

Academic Advising for Student Retention and Persistence

Tips and Tools for Advising as a Teaching and Learning Process

Webinar Handout

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References and Resources

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Paradise Valley Community College online "Identifying Yourself" Personal Goal Plan -
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Peer Advising: Intentional Connections to Support Student Learning, NACADA Monograph#13– available at
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Reynolds, M.M. (2004) Faculty advising in a learning-centered environment: A small college perspective. *Academic Advising Today*, 27:2 http://www.nacada.ksu.edu/AAT/NW27_2.htm

UNC Advising FirstYear Students webpage - <http://advising.unc.edu/FirstYearStudents>

Interests Checklist

Name: _____

Check the statements that you consider to be important in your day-to-day work environment.
Don't stop to analyze your responses.

In my ideal job, I have a strong interest in:

1. ☐ Tasks that utilize my physical abilities.
2. ☐ Methodically considering all perspectives before making a decision.
3. ☐ Playing hunches over depending on facts.
4. ☐ Working in an environment that uses my strong interpersonal skills.
5. ☐ Opportunities that will lead to successful advancement even if it means working longer hours.
6. ☐ Having clear directions so I know exactly what to do.
7. ☐ Tasks that allow me to carry/build/fix things myself.
8. ☐ Spending many hours absorbed in thinking something out.
9. ☐ Working within beautiful surroundings; color and design mean a lot to me.
10. ☐ Finding ways to help get people through personal crises.
11. ☐ Being competitive and taking some risks to get ahead.
12. ☐ Getting carefully organized before I start a project.
13. ☐ Making things with my hands.
14. ☐ Exploring new ideas.
15. ☐ Looking for new ways to express my creativity.
16. ☐ Working with people in small groups or one-on-one.
17. ☐ Being the prominent person who directs a group.
18. ☐ Playing it safe rather than taking risks when making decisions.
19. ☐ Being physically active.
20. ☐ A work environment that promotes a lifelong process of developing and sharpening my mind.
21. ☐ Using my imagination.
22. ☐ Sensing when a person needs to talk to someone.
23. ☐ Organizing people and being in charge of getting the job done.
24. ☐ Having time to prepare if I have to handle a new situation.
25. ☐ Tasks that are practical and I can make or work on myself.
26. ☐ Spending long periods of time thinking, analyzing, or working on problems.
27. ☐ Trying creative new ideas.
28. ☐ Helping people develop their talents and abilities.
29. ☐ Taking on leadership responsibilities and being part of important decisions.
30. ☐ NOT taking responsibility for making big decisions that impact the organization or people who work there.
31. ☐ Being on my own, doing concrete hands-on activities.
32. ☐ Using my intellectual curiosity.
33. ☐ Rearranging my surroundings to make them unique and different.
34. ☐ Helping others solve their problems.
35. ☐ Getting projects started and letting others take care of details.
36. ☐ Following rules and set guidelines in a work environment.
37. ☐ Doing vigorous outdoor activities.
38. ☐ Analyzing a problem pretty thoroughly before I act on it.
39. ☐ Work that is an expression of my moods and feelings.
40. ☐ Taking care of the needs of other people.
41. ☐ Influencing people to follow my lead.
42. ☐ A work day that is well planned and routine.
43. ☐ Seeing the tangible end results of my work. ☐ Asking "Why?"
44. ☐

45. ☐ Doing things differently.
46. ☐ Helping people who are experiencing emotional upsets.
47. ☐ Persuading people to follow a plan.
48. ☐ Following through and checking on every detail of my work.
49. ☐ Spending time working on my own and being autonomous.
50. ☐ Staying with a problem until I figure out an answer.
51. ☐ A work environment that allows me to let everything else go when I am creating.
52. ☐ Having a balanced lifestyle between home and work.
53. ☐ Negotiating for what I want.
54. ☐ Working in an environment that provides me with a consistent income.
55. ☐ Completing a task or obtaining a skill.
56. ☐ Work that is intellectually stimulating/challenging.
57. ☐ Working in an unstructured environment.
58. ☐ Making a difference in people's lives.
59. ☐ Being persistent because I don't give up easily.
60. ☐ Knowing exactly what people expect me to do.
61. ☐ Taking things apart to see whether I can fix them.
62. ☐ Studying all the facts and deciding logically.
63. ☐ Developing my creative talents.
64. ☐ Gaining intrinsic rewards from my work.
65. ☐ Connecting with people who can introduce me to a network of resources.
66. ☐ Doing a task carefully and completely.

Circle the numbers that correspond to the statements you checked.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
Add the number of circles for each column and write the totals below:					
R=	I=	A=	S=	E=	C=

Take the three **highest** totals in descending order and write down the corresponding letter:

Take the three **lowest** totals in descending order and write down the corresponding letter:

Adapted from:

Betty Neville Michelozzi, Coming Alive from Nine to Five, (California: Mayfield Publishing, 2000) pp.44-46.

INTERESTS WORKSHEET

RECORD YOUR INTERESTS CHECKLIST OUTCOMES HERE:

Letter with
Highest Score

Letter with 2nd
Highest Score

Letter with 3rd
Highest Score

Letter with 4th
Highest Score

Letter with 5th
Highest Score

Letter with 6th
Highest Score

WHAT ARE YOU INTERESTED IN DOING 40 TO 50 HOURS A WEEK IN A JOB?

DIRECTIONS FOR INTEREST PREFERENCES CHART / CONTINUUM:

Listen to the description of each work setting and qualities found within each environment.

After you have heard the description for "S" – mark along the "S" continuum – how much or how little you would prefer to be doing what was described for "S".

Next listen to the description for "E" – mark along the "E" continuum – how much or how little you would prefer to be doing what was described for "E".

Also, after hearing the description for "E", when compared to "S", would you adjust your mark higher or lower for "S".

Continue to listen to each description, mark the continuum, and as you compare - adjust previous preferences marked, as needed.

Interest Preferences Chart / Continuum

S	Not For Me -----	Sounds Ideal
E	Not For Me -----	Sounds Ideal
C	Not For Me -----	Sounds Ideal
R	Not For Me -----	Sounds Ideal
I	Not For Me -----	Sounds Ideal
A	Not For Me -----	Sounds Ideal

Interest Preferences:

Highest 2nd Highest 3rd Highest 4th Highest 5th Highest 6th Highest

HOLLAND INTEREST ORIENTATIONS

SOCIAL INTEREST PATTERNS – (HELPERS)

- ◆ People persons who "live" primarily in their feelings.
- ◆ Sensitive to others, genuine, humanistic, supportive, responsible, tactful and perceptive.
- ◆ Focus on people and their concerns rather than on things or intellectual activity.
- ◆ Enjoy closeness with others, sharing feelings, being in groups and in unstructured settings that allow for flexibility and caring.
- ◆ Solve problems primarily by feeling and intuition, by helping others.

The social person focuses on people and their concerns. Sensitive to people's mood and feelings, these individuals may often enjoy company and make friends easily but not necessarily. Some, with a concern for people, may be shy individuals and even introverts who need time alone, although they focus on people's needs. Their level of caring may range from one person to the entire planet. Their relationships with people depend on their ability to communicate both verbally and nonverbally, listening as well as speaking and writing. Their empathy and ability to intuit emotional cues help them to solve people problems sometimes before others are even aware of them. They can pull people together and generate positive energy for the sake of others, but not for themselves. The social personality types sometimes focus on people concerns to the exclusion of all else. They sometimes appear "impractical", especially to the realistic types.

