



SUCCESS CENTER FOR
OHIO COMMUNITY COLLEGES

LEADERSHIP ACADEMY
FOR STUDENT SUCCESS

DESIGN LAB SESSION: TEAM 7

Academic Advising Programs (AAP) Audit Tool Kit

Friday, September 15, 2023

TEAM MEMBERS

Cohort 3 Fellows

- Tim Borchers, Sinclair Community College
- Terry Koons, Hocking College
- Mollie Miller, Cincinnati State Technical & Community College

Project Advisor

- Dr. Kelly Hogan, Columbus State Community College

THE PROBLEM(S) WE ARE TRYING TO SOLVE

- **PILLAR 3: KEEPING STUDENTS ON A PATH**

Team 7: Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

THE PROBLEM(S) WE ARE TRYING TO SOLVE

Problem Statement:

College advisors struggle to support students in their academic planning and their personal and professional goal-setting. Advising structures and models fail to help advisors reach desired advising outcomes, and often staffing plays a role in the failure to proactively track student progress, quickly intervene when crises occur, and ensure optimal pathways for degree completion.

THE SPECIFIC CHANGES/REFORMS WE PROPOSE

Guiding Principles



Council for the
Advancement of
Standards in Higher Education

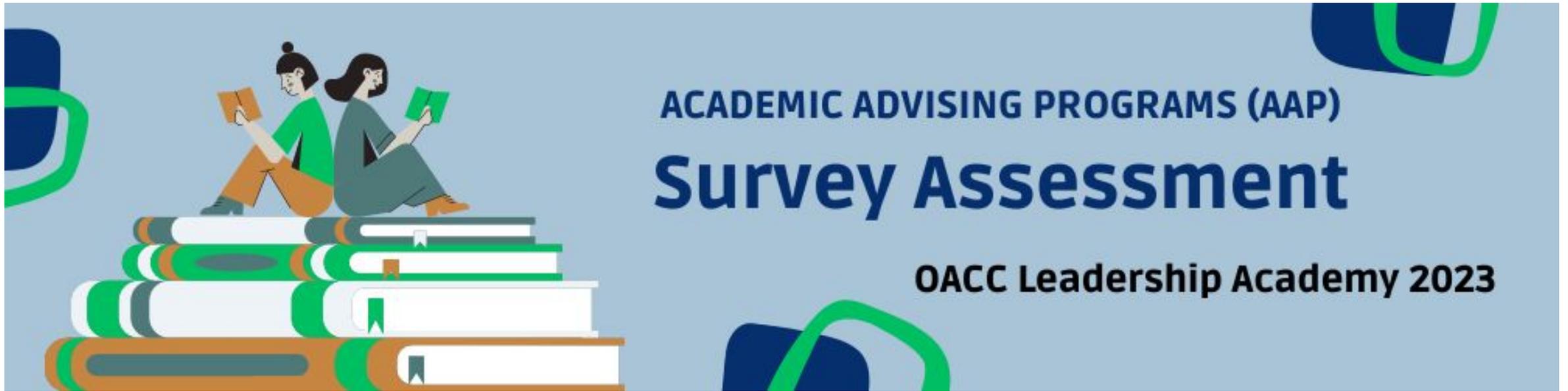
Academic Advising Programs (AAP)

- Part 2 PROGRAM AND SERVICES
 - 2.1 Program and Services Goals
 - 2.2 Program Information and Services
 - 2.3 Program Structure and Framework
 - 2.4 Program Design

THE SPECIFIC CHANGES/REFORMS WE PROPOSE

- **Recommendation #1**

Utilization of current Academic Advising Programs (AAP) based on Council for the Advancement of Standards in Higher Education (CAS) Guiding Principles Part 2. Programs and Services through a team built **Assessment Survey** and **Audit Tool Kit**.



