as a whole.

Strategic Plan

2022 – 2027
STRATEGIC PLAN
ABOUT LUNA COMMUNITY COLLEGE
Luna Community College (LCC) is the only community college in northeastern New Mexico.
LCC is located on the lower slopes of the Sangre de Cristo Mountain Range overlooking the
city of Las Vegas, New Mexico. LCC offers courses and programs in person and via
distance learning at all instructional centers, including Las Vegas, Santa Rosa, Springer and

Mora. All locations are administered and governed by LCC and its Board of Trustees who are elected from the service area. Programs may be offered in any community of the service area where a need is demonstrated. The Vision, Mission, Guiding Principles, and Strategic Goals outlined in the 2022-2027 Strategic Plan apply to LCC as a whole.

Vision

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

Mission

Luna Community College is dedicated to providing accessible, innovative, and integrated learning experiences that prepare students to compete at the forefront of their chosen fields and to lead in their community.

Motto

Creating opportunities for you!

Guiding Principles

Demonstrate Integrity, Excellence, and Resilience
Demonstrate Collaboration, Empathy, and Community
Demonstrate Innovation and Creativity
Demonstrate Diversity, Equity, and Inclusion

Strategic Goals

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

Objectives
  A. Prepare students for completion and transfer.
  B. Prepare students for success in their chosen fields and to meet workforce demands.
  C. Instill lifelong learning skills that foster creativity, collaboration, communication, and critical thinking.

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

Objectives
  A. Expand and deliver quality instruction using current technology.
  B. Facilitate and implement technology-use best practices, emphasizing effectiveness and efficiency.
  C. Develop and implement a professional development technology-use plan for faculty and staff.
  D. Provide student support using current technology.

2. Promote institutional financial growth to support students.

Objectives
  A. Identify and diversify prospective revenue streams available to LCC.
  B. Partner with the LCC Foundation to increase revenue.
  C. Practice effective and efficient use of revenue within current LCC operation.
  D. Increase institutional grant applications.

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

Objectives
  A. Align data collection and management systems.
  B. Provide data analytics training.
  C. Implement data assessment to meet discipline and program-specific requirements.
  D. D. Improve data management for General Education assessment.

3. Increase student enrollment.

Objectives
4. Develop and implement a strategic enrollment management plan focused on recruiting, retaining, and completing students.
    A. Develop and implement a marketing plan that targets all demographics.
    B. Develop and implement innovative and diverse programs.
    C. Recruit and Retain qualified employees using innovative strategies
    D. Develop and implement outreach activities.
    E. Develop, implement, and evaluate co-curricular and extracurricular activities.
4. Cultivate and strengthen public and private partnerships to support students.
Objectives
    A. Support and encourage employee and student engagement in local, regional, state, and national public and professional organizations, which will benefit LCC.
    B. Use/create stakeholder advisory boards.
    C. Develop and fund student internship/work experiences with public and private partners that strengthen academic and workforce program outcomes.

Areas of Study

Areas of For-Credit Study

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

Associate of Science
- General Science
- Pre-Engineering
- Mathematics

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

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

Areas of Non-Credit Study
- Commercial Driver's License (CDL)
- Real Estate
- Wildfire Resiliency Training

Fall Enrollment Totals

Five Year Trend

TOTAL FALL ENROLLMENTS

1093 — Fall 2018
1043 — Fall 2019
720 — Fall 2020
821 — Fall 2021
774 — Fall 2022
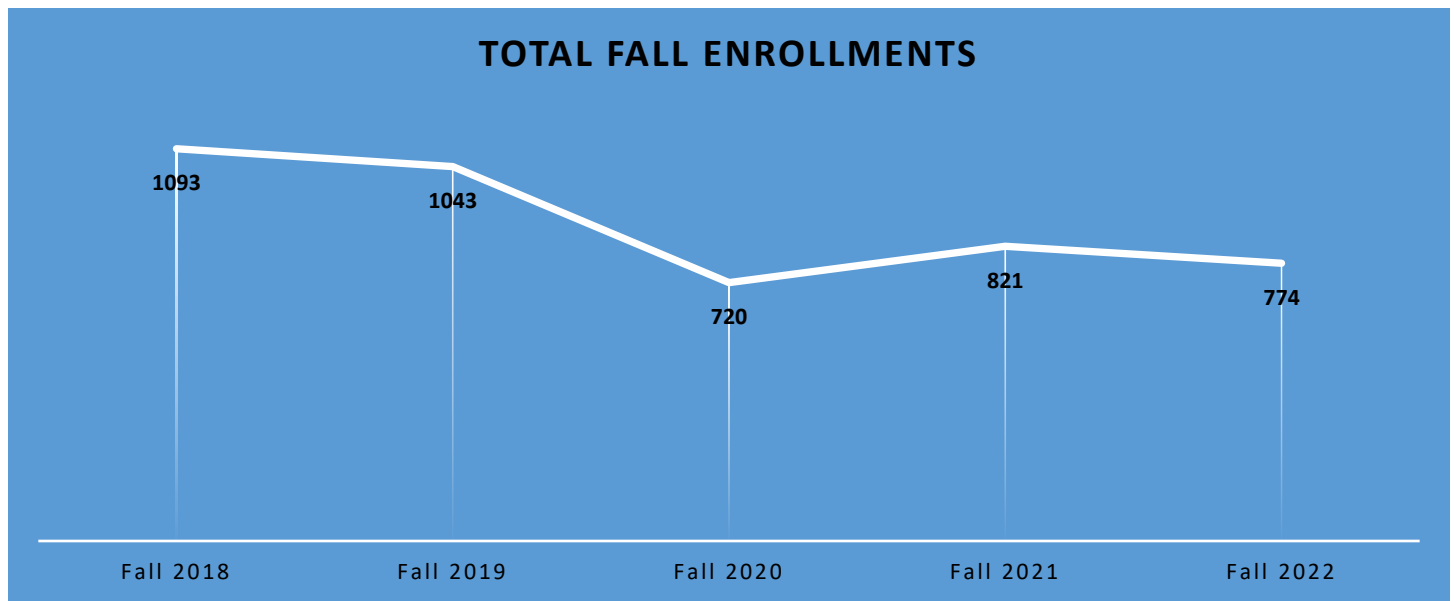
Data Source: IPEDS

Degree Seeking vs. Non-Degree

Fall Semester Enrollment

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Non-Degree	505	494	277	353	344
Degree Seeking	588	549	443	468	430

Data Source: IPEDS

Enrollment by Credit Hour (Fall 2022)

Data Source: (Live Data)

