

## **Luna Community College (LCC) Advisement Plan**

### **2018-2021 With Updates–September 2025**

The mission of Luna Community College's Advisement Subcommittee is to improve and standardize advisement practices campus wide, to collect data during the advisement process in order to facilitate improved methods for addressing the personal and logistical issues of our student body, and to propose data-driven suggestions to be implemented at the LCC institution as a whole. The Advisement subcommittee is every student's advocate and aims to provide students with equal, consistent, and meaningful advisement to meet their educational goals while guiding them toward completion of a certificate and/or degree.

#### **OBJECTIVES:**

1. Improve and standardize advisement practices campus wide.
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.
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.

<b>Phase 1 Goals (2018/2019):</b>	<b>PROGRESS MADE:</b>
Hold training to ensure all current advisors have resources and are aware of required reporting.	No training since 2018 (NACADA) Advisement Conference 17-Oct-25, 5 attending; NACADA is also in the works
Provide portal and FERPA training to all new and current advisors and full-time faculty yearly.	Ongoing, via Workday Conversion Trainings and Onboarding Practices. Yearly mandatory compliance training is required complete by the end of the 2nd month of each Fall term.
Ensure each advisor has a list of all students in each department and access to needed student records.	Consensus of all advisors—this is being done on an ongoing basis.
Create a file for each current student with advisement sheets. (discontinuing this <b>physically</b> , as it is occurring <u>electronically</u> )	Not feasible—needs to be documented in the Advisement portal for LCC students. Most are adhering to this practice in the portal.
Increase percent of full-time and adjunct faculty utilizing online reporting system to assist “at risk” students.	<b>This is not adequate as is.</b> **Will be changing practices going forward. **
Work with IT to correct assigned advisors	Ongoing—changes are as well.
Ensure all current students have required institute and program information available.	Require Coaches meet with faculty to assist with suggested times for course scheduling.
Call all graduating students and assist with required exit paperwork and to ensure degree requirements are met.	Since the Registrar’s office is the final say on whether a student is complete or not, and should control the official record, this is not feasible. Nor are students assigned to any one advisor at this time. Change is needed.
At the end of each semester, assist all students in enrollment for next semester.	Contact IT or Registrar, for list of all students to determine which advisor should be making contact. Or return to Departmental Advising.
Faculty advisors will work to inform respective departments about advisement updates.	Not applicable under current practices.
Contact potential students/recruits.	Reimplement advisor assignments from start, with Admissions. Assign to Departmental Faculty Advisors, where possible. Other advisors will have a portion of all unassigned students. All will have students to work with.
Increase the percent of current students who register for the upcoming term.	This will be done by faculty and advisors assigned.
Submit for NACADA, or similar training.	Done in 2018, new training—2025 (x5 to Alb.) and future.
<b>Phase 2 Goals (2019/2020):</b>	
Call all “at risk” students and provide any required support.	Addressed above (#5)
Create a set of pertinent questions to assess student reasons for lack of retention, challenges, and ways in which advisement processes can be improved.	These should be incorporated into the AP (Advisement Plan), and have all contacts do a satisfaction survey at the time addressed.
Create a referral and support system that addresses overarching issues to student success.	Also addressed above.
Develop Student Assessment Team (SAT) system.	This will be done, on a case-by-case basis, as needed, determined by each specific students’ needs. (To date, none has been needed.)
Create Advisor Satisfaction Survey.	The survey is set up, discussion is when/how to implement it.
<b>Phase 3 Goals (2020/2021):</b>	
Call all “at risk” students and provide any required support.	We do this every semester with the Early Alert System.
Make advising materials consistent across campus.	Working on getting this set solidly across campus.
Create student success models for each department.	Early Alert System provides student support with this.
Create “guided pathways” throughout departments.	
Continue tracking student progress and reporting according to established system.	Ongoing—Early Alerts, No-Show reports, Instructor referrals.
Assess advisement systems across departments, modify and implement changes to ensure consistency and efficacy.	This is not currently occurring, due to the implementation of a new SIS, Workday, and change from Jenzabar to Workday.