<https://bit.ly/AAP-AssessmentSurvey>

Survey Assessment

Part 2. PROGRAM AND SERVICES	Number of Guiding Standards & Principles
2.1 Program & Services Goals	4
2.2 Program Information & Services	12
2.3 Program Structure & Framework	10
2.4 Program Design	6
	32 Total

0: Not
Applicable

1:
Not At All
Effective

2:
Slightly
Effective

3:
Moderately
Effective

4:
Very
Effective

5:
Extremely
Effective

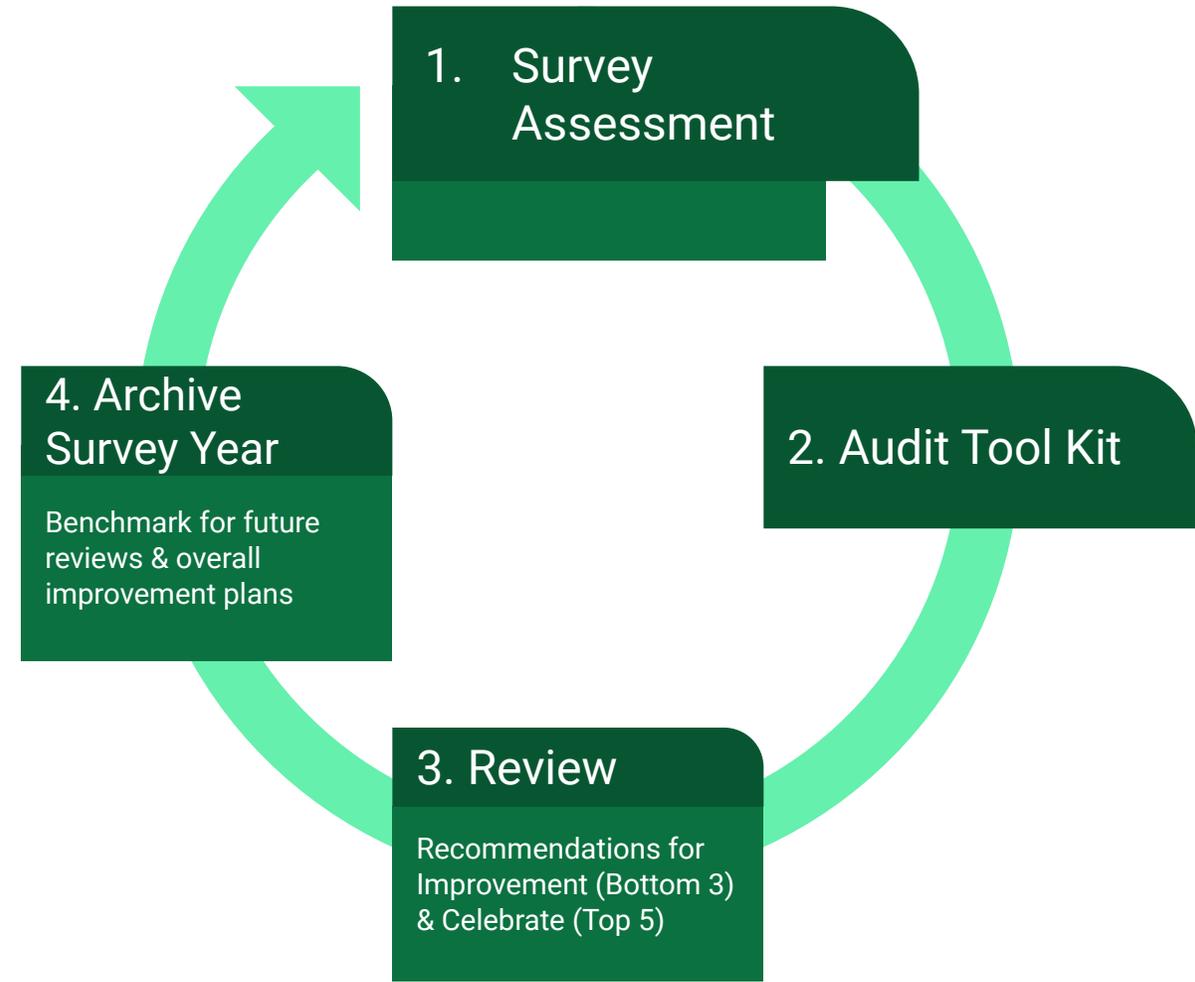


<https://bit.ly/AAP-AuditToolKit>

THE SPECIFIC CHANGES/REFORMS WE PROPOSE

Recommendation #2

- Review of the audit and review cycle
- Continuous improvement and implementation of changes
- Consider using the full CAS AAP audit on a bi-annual cycle



