

# **Western Oregon University Advising Resource Guide**

Created by Student Success and Advising

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## Degree Requirements

To understand the details for the degree offerings and requirements at WOU, the university catalog will provide the most up to date information. To access the degree requirement information in the catalog, go to <http://catalog.wou.edu> and select Baccalaureate Requirements on the left hand side of the page.

Below are a list of the types of bachelor degrees offered at WOU.

- Applied Baccalaureate (A.B.)
  - Degree that serve the needs of individuals with a terminal or non-transfer associate's degree who wish to pursue a bachelor's degree to advance in their careers, change careers or who may seek to pursue graduate education.
- Bachelor of Art (B.A.)
- Bachelor of Fine Arts (B.F.A)
- Bachelor of Music (B.M.)
- Bachelor of Science (B.S)

The basic structure of a WOU degrees follows a 30-60-90 framework. This framework typically includes up to 90 credits of major coursework, up to 60 credits of general education coursework, and 30 credits (or more as needed to reach 180 total credits) of electives. Below is a list of the basic degree requirements a student must complete to a bachelor degree at WOU.

- Minimum of 180 credit hours, including 60 upper-division
- Minimum of 2.00 (C) grade point average (GPA) in all work completed at WOU
- Maintain a minimum 2.0 cumulative GPA for work completed at WOU
- Residence: minimum of 45 of the last 60 credit hours completed through WOU
- Credit limitation of a total of 16 hours for each open-ended course set: (199,399) (403) (406, 408) (407) (409)
- Completion of general education requirements appropriate for the degree pursued
  - Prior to Fall 2019, the general education requirements were referred to as the Liberal Arts Core Curriculum (LACC)\*
  - For more information on the General Education program go to:  
[www.wou.edu/gened](http://www.wou.edu/gened)
- Academic major: minimum of 36 upper-division credit hours unless otherwise stated
- Academic minor: minimum of 12 upper-division credit hours unless otherwise stated, an optional degree requirement
- Electives (variable) –to reach 180 total credits/60 upper division credit requirements. It is common for students to complete minors in addition to their major to reach these credit requirements.

- Prior to Fall 2019, Bachelor of Arts and Bachelor of Science degrees included additional graduation requirements.\* After Fall 2019 these requirements are embedded within the major.

For additional resources on understanding degree requirements, you may also refer to this website: <http://www.wou.edu/advising/your-degree/>

\*For past information on LACC and BA/BS requirements, refer to the LACC Resource Guides at: <http://www.wou.edu/advising/laccs>

## Academic Deadlines/Regulations

### Important Deadlines

WOU's academic calendar operates on the quarter system, consisting of fall, winter, spring, and summer terms. With the exception of summer term, which has multiple course length options within the term, the typical term is a ten week term with an eleventh week for finals. It is the responsibility of the student to be aware of registration and other deadlines. The Registrar's Office maintains an academic calendar with important dates and deadlines. This calendar includes refund deadline dates. The calendar is available online at:

<http://www.wou.edu/registrar/calendars/academic-calendar/>.

Below are some common deadlines for fall, winter and spring terms (Note: summer term has many different options for course lengths. Refer to the academic calendar for add, drop, and withdraw deadlines for the summer term).

Registration: Begins Monday of week 8 of the current term for the following term for continuing students.

Advising holds: Placed week 5 of the current term and then expired during finals week of the current term.

Academic standing holds: Placed week 1 of the current term.

Last day to add a class: Last day of week 2 of the current term.

Last day to drop without grade responsibility: Last day of week 4 of the current term.

Last day to withdraw from a course and receive a "W" grade: Last day of week 7 of the current term.

### Academic Regulations

Academic Regulations are university policies regarding rules and information applicable to students at WOU. For detailed and up to date information about academic regulations, refer to the online university catalog at: <http://catalog.wou.edu/> and click on Academic Regulations on the left hand side of the page. Listed below are some common regulations to be aware of when advising students.

#### Academic Standing

A student's academic standing is considered part of the academic record and is noted on the student transcript for each term. Brief descriptions for possible academic standing delineations are listed below. Students in less than good standing (warning, probation and suspension) will work with the Student Success and Advising office and have additional requirements to have their academic standing hold removed. For more information on these requirements, refer to the Academic Standing Procedures section of the [Student Success and Advising Appendix](#).

