

**Wartburg College Adviser Manual**  
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**To find this manual on the Wartburg College web site, go to**  
<http://www.wartburg.edu/pathways/academicadvising/manual.pdf>

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## INTRODUCTION

Advisers sometimes complain that advising is challenging because it is difficult

- to develop productive, professional relationships with advisees
- to provide accurate, up-to-date information and track exceptions to rules, especially the “unwritten” ones
- to identify campus resource people
- to get the development needed to be an effective adviser

This manual has been written and compiled as an attempt to address those challenges and to aid academic advisers on the Wartburg College campus. Many materials are available, often in more detail, through other campus and off-campus documents, handbooks, web pages and especially the college catalog. This guide is meant to put the highlights into your hands in a convenient format; it is not meant to be a comprehensive substitute for those original sources. Furthermore, this is a general advising manual. Departments will likely supplement it with materials specific to their programs. It should be considered a “living document” which can be modified and updated on a regular basis. Many of the pages have been copied with permission from a variety of sources and may be duplicated for distribution to advisees if desired unless specifically noted otherwise.

“Advisement is the activity most positively correlated with student retention as well as satisfaction. That is, when students are satisfied with the advising process, they tend to be satisfied with the institution” --Noel-Levitz, Inc.



## Section I: Advising Basics

### Role of Academic Advising

#### Academic advising

is the **only structured** activity on the campus in which **all** students have the opportunity for **one-on-one interaction** with a **concerned, informed representative** of the institution.

#### **Advising gives you the opportunity to challenge students to:**

- Make informed decisions
- Set short- and long-range educational goals
- Accept responsibility for their educational developments
- Grow personally and academically

#### **Advising is an opportunity to talk with students about:**

- Life and career goals
- Lifestyles
- Values, interests, abilities, and personality
- Learning styles, strengths, and limitations
- Decision-making skills
- Campus resources
- Your academic area

*Advising is an opportunity for you to make a difference in students' lives.*

**Enhance your effectiveness as an adviser by:**

- Considering the advising relationship as an opportunity to teach students.
- Becoming familiar with students as individuals. Recognize differences in skills and needs. Assist students in self-understanding and self-acceptance (clarifying values, understanding abilities, interests, personality, and limitations).
- Beginning the advising relationship with a discussion of the broader reasons for advising. Assist students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education. Assist students in developing an educational plan (alternative courses of action, alternate career considerations, and selection of courses) consistent with life goals and objectives.
- Empowering students to make their own decisions. Encourage them to explore their options and gather information before making decisions. Assist students in developing decision-making skills. Assist students in evaluation or reevaluation of progress toward established goals and educational plans.
- Encouraging students to become involved with advising, academics, and co-curricular aspects of college life.
- Collaborating with other departments, including student life, to improve advising. Collective efforts do improve advising and contribute to student success!
- Provide accurate information about institutional policies, procedures, resources, and programs. Make referrals to other institutional or community support services.

*Based on the developmentally-focused goals for advising programs developed by the National Academic Advising Association (NACADA) in conjunction with the Council for the Advancement of Standards.*

## Adviser and Advisee Responsibilities

Academic advising is a process by which students and their academic advisers meet periodically to discuss progress, plans, ideas, and needs as the student pursues academic and career goals. These meetings provide a time when students may talk with advisers who are knowledgeable about available resources to aid student progress. Students are assigned advisers based on area(s) of interest at the time of registration. Students who declare more than one major are assigned advisers in each major. Students are encouraged to meet with their advisers during the year to discuss academic progress, problems, or educational and career goals. Students may request a change of adviser by filling out the appropriate form available at the Pathways Center or Registrar's Office, obtaining the necessary signatures, and filing the form with the Registrar's Office.

<b>Academic Advisers should:</b>	<b>Students should:</b>
<ul style="list-style-type: none"> <li>Be familiar with College policies and requirements as outlined in the catalog, Schedule of Courses, relevant departmental materials, and the on-line advising manual; know what is required for students to maintain good academic standing</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with the Academic Catalog and be knowledgeable about Wartburg College policies, procedures, and requirements; know what is required for them to maintain good academic standing</li> </ul>
<ul style="list-style-type: none"> <li>Maintain a reasonable number of office hours as outlined in the faculty handbook</li> </ul>	<ul style="list-style-type: none"> <li>Check Wartburg e-mail regularly for campus communications</li> </ul>
<ul style="list-style-type: none"> <li>Help students explore a variety of possible majors and make appropriate major choices</li> </ul>	<ul style="list-style-type: none"> <li>Make and keep appointments with advisers at least once each term</li> </ul>
<ul style="list-style-type: none"> <li>Help students plan their academic programs</li> </ul>	<ul style="list-style-type: none"> <li>Prepare for meetings with advisers. Create lists of questions or concerns. Ask until they understand. Follow up on adviser recommendations</li> </ul>
<ul style="list-style-type: none"> <li>Provide honest, realistic, sensitive feedback on students' performance</li> </ul>	<ul style="list-style-type: none"> <li>Know which courses are required in their program of study</li> </ul>
<ul style="list-style-type: none"> <li>Offer students information on curricular options such as Wartburg West, study abroad, internships, the Leadership Certificate Program, and other programs</li> </ul>	<ul style="list-style-type: none"> <li>Work with a Pathways Peer Adviser to plan a tentative schedule of courses BEFORE meeting with advisers when preparing for registration</li> </ul>
<ul style="list-style-type: none"> <li>Help students evaluate graduate school and career choices</li> </ul>	<ul style="list-style-type: none"> <li>Learn to access grade information on I-net</li> </ul>
<ul style="list-style-type: none"> <li>Know about and make referrals to support services as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Accept responsibility for and consequences of their academic decisions (about course selection, withdrawal, choice of adviser, requesting special accommodations, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Maintain accurate records of meetings with advisees</li> </ul>	<ul style="list-style-type: none"> <li>Keep personal records of progress toward graduation. Bring their records to advising appointments</li> </ul>

Advisers, together with the Office of the Registrar, exercise all possible care in checking students' records for graduation. However, it is the sole responsibility of the *student* to fulfill all requirements for a degree. Advisers may provide advice and referrals related to academic, career, and life concerns. **The Pathways Center**, located in the Vogel Library, top floor, provides information on working effectively with your academic adviser and on support services. Services located within the Pathways Center include: **Academic Advising (especially for those exploring major options), Career Services, Testing and Disability Services, Counseling Services, Supplemental Instruction, First-Year and Senior-Year Experiences, and Vocation and Mentoring.**

### Helpful Phone Numbers

Career Services	352-8330	Residential Life	352-8260
College Pastor	352-8217	Student Diversity Programs and Services	352-8434
Counseling Services	352-8539	Supplemental Instruction	352-8615
International Student Programs	352-8220	Testing Services	352-8230
Pathways Center	352-8615	Wartburg Writing/Reading Lab	352-8552

For further information, contact the Pathways Center (352-8615) or e-mail [careers@wartburg.edu](mailto:careers@wartburg.edu)

## Advising and the Law

### FERPA Summary

In 1974 congress passed the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. FERPA allows students access to their educational records and limits the ability of others to access those records, except as authorized by law. The student may request suppression of demographic information. Students have the right to inspect their education records, with certain exceptions. If a student believes these records to be inaccurate, s/he may request an amendment and, if denied, s/he has the right to a hearing and to place a letter of disagreement in her/his file if the outcome of that hearing is negative. A student is eligible under FERPA to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, if s/he believes Wartburg College failed to comply with the requirements of the Act.

The College may provide grades and access to student education records to parents who certify that the students are financially dependent, as defined in Section 152 of the 1986 Internal Revenue Code.

Educators may release information under the following circumstances:

- If the student is a dependent (as indicated above)
- Under court subpoena
- If a student has signed a release
- As part of an audit by the state
- If the health and safety of the student or others is at stake
- If the college faculty member or official has a legitimate interest
- Victims of violent crimes may be told the results of disciplinary proceedings
- For purposes of awarding financial aid

“FERPA has sometimes been misinterpreted by faculty who assume it means that you cannot say anything bad about a student without consent, but the law actually forbids ANY discussion of a student with others outside the college or university . . . FERPA prohibits you from nominating a student for an award (because your nomination would be based on your knowledge about the student’s educational record) without the student’s prior written consent” (“Advisors Beware: Recommendations May Violate Privacy Act,” *Society for Personality and Social Psychology*, Vol. 9, No. 2, fall, 1994). This may also apply to recommendations—verbal or written. Therefore, ask students for written permission to release information, keep a record of date, time, and circumstances of the request. Note when, to whom, and what information was released for what purpose.

For a full text of the FERPA law, see [http://www.lrp.com/ed/freelib/free\\_regs/bc3499.htm](http://www.lrp.com/ed/freelib/free_regs/bc3499.htm).

The Higher Education Reauthorization Act allowing release of information to parents regarding alcohol and substance abuse was passed in 1998. Section 952 reads:

### ALCOHOL OR DRUG POSSESSION DISCLOSURE.

Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) is amended by adding at the end the following:

#### (i) DRUG AND ALCOHOL VIOLATION DISCLOSURES

(1) IN GENERAL- Nothing in this Act or the Higher Education Act of 1965 shall be construed to prohibit an institution of higher education from disclosing, to a parent or legal guardian of a student, information regarding any violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if--

(A) the student is under the age of 21; and

(B) the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

(2) STATE LAW REGARDING DISCLOSURE- Nothing in paragraph (1) shall be construed to supersede any provision of State law that prohibits an institution of higher education from making the disclosure described in subsection (a).



## THE ROLE OF ACADEMIC ADVISING

### Council for the Advancement of Standards (CAS) in Higher Education: Standards Contextual Statement

Academic advising is an essential element of a student's collegiate experience. It evolves from the institution's culture, values, and practices and is delivered in accordance with these factors. Academic advising is one of the few endeavors universal to all college and university students and plays a significant role in their education.

Academic advising, long a purview of faculty who accepted the responsibility in earnest with the advent of electives into the curriculum, is also now delivered by professional, full-time staff members outside the tenure track structure and by graduate and undergraduate students. Today's academic advising is well assisted by rapidly growing technologies in registration activities and information dissemination.

Academic advising is one of the very few institutional activities that connect all students to the institution. As the curricula of higher education becomes increasingly complex and as educational options expand, the pressure to make the educational experience as meaningful as possible for students has increased as well. Higher education, in turn, has responded with renewed attention to the need for quality academic advising. With the establishment of the National Academic Advising Association (NACADA), recognition has been accorded to those in higher education who saw their work in academic advising as purposeful and unique. To enable all academic advisers to examine their behaviors within a professional framework, NACADA developed a *Statement of Core Values*, a document that was written in response to a growing need for ethical principles to guide those who advise and delineates the core values of the profession.

Publications on academic advising increased during the 1980s and 1990s; see Gordon's chapter in *Teaching through Academic Advising: A Faculty Perspective* (Reinarz & White, 1995). Additional resources, including annotated bibliographies, are available from the Clearinghouse on Academic Advising. NACADA publishes a monograph series that examines various aspects of advising; the first monograph, *Reaffirming the Role of Faculty in Academic Advising*, advances the premise that the faculty-student interaction in an advising context is one of the most prevalent advising models in use today. Academic advising has been described as a crucial component of all students' experiences in higher education. Within this context, students can find meaning in their lives, make significant decisions about the future, be encouraged to rise to their highest levels of potential, and access all that higher education has to offer. When practiced with competence and dedication, academic advising can increase retention rates. In an age increasingly characterized by impersonality and detachment, academic advising provides a human contact students so often need and ask for.

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### Academic Advising CAS Standards and Guidelines

## **Part 1. Mission**

The academic advising program must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

The institution must have a clearly written statement of philosophy pertaining to academic advising, which must include program goals and expectations of advisors and advisees.

The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. The academic advisor should assist by helping to identify and assess alternatives and the consequences of decisions.

Institutional goals for academic advising should include:

- development of suitable educational plans;
- clarification of career and life goals;
- selection of appropriate courses and other educational experiences;
- interpretation of institutional requirements;
- enhancement of student awareness about educational resources available (e.g., internship, study abroad, honors, and learning assistance programs);
- evaluation of student progress toward established goals;
- development of decision-making skills;
- reinforcement of student self-direction;
- referral to and use of institutional and community support services; and
- collection and distribution of data regarding student needs, preferences, and performance for use in making institutional decisions and policy.

## **Part 2. Program**

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum.

The academic advising program must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to the special needs of individuals.

The academic advising program must promote learning and development in students by encouraging experiences which lead to intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

The academic advising program must assist students in overcoming educational and personal problems and skill deficiencies.

The academic advising program must identify environmental conditions that may negatively influence student academic achievement and propose interventions that may neutralize such conditions.

The academic advisor must review and use available data about students' academic and educational needs, performance, aspirations, and problems.

The academic advising program must assure that academic advisors collaborate in the collection of relevant data about students for use in individual academic advising conferences.

Individual academic advising conferences must be available to students each academic term.

Through private, individual conferences with students, the academic advisors should provide assistance in refining goals and objectives, understanding available choices, and assessing the consequences of alternative courses of action. Course selection, understanding and meeting institutional requirements, and providing clear and accurate information regarding institutional policies, procedures, resources, and programs may be carried out individually or in groups.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under prepared, and honors students may require more advising time than upper division students who have declared their majors.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity.

When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.

The academic advising program must provide current and accurate advising information to academic advisors.

Supplemental systems for the delivery of advising information, such as on-line computer programs, may be employed.

Referrals to appropriate institutional or community support services should be made as needed.

The academic advising program should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution.)

### **Part 3. Leadership**

The institution must appoint, position, and empower the leader of the academic advising program to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes, and other professional credentials. Expectations of accountability must be defined for academic advising program leaders, and their performance fairly assessed.

Leaders of academic advising programs must exercise authority over those resources for which they are responsible to achieve their respective missions. Leaders must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Leaders must improve programs and services continuously in response to changing needs of students and institutional priorities.

### **Part 4. Organization and Management**

The academic advising program must be structured purposefully and managed effectively to achieve its stated goals. Evidence of an appropriate structure must include current and accessible policies and procedures, written expectations for performance of all employees, and organizational charts. Effective management practices must be evident, including clear sources and channels of authority, effective communication, procedures to make decisions and resolve conflicts, responsiveness to changing conditions, accountability systems, and recognition and reward procedures.

The design of the academic advising program must be compatible with the institution's organizational structure and its students' needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees.

In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used, students, faculty advisors, and professional staff should be informed of their respective advising responsibilities.

### **Part 5. Human Resources**

The academic advising program must be staffed adequately by individuals qualified to accomplish its mission and goals. The academic advising program must establish procedures for selection, training, and evaluation of advisors, set expectations for supervision, and provide appropriate professional development opportunities.

An academic advisor must hold an earned graduate degree or must possess an appropriate combination of education and experience.

Graduate students, interns, others in training, student employees, peer advisors, and volunteers must be carefully selected and adequately trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to a qualified professional staff member.

The academic advising program must have sufficient support personnel to accomplish its mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for academic advising program personnel must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The academic advising program must intentionally employ advisors who reflect the diversity of the institution's student population, to ensure the existence of readily identifiable role models for students, and/or to enrich the campus community.

Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policy and local, state/provincial, and federal law.

The institution must designate a specific individual to direct the academic advising program.

The director of an academic advising program must possess either an earned graduate degree or equivalent combination of academic and educational experience, previous experience as an academic advisor, and knowledge of the literature of academic advising. The director must be skilled in fiscal management, personnel selection and training, conceptualization, planning and evaluation tasks.

Academic advisors should have an understanding of student development; a comprehensive knowledge of the institution's programs, academic requirements, majors, minors, and support services; a demonstrated interest in working with and assisting students; a willingness to participate in pre-service and in-service workshops and other professional activities; and demonstrated interpersonal skills.

Sufficient personnel should be available to meet students' advising needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Academic advising personnel may be organized in various ways. They may be full-time or part-time professionals who have advising as their primary function or may be faculty whose responsibilities include academic advising. Paraprofessionals (e.g., graduate students in practice, interns, or assistants) or peer advisors may also assist advisors.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical and support personnel should be carefully selected and adequately trained, supervised, and evaluated.

## **Part 6. Financial Resources**

The academic advising program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

Special consideration should be given to providing funding for training and development of advisors, particularly those for whom the advisory function is part-time and/or secondary assignment.

Financial resources should be sufficient to provide high quality print and non-print information for students and training materials for advisors. Also, there should be sufficient resources to promote the academic advising program.

## **Part 7. Facilities, Technology, and Equipment**

The academic advising program must have adequate and suitably located facilities, technology, and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health and safety.

The academic advising program must assure that technology-assisted advising includes approvals, consultations, and referrals.

Computing equipment and access to local networks, student databases, and the Internet should be available to academic advisors.

Privacy and freedom from visual and auditory distractions should be considerations in designing appropriate facilities.

## **Part 8. Legal Responsibilities**

Academic advisors must be knowledgeable about and responsive to law and regulations that relate to the academic advising program. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution through its policies.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities.

The institution must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

### **Part 9. Equal Opportunity, Access, and Affirmative Action**

The academic advising program must ensure that services are provided on a fair and equitable basis and are accessible to all students. Hours of operation must be responsive to the needs of all students. The academic advising program must adhere to the spirit and intent of equal opportunity laws.

The academic advising program must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with the mission and goals, the academic advising program must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

### **Part 10. Campus and Community Relations**

The academic advising program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. The academic advising program should be fully integrated into other processes of the institution.

For referral purposes, the academic advising program should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

### **Part 11. Diversity**

Within the context of the institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, the academic advising program must nurture environments where similarities and differences among people are recognized and honored.

The academic advising program must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures.

The academic advising program must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

### **Part 12. Ethics**

All persons involved in the delivery of the academic advising program must adhere to the highest of principles of ethical behavior. The academic advising program must implement statements of ethical practice. The academic advising program must publish these statements and insure their periodic review by all concerned. Ethical standards or other statements from relevant professional associations should be considered.

The academic advising programs must ensure that confidentiality is maintained for all records and communications (i.e., paper and electronic), unless exempted by law.

Information disclosed in individual academic advising sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all academic advising personnel must disclose to appropriate authorities information judged to be of an emergency nature, especially when the health and safety of the individual and others are involved. Information in students' educational records must not be disclosed to non-institutional third-parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law. The academic program must apply a similar dedication to privacy and confidentiality to research data concerning individuals.

