

Bernard Baruch College
Center for Advisement and Orientation
One Bernard Baruch Way, Box B-5215
New York, NY 10010
(646) 312-4260

Advising Handbook



2006/2007

Advising Handbook

Table of Contents

1. Introduction
2. Mission Statement
3. Advisement Responsibilities
 - a. *Center for Advisement and Orientation's (CAO) responsibility to the College*
 - b. *CAO responsibility to the Academic Profession*
 - c. *Advisor's Responsibilities*
 - d. *Student's Responsibilities*
4. Strategies for effective advising
5. Advising various populations
 - a. *Advising a diverse population*
 - b. *Advising transfer students*
 - c. *Advising international students*
 - d. *Advising students with disabilities*
6. Legal aspects of advising
 - a. *Family Educational Rights and Privacy Act of 1974 (FERPA)*
7. Technology and advising
 - a. *Degree audit*
 - b. *On-line Advising*
 1. *E-mail Advising*
 2. *Online Advisement Schedule*
8. Methods of Advisement
 - a. *Curriculum requirements*
 - b. *Policies and procedures*
 - c. *Curriculum inquiries*

- d. Tests beyond entrance exams*
 - 1. CUNY Proficiency Examination (CPE)*
 - 2. SIMNET Examination*
- 9. Learning Outcomes**
- 10. Faculty and Advisor Communication**
 - a. Curriculum Changes*
 - b. Learning Goals of Academic Departments*
- 11. Staff Development**
 - a. National Academic Advising Association (NACADA)*
 - b. On-Course Workshops*
 - c. Anti-Defamation League (ADL) Training*
 - d. Technology conferences (IT)*
 - e. Conflict Resolution/Emotional Intelligence Workshops*
- 12. Initiatives**
 - a. Current Projects*
 - 1. Students Towards Success Program (STS)*
 - 2. Non-ZSB Students*
 - 3. Mid-semester Program*
 - 4. Learning Communities*
 - 5. Information Fair*
 - b. Future Projects*
 - 1. Probation Program*
 - 2. Bridging the Gap (Forming Faculty/Advisor Partnership)*
 - 3. Center for Advisement and Orientation Virtual Advisement Group (CAOVAG)*
 - 4. Freshman Gathering*
 - 5. Transfer Student Gathering*
- 13. Referrals by the Center for Advisement and Orientation**
- 14. Advisement Staff**
- 15. Bibliography**

Introduction

All Baruch College employees, both faculty and staff, are educators. The hope is that together we can help the students become better learners. Our goal is to entice students to have a successful learning experience and become life long achievers. In an effort to accomplish this, the Center for Advisement and Orientation uses a holistic developmental teaching style rather than the typical prescriptive teaching style.

The prescriptive model, which centers on the recitation of rules and policies, requires no interaction between the advisor and the student. The flow of information is one directional. The students' responsibility is to absorb the information. The student is passively sitting and listening to directives from the advisor. (Lowenstein, 2005, p.66)

The developmental model centers on self-actualization or personal growth of the student. Our goal is to have students become more engaged in their own educational process. (Hemwall, 2005, p. 74) Just as the English professor hopes their students will take with them the writing skills taught or the skill of reading and interpretation beyond the classroom, the same is true of the skills taught from the Advisors. We hope students realize their options and make responsible choices in their Baruch life as well as in their personal/professional lives.

It is important to understand “if a student connects with a peer, faculty member, and academic advisor the likelihood of that person staying in college is statistically higher.” Dr. Robert Sherfield, NACADA National Conference, October 2005.



Mission Statement

The Center for Advisement and Orientation is dedicated to assisting all Baruch undergraduates in taking ownership of their educational experiences. We endeavor to guide the students in making responsible choices towards achieving their educational, career and personal goals from orientation to graduation and beyond. We will do this with professionalism, courtesy and respect.

Advisement Responsibilities

Center For Advisement and Orientation's (will be referred to as CAO)

Responsibility to the College: CAO's responsibility to the college is to uphold Baruch's mission statement of academic excellence through retention, by developing initiatives that will promote a positive connection between the student and the Baruch community and to propel students into being lifelong achievers.

CAO's responsibility to the profession of Academic Advisement: In keeping with the core values of The National Academic Advising Association (NACADA)

Advisors must:

- Value the learning process and respect students' rights.
- Encourage communication and dialogue between academic advisors and various departments.
- Respect the opinions of our colleagues.
- Foster a partnership between the advisor and student.
- Reflect as advisors, our own values.

Advisor's Responsibilities to our students – What you (the student) can expect:

You can expect me as your advisor to:

1. Impart knowledge of Baruch's policies, procedures and curriculum in a timely, accurate and responsible fashion.
2. Develop a partnership between the advisor and student in the educational process.
3. Convey learning goals of the college curriculum.
4. Assist in program planning that will lead into realistic life choices.
5. Facilitate initiatives that will strengthen the bond between the student and Baruch College.
6. Encourage and support students with information about and strategies for utilizing the resources and services available.
7. Monitor and accurately document students' progress toward meeting their goals.
8. Be accessible for meetings with advisees via office hours for advising, telephone, e-mail and web access. The advisor will respond to student inquiries within 48 hours.
9. Maintain confidentiality.



