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Assumptions Held/My K-Plan ↔ Theories and Concepts/The K-Plan

*Now that you’ve read The K-Plan handout, what elements resonate with your plans for your college education and why?

What elements of The K-Plan have surprised you and why?

*What do you care about accomplishing most while at "K"?

*What courses and subject areas have you found most compelling?

*What other areas do you want to explore?

How will you achieve “breadth in the liberal arts and sciences”?

*Recognize and explicitly discuss external requirements and possible constraints on the students’ individualized K-Plan:

*What is your plan for fulfilling the language requirement?

*Have you considered adding PE or music to your schedule?

What is your plan for fulfilling the sophomore seminar requirement?

Have you looked at the sophomore seminars offered in winter?

Are you considering studying abroad during your junior year? If so, pick up an application from the CIP before going home for break.

You are required to declare a major in winter term of Sophomore year. What major are you considering? Why?

Do you know exactly where you are with major requirements?

What courses have you taken in your major, or in your anticipated major?

What courses can you take outside your major that will support it?

*What courses will address international and intercultural issues?

What are your SIP plans? Where are you with your SIP?

Remember: Any transfer or study abroad courses that you wish to count toward a major, minor, or concentration and any exceptions to those requirements must be approved in writing by the department or program chair and on file in the Registrar’s Office.

If you don't plan to finish a declared 2nd major, minor, or concentration is there reason to retain it?

*Ask students to identify positives and negatives of various choices; ask them to focus on how different choices would affect progression towards fulfilling their K-Plan.

First Year

Sophomore

Junior

Senior
These questions, aligned with advisee’s year in college (links at bottom) and with axes of the structured reflection triangle (links on axes), can serve as prompts for structured reflection about facets of a college education.

Assumptions Held/My K-Plan ↔ Theories and Concepts/The K-Plan

Now that you’ve read The K-Plan handout, what elements resonate with your plans for your college education and why?
What elements of The K-Plan have surprised you and why?
What do you care about accomplishing most while at “K”?
What courses and subject areas have you found most compelling?
What other areas do you want to explore? How will you achieve “breadth in the liberal arts and sciences”?
Recognize and explicitly discuss external requirements and possible constraints on the students’ individualized K-Plan:
What is your plan for fulfilling the language requirement?
Have you considered adding PE or music to your schedule?
*What is your plan for fulfilling the sophomore seminar requirement?
*Have you looked at the sophomore seminars offered in winter?
*Are you considering studying abroad during your junior year? If so, pick up an application from the CIP before going home for break.
*You are required to declare a major in winter term of Sophomore year. What major are you considering? Why?
Do you know exactly where you are with major requirements?
*What courses have you taken in your major, or in your anticipated major?
What courses can you take outside your major that will support it?
What courses will address international and intercultural issues?
*What are your SIP plans? Where are you with your SIP?
Remember: Any transfer or study abroad courses that you wish to count toward a major, minor, or concentration and any exceptions to those requirements must be approved in writing by the department or program chair and on file in the Registrar’s Office.
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First Year        Sophomore        Junior        Senior
These questions, aligned with advisee's year in college (links at bottom) and with axes of the structured reflection triangle (links on axes), can serve as prompts for structured reflection about facets of a college education.

Assumptions Held/My K-Plan ↔ Theories and Concepts/The K-Plan

Now that you've read The K-Plan handout, what elements resonate with your plans for your college education and why? What elements of The K-Plan have surprised you and why?

*What do you care about accomplishing most while at “K”?
*What courses and subject areas have you found most compelling?
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You are required to declare a major in winter term of Sophomore year. What major are you considering? Why?
Do you know exactly where you are with major requirements?
What courses have you taken in your major, or in your anticipated major?
What courses can you take outside your major that will support it?
What courses will address international and intercultural issues?
*What are your SIP plans? Where are you with your SIP?

Remember: Any transfer or study abroad courses that you wish to count toward a major, minor, or concentration and any exceptions to those requirements must be approved in writing by the department or program chair and on file in the Registrar’s Office.
If you don't plan to finish a declared 2nd major, minor, or concentration is there reason to retain it?

*Ask students to identify positives and negatives of various choices; ask them to focus on how different choices would affect progression towards fulfilling their K-Plan.

First Year  Sophomore  Junior  Senior
These questions, aligned with advisee’s year in college (links at bottom) and with axes of the structured reflection triangle (links on axes), can serve as prompts for structured reflection about facets of a college education.

