

DESTINATIONS

Navigating Academic Advising: A Faculty Guide



2013-14

Here's a look at the way advisement has been viewed over the last 55 years:

1956

•“Advising is a process with a long and dignified history in colleges and universities. At the same time, involving as it often does tedious clerical work combined with hit-and-run conferences with students on curricula, it is a most cordially hated activity by the majority of college teachers.” – M.S. Mac Lean, *Personnel and Guidance Journal*

1960

•“The task of advising is concentrated in the opening days of registration and enrollment and consists of aiding students in the selection of courses.” – Handbook of Colleges and University Administrators, Asa Knowles, *Editor*

2000

•“Advising is viewed as a valuable retention tool that assists students in their academic, social and career development. Advising when done well is far more than scheduling classes.” – NACADA*

“Academic advising is a multidimensional and intentional process, **grounded in teaching and learning**, with its own purpose, content and specific outcomes.” NACADA statement on the Concept of Academic Advisement, 2004.

*NACADA- *The National Academic Advising Association*

Road Map

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Revving Up

(Introduction)

The SUNY Cobleskill 2013–14 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.

This guidebook is based on the [SUNY Cobleskill Academic Advisement Mission Statement](#) for student academic advisement at SUNY Cobleskill. This mission statement was approved by the campus [Academic Advisement Council](#) in the spring of 2010.

SUNY Cobleskill 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."

Academic advising 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

Destinations builds on the information provided about advisement from the current Faculty Handbook. Listed below are the advisement-related faculty responsibilities from the Faculty Handbook, (page 46):

- *Academic advisement*
- *Have five regularly scheduled office hours per week to meet student needs. Office hours should not conflict with regular meeting times or other regularly scheduled obligations*
- *Give accurate and timely advisement including advisement activities during new student orientation; have extra office hours during the first week of classes for add/drop.*

In the Driver's Seat

This section includes excerpts from the Advisement Syllabus that was approved by the SUNY Cobleskill Academic Advisement Council (see membership in the *In The Trunk* section) 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*

Itinerary

Good advisement means knowing what, how, and when tasks must be done to successfully engage in the student advisement process. Advisors can use this tool to plan for the high traffic times during the academic advisement process.

<http://www.cobleskill.edu/academics/registrar/dates-deadlines.asp>

Rules of the Road

(General Academic and Advising Policies and Procedures)

Academic Policies

All academic processes on campus are governed by the “Academic Policies” document which is under the control of faculty governance. Students and advisors can access this information through the college website: home>>faculty/staff>>academics>>academic policies <http://www.cobleskill.edu/academics/academic-policies.pdf>

General Education Requirements

The SUNY Board of Trustees requires all undergraduate students in the SUNY system to complete a certain number of credits in general education courses. These courses fall into ten categories. The grid that follows stipulates the number of credits and the number of categories required in each degree program. A master list of courses that satisfy each of the Gen Ed categories is updated yearly and can be found in the college catalog on the website.

Advisors and students can use the Banner Web/DegreeWorks degree evaluation to confirm that students are fulfilling the Gen Ed requirements within their degree programs. Advisors should be aware that the degree evaluation is not a perfect tool. If a discrepancy is noted (e.g., course not listed under the appropriate Gen Ed category) then the advisor and the student should consult the Office of the Registrar. The Master Faculty Advisors are also valuable resources in this regard.

Other points to keep in mind:

- If students receive an 84 or better on the Foreign Language Regents, then they will be competent in the foreign language category but will not receive Gen Ed credit. In such a case students must take an additional three credit Gen Ed course to ensure that they have a sufficient number of Gen Ed credits in addition to the requisite number of categories. Under these circumstances students may “double-dip” into one of the other categories.
- If students receive an 85 or higher on the American History Regents, then they have more course options to fulfill the category. However, the Regents score alone does not establish competency in the area.
- Students may use a course to satisfy only one Gen Ed area even if the course falls into more than one category on the master list.
- When students transfer, the Office of the Registrar sends full Gen Ed reports to their transfer institution. These reports include all of the Gen Ed courses that students have taken at SUNY Cobleskill, not just the courses that were used towards the Cobleskill degrees. **In general**, but not necessarily in all cases, courses that fulfill Gen Ed requirements at one SUNY school can be used at another SUNY school to satisfy Gen Ed. Private and out of state public institutions will have general education requirements that differ from the SUNY system.

