

Right Start MAP: Reference Sheet

My Academic Plan (MAP) should be completed by the student during the advising session under the advisor's guidance. It is an outline of an advising session; a completed MAP will give the student a broader set of information and help lay out specific goals and timelines for completing their education. As clarification, please note the following areas of the MAP

1. **A#:** Students need to learn their BANNER ID number or at least know how to identify it. Help the student identify the number if necessary by checking in their BANNER account.
2. **Catalog Date:** The catalog date is an often-overlooked piece of information. By recording the student's start date, you can help ensure accurate scheduling and planning. Remember, students have six years to complete their degree under their current catalog.
3. **Developmental Courses:** We all know completion of developmental coursework is critical to a student's success. Helping students mark any unused courses can make it clear those courses are their priority.
4. **Course Plan:** You are not expected to plan every semester of a student's degree. It may occasionally be a simple matter of getting the student to write out the courses to take for the following semester. In the case of prerequisites, however, planning is vital to success. This section can help students see why and how long it will take to accomplish their goals.
5. **Future Dates:** Although nothing is set in stone, it's always a good idea to help students set dates for completion of their degree. They should also be mindful that they don't miss a critical date regarding graduation and slow their progress.
6. **Disclaimer:** Completing the MAP and setting dates is not a guarantee that the student will meet all those goals. Remind the student that vigilance and preparation are a big part of academic success, and encourage them to return to you any time they feel they've gotten off track.

Be creative! Don't forget there are plenty of alternative methods for meeting with students and advising.

- If you and your advisee can both be in front of a computer and on the phone, you can help someone who's in another county.
- If you have a large number of students to assist, and all those students are in the same major – arrange a group session. It would benefit those students to meet other people who are pursuing the same degree.
- Work with your colleagues to manage the load and share information about advising. Teamwork can always get the job done!

Columbia State Community College
My Academic Plan

Student Name: _____ Banner ID#: A **1** _____ **2** Catalog dated: _____

Student Intent (choose one)

- _____ Complete A.S. T. degree
- _____ Complete A.S. / A.A. degree (include name of transfer school and emphasis): _____
- _____ Complete A.A.S. degree (include major): _____

Developmental courses needed: **3**

- | Writing | Math | Reading | Learning Strategies |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| DSPW0801 <input type="checkbox"/> | DSPM0700 <input type="checkbox"/> | DSPR0801 <input type="checkbox"/> | DSPS0800 <input type="checkbox"/> |
| DSPW0802 <input type="checkbox"/> | DSPM0800 <input type="checkbox"/> | DSPR0802 <input type="checkbox"/> | |
| DSPW0803 <input type="checkbox"/> | DSPM0850 <input type="checkbox"/> | DSPR0803 <input type="checkbox"/> | |
| DSPW0804 <input type="checkbox"/> | | | |

Course Plan: **4**

TERM:	_____	_____	_____	_____	_____	_____	_____
Course #1	_____	_____	_____	_____	_____	_____	_____
Course #2	_____	_____	_____	_____	_____	_____	_____
Course #3	_____	_____	_____	_____	_____	_____	_____
Course #4	_____	_____	_____	_____	_____	_____	_____
Course #5	_____	_____	_____	_____	_____	_____	_____
Course #6	_____	_____	_____	_____	_____	_____	_____

NOTES / COMMENTS: _____

5
Date to apply for graduation: _____ complete degree requirements: _____ receive diploma: _____

Completed by (advisor): _____ Date: _____

Student signature: _____ Date: _____

This plan is for advisement purposes only. Failure to complete courses or earn grade requirements may result in a delay of the anticipated graduation date. Final official graduation requirements must be approved by the Office of Records. **6**

CORE VALUES OF ACADEMIC ADVISING

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

Role of the Faculty Advisor

Faculty advisors advise students in the majors and emphases within their division and assist/prepare students for their post-Columbia State education.

Faculty advisors work to strengthen advising in their division: by keeping current information on the programs within their teaching area; by tracking student success within their majors and emphases; by knowing about articulation of their programs; and by knowing about employment potential of their majors/emphases.

Faculty advisors teach students to understand:

1. Need for goals, paradigms, and completion.
2. Big picture and the available resources to achieve it.
3. Realistic expectation of program expectations and catalog requirements.
4. Course load, transfer, graduation requirements, and articulation.
5. Career planning and other support services (such as financial aid or counseling).

Get to Know the Student

The advisor must know a little about the student in order to tailor his or her advising to the student's interests, abilities and goals. Asking questions such as these can help faculty advisor get information about the student which can help him or her guide the student's development in their major and toward a career in their chosen field:

- What drew you to this major?
- How do you want to use your degree?
- What has been your favorite class in your major so far?
- Do you work? How many hours per week?
- What strengths do you have that an employer in this field would value?

