

Academic Advising Syllabus

College of the Redwoods

Advising Syllabus, 2009-2010

Main Office:

Academic Support Center
Phone: 707.476.4150
Fax: 707.476.4432
Monday-Thursday 8:30am to 7pm
Friday 8:30-4pm

APPOINTMENT POLICY:

Please call the Academic Support Center to find out if the advisors are taking appointments and/or walk in hours. You may also email the advisors with brief questions.

Definition of Advising:

Advising is the process of advising a population of students of all different walks of life. This not only includes differences in race, gender, and culture, but also first-generation students, GLBTQ students, international students, student's on academic probation, and so on.

A more concentrated definition on advising in general is from Crockett and Habley (1988),
Academic advising is a developmental process which assists students in the clarification of their life and 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 students and advisors. (p.9)

Student retention and persistence continues to grow in its importance on college. The recent funding problems facing higher education has increased the necessity of students remaining enrolled through graduation. However, retention and student persistence is not one office's responsibility; since a student's decision to remain enrolled is affected by many and varied things, student retention must be a campus-wide initiative and campus-wide project.

SAFEZONE

College of the Redwoods advisors actively create an open, respectful and supportive environment for all people. We serve students of all abilities, sexual orientations, genders, races, cultures, and socio-economic statuses.

College of the Redwoods is an equal access/equal opportunity college.

Mission Statement

As academic advisors our mission is to develop, foster, and maintain relationships with the students at College of the Redwoods. Academic advisors are here to guide students on their journey of the college experience with their knowledge, expertise, communication, and support in a spirit of complete confidence.

Objective:

- To provide information about
 - English and math assessment
 - Degree programs
 - Assistance programs on campus and referrals
- To assist with
 - Understanding policies and procedures
 - Developing and educational plan
 - Questions and/or concerns
- To maintain
 - A safe zone to express your thoughts, feelings, concerns, aspirations, goals, confusion, or ask for help
 - Confidentiality
 - Open, honest, and consistent relationship between advisor and student(advisee)

Student Learning Outcomes:

College of the Redwood's expected Student Learning Outcomes for Academic Advising:

Learning objectives for academic advising specifically state what you—the student—can expect to learn during your academic advising sessions. Our objectives focus on specific skills, information and cognitive processes that allow you to become active and self-directed learners throughout the advising process.

As a result of academic advising, College of the Redwoods students will:

- Actively participate in the advising process by meeting with their academic advisor regularly during the semester.
- Develop an academic plan with their advisor which meets their individual educational and vocational needs.
- Identify and understand the value of the College's general education requirements.
- Make satisfactory progress towards their educational goals each semester by following their academic plan and effectively utilizing the automated degree audit program to identify required courses for their degree program.
- Utilize the online registration system to register for classes each semester. Identify and participate in campus activities based on academic, personal and career goals.
- Utilize campus resources services available to meet personal and academic

Academic advising is a partnership between the advisor and the advisee in which both parties have responsibilities to uphold.

Your advisor will:

- Be available through a variety of mediums (phone, office, and email)
- Make advising a safe and welcoming experience.
- Be knowledgeable about campus policies, paperwork, and procedures
- Provide accurate, timely information.
- Guide you in making appropriate course choices.
- Be knowledgeable about campus activities, resources and services and how to access them.
- Respectfully listen to your concerns and questions and maintain your privacy.
- Help you set realistic goals and develop plans to meet them.
- Monitor and properly document your progress towards your goals.
- Help you understand the purpose of higher education and how it can impact your life outside the university.

You (the advisee) should:

- Schedule regular advising appointments and respect your advisor's time by either appearing on time or rescheduling in a timely manner.
- Be open and honest with your advisor. Accurate information is critical for your advisor to successfully guide you.
- Be involved in your own academic career and open to the advice of others.
- Take responsibility for your own choices, actions, and results.
- Come to sessions with prepared questions, ready to participate, and open to learning.
- Ask questions when you do not understand something.
- Follow through on recommended actions and meetings.
- Learn and follow campus policies.
- Keep your advisor informed of any life changes that may impact your academic career.