- All students enrolled in FFCS complete an assignment pertaining to Gen Ed requirements. Students are instructed to take the assignment with them to their advisement sessions.

Graduation

Students are required to file an [intent to graduate form](http://www.cobleskill.edu/academics/registrar/pdfs/graduation-app.pdf) (<http://www.cobleskill.edu/academics/registrar/pdfs/graduation-app.pdf>) in the semester **PRIOR** to the semester in which they plan to graduate. Thus, students apply in the fall semester to graduate in the following May, and in the spring semester to graduate in the following December. Students will submit the application after they have registered for their final semester of classes. Students must include a copy of the most recent degree evaluation, i.e., one that includes the classes for which they most recently registered. By submitting the degree evaluation after course selection, the Office of the Registrar will be able to confirm that students have met all degree requirements (assuming that they keep the same schedule and pass all courses with the required grades and GPA).

Students will not be awarded two degrees in the same semester.

- a. Students must complete one associates degree before they can earn a second associate degree.
- b. If students want to “pick up” an associate degree in the process of completing a bachelor degree, then they must complete the associate degree requirements in a semester prior to the semester in which they are planning to complete the bachelor degree. The Office of the Registrar has a form which is named [“Bachelor Degree Student: Application for Associate Degree”](#). A copy of this form can be found in the Registrar’s site on the web.

Mathematics Placement

When students are accepted to SUNY Cobleskill the Admissions Office uses the guidelines developed by the Department of Mathematics to place new students into their first SUNY Cobleskill math course. Mathematics requirements for graduation are listed in the catalog of the year that the student matriculates into their major field of study. The yearly academic catalogs are found on the Registrar’s pages on the web.

Attention Advisors: General Education and Liberal Arts and Science Courses are not the same:

1. General Education courses are those on the SUNY Cobleskill General Education approved list. Courses on this list must meet SUNY guidelines and be approved by SUNY. Approval is requested through the SUNY Cobleskill General Education Coordinator as defined in the SUNY Cobleskill General Education Assessment Plan.
2. LAS courses are those designated by SUNY Cobleskill faculty as meeting the NYS Education Department definition of a Liberal Arts and Sciences course. LAS courses count toward meeting State Ed LAS requirements in a program regardless whether they are required or elective.
3. Students intending to transfer to a baccalaureate program are advised to meet the General Education requirements for that program.

First Gear

(First Year Advisement)



First Year Philosophy Statement

The first year of college is a vital time in the lives of students and their families, as it provides the foundation for academic success and lifelong learning. At SUNY Cobleskill, the responsibility for student learning and development is shared by all members of the campus community, and this relationship begins with the student's first interaction.

SUNY Cobleskill fosters a sense of community, campus spirit, and support for its first-year students by promoting connections with faculty, administrators, support staff, and peers. Guided by the principle of 'real life, real learning,' first-year students will be provided exceptional opportunities for growth and development, resulting in meaningful connections with the college community, achievement of their academic goals, and a clearer vision of their lifetime direction. To best serve the unique needs of first year students, SUNY Cobleskill commits to the following:

- facilitating new student transition to college life
- providing high-quality instruction
- establishing positive mentoring and advising relationships, both formal and informal
- empowering students to develop responsibility and independence
- supporting a vibrant college culture where students experience and express diverse world-views
- offering a comprehensive range of activities and opportunities to enhance learning and personal growth
- evaluating the results of our efforts addressing first-year student needs

Implementation of the first-year experience will be strategically coordinated, integrating a student-centered orientation and shall apply the principles of caring, cohesiveness and connectedness. First year programs and opportunities will reinforce the principles of the Cobleskill Creed by purposefully guiding students to:

- pursue and support academic integrity and excellence
- practice and promote personal integrity
- embrace and respect diversity and equality
- respect themselves and others
- take responsibility for their actions
- respect and take pride in the campus environment; and
- demonstrate genuine concern and compassion towards others



Freshman Orientation

Freshman Orientation is facilitated by the Offices of Student Life and Residential Life. Academic Orientation takes place on the Friday prior to classes. It is customary for the VPAA to address the entering students after the School engages with students in a meaningful way. During this time, faculty will have an opportunity to speak with new advisees. Below are some suggestions on making the best use of this time:

1. Provide advisees with advisor contact information, office location and preferred means of communication.
2. Apprise advisees of advisor expectations and the mutual responsibilities of the advisor–advisee relationship. (Remember that many students may be expecting that their college advisor will behave like a high school guidance counselor.)
3. Have students complete an information sheet for the advisor’s records. An example of such a document is included in the Advisor Guidebook. Consider adding a photograph to the file if it is acceptable to the student.
4. Distribute PINs to the students to be used for access to Banner Web.
5. Verify that the students’ schedules contain the appropriate courses and credit levels.
 - a. Add–Drop will be open during orientation and through the first week of classes so faculty and advisees can make immediate changes if the classes are not at full enrollment.
 - b. Take a moment to ask students about summer classes, college in the high school or AP credits that may not be reflected on their transcripts or degree evaluations. Make adjustments where necessary. (Students often assume that a high school transcript is sufficient to receive these credits but they need to have an official transcript sent from the college issuing the credit and/or the AP testing service.)
 - c. If classes are at capacity then provide the student with an Add–Drop form so that s/he can obtain a faculty signature in order to gain admittance to a class. The form must be submitted to the Registrar. **REMIND STUDENTS THAT A FACULTY MEMBER IS UNDER NO OBLIGATION TO ADMIT A STUDENT TO A CLASS THAT IS AT CAPACITY.**
6. Use the “advisee listing” in Banner Web to send the students a follow–up email. The email will also be an opportunity to reach out to students who did not attend academic orientation.

Signals

Communicating On Campus with Advisees and Colleagues

In order to be well informed, members of the college community need to know how to communicate effectively with each other. A variety of communication options exist and the following outline summarizes the methods of communication used at SUNY Cobleskill. Individual advisors should inform their advisees about their own preferred means of communication. For example, some advisors prefer email so that there is an electronic record, while others are willing to have students contact them on their cell phones.

A. Email: *Electronic mail is the official means of communication at SUNY Cobleskill.*

1. It is extremely important for advisors to activate and regularly check email for campus information. An email account is assigned to all employees at hire and supervisors receive the initial logon information. All employees are reminded that campus email is the property of NY State and can be viewed by campus administration at any time. If training is needed on how to access email, contact Human Resources at x5423.
2. It is equally important for advisors to remind and encourage advisees to check their campus email accounts on a regular basis. While many students prefer their own email service and email can be read/sent in a variety of ways, official campus communications will be sent to the Cobleskill.edu address.
3. The global address list on Microsoft Outlook provides email addresses for all members of the college community. In addition, it lists the phone numbers, titles and office locations of all employees.
4. To access email from off campus, advisors can access email from the home page on the college website: go to "Faculty and Staff" and then to "webmail faculty."

B. SharePoint

1. **Employee SharePoint:** The Employee SharePoint website is the source of daily, public communication on campus. Official notices, job openings, campus events and announcements, class cancellations, archived documents, vehicle requests, room reservations, and more are all found here. From off campus, an employee logon and password (which is the same as an email logon and password) are required to access this site. Members of the campus community can access SharePoint from anywhere through www.cobleskill.edu/cobynet/ and clicking on Faculty/Staff SharePoint.
2. **Student SharePoint:** This webpage contains information about on-campus events, class cancellations, notes from student organizations, official college announcements, and links to other important sites. Faculty can post items on Student SharePoint.
 - a. To access the page: SUNY Cobleskill homepage: www.cobleskill.edu >> **Current Students** >> **Student SharePoint** or enter the following web address from any browser (be sure to save this as a favorite and check it regularly): <http://students.cobleskill.edu/default.aspx>

- b. To post on Student SharePoint: Click “Sign in” in the upper right-hand corner of the Student SharePoint site.