- President's Honor Roll: When an undergraduate student takes at least 12 hours, graded (A through D-) and earns a grade-point average (GPA) of 4.00.
- Dean's Honor Roll: When an undergraduate student takes at least 12 hours, graded (A through D-) and earns a grade-point average (GPA) of at least 3.50.
- Good Standing: A student is in good standing and doing satisfactory work when a GPA of 2.00 or better is maintained for the term and the student is progressing toward completing graduation requirements.
- Academic Warning: When a student's GPA in any term falls below 2.00, the student is put on academic warning.
- Academic Probation: If a student is on academic warning in one term and earns a GPA below 2.00 in the next term, the student is placed on academic probation.
- Continued Probation: If a student's WOU cumulative GPA remains below 2.0 but their term GPA is a 2.0 or higher, the student is placed on continued probation. Students remain on continued probation until their cumulative WOU GPA is a 2.0 or higher. However, if the student's term GPA falls below 2.0, they are placed on academic suspension.
- Academic Suspension: If a student is on academic probation or continued probation and earns a GPA below 2.00 in the next term, the student will be suspended and required to take the term following suspension off from WOU. To be reinstated after one term, the student must complete a Request for Reinstatement with the Office of the Registrar. See the Registrar's Office forms website for the reinstatement paperwork: <http://www.wou.edu/registrar/forms/>. This form is due the Friday before the first day of the term the student wishes to return to WOU.
- Subsequent Suspension: Students suspended at any point after the first suspension are required to take one year (four terms) or complete a minimum of 24 transferable credits at a community college and earn a GPA of 2.5 or higher.
  - Student may petition for a waiver of the mandatory time off or requirements to be reinstated after a suspension. See the Registrar's Office forms website for the petition paperwork: <http://www.wou.edu/registrar/forms/>.

### Re-enrollment

If a student has not registered for courses for four terms, WOU will inactivate the student's status. When the student wishes to register for courses again, he or she will need to submit an undergraduate re-enrollment application along with the required fee to the Office of the Registrar. See the Registrar's Office forms website for this application: <http://www.wou.edu/registrar/forms/>.

### Class Standing

Students are classified based on the number of earned credit hours. See the chart below for the credit break down for each class.



Freshman:	0-44 credit hours
Sophomore:	45-89 credit hours
Junior:	90-134 credit hours
Senior:	135+ credit hours

### Repeated Courses

If a student repeats a course, only the most recent grade and credits will be used to calculate the student's GPA, even if the past grade was higher. Some courses are repeatable for credit, meaning the student can earn credit for the course each time they take it. Course descriptions will provide specific information if they may be repeated and counted multiples times for credit. Courses taken on an audit or satisfactory-no credit basis may not be repeated for an A-F or Pass-No Credit grade.

### Grade Point Average

The grade-point average is a calculation of the sum of points per grade (A - F), per credit hour, received across courses, divided by the total credit hours in which those grades are received. Marks of I, P, NC, W, X, S, RP and AU are not included in the calculation of points.

### Grading

The table below describes the grading options and codes for courses at WOU. Only grades of A - D-, S or P are counted as credit hours applied to a degree program. These are grades you may see on a student's transcript or DegreeTracks. For more information on WOU's grading scale refer to the Faculty handbook: <http://www.wou.edu/provost/faculty-handbook/>

A-F	Courses are graded according to performance in the class and awarded a letter grade.
P	Pass: Used in courses in which no letter grade is assigned.
S	Satisfactory: Students have the option to take elective courses on a Satisfactory-No Credit basis; the satisfactory level to pass is defined as equivalent to a grade of D- or better. (Elective courses are those that are not used to fulfill the Liberal Arts Core Curriculum (LACC), the bachelor's degree requirements, or the declared major and minor requirements.) The student must choose this option at registration and cannot reverse that decision.
RP	Regular Progress: Used only in courses that extend past the regularly scheduled end of term; these courses are identified as such in the course descriptions. When the coursework is completed, the instructor will submit a grade change to the appropriate letter grade.
I	Incomplete: An essential requirement of the course has not been completed for reasons acceptable to the instructor.

NC	No credit earned
X	No basis for grade: Used only if student failed to appear for the course or there is no basis for grading the student. The instructor must designate the last date of attendance, if any.
W	Withdrawal from a course after the fourth week of the term.
AU	Audit

### Incomplete Grades

If a student needs additional time to complete the course content, they may work with their instructor to discuss the option of an incomplete grade. An instructor and student must complete and sign an Incomplete Grade Contract, which designates the default grade and the date when the incomplete grade expires if sooner than 12 months. A copy of this contract should be kept by the instructor, the academic division office and the student. When the incomplete grade is submitted, the instructor will also submit a default grade. If the student doesn't complete the work within 12 months, the default grade will automatically be entered for the course. If a student needs additional time, before the end of the first 12 months, he or she may petition the instructor for up to an additional 12 months. The maximum length of time to complete the work is 24 months or before the student graduates. At the time of graduation, a student's academic record is closed and any outstanding incomplete grades will permanently revert to the instructor's default grade.

### Catalog Year

The academic year has four terms. Fall, winter and spring terms have 10 weeks of class plus final examinations; summer term offers varying course schedules. Undergraduate students may enter the university at the beginning of any term. The catalog year takes effect at the beginning of summer term for the academic year (e.g. Catalog Year 18-19 begins Summer 2018 and includes summer, fall, winter, and spring terms). A student's degree requirements are based upon the catalog year in which they entered the degree and major. If a major makes changes to their program and a student wishes to fulfill the new requirements, they can request to change their catalog year by completing a Major/Minor/Advisor Change Form found on the Registrar's Office website: <http://www.wou.edu/registrar/forms/>.