Student's Responsibilities

Advisee Responsibility– What You are expected to do:

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

1. Accept responsibility regarding the investment you have just made in yourself. Your education is an investment that can affect the rest of your life.
2. Willingness to learn – be an active participant in the advising experience.
3. Seek information and assistance relevant to the decision making process.
4. Observe department rules and procedures as well as respect advisors and CAO staff.
5. Take ownership of the learning process.
6. Explore, discover, and take advantage of college resources.
7. Ask questions if you do not understand an issue or have specific concerns.
8. Understand boundaries and parameters of advisor/advisee relationships.
9. Meet with an advisor to check your progress.
10. Utilize Baruch technology: student degree audit, e-sims, website.
11. Clarify personal values and goals; provide advisor with accurate information regarding your interests and abilities.

“First impressions are lasting ones!”

Strategies for Effective Advising

“If meaningful, ongoing, goal-oriented, curriculum-based advising is to occur, trust must be established and maintained between advisors and advisees.”
(National Academic Advising Association, 2000, p.137) Students of various populations need stability in their relationships with their educators.

Understand how attitudes are transmitted to others.

As an advisor we must be aware of how our own attitudes are transmitted to the advisee. In order for the advisor to effectively communicate and when necessary de-escalate a tense situation, we must be aware of our own attitudes. If we are empathetic and give options to the students, they will respond in a more responsible manner.

Develop familiarity with positive and negative communication.

We must be mindful of how our own body language and verbal communication may affect the meeting between the student and the advisor. The advisor must be conscious of how both are being received by the student. What an advisor might be hearing for the 100th time that day is the first time the student is explaining the situation to the advisor.

Master the art of listening to students. Hear the student’s situation in its entirety, even if you believe you know the answer before they complete their thought. Often, a student will understand their problem and situation better by formulating their problem in their own words. Acknowledge them as an individual and give them the sense that at that moment they are your focus and attention.

Advising Various Populations

Advisors of Baruch College see a diverse population of students with varying backgrounds. Students enter Baruch as either freshmen or transfer students, which entail a range of issues and problems. International students and students with disabilities are part of this population. We must advise them with sensitivity to their varying issues and be careful not to impose our values on them.

Advising a diverse population

Statistics:

Total Enrollment for the undergraduate population Fall 2005:12,844 students

Full time students: 75.9%

Part time students: 24.1%

Gender: Men: 45.2% Women: 54.8%

Ethnicity: American Indian: 0.1%

Asian: 27.9%

Black: 12.9%

Hispanic (Non-White): 16.9%

International: 10.7%

White: 31.5%

Native Language: English: 34.8%

Non-English: 65.2%

Age Distribution: Younger than 20: 28.27%

20 – 29: 59.97%

30 – 39: 8.8%

40 or older: 2.87%

(Statistics: “*Fact Sheet for Undergraduate Students*” by Office of Institutional Research and Program Assessment, Fall 2005).

Baruch’s undergraduate student population is comprised of students from various ethnic and racial backgrounds. Because of the diverse student backgrounds, it is essential for advisors to know and understand these varying populations and how to effectively advise these students.

Baruch has a responsibility to its students to have informed advisors. Advisors must stay abreast of the current trends in enrollment. This prepares them to address the issues that arise based on the population trends. Advisors must keep abreast of the various resources Baruch has in place to assist these populations as well as becoming a voice for resources needed which are not in effect.



Advising Transfer Students

Transfer students are excited to pursue a 4 year degree at Baruch based on our reputation. They enter Baruch with a prior set of college experiences and with positive expectations; however, they may feel overwhelmed entering Baruch. They must adapt to their new campus environment, new curriculum requirements, and college policies, as well as attempt to foster peer friendships. Advisors engage students in dialogue discussing the academic requirements and inform them of the resources that will help minimize the frustrations they may encounter. Some transfer students are not clear on their degree requirements or experience a delay in the completion of their transfer evaluation. This delay can also lead to confusion over course selection. Advisors are aware of these transfer student issues and help them cope appropriately and refer them to various college resources.

Rules affecting transfer credits:

Articulation Agreement

All students who earned a CUNY AA or AS degree will have fulfilled the lower level division general education requirements for the Baccalaureate degree at Baruch College.

Transfer students who have earned a CUNY AAS degree or students who are enrolled in CUNY enrolled in a CUNY AA, AS, AAS program but did not earn a degree, may use courses in the same discipline from their previous college to meet the general education requirements for a discipline area.