DATA EXAMINED

Table 2.1. Aggregation of Survey Assessment Respondents for OACC Team #7 Project (N=62)

Institution	Aggregated Responses	Average Score (1-5)			
		Part 2.1	Part 2.2	Part 2.3	Part 2.4
<u>Cincinnati State*</u>	18	3.14	3.30	2.92	2.93
<u>Columbus State*</u>	12	3.15	3.49	2.68	2.89
<u>Hocking College*</u>	12	3.21	3.61	3.20	3.40
<u>Sinclair Community College*</u>	20	4.20	4.14	3.60	4.00

Pathways Project Memo & Infographic



Pathways Project Memo

<https://bit.ly/AAP-ProjectMemo>



Team 7 Infographic

<https://bit.ly/AAP-DesignLab>



Instructions & Methodology: Welcome to the **AAP Audit Toolkit!** Given that each standard and guideline was rated on a scale from 0 (not applicable) to 5 (extremely effective), in your opinion, how well is your college performing?
NOTE: Once your college has reached a minimum of 10 submissions the toolkit will generate.

Pathways Project: OACC LEADERSHIP ACADEMY FOR STUDENT SUCCESS Pathways Project ([more information here](#)), PILLAR 3: KEEPING STUDENTS ON A PATH.

Pathways Topic: Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.



Year: 2023

Select Institution To Review: Columbus State

Select Institution, then **START HERE** Part 2. Program & Services Overall Gauge Report