C. Telephone *(and fax)*

Academic advisors can access available advisee telephone information by way of Banner Web (via secured Student Information/ Advisee Listing search) and the Campus Directory(x5700). The telephone numbers listed on Banner Web depend on what the advisee provides to the campus system. The campus directory only lists telephone numbers for residence hall rooms. Not all students activate their campus residence hall telephone number.

D. Intra-campus mail and off campus USPS and UPS mail

Mail moves between faculty, students and staff on campus by way of the use of intra-campus paper mail envelopes available through school offices and the mail service office on campus. These yellow-colored envelopes are available in a variety of sizes. Listing the recipient’s name and their campus address is needed for the intra mail system. Mail is picked up and delivered from designated mailrooms at least once a day.

Mail received through the United States Postal Service (USPS) is delivered to mailrooms when the intra-campus mail is dropped off. Outgoing USPS mail needs to have a budget number in the top left hand side or it must contain proper postage if mailed on campus.

Parcels and other mail delivered by Fed Ex or UPS come to campus at a central location near the Facilities Office. Large parcels may be delivered directly to your office or lab from this central receiving area. Small parcels may be delivered when the intra-campus and USPS mail is dropped off at the designated mailrooms.

E. Banner Web/DegreeWorks

The Banner Student Information System (Banner Web/DegreeWorks) is the software that SUNY Cobleskill uses to collect future/current/past student information. Instructions on how to access this information are found on the Registrar’s website. Banner Web can also be used as an effective communication tool. Advisors can send a mass email to all advisees:

Banner Web >>Student Information Menu>>Advisee Listing>>Email Your Advisees (bottom of the page).

F. ANGEL <http://www.cobleskill.edu/online/>

ANGEL is a web-based course management system (CMS) that allows instructors to build a place on the web for their courses. It also allows access to course materials anytime and wherever Internet access is available. Angel is generally not used by advisors for communicating with their advisees.

For instructions on how to access and use ANGEL go to the following link:
<http://www.cobleskill.edu/online/>

Experts' Tips

Professors at SUNY Cobleskill have a long history of successfully advising students. Below is a list of suggestions that some faculty have offered.

Getting to Know Your Advisees

- Ask advisees to complete a short questionnaire about who they are and what is important to them. Advisors may wish to create a “getting to know you” questionnaire to use with advisees. It is helpful to know advisees’ short and long range goals and some personal items, including how they like to be addressed (by a nickname or more formally place photos of your advisees in their folders. You can ask them to e-mail you a photo which you can download into their student folders. The picture is helpful when learning new student advisees and also when a graduate contacts you for a letter of recommendation.

Communication with Advisees

- Remind advisees that the college uses campus email for all official communications.
- Suggest that your advisee direct email to their favorite email to pick up these messages.
- Advisors should contact advisees that are being dropped from a course. Often students do not know their options and dropping a course can have a negative impact on their financial aid.
- Students enrolling in less than 12 credits, or not making adequate progress toward degree completion (GPS > 2.0 or too few credits) should be advised to see financial aid.
- If advisees change their major, remember to send any of the information in the academic advisement folder to the new advisor.
- First year students may be reluctant to discuss difficulties that they may be experiencing. An advisor may notice something about how students look or what they are saying that can be used to begin a conversation with the advisee.
- A strong and meaningful advisor- advisee rapport takes time. Advisors and advisees should meet often and communicate openly.
- Residence hall directors (RDs) and resident hall assistants (RAs) can be an invaluable connection between advisors and students who are difficult to reach.
- RA and RD phone numbers are readily available for each dorm. Advisors can find out where an advisee lives by checking Banner Web under the student personal record.