In addition to these transfer credit waivers, each baccalaureate degree (BA, BBA, BS) has specific distribution requirements, from which the student cannot be waived. For example, all students choosing to go into the BBA program must take calculus for their degree even if their evaluation shows math education waiver (MTH 7350/7450).

Evaluation of credits

Non-CUNY students (out of state and foreign) are eager to be part of Baruch's community because of its competitive and diverse urban setting. Nevertheless, these students, at their time of entry may have courses listed as 'postpone' on their transcript. Students are required to submit course descriptions from their college to transfer evaluators. These course descriptions need to be reviewed by faculty advisors for course equivalency. This process can be time-consuming, which delays the student's understanding of what they will need to earn their degree. Consequently, students may have difficulty gauging their timeline to complete their requirements and may be prevented from entering the school of their choice because courses required to enter are still pending evaluation.

Advisors encourage students to submit all course descriptions, syllabi, and final transcripts to the transfer evaluators as quickly as possible for the expeditious crediting of their transfer courses.

Grading Policy for Transfer Students

Credits completed at a CUNY school are considered for transfer credit as long as a passing grade was received. Credits completed at a Non CUNY school are considered for credit only if a C or better grade was received.

Preparedness of the transfer students

Some transfer students may need more preparation to meet the academic standards of Baruch College. Some transfer students base their choices to achieve effective self-management on practices used at their previous institution and apply prior success strategies from their previous institution(s) and incorporate the same strategies at Baruch. This can result in unrealistic program planning coupled with outside demands. Advisors work with transfer students in the development of an appropriate program plan for Baruch College.

Resources and Services

Advisors have the responsibility to direct transfer students to the various resources and services that Baruch offers. The goal of the referrals is to minimize the students' dissatisfaction and to assist students in connecting with the college community.

Advising International Students

Baruch College prides itself on its cultural diversity. We have international students coming from over 150 countries and they are eager to learn and explore the intellectual environment in New York City. However, international students are governed by additional legal requirements in addition to Baruch's academic rules. They must adhere to INS regulations in order to retain their student visa status. Many times they are not aware of the implications of the policies that they must adhere to due to Immigration laws that are in place. There are times when it is advisable to recommend a student withdraw from a course, but if dropping the course will result in the student falling below the full time status, this option is not possible. International students cannot drop any course(s) if doing so will result in them becoming part- time students.

Advisors should be aware of these conflicting parameters that govern international students' academic work. When international students are having academic difficulties, advisors need to encourage them to seek tutoring from the SACC Office, change study habits and seek alternative solutions to assist in improving their academic performance.

Students also have as a primary resource the International Student Service Center, which provides an array of services.





Advising Students with Disabilities

Faculty and staff need to be cognizant of the fact that many students carry disabilities that are not visible. If students do not self-identify their disability, then when meeting with students we must be sensitive to certain signals which may detect various disabilities. One source that can be used to detect a potential disability is a student's transcript. The transcript may show various patterns. Also, advisors should be mindful of non-verbal and verbal cues that may signal disabilities. When an advisor believes there may be a student with a disability the student is referred to the Office Of Disability Services.

Legal Aspects of Advising

Privacy of Student Information

“Lawsuits based on defamation and invasion of privacy are on the increase. Given the sensitivity of the information that the advisors may access (such as grades, test scores, evaluations, references and disciplinary records), careful management of this information is crucial. Privacy and confidentiality issues often arise from either inappropriate release of student record information or negative recommendations.” (National Academic Advising Association, 2000, p. 62)

“The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that the faculty and staff have a working knowledge of FERPA guidelines before releasing educational records.” (Van Dusen, William R., Jr. (2004)

When an advisor is maintaining a private folder on a student for the sole purpose of keeping this file as a reminder and will not be reviewed or accessible to any other person, these folders are not required to be disclosed to the student. All other records that will be viewed by college personnel are files the student has the right to view upon request. When advisors are making these notes they should be factual and objective. (National Academic Advising Association, 2000, p 63.) The Center for Advisement and Orientation has files, which include student transcripts, major specialization, withdrawal forms, appeals, and other information pertaining to their academic career. Advisors write factual information on a contact sheet for any other advisor to view. These contact forms are kept for the sole purpose that each advisor will know and understand how the advisee was directed.

Any document, which includes a student's social security number and any other information for that student, must be shredded. Information about a student should not be left in a public area for others to view.

Technology and Advising

Degree Audit

This is a new advisement tool where students can access their academic requirements for their intended major online.

This is an exciting feature where all college faculty can assist and review with the students their courses for both their major and requirements outside their major. The audit enables students to track their academic progress towards graduation using the web. Their degree progress report combines official college requirements from the bulletin and other sources with their individual coursework and displays an easy-to-read report summarizing the courses needed to graduate. It also provides information on how each requirement was satisfied and what courses can be taken to complete remaining requirements. (FAQs – Student Degree Audit – <https://dgcw.baruch.cuny.edu/faq.htm>)

While the degree audit can help students understand the courses needed, faculty can assist in explaining the course content, required prerequisites, and the benefits of the course(s).