All academic advising personnel must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

All academic advising personnel must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. All academic advising personnel must strive to ensure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, all academic advising personnel must ensure that such funds are managed in accordance with established and responsible accounting procedures.

All academic advising personnel must maintain the highest principles of ethical behavior in the use of technology.

All academic advising personnel must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

All academic advising personnel must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

All academic advising personnel must use suitable means to confront unethical behavior exhibited within the educational community.

### **Part 13. Assessment and Evaluation**

The academic advising program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine the extent to which stated mission and goals are being met. Although methods of assessment may vary, the academic advising program must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving the academic advising program and in assessing the performance of personnel.

## **NACADA Statement of Core Values of Academic Advising**

The National Academic Advising Association (NACADA) is an organization of professional advisors, faculty, administrators, students and others from a variety of settings who do academic advising or otherwise work to promote quality academic advising on college and university campuses. As members of this organization or of the profession of academic advising, or as others who advise or provide related programs and services to students, we must recognize our responsibility not only to students and the institutions in which our advising is done, but to society, to colleagues, and to ourselves.

While not all those who do academic advising are professional advisors, anyone carrying out advising functions should be expected to perform in a professional manner. The Core Values identified and discussed here provide a framework against which those who advise can measure their own performance.

In no way does this Core Values statement try to dictate that all academic advising needs to be done in precisely the same way by everyone, or that there is one particular advising philosophy or model. Instead, these are reference points for professionals to use. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more important than others, depending on their own philosophies and those of their colleges or universities.

### **The Power of Academic Advising**

Few experiences in students' postsecondary career have as much potential for influencing their development as does academic advising.

Through regular contact with students--whether face-to-face, through the mail, on the telephone, or through computer mediated systems--advisors gain meaningful insights into student's academic, social, and personal experiences and needs.

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately be successful learners.

Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand students' academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic support staff, may achieve their goals to succeed academically and personally.

Students place a great deal of trust in their advisors. That trust warrants quality programs and services. It is through our Core Values that students' expectations of academic advising are honored.

### Beliefs about students

Like other educators, academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. Our work as advisors is guided by our beliefs that:

- students can be responsible for their own behavior;
- students can be successful as a result of their individual goals and efforts;
- students have a desire to learn;
- learning needs vary according to individual skills, goals and experiences; and
- students hold their own beliefs and opinions.

### Why our Core Values are important

Out of these beliefs grow our Core Values. Regardless of our professional preparation and experience, each of us in the field of academic advising is ultimately guided in our work by what we perceive as important, what we value, and what we believe about those we serve--primarily students, but also others in the institutions within which we work, and even the institutions themselves.

We recognize the complex nature of academic advising, the wide variety of settings and tasks for which academic advisors are responsible, and the diverse backgrounds and experiences of academic advisors. Yet, while values and beliefs are by their very nature individual, there are many that are subscribed to by those who advise students. Through this statement of Core Values we communicate to others what they can expect from us. These Core Values may be used to validate our conduct in our diverse roles and our relationships within the academic community.

### The Core Values

Students deserve dependable, accurate, respectful, honest, friendly, and professional service. In order to serve students well, academic advisors understand that they are responsible to many constituents who comprise our academic communities. This is the foundation on which the following Core Values rest.

Advisors are responsible to the students and individuals they serve. The cooperative efforts of all who advise help to deliver quality programs and services to students. These include, but are not limited to, giving accurate and timely information, maintaining regular office hours, and keeping appointments.

Advisors help students develop a perception of themselves and their relationship to the future. Advisors introduce students in a nurturing way to the world they are entering--teaching them to value the learning process, put the college experience into perspective, become more responsible, set priorities and evaluate sequences of events, and be honest with themselves.

Advisors encourage self-reliance by helping students make informed and responsible decisions, set realistic goals, and develop thinking, learning, and life management skills to meet present and future needs. Advisors work with students to help them accomplish the goals and objectives they have established for themselves. Advisors encourage students to be responsible for their own success and progress. They respect students' rights to their individual beliefs and opinions but are not dictated to by them.

Advisors work to modify barriers to student progress; identify burdensome, ineffective, and inefficient policies and procedures; and work to effect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. Advisors inform students about appropriate grievance procedures in cases where students find the resolution unsatisfactory.

Advisors recognize the changing nature of the college and university environment and student body. They support students in appropriate ways (e.g., advocate at the administrative level for recognition of these changes; offer varied office hours; and acknowledge the special needs of all students and the pressures on them to juggle study with work, family, and other interpersonal demands).

Advisors are knowledgeable about and sensitive to federal, state, and their own institution's policies and procedures, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.

Advisors respect the rights of students to have information about themselves kept confidential. Advisors share information with others about students and their programs only when both advisor and student believe that information is relevant and will result in increased information or assistance, assessment, and provision of appropriate services to the student.

Advisors gain access to and use computerized information about students only when that information is relevant to the advising they are doing with that particular student. Advisors enter or change information on students' records only when legitimately authorized to do so.

Advisors need to document advising contacts adequately to aid subsequent advising interactions.

Advisors are responsible for involving others, when appropriate, in the advising process. Effective advising requires a broad-based, or holistic, approach to working with students. Academic advisors develop crucial ties with others who assist students in diverse areas, such as admissions, orientation, financial aid, housing, health services, athletics, course selection and satisfaction of academic requirements, special physical and educational needs (e.g., disabilities, study skills, psychological counseling), foreign study, career development, co-curricular programs, and graduation clearance.

Advisors are facilitators and mediators. Responsible academic advisors recognize their limitations and use their specialized knowledge effectively.

To make connections between academic advising and other aspects of students' lives, advisors seek out resources provided by others. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.

If peer advisors are used, the supervising advisor will closely monitor the peer advisor regarding adherence to appropriate policies and practices.

Advisors are responsible to the college or university in which they work. Advisors respect the opinions of their colleagues; remain neutral when students present them with comments, questions, or opinions about other faculty or staff; and are non-judgmental about academic programs.

Advisors increase their collective professional strength by sharing their philosophies and techniques with colleagues.

Advisors keep administrators who are not involved directly in the advising process informed and aware of the importance of academic advising in students' lives, and of the need for administrative support of advising and related activities.

Advisors abide by the specific policies, procedures and values of the department and institution for which they work. Where injustices occur and might interfere with students' learning, advisors advocate for change on behalf of students with the institution's administration, faculty, and staff.

Advisors are responsible to higher education generally. Academic advisors honor (and are protected by) the concept of academic freedom as practiced on our campuses. In this spirit, advisors hold a variety of points of view. Academic advisors are free to base their work with students on the most appropriate and optimum theories of college student development and models of delivery for academic advising programs and services.

Advisors accept that one of the goals of education is to introduce students to the world of ideas. One goal of academic advising is to establish a partnership between student and advisor to guide students through their academic programs so they may attain the knowledge gained and offered by faculty.

Academic advisors believe that it is ultimately the responsibility of students to apply what they learn to everyday situations. Advisors help students in understanding this process.

Advisors advocate for students' educational achievement at the highest attainable standard and support student goals, as well as the educational mission of the institution.

Advisors advocate the creation or strengthening of programs and services that are compatible with students' academic needs.

Advisors are responsible to the community (including the local community, state, and region in which the institution is located). Academic advisors interpret the institution's mission, standards, goals, and values to its community, including public and private schools from which the college or university draws its student body. Likewise, advisors understand their student body and regularly inform the schools from which their students come about appropriate preparation so that students may perform successfully in higher education.

Advisors are sensitive to the values and mores of the surrounding community, sharing these with and interpreting them to students. Advisors are aware of community programs and services and may become models for students by participating in community activities themselves.

Advisors are responsible to their professional role as advisors and to themselves personally. To keep advising skills honed and interest high, advisors are encouraged to seek opportunities for professional development through classes, workshops, conferences, reading, consultation with others, and interaction in formal groups with other advisors (e.g., professional organizations like NACADA).

Advisors understand the demands on themselves that emerge from the service nature of the work they do. Advisors develop skills for taking care of themselves physically, emotionally, and spiritually. They learn how to detach themselves from students' problems while maintaining a keen listening ear and providing sensitive responses. They establish and maintain appropriate boundaries. They need to be nurtured by others within the profession and they need to nurture their colleagues. They seek support for themselves within and outside the institution.

Academic advising lends itself well to research. Advisors may engage in research related to advising, and are encouraged to engage in research related to their own particular training and disciplinary backgrounds. Each research agenda



must honor the institution's safeguards for privacy and humane treatment of subjects.

The intention of the Statement of Core Values is to provide the guidance which many academic advisors have sought. The Statement should be reviewed periodically, adding relevant material and rewording existing language to bring the Statement in line with current professional practices and thinking. The National Academic Advising Association encourages institutions to adopt this Statement of Core Values, to embrace its principles, and to support the work of those who do academic advising.

## Section II: Adviser Skills

### Relational Aspects of Advising

#### Communication Skills

Advisor competency in communication skills is crucial to success with students. While faculty advisors without formal exposure to such skills are most likely to see the need for sessions in this area, professional advisors may also benefit from refreshing such skills.

#### Rapport Building

Building rapport with advisees is the most important communication skill for effective advising. Development in this area as in all the relational areas discussed here is often best accomplished using role-playing strategies and/or videotapes so that the advisor sees and, if possible, practices the desired behaviors and gets feedback. A good print resource is the "Helping Relationship" chapter in Barbara F. Okean's book, Effective Helping: Interviewing and Counseling Techniques, 3<sup>rd</sup> ed.(1987).

Other aspects of rapport building not to be neglected include the physical setting in which the advising takes place, how the advisor greets the student, and how to "focus" on the student during the session given other job pressures and time demands.

#### Questioning Skills

Active listening, constructive feedback, open and closed questioning, and understanding non-verbal communication are also vital skills. Articles and books discussing these skills abound. For the new advising administrator, a number of handouts and articles are included in the material just following this chapter. Rogers and Farson's (1957) chapter on active listening is a good place to begin. Okean's (1987) chapter on "Communication Skills" offers a number of exercises which advising administrators can adapt to their own needs. Your institution probably has resource people in this area whom you can approach for assistance; for example, your colleagues in speech communication and/or counseling are often willing to conduct specific sessions in this area. Drawing on their expertise is not only a way to reach out and involve your entire campus, it also facilitates an interactive delivery style.

Communication strategies for advisors need to be discussed, modeled, and practiced. Again, the best development is probably accomplished through live or video interactive sessions.

#### Referral Skills

Referral skills are used frequently by advisors. Advisors need to become aware of their own comfort levels as they apply their communication skills to these strategies. The advising administrators should be aware of the campus culture and norms of behavior since faculty and paraprofessional (or peer) advisors can be particularly uncomfortable as they wrestle with the question of when a directive to be used is also a consideration. Often an advisor must actively listen, read body language, and question a student to decide the level of intervention or intrusiveness needed.

For example, initially the advisor may choose to call and make the referral appointment for a student or walk with the student to make the appointment. Other students are capable of more independent follow through and will act on the advisor's suggestion. Another consideration is the level of follow up on the advisee. Different schools have different approaches to referral; likewise different people have different comfort levels. An advising administrator's role is to facilitate the match between advisor comfort level and the institution's expectations.

Areas for referral could include various developmental labs, the health center, the housing center, and specific academic offices. But merely knowing the names and hours of operation is not enough to insure that an advisor will make effective referrals. The last chapter of Schein, Laff, and Allen's Giving Advice to Students: A Road Map for College Professionals (1987) addresses the issue of identifying and referring troubled students. The material at the end of this section also includes a handout, "Tips on Making Effective Referrals in Academic Advising."

### Communication Strategies

Communication strategies which often may be used simultaneously include advocacy/intervention strategies, intrusiveness, strategies for challenging the student, problem-solving strategies, and support/encouragement strategies. The section below will describe these communication strategies and offer some suggestions of possible situations in which an advisor might employ them. The advising administrator may want to construct appropriate activities to give advisors practice in modeling the strategies.

### Advocacy/Intervention Skills

Frequently situations arise where an advisor must decide the degree of advocacy or intervention to employ on the student's behalf. For example, a freshman student shares with her advisor her frustration that her roommate's boyfriend spends the night in their room frequently so that she has no privacy. Her roommate feels that she has the right to continue to have her boyfriend in the room. The student feels she cannot alienate her roommate by asking the residence hall staff to intervene. The result is that her grades are falling. Faced with such a situation, the advisor must decide how to most effectively respond. Knowledge of the residence hall policies, the institutional culture, and of the particular student are important aspects to consider. Choices of action include referring the student to residence hall staff or the dean of students or actually calling those people and discussing the matter on the student's behalf. Still another option is to refer the student to a resource which would help her gain assertion skills to address the matter herself or, if the advisor feels comfortable, to work with the student directly to help her acquire assertion skills.

Another example of a situation involving a degree of advocacy/intervention skills is that of helping a student get into a closed class. The advisor must decide whether to call the faculty member or department head to request that the student be allowed into the closed class or to refer the student to the appropriate person to make the request personally. Considerations included in the decision may be personalities of the student and the people who would grant the request, the history of enrollment pressure in the class, and the immediacy of the student's need. The delicate balance of empowering students to act for themselves while helping them negotiate the institutional bureaucracy is difficult to achieve.

Terry O'Banion's model for academic advising offers one useful paradigm for advisor-student interaction on a long-term basis. Knowledge and application of this paradigm could be useful in making decisions about the kind of advocacy or intervention called for. O'Banion's model of developmental advising advocates following the following steps in priority order:

1. Exploration of life goals
2. Exploration of educational and career goals
3. Selection of an educational combination: essential education + major + complementary components i.e., minors, electives, certification, study abroad, etc.
4. Course choice
5. Scheduling classes

### Intrusiveness

Intrusiveness is another strategy that advisors might employ- especially if the advising philosophy of their institution includes a commitment to intrusive action. Intrusive advising is often defined as actions on the part of advisors or advising programs to reach out to students who are in trouble before their problem becomes catastrophic. One example of an action arising out of an intrusive philosophy would be for an advisor to visit with a student whose instructor reports that he or she missing class, not turning in homework, or earning "Fs on initial tests. Some populations are more likely to benefit from an intrusive philosophy than others; examples might be at-risk students, first generation college students, or freshmen in their initial year of post secondary experience. If an intrusive philosophy is not adopted for an entire population of students, individual students may still benefit from it depending on their circumstances.

### Challenging or Confronting the Student

Intrusiveness might also take the form of another strategy: challenging students to achieve more than they might think possible. One situation in which an advisor might challenge students could be that of course selection. The advisor might ask advisees to describe what they expect to learn from the course in terms of career transferable skills. This strategy is particularly useful if students want to take easy courses or courses which focus on skills which they already possess. Another situation in which the challenging strategy might be appropriate is working with students who are on academic probation or required withdrawal. These students could be asked to take responsibility for their own actions and pinpoint the cause of the problem - working too many hours, not studying, being involved in too many extracurricular activities or in sports. These students could be asked to write out a contract with themselves to address the situation. This contract could be monitored by the advisor.

### Problem-Solving Strategies

Problem-solving strategies are also useful ones for an advisor to practice and model for advisees. If students are over reaching to situations, one of the most useful problem-solving strategies is to ask them to describe the worst case scenario, the most awful consequence of the situation they face. Then ask the likelihood of this worst case happening. If students face the worst and have a plan to address it, they can deal better with accompanying anxiety. Students also benefit from advisors modeling how they would approach solving a problem in a rational manner. Situations such as having to decide whether to miss a class to attend a special event or whether to drop a class in which the grade may be lower than desired are examples of opportunities for advisors to model problem-solving strategies.

### Supportive/Encouragement Strategies

Sometimes a strategy of support to advisees is appropriate. In such situations as when the student has a chronic or catastrophic illness, suffers the loss of a family member or close friend, is a victim of rape or battering, or is getting a divorce, the advisor might need to merely sit and listen as the advisee expresses feelings of concerns. Even though the advisee in question may be receiving counseling, he or she is still likely to be dealing with the after effects of these life shaking experiences and their effects on his or her academic career. Advisors who are not trained counselors may feel very uncomfortable in these circumstances and would, therefore, benefit from a chance to role play such situations or just express their own feelings of inadequacy or discomfort.

## **Communication Skills in the Advisor-Advisee Relationship**

To assist students in decision-making, the following helping skills are particularly important.

### Listening

Listening is the most basic advising skill. The elements of listening behavior include eye contact, body language, verbal responses, and vocal tone. Most helpful to advisees are involved advisors who practice active listening skills. Examples of active listening skills for advisors are as follows:

- Appreciate the emotion behind your advisees' words (voice intonation and body language.)
- Constantly try to check your understanding of what you hear (not hear what you want to hear).
- Do not interrupt your advisees' sentences.
- Fight off external distractions.
- Take notes (do not trust your memory where certain facts and data are important).
- Let your advisees tell their story first.
- Constantly check to see if your advisees want to comment or respond to what you have previously said to them.
- Relax and try not to give advisees the impression you want to jump right in and talk.
- Establish good eye contact.
- Use affirmative head nods.
- Avoid nervous or bored expressions.
- Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they are saying).

### Paraphrasing

Advisors need to HEAR as well as LISTEN. One way in which advisors can demonstrate that advisees have been heard is by paraphrasing, or restating to advisees what they have said. Along with paraphrasing, advisors need to demonstrate a sensitivity to the feelings behind the words by reflecting those feelings back to advisees. Used in combination, paraphrasing and reflecting can ensure more open and caring communication, as well as promote greater understanding between advisors and advisees.

### Questioning

Questioning is a third helping skill advisors need in order to facilitate discussions with advisees. Questions can open new areas for discussion, they can help advisees explore concerns, and they can help identify issues in the discussion.