ENTERPRISING INTEREST PATTERNS – (PERSUADERS)

- ◆ Project persons who are thoroughly absorbed in their involvements.
- ◆ Energetic, enthusiastic, confident, dominant, political, verbal, assertive and quick decision-makers.
- ◆ Self-motivated leaders who are talented at organizing, persuading and managing.
- ◆ Achieve primarily by using these skills in dealing with people and projects.
- ◆ Enjoy money, power, status and being in charge.
- ◆ Solve problems by taking risks.

The enterprising person is a leader who initiates projects but often gets others to carry them out. Instead of doing research, these people rely on hunches about what will work. They may strike an observer as restless and irresponsible because they often move on after a job is under way, but many activities would never get off the ground without their energizing influence. They need to be the leader of the "in crowd," but because their relationships center around tasks, they may focus so dynamically on the project that the personal concerns of others, and even their own, go unnoticed.

CONVENTIONAL INTEREST PATTERNS – (ORGANIZERS)

- ◆ Persons who live primarily "in their orderliness".
- ◆ Quiet, careful, accurate, responsible, practical, persevering, well organized and task oriented.
- ◆ Have a strong need to feel secure and certain, get things finished, attend to every detail and like to follow a routine.
- ◆ Prefer to work for someone of power and status rather than be in such a position themselves.
- ◆ Solve problems by appealing to and following rules.

The conventional person is task oriented but prefers to carry out tasks initiated by others. Because these individuals are careful of detail, they keep the world's records and transmit its messages on time and accurately. They obey rules, and they value order in the world of data. They like to be well prepared ahead of time and prefer minimal changes. Getting tasks finished gives them immense satisfaction. Their sense of responsibility keeps the world going as they focus on details of the tasks at hand to the exclusion of all else.

REALISTIC INTEREST PATTERNS – (DOERS)

- ♦ Hands-on people who enjoy exploring things, fixing things and making things with their hands.
- ♦ Express and achieve primarily through their bodies rather than through words, thoughts or feelings.
- ♦ Usually independent, practical-minded, strong, well-coordinated, aggressive, conservative and rugged.
- ♦ Like the challenges of physical activities and risks, being outdoors and using tools and machinery.
- ♦ Prefer concrete problems rather than abstract ones.
- ♦ Solve problems by doing something physical or hands-on.

Realistic individuals are capable and confident when using their bodies to relate to the physical world. They focus on things, learn through their hands, and have little need for conversation. Because they are at ease with physical objects, they are often good in physical emergencies. Their ability to deal with the material world often makes them very independent.

INVESTIGATIVE INTEREST PATTERNS – (PROBLEM SOLVERS)

- ♦ Persons who live very much "in their minds".
- ♦ Independent thinkers, intellectually curious, very insightful, logical & persistent when solving a problem.
- ♦ Express themselves and achieve primarily through their minds rather than association with people or involvement with things. Although problem solving with people or things can also provide satisfaction.
- ♦ Enjoy complex and abstract mental challenges and like to explore ideas through reading and discussing
- ♦ Solve problems by thinking and analyzing.

The investigative type deals with the "real world" of things but at a distance. These individuals prefer to read, study, use books, charts, and other data instead of getting their hands on things. When involved with people they tend to focus on ideas. Wherever they are, they collect information and analyze the situation before making a decision. If they enjoy the outdoors, it's because they are curious, not because they enjoy rugged, heavy, physical work. If they enjoy time with people, it's because they want to help analyze a problem and prefer to distance themselves from emotions.

ARTISTIC INTEREST PATTERNS – (CREATORS)

- ♦ Persons who are creative, sensitive, aesthetic, introspective, intuitive and visionary.
- ♦ See new possibilities and want to express them in creative ways.
- ♦ Attuned to perception of color, form, sound and feelings.
- ♦ Prefer to work alone and independently rather than with others.
- ♦ Enjoy beauty, variety, the unusual in sight, sound, texture and people.
- ♦ Need fairly unstructured environment to provide opportunities for creative expression.
- ♦ Solve problems by creating something new.

Artistic people express creativity not only with paint and canvas but with ideas and systems as well. Those sensitive to sight, sound and touch will be drawn to the fine arts such as art, drama, music, and literature. The weaver designs and makes fabrics; the poet creates the words; the choreographer arranges dancers in flowing patterns; the architect creates the space. But the industrialist creates systems for the flow of goods; the program planner creates better delivery of services. Others will be content just to enjoy aesthetic experience. Artistic types often love the beauty and power of the outdoors to inspire their creativity – but not its ability to make them perspire with heavy work. They would rather create ideas than study them. They like variety and are not afraid to experiment, often disregarding rules. Their ideas don't always please others, but opposition doesn't discourage them for long. Their irrepressible spirits and enthusiasm can often keep them focused on a creative project to the exclusion of all else.

Curriculum Planning

Name: _____

In general, which (academic) subjects do you find most interesting? Try to explain why.

At UCM, what do you expect will be your concentration, and *what will be the focus of that concentration?*

After UCM: *What would you like to (be able to) do **after** UCM?*

The near future: which courses would you want to take in period 2 (Oct.-Nov. '09)?

Course 1:

Course 2:

What are the most urgent questions you would like to ask your advisor?

Use the two boxes below, to *tentatively* plan your first year. Take into account that at the end of this year, you want to have explored your various interests, yet at the same time you will need to have taken certain courses in order to be able to follow courses in the same field, but at a higher level. This balancing act can definitely be done, but it takes preparation and a serious approach!

Semester 1 (Fall 2009)

<i>Code and Title</i>		<i>Alternatives Code and Title</i>	
Period 1 Course 1			
Period 1 Course 2			
Period 1 Skill			
Period 2 course 1			
Period 2 Course 2			
Period 2 Skill			
Period 1 Project			

AA Planning Check List

- ☐ Discuss and reflect on first experiences
- ☐ Check prerequisites courses for next semester (and beyond)
- ☐ First exploration Semester Abroad
- ☐ Think about choice of concentration

Semester 2 (Spring 2010)

<i>Code and Title</i>		<i>Alternatives Code and Title</i>	
Period 4 Course 1			
Period 4 Course 2			
Period 4 Skill			
Period 5 Course 1			
Period 5 Course 2			
Period 5 Skill			
Period 6 Project			

AA Planning Check List

- ☐ Declare concentration
- ☐ Check prerequisites courses for next semester (and beyond)
- ☐ Make specific plans for preparing possible semester abroad
- ☐ Start discussing ideas about MA programs

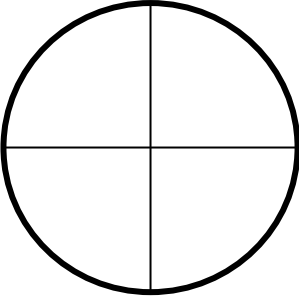
The Curriculum planning matrix

The Matrix below allows students to create a quick inventory of courses, learning communities and projects taken per semester with an at-a-glance overview of how these modules fit into the UCM graduation requirements. It may help you making plans for yourself.

Concentration: _____

100				
200 or 300				
300				

Core



General Education

Skills

100				
200				
300			capstone	capstone

Projects

	capstone

**** Complete this form before meeting with your advisor during Term I Mid-term Reading Period**

Self-Evaluation

Student: Date: Advisor:

To the student :

Please answer the questions below before meeting with your advisor during Fall Mid-term Reading Period.

Bring a copy to your meeting with your advisor or send your advisor the self-evaluation form through email. Following the meeting, your advisor will keep one copy and the other is for your records. If you have a second advisor, you should make a copy of this report and bring the copy to that advisor.

