



**G** GARDEN CITY  
COMMUNITY COLLEGE

**NON-ACADEMIC  
DEPARTMENTAL REVIEW  
TEMPLATE**

May 2018

**Advising**



**GARDEN CITY**  
COMMUNITY COLLEGE

## **Non-Academic Departmental Review Self-Study Template**

**Department: Advising**

**Department Head: Tammy Tabor**

Submitted by: Tammy Tabor

Submission Date: May 2018

### ***INSTRUCTIONS:***

*Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.*

**All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2012-2013 academic year.**

## Component 1: Non-Academic Departmental Review Committee

List the names of the Non-Academic Departmental Review Committee and their association with your department (your department personnel who contributed to the writing of this report).

| Name                             | Association        |
|----------------------------------|--------------------|
| Tammy Tabor                      | Professional Staff |
| Rebekah Fitzpatrick              | Advisor            |
| Micah Koksai                     | Advisor            |
| Caleb Young                      | Advisor            |
| Melanie Hands                    | Advisor            |
| Susan Miller                     | Professional Staff |
| <b>Review Advising Committee</b> |                    |
| Phil Hoke                        | Faculty            |
| Brandy Unruh                     | Faculty            |
| Derek Ramos                      | Professional Staff |

## Component 2: Department Profile

### A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

We support the overall mission of the college to produce positive contributors to the economic and social well-being of society in the following manner:

The Advising Department maintains a professional and collaborative relationship between themselves and the student with the primary purpose of assisting the student in the development and implementation of their educational and career goals.

We participate in all enrollment days provided by the Admissions Office, serving as the first contact for their academic planning. We provide early student engagement to offer connection to campus and promote readiness and completion. Explaining the assessment results for writing, reading and math.

We assist students with their career decisions. We serve as the assigned advisor for the undecided students and counsel them into an area of interest. We also refer students to a technical field in a specific discipline when necessary.

We assist students with their progression toward a degree plan. We provide counseling when students experience difficulties to renew focus and aid students in their academic recovery and self-awareness to increase persistence. Academic advisors also offer transfer information resources to provide options and tools to further support their academic goals.

Services and referrals are provided to facilitate an action plan for students when needed for any concerns that hinder their academic career or personal growth.

Assisting students with information about the numerous technical offerings at GCCC.

### B. Human Resources – combine all sub-units

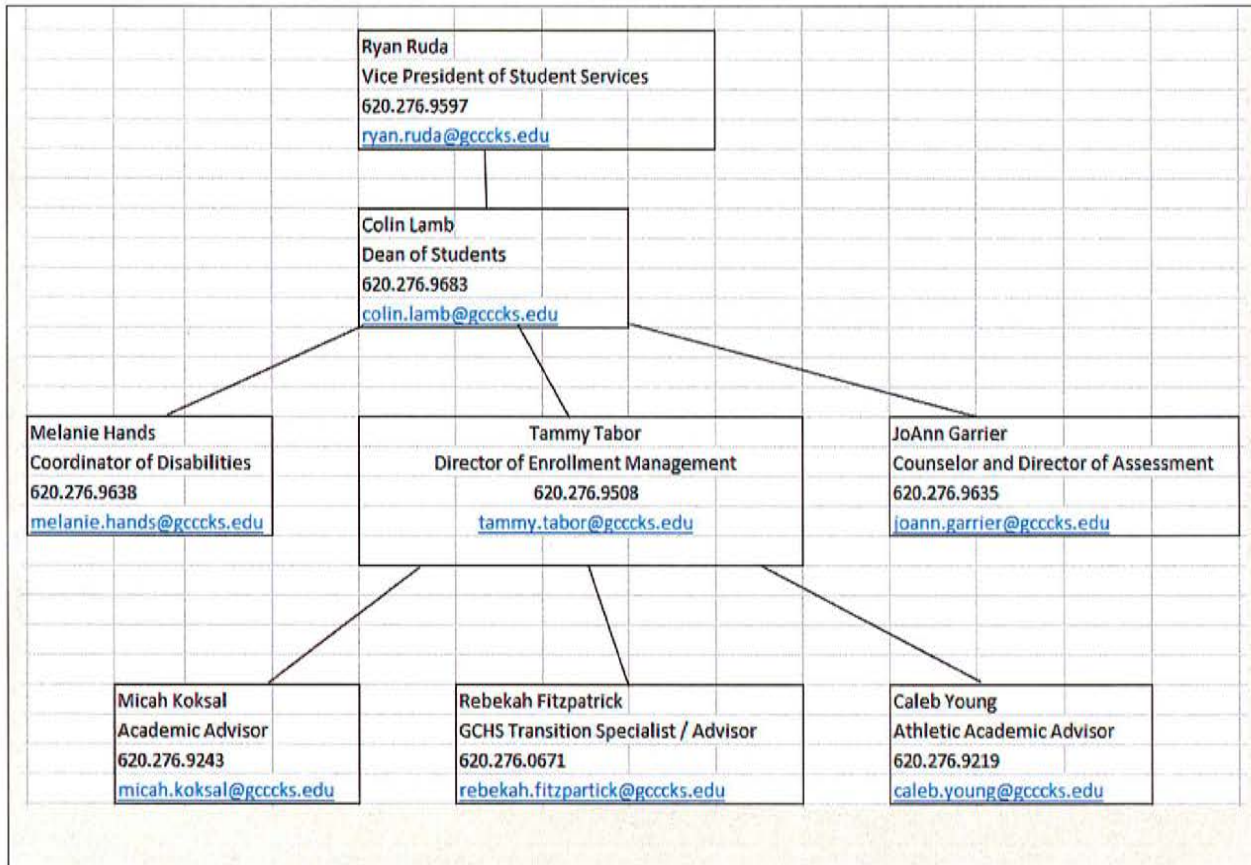
1. How does the department assure that all personnel are qualified for their position?