Academic Year Totals

Head Count

	2017-18	2018-19	2019-20	2020-21	2021-22
HC	1771	1591	1466	1128	1121

Data Source: IPEDS

Student Credit Hours

	2017-18	2018-19	2019-20	2020-21	2021-22
SCH	18921	16953	15902	13708	13883

Data Source: IPEDS

Full Time Equivalent

	2017-18	2018-19	2019-20	2020-21	2021-22
FTE	631	565	530	457	463
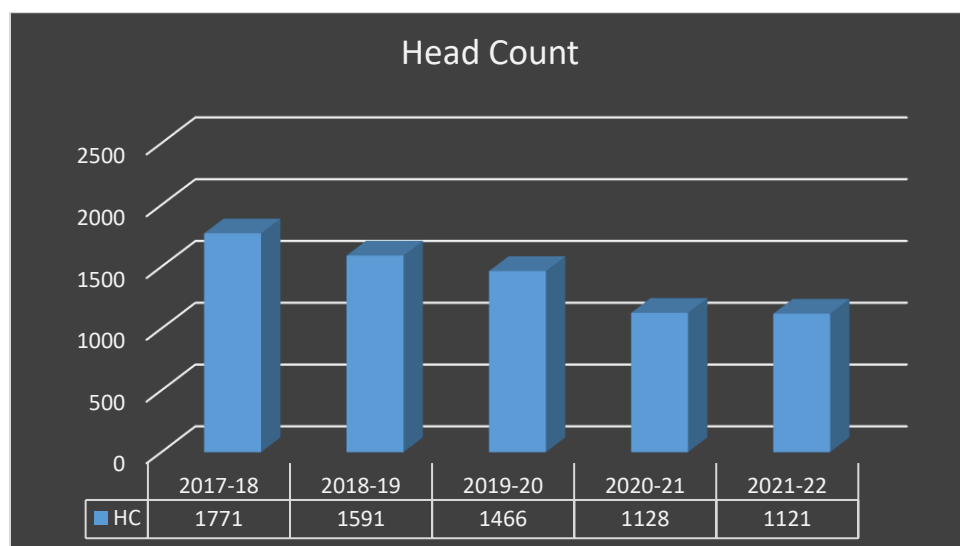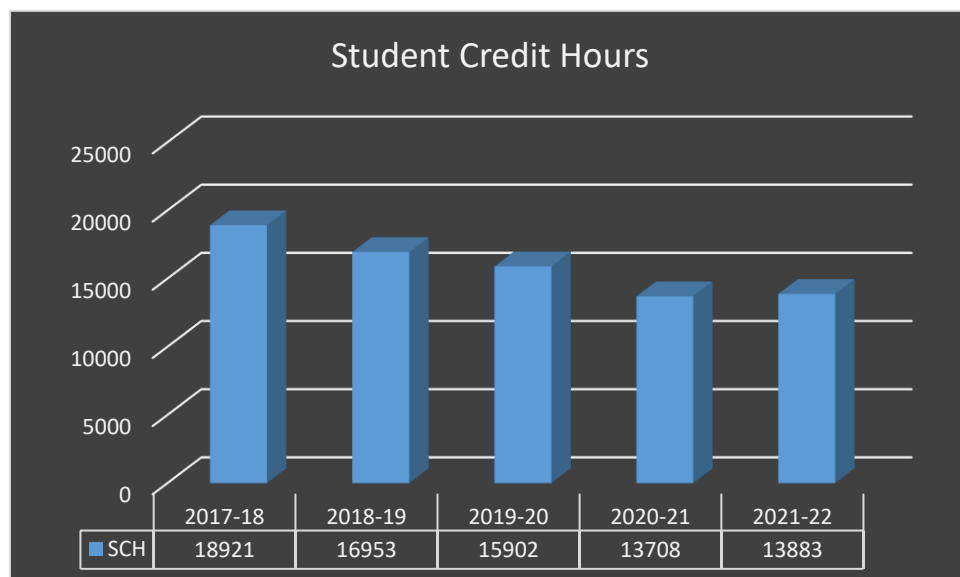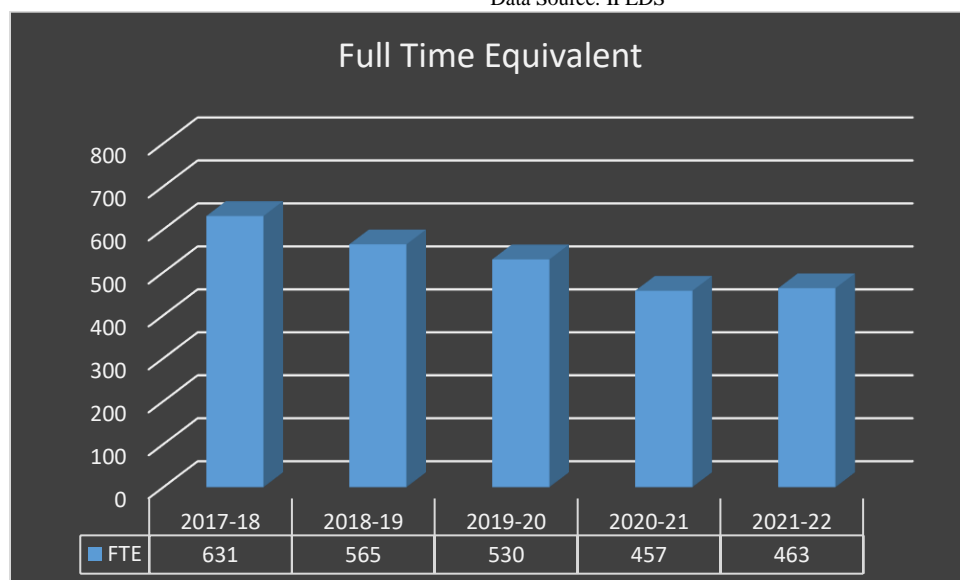
Data Source: IPEDS

