

SLO #1 – Academic Planning and Progress: Students who attend their mandatory academic advising appointment each semester will be able to develop a plan for student progression to graduation.

Measure 1: **Academic Planning and Progress Rubric** [direct measure]

Track the number of students who develop an academic plan after attending academic advising appointments using a rubric. The rubric was created with the advising group and tested with case studies. The staff use the rubric to score students' planning on a scale of 0-4. The number of students is limited to 400 randomly selected first year students (Admit Type: FR, PR, IF) who matriculated annually each fall. A "random" number generator website was used to select the students in the sample.

Performance Target: 15% increase in the average spring rubric score from fall semester to spring semester.

Results 1.1 (Rubric):

Assessment instrument: AAPC Rubric 2019-2020, six criteria listed under SLO #1.

N= 1,725 total first-year students who matriculated in Fall 2019 with Active student status and registered for classes on 9/16/19.

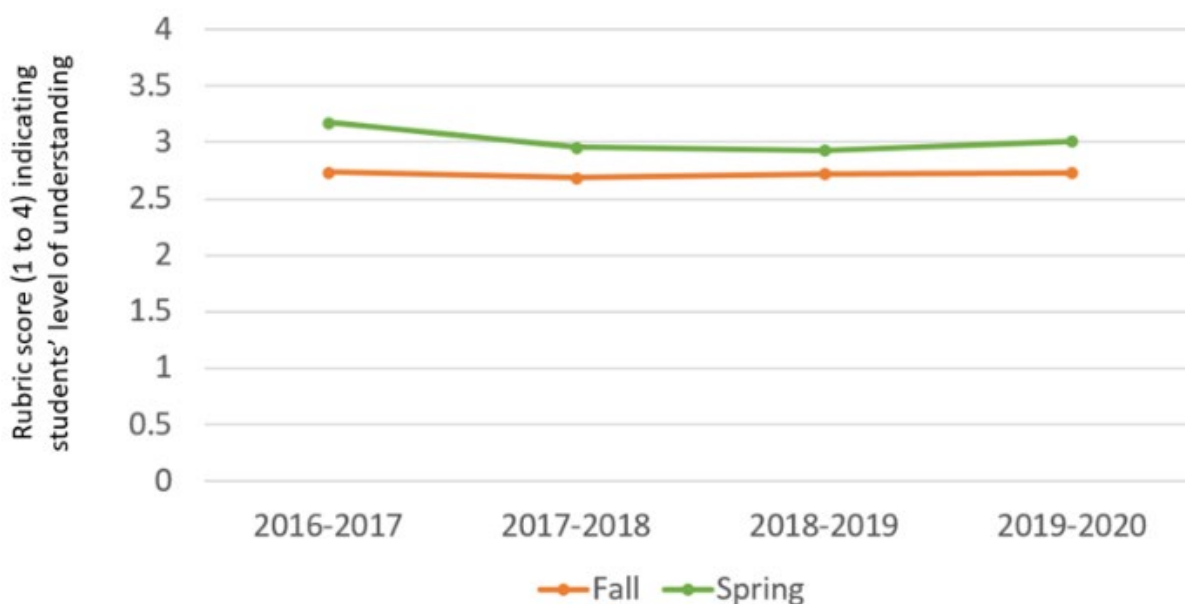
n= 236 of the 400 randomly selected first-year students attended both Fall 2019 and Spring 2020 Mandatory Advising appointments, and the advisor scored the students on all rubric criteria for this assessment outcome.

The average rubric score increased by 10% from Fall 2019 (2.730) to Spring 2020 (3.009).

Academic Planning and Progress Rubric Scores of 236 Randomly Selected First-Year Students, as Evaluated by the Academic Advisor After the Student Attends two Mandatory Advising Appointments at AAPC

Rubric Criteria (each scored 1 to 4)	Fall 2019 Average Score	Spring 2020 Average Score	Difference between Fall & Spring
Preparation Level	2.517	2.742	+ 0.225
Major Decision	3.458	3.653	+ 0.195
Identifies Intro Major Courses	2.990	3.284	+ 0.294
Articulates Goals	2.428	2.771	+ 0.343
Understands Prerequisites	2.352	2.695	+ 0.343
Consults Advising Resources	2.631	2.907	+ 0.276
Average Score (1 to 4 possible points)	2.730	3.009	+ 0.279 <i>10% increase from Fall to Spring</i>

Average Rubric Scores for Academic Planning and Progress, 2016-2020



Sampling methodology for measure 1: The population group (N) consists of 1,725 first-year students on a 9/16/19 Cognos report, 2.5 weeks after the Drop/Add period ended (delay due to college closure for hurricane). Numbers of students by Admission type in the initial sample group of 400 students were proportional to the population group, so the sample group

contained: First-year Freshmen (367 FR, 91.8%), Provisional (31 PR, 7.7%), and International First-year (2 IF, 0.5%). The sample group of 400 students were randomly selected using an online random number generator. New first semester Transfer students are not considered "first year students". The final sample group for this measure was only 236 students (n) out of 400 students because students had to attend a Mandatory Advising appointment in both Fall and Spring to allow the comparison between the two semesters specified in this Measure.

Measure 2: **Student Post-Appointment Survey** [direct measure]

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. (Same instrument for SLO #4, Measure 2)

Performance Target: 60% of students will be able to identify two resources.