In general, what are the ways Lawrence is meeting or not meeting your expectations?

What experiences at Lawrence have been most rewarding?

What experiences at Lawrence have been most frustrating?

What have you found to be the most stimulating academic or intellectual experiences so far?

Which study strategies have you found to be most useful?

Which study strategies have you found to be least effective?

Given your experiences so far, how do you anticipate approaching the second part of the term?

Class #1

Class #2

Class #3

Other classes

Which campus resources do you plan to use?

Other comments to be included in your self-evaluation:

Signature-Student: Signature-Advisor:



FOX VALLEY TECHNICAL COLLEGE

Advisor Training Series (2 hrs. each)

MODULE	COMPLETED
Advising 101—Introduction: Learn the key definitions, roles, goals, and expectations for faculty advisors. Explore the characteristics of effective advising and learn more about FVTC's programs.	Y N
Advising 102—Skills & Techniques: Develop communication skills that will help you in your advising role. Practice active listening and learn about strategies for proactive advising.	Y N
Advising 103—Student Development: Student Development theory is the basis for the Developmental Model of Advising and Counseling. This session will be an introduction to that theory, with practical applications about the processes used by both traditional and non-traditional college students. It will also include some introduction to gender issues and the specific needs of diverse populations.	Y N
Advising 104—Internal Resources: Learn about the services offered in the Student Services unit; other College resources such as Health and GOAL; the referral process for both internal and external resources; and gain a familiarity with college materials.	Y N
Advising 105—Using PeopleSoft for Advising: Advising and PeopleSoft go hand-in-hand. Learn how to use this powerful tool to assist your students as they move their program.	Y N
Advising 106—Legal & Ethical: Learn about your responsibilities in the areas of confidentiality, ethics, and legal issues.	Y N
Advising 201—Advising Roles & Tasks: Learn to apply the role definitions from the Advising Guidelines to the actual tasks that would be done by an advisor. Study the tasks of the counselor in the developmental model and identify where the two roles intersect in working with students.	Y N
Advising 202—Advanced Communication and Relational Skills: Build a strong set of skills and personal techniques in working with student issues. Building on the initial training in Advising 102, practice and evaluate your own personal skills and those of another advisor.	Y N
Advising 203—Advising Special Populations: Expand on the introduction to developmental theory from Advising 103. Learn about the needs of specific college populations—minority students, special needs students, and adult learners.	Y N
Advising 204—Problem Solving and Referral: Build additional skills in working with students through intrusive advising, action planning, and problem solving. Institutional referral sources will also be addressed.	Y N
Advising 205—Alternate Advising Delivery Strategies: In addition to using one-on-one advising, many programs have adopted group advising sessions, especially during registration periods. Effective ways to use group and classroom advising will be discussed in this session. Peer advising, e-mail, and on-line advising strategies will also be discussed.	Y N
Advising 206—Student Advocacy and Advanced Legal and Ethical Issues: Explore the role of the advisor as student advocate and enhance understanding of legal and ethical issues faced by an academic advisor.	Y N

Student Name _____



Advising Preparation

In order to better serve you in advising, it is important that you take some time to prepare your ideas about what your needs are and how they might be satisfied. Please complete the questionnaire below before your advising session.

GOALS

1. What is/are your immediate career goal(s)?

2. Do you have a longer-range career goal? If so, what is it?

3. Why have you chosen the career? Was there an event or person who inspired you?

4. What are your academic goals - immediate or long-range?

5. What skills do you have or will you need in order to achieve these goals?

6. What personal goals do you have related to all the above? (e.g., financial, emotional, family, physical)

INFORMATION

1. Catalog - do you know what options you have for diplomas or degrees that will lead you to the career you are seeking? Are you familiar with relevant college policies and procedures?
2. Transfer Guides - will your longer-range career goals need the support of information leading to the acceptance by another college or program?
3. Library - are you familiar with the resources provided by the campus library?
4. Internet - are you proficient at researching topics and information through the World Wide Web? What information have you found so far that is related to the achievement of your goals?
5. Experts - do you know professionals in your chosen field? What have they told you about preparing for this career?

STRATEGIES

1. Pace/Time Management - will you be going to school part-time or full-time? How will you organize your homework time?
2. What is your timeline for completing your curriculum?

3. Financing - how will you pay for college expenses? Have you applied for financial aid?
4. Compare - what advantages and disadvantages have you thought about relative to taking certain paths towards your goals?
5. Coach/Advisor - have you seen an advisor, counselor, or other similar professional to assist you with your academic and career plans?

Preflight Checklist For Academic Advisors

1. I explain to my students what I can do to help them.
2. When I believe a student has set an unrealistic goal, I am willing to question and explore this with them.
3. I am interested in each student as a person and know them as unique individuals.
4. I permit students to make their own decisions.
5. I attempt to establish a warm and open relationship with my students.
6. I help my students sort through their frustrations and uncertainties related to school.
7. I focus on my students' potentialities rather than their limitations.
8. I am interested in what the student wants, not what I want for the student.
9. I explore the obstacles students need to overcome to reach their goals.
10. I challenge students to higher academic standards.
11. My students feel like they can discuss personal concerns with me.
12. My students share their problems with me.
13. I help students make the sometimes difficult transition from high school to college.
14. I anticipate my students' needs.
15. I am genuinely concerned about my students.
16. I enjoy meeting with my students.
17. I respect my students' feelings and opinions.
18. When working with students, I try to remember what it is like to be an undergraduate.
19. I am patient with my students.
20. My students respect me.
21. I can work effectively with students whose value systems differ from mine.
22. I am a source of encouragement for my students.
23. I know things about my students beyond their academic lives.
24. I treat all equally, no matter their age, race, sex, or religious preference.
25. I deal with problems creatively, not repetitively.

(ACT, p. 5.336-38, from Nebraska—Midstate, p. 5.302, from Kramer and Gardner; ACT, p. 5.383-85, from OWU; ACT, p. 5.396-97, from Maryland; ACT, p. 5.386-87, from UNF; Midstate, p. 5.304, from Drake; Houston Baptist, p. 15, from Jeffery, 1988; Midstate p. 5.297, from San Jose State)

ACADEMIC ADVISING

How You and Your Faculty Advisor Should Work Together

Each student at FVTC is assigned to a faculty member who is an advisor for both educational and vocational guidance. The advising process is designed to help students as they make important decisions related to their academic progress at the FVTC. As new advisees, recently admitted students should become familiar with both their advisors and the advising process. Below you will find some guidelines to follow throughout the year to make the advising process a successful part of your FVTC experience.

WHEN TO SEE YOUR ADVISOR

1. To discuss any problems which affect academic performance.
2. To select courses for the upcoming quarter.
3. To add or drop courses.
4. To register to take a course pass-fail or audit.
5. To discuss academic progress.
6. To declare a major.
7. To file a degree plan.
8. To discuss career considerations.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule.
2. Whenever possible, call to make an appointment instead of dropping by without one.
3. If it is necessary to drop by without an appointment, try to do so at a time when your advisor has posted office hours, avoid the busiest time of day (10:00 a.m.-2:00 p.m.), and allow plenty of time in case you have to wait to see your advisor.
4. Because the first and last two weeks of each quarter are the busiest for advisors, schedule longer conferences during the middle portion of the quarter.
5. In order to change advisors, secure a "Request for Change in Faculty Advisor" form from the Advising Office.