Preparing for Your Advising Session at College of the Redwoods:

- Come to your session prepared with questions that you would like to discuss.
- Consult the catalog for the requirements in your major program.
- Ask questions if you have a specific concern.
- Check the Class Schedule on the web and create a tentative plan of classes.
- Bring a list of 10 possible courses and the meeting times of these courses, if you are meeting with an advisor about your course selection.
- Refer to the college catalog for courses that make have prerequisite requirements for each course.
- Review course descriptions online of classes you are thinking about taking.
- Bring a copy of transcript(s) to the advising session

Recommended Academic Advising Resources to Review:

- <http://www.assist.org>
- <http://www.cvc.edu>
- <http://www.redwoods.edu/eureka/counseling/>
- <http://www.redwoods.edu/Financial-Aid/>

Students must complete the online orientation before the student meets with an advisor. To access the online orientation, click on the following link:

- <http://mycr.redwoods.edu/access/content/user/mlynch349/SS%20Orientation/index.html>

■ Academic Resources Recommended:

- | | |
|------------------------------------------------|---------------|
| ■ Academic Advising Department | 707.476.4150 |
| ■ Testing Center | 707.476.4150 |
| ■ Disabled Students Programs and Services | 707.476.4280 |
| ■ Extended Opportunities Programs and Services | 707.476.4270 |
| ■ Tutoring Services | |
| ■ Transfer and Career Center | 707.476.4146 |
| ■ Writing Center | 707.476.X4686 |

Non-Academic Resources Recommended:

- | | |
|--------------------------|--------------|
| ■ Business Services | 707.476.4120 |
| ■ Financial Aid Office | 707.476.4182 |
| ■ First Year Experience | 707.476.4153 |
| ■ Admissions and Records | 707.476.4200 |

"Through learning we re-create ourselves. Through learning we become able to do something we were never able to do."

-Peter Senge

ACADEMIC CALENDAR 2009-2010

FALL SEMESTER 2009

Convocation.....	Aug 20 and 21
Flex Days.....	Aug 19-21
Classes Begin.....	Aug 22
All-college Holiday (Labor Day).....	Sep 7
Census Day.....	Sep 14
All-college Holiday (Veterans' Day)	Nov 11
All-college Holidays (Thanksgiving).....	Nov 26 and 27
No classes.....	Nov 28
Police Academy Graduation	Dec 10
Final Exams.....	Dec 5-11
Classes End	Dec 11
Winter Break (Faculty).....	Dec 12-Jan 14
All-college Holidays	Dec 21-25 and Jan 1

SPRING SEMESTER 2010

Flex Day	Jan 15
Classes Begin.....	Jan 16
All-college Holiday (Martin Luther King's Birthday)	Jan 18
Census Day.....	Feb 1
No Classes (Lincoln's Birthday).....	Feb 12
All-college Holiday (President's Day)	Feb 15
No Classes (Spring Break)	Mar 15-20
Final Exams.....	May 8-14
Classes End	May 14
Commencement (Klamath/Trinity).....	May 14
Commencement (Del Norte - AM)	May 15
Commencement (Eureka - PM).....	May 15
Commencement (Mendocino)	May 16
All-college Holiday (Memorial Day)	May 31
Police Academy Graduation	June 10

SUMMER SESSION 2010

Summer Session Begins	May 24
All-college Holiday (Independence Day)	July 5
Summer Session Ends (Final Exams).....	Aug 20

Approved Board of Trustees - March 3, 2009

Clearinghouse of Academic Advising Resources



Advising Issues & Resources

Academic Advisement And the Career Connection

As we celebrate NACADA's 25th anniversary, we revisit classic articles from the archives of the *Academic Advising News*. This article originally appeared in issue 14(4), September 1992.

[Marianne E. Green](#)

Assistant Director
Career Planning and Placement
University of Delaware

Helping undeclared students pick a major and meet the requirements for that major are key items on the agenda for academic advisors across college campuses. The process of major selection, however, can be complicated by career related issues when students and their advisors equate major choice with career choice. The erroneous view that there is usually a direct correspondence between an academic field and career options can result in some roadblocks to the facilitation of appropriate major selection as students struggle to define not only an area of academic interest but a future career path, as well. Every day, academic advisors hear major/career concerns, such as these voiced by their advisees:

"I can't get into the college of business because my GPS is too low. I've always wanted to go into business later on. Now I'll have to pick something else."

"I'd like to major in history but what kinds of jobs can you get with that major? I don't want to be an historian."

"I don't know what to major in because I'm 19. How can I decide what I want to do for the rest of my life?"