The current desired qualification to the advising office is for candidates to have a bachelor's degree. We look for candidates that have excellent written, spoken and interpersonal communication skills. Each candidate is required to complete the application packet that consists of a GCCC application, resume, cover letter, and official transcripts.

The Director of Enrollment Management assist in developing and implementing effective and appropriate advising training for faculty and staff. Faculty advisors are assigned a mentor and typically required to be employed for one year prior to being assigned advisees. Exceptions to this include technical program faculty who advise and oversee technical program students. An Advising 101 training manual is provided and available as PDF online.

Several 4-year, private and other institutions schedule a visits with our students as well as an academic transfer advising session for all faculty and staff advisors.

## 2. Include an organizational chart with names and titles.



## 3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past five years.

Micah Koksal holds a Bachelor of Science degree in Broadcast Journalism from Oklahoma State University and a Masters in Liberal Studies with a focus on Organizational Leadership from Fort Hays State University. Micah has been employed at Garden City Community College since October 2009. She is currently an Academic Advisor, as well as the advisor for the Student Government Association student group. Micah has also held the position of instructor, teaching Public Speaking, College Success and Academic Recovery and Success. She has also taught Organizational Leadership for GCCC's on-campus partner, National American University. Micah was involved with writing the HLC Assurance Argument for Core Component 1 and 3. Micah has been involved outside of the office serving the community on many non-profit boards including 4 years as an executive member of the Big Brothers Big Sisters of Finney and Kearny Counties. She was a member of the Kansas Children's Service League board of Garden City for 4 years. And served on the City of Garden City's Environmental Issues board for 6 years. Currently, Micah is a board member for the Finney County United Way.

Caleb Young has been the Athletic Academic Advisor at Garden City Community College since 2016. Caleb comes to Garden City from MacMurray College in Jacksonville, IL where he also coached football, and also held the title, The Athlete Student Support In Success Training (MacASSIST) Coordinator, that

is a role in which he over saw the student athletes grades and monitored their progress as well as scheduled them with study groups, tutors, and served as the Kinesiology tutor. He graduated from Briar Cliff College in 2012 with a Bachelor of Science in Sports Science / Kinesiology. He is currently taking classes online to complete his master's degree with American Public University.

Melanie Hands graduated with a Bachelor of Science in Political Science and a minor in Leadership Studies from Kansas State University in 2005. She also holds a M.S. Ed. In Higher Education Administration from The University of Kansas in 2007 and a J.D from Texas Wesleyan University School of Law N.K.A. Texas A&M University School of Law in 2012. Melanie has been employed at Garden City Community College since 2013 and currently, she is the Coordinator for Disability Services and Compliance. Melanie also volunteers with Women of Purpose Western Kansas Community Foundation.

JoAnn Garrier is a 1982 graduate from Iowa State University with a Bachelor of Science degree in Fashion Merchandising. She also holds a M.S in Clothing Textiles from Kansas State University and an M.S in Counseling from Fort Hays State University in 1997. She began her career at Garden City Community College in 1989 and currently, she is the Counselor and oversees the Testing and Assessment Center for our placement for success policy. She is a licensed counselor and provides extensive personal as well as career counseling services to the students of GCCC. She is a member of the American Counseling Association and Kansas Counseling Association organizations.

Rebekah Fitzpatrick is the Transition & Career Advisor working from Garden City High School Career Center since August 2016. Rebekah has a Bachelor of Science degree in Organizational Management & Leadership from Friends University. During the summer, Rebekah works as an advisor for GCCC students. Rebekah is on the Youth Development Group at GCHS working on projects such as Building Bridges, which encourages city business people to work with GCHS teachers to give students the skills they need to be success in college and the workplace. Rebekah also works with GCHS counselors to bridge the communication with students who plan to go to college and the steps they need to get there. Previous to this position, Rebekah worked as an advisor for Talent Search, a TRiO program at GCCC for pre-college students. While working for Talent Search, community service opportunities were located for GCHS student to serve with the YMCA family fun nights, Lee Richardson Zoo activities, Annual Tumbleweed Festival, and USD 457 elementary fun nights.