WHAT YOU AND YOUR ADVISOR SHOULD DO

1. You should.....contact and keep in touch with your advisor.
Your advisor shouldpost office hours.
2. You should.....make and keep appointments or call if it is
necessary to change or cancel an appointment.
Your advisor shouldkeep appointments or call if it is necessary to
change or cancel an appointment.
3. You should.....come with specific questions in mind.
Your advisor shouldprovide accurate and specific information.

ACADEMIC DIFFICULTY ANALYSIS FORM

Listed below are reasons why students have difficulty in college courses. Please indicate the course(s) (English, math, history, etc.) in which you are having difficulty and check the appropriate reasons.

<u>Reasons for Difficulty</u>	<u>Course</u>	<u>Course</u>	<u>Course</u>
Poor study habits	_____	_____	_____
Have difficulty reading	_____	_____	_____
Turn course work in late	_____	_____	_____
Absent too much	_____	_____	_____
Tardy too often	_____	_____	_____
Do not prepare for class	_____	_____	_____
Have a health problem	_____	_____	_____
Have not sought help from the professor	_____	_____	_____
Inadequate background in the course	_____	_____	_____
Lack interest in the course	_____	_____	_____
Have to spend too much time on my job	_____	_____	_____
Have too many outside interests /activities	_____	_____	_____
Procrastinate too much	_____	_____	_____
Have a personal problem	_____	_____	_____
Other	_____	_____	_____
Do not know why I'm having difficulty	_____	_____	_____

In conference, the student and I affected the following actions relating to the above:

_____	_____	_____
Student	Advisor	Date

LIFE PLANNING SKILL

SELF

- A. Honest self-assessment
- B. Designing strategic plans for goal achievement
- C. Shaping the future through planning

TIMELINES

- A. Reasonable expectations
- B. Deadlines first
- C. A look backwards for individual due dates

SITUATION

- A. Nature of the problem
- B. Necessary changes
- C. Benefits of change
- D. Consequences of no change
- E. Potential obstacles
- F. Possible resources

CHECK POINTS

- A. Built-in accountability
- B. Awareness of pitfalls when success depends on others

GOALS AND OBJECTIVES

- A. Goals: Broad view of future plans
- B. Objectives: Detailed view of specific plans to meet the goals
- C. Qualities
 - Simple focus
 - Single focus
 - Positive
 - Challenging
 - Realistic

MEASUREMENT OF SUCCESS

- A. Procedure for measuring success of goals and objectives
- B. Success verification procedures
- C. Somewhat specific goals for best measurement

SCHEDULING - Managing Your Time

Benefits of Scheduling:

1. Helps you get started.
2. Prevents avoidance of disliked subjects.
3. Helps you monitor the slackening-off process.
4. Helps eliminate the wrong type of cramming.
5. Makes studying more enjoyable.
6. Enhances cumulative review.
7. Frees the mind.
8. Controls the study break.
9. Promotes scheduled recreation.
10. Helps raise your recreational efficiency.
11. Regulates daily living.

Principles of Scheduling:

1. Make a plan for living, not just for studying.
2. Eliminates dead hours.
3. Use daylight hours.
4. Study before discussion-type classes.
5. Study after lecture-type classes.
6. Prioritize assignments and activities.
7. Avoid unnecessary detail.
8. Know your sleep patterns.
9. Plan blocks of time.
10. Discover how long to study.
11. Allow time for sleep.
12. Eat well-balanced, healthy meals.
13. Double your time estimates and starting long jobs ahead of time.
14. Avoid tight schedules.

The Successful Student:

1. Follows a regular study schedule.
2. Usually works at the same time each day.
3. Works mostly in a regular study place.
4. Works for short periods with frequent rest breaks.
5. Reviews notes immediately after a lecture.
6. Avoids procrastination and last minute cramming.
7. Does not get easily distracted.
8. Does not need exams for motivation.

YOUR MIND

Your Mind: A Learning Machine

Keep it Fueled----- Eat nutritious foods!

Keep it Charged ----- Get enough sleep!

Keep it Oiled ----- Exercise regularly!

Keep it Clean ----- Avoid substance abuse!

Keep it Running----- USE IT!

You Should Determine To:

1. Look beyond the daily assignments.
2. Follow some "rabbit trails" (side issues that interest you).
3. Read some good books that are not required reading.
4. Expect to change.
5. Expect to grow-progress depends on students eventually learning more than their professors know.
6. Acquire adult speech (educated speech).
7. Develop your speaking voice.
8. Acquire some educated tastes in literature, art, music, manners, etc.
9. Think (about reasons, about consequences, about ideas)

ACADEMIC DIFFICULTY ANALYSIS FORM

Listed below are reasons why students have difficulty in college courses. Please indicate the course(s) (English, math, history, etc.) in which you are having difficulty and check the appropriate reasons.

Reasons for Difficulty	Course	Course	Course
Poor study habits	_____	_____	_____
Have difficulty reading	_____	_____	_____
Turn course work in late	_____	_____	_____
Absent too much	_____	_____	_____
Tardy too often	_____	_____	_____
Do not prepare for class	_____	_____	_____
Have a health problem	_____	_____	_____
Have not sought help from the professor	_____	_____	_____
Inadequate background in the course	_____	_____	_____
Lack interest in the course	_____	_____	_____
Have to spend too much time on my job	_____	_____	_____
Have too many outside interests /activities	_____	_____	_____
Procrastinate too much	_____	_____	_____
Have a personal problem	_____	_____	_____
Other	_____	_____	_____
Do not know why I'm having difficulty	_____	_____	_____

In conference, the student and I affected the following actions relating to the above:

_____	_____	_____
Student	Advisor	Date

Fox Valley Technical College

LEARNING STYLE INVENTORY

Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is an easy, quick way of assessing your learning style.

This 24-item survey is not timed. Answer each question as honestly as you can.

Place a check in the appropriate box after each statement.

		OFTEN	SOMETIMES	SELDOM
1.	I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.			
2.	I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3.	I like to write things down or take notes for visual review.			
4.	I prefer to use posters, models, or actual practice and other activities in class.			
5.	I require explanations of diagrams, graphs, or visual directions.			
6.	I enjoy working with my hands or making things.			
7.	I am skillful with and enjoy developing and making graphs and charts.			
8.	I can tell if sounds match when presented with pairs of sounds.			
9.	I remember best by writing things down several times.			
10.	I can easily understand and follow directions on maps.			
11.	I do best in academic subjects by listening to lectures and tapes.			
12.	I play with coins or keys in my pockets.			
13.	I learn to spell best by repeating words out loud than by writing the words on paper.			
14.	I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.			
15.	I chew gum, smoke, or snack while studying.			
16.	I think the best way to remember something is to picture it in your head.			
17.	I learn the spelling of words by "finger spelling" them.			
18.	I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19.	I am good at working and solving jigsaw puzzles and mazes.			

20.	I grip objects in my hands during learning periods.			
21.	I prefer listening to the news on the radio rather than reading about it in the newspaper.			
22.	I obtain information about an interesting subject by reading about it.			
23.	I feel very comfortable touching others, hugging, handshaking, etc.			
24.	I follow oral directions better than written ones.			