Documentation of Your Work as an Advisor

- Create a folder for each advisee. The advisee folder should contain the “getting to know you form”, a photo, their transcripts, record of scheduled courses, and a record of midterm and final grades.
- School secretaries can print out midterm grades, final grades and schedules at the advisor’s request. (Ask the department chair about the policy in the advisor’s School.)
- Complete summaries of the discussion advisors have with their advisees at the time of the office visit. The summary can be prepared while the student is present and signed by the student and faculty advisor to confirm that everyone understands the reason for the meeting and the resolution or follow up necessary. Be sure to date the summaries.

Course Selection Process

- Email advisees before pre-registration to set an appointment for course selection. The advisor can then follow up with each student until all of his advisees have responded to their email. This process can be done through Banner Web. (See process in the *Signals* section.)
- There are several methods for contacting advisees before preregistration. One way is to post a sign listing specific times and days on the advisor’s office door and to ask advisees to chose a convenient time and sign up. Offering meeting times in the evening can be helpful for some students.
- When advisees meet with their advisor regarding preregistration, be sure to discuss their midterm grades and class attendance.

Other Good Ideas

- The best advisors are described by their advisees as good listeners who focus on the students and what they are saying.
- Keep in mind that solutions to some of the problems that students are having in college are beyond the scope of their faculty advisor. The “Roadside Emergencies” section of this academic advisement guidebook list some of these situations and the proper office/offices you can suggest the student contact for solutions.
- The most stressful advisement times are those just before graduation especially if the student learns that they are a credit or two short of meeting graduation requirements. Planning with the student well before their last semester is essential.
- Be sure to emphasize the importance of following the new graduation policy from the Registrar’s Office.

Off Road Adventures

(Advising about off-campus opportunities)

Resources for career, transfer, grad school and internships can be found at the Student Success Center website:

<http://www.cobleskill.edu/academics/student-success-center/>

Study abroad resources are located at:

<http://www.cobleskill.edu/admissions/international-education/study-abroad.asp>

Roadside Emergencies

RESOURCES AND REFERRALS

SERVICE	CONTACT	PHONE	LOCATION
Academic Advising Advisee Assignments Advising Materials	School of Business and LAS, Ag. & Natural Resources Registrar's Office	5427 5323 5522	Wheeler 217 Curtis Mott 100 Knapp 101
Add/Drop (Schedule Adjustment)	Registrar's Office	5522	Knapp 101
Adult Student Services Commuters (off-campus students)	Student Life Center	5300	Bouck Hall
Career Information	Student Success Center	5624	Knapp 223
College Admission and Re- Admission	Admissions Office Registrar's Office	5525 5522	Knapp Lobby Knapp 101
Counseling (Personal Issues/Concerns)	Wellness Center	5225	Beard Health Center
Developmental Courses	Registrar's Office Center for Academic Support and Excellence (CASE)	5522 5872	Knapp 101 Library
EOP Program	EOP Office	5836	Library
Financial Aid Information	Director of Financial Aid	5623	Knapp 118
Graduate School	Student Success Center	5624	Knapp 223
Health Information	Wellness Center	5225	Health Center
International Education and Study Abroad	International Education Office	5558	Bouck Hall
Learning Disabilities	Center for Academic Support and Excellence (CASE)	5872	Library
Leave/Withdrawal from College	Registrar's Office	5522	Knapp 101
Permanent Records	Registrar's Office	5522	Knapp 101

