Using Degree Works During Advisement: Best Practices

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Advising Learning Outcomes & Goals

Basis for implementing all advising tools
Mission Statement:

Academic advisement at SUNY Oswego is dedicated to enhancing each student’s pursuit of intellectual and personal aspirations. It is a collaborative decision-making process that facilitates timely progress towards degree completion and future goals.

Goals:

1. Assist students in shifting towards independence and self-advocacy.
2. Guide students towards information and connection to resources and opportunities to help them reach academic success and develop a pathway to career goals by providing recommendations and consequences and recommending a most effective pathway for their academic journey.
3. Academic advisement will be recognized and rewarded as an integral educational process.
4. Advisors will take into consideration the cultural backgrounds, and socioeconomic status of students to recognize the impact of short-term decisions on long-term goals.
5. Advisors will be able to assist students in the decision-making process.
6. Ensure advisors understand their role in the advisement mission and be knowledgeable about institutional policies and procedures.
7. Implement an assessment to review advisement activities.
Vision Statement:

We believe Integrated Advising is a shared responsibility between professional staff, faculty, and students. An integrated advising design will create a guided pathways-focused strategy that clarifies student pathways, helps students make informed decisions to choose a pathway, lends holistic support to keep students on their pathway, and ensures students are learning along their pathway to their educational goals.

Furthermore, advising and communication always follows the student's pathway; every student should be placed in an appropriate pathway upon entering the college and should be supported regularly to stay on their pathway, or make an informed and seamless pathway change.

Students will:

1. Choose their pathway by gaining information regarding their education, career, financial, and personal intentions.
2. Develop and maintain a semester-by-semester pathway plan, which specifies courses that will lead to credentials and meet career, transfer, and financial goals.
3. Assume responsibility for meeting academic program requirements.
4. Create and follow a success plan, when needed, for early utilization of learning resources to support degree completion.
5. Engage in co-curricular opportunities related to pathway.
6. Develop habits of mind to successfully navigate the world beyond MCC.

*Learning Outcomes adapted, in part, from the Council for the Advancement of Standards in Higher Education Standards and Guidelines http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0
Mission Statement:
SUNY Cobleskill’s academic advising focuses on student success by engaging students in the development of a plan to realize their career, educational, and academic goals. Academic advisement is a partnership between advisors and students, each actively engaged in this educational process, with the ultimate goal of student success.

Academic Advising at SUNY Cobleskill helps students to:

1. Clarify life and career goals
2. Develop goal-oriented educational plans
3. Interpret academic requirements and select appropriate courses
4. Evaluate their progress toward degree completion while acknowledging life and career goals.
Worksheet

- Assist students in shifting towards independence and self-advocacy.
- Assume responsibility for meeting academic program requirements.
- Develop habits of mind to successfully navigate the world beyond MCC.
- Interpret academic requirements and select appropriate courses
• Assist students in shifting towards independence and self-advocacy.

• Assume responsibility for meeting academic program requirements.

• Develop habits of mind to successfully navigate the world beyond MCC.

