

## Academic Advising by Year

### A Guide for Faculty Advisors

A student's academic advisor and first faculty advisor at the college level can play an integral role. Adjusting, socially and academically, to college life will likely be a challenge for many new students. Often, students do not yet know how to recognize if they need assistance or may not know who to approach when they do wish to seek help. Intentionally building a strong advising relationship, therefore, will help first year students succeed inside and outside of the classroom.

Note: *The academic advisor and faculty advisor are responsible for scheduling and attending three meetings in the advisee's first academic year. (Suggested time frame for a model academic year.)*

FALL SEMESTER	MEETING GOALS	RECOMMENDED TOPICS
<p style="text-align: center;"><b>Meeting 1</b></p> <p><i>Held during Student Orientation</i></p>	<ol style="list-style-type: none"> <li>1. Establish a personal relationship with the student</li> <li>2. Set tone of the advising relationship</li> <li>3. Ascertain the student is in the correct first semester courses</li> <li>4. Provide advice on academics, career goals, or time management</li> </ol>	<ul style="list-style-type: none"> <li>- Review relevant academic information from New Student Orientation</li> <li>- Discuss academic aspirations and intended major</li> <li>- Check in on their adjustment so far to Stevens</li> <li>- Field questions regarding course scheduling, building locations, academic policies, add/drop period, AP Credit, or any other related topics.</li> </ul>
<p style="text-align: center;"><b>Meeting 2</b></p> <p><i>Held by the end of the first month of the academic year</i></p>	<ol style="list-style-type: none"> <li>1. Ask how the student is adjusting to their academic schedule</li> <li>2. Review academic services and resources (e.g. tutoring)</li> <li>3. Field questions regarding mid-term exams, studying habits, or related topics</li> </ol>	<ul style="list-style-type: none"> <li>- Refer student to appropriate resources, if necessary. (Tutoring, CARE, Early Warning, etc.)</li> </ul>
<p style="text-align: center;"><b>Meeting 3</b></p> <p><i>Held Prior to Spring Registration</i></p>	<ol style="list-style-type: none"> <li>1. Review student performance on midterm exams and provide corrective measure if necessary.</li> <li>2. Finalize spring course enrollment</li> </ol>	<ul style="list-style-type: none"> <li>- Discuss study habits and time management skills</li> <li>- Review academic services and resources (e.g. tutoring)</li> <li>- Create a plan for final exam studying</li> <li>- Finalize spring schedule and discuss different options if classes are filled</li> <li>- Review online registration process and how to change course schedules after registration</li> </ul>

SPRING SEMESTER	MEETING GOALS	RECOMMENDED TOPICS
<p><b>Meeting 4</b></p> <p><i>Held prior to Summer and Fall Registration</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress thus far</li> <li>2. Monitor progress toward academic goals</li> <li>3. Set new academic goals for summer and upcoming semester</li> <li>4. Complete study plan (not applicable for Engineering students)</li> <li>5. Plan upcoming courses</li> <li>6. Complete Study Plan (<i>Non-engineering students must complete a study plan by April 1, prior to summer/fall registration</i>)</li> </ol>	<ul style="list-style-type: none"> <li>- Review first semester academic progress</li> <li>- Discuss options for summer courses, if necessary for student to catch up</li> <li>- Review study plan guidelines and policies</li> <li>- Finalize course schedule for following semester</li> </ul>

### Early Warning System

The Freshman/Sophomore Early Warning System is an online reporting system used by freshman course instructors and select sophomore course instructors to identify and provide names of students who are at risk in a course from week 3 to week 12 of the semester.

Some of the reasons a student may be at risk are:

- not attending class regularly
- not turning in assignments regularly
- not attentive in class or seem disinterested
- in need of additional help such as tutoring
- exhibiting difficulty with English
- running a D or F in the class

After the Add/Drop period, course instructors are able to report a student who is exhibiting signs of risk via the online system. Students are then contacted via email by the Office of Undergraduate Academics in order to set up an appointment and receive assistance.

The Early Warning System can be accessed from the MyStevens portal.

## SECOND YEAR STUDENTS

Second year advising is designed to further explore the student's academic and professional interests, and prepare them for potential opportunities outside of the classroom, including research and internships. This year is also about setting goals in light of the academic performance of the first year, and to review potential resources that can support academic success.