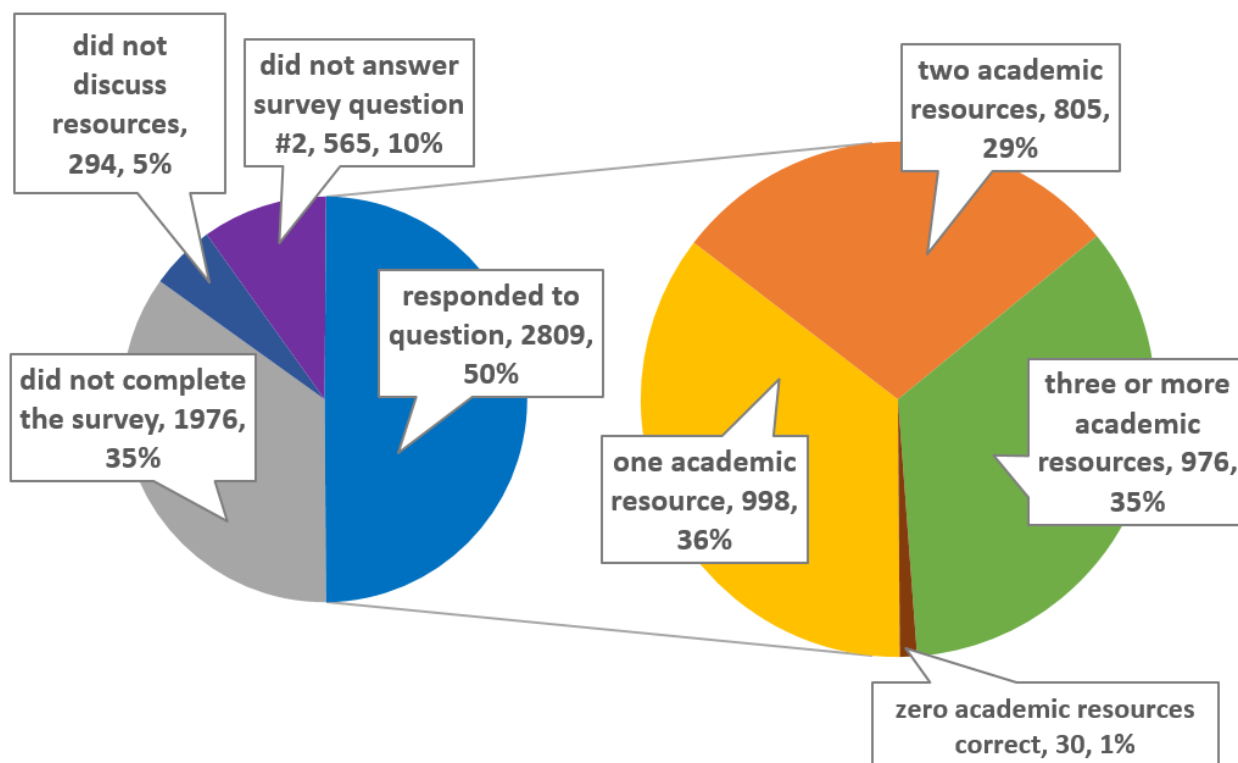
Results 1.2 (Student Post-Appointment Survey):

Assessment instrument: AAPC Survey 1, Question #2.

N= 5,644 appointments during the Fall 2019 and Spring 2020 survey dates (not unique students)

n= 2,809 students responded to survey question #2

63% (1781 students) of respondents to survey question #2 correctly identified two or more academic tools or resources, 36% (998 students) correctly identified one academic tool or resource, and 1% (30 students) did not correctly identify any academic tools or resources.



Sampling methodology for measure 2: The population group (N) is based on the number of advising appointments held with students by the Academic Advising and Planning Center in-person or virtually, regardless of the reason for the student's appointment (source: Appointment Manager student sign-in data). The sample group (n) is limited to students who 1-took the survey and 2-answered survey question #2 used for this Measure (source: student survey). This survey question is shown to all students who complete the survey, but not all students respond to the question and some students report they did not discuss this topic.

Use of Assessment Results

The results were reviewed and discussed by the Academic Advising and Planning Center (AAPC) staff during a Wednesday, May 20, 2020 assessment workshop.

Measure 1: This was the third assessment cycle in which all rubric criteria were used in the fall and spring semesters. There was a slight increase in the correct response rate in the spring of 2020 after the last two spring semesters. Additionally, the correct response increase rate saw its greatest fall to spring increase since the 2017-18 assessment cycle. The 10% increase observed from fall to spring in 2019-20 was less than the performance target of a 15% increase. However, the 10% increase corresponds to an average correct response of 3.009 out of a possible 4. In the AAPC, 75% of students measured across six criteria specific to policies regarding progress toward

degree and requirements for graduation responded correctly in the spring semester, While the performance target was not met, there was an increase, particularly in comparison to a 68% correct response rate in the preceding fall semester.

