

Luna Community College



Retention Plan

2018 – 2021

March 22, 2019

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Executive Summary

Luna Community College (LCC) has experienced a year of transformation and an awakening to the magnitude of changes that are imperative to sustain the institution. In the Spring of 2018, Interim President Serna tasked the Retention and Completion Committee with establishing the following priorities: (1) Examine existing methods for recruiting, advising, counseling, retaining, and evaluating student experiences; (2) Determine needs and identify problem areas pertaining to retention and completion as well as researching and making recommendations for solutions; and (3) Strengthen and/or establish communication and coordination among constituents regarding retention and completion.

The Retention and Completion Committee has identified major areas impacting student retention and completion and has worked to form four subcommittees: Advisement, Tutoring, Instructional Technology & Distance Education, and Recruitment & Campus Life. These subcommittees have been assigned to develop and execute three-year action plans including mission statements, objectives, goals, and strategies.

It is recognized that retention and completion is a campus-wide effort and should remain the responsibility and concern of all constituents involved to ensure success of the college as a whole. Our first Retention Plan was written in the summer of 2016, which did not provide any substantial information or data on student enrollments, retention, persistence, and completions or strategies to increase these rates. In July of 2018, the college hired an Institutional Research Director to oversee data collection and reporting. With this addition, LCC has more accurately assessed the current status of students and can move forward in tracking implemented changes more effectively.

The following comprehensive retention plan was implemented to address campus-wide retention and successful completion of our students in alignment with our newly adopted strategic plan. In addition to LCC's established institutional retention and completion goals, the subcommittee goals serve as the basis of the plan as a guide to accomplish our institute's set standards and benchmarks.

Luna Community College

Retention and Completion Committee Membership

Sierra Fernandez

Retention and Completion Chair (Non-voting)

Raymond Varela

Retention and Completion Co-chair (Voting)

Rick Baca

Advisement Subcommittee Chair (Voting)

Ernissa Romero

Advisement Subcommittee Co-Chair (Voting)

Reyes Coca

Institutional Technology & Distance Education Subcommittee Chair (Voting)

Brenda Ortega

Institutional Technology & Distance Education Subcommittee Co-chair (Voting)

Moses Marquez

Recruitment & Campus Life Subcommittee Chair (Voting)

Dawna Ortega-Gallegos

Recruitment & Campus Life Subcommittee Co-chair (Voting)

Francina Martinez

Tutoring Services Subcommittee Chair (Voting)

Betsy Sanchez

Tutoring Services Subcommittee Co-chair (Voting)

Amanda Ortiz

Student & Career Services Director (Voting)

Nathan Baker

Developmental/At-risk Faculty Member (Voting)

Maxine Salas

Institutional Research Director (Non-Voting)

Luna Community College

Retention and Completion Participants

It is recognized that retention and completion is a campus-wide responsibility. The Retention and Completion Committee is charged with: ensuring the overall LCC Retention Plan is being adhered to, retention and completion benchmarks are being met, and established policies and procedures are being followed. The subcommittees listed below will submit monthly reports to the Retention and Completion Committee to ensure progression toward three year goals.

Campus-Wide Advisement	Academic Institutional Technology
Advisement Team	Institutional Technology & Distance Education Team
Rick Baca – Humanities, Chair Ernissa Romero - Registrar’s Office, Co-chair Sarah Cantu – Veterans’ Resource Center Rock Ulibarri - Adult Education Michael Montoya - Financial Aid Renee Maestas - Student Success Center Karen Wezwick – Vocational Trades Sierra Fernandez - Nursing Janice Varela - STEM Vanessa Torres - Allied Health Sciences Brenda Wagoner – School of Business Tycie Jackson - Early Childhood Rachael Lucero – STEM Faculty Satellite Athletics	Reyes Coca – School of Business, Chair Brenda Ortega - Early Childhood, Co-Chair Larry Paiz - Distance Education Coordinator Kenneth Bachicha - Humanities Sherry Goodyear - Humanities/Satellite Nichole Collins - STEM Yvonne Pina - Nursing Matthew Bowie - IT Director Dr. Sharron Lalla - VP of Instruction

Educational Support Services	The College Connection
Tutoring Services Team	Recruitment & Campus Life Team
Francina Martinez - Controller Betsy Sanchez - STEM Francisco Apodaca – STEM Director Anita Roybal – Humanities Director Raymond Varela - ACE Lab Manager Rock Ulibarri - Adult Education Rosendo Gonzales - AH/Nursing Tutor Jackie Arguello-Romero - Nursing ACE Lab Tutors Student Success Center Athletics	Moses Marquez – Admissions, Chair Dawna Ortega-Allied Health/Dental, Co-Chair Laura Salazar - Admissions Linda Salazar - LRC Manager Jesse Gallegos - Public Relations David Kavanaugh - Public Relations Janice Medrano - Campus Life Brianna Romero-Barista/Coffee Shop Lucia Gomez Vaughn- Nursing Student Senate Athletics

Strategic Plan 2019-2021



**Luna Community College
Strategic Plan
2019-2021
Approved on December 3, 2018**

VISION

Luna Community College is a regional leader in providing exceptional value for quality, innovative and integrated educational experiences, preparing students to compete at the forefront of their chosen field.

MISSION

"Creating Opportunities for You!"

GUIDING PRINCIPLES

The guiding principles for the College represent the core beliefs of the institution, articulating the College's commitment to the service region, which includes communities that support the financial well-being of the institution. These principles underscore the College's role in strengthening communities through strategic collaboration, individual academic success and diverse opportunities for degree attainment and workforce development. Luna recognizes that its success is inextricably tied to that of the communities it serves.

OUR GUIDING PRINCIPLES

- Promote academic preparation and achievement by researching and employing innovative practices that ensure student success.
- Commit to serving the communities of northeastern New Mexico through collaborative strategies that strengthen the local workforce, meet academic needs and promote lifelong learning.
- Promote a learning community that values and celebrates differences.
- Sustain an inclusive and collaborative culture that ensures effective opportunities for stakeholder input and contributions.
- Play a leadership role in economic and community development that honors and recognizes the culture and history of the region.