End-of-Term Enrollment

Four Year Enrollment Trend
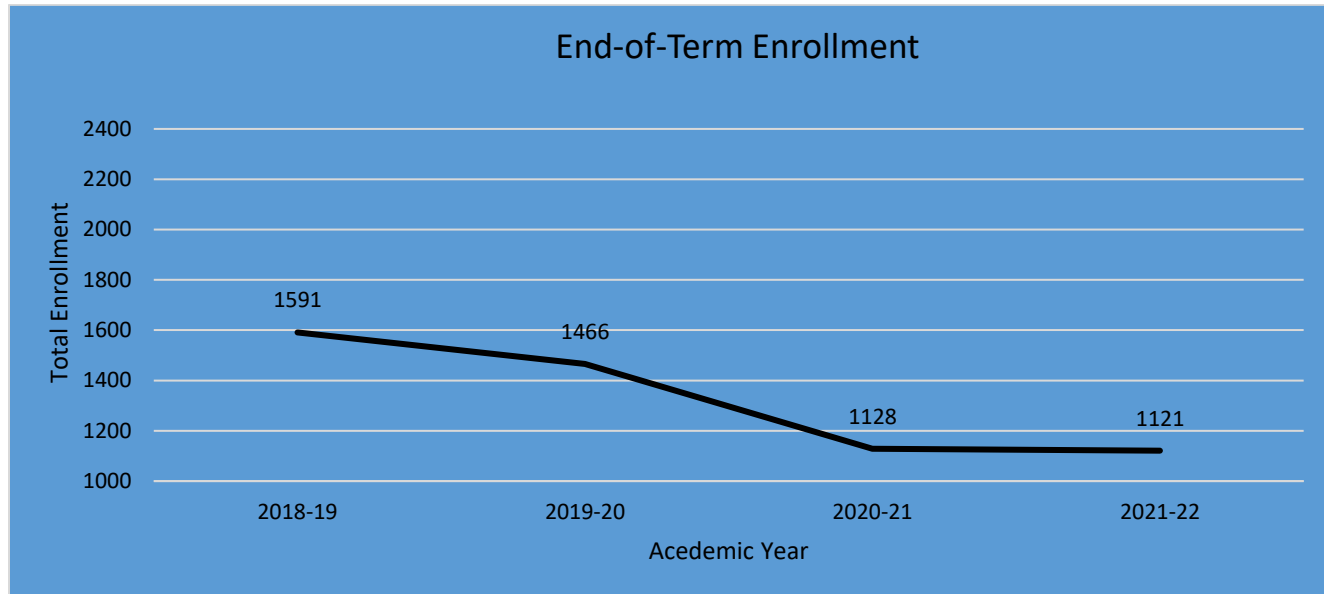
Data Source: IPEDS

Total Enrollment by Gender & Ethnicity

Office of Institutional Research & Reporting End-of-Term Total Enrollment By Gender and Ethnicity											
Academic Year	**2018-19**			**2019-20**			**2020-21**			**2021-22**		
Ethnicity	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Nonresident Alien	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic./Latino	538	711	1249	497	685	1182	335	576	911	334	571	905
American Indian/Alaska Nat	9	9	18	10	6	16	11	9	20	7	14	21
Asian	5	4	9	3	5	8	4	5	9	4	4	8
Black or African American	15	7	22	18	4	22	6	13	19	9	18	27
Native Hawaiian/Pacific Isla	0	2	2	0	3	3	2	2	4	2	1	3
White	129	117	246	103	116	219	71	83	154	68	73	141
Two or more races	3	1	4	3	2	5	2	2	4	0	2	2
Race Unknown	16	25	41	6	5	11	2	5	7	4	10	14
Total Enrollment	**715**	**876**	**1591**	**640**	**826**	**1466**	**433**	**695**	**1128**	**428**	**693**	**1121**

Data Source: IPEDS

First-Time, Full-Time Freshmen

Five Year Enrollment

FTFT FRESHMEN - 5-YEAR TREND

FTFT COHORT	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
FTFT COHORT	108	113	106	120	87

FALL SEMESTER
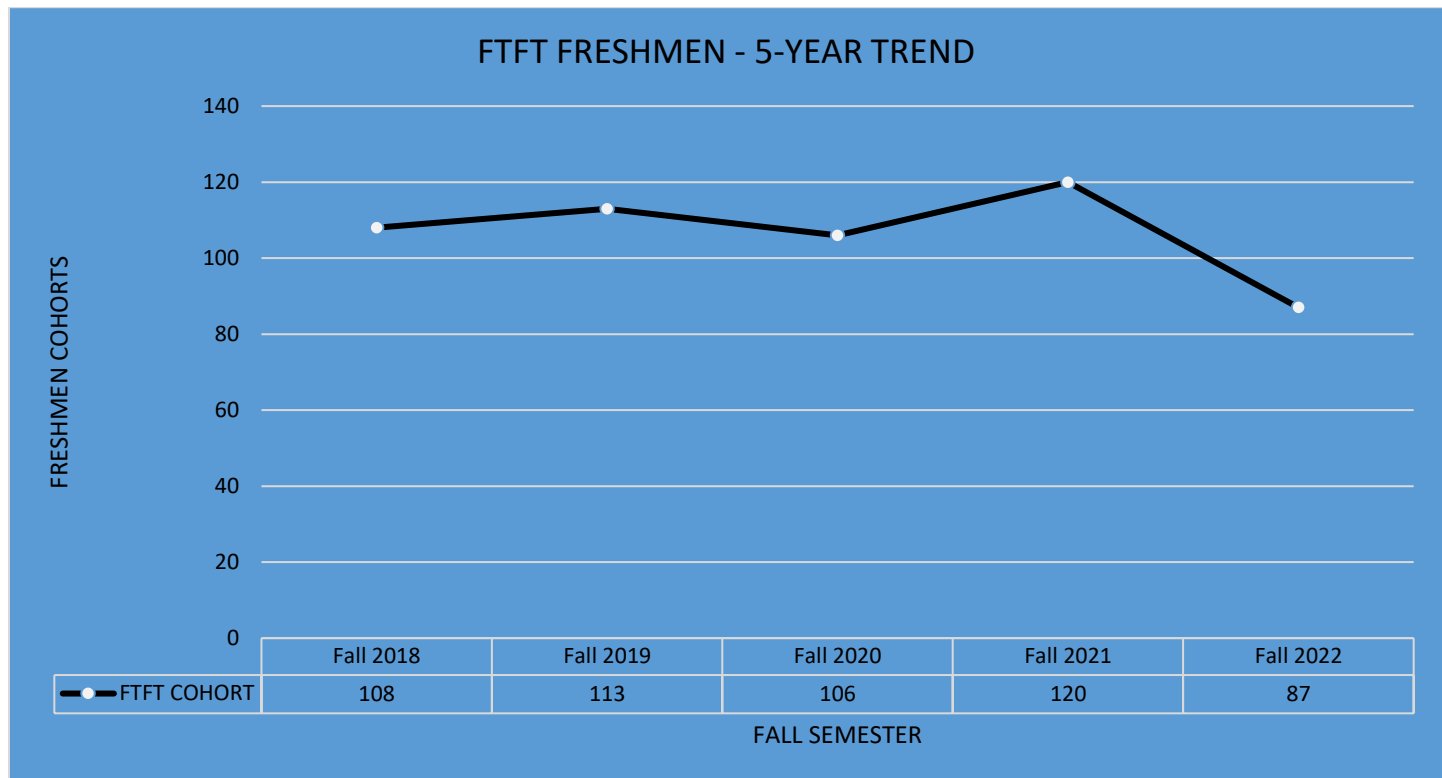
Data Source: Census Data

Retention Rates

Office of Institutional Research and Reporting
Percent of Full-Time, First-Time Freshmen Retention Rates

Cohort	Year 1			Year 2				Year 3				Year 4			
	1st Term	2nd Term		3rd Term		4th Term		5th Term		6th Term		7th Term		8th Term	
	Freshmen Cohort	Fall - Spring	Rate	Fall-Fall	Rate	Fall - Spring	Rate	Fall-Fall	Rate	Fall-Spring	Rate	Fall-Fall	Rate	Fall-Spring	Rate
Fall 2017	104	72	69.2%	43	41.3%	38	36.5%	26	25.0%	20	19.2%	10	9.6%	8	7.7%
Fall 2018	108	84	77.8%	58	53.7%	44	40.7%	19	17.6%	18	16.7%	18	16.7%	9	8.3%
Fall 2019	113	79	69.9%	46	40.7%	43	38.1%	15	13.3%	18	15.9%	12	10.6%	5	4.4%
Fall 2020	105	85	81.0%	68	64.8%	58	55.2%	24	22.9%	16	15.2%		0.0%		0.0%
Fall 2021	120	90	75.0%	65	54.2%	56	46.7%		0.0%		0.0%		0.0%		0.0%
Fall 2022	87	69	79.3%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
* Coding Change: To improve the data collection for our First-Time Freshemn cohorts, the Office of Institutional Research & Reporting will implement a new student type code starting with the Fall 2014 semester.															

