

DATA AND ADVISING

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GAME CHANGING

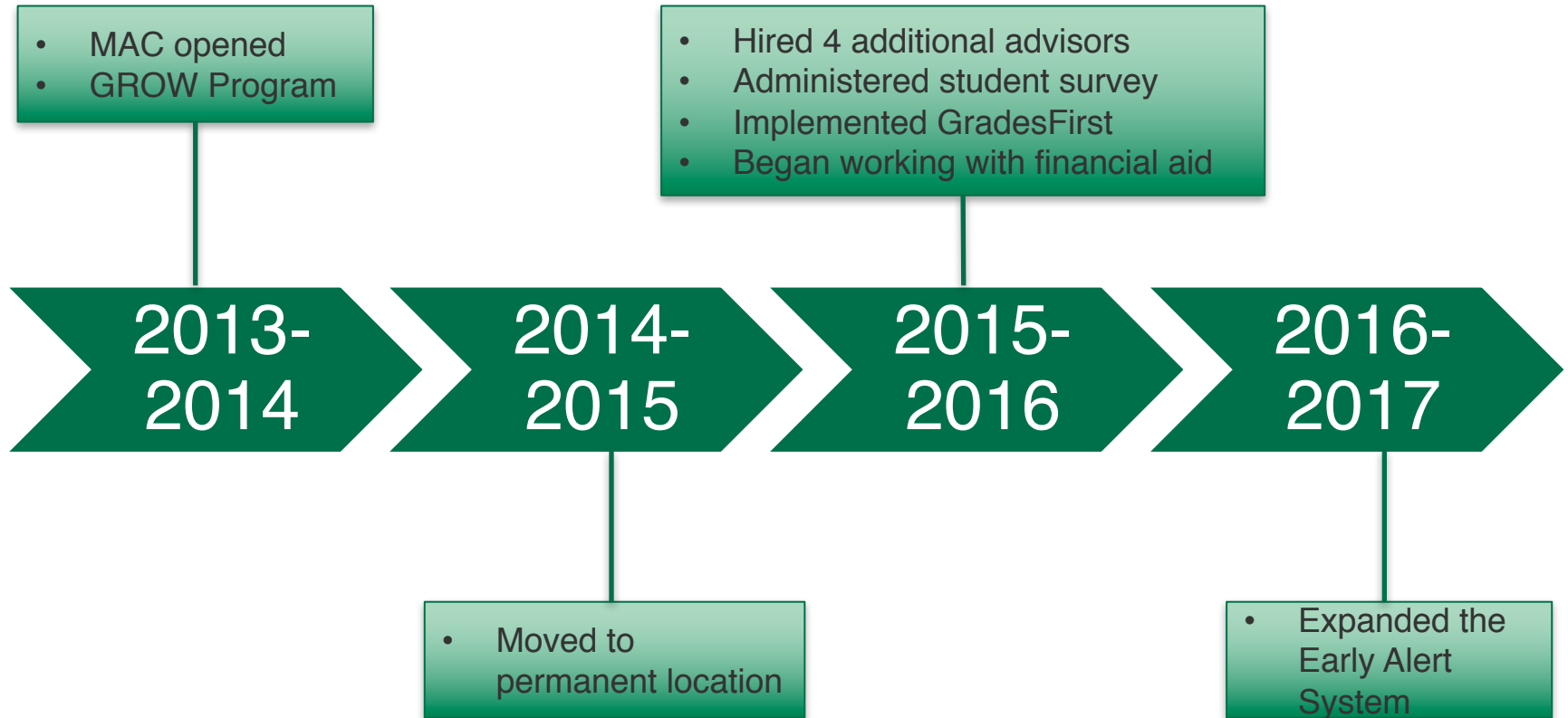


OBJECTIVES:

- Describe advising structure at GGC
- Review the goals of the Mentoring and Advising Center (MAC)
- Identify data partners
- Discuss data use
- Share lessons learned

- Decentralized
- Faculty mentors and professional advisors
- Mandatory for all students prior to registration
- Based on major and learning support placement

GGC MENTORING AND ADVISING CENTER



GOALS

- **Goals of Academic Advising are to:**
- **Assist students** to **develop self-awareness** and **learn decision-making skills** in order to establish educational and career goals.
- Assist students to **set life goals** by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- Assist students to **develop an academic plan** consistent with their life goals and objectives and to evaluate or reevaluate their progress toward established goals and educational plans.
- **Provide** students, faculty, and staff with **accurate information** about **institutional policies, procedures, resources, and programs**.
- **Refer** students to other **institutional or community support services**.
- **Serve as the primary point of contact** for information and resources related to **student advising, mentoring, and early intervention** on campus.

Sharpen our focus



- Students with the highest growth potential:
 - Learning Support
 - English for Academic Purposes
 - Academic Warning
 - Academic Probation
 - Academic Suspension
 - Conditional admits/Presidential Exceptions
 - SAP Students

USING THE DATA

- Institutional Data
 - Enrollment
 - Retention
 - GPA
 - Graduation rates
 - Student Success
 - Course Enrollment
 - Academic Standing



USING THE DATA

Data Partners

- Institutional Research
- Admissions
- Registrar
- Financial Aid



Advisee Retention Rates and GPA

	Fall 2013	Fall 2014	Fall 2015
First Semester GPA	2.19	2.03	2.16
First Year GPA	2.08	2.14	2.35
2 nd semester retention	87	83	87
1 yr retention*	57.7	63.1	73.0

*Based on the FTFR fall cohort.