### No-Show-Drop

Students who do not attend the first two sessions of a class may be administratively dropped from the class by the Office of the Registrar upon request from the academic department. The student's permission is not required when dropped for this reason. The academic department will notify the student via email before dropping him or her. Students are strongly advised to notify faculty of any situation that may prevent class attendance during the first week.

### Dropping/Withdrawing from Courses

- Week 1 through Week 4: A student may drop a course, without any record on the permanent academic transcript, online through the portal or by completing an add/drop

form and submitting it to the Office of the Registrar before the end of the fourth week of class. A student that has a registration hold on their records will not be able to drop a class on their own and will need to resolve the hold or contact the Registrar's Office directly to have the course dropped.

- Week 5 through Week 7: A student may withdraw from a course and receive a W for the course on the permanent academic transcript if, the student withdraws online or, a completed add/drop form is submitted to the Office of the Registrar in weeks five through seven of the term. A student that has a registration hold on their records will not be able to withdraw a class on their own and will need to resolve the hold or contact the Registrar's Office directly to have the course dropped.
- After Week 7: After the seventh week of the term, students may not drop or withdraw from a class on their own. If they need to petition to withdraw from all their courses due to medical circumstances, students need to submit a medical withdrawal request through the Dean of Students. If they need to petition to withdraw from specific classes or for other reasons, they will need to submit an academic petition through the Registrar's Office.

Withdrawing from classes may impact a student's financial aid. For more information about financial aid deadlines and forms refer to the [Financial Aid](#) section of this resource guide.

For more information about the withdrawal process, visit:

<http://www.wou.edu/registrar/university-withdrawal/>

#### Maximum Credits

Undergraduate students are allowed to enroll in 20 credits during the academic year (fall, winter, or spring terms) or 16 credits for summer session. To enroll for more credits, students must submit a petition for overload to the Registrar's Office. The overload petition form can be found on the Registrar's Office website: <http://www.wou.edu/registrar/forms/>.

#### Academic Petitions

There may be times when a student needs to submit a petition from an academic policy or deadline due to extraordinary circumstances. Policies/deadlines that students may petition through the Registrar's Office include: registration deadlines, drop/withdrawal deadlines, graduation application deadlines, University (non-major/minor) graduation requirements, and registration overloads. For more information, refer to the Academic Petition guidelines page of the Registrar's Office website: <http://www.wou.edu/registrar/academic-petition-guidelines/>.

The academic petition form is located on the Registrar's Office website:

<http://www.wou.edu/registrar/forms/>. Students wishing to petition general education requirements may use the academic petition form but will submit it to be reviewed by the General Education Office (paperwork may be emailed to [gened@wou.edu](mailto:gened@wou.edu)) Students wishing to petition major or minor requirements must do so through the appropriate department.

### Registration Holds

Throughout the term there may be holds placed on a student's account that will impact their ability to add, drop or withdraw from classes. Some common holds are Advisor holds, Academic Standing holds, Accounts Receivable holds, Medical Holds, and Transcript holds. For more details on registration holds you can refer to the Registrar's Office website:

<http://www.wou.edu/registrar/registration-holds/> and the [Common Holds and Department Contacts](#) section of this guide.

## University Regulations

### Responsible Employee

As an employee of WOU, you are considered a responsible employee. The term “Responsible Employee” means any person that has the authority to take action to redress harassment, has the duty to report harassment or other types of misconduct to appropriate University officials, or a person a Student could reasonably believe to have such authority or responsibility to take action. As such, if you are made aware of any type of sexual misconduct, you are required to report the incident. If a student reports that s/he has been sexually victimized during your advising interactions, then you are required by Title IX to report all information you are given to the Office of the Vice President for Student Affairs. Even if the assault occurs off campus, if it involves WOU students, it must be reported. To submit a report for sexual misconduct or assault for students, you can submit a student of concern report through the University Portal (link located under Programs for Everyone) or online at: <http://www.wou.edu/student/care-team/student-of-concern-form/> or <http://www.wou.edu/student/sexual-misconduct-resources/anonymous-report-form/>. Please note that as a responsible employee, you cannot fill out the form anonymously. For more information about reporting sexual assault or harassment, you can go to: <http://www.wou.edu/student/sexual-misconduct-resources/sexual-misconduct-resources-for-students/>. If the incident involves a WOU faculty or staff, you can report it to Human Resources. For any questions, you can contact the Title IX Coordinator, Judy Vanderburg (8-8490).

As a responsible employee, if you are having a discussion with a student in which they may wish to disclose something of a personal nature, it is important to discuss with them your reporting obligations if they reveal sexual misconduct. If the student does not wish a report to be made, you can offer to have the student discuss their concerns with a confidential resource. Confidential campus resources include Abby’s House and the Student Health and Counseling Center. Abby’s House professional staff can help talk through options and can accompany students through the