

GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPENDIX

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Undergraduate Enrollment	2847	2811	2749	2667	2527	2435	2558	2606	2467	2498
Number of Undergraduates with Record of Parents' College Level	2492	2469	2413	2376	2350	2208	2453	2469	2289	2183
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1521	1439	1379	1345	1346	1243	1331	1285	1237	1179
% of All Undergraduates who are First Generation	53.4	51.2	50.2	50.4	53.3	51.0	52.0	49.3	50.1	47.2
Received Pell Grant Fall term	1335	1377	1292	1254	1152	1072	1072	1037	968	927
Percent Undergraduates with Pell	46.9	49.0	47.0	47.0	45.6	44.0	41.9	39.8	39.2	37.1
Number of Non-traditional Undergraduates (25 or older at first matriculation)	650	643	620	633	556	524	504	469	413	409
Percent Non-traditional Undergraduates	22.8	22.9	22.6	23.7	22.0	21.5	19.7	18.0	16.7	16.4
Number of Non-traditional Undergraduates (age 25 or older)	848	855	837	837	749	666	665	631	542	517
Percent of Undergraduates Age 25 or Older	29.8	30.4	30.4	31.4	29.6	27.4	26.0	24.2	22.0	20.7

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Total First-time Full-time (FTFT) Cohort	474	404	374	351	386	374	475	445	406	382
Number of FTFT Cohort with Record of Parents' College Level	445	364	338	328	381	372	471	416	371	355
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	217	181	172	176	194	198	242	218	211	202
% of All FTFT Cohort who are First Generation	45.8	44.8	46.0	50.1	50.3	52.9	50.9	49.0	52.0	52.9
Received Pell Grant Fall Term	230	195	186	160	183	173	241	214	213	202
Percent FTFT Cohort with Pell	48.5	48.3	49.7	45.6	47.4	46.3	50.7	48.1	52.5	52.9
Number of Non-traditional FTFT Cohort	20	18	2	4	4	2	6	1	2	1
Percent of Non-traditional FTFT Cohort	4.2	4.5	0.5	1.1	1.0	0.5	1.3	0.2	0.5	0.3

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	1 Year Change	10 Year Change
Females	Asian	2	6	4	4	4	5	3	4	6	3	1	-66.67	-83.33
	Black or African American	68	93	92	88	99	100	82	75	64	79	73	-7.59	-21.51
	Hispanic/Latino	3	6	5	4	6	17	8	7	13	12	11	-8.33	83.33
	American Indian or Alaska Native	3	2	0	0	0	0	1	0	0	1	0	-100.00	-100.00
	White	195	255	229	243	258	211	192	192	225	186	195	4.84	-23.53
	Native Hawaiian or Other Pacific Islander	0	0	1	0	0	0	0	0	2	1	0	-100.00	0.00
	Multiracial	2	6	4	6	4	7	3	4	4	6	6	0.00	0.00
	Non-resident Alien	2	5	10	9	2	5	2	3	4	4	3	-25.00	-40.00
	Race/Ethnicity Unknown	0	1	0	0	1	0	1	0	0	0	2	0	-100.00
subtotal	275	374	345	354	374	345	292	285	318	294	289	-1.70	-22.73	
Males	Asian	3	3	2	1	5	2	1	1	6	0	2		-33.33
	Black or African American	29	25	24	33	26	32	26	31	32	29	25	-13.79	0.00
	Hispanic/Latino	3	3	4	4	1	8	9	4	9	3	6	100.00	100.00
	American Indian or Alaska Native	1	0	1	0	1	0	0	1	0	0	0	0.00	0.00
	White	91	111	137	102	123	122	98	93	103	93	74	-20.43	-33.33
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00
	Multiracial	2	2	4	0	4	1	3	0	1	3	2	-33.33	0.00
	Non-resident Alien	2	5	8	17	6	7	1	5	4	4	5	25.00	0.00
	Race/Ethnicity Unknown	0	0	1	0	1	0	2	0	0	0	0	0.00	0.00
subtotal	131	149	181	157	167	172	140	135	155	132	114	-13.64	-23.49	
Total	406	523	526	511	541	517	432	420	473	426	403	-5.4	-22.94	
Number Received Pell Grant (at any time at GSW)	199	284	295	301	311	324	260	241	256	221	206	-6.79	-27.46	
%	49.0	54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12	51.88	51.12			
Number of First Generation	213	280	297	253	256	268	246	227	248	221	213	-3.62		
%	52.46	53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43	51.88	52.85			
# Graduates with First Generation Data	310	436	443	423	475	465	399	394	452	414	388			

