Recommended College-wide Advising Goals and Practices

Advising and Student Support Program Council (ASSPC)

Spring 2013

Charge: In Fall 2012 the ASSPC was charged by the Steering Committee with making policy and program recommendations regarding the College's advising system, based on the report "Assessment of Advising at TCNJ" that had been submitted by the Advising Planning Council (the precursor to the ASSPC) in Spring 2012. Using the structure of the College's governance system, we now submit this document, which contains our policy and program recommendations for advising at The College of New Jersey, to the Committee on Academic Programs (CAP). Please note that many of the recommendations are based on practices that already exist in individual departments and/or programs at TCNJ, and that our guiding principle in drafting these recommendations was to improve advising at TCNJ *without* increasing the time commitment of individual advisors.

Overarching goal: Advising facilitates the student’s development as a whole person, addressing academic, professional, and personal goals; meeting the goals of advising is a shared responsibility between the advisor and student. A central goal of developmental advising is to educate students about their role in the advisor/advisee relationship so that students are able to share in the responsibility of meeting their academic and professional goals. We therefore suggest that the TCNJ advising policy/best practices/guiding principles align with the standard definition of Academic Advising, taken from *David S. Crockett, Ed. (1987). Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services. Iowa City, Iowa. ACT Corporation*:

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through courses and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.”

Specific Goals and Recommended practices: What follows in the table on the following pages is a series of goals to be reviewed through the governance process, with the ultimate goal of creating a common set of agreed-upon, college-wide goals regarding advising for The College of New Jersey. In addition, in the table we provide recommended practices for meeting these goals, and in the appendices, examples of policies and procedures already in place at TCNJ. The list of recommended practices is not exhaustive, and other practices could certainly be implemented to meet each of the goals.

|  |  |
| --- | --- |
| Goal | Recommended practices |
| 1. Departments will provide current, correct, and up-to-date information to students regarding advising.
 | * Updated departmental webpage for advising
* Up-to-date “registration newsletter” each semester (see attached samples, Appendix 1)
* Up-to-date maintenance of PAWS (effective coordination between Academic Affairs and Records and Registration)
 |
| 1. Faculty and staff will be trained in advising on a regular basis, and will be knowledgeable about developmental advising, departmental curricula and policies, the college’s overall curriculum, and campus-wide support services.
 | * One-year training program for new advisors led by *faculty and staff*, with 4-8 sessions for advisors during their first year of advising (ideally their second year at the college) tailored to the needs of specific programs
* Advising Refresher Course attended by advisors every few years after the initial training program (above)
* Chair devotes a portion of one department meeting/semester to advising/registration
* Advisors provided with a directory of campus support services (Appendix 2)
 |
| 1. Students will be given information about their responsibilities and provided with resources to meet their goals.
 | * Departments provide students with expectations of the students’ role in advising.
* Students are provided with appropriate resources for advising; examples include, but are not limited to, a checklist of department and campus resources (department websites, directory of campus wide resources- Appendix 2) and an advising syllabus (Appendix 3)
 |
| 1. First year and transfer students (internal and external) will be provided with a thorough orientation to the major and college in a timely manner, and therefore during their first few weeks at the college.
 | * Welcome letter from faculty advisor to new students sent in May and January (see attached sample, Appendix 4)
* Early introduction once students arrive on campus (perhaps one group meeting)
* Departmental or School-based orientation course (or early group advising) for first-year and transfer students
 |
| 1. Students with special academic circumstances will be given the support they need to succeed.
 | * Departments provide training to all faculty to advise students in special academic circumstances
* Use of mid-term evaluations to inform student and advisor in a timely manner of at risk student (discussion of mid-semester evaluations)
* Use of academic hold flags on certain populations of students (department policies dictate which students will be flagged)
 |
| 1. Advisors and students will meet regularly (minimum of once per semester) and keep up-to-date records based on a shared template.
 | * Regular use during in-person meetings by advisor of note-keeping system for advising (see attached sample, Appendix 5)
* Regular review by advisors of the PAWS “notes” section for each advisee prior to registration
 |
| 1. The college and departments will assess the success of advising on a regular basis.
 | * Departments conduct assessment on a regular basis, perhaps twice per student cohort - once at the end of student’s second year and once during an exit survey (see attached sample, Appendix 6), and use the results to improve advising
* A school-wide assessment instrument/process is developed, in consultation with the ASSPC, and conducted regularly
* Departmental implementation of a system/mechanism for students to report dissatisfaction with advisor/advising
 |

