**Mission:** The mission of Academic Advising is to create a partnership with students in developing their educational goals while engaging and empowering them to become self-sufficient and active learners.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Learning Goal 1: The student will view a partnership with Academic Advising as a valuable resource in their academic planning. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Learning Goal 2: The student will develop and achieve clear educational goals. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
| Student will have clear educational goals. | Advising Baseline Form, Section B:  What are your educational goals? | 2  (see rubric)  50% of students who meet with an advisor will score a 2 on the scoring rubric. | Compiled Semesterly | Lead Advisor | TBD | TBD |
| Student will know what their degree is. | Advising Baseline Form, Section A:  What is your degree plan? | 2  (see rubric)  50% of students who meet with an advisor will score a 2 on the scoring rubric. | Compiled Semesterly | Lead Advisor | TBD | TBD |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Learning Goal 3: The student will become a self-sufficient and active learner. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| RRCC Common Learning Competency 1: Problem Solving 1.b. | | | | | | |
| Common Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
| 1. Define a Problem  b. Identify relevant contextual factors | Advising Baseline Form, Section C:  What factors might impact your goals? | 2  (see rubric)  50% of students who meet with an advisor will score a 2 on the scoring rubric. | Compiled Semesterly | Lead Advisor | TBD | TBD |

|  |
| --- |
| Assessment Narrative: As a result of the baseline data, describe the action plan and implementation strategies for improvement. Then summarize comparative results. |
| TBD |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Development / Projected Cost | Focus | Timeframe | Estimated Cost | Responsible Party |
| Staff meeting to make sure all advisors can use the Advising Check-Up |  |  |  | Lead Advisor |
| Training for supplemental advisors on the Advising Check-Up |  |  |  | Lead Advisor |

**Taken from the Advising Baseline Form:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Impacting/Contextual Factors | | | | |
| Accommodation needs | Family issues/ responsibilities | Need for tutoring | Financial concerns | Work |
| Mental health needs | Homework time struggles | Note taking is difficult. | Other | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rubric Scoring | 1 | 2 | 3 | 4 |
| Section A | Undecided | Student knows whether they are working on an AA, AS, AAS, or certificate. | Student initiated a change to major to make sure the intended major matches Rock/Banner. | Clear educational goals and career goals. |
| Section B | Unclear educational goals and career goals. | Educational goals or career goals have some clarity (but not both). | Educational goals and/or career goals have some clarity. | Program matches what is in the Rock or on Banner – at start of advising session. |
| Section C | No factors identified. | Student was able to identify 1-2 relevant contextual factors | Student was able to identify over 2 relevant contextual factors | Student found connections between relevant factors and other aspects of their life. |
| Section D  (consider sections B & C) | Demonstrates a limited ability in identifying a goal or related contextual (situational) factors. | An attempt at a goal is evident, but it lacks depth and only some relevant contextual (situational) factors are identified. | Demonstrates the ability to construct a clear goal that identifies most relevant contextual (situational) factors. | Demonstrates the ability to construct a detailed goal that identifies all relevant contextual (situational) factors. |