Review Cycle & Recommendations

Survey Assessment, References & Links

Data Source: AAP Survey Assessment 4/18/2023 10:42:05 PM

mollie.miller@cincinnatiastate.edu



3.14

Part 2.1 Program & Services Goal

Moderately Effective



3.30

2.2 Program Information and Services

Moderately Effective



2.92

2.3 Program Structure and Framework

Slightly Effective



2.93

2.4 Program Design

Slightly Effective

5:
Extremely
Effective

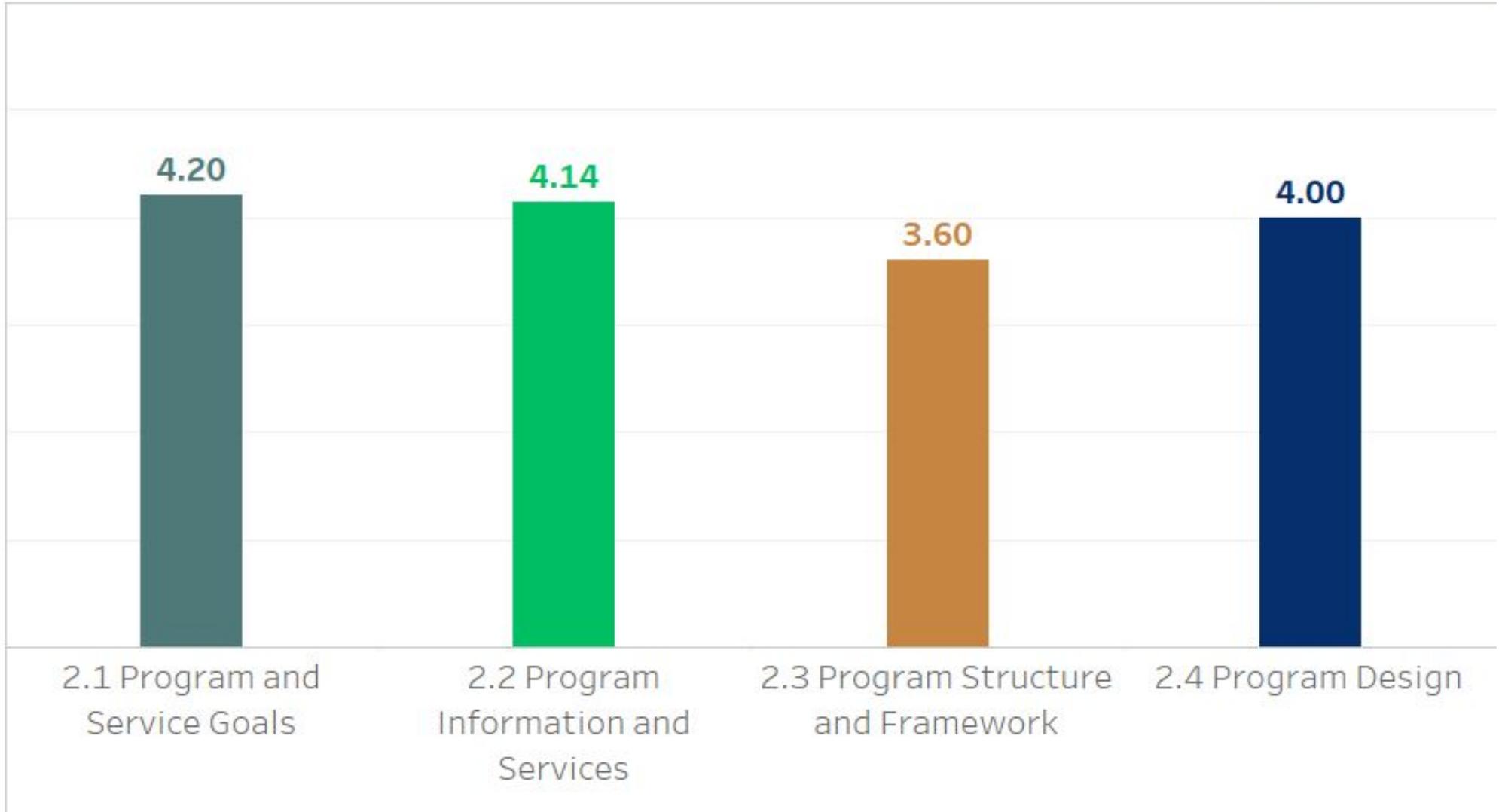
4:
Very Effective

3:
Moderately
Effective

2:
Slightly Effective

1:
Not At All
Effective

0: Not
Applicable



5:
Extremely
Effective

4:
Very Effective

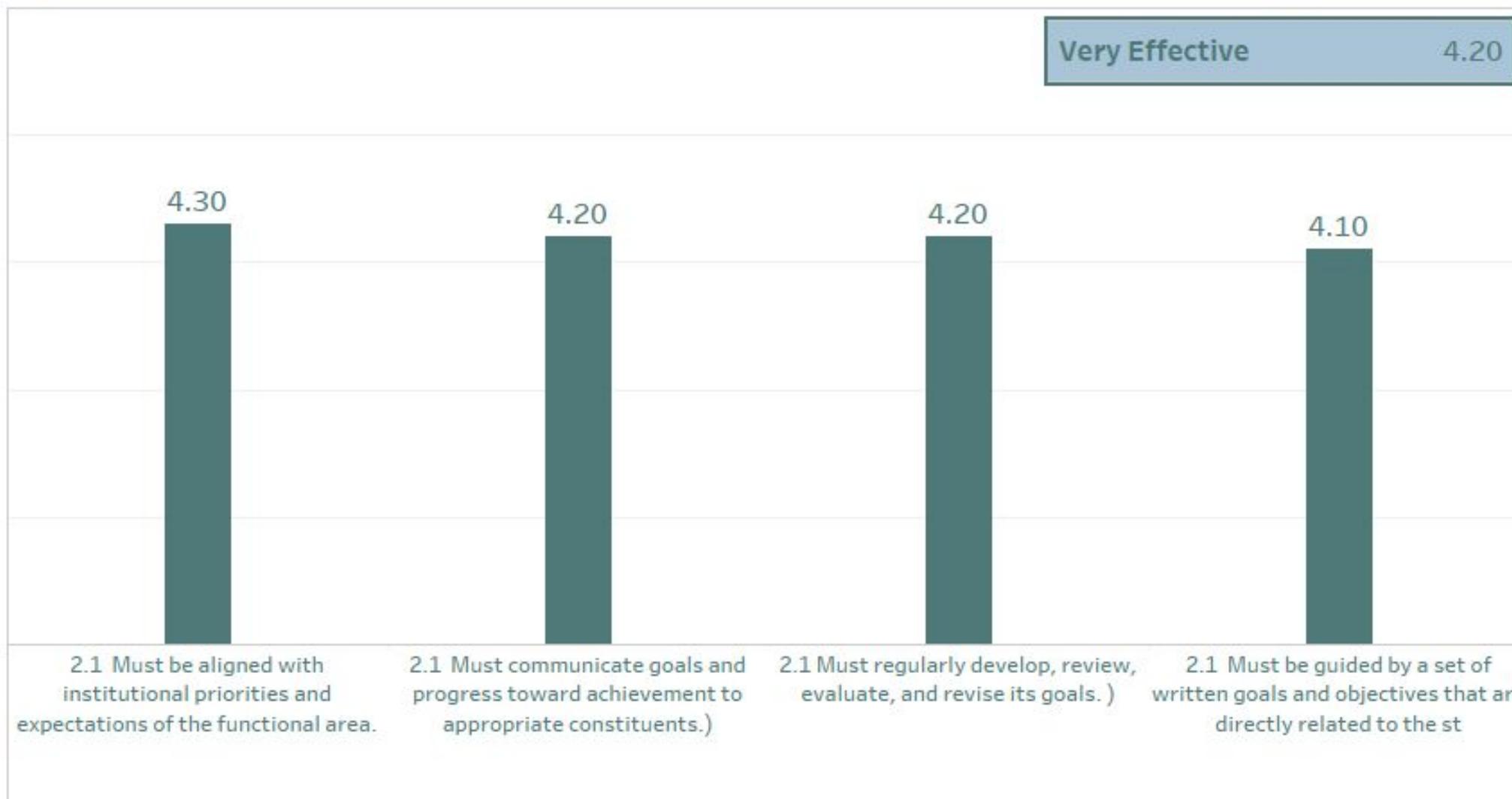
3:
Moderately
Effective

2:
Slightly Effective

1:
Not At All
Effective

0: Not
Applicable

Very Effective 4.20



5:
Extremely
Effective

4:
Very Effective

3:
Moderately
Effective

2:
Slightly Effective

1:
Not At All
Effective

0: Not
Applicable

Very Effective 4.14



5:
Extremely
Effective

4:
Very Effective

