Faculty Academic Advisement Guidebook and the Advisement Syllabus (selected excerpts)

The SUNY Cobleskill 2012-13 faculty academic advisement guidebook, Destinations, is the result of faculty sharing their ideas about fostering student success. It is a way for our campus to preserve the best practices that have been used by faculty advisors, some who have been assisting students for decades. The Title III Strengthening Institutions Program (SIP) Grant provided resources to collect these ideas and to integrate existing advisement policies, procedures, terms, forms and online hyperlinks into one location. In addition to the expertise provided by SUNY Cobleskill faculty and staff, the guidebook often taps the National Academic Advisement Association (NACADA) for advisement information. The goal of the guidebook is to assist new and experienced faculty in their roles as academic advisors and provide convenient access to the most current advisement information.

ADVISEMENT VISION STATEMENT
SUNY Cobleskill aspires to provide a comprehensive shared advisement program emulated by similar institutions within the SUNY system.

ACADEMIC ADVISEMENT MISSION STATEMENT
SUNY Cobleskill’s academic advising focuses on student success by engaging students in the development of a plan to realize their career, educational and academic goals. Academic advisement is a partnership between advisors and students, each actively engaged in this educational process, with the ultimate goal of student success, while guided by the principle of “Real Life. Real Learning.” (Approved by the SUNY Cobleskill Academic Advisement Council, 2010.)

ACADEMIC ADVISING AT SUNY COBLESKILL HELPS STUDENTS TO:
- Clarify life and career goals
- Develop goal-oriented educational plans
- Interpret academic requirements and select appropriate courses
- Access available internal and external resources that enhance their education
- Identify other experiences that will enhance their life, educational, and cultural goals
- Develop critical thinking, decision-making, and independent learning skills
- Evaluate their progress toward degree completion while acknowledging career and life goals
This section includes excerpts from the Advisement Syllabus that was approved by the SUNY Cobleskill Academic Advisement Council in Spring 2010. The purpose of this section is to delineate the roles of the stakeholders in the advisement process. The efficiency of the advisement process is predicated on all participants understanding their responsibilities.

Roles in Academic Advisement *

Faculty Advisors:
- Engage students in the academic advising process
- Be available and accessible to students
- Establish and maintain contact with advisees
- Assist students in developing and updating their career, educational and academic (GPS) plans
- Guide students with curriculum planning
- Assist students in understanding the SUNY Cobleskill environment
- Monitor student progress and intercede when necessary
- Refer students to appropriate resources
- Promote student growth and development
- Maintain and expand their knowledge and skill base related to academic advising

Master Faculty Advisors:
- Assist faculty colleagues to become more effective advisors
- Act as liaison between faculty and administrative offices regarding advisement issues
- Participate in professional development to become advisement specialists
- Provide professional development to their colleagues
- Serve as standing members of the Academic Advisement Council, Advisement Team and the FYE Steering Committee
- Facilitate advisement services during select times to best meet student needs
- Assist students who want to change majors within their School
- Take a lead role in Accepted Student Day and Student Orientation Academic Advising
- Communicate changes related to academic advisement to appropriate stakeholders

Students:
- Establish/maintain contact with advisor
- Develop GPS Plan toward personal and educational goals
- Take responsibility in decision making
- Seek assistance, when needed, from advisor, faculty, resources and services
- Exercise realistic self appraisal and build independence

Administration
- Provide visible ongoing support for the academic advisement program
- Continue and raise the level of funding
- Provide inspiration to the campus community about the importance of Academic Advising and Student Development
- Support, encourage and participate in professional development.
- Support the work of the Academic Advisement Council and Advisement Team
Foundations for College Success (FFCS) Instructors:

- Introduce the advisement system and explain the connection between college success and academic advisement to freshmen
- Emphasize the importance of communication between students and their faculty advisors
- Facilitate the development of the students’ GPS Plan including their Career Plan, Educational Plan and their SUNY Cobleskill Academic Plan
- Direct students to appropriate advisement resources
- Teach students common higher education language with an emphasis on advisement terminology at SUNY Cobleskill
- Instruct students to utilize campus information technologies associated with communication and advisement such as SharePoint, Angel, Banner Web/DegreeWorks and FOCUS.
- Communicate the importance of the student’s role in advisement