Faculty have such a wealth of knowledge on course content, they then can impart some of their wisdom on recommended courses to take in upcoming semesters.

<https://dgcw.baruch.cuny.edu/>

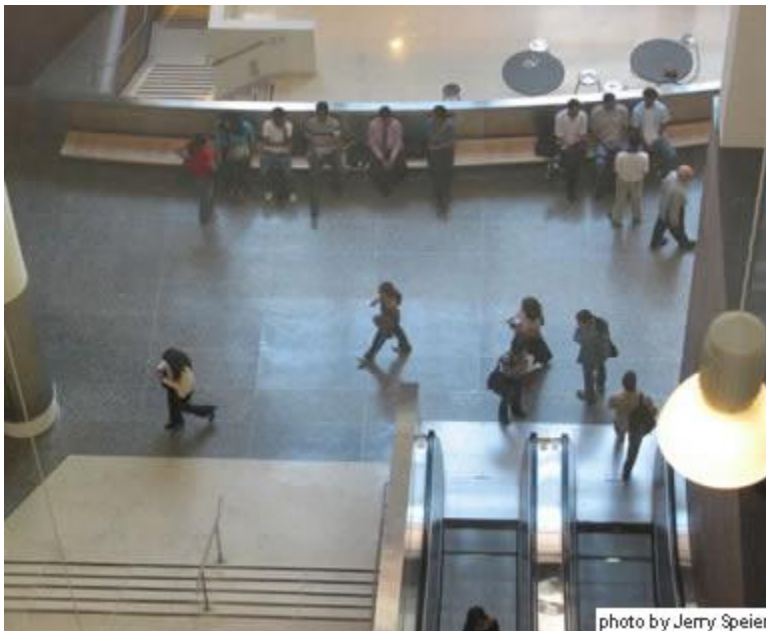
On- line advising

E-mail Advising

In meeting the various demands of our undergraduate population, we must offer services that will meet their needs. Another way we have been able to accommodate students in this effort is to offer e-mail advising. The Center has a centralized e-mail account that is monitored daily by an assigned advisor. In addition, students seek individual advisors via their respective Baruch e-mail accounts. This is to enable students who would otherwise have difficulty coming into the Center, to have their inquiry answered.

Computerized Advisement Schedule

The Center is utilizing a new computer program that monitors all students entering the Center – the Student Intake Scheduling System – “**SISS**”. This computer program was designed by Dixon Berry of BCTC. It is a management tool attempting to create a more efficient office environment. We will be able to view the flow of students and it will also help us to keep records of students walking into our office. These records will indicate both the students’ inquiries and the advice rendered, which will establish data that can be further used to develop future projects and initiatives.



Methods of Advisement

Advisement takes on many forms at the Center for Advisement and Orientation. Students typically are advised via individual appointments, walk-in, telephone and email inquires, and through new student orientation programs.

We begin seeing undergraduate students at their Freshmen/Transfer Orientation program. During the program there is a 90-minute advisement session where advisors introduce the three Baruch degrees, the core curriculum, the additional requirements to the core, major, electives and the online degree audit. In addition, we advise students on some of the pertinent college policies and procedures:

Curriculum Requirements

Baruch offers the following undergraduate degrees:

- BA=Bachelor of Arts = minimum 120 credits
- BS =Bachelor of Science= minimum 120 credits
- BBA=Bachelor of Business Administration= minimum 120 credits

The degree consists of the:

- Common Core Curriculum (Tier I, II, and III)
- Additional Course Requirements
- Major
- Electives

All freshmen who have entered Fall 2001 and for transfer students who have entered Fall 2003 follow the common core curriculum.

1. Common Core - All students, regardless of their intended major, must complete the Three Tier common core curriculum.
 - a. Tier I is the Communication and Quantitative Skills component of the common core (12 – 19 credits).
 - b. Tier II is the Arts and Sciences component of the common core (29-33 credits).
 - c. Tier III is the required Liberal Arts minor component (9 credits). This area requires two (2) 3000 level courses and one (1) 4000 level course to serve as a capstone as specified by the department. The faculty advisor of the department must approve any exception to this.

2. Additional requirements to the core curriculum - beyond the core curriculum, each degree has their own additional requirements that must be completed to earn that degree.

3. Major – All Baruch students are required to complete a major which then determines which degree they will be pursuing. Majors are 24-30 credits. Baruch students must have a 2.0 GPA in their major in order to graduate. Weissman and SPA students are required to meet with a faculty advisor to declare their major, beyond the on-line application.

4. Electives – Liberal Art and Free Electives complete the student's degree requirements. The actual amount of electives will vary from student to student.