ASSPC membership 2012/2013:

Marcia O’Connell, Chair

Tracy Kress, Vice-Chair

Lisa Angeloni

Ashley Borders

Don Hirsh

Monica Jacobe

Deb Kelly

Margaret Leigey

Jim Slizewsky

Patrick Kelly, student

Santina Mazzola, student

APPENDICES

APPENDIX I: Sample Registration Newsletters:

Humanities and Social Science

Biology

Special Education, Language, and Literacy

APPENDIX II: Directory of campus resources

 \*See separate Excel Spreadsheet

APPENDIX III: Sample advising “syllabus”

APPENDIX IV: Sample note-keeping format

APPENDIX V: Sample welcome letter

APPENDIX VI: Sample advising assessment

Appendix I: Example 1: Humanities and Social Science Open Option Students

Rosa Zagari-Marinzoli

March 11, 2013

Important Advising Information for Fall 2013 Registration

**The Registration Cycle for FALL 2013 is April 2-April 12.** The office of Records and Registration has already placedadvisory holds for all HSS Open Option students. This means that unless you meet with me, you will not be able to register. **Do keep in mind that I can ONLY lift advising holds. I will post sign-up sheets outside my office, SB 332, on Wednesday, March 20 and I will start advising on Friday, March 22.**

**Important:** **You must come prepared or I will ask you to reschedule.** You **MUST** bring a copy of your updated Open Option 4 Year Planner, a copy of your populated shopping cart and an updated copy of the HSS Advising Syllabus.

**How do you prepare for your Advising Appointment?**

You are strongly encouraged to review the PAWS system and take the PAWS Student Center Tutorial, if you have not yet done so: <http://www.tcnj.edu/~it/paws/students.html>.

* **Check your Unofficial Transcript and/or the Transfer Credit Report** to make sure that all your AP and college credit courses are posted correctly
* **Review the HSS FAQ on Advising:**

<http://hss.pages.tcnj.edu/advising-resources/advising-faq-for-hss-faculty-and-students/#differing>

* Print an updated copy of the Advising Syllabus that you can find here: <http://hss.pages.tcnj.edu/advising-resources/>
* **Run a “What if Report”** to see how the courses you have taken thus far apply to your prospective major/majors and/or minors
* **Review the Fall 2013 Advising Material**: Prior to your one-on-one advising session, you MUST review the advising material for the major/majors you are exploring: <http://hss.pages.tcnj.edu/advising-resources/>
* **Meet with the Peer Mentor**/s from the major/majors you are exploring **Prio**r to your one-on-one advising session. Check names, contact info, office hours, times and locations, on the flyers that are posted on the bulletin board outside my office or on the bulletin board of their respective home departments
* **SHOPPING CART: Prepare one or more tentative schedules by using the** “**SHOPPING CART**” feature. Then bring a printed copy of your shopping cart with you. Make sure you check PAWS prior to your meeting to verify that the courses you want are still open
* **Bring an Updated copy of the 4 Year Sequence.** If you misplaced the one I distributed at Orientation, or in past advising sessions, you can find blank copies on the Open Option website or on your HSS 99 course on SOCS, under Resources. You must complete it **BEFORE** the meeting**.**
* Check out the Liberal Learning Approved Courses List to review courses you may want to take to fulfill your Liberal Learning requirements: <http://www.tcnj.edu/~liberal/courses/index.html>

Appendix I: Example 2: Biology Registration Newsletter: For Fall Semester 2010

REGISTRATION PERIOD:

April 6th – April 16th

I. Registration **NEWS and UPDATES**:

1. Before meeting with your advisor be sure to view your Academic Requirements on PAWS and make sure that there are no errors.
2. ***PLEASE NOTE***: For all students registering for Independent Research (BIO 493 and/or BIO 494):
	1. You must register for Independent Research EVERY semester (not just once in the fall)
	2. You must do so by filling out the “Independent Study” form (available in Biology office)
	3. You must hand deliver that form to Records and Registration, AND
	4. You must do so by the end of the add/drop period of a given semester
3. **All biology majors** – information on courses:
	1. **Two courses** will be offered in the fall under the Topics in Biology heading. *Community Ecology* (A and A01) offered by Dr. Pecor, which requires BIO 221 (Ecology) as a pre-requisite, and *Plant Biotechnology and Genetic Engineering* (B and B01), offered by Dr. Thortnon which requires BIO 231 (Genetics) as a pre-requisite. Descriptions of these course are listed in “Notes to Individual Courses” section below.
	2. Please note that the organismal biology option requirement is *in addition to* the four biology option requirements listed on the Program Planner. Therefore, all BIOA students must take a total of FIVE biology options, at least one of which must be an organismal biology option.
4. **All biology majors** – additional information
	1. NO LABORATORY COURSES IN CHEMISTRY *OR* PHYSICS CAN ACCOMMODATE MORE THAN 24 STUDENTS. Therefore, do not ask to be signed into one of those courses over the cap. However, if you wish to take a chemistry or physics course that is full, you can go to the main office of chemistry or physics, and put your name on a wait list. This information will help them decide whether they are able to open additional sections.
	2. For biology courses that are zero-capped on PAWS, a wait list will be maintained in the biology main office. *Note*: priority will be given to students on the wait list who could not register for *any* other biology course during their assigned registration window.
	3. For any other biology course you are hoping to register for but cannot, please first speak to the professor teaching the course, or to Dr. O’Connell if the instructor is STAFF.
	4. For any biology major interested in traveling abroad, be sure to contact the Office of Global Programs, and speak to your advisor, LONG before you wish to travel abroad.

II. See your advisor: *NOTE*: an academic service indicator (a registration hold) has been placed on all biology majors and you must meet with your advisor to have it removed. **B*ring the following with you when you meet with your advisor:***

* Fall 2010 class choices – be sure to create tentative schedules, which you can now do in PAWS through the shopping cart feature.
* Your Plan Summary Chart, available on the School of Science web page: <http://www.tcnj.edu/~science/degree_programs/index.html>
* Questions about your coursework and future plans.

B. Advisor assignments – are available on PAWS. There is also an updated list in the Main Office of the Biology Department (If you wish to change advisors see Dr. O’Connell).

* ECBI and ELBI majors are to meet with Dr. Klug. *ELBI and ECBI majors must meet with both their biology and education advisors in order to complete registration.*
* Students registering for Independent Research (BIO 493 or BIO 494) must do so in person at Records and Registration after filling out the appropriate form, with appropriate signatures.
* For those interested in Biology Departmental Honors see Dr. Morrison, BI 227.
* Students registering for Internship (BIO 399) are to see Dr. Klug, BI 239.

III. When to register

1. Course Registration is based on EARNED CREDIT HOURS. Transfer students should check under ‘Transfer Credit’ to verify that official transcripts were received.