The fact is that there is little connection between academic majors and future career paths among non-technical majors. A look at alumni employment surveys from well-known colleges and universities nationwide, available at career planning and placement offices, indicated that titles of graduates' majors bear little relationship to either their entry level work or subsequent employment. Even among the more vocationally orientated majors such as accounting, nursing, and engineering, where there is a greater correspondence between major and career, graduates may ultimately take a variety of career paths in management, sales, personnel and consulting which only indirectly utilize their major course background. It is clear that "major" actually refers to an area of scholarship rather than to a definite occupation. Further, no one major, whether liberal arts, technical or business, guarantees that a graduate will obtain a certain job in a certain field or continue indefinitely with that job. It is, after all, individuals who are employed, not majors.

Trying to break the mindset that majors always line up with employment possibilities is only the first step in developing a new conceptual orientation which allows advisors to address students' major/career dilemmas without becoming career counselors, themselves, or usurping the

functions of career services. Such an orientation is based on an understanding of the role that skills play in building a bridge between the major and future employment in the "real world."

Advisors and students alike need to be aware of the fact that job titles such as "lawyer," "stockbroker," and "sales representative" are merely labels which convey little or no information about the tasks or skills that are required to fulfill job responsibilities. Similarly, major titles such as "sociology," "political science," and "English" do little to convey qualification to pursue those jobs. Employers, regardless of the field, judge candidates for jobs primarily on the related skills they have and their potential ability to perform the **tasks** associated with job titles and descriptions. In our skills-based society, graduates must market their skills to employers in exchange for money and position. Credentials, degrees and grade point average convey potential to perform many tasks, but skills, embedded in actions, show competencies and qualification. The effective resume, the basic job search tool, should prove that the graduate can demonstrate many of the skills necessary for effective job performance in his/her chosen field.

The entire college experience, not just the classroom, becomes the laboratory where skills can be developed, honed, and tested. Adele Scheele in her book *Making College Pay Off* refers to a college's "invisible" curriculum consisting of clubs, internships, community activities, leadership opportunities, mentoring programs, and part-time and summer jobs. This curriculum complements and enhances the academic or "visible" curriculum. While skills in research, communications, critical thinking, and language are developed within the academic curriculum, other skills, related to employment, are acquired and utilized outside the classroom.

When Academic advisors know the importance of skills and encourage their students during advisement sessions to build a skills repertoire, they are helping them take preliminary steps toward forward career development and satisfying employment. Advisors can introduce students to the skills most valued by employers and then help them to determine which skills they already possess, as well as how to develop those skills they don't currently have.

Valued skills include:

- Teaching, Training, Instructing
- Technical and/or Creative Writing, Editing
- Using Computers, (word processing, programming, publishing)
- Designing (posters, newsletters, layout, brochures)
- Public Speaking
- Selling (inside, outside)
- Planning Events (Fund-raising, coordinating, organizing)
- Managing a Budget (treasurer)
- Leading, Directing, Managing
- Researching
- Interviewing, Counseling
- Solving Problems
- Using Other Languages

Ways to develop skills:

- Jobs (Part-time, Summer, Full-Time)
- Internships, Field Experience, Day on the Job (a University of Delaware program which connects student with cooperating alumni)
- Clubs, Organizations, Sports, Extracurricular Activities
- Class Projects, Research

Undeclared student can take stock of the skills they have, formulate plans to exercise those

skills, and look for ways to develop new ones, always with the understanding that skills are demonstrated through action. Referral of students to career services for further work with self-assessment (needs, values, aptitudes, interests) career research (resource rooms, informational interviews, mentor programs), and experiencing careers (internships, cooperative education) builds upon this strategy.

While it is certainly true that academic advisors have numerous students to advise and limited time in which to do it, breaking the major/career mindset, introducing the skills orientation, and providing information on how to build a skills repertoire may serve to make the major selection process easier for undeclared students. Released from the false major equals career equation, student may feel more free to select a major in which they are truly interested without intense concern about the career that **necessarily** has to follow from that major. That is not to say that any major will equip a graduate for immediate entry into the fields of education, engineering, accounting, nursing or other technical fields. Looking toward post-graduate preparation to provide the necessary background and skills could be an appropriate remedy, if related majors are unattainable.

It is the case, though, that only a limited number of vocationally oriented majors will immediately link up with careers. Student must rely on the "invisible" curriculum and additional coursework in related areas to build the skills background they will need to enter a competitive job market in many fields and industries. Referral of advisees to career services for further work with self-assessment, job research, career exploration and, finally, placement should follow after this very important orientation has been introduced and some groundwork has been laid.

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Editor's Note: The above bibliography was compiled in 1992 for this article. Find an current bibliography and resources in the *Clearinghouse* at http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/adv_undeclared.htm