SCORING PROCEDURES

Directions:

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

Visual			Auditory			Tactile	
NO.	PTS.		NO.	PTS.		NO.	PTS.
2			1			4	
3			5			6	
7			8			9	
10			11			12	
14			13			15	
16			18			17	
19			21			20	
22			24			23	
VPS =			APS =			TPS =	

VPS = Visual Preference Score

APS = Auditory Preference Score

TPS = Tactile Preference Score

If you are a **VISUAL** learner, then by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes, and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an **AUDITORY** learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a **TACTILE** learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

PROBATION SELF-ASSESSMENT

Directions: This assessment is an opportunity for you to reflect on your experiences and to start thinking about ways to improve your academic performance. This assessment asks both academic and non-academic questions, because often students suffer academically for non-academic reasons. As you complete this assessment, keep in mind that this was designed to help you find the causes of your academic probation and help you develop a plan to return to good academic standing. With that said, if you feel uncomfortable responding to any of these questions, you do not have to answer them. Try to be as open and honest as possible.

Name _____

Date _____

PID _____

Email _____

Cell Phone (or best number to reach you) _____

Name of Academic Advisor (if known) _____

Check the following programs that apply to you:

- ☐ Honors Program ☐ Carolina Covenant ☐ Summer Bridge ☐ Varsity Athletics
☐ Morehead-Cain Scholars ☐ Robertson Scholars

Complete each of the following statements.

1. I go to professor's office hours and/or seek help from professors...
☐ ...very often. ☐ ...often. ☐ ...occasionally. ☐ ...never.
2. Last semester, I met with my academic advisor...
☐ ...never. ☐ ...once. ☐ ...twice. ☐ ...three or more times.
3. Per week, I work a full or part-time job...
☐ ...30-40 hours. ☐ ...20-30 hours. ☐ ...10-20 hours. ☐ ...10 hours or fewer.
4. On a daily basis, I watch TV and/or play video games...
☐ ...4 or more hours. ☐ ...2-4 hours. ☐ ...1-2 hours. ☐ ...1 hour or less.
5. On a daily basis, I talk on the phone, text message and/or use the computer recreationally...
☐ ...4 or more hours. ☐ ...2-4 hours. ☐ ...1-2 hours. ☐ ...1 hour or less.
6. I feel overwhelmed.
☐ ...very often. ☐ ...often. ☐ ...occasionally. ☐ ...never.
7. I feel lonely or isolated.
☐ ...very often. ☐ ...often. ☐ ...occasionally. ☐ ...never.

Agree or disagree with each of the following statement.

8. I know at least one concerned individual on campus (advisor, counselor, mentor, professor) I can go to if I need help.
☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Check all of the following factors you believe contributed to your current probation status:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Personal Relationship(s) | <input type="checkbox"/> Illness or Injury |
| <input type="checkbox"/> Stress Management | <input type="checkbox"/> Test Taking | <input type="checkbox"/> Family | <input type="checkbox"/> Depression |
| <input type="checkbox"/> Financial Problems | <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Housing/Roommate | <input type="checkbox"/> Homesickness |
| <input type="checkbox"/> Full of Part-time Job | <input type="checkbox"/> Reading Skills | <input type="checkbox"/> Inability to Concentrate | <input type="checkbox"/> Lack of Motivation |
| <input type="checkbox"/> Varsity Athletics | <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Procrastination | <input type="checkbox"/> Lack of Sleep |
| <input type="checkbox"/> Co-curricular Activities | <input type="checkbox"/> Course Selection | <input type="checkbox"/> Alcohol or Substance Abuse | |
| <input type="checkbox"/> Social Commitments | <input type="checkbox"/> Academic Decisions | <input type="checkbox"/> Other _____ | |

Check all of the following resources you used in the last semester:

- ☐ Academic Advising
- ☐ The Academic Support Program for Student Athletes
- ☐ The Learning Center
- ☐ The Writing Center
- ☐ Campus Health Services
- ☐ Counseling and Wellness Services
- ☐ Diversity and Multicultural Affairs
- ☐ Johnston Center for Undergraduate Excellence
- ☐ Leadership Development
- ☐ Office of the Dean of Students
- ☐ Office of Scholarships and Student Aid
- ☐ Office of Student and Academic Counseling
- ☐ Academic Success Program for Students with LD/ADHD

Describe one class or assignment in which you were successful last semester. Why?

What class(es) did you enjoy last semester?

Additional thoughts/reflections on your probation status.

I understand this data may be aggregated with other student data to assess how the university can improve its services. In this case, my identity will be kept confidential.

Signature _____

**FOX VALLEY TECHNICAL COLLEGE
SERVICE OCCUPATIONS DIVISION
EARLY CHILDHOOD EDUCATION DEPARTMENT**

Faculty Advisor Questionnaire

Advisor Name: _____

Office #: _____ Office Phone: _____

Office Hours: _____

Discipline: _____ Email: _____

How long have you been at Fox Valley Technical College: _____

Graduated from? _____

Degree: _____

Courses Taught: _____

Scheduled visits with advisor:

Date	Purpose	Task

Cultural Profile Sample Questions

1. How long you have been out of high school?

- ☐ Just completed
- ☐ Less than five years
- ☐ Between five and ten years
- ☐ More than ten years

2. Employment Status

- ☐ Am not employed
- ☐ Less than 10 hours per week
- ☐ 11 to 20 hours per week
- ☐ 20 to 30 hours per week
- ☐ More than 30 hours per week

3. School Status

- ☐ Enrolled in less than 6 credits
- ☐ Enrolled in 6 to 8 credits (half time)
- ☐ Enrolled in 9 to 11 credits (3/4 time)
- ☐ Enrolled in 12 to 15 credits (full time)
- ☐ Enrolled in 16 or more credits

4. School Financing

- ☐ Self or Family
- ☐ College Financial Aid
- ☐ Military
- ☐ Employer
- ☐ Other

5. Personal Goals for Enrollment

- ☐ Personal enrichment
- ☐ Enhance employment status
- ☐ Employer requirement
- ☐ Working toward a degree

6. How Certain about Career Direction

- ☐ Not at all certain
- ☐ May want to explore other options
- ☐ Very certain

7. What are your learning goals for this program?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

8. Gender

- ☐ Male
- ☐ Female

9. Ethnicity

- ☐ Caucasian
- ☐ Hispanic
- ☐ African-American
- ☐ Native American
- ☐ Mixed racial

10. Prior College

- ☐ None
- ☐ Some college
- ☐ Technical degree
- ☐ Four year degree
- ☐ Over four years

11. FVTC experience

- ☐ First course(s)
- ☐ In first year
- ☐ In second year
- ☐ Occasional prior courses

12. How much exercise do you do each week?

- ☐ 2 hours or less
- ☐ 3 to 5 hours
- ☐ 6 to 10 hours
- ☐ 11 hours +

WHO AM I?

1. Gender: Male Female
2. Age: Under 18 18-25 26-54
3. Racial Identify: Native American
African/African American
White/European American
Latino/Hispanic
Asian/Asian American/Pacific Islander
Biracial/Multiracial
Arab/Arab American
Other: _____
4. My ethnic/cultural group(s):
5. My Spiritual belief/religious denomination:
6. I am _____able-bodies _____a person with a physical/mental disability*
*Please explain:
7. I am presently: _____single _____with a significant other/partner
8. I have a learning disability: Yes No
9. The environments in which I have lived: Rural Urban Suburban
10. My economic/class background. I was raised with:

less than enough resources

enough resources

more than enough resources
11. I would describe my size and physical "attractiveness" as:
12. Other important parts of my identify that may be less visible/hidden:
13. Other groups/cultures I am a member of include:

Fox Valley Technical College
Student Career Concerns Inventory

Please fill in the following information

Name: _____

Sex: (circle one) Male Female

This inventory consists of 45 statements of career concerns. How strong are these concerns at this point in your life? Rate each statement according to the following scale:

A = no	stress, anxiety, pressure, problems, etc.
B = little	stress, anxiety, pressure, problems, etc.
C = some	stress, anxiety, pressure, problems, etc.
D = considerable	stress, anxiety, pressure, problems, etc.
E = great	stress, anxiety, pressure, problems, etc.