IV. What to register for

1. Biology major courses offered **Fall 2010 (**\*courses fulfill the organismal requirement)

BIO 312\* Microbiology

BIO 343\* Entomology

BIO 444 Molecular Immunology

BIO 450 Advanced Cell Biology

BIO 470A Topics in Biology – Community Ecology

BIO 480 Neurobiology

BIO 493 Independent Research

BIO 49801 Biological Seminar – Topics in Neuroscience

 B. A subset of the biology options *likely* (*not* guaranteed) to be taught in **Spring 2011**

BIO 311 Laboratory Techniques in Biotechnology

BIO 332\* Vertebrate Biology

 BIO 342\* Biology of the Invertebrates

 BIO 352 Biometry

 BIO 370 Oceanography

 BIO 411\* Animal Physiology

 BIO 444 Molecular Immunology

BIO 461 Evolution

BIO 470\* Avian Biology

V. Notes on select courses:

1. *BIO 301 Human Anatomy and Physiology I –* ***note:*** **This course does not serve as a biology option for BIOA majors.** This is the Human Anatomy and Physiology course recommended for students wishing to pursue Physical or Occupational Therapy and for those who are BIOT, ELBI and ECBI. BIO 301 is not recommended for medical school preparation.
2. *BIO 399 Biology Internship (1 to 2 courses)****\*\*\** *see note below***. Internship involves application of intellectual and laboratory research skills acquired in course work to an investigative laboratory or field research project at a site off campus (pharmaceutical/biotech companies, colleges/universities, field stations, NJ Forensic Lab, etc.). Those students who perform research during the summer will be granted 1 course credit in the ensuing spring semester. An oral presentation is required as well as a paper written in the form of a scientific research publication. Prerequisites: Sophomore status as of May, a 2.5 cumulative GPA, and departmental approval of the project.
3. *BIO 470A, Topics in Biology – Community Ecology (Prerequisites: Bio 185 (Themes) and BIO 221 (Ecology).* An ecological community can be defined as a group of organisms inhabiting a specific location at a specific point in time. Community ecologists work to describe the composition of communities in qualitative and quantitative ways, describe the direct and indirect interactions among organisms within communities, and describe how communities change across space and time.  In this class, we will study each of these areas of community ecology, approaching the material from both theoretical and empirical perspectives.
4. *BIO 470B, Topics in Biology – Plant Biotechnology and Genetic Engineering*  *Prerequisites: Bio 185 (Themes) and BIO 231 (Genetics)* This course will be a research based course exploring the experimental techniques required to genetically modify plants in order to better understand their growth and development. Students will examine agricultural applications of plant biotechnology methods and discuss the controversies of those applications. In the lab, students will generate transgenic plants in order to test the role of specific proteins in regulating plant growth.

1. *BIO 493* *(or 494, for college-wide honors)* *Independent Research \*\*\*****see note below BIO 399****.*  This course involves laboratory or field research under the direction of a faculty member at TCNJ and can be taken for 1 course unit/semester (a two semester project is recommended). Typically juniors and seniors enroll in Independent Research, though sophomores may inquire with individual faculty about starting on a research project. Interested students should *contact individual faculty members* with whom they are interested in working in order to determine whose lab they will work in. There are three requirements for enrolling in Independent Study: Overall GPA of 2.5 or better; Form filled out with faculty mentor, with one copy filed with Records and Registration and second with the main office in Biology, *no later than the end of the 1st week of the fall semester*. Poster presentation and research paper at the end of the research

**VII. ALERTS**

1. EXIT CUMULATIVE GPA IN SCIENCE: In order to graduate, you must have an overall GPA of 2.0 or better; a 2.0 cumulative GPA in all sciences; and a cumulative GPA of C- or better in all core courses (BIO 185, Themes in Biology; BIO 211, Eukaryotic Cell Biology; BIO 221, Ecology and Field Biology; BIO 231, Genetics; and BIO 498 Biological Seminar).
2. All graduating seniors are encouraged to visit Career Service to begin work on a resume and to open a permanent credentials file. Seniors seeking employment will need these materials immediately.
3. OVERLOAD- You may carry up to 18 credits without special permission. A 3.3 cumulative GPA, sophomore status or above and *permission from your advisor* (i.e., meet with them first!) and from Dr. O’Connell are required to carry 19-20 credits.

***The last day to register for Fall 2010 is the end of the first week of classes of Fall 2010***

Appendix I: Example 3: DEPARTMENT OF SPECIAL EDUCATION, LANGUAGE, AND LITERACY

*FIVE-YEAR PROGRAM IN SPECIAL EDUCATION*

*Fall, 2013 Registration for SEDA Majors*

Registration, for the Fall, 2013 semester will be held from April 2 to April 12. All students should come to group registration sessions (see below) with a projected . A Special schedule, alternate courses planned, and a copy of your Unofficial Transcript Education Audit Sheet will be available for current and future planning. Be sure to check the list of **approved courses** for any Liberal Learning (LL) requirements. As a reminder, certain program and correlate courses will fulfill specific Liberal Learning requirements. As such they become free electives. These courses are as follows:

RAL 225 for LL Literary Requirement

SPE 203 for LL Social Science Requirement

US History course for LL History Requirement

MAT 105/106 for LL Math Requirement

**\* Since students will be waived from taking the required State Health Test, upon graduation, if they have taken a course in Biology or Health, it is suggested that SCI 104 – Inquiries in the Life Sciences (or another biology course) be taken to fulfill the Liberal Learning Science requirement.**

Remember that you must take a Visual and Performing Arts (VPA) course (Under LL Arts and Humanities) to meet Elementary Education Certification Requirements. Also, you must cover Civic Responsibility Requirements (i.e. Community Engaged Learning, Gender, and Global Perspectives; the Race and Ethnicity requirement has been waived for students in the special education five-year program). These Civic Responsibility requirements may be covered through Courses (including program and elective courses) or via sustained experiences. Consider trying to meet some of these requirements through your VPA and US History Liberal Learning courses. Also check to determine if your FSP Seminar (i.e. Freshman Seminar) covers any of these requirements.