Strategic Goals

STRATEGIC GOALS

Institutional strategic goals are designed to ensure the College fulfills its vision and mission. Equally important, the goals play a key role in identifying effective practices that shall be sustained over time. Progress monitoring of activities will be conducted departmentally and reviewed on a monthly basis.

Goal 1: Grow institutional enrollment through a multifaceted recruitment campaign that includes partnerships with regional industry, government and K-12 districts.

Goal 2: Increase the percentage of first-time freshmen students completing degrees and certificates by 150 percent of their program duration. Target = 35 percent by 2020.

Goal 3: Ensure academic quality through the ongoing evaluation of teaching and learning.

Goal 4: Facilitate student success and retention through comprehensive support services and interventions.

Benchmark: Increase fall-to-spring retention rates for first-time freshmen students. Target = 80 percent by spring 2020.

Benchmark: Increase fall-to-fall (semester four) retention rates for first-time freshmen students. Target = 60 percent by fall 2019.

Goal 5: Increase the percentage of students enrolled as degree-seeking, or who wish to transfer to a four-year institution. Target = 70 percent by 2021.

Goal 6: Increase the College's annual sponsored project funding aimed at postsecondary preparation, retention, completion and career placement.

Benchmark: \$2 million by 2021.

Goal 7: Maximize student access through expansive and quality online course and credential offerings.

Goal 8: Provide in-demand and quality programs designed for increased transferability and/or employability.

Goal 9: Ensure the College conducts itself in a manner that provides for financial solvency and institutional growth and sustainability.

Student Data

In Northeastern New Mexico, Luna Community College (LCC) is an open enrollment institution and is known for its affordable programs. We are a Hispanic Serving Institution (HSI) and the majority of our student population comes from schools within our district. Specifically, we serve first-generation students from ethnic minority groups living in economically stressed areas. For the past five years, we have served and maintained an average of 74.1% Hispanic with an additional 25.9% from other ethnic minority groups.

Our successes include:

- Retaining and graduating our Nursing students,
- Five Star rating for the LCC Preschool for the fourth year in a row,
- Retaining and graduating students through our associate General Studies program,
- Recruiting and enrolling Dual Credit students from within our districts area,

Although we are committed to serving our student population, we have not met our targets for retention and completion. This plan outlines actions to improve these rates.

Table 1. Historical Retention Rates and Proposed Targets

The following information aligns with the goals and benchmarks from the 2019-2021 Strategic Plan.

Goal 4: Facilitate student success and retention through comprehensive support services and interventions

Benchmark 1: Increase Fall to Spring retention rates for first-time freshmen students. Target = 80% by Spring 2020

Benchmark 2: Increase Fall to Fall (Semester four) retention rates for first-time freshmen students. Target = 60% by Fall 2019

Office of Institutional Research and Reporting															
Percent of Full-Time, First-Time Freshmen Retention Rates															
Cohort	Year 1			Year 2				Year 3				Year 4			
	1st Term	2nd Term		3rd Term		4th Term		5th Term		6th Term		7th Term		8th Term	
	Freshmen Cohort	Fall - Spring	Rate	Fall - Fall	Rate	Fall - Spring	Rate	Fall - Fall	Rate	Fall - Spring	Rate	Fall - Fall	Rate	Fall - Spring	Rate
Fall 2014	124	89	71.8%	67	54.0%	55	44.4%	34	27.4%	31	25.0%	14	11.3%	12	9.7%
Fall 2015	115	79	68.7%	51	44.3%	41	35.7%	31	27.0%	20	17.4%	11	9.6%	9	7.8%
Fall 2016	116	78	67.2%	54	46.6%	43	37.1%	20	17.2%	23	19.8%				
Fall 2017	104	72	69.2%	43	41.3%	38	36.5%								
Fall 2018	108	84	77.8%												
*Coding Change: To improve the data collection for our First-Time Freshmen cohorts, the Office of Institutional Research & Reporting will implement a new student type code starting with the Fall 2014 semester.															

Table 2. Historical Graduation Rates and Proposed Targets

The following information aligns with the goals and benchmarks from the 2019-2021 Strategic Plan.

Goal 2: Increase the percentage of first-time freshmen students completing degrees and certificates by 150 percent of their program duration. Target = 35 percent by 2020

Benchmark 1: Increase the number of first-time freshmen students completing degrees and/or certificates by 100% of their program duration. Target: 24% by 2020

Benchmark 2: Increase the number of first-time freshmen students completing degrees and/or certificates by 150% of their program duration. Target: 35% by 2020

Office of Institutional Research and Reporting								
Percent of Full-Time, First-Time Freshmen Graduation Rates								
AY	Cohort	Freshmen Cohort	2 Years (100%)		3 Years (150%)		4 Years (200%)	
			Total	%	Total	%	Total	%
2014-15	Fall 2014	124	19	15.3%	28	22.6%	38	30.6%
2015-16	Fall 2015	115	9	7.8%	21	18.3%		
2016-17	Fall 2016	116	16	13.8%				
2017-18	Fall 2017	104						
2018-19	Fall 2018	108						

**Coding Change:* To improve the data collection for our First-Time Freshmen cohorts, the Office of Institutional Research & Reporting will implement a new student type code starting with the Fall 2014 semester. Rates are reported as fall, spring, & summer.

Table 3. Enrollment by Gender and Ethnicity

The following information aligns with the goals and benchmarks from the 2019-2021 Strategic Plan.

Goal 1: Grow institutional enrollment through a multi-faceted recruitment campaign that includes partnerships with regional industry, government and K-12 districts.

Benchmark 1: Increase retention rate by 2% per academic year for all students who report ethnic origin other than Hispanic.