SERVICE	CONTACT	PHONE	LOCATION
Registration Information	Registrar's Office	5522	Knapp 101
Resume Writing	Student Success Center	5624	Knapp 223
Scheduling (Advanced)	Registrar's Office	5522	Knapp 101
Study Hints/Course Difficulties/Study Skills	Center for Academic Support and Excellence (CASE)	5872	Library
Summer and Part Time Job Announcements & Internship Opportunities	Student Success Center	5624	Knapp 223
Substance Abuse	Wellness Center Counselor	5211	Beard Health Center
Test Anxiety	Center for Academic Support and Excellence (CASE)	5872	Library
Transcripts	Registrar's Office	5522	Knapp 101
Transfer Information/Career Counseling Services	Student Success Center	5624	Knapp 223
Transfer-in Credit Evaluation	Registrar's Office	5522	Knapp 101
Tutoring	Center for Academic Support and Excellence (CASE)	5872	Library
Withdrawal from Course/College	Registrar's Office	5221	Knapp 101

Frequently Asked Questions

There are many situations in a student's college life that require advice from individuals other than their faculty advisors.

An advisor may notice changes in their advisees, such as:

**Behavior/Habits
Attendance
Class Participation
Quality of Work**

When to Refer to the Wellness Center...

Consider referring students to the [Wellness Center](#) if the following signs and symptoms are occurring:

- Change in eating habits; major weight loss/gain
- Change in appearance; poor hygiene
- Disruptive behaviors
- Disturbing content in written work or message
- Health complaints
- Self-injury
- Change in quality of work
- Low energy
- Sleep disturbance; sleeping in class
- Irritability, mood swings, aggressiveness
- Low mood; crying
- Isolation; social withdrawal

**Knowing their advisees
allows an advisor the opportunity to
direct them to the appropriate
programming and services in
a timely manner**

What services are offered at the Wellness Center?

<http://www.cobleskill.edu/campus-life/wellness-center/>

MEDICAL SERVICES

Nurse Practitioner services are available by appointment. Individual health education counseling includes, but is not limited to, healthy eating and smoking cessation.

COUNSELING SERVICES

Licensed mental health counselors provide short term counseling support for the predictable "problems in living" experienced by college students such as self-identity, sexuality, love relationships, diversity issues, and transition to adulthood. Counselors are experienced in dealing with more serious issues such as depression, anxiety, physical or sexual assault, and eating disorders. Consultation and referrals for more extensive therapy are available.

HEALTH EDUCATION

Providing accurate information through health education programs is an important part of the Wellness Center mission. Professional staff frequently present or co-sponsor programs on topics such as stress reduction, sexually transmitted diseases, relationship violence and acquaintance rape, healthy eating, and drug and alcohol abuse.

When to Contact or Refer to Residential Life...

The [Residential Life](#) Office provides a number of important services for students, faculty and staff. Generally speaking, the two main function areas that the Residential Life Office covers are matters relating to [Housing or Student Conduct](#).

HOUSING

What an advisor could ask...

- ❖ Is the student a residential or commuter student?
 - For residential students, please contact the live-in professional staff (Residence Hall Director or Complex Coordinator) or notify the [Residential Life Office](#) at ext. 5215.
 - Residential Life will follow up with the student in person to make an assessment and provide support (make referrals, etc).
 - For commuter students, please contact the [Student Life Office](#) at ext. 5300.

What support exists for the student who is having trouble with their roommate?

What an advisor could ask...

- ❖ Has the student tried to talk this out with the roommate?
- ❖ Has the student spoken to their Residence Hall Director/Complex Coordinator or Resident Assistant?

If they have spoken to their Residence Hall Director or Complex Coordinator and the problem was not resolved, please refer them to the Residential Life Office.

What support exists for the student who is having trouble with disruptions (loud noise, etc.) and/or the “Quality of Life” in their Residence Hall (cleanliness/maintenance issues, disruptive student behavior, etc)?

What an advisor could ask...

- ❖ Has the student spoken to their Residence Hall Director/Complex Coordinator or Resident Assistant?

If they have spoken to their Residence Hall Director or Complex Coordinator and the problem was not resolved, please refer them to the Residential Life Office (Matt LaLonde, Associate Director of Residential Life).

What support is available for the commuter student?

What an advisor could ask...