“Relational Aspects of Advising” and “Communication Skills” sections are from the National Academic Advising Association Monograph “Designing an Effective Advisor Training Program”

## Tips on Making Effective Referrals in Academic Advising

We in academic advising depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make effective contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can result in a higher success rate in this area:

1. Inform yourself of campus resources thoroughly, paying particular attention to the names of contact people and the chain of command in various offices. (Ultimately you will develop an invaluable sense of which people in each area are most helpful and responsive.)
2. Keep a list of names, offices, and telephone numbers at hand for quick reference.
3. When talking with students, pay particular attention to their expressed and implied needs. Often students won't ask to be referred or help, but they very much need referral. For example, they may express anxiety about their financial affairs without asking for assistance; a referral to Financial Aid or student employment may be called for if you probe further.
4. Do your best to find the right referral. Student may sometimes focus their concerns in an area that is less crucial to their needs than another. For example, students may express anxiety about whether the registrar will let them withdraw from a class late in term. The appropriate referral, however is to the instructor of the course, whose prerogative it is to decide whether a withdrawal can be allowed. It goes without saying, that you must have a clear idea of university policies and procedures to settle on the right referral.
5. Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. This task can be crucial in the case of faculty and upper-level administrator referees, since students often find these people intimidating.
6. Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the "runaround" by finding ways to eliminate steps. Also, work out with students a proper sequence of steps, so that they don't have to backtrack to accomplish their ends.
7. Help students draw up agendas for referrals. Have them jot down (or jot down for them) crucial questions and procedures for getting the most of their visits with the people to whom you send them. Make notes about referrals, indicating what the referral was intended to accomplish, so that you can refresh yourself for future interviews.
8. Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: it can help you to be sure that you are sending students to the right people for help, and it can give the opportunity to make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. In fact, a good strategy for referrals is to make telephone calls and then hand the receiver to your students, encouraging them to set up appointments themselves.
9. When you make referrals, jot down notes in your advising files that will remind you to ask students on their next visit about the results of their contacts. If students report that they haven't followed through, find out why not, and discuss the reasons. See if you should make a different referral, or if you need to become more involved in ensuring contact. Don't take the process over from your students, however, since it is their responsibility to see that their needs are met.
10. Check your records every so often to get a sense of the referrals you have made. Student development is an ongoing process, and patterns of need and growth can be observed in the sequence of referrals you have made. Need for further direction can often be discovered in the referrals you have already made.

### Common referrals at Wartburg College

**All numbers have 352 prefix**

Study skills assistance – Pathways Center	8615	Mentoring & Vocation	8651
Writing/Reading/Speaking Lab	8552	Career Services	8615
Mathematics Lab information/hours	8651	Center for Community Engagement	8701
Supplemental Instruction	8651	Campus Ministry	8217
Learning disabilities – Pathways Center	8230	Noah Campus Health Clinic	8436
International Programs	8220	Residence Life	8260
Diversity Programs	8434	Vogel Library	8500

Financial Aid	8262	Registrar's Office	8272
Wartburg-Waverly Sports & Wellness Ctr	8311		
Personal Counseling	352-8596 or -8539		
Computer help line	352-8767 (8SOS)		
Security	352-8533 or 9999 for emergencies		
Information	352-8200 or 0 on campus		

Roundy, Jack. "Tips On Making Effective Referrals In Academic Advising." Academic Advising News, Vol. XIV, No. 2, April 1992, 2, 10.

### Consulting with a Student Who Is Stressed Out

Between trying to maintain grades, activities, social life, and worrying about further education or a career, stress is part of life for college students. It's good practice. Few adults live without stress. College years are a good time to learn to handle it.

Young adult expert Mike Riera tells students that they can handle stress as long as they have balance in their lives. Work for class comes first; remind students they are FULL TIME students! But students need fun and relaxation in their lives, too. That includes a *little* time to goof off. To help check for balance and priorities, Riera suggests students ask themselves three questions:

1. "Are your expectations of yourself and others realistic?"
2. "Are you doing the things that are important to you?"
3. "Do you learn from your mistakes?"

If the answer to any of the above is "no," then that is the starting point. Working on changing the "no" to a "yes" is a good way to bring life into balance.

### How to Learn from Your Mistakes

Sooner or later, everyone makes mistakes. What's important is what comes next. To learn from your mistakes, try the "ReACT" method:

**Recognize** that you failed. Admit it. This is the first and often most difficult step for many people. It's important to admit failure to yourself and to anyone you may have harmed.

**Analyze** what went wrong. If you don't try to figure out what's gone wrong, you are likely to make the same mistake again and again. Whatever the cause of the problem, you need to figure out *exactly* what to do differently next time. Make a *specific* plan.

**Change** attitudes and actions. If you're going to avoid making the same mistakes, you need to make some changes. You may need to change your attitude. Or it may be your actions that need changing.

**Try** again. The next time the situation presents itself, you will have another chance to do something different. Hopefully, this time you'll know how to **ReACT!**

Adapted from the 1999 Parent Institute

## **Guidelines for Interacting with the Distressed and Disruptive Student**

### **Introduction**

Many colleges and universities are experiencing an increase in the number of distressed or disruptive students on their campuses. As members of our college community, many of you regularly interact with our students both in and out of the classroom. Given this unique position, it is not surprising that you are often the first to notice when a student is distressed or begins to act in a disruptive or threatening manner. These instances leave you in the unique and sometimes difficult position of trying to identify an appropriate and helpful course of action.

The purpose of the attached document is to assist Wartburg faculty, staff, and paraprofessionals by serving as a reference guide for dealing with these unique situations when they arise.

This guide is broken down into two sections. Section I deals with sources of student distress, identifying the student in distress, tips for interacting with the distressed student and the process involved with making a referral to the Counseling and Testing Center or other appropriate student services. Section II deals with handling a situation in which a student is behaving in a threatening or disruptive manner.

### **Section I: The Distressed Student**

College students encounter many stressors and often may seek help from trusted faculty and staff members. Faculty and staff who are seen as caring and trustworthy are in a unique position to offer support to students and to point them in the direction of the assistance they need.

#### **Sources of Student Distress**

Students may experience distress as a result of the various concerns they face. While most students successfully cope with the pressures of college life, others need assistance. Some common sources of student distress include:

- Family Problems
- Relationship Problems
- Academic Difficulties
- Alcohol or Drug Problems
- Depression
- Financial Concerns
- Balancing School and Work

#### **Signs a Student may be in Distress**

Because students often seek the support or advice of faculty/staff when they are feeling overwhelmed, it is helpful for you to be aware of the signs that a student is in distress. At times, a student may not openly disclose their concern or ask for help, but their behavior or attitude may be noticeably changed. Being cognizant of these distress signals can help you be more in control of situations that may present themselves and to facilitate the helping process for the student. Some common signs of psychological distress include:

- Poor Academic Performance
- Excessive Absences or Tardiness
- Disruptive Behavior
- Changed Pattern of Interacting with Others
- Depressed or Lethargic Mood
- Weight Loss or Gain
- Feelings of Hopelessness or Helplessness
- References to Suicide, Homicide, or Death



### **What to do when a student expresses suicidal ideation?**

The student who is contemplating suicide may send messages indicating their pain. These messages can range from "I wish I wasn't here," to a very direct "I'm going to kill myself." Non-verbal messages can include giving away valued possessions, and putting legal, financial, and university affairs in order. Each type of message about suicide should be taken seriously. If you believe a student is in imminent danger to harm themselves, Wartburg Security (emergency: 352-8355) should be contacted immediately. Security will contact the Counseling Services (352-8539) to coordinate appropriate intervention.

*If you are hearing thoughts of suicide from a student, keep in mind that professionals assess suicide potential, in part, by asking:*

- What is the plan for suicide and exactly how will it happen?
- When and where do they intend to carry out the plan?
- Have they ever attempted suicide before?

The more specific and lethal the plan, the more recent a previous attempt, and the greater the ability to carry out the plan, the higher the risk for a successful suicide. You need not be afraid to ask these questions. For people who are considering suicide, these questions will not furnish them with new ideas. Most people who are actively suicidal are more than willing to discuss their plan. Conversely, many people consider suicide from time to time in passing. The less specific and lethal the plan (e.g. "I guess I'd take a couple sleeping pills sometime."), the less likely a suicide attempt.

Again, if you perceive a student to be in imminent danger, contact the campus police. If the student does not appear to be in immediate danger, it would be helpful to facilitate the student's connection with the Counseling and Testing Center. For example, you may offer to have the student call the Counseling and Testing Center from your office to schedule an appointment.

### **Tips for Interacting with and Assisting the Distressed Student**

There are no absolutely correct procedures for dealing with a distressed student. Each person has their own style of approaching and responding to others. Listed below are some suggestions for interacting with the distressed student.

- Talk with the student in private if possible to minimize the student's embarrassment
- Express your sincere concern about the student's welfare
- Listen carefully without providing advice or rushing in to help fix the problem
- Reinforce the person for confiding in you
- Empathize and acknowledge their distress
- Normalize by letting the student know that when we are confronted with stressful times, we may need to talk with someone who is seen as trustworthy and helpful
- Be accepting and non-judgmental
- Provide support to the student and consider referring the student to the Counseling and Testing Center

### **Making a Referral to Counseling Services**

When you have determined that a student may benefit from professional counseling, it is typically helpful to talk with the student in a direct manner that demonstrates your concern for the student. Again, reinforce the person for confiding in you, acknowledge their concern, and suggest that they may benefit from talking to someone who is trained to help students who are having difficulties.

- Suggest to the student that he or she may benefit from talking with someone trained to help
- Tell the student about the services available to them at the Counseling and Testing Center
- Offer to call the Center for the student while they are in your office
- If a student is skeptical about seeking help, express your acceptance of those feelings
- Encourage the student to be open to reconsidering counseling at a later time

### **An Example of a Referral**

A student comes into your office and begins to describe problems that are interfering with his or her academic work. At a break in the discussion, you might say:

“It sounds as though you have been under stress and are having a hard time right now. It may be helpful to talk with someone about this and get some support. I would suggest you see someone at the Counseling and Testing Center. If you would like, you could call now from my office to find out more about their services and perhaps schedule an appointment.”

Let the student know that help is available on campus, and seeking assistance is a sign of strength and courage rather than a display of weakness. Tell the student as much as possible about services they can receive which are detailed below. Faculty and staff members are in a unique position of facilitating a student’s use of counseling services.

### **Counseling and Testing Center Services**

Counseling Services are located in the Pathways Center, Vogel Library, 3<sup>rd</sup> Floor, and the phone number is 352-8596. The Center is open from 8 AM to 4:30 PM Monday through Friday, and its staff provides individual and group counseling. When a student calls, the receptionist will arrange for the student to meet with an individual counselor for the intake appointment as soon as possible. If the student appears to be in need of immediate help, the student may be seen the same day on an emergency basis. During this first intake session, the student will complete some information forms before meeting individually with a counselor. When meeting with the counselor, the student’s needs will be assessed, and it will be determined how the student can best be served in the Center. All services at the Counseling and Testing Center are confidential by law. All students are entitled to eight individual sessions.

### **Consultation is Available**

If you decide to help a student at risk, please be aware that Counseling Services staff members are available for consultation. Feel free to contact the Center at 352-8596 to ask for assistance. Center staff members can help with the following:

- Assessing the situation and its seriousness
- Identifying the best way to facilitate the student’s use of counseling services
- Clarifying your own concerns and feelings about the student
- Answering questions about how to effectively interact with the student

### **Important Telephone Numbers**

Campus Security (John Myers)	352-8372 (non emergency) <b>352-9999 (emergency)</b>
Counseling Services (Stephanie Newsom)	352-8539
Secretary for Security & Counseling Services (Susan Lenius)	352-8596
Office of Student Life (Dean Deborah Loers; Assoc. Dean Pete Armstrong)	352-8260

## **Section II: The Disruptive Student**

Faculty and staff members may also be faced with students who are behaving in a disruptive or threatening manner. It is recommended that faculty and staff members follow the guidelines delineated below when confronted with such a situation.

### **Responding to Disruptive/Threatening Behavior**

When improper student conduct obstructs or disrupts classes or other University functions, or when the safety of members of the campus community is endangered by threats of violence or violent acts, the following guidelines are recommended:

- If a student appears to threaten harm to others, immediately contact Wartburg Security at 352-8372 or 352-8533 (emergency).
- If a student appears to threaten harm to themselves, immediately contact Wartburg Security who will assess the need to involve the Counseling and Testing Center. Once the Counseling Services staff is involved, they will work with campus Security to arrange for appropriate intervention and treatment.
- If a student is disruptive, they should be immediately asked to stop and warned that disruption can result in student disciplinary action as outlined . (Copies of the Student Conduct Code can be found on-line, in the student handbook, course catalog or at the Student Life Office.) Students in Dental, Law, Medicine or Pharmacy may also be held accountable under their Student Honor Code.
- If the student continues the disruption despite the warning, faculty/staff are authorized to ask the student to leave the area and may inform the student that the case will be referred to the Student Life Office for disciplinary action.
- If, in the faculty/staff member's best judgment, a disruptive student's threats or refusal to leave creates a safety risk or makes it impossible to continue class or other college functions, they should contact Wartburg Security immediately.
- Even if the Police Department does not file criminal charges, the faculty/staff member may refer a student to the Associate Dean of Student Life for disciplinary action. In most cases, the Police Department makes the referral.
- Non-students and students not enrolled in class may be removed permanently without formal review. They have no right to attend the class without the instructor's permission and should be asked to leave. Contact Security should a problem arise.

**(PLEASE NOTE: A disruptive student cannot be removed permanently from a class in which they are enrolled without formal review and proper due process outlined in the Student Conduct Code or Honor Code. Questions should be directed to the Director of Residence Life at 352-8260.**

## Section III: Advising Calendar & Deadlines

### Calendar of Advising: When should I see advisees and What should I be talking about?

#### First Year

**Summer Orientation and Registration (SOAR day) Advising meeting:** Scheduling for First Year

**Orientation Advising Meeting (Group/Dept.)** (Usually Tuesday afternoon before first day of fall classes)

- Review academic policies (drop/add dates, courses needed for full-time status and financial aid, etc.)
- Obtain student's local/campus address/phone/e-mail
- Provide your office location, hours, e-mail, phone, and how you should be contacted and when
- Review course schedule
- Schedule first individual advising meeting
- Overview of academic planning and advising, Essential Education Plan, major, certificates, electives and other options

**About fourth week of fall term (ideally)** (may be individual or group)

- Review any assessment instruments available (such as ACT records, Educational Planning Form [EPF], College Student Inventory [CSI] or Learning and Study Strategies Inventory [LASSI]) or discuss what types of experiences they are interested in having
  - Initial discussion of academic/career goals. Ask them, "What do you hope to do?" "What will be important to you in your career/life?" (Examples: security, high income, helping people, etc.) "WHY do you want to be a \_\_\_ major?"
  - Discuss experiences/problems to date
- Encourage (and provide information if needed) time management
- Discuss where they expect to need support; make referrals as appropriate (See Pathways brochure)

**November meeting** (individual)

- Verification of registration. Review (and adjust if necessary) winter term schedule
- Review student goals
- Review academic progress at mid-term (D/F or No report)
- Referral recommendations as appropriate (see instructor during office hours, drop courses, go to SI or Writing Center, meet with Pathways mentor on study skills, see counselor, do interest inventory, etc.)

**Touch base in January or February**

- How did first term end up?
- Review goals
- Encourage self-assessment as first step in major/career planning
- Encourage use of Pathways/Career Services resources
- Outline what student needs to do to prepare for registration

**March meeting**

- Review student progress and goals
- Review grades to date
- Discuss academic probation policies as necessary
- Plan schedule for next year (and summer sessions if applicable)
- Discuss timing and procedures for formally declaring a major
- Review Freshman year experience/concerns

#### Second Year

- Review goals. Are you happy with major?
- Encourage students to begin building their resume
- Talk with students about learning more about jobs that one might get with this major
- Encourage students to seek out complementary co-curricular and work experiences (See biology department Advisee Activity Record, Career Services Brochure, Enhancing Your major handout)
- Inform students about professional organizations and activities

### **Important Dates to check each year**

- Last days to drop without a “W,” to add, to change between audit and credit, for 7-week and full term courses.
- Last day to declare P/D/F or withdraw with a “W”
- Deadlines for Incompletes
- Deadlines for application to Wartburg West, Washington Center and Venture Education programs
- Beginning and ending dates of 7-week and full-term classes.
- Final exam dates

These dates are listed in the Wartburg Planner, on the College Web site, and in the schedule of classes.

## **Section IV: Scheduling Guidelines**

### **Advising Strategies During Registration**

Contacts outside of the registration period are imperative if the goals of developmental advising are to be met. It is often difficult during the hectic days of registration advising to remember our developmental focus. However, there are several developmental strategies that can be incorporated into the advising task of scheduling:

- Approach the registration process as an opportunity to increase knowledge and develop skills rather than as a one-time, procedurally-focused event.
- Contact students early in the semester for one or more non-registration meetings.
- Acknowledge to students that your time may be limited during registration and indicate when you will be available in the future and how you can be contacted.
- Do not assume a student is committed to a major in your department. Exploration is important for first-and second-year students.
- If a student has selected a major, be sure that selection has been made based on accurate information.
- Help students select courses in terms of personal abilities, interests, values, and goals.
- Help students see the "big picture." Introduce students to minors, certificates, and co-curricular experiences that can integrate their personal, academic and career interests.

(Based on the work of Virginia Gordon in [The Status and Future of Academic Advising](#).)

## Wartburg Plan of Essential Education

Adviser and advisee should each have a copy of the Wartburg Plan of Essential Education for the applicable degree (BA, or in music BM, BME, or BME/MT).

Links to Wartburg Plan of Essential Education checklists can be found at <http://www.wartburg.edu/pathways/advising.html>

### Wartburg Plan of Essential Education - Chronological overview

#### If required, should be taken as soon as possible, i.e., first term or first year

EN 111 English Composition  
MA 90 Intermediate Math

#### Taken in years 1 & 2

1 cc IS 101 (1st year)  
1 cc IS 201 (2nd year)  
0.5 cc Health & Wellness  
1.5 cc Verbal Reasoning: 1cc Composition & 0.5 cc Oral Communication  
1 cc Mathematical Reasoning  
1 cc Scientific Reasoning (with lab)  
1cc Faith and Reflection

#### Taken in years 1 - 4

1 cc Intercultural Understanding/Foreign Language (no change)  
4 cc "Interconnected" Courses  
    1 Natural Science with lab  
    1 Humanities/Fine Arts  
    1 Social Science  
    1 Humanities/Fine Arts or Social Science

#### Taken in years 3 & 4

1 cc Faith and Reflection  
1 cc ID  
0.5-1 cc Capstone (as presently structured)

**TOTAL:** 14.5 - 15 Course Credits

## Placement Guidelines for Registration

General rule of thumb: Courses numbered in the 100's or 200's are courses for first- and second-year students. Courses in the 300's and 400's are for juniors and seniors.

### Biology

Only students planning to major in or exploring a possible major in Biology should take BI 151. Note: Student may NOT receive credit for both BI 151 and BI 101.

### Communication Arts

All students are required to take CA 112 and CA 100.