Susan Miller is the Admissions Representative / International Student Advisor and has been with the Admissions office since June 2016. Susan has a Bachelor of Arts in English from Kansas State University and a Master of Arts in Information Science and Learning Technologies from University of Missouri. She has served on the Scholarship Committee at GCCC since June 2016 to present. She is also a member of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) and a member of the Kansas International Education (KIE) organization. She also holds the title of Designated School Official (DSO). She is the official that collects, processes, and files the necessary documents for international students. She maintains the Student and Exchange Visitor Information System (SEVIS) database that is required by the Department of Homeland Security and monitors their academic progress. Susan also serves as the work-study supervisor. Prior to returning to Garden City, she attended Kansas State University where she was the Great Plains Interactive Distance Education Alliance (IDEA) Campus Coordinator, where she worked with faculty on course scheduling as well as student advising. She also served on the K-State Libraries Core Recruitment Team and the Twitter Team.

Tammy Tabor is a graduate from Wichita State University with a Bachelor of Arts in Psychology. She has been with Garden City Community College since July 2013. She oversees the admissions and advising departments. She is also responsible for submitting the athletic eligibility to the National Junior College Athletic Association (NJCAA) national office. Tammy has been in higher education and involved with KACRAO for over 18 years. She has been on several committee's within the KACRAO organization and is currently the VP of Outreach and co-chair on the Local Arrangements Committee. She is also involved in several committee's on campus. She has been a member of the SEM Steering Committee that began July 2017. Tammy also began serving on the Curriculum Committee since she started as the

Director of Enrollment Management in September 2015. Tammy has also assisted with writing the HLC Assurance Argument Core Component 1 and 3.

4. List names and anticipated dates of retirement (month, year) within the next five years.

None

5. How are the results of employee evaluations used in identifying professional development needs?

The Director of Enrollment Management gives each employee a Self-Performance Appraisal Form. The Director of EM will also complete an evaluation and meet with each staff member to compare and review individual goals to develop budget plans for the coming year.

6. What department-specific professional development opportunities are offered/provided by the department?

Several 4-year, private and other institutions schedule a visits with our students as well as an academic transfer advising session for all advisors. Academic Advisor, Micah Koksai serves as the contact to assist in the scheduling of visits. She will also announce visits to campus via student email, busermail to staff and faculty, and use of the digital sign located in the middle of campus.

Advisors are also invited and encouraged, as schedules allow, to attend any Community College Transfer Day visits provided by any 4 year university.

Advising trainings for new faculty will include topics such as financial aid, advising for English, social sciences, math and science, developmental students, online, ACCUPLACER, and orientation.

April 2018, March 2017, and Nov 2016.

The Coordinator of Disabilities provided a training about regulations, classroom management, and services available in April 2018.

Several one-on-one trainings were held with new faculty throughout the year as well.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

Academic Advisor Micah Koksai, attended the National Academic Advising Association (NACADA), in 2014. She also attended the Kansas Academic Advising Network (KAAN), in 2014.

The Director of Enrollment Management, Tammy Tabor, attended the NACADA, National Academic Advising Association, in 2014. She also attended the KAAN, Kansas Academic Advising Network, in 2014. As well as attending the National Junior College Athletic Association (NJCAA) eligibility conference 2014, 2015 and 2017. She has also attended the state organization of the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) annual conference every year of employment 2013 – 2017. She has also attended Heartland Summit 2015 and 2017, and Maxient Training 2017.

JoAnn Garrier and Rafaela Arana, Assessment Clerk attended the Kansas Accuplacer Conference in 2017. JoAnn has also attended numerous seminars for the CEU's required for her counseling licensure to include the following:

**2016**

Exploring Ethical Challenges in the Therapeutic Relationship and Counseling Environment  
 Human Trafficking and Exploitation  
 Ethics for Counselors  
 Post-Traumatic Stress Disorder  
 Wichita State University Community College Day  
 Mindfulness-Based Interventions to Rewire the Brain  
 Clifton Strengths 2-Day Summit

**2017**

The Advanced Mindfulness Toolbox for Rewiring the Brain: Intensive 2-Day Training for Anxiety, Depression, Pain, PTSD and Stress-Related Symptoms

Susan Miller, the International Student Advisor, is also a member of the Kansas International Educators (KIE) organization. An annual conference is held each year to learn about advising, immigration laws regarding student visas and government updates. Susan has attended this conference for the first time in 2017. She has also attended the KACRAO conferences 2016 and 2017.