Data Source: Census Data

In-State vs. Out-of-State

<table>
<tr><th colspan="13">First-Time, Full-Time Freshmen
In-State vs. Out-of-State Retention & Graduation</th></tr>
<tr><td>Fall Cohort</td><td colspan="3">2017</td><td colspan="3">2018</td><td colspan="3">2019</td><td colspan="3">2020</td></tr>
<tr><td>Residency Status</td><td>In State</td><td>Out of State</td><td>Total</td><td>In State</td><td>Out of State</td><td>Total</td><td>In State</td><td>Out of State</td><td>Total</td><td>In State</td><td>Out of State</td><td>Total</td></tr>
<tr><td>Cohort Size</td><td>93</td><td>11</td><td>104</td><td>91</td><td>17</td><td>108</td><td>97</td><td>16</td><td>113</td><td>85</td><td>20</td><td>105</td></tr>
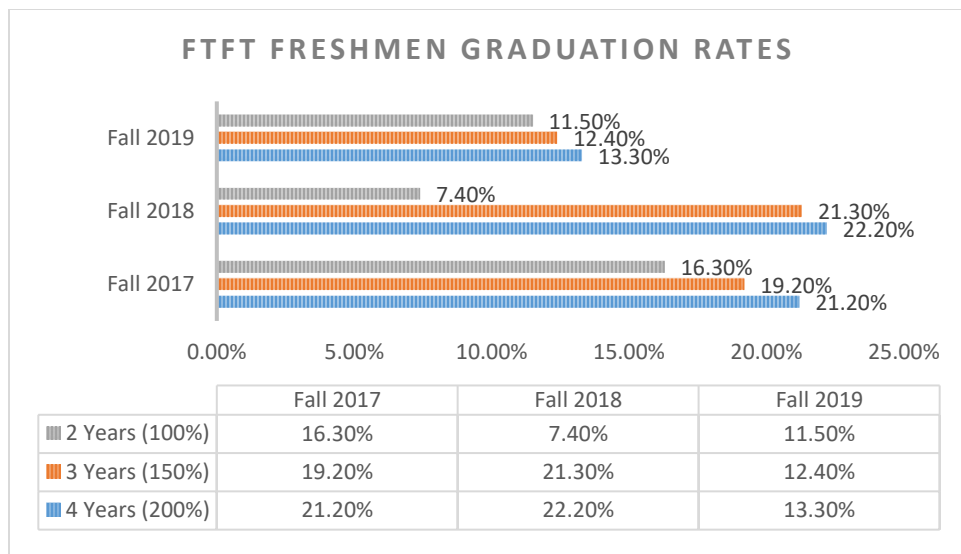<tr><td>Retained Fall-to-Spring</td><td>65</td><td>7</td><td>72</td><td>72</td><td>12</td><td>84</td><td>65</td><td>14</td><td>79</td><td>68</td><td>17</td><td>85</td></tr>
<tr><td>Retention Rate</td><td>69.9%</td><td>63.6%</td><td>69.2%</td><td>79.1%</td><td>70.6%</td><td>77.8%</td><td>67.0%</td><td>87.5%</td><td>69.9%</td><td>80.0%</td><td>85.0%</td><td>81.0%</td></tr>
<tr><td>Retained Fall-to-Fall</td><td>43</td><td>2</td><td>45</td><td>53</td><td>5</td><td>58</td><td>43</td><td>3</td><td>46</td><td>58</td><td>10</td><td>68</td></tr>
<tr><td>Retention Rate</td><td>46.2%</td><td>18.2%</td><td>43.3%</td><td>58.2%</td><td>29.4%</td><td>53.7%</td><td>44.3%</td><td>18.8%</td><td>40.7%</td><td>68.2%</td><td>50.0%</td><td>64.8%</td></tr>
<tr><td>2-Yr Graduation Rate</td><td>16</td><td>1</td><td>17</td><td>15</td><td>1</td><td>16</td><td>22</td><td>0</td><td>22</td><td>31</td><td>4</td><td>35</td></tr>
<tr><td>Graduation Rate 100%</td><td>17.2%</td><td>9.1%</td><td>16.3%</td><td>16.5%</td><td>5.9%</td><td>14.8%</td><td>22.7%</td><td>0.0%</td><td>19.5%</td><td>36.5%</td><td>20.0%</td><td>33.3%</td></tr>
<tr><td>3-Yr Graduaiton Rate</td><td>12</td><td>0</td><td>12</td><td>23</td><td>0</td><td>23</td><td>1</td><td>0</td><td>1</td><td></td><td></td><td>0</td></tr>
<tr><td>Graduation Rate 150%</td><td>12.9%</td><td>0.0%</td><td>11.5%</td><td>25.3%</td><td>0.0%</td><td>21.3%</td><td>1.0%</td><td>0.0%</td><td>0.9%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr>
<tr><td colspan="13">Note: Degrees/Certificates are unduplicated counts.</td></tr>
</table>

Data Source: Census Data

Graduation Rates

FTFT FRESHMEN GRADUATION RATES

	Fall 2017	Fall 2018	Fall 2019
2 Years (100%)	16.30%	7.40%	11.50%
3 Years (150%)	19.20%	21.30%	12.40%
4 Years (200%)	21.20%	22.20%	13.30%