### English

If the student's English ACT score is below 20 or SAT below 490, s/he is required to take English 111 the first term. All students take EN 112 during year 1 or 2 unless that have scored 4 or higher on the English Language and Composition Advanced Placement exam.

### Mathematics

If the student's Math ACT score is 20 or above or SAT score is 480 or above, s/he has met the Math 90 requirement. If the Math ACT score is below 20 or the SAT below 480, students are encouraged to take the Math 90 exam at Summer Orientation, Advising, and Registration (SOAR). If they do not pass that exam, they may attempt the exam again during fall orientation. If they do not pass the exam then, they are required to take MA 90. Math 90 is a prerequisite for many classes, so if needed, it is strongly encouraged that students take it their first term at Wartburg. It is MANDATORY that those considering majoring in biology, mathematics, computer science, chemistry, physics, or business administration to meet this requirement by test score, by taking MA 90 their first term, or by completing the web-based modules.

Choosing a math class to meet the Mathematical Reasoning requirement:

First, meet the MA 90 requirement. Then choose from:

- MA 106, Math for Modern Society - general college mathematics course
- MA 107, Finite Math - also a general class, focuses on applying math in business
- MA 110, Structure of Mathematics - designed for prospective elementary school teachers, but open to any student
- MA 214, Statistical Methods, also meets a requirement for business and psychology majors. Prerequisites: MA 190, MA 107 or two years of high school algebra with at least B grades
- Students may also choose CS 120, PH 202, MA 190 or MA 250 depending upon their interests and abilities

### Modern Languages

Students have three options for meeting the language requirement in the Wartburg Plan of Essential Education:

1. If students have taken a language in previously, their transcripts will be evaluated in the Registrar's Office, and their placement should they choose to go on in that language will be indicated on the Adviser's Checklist. *They may not enroll in a lower class than the one in which they are placed without written authorization from a member of the Modern Languages faculty.*
2. The student may choose to start over in a language in which s/he has no experience.
3. The student may attempt to earn credit in the language by examination (CLEP).



## Credit by Examination and Credit by Proficiency Portfolio

### Advanced Placement (AP)

See <http://www.wartburg.edu/pathways/testing/advancedplacementexams.pdf>

### College Level Examination Program (CLEP)

See <http://www.wartburg.edu/pathways/testing/CLEPscores.pdf>

Contact Carla Coates at 352-8230 or e-mail [Carla.coates@wartburg.edu](mailto:Carla.coates@wartburg.edu) if you have questions.

### CLEP Test Frequently Asked Questions

- **When will I get my score?**  
Students will receive a print-out of their results immediately after completing the exam.
- **Do I have to send my score to Wartburg?**  
No. The official report of test results will be sent to the Registrar's office at the end of the testing day by the testing services coordinator.
- **How do I know what I get credit for with this score?**  
Students may check with testing services or their advisers for a list of accepted scores and equivalent classes (see above).
- **For what courses can I earn credit by CLEP?**  
See information sheet for what tests are offered, what scores are required for credit at Wartburg, and what the course equivalent is. <http://www.wartburg.edu/pathways/testing/CLEPscores.pdf>
- **Do I have to take the test on the computer?**  
CLEPs are available to be taken on computer ONLY. There are no longer paper-and-pencil versions being administered.
- **Who do I talk with if I have questions?**  
Carla Coates, Pathways Associate for Testing and Disability Services, is on academic year contract, so she is available only occasionally during the summer. She will, however, periodically check her voice mail (319-352-8230) and her e-mail [Carla.coates@wartburg.edu](mailto:Carla.coates@wartburg.edu) if students have additional questions and she will return the calls.

### Departmental Challenge Examinations

**For enrichment or advancement, students may take examinations of the College Level Examination Program (CLEP) and receive credit by achieving Wartburg's minimum quality score. In most academic areas in which no CLEP examination is offered, students may take department structured tests called Challenge Exams.**

#### Policies and Procedures

1. A student who fails to achieve a minimum quality score (C-) on a Challenge Exam may not repeat that examination during the following six month period.
2. A student who registers for a course and who fails to receive credit in that a course may not attempt an exam for credit in the area of that course during the four-month period following completion of or withdrawal from the course.
3. A student may not attempt an exam for credit in the area of a course while registered for the course.
4. A student who received credit in a course may not subsequently attempt an examination for credit in the area of the course.

5. A student cannot take a Challenge Exam in a lower level course while in the process of taking a course at a higher level.
6. Twelve course credits is the maximum amount of credit by examination which can be applied toward graduation in the college of liberal arts
7. A Challenge exam request form of eligibility must be signed by Registrar before an exam may be taken.

#### Registration and Payment Policy

1. To register please fill out the bottom portion of this form and pay the \$75 fee at the Pathways Center. The eligibility request form that was signed by Registrar must also be turned in at this time.
2. Following payment, the Pathways Associate for Testing and Disability Services will sign the completed registration form. This completed and signed form is needed for admission to the testing session.
3. A processing fee will be charged to your account if the exam is passed.

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See <http://www.wartburg.edu/pathways/testing/challengeexams.pdf> for request and registration forms

### **EN 112 – Intermediate Composition Portfolio**

#### Procedure for Students Applying for Exemption from EN 112

A student applying for exemption from EN 112 must submit a portfolio of writing to the chair of the Department of English. Only students classified as freshmen or sophomores may submit a portfolio. A student transferring after the sophomore year may request an extension of this deadline from the chair of the Department of English.

The portfolio must contain at least six samples of the student's writing, including at least one argumentative essay (one that defends a specific claim or thesis) and one research paper using documentation of source material. Other samples might include in-class essays or essay examination questions, essays for foundation studies courses (now Inquiry Studies courses), and reports or essays for other courses.

All samples in the portfolio should have been previously submitted for college courses and may have the markings from the instructor. Students should not retype the samples before submitting them. The faculty of the Department of English will evaluate the portfolio, using the criteria emphasized in EN 112—clarity of structure, clear logic, adequate support for assertions, proper documentation of sources, and attention to accepted conventions of grammar, usage, and mechanics.

In order to qualify as “college course” writing, it must have been completed for a course that appears on a college transcript. Therefore, classes taken during high school through dual enrollment at a college or university would count *provided* the student has a transcript from the institution of higher education. In addition, a score of 4 or 5 in Advanced Placement composition will be awarded credit for EN 112.

## Enhancing the Major

### Customize One's Education

#### Independent Study and Undergraduate Research

If students' interests in a particular academic subject go beyond the regular course offerings, they may be able to set up an independent study with a professor who has expertise in the area.

Undergraduate research encourages students and faculty to work together to pose and answer meaningful questions, to explore creative and artistic interests, to contribute to new knowledge, and to add to the intellectual climate on campus. Students will further develop skills in problem-solving, teamwork, and communication through research projects in a variety of academic disciplines. Students are also encouraged to apply for grants to support research and present their findings at regional and national meetings. The Undergraduate Research Program is coordinated through the Office of the Vice President for Academic Affairs and Dean of the Faculty.

#### Interdepartmental Major

Students may combine course work from up to three departments to create interdepartmental majors. These majors usually consist of 13 to 15 course credits, with a maximum of 20 and no more than 11 from one department.

Interdepartmental majors must be approved by the Educational Policies Committee and a faculty representative from each department. See the college catalog for details.

Interdepartmental majors designed by recent Wartburg students include: French/political science, English/French, and political science/English/religion.

#### Individualized Majors

For even greater flexibility, students may design an individualized major with the help of their academic adviser. This major represents a coherent group of courses that relate logically to the student's career objective. It may include courses from a number of departments.

Individualized majors must be approved by the Educational Policies Committee. See the college catalog for details.

Individualized majors designed by Wartburg students have included: exercise science, communication arts management, music management, and teaching English as a second language.

#### Double Majors

In many cases, the flexibility of academic programs at Wartburg College gives students room to complete the requirements for two majors. They can bring together extensive knowledge and skill development in two academic areas, giving themselves a distinctive credential to present future employers.

#### Minors

Minors are available in most disciplines and involve fewer requirements than the corresponding majors. Minors provide a convenient way to pursue a special area of interest in support of the major.

#### Interdisciplinary Minors

Combining course work from several disciplines, Wartburg's five interdisciplinary minors demonstrate the interconnectedness of today's world. These minors are:

- Environmental studies: The environmental studies minor is an interdisciplinary program designed to enhance student understanding of the importance of integrating scientific, political, ethical, and economic knowledge and values necessary to address issues facing humankind and its role in maintaining the natural environment.
- Intercultural studies: Intercultural studies equips students to interact more sensitively and effectively with people of other cultures. Required courses and an immersion experience in a culture significantly different from their own will challenge them to see their own culture in a new way and to appreciate other cultures and the universal qualities all people share.
- Leadership Certification: Designed to complement all majors, Leadership Certification requires completion of requirements in five areas: initiative, academic performance, difference/diversity, group work, and service. Student accomplishments are documented in an individualized portfolio and approved

by the program director in consultation with the Leadership Education Committee. Successful completion of all requirements is acknowledged on the student's transcript as an academic minor

- Women's studies: The women's studies minor focuses on gender as a significant variable in scholarly inquiry and in understanding the experiences of women and men in various social, historical, and cultural settings. Courses include Introduction to Women's Studies or Women and Public Policy and Feminist Theories, plus electives from English, History, Religion, Communication Arts, Psychology, and Sociology.
- Worship studies: The worship studies minor, though a combination of music and religion courses, equips students with the practical, theological, and theoretical knowledge to plan and lead worship in congregations.

## **Living Your Learning**

### Global and Multicultural Studies

The programs offered by Global and Multicultural Studies invite students to engage more fully with our increasingly interdependent world. GMCS works in partnership with academic departments and advisors, helping students achieve the intercultural competence necessary to succeed in and contribute to our global community. GMCS programs include the minor in Intercultural Studies mentioned above, Study Abroad, selected May term courses, and concert tours abroad.

### Center for Community Engagement

Wartburg provides opportunities for students to "live their learning." The Center for Community Engagement coordinates

- Service Learning
- Community-based research and Community Engagement
- Internships and Field Experiences
- Wartburg West
- Washington Center

### Student Activities

By becoming involved in student organizations, students can expand their skills in leadership, problem solving, community service, creativity, and social interaction. Involvement in campus life helps you learn to work with others and put ideas into action while you experience personal growth.

Wartburg sponsors more than 80 campus organizations. Most are open to all students, and many span across disciplines, enabling you to meet people from diverse cultures and backgrounds.

## Section V: Adviser Information on the Advisee

### ACT College Report

One of the most important elements of a successful academic advisement program is a good information base. The ACT College Report is an excellent source of information about advisees. Available before the student's enrollment and advising conference, it presents a comprehensive picture of a student's needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, the College Report is easy to use and interpret and especially helpful in identifying patterns of consistency and inconsistency.

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because the College Report relates to common advising concerns, an understanding of the information it contains can contribute to the effectiveness of even the most experienced adviser. For the newer adviser, ACT Assessment data can help him or her anticipate and answer the questions that freshmen are likely to ask.

- Can I succeed in college?
- In which subjects might I expect to do well?
- In which courses might I expect trouble?
- How heavy an academic load should I carry?
- What should I major in?
- What occupations emphasize work activities similar to those I prefer?
- In what areas do I need help?

By studying the scores and predictive data on the report and interest inventory results, the adviser can analyze the educational development of the student and relate it to the local college situation. The student's high school grades, ACT test scores and subscores, and local and national cumulative percents should be examined. Low grades in high school and low ACT Assessment scores show the student and the adviser a consistent pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT Assessment scores are high, the student should be encouraged to maintain his or her present level of accomplishment.

The high school grades, the ACT Assessment test scores and subscores, and the number of years each subject was studied in high school should be checked for consistency. If, for example a student has studied mathematics in high school for only one year and received a grade of "C," it is not realistic to expect the ACT Assessment score in mathematics to be high. On the other hand, if a student has studied mathematics for four years in high school and reports a high school grade of "A," it would be expected that the ACT Assessment score in mathematics would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. As this information is provided, three important cautions should be emphasized.

- The ACT Assessment tests measure educational development and do not reflect innate ability or "aptitude." Performance is influenced by the student's educational experience up to the time of testing.
- ACT Assessment scores and high school grades are not the only factors related to academic success in college. Interest, motivation, values, and study habits are other types of variables.
- Minor differences among scores should not be over-interpreted.

Additional details about College Report data elements and suggestions for use of this information with students are provided in *Using ACT in Advising and Course Placement*. This annual brochure is available to colleges in late summer and can be ordered from ACT Publications.

Depending on the college's participation in ACT Research Services, predictive information useful in student advising may be provided in the Overall GPA Predictions area and Specific Course Predictions area of the College Report. The following sections offer suggestions for interpreting normative and predictive information on the College Report.

**Highlights of the ACT report for adviser use**

If a student requests it at the time s/he takes the ACT, the complete ACT College Report is sent to Wartburg. About \_\_\_\_% of Wartburg students make this request. If your advising file includes the complete ACT report (as opposed to just the test scores), it contains information advisers may use as springboards for counseling advisees. This includes:

- Expressed need for special assistance with educational development
- Interest in credit by examination
- Advanced placement in course areas
- Major choice and degree of certainty
- Amount of time student plans to work while in college
- Whether student plans to seek financial aid
- High school co-curricular activities and accomplishments
- Interest inventory correlated to Holland type world-of-work map
- Self-report of disability or handicap

While most students take the ACT tests as high school juniors, the research indicates that most student interests and achievements remain fairly consistent. This information can certainly be useful as an opening for discussions of needs and goals.

**Advising Checklist ( Annotated SAMPLE)**

FACULTY ADVISING CHECKLIST

ADM. COUNSELOR HM

RECORD ID# :

NAME:

STUDENT'S NAME:

PHONE:

EMAIL:

ADVISER NAME:

HSGPA: [High school Grade Point Average]

PGPA: [Predicted Grade Point Average]

ACT scores and subscores:

ACT: E M R SR COMP

SAT:

TOEFL: [Test of English as a Foreign Language. See Advising International Students section for interpretation]

RANK:

CLASS SIZE:

H.S. INSTITUTION:

TRANSFER INSTITUTION:

GPA:

GPA:

FRTR: 1Y [First-year or transfer]

SCHOLARSHIPS: TUIREM [Tuition remission]

FA [

Sibling [

MAJOR INTERESTS

MAJOR:

COURSE REQUIREMENTS

U.S. STUDENTS

INT'L STUDENTS

Student Needs EN 111 \_\_\_Yes \_\_\_No  
(English ACT below 20 or Recentered SAT below 490)

Needs E1 92-93 \_\_\_Yes \_\_\_No

Needs E1 195 \_\_\_Yes \_\_\_No

Student Needs MA 90 \_\_\_Yes \_\_\_No

Student Needs MA 90 \_\_\_Yes \_\_\_No

Student Needs EN 111 \_\_\_Yes \_\_\_No

(MA ACT below 20 or Recentered SAT below 480)

Foreign Language Placement \_\_\_\_\_

Foreign Language Placement \_\_\_\_\_

COURSE RECOMMENDATION

LS 101 Learn Strat

\_\_\_ Yes \_\_\_ No

LS 101 Learn Strat

\_\_\_ Yes \_\_\_ No

## **College Student Inventory (CSI)**

The College Student Inventory is a self-report of information gathered as part of a Retention Management System devised by Noel-Levitz, Inc. It is designed to allow institutions to:

1. Assess students' individual academic and personal needs
2. Recognize students' specific strengths, as well as coping mechanisms
3. Identify students who are at risk for academic and/or personal difficulties and who may even drop out
4. Use the information about students' strengths and needs to implement successful intervention programs
5. Recognize students' attitudes and motivational patterns, so that intervention is more successful
6. Enable advisors to participate in effective and rewarding contact with students early in the first term.

### The Retention Management System 3 components:

1. Student report
2. Advisor's report
3. Institutional summary

### Advisers' Role in using CSI results:

1. To help students identify and attain personal and educational goals
2. Explain the student's report to the student to foster attainment of goals
3. Answer student's questions
4. Facilitate referrals to colleagues and other services as appropriate
5. Remember that you are dealing with privileged information. Abide by FERPA guidelines; don't share information from the CSI with anyone not authorized to receive information without student permission and a compelling educational reason to do so.
6. Do NOT conduct psychological counseling unless trained to do so.

### Recommended process:

Group meeting (either by adviser or department. Recommended ratio is 1:20) to explain the CSI scales. At this time schedule individual advising sessions. These should take approximately 30 minutes each and be completed in the first six weeks of the term.

If individual meetings are not feasible, schedule a meeting with a small group of students, no more than 15, and discuss meaning of scales and allow ample time for questions during and after the meeting. This meeting is usually 1-1/2 to 2 hours. Emphasis is on referral resources.

Because the goal of distributing CSI results is to foster in students an initial desire to grow and then to establish a firm connection between each student and the services s/he needs, reports should **NOT** be mailed or left at a pick-up location.

## **Interpreting the College Student Inventory Form B**

Students receive percentile ranks on sixteen scales grouped into three categories: Academic Motivation, General Coping, and Receptivity to Support Services. These ranks show how the students compare to a large sample of college students from across the United States. Specifically, they indicate the percentage of students whose scores are equal to or less than the student. They are based on the self-report questionnaire usually completed on SOAR days.

### **Academic Motivation**

1. Study Habits measures the amount of time and effort the student puts into his/her studies. A low score in this area may mean the student needs to develop a daily routine for studying. Pathways can help students learn about beneficial study habits.
2. Intellectual Interests measures the degree to which the student enjoys reading and discussing serious ideas.



3. Verbal Confidence measures the degree to which the student feels capable of doing well in courses that heavily emphasize reading, writing, and public speaking. A student with a low score in this area may benefit from Writing/Reading Lab assistance.
4. Math & Science Confidence measures the degree to which the student feels capable of doing well in math and science courses. Students with low scores on this scale should be encouraged to use faculty office hours and attend Supplemental Instruction sessions when available.
5. Desire to Finish College measures the strength of the student's commitment to completing a degree.
6. Attitude Toward Educators measures the degree to which the student sees teachers and administrators as competent, reasonable, and caring.