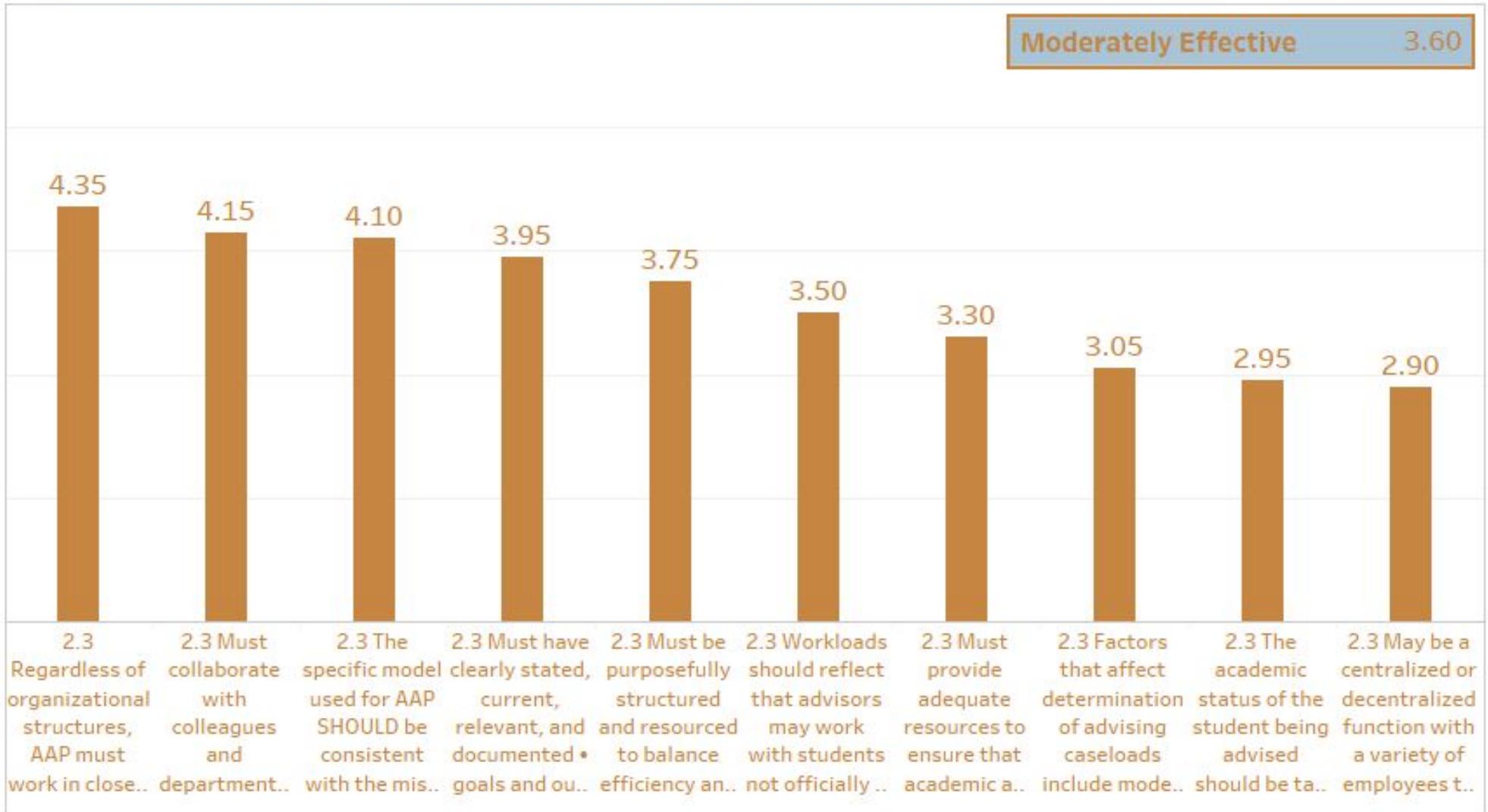
3:
Moderately
Effective

2:
Slightly Effective

1:
Not At All
Effective

0: *Not
Applicable*

Moderately Effective 3.60



5:
Extremely
Effective

4:
Very Effective

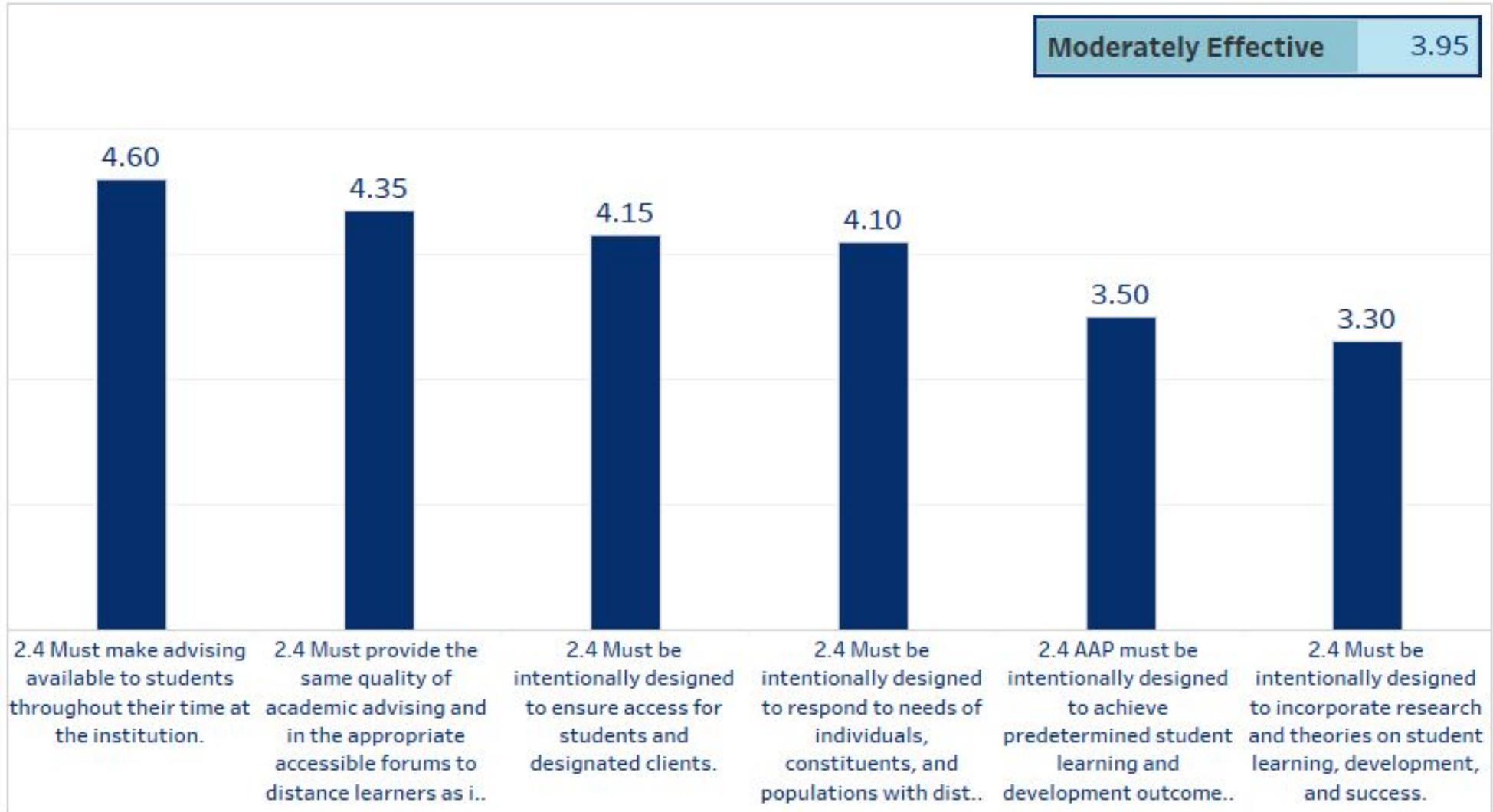
3:
Moderately
Effective

2:
Slightly Effective

1:
Not At All
Effective

0: Not
Applicable

Moderately Effective 3.95



Lowest Three Scores - For Recommendation Improvement

32	2.4 Must be intentionally designed to incorporate research and theories on student learning, development, and success.	2.4 Program Design		2.17
31	2.4 AAP must be intentionally designed to achieve predetermined student learning and development outcomes • incorporate research and theories on student learning, development, and success.	2.4 Program Design		2.25
30	2.3 Workloads should reflect that advisors may work with students not officially assigned to them and that advising related responsibilities may extend beyond direct contact with students.	2.3 Program Structure and Framework		2.42