Data Source: Census Data

<table>
<tr><th colspan="9">Office of Institutional Research and Reporting
Percent of Full-Time, First-Time Freshmen Graduaiton Rates</th></tr>
<tr><td></td><td></td><td>Freshmen Cohort</td><td colspan="2">2 Years (100%)</td><td colspan="2">3 Years (150%)</td><td colspan="2">4 Years (200%)</td></tr>
<tr><td>AY</td><td>COHORT</td><td></td><td>Total</td><td>%</td><td>Total</td><td>%</td><td>Total</td><td>%</td></tr>
<tr><td>2017-18</td><td>Fall 2016</td><td>116</td><td>16</td><td>13.8%</td><td>23</td><td>19.8%</td><td>34</td><td>29.3%</td></tr>
<tr><td>2018-19</td><td>Fall 2017</td><td>104</td><td>17</td><td>16.3%</td><td>20</td><td>19.2%</td><td>22</td><td>21.2%</td></tr>
<tr><td>2019-20</td><td>Fall 2018</td><td>108</td><td>8</td><td>7.4%</td><td>23</td><td>21.3%</td><td>24</td><td>22.2%</td></tr>
<tr><td>2020-21</td><td>Fall 2019</td><td>113</td><td>13</td><td>11.5%</td><td>14</td><td>12.4%</td><td>15</td><td>13.3%</td></tr>
<tr><td>2021-22</td><td>Fall 2020</td><td>105</td><td>15</td><td>14.3%</td><td></td><td>0.0%</td><td></td><td>0.0%</td></tr>
<tr><td colspan="9">*Coding Change: To improve the data collection for our First-Time Freshmen cohorts, the Office of Instituional Research and Reporting will and Reporting will implement a new student type code starting with the Fall 2014 semester. Rates are reported as fall, spring, & summer.</td></tr>
</table>

Data Source: Census Data

Top Ten High Schools Fall-to-Fall Comparison

	Fall 2019 High School Name	Count
1	Robertson High School	57
2	West Las Vegas High School	36
3	Mora High School	25
4	Springer High School	14
5	Maxwell High School	12
6	Santa Rosa High School	11
7	Home School New Mexico	7
8	Pecos High School	4
9	Wagon Mound High School	1
10		

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

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

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

Data Source: Live Data

Enrollment by State and School District – Fall 2022

Enrollment By State	
State	Count
AK	1
AZ	4
CO	2
FL	1
GA	1
HI	2
MO	1
NH	1
NJ	2
NM	727
NV	1
NY	2
OH	1
PA	2
SC	1
SD	1
TX	23
WY	1
Total	774

Enrollment By School District	
District	Count
East Las Vegas	234
West Las Vegas	223
Out of District	122
Mora	68
Santa Rosa	44
Springer	22
Out of State	44
Maxwell	12
Wagon Mound	5
Total	774

Data Source: Live Data

Developmental Education

Fall 2022					
Course	Course Hours	Student Enrollment	Student Credit Hours	Grade S	U
ENG078	3	0	0	0	0
ENG098	3	0	0	0	0
MATH075	4	16	64	9	7
MATH095	4	14	56	11	3
Total		30	120	20	10
Fall 2021					
Course	Course Hours	Student Enrollment	Student Credit Hours	Grade S	U
ENG078	3	0	0	0	0
ENG098	3	0	0	0	0
MATH075	4	19	76	15	4
MATH095	4	23	92	20	3
Total		42	168	35	7

Data Source: Course Schedule

Fall Enrollment by Major

Fall 2021 vs. Fall 2022

Fall 2021 Majors — Degree Seeking: 466, Non-Degree: 355

Fall 2022 Majors — Degree Seeking: 489, Non-Degree: 285
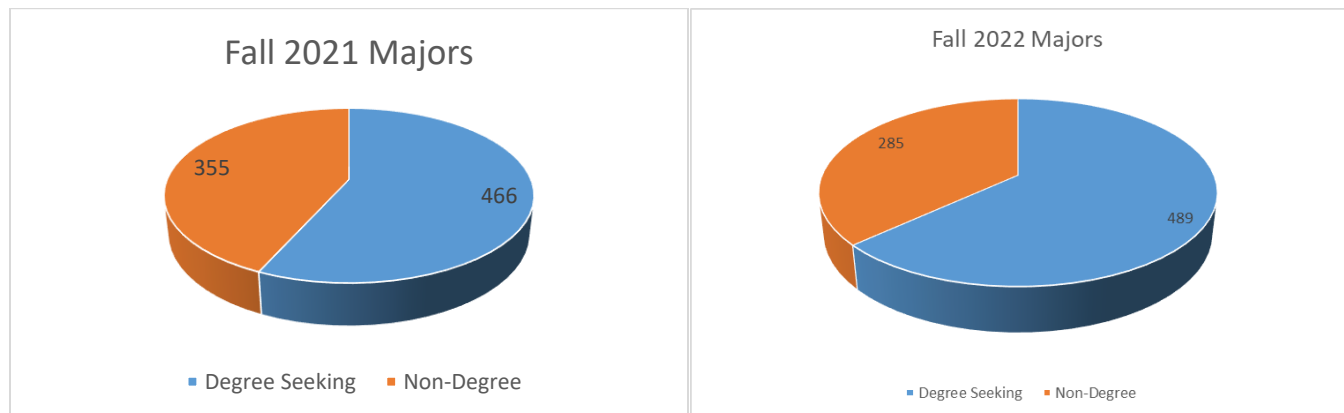
Top Ten Majors Fall-to-Fall Comparison

	Major	Fall 2021		Major	Fall 2022
1	Allied Health Cert.	79	1	Allied Health AAS	74
2	Allied Health AAS	63	2	Allied Health Cert.	70
3	Business Administration	46	3	Business Administration	43
4	Nursing RN	45	4	Nursing RN	43
5	Liberal Arts	30	5	Liberal Arts	33
6	Criminal Justice	27	6	Criminal Justice	27
7	General Science	26	7	Cosmetology	23
8	Cosmetology	22	8	Computer Science	21
9	ECME Birth-G3	19	9	Pre-Engineering	18
10	Computer Science	16	10	Welding	17

Data Source: Census Data

Total Fall Enrollments by Major

Major	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Accounting	7	1	0	2
Allied Health AAS	60	68	63	74
Allied Health Cert.	77	68	79	70
Auto Cllsn Repair Tech	6	2	4	4
Automotive Mech Tech	1	0	0	0
Automotive Technolgy	19	8	14	11
Babering	23	6	5	10
Building Technology	1	1	1	0
Business Administration	51	50	46	43
Business Management	0	0	5	5
CJ-Law Enforcement Conct	4	4	2	2
Computer Application Sp	1	2	0	3
Computer Science	17	16	16	21
Cosmetology	18	17	22	23
Crimnal Justice	40	43	27	27
Culinary Arts	12	1	0	0
Dental Assistant	11	8	7	3
Drafting	2	0	0	1
Early Childhood Develop.	4	4	2	1
Early Childhood Education	1	1	1	1
Early Childhood Multicu	2	1	1	1
ECME Birth-G3	12	14	19	14
ECME FIT	0	0	1	1
Elctr Engn Tech/Man Te	1	0	0	0
Electrical Wiring	3	0	0	0
Electronics	1	0	1	0
Emergency Medical Tech	1	0	0	0
Fire Science	2	1	0	1
Furniture/Cabinet Making	2	0	0	0
General Business	2	2	1	2
General Education	3	0	2	5
General Science	34	20	26	13
General Studies	36	4	2	13
Liberal Arts	24	22	30	33
Mathematics	1	5	4	5
Media Art and Film Tech	12	5	0	2
No 1st Major Declared	437	278	355	285
Nursing RN	39	43	45	43
Physical Therapist Assist	1	0	0	0
Practical Nursing	5	1	0	0
Pre-Engineering	9	5	8	18
Small Business Mgt	0	0	0	0
Sports Performance	0	0	0	1
Teacher Education	4	7	10	14
Video Game Design/Dvlpmn	0	0	0	0
Voc/Tech Studies - AAS	12	6	4	5
Vocational/Tech Studies	1	0	0	0
Welding Techology	18	6	18	17
Total	1017	720	821	774