### **General Coping**

1. Sociability measures the student's desire for companionship and social entertainment.
2. Family Emotional Support measures the satisfaction the student feels with the communication that occurs in his/her family.
3. Opinion Tolerance measures the degree to which the student feels s/he can accept people whose political and social opinions differ sharply from your own.
4. Career Closure measures the degree to which the student has thought carefully about his/her career options and has made a firm decision to pursue a specific career. Low scores in this area are common for first-year students. While it is not necessary to make a career choice immediately, advisers are urged to encourage students to use Pathways and Career Services resources to gain clearer ideas about their long-term goals. Clearly defined career goals strengthen commitment to college and help students maintain motivation.
5. Sense of Financial Security measures students' satisfaction with the amount of money available to them while at college. Those with low scores may wish to discuss their financial situations with someone in the financial aid office.

### **Receptivity to Support Services**

1. Receptivity to Academic Assistance measures students' interest in receiving help with their academic skills. Pathways can offer assistance in study skills such as note-taking, test preparation, reading, writing, and time management.
2. Receptivity to Personal Counseling measures students' interest in receiving counseling on personal matters. If a student's score is low in this area but s/he has indicated some areas of stress on other scales, the adviser may wish to discuss with the student the possibility of reconsidering the value of this type of service. Reassure students of confidentiality of the services, note that the services are free for Wartburg students, and that students with a wide range of needs from mild stress to serious mental health issues use counseling services.
3. Receptivity to Social Enhancement measures the degree to which you would like some help getting involved in social activities on campus. Students with high scores on this scale might be encouraged to contact Campus Programming, Residence Assistance and Residence Hall Directors, and/or the Volunteer Action Center about opportunities for involvement.
4. Receptivity to Career Counseling measures students' interest in receiving counseling for vocational matters.
5. Receptivity to Financial Guidance measures students' desire to discuss ways of increasing financial resources for college.

### **Internal Validity**

The final scale measures students' carefulness in responding to this inventory. A high internal validity score indicates that the students answered special items as instructed and that they followed instructions carefully.

### **Summary of Academic Motivation**

(Note: This information is NOT included on the student's copy.)

Summary scores are expressed on a stanine scale. 9 = very high; 5 = average; 1 = low.

There are indicators for

- Dropout proneness
- Predicted Academic Difficulty
- Educational Stress

- Receptivity to Institutional Help

High scores on the first three of these indicator and a low score on the receptivity indicator may indicate that the student is at risk.

### **Specific Recommendations**

Each student receives at least 7 specific recommendations for action. The strength of the recommendation is indicated by its priority score. 0 = weak recommendation; 10 = strong recommendation.

Advisers should use these recommendations both as springboards for discussion with the student and as indicators that the student may benefit from referral. Referrals are commonly made to:

- The Pathways Center for academic assistance
- The Wartburg Writing/Reading Lab for writing, reading or speaking skills assistance
- Counseling Services for personal counseling
- Campus Programming, Residence Life, or Volunteer Action Center for social enhancement
- Career Services for career counseling, internship information, off-campus work opportunities, job market information
- Financial Aid for financial guidance or campus employment

### **Student Background Information**

Senior Year GPA - High school grades generally have a moderate correlation with college grades.

Family background

- American ethnic and international students face special adjustment challenges on a campus whose student body is predominantly white and American
- First generation college students are sometimes vulnerable because their families do not have college experiences on which to draw to provide advice.

College experience

- Students whose decision to enroll was made just before classes began may not be clear on their goals. They may not be as motivated to persist.
- Degree sought gives advisers a further indication of the student's goals. This may help you adviser them appropriately to both evaluate and strive for that goal.
- Plans to work let you know how much time the student plans to devote to work and away from study.
- Other indications (not included on student report) lets adviser know if student plans to transfer.

**Note:** students have the right to ask you either to return the adviser copy of their inventory results to the program coordinator (Pathways Center Director) or give it to the student.

## **I-net**

Advisers have access to information about their advisees through I-net. Click on this I-net link on the Wartburg home page web site. Log in using your user name and password. Click on "Advisees." For each advisee, you will see the student's name, photo, contact information (including e-mail address, hall and room number if living on campus, telephone number on campus, and campus box number), class, adviser, term and cumulative grade point averages, major, course schedule and grade record.

## **My.Wartburg**

Additional advising information is available to Academic Advisors through the data management system at My.Wartburg. Click on the Advising tab. Advisors can access academic records (student academic history, course history, unofficial transcripts and grade reports), monitor advising activities and needs (advisee meeting records, course needs and degree audits), residence information, and students' schedules.

## **SOAP Notes**

Advisers are encouraged to keep records of what was discussed and actions recommended during advising sessions either electronically or in individual advising files. To bring some consistency to adviser notes, the SOAP notes form is provided in each advising file. Based on a format developed for medical records, SOAP is an acronym:

- S=Subjective. Adviser's subjective impressions of student's current status.
- O=Objective. Objective information on student status/progress. Might include exam scores, course grades, etc.
- A=Assessment. What is the "diagnosis" of the situation?
- P=Prescription. What action is recommended?

The form also includes a column for follow-up whenever indicated. If a referral is made, advisers are encouraged to follow up to ascertain whether the recommendation was taken.

See sample SOAP notes form in Forms section of this manual.

## Section VI: Working with Special Populations

### Exploring Students

Students may feel pressured into declaring a major (by peers, family, their own need to make a decision, others). Sometimes they make this decision based either on very little information or misinformation. This may account for the national statistics that indicate that nearly 70% of students change their majors at least once. Advisers can help students make an informed choice appropriate to the individual student.

Many theorists who work in academic advising and career/life planning advocate a trait and factor approach, i.e., help students assess their **interests, abilities, values, personality, and world of work** opportunities, then match those characteristics to a field of study and/or a career. Assessment instruments are available through the **Pathways Center** to help students find out more about themselves and about career opportunities. Pathways Center and Career Services staff are also available to counsel students.

Nevertheless, advisers may wish to begin the discussion. In addressing student values, it may be useful to ask the "undecided" student to think about three things:

- Where do you want to spend your working hours? (Indoors, outdoors, office building, college campus?)
- Who do you want to be your "clients"? Who do you want to serving? (Children, adolescents, adults, your boss, U.S./other countries?)
- (Perhaps most important) - Who would you like for colleagues? With whom do you go to lunch/collaborate/spend many precious life hours? (Professionals with graduate degrees, hands-on workers with technical/vocational experience, teachers, medical personnel, sales/marketing/entrepreneurs, staff, faculty, administrators?)

When a student indicates s/he has chosen a major, it is wise to ask:

- How did the student arrived at that decision?
- Why does the student want to pursue this major?
- What is attractive to the student about that major?
- What does s/he plan to do with the major?
- What interests, skills and abilities, values, and personality needs does this major meet for the student?

These basic questions can help you determine whether the student is acting on accurate information/perceptions.

### INTERNET RESOURCES for EXPLORERS

In addition to discussions with you as their adviser and with Pathways Center staff, some students may wish to explore on their own. Here are some Web sites that can help students assess their interests and gain information about various majors and careers.

#### INTERESTS/SKILLS/PERSONALITY INVENTORIES

<http://www.missouri.edu/~cpcwww.holland.shtml> – CAREER INTERESTS GAME from Univ. of Missouri. This is a game designed to help you match your interests and skills with similar careers. It can help you begin thinking about how your personality (based on Dr. John Holland's theory of interest areas) will fit in with specific work environments and careers.

<http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi> – The KEIRSEY TEMPERMENT SORTER. The Keirsey Character Sorter is designed to identify different kinds of personality. It is similar to other devices derived from Carl Jung's theory of "psychological types," such as the Myers-Briggs. The questionnaire identifies four temperament types: Guardian ["SJ"], Artisan ["SP"], Idealist ["NF"], and Rational ["NT"].

<http://www.d.umn.edu/~kscenter/sail/transfer.htm> – University of Minnesota – Duluth. The CO-CURRICULAR TRANSFERABLE SKILLS SURVEY allows students to assess their current skills level through self-reflection and self-assessment (part of the Skill Attainment in Leadership Program (SAIL) program at UMD.)

<http://www.csom.umn.edu/WWWPages/bcc/undergraduate/self2htm> – University of Minnesota. The SELF-ASSESSMENT: BUSINESS RELATED SKILLS exercise focuses on key skills used in the field of business. It is

intended as a starting point for identification of your major skill strengths and weaknesses. From this assessment, you will gain an understanding of your rank on these key skill dimensions in relation to various business fields.

<http://cbweb9p.collegeboard.org/career/html/searchQues.html> – College Board Online. After answering questions in the CAREER QUESTIONNAIRE about yourself (skills and work environments), your answers will be used to find career that match your interests and abilities.

### WARTBURG WEB SITE RESOURCES

<http://www.wartburg.edu/pathways/> - The Wartburg College Pathways Web Page is an on-line planning and advising support system for students and advisors. Resources on the Pathways web page include links for services such as academic advising, career services, counseling services, first year programming, senior year experience, testing services, and the Writing/Reading Lab.

<http://www.wartburg.edu/careers/> - The Wartburg College Career Services Web Page is an on-line reference for every person on campus. The first resource on this page include **Employer Information** such as a recruiter guide, a place to post a job or internship, a place to post an Iowa teaching vacancy, the IPCCC, and internships. Another resource on this page includes **Wartburg Handbooks and Guides** such as **graduate/professional school** preparation, **internships**, job search and interviewing, programs and services, resumes and correspondence, transitions: College to Career, understanding career development, 1999 graduate status summary, and writing letters of recommendation. The above are just a few of the many resources on this web page. Check it out to experience all it has to offer!

<http://www.wartburg.edu/pathways/prelawguide.html> – This is an on-line resource available through the Wartburg College Pathways Web Site. After you get to the Pathways web site, click on academic advising followed by preparing for law school. This site gives you a lot of information about how to prepare for law school.

### WHAT CAN I DO WITH A MAJOR IN?

Note: Information on web sites from outside Wartburg may include majors not available at Wartburg or information that is either/or both state or regional specific.

A quick Google search of “what can I do with a major in” will reveal many web sites with lists of majors, common career areas, typical employers, occupational opportunities, possible employment settings, and links to additional information.

### OCCUPATIONAL INFORMATION SOURCES

<http://www.bls.gov/ocohome.htm> – *Occupational Outlook Handbook* is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. The Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

<http://stats.bls.gov/cghome.htm> – *Career Guide to Industries* provides information on available careers by industry, including the nature of the industry, working conditions, employment, occupations in the industry, training and advancement, earnings and benefits, employment outlook, and lists of organizations that can provide additional information.

## USING THE CURRICULUM TO EXPLORE

### Initial Wartburg courses in majors to use to explore:

Art	ART 105: Design I (fall); ART 121 Painting I (winter)
Biology	BI 141: Ecosystems and Cells (fall); BI 142: Form & Function (winter)
Business Administration	AC 121: Principles of Accounting I (fall); AC 122: Principles of Accounting II (winter). EC 100: Principles of Economics. (Pass on MA 90 exam is a pre-requisite)
Computer Information Systems	CS 120: Introduction to Computers and Programming; AC 121: Principles of Accounting I (fall) (Pass on MA 90 is pre-requisite)
Computer Science	CS 120: Introduction to Computers and Programming
Economics	EC 100: Principles of Economics; EC 101: Principles of Macroeconomics; EC 102: Principles of Microeconomics
Chemistry	CH 113: Principles of Chemistry I (fall); CH 114: Principles of Chemistry II (winter). Strong math background required
Communication Arts	CA 100: Introduction to Communication Arts (fall)
Education	ED 100: Foundations of American Education & ED 181: Field Experience
English	EN 151: Introduction to Literary Studies or EN 152: Introduction to Writing Studies
Fitness Management	PE 298: Health and Wellness Promotion; Bio 130, 132, 133 winter.
Health, Athletics, Physical Education	PE 140: Foundations of PE and Scientific Reasoning(fall); Bio 101 winter.
History	HI 109: American History to 1877 (fall); HI 110: American History Since 1877 (winter); HI 201: Western Civilization I (fall); HI 202: Western Civilization II (winter)
Mathematics	MA 250: Applied Calculus (pass on MA 90 is a pre-requisite)
Modern Languages	Course in selected language depending on high school courses taken
Music	MU 105: Music Theory I (fall); MU 106: Music Theory II (winter)
Philosophy	PH 101: Introduction to Philosophy
Physics	PHY 203: Classical Physics I (fall); PHY 204: Classical Physics II (winter)
Political Science	PS 101: Introduction to American Politics
Psychology	PSY 101: Introduction to Psychology
Religion	RE 101: Literature of the Old & New Testaments
Sociology	SO 101: Introduction to Sociology
Social Work	SW 101: Introduction to Social Work and Social Welfare

## International Students

**Wartburg College Faculty**  
**Guide To Advising International Students**  
**Dr. Linda L. Wolf, former Wartburg College Director of International Programs**

Advising international students presents some unique challenges. The following information may be helpful when you are advising new international students who have just arrived. Please know that some aspects also apply to returning and continuing students as well.

**JET LAG** is a problem for several days after a long, continuous trip that involves changing several time zones. One may be present in body, but far away mentally. Scheduling a follow-up visit a week or two later may be helpful to clarify some things discussed right away. Don't take a smile and a nod to insure the student's understanding. This may represent a cultural difference, which dictates a smile and a nod, or it may be that s/he is simply still "adrift" due to jet lag. For new international students, everything may be challenging.

**CULTURE SHOCK** is very real. Many who have experienced this will look back on that time as a very difficult period. It is characterized as a time in which one's home values and ways of knowing, doing, and being are challenged.

Generally three stages are noted:

1. The "honeymoon" stage is when everything is new and exciting, and perhaps unbelievable or bewildering. Everything is "fine" and one may be over confident.
2. The "crisis" stage is identified as a time of disintegration and confusion as the individual confronts new values, lifestyles, and behaviors with meanings quite foreign to his or her experience. There are many irritations. One may be highly critical of everything and everyone in the new environment. Depression, loneliness, and frustration are characteristic. One often panics or overreacts.

It is not at all uncommon for someone to have a "double dip" of culture shock, perhaps a few weeks or months into the experience and then again much later. In other words, this second stage and adjustment may take much longer than one might expect. It is not a standard number of weeks or months after arrival.

2. The student will generally learn to function more comfortably and begin acculturation in the "old timer" stage as one who knows how to function comfortably in either culture.

### Common Challenges

**Language:** Despite being proficient in English, accent, intonation, slang, and common abbreviations or local references are puzzling.

**Homesickness:** For many this will be the first time they have lived so far away from strong family support systems. Extended family may have been very involved in the everyday life and decisions made. However, they may not have been used to seeking support outside the family.

**Independence:** others very frequently identify Americans as being so very independent. International students may not have had all the choices or responsibilities such as phone bills, credit cards or checking accounts, financial budgeting, or having choices in their program of study.

**U.S. Higher Education Systems:** A liberal arts education may be most unfamiliar. Students and their families may not understand having electives or extra curricular activities. They may feel that they do not want to waste time or money on these. They're anxious to pursue their major courses and graduate as quickly as possible or move on to a university graduate program. Please help students understand the value of general education and electives or exploratory options and identifying an appropriate major.

Pressures from family expectations for success are heavy. Students may be here with the support, hope, and honor of the entire family on the line. They know it is costing family (and possibly extended family) a lot and may want to hurry up by taking an overload. Help students understand that it is wise to take a moderate academic

load and get used to the program, our institution, and the expectations. Taking too heavy a schedule may truly be self-defeating and cause academic problems to be faced later.

Please realize that a student may come o see you with an “academic” problem, but really have other things on his or her mind. Some approach matters directly, but others prefer a comfortable exchange of conversation on less important matters before focusing on the real matter at hand. A question about how things are going with a roommate, or an activity, may lead to other needs. Social adjustments as students desire to make new friends in the new culture may add to problems. Sometimes it is a loss of social status from their home environment that they experience. Another difficulty may be in the understanding of what it means to be “friends” in the U.S. Americans are often described by internationals as being “friendly” but not as “friends.” American friendships seem to be shallow and superficial when compared to life-long friendships that are a long-term relationship that is a “real” and sustaining one. Perhaps you can refer the student to another resource on campus for information and support. The International Programs Office, Counseling Office, and Dean of Students Offices are all ready to be of assistance.

### **Helpful Suggestions for Registration**

1. Make an appointment for advisees to come in again after the first week of classes to touch base with them and continue reassuring and building relationship.
2. Explain the liberal arts system as often as necessary. Students tend to check and recheck on unfamiliar forms.
3. Help students understand the requirements for graduation such as “electives versus requirements,” GPA and accumulative GPA, pass/no credit options and audits. Explain the requirement of completing four May terms.
4. The American Language and Culture Class (commonly referred to as the Bridge class) EI:195 is open to all students whether international or U.S. For many it is an optional class, but is required prior to EN 111 for some.
5. International students must maintain a minimum of three course credits to maintain their status with the Immigration and Naturalization Service each term fall and winter. May term is also required for full student status. If at any time a student needs to drop below this three-course limit, s/he **MUST** see the Director of International Programs first.
6. Summer sessions may be optional from INS and school perspectives, but some external sponsoring organizations require their participants to be in summer classes as well. Any sponsored student needs to check with his or her sponsoring agency and the Director of International Programs.
7. In the student’s first term, it is advisable to limit the course load to three or four courses. They may underestimate this adjustment period.
8. Please help students keep in mind prerequisites for all areas of their programs of study and EI195 before EN111 (if TOEFL is below 550). Courses that expect a previous knowledge of our culture and a lot of reading (such as U.S. History or Literature of Old and New Testament for example) may be difficult for some international students.

### **TOEFL Guidelines for Advisers**

International students seeking admission to Wartburg College are administered the Test of English as a Foreign Language. Below is a guide for interpreting those scores.

450 or below	English skills are not sufficient to function in English.
450-480	Weak. Student is referred to UNI for Intensive English. Wartburg coordinates with UNI to transfer back to Wartburg once intensive English is successfully completed.
480 and above	Admitted to Wartburg
480-550	Place in EI 195: American Language and Culture as a prerequisite to EN 111.
551-599	Place in EN 111 without EI 195 as prerequisite, though student may still elect to take that course.
600 and above	Very strong. Place in EN 112.



## **Students with Disabilities**

The Student Handbook reads:

### Facilities Access

“Although certain facilities are not fully physically accessible to handicapped persons, Wartburg College will take such means as are necessary to ensure that no qualified handicapped person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because Wartburg College facilities are physically inaccessible to or unusable by handicapped persons. The accessibility standard required by federal law for *existing* facilities is that the recipient’s program or activity, when viewed in its entirety, must be readily accessible to handicapped persons. Wartburg College may meet this standard through such means as reassignment of classes or other services to accessible locations, redesign of equipment, assignment of aides, alteration of existing facilities, and construction of new accessible facilities. Wartburg College is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described here.