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	1	0	0	0	0	0	0	1	1	0.00	
Age 20-22	98	155	114	124	132	118	94	115	139	130	171	31.54	10.32
Age 23-24	109	133	160	142	162	149	136	125	112	117	86	-26.50	-35.34
Age 25-26	49	46	55	61	59	61	38	42	46	45	39	-13.33	-15.22
Age 27-28	28	38	38	33	32	34	33	28	39	22	21	-4.55	-44.74
Age 29-30	15	26	38	22	22	38	20	16	23	22	9	-59.09	-65.38
Age 31-34	33	45	39	42	48	29	26	30	48	28	23	-17.86	-48.89
Age 35-39	30	32	29	40	35	43	30	25	20	23	19	-17.39	-40.63
Age 40 +	44	48	52	47	51	45	55	39	46	38	34	-10.53	-29.17
Average	28.6	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0	27.0	26.4		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	1 Year Change	10 Year Change
Biology	6	9	5	11	13	14	9	7	9	4	5	8	2	4	100.0	-69.2
Chemistry	3	6	2	6	8	2	0	3	0	2	1	3	1	1	0.0	-87.5
English and Foreign Languages	4	4	9	6	16	5	7	7	12	9	8	8	8	4	-50.0	-75.0
Art	6	3	8	5	7	9	6	4	3	4	6	4	3	7	133.3	0.0
Dramatic Arts	2	4	3	2	2	7	3	4	8	9	6	3	9	6	-33.3	200.0
Music	2	2	1	5	1	2	0	3	3	2	2	2	4	1	-75.0	0.0
Geology	0	1	2	2	3	2	1	4	3	1	2	3	2	2	0.0	-33.3
History	19	18	13	15	12	10	13	15	13	7	8	10	8	6	-25.0	-50.0
Political Science	4	7	2	2	7	9	4	6	6	3	3	4	6	4	-33.3	-42.9
Mathematics	3	2	9	8	7	9	8	4	4	2	2	2	5	0	-100.0	-100.0
Psychology	41	33	39	32	33	34	41	49	32	43	42	32	42	31	-26.2	-6.1
Sociology (including Criminal Justice starting in FY18)	18	19	10	15	8	10	11	15	16	6	13	19	13	17	30.8	112.5
General Studies												2	3	9	200.0	
Business	107	125	148	141	197	208	201	208	197	171	167	176	171	148	-13.5	-24.9
Computer and Information Science	17	8	10	9	13	10	11	20	22	13	15	19	20	16	-20.0	23.1
Education	76	76	66	72	108	96	72	76	80	57	57	59	47	59	25.5	-45.4
Health and Human Performance	31	15	28	22	29	34	36	30	39	26	33	34	9	2	-77.8	-93.1
Health Sciences													25	33	32.0	
Nursing	31	30	30	53	59	67	90	91	80	73	52	87	53	54	1.9	-8.5
Total	370	362	385	406	523	528	513	546	527	432	422	475	431	404	-6.3	-22.8

Note: Exercise Science moved from Health and Human Performance to Health Sciences in FY19.

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

<u>Fall Cohort</u>	<u>First-time Full-time Freshmen</u>	<u>Institution-specific Retention Rates</u>	
		<u>1-Term</u>	<u>1-Year</u>
		<u>(1st Fall to 1st Spring)</u>	<u>(1st Fall to 2nd Fall)</u>
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	73.80
2015	374	91.44	69.52
2016	475	91.79	65.05
2017	445	89.44	61.57
2018	406	91.63	68.47
2019	382	88.22	65.97 (preliminary as of 9/11/20)

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

Fall Term GPA	Cohort Year																	
	2011		2012		2013		2014		2015		2016		2017		2018		2019	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	59	14.3	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	77	17.1	79	19.0	77	19.6
3.00 to 3.49	63	15.3	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	92	20.4	106	25.5	82	20.9
2.50 to 2.99	70	16.9	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	18.0	86	20.7	77	19.6
2.00 to 2.49	70	16.9	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	17.5	53	12.8	43	11.0
1.50 to 1.99	59	14.3	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	11.8	40	9.6	37	9.4
0.00 to 1.49	87	21.1	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	58	12.9	46	11.1	65	16.6
No GPA**	5	1.2	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	11	2.4	5	1.2	11	2.8

