RESPONSIBILITIES OF THE ACADEMIC ADVISOR

As an academic advisor, you play a vital role at Albright. The emphasis on individual attention remains a major attraction for incoming students and it is an important asset that needs to be preserved.

Effective academic advising has been linked to student persistence in college, improved GPA, positive influence on career choices and educational goals, and satisfaction with the college experience (Brown and Sanstead, 1999). It is also related to student achievement and retention (Kramer, 2003).

The academic advisor does not only register students for courses. He or she is responsible for planning, reviewing, and discussing all aspects of each student's academic and career program. The advisor should be knowledgeable about registration procedures, academic policies of the college, career options, and the various avenues for assisting a student when problems occur. According to Gordon and Hadley (2000), the role of the academic advisor is to:

1. Help the advisee understand the academic and administrative processes of the university and the nature of its academic programs while seeking to understand particular concerns affecting academic progress.
2. Help the advisee understand the expected standards of achievement and likelihood of success in certain areas of study.
3. Discuss the educational and career objectives suited to the advisee’s demonstrated abilities and expressed interests and understand the relationships among the courses, programs, research opportunities, internships, study abroad programs, and other academic experiences provided by the college.
4. Help the advisee plan a course of study and give advice about courses, the adjustment of course loads, and prerequisites for subsequent courses in the program.
5. Refer advisees to other campus resources when appropriate.
6. Participate in advising development activities as offered to keep informed and current.
7. Advising should be proactive, structured, and responsive to the unique and developmental needs of individual students.

ADVISING ACTIVITIES AT ALBRIGHT

There are three primary components to academic advising at Albright: advising during Sneak Peek, advising during Orientation, and advising during the academic school year.

Sneak Peak Advising

During Sneak Peek (July) the first-year students receive room assignments, get their ID cards, etc. With a member of the major department or an Alpha (undecided) advisor, they also register for their first semester of college courses. In August they will be assigned a
“permanent” advisor, which may very well be the faculty member they meet with at Sneak Peek. Here is a brief outline of what is expected before and during that initial meeting at Sneak Peek:

Prior to the advisor/advisee meeting at Sneak Peak, you should preview the students’ records, provided by the Registrar Office.

During the advisor/advisee meeting at Sneak Peak, you should:

1. Introduce yourself and identify your role on campus. Provide advisee with your business card and your office hours and office location.
2. Discuss honors programs, test scores, etc., if appropriate.
3. Schedule first semester classes. Typically, the first semester student will choose a first-year seminar, foreign language, an English composition, and either an introductory course in their intended area of concentration or a general studies course. Education students and students who intend to co-concentrate should be strongly advised to seek course planning assistance from both you and a faculty member from the other co-concentration. Note that some students will take FYS in the spring instead, and the Registrar’s forms ask for a number of contingency courses to help that office finalize the student’s schedule.
4. If necessary, make referral to the appropriate campus service to assist with questions or concerns (e.g., the Academic Learning Center for disability questions).
5. Encourage continued contact.
6. Ask if the student has any questions

Orientation Advising

Orientation advising occurs during orientation (August) and students may be either advised as a group (in the case departments with a large number of students) or individually, or both. The content of your orientation advising session will vary depending on your department structure, number of students, and amount of time allocated. In general, it is suggested that you, as a the advisor, relay to the students:

1. Your name, location of your office, your contact information, office hours, name of building secretary and location of building secretary’s office
2. Specific requirements for the students’ intended concentration or co-concentration or Alpha
3. Resources that can aid students in that concentration or co-concentration or Alpha
4. Experience credit requirements, deadline, and penalty (Answer: 16 experience credits by the end of the sophomore year; after the sophomore year an “I” on grade sheet; after junior year an “F” on the grade sheet until completed then an “F/Q”; will not graduate until completed)
5. Clubs and organizations that can augment the students’ experience in that concentration or co-concentration or Alpha
6. Specific department issues that may affect the students’ course of study
7. Names of any teaching assistants, additional staff, etc., that may help the students
Finally, it is recommended you take a few moments at the end of the orientation advising session to address concerns and questions about scheduling, location of buildings, orientation agenda, conflicts, the first day of classes, etc. For Education students or co-concentrators, it is important to encourage students to take time to meet and consult with the other advisor as well.

Advising During the Academic School Year

One of the biggest factors affecting student retention is personal contact -- a “sense of community.” For that reason, we encourage advisors to contact their advisees the first week of classes. Contacting the students does two things: confirms that you have the correct contact information for your advisees and opens up a line of communication between your advisees and yourself. Here are some suggested guidelines for advisee/advisor interaction.

Week 1
1. Make contact with the student to confirm contact information
2. Answer questions, offer resources, etc.
3. Encourage co-concentrators to make contact with a member of their “other” department

Subsequent advising, including pre-registration appointments. (Note: Record when you meet a student for advising. You may need this information later!)

1. Ensure students’ IQWeb accessibility. For information for logging on, go to http://iqweb.albright.edu/.
2. Ensure you have your current advisee contact information.
3. Inquire how the student is doing academically, socially, etc. Provide counsel as appropriate or refer the student to the appropriate office or person, including making calls and appointments to assist the student.
4. Discuss educational and career goals of the student. If you feel that a student should consult with another faculty person or department, assist in making arrangements to do so. If a student is unsure of his/her goals, you may want to direct him/her to the resources in the Career Development Center.
5. If it is time to register, check to see if the student has a ‘hold’ on his/her account. To do that:
   a. Go to ‘authorize registration’ under ‘students’.
   b. Select the appropriate semester and year
   c. Select the appropriate session (semester)
   d. Click on the ‘submit’ button
   e. A list of your advisees should come up. A stop sign will appear next to the names of those advisees with a ‘hold’ on their account.
A hold will prevent the student from registering for classes. If you click on the stop sign, an abbreviated code will appear. That code indicates the reason for the hold. A “key” to the codes, and the place to go to have that hold removed, is linked to IQWeb on the left hand side under “SCT PowerCampus Holds”. A student with a hold on his/her account must see the appropriate office (i.e., student accounts, student affairs, registrar’s office, etc.) and have that hold removed.

6. Discuss the proposed course schedule and the reasons for the particular schedule. Be sure to factor in co-concentrations.

7. When an appropriate course schedule is agreed upon, you need to authorize the registration. It is a good idea to inform the other advisor, if any, of what is approved. To authorize:
   a. Go to ‘authorize registration’ under ‘students’.
   b. Select the appropriate semester and year
   c. Select the appropriate session (semester)
   d. Click on the ‘submit’ button
   e. A list of your advisees should come up. Find the student’s name and check the box to authorize his/her schedule.

   **Important: Don’t check ‘select all’!** Your list of advisees may include students who have taken a leave from college for a semester, graduates still in the 4+1 program, etc.

8. Remind students of the designated date and procedure for their online course registration.

9. Caution students to retain hard copies of drop/add slips, Q/NQ forms, and other official communications concerning course changes and grades. Be aware of deadline dates for registration and other changes.

10. Review Experience requirements, the number of events completed, the number of events still required, and the consequences for failing to complete 16 Experience events by the end of the sophomore year.