Policies and Procedures

1. **Application to the Three Schools:** All students are required to apply to their major. Once all eligibility requirements have been met, students are required to submit the on-line "Eligibility Review For Your Major Form".

www.baruch.cuny.edu/application/review.jsp

2. **Grading Policy:** Please refer to the Undergraduate Bulletin.

- a. ABS/INC grades are issued when a student has missed their final or has not completed the required course work, but has earned an average term grade of 50% or better. The student must speak with the professor who gave that grade to determine what work needs to be made up. A student has one semester to complete this work. If the work is not completed, a grade, which is equivalent to an "F" grade (FAB, FIN), will be earned. Students cannot repeat this course in the following semester while the ABS/INC grade is still pending.
- b. W grade is a grade received when a student has officially withdrawn from a course. A 'W' grade has no negative affect on the student's overall GPA. A student has 10 weeks to officially withdraw from a course.
- c. WU grade is a grade received when a Professor drops the student from a course for having exceeded the minimum allowed absences for a course. This grade is equivalent to an "F" grade.
- d. "F" Policy - A student may only repeat a course in which a failing grade (F, FIN, FAB, FPN, WU, or WF) was earned. For information on repeating failing grades, please see our ['F' Grade Policy](#).

Withdrawing from a course:

1. See Schedule of Classes for the deadline to drop a course (Resign from classes with a "W" grade).
2. Pick up the withdrawal form from the Office of the Registrar.
3. If you are withdrawing from all courses (Total Withdrawal), you must come to the Center for Advisement and Orientation and see an Advisor.
4. If you are a first semester freshman you must receive permission from an academic advisor.
5. If you are on academic probation, you must receive permission from an academic advisor.
6. If you need to drop a course after the deadline date, come see an Advisor at the Center for Advisement and Orientation to discuss the appeal process.
7. If you are receiving financial aid or if you are an international student, dropping a course might affect you. Please see the appropriate office.

Common Curriculum Inquiries

While the Center for Advisement and Orientation is the main source in advising undergraduate students on the academic requirements within the college, the Center believes the Faculty has a wealth of knowledge, expertise and resources available to them to have a significant impact on the students' Baruch experience and the choices the student will make beyond their academic life.

Collectively academic advisors and the faculty can enrich the students total learning experience. Therefore, it would be beneficial for the faculty to be aware of some of the frequently asked questions pertaining to the college curriculum, policies and procedures:

1. Can 100% of the Tier III minor be transferred? Prior to Fall 2006 students were able to transfer the complete minor. Beginning Fall 2006 students must complete the capstone requirement at Baruch College.
2. Does the TIER III minor have a GPA criterion? Students must earn a 2.0 GPA in their TIER III minor.
3. Are any students waived from the Tier III minor? All students must complete the Tier III minor with the exception of the BA student completing a double major.
4. How many courses do I need to complete the Tier III minor? Tier III is a 9 credit minor consisting of three courses; 2 courses at the 3000 level or higher and 1 course at the 4000/5000 level (capstone course), as outlined in the undergraduate bulletin.
5. Are students waived from core requirements? CUNY transfer students with an AA/AS are automatically waived from specific core courses. (See the Office of the Registrar for a complete listing)
6. Where do students need to apply for an exemption exam? Students are to see the specific department they wish to take an exemption and the department will review the grading policy in order to receive credit with the exemption.

7. Do students need to file their major with the Center for Advisement? No. All students must complete the online "Eligibility Review for your Major" form. www.baruch.cuny.edu/application/review.jsp. Weissman and SPA students must declare their specialization with the faculty advisor after completing the online application.

8. Where do students sign-up for conflict examinations? Students sign up for conflict examinations with the Center for Advisement and Orientation by the assigned deadline date. If the deadline has passed, students are referred to their professor to resolve the conflict.

9. Can a professor issue a W grade? A professor can only submit an unofficial withdrawal grade of WU, which is equivalent to an F grade.

10. Can an advisor give permission for closed courses? Permission for closed courses can only be granted from the specific academic department and Offices of the Dean.

11. Can an advisor give permission for 3000 level business courses? Students seeking permission for 3000 level business courses must submit an online request with the Zicklin School of Business. <http://zicklin.baruch.cuny.edu/programs/undergrad/services/permission>

12. Can an advisor waive a course prerequisite or co-requisite? Students seeking waivers must contact the specific academic department for a possible waiver.

13. Can an advisor approve course substitutions? Students must contact the specific academic department for this request.

14. Are all students required to take the CPE Examination? All students are required to take the CPE Examination unless they have previously earned a Bachelor's Degree from an accredited institution.

Tests to be accomplished beyond entrance exams:

Students are required to pass additional examinations to earn their Bachelor's Degree.