The world-wide COVID-19 pandemic of the spring semester 2020 impacted every area of the institution. As a result, the AAPC moved all its services to an online format in March 2020 and continued to provide advising services to students mandated to receive advising and the entire student body, in general. The AAPC experienced no slowing of the pace of advising and each of the returning class standing cohort achieved nearly 90% registration for the upcoming fall 2020 semester before the end of the spring 2020 semester. While advising services maintained its typical pace, assessment efforts did as well. The sample size of students for Measure #1 was within 2% of the sample size from the previous assessment cycle, which is negligible, if not impressive, given the effects of COVID. And while the 10% increase in student knowledge is less than the increase observed in the previous assessment cycle, in light of the challenges of COVID-19, the AAPC is satisfied with students' learning and improved understanding of institutional policy and academic planning.

In an idealized advising experience, the AAPC would hope all students sampled, and that all students in general, demonstrate 100% knowledge of successful academic planning and institutional policy effecting their academic planning. While perfection is not obtainable, these assessment results inform and remind the AAPC leadership and staff of the importance of advising as teaching. The AAPC has structured and is continuously improving the training of new advisors who join the AAPC staff to emphasize an understanding of College of Charleston policy, procedures, curriculum and services and how to impart that understanding to students. AAPC leadership is regularly discussing and reviewing continuing and updated institutional information regarding policy, procedures, curriculum and services through staff retreats, staff meetings, small group meetings and individual mentorship for staff members. Advising is teaching and the efforts and results of measure #1 are a constant reminder for the AAPC staff that advising is not just about selecting courses but creating within the student personal ownership of their academic plan by understanding academic planning at CofC.

Measure 2:

While Measure #1 provided advisor generated data for analysis, Measure #2 was a direct measure of knowledge from the student advisees themselves. The knowledge being measured is that of academic resources available to them at CofC including, but not limited to, registration tools, curriculum resources (catalog, roadmaps, etc.) and learning support services. This measure allows the AAPC to understand the level of understanding and recall of campus resources with which students are leaving an academic advising meeting. The sample includes any student who has sought advising services through an in-person or virtual advising.

The AAPC conducted 5644 individual advising meetings in the fall 2019 and spring 2020 semesters, combined. This number is especially astonishing given that beginning the week of March 16, 2020, the AAPC began offering all of its advising appointments virtually, due to the COVID-19 forced virtual environment. Prior to the virtual environment, the AAPC collected this data by a post-appointment check-out survey at the AAPC front desk. Following the virtual environment, the same survey was emailed to through our online appointment system software, Appointment Manager, and responded to by students online. The data collected from the survey is designed to measure student's knowledge of academic resources. This informs the AAPC to the effectiveness of the knowledge taught by advisors during advising meetings. Despite the transition in the delivery method of advising meetings during the virtual environment, the AAPC collected 2809 student responses during the 2019-2020 assessment cycle, compared to 2442 collected in the previous assessment cycle. Even more impressive is the correct rate with which students responded during the current cycle, with 63% correctly identifying two or more resources, compared to 60% correctly identifying two or more in the 2018-2019 cycle and 53% in the 2017-2018 cycle.

This multi-year increase of students correctly identifying two or more resources is especially encouraging. Each advisor is tasked with teaching students academic resources as a natural outcome of the advising experience, which is consistent with the AAPC Mission, advisor job responsibilities and national professional standards. This data reflects the AAPC's philosophy of advising as teaching. The data further reflects success in the AAPC's training of new advisors and the ongoing professional development of the advising staff. That 99% of student respondents were able to correctly at least one academic resource is further testimony to the effectiveness of the AAPC staff to teach students during the advising meeting and is consistent with our advising philosophy to engenders students' comprehension and ownership of the educational experience.

The AAPC is further encouraged by the increase in correct responses collected for students attending advising meetings within the virtual environment throughout the COVID forced shutdown. There are many factors that can affect online survey response rates; however, completion of the online format of the survey was assisted by the automated distribution of the survey by Appointment Manager. This method of distribution ensures all students completing meetings would receive the survey. This consistency in distribution can attribute to consistency in the collection rate of completed responses. The AAPC can use this data to inform its efforts to continuously provide instructional advising across advising meetings, regardless of the meeting format. The AAPC has structured and is continuously improving the training of new advisors who join the AAPC staff to emphasize an understanding of academic resources that enrich the student's educational and learning experience and how to impart that understanding to students. AAPC leadership is regularly discussing and reviewing updated information from CofC regarding policy, procedures, curriculum and services through staff retreats, staff meetings, small group meetings and individual development of staff members. The AAPC will continue this measure for

one more assessment cycle with a goal of closing the assessment loop in the 202-21 assessment cycle.

Budget Changes

The AAPC lost two professional staff members to other job opportunities in the 2019-20 academic year; one in the fall semester and one in the spring semester. As of July 1, both of those positions have been filled and training has been completed. As already noted, our data collected post-COVID shutdown was better than previous in-person data collection attempts. Staff attrition, like in past years, is less likely the culprit in the 2019-20 year for not reaching performance targets; but it goes without saying that with each staff member's departure, the AAPC takes a step away from reaching our goal as students must be reassigned to other advisors and a search, hiring, on-boarding and training of a new staff member must follow. It cannot be stressed enough that in order to truly stabilize assessment efforts, consideration for livable wages through across the board salary increases must be revisited so that the staff can also be stabilized and maximized student advising services can be realized.

Staff Attrition no doubt impacts our data collection in terms of consistency as well as accuracy. For the last several years staff have been burdened with excessively high and constantly shifting advising loads that has made it difficult to maintain and stabilize assessment efforts. Consideration for increase staff salaries and establishing an advising career ladder would be effective budgetary actions.