|  |  |
| --- | --- |
| If your second major is: Then: Biology  | Take MAT 105 or MAT 106 as a Biology correlate  |
| English  | Instead of taking RAL 225, you must take LIT 310  |
| History  | Your history major should already cover the US History required correlate.  |
| Math or MST  | Math -You will need to take MAT 127 instead of taking MAT 105; MST – You will need to take MAT 105 or MAT 200 (see MST advisor)  |
| Sociology  | In addition to taking MAT 105, you will need to take STA 115 or STA 215 as a Sociology correlate.  |
| Spanish  |
| Psychology  | SPE 203 will count as a Psychology option (for PSY 220)  |

All students should report at the beginning of the appropriate advising session. Most students will have a schedule of 16-20 semester hours, or 4-5 Units. In order to graduate on time, most students must take five (5) courses, for three semesters, during the 2nd, 3rd, or 4th years (preferably the 2nd or 3rd year). Taking off-campus courses is an alternative to scheduling 5 courses. Since PAWS will not permit you to register for more than 18 credits (4.5 units), there will be a form available at the advising sessions for students who wish to take 5 courses during the Fall semester – Dr. Cohen will arrange for you to have permission to take 5 courses, provided you have the required 3.3 GPA.

**Fourth Year students must take the courses SPE 490 and SPED 664** (students must have an Overall GPA of 3.0 to be able to take this graduate course. Fourth Year students should also take two courses in your other major, any Liberal Learning courses not yet taken, or electives.

**Third Year students must take RAL 220 and SPED 214**; these are co-requisite courses and must be taken together. Third Year students, in most cases, will be taking two courses in your second major and an Elective or a Liberal Learning course not yet taken. Many Third Year students will be taking five courses.

**Second Year students must take SPE 324 and, if possible, MST 202 and MTT 202**; the same section of the latter two courses must be taken (e.g. MST 202-03 and MTT 202-03). This is a change from previous years when the MST/MTT courses were taken in the Spring; some transfer students will take the MST/MTT courses in the Spring, 2014 semester. Some Second Year students will be taking five courses each semester.

**Internal Transfer students should make an appointment to see Dr. Cohen**. Currently enrolled External or Internal Transfer students who are “on track” with a given class

(e.g. Third Year) should come to the registration session for that cohort.

**Rising Second Year Students**

**Advisor: Dr. Rotter (with Dr. Cohen) Wed., March 20, 12:00 – 1:30 p.m. in EDUC 209**

Fall 2013 semester: students SHOULD (in most cases) take (in order of priority):

SPE 324 – Teach. Students with Severe Disabilities + 4th hr. Project

MST 202 – Science Health and the Environment **and**

MTT 202 – Teaching Mathematics (take same section of each course)

One Second Major course

MAT 105 or 106 (if not already taken) – prerequisite for MTT 202

SLP 102, SPE 203, SLP 102 (if not already taken)

**Rising Third Year Students**

**Advisor: Dr. Anthony (with Dr. Cohen) Wed., March 20, 1:30 – 3:00 p.m. in EDUC 209**

Fall 2014 semester: students MUST take the following courses (in order of priority):

RAL 220 – Literacy Strategies, Assessment and Instruction-SPED

SPE 214 – Exploring Classroom Communities

***The above two courses must be taken together this semester***

Two Second Major courses

Any remaining Liberal Learning courses, RAL 225 or Electives

**Rising Fourth Year Students**

**Advisor: Dr. Petroff (with Dr. Cohen) Wed., March 20, 3:00 – 4:30 p.m. in EDUC 209**

Fall 2012 semester: students MUST take the following courses (in order of priority):

SPE 490 - Inclusive Practices

SPED 515 - Multicul.

Soc. Stud. Instr. For Stud. With Disabil.

Two Second Major courses, or Electives, or RAL 225, or LL or Elective Courses

**Rising Graduate Students**

Current 4th Year Students will meet with Dr. Rotter, during her SPED 522 class, to determine their Special Education Option. Fourth Year students will automatically be registered for SPED 664 for Summer ’13 and the appropriate graduate courses for the Fall ’13 semester, depending upon the Strand they have selected.

