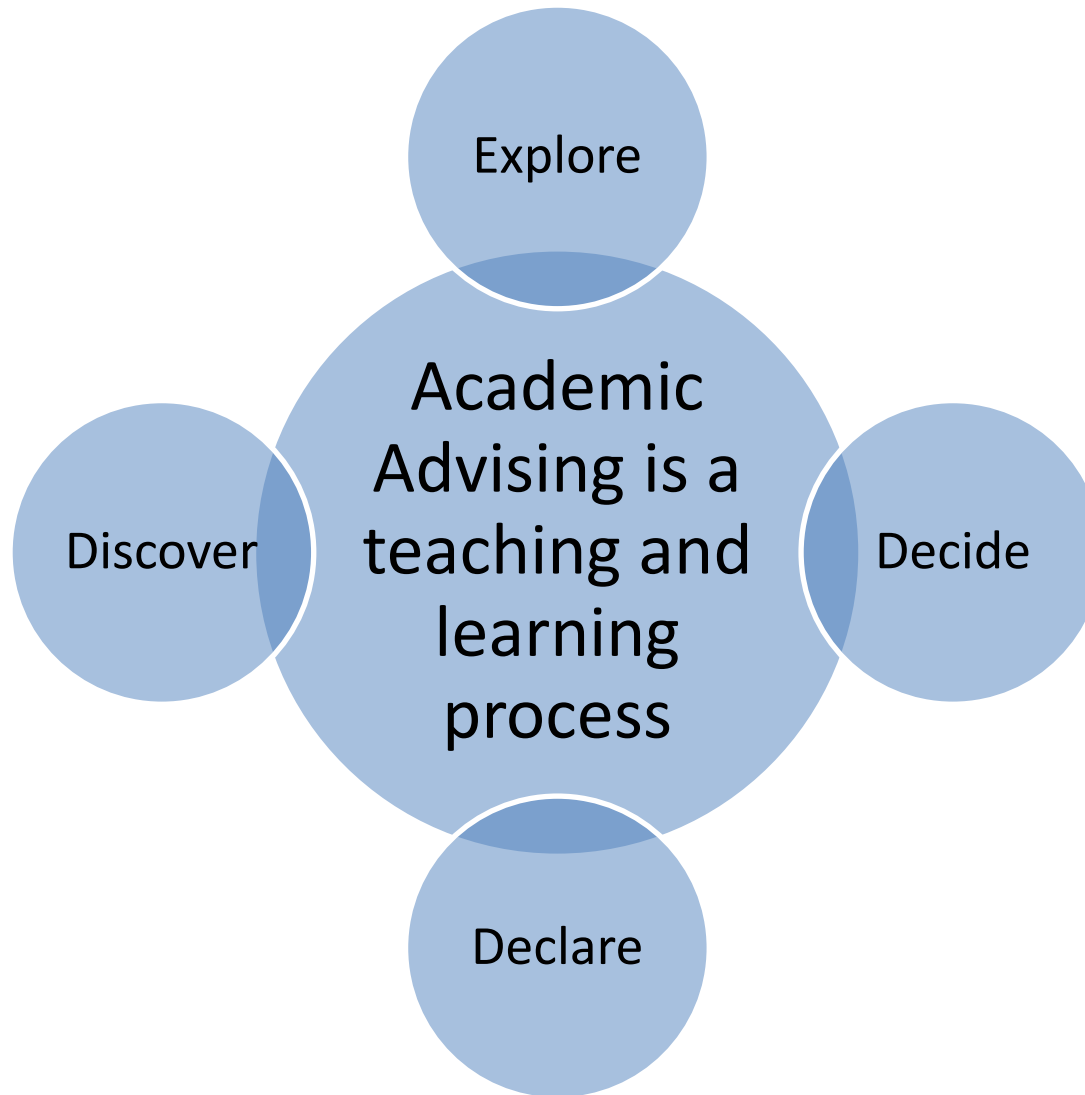




The Exploratory Student: Nuts & Bolts of Advising



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Meeting the Student Where They Are At

- Listen to their story.
- What are their experiences?
- What are their expectations?
- What are their goals?
 - You may have to ask probing questions.
 - Build a rapport.
 - Give them the tools to explore.
 - How to access resources.



Areas to Explore with the Student

- What are your interests? How can these interests be translated to a major; area of study; a class?
- What classes have you enjoyed in the past?
- What are your hobbies?
- Explain what foundational courses are; how they support different majors, careers and how these courses prepare them for future classes, careers and jobs.
- College Success courses; the benefits (Oregon Promise requirements)
- Value of placement and what it means.
- Seeing the Careers advisor – Tracy Dula





Nuts & Bolts of the Process

Choices ~ Muscle Memory ~

Time Management Skills ~ Resources



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Choices

- Become familiar with the programs that COCC offers. The College Catalog is the best tool for the job.
- COCC identifies students who are undecided about their career or academic path as "**exploratory**", which aligns with the **Associate of Arts Oregon Transfer (AAOT)** degree. This degree is designed to easily transfer to Oregon public universities for a bachelors degree.
- Some exploratory students may choose to declare the **Associate of General Studies** degree. The AGS degree allows students to self-design a program to meet individual needs. Remember, however, that the AGS degree does not include general education requirements aligned with a bachelor's degree as the AAOT does, and it does not include requirements to build workforce training and skills as the AAS does.



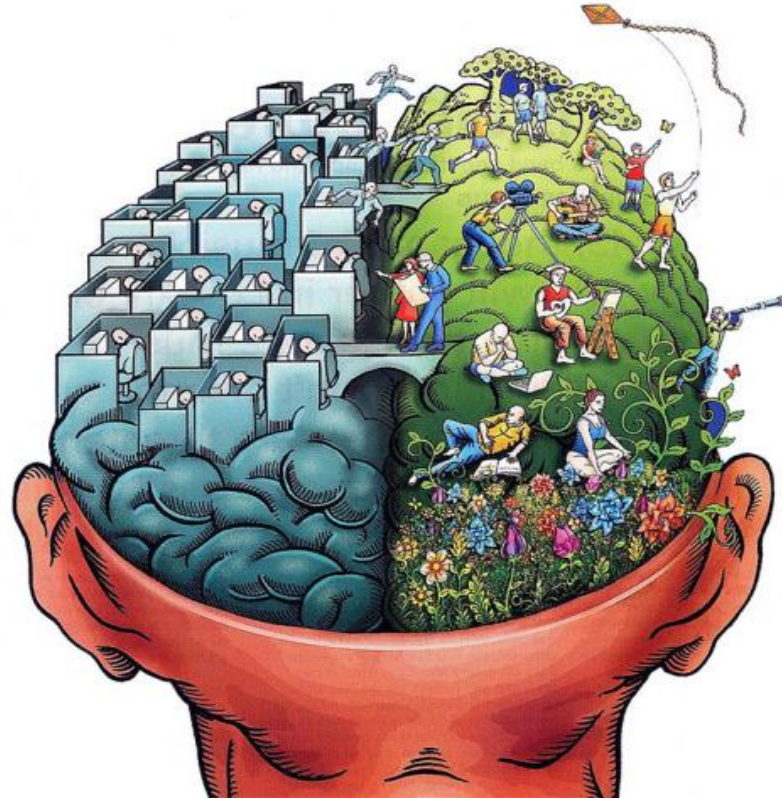
AAOT/AGS

<https://dw-prod.ec.cocc.edu/dashboard/>



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Muscle Memory

Have the student share their screen

Walk them through GradTracks ~ What If ~ Class Schedule



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Time Management

- Share resources with the student that will set them up for success
 - Calendars
 - Long Term planning
 - Scheduling suggestions/ideas
 - Weekly and Daily schedules
 - School, work, home
 - Self care – making sure they schedule downtime



Resources

- Where to find and access resources
- Create a follow-up email that you send at the conclusion the appointment
 - Make it simple and straight forward; customize to the student, i.e., resources you may have discussed; a website that may help them with exploring possible majors/careers.