CUNY Proficiency Examination (CPE) –

As of September 1, 2003 all students pursuing an associate or bachelor's degree at CUNY must take and pass the CPE. Passage of the exam is a requirement for the associate degree, while students pursuing a bachelor's degree must pass by the time they have completed their 60th credit. Effective September 1, 2003, these requirements apply to all students pursuing these two degrees, no matter when they first entered CUNY. (Exemptions that previously had been in effect for freshmen who matriculated at CUNY before Fall 1999 and transfers who first arrived before Fall 2000 are no longer in force.)

Exemptions:

Students who have earned a bachelor's degree from an accredited program are exempted from CPE requirements. (www.baruch.cuny.edu/cpe/take.html)

SIMNET Examination – *All students* must pass the **SimNet Assessment Test**. This test is a hands-on computer evaluation of your Microsoft Excel Skills.

For more information contact the Office of Testing & Evaluation.

Student Learning Outcomes:

Expected Student Learning Outcomes from the Academic Advising Experience

1. Demonstrate an understanding of the requirement of an academic degree.
2. Demonstrate understanding of the academic policies of the college.
3. Demonstrate an understanding of “good academic” standing.
4. Employ critical thinking in problem solving on selection of major and course selection.
5. Evaluate course load and other obligations to establish an appropriate educational plan and also seeks advice from the appropriate faculty and academic advisor to produce a manageable course load.
6. Set, articulate, and pursue individual goals; articulate personal and educational goals and objectives.
7. Demonstrate an ability to view the seemingly-disconnected pieces of the curriculum as part of a whole.
8. Evaluate personal and academic skills, abilities, and interest and uses this appraisal to establish appropriate educational plans.
9. Demonstrate an understanding of the importance of developing professional behavior in college as a transition to post- college.
10. Develop relationships with academic advisors, faculty and staff and develop an understanding of the role of faculty and staff within the institution.
11. Demonstrate ability to use technological and other campus resources.
12. Demonstrate ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; understand the requirements of the codes of conduct; Understand and practices the principles of academic integrity.

Faculty and Advisor Communication:

Advisors and faculty have a direct connection with enhancing the student's learning goals and outcomes. Here are some examples of how advisors and faculty are linked in student advisement.

<u>Advisor</u>		<u>Faculty</u>
Connecting to college	↔	Encouraging involvement in classes
Withdrawing from a course?	↔	Consult with your instructor before making a decision
Resolving "INC" and "ABS"	↔	Work with your professor from last semester grades
Resolving academic appeals	↔	Department/Professor's recommendation strengthens the appeal.
Personalized attention towards at-risk students	↔	Mid-Semester Performance Review
What courses do I need for my major and minor?	↔	Expectations from majors/minors. Depending on the major, declaring major with the faculty advisor.
Scholarships and/or Graduate studies	↔	Letters of recommendation

Academic Advisors must also keep in constant communication with faculty advisors in order to collaborate on various methods to assist the students in successfully completing their degree at Baruch.

Curriculum changes, when and why?

The Academic Advisors depend on the Undergraduate Bulletin, Schedule of Classes, Chancellor's Report and Addendums added to the Undergraduate Bulletins to impart accurate curriculum information to the students of Baruch College.

One of our major responsibilities is to give timely and accurate information in a professional manner. Bridging the gap between the academic departments and the Center is paramount in accomplishing this goal. It is imperative for all academic departments to be sure the Center for Advisement is aware of all changes the department is anticipating will be made, as well as changes that have been approved by the faculty.

Learning Goals of the Academic Departments

The role of students is to explore and immerse themselves in academia. Students should know what the learning goals are for the courses being offered by the department as well as the learning goals of the major. At times, students ask advisors why certain courses are required for their particular degree. In some cases the belief is that these courses are not relevant to their major. It is pertinent for students to understand the relevance of all courses required for their degree and how they are connected. The learning goals have outcomes that benefit students in the classroom and beyond. Awareness and understanding of these goals by the advisors will enable advisors to assist the faculty in imparting this information to the students.

Staff Development:

The advisors have attended various conferences and training programs in keeping abreast of the latest trends in academic advising.

1. **National Academic Advising Association (NACADA)** – Is an association of professional advisors, counselors, faculty, administrators and students working to enhance the educational development of students. (National Academic Advising Association website– www.nacada.ksu.edu/AboutNacada/index.htm) The organization has over 9100 members representing all 50 states, Puerto Rico, Canada and several other international countries. (National Academic Advising Association website – www.nacada.ksu.edu/Membership/index.htm)
 - a. The Center for Advisement’s advisement team attends NACADA’s regional and national conferences and has presented in multiple conferences.

2000 National Conference – October 7, 2000 – Orlando, FL

Sharon Ricks, Mark Spergel, Marvin Rodriguez and Dionne Brown presented “**Transfer Student Orientation and Transfer Student Advisement Working Together**”.

2005 National Conference – October 6, 2005 – Las Vegas, NV

Sharon Ricks, Vilmarie Rosario and Phillip Hogue presented “**Student Towards Success**” – an early intervention program”.

