Purpose of Academic Advising

Academic Advising is an educational process that, by intention and design, facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development towards academic success and lifelong learning (NACADA, 2004).

At the College of Staten Island (CSI) students are provided with the opportunity to build collaborative and professional relationships with faculty and professional advisors. As teachers, advisors partner with you to ensure your academic success and outline the steps for the achievement of your personal, academic and career goals. This partnership is multifaceted and ongoing, requiring the participation of both you and your advisor throughout your educational experience. Both the student and the advisor have clear responsibilities for ensuring the advising partnership is successful.

Advisor Responsibilities – What You Can Expect

- Assistance with the formulation of an educational plan that is consistent with the student interests, abilities and professional goals.
- Assistance with monitoring and evaluation of academic progress.
- Assistance with curriculum and course selection.
- Assistance with career choices and suggestions of alternative careers, exploration of graduated school possibilities and discussions of the necessary undergraduate preparation for such pursuits.
- Familiarity with academic policies, procedures, resources and the student support services which exist to support student success.
- Familiarity with advising best practices and procedures.
- Accessibility and appropriate referrals.
- A teacher/mentor who mutually respects, guides, supports and advocates for you.
- A teacher/mentor that’s confidential, protects and abides by CSI and FERPA guidelines.

Advisee Responsibilities – What is Expected From You

- Active participation in and contribution to, all aspects of the advising process.
- Proactive preparation and readiness for the advisement relationship; bring student handbook, degree audit and other pertinent advising materials to each meeting.
- Initiation of meetings and appointments with the advisor each semester.
- Keeping your advisor apprised of your academic progress and seeking help and clarity when necessary.
- Mutual respect, honesty and openness.
- Completion of all assignments and recommendations from your advisor.
- Maintaining knowledge about college programs, policies and procedures.
- Accessing your advising e-mails regularly.
• Accepting responsibility of your decisions and actions (inactions) that affect your educational progress.

STUDENT LEARNING GOALS/OUTCOMES

1. Initiate relationships with peers, mentors, advisors and faculty.
2. Choose appropriate college services.
3. Accurate utilization of pertinent college policies, procedures and academic resources.
4. Choose appropriate career pathways, based on continuous self-assessment and analysis of post-graduate and work world opportunities.
5. Understand specific degree requirements for major.
6. Creation of an educational plan that is consistent with one’s interest, abilities, and career goals.
8. Demonstrate engagement in curricular and co-curricular learning opportunities that supplements and supports one’s educational studies.

YEARS (ONE-TWO)

ADVISING CALENDAR

New Student Orientation
• Attend orientation
• Attend academic departmental information sessions
• Obtain portal access
• Obtain e-mail access
• Introduction to educational resources and tools (i.e. – blackboard, degree audit, catalog, student handbook, etc.)
• Registration of classes

First Year (1st semester)
• Assignment of your advisor
• October is Advising Month! Contact your assigned advisor for educational and career planning discussions. Registration begins in November.
• Discussion on academic progress and transition to college
• Discussion on the linkage between general education and major courses
• Review of educational resources and student support services

First Year (2nd semester)
• March is Advising Month! Contact your assigned advisor to discuss your interests, strengths and goals.
• Meeting with your professional advisor
• Exploration of academic and career interest
• Definition of short and long term goals
• Assessment of academic progress
• Introduction to GPA Calculator and DegreeWorks
• Creation of an educational plan
• Register using E-SIMS
• Attendance to academic unit presentations
• Visitation to student support resources

Second Year (1st semester)
• October is Advising Month! Contact your assigned advisor to create and/or review your educational plan.
• Meeting with your professional advisor
• Assessment of academic progress
• Assessment of individual strengths and articulation how your strengths are related to academic, personal and career goals
• Creation of an educational plan utilizing DegreeWorks
• Completion of career assessment test and research on major
• Demonstration of the ability to use educational resources and student support services
• Continued attendance to academic unit presentations

Second Year (2nd semester)
• March is Advising Month! Contact your assigned advisor to review and/or modify your academic plan.
• Meeting with your professional advisor
• Assessment of academic progress
• Review and revision of educational plan
• Review of career assessment testing and research on major
• Completion of all development courses
• Introduction to experiential learning opportunities
• Declaration of major by 44th earned college credit
• Assignment to faculty advisor within academic department

YEARS (THREE-FOUR)
ADVISING CALENDAR

Third Year
• Student assignment to academic department at 45th earned college credit
• Student notification of assigned faculty advisor
• Receipt of welcome letter from the Academic Department
• October and March are CSI’s Advising Months! Contact your assigned advisor to begin implementing internship, study abroad and other extended student learning opportunities.
• Meetings with faculty advisor
• Assessment of academic progress
• Review and revision of education plan
• Evaluation of short and long term goals
• Identification of education and/or additional skills that may be required
• Participation in experiential learning; curricular and co-curricular opportunities
• Development of your job search plans and resume creation
• Begin graduate school and/or career placement discussions
• Attend job search workshops, job fairs, graduate schools open houses

Fourth Year
• October and March are CSI’s Advising Months! Contact your assigned advisor for graduation and post-graduate and career discussions.
• Meetings with faculty advisor
• Assessment of academic progress
• Review and revision of education plan
• Completion of internship, study abroad, capstones, etc.
• Apply for graduation
• Obtain letters of recommendation
• Complete graduate school or job placement applications
• Request final transcripts

ASSESSMENT METHODS & TOOLS

New Student Orientation Evaluation
Student Survey
Departmental Survey
Graduation Survey
NSSE Survey
Focus Groups
Number of Website Hits
Advisor Notes
Number of Students Not Seen During Early Advisement
Number of Students Not Registered After Priority Registration
Number of Faculty Attended Advisor Training
Number of Professional Advisor Attended Advisor Training
Number of Students Graduate in a Timely Manner