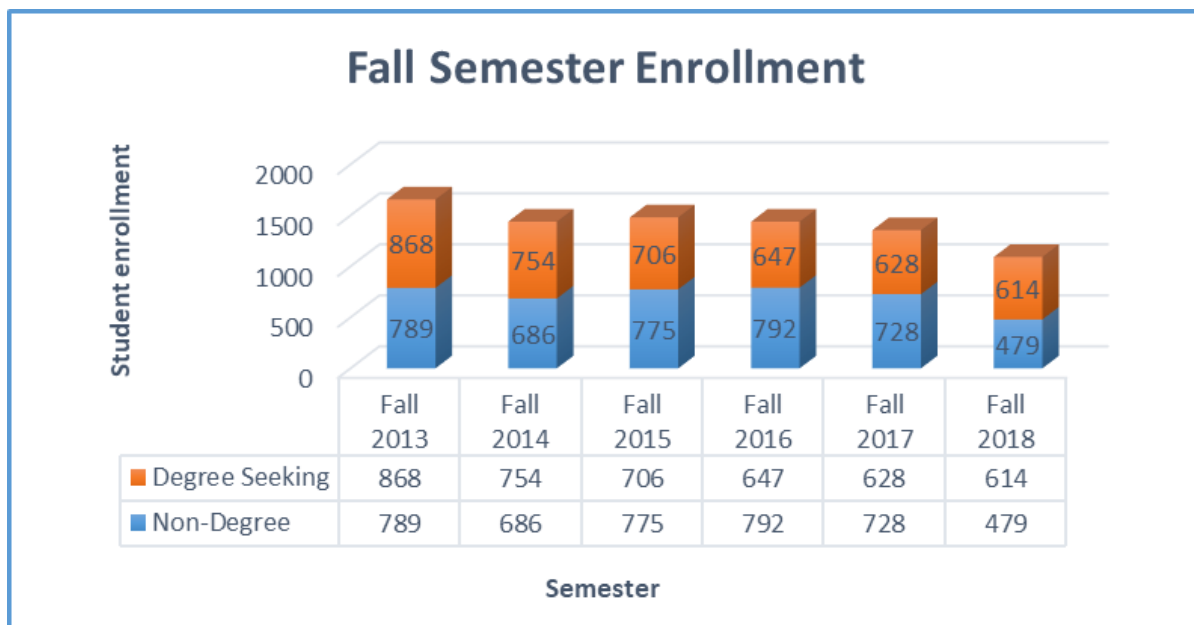
Benchmark 2: Increase recruitment efforts for minority groups.

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

Table 4. Degree-Seeking Student Enrollment

The following information aligns with the goals and benchmarks from the 2019-2021 Strategic Plan.

Goal 5: Increase the percentage of students enrolled as degree-seeking, or who wish to transfer to a four-year institution. Target = 70% by 2021



Institutional Strategies

Strategy 1: Design wide-ranging and systematic initiatives to support student success from semester-to-semester and year-to-year.

Strategy 2: Improve existing services and processes to assist in the retention of all students.

Strategy 3: Implement retention programs that target at-risk freshmen and identify reasons why students leave the college or are not retained.

Strategy 4: Engage the entire campus in analyzing graduation outcomes and launching new initiatives to improve graduation rates.

Strategy 5: Grow graduation outcomes by improving our current structures and establishing new programs.

Strategy	Goal	Type of Students	Target Date	Responsibility	Outcome/Measure
1.1.1	Generate and distribute reports with department specific retention rates	First-time, Full-time freshmen	Ongoing	Institutional Research	To assist academic departments with student specific information for advising and program review
1.1.2	Priority Registration Event	All students	11/27/2018	Registrar and Academic Departments	Increase early registration to ensure adequate scheduling and decrease late course cancellations

1.1.3	First Year Experience/College Success	FTFT Freshmen	Fall 2019	Student & Career Serv./Campus Life	To teach college survival skills in academic, social, and personal and integration
1.1.4	Implement mandatory New Student Orientation.	All first-time students	Summer 2019	Student Success Center	Provide students guidance, enhance student success, & improve degree completion.
1.1.5	Improve data-collection & reports generated in Financial Aid to more easily identify specific groups of students	All students	Summer 2019	Financial Aid/IR	To assist the Financial Aid staff in their outreach efforts and increase Financial Aid awareness campus-wide
1.1.6	Rebuild the Foundation office and start awarding scholarships to students to off-set their educational costs	All students	Spring 2019	Financial Aid	To remove financial barriers for students that do not qualify for Financial Aid and need extra monies to finance their education
1.1.7	Create scholarship opportunities for students meeting specific criteria utilizing the 3% institutional funds	All students	Fall 2019	Financial Aid	Increase the number of scholarships available to different groups of students
1.1.8	Develop a mentoring "Rough Rider Program" for first year students	FTFT Freshmen	Summer 2019	Student & Career Services	Increase student engagement and assist students to transition from high school to college life
1.1.9	Implement intrusive advisement for all freshmen placed into developmental coursework	FTFT Freshmen	Spring 2019	Student Success Center/ Developmental Instructor	Identify potential factors that may negatively impact student outcomes and implement preventative measures
2.1.1	Revise new student orientation to include mandatory Math and English placement testing prior to orientation	All first-time students	Summer 2019	Student Success Center	Expedite the registration process and ability to anticipate course scheduling needs
2.1.2	Attend conference & trainings regarding effective, comprehensive retention methods	All students	10/16/2018	R & C Committee	How to build a comprehensive retention plan that promotes innovative ideas to increase student retention & completion.
2.1.3	New revised 2019-2021 catalog	All students	02/01/2019	Registrar	Used by students and faculty advisers in planning a student's educational goals
2.1.4	Maintain appeal process for students not making satisfactory academic progress	All students	Ongoing	Financial Aid	To provide students an opportunity to improve their academic standing while maintaining their financial aid eligibility
2.1.5	Identify five-years of FTFT freshmen cohorts	First-Time Freshmen	11/2/2018	Institutional Research & Admissions	To correct cohort data so that IR can generate many types of reports for the NM and U.S. higher education departments and LCC stakeholders