Things to Review for Freshman

- Review General Education requirements
- Review major requirements
- Review transfer credit for potential substitutions
- Explore majors of interest if student is unsure
- Establish rapport
- Review resources
- Give student your contact information
- Review any questions/problems

Things to Review for Sophomores

- Class update – classes taken, classes remaining, necessary repeats
- Review GPA especially if major has a requirement
- Maintain a rapport
- University scholarship deadlines
- Intent to Graduate form
- Appropriate exams – Exit Exam, Praxis I,
- Review any questions/problems

Things to Do at Each Advising Session

- Exploration of Career/Educational Goals
- Review of Educational Program
- Review of Academic Progress
- Check for any Holds
- Selection of Courses – DSP requirements, pre-requisites, etc.
- Review of Time Management Issues for Scheduling Classes
- Make Referrals if Needed

Student Responsibilities

- To use the advising process to accomplish academic and career goals.
- Schedule and keep advising appointments in a timely manner throughout academic career so as to avoid seeking help only during busy registration periods.
- Decide on a career goal, a program of study, and a transfer institution no later than the end of the second semester.
- Use the CAPP in ChargerNet or the degree checksheets to plan courses until goal completion.
- Check the catalog for course prerequisites.
- Complete Change of Major forms and forward them to the Records Office when changing plan of study.
- Request Substitutions in cases when specific transfer credit is similar/same to a course that was not posted to transcript.
- Discuss with the advisor any unsatisfactory academic performance and its implications and develop a program of action.
- Meet critical deadlines such as registration, payment of fees, add/drop, and Intent to Graduate.
- Keep abreast of web site information and email information. Post questions electronically or in person to specific offices.
- Continue asking questions until all concerns are addressed and seek help when needed, not waiting until a crisis develops.

File an Intent to Graduate at completion of 42 hours or before registering for the last time.

QUESTIONS FOR ADVISORS TO ASK STUDENTS

Faculty advisors help students to define and develop realistic goals, match students to available resources, and assist students with educational needs.

1. Exploration of Life Goals

- Where do you see yourself in ten years?
- What do you want out of life?
- What made you decide to come (back) to school?
- What are your expectations for the future? With this degree?
- How would you describe your own strengths or interests?
- What kind of place do you want to live? (Gets at values, since someone who wants money and a race car who wants to be a social worker may need to clarify important goals.)
- Do you see yourself as an active community participant?
- Are you an individualist? Is family important to you?
- With adult students, where do they see themselves now? Where do they see themselves going? Are they headed down a different road?

2. Exploration of Vocational Goals

- What do you think a business career is? What do you think it is like to work in business (whatever)?
- What are your strengths? Skills?
- How are your test scores?
- What subjects do you like?
- What level do you aspire to in this profession?
- How much do you expect to earn? See if the amount is relevant to the specified career.
- How do you define success?
- When you were younger, what did you want to be?

3. Program Goals

- What do you know about that area? Talk about what is involved.
- What are some co-curricular activities in which you can participate to “reality test” this career interest?
- Answer student questions about why they have to take the general education core. Advisors need to be able to explain the philosophy behind general education.

4. Course Goals

- Can you introduce them to some basic courses in the field of interest?
- Faculty advisors need to be very knowledgeable about courses.
- Faculty advisors need to help students balance courses. Do not recommend a killer load of all science and math if they like the social sciences.

First Time Freshmen

- Interpret and explain testing and Developmental Study placement priorities (if necessary).
 - . Developmental study requirements can be seen at the ADD/DROP Screen
 - . Developmental study courses should take priority
 - . Some developmental courses are pre-requisites to college-level courses
 - . Developmental study courses will extend graduation date
 - . Students have one time to challenge ACT placement (should challenge prior to registering)

- Explain new A89 deficiencies rule if necessary.
 - . Anyone that graduated from high school or received a GED spring 1989 or later and did not complete 2 units of the same foreign language in high school will have a foreign language deficiency.
 - . High school deficiencies are no longer required at the community college level for graduation.
 - . Any student in a general transfer degree program (AS) will be required to fulfill this deficiency prior to receiving a bachelor degree.
 - . Students can incorporate the deficiencies into their degree plan and pay a cheaper price.

- Explain student responsibility and expectations.
 - . Familiarize individual student with admission criteria for allied health program (improving ACT scores in necessary) or GPA requirement for teaching program
 - . English, math, and science pre-requisite and sequencing for the individual

- Suggest course load and sequencing for academic success and quickest graduation route.
 - . Remind student's to consider job hours, family responsibilities, study time needed, etc.

- Assist student with day and time course scheduling.

- Assist student with computer error messages.
 - . See available chart for possible problem and who to contact to resolve issue (i.e. PREQ and TEST SCORE error happens most often; Closed Section; Time Conflict; Permission of Instructor; Duplicate CRN; etc.)

- Confirm enrollment by reviewing schedule day, time, and location.
 - . Review student's Detailed Schedule

- Confirm attendance and Pay tuition (send student to Financial Aid if necessary).

[NOTE: ALL students must click the "Yes I will attend..." link. This will charge tuition and fees to scholarships, grants, loans, or to a credit card. If successful, a confirmation number will appear. Print this page and ask the student to keep for their records. The "Yes I will attend..." link must also be clicked if paying with cash or a check.]

- Confirm student's major (complete Change of Major form if necessary).
 - . Complete form with student give to Advising Services staff
 - . Student will them be assigned to a faculty advisor.

Returning and Transfer Students

- Interpret and explain testing placement and Developmental Studies priorities (if necessary).
 - Faculty will need to double check student's transcript to confirm that a course has NOT been completed.

- Review transcript for transfer credit
 - Explain 777 codes if necessary (means Columbia State accepted general ed from another TBR institution)
 - Explain 999 codes if necessary (means Columbia State accepted credit from another institution that can be used for elective credit or be considered for substitution; course description required).

- Suggest Academic Fresh Start as appropriate.
 - Student must have been separated from any institution for 4 years
 - Only Columbia State credit can be considered in a Fresh Start Request
 - 15 college-level semester hours must be earned before the GPA is recalculated from 0.00
 - All credit is whipped away (good and bad)
 - Student will begin where he/she left off with developmental study requirements.

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