Assumptions Held/My K-Plan ↔ Theories and Concepts/The K-Plan

Now that you’ve read The K-Plan handout, what elements resonate with your plans for your college education and why? What elements of The K-Plan have surprised you and why?

What do you care about accomplishing most while at “K”?

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**First Year**  
**Sophomore**  
**Junior**  
**Senior**
These questions, aligned with advisee’s year in college (links at bottom) and with axes of the structured reflection triangle (links on axes), can serve as prompts for structured reflection about facets of a college education.

Assumptions Held/My K-Plan ↔ Experiences Encountered

*What did you think “K” would be like?*

*What were your expectations about... Classes, professors, advisors, social life, extracurriculars, goals for your education, etc.? How have your expectations for the future changed?*

*How have your experiences so far coincided with your expectations about this year?*

*How have your experiences not aligned with your expectations?*

What have you done the past five weeks here that you see as being a part of Your K-Plan?

What gets you energized/excited? What completes you? What does this teach you about yourself? Are you aligned?

*What did you expect you’d love most about being here and how’s that changed? What’s surprised you and why?*

*Are there other experiences you want to try on (next quarter) given what you think you might want to do/be?*

*What does breadth mean to you? What does that look like for next year/quarter?*

*What don’t you want to do? Why? How will that impact you? What have you never heard of or thought about before “K” that you do or are aware of now?*

*What have you learned about yourself since you’ve been at K? Have you changed?*

*What are you involved in besides course work?*

How have your classes, etc. helped you decide where to go on Study Abroad, etc.?

*What do you miss most about home? What do you like most about life at K?*

*How has the reality of life at K differed from your expectations?*

*Encourage students to list strengths and weaknesses and ask them to explain why they think they possess these strengths and weaknesses.*

*What knowledge, skills, and attitudes do you want to develop? What do you want to know and be able to do?*

What majors are you considering? What courses will help you identify your major? What courses might be related to it?

If a student wants to change majors, ask for an explanation and push student to consider gains/losses/effects of decision on goals (e.g., academic, personal, career, financial, and relational).

How do the different things you've done connect?

*What knowledge, skills & attitudes do you want to develop? What do you want to know and be able to do?*

First Year  Sophomore  Junior  Senior
These questions, aligned with advisee’s year in college (links at bottom) and with axes of the structured reflection triangle (links on axes), can serve as prompts for structured reflection about facets of a college education.

Assumptions Held/My K-Plan ↔ Experiences Encountered

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What were your expectations about... Classes, professors, advisors, social life, extracurriculars, goals for your education, etc.? How have your expectations for the future changed?
*How have your experiences so far coincided with your expectations about sophomore year?
*How have your experiences not aligned with your expectations?
What have you done the past five weeks here that you see as being a part of Your K-Plan?
What gets you energized/excited? What completes you? What does this teach you about yourself? Are you aligned?
What did you expect you'd love most about being here and how's that changed? What's surprised you and why?
*Are there other experiences you want to try on (next quarter) given what you think you might want to do/be?
What does breadth mean to you? What does that look like for next year/quarter?
What don't you want to do? Why? How will that impact you? What have you never heard of or thought about before “K” that you do or are aware of now?
What have you learned about yourself since you've been at K? Have you changed?
What are you involved in besides course work?
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Experiences Encountered ↔ Theories & Concepts Known/The K-Plan

*How have you decided what courses to take in the past (e.g., First-Year)? How is that process different from our K-Plan advising concept?

*What is The K-Plan and how do you see it being useful when thinking about a college education?

*Talk about students’ experiences in different fields/courses. Focus on student perceptions of environments and their own behaviors.

How does your previous experience with advising shape your understanding of the K-Plan?

How has Kalamazoo College’s outline for a college education (i.e. The K-Plan) affected your choices of courses, taking part in internships/externships, going on Study Abroad, etc?

Ask students “think-back” questions – this can help students reflect on fairly recent or memorable experiences encountered and establishes a context for answers to specific questions.

How have your “K” experiences to date connected with, corresponded to, The K-Plan?

*How does [Insert student experience] now match up with [Insert K-Plan component/College mission/learning outcome] then?

*What are some of the academic challenges you encountered at K?

Explicitly discuss contexts other than those at K; ask about others who will be affected by their decisions:

How do the different things you’ve done (inside and outside the classroom) connect?

*What is expected of you in classes (preparation, participation, etc.)? What do course syllabi tell you? Are these expectations consistent with what you anticipate from your understanding of The K-Plan?
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First Year  Sophomore  Junior  Senior
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