Melanie Hands, Coordinator of Disability Services and Compliance has attended Level One Title IX 2015, Heartland Summit 2015, 2016 & 2017, Disability Law Seminar 2016, 2017, Maxient Training 2017 and Husch Blackwell Advanced Title IX 2018.

### C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

GCCC has a shared advising model with faculty and staff advisors. Currently, the advising center consists of one full-time academic advisor, an athletic academic advisor, a certified counselor, the accommodations coordinator and the Garden City High School transition specialist as a part time staff academic advisor. This office typically serves as advisors to students that are undecided or part-time enrollments. Faculty will be assigned advisee's with students within that major of interest. We do have faculty that are also assigned students that are undecided in their major and have requested specific faculty or a strong interest in that area.

The Advising Office has several key functions. The first being Academic Advising to new students, students deciding on a career path, continuing students and reverse transfer students. The advisors provide new and reverse transfer students with high quality academic advising to reach educational goals toward certificate or a degree. Advisors also help advisee's with their educational planning including transfer options, course alternatives, and completion of goals.



The advising counselors also complies with the Family Educational Rights and Privacy Act (FERPA) and use best practices to maintain all personal information about students.

Student advising and enrollment services include admissions, registration as well as transcript evaluation for transfer students and athletic eligibility. Advisors work with the admissions staff assisting prospective students on enrollment days discussing the appropriate placement into English, reading and math.

Another key function is academic intervention. Students experiencing academic difficulties receive help to renew focus and aid students in their academic recovery and self-awareness to increase persistence. The Dropout Detective is a software that identifies students that are most at risk of dropping out or failing courses. It will analyze a student's performance and behavior in all courses by providing a Risk Index Score to each student.

For at-risk students, Student Support Services (SSS) a federally funded TRIO program, which serves 200 students by providing four advisors to offer a very intensive and comprehensive advising in all areas of college life. Eligible participants benefit from the various activities designed to improve their academic performance ultimately leading to graduation. SSS assist first-generation college students, low-income, and students with disabilities from all racial and ethnic backgrounds who need academic tutoring, career counseling, and assistance with filing financial aid, applications, scholarship and other support services.

The Kansas Board of Regents (KBOR) have approved a list of courses for a system wide transfer. The Associate Degrees at Garden City Community College are intended to satisfy equivalent lower-division college credit course requirements and to transfer, with advanced standing, into comparable discipline area Bachelor degree programs at Kansas Regents universities.

## 2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

A new module within our system is the Student Planning Advising module. This was recently installed in a test environment and we began set up and implementation in February 2018. The Student Planning module is web based and will allow students and advisors to real-time degree monitoring and online enrollment. This will provide the student instant access to evaluate their transcript and determine exactly what courses are still required for degree completion and allow them the ability to enroll online.

## 3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

The college has a placement for success policy that requires all students to take a placement test for math, reading, and English based on an ACT test score or our assessment test. The current assessment used to determine placement is the ACCUPLACER test. This is an integrated system of computer-adaptive assessments designed to evaluate students' skills. Students will receive the results immediately after completion of the test and are able to take results to advisors for enrollment.

The Fall 2017 a new software was added to assist in identifying at risk students. The Dropout Detective is a software that identifies students that are most at risk of dropping out or failing courses. It will analyze a student's performance and behavior in all courses by providing a Risk Index Score to each student. This gives the advisors and instructors an easy and quick way to find students struggling and offer help or referral.

When fully implemented, the Student Planning Advising module will provide real-time degree monitoring and online enrollment. This will allow the student instant access to evaluate their transcript and determine exactly what courses are still required for degree completion and allow them the ability to enroll online.

#### 4. Describe any existing continuous improvement activities.

In the Fall of 2017, the college purchased a new retention software, Dropout Detective. Dropout Detective identifies students that are most at risk of dropping out of or failing courses. Dropout Detective integrates with our existing learning management system, Canvas, and analyzes student performance and behavior across ALL courses in which they may be enrolled. Advisors and instructors can quickly identify student that are at risk at their own convenience. This has given faculty and staff advisors the opportunity to proactively reach out to students and offer help or make referrals.

GCCC offers a mandatory one-credit hour College Success course for every incoming freshman student. This course includes skills for students on how to be successful in college as well as essential life skills. Students also learn about and find a connection on campus which in turn, helps with the college's retention goals. As a requirement for the course, all entering students are required to attend a two-day orientation prior to the start of the semester. This is where the students are divided up according to their major and, for many, get the opportunity to meet their advisor for the first time. The advisor will discuss their expectations, how to make an appointment, give students their contact information and talk about their responsibilities.

#### 5. Provide any other relevant information needed for a complete understanding of your department.

The interaction between an advisor and student is a valuable trust building experience that increases student's confidence. Academic advisors work to strengthen the importance, dignity, potential and unique nature of each individual within the academic setting. Students expect the advisor to offer suggestions, to question, to praise, and to give them direction that will help them realize tangible life, career and educational goals. Students want advisors who are genuinely interested in helping them, and need well informed, unhurried answers to their questions.