2.1.6	Update the Application for Admissions to capture new transfers, county, district, etc. accurately	All students	11/9/2018	Institutional Research, IT, & Admissions	To improve the integrity of information collected for decision making and reporting
2.1.7	Provide CX training for Admissions, Institutional Technology (IT), and Institutional Research (IR) staff	All students	11/13/2018	CX Consultant, Admissions, CC, IR	To improve the quality of the data for decision making and reporting
2.1.8	Revise and implement new CX codes to collect student information accurately	All students	11/13/2018	CX Consultant, Admissions, IT, IR	To improve the quality of the data for decision making and reporting
2.1.9	Revise the process for major changes and establish operating procedures	All students	Spring 2019	Registrar	To ensure that student program data is current and accurate for academic program advisor use
2.1.10	Revise the process for new transfer students and improve the collection of information	All students	Spring 2019	Registrar	To improve the quality of the data for decision making and reporting
2.1.11	New staff position to oversee the scheduling and catalog	All students	11/26/18	Registrar	To make the scheduling process more efficient and provide better services to the academic departments
2.1.12	Utilize the National Student Clearinghouse	All students	2/1/2019	Registrar	Accurately and efficiently report enrollment and graduation data
2.1.13	New staff position to oversee Student Support Services	First-time, Full-time freshmen	10/29/18	Student & Career Services Director	Strengthen student services and increase retention
2.1.14	Update the Student Success Center webpage to improve the information available to students	All students	Summer 2019	Student Success Center	To provide an informative and clear guidance of services offered by the department
2.1.15	Revise the exit interview process for students that completely withdraw from the college	All students	Spring 2019	Student Success Center, Registrar	Identify reasons students leave the college and create solutions to assist them in continuing their education
3.1.1	STEM pilot program for developmental courses	Freshmen and concurrent students	Summer 2018	STEM Department	To shorten the number semesters for student who have to take more than one developmental course
3.1.2	Humanities pilot program for developmental courses	Freshmen and concurrent students	Summer 2018	Humanities Department	To shorten the number semesters for student who have to take more than one developmental course
4.1.1	Generate and distribute reports to departments on students who graduated and provide contact information	First-time, Full-time freshmen	Ongoing	Institutional Research	To assist departments with student specific information for program review, tracking, and reporting
4.1.2	Collect and analyze course enrollments and degree completions	First-time Freshmen	Ongoing	Institutional Research	To assist departments with student specific information for program review, tracking, and reporting

4.1.3	Develop a call campaign for currently enrolled students that have not enrolled for the upcoming semester and are close to conferring a degree	All students	Spring 2019	Campus Wide	List of students distributed to academic departments/ advisors for follow-up. Must track students contacted to identify effectiveness of outreach efforts.
4.1.4	Awareness and promotional campaign for Graduate Express degree audit	All students	Spring 2019	Registrar	Campaign rolled out and letters sent out. Conduct a short survey to collect baseline data on this initiative
4.1.5	Degree Clearance Events	All graduating students	Bi-Annually	Registrar and program advisors	Provide a one-Stop shop for degree clearances to expedite the process and increase completions
4.1.6	Host FAFSA workshops to assist students in completing the application for financial aid	All students	ongoing	Financial Aid	Increase the number of financial aid recipients
5.1.1	Keep Advisement Portal up-to-date	All students	Spring 2019	IT	To assist advisors with current up-to-date information on courses needed to confer a degree
5.1.2	Campaign to increase the % of FTFT freshmen by calling students who completed an Application for Admission	New students	Summer 2019	Campus Wide	To boost first-year enrollments and graduation rates
5.1.3	Post updated degree maps on the web	All students	Summer 2019	Academic Departments	To provide program information to students on course requirements for their program of study and completion of degree
5.1.4	Improve the offering of first-year courses	All students	Ongoing	Academic Departments	To allow students a better selection of course offerings and shorten their time to degree
5.1.5	Review of class schedule to assure appropriate classes are available for students	All students	Ongoing	Academic Departments	Fewer students on waitlist at the start of the term and improve progress towards graduation
5.1.6	"Priority Registration" campaign to assist students in preparing for the upcoming semester	All students	Spring 2019	Campus Wide	Day long informational campaign

Student Retention and Completion - Action Plan

Campus-Wide Advisement

The Campus-Wide Advisement initiative aims to improve and standardize advisement practices, to collect data during the advisement process in order to facilitate improved methods for addressing the personal and logistical issues of our student body, and make data-driven decisions.

Focus Areas: Degree-plans, advisement portal, major programs, college catalog, transfer student transcripts, scheduling, and graduation clearances

Objective 1: Improve and standardize advisement practices campus wide.

Objective 2: Collect data on LCC’s student body in order to facilitate campus-wide policies that assist in LCC’s retention of students until the completion of their degree or certificate.

Objective 3: Devise data-driven strategies in order to make LCC programs, schedules, policies, and practices more accessible to both LCC’s traditional and non-traditional students.

Reporting Procedures: Progress reports will be presented at the monthly Retention and Completion Committee meeting and a summary of the subcommittee’s progress is due at the end of the academic year.