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Course	Percent of As, Bs, Cs																	
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	30.8	25	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23	50.0	14
Essentials of Biology I	56.7	67	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123	35.9	106
Principles of Chemistry I	83.3	6	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12	80.0	10
Earth, Mat., Processes, & Env.	65.5	29	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44	53.8	13	50.0	12
College Algebra	59.5	121	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119	58.4	101
Math Modeling	66.7	33	92.3	13	57.1	14	64.7	34	58.3	12	64.7	17	-	-	-	-	-	-
Quantitative Analysis	-	-	-	-	-	-	-	-	-	-	-	-	75.6	123	73.3	75	73.8	80
American Government	48.0	73	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65	45.6	90
World Civilization I	66.7	84	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24	-	-
World Civilization II	45.6	57	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34	59.1	22
US History I	-	-	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37	75.6	45	76.1	46
US History II	75.8	66	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51	77.4	53	66.1	56
Introduction to Psychology	68.7	185	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130	73.1	130
Human Growth & Development	69.6	46	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82	78.5	65
Introduction to Sociology	64.0	75	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103	81.7	71
English Composition I	62.2	164	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230	70.5	210

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

	Cohort Year							
	2012	2013	2014	2015	2016	2017	2018	2019
Number First-time Full-time Freshmen Cohort	374	351	386	374	475	445	406	382
Number Attempted 15 or more Hours in Fall Term	62	174	238	279	309	249	260	220
Percent Attempted 15 or more Hours in Fall Term	16.6	49.6	61.7	74.6	65.1	56.0	64.0	57.6
Number Earned 15 or more Hours at end of Fall term	31	80	140	154	183	118	163	100
Percent Earned 15 or more Hours at end of Fall Term	8.3	22.8	36.3	41.2	38.5	26.5	40.1	26.2
Number Earned 30 or more Hours in Fall/Spring Terms	39	49	98	105	126	83	116	69
Percent Earned 30 or more Hours in Fall/ Spring Term	10.4	14.0	25.4	28.1	26.5	18.7	28.6	18.1

Note: Hours = institutional hours only. Hours earned for Fall 2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort

Rate	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Institution-Specific	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)	61.6 (n=445)	68.5 (n=406)
Disaggregated Institution-Specific								
Traditional-aged	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)	61.5 (n=444)	68.6 (n=404)
White, Non-Hispanic	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)	62.8 (n=277)	68.6 (n=261)
African American or Black, Non-Hispanic	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)	57.8 (n=109)	70.2 (n=94)
Other	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)	62.1 (n=58)	65.3 (n=49)
Male	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)	56.7 (n=180)	63.7 (n=146)
Female	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)	64.8 (n=264)	71.3 (n=258)
White, Female	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)	68.1 (n=160)	71.6 (n=169)
Black, Female	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)	58.8 (n=68)	76.2 (n=63)
White, Male	68.4 (n=98)	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)	55.6 (n=117)	63.0 (n=92)
Black, Male	61.5 (n=39)	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)	56.1 (n=41)	58.1 (n=31)
Initially enrolled as Commuting Students	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)	69.9 (n=136)	68.6 (n=153)
Initially enrolled as On-campus Residents	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)	57.8 (n=308)	68.5 (n=251)
Initially enrolled in Learning-support classes ¹	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)	34.8 (n=23)	53.8 (n=13)
Non-traditional ²	22.2 (n=18)	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)	100.0 (n=1)	50.0 (n=2)