- ❖ Are they familiar with the Tiger’s Den in Bouck?
- ❖ Has the student met Jeff Foote or Brian Kaiser, coordinators for commuter students?
- ❖ Do they require the Bus Pass System or do they have their own vehicle. Has the student removed the voluntary charge from their bill?

Students can be directed to resources available on campus:

- Tigers Den
- Student Life and College and Community Relations Office

STUDENT CONDUCT

What resources are available if a student is being disruptive in the classroom?

Suggested strategies to respond to “Disruptive Behavior in the classroom”:

- ❖ If an observation of disruptive behavior is made, provide a general word of caution rather than a direct warning to a particular student.
 - If behavior is irritating but not disruptive, ask to address the issue with the student after class.
 - If the behavior is disrupting class, in a firm and friendly tone, ask that the behavior stop and indicate further discussion can occur after class.
- ❖ If there is persistent disruption (student does not de-escalate behavior), direct the student to leave for the remainder of the class period.
 - Consult Chair/Dean/VPSDCL and/or the Judicial Office (Residential Life Office) for the next response.
- ❖ If there is serious disruption – other measures have failed to stop the disruption...
 - Adjourn class; call University Police
 - Do not use force or threats of force, except in immediate self defense.
 - Document all aspects of the event(s); identify witnesses, time, specific observations, etc.
 -

Has the student observed (or received a report of) student behavior that is in violation of the student conduct code?

What resources are available?

- ❖ Review campus resources for information regarding the student conduct codes (“On the Hill” Manual and/or the SUNY Cobleskill website).
 - If you are looking to inquire about filing judicial charges against a student, please contact the Associate Director or Assistant Vice President of Student Development and Collegiate Life in the Residential Life Office at X 5215 for guidance on that process.
- ❖ *If there is an ongoing situation that the faculty member is not able to de-escalate in the classroom and/or any situation where the faculty member does not feel comfortable intervening, such as unsafe or threatening behavior from students, adjourn class if class is in session and contact University Police.*

What kind of support is there for an international student who is having difficulty adjusting to campus?

What an advisor could ask...

- ❖ Are you experiencing difficulties with the transition to this country?
- ❖ Would you like to talk about what is making you feel unhappy?

Students can be directed to resources available on campus:

- [Office of International Programs](http://www.cobleskill.edu/academics/study-abroad/index.asp) can assist with the issue (housing, food, culture, language barriers, etc) and refer to appropriate service.
<http://www.cobleskill.edu/academics/study-abroad/index.asp>

**How can an advisor help a student with physical disabilities?
(May be due to a recent accident)**

Assess advisee's ability to:

- Get to and from class?
- Get to meals?
- Get to their room?

What an advisor could ask...

- ❖ Is your injury making it difficult for you to get around campus?

Students can be directed to resources available on campus:

- Wellness Center – Health Issues
- Residential Life Office–special needs (elevator key, assistance with meals, etc.)
- Academic Affairs–getting to classes

What support exists for a student who has reported discrimination and/or harassment?

An advisor could ask if they are experiencing:

- ❖ Personal issues? – [Wellness Center](#)
- ❖ Behavior that makes them feel threatened or endangered? – [University Police.](#)
- ❖ Being discriminated against in classroom? – Department Chair or Dean
- ❖ Problems in their residence hall? – RD, CC or Residential Life
- ❖ Discrimination on-campus? – Assistant VP for Student Development and Collegiate Life

Students can be directed to resources available on campus:

- Wellness Center
- Department Chair or Dean
- Residence Hall Director, Complex Coordinator or Residential Life
- Vice President for Student Development and Collegiate Life
- Resident Assistant (RA), Resident Director (RD), Complex Coordinator and/or any member of the Wellness Center or Student Affairs/Residential Life staff

What support exists if a student is not attending class or is not performing well in class?

What an advisor could ask...

- ❖ Are they having difficulty with time management?
- ❖ Do they require any accommodation in test taking?
- ❖ Are they aware of the peer tutor program?