Because scheduling of classes and arranging housing in accessible facilities may require reasonable advance planning, handicapped students should identify themselves to the vice president of student life within 30 days of acceptance for admission and indicate the kind of accommodation they need” (p. 67).

### Learning Disabilities

“Students are encouraged to identify any learning disabilities that may affect their ability to be successful at Wartburg College. In order to provide special classroom accommodations, Wartburg requires a copy of an evaluation by a licensed psychologist or learning specialist who has been trained and licensed to evaluate learning disabilities. This evaluation should include the tests given, scores received, a suggested course of action for the individual student, and recommendations for the classroom. The evaluation should have taken place within three years of its submission to Wartburg.

The dean of students will work with students to make a referral for testing if they have not been seen by a psychologist or learning specialist. The expense of the testing is the responsibility of the student.

All documentation should be sent to the Pathways Center. The Pathways Associate for Testing and Disability Services will work with the student to determine the appropriate notification of faculty and staff as needed. Support and assistance are available through peer tutors in the Supplemental Instruction program and in the Writing/Reading Lab. See also <http://www.wartburg.edu/pathways/testing/AccommodationProcessStudents.pdf>

Faculty are encouraged to include the following statement in course syllabi:

### **Special Needs:**

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations by contacting the Pathways Associate for Testing and Disability Service, Carla Coates. She can be reached at the Pathways Center, Wartburg College, Vogel Library 314, (319) 352-8230,

[Carla.coates@wartburg.edu](mailto:Carla.coates@wartburg.edu)

Americans with Disabilities Act

<http://www.usdoj.gov/crt/ada/cguide.htm#anchor62335>

Guide to Disabilities Rights Law

<http://www.usdoj.gov/crt/ada/cguide.htm>

## **Students Transferring into Wartburg**

Transfer evaluations are done in the registrar's office. One course credit = 3.5 semester hours. If a student has taken a course at another institution for two semester hours, it does not fulfill Wartburg requirements. The course must be at least three semester hours to transfer, however, students may combine courses to meet a Wartburg requirement if appropriate.

Students transferring in with an Associate's degree (AA) are awarded 18 course credits and junior standing. Requirements for IS 101, IS 201 and one religion course are waived for those with an AA degree. All other courses they have taken are evaluated for appropriate credit.

## **Students Considering Transferring from Wartburg**

### **How to Talk with Students Thinking of Transferring**

Undoubtedly you will encounter some students who are considering leaving Wartburg. The following two pages provide some suggestions of how you might respond to such situations.

#### General suggestions

Never be negative or dismissive. Refusing to talk about transfer by saying you won't help can do more harm than good. On the other hand, don't treat the decision as a "done deal." Reframe it as a difficult choice. Your job is to help students consider their options so as to make the best decision. Remember that considering transfer is a common and natural part of students' experience, and that not all transfer is bad for the student or for the institution. We estimate that about two-thirds of the students who consider transfer don't actually follow through. The most common times for students to consider transfer are after Thanksgiving when they have gone home and re-connected with high school buddies whom they miss and in February when the weather is grey and everybody's sick. You will not want to use all the suggestions here with every student. While you want to take the student seriously, you don't want to be overly helpful with the process. First year students, especially, can be very changeable, being adamant about transfer one minute and passionate about staying the next. The approaches and responses here have been used successfully by advisors and staff with students who chose to stay.

#### Students who enter planning to transfer

If you speak with a new student who plans to transfer, learn where they plan to go and why. Ask them what they hope to gain at their target institution. Point out that they will lose some opportunities when they leave. Have them find out from the upper-class students what classes and instructors are the ones they shouldn't miss while they're here. If possible, help them to sign up for those classes, even if it means they will be taking fewer required classes and more electives (while keeping a schedule that will lead to graduation.) Help them explore possibilities in student government, and activities like theatre or music. Especially if they plan to transfer to a large institution, they may lose the opportunity to be actively involved at a decision-making level in student groups as first-year students. Remind them that they will probably need a 2.5 grade point average to transfer, so must exceed the minimum standards for achievement. Letters of recommendation will also be helpful, so they should get to know you or another instructor or staff member well. Mid-semester transfer is a really bad idea in terms of adjustment. Check in with them from time to time to make sure they are actively exploring possibilities while they're here. If they transfer, they will do so after having a really good experience at Wartburg. And they may become so engaged by following the above plan that they decide to stay.

#### Students who are considering transfer

Find out how set their plans are. Do they have another specific college in mind? Have them think in terms of what they will gain and what they will lose by transferring. You could recommend that students who are torn about transfer spend a week pretending that they have made up their mind to go. What will they miss? Have them report back. Then spend a week pretending that they have made up their mind to stay. How does that feel?

When you explore their areas of dissatisfaction, ask them how they plan to avoid these disappointments at another institution. For instance, if they had trouble making friends here, remind them that this could be a problem at another college as well and ask what they plan to do differently. Suggest they practice this technique here.

You may find that they don't know about a service we offer. For instance, they plan to transfer to someplace where they can get career guidance or personal counseling. In that case, don't just tell them that the service is available here. Make an appointment to meet them at the place where the service is offered on our campus. If they say they would like to get involved with an activity or choose a major that you know we offer, make sure someone from that area of interest contacts the student. Sometimes finances are a problem because of a change in family circumstances. Financial aid is always happy to work with such people. Walk them over to the office.

Especially with first-year students, you may find transfer is being considered to bring them closer to a romantic partner. Ask if the partner has visited our campus. Make suggestions, if appropriate for fun local things to do during a visit. Suggest that the partner might consider transfer as well.

If they are actively exploring other colleges, make sure they visit during the first part of a week and attend a class. Ask them how their admissions visit here was and if there are any questions they wish they had asked here. If they feel that our admissions staff presented a rosier picture of life than the real situation, remind them that admissions at their transfer choice will do the same.

If they do not have a specific transfer choice in mind, they may just be eager for change. Help them explore off-campus internship programs. Suggest that a term abroad may offer a richer experience than transfer to another college. Rather than just making recommendations, call to set up an appointment for them or walk them to the appropriate office.

#### A second-hand transfer report

Sometimes you will hear from a second party that one of your students or advisees is planning to transfer. Saying, "I heard from someone else that you are planning to transfer" can be awkward for you if you feel you are betraying a confidence. Instead, go out of your way to ask the student how things are going this year and what plans they are making for next year. On the other hand, depending on the circumstances, you may feel comfortable expressing your concern, saying something like, "I heard from one of your instructors you are planning to transfer. Are you unhappy with anything that I could help you with? You really are a valued member of the community here."

#### Students who leave

Students who leave don't always leave forever. Every year we have a few readmitted students who transferred and returned. Also, student can leave having appreciated and valued their time here, or they can leave angry. If a student whom you know and like leaves, please send that person a short note or card wishing them all the best with their future plans. Ask them to come by and visit if they are back on campus (many students who transfer come back to visit friends). Your contact may cause the student to reconsider the decision to leave. Even if the decision is final, your contact may cause them to speak well of us to their friends at home.

Suggestions formulated by the faculty of Lynchburg College, Lynchburg, VA, 2/1996. Shared by Academic Advising, Augustana College, Rock Island.

### **Students Withdrawing**

(See also Wartburg College Catalog Withdrawal Procedures and Leave of Absence)

#### **Withdrawing from a Course**

To withdraw from a course, students obtain a drop/add card from their adviser or the Registrar's Office. From the second through the ninth week of a term, students may withdraw from a course with the grade W (withdraw). Students who do not complete a course but have not officially withdrawn receive the grade F (no credit). Circumstances beyond students' control may allow them to withdraw from one or more courses beyond the ninth week of a term with the grade W, with the approval of the Registrar. Adjustments to a student's course load before the end of the term may impact the student's college bill and financial aid.

## **Withdrawing from the College**

To withdraw from the college during a term or at the end of the term, students must obtain the appropriate form from the Student Life Office and complete the withdrawal process by notifying their adviser, the Controller's Office and the Residential Life Office. Cancellation of registration and determination of tuition and fees are based upon the date the student completes the withdrawal process. If students are unable to initiate the withdrawal due to medical reasons or other extenuating circumstances, the Dean of Students will make appropriate arrangements.

## **Leave of Absence**

A leave of absence is available to students who must withdraw from the college for health or personal reasons and who plan to return to Wartburg at a later date. Authorizations for a leave of absence must be granted through the Student Life Office using the following criteria:

1. Leave of absence may be granted to student whose documented health, personal, or family problems require them to leave the college temporarily. The leave of absence will be utilized if the student intends to re-enroll. Leaves of absence may be extended an additional term by the Student Life Office. Normally, the total length of a leave of absence will not exceed two terms.
2. Leave of absence may be granted to students with unfocused academic and career goals who want to spend a term working or exploring other options. Normally, students to whom this policy applies will not be enrolled a full-time students at another institution during the leave of absence.

## **Status During Leave of Absence**

Financial aid eligibility is protected if students are academically eligible at the time the leave is granted and family circumstances do not change significantly. Students are eligible to retain college scholarships upon readmission. Students are eligible to sign up for housing and to register for classes during the designated sign-up time for their classification, even though they are not currently enrolled.

## **Re-enrollment**

Re-enrollment following a leave of absence requires approval through the Student Life Office and may require a meeting with the Dena of Students. Students are expected to present satisfactory documentation that the conditions leading to the leave have been resolved. If the Dena of Students approves re-enrollment, the Registrar, the Controller, and the Financial Aid Office will be notified. The student is then eligible to re-enroll and to work directly with the Registrar's Office to register for classes.

The Dean of the Faculty determines eligibility for students who wish to be readmitted to Wartburg after suspension for academic reasons (see catalog on probation).

## **Students in Academic Difficulty**

### **Academic Standing and Satisfactory Academic Progress**

The Assistant Dean for Academic Affairs reviews the academic standing of all students at the end of Fall Term and at the end of Winter/May Terms (considered jointly).

Students are considered to be making satisfactory academic progress if their cumulative grade point average equals or exceeds the suspension standards for their position in the following table:

<b>Course Credits Earned</b>	<b>Suspension GPA</b>	<b>Probation GPA</b>
.25-4.75	0.000-1.000	1.001-1.500
5.00-9.75	0.000-1.400	1.401-1.600
10.00-13.75	0.000-1.500	1.501-1.750
14.00-18.75	0.000-1.650	1.651-1.850
19.00-22.75	0.000-1.800	1.801-1.900
23.00-27.75	0.000-1.900	1.901-1.999
28+	0.000-1.999	

Transfer students at the end of their first term are considered in the 1.00-4.75 category. Thereafter, they must meet the regular standards.

### **Probation Procedures**

Students are subject to probation at the end of any term in which their cumulative GPA falls below the probation standard in the table. Regardless of students' cumulative grade point averages, if the grade point average for any given term is below 1.500, students are placed on probation. Probationary status is automatically removed at the end of any term in which the cumulative GPA exceeds the probation standards in the table. In addition, students are subject to suspension when they have been on probation for one term and have not raised the grade point average above the probation level.

Notification of academic probation appears on the grade report and is sent for informational purposes to academic advisers and the Dean of Students. Academic probation constitutes a serious warning to students that their retention at the College is in jeopardy. During a period of probation, students are encouraged to contact their advisers, visit the Pathways Center, and/or meet with the Dean of Students to develop strategies for improving their academic performance.

Students who are suspended are ineligible to enroll as degree-seeking students for the immediately succeeding term. If and when they return to regular status following a period of suspension, students remain under the terms and conditions of the catalog in effect at the time they matriculated (subject to statutory limitations for earning a baccalaureate degree).

Suspended students wishing to seek readmission following the period of suspension must do so by writing to the Dean of the Faculty, stating specific reasons for seeking readmission and providing evidence of ability to succeed in college-level studies. Students readmitted following a period of suspension are ineligible to participate in organized co-curricular activities (e.g., intercollegiate athletics, student publications, student government), to work in residence hall or Student Life programs (e.g., in residence halls or as Student Orientation Staff), or to join in any organized student activities related to academic programs (e.g., band, choir, speech team, etc.) until they raise their cumulative GPA above the probation level.

Students who are readmitted after having served a suspension are automatically dismissed if they are suspended a second time.

### **Appeal Procedures**

Students may appeal suspension if they believe extenuating circumstances have contributed to poor academic performance. Appeal letters must be addressed to the Dean of the Faculty and received in accordance with deadlines stated in the suspension notice. Appeal letters should contain specific reasons for requesting removal of suspension status and plans for improving academic performance. The Dean of the Faculty, in consultation with the Educational Policies Committee, the academic adviser, and the Dean of Students, will render the final appeal decision.

If the appeal is granted, notification of suspension will be removed from grade reports and transcripts, and student will be considered to be making satisfactory academic progress. The Dean of the Faculty reserves the prerogative to grant appeals by placing enrollment conditions upon students.

Dismissal cannot be appealed, and dismissed students will not be readmitted.

April 2001.

### **Calculating Grade Point Average**

To calculate the GPA, make two columns, one for course credits and one for quality points. Add up the quality points and divide by credits; this will be the student's GPA. Calculate all courses required for the major. If the student is an education major, include the education courses.

P (Pass) grades are not included since they do not generate any quality points.

Please note that some courses are less than a full credit, therefore the quality points are weighted. For example, PE 100 is .50cc. If a student earns a "B", the quality points = 1.50 (rather than 3.00 for a full 1cc course).

**Grades, Course Credits & Quality Points**

	<b>1.00 cc</b>	<b>0.75 cc</b>	<b>0.50 cc</b>	<b>0.25 cc</b>
<b>Grades</b>				
A	4.000	3.000	2.000	1.000
A-	3.700	2.775	1.850	.925
B+	3.300	2.475	1.650	.825
B	3.000	2.250	1.500	.750
B-	2.700	2.025	1.350	.675
C+	2.300	1.725	1.150	.575
C	2.000	1.500	1.000	.500
C-	1.700	1.275	.850	.425
D+	1.300	.975	.650	.325
D	1.000	.750	.500	.250
D-	.700	.525	.350	.175

Students and advisors are also encouraged to use the GPA projection link on my.wartburg under the advising tab.

**Students in Financial Difficulty**

Students who owe the College over \$1,000.00 are notified by the Controller's Office that they are in jeopardy. If they do not make satisfactory arrangements to pay, the following may be the consequences:

1. Cancellation of registration for classes for future term(s)
2. Eviction from the residence halls
3. Refusal to provide transcripts if the student should desire to transfer to another institution of higher learning
4. Ineligibility for participation in any co-curricular activities (e.g., holiday sports tournaments) after the last day of final exams of the current term

**Students in Cooperative programs and pre-professional study**

Students in pre-professional programs are advised in the appropriate department. Refer to the college catalog for information on preparation for joint enrollment programs, counseling, dentistry, engineering, law, law enforcement, medical science, medical technology, nursing, occupational therapy, optometry, pharmacy, physical therapy, security administration, veterinary medicine and others.

## Section VII: Advising for Student Success

### Study Skills

Feel free to refer students to the Pathways Center for assistance with developing study skills. The Pathways Center is headquarters for academic advising, Supplemental Instruction, the Wartburg Writing/Reading Lab, study skills and transition strategies, Testing Services, Counseling Services, First-Year Experience, and Career Services. Additional information on these services and more detailed information on study skills is available on the Pathways Web site at [www.wartburg.edu/pathways](http://www.wartburg.edu/pathways) or at the Pathways Center. The Center is located on the top floor of the Vogel Library. The telephone number is 352-8615.

### General Study tips:

- Set goals. Ask yourself, are my actions consistent with my goals?
- Have a regular study place that is quiet and has appropriate materials
- Avoid going to class unprepared, but ALWAYS go to class on time
- Study in short sessions—one hour then a SHORT (5-10 minutes) break.
- Take notes! Review lecture notes before and after class for 10 minutes.
- Sit near the front. Plan to participate. Ask questions until you understand.
- Study difficult subjects or subjects you are less interested in first.
- Use study groups limited to 3 or 4 students; group members are assigned topics to present to the group.
- Be assertive about protecting your time
- Avoid cramming
- Concentrate on one thing at a time.
- Remember perfection is often not necessary.
- Break large tasks into “chunks” which are less overwhelming.
- Get help quickly when it’s needed. Use office hours, SI sessions, and Pathways services.

### Time Management

In a research study done by Britton and Tesser (1994) reported in the Teaching Professor, three factors connected self-reported time-management practices by students with academic achievement:

1. Short-range planning  
Includes daily time for planning, setting and honoring priorities, making daily “to do” lists
2. Long-range planning  
Includes setting goals for the term, regular review of notes (not just before a test), working ahead
3. Internal locus of control  
Includes student feeling in control of his/her time, avoiding over-commitment, and using time constructively.

Encourage your advisees to consider using the following time-management techniques:

- Use a planner or daily calendar. Make a schedule and stick to it. Schedule regular study time.
- Obey the alarm clock.
- Plan to attend EVERY class!
- Do scheduling for the term, the week, the day, and by the assignment.
- Plan to follow the studying rule of thumb: study 2 hours for every hour in class.
- Plan a one-hour weekly review for each class.
- Use “to do” lists.
- Prioritize items; avoid putting off harder or less pleasant items.
- Include time for things that are important to you: for friends, exercise, stress relief, etc.
- Learn to say “no” to commitments not important to you.
- Set realistic goals. Things usually take twice as long as you expect!
- Get off the phone! Turn off the TV!
- Use daylight hours for studying as much as possible. Resist naps.
- Carry “pocket” work—make use of time when waiting for something.

- Plan rewards for completing tasks and only reward yourself if you get them done.
- The minute you notice yourself procrastinating, start the task!
- Trade time, don't steal it. When unexpected events arise during time planned for study, decide right away where you can find the time to make up the study missed and adjust your schedule.

### Note-taking

Tips for taking good notes:

- Attend all lectures
- Keep notes legible and organized (or rewrite if necessary)
- Label notes with date and heading
- Key in on emphasized or signal words (such as words that signal examples, time, addition, cause/effect, enumerated points, repeated items, contrast, summary, explicit ("remember this"))
- Copy visuals
- Use abbreviations
- Review notes completely the day of the class

Consider using the Cornell Note-taking system (left column for key points; summary at the foot of each page).

### Reading Strategies

Advisers may wish to discuss with students using various reading strategies for various purposes: surveying, skimming, scanning, and phrase reading.

