

First Generation College Student College Student Inventory Appointment Protocol (1st Session)

Prerequisites

- Student has **completed** College Student Inventory Online

Learning Objectives

1. The Advising Relationship
 - a. Student schedules first advising appointment
 - b. Role of advisor/advisee
 - c. Being proactive in advising relationship
{Recognize clues that the student does not know what/how to ask questions}
2. Student as Self Learn
 - a. Asking for help
 - b. Available enrichment activities
 - c. Goal development
3. Transition to College
 - a. Understanding of their own interests and abilities as they develop their academic goals
 - b. Knowledge of available resources to ensure success

Appointment Outline

1. Advisor reviews College Student Inventory Coordinator Report
 - a. Review Student Background Information
 - i. High school grades, admissions test scores: as possible indicators of academic success
 - ii. Noncredit activities that they may be able to resume in some form on campus
 - iii. Distance from home: often an issue for FGC students
 1. Feel isolated and miss their family
 - iv. Other indicators:
 1. Desire to transfer
 2. Unfamiliar with school
 3. Dissatisfied with costs, residence or financial aid
 - a. These issues should all be addressed in the session
 - b. Review Summary of Academic Motivation
 - i. Dropout Proneness
 - ii. Predicted Academic Difficulty
 - iii. Educational Stress

- iv. Receptivity to Institutional Help
 - c. Look for areas of possible difficulty as indicated by a “low” score
 - d. Review Specific Recommendations for student
 - i. Articulate resources available on and off campus that may be valuable
- 2. Session begins
 - a. Begin conversation with “How is your semester going?”
 - i. Ask the student to define, do not settle for “good”
 - b. Continue the conversation by addressing items on the CSI that suggest difficulties
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 - 1. Feel isolated and miss their family
 - iv. Other indicators:
 - 1. These issues should all be addressed in the session
 - c. Review areas of possible difficulty as indicated by a “low” score
 - i. Ask the student to give you feedback on them
 - d. Review Specific Recommendations for student
 - i. Discuss resources available on and off campus that may be valuable
 - e. If the student discloses concerns about remaining here at TTU or not making successful academic progress:
 - i. Make appropriate referrals and document in AXIS
 - f. Help student finish questions:
 - i. My long term educational goal(s) is/are...
 - ii. {My family’s expectations of me....}
 - 1. {Often family’s of FGC students do not understand the need for a college education, the time that must be invested, and that the first semester of transition may not be easy}
 - iii. Discuss methods to achieve goals
 - 1. How/where to ask for help {this is especially difficult for FGC students}
 - 2. Available resources on campus
 - 3. {Participate in PEGASUS for support}
- 3. Encourage regular contact from student
 - a. Tell them you want to hear from them – Give them a business card as they are leaving

Advisor’s Next Steps

- AXIS Documentation
 - Document the appointment appropriately
 - Upload scanned documents to AXIS
- {Email Jodi with specific concerns}