Student Success Center Counselors:

- Complement the advisement system with expertise in:
  - Career exploration and planning
  - International experiences (including study abroad)
  - Experiential learning and internship support
  - Employment preparation and opportunities
  - Transfer and graduate school assistance
- Participate in FFCS instructors’ and advisement professional development
- Provide classroom presentations in areas of expertise
- Assist students who may want to change majors outside of their present school
- Act as an advisement safety net for faculty advisors and students
- Communicate to faculty resources/services

Support Staff in the Advisement Process:

- Assist advisors in obtaining advisee information
- Refer students to appropriate advisors, resources and services
- Answer informational questions
- Provide clerical support during Accepted Student Days, Check-In and Course Selection
- Assist advisors with clerical functions regarding advisement
- Attend development sessions designed specifically for them

Adjunct Faculty

- Refer students to appropriate advisors, resources and services
- Learn about and refer students to campus resources
- Become familiar with program of study within their discipline
- Promote student growth and development

Academic Advisement Council:

- Provide insight and guidance regarding campus-wide academic advisement
- Identify, communicate, and recommend solutions to advisement issues
- Represent and inform their stakeholders of advisement initiatives
- Actively participate in advisement programming and committees
- Review advisement assessment data and provide feedback
**Student Advisement Learning Outcomes** *

**After experiencing academic advising, a student will:**

- Know his/her faculty advisor’s name
- Know the contact information for his/her faculty advisor
- Design a career plan that supports his/her life goals.
- Understand and be able to access college services, such as CASE & Student Success
- Develop an educational plan that will support his/her career goals
- Appreciate the foundational skills that are built through general education courses
- Develop and implement his/her academic plan for SUNY Cobleskill
- Become familiar with the international opportunities available to them through study abroad and other international experiences
- Manage his/her progress toward degree completion by utilizing Banner Web/DegreeWorks Degree Evaluation
- Utilize resources within the Student Success Center as they plan the transition from college to career/continuing education
- Complete the appropriate degrees for career and life goals

**Students will value and appreciate the relevance of academic planning throughout their education by:**

- Acknowledging that advisement is a partnership between their advisor and themselves
- Responding to faculty and advisor emails and phone calls in a timely manner
- Understanding the importance of keeping appointments and using the campus email as the primary email address
- Understanding how to access their academic information on Banner Web/DegreeWorks
- Regularly reviewing their academic plan and making adjustments as necessary
- Understanding that he/she bears the final responsibility for the successful completion of a degree
- Recognizing the value of cultural differences
- Understanding FERPA (Federal Educational Rights and Privacy Act) and its effects
- Recognizing and valuing the importance of and engagement in life-long learning

**Students will utilize student support services by:**

- Learning about the Center for Academic Support and Excellence and other tutoring resources
- Learning about the Student Success Center and how they can assist with their plans

**Students will prepare a preliminary class schedule in consultation with advisors as necessary by:**

- Reviewing program requirements from the catalog year of matriculation and making an appointment with the faculty advisor either before or during the course selection process
- Using and understanding the online college catalog
- Interpreting their Banner Web/DegreeWorks Degree Evaluation

**Students will register for classes at their earliest designated course selection period on Banner Web by:**

- Knowing the important dates in the academic calendar
- Being realistic about scheduling and expecting that adjustments may need to be made
Advisement Process Outcomes

To fully engage students in academic advising, academic advisors will:
- Make themselves accessible to students through consistent office hours (which are posted on their office door), phone contact, and email communication
- Reflect high ethical and professional standards
- Demonstrate the skills necessary to work with a culturally diverse student population.
- Exemplify respectful interactions with students
- Make effective relational connections with students as demonstrated through interpersonal skills and genuine interest in their development
- Demonstrate knowledge of college programs, policies and procedures
- Access and effectively use appropriate technology to enhance delivery of services
- Complete professional development activities to improve academic advising skills
- Participate in scheduled assessments of advising services and professional growth

Advisors will communicate the value of the higher education experience by:
- Explaining the significance of the curriculum within their college and department
- Interpreting the SUNY Trustee General Education Requirements and why courses must be taken outside the students’ program or department