The most widely used reading strategy is SQ3R (sometimes SQ4R), and active reading strategy. It is not an easy way to study, but it is effective at helping students gain genuine comprehension and retention of what they read.

#### SQ3 (or 4) R

##### *Survey*

Take a minute or two (not more), to survey the whole assignment, to find out what it is about as a whole. Look for summaries.

##### *Question*

Ask yourself questions based on the text, using boldface headings, such as, in Geology, "Types of Rocks", and turning them into active, questioning, sentences such as, "What are the types of rocks?" Additional sources of questions are charts and graphs.

##### *Read*

Read actively with questions in mind. Attempt to answer these questions and to organize the material. Read only to the end of each headed section.

##### *Recite*

Ask yourself the questions you have made up. Answer them without referring back to the text. If you cannot, review the material and try again.

##### *Review*

Review each headed section (or logical "chunk") briefly as you complete it. Review again later. Understanding and memory are increased each time you review.

##### *Respond*

Connect what you have read to your previous knowledge. Do you agree with the author? Is what you have read consistent with what you have learned in the past?

Common errors students make in using the SQ3-4R method:

- Failing to turn topic headings into questions
- Taking notes from the book in too much detail
- Failing to use notes for review. Put ideas in your own words and USE your notes. Look over your notes after one week, two weeks and again before exams.
- Depending on underlining. If not combined with SQ4R, you postpone understanding.
- Believing SQ4R takes too much time. If you practice, you it will save you time in the long run. You will not have to spend time rereading.
- Using SQ4R too rigidly and mechanically.



## Concentration & Listening

Effective listeners:

- Prepare to listen *before* class
- Demonstrate active listening *in* class; ask questions
- Use complementary activities *outside* class (Study aids such as extra readings, study guides and outlines, old tests)
- Work to overcome internal and external distractors
- Keep an open mind and avoid hasty judgments
- Judge content, not delivery
- Are flexible note-takers
- Listen for patterns of organization (such as cause/effect, chronology, problem/solution, etc.)
- Try to find areas of interest between presentation and the student's goals and objectives
- Recognize that listening takes effort; they work at listening

## Memory - 20 Techniques

Short-term memory can be lost in 20 seconds. Half of what is heard is forgotten in 20 minutes. Recitation is the most powerful memory technique.

### 1. *Organize it*

- Learn from the general to the specific.
- Make it meaningful.
- Create associations
- Learn it once, actively
- Relax
- Create pictures
- Recite and repeat
- Write it down
- Reduce interference (turn off TV, do one task at a time)
- Use daylight

### 2. *Use your brain*

- Over-learn (learn more than you intended)
- Escape short-term memory trap (review soon after hearing to move ideas from short to long-term memory)
- Distribute learning over time
- Be aware of attitudes (we remember what we find interesting or relevant)
- Choose what not to store in your memory
- Combine memory techniques

### 3. *Recall it*

- Remember something else. Brainstorming is a memory jog; remember related information.
- Notice when you do remember. Build on those techniques.
- Use it before you lose it. To remember, review, read it, write it, speak it, listen to it, apply it.
- Remember, you never forget. Adopt an attitude that says, "I never forget. I may have difficulty recalling, but I never really forget it. All I have to do is find where I stored it."

Adapted from David B. Ellis, *Becoming a Master Student*, 7<sup>th</sup> edition. 1994, Houghton Mifflin Co. Reported in Health Pathways, Vol. 16, No. 4.

## Test-taking

### I. Preparing for the exam

#### A. Intellectual preparation

1. Identify your weak areas
2. Design a study schedule

3. Organize your notes
  4. Find out about the exam
  5. Study effectively; use active techniques; review
  6. Group study (if well prepared)
  7. Alternate review periods with practice exams
- B. Psychological preparation
1. Be well rested
  2. Don't cram
  3. Accept the fact that you won't know everything
  4. Control your test anxiety; practice relaxation techniques; exercise
  5. Develop a positive attitude toward the exam
- II. Taking the exam
- A. Getting ready
1. Arrive early
  2. Avoid distractions
  3. Silently rehearse information
  4. Breathe deep; calm down
  5. Listen carefully for additional information or instructions
  6. Ask questions for clarification
- B. During the exam
1. Manage time wisely
  2. Read directions
  3. Attempt every question
  4. Actively reason through each question
  5. Reconsider difficult items
- C. After the exam
1. Discuss with group to catch mistakes, hear others' reasoning
  2. Review missed questions
  3. Analyze test performance
  4. Analyze test-taking strategies
- III. Multiple choice questions
- A. Read directions carefully
- B. Answering questions
1. Read stem and all options
  2. consider for a few seconds
  3. Answer or mark for reconsideration
- C. Use true-false strategy
- D. Eliminate "non-course" related options
- E. Attend to negatives and absolutes
- F. Attend to cue-using strategies
1. Illogical option
  2. Stem-option association - resemblance between word or phrase in the item and a word or phrase in one of the options
  3. Length of correct options - Correct option is significantly longer than other options
  4. Grammatical inconsistency - Verb number or tense disagreement; articles (a, an, the)
  5. Specific determiners - Use of the word "always" or "never" in the distractors
  6. Oppositeness of responses - Use of diametrically opposite statement as distractors
  7. Similar options - Use of distractors that are very similar in meaning
  8. Convergence - Use of options that have multiple factors in common
  9. Foolish options
  10. Numbers in the middle range - Highest and lowest numbers in a list are usually incorrect
  11. Item give-away - The correct answer to the item is revealed in another test item

- IV. True-false questions
  - A. Attend to qualifiers (especially absolute modifiers).
  - B. Check each part of the statement
  - C. Be cautious in interpreting the negative
  - D. Think “true.”
  - E. Questions that state reasons tend to be false.
- V. Matching questions (complete steps in order)
  - A. Read directions and scan both columns
  - B. Fill in all matches you know for sure
  - C. Use common sense and hunches
  - D. Guess
- VI. Essay questions
  - A.. Plan before you answer
    - 1. Make notes on back or in margin
    - 2. Read directions carefully
    - 3. Read all questions
    - 4. Jot cues alongside each question
    - 5. Plan time
    - 6. Begin with easiest question
  - B. Strategies for answering essay questions
    - 1. Understand the question; pay attention to the verbs
    - 2. Organize your answer
    - 3. Strive for a complete answer
    - 4. Use facts, logic, supporting evidence
    - 5. Be concise
    - 6. Write carefully; proofread
    - 7. Be sincere and natural
    - 8. Remember ideas emphasized in class
    - 9. Monitor time
  - C. Matters of style
    - 1. Be neat
    - 2. Use ink
    - 3. Write on one side of each sheet
    - 4. Leave generous margins
    - 5. Leave space between answers

### Stress Management

Stress is a normal part of life and can result from both positive and negative and internal and external events and can trigger both physiological and psychological responses. There are healthy and unhealthy ways of coping with stress.

Techniques for coping with stress include:

- Progressive relaxation
- Meditation
- Biofeedback
- Restructuring perception of events; attitude adjustment
- Maintaining physical health (good diet, enough sleep, exercise)
- Social support
- Time management (plan ahead, expect tasks to take longer than you think, plan “down” time, learn your limits.)

## **Students and Co-Curricular Involvement**

Research on retention of students indicates that students who are involved in at least one co-curricular activity are more likely to persist to graduation (Kuh, G., Schuh, J., Whitt, E. et al, *Involving College*, Jossey Bass, 1991). Advisers are urged to encourage advisees to attend the involvement fair (usually held during fall orientation or early in fall term and again in January). If students miss the Involvement Fair, they may contact Campus Programming for a list of organizations and contact persons on campus or visit <http://www.wartburg.edu/orgs/> .

### Athletics

#### *Athletic Eligibility*

To be eligible for Fall Term intercollegiate athletics, student-athletes must successfully complete four course credits in the previous Winter/May and Summer Terms or seven course credits in the previous Fall, Winter/May, and Summer Terms combined. To be eligible for Winter/May Term intercollegiate athletics, student-athletes must successfully complete three course credits in the previous Fall and Summer Terms or seven course credits in the previous Fall, Summer, and Winter/May Terms combined. Student-athletes must also make satisfactory academic progress. In order to be eligible for athletics during May Term, student-athletes must be enrolled during May Term.

### Music

All students who are interested in joining one of the Wartburg College music ensembles may audition when school starts in the fall. The various organizations are: Castle Singers, Chapel Choir, Choir, Knightlites Jazz Band, Ritterchor, St. Elizabeth Chorale, Symphonic Band, Symphony, Wind Ensemble.

The conductors of each group determine their own audition schedules and have sign-up sheets posted at the beginning of Fall Term.. The required audition repertoire and the audition times vary with each ensemble. Check on time and content of auditions with the director. Please refer to the Schedule of Classes for music ensemble rehearsal times.

Students intending to participate either in wind ensemble or symphonic band should include MU 122 01 Symphonic Band on their registration for classes sheet for fall and winter terms. After auditions, some students may be switched to Wind Ensemble, but registration signals your intent to participate in band and gets the student's name on the list of those who should receive an audition packet in August.

Students interested in becoming a part of any of the music ensembles, should check the orientation schedule for time and location and attend the Music Interest meeting during Orange EXCEleration. At that time, students will get to meet the applied lesson faculty and have their questions about music participation answered.

All Meistersinger scholarship winners are required to enroll in applied lessons.

## Section VIII: FAQ's (*Frequently asked questions*)

- 1. Who advises students at Wartburg? How are advisers assigned?** All advising is done by faculty members. You will be assigned to an adviser based on the preference card you submitted. Before the Fall Term begins, the individual academic departments will make "final" adviser assignments. (You, of course, always have the opportunity to change advisers throughout your undergraduate studies if you wish, by filing a form in the Registrar's office.)
- 2. What should I plan to discuss with my adviser on SOAR day?** Advisers usually have copies of your high school courses and grades and test scores. The more you can tell your adviser about your plans, goals, and concerns, the more helpful your adviser can be. Advisers know that some students have clear plans for the future and that others feel unsure. Your adviser is interested in helping you be successful at Wartburg.
- 3. How many course credits should I be taking to graduate on time?** Most students take 3.5-4.5 course credits Fall and Winter Terms and one course credit May Term. You need 36 course credits to graduate, so if you take an average of 9 course credits each year, you will graduate in 4 years.
- 4. Friends from other schools talk about taking 16-17 semester hours. Why am I taking just 4 course credits?!** Each school is a little different. One course credit is equivalent to 3.5 semester hours, so if you take 4 course credits, that's equivalent to 14 semester hours. Since Wartburg has a May Term, you can take slightly fewer credits during the Fall and Winter Terms.
- 5. What if I want to take a lighter load at first?** Having a schedule that challenges you and gives you a good chance at success is important. If fewer courses the first term helps you get a good start in college, this can be a good choice. You may choose to take a summer class or a heavier load later. You do need a minimum of 3.0 course credits (or 2 course credits + MA 90) to be a full-time student.
- 6. How do I make sure that I start off with the right courses?** You can make sure this happens by talking as honestly as you can with your adviser about what your goals are. If you have interests in several areas, let your adviser know that, so that together you can be sure that the program you choose keeps as many doors open as possible. The Wartburg College Catalog contains the graduation requirements and information on requirements for each major.
- 7. What if I don't have any idea what I want to major in?** First, you should know that this is not an uncommon situation, so don't worry. Second, let your adviser know what areas you might be interested in, because some (such as education and music) require you to begin a program fairly early, and you will want to explore courses in those areas during your first year. Third, choose courses from among those required for graduation (see the Wartburg Plan of Essential Education). These can help you explore your interests. Once you get to campus, you can work with the staff of the Pathways Center and Career Services; they offer some good opportunities to learn about yourself, your interests and abilities, choosing a major, and career possibilities. Students are not required to declare a major until the end of the first term of their second year.
- 8. How hard are college courses? How much time should I allow for studying?** College courses are a step up from most high school courses, and you will probably need to work harder and be more organized than in high school. A general rule of thumb is that two to three hours of work outside of class are needed for each hour of class time. That means that with a 4 course credit load, you should plan on spending at least 24-36 hours a week reading, studying, and completing assignments. On campus the staff of the Pathways Center will help you explore time management or any issues related to study skills and setting and reaching academic goals. There is also a .5 course credit course (LS 101: Learning Strategies) offered during the first and second seven weeks of Fall Term designed for students who want to develop the learning skills

necessary for success in college. The course focuses on what students think and feel and how that affects the choices they make in how to behave in time management, procrastination, reading approaches and more.

**9. I want to be in some activities (like music, sports, or campus ministry). How does that affect my class schedule and course load?**

Most Wartburg students do participate in co-curricular activities, so we know that it is possible to do that and also be a successful student. We encourage you to attend the Involvement Fair early in the Fall and Winter Terms to see all the 70+ options available for participation on campus. The time that outside activities take competes with time for the academic work, so discuss with your adviser how much you should take on during the first year. Your goal is to have a successful year, and that sometimes means making choices.

Persons interested in policies and procedures in music may request a Music Department Student Handbook.

Please refer to the Wartburg College Catalog or section VII of this manual for rules on athletic eligibility.

**10. What if I plan to work?**

Talk with your adviser about how much time you will work and plan a mix of academic credits and co-curricular activities that allows you to be successful. After the first semester, you will find yourself better able to keep up with multiple demands because most students become more organized, more able to study effectively, and more able to focus their time on what is important.

**11. If I make out a schedule now, what can I do if it doesn't work out for me?**

The schedule you make now can be revised. You will meet with your adviser the day before classes begin in the fall and changes can be made then if necessary. Winter Term schedules are verified in November, after discussion with your adviser. Full-term classes may be added during the first week of Fall or Winter Term. Your choices may be limited if courses are full, but otherwise you have the opportunity to adjust your schedule if your needs change. Classes may be dropped up until the deadline each term. For full-term classes, that is approximately two months after classes begin. Consult your adviser for assistance dropping or adding classes.

## Section IX: Assessing Advising

According to the Wartburg College *Faculty Handbook* section 2.5.4

“Faculty serve as academic advisers to students either by formal assignment or as a natural outcome of classroom contact with students. The responsibilities of faculty with respect to academic advising include, but are not limited to, scheduling office hours to meet advising responsibilities, advising students regarding their performance in classes, assisting students in setting academic goals, informing students of College curriculum requirements, maintaining appropriate records of advising, and providing, as necessary, referrals to appropriate student services.

The Educational Policies Committee and Assessment Center encourage faculty to use the “Student Perceptions of Advising” form to obtain formative feedback on individual faculty advising. Each department chair has a supply of these forms and will make them available to department faculty who wish to use it. Faculty may ask advisees to complete the forms and return them either to department/building secretaries or directly to the Assessment Center. At the end of the academic year, the forms are processed and a summary of each faculty member’s advisees’ ratings are supplied to the faculty member along with the original form containing open-ended comments.

At the request of the Department Chair, an aggregate report for a particular department can also be generated. This departmental report will NOT identify individual faculty members but will provide an overall summary of advising in the department. This form is not mandatory in the formal process of faculty evaluation, but a faculty member may choose to include the adviser ratings summary in his or her professional portfolio.

## **Section X: Forms**

Form may be accessed on line through My.Wartburg. Click on:

Academics

Then Special Request Forms

Then see the Academic Advising section.

Forms there include:

- Arranged Study Contract
- Change of Advisor
- Declaration of Major/Minor
- Independent Study Learning Contract
- Internship Learning Contract
- Variance from College Policies



FACULTY ADVISING CHECKLIST

ADM. COUNSELOR HM

RECORD ID# :

NAME:

STUDENT'S NAME:

PHONE:

EMAIL:

ADVISER NAME:

HSGPA:

PGPA:

ACT: E M R SR COMP

SAT:

TOEFL:

RANK:

CLASS SIZE:

H.S. INSTITUTION:

TRANSFER INSTITUTION:

GPA:

GPA:

GPA:

FRTR: 1Y

SCHOLARSHIPS:

TUIREM

FA

Sibling

MAJOR INTERESTS

MAJOR:

COURSE REQUIREMENTS

U.S. STUDENTS

INT'L STUDENTS

Needs E1 92-93 \_\_\_Yes \_\_\_No

Needs E1 195 \_\_\_Yes \_\_\_No

Student Needs EN 111 \_\_\_Yes \_\_\_ No Student Needs EN 111 \_\_\_ Yes \_\_\_No

(English ACT below 20 or Recentered SAT below 490)

Student Needs MA 90 \_\_\_Yes \_\_\_ No Student Needs MA 90 \_\_\_ Yes \_\_\_ No

(MA ACT below 20 or Recentered SAT below 480)

Foreign Language Placement \_\_\_\_\_

Foreign Language Placement \_\_\_\_\_

COURSE RECOMMENDATION

LS 101 Learn Strat \_\_\_ Yes \_\_\_ No LS 101 Learn Strat \_\_\_Yes \_\_\_No

**ACADEMIC PLANNING SHEET**  
(Use in combination with Wartburg Plan Sheet & Major Checklist and/or Catalog)

**First Year**

**Fall**

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**Winter**

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**May**

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List additional classes if necessary:

**Second Year**

**Fall**

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**Winter**

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**May**

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List additional classes if necessary:

**Third Year**

**Fall**

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**Winter**

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**May**

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List additional classes if necessary:

**Fourth Year**

**Fall**

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**Winter**

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**May**

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List additional classes if necessary:

**Advising Record (SOAP Notes)**

**Student** \_\_\_\_\_ **ID** \_\_\_\_\_ **Box** \_\_\_\_\_

**E-mail** \_\_\_\_\_ **Phone** \_\_\_\_\_ **Cell** \_\_\_\_\_

Major Preference(s) \_\_\_\_\_  
 \_\_\_\_\_

Special interests (study abroad, certifications, etc.) \_\_\_\_\_  
 \_\_\_\_\_

**Objectives of advising:**

- To help students recognize and reach appropriate self-identified goals
- To facilitate timely graduation
- To provide requested help

In an effort to guide advisors and provide some consistency of information in advising files, we suggest the **SOAP format** followed in many medical records. **SOAP =**

**S = Subjective.** How is the student feeling about school? What are your observations of student's current state?

**O = Objective.** What evidence (grades, exam scores, roommate switches, etc.) do you see to support or refute subjective impressions?