SLO #2 – Major Planning: 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 have reached 60 hours.

Measure 1 (a-b): **Programming** [direct measure]

Enumerate the percentage of students who attend the a) **Choosing a Major Workshop** and the b) Majors Fair respectively.

Performance Target: 10% increase in student attendance from the previous at each of these events.

Measure 1: Programming

Part A: Choosing a Major Workshop

Fall 2019:

N= 9,329 unique degree-seeking undergraduate students with Active student status and enrolled at the end of Fall 2019.

n= 46 unique students attended one of four offered workshops: September 23, October 8, October 23, or November 5, 2019. This is a 70% increase from Fall 2018's 27 student attendees at five workshops.

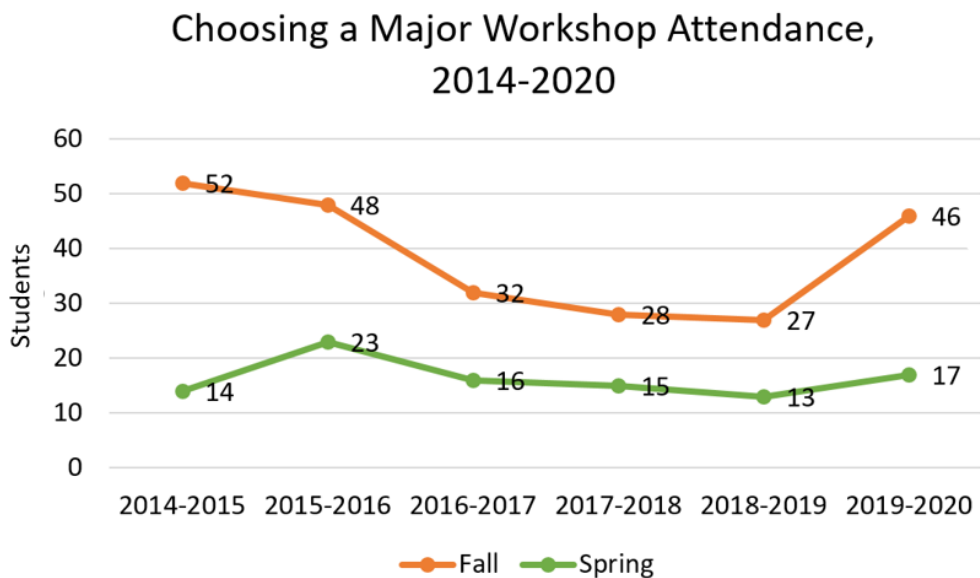
0.49% of students attended the Choosing a Major Workshop in Fall 2019.

Spring 2020:

N= 8,875 unique degree-seeking undergraduate students with Active student status and enrolled at the end of Spring 2020.

n= 17 unique students attended one of three offered workshops: February 6 (in-person), March 5 (in-person), or April 8, 2020 (offered online through Career Center’s Handshake program). This is a 31% increase from Spring 2019's 13 student attendees at two workshops.

0.19% of students attended the Choosing a Major Workshop in Spring 2020.



Sampling methodology for Measure 1, Part A, Choosing a Major Workshop: Fall 2019 population size (N): 9,329 on 12/14/19 Cognos report, degree seeking undergraduate students with Active student status at end of term (FR/IF/PR/T2/T4/IT/TB/RA/RC/GR/GC), unique students. Spring 2020 population size (N): 8,875 on 5/8/20 Cognos report (*the day after final grades*), degree seeking undergraduate students with Active student status at end of term (FR/IF/PR/T2/T4/IT/TB/RA/RC/GR/GC), unique students. Sample size (n) attendance both semesters is based on sign-in sheets provided by the Career Center staff.

Measure 1 (a-b): Programming [direct measure]

Enumerate the percentage of students who attend the a) Choosing a Major Workshop and the b) **Majors & Minors Fair** respectively.

Performance Target: 10% increase in student attendance from the previous at each of these events.

Part B: Majors and Minors Fair

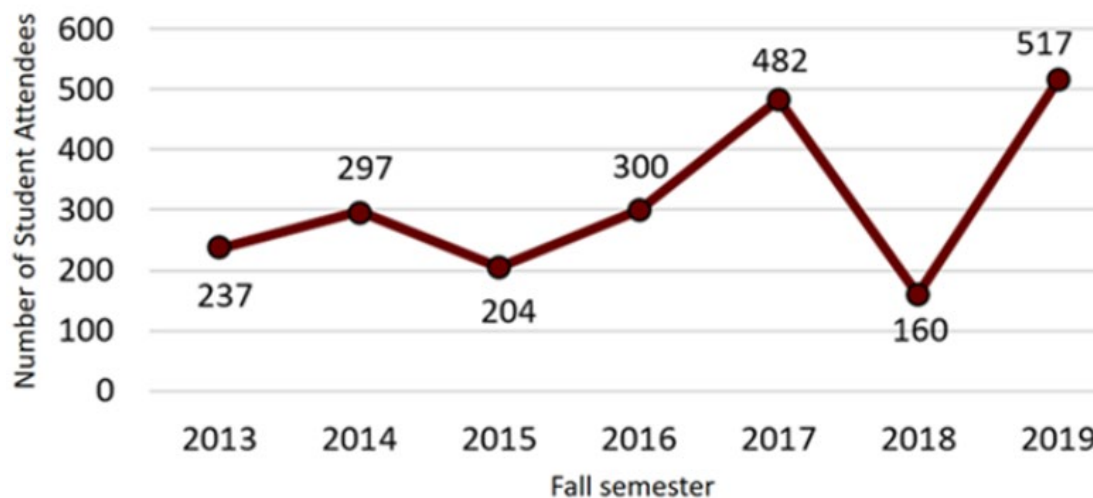
N= 9,459 unique students in Fall 2019 (this population size includes 9,329 degree-seeking undergraduate students with Active student status and enrolled at the end of Fall 2019, plus 130 Charleston Bridge program non-degree students who could become CofC students in the spring).