Degrees/Certificates Conferred

Five Year Trend

Five Year Totals

	Five Year Totals
2017-18	155
2018-19	141
2019-20	83
2020-21	159
2021-22	151

Associate vs. Certificate

BY ACADEMIC YEAR	2017-18	2018-19	2019-20	2020-21	2021-22
Certificate	70	67	34	76	73
Associate	85	74	49	83	78
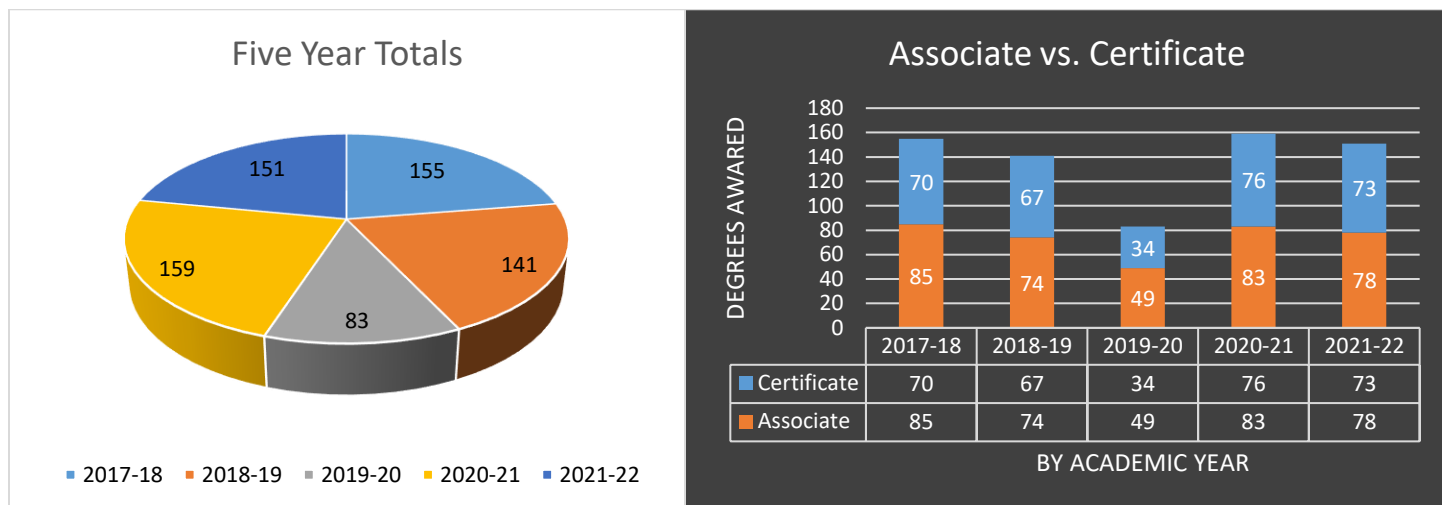
Data Source: July 1st – June 30th

Five Year Totals by Academic Program

Degrees Conferred By Academic Year

ACADEMIC YEAR	2017-18	2018-19	2019-20	2020-21	2021-22
Business	10	9	7	8	5
Education	3	8	4	15	13
Health Occupations	61	53	31	60	59
Humanitites	26	33	15	50	40
STEM	23	18	13	7	17
Trades Department	32	20	13	19	17
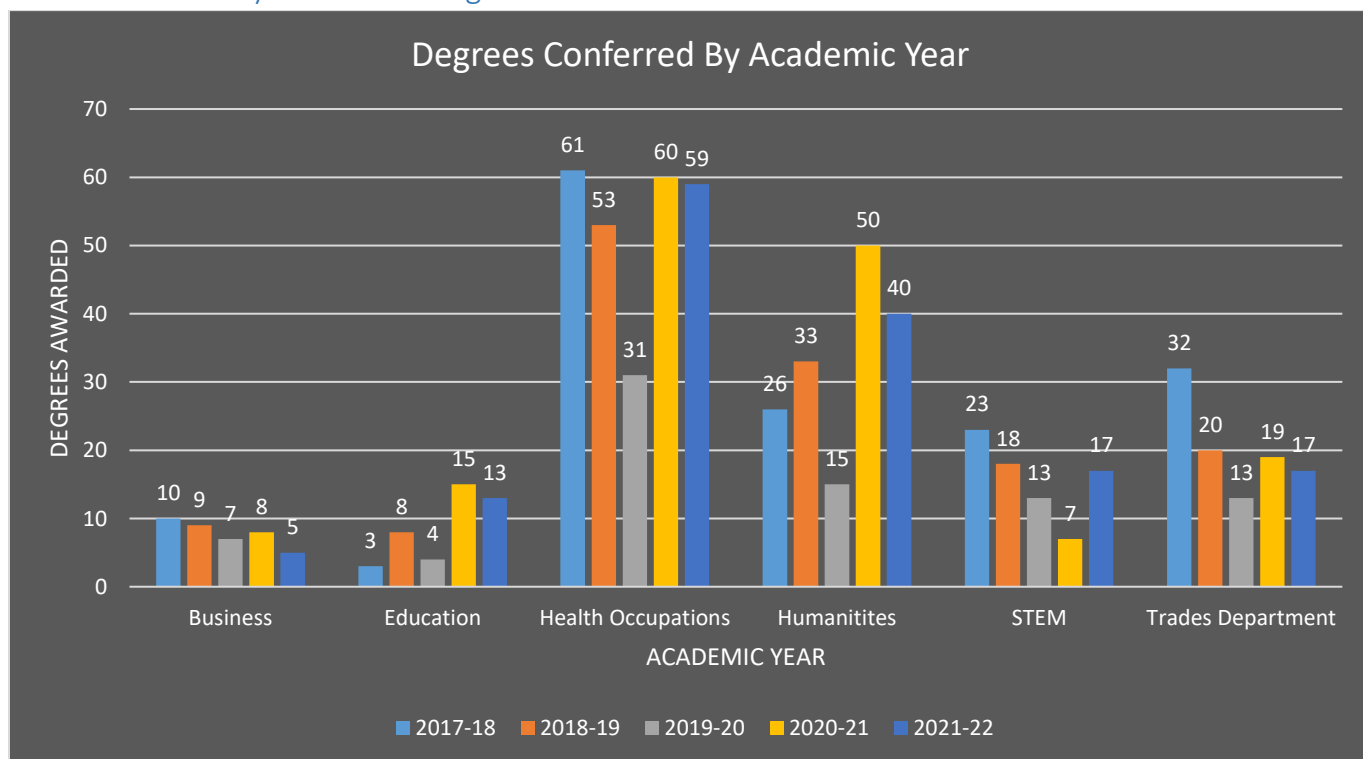
Data Source: July 1st – June 30th