Persons Responsible: Campus-Wide Advisement Sub-committee

Table 1: Academic Year: 2018-2019

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations/Notes
Ensure all current advisors have resources and are aware of required reporting.	R & C Chair, SSC, Financial Aid	A training will be coordinated to provide updates on processes, distribute all current advising resources, and explain required reporting and data collection.	All departments were present at training provided on September 12, 2018.	Training should be conducted annually to ensure effective and consistent advising.
Ensure all advisors and full-time faculty have adequate Portal & FERPA training.	Registrar, SSC Manager	A training for both Portal and FERPA will be scheduled at the start of each semester to ensure all staff and faculty remain competent in both areas.	Ongoing	Should be offered to all new staff & faculty as part of initial hire.
Ensure each advisor has a list of all students in department and access to needed student records.	Academic Directors, IR	Student list, including names, ID numbers, and contact information, for declared students will be sent to each assigned advisor.	Prior to the beginning of semesters	
Ensure a proper hard-copy student data-tracking system is in place to support our electronic files.	Advisors	A file for each current student will be created with advisement sheets. Advisors will contact each student assigned to their department and will create and/or update current file.	Ongoing	

Assist all graduating students with required exit paperwork to ensure degree requirements are met.	Advisors, Registrar	Advisors will keep track of student progress in their program of study, and assess for possible reverse transfer options. Once student is near completion, advisors will help student to work with Registrar to complete degree check and clearance process. Contact as needed.	Ongoing	
Increase percent of full-time and adjunct faculty utilizing online reporting system to assist “at risk” students.	SSC, Student & Career Services Director	Faculty will be informed about the process of the online alert system and will be encouraged to utilize it throughout the semester in addition to required alert times.	Beginning of Semesters	
Improve Student-to-Advisor assignments to increase contact and ensure timely program completion.	Registrar, Academic Directors, Advisors	Department directors and advisors will work with IT to assign all students to their program advisor. First-time Freshmen will be assigned to SSC.	Ongoing	
Ensure current, required institution and program information is readily available and accessible for improved advisement.	Advisors, Registrar	Advisors will contact each current student to assess student needs in completion of their program.	Ongoing	
To increase semester to semester retention, at the end of each semester, assist all students in enrollment for next semester.	Advisors, Student Success Center, Registrar	Advisors will contact all students in their department to schedule an appointment to set up schedule for next semester. Student will be provided with their schedule and will be informed of their progress.	Each semester	
Faculty advisors will work to inform respective department about advisement updates.	Advisors, Academic Directors	As processes are updated across campus, through advisement subcommittee, advisors will work to disseminate all modifications/updates to others who advise within their respective department.	Ongoing	
Increase contact with potential students/recruits.	Advisors	As contact information for potential students is acquired, advisors will work to contact students, schedule appointments, and assist in enrollment.	Ongoing	
Submit for NACADA training.	Advisors	Advisement Subcommittee will submit and host NACADA training on campus.	Spring 2019	

Table 2: Academic Year: 2019-2020

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations/Notes
Prevent “at risk” students from withdrawing.	Student Success Center, Advisors, Faculty	Staff and faculty will work to contact students who are “at risk” and assist in providing information for services or other support which may promote their completion of the course(s).	Ongoing	
Assess student reasons for lack of retention, challenges, and ways in which advisement processes can be improved.	Student & Career Services Director, Advisors	Advisors and Student Success and Career Services Director Advisors will work to create questions and will collect and utilize data to make changes in current processes and will inform R & C Committee about student responses.	Ongoing	
Address overarching issues to student success.	Academic Directors, Student Success Center, Student & Career Services, Financial Aid	Staff and faculty will work to determine most effective way of identifying students needing support (referral system), assess current support available, and will create an effective method of offering support to students.	Ongoing	
Provide comprehensive support services.	Academic Directors, Student Success Center, Student Success and Career Services Director, Financial Aid	Develop Student Assessment Team (SAT) system for students who may be requiring additional support offered by multiple areas on campus. The Team will identify students and provide them with required support for student success.	Ongoing	
Assess advisement strengths and weaknesses.	Academic Directors, Faculty, Advisors	Advisement subcommittee will work with directors and faculty to create a survey assessing student satisfaction of advisement.	Ongoing	

Table 3: Academic Year: 2020-2021

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations/Notes
Ensure consistent advisement practices are implemented campus-wide.	Advisors	Advisement subcommittee will assess current techniques in each department. Once assessment is complete, results will be used to improve practices. Advising materials will be made consistent across campus.	Ongoing	
Promote academic support resources.	Academic Directors, Academic Advisors	Each department will work to create a model displaying the support offered to students through their department and across campus (tutoring, i.e.).	Ongoing	

Improve student completion within 150% timeframe.	Academic Directors, Academic Advisors	Advisement subcommittee will research techniques to implement guided pathways in each department and will work to utilize these during advisement.	Ongoing	
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The College Connection

The College Connection initiative aims to support student and college success by: creating and communicating a positive institutional image, building understanding and awareness of programs and services among college constituencies, and informing the communities of the opportunities at LCC. Goals will include working with students to continually improve on current campus life through evidence-based strategies.

Focus Areas: Marketing, recruitment, enrollment, new student orientation, college night, campus life, and outreach efforts

Objective 1: Create strategies that can help attract new, transfer, and returning students to Luna Community College.

Objective 2: Increase high school visits, school presentations, participation in college fairs, coordinated campus tours and a verbal and written correspondence.

Objective 3: Track Yield Rates, enrollment, increase applications collected, and collect qualitative data.

Reporting Procedures: Progress reports will be presented at the monthly Retention and Completion Committee meeting and a summary of the subcommittee's progress is due at the end of the academic year.

Persons Responsible: Recruitment & Campus-Life Sub-committee

Table 1: Academic Year: 2018-2019

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations/Notes
Obtain and track data on prospective and admitted students in addition to streamlining application data and process.	Admissions Office, IR Director IT Director	Admissions office will work with Institutional Research Director to gain training on collecting and utilizing pertinent data on prospective and admitted students. Update application to improve the collection of information.	Fall 2018	
Coordinate with local high schools to aid in recruitment and student college readiness	Student & Career Services Director, Admissions, SSC, Satellites	Work with local schools to prepare students for entrance and inform about LCC as early as possible, including Dual credit students.	Ongoing	
Enhance presence of LCC through various methods	Public Relations, IT	Promote positive image of college through social media, community events, radio shows & advertisements, and personal interactions, including improvement	Ongoing	