Students can be directed to resources available on campus:

[AccessABILITY RESOURCES](#)

<http://www.cobleskill.edu/academics/accessability-resources/index.asp>

(Writing Center, DisAbility Support, and Academic Tutoring)

What assistance is available for students with financial problems?

The financial aid system is very complex and advisors are not expected to understand all of the constraints and conditions of financial aid. Advisees with financial aid problems or problems meeting their tuition or fee obligations should be encouraged to go to the Financial Aid Office.

What an advisor could ask...

- ❖ Are they just waiting for grants and/or loans to come in?
- ❖ Can they get a “short term” loan from Financial Aid?
- ❖ Have they looked into the Student Success Center for Job Fair or possible employment?

Students can be directed to resources available on campus:

- [Financial Aid Office](#) – short term loans/work study
- [Human Resources](#) – possibly employment
- [Student Success Center](#) – employment

What assistance is available for students with a “hold” on their account?

If the student advisee is not aware of the type of hold, the advisor can access this information through Banner Web.

Banner Web >>Faculty & Advisors>>Student Information Menu>>Advisee List>>Hold

What an advisor could ask...

- ❖ What requirements are incomplete?
- ❖ Can these requirements be settled?
- ❖ Can an extension be granted?
 - Wellness will offer extension
 - Student Conduct Code (SCC) can be lifted as soon as they have complied
 - Student Accounts only places a financial hold when it exists from a previous semester

Students can be directed to resources available on campus:

- [Student Accounts Office](#)

What resources are available to a student interested in scholarships?

Financial Aid Office
List of scholarships available to SUNY Cobleskill students:
<http://www.cobleskill.edu/financialaid/scholarships.asp>

What assistance is available for students with legal problems?

What an advisor can ask...

- ❖ What is the source of the legal problems?
- ❖ Have they discussed the legal issues with a lawyer?

Students can be directed to resources available on campus:

- [University Police](#)
 - Direction of expectations
 - Clarification of possible outcomes

What steps can be taken if an advisee is being withdrawn from a class for attendance or behavioral issues?

The Student Development and Collegiate Life Office occasionally conducts a “Background” investigation on students who have been involved in the Judicial Process on campus.

- Professors and advisors are contacted to monitor how a student is performing in class.
 - Attendance
 - Current GPA
 - Class behavior
 - Class participation

If a student is not attending classes, and continues to disregard Student Conduct Codes, advisors and professors are requested to follow through with their course outline attendance policy.

**A partnership between
Academics and Residential Life
is very important
when dealing with disruptive or
“stopped out” students.
Usually a pattern is in place
in and out of the classroom.**

In the Trunk

(Appendix)

Forms

Hard copy only

Advisee Introduction Sheet
Student Add/Drop Form
Student Change of Status Form
Course Selection Form
Course Withdrawal Form
Notice of Failure to Drop or Withdraw from a Course
Academic Deficiency/Withdrawal Form
Bachelor Degree Student Application for Associate Degree
Official College Withdrawal Form

Online – <http://www.cobleskill.edu/academics/registrar/forms.asp>

FERPA Form
Transcript Request Form
Student Change Form

Refueling Station

References/Resources

1. Academic Advising: A Comprehensive Guidebook, Virginia Gordon, National Academic Advising Association , 2008
2. Career Advising: An Academic Advisors Guide, Virginia Gordon, NACADA Publisher, 2008
3. The Handbook of Career Advising, Virginia Gordon, K. Hughey, J. Damming, D. Burton Nelson and B McCalla-Wriggins, NACADA Publisher, 2009
4. National Academic Advising Association website
<http://www.nacada.ksu.edu/AboutNACADA/index.htm>

Refueling Station Crew

Advisement Team

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Anne Rogan	Faculty, Agricultural and Food Management Title III Advisement Co-coordinator, 2011–present
David Thompson	Faculty, Agricultural Business/Animal Science Master Faculty Advisor, 2010–present
Christina Trees	Faculty, Social Sciences Master Faculty Advisor, 2010–present
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