Note: *It is strongly recommended that that advisee and advisor coordinate to meet **at least once per semester.***

FALL SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 1</b></p> <p><i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from previous year</li> <li>2. Set academic and professional goals for the year</li> <li>3. Start planning for summer opportunities (research, coop, or internship)</li> <li>4. <b>Complete Study Plan</b> (<i>Engineering students ONLY. For all other majors, study plans were due 2<sup>nd</sup> semester prior to spring registration</i>)</li> </ol>	<ul style="list-style-type: none"> <li>- Review academic progress and standing</li> <li>- Discuss strategies for improvement from previous semesters (i.e. attending office hours)</li> <li>- Discuss involvement in curricular activities</li> <li>- Discuss interest in and options for studying abroad</li> <li>- Generate a list of potential internship sites or coop opportunities</li> <li>- Finalize course schedule for following semester</li> </ul> <p><b><i>Complete a change of major form, if necessary.</i></b></p>

SPRING SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 2</b></p> <p><i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from previous semester</li> <li>2. Monitor progress toward academic goals</li> <li>3. Set academic and professional goals for summer and fall</li> <li>4. Finalize summer plans</li> <li>5. Finalize schedule for summer and fall courses</li> </ol>	<ul style="list-style-type: none"> <li>- Discuss progress for applications to coop or internships, if necessary (includes updating or building a resume, securing recommendations, etc.) Encourage students to visit Career Services to further discuss career opportunities in their field.</li> <li>- Discuss potential summer research opportunities</li> <li>- Plan for summer courses, if necessary</li> <li>- Revisit option for study abroad and adjust study plan, if necessary</li> <li>- Finalize course schedule for following semester</li> </ul>

## THIRD YEAR STUDENTS

Students will begin to take major-specific and technical courses in the fourth and fifth semesters. The Faculty Advisor will be a critical resource as students begin to choose concentrations and prepare for post-graduation options.

Note: *It is strongly recommended that that advisee and advisor coordinate to meet **at least once per semester.***

FALL SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 1</b> <i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from previous semesters</li> <li>2. Monitor progress toward academic goals</li> <li>3. Set academic and professional goals for the year</li> <li>4. Discuss post-graduation aspirations</li> </ol>	<ul style="list-style-type: none"> <li>- Discuss options for concentrations (plan electives) and application to future professional choices</li> <li>- Discuss involvement in applicable professional societies at the student level</li> <li>- Generate options for summer opportunities (internship, study abroad, research, etc.)</li> <li>- Finalize study abroad option, if necessary</li> <li>- Explore post-graduation options</li> <li>- Building relationships with faculty within the student's department</li> </ul> <p><b><i>Complete a change of major form, if necessary.</i></b></p>

SPRING SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 2</b> <i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from</li> <li>2. Monitor progress toward academic goals</li> <li>3. Set academic and professional goals for summer and fall</li> <li>4. Identify ways to develop professional and academic profile in final semesters</li> </ol>	<ul style="list-style-type: none"> <li>- Review timeline for professional or graduate standardized exams, if applicable (e.g. LSAT, GRE, GMAT, etc.)</li> <li>- Discuss attending applicable conferences and involvement in professional societies at the student level</li> <li>- Finalize summer plans (internship, research, etc.)</li> </ul> <p>Discuss Career Center resources (mock interviews, resume editing, etc.)</p> <ul style="list-style-type: none"> <li>- Finalize fall course schedule</li> </ul>

## FOURTH/FIFTH YEAR STUDENTS

For many students, this marks the last year of their academic tenure at Stevens. Students are likely to be anxious about their post-graduation plans, including job placement or graduate school admission. During this academic year, it is important to help keep the student engaged with their academics while also actively planning for their next steps.

FALL SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 1</b> <i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from</li> <li>2. Solidify post-graduation options and aspirations</li> <li>3. Set academic and professional goals for the year</li> <li>4. Create and submit Application for Candidacy (AC)</li> <li>5. Communicate with student to ensure that all supporting documents (AP credit, transfer credit, course substitution forms, etc.) are complete and submitted to the Office of the Registrar</li> </ol>	<ul style="list-style-type: none"> <li>- Review resume for updates</li> <li>- Solidify recommendations from faculty and former employers</li> <li>- Discuss desired qualities in employers or graduate schools (mission, values, etc.)</li> <li>- Generate list of potential employers and areas of interest</li> <li>- Review graduate school admissions process and time lines, if applicable</li> </ul>

SPRING SEMESTER	<u>MEETING GOALS</u>	<u>RECOMMENDED TOPICS</u>
<p><b>Meeting 2</b> <i>Held prior to midterms</i></p>	<ol style="list-style-type: none"> <li>1. Review academic progress from</li> <li>2. Review progress toward post-graduation plans and goals</li> <li>3. Ensure all documents are submitted for a timely graduation</li> <li>4. Close-out advisee/advisor relations with student</li> </ol>	<ul style="list-style-type: none"> <li>- Discuss transfer of academic career to professional setting</li> <li>- Weigh available options for post-graduation</li> <li>- Discuss alignment of values and aspirations with post-graduation options</li> <li>- Review student's growth over their academic career</li> </ul>