**Registration Hold Flags may be placed on students not attending registration sessions.**

**Appendix II: Advising Syllabus Template**

**The College of New Jersey**

**School of Humanities & Social Sciences**

*This syllabus was prepared by Dr. Julie Hughes and Dr. Rosa Zagari-Marinzoli on the basis of a model from Joyce Stern, Grinnell College, with her permission.*

**How do you prepare for your Advising Appointment?**

To facilitate and expedite matters, come to the appointment *prepared*.

* You are strongly encouraged to review the PAWS system and take the PAWS Student Center Tutorial, if you have not yet done so: <http://www.tcnj.edu/~it/paws/students.html>.
* Check your unofficial transcript and/or the Transfer Credit link to make sure that all your AP and college credit courses are correctly posted.
* Check out the “What if Scenario” feature in PAWS (Academic Records/My Course History/Academics/What if Scenario) if you want to see how the courses you have taken thus far apply to your prospective major. If you are in a major and are thinking of adding a second major, or an Interdisciplinary Concentration or Minor, you are strongly encouraged to run a What If Report and obtain the requirements for all intended programs prior to meeting with your advisor.
* Prepare one or more tentative schedule by using the “SHOPPING CART” feature. Then bring a printed copy of your shopping cart with you. Make sure you check PAWS prior to your one-on-one advising appointment to verify that the courses you want are still open.
* Check out the Liberal Learning Approved Courses List to review courses you may want to take to fulfill your Liberal Learning requirements. (<http://www.tcnj.edu/~liberal/courses/index.html>)

**For the First Year: By the first registration in August:**

* Know how to read and use the course schedule and academics features of PAWS, such as your Academic Requirements Report, Transfer Credit Report to view your SAT scores, AP test scores and placement test scores.
* Register for a good liberal arts program of study
* Register for courses in a manner that keeps open several different possible majors
* Know the drop/add days and how to drop or add a course
* Know the basic requirements for graduation
* Identify one or two places to engage on campus outside the classroom

**First Year: By pre-registration in the fall for spring semester of your first year:**

* Be a more sophisticated user of PAWS, including the **Academic Requirements** **Report** feature, the **What-if Report and Summary Sheets for your program of study.** Consider courses that will constitute a good liberal arts program of study that keeps open several different possible majors
* Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
* Write a (very tentative!) four-year plan, so you are aware of how a choice of major affects other course choices and how a TCNJ major maps out over eight semesters. Take advantage of the “My Planner” feature on PAWS.
* Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan.
* Be able to articulate what your next summer could look like. What experiences do you want to have? Do you want to do an internship? If you can’t afford an unpaid internship, what can you do to gain experience that builds on your interests
* Know how to look up your grades through PAWS

**First Year: By pre-registration in the spring for fall semester of 2nd year:**

* Each semester get to know at least one faculty or staff member well. You should cultivate these relationships. You’ll learn a lot from them, and they may eventually serve as references for you.
* Consider areas to explore that will help you continue to solidify a choice of major.
* Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
* Re-write your four-year plan
* Consider a semester of off-campus study as part of your plan and determine how you might fit that into your four-year plan
* Realize that things will change during your sophomore year; academics, social life, extracurricular involvements can be very different. For example, academic rigor will increase, so get a firm grasp now of good study habits. Significant decisions will soon be upon you, too: choosing a major, forming an academic plan, study abroad, internships; all of these take a significant amount of time.
* Begin earnest conversations the “big” questions; students frequently make the leap from a particular major choice to “What will I do for the rest of my life?”, but may not share their fear openly. Any choice of major allows plenty of opportunities upon graduation, but you should explore those by talking with me, other faculty, and visiting the Office of Career Services to learn about shadowing opportunities, volunteer experiences, jobs and/or internships next summer. Write your resume, and learn how to research opportunities. Then apply!

**For the Second Year:**

* Consider areas of study to explore that will help you to solidify a choice of major. (change? See note above)
* Consider what skills you want to develop further while at TCNJ and work those into your next set of courses
* Plan for off-campus study, if this interests you. Attend an informational meeting and research specific programs; apply by the mid-year deadline. The application process is involved and requires that you plan for a major in advance, so allow enough time.
* Re-write your four-year plan while consulting with me
* Think about the particular elements that you might want to include in a four-year plan, such as increasingly advanced work in an area that may lead to a senior thesis
* Work with the staff at the Office of Career Center and/or faculty in your major department to plan for an internship or research experience this summer