By Academic Program

DEPARTMENT	MAJ CODE	MAJOR DESCRIPTION	DEG	DEGREE DISCRIPTION	2017-18	2018-19	2019-20	2020-21	2021-22
				Office of Instutitional Research & Reporting Degrees Conferred by Academic Year**					
BUSINESS	BAAS	Business Administration	AAS	Assoc of Applied Science	6	6	2	6	3
	ACTA	Accounting	AAS	Assoc of Applied Science	0	0	0	0	0
	GBAA	General Business	AAS	Assoc of Applied Science	1	3	2	1	1
	BMCE	Business Management	CERT	Certificate	1	0	1	0	0
	ACCA	*Accounting	AAS	Assoc of Applied Science	1	0	0	0	0
	ACTA	*Accounting	AA	Assoc of Applied Science	0	0	2	1	1
	SBM	*Small Business Mgt	CERT	Certificate	1	0	0	0	0
Total Business					**10**	**9**	**7**	**8**	**5**
Education	ECBA	ECME Birth-G3	AA	Associate of Arts	1	3	2	9	7
	ECFA	ECME FIT	AA	Associate of Arts	0	0	0	0	0
	ECME	*Early Childhood Multicu	AA	Associate of Arts	1	2	0	0	0
	TEAA	Teacher Education	AA	Associate of Arts	1	2	0	0	1
	ECDC	Early Childhood Develop	CERT	Certificate	0	1	2	6	5
	ECD	*Early Childhood Develop	CERT	Certificate	0	0	0	0	0
Total Education					**3**	**8**	**4**	**15**	**13**
Health Occupations	AHAS	Allied Health AAS	AAS	Assoc of Applied Science	3	3	3	19	17
	NUAS	Nursing RN	AAS	Assoc of Applied Science	20	19	12	17	18
	AHC	Allied Health Cert.	CERT	Certificate	20	28	11	21	20
	DENC	Dental Assistant	CERT	Certificate	17	3	3	3	4
	PNC	*Practical Nursing	CERT	Certificate	1	0	0	0	0
Total Health					**61**	**53**	**29**	**60**	**59**
Humanities	GSAG	General Studies	AGS	Assoc of Applied Science	12	10	2	0	0
	LAAA	Liberal Arts	AA	Assoc of Applied Science	0	0	1	6	3
	MAFA	Media Art and Film Tech	AAS	Assoc of Applied Science	3	2	0	2	1
	SPER	*Sports Performance	AAS	Assoc of Applied Science	0	0	0	0	0
	CJAA	Criminal Justice	AA	Associate of Arts	6	5	5	9	6
	CJCO	CJ-Corrections Conc	CERT	Certificate	0	2	2	8	7
	CJLE	CJ-Law Enforcement Conc	CERT	Certificate	0	4	1	9	7
	CJC	Criminal Justice	CERT	Certificate	2	1	0	0	1
	GSAS	General Education	CERT	Certificate	3	9	4	15	15
Total Humanities					**26**	**33**	**15**	**49**	**40**
STEM	STEC	Science, Tech Eng & Math	CERT	Certificate	1	0	0	0	0
	CSAS	Computer Science	AAS	Assoc of Applied Science	8	7	3	3	3
	DETEC	*Drafting Technology	AAS	Assoc of Applied Science	0	0	0	0	0
	VGD	*Video Game	AAS	Assoc of Applied Science	0	0	0	0	0
	GSCI	General Science	AS	Associate of Arts	7	2	4	1	11
	MAAS	Mathematics	AS	Associate of Arts	4	4	4	2	2
	PEAS	Pre-Engineering	AS	Associate of Arts	1	2	0	0	2
	CSC	Computer Application Sp	CERT	Certificate	0	2	1	2	0
	CAS	Computer Application Sp	CERT	Certificate	3	3	1	0	1
Total Technologies					**24**	**20**	**13**	**8**	**19**
Trades Department	VTSA	Voc/Tech Studies - AAS	AAS	Assoc of Applied Science	9	2	7	7	2
	FSAS	Fire Science	AAS	Assoc of Applied Science	1	1	0	0	0
	ATC	Automotive Technology	CERT	Certificate	4	4	2	2	0
	ACRT	*Auto Cllsn Repair Tech	CERT	Certificate	0	4	1	0	2
	BARC	Barbering	CERT	Certificate	4	3	2	2	4
	PEAS	Building Technology	CERT	Certificate	0	0	0	0	0
	COSC	Cosmetology	CERT	Certificate	7	1	2	5	7
	CSAS	Cosmetology	AAS	Assoc of Applied Science	0	0	0	0	0
	EEAA	Electical Engineering Tech	AAS	Certificate	0	1	0	0	0
	CULC	Culinary Arts	CERT	Certificate	4	2	1	2	0
	FPC	*Fire Protection	CERT	Certificate	0	0	0	0	0
	FSC	*Fire Science	CERT	Certificate	0	0	0	0	0
	WLDC	Welding	CERT	Certificate	2	0	0	1	0
Total Trades Department					**31**	**18**	**15**	**19**	**15**
Total By Academic Year					**155**	**141**	**83**	**159**	**151**