- _____ 1. Thinking about what the future will be like.
- _____ 2. Expecting the future to be good.
- _____ 3. Realizing that today's choices affect my future.
- _____ 4. Preparing for the future.
- _____ 5. Seeing a successful future for myself.
- _____ 6. Learning to count on myself.
- _____ 7. Making decisions for myself.
- _____ 8. Stopping to think before I act impulsively.
- _____ 9. Assuming responsibility for my own actions.
- _____ 10. Sticking up for my beliefs.
- _____ 11. Clarifying what I want out of life.
- _____ 12. Identifying goals for myself.
- _____ 13. Taking my own goals seriously.
- _____ 14. Committing myself to reaching my goals.
- _____ 15. Expending effort to be successful.

A = no	stress, anxiety, pressure, problems, etc.
B = little	stress, anxiety, pressure, problems, etc.
C = some	stress, anxiety, pressure, problems, etc.
D = considerable	stress, anxiety, pressure, problems, etc.
E = great	stress, anxiety, pressure, problems, etc.

- _____ 16. Acting friendly.
- _____ 17. Getting along with all kinds of people.
- _____ 18. Caring about the needs of other people.
- _____ 19. Compromising with other people.
- _____ 20. Cooperating with people on some group projects.
- _____ 21. Performing my chores efficiently.
- _____ 22. Being conscientious (doing things well).
- _____ 23. Feeling pride in a job well done.
- _____ 24. Learning from my mistakes.
- _____ 25. Having self confidence.
- _____ 26. Forming a clear picture of my personality.
- _____ 27. Recognizing my talents and abilities.
- _____ 28. Determining which values are important to me.
- _____ 29. Knowing how other people view me.
- _____ 30. Identifying people I would like to be like.
- _____ 31. Learning about different types of jobs.
- _____ 32. Discussing my career with teachers and advisors.
- _____ 33. Exploring several occupations that might suit me.
- _____ 34. Interviewing people in jobs I like.
- _____ 35. Researching the types of training needed for different jobs.
- _____ 36. Clarifying my ideas about the types of work I want to do.

A = no	stress, anxiety, pressure, problems, etc.
B = little	stress, anxiety, pressure, problems, etc.
C = some	stress, anxiety, pressure, problems, etc.
D = considerable	stress, anxiety, pressure, problems, etc.
E = great	stress, anxiety, pressure, problems, etc.

- _____ 37. Naming a few occupations that fit my talents and interests.
- _____ 38. Finding a line of work that suits me.
- _____ 39. Matching myself to occupational possibilities.
- _____ 40. Deciding what I really want to do for a living.
- _____ 41. Daydreaming about working in the occupation I choose.
- _____ 42. Planning how to get into the occupation I choose.
- _____ 43. Learning what education and training my preferred job requires.
- _____ 44. Obtaining the training that I need for my preferred job.
- _____ 45. Engaging in leisure activities and volunteer work that eventually will help me get my preferred job.

Occupational Outlook

These last five items are statements about your readiness to choose an occupation. Read each question and indicate one of the following:

- 1 = if the statement is true for you
- 2 = if the statement is false for you

- _____ 46. I have a good understanding of the occupations in which I could succeed.
- _____ 47. I have a good understanding of my major strengths and weaknesses.
- _____ 48. I don't need help in finding a career to follow.
- _____ 49. The process for deciding about a career is easy to follow.
- _____ 50. I am well informed about what people do in various occupations.

Goal Setting: A Growth & Development Skill

SUCCESS is never accidental . . . it always involves:

- 1) A Goal
- 2) An Action Plan
- 3) Effort (The effort is what takes the plan from an idea to an activity)
- 4) Perseverance (There are very few first-time successes)
- 5) Faith (The ability to know that what hasn't happened yet, can, and in fact, will come about)

Some random thoughts on goal-setting:

- When you set goals for yourself, they work in two ways; you work on them and they work on you.
- The person who sets a high goal and strives for its attainment inspires everyone who knows him or her. They climb steadily and others follow.
- We first form habits then habits form us. In our individual drives toward a successful future, if we do not consciously form good habits we will unconsciously form bad ones.

Guidelines For Goal-Setting

Step 1: Self-assessment

Before setting goals you should complete a skills self-assessment. Then you need to learn how to establish goals to carry you along the road to success. Learning how to establish goals is at the root of our system of motivation. It is important that you observe the following guidelines. A goal must be:

Conceivable: You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two should be.

Believable: In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal setting in culturally deprived areas.

Achievable: The goals you must set must be accomplishable with your given strengths and abilities. For example, if you were a rather robust twenty year old man, it would be foolish for you to set the goal of running the four-minute mile in the next six months. That simply would not be achievable.

Controllable: If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved; or, the goal may be stated as an invitation.

Measurable: Your goal must be stated so that it is measurable in time and quantity so you know when you achieve it.

Desirable: Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware that there are many things in life a person has to do, but if you want to be highly motivated, you must commit a substantial percentage of your time to doing things you want to do. In other words, there should be a balance in life, but the "want" factor in our program is vital to changing one's style of living.

Stated With No Alternative: You should set one goal at a time. Research has shown that a person who says he/she wants to do one thing or another—giving himself/herself an alternative—seldom gets beyond the “or”. He/she does neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any point and drop it for a new one. But when you change, you again state your goal without an alternative.

Growth-Facilitating: Your goal should never be destructive to yourself, to others, or to society.

Step 2: Development of Goals

Goal: Ends you are trying to achieve; targets you wish to reach. A statement of what you hope to obtain in a designated time period.

How SMART Are Your Goals?

*Specific
*Measurable
*Aligned
*Realistic
*Trackable

Characteristics of a Measurable Goal:

- 1) Written in terms of desired results or outcomes
- 2) Has a specific time framework or deadline
- 3) Norm or standard for judging success: How can we tell when we’ve achieved the goal or objective? How do we measure?
- 4) Realistic or obtainable
- 5) Understandable

Formula for a Measurable Goal: With the five characteristics as a guide, use the following formula for writing goals:

Action		Measurable		Deadline
Verb	+	Result	+	Date

Begin formulating your goal with an action verb (such as develop, increase, reduce, implement), then add the measurable result you want to accomplish. Complete the goal formula with a specific deadline date. Once written, test the goal to see if it is understandable and realistic.

Step #3: Identify potential "roadblocks" to accomplishing your goal, along with "rewards" for accomplishing it.