Elaine Cataletto, Marvin Rodriguez and Faraz Khalid presented “**The Advisor’s Role in the Learning Community**”.

2. **On-Course Workshops**– These workshops “provide educators with learner-centered structures for helping students learn more deep and provide educators with strategies for empowering students to become active, responsible learners who can prosper in a learner-centered environment. The desired outcome of the on-course approach is improved student academic success and retention.” (Skip Downing, On Course I Workshop, “Innovative Strategies for Empowering Your Students to Become Active, Responsible Learners”). Gloria Paulus has attended

several workshops and has provided training in this area to the staff and was instrumental in bringing the On-Course Workshop One to Baruch College in Spring 2006.

3. **Anti-Defamation League (ADL) training** – Baruch College, listed as one of the most diverse campuses in the nation, must be sensitive to their staff understanding the different dynamics of the student body. The advisement staff, meeting with all the undergraduate students, must be cognizant of their own prejudices, misconceptions and careful not foster their own values onto the students they are advising. The ADL training inspires dialogue to give insight to the advisors in their role when meeting with the students.
4. **IT Conferences/Technology Workshops** – In our ever-changing world of technology, the IT conferences help advisors understand the role of technology in advisement. The conferences enable our staff to learn new and innovative tools to assist in advising students. Advisors have participated in in-house training on MS Office, which included Word, Excel, Access and Powerpoint. In addition, advising tools that can be used in the future are video conferencing and online advisement through extended use of Blackboard. Video conferencing and online advisement through Blackboard are additional ways advisors can use to service students.
5. **Conflict Resolution**– The Center’s front office staff received training from Dr. Mindy Engle-Friedman on conflict resolution. The session helped the staff to understand both verbal and non-verbal body language and how they communicate to students. The session also provided a venue to discuss their own level of stress and how they may be able to de-escalate an otherwise volatile situation.

Current Projects:

The CAO has developed projects to facilitate students in taking ownership of their educational process and to make more responsible choices.

- **Students Towards Success Program (STS)** – Targeting at-risk second semester freshmen to awaken them to the scholastic requirements, which they are not meeting and the consequences for their matriculation. As a process, academic advisors notify them, conduct a group session and then individual meetings are scheduled with an assigned advisor to track and encourage them to meet Baruch’s standards. During the individual sessions we helped to create a plan of action for studying and time management, we encouraged each student to discuss consequences to their choices and discussed best options for the upcoming registration semesters.
- **Non-ZSB students** - Advising students who fail Zicklin’s admission criterion to consider alternative Baruch majors.
- **Mid Semester program*** - An early warning system identified by faculty at-risk students (freshmen and transfer students) who are in jeopardy of not completing the course.
- **Learning Communities*** *-These are specialized freshmen blocks, which were designed to create an enriched learning experience for first-semester freshmen by working with selected faculty and academic advisors. Learning Communities help to develop community spirit, critical thinking, and communication skills.
- **Information Fair** - Event held for second semester freshmen geared towards allowing the freshmen access to all administrative departments in a central location. This event allows the various departments to give information in a relaxed, and informal setting.

* project not developed by advisement staff

2006-2007 Projects:

1. **Probation intervention program** - a new initiative to contact all probationary students and advise them of the rules, requirements and obligations of probationary status. Often students who are on probation do not understand the consequences of dropping/failing a course. They do not seek help for their situation until it is too late to assist them. The Center is reaching out to these students in an effort to give them needed information in a group forum.
2. **Bridging the Gap** –To foster cohesive communication between the advisors and faculty, advisors will meet with the faculty in each department to learn the goals and objectives of the departments. An academic advisor is assigned to an academic department in order to understand the learning goals of the department, keep abreast of all changes, and have a collaboration between the departments and the academic advisement office to enhance the student learning experience.
3. **Center for Advisement and Orientation Virtual Advisement Group (CAOVAG)** - The Center for advisement and Orientation is in the process of creating a discussion board through blackboard. Students will have to enroll to be a part of this group. Every day they will be able to log in to engage in an on-line conversation on a specified topic. Advisors will be the leaders of the discussion. The students will be the participants. The goal of the discussion board is to answer student queries on-line. This will allow all undergraduate students the opportunity to interact with an advisor from any location during a specified time. In addition, this enables students to have peer dialogue on the topic initiated by the leader.
4. **Freshmen Open House** – First semester freshmen will be invited to an open house at the Center. All academic advisors will meet and greet the freshmen. Some freshmen may have a difficult time connecting with the College because it is a commuter campus. This gathering hopes to have the freshmen connect with the academic advisors in a friendly and informal environment.

5. **Transfer Open House** – First semester transfer students will be invited to a gathering, which will include advisors from the Center as well as other student service departments. This gathering hopes to have the transfer students connect both with the academic advisors and other student service departments in a friendly and informal environment.

6. **Center Newsletter** – ‘It’s Academic’ – another source of information for our college community.