Advisors will practice ethical and legal standards by:
- Respecting student confidentiality rights regarding personal information as defined by the FERPA (Federal Educational Rights and Privacy Act)
- Knowing the various SUNY Cobleskill Academic Policies

Advisors will maintain and expand their knowledge and skill base related to academic advising by:
- Participating in training regarding new policies, procedures and other information

Advisors will refer students to the appropriate resources by:
- Recommending opportunities for experiential learning, international experiences, volunteer service, advanced degrees, and career and professional development
- Encouraging appropriate academic support services available to them in CASE

Advisors will be available and accessible by:
- Responding to emails and phone calls from students in a timely manner

Advisors will guide students in curriculum planning by:
- Providing accurate information about university policies, procedures and requirements
- Explaining the General Education requirements, course pre-requisites and course sequencing
- Being aware of the individual student’s Goals for Personal Success (GPS) Plan when advising
- Considering individual student’s interests, abilities and needs
- Assisting with and reviewing a student’s academic plan
- Using program requirements from the appropriate catalog year when advising students
- Evaluating and monitoring student academic progress
- Knowing and conveying the important dates listed in the academic calendar
- Discussing alternative majors with students as appropriate and being aware of the process to declare and change majors

*Sources: National Academic Advisement Association and SUNY Cobleskill Academic Advisement Council
Your GPS (Goals for Personal Success) Plan is a guide to help you navigate through the world of higher education in order to reach your career goal destination. Each GPS Plan is flexible, unique and individually tailored to your interests, abilities, circumstances and goals. As a SUNY Cobleskill student, you will design your own GPS Plan in cooperation with your faculty advisor. Your FFCS instructor, Student Success Advisors, and other campus student support service personnel are here to assist you through any “speed bumps” or “detours” that happen along the way.

Your GPS Plan includes:

- **Career Plan** – Your career destination in support of your life goals. You will create it using FOCUS and determine how it will be purposeful, realistic and support your future plans.

- **Educational Plan** – Your entire educational roadmap leading to your career destination. It includes all education (majors, degrees and universities) and experiences (internships, study abroad, service learning) needed to achieve your career destination.

- **Academic Plan** – Your SUNY Cobleskill academic action plan helps you navigate toward your campus educational destination. It will include a timeline for graduation, appropriate courses per semester and an interpretation of academic requirements (internships, GPAs and required courses).

Your Journey Starts Now!

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Advisor:</td>
</tr>
<tr>
<td>FFCS Instructor:</td>
</tr>
<tr>
<td>FFCS Section:</td>
</tr>
</tbody>
</table>
### What Is My Destination?

*Use your FOCUS portfolio to complete the following:*

**What is Your Career Goal?**- List at least two careers that you might be interested in pursuing, including their income ranges and “outlook”:

1. 

2. 

**Your Educational Goal** - To attain your career goal, indicate the level of education (degrees) you are planning to complete:

At SUNY Cobleskill:

At other educational institutions:

**Did FOCUS have an impact on your career choice consideration?** ___ Yes ___ No  Why?

Does your “Interest Profile”, “Skills”, and “Values” match your career choice(s)? Which specifically? If they don’t, what are you planning to do to beyond a career to satisfy that aspect of yourself? Ex. highly social person in a low social career field or a very artistic person in a non-artistic field.

List 4 questions you will discuss with your advisor regarding your Career and Educational Plans:

- 
- 
- 
- 

**Comments and notes based on the discussion with your advisor:**

Have you met with a staff member of the Student Success Center? ___ Yes ___ No

**Bring all three COMPLETED parts of the GPS Plan: Career Plan, Educational Plan, and Academic Plan to your academic advisor for discussion, approval, and signatures prior to course selection and submission for the FFCS course.**
How Do I Get To My Destination?

What is your career goal(s) after college?

What education is required to meet your career goal- To attain your career goal, indicate the majors and degrees you are planning to complete:
At SUNY Cobleskill:
At other educational institutions:
I have another plan beside completing a degree and it is:

Should your GPS Educational Plan require you to transfer or attend graduate school, indicate 3 other institutions that will allow you attain your career goal(s).