		of website. Work with IT to develop strategies and market LCC through technology.		
Expand student recruitment through campus-wide efforts	Academic directors, Faculty, Admissions, Student & Career Services	Increase involvement of departments in recruitment strategies, including educating students about potential outcome of completing certificate/Associates.	Ongoing	
Host regularly scheduled events to students and community	PR, Campus-wide	Increase number of events offered to current students and community, track and report number of attendees.	Ongoing	
Increase student interest and involvement	Student Senate, Campus Life, IR	Communicate with students regarding campus life improvements needed.	Ongoing	
Utilize results from Student Retention Survey to make suggested improvements.	Campus-wide	Identify target areas and work to satisfy student concerns	Ongoing	
Facilitate off-site prospective students inquiry and admission processing	Admissions	Utilize tablets to assist in more efficient admissions process.	Ongoing	
Track and increase yield rates.	Admissions, IR	Work with IR/IT to automate reports	Ongoing	
Develop campus calendar to be updated each year.	PR, Campus Life	Canvas departments for input on scheduled events and pertinent dates for inclusion in annual calendar	Fall 2019	
Develop and implement focused campus tours.	Admissions, Student Success Center, Academic Directors, Faculty	Work with departments to host on-site targeted tours highlighting programs	Fall 2019	
Understand current student perceptions of LCC.	Admissions, Student and Career Services Director	Use results from College Perceptions Survey to inform HS students about LCC and change our practices as needed.	Fall 2018	
Promote the institute by including virtual tour of campus on website.	PR, IT	Promote the institute by including virtual tour of campus on website.		
Continue to increase recruitment through previously successful techniques.	Admissions	Assess recruitment techniques to understand, improve, and implement most effective strategies		

Academic Year: 2019-2020

This academic year will consist of ensuring the Recruitment and Campus Life Subcommittee is continuing previous efforts that have been successful through evidence based strategies. The Student Retention Survey will aid in better understanding current student concerns.

Academic Year: 2020-2021

This academic year will be focused on assessing the previous years’ outcomes and determining next steps.

Academic Institutional Technology

The following information aligns with the goals and benchmarks from the 2019-2021 Strategic Plan.

Goal 7: Maximize student access through expansive and quality online course and credential offerings.

The Academic Institutional Technology aims to research and discuss instructional and technology needs, research possibilities, find funding opportunities, and recommend short- and long-term solutions related to planning of instructional technology and support at the institute. The following 3-year goals were adopted from the Council of Regional Accrediting Commissions (C-RAC) (2011).

Focus Areas: Online Course Offerings, instructor training, instructional resources

Objective 1: Prepare Distance Education coordinator to lead efforts on the Quality Initiative for Distance Education (QIDE) project.

Objective 2: Prepare faculty to teach online courses using the Quality Matters framework for online course design.

Objective 3: Prepare faculty to effectively deliver online courses.

Reporting Procedures: Progress reports will be presented at the monthly Retention and Completion Committee meeting and a summary of the subcommittees’ progress is due at the end of the academic year.

Persons Responsible: IT/DE Subcommittee and Vice President of Instruction

Table 1: Academic Year: 2018-2019

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations /Notes
Work to ensure online learning is appropriate to the institution’s mission and purposes.	SPIA, IT/DE sub-committee, IT, Online Instruction Faculty	QM training and reviews, Assessment of online courses and programs.	Ongoing	
Work to ensure the institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.	IT/DE sub-committee, School of Business, IT.	Institutionalize a standard online class syllabus, Expand Online courses throughout all School of Business programs and other LCC Academic departments.	December 2019	

Incorporate online learning into the institution's systems of governance and academic oversight.	IT/DE sub-committee, R & C Committee, Faculty Senate.	Ongoing evaluation of needs and sustainability of online learning.	Ongoing	
Assess and modify curricula for the institution's online learning offerings to ensure they are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.	IT/DE sub-committee, Online Instruction Faculty, Academic Directors, VP of Instruction.	Ensure online courses have same rigor as face-to-face courses.	Ongoing	
Evaluate the effectiveness of LCC's online learning offerings, including the extent to which the online learning goals are achieved, and use the results of its evaluations to enhance the attainment of the goals.	IT/DE sub-committee, Academic Directors, IR, IT, Online Instruction Faculty.	Explore tools to institutionalize online student evaluations.	Ongoing	
Effectively support and appropriately train faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals.	IT/DE sub-committee, Academic Directors, Online Instruction Faculty.	Continue with QM certification, Blackboard training, Faculty Mentors.	Ongoing	
Provide effective student and academic services to support students enrolled in online learning offerings.	IT/DE sub-committee, ACE Tutoring Lab, IT, Online Instruction Faculty.	Develop official online tutoring services.	December 2019	
Provide sufficient resources to support and, if appropriate, expand online learning offerings.	IT/DE sub-committee, IT Department, Academic Directors, VP of Instruction.	Collaborate with departments, IT, and VP of Instruction for a multi-year budget to expand online learning.	December 2019	
Work to assure the integrity of online offerings	IT/DE sub-committee, Online Instruction Faculty.	Explore methods used by other institutions, Create a student acknowledgment on academic integrity statement.	Ongoing	

Academic Year: 2019-2020

This academic year will consist of ensuring C-RAC guidelines have been met and applying for the SARA agreement for a second online program.

Academic Year: 2020-2021

This academic year will be focused on assessing the previous years' outcomes and determining next steps.

Educational Support Services

In 2018, this subcommittee was referred to as the “Tutoring Subcommittee.” The Tutoring subcommittee aimed to improve and evaluate tutoring services throughout campus in order to increase retention and completion rates. This subcommittee collected data regarding tutoring services and made data driven decisions based on its findings.

The subcommittee did a great job and accomplished what it set out to do; the improvements they made to our tutoring services contributed to our increase in retention from previous semesters. Starting in Fall 2019, this subcommittee will take a more inclusive role and incorporate other student support services.

Focus Area 2018-2019: Tutoring Services

Below are the objectives and action plans for 2018:

Objective 1: Improve and expand on tutoring services campus wide.