The academic advisors at GCCC have adopted the Core Values of Advising from National Academic Advising Association (NACADA). NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

Core Value 1: Advisors are responsible to the individuals they advise.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

Core Value 3: Advisors are responsible to their institutions.

Core Value 4: Advisors are responsible to higher education in general.

Core Value 5: Advisors are responsible to their educational community.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

### Component 3: Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. It serves as a forum for discussion, consulting, exchange of ideas, research and numerous publications.

According to the NACADA 2011 National Survey of Academic Advising, the median case load of advisee's per full-time professional academic advisor is 296 or a ratio of 296 students to one full-time advisor. The advisors in the Salmans Advising Center have approximately 130 advisee's each. Faculty have on average 28 advisee's each.

GCCC has a shared advising model with faculty and staff advisors. This is the most common structure in which students are assigned to a department advisor or staff of the advising center. Faculty are assigned advisee's with students within that major of interest. Currently, the advising center consists of one full-time academic advisor, an athletic academic advisor, a counselor, the accommodations coordinator and the Garden City High School transition specialist as a part time staff academic advisor.

We need to be able to capture and pull effective data to analyze the students/successful progression and completion each semester. We need to continually improve upon services and advising skills/delivery that will always continue to impact student performance.

*Include documentation if requesting additional resources.*

### Component 4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community?

Yes

No

*If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)*

The Academic Advisors in the Salmans Advising Center serves as the main contact in coordination of transfer events. She responds daily to students, staff and other institutions' email requests. She sends campus wide emails to faculty and staff as well as to the Bustermail student accounts of upcoming transfer events and which institutions will be on campus. She is responsible for scheduling and coordinating visiting institutions that want to come to campus to recruit our students. Visiting advisors may come as often as their schedule will allow. This position is solely responsible for maintaining the university visit calendar.

College Success is a required class to all new students that is designed to increase the student's opportunities for success in college by assisting the student in obtaining skills necessary to reach their educational objective. Topics include time management, test-taking, study techniques, library use, college resources and personal issues that many college students face. Prior to the start of the fall semester and as part of the requirement for the college success class, students attend a 2-day orientation that will give them the opportunity to meet other students, meet administration, and meet with their advisor. It is during this meeting with their advisor that students will learn about their degree requirements and course options.

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

A partnership with the admissions staff has led us to the development and implementation of Exploration Day, Discovery Day, as well as visits from the local middle school, Abe Hubert, and Lakin Middle School.

Exploration Day is provided to high school juniors and seniors. This day is focused on all of the technical programs. With the help from admissions staff marketing the event state wide, we have had approximately 450 students on campus visiting various technical programs. This provides the tech faculty an opportunity to showcase their area, providing students a hands-on experience in a technical field. The prospective student also learns about the degree and certificate programs available as well as career outlooks.

Discovery Day is also provided to high school juniors and seniors. This day is focused on all of the humanities and fine arts interest areas. This was implemented about 6 years ago and now brings in approximately 200 students from across the state. The design and implementation is much like Exploration Day where the prospective student gets to choose the area of interest and able to participate in their chosen field. The faculty member is able to provide information about the degree plan, talk about various classes offered, transferability to 4-year institutions, and career outlooks.

We are also fortunate to be able to provide campus visits to Abe Hubert and Lakin Middle School students. They are introduced to Automotive, chemistry, cosmetology, criminal justice, EMT, fire science and nursing. They get the opportunity to see demonstrations and learn about scholarship opportunities, degrees or certificates needed to be able to pursue a particular field.

These opportunities have provided us a way to do some academic advising and career counseling to prospective students.

The Hispanic Student Day at GCCC is also designed to empower students to continue their education. They are encouraged to stay in school, advance to college or technical school, and avoid influences that could hinder their success. This is accomplished through discussions with successful former GCCC Hispanic students. They find out first hand that academic and professional success is a possibility. Also provided is a workshop for parents to learn more about the steps to admissions, enrollment and to graduation.

## Component 5: Intended Outcomes, Assessment Measures, Targeted Level of Achievement, and Prior Results

1. If data has previously been gathered, list the intended outcomes for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each outcome supports.

NA

2. Describe the data gathering process and give results.

We gather data from two nationally recognized research centers. The first is, The Community College Survey of Student Engagement (CCSSE) is a national survey focused on teaching, learning, and retention in community colleges. It is also known as one of the best indicators for determining student's level of satisfaction with their engagement to the college. CCSSE Research has shown that the more actively engaged students are – with college faculty and staff, with other students, and with the subject matter being learned – the more likely they are to persist in their college studies and to achieve at high levels.