n= **517 students attended the Fall 2019 Majors and Minors Fair**

5.5% of students attended the Fall 2019 Majors and Minors Fair. Student attendance increased 223% from Fall 2018 (160 students) to Fall 2019 (517 students).

Majors and Minors Fair Attendance, Fall 2013-Fall 2019:

Majors and Minors Fair Attendance Fall 2013 - Fall 2019



Sampling Methodology for Measure 1, Part B, Majors and Minors Fair: Fall 2019 population size (N) is based on the sum of two student populations: 9,329 unique students on 12/14/19 report, degree seeking undergraduate students with Active student status at end of term (FR/IF/PR/T2/T4/IT/TB/RA/RC/GR/GC); plus 130 Charleston Bridge students on 10/18/19 (in the fall, these students are not yet admitted as CofC students). Fall 2019 sample group (n) attendance count is based on the combined counts of unique student email addresses provided via these sources: 1-Student check-in (electronic) at two sign-in tables; plus 2-department table paper sign-up lists, later typed into spreadsheet by staff.

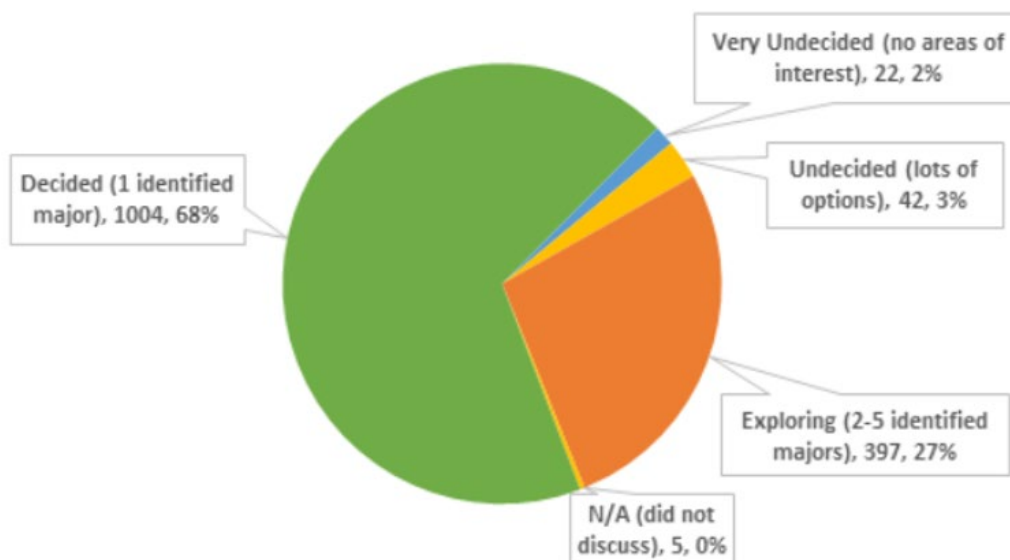
Measure 2: Major Decision/Major Decidedness

N= 2,098 students eligible to attend a Mandatory Advising appointment at AAPC in Spring 2020.

n= 1,470 mandatory advising appointments in Spring 2020 attended at AAPC (unique students).

68% of students (1,004 out of 1,470) who attended Spring 2020 Mandatory Advising appointments with their AAPC advisor were identified by the advisor as “Decided (1 identified major)”.

Major Decision/Decidedness of 1,470 Students who attended a Spring 2020 Mandatory Advising Appointment



Distribution of Major Decision/Decidedness for Students who Attended Mandatory Advising Appointments		Spring 2020 Mandatory Advising Appointments	Spring 2019 Mandatory Advising Appointments
<i>Major Decision (reported by advisors after student attends advising appointment)</i>	Very Undecided (no areas of interest)	22 (2%)	14 (1%)
	Undecided (lots of options)	42 (3%)	46 (3%)
	Exploring (2-5 identified majors)	397 (27%)	356 (26%)
	Decided (1 identified major)	1004 (68%)	969 (70%)
	N/A (did not discuss)	5 (0%)	
TOTAL		1,470	1,385

Sampling methodology for Measure 2: The population group (N) consists of three groups of students: 1) first-year students in their first or second semesters (admission types: FR, PR, IF); 2) Bridge program transfer students in their first or second semesters (admission type: TB); and 3) Transfer students in their first semester only (admission types: T2, T4, IT). Source for N: Cognos

report on 1/29/20. Students in the population group are assigned to AAPC advisors and are invited to advising at AAPC. However, not all of the students in the population group are ultimately required to attend advising with AAPC, so the sample group is smaller than the population. The sample group (n) consists only of students who met with their advisor and their advisor reported the appointment as "Mandatory Advising" according to the rules defined by the AAPC. The students marked as "Decided" may not have declared their major in the Program of Study Management (POSM) system. Source for n: Appointment Manager post-appointment evaluation of student completed by academic advisors.