**A = Assessment.** What is the student's situation now? Is there a problem, condition, need or concern?

**P = Prescription.** What needs to be done next (either by student, adviser, or both)?

Visit Date/time	SOAP Notes; Outcome/Result; Follow-up

# Appendices

## Appendix A - Sample Communications with Advisees

For Explorers prior to registration for next year:

### Memo

**To:** [Advisees]

**From:** Adviser

**Date:**

**Re:** Advising & Registration Preparation

I am eager to work with you on academic planning and choosing classes for next year. Please call 352-8615 or stop by my office in the Pathways Center to set up an appointment between March 12-25.

PRIOR to that appointment, please do the following:

1. Give thought to what programs of study you wish to explore. Here are some strategies you can use to explore:
  - **Review your work this year.** Which courses did you enjoy most? Least? What are your academic strengths? If you are leaning toward a particular major, ask yourself WHY.
  - Review the blue pages (i.e., the information on choosing a major) in your Important Stuff notebook. (If you haven't received a notebook, please stop by Pathways and get one!)
  - Page through the Wartburg Catalog and review departmental web pages. Make a list of majors you may be interested in and those you know you definitely do NOT want to pursue. Review the descriptions of courses in the majors you think you wish to study. Are those courses interesting to you? Do you think you would do well in those courses?
  - Go to the Pathways Center. Take one or more of the interest inventories (either paper-and-pencil or on-line) to help you get a picture of yourself and pinpoint your goals. Visit with a consultant if you wish. Review the resources in Pathways so you know more about what you can do with the major(s) in which you are interested and what those jobs involve.
2. Bring your Important Stuff notebook with you to your advising appointment. Be sure you have your copy of the Wartburg Plan of Essential Education and that you have noted which classes you have taken so far.
3. Using the catalog and the schedule of classes (available at the Registrar's Office), prepare a draft schedule of courses you would like to take next year. Pathways consultants will be happy to help you with this. Stop by between 9-4:30 weekdays or 7-9 PM Sunday or Tuesday evenings.

See you soon!

## **Appendix B *The Power of Good Advice for Students***

*Chronicle of Higher Education*  
March 2, 2001

By RICHARD J. LIGHT

Some years ago I attended a gathering of faculty and senior administrators from more than 50 colleges and universities. Each was invited to present a view from his or her campus about the responsibilities of faculty, deans, and advisers for shaping students' overall experience at college. The first person to speak was a senior dean from a distinguished university. He announced proudly that he and his colleagues admit good students and then make a special effort to "get out of their way." Students learn mostly from one another, he argued. "We shouldn't muck up that process."

I was dismayed. I was hearing a senior official from a major university describe an astonishing strategy: Find good students and then neglect them. It got me to think hard about what decisions administrators and faculty members, as well as new students, can make to facilitate the best possible undergraduate experience. Since that meeting I have participated in 10 years of systematic research to explore that question. My colleagues and I have interviewed 1,600 Harvard undergraduate students; I myself have interviewed 400 students. I have also visited almost 100 institutions of higher education. Some are highly selective; others are open admissions; most are in between. They include private and public institutions, large and small, in all areas of the country.

And, of all the challenges that both faculty and students choose to mention, providing or obtaining good academic advising ranks number one. In fact, good advising may be the single most underestimated characteristic of a successful college experience. Although agreement is widespread that academic advising is important, different campuses have widely different resources for advising. A small, private liberal-arts college with 2,000 students almost always will design a different advising system than a large, public state university with 20,000, simply because of different financial constraints. Yet despite those differences, several recommendations about good advising have emerged from my own experience and student interviews -- findings that may be helpful to advisers on many campuses. Those recommendations don't cost a lot, and are relatively easy for advisers to share with students and for students to carry out. For example, one remarkably simple suggestion builds on the obvious idea that part of a great college education depends upon human relationships. Each year I meet, one-on-one, with several new students to discuss each student's goals at college, his or her background, and a "study plan" -- what courses the student will take in this first year, and how those may lead to future courses. Then we come to the part of our conversation that I look forward to most. I ask, "So, now that we have had this conversation, what do you see as your job for this term?" Just about all students answer that their job is to work hard and to do well in college. I ask what else they might set as a goal. Their responses often emphasize participating in campus activities. Again, I press them to say more about their goal for the semester.

By now, most students look puzzled; they wonder what I am getting at. And then I share with them the single most important bit of advice I can possibly give to new advisees: "Your job is to get to know one faculty member reasonably well this semester, and also to have that faculty member get to know you reasonably well." I point out that achieving that goal may require some effort and planning. Yet think of the benefits, I remind each new student. Even if you only succeed half the time, that means in your eight semesters in college you will get to know four professors. And they will get to know you. I tell each student that I am convinced that they will be far better off, and will have a far richer experience, if they follow that advice.

As my first-year advisees approach graduation, many tell me that this advice was the single most helpful suggestion they got in their freshman year. According to them, as well as many other undergraduates, certain professors exert a profound impact, influencing their development as young scholars, as good citizens, as human beings. I have identified several other equally simple and effective recommendations about good advising: Require students to keep time logs. I ask each student to record exactly how his or her time is spent, half hour by half hour, for several weeks. Then I sit and debrief each student, one-to-one, about what their time log shows. A crucial focus

in the debriefing should be on how time in between scheduled obligations is used. For example, a student with a class from 9 to 10 a.m., and then another class from noon to 1 p.m., has two hours of in-between time. How should the student use this time? He or she may choose to chat with friends or go back to the room to study. He or she may want to do a few errands or do some physical exercise. There is no single correct thing to do. Rather, whatever he or she chooses, the key point is that it should be done with some thought.

Finally, I follow up a few weeks after the debriefing, to see if each student is actually putting into place whatever insights and suggestions emerged from going over the time logs. A single follow-up call, with encouragement to persist in efforts to make changes, has made a measurable difference in the lives of some of our students.

It is critical to stress that encouraging students to track their time systematically is just the first step. The debriefing, and encouraging students to implement whatever changes they want to make, is what leads to the payoff. Consider what the debriefing session accomplishes. For a student, the entire process is a rare chance to reflect together with an adult about how he or she is now allocating time and energy. Meanwhile, the adviser gets a running start in helping a student. It is hard to imagine a better way for an adviser to get to know a student than by sitting with that student and discussing how he or she spends precious time, hour by hour, day by day. The debriefing offers each adviser an opportunity to get to know his or her advisees at as personal a level as each advisee chooses and feels comfortable with. It is a great chance for an adviser to genuinely advise.

Encourage collegial work. When I arrived at Harvard as a Ph.D. student in statistics, I felt young and nervous. I learned an important lesson my first week, entirely outside of class, that taught me about the meaning of collegiality. I checked in at the statistics department a few days before classes began to make an appointment with the man who the admissions letter said would advise me. His name was Frederick Mosteller. To my surprise he was immediately available in his office and invited me in.

After some pleasantries, we set a time for later that week to discuss my course selection. Just as I was getting up to leave, Mosteller asked me to wait a moment. He picked up a small bundle of paper, put a paper clip on it, and handed it to me. When I glanced down, I saw that its title was "Non-sampling Errors in Statistical Surveys: A Chapter for the International Encyclopedia of the Social Sciences."

"Richard," asked Mosteller, "could you please mark up this draft for us to go over when we get together later this week? I'd love to get your comments on this."

I was panicked. I hadn't even started my first course, and already my adviser was asking for comments on his work. The next two days were difficult. I read the chapter 10 times. Finally I felt I understood it pretty well. When I returned for our advising session, I handed him back his draft, told him I had learned an enormous amount, and thanked him for giving it to me. I told him I thought it was superb, and that other readers would learn a lot too.

Mosteller smiled and told me kindly, but directly, that he had hoped for something different: "I treated you like a colleague, and you didn't do that for me." He explained that by sharing his first, rough draft, complete with occasional typos and grammatical errors and imperfect organization, he was assuming I would help him, as his professional colleague, to improve it. So now, as a colleague, it was my job to dig in and to make specific suggestions. Mark it up with red ink, he told me -- the more, the better. He wouldn't promise to take all my suggestions, but that wasn't the important part. The important part,

he said, was that going through the process together was a key aspect of becoming a professional.

I took Mosteller's admonition very seriously. I returned a few days later carrying a document covered with red ink. I even included suggestions about writing style, choice of tense, choice of subheadings, and many other details. The payoff came when we had our next session a week later. He put my marked-up version on the desk between us, and, starting on the first page, we went over every suggestion I had made. As promised, he rejected many of my changes. But he took a few. And we had good discussions about many others. Mostly, it was he who did the explaining. Finally I understood. I realized that what had at first seemed like his request for my help was actually Mosteller's giving me his help. He was doing his job. He was advising me. Brilliantly. He modeled, with his own behavior, how working and debating with another person about a work in process is a way to pay them a great compliment.

For years I have asked my own new advisees to do exactly the same thing. I stay in touch with many of my own former students from the past 30 years. And that one act -- sharing a rough draft of a document and asking my new, young advisee to mark it up so we can sit together and discuss it -- is what they remember and mention more than any other. They describe it as the single best moment of advising they got. They say it shaped their attitude toward writing and their view of themselves as young professionals.

Urge students to get involved in group activities. For other students, the single biggest contribution an adviser can make is not about academics. It is to encourage them to join a campus organization or group that will give them social and personal support. In interviews, some students from minority groups stress this point. So do students who are the first in their families to go to college. And so do students who are leaving behind crucial support networks they had in high school -- with parents, supportive high-school teachers or advisers, religious counselors, athletic coaches. Such students may not integrate quickly or easily into their new community. For many, their academic work as well as their social life and sense of being grounded will suffer. When this happens, it illustrates how strong the connections are between academic performance and extracurricular activities. What is the policy implication of this finding? That advisers should encourage students from their very first days on campus to find a group to join. For example, one student arrived at Harvard from an island in the South Pacific. She came from a low-income family, and neither of her parents nor her older brother had attended college. She had been at the very top of her high-school class but, after her first few days at Harvard, she was on the verge of packing up and going home. She felt simply overwhelmed by everything: the activities, the pace, the course election, the big city nearby, even the other students. Her adviser, whom she first met a few days before classes began, quickly recognized that. And so he urged the student to find an extracurricular activity that she would enjoy, ideally one that would also help her get to know other students. He suggested writing for one of the campus newspapers. The student declined. How about joining the Glee Club? The student didn't think her voice was good enough. Did she play a musical instrument? No, she didn't. The adviser took his job very seriously, however, and refused to give up. He listened to her responses, and then made another suggestion: He told her that when the Harvard Band held tryouts the next week, she should show up and try out. The student repeated to her adviser that she did not play any instrument. "No problem," he replied, "just tell them you want to hold the drum."

The adviser happened to know that one of the college band drums is so big that a second person often helps the drummer hold it. In fact the student did become a member of the Harvard Band, and that single event was critical for keeping her at Harvard. While her grades were good, the dramatic success was her extraordinarily happy overall experience. In an interview, when we pressed her to analyze that success, she repeatedly mentioned the band. Because of the band, she said, she got to know many other students well. Also, becoming part of the band, with its performances at football games and other campus activities, gave her a wonderful feeling of belonging. She told us that all of those good things had happened because of that conversation with her first-year adviser. The adviser's one insight fundamentally changed the quality and texture of her college experience, including her academic engagement as well as her personal happiness. Without that advice, she never would have thought of joining the band, and certainly not just to hold a drum.

Richard J. Light is a professor in the Graduate School of Education and the John F. Kennedy School of Government at Harvard University. This article is adapted from his *Making the Most of College: Students Speak Their Minds*, published this month by Harvard University Press.  
Guidelines given to Students prior to Summer Orientation, Advising, & Registration (SOAR)

## **Appendix C**

### **Career-Transferable Liberal Arts Skills**

This list was prepared by Paul Breen, San Francisco State University, in consultation with students, employers, and faculty members from twenty-two disciplines in the humanities and social and behavioral sciences.

**DEFINITION** – For the purposes of this project we have defined “liberal arts skills” as transferable, functional abilities that are required in many different problem-solving and task-oriented situations. They are performance abilities that can be acquired through informal life experiences or formal education and training. Although the specific subject matter of academic disciplines is often a means for developing or refining liberal arts skills, the application of these skills is not dependent on the mastery of an academic discipline. Liberal arts skills are interdisciplinary abilities involving many areas of human development (e.g., cognitive, affective, social, psychological and moral development).

We have not tried to eliminate the natural overlapping that is characteristic of many of the individual skills. Instead we have felt it more useful to group them in nine clusters of related skills that are generally recognized as essential in a variety of careers and other activities.

- I. **INFORMATION MANAGEMENT SKILLS:** ability to:
  - A. sort data and objects
  - B. compile and rank information
  - C. apply information creatively to specific problems or tasks
  - D. synthesize facts, concepts and principles
  - E. understand and use organizing principles
  - F. evaluate information against appropriate standards
  
- II. **DESIGN AND PLANNING SKILLS:** ability to:
  - A. identify alternative courses of action
  - B. set realistic goals
  - C. follow through with a plan or decision
  - D. manage time effectively
  - E. predict future trends and patterns
  - F. accommodate multiple demands for commitment of time, energy and resources
  - G. assess needs
  - H. make and keep a schedule
  - I. set priorities
  
- III. **RESEARCH AND INVESTIGATION SKILLS:** ability to:
  - A. use a variety of sources of information
  - B. apply a variety of methods to test the validity of data
  - C. identify problems and needs
  - D. design an experiment, plan or model that systematically defines a problem
  - E. identify information sources appropriate to special needs or problems
  - F. formulate questions relevant to clarifying a particular problem, topic or issue
  
- IV. **COMMUNICATION SKILLS:** ability to:
  - A. listen with objectivity and paraphrase the content of a message
  - B. use various forms and styles of written communications
  - C. speak effectively to individuals and groups
  - D. use media formats to present ideas imaginatively
  - E. express one’s needs, wants, opinions and preferences without violating the rights of others
  - F. identify and communicate value judgments effectively
  - G. describe objects or events with a minimum of factual errors
  - H. convey a positive self-image to others



- V. HUMAN RELATIONS AND INTERPERSONAL SKILLS: ability to:
- A. keep a group “on track” and moving toward the achievement of a common goal
  - B. maintain group cooperation and support
  - C. delegate tasks and responsibilities
  - D. interact effectively with peers, superiors and subordinates
  - E. express one’s feelings appropriately
  - F. understand the feelings of others
  - G. use argumentation techniques to persuade others
  - H. make commitments to persons
  - I. be willing to take risks
  - J. teach a skill, concept or principle to others
  - K. analyze behavior of self and others in group situations
  - L. demonstrate effective social behavior in a variety of settings and under different circumstances
  - M. work under time and environmental pressures
- VI. CRITICAL THINKING SKILLS: ability to:
- A. identify quickly and accurately the critical issues when making a decision or solving a problem
  - B. identify a general principle that explains related experiences or factual data
  - C. define the parameters of a problem
  - D. identify reasonable criteria for assessing the value or appropriateness of an action or behavior
  - E. adapt one’s concepts and behavior to changing conventions and norms
  - F. apply appropriate criteria to strategies and actions plans
  - G. take given premises and reason to their conclusion
  - H. create innovative solutions to complex problems
  - I. analyze the interrelationships of events and ideas from several perspectives
- VII. MANAGEMENT AND ADMINISTRATION SKILLS: ability to:
- A. analyze tasks
  - B. identify people who can contribute to the solution of a problem or task
  - C. identify resource materials useful in the solution of a problem
  - D. delegate responsibility for completion of a task
  - E. motivate and lead people
  - F. organize people and tasks to achieve specific goals
- VIII. VALUING SKILLS: ability to:
- A. assess a course of action in terms of its long-range effects on the general human welfare
  - B. make decisions that will maximize both individual and collective good
  - C. appreciate the contributions of art, literature, science, and technology to contemporary society
  - D. identify one’s own values
  - E. assess one’s values in relation to important life decisions

- IX. PERSONAL/CAREER DEVELOPMENT SKILL: ability to:
- A. analyze and learn from life experiences—both one’s own and others
  - B. relate the skills developed in one environment (e.g., school) to the requirements of another environment (e.g., work)
  - C. match knowledge about one’s own characteristics and abilities to information about job or career opportunities
  - D. identify, describe and assess the relative importance of one’s needs, values, interests, strengths and weaknesses
  - E. develop personal growth goals that are motivating
  - F. identify and describe skills acquired through formal education and general life experience
  - G. identify one’s strengths and weaknesses
  - H. accept and learn from negative criticism
  - I. persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it
  - J. recognize when a project cannot be carried out or is not worth the time or effort required to complete it
  - K. generate trust and confidence in others
  - L. take risks
  - M. accept the consequences of one’s actions
  - N. “market” oneself to prospective employers

Appendix D  
On Advice

“There is no human problem which could not be solved if people would simply do as I advise.”  
--Gore Vidal

“I can’t help thinking that this would be a better world if everyone would listen to me.”  
—Lucy van Pelt

“Advice is seldom welcome; and those who want it the most always like it the least.”  
—Earl of Chesterfield

“Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity.”  
--George S. Patton

“Many receive advice, few profit from it.”  
--Publius Cyrus, 42 BC

“When a man comes to me for advice, I find out the kind of advice he wants, and I give it to him.”  
—‘Josh Billings’ (Henry Wheeler Shaw)

“Advice is like snow; the softer it falls the longer it dwells upon, and the deeper it sinks into the mind.”  
--Samuel Taylor Coleridge

“Advice is least heeded when most needed.”  
--English proverb

“Don’t ask a blind man to show the way.”  
--Japanese proverb

“Advice is like mushrooms. The wrong kind can prove fatal.”  
--unknown

“No man is so wise that he may not easily err if he takes no other counsel but his own.” --Ben Jonson

“We can give *advice*, but we cannot give *conduct*. Remember this: they that will not be counseled cannot be helped.” --Benjamin Franklin

“Advice costs nothing to give; it also costs nothing to take into account. It is really only sensible self-reliance to get all the backup you can muster.”

“Old people like to give good advice, as solace for no longer being able to provide bad examples.”  
--De Rochefoucauld

“He who calls in the aid of an equal understanding doubles his own; and he who profits by superior understanding raises his powers to a level with the heights of the superior understanding he unites with.”  
--Edmund Burke

Even if you are on the right track, you'll get run over if you just sit there! --Roy Rogers

A man knocked at the pearly gates,  
His face was scarred and cold.  
He asked the Man of Fate  
For admission to the fold.  
“What have you done,” St. Peter asked,  
“To gain admission here?”

“Oh, I’ve been an academic advisor  
for many and many a year.”  
With that the gates swung open wide,  
and St. Peter rang the bell.  
“Come in and choose your harp,” he said,  
“You’ve had your share of hell.”