**For the Third Year:**

* Examine the coherence of your studies (both with and without your major courses) and make adjustments that will both challenge you and help you meet your goals
* Create a partnership with a staff member at the Office of Career Center. Revise your resume and learn to network
* Pursue next steps in your career exploration such as an internship or focused work experience
* Determine when you will take the GRE, LSAT, or MCAT if you think you may be headed to graduate or professional school

**For the Fourth Year:**

* (Re)imagine your life after you leave TCNJ. Explore with whom you can talk, besides your adviser, to help you to plan concretely for this transition
* Enhance your partnership with the staff at the Office of Career Services to revise your resume specifically, to network, and to pursue next career steps
* Schedule to take the GRE, LSAT, or MCAT if you are headed to graduate or professional school

Appendix IV: Sample Note Keeping Format

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Entering class of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes by semester:

Fall Spring

Fall Spring

Fall Spring

Fall Spring

General Notes:

Outside interests:

Concerns:

Career plans:

Other:

Appendix V: Sample Welcome Letter

Dear \_\_\_\_\_\_\_\_\_,

 Welcome to The College of New Jersey, and to the \_\_\_ Department. I will be your academic advisor, and I look forward to meeting you when you arrive on campus in the fall. In the meantime, you will have the opportunity to visit the campus as a TCNJ student in June, when you will meet a representative from your department, be welcomed into the TCNJ community, and be guided through the process of registering for courses. Be sure to bring any questions or concerns you have to that event.

Please feel free to e-mail me over the summer if you have any questions I can help you out with. And do be sure to check your TCNJ e-mail regularly, because this is one of the primary modes of communication many faculty use with students, outside of appointments and class time. In addition, be sure to check out the three websites I have listed below, for information on your department, the liberal learning program, and advising.

 Have a wonderful summer, and see you in the fall!

 Take care,

[www.tcnj.edu/~*department*](http://www.tcnj.edu/~department)

[www.tcnj.edu/~liberal](http://www.tcnj.edu/~liberal)

[www.tcnj.edu/~advising](http://www.tcnj.edu/~advising)

Appendix VI: Sample Departmental Advising Assessment

**SCHOOL OF ENGINEERING**

**THE COLLEGE OF NEW JERSEY**

**ADVISING SURVEY**

**Please do not complete this form if you have already completed this survey in another class.**

In an attempt to assure quality academic advising in the School of Engineering, your help is requested with the following questions:

**Major:** BIO CIV CO EE EM ME TechSt MST (circle one)

**YEAR:** FR SO JR SR **DATE: Spring 2008** (circle one)

Indicate the number of credits for which you are currently registered: \_\_\_\_\_\_\_

Are you employed? Yes \_\_\_ No \_\_\_ If yes, on average how many hours do you work each week? \_\_\_\_

Are you satisfied with the rate at which you are progressing toward a degree? Yes \_\_\_ No \_\_\_

Do you have access to e-mail, Internet? Yes \_\_\_ No \_\_\_

Indicate your overall satisfaction with the following attributes of academic advising by circling the most appropriate score (circle NA for those that are not applicable or if you have no opinion):

**Attributes of Academic Advising Your Overall Satisfaction**

1 = not satisfied 5 = very satisfied

1. Help in choosing a major 1 2 3 4 5 NA

2. Help with registration 1 2 3 4 5 NA

3. Assist with career and/or educational planning 1 2 3 4 5 NA

4. Provide advice about career experience opportunities 1 2 3 4 5 NA

5. Provide advice about permanent career employment 1 2 3 4 5 NA

6. Provide advice about graduate school opportunities 1 2 3 4 5 NA

7. Provide information about the profession 1 2 3 4 5 NA

8. Describe how studies relate to future career employment 1 2 3 4 5 NA

9. Provide information about degree requirements 1 2 3 4 5 NA

10. Approve substitutions of equivalent courses to meet graduation requirements 1 2 3 4 5 NA

11. Refer to help for personal matters or academic skill development 1 2 3 4 5 NA

12. Be available when needed (or within a reasonable time) 1 2 3 4 5 NA

**Of the 12 Attributes listed above, which 4 are most important to you? \_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_**

Which of the following statements is most factual:

\_\_\_ My advisor focuses on enforcing college requirements

\_\_\_ My advisor focuses on helping me meet college requirements

\_\_\_ My advisor focuses on helping me initiate a career and/or get an education

**Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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