Objective 2: Collect data regarding tutor usage, tutor scheduling, tutoring techniques, and student success to gain insight on bettering the tutoring services throughout campus.

Objective 3: Devise data driven strategies in order to improve tutoring services and create advanced techniques to improve tutoring services to all LCC students.

Reporting Procedures: Progress reports will be presented at the monthly Retention and Completion Committee meeting and a summary of the subcommittees’ progress is due at the end of the academic year.

Persons Responsible: Tutoring Subcommittee

Table 1: Academic Year: 2018-2019

Phase Goal	Responsibility	Action Steps	Target Date	Recommendations/Notes
Centralize tutoring services of all academic programs	ACE Lab, Academic Directors	Determine appropriate location and begin transition, including student notification.	Summer 2019	
Set a baseline with the amount of students currently utilizing tutoring services; set a goal to increase this number.	Ace lab	Tutoring subcommittee will utilize past tutoring data to determine how many tutors are needed to provide effective services and hire accordingly.	Annually	Utilize the 3-year average tutoring data and compare to other institutions.

Get quality grade (GPA) data to determine usefulness of tutoring services.	Ace lab, faculty	Tutoring subcommittee will utilize student grades to determine how many embedded tutors are needed to provide effective services and hire accordingly.	Annually	
Conduct research regarding tutoring services for first time full-time freshman	Ace lab, IR	Collect, analyze and create reports.	End of fall and spring semesters	Include dual credit and satellites
Improve communication between program advisors, tutors, and instructors to aid in student success.	Ace lab, tutors, Academic directors, faculty, advisors	Assigned tutors will meet with advisors and faculty within respective department to services needed for students.	Ongoing	

Focus Areas 2019-2021: Career Services, VA services, FAFSA assistance, tutoring services, peer mentoring, disability services, counseling services, and placement assessment services.

Below are the objectives beginning Fall 2019:

Objective 1: Improve and expand on support services campus wide.

Objective 2: Survey and collect data regarding support services, scheduling, techniques, and student success to gain insight on what type of services are needed throughout campus.

Objective 3: Devise data driven strategies in order to improve support services and create advanced techniques to improve support services to all LCC students.

Reporting Procedures: Progress reports will be presented at the monthly Retention and Completion Committee meeting and a summary of the subcommittees' progress is due at the end of the academic year.

Persons Responsible: Educational Support Services Subcommittee

Academic Years: 2019-2020 & 2020-2021

This sub-committee recognizes the need to expand its focus to include additional educational support services that contribute to overall student success. The action plans for these years are currently being developed to incorporate student services that are offered campus-wide that, when combined, provide a more meaningful educational experience.

Appendix A

Luna Community College's ACE Lab Tutoring

The ACE Lab is every student's lifeline to success!

Raymond Varela

Background:

Initially the ACE Lab was primarily a tutoring service for STEM gateway courses. Since the Fall 2016 semester the ACE Lab has been responsible for tutoring services in various LCC departments. Since the ACE Lab has been coordinating and overseeing tutoring services for LCC there has been increase in tutoring visits for every department.

Purpose:

The purpose of the tutoring program is to offer free tutoring services for all LCC students. The ACE Lab is responsible for coordinating the tutoring services throughout campus. The goal is to assist any students needing help in classes and to improve and evaluate tutoring services throughout campus in order to increase retention and completion for LCC students. The ACE Lab is data driven and focuses on collecting data regarding tutoring services and using the data to propose suggestions to be implemented at the LCC institution as a whole. Using data we also aim at being student driven by allowing students to dictate how we schedule and otherwise determine the operation of our tutoring services. All data collected is used to make adjustments before, during and after semesters. This is done to ensure we are providing the best tutoring services as possible. The tutoring services offered are every student's lifeline to success.

Data Collection:

Many types of data is collected through the ACE Lab regarding tutoring service to ensure the best services are being offered. Data regarding tutor visits, length of visits, amount of visits per month/day/time of day, individual types of students utilizing services (athlete, dual credit, veteran, ect.), and grades of frequent users of our services. The ACE Lab visits classes and reaches out to students and instructors to ensure everyone is aware of the services offered. All the data collected is analyzed to ensure we are offering the best tutoring possible.

Continuation and Future Improvement of Tutoring:

The ACE Lab will continue to collect similar data and expand on the data collection process as well. The ACE Lab has recently been involved with the STEM and Humanities Bridge courses to assist student within those classes as well. More tutors will be embedded with the newly adopted Math 102 and English 106 courses. All departments will have some type of tutor support in the future in order to reach all students and not just within specific departments. The ACE Lab and tutors will collaborate more with advisors and instructors to pinpoint which students are in need of tutoring to better support them and ensure we are helping them to complete their classes. Data tracking will take a shift to focus on first time freshman and cohorts to determine which students are using the tutoring services and how it is impacting future registration of these cohorts and completion. There is also a need for a centralized tutoring area for all tutors to be located and we will expand our tutoring efforts to our LCC Satellites as well. Overall, the ACE Lab has been and will continue to be a key component in the success of many students. We have helped a lot of students and aim at improving our services to further assist our Luna students. Using all the data we can make appropriate recommendations and improvements to an already useful service. The strengths of this program are the tutors themselves. We ensure that we have the best tutors for their given areas. The ACE Lab is every student's lifeline to success.

Appendix B

**Luna Community College's
2018 Summer Bridge Program
English 106: Reading and Writing for Inquiry
Submitted by: Nathan V. Baker**

Background Data

Last year (2016/2017), only 32% of students who took the English section of Luna Community College's placement exam (ACCUPLACER) were prepared for English (111) Composition I. As a result, many students are required to take up to four, or more, semesters of English courses before passing English (115) Composition II, which is a requirement of all AA programs at LCC.

Because LCC students need a minimum of English (115) Composition II to be eligible for an Associate's Degree, it is imperative that the school have a strategy for streamlining the developmental process. A good developmental strategy would cut down on the time it takes to attain a degree at LCC and combat the attrition rate of students who cease to pursue their degree or certificate due to the time it takes to complete the English requirements.

