Academic Advising and Planning Center

Mission
The Academic Advising and Planning Center (AAPC) prepares undergraduate students to navigate all aspects of academic planning by promoting an atmosphere that encourages self-exploration and resource utilization in support of academic success, as well as the timely and informed pursuit of an academic major.

We accomplish this mission by:
- Engaging students in individualized, technology-enhanced advising appointments where they explore their interests, discuss course options, consider majors and plan for the future.
- Establishing a relationship based on mutual trust with a diverse student population encouraging students to address academic strengths and challenges.
- Actively seeking and providing professional development opportunities for internal and external colleagues.

Assessment Methods
- Aggregated Student Responses from Appointment Exit Survey by Qualtrics
- Advisor Reported Appointment Data
- Aggregation of Cognos and Appointment Manager reports of student appointments

Selected Assessment Results

SLO 1 Measure 1:
- Fall 2017 Rubric score of 2.688 of a possible 4
- Spring 2018 Rubric score of 2.956 of a possible 4
- An increase of 6.7%

SLO 1 Measure 2:
- Survey Respondents: 53% correctly identified Two or More Academic Resources
- 45% correctly identified One Academic Resource

SLO 2 Measure 3:
- 70% of appointment Attendees Decided on a Major in Spring 2018

SLO 2 Measure 4:
- AAPC recorded a 52% Decrease in Advisers receiving Missing Major Holds from FA’16 to FA’17
- Recorded a 38% Decrease in Missing Major Holds from SP’17 to SP’18

Selected Action Plans/Next Steps
- During the 2015-18 assessment cycle, results for SLO 3 have remained consistent and satisfied the outcome. Therefore, this outcome is being retired. For the 2018-21 assessment cycle, a new SLO has been adopted: Demonstrated Student Knowledge of Campus Policies and Procedures.
- As a result of the 2015-18 assessment cycle findings, four trained Peer Advisors were added to AAPC staff in summer 2017 to meet students’ growing need for immediate access to advising and accurate information.
- Encouraged an expansion of campus-wide adoption of the Appointment Manager online platform for assisting in quantitative data collection for assessment.

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Student Learning Outcomes (SLO)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measure 1</th>
<th>Measure 2</th>
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<tr>
<td>(D) Direct Measure</td>
<td>(I) Indirect Measure</td>
<td>(D) A post-appointment survey will be administered via Qualtrics at the AAPC front desk to all students who participate in and complete an advising appointment to assess their knowledge of academic tools and/or resources.</td>
<td>(D) Enumerate the percentage of students who have decided on a major as reported by the advisor in Appointment Manager after the student attends their mandatory Spring academic advising appointment.</td>
<td>(D) Enumerate the percentage of students who received a Missing Major Hold (unsatisfactory academic progress in the AAPC) who have 45 hours passed and are on target to reach 60 by the end of the fall semester and track their actions based on their options associated with this registration hold.</td>
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<td>1) Students who attend their mandatory advising appointment each semester will be able to develop a plan for student progression to graduation.</td>
<td>(D) Track the number of students who develop an academic plan after attending academic advising appointments using a rubric. The rubric scored students’ planning on a scale of 0-4. The number of students is limited to 400 randomly selected first-year students who matriculated in the fall. Rubric Criteria: a) Meeting Preparation Level b) Level of Major Decidedness c) Identifies Intro. Level Major Courses d) Articulates Goals e) Understands Prerequisites f) Consults Advising Resources</td>
<td>(D) Track the number of students who attend the: a) Choosing a Major Workshop b) Majors Fair</td>
<td>(D) A post-appointment survey will be administered via Qualtrics at the AAPC front desk to all students who participate in and complete an advising appointment to assess their knowledge of academic tools and/or resources.</td>
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<td>2) Students who participate in academic advising and advising related programs will make a timely and informed pursuit of an academic major by the time they reach 60 hours.</td>
<td>(D) Enumerate the percentage of students who declare a major by the end of their freshman and sophomore years using Cognos Reports. The number of students is limited to the same 400 randomly selected first-year students who matriculated annually each fall from Outcome #1. Rubric Criteria: a) Meeting Preparation Level b) Level of Major Decidedness c) Identifies Intro. Level Major Courses d) Articulates Goals e) Understands Prerequisites</td>
<td>(D) Track the number of students, excluding first-year provisional students, to one or more campus resources. Students’ visits to a campus office demonstrates their knowledge by accessing such resources. This is measured at visits as reported by offices using Appointment Manager data and Center for Student Learning Tutor Trac.</td>
<td>(D) A post-appointment survey will be administered via Qualtrics at the AAPC front desk to all students who participate in and complete an advising appointment to assess their knowledge of campus resources and services (some instrument as Outcome #1).</td>
<td>(D) Enumerate the percentage of students who received a Missing Major Hold (unsatisfactory academic progress in the AAPC) who have 45 hours passed and are on target to reach 60 by the end of the fall semester and track their actions based on their options associated with this registration hold.</td>
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<td>3) Students will be able to demonstrate knowledge of campus resources and services after receiving academic advising.</td>
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SLO 3 Measure 1:
- In 2017-18, 77% of Advisers attended an AAPC Mandatory Appointment AND visited at least One Campus Resource