Step #4: Develop Action Plans for your goals: Action plans are steps directed towards achieving each goal:

- Develop action steps for each goal
- Address potential barriers
- Determine who does what
- Set timelines
- Track progress and evaluate

Action Plan Worksheet

SMART Goal:

Potential Roadblock(s):

Rewards for myself:

[illegible]

Action Plan Worksheet

SMART Goal:

Potential Roadblock(s):

Rewards for myself:

[illegible]

Action Plan Worksheet

SMART Goal:

Potential Roadblock(s):

Rewards for myself:

[illegible]

Advising 201 Career Exploration Resources

The faculty of the _____ program recommends the following career exploration possibilities for students considering careers in the _____ field:

1. Books/articles/internet websites:

- Xxxxx
- Xxxxx
- Xxxxx
- Xxxxx

2. Job shadowing/mentoring/interviewing:

- | | | |
|--------|-------------|-------------|
| • Name | Employed at | Telephone # |
| • Name | Employed at | Telephone # |
| • Name | Employed at | Telephone # |
| • Name | Employed at | Telephone # |

3. Graduates/program ambassadors:

- | | |
|--------|---------------------|
| • Name | Contact information |
| • Name | Contact information |
| • Name | Contact information |
| • Name | Contact information |

MAJOR MATCH

Match each major with a job title that fits
A

MAJORS:

JOB TITLES:

Sociology = _____

Political Science = _____

History = _____

Psychology = _____

Computer Information Systems = _____

Economics = _____

Management = _____

Marketing = _____

Art = _____

Communication Studies = _____

Media Arts & Design = _____

Health Science = _____

JOB TITLES:

Marketing Director
Population Specialist
Art Director
Assistant Manager
Web Administrator
Job Analyst

Political Consultant
Museum Director
Hospice Coordinator
Production Assistant
Special Events Planner
Health Educator

MAJOR MATCH

A

MAJORS:

JOB MATCH / OTHER JOBS

Sociology	_____	Population Specialist/ Juvenile Counselor, Marketing Assistant
Political Science	_____	Political Consultant/ Legislative Assistant, Document Analyst
History	_____	Museum Director/ Archivist, Management Trainee
Psychology	_____	Hospice Coordinator/ Resident Counselor, Recreational Specialist
CIS	_____	Web Administrator/ Systems Analyst, Programmer
Economics	_____	Job Analyst/ Economist, Contract Specialist
Management	_____	Assistant Mgr/ Programmer, Insurance Underwriter
Marketing	_____	Marketing Director/ Sales Associate, Recruiter
Art	_____	Art Director/ Systems Analyst, Graphic Designer
Comm Studies	_____	Special Events Planner/ Technical Editor, Lobbyist
Media Arts & Design	_____	Production Assistant/ Field Producer, Media Buyer
Health Science	_____	Health Educator/ Patient Rep, HIV Prevention Project Assistant

Source: "JMU Employment Survey", Academic Advising and Career Development

MAJOR MATCH

B

MAJORS:

JOB MATCH / OTHER JOBS

Kinesiology	_____	Physical Ed Teacher/ Marketing Assistant, Fitness Manager
ISAT	_____	Tech Manager/ Alternative Energy Consultant, Market Analyst
Computer Science	_____	Personnel Specialist/ Software Engineer, Programmer
English	_____	Administrative Assistant/ P R Specialist, Proposal Writer
Foreign Language	_____	Government Consultant/ Spanish Teacher, Investigator
International Affairs	_____	Contract Specialist/ Sales Associate, Research Assistant
Accounting	_____	Bank Auditor/ Accountant, Payroll/Billing Specialist
Public Administration	_____	Quality Assurance Specialist/ Political Consultant, Lobbyist
Biology	_____	Science Teacher/ Biomedical Engineer, Activities Director
Chemistry	_____	Sales Representative/ Research Assistant, Chemist
Finance	_____	Proofreader - Legal Documents/ Budget Analyst, Bank Examiner
Social Work	_____	Social Worker/ Telemarketer, Case Manager

Source: "JMU Employment Survey", Academic Advising and Career Development

MAJOR MATCH

Match each major with a job title that fits

B

MAJORS:

CORRECT MATCH:

Kinesiology = _____

Integrated Science & Technology = _____

Computer Science = _____

English = _____

Foreign Language = _____

International Affairs = _____

Accounting = _____

Public Administration = _____

Biology = _____

Chemistry = _____

Finance = _____

Social Work = _____

JOB TITLES:

Contract Specialist
Physical Education Teacher
Proof Reader Of Legal Documents
Sales Representative
Quality Assurance Specialist
Personnel Specialist

Science Teacher
Administrative Assistant
Social Worker
Bank Auditor
Technology Manager
Government Consultant

MAJOR MATCH

C

MAJORS: JOBS

CORRECT MATCH/ OTHER

Mathematics	_____	Computer Analyst/ Math Teacher Actuarial Assistant
Geography	_____	Administrative Assistant/ Cartographer, Landscaper
Anthropology	_____	Recruiting Assistant/ Programmer, Archeologist
Comm Sci & Dis	_____	Medical Transcriptionist/ Speech Pathologist, Teacher
Theatre & Dance	_____	Cruise Director/ Artistic Director, Costume Supervisor
Music	_____	Production Assistant/ Musician, Band Director
Geographic Sci	_____	Imagery Analyst/ Business Analyst, GIS Analyst
Int'l Business	_____	Marketing Coordinator/ Export Specialist, Insurance Underwriter
Hosp & Tourism Mgt	_____	Information Services Consultant/ Catering Manager, Travel Agent
Quantitative Finance	_____	Securities Trader/ Financial Analyst, Actuary
Geology	_____	Technical Writer/ Environmental Specialist, Geologist
Tech & Sci Comm	_____	Web Designer/ Scientific Editor, Proposal Writer

MAJOR MATCH
Match each major with a job title that fits

C

MAJORS:

CORRECT MATCH:

Mathematics	= _____
Geography	= _____
Anthropology	= _____
Communication Sciences & Disorders	= _____
Theatre & Dance	= _____
Music	= _____
Geographic Science	= _____
International Business	= _____
Hospitality & Tourism Management	= _____
Quantitative Finance	= _____
Geology	= _____
Technical & Scientific Communication	= _____

JOB TITLES:

Web Designer	Technical Writer
Securities Trader	Production Assistant
Marketing Coordinator	Medical Transcriptionist
Administrative Assistant	Cruise Director
Recruiting Assistant	Information Services Consultant
Computer Analyst	Imagery Analyst

ADIVSING APPOINTMENT RECORD

Student Name: _____ Program: _____
Student I.D. Number: _____ Student Status: Full Time: _____
Advisor: _____ Part Time: _____

GOAL Subject	Needed	Date Completed	Accuplacer/Asset	Program Requirement	Student Score
GOAL Reading	Yes/No		Reading		
GOAL English	Yes/No		English		
GOAL Math	Yes/No		Math		

INITIAL CONTACT/FIRST SEMESTER: (recommended timeline: within first 3 weeks of program entry)

- Obtain address/phone
- Discuss background/personal interests
- Provide your office location/hours
- Explore student career/academic goals related to program
- Review course schedule (review workload, study habits, and long term plan for completing program)
- Review SAPP
- Review of academic policies

NOTES/OBSERVATIONS

Date:

Referrals made:

Date:

Referrals made:

ADDITIONAL CONTACT/MID-SEMESTER: (recommendation: meet at least two times a semester)

- Alert other instructors/counselors re: students at risk or changes in behavior
 - See students about early alerts from other instructors as needed
 - Inquire about experiences/problems to date
 - Review course schedule ideas for following semester
 - Refer students to other resources for problem intervention where appropriate (tutorial, counseling)
 - Review midterm grading
 - Refer to counselor for proper change or withdrawal
-

Date:

Referrals made:

Date:

Referrals made:

GRADUATES:

- Review graduation requirements and SAPP to make sure all requirements have been met
 - Assist in exploring career direction and/or additional education
 - Refer to Student Employment Services
-

Date:

Referrals made:

GOAL SETTING

What is a goal? It is something you want to attain and something you are willing to **take action** to achieve! It is the **willingness to plan and act** that distinguishes a goal from a daydream.

