TABLE OF CONTENTS

Who We Are
What is Developmental Advising?
Who We Serve
AAPC Liaisons
How We Use General Education
Faculty Resources
FAQ
Who We Are

Mission Statement

The Academic Advising and Planning Center (AAPC) prepares undergraduate students to navigate all aspects of academic planning by promoting an atmosphere that encourages self-exploration and resource utilization in support of academic success, as well as the timely and informed pursuit of an academic major.

We accomplish our mission by:

- engaging students in individualized, technology-enhanced advising appointments wherein they explore their interests, discuss course options, consider majors and plan for the future;
- establishing a relationship based on mutual trust with a diverse student population encouraging students to address academic strengths and challenges;
- actively seeking and providing professional development opportunities for internal and external colleagues.

Roles and Responsibilities

Advising

Provide quality individual academic advising to students, following a developmental philosophy of advising as defined by NACADA and CAS standards and maintain appropriate records. Academic advising is defined as providing effective interpersonal guidance, information and assistance in identifying, developing, and implementing strategies supportive of individual academic and career goals. This approach has as its ultimate goal the development of the individual.

Teaching

Instruct students through individual, small group, and workshop settings on technology-driven planning tools and resources, general education requirements, and the connection between majors, careers and transferrable skills. This results in students developing critical thinking, problem solving, and decision making skills that can be showcased in the classroom and beyond.

Outreach, Partnerships and Programming

Engage in the College community by developing and cultivating relationships with campus partners particularly in ways strategic to the Academic Advising and Planning Center’s focus on student success. Plan and implement co-curricular and collaborative programs as necessary to meet the mission of the College of Charleston.

Professional Development

Actively seek and provide professional development opportunities by identifying and participating in occasions to maintain and improve expertise in advising, teaching, and specialty areas.
National Academic Advising Association’s (NACADA) Core Values for Advising

http://www.nacada.ksu.edu/

- Strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting.
- Assist students in developing a realistic self-perception and successful transition to the postsecondary institution.
- Encourage, respect and help students establish their goals and objectives while maintaining the integrity of the advising relationship and the trust of their student.
- Help students integrate information so they can make well-informed decisions.

AAPC Demographics

Meet our Staff:

Director
Assistant Director/Academic Advisor
11 full-time professional Academic Advisors
One Part-Time Academic Advisor/Learning Strategies Program Director
One Part-Time Academic Advisor
Data Coordinator
Office Manager
Five Student Workers (one of whom is from the REACH program)

Some advisors have dual appointments as adjunct faculty in academic departments

Advisor/Advisee Ratio as of 1/2015: 1:220 for spring. Fall advisor loads will increase due to new student enrollments. Historically AAPC advisors average approximately 1:350

Our Assigned Student Population: First Year, entering Transfer, Undecided, REACH, Provisional, Probation & Readmitted students

Number of Students Served from March 2014-December 2014:

- Scheduled Appointments: 8612
- Fall Walk-In: 1160
- Orientation 2014 (Express and Day 2): 2360
## What Is Developmental Advising?

<table>
<thead>
<tr>
<th><strong>PRESCRIPTIVE</strong></th>
<th><strong>DEVELOPMENTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor tells student what he/she needs to know about programs and courses</td>
<td>Advisor helps student learn about courses and programs for self</td>
</tr>
<tr>
<td>Advisor knows college policies and tells student what to do</td>
<td>Advisor tells student where to learn about policies and helps in understanding how they apply to him/her</td>
</tr>
<tr>
<td>Advisor tells student what schedule is best</td>
<td>Advisor teaches student how to register self</td>
</tr>
<tr>
<td>Advisor informs about deadlines and follows up behind student</td>
<td>Advisor informs about deadlines then lets student follow up</td>
</tr>
<tr>
<td>Advisor tells student which classes to take</td>
<td>Advisor presents class options; student makes own selections</td>
</tr>
<tr>
<td>Advisor takes responsibility for keeping advising file updates</td>
<td>Advisor and student share responsibility for information kept in the student’s file</td>
</tr>
<tr>
<td>Advisor keeps informed about academic progress through files and records</td>
<td>Advisor keeps informed about academic progress through records and talking to student about academic experiences</td>
</tr>
<tr>
<td>Advisor tells student what to do in order to get advised</td>
<td>Advisor and student understand each person’s responsibility in the advising relationship</td>
</tr>
<tr>
<td>Advisor uses grades and test results to determine courses most appropriate for student</td>
<td>Advisor and student use grades, test results, and self-determined interests and abilities to determine most appropriate courses</td>
</tr>
<tr>
<td>Advisor specifies alternatives and indicates best choice when student faces difficult decision</td>
<td>Advisor assists student in identifying options and weighing consequences when facing difficult decision</td>
</tr>
<tr>
<td>Advisor takes care of academic problems</td>
<td>Advisor teaches student problem-solving techniques</td>
</tr>
<tr>
<td>Advisor does not deal with vocational opportunities in conjunction with advising</td>
<td>Advisor deals with vocational opportunities in conjunction with advising</td>
</tr>
<tr>
<td>Advisor suggests what student should major in</td>
<td>Advisor suggests steps student can take to help decide on a major</td>
</tr>
<tr>
<td>Advisor identifies realistic academic goals based on grades and test results</td>
<td>Advisor assists student in identifying realistic academic goals based on grades, test results, and self-understanding</td>
</tr>
<tr>
<td>Advisor is not knowledgeable about help available with non-academic concerns</td>
<td>Advisor is knowledgeable about available help for non-academic concerns</td>
</tr>
<tr>
<td>Advisor does not encourage identifying personal or academic problems that may impact performance</td>
<td>Advisor encourages utilization of campus resources to address personal or academic concerns</td>
</tr>
<tr>
<td>Advisor is concerned mainly about academic life of student</td>
<td>Advisor is concerned about personal, social, and academic life of student</td>
</tr>
<tr>
<td>Advisor is unaware of student’s outside-the-classroom life</td>
<td>Advisor shows interest in student’s out-of-class life; advisor discusses academic and non-academic interests and plans</td>
</tr>
<tr>
<td>Advisor provides information mainly about courses and class schedules</td>
<td>Advisor provides information about workshops and seminars in areas such as career planning and study skills, and courses and class schedules that may be of interest to the student</td>
</tr>
<tr>
<td>Advisor does not spend much time discussing time management and study techniques</td>
<td>Advisor spends time discussing time management and effective student techniques</td>
</tr>
</tbody>
</table>