Typical Referrals Given by The Center for Advisement:

Student Academic Consulting Center (SACC) – Students are referred to SACC when they need tutoring in a particular subject area. We advise students they will receive free tutoring in that subject area by appointment. Location: VC building, Room 2-116, telephone #646-312-4830.

Career Development Center (CDC) – Students are referred to CDC for vocational testing, internships, resume writing, interviewing, part-time and full-time jobs and career exploration. Location: VC building, Room 2-150, telephone #646-312-4670.

Counseling Center – Students are referred to the Counseling Center for professional psychological help. The Counseling Center provides free confidential counseling by trained professionals. Location: 137 E 25th Street, Room 927, telephone #646-312-2155.

Financial Aid – Students are referred to the Financial Aid Office when seeking information on financial aid loans and grants. Location: 151 E 25th Street, Room 725, telephone #646-312-1360.

Registrar – Students with questions about applying for graduation, dropping a course, inquiring about CLEP, transfer evaluation inquiry, permit applications and all other registration issues are registered to the Registrar. Location: 151 E 25th Street, Room 850, telephone #646-312-1150.

International Student Service Center – We refer students to the International Student Service Center, who are inquiring about any issue that may affect their student visa status. Location: 151 E 25th Street, Room 880, telephone #646-312-2050.

Study Abroad – Students are encouraged to explore the study abroad option to enrich their learning experience. Location: 137 E 25th Street, Room 819, telephone #646-312-2090/1.

Writing Center – Students who have difficulty in their writing are referred to the Writing Center for tutoring in these areas. Location: VC building, Room 8-185, telephone #646-312-4012.

Student Life – Students are encouraged to develop their educational process by becoming an active participant in the Baruch Community. They are referred to the Office of Student Life when questioning

about clubs, student government and any other on-campus or off-campus activities. Location: VC building, Room 2-210, telephone #646-312-4550.

Academic Departments – Students seeking additional information about the major, course content, and make-up examinations are referred to the respective academic department. Often students are exploring which major to pursue and need the faculty's expertise in the area to explain the learning goals of the courses offered in that major. Also, students may need assistance in obtaining and registering for an internship.

Advisement Staff

Director

Sharon D. Ricks

Telephone#: (646) 312-4262

Email: sharon_ricks@baruch.cuny.edu

Advisors

- Dionne Brown

Telephone#: (646) 312-4267

Email: dionne_brown@baruch.cuny.edu

- Elaine Cataletto

Telephone# (646) 312-4272

Email: elaine_makak@baruch.cuny.edu

- Phillip Hogue

Telephone# (646) 312-4289

Email: phillip_hogue@baruch.cuny.edu

- Faraz Khalid

Telephone# (646) 312-4287

Email: faraz_khalid@baruch.cuny.edu

- Lirie Pervizaj

Telephone# (646) 312-4288

Email: lirie_pervizaj@baruch.cuny.edu

- Gloria Paulus

Telephone# (646) 312-4268

Email: gloria_paulus@baruch.cuny.edu

- Marvin Rodriguez

Telephone# (646) 312-4264

Email: marvin_rodriguez@baruch.cuny.edu

- Vilmarie Rosario

Telephone# (646) 312-4265

Email: vilmarie_rosario@baruch.cuny.edu

Special Projects:

Debra Bick

Telephone# (646) 312-4270

Email: Debra_Bick@baruch.cuny.edu

Bibliography

Baruch College – City University of New York. “FAQS – Student Degree Audit”, Retrieved August 1, 2006

<https://dgw.baruch.cuny.edu/faq.htm>

Baruch College - Office of Institutional Research and Program Assessment – City University of New York. “Fall 2005 Fact Sheet for Undergraduate Students”, Retrieved July 2006

www.baruch.cuny.edu/ir/Factbooks.htm

Hemwall, Martha K and Trachte, Kent C. “Academic Advising as Learning: 10 Organizing Principles” NACADA Journal, Vol. 25 No 2, Fall 2005, 74.

Lowenstein, Marc. “If Advising is Teaching, What Do Advisors Teach?” NACADA Journal, Vol. 25 No 2, Fall 2005, 66.

National Academic Advising Association. Academic Advising A Comprehensive Handbook, Kansas: Jossey-Bass, Inc, 2000.

National Academic Advising Association website. “About NACADA”, Retrieved August 1, 2006

www.nacada.ksu.edu/AboutNACADA/index.htm

National Academic Advising Association website. “Membership”, Retrieved August 1, 2006

www.nacada.ksu.edu/AboutNACADA/index.htm

Van Dusen, William R., Jr. (2004). “FERPA: Basic Guidelines for faculty and staff a simple step-by-step approach for compliance”. Retrieved August 7, 2006 from the NACADA Clearinghouse of Academic Advising Resources Website:

<http://www.nacada.ksu.edu/Resources/FERPA-Overview.htm>