Here are some guidelines for setting effective goals:

- ❖ They must be your own – not someone else's
- ❖ They must be expressible in your own words, either verbally or in writing
- ❖ They must be realistic – attainable by you
- ❖ They must be time – and action-oriented – there must be specific action steps that you will take be specified target dates
- ❖ They must be broken into a series of short-range goals which ultimately assist you in reaching your long term goal
- ❖ Each short-range goal completed should be rewarded in some way to maintain motivation towards long term goal

CAREER & ACADEMIC TIMELINE – LONG TERM GOALS

Reward I plan to treat myself after accomplishing my goal:



NOW 6 MONTHS 1 YEAR 2 YEARS 3 YEARS



Goal I plan to accomplish in:



6 MONTHS:

1 YEAR:

2 YEARS:

3 YEARS:

CAREER & ACADEMIC TIMELINE – SHORT TERM GOALS

NOW 1 ST MONTH 2 ND MONTH 3 RD MONTH GOAL!!!



LONG TERM GOAL: _____

TIMELINE: _____

SHORT-RANGE GOALS / ACTIONS :

NOW: _____

REWARD: _____

1 ST MONTH: _____

REWARD: _____

2 ND MONTH: _____

REWARD: _____

3 RD MONTH: _____

REWARD: _____

GOAL ACHIEVED!!!

Fox Valley Technical College Peer Advising Program

Purpose of the Peer Advising program:

To provide a peer connection and resource for FVTC students. The Peer Advisors will have specific knowledge of My FVTC, scheduling, FVTC Web, general education requirements, differences in program requirements, campus resources, etc. In addition, they will provide more intensive follow-up with students in academic trouble by calling to offer answers to questions and to schedule an appointment with an advisor.

Qualifications/traits required to apply for a Peer Advisor position:

- ☐ FVTC student at time of participation
- ☐ Will have completed a minimum of 30 credits by start of the next term
- ☐ A minimum GPA of 3.0 and in “good standing” at FVTC
- ☐ Must have attended FVTC for at least 2 prior semesters
- ☐ Must be able to give a one-year commitment to this position (fall and spring semesters)
- ☐ Must be available during advising/registration weeks and be available as needed during other times to advise by appointment
- ☐ Strong communication skills (written and verbal)
- ☐ Positive attitude ☺
- ☐ Self-motivated
- ☐ Desire to work with others
- ☐ Familiarity with My FVTC
- ☐ Willingness to provide immediate information/support for students as an academic and campus resource

Peer Advisors should be able to relate well with their fellow students and work well under supervision. They should also understand their role and expected commitment. Peer Advisors need to listen constructively, hearing all aspects of students' expressed concerns. They are mature individuals who will not seek to provide easy answers to complex problems and who understand when to refer to other appropriate offices. Peer Advisors will help students become more aware of self and the college and encourage interaction with the college.

Terms of participation require Peer Advisors to willingly complete a one-credit training course as scheduled by the facilitators. The cost of this credit will be waived for our initial group of Peer Advisors. Peer Advisors will also be required to attend staff meetings as necessary.

Peer Advisors will provide the following....

General Information:

- 1) General campus information.
- 2) Information on what programs are available at FVTC.
- 3) Basics and differences of our degrees.
- 4) How to find out about Advanced Standing credits.
- 5) How to view grade reports.
- 6) Where to go for writing assistance.
- 7) Where to go for tutorial assistance.
- 8) How to audit a class.
- 9) How to appeal a grade.

Referral Information:

- 1) Refer student to appropriate faculty advisor for detailed program requirements (GPA, entrance requirements, course sequencing).
- 2) Refer student to available campus resources to meet individual needs including career exploration, campus jobs, counseling, tutoring, etc.
- 3) Where to go for a Degree Progress report.
- 4) How and where to go to change programs.
- 5) Where to get service indicator questions answered..

Registration Information:

- 1) Orient students to search for classes on the FVTC Web registration system.
- 2) How and when to register for classes.
- 3) If possible, where to go for authorization to get into a closed class.
- 4) When is the last day to drop/add a course and how to complete the drop/add.
- 5) Where to obtain information regarding remedial courses.

Problem Solving:

- 1) Help identify/locate faculty advisor and/or academic counselor.
- 2) Assist student in reading his/her Degree Progress report.
- 3) How to repeat a class.
- 4) Where to obtain FVTC policies regarding academic probation/suspension and appeals.
- 5) Where to go for emergency medical withdrawal or leave of absence.

Other Responsibilities:

- 1) Be available for walk-ins during advising/registration weeks.
- 2) Provide follow-up support after an advising appointment.
- 3) Give brief presentation at new student orientations.
- 4) Make appointments for students with their faculty advisors.

Peer Advisor Application

Return completed application materials to:
Kelly Amador, Room A131

Name _____ Student ID _____
Local Address _____ City, State, Zip _____
Home Address _____ City, State, Zip _____
Phone _____ Work/Cell Phone _____
E-mail address: _____

Semester/Year first entered FVTC: _____
Total credits completed by end of this semester _____
Cumulative GPA: _____ Expected Graduation Date: _____
Major: _____
Will be available for afternoon hours? Yes _____ No _____ Evening hours? Yes _____ No _____
I can make a one-year commitment? Yes _____ No _____
Future Career Plans:

Work experience (begin with the most recent and include the last four years):

Employer _____	Employer _____
Position _____	Position _____
Dates _____	Dates _____
Supervisor* _____	Supervisor* _____

Employer _____	Employer _____
Position _____	Position _____
Dates _____	Dates _____
Supervisor* _____	Supervisor* _____

*Can we contact your supervisor(s) to verify your employment and/or to inquire about your work ethic and general attitude? **If yes, please provide a phone number after the supervisor(s) listed above.**

Submit with this application:

- 2 letters of recommendation (at least one should be from an FVTC faculty or staff member)
- Copy of your current degree progress report from My FVTC

To the best of my knowledge, the information on this application is complete and honest.

Signature _____ Date _____

Please answer the essay questions as completely as possible. Feel free to submit your responses on a separate sheet of paper if you would like more space for writing.

- 1) How did you hear about the Peer Advising program at FVTC?
- 2) Why do you want to be a Peer Advisor?
- 3) Describe extracurricular activities, classes, leadership experiences or volunteer work in which you have been involved. Include any leadership positions you have held in clubs and organizations and/or any honors/awards you have received. Discuss how these experiences will contribute to your success as a Peer Advisor.
- 4) Describe three qualities that you possess that would qualify you for the position of Peer Advisor.
- 5) Describe your communication style.



Top Ten Reasons to Add Peer Advising and/or Mentoring to Your Advising Model

- 1. Peer advising and mentoring can be tailored to meet the needs of any type of institution.**
- 2. Peer advising and mentoring compliments all existing advising delivery methods.**
- 3. It is an inexpensive resource that will assist in leveraging resources during tough budget times.**
- 4. It is already taking place informally; why not put it into a formal process?**
- 5. Research reflects that peer advising and mentoring has proven to be a successful resource for students.**
- 6. Peer advising and mentoring activities can be carried out in places where advisors are typically not available (ie. Residence halls).**
- 7. Peer advising and mentoring activities can be carried out at times when advisors are typically not available (ie. Weekends and evenings).**
- 8. Peer advisors obtain leadership skills through training and services they provide to students.**
- 9. Because everyone else is jumping on the bandwagon. Peer advising programs are a rapid growing service for 2 and 4 year institutions.**
- 10. Enhances and supplements services already provided**