Use of Assessment Results

The results were reviewed and discussed by the Academic Advising and Planning Center (AAPC) staff during a Wednesday, May 20, 2020 assessment workshop.

Measure 1a: The **Choosing a Major Workshop** programming is intended to allow students the opportunity to discuss with professional staff members from the AAPC and the Career Center the possible outcomes to major pursuits. Measuring the attendance of the workshops helps the programmers determine the scheduling and promotion of the events. An attempt is made to provide students with at least three opportunities per semester to attend these workshops. While the workshops did have an increase of attendance from fall to spring of the 2019-2020 assessment cycle compared to the fall to spring attendance of 2018-2019 assessment cycle, respectively and thusly achieving the performance target, the number of attendees in any given semester can be impacting a number of disparate factors. Rather, the purpose of tracking attendance informs the reach of the workshops and, again, the scheduling and promotion of the workshops. During the spring 2020 semester, the Workshop was recorded and after the COVID-19 forced virtual environment, students were given the option to sign up to view the recordings. Attendance was collected for only in person Workshops prior to the virtual environment. Once the College returns to a full in person experience the delivery of the Workshop will be revisited. The AAPC and Career Center are continuously updating and attempting to improve content to provide student with a relatable and meaningful understanding of major pursuits. And while there will always be opportunity for the AAPC and its campus partners to provide students with mentorship in major selection, the tracking of attendance of the workshops can help determine the best method for offering that mentorship, whether through major workshops or otherwise. Discussions to that effect among AAPC and Career Center professional staff member is ongoing.

Measure 1b: The **Majors and Minors Fair (MMF)** was held outside on Cougar Mall for the fourth time in fall 2019. While attendance at the 2018 MMF decreased, potentially due to a shortfall in the attendance data collection method, the MMF saw a dramatic increase in attendance to the 2019 MMF. One primary reason for this increase was an improvement in the method for collecting student attendance. During the 2019 MMF, student attendees were directed to one of

two available “check-in” stations consisting of laptop computers where students provided their CofC email address as their individual identifier. Collecting and aggregating the email addresses provided a more accurate number of attendees. Students who entered in the MMF event space were aggressively encouraged to record their attendance by AAPC staff. And students were further encouraged to record their attendance with the offer of a Krispy Kreme Doughnuts when they checked out. The increase in attendance achieved by an improved tracking method is the direct result of the MMF Committee discussions reflecting on collected data from the previous assessment cycle and is further indication of the effectiveness of the AAPC assessment efforts.

The MMF offers students the opportunity to meet in person with CofC departmental faculty, staff and students. The MMF is the largest co-curricular event executed by the AAPC within an academic year and the 517 attendees in 2019 is the highest number yet recorded for event attendance in the event’s history. It far exceeds the 5.5% increase target performance, easier understood in light of a vastly improved attendance tracking method. The new tracking method also provides new opportunities for the AAPC staff to analyze the academic profile of attendees and well as trends in major declaration among attendees and non-attendees among the student body. Efforts are currently underway to include that analysis in the 2020-2021 assessment cycle. This additional analysis can also inform the effectiveness and promotion for the MMF in the future. The record attendance serves as an encouragement to the AAPC to continue to develop the scope of the event, in an idealized iteration, to include all academic departments in the MMF event. While this may not be possible, the increased number gives a demonstrative incentive to academic departments to participate. The everchanging institutional landscape may include budgetary constraints across campus and academic departments are consistently clamoring for higher enrollments in their course and declared students in their majors. The MMF is a tangible manifestation of the collaboration between advising and faculty to mentor students into their ‘best fit’ major for the individual students and their personal, professional and educational goals. Increased attendance will continue to encourage that collaboration. The MMF Committee is in ongoing discussion to explore ways of improving and enriching the MMF experience for students. Increased attendance data motivates these efforts. Due to COVID-19 and the CDC and DHEC guidelines in place as of July 2020, it has been decided that the MMF will be held virtually over the course of a week in October 2020.

Measure 2: The Major declarations measure assesses students who attended Spring 2020 Mandatory Advising appointments level of major decidedness as identified by their AAPC advisor. This data has been collected in the previous year’s AAPC assessment but is reported here for the first time in this assessment cycle. Of the 1470 students who attended a mandatory advising meeting in the spring of 2020, 68% were identified as having decided on a single major. This is only a slight decrease from the same data collected the previous spring semester where 70% of students attending mandatory meetings were identified as decided on a single major. However, across both semesters of data collection, a total of 95-96% of all mandatory meeting attendees were identified by the advisor as having either decided or exploring two to five major options.