USING THE DATA: FUNDING

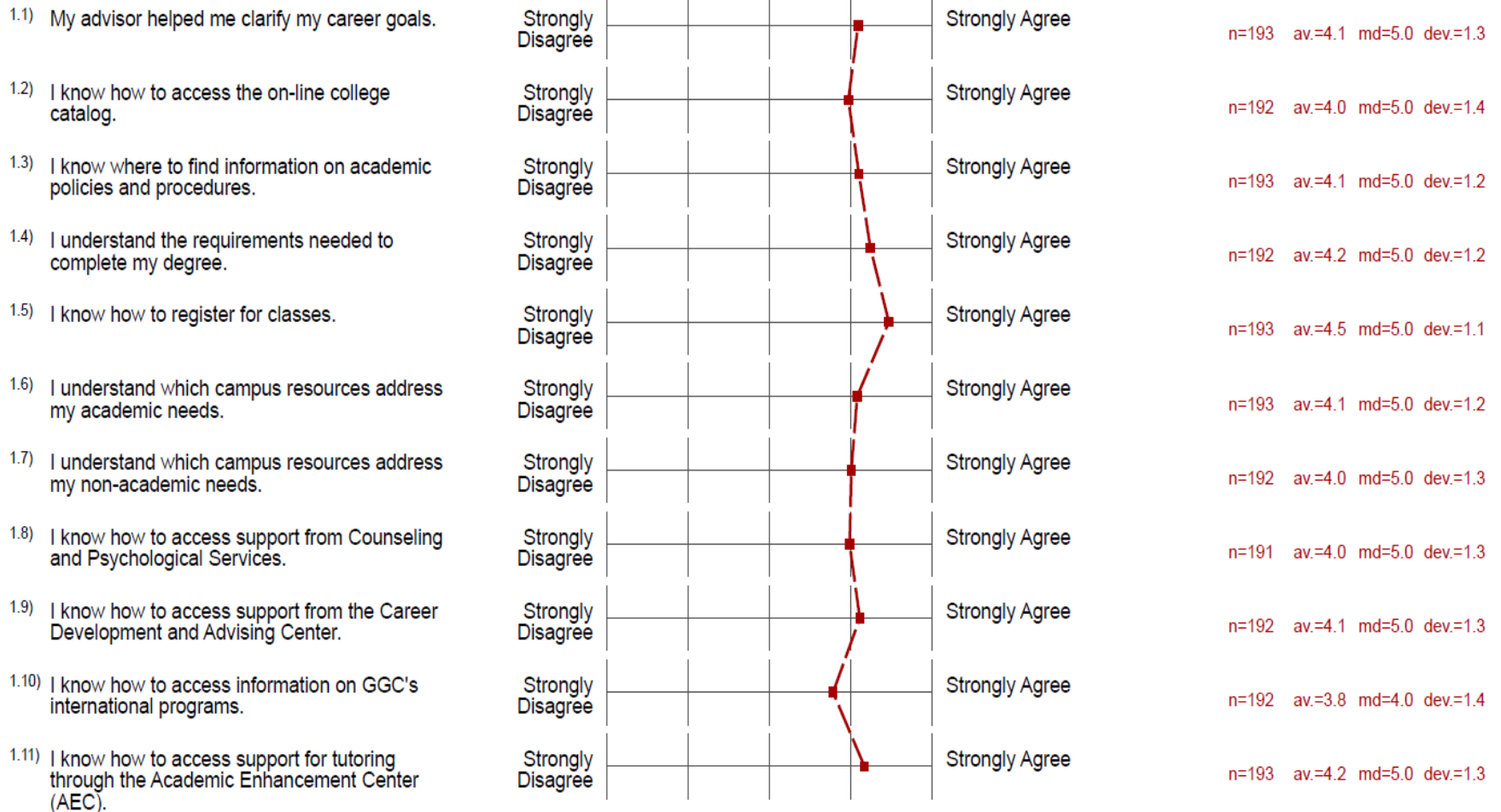
Generosity
changes everything



USING THE DATA : STUDENT OUTCOMES

- **Students will articulate the meaning of higher education and an understanding of the GGC curriculum:**
 - Provide evidence of their level of recognition, understanding, and/or application of information about the GGC curriculum within the first year
 - Provide evidence of their level of recognition, understanding, and/or application of information about the GGC core (i.e., the College requirements, co- and pre requisite courses, and course sequences) and the understanding of courses outside their major
- **Students will articulate the meaning and relevance of academic planning throughout their education:**
 - Provide evidence that they know the contact information for their academic advisor or mentor (by the end of the first semester)
 - Articulate that they are aware of when and how to change their major (in the first year)
 - Provide evidence that they can locate and access their academic plan in the DegreeWorks
 - Demonstrate that they are regularly reviewing their academic plan and making adjustments as necessary
 - Provide evidence that they know how to access the Course Catalog and Student Handbook (in the first semester)
 - Demonstrate an understanding of the relevant policies and procedures, particularly those available in the Catalog and Student Handbook (in the first year)
 - Assume responsibility for their academic plans by working with their advisor and responding to emails and phone calls in a timely and appropriate manner
- **Students will demonstrate an understanding of and appropriately utilize the support services and resources offered at GGC:**
 - Articulate knowledge of GGC offices that offer support on campus, including Counseling, Financial Aid, Enrollment Management, Testing, the Library, and Disability Services
 - Articulate knowledge of the location and hours of the AEC and utilize the AEC as needed.
 - Articulate knowledge of the location and basic functions of Career and Advising Services and will utilize the career resources if needed
- **Students will execute their academic plan in consultation with their mentor/advisor and will prepare for the advising session:**
 - Prepare a class schedule
 - Make and keep appointments to remove the mentor hold during the pre- registration time
 - Utilize the online course schedule and the GGC catalog
 - Interpret the Program of Study for their major
 - Register for courses in a timely manner

USING THE DATA: STUDENT OUTCOMES



USING THE DATA : STUDENT OUTCOMES

2: Understanding of Campus Resources ✓ (G:4, 5, 6) (Final) ✎ 🔍

Students will demonstrate an understanding of the support services and resources offered at GGC. [\[Preview Formatting\]](#)

Student Learning Outcome/Objective: Yes
Established in Cycle: 2014
Active Through: Keep Active
Entry Status: Final
Last Updated By: Karen Jackson on 2/28/2017
Established By: Karen Jackson on 7/13/2015

Relevant Associations 🗃️ 🗃️

▼ *IEE Goals/6 Dimensions of Wellness Associations*

- 2 IEE 2: Demonstrate Critical & Creative Thinking
- 5 IEE 5: Understand Decision Making from Mult. Perspectives
- 9.2 Intellectual
- 9.3 Emotional
- 9.4 Physical
- 9.5 Occupational