First Institution:
Degree & major:
GPA requirement:
Identify Prerequisites:

Second Institution:
Degree & major:
GPA requirement:
Identify Prerequisites:

Third Institution:
Degree & major:
GPA requirement:
Identify Prerequisites:

Have you met with a staff member of the Student Success Center? Yes ___ or No ___
What is the name of the person who helped you? ___________________________________________
Is there an internship requirement for graduation? Yes ___ or No ___
Are you considering a study abroad experience? Yes ___ Maybe___ or No ___

Bring all three COMPLETED parts of the GPS Plan: Career Plan, Educational Plan, and Academic Plan to your academic advisor for discussion, approval, and signatures prior to course selection and submission for the FFCS course.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr</th>
<th>Grade</th>
<th>Gen Ed*</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FFCS 199 Foundations for College Success**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required of all first-time, full-time students
*Students must meet a minimum of number of General Education categories. See the College Catalog for program requirements.
†See College Catalog for math competency requirement

By signing this COMPLETED GPS Plan, I commit myself to study and work until I have successfully completed my career, educational, and academic goals. My advisor has seen this plan and acknowledges my commitment.

Student’s Signature: ___________________________ Date: ___________________________

Advisor’s Signature: ___________________________ Date: ___________________________

Effective Spring 2013
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr</th>
<th>Grade</th>
<th>Gen Ed*</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFCS 199</td>
<td>Foundations for College Success**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Courses, Internships and/or Other Credit-bearing Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Summer Course, etc. Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Required of all first-time, full-time students**

*Students must meet a minimum number of General Education categories. See the College Catalog for program requirements.

†See College Catalog for math competency requirement

By signing this COMPLETED GPS Plan, I commit myself to study and work until I have successfully completed my career, educational, and academic goals. My advisor has seen this plan and acknowledges my commitment.

Student’s Signature: ____________________________________________  Date:  _____________________________

Advisor’s Signature:  ____________________________________________  Date:  _____________________________

Effective Spring 2013
Assessment Methods and Campus Outcomes
Supporting an Integrated Advisement Model

COURSE EVALUATIONS BY STUDENTS

• The Advisement and FYE Teams discussed enhancements to the FYE Course, Foundations For College Success (FFCS), curriculum based on instructor feedback and student course evaluations. Results from the FFCS Fall 2012 Student Course Evaluation: 83% of the freshmen students responding thought the amount of work for a course at this level was just right compared to 64% in fall 2010; 90% of fall 2012 students strongly agreed or agreed that they became adept at interpreting the college catalogue and course syllabi compared to 73% in fall 2010; and 87% of fall 2012 students strongly agreed or agreed that they developed an understanding of advisement, scheduling and transfer compared to 82% in fall 2010.

• The student satisfaction with the FFCS Course went from 64% in 2010 to 72% in 2011-12. It was 83% for fall 2012.

SURVEYS COMPLETED BY FACULTY AND STUDENTS

• Surveys administered at School meetings provided evidence of Faculty satisfaction. This data indicated that the faculty satisfied with the advisement process increased from 39% in spring 2008 to 66% in spring 2012. The college objective was 60%.

• An online advisement survey was conducted with all continuing students before they course selected. This survey is a continuation of the survey started at course selection in spring 2010. The data collected in these surveys provided faculty with information used to improve student advisement services.

FOCUS GROUPS AND THE ADVISEMENT COUNCIL

• The concept of Master Faculty Advisors (MFAs) was created with input of the Advisement Council and Focus Groups. The MFAs provide additional advisement services for students at the library and the Student Success Center during course selection. Students using the services of the MFA reported that they were better prepared to meet with their assigned advisors by having someone answer their preliminary questions.

• Focus groups of FFCS faculty met to improve the course based on best practices observed during the semester.

• During faculty advisement workshops and Advisement Council meetings, discussions were held on advisement best practices and challenges, which led to improvements to the advisement process.

RETENTION DATA

• The completion rate of students in the FFCS Course (students receiving grades A-D) went from 73% in 2010-11 to 76% in 2011-12. It was 83% for fall 2012.

• First-time, full-time student retention from first-year fall to second-year fall has increased by 8.2% since 2009.