This indicates that the AAPC is consistently encouraging student to make an informed decision about their major selection. As a liberal arts institution, major exploration is inherent to the institution's educational model. The effective advising provided by the AAPC encourages students to make major decisions that are based in curricular knowledge, opportunities afforded students within those majors, themselves, as well as an examination of their personal skills, interests, abilities and values. Mentoring students through the major selection experience is inherent to the advising experience and is consistent with the AAPC mission, advisor job responsibilities and national professional standards. AAPC administrators provides leadership to the AAPC staff regarding the philosophy and practice of developmental advising, which promotes major exploration in terms of the individual student skill, interest and goals. New advisors to the AAPC staff are trained to understand and engage in the developmental theory of advising, as well as the ongoing training of all AAPC staff through staff retreats, staff meetings, small group meetings and individual professional development of staff members, including professional conference attendance and other similar activities.

Budget Changes:

The ability to capture when and how often students declare their major at the College of Charleston continues to be impossible given the limitations of the Program of Study Management (POSM) software. It is recommended that the College consider revisiting this software and consider a different product that has the capacity to generate reports and aggregate data from various data points. Until this occurs, or staffing is in place to mine information in a meaningful and useful way from POSM, the College will be limited in understanding the frequency by which students declare/undeclare majors and minors and connect it more easily to retention and graduation data.

SLO #3 Policies and Procedures:

Students will demonstrate knowledge of at least three (3) actionable academic policies or procedures on the part of student after attending a mandatory academic advising appointment.

Measure 1: Track the number of students who can identify policies and procedures after attending mandatory advising appointments using a rubric. The same rubric from SLO #1 will be utilized.

Performance Target: Set to baseline.

Measure 1: (Advisor checkout rubric for 400 sample students)

Assessment instrument: AAPC Rubric 2019-2020, two criteria: the seventh criteria, "Understanding POSM", listed under SLO #4; and the fifth criteria, "Prerequisites", listed under SLO #1.

N=1,725 total first-year students who matriculated in Fall 2019 with Active student status and registered for classes on 9/16/19.

n= 236 of the 400 randomly selected first-year students attended both Fall 2019 and Spring 2020 Mandatory Advising appointments, and the academic advisor scored the students on both rubric criteria for this assessment outcome (score 1-4).

17% increase in student knowledge of academic policies and procedures from Fall 2019 to Spring 2020.

Policies and Procedures Rubric Scores of 236 Randomly Selected First-Year Students, as Evaluated by the Academic Advisor After the Student Attends two Mandatory Advising Appointments at AAPC

Rubric Criteria (each scored 1 to 4)	Fall 2019 Average Score	Spring 2020 Average Score	Difference between Fall & Spring
Understands Prerequisites	2.352	2.695	+ 0.343
Understands POSM	2.792	3.363	+ 0.571
Overall Score (8 possible points)	5.144	6.030	+ 0.886
Average Score (1 to 4 possible points)	2.572	3.015	+ 0.443

Sampling methodology for measure 1: The population group (N) consists of 1,725 first-year students (N) on a 9/16/19 Cognos report, 2.5 weeks after the Drop/Add period ended (delay due to college closure for hurricane). Numbers of students by Admission type in the initial sample group of 400 students (n) were proportional to the population group on the same date, so the sample group contained: First-year Freshmen (367 FR, 91.8%), Provisional (31 PR, 7.7%), and International First-year (2 IF, 0.5%). The initial sample group of 400 students were randomly selected using an online random number generator, but the sample group was reduced to 236 students (n) because students were required to attend both Fall and Spring Mandatory Advising appointments to allow a comparison of students' knowledge in this Measure. New first semester Transfer students are not considered "first year students".

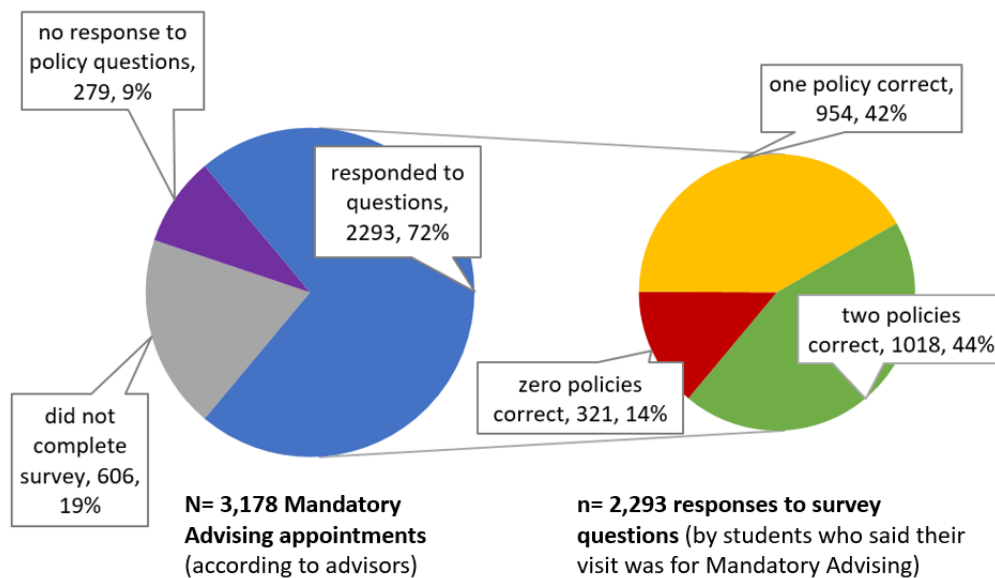
Measure 2: (Student post-appointment survey, for students who reported they attended "Mandatory Advising")

Assessment instrument: AAPC Survey 1, Question #4 and #5.