This paper/pencil survey has been administered in classes randomly selected by the Center to ensure a representative sample and to preserve the integrity of the survey results. This tool that helps us focus on good educational practice and identify areas in which we can improve our programs and services for students. GCCC has scored higher than the cohort on all benchmarks related to academic advising and planning.

The other, the Noel-Levitz Student Satisfaction (SSI) is a web based survey that is emailed to all currently enrolled students in the spring term. It is a survey that measures how satisfied students are as well as what issues are important to them. GCCC has scored higher than other community colleges in the Midwestern region.

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

A Student Satisfaction Inventory (SSI) survey from Noel-Levitz was completed in 2017. It indicated that the level of importance to students with their advisor is at 6.44. Their level of satisfaction is 5.87 with a performance gap of 0.57. Our performance is above the Midwestern National Community College level. The national performance gap is 0.77, which indicates that we are getting the information to students better than other community colleges in our region. SEE ATTACHMENT #1

It also indicates the level of importance of how knowledgeable the advisor is about program requirements is 6.52. Their level of satisfaction is 6.04 with a performance gap of 0.48. Our performance is below the Midwestern National Community College level. The national performance gap is 0.40, which indicates that continual training is needed and advisors could also benefit from an online module that could readily available. SEE ATTACHMENT #2

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

NA

*Attach copies of any stakeholder survey results for your department.*

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

In the process of reviewing our department, Advising has identified areas of concern and areas needing improvement. The goals listed below will address these areas in the short and/or long term, depending upon budget availability and time needed for implementation.

#### ONLINE GOALS

- Development and implementation of online advising module training for all advisors.
- Providing advising services online
- Acquire scheduling software to allow for students to make advising appointments online, and tracking contacts, pull reports
- Automate system when possible through Student Portal
- Upon the completion of the Student Portal, we will maintain updated information on advising, graduation requirements, and transfer information

**ACTION:**

1. Online Student Planning module
2. Online advising services
3. Acquire software to help track the volume of student contacts in the advising center

**TRAINING NEEDS**

- Partner with the Director of Student Success to explore options to enhance academic success
- Develop and implement advising training system for new advisors
- Develop and implement advising training system for advanced advisors

**ACTION:**

1. Hosting university representatives to talk recruit our students as well as talking to advisors about their programs and transfer options.
2. Staff advisors to visit with all faculty about their classes to learn more about requirements and learning outcomes.

**WORKSHOPS**

- Become more involved with New Student Orientation / Develop a comprehensive first year experience program to a deliberate pathway to students for success and degree / certificate completion.

**ACTION:**

1. Provide an "Advising 101" to students in various classes, i.e. developmental classes
2. Provide career exploration workshops to undecided students

**PROFESSIONAL DEVELOPMENT**

- Strengthen communication with advisee's
- Strengthen data collection and analysis
- Establish an academic advising council
- Attending 4-yr transfer visit days

## Component 6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

Many students face difficult life transitions and circumstances and need assistance. The advising center also staffed with a licensed counselor, JoAnn Garrier. She can provide services to student's free-of-charge to help them cope with a wide variety of educational, adjustments, and mental health issues. She also facilitates academic progress and helps students successfully achieve their career goals. This counseling relationship provides any student a safe, confidential setting to discuss personal thoughts and feelings. Additionally, the college has partnered with a community advocacy organization, Family Crisis Services, to fund a full-time advocate on the college campus. This individual has an office in the Student & Community Services Center building for easy access to students. She also provides a number of educational programs, training on dating violence, assault and advocacy of students.

## Component 7: Executive Summary

### 1. Briefly describe how the department review was conducted:

The Director of Enrollment Management had initiated the review, then met with the review committee assigned for draft review and clarification on November 13 and February 27. The review was then emailed to the review committee for another approval.

The Director had also emailed the advising staff several questions to review prior to a staff meeting. Many responses were also gathered via email from each individual staff member.

### 2. Describe the MAJOR conclusions regarding the present state of the department:

The advisors in the Advising Center has had very little turnover, meaning that each of them are confident in their abilities to successfully advise their student population. They are dedicated to the mission of the college. Advisors work together as a team and collaborate, investigate and commiserate when necessary. The advisors need to branch out more to campus faculty advisors and offer trainings in their respective specialty areas. Staff development and training is on-going to ensure everyone is updated and current with college's policies and procedures.

### 3. Briefly describe the goals and objectives of the department:

The focus of the advising center is teaching students to become advocates for themselves. To assist them to an understanding of their life goals. To assist them in developing an educational plan to reach their goals. Advisors are the resource for students as well as to campus wide faculty advisors. The goal is to provide information about policies and resources to the students of the institution, and the academic departments.

### 4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

*Departments completing the review for the first time will not have these items and need not answer this question.*

NA

### 5. Describe the department strengths:

The advising staff is always ready to assist students or visitors to the GCCC campus. They are responsive to campus, student and community needs. They're knowledgeable about all GCCC programs and able to speak about them.



