

## CAP's Final Recommendation on Advising Goals

TO: Steering Committee  
FROM: Committee on Academic Programs  
RE: Final Recommendation on Advising Goals and Practices  
DATE: April 1<sup>st</sup> 2015

### **Background:**

In Fall 2012 the Advising & Student Support Program Council (ASSPC) was charged by the Steering Committee with making policy and program recommendations regarding the College's advising system. This work was completed during the Spring 2013 semester. In September, 2013 Steering sent CAP a charge directing CAP to “determine if it regards the preliminary recommendation as satisfactorily completed.” To accomplish this task, Steering requested that CAP “should publicize the recommendation to the campus community and solicit testimony.”

### **Testimony:**

Testimony on the “Advising Policies and Practices” document produced by ASSPC was solicited by CAP during the Fall 2014 semester. Testimony was gathered via email, through a Qualtrics survey sent to the campus community, from the student government, and from an open forum held on October 22nd, 2014. This forum was attended by six CAP members, sixteen faculty, and six staff members. Several members of ASSPC were also in attendance at this forum. CAP reviewed the testimony and made several suggestions to ASSPC about possible revisions. Two members of ASSPC (Professors Tracy Kress and Margaret Leigey) attended CAP’s meeting on March 25<sup>th</sup>, 2015 to discuss these suggestions and agreed upon revisions were incorporated into a revised, final document.

### **Final Recommendation:**

#### **TCNJ College-wide Advising Policies and Practices**

TCNJ Definition of Academic Advising: Academic 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.

We recommend that TCNJ advising policy and practices 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.

Policy	Responsible Party	Other recommended best practices (OPTIONAL, not required)
<p>1. College will maintain an online directory of campus advising and support services (for list, see attached Appendix 1) and Schools will have a link to this directory on their advising webpage.</p>	<p>Provost will designate the responsible party.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>2. College will implement a training program for new advisors led by <i>faculty and staff</i>, with ~5-6 hours of training for advisors during their first year of advising (ideally their second year at the college) tailored to the needs of specific programs. Training program will include discussion of/information about liberal learning requirements and students with special academic circumstances (poorly performing, loss in family, etc.) and transfer students. For a list of suggested training topics see Appendix 2.</p>	<p>Provost will designate the responsible party.</p>	<ul style="list-style-type: none"> <li>• Online Advising Refresher Course completed by advisors annually after the initial training program (topics include but not limited to, liberal learning requirements, PAWS, CANVAS, new resources, and a link to the directory of campus advising and support services).</li> <li>• External transfer students often require additional, focused advising, thus we recommend that an optional, expanded training course focused specifically on transfer students be created and offered to advisors who work with this population of students.</li> </ul>
<p>3. Departments will maintain a department website for advising with links to liberal learning resources and publish an undergraduate bulletin/newsletter (for example, see Appendix 3) and/or advising syllabus (for example, see Appendix 4) with formal, up –to –date information regarding advising (to be updated each semester at least 3 weeks prior to registration).</p> <p>Departments will ensure that their</p>	<p>Deans will designate responsible party in each department.</p>	<ul style="list-style-type: none"> <li>• Department Chair devotes a portion of one department meeting/semester to discuss advising/registration.</li> <li>• Departments should assign a Department Advising Liaison to serve as a point person/ advising resource to faculty in the department. His/her responsibilities will vary by department but could include communicating changes in policy, answering questions</li> </ul>

Policy	Responsible Party	Other recommended best practices (OPTIONAL, not required)
<p>departmental website and bulletin/newsletter are in synch with information in PAWs (updated annually in January).</p>	<p>Provost and Deans will designate the appropriate parties.</p>	<p>about students with special academic circumstances, leading discussion at department meeting devoted to advising.</p> <ul style="list-style-type: none"> <li>• Advisors will be reminded of the directory of campus advising and support services (Appendix 1).</li> </ul>
<p>4. Department Chair will send an outreach letter to <i>first year and internal and external transfer</i> students introducing them to the departmental advising resources and indicating the name of the assigned advisor, the role of the academic advisor, and the availability of that advisor for consultation beginning in the week before classes. Contact should occur in June for students beginning fall term or in January for students beginning in the spring term. For an example, see Appendix 5.</p>	<p>Department Chair is the responsible party.</p>	<ul style="list-style-type: none"> <li>• Advisors send a welcome/introductory letter to first year students at the end of August, the week before classes begin (once faculty are back on contract). For students who begin in the spring semester, advisors send an e-mail prior to the beginning of the semester in January.</li> <li>• Department hosts an organized event (“meet and greet”, etc.) within the first month of the fall semester where students can meet with their advisor.</li> </ul>
<p>5. Students will be provided with a copy of the college-wide Advising Guiding Principles (to be determined but for examples see Appendix 6) and will sign an electronic Advising Contract.</p>	<p>Provost will designate responsible party.</p>	<ul style="list-style-type: none"> <li>• School provides supplemental recommended advising practices tailored to each schools specific needs, provided they do not contradict the core college-wide document (i.e. an advising syllabus; for an example see Appendix 4).</li> <li>• School or Departmental implementation of a system/mechanism for students to report level of satisfaction with advising.</li> </ul>
<p>6. Department or School will run an orientation course for <i>first year and</i></p>	<p>Dean will designate responsible party.</p>	<ul style="list-style-type: none"> <li>• Students entering TCNJ in the spring semester should be</li> </ul>

Policy	Responsible Party	Other recommended best practices (OPTIONAL, not required)
<p><i>internal and external transfer students*# once a year (099 course or equivalent). This course should include discussions on program-specific advising and liberal learning.</i></p> <p><i>* if internal transfer students have completed an 099 course in another TCNJ department they are not required to attend the 099 course in the new department.</i></p> <p><i>#students with a double major are only required to complete the orientation course in their designated first major.</i></p>		<p>permitted to take the orientation course in the subsequent fall semester.</p>
<p>7. Advisor and student(s) will meet at least once per semester*#, either individually or as a group, <i>prior to registration</i> and keep up-to-date records consistent with the TCNJ Advising Guiding Principles (for example see Appendix 6; for an example record see Appendix 7).</p> <p><i>* One of the required semester meetings per year can be fulfilled through group advising courses that are offered through the department or school (for example, see PSY096-099 sequence, CHE316-318 sequence, or BUS100).</i></p> <p><i>#Exceptions allowed for students traveling abroad or completing student teaching assignments, or for other special circumstances with permission from the Department Chair or Dean.</i></p>	<p>Advisor and Student are the responsible parties.</p>	<ul style="list-style-type: none"> <li>• Use of academic hold flags.</li> <li>• Regular review by advisor and student of the Academic Requirements page in PAWS and PAWS “notes” section prior to registration.</li> <li>• Student is responsible for checking that transfer and AP credits have posted in record in PAWS.</li> <li>• Student generates a 4-year plan to bring to each advising session (incorporating abroad semester, etc.).</li> <li>• Students place potential courses into their shopping cart prior to advising meeting.</li> </ul>
<p>8. The College and Schools will assess the success of advising.</p>	<p>Provost will designate the responsible party.</p>	<ul style="list-style-type: none"> <li>• Departments conduct assessment on a regular basis (as defined by the department; see attached sample, Appendix</li> </ul>

<b>Policy</b>	<b>Responsible Party</b>	<b>Other recommended best practices (OPTIONAL, not required)</b>
		8) and use the results to improve advising.