▼ *Strategic Plan Associations*

Georgia Gwinnett College

- 7.1 Understand risk factors that are obstacles to student success and first year persistence, prior to students entering GGC and while attending GGC

▼ *Institutional Goals Associations*

- 3.1 Achieve significant levels of student success in retention, progression and graduation
- 4.1 Innovatively design and deliver educational programs and support services
- 6.1 Create a culture devoted to the holistic development of students

 Edit

USING THE DATA : STUDENT OUTCOMES

2: LO Advisee Survey (0:2) (Final)

Annual learning outcome survey of academic advisee survey. Advisees will be evaluated annually to determine progress on various learning outcomes. [\[Preview Formatting\]](#)

Source of Evidence: Other Acad Ind. - Academic indirect indicator of learning - other
Established in Cycle: 2015
Active Through: Keep Active
Entry Status: Final
Last Updated By: Karen Jackson on 2/28/2017
Established By: Karen Jackson on 2/23/2016

 [Edit Measure](#)

Targets and Findings:

2: Understanding of Campus Resources

▼ Target (Draft / In Progress) [\[Preview Formatting\]](#)

75% of advisees will report 4 (agree) or 5 (strongly agree) on the following questions: "I understand which campus resources address my academic need." "I understand which campus resources address my non-academic needs." "I know how to access support from Counseling and Psychological Services." "I know how to access support from the Career Development and Advising Center." "I know how to access information on the GGC's International Programs." "I know how to access support for tutoring through the Academic Enhancement Center (AEC)."

Established in Cycle: 2015

Active Through: Keep Active

Last Updated by Karen Jackson on 2/23/2016 Established by Karen Jackson on 2/23/2016

 [Edit Target](#)  [Add Finding](#)

Findings:

2015 ▼ Assessment Summary / Findings


Target: **Partially Met**

In 2015: 73% reported a 4 or 5 on the question, "I understand which campus resources address my academic need." 69% reported a 4 or 5 on the question "I understand which campus resources address my non-academic needs." 69% reported a 4 or 5 on the question "I know how to access support from Counseling and Psychological Services." 75 % reported a 4 or 5 on the question "I know how to access support from the Career Development and Advising Center." 63% reported a 4 or 5 on the question "I know how to access information on the GGC's International Programs." 77% reported a 4 or 5 on the question "I know how to access support for tutoring through the Academic Enhancement Center (AEC)."

[\[Preview Formatting\]](#)

Last Updated by Karen Jackson on 2/23/2016 Established by Karen Jackson on 2/23/2016

Related Action Plan(s)

[Understanding Campus Resources 2015](#) 

USING THE DATA : STUDENT OUTCOMES

- Revised Advising Session checklist
- 2 information sessions with the Office of Internationalization
- Resource Scavenger Hunt



- Next Steps
 - Student Outcomes Survey
 - Collect Data on Process Delivery
 - Direct measures of Student Outcomes



NEXT STEPS



LESSONS LEARNED

- Find out what data are already being collected
- Identify recurring data needs
- Have a conversation before you make the data request
- Don't try to do too much at one time