Dual Credit/Concurrent Enrollment

Fall-to-Fall Comparison by High School

Dual Credit Fall 2021
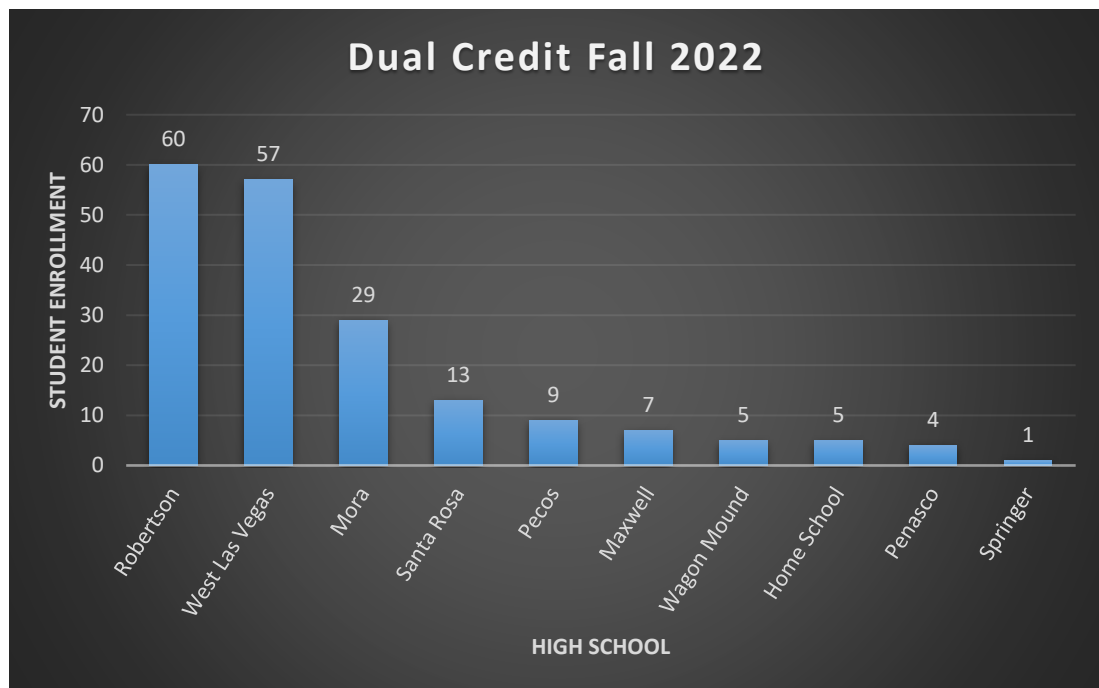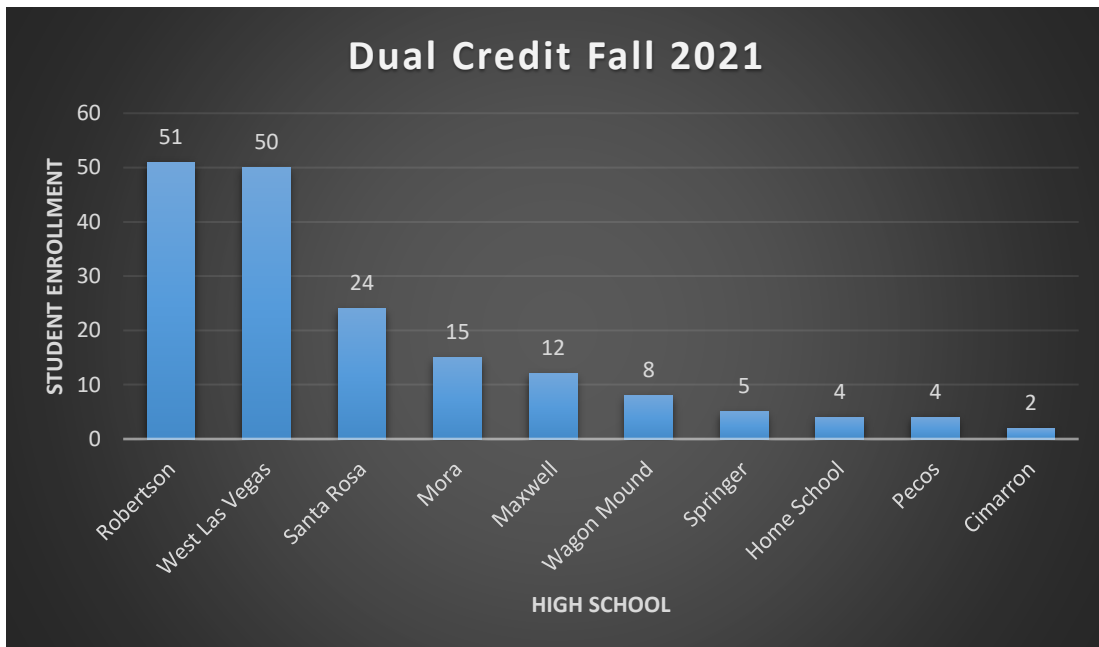
Data Source: Census Date

Faculty and Staff Demographics

Classification	Gender		Hispanic	White	Black or African American	American Indian/ Alaska Native	Native Hawaiian /Pacific Islander	Asian	Non-Resident Alien	Two or More	Unknown	Total
	Male	Female										
Management Occupations	8	7	11	3	0	0	0	0	0	0	1	15
Student and Academic Affairs and Other Education Services Occupations	0	4	2	2	0	0	0	0	0	0	0	4
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Library Technician	0	1	1	0	0	0	0	0	0	0	0	1
Business/Financial Operations	1	6	7	0	0	0	0	0	0	0	0	7
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations	8	4	7	3	0	0	0	0	0	0	2	12
Healthcare Practitioners and Technical Occupations	0	4	2	2	0	0	0	0	0	0	0	4
Service Occupations	11	1	12		0	0	0	0	0	0	0	12
Sales and Related Occupations	1	0	1		0	0	0	0	0	0	0	1
Office & Administrative Support Occupations	1	16	15	1	0	0	0	0	0	0	1	17
Natrual Resources, Constuction, and Maintenance Occupations	1	0	1	0	0	0	0	0	0	0	0	1
Production, Transportation, and Material Moving Occupations	1	0	1	0	0	0	0	0	0	0	0	1
Computer, Engineering, and Science Occupations	3	2	5		0	0	0	0	0	0	0	5
Instructional	10	14	18	6	0	0	0	0	0	0	0	24
Total												104

Data Source: IPEDS

LCC AGA Performance Measures

Measure No.	Type	AGA Measure	2019		2020		2021	
			Target	End Result	Target	End Result	Target	End Result
1	Outcome	Percent of a cohort of first-time, full-time, degree or certificate-seeking community college students who complete an academic program within one hundred fifty percent of standard graduation time	32.0%	30.0%	35.0%	40.0%	37.0%	
2	Outcome	Percent of first-time, full-time freshmen retained to the third semester	46.0%	41.0%	53.0%	41.0%	50.0%	
3	Output	Total number of certificates and associate degrees awarded within the most recent academic year	154	128	154	72	154	
4	Output	Degrees awarded per 100 full-time equivalent students	16	14	20		Discontinued	
5	Outcome	External dollars supporting all programs from federal or non-governmental sources, for the most recent fiscal year, in millions, excluding	$1.3	$1.8	$1.3	$0.5	$1.3	
6	Output	Average number of years taken by degree-seeking first-time, full-time students to earn an associate degree	3	3	3	3.5	3	
7	Output	Total number of nursing degrees awarded	22	21	20		Discontinued	
8	Output	Three-year athlete graduation rate	32%	26%	28%		28%	

Data Source: NMICC Performance Measures

Luna Community College
Main Campus

Designated Tobacco Use Areas

1 Administration
2 Technologies
3 General Studies
4 Learning Resource Center
5 Student Services Center
6 Business Occupations
7 Allied Health Center
8 Building Trades Facility
9 Automechanics Facility
10 Welding Facility
11 Vocational Agriculture
12 Early Childhood Center
13 Bookstore/SBDC/AHEC
14 CCR&T
15 Wellness Center
16 Solar Building
17 IPC Cafeteria
18 Media Education Center
19 Auto Collision Facility

To Montezuma
To LCC
To Las Vegas