



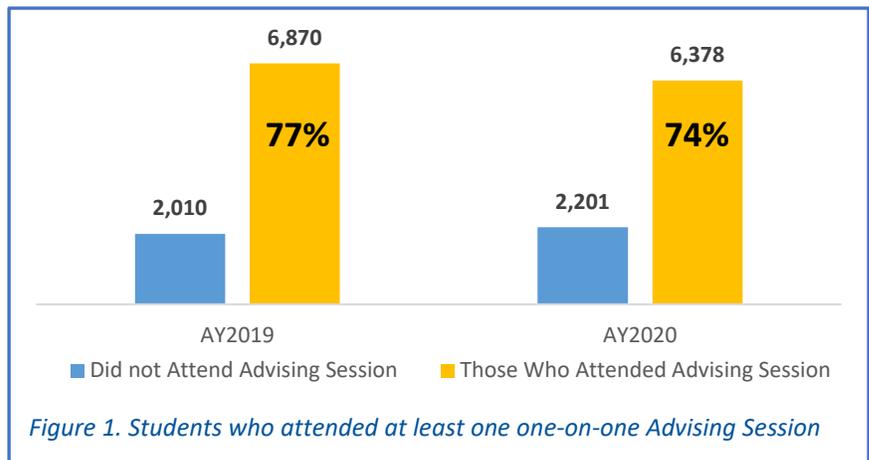
Degree-Seeking Students Attending One-on-One Advising Sessions for Academic Planning

Previous	Current	Trend	Target	Rating
77%	74%	↘	90%	Initial

Mission Fulfillment Indicator (MFI) 9 measures the number of degree-seeking students that meet with an academic advisor for a one-on-one planning session within a given academic year. This metric only accounts for individual sessions with a focus on academic planning and does not include email or phone conversations between a student and advisor or group advising sessions with multiple students and one advisor.

Discussion

Lane Community College serves over 8,500 degree-seeking students each academic year. These students are taking credit classes to complete a certificate, an associate degree, or credits to transfer to a four-year university. Lane’s academic advisors are assigned to one of eight career communities and can assist students with career exploration, creating a degree plan, and developing a pathway to accomplish their academic goals. Advisors also provide transfer information, help connect students with college resources, and provide information and assistance related to College policies, procedures, and processes.

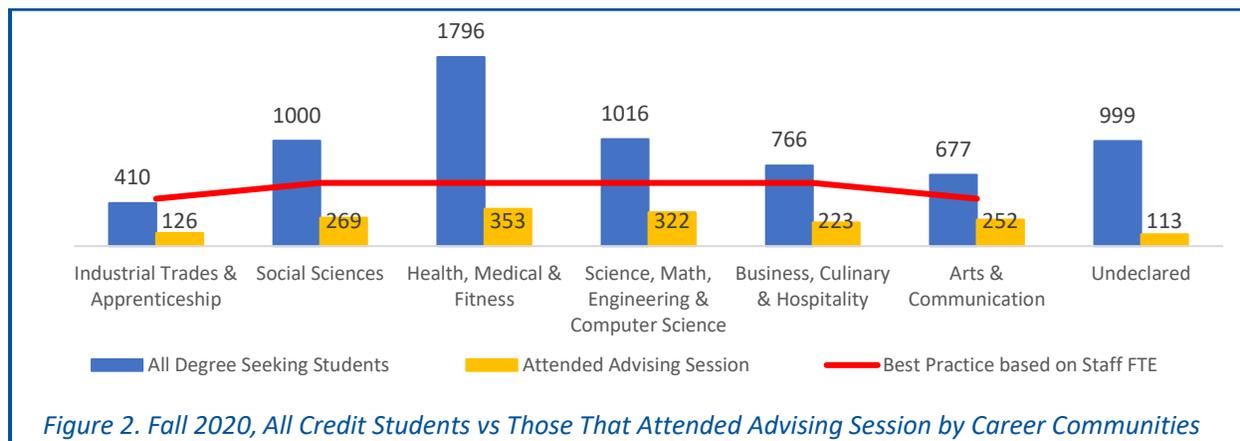


Deeper Data Dive

In 2018-19 there were 3,580 new degree-seeking students, but only 38.6% of those students met with an academic advisor in a one-on-one planning session. In 2019-20, 3,511 new degree-seeking students entered Lane and only 36% that year met one-on-one with an academic advisor. This means that the majority of new students in those years selected degrees and registered for classes without having had a one-on-one planning session with an academic advisor.

Data broken out by the eight career communities demonstrates the distribution of advising visits during the Fall 2020 term. According to Lindsay Miars in “What is Proactive Advising Management and What Does It Mean For Students” (2019), best practice for advisor to advisee ratios is 300 students per advisor. Proactive advising goes beyond course selection and planning. It is having a designated advising load, reaching out to advisees before they start struggling, and using a holistic approach which considers all aspects of an advisee’s life throughout the advising process. This method also supports the Guided

Pathway model LCC is implementing. In addition, Figure 2 demonstrates that student to advisor ratios for some communities do not meet these best practices.



Despite the low percentage of new students meeting with an advisor, 74% of all degree-seeking students met with an advisor at some point during the 2019-2020 academic year. Continued data gathering and analysis should examine the reasons students are meeting with an advisor, the length of the session, and whether all of the student’s needs were met.

Peer Comparisons

The accreditation process calls for evidence-informed self-reflection along with meaningful comparison against peers to provide a contextualized perspective on an institution’s quality. Per the National Academic Advising Association (NACADA) 2011 Survey of over 700 two-year and four-year colleges and universities in the private and public sector, the average advisor to advisee caseload is 296 advisees per advisor.

Lessons Learned & Next Steps

It became clear while gathering this data that a more efficient data tracking system is needed as the number of students that met with an advisor was taken from the Scheduling and Reporting System (SARS) calendar which not all academic advisors use, nor are email and phone advising sessions counted in the data tracking.

In order to adequately support a proactive, holistic approach to advising in alignment with the goals of Guided Pathways, advising caseloads need to be re-examined. The current advising structure and caseload ratios do not allow sufficient time for advisors to ensure that all students are able to explore their career options, select a degree path, receive support creating an academic plan, and map out their pathway from admissions to degree conferral, transfer, or into the workforce. Taking a holistic approach will take more time than just schedule planning, so a re-examination of advising workloads will be crucial to successful implementation.