Source unknown
Who We Serve

First Year Students
- Defined as post high school; first time in college
- Receive two semesters mandatory advising hold

Transfer Students
- One semester mandatory advising hold

Declared Students
- Students with questions about changing majors, Degree Works, or academic policies/procedures

Undeclared
- Advising hold placed by AAPC; student advised in AAPC

Declared
- Advised by AAPC unless student’s department places a departmental hold

Undeclared
- Advised by AAPC

Declared
- Advised by student’s academic department

If student “undeclares” his/her major and doesn’t declare a new major or withdraws from their program (i.e. Honors), then the student returns to AAPC for advising.

An AAPC advisor is available during our daily Open Hours at 10 a.m. and 2 p.m. An appointment must be made by calling 953-5981.
Types of Advisors at College of Charleston

Academic Advising and Planning Center (AAPC) Academic Advisor, assigned

- Most first-year students and new transfer students are assigned to an Academic Advisor in the AAPC after their New Student Orientation. First-year students have mandatory advising for two semesters, and new transfer students must meet during their first semester only. Advisors continue working with the advisee until declaration of major. During the mandatory advising period, if a student declares a major within a department which places advising holds, the student will be advised by their major advisor. The AAPC advisor will still be available, however, to help students with general advising issues.

- Advisors and advisees both have responsibilities, and these include conversations about a) the value of a liberal arts education and how to create a meaningful educational experience, b) understanding the general education and institutional requirements, c) discovering interests, talents, strengths, and personal and career goals, d) exploring ways to approach choosing a major, minor, and extracurricular activities, and e) how best to utilize the many resources on campus to be an effective student.

Major (Faculty) Advisor, assigned

- After a student officially declares a major, the academic department will assign a major advisor to the student. The major advisor’s name is posted on MyCharleston and DegreeWorks. Major advisors are positioned to provide information about their majors, career options, internships, and volunteer opportunities for advisees.
How We Use General Education

The General Education requirements are an essential part in contributing to a liberal arts education for students. William Cronon in his article “Only Connect...Goals of a Liberal Education” argues that “educated people have been liberated by their education to explore and fulfill the promise of their own highest talents ultimately to the benefit of the human community.” And as such, students should develop habits of mind that ultimately lead to individual freedom and growth. AAPC advisors use the General Education as a tool to not only discuss a myriad of options for students to fulfill curriculum requirements based on their interests, intended major, and strengths, but more importantly to expose students to critical schools of thought that can lead the student to a higher calling and purpose, to challenge their thinking, to expose them to new ideas and concepts, and to make informed decisions through discipline-based exploration as it relates to selecting a major and career.

Students at the College of Charleston are expected to declare their major by the time they complete 60 hours; therefore, in many instances the student may have already completed the bulk of their General Education Requirements. If not, the General Education Worksheet http://registrar.cofc.edu/general-edu/through-catalog-2014-15/general-education-2014-15.pdf is a good tools to reference. In addition, the recent development of Degree Works located in MyCharleston is an excellent resource for students and advisors to discern what General Education as well as Major requirements and Electives remain for degree completion.