6. Describe what areas need improvement:

The Advising Office needs to continue improving upon services and advising skills / delivery that will always continue to impact student performance. We need to continue training throughout the year as well as providing an interactive online tool.

They need to be able to capture and pull effective data to analyze the students' successful progression and completion each semester.

7. State the recommendations for the department:

We need to continually improve upon services and advising skills/delivery that will always continue to impact student performance. An appointment scheduler would provide us a way to track the number of students in the advising center and help determine future training campus wide. We need to be able to capture and pull effective data to analyze the students/successful progression and completion each semester. Student Planning is currently being implement. Our intention is for this system to be used campus wide. Colleague Student Planning is a web-based solution that helps students clarify, plan, and track their course of study in order to progress more confidently to a degree. The solution also helps improve the quality of interaction between students and advisors, and enables institutions to map future course offerings more effectively. Student Planning allows students to register for classes directly within Colleague Student Planning module. Students can register for classes with a simple click and advisors can determine if schedules must be approved prior to registration.

| <b>Component 8: Action Plan (with timelines for recommendations)</b>  |  |                               |                               |
|---|--|-------------------------------|-------------------------------|
|   | Year 1   | Year 2                        | Year 3                        |
|   | Actions & Budget Implications  | Actions & Budget Implications | Actions & Budget Implications |
| <p>Recommendation 1: Scheduling and Tracking Software<br/>                     Measure of Success: student satisfaction surveys</p>   | <p>Actions: purchase software<br/>                     Budget Implications: unknown at this time<br/>                     Timeline: August 2019</p>                        |                               |                               |
| <p>Recommendation 2: Student Planning<br/>                     Measure of Success: Advising Satisfaction surveys, degree completion, fewer course changes</p>                                       | <p>Actions: implement student planning module<br/>                     Budget Implications: \$0.00<br/>                     Timeline: August 2018</p>                      |                               |                               |
| <p>Recommendation 3: Advising training provided online to faculty and staff<br/>                     Measure of Success: advising satisfaction surveys, degree completion, fewer course changes</p> | <p>Actions: implement advising module within CANVAS for faculty and staff<br/>                     Budget Implications:<br/>                     Timeline: August 2018</p> |                               |                               |

### Component 9: Signature Page and Archiving

Sammy Khor 5-29-18  
 Department Head Date

Colin D. Paul 5/29/18  
 Dean/Division Date

[Signature] 7/9/18  
 Dean IEPR Date

[Signature]  
 President Date

#### Archiving:

***After presentation to President's Cabinet, Division Leader submits to Dean of Institutional Effectiveness, Planning and Research.***

1. A complete electronic version of the Non-Academic Departmental Review self-study
2. All documentation (electronic and print)
3. A signed signature page (electronic and print)

**Institutional Summary**  
**Scales: In Order of Importance**

| Scale                                 | Garden City Community College - SSI |                   |                 |            | Midwestern Community Colleges - Midwestern |                 |            |          | Mean Difference |
|---------------------------------------|-------------------------------------|-------------------|-----------------|------------|--|-----------------|------------|----------|-----------------|
|                                       | Importance                          | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD                          | Performance Gap | Importance |          |                 |
| Academic Advising/Counseling          | 6.44                                | 5.87 / 1.17       | 0.57            | 6.24       | 5.47 / 1.33                                | 0.77            | 6.24       | 0.40 *** |                 |
| Admissions and Financial Aid          | 6.34                                | 5.65 / 1.17       | 0.69            | 6.17       | 5.46 / 1.22                                | 0.71            | 6.17       | 0.19 *   |                 |
| Academic Services                     | 6.33                                | 5.92 / 0.98       | 0.41            | 6.13       | 5.74 / 1.03                                | 0.39            | 6.13       | 0.18 *   |                 |
| Instructional Effectiveness           | 6.33                                | 5.69 / 1.17       | 0.64            | 6.30       | 5.81 / 1.09                                | 0.69            | 6.30       | 0.08     |                 |
| Registration Effectiveness            | 6.31                                | 5.76 / 1.07       | 0.55            | 6.24       | 5.64 / 1.03                                | 0.60            | 6.24       | 0.12     |                 |
| Student Centeredness                  | 6.30                                | 5.66 / 1.29       | 0.64            | 6.11       | 5.60 / 1.15                                | 0.51            | 6.11       | 0.06     |                 |
| Concern for the Individual            | 6.29                                | 5.65 / 1.25       | 0.64            | 6.21       | 5.48 / 1.23                                | 0.73            | 6.21       | 0.17 *   |                 |
| Campus Climate                        | 6.27                                | 5.62 / 1.22       | 0.65            | 6.09       | 5.54 / 1.09                                | 0.55            | 6.09       | 0.06     |                 |
| Safety and Security                   | 6.26                                | 5.55 / 1.18       | 0.71            | 6.12       | 5.56 / 1.19                                | 0.76            | 6.12       | 0.19 *   |                 |
| Service Excellence                    | 6.21                                | 5.60 / 1.20       | 0.61            | 6.05       | 5.53 / 1.08                                | 0.52            | 6.05       | 0.07     |                 |
| Campus Support Services               | 6.00                                | 5.47 / 1.30       | 0.53            | 5.62       | 5.24 / 1.25                                | 0.38            | 5.62       | 0.23 **  |                 |
| Responsiveness to Diverse Populations |                                     | 5.88 / 1.22       |                 |            | 5.68 / 1.26                                |                 |            | 0.20 *   |                 |