N= 3,178 "Mandatory Advising" appointments reported by academic advisors

n= 2,293 student responses to survey questions by students who reported their visit was for "Mandatory Advising" in the survey

44% of respondents (1,018 students) correctly answered questions about two policies/procedures related to academic advising in Fall 2019-Spring 2020, 42% only answered one policy/procedures question correctly (954 students), and 14% did not answer any correctly (321 students).



Sampling methodology for measure 2: The population group (N) is based on the number of semester Mandatory Advising appointments held with students by the Academic Advising and Planning Center in-person or virtually, *as reported by the academic advisor* after the appointment. The sample group (n) is limited to students who 1-took the survey, 2-*self-reported that the reason for their visit was "Mandatory Advising" on the survey*, and 3-answered at least one of the survey questions #4 and #5 used for this Measure. Students' perception of the visit reason "Mandatory Advising" which they answered on the student survey may or may not match what the AAPC defines as "Mandatory Advising", and the content

of these two survey questions would only have been discussed during a meeting the *academic advisor* reported as "Mandatory Advising".

Use of Assessment Results

Measure 1: Identifying of Policies and Procedures.

This is the first year reporting this measure. This measure tracks the number of students who can identify policies and procedures that have been identified by the AAPC staff/assessment committee after attending mandatory advising appointments by adding this measure to an already well-established and robustly used rubric. The same rubric from SLO #1 was utilized and is completed by the advisor at the completion of the individual mandatory meeting. While there are dozens of policies and procedures at the institution, the AAPC decided to focus on and measure two: the student's understanding of the Program of Study Management System or "POSM" and student knowledge of "Prerequisites". The performance target for future assessments will be determined by the data collected in this assessment cycle.

The data was collected from a random sampling of 236 students who attended two mandatory advising meetings, one in the fall and one in the spring, and for which the advisor completed the rubric. The rubric requires that advisors rate the student's level of knowledge of each policy or procedure, where One (1) is the lowest level of knowledge and Four (4) is the highest level of knowledge. The data indicates that students demonstrated an increase of knowledge in both POSM and prerequisites from the fall 2019 to the spring 2020 semester, specifically following the second of two mandatory advising session. An increase score of 5.144 in the fall to 6.030 in the spring, of a possible Eight (8), reflects an 11% increase. This result will be used to inform the target performance going forward. This data suggests that advising efforts in this outcome indicate student learning and are effective in educating students on the policies that impact continued enrollment (prerequisites) and the platforms utilized to self-define the student's educational goals (POSM). While this is new data for the AAPC to embrace in its professional development efforts, and is encouraging, the AAPC staff continues to strive for improved learning on the part of the students, where in an idealized advising experience, students would score at the highest level of knowledge in would regards to all policies and procedures. It is consistent with the AAPC mission that students would complete their mandatory advising sessions capable of navigating all policies and procedures that are impactful to their educational experience. It is also consistent with the philosophy of professional academic advising that students who have and exercise this knowledge are more likely to remain enrolled and persist through to graduation. This is a goal of the AAPC and reason for and reflective of the data collected in this measure. Additionally, new advisors to the AAPC staff are trained to understand institutional policies and procedures and to practice knowledge sharing with students in advising meetings, as well as the ongoing training of all AAPC staff through staff retreats, staff meetings, small group meetings and

individual professional development of staff members, including professional conference attendance and other similar activities.

Measure 2: Student Identifying Policies and Procedures. This assessment measure is a continuation of the AAPCs efforts to determine students' level of knowledge of policies and procedures; however, this is the first year of reporting for these specific policies. Similar to Measure 1, Measure 2 required students who attend mandatory advising to demonstrate knowledge of policies and procedures impactful to their academic planning and degree progress. The data was collected from two direct measure questions in the post-appointment check-out survey at the AAPC front desk. The survey was collected in person throughout the assessment cycle, until the COVID-19 forced virtual environment, at which time it was distributed through Appointment Manager, as previously noted. The two questions asked students to 1) identify the number of credit hours earned that are required for graduation, and 2) by when must students declare their major. This data was determined by the AAPC leadership to be consistent with the AAPC goal of teaching as advising and that knowledgeable students persist to graduation.

The AAPC collected a robust 2,293 student responses to survey questions by students who reported their visit was for "Mandatory Advising" collected both in person and online. 44% of students correctly responded to both questions regarding credits to graduate and declaration deadlines. However, a combined 86% of students correctly responded to at least one of the policy and procedure questions. This is an 11% increase from the previous assessment cycle. While this is new data for the AAPC to embrace in its professional development efforts, the AAPC staff continues to strive for improved learning on the part of the students, where in an idealized advising experience, students would score at the highest level of knowledge in regards to all policies and procedures. All AAPC efforts to develop and train its staff continue to serve this goal. The AAPC leadership will continue to observe and discuss the impact of advising on the student knowledge of policies and procedures.

Budget Changes:

As noted earlier, it is critical to maintain a full staff of professional advisors so that training and professional development is consistent and timely in service to our students. Improving staff salaries will help reduce the potential for staff attrition and reduce the need to staff to obtain additional employment outside of work hours to meet their financial needs. Continuing to fund the license for Appointment Manager will continue to be critical in our disseminating electronic feedback surveys to students and collect other data for assessment purposes.