To read William Cronon’s article, go to: http://www.housing.wisc.edu/docs/reslife/lc/crc/crc-only-connect.pdf

Our Conversations with Students

While every conversation is as unique as the student, the AAPC is charged with teaching students about the General Education Requirements, Degree Works, discussing options for course selection and developing an academic plan. Of equal importance, advisors talk with the students about their interests, intended major(s), short-and long-term goals, perceived obstacles, questions, and personal or academic concerns and refer them to the on-campus or community resources that will best help them. Our goal at the end of each advising session is that the student has an actionable plan outlining next steps toward their academic and personal goals; is armed with a list of courses to consider as it relates to their interests and intended major and a list of campus resources to assist them on their journey.
AAPC Liaisons

Advisors are assigned as Liaisons to academic departments or other support services offices on campus. In general, the Liaison’s role is to facilitate an exchange of advising and other general information between the department/office and the AAPC. The Liaison should maintain contact with the designated representative (Department Chair, Director, etc.) and encourage the representative to keep the Liaison apprised of any departmental changes that impact general academic advising. The Liaison will then share that information with the rest of the AAPC staff. Additionally, faculty in academic departments are encouraged to contact their AAPC Liaison to ask general advising questions. Contact your department chair for the name of your department’s AAPC Liaison.
Faculty Resources

General Education Requirements

- Information about General Education requirements are now located on the Registrar’s Office website: [http://registrar.cofc.edu/general-edu/index.php](http://registrar.cofc.edu/general-edu/index.php)
- Degree Works is located in MyCharleston in the Advising tab for Faculty/Staff and in the Academic Services tab for students

Major Roadmaps

- Information about suggested Semester by Semester Planning Guides are located on the Registrar’s Office website: [http://registrar.cofc.edu/program-of-study-resources/major-roadmaps/index.php](http://registrar.cofc.edu/program-of-study-resources/major-roadmaps/index.php)

Encourage students to seek further assistance from your department if the student has discipline-specific questions about tracks or concentrations within your department’s majors. The AAPC advisors are specialists at being general but look to departments for their expertise in specialty areas.

Encourage a student to schedule an appointment at the AAPC Open Hours, offered daily at 10 a.m. and 2 p.m., as appropriate:

- If the student has indicated he/she no longer desires to pursue his/her intended major in your department.
- If the student desires further exploration for a major within DegreeWorks to discern how the courses the student has already taken fit into intended areas of interest.
- If you are unfamiliar with how college academic policies (withdrawal, probation, etc.) impact the student’s future academic progress and decision making.
- If the student has complex advising related issues related to readmission or other academic issues.
- If the student has questions about general education requirements or how to best utilize his/her free electives for a minor, double major or other areas of interest.
My advisee is interested in Study Abroad, but I don’t know what courses are appropriate relative to the program of study the student in considering.

The Center for International Education requires students to attend either an Abroad 101 advising session or an Affiliate advising session. Respective sessions are offered Monday-Thursday weekly. Students can access the Study Abroad “Getting Started” website for more information.

Students can call their office 843.953.7661 or email studyabroad@cofc.edu to get more information about study abroad programs. http://international.cofc.edu/study-abroad/index.php

My advisee has a Foreign Language or Math Alternative. I don’t know what that means or how to help this student.

Approximately 900 CofC students are registered with the Center for Disability Services. Some registered students receive accommodations for a foreign language or math alternative, which once approved is indicated in the student’s Degree Works audit. The student can discuss these alternatives further with the Center for Disability Services located in the Lightsey Center on the ground floor or an AAPC Advisor.

A student who left the CofC with a GPA under 2.0 would like to return but doesn’t know where to begin the process.

Refer the student to Undergraduate Academic Services, located on the ground floor of the Lightsey Center, and the Admissions Office to initiate the return process to College of Charleston.

My advisee has shared with me that he is struggling in his courses and can’t remember where on campus to get assistance developing better study and time management skills.

Refer the student to the Center for Student Learning (CSL) located on the main floor of Addlestone Library. CSL offers tutorial assistance in many subject areas through walk-in labs or individual tutoring appointments. They also offer many study skills workshops throughout the semester to support students and there is no cost to utilize these services.
My advisee seems depressed (or has expressed a specific concern)/looks unusually unkempt/has noticeably changed behavior.

Refer the student to the Counseling and Substance Abuse Center located in Robert Scott Small. Offer to walk with your student to encourage utilizing the resources there and show your support. Consider if this situation is worthy of submitting a F.A.S.T. report.

My advisee just told me that he/she no longer wants to be a major in my program and has no idea how to figure that out.

Refer the student to the AAPC for an Open Hour appointment to meet with an Academic Advisor to explore majors, or to the Career Center where a career counselor will discuss the student’s options for completing various personality and interests assessments and review results in a one-on-one consultation. Students can also take advantage of the wealth of information on the Career Center website. Students should also be referred to the AAPC to discuss how their new academic areas of interest impact current or future course selection or other academic considerations.

I’m really interested in knowing the research connected with academic advising. Where can I find out more?

The National Academic Advising Association (NACADA) is an excellent professional association offering both regional and national conferences, as well as a myriad of online resources including:

- Research and Grant Writing Resources: [http://www.nacada.ksu.edu/Resources/Research-Related.aspx](http://www.nacada.ksu.edu/Resources/Research-Related.aspx)
- Clearinghouse of Academic Advising Resources features member written articles on academic advising related topics: [http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse.aspx)
- Membership to the Association is inexpensive and extremely beneficial to anyone interested in academic advising. Annual membership also includes a biannual referred scholarly journal subscription: NACADA Journal.

CLOSING

It is our hope that this advising resource guide gives you some important information about the services we offer to students on campus as well as a useful advising tool when working with your major students. Please let us know if AAPC can provide additional information or support to you.