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

**Institutional Summary**  
Items: In Sequential Order

| Item   | Garden City Community College - SSI |                   |                 |            | National Community College - Midwestern |                 |            |                 | Mean Difference |
|--|-------------------------------------|-------------------|-----------------|------------|---|-----------------|------------|-----------------|-----------------|
|  | Importance                          | Satisfaction / SD | Performance Gap | Importance | Satisfaction / SD                       | Performance Gap | Importance | Performance Gap |                 |
| 32. My academic advisor is knowledgeable about my program requirements.                                | 6.52                                | 6.04 / 1.42       | 0.48            | 6.41       | 5.64 / 1.59                             | 0.77            | 6.41       | 0.77            | 0.40 ***        |
| 33. Administrative processes accurately portray the campus in their recruiting practices.              | 6.25                                | 5.86 / 1.32       | 0.39            | 5.97       | 5.45 / 1.44                             | 0.52            | 5.97       | 0.52            | 0.41 ***        |
| 34. Computer labs are adequate and accessible.   | 6.42                                | 6.01 / 1.34       | 0.41            | 6.24       | 5.85 / 1.35                             | 0.39            | 6.24       | 0.39            | 0.16            |
| 35. Policies and procedures regarding registration and course selection are clear and well-publicized. | 6.34                                | 5.80 / 1.34       | 0.54            | 6.25       | 5.65 / 1.39                             | 0.60            | 6.25       | 0.60            | 0.15            |
| 36. Students are made to feel welcome on this campus.  | 6.41                                | 5.90 / 1.42       | 0.51            | 6.26       | 5.82 / 1.31                             | 0.44            | 6.26       | 0.44            | 0.08            |
| 37. Faculty take into consideration student differences as they teach a course.                        | 6.29                                | 5.55 / 1.47       | 0.74            | 6.16       | 5.39 / 1.48                             | 0.77            | 6.16       | 0.77            | 0.16            |
| 38. The student center is a comfortable place for students to spend their leisure time.                | 6.09                                | 5.93 / 1.25       | 0.16            | 5.79       | 5.52 / 1.44                             | 0.27            | 5.79       | 0.27            | 0.41 ***        |
| 39. The amount of student parking spaces on campus is adequate.  | 6.18                                | 5.03 / 1.79       | 1.15            | 6.22       | 4.84 / 1.94                             | 1.38            | 6.22       | 1.38            | 0.19            |
| 40. My academic advisor is knowledgeable about the transfer requirements of other schools.             | 6.54                                | 5.83 / 1.56       | 0.71            | 6.24       | 5.39 / 1.63                             | 0.85            | 6.24       | 0.85            | 0.44 ***        |
| 41. Admissions staff are knowledgeable.  | 6.39                                | 5.83 / 1.34       | 0.56            | 6.26       | 5.66 / 1.38                             | 0.60            | 6.26       | 0.60            | 0.17            |
| 42. The equipment in the lab facilities is kept up to date.  | 6.27                                | 5.71 / 1.30       | 0.56            | 6.23       | 5.68 / 1.38                             | 0.55            | 6.23       | 0.55            | 0.03            |
| 43. Class change (drop/add) policies are reasonable.   | 6.32                                | 6.07 / 1.20       | 0.25            | 6.17       | 5.71 / 1.40                             | 0.46            | 6.17       | 0.46            | 0.36 ***        |
| 44. I generally know where happening on campus.  | 5.99                                | 5.45 / 1.55       | 0.54            | 5.60       | 5.28 / 1.52                             | 0.32            | 5.60       | 0.32            | 0.17            |
| 45. This institution has a good reputation within the community.                                       | 6.36                                | 6.00 / 1.27       | 0.36            | 6.13       | 5.82 / 1.33                             | 0.31            | 6.13       | 0.31            | 0.18            |
| 46. Faculty provide timely feedback about student progress in a course.                                | 6.36                                | 5.69 / 1.45       | 0.67            | 6.31       | 5.46 / 1.49                             | 0.85            | 6.31       | 0.85            | 0.23 *          |

\* Difference statistically significant at the .05 level  
\*\* Difference statistically significant at the .01 level  
\*\*\* Difference statistically significant at the .001 level

National Group Means are based on 74682 records.