Top Five Scores - To Celebrate

1	2.2 Advisors should offer advising sessions in a format that is convenient and accessible t	2.2 Program Information and Services		4.17
2	2.2 Must provide current and accurate advising information.)	2.2 Program Information and Services		4.17
3	2.2 Advisors should offer advising sessions in a format that is: private and safe.	2.2 Program Information and Services		4.08
4	2.4 Must make advising available to students throughout their time at the institution.	2.4 Program Design		4.00
5	2.2 Must clarify institutional policies and procedures for students.)	2.2 Program Information and Services		3.75

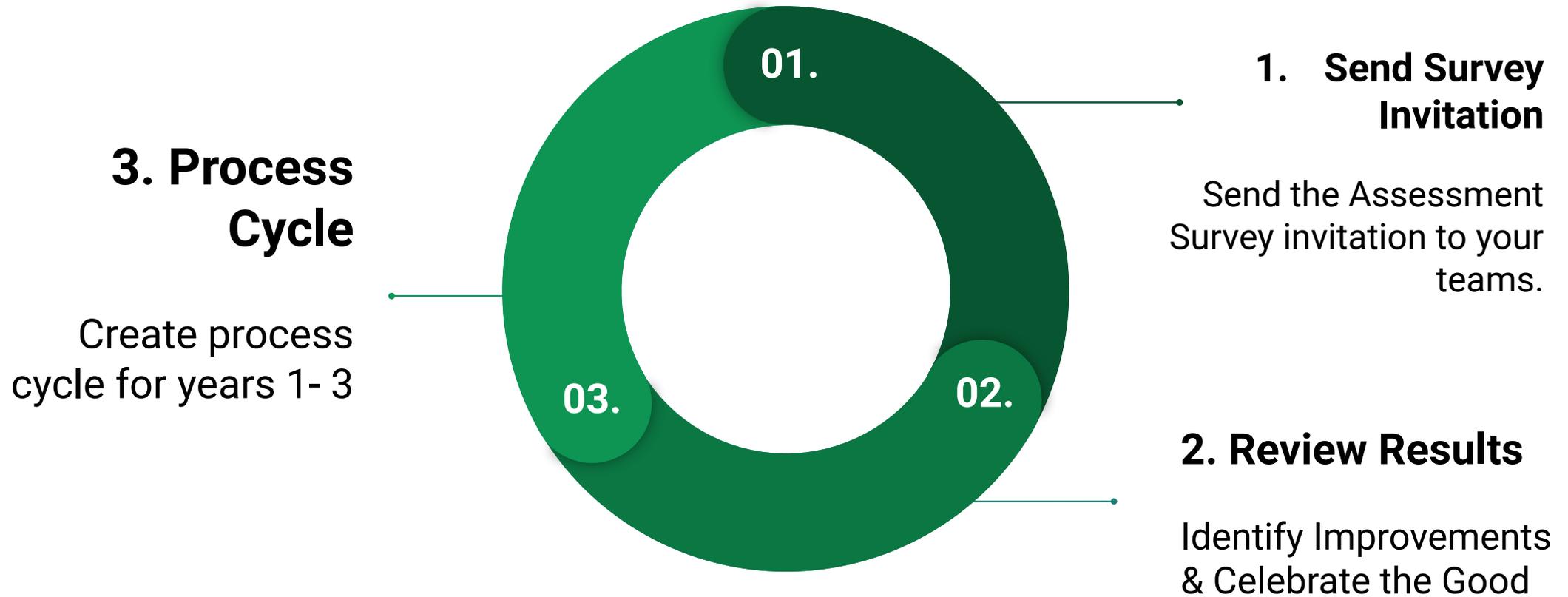
RECURRING OPPORTUNITIES - TIMELINE:

- Year - One : create workgroup
- Year - Two : implement improvements
- Year - Three : conduct full CAS AAP audit - 12 sections
- Co-Curricular Work, Career Pathway, & Academic Support

Implementation Challenges:

- CAS - full audit
- Task Force
- Response Rates
- Resource availability

3 Easy Steps to Get Started with this FREE Tool!



Thank You!

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AUDIENCE Q&A

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