• Interpret academic requirements and select appropriate courses
### Notes

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<thead>
<tr>
<th>Notes</th>
<th>Entered by</th>
<th>Date</th>
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<tbody>
<tr>
<td>• Ensure advisors understand their role in the advisement mission and be knowledgeable about institutional policies and procedures.</td>
<td>Rampe, Amanda M</td>
<td>01/07/2019</td>
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<td>• Implement an assessment to review advisement activities.</td>
<td>Rampe, Amanda M</td>
<td>10/22/2018</td>
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<tr>
<td>• Advising and communication always follows the student’s pathway</td>
<td>Rampe, Amanda M</td>
<td>10/05/2018</td>
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<td>• Shared responsibility between professional staff, faculty, and students.</td>
<td>Rampe, Amanda M</td>
<td>10/22/2018</td>
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<td>• Evaluate their progress toward degree completion while acknowledging life and career goals</td>
<td>Mack, Rebecca H.</td>
<td>05/31/2018</td>
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<tr>
<td>111 <em>Pathway/Program</em>BU01/LA04 2ET <em>Email/Telephone/Online System (Location)</em> 300 <em>Courses advised</em> Keep BUS 201 and TRS 094, drop others AAS <em>Academic strategies</em> Taking a break from being on campus but staying in a couple courses toward goals. BUS 201 is online and TRS 094 is hybrid. BAP <em>Career Exploration</em> Make an appointment with career services to explore possible career goals.</td>
<td>Gooding, Mary Anne</td>
<td>04/18/2018</td>
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<td>111 <em>Pathway/Program</em>LA04/LAS3 2FA <em>Faculty advisor appointment (Location)</em> 300 <em>Courses advised</em> See Plans Tab NAP <em>Major/Pathway Change</em> After discussion, submitted major change request to BU01. Career and transfer goal of finance. BU01 will set you up for that. Explore transfer options as time goes on.</td>
<td>Rampe, Amanda M</td>
<td>01/07/2019</td>
</tr>
<tr>
<td>111 <em>Pathway/Program</em>DH01/LA04 2FA <em>Faculty advisor appointment (Location)</em> 300 <em>Courses advised</em> For Spring 19, ENG 101 (retake), TRS 094 flex place, BIO 144, HED 130 CAP <em>Choosing Pathway</em> Since your goal is to attend Dental School which wants an undergrad degree in something like Bio or Chem, we will change your pathway to LAS3 ECE <em>College Resource Referral</em> Visited TAAC to see opportunities for help with English next term, and possible help with Psychology if needed this term BAP <em>Career Exploration</em> Goal is to eventually become an orthodontist. This requires a post-doc degree after dental school. To get into dental school you will need an undergraduate degree that shows a lot of strength in math and science. NAP <em>Major/Pathway Change</em> Changed pathway to LAS3 to reflect goal of dental school.</td>
<td>Rampe, Amanda M</td>
<td>05/31/2018</td>
</tr>
<tr>
<td>111 <em>Pathway/Program</em>DH01/LA04 2HS <em>High school Advisement Event (Location)</em> Confirmed classes for fall and mapped out future courses for dental hygiene.</td>
<td>Mack, Rebecca H.</td>
<td>05/31/2018</td>
</tr>
<tr>
<td>111 <em>Pathway/Program</em> dh01 (changed from Is02). 2AC <em>Advisement Center (Location)</em> Fall 2018: cos 101, trs 092, eng 101*, bio 133, psy 101*. Return to Advisement Center early October to discuss priority registration courses for Spring 2019 (bio 144). *priority placement courses!</td>
<td>Gooding, Mary Anne</td>
<td>04/18/2018</td>
</tr>
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What-If Analysis

- Advisors will be able to assist students in the decision-making process.
- Choose their pathway by gaining information regarding their education, career, financial, and personal intentions.
- Evaluate their progress toward degree completion while acknowledging life and career goals.
Look Ahead

• Advisors will be able to assist students in the decision-making process.
• Guide students towards information and connection to resources and opportunities to help them reach academic success and develop a pathway to career goals by providing recommendations and consequences and recommending a most effective pathway for their academic journey.
• Evaluate their progress toward degree completion while acknowledging life and career goals.
Student Educational Planner

- Guide students towards information and connection to resources and opportunities to help them reach academic success and develop a pathway to career goals by providing recommendations and consequences and recommending a most effective pathway for their academic journey.

- Develop and maintain a semester-by-semester pathway plan, which specifies courses that will lead to credentials and meet career, transfer, and financial goals.

- Develop goal-oriented educational plans
Transfer Finder

- Guide students towards information and connection to resources and opportunities to help them reach academic success and develop a pathway to career goals by providing recommendations and consequences and recommending a most effective pathway for their academic journey.
- Develop and maintain a semester-by-semester pathway plan, which specifies courses that will lead to credentials and meet career, transfer, and financial goals.
- Develop goal-oriented educational plans.
Student Outcomes Tracking

• Develop and maintain a semester-by-semester pathway plan, which specifies courses that will lead to credentials and meet career, transfer, and financial goals.

• Guide students towards information and connection to resources and opportunities to help them reach academic success and develop a pathway to career goals by providing recommendations and consequences and recommending a most effective pathway for their academic journey.

• Interpret academic requirements and select appropriate courses
Technology cannot make up for gaps in advising model
Degree Works is a useful tool for faculty, professional advisors, and students
Best practices always involve envisioning how the tool can meet your own institutions goals; one size does not fit all
Many best practices are closely tied to encouraging students to take ownership of their own academic journey
Review article in folder on guided pathways and technology