Parameters of Pilot Study

The LCC English Bridge to Success was a summer program launched in 2018 which aimed to reduce the amount of time students spent in developmental English courses and thereby reduce the amount of time necessary for graduation with a degree or certificate from LCC.

The overarching goal was to viably develop an intensive summer program that strategically moved students through curricula otherwise delivered in two separate developmental English courses – English 078 and English 098. In doing so, students should advance two semesters toward the end goal of English (115) Composition II.

Twelve students who had tested into developmental English classes signed up for the English Bridge to Success Program. The majority of the students (66%) that attended the Summer Bridge Program had tested into English 078, which is the lowest level English class that LCC offers. The aim of the program was to attain completion rate of at least 70%.

Final Exam & Retention Rates

The average final grade for the English Department's Bridge to Success Program was 83%, and, discounting the grade of the single person who withdrew, the average grade of students who attended was 91%. The completion rate at the end of the Summer 2018 semester was 92%, and the Average Grade for the timed-essay exit exam was a "B." The retention rate from Summer 2018 to Fall 2018 was a respectable 83%.

Bridging the Future

Since the completion of the English Department's Bridge to Success Program, the class has been implemented as a single unit which has completely replaced both English 078 and English 098. LCC's two developmental English sections have been merged into a single class, English 106: "Reading and Writing for Inquiry."

For the Fall 2018 academic session, our institution has given each section of the English 106 a single instructor. The instructors of each section have been documenting the strengths and weaknesses of the hybrid class. As of Fall 2018, English 106 does not have embedded tutors, but plans are underway to offer at least one embedded tutor per class. This in-class tutelage would greatly assist not only in the completion rate of each class section of English 106, but also in the preparedness of each student as they transition on to English 111.

Appendix C

Early Childhood and Teacher Education Department Retention & Completion Goals and Strategies

Goal	Strategy	Measurement	Target Timeframe	Notes
Retain students from Fall to Spring.	Contact students more frequently through personal visits and via email, mail, & phone calls.	Track contact through logs and compare semester to semester enrollment.	Fall 2018 and Spring 2019	Each member of the department will log contacts with students outside of class time.
Establish a culture in which students feel comfortable enough to ask for assistance.	~Respond to texts, phone calls, emails, questions, etc. immediately. ~Build a rapport with each student. ~Encourage students to seek tutoring.	~Track correspondence through logs. ~Document things that are important to each student in a Personal Interests Page. ~Track when students have attended tutoring at the ACE Lab or with a department instructor.	Fall 2018 and Spring 2019	The director and advisor will create a Personal Interests Page to keep in each students file.
To instill the value of the students chosen program: ECED or TEDU	Provide activities that engage the students and build a commitment to and pride in the education field.	~Attendance/Participation in various activities (at least 2 in the Spring 2019 semester). ~Collect pictures of program graduates for a "Wall of Fame."	Fall 2018 and Spring 2019	~AY 2018 graduates need to be contacted for their current status and for pictures. ~AY 2019 graduates will have their pic taken prior to graduation.
To enroll students in professional organizations.	Begin a Phi Delta Kappa, Phi Lambda Theta and/or Educators Rising Honor Society.	~Number of people who join the Society. ~Number of meetings and activities. ~Number of people in attendance of organized activities.	Fall 2018 and Spring 2019	~Research will be done during Spring 19 to work toward the establishment of at least one of the organizations. ~The Director, Advisor and Instructor will attend at conference to a conference for at least one of the organizations (<i>dependent on Administration approval</i>).

Appendix D

MUS 108E Music Appreciation
Billie G. Mathews, PhD (Instructor)
December 2018

Goal	Strategy	Measurement	Target Timeframe	Notes
EX. Retain first time Freshmen from Fall to Spring	EX. Contact this cohort more frequently via email, mail, & phone calls	Ex. Track contact through logs and compare against Spring enrollment	Ex. Spring 2019	Ex. Researching options to text students.
Maintain attendance expectations	E-mail contact after first absence Elicit assistance from ACCESS Center to contact students on second absence	Log e-mail contact Utilize timeline for frequency of absences	Throughout Spring 2019 semester -Per week -End of first month (4 week roster) -End of two months (8 week roster) -End of three months (12 week roster)	Verify that students have functioning luna.edu e-mail address by participating in a "test e-mail" during first few weeks of semester
Increase online participation among students	Utilize a "ticket in" concept with an initial question to encourage students to be "engaged" in class Utilize a "ticket out" concept with a culminating question that involves collecting information throughout online class.	Account for student comments and participation in chat box relating to "ticket in" and "ticket out" using Excel spreadsheet with participation frequency	Throughout Spring 2019 semester -log each class -every two weeks -at 4 weeks -at 8 weeks -at 12 weeks -end of semester -	Use participation frequency data via Excel spreadsheet and converted to bar graphs/pie charts to demonstrate class participation.

Goal	Strategy	Measurement	Target Timeframe	Notes
EX. Retain first time Freshmen from Fall to Spring	EX. Contact this cohort more frequently via email, mail, & phone calls	Ex. Track contact through logs and compare against Spring enrollment	Ex. Spring 2019	Ex. Researching options to text students.
Get enrollment numbers up-for all programs	Created new recruiting materials, worked to get videos on program pages, gave several trades specific tours to interested students, implemented 4 phase recruiting plan(email, mail, call, personal tours)	Track through enrollment records in coming semesters.	Spring/Fall 2019	Also looked into an option to text interested students
Retain students from Fall 2018 to Spring 2019 Semester	Pre-registered students on the last day of classes, Karen(the advisor) also had preliminary meeting with students for an introductory advisement session.	Track through Spring 2019 enrollment	Spring 2019	Once Karen is fully in the advisory role, make specific schedule for her to meet with students for all programs, creating files and tracking each student