O’Mari Lockhart: Making it Relevant

O’Mari Lockhart met with S.P. who was on the fence about his major—He was deciding between criminal justice and business management. S.P. was concerned that criminal justice was too narrow since he was disinterested in becoming a police officer. He realized, however, his interest in business management was halfhearted. Before he attended William Paterson University, he had been a sociology major at a community college. He abandoned it because he felt like sociology did not have a defined career path. O’Mari talked to the student about his interests. He realized that he enjoyed sociology and how it tied into his life. Ultimately, S.P. decided to pursue the sociology major because it seemed relevant to his life and it embraced his skill set. By being a detective, asking the right questions, and helping the student connect his education to his life, O’Mari made an impact on S.P.’s life.

Caroline Murphy: Finding the Answer

R.F. entered Caroline’s office about a year before she was scheduled to graduate with a unique request. She wanted to know if Caroline could find a way for her to graduate faster than expected. Caroline leaped into action and analyzed her degree evaluation and tried to figure out what major would best fit the courses that she had already taken. She discovered that the student could get a Psychology degree quickly. The student followed the path Caroline laid out for her. At graduation, the student sought out Caroline to express her gratitude. Knowing the curriculum and understanding the student’s needs allowed Caroline to help R.F. finish her studies earlier. In doing so, she alleviated some of the student’s financial stress.

Ceasar Castro: Empowering Students

As Ceasar was checking in with students during the career fair, he met S.C. who seemed frazzled and frustrated. She was having difficulty focusing at the job fair and was struggling overall. Ceasar suggested that she come in for individual career sessions. Over the course of several meetings, they touched on many different aspects of her life. He gave her time management techniques, helped her sort through her professional goals and personal struggles. He employed career coaching techniques and helped her identify sources of motivation. By sandwiching in constructive criticism in between positive feedback, he was able to bolster her confidence. He was delighted to see her sporting a smile at graduation well on a path to success with the tools he gave her.
Lynne Orr: Maximizing Students’ Opportunities

C.P. was presenting in Lynne’s communication class about how he enjoyed web design. After hearing that, Lynne suggested that he come in to the Career Development and Advisement Center, create a resume, and apply for a job helping the office with web development. When he arrived, Lynne discussed with the student his previous internships, jobs, education, and achievements. They also spoke about his involvement in clubs and activities. Lynne helped him create a resume from scratch and hired him to be the Web Intern for the summer. At the same time, C.P. applied, with his newly created resume, to the STC program on campus. Upon seeing his resume, they passed his resume along so that he could be hired for a technical assistant position. This position is a higher position that allowed him to bypass training. Lynne demonstrated her ability to take initiative to bring students into the office and develop rapport with them. She helped C.P. maximize his employment opportunities.

Tashia Burton: Finding Student’s Motivation and Providing Support

After struggling through some semesters of college in which J.D. could not find motivation for her studies, she was dismissed from the university. When she came back to school, she was on probation and Tashia asked her if she had a plan for success. She also asked her what was going to be different about her approach to her studies this time around. J.D. mentioned that she was now more mature. She had a job that she wanted to advance in. Her son motivated her to succeed because she wanted to be able to provide for him. Tashia took the extra step with J.D. Since J.D. was on probation, she checked in with her via email throughout the semester. Tashia wanted to make sure that she was on track to receive solid grades. By taking the extra step, Tashia created another source of extrinsic motivation for J.D.; the student received praise from someone on campus. By checking in with J.D. Tashia helped her stay on task and let her know that someone on campus cared enough to follow up. As Tashia calculated J.D.’s formula for success, J.D. received all A’s this semester.

Deborah Sheffield: Taking the Extra Step

Deborah recalled two different situations where she took some extra steps to help students. During one orientation, S. P. and her parents were receiving the run around as they tried to seek out information they needed. Sensing the parents’ and student’s frustration, Deborah walked the student around herself and helped the parents make phone calls. Rather than have them bounce around from different people and increase their frustration, Deborah helped them by expediting the process.

In a very different situation, Deborah helped a student continue to pursue their dream after personal loss. Throughout the academic career, M.N. had been receiving solid grades. The student was on track to enter the nursing program when the student’s mother suddenly passed away. Deborah spoke with several administrators. M.N. gained entry into the department and resumed studies.

*All of the student’s initials from these stories have been changed to protect confidentiality*

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