Pell Recipients	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)	58.4 (n=214)	68.1 (n=213)
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Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2007	2008	2009	2010	2011	2012	2013
Institution-Specific	35.8 (n=388)	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)	28.9 (n=374)	38.1 (n=349)
Disaggregated Institution-Specific							
Traditional-aged	37.6 (n=370)	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)	28.8 (n=372)	38.3 (n=345)
White, Non-Hispanic	37.5 (n=240)	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)	33.9 (n=230)	43.4 (n=221)
African American or Black, Non-Hispanic	37.1 (n=105)	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)	21.0 (n=124)	29.5 (n=95)
Other	40.0 (n=25)	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)	16.7 (n=18)	27.6 (n=29)
Male	34.3 (n=134)	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)	28.4 (n=155)	29.0 (n=138)
Female	39.4 (n=236)	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)	29.0 (n=217)	44.4 (n=207)
White, Female	40.4 (n=141)	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)	36.9 (n=130)	48.9 (n=135)
Black, Female	38.5 (n=78)	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)	18.4 (n=76)	35.0 (n=60)
White, Male	33.3 (n=99)	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)	30.0 (n=100)	34.9 (n=86)
Black, Male	33.3 (n=27)	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)	25.0 (n=48)	20.0 (n=35)
Initially enrolled as Commuting Students	30.9 (n=97)	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)	31.0 (n=100)	36.1 (n=97)
Initially enrolled as On-Campus Residents	39.9 (n=273)	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)	27.9 (n=272)	39.1 (n=248)
Initially enrolled in Learning-support classes ¹	27.3 (n=55)	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)	9.1 (n=22)	29.2 (n=24)
Non-traditional ²	0.0 (n=18)	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)	50.0 (n=2)	25.0 (n=4)

Pell Recipients	28.8 (n=160)	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)	23.7 (n=186)	33.1 (n=160)
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Storm Track Review Checklist

____ Order of Courses

- Does the order of courses align with your two-year rotation of Area F and Major courses?
- Does the order of courses insure that students have a reasonable mix of difficulty each semester?
- Does the order of courses insure that a student who follows the pathway will graduate in four years?

____ Nine Hours of Major Courses in the First Year

- Are the courses initially identified the right three courses?
- Do you have the capacity to offer the three courses at least annually or each semester depending on the number of incoming first-year students?
- Does one of the three courses include an introduction to career readiness?

____ Flexibility

- Are your Storm Tracks adaptable to new first-year students who bring a significant amount of Dual Enrollment credit when they enter GSW?
- Are your Storm Tracks adaptable to students who begin at GSW in spring or summer term?
- Are your Storm Tracks adaptable to students who transfer to GSW?
- At what points on your Storm Tracks could a student change major without significant loss of credit?

____ Catapult Courses

- Have you identified 3-5 catapult courses in your program that are important bellwethers of progress towards the degree and noted them on your Storm Track?
- Do you have the capacity to offer these crucial courses at the right time in all students' degree pathways?

____ Milestones

- Do you have a Milestone for completing Area A of the general education core?
- Do you have Milestones that identify when students need to apply for acceptance to the program, if applicable?
- Do you have Milestones that identify when students should apply for graduation?
- Do you have Windows to the World Milestones?

- Do you have Milestones for when to consider an internship?
- Do you have Milestones for when to consider studying abroad?
- Do you have service learning Milestones?

Georgia Southwestern State University Advising Syllabus

Mission

The Georgia Southwestern advising process empowers all students to take ownership of their education by providing professional, personalized academic advising and the necessary resources to guide and support students on their educational journey.

Student Learning Outcomes

- Be an active learner by participating fully in the advising process.
- Recognize the components of the general Core Curriculum and describe how these components fit into your degree program.
- Examine the role of your advisor, your responsibility in the advising process, and the difference between academic advising and registration.
- Identify and utilize campus resources to support your academic needs and career readiness.
- Demonstrate knowledge of university, college, and department requirements, policies, and procedures.

Expectations of Student

- Regularly check your GSW Radar email address account for official announcements.
- Identify and explore your interests, values, and abilities to assist in the selection of a major.
- Be willing to share your ideas, interests, and questions with your advisor.
- Develop an educational plan with your advisor to ensure timely academic progress towards your degree.
- Communicate regularly and consult with your advisor at least once per semester.
- Take primary and increasing responsibility for your academic decisions.

Expectations of Advisor

- Be reasonably accessible to students via multiple channels of communication and interaction.
- Create a reflective, supportive, and safe environment for students to communicate and explore academic and career goals.

- Support student growth as individuals while respecting diverse backgrounds.
- Provide professional advice and guidance and recognize that students have the final decision regarding their higher education.
- Stay current with university degree requirements, academic programs and policies, and campus resources, and make referrals to other departments and offices as necessary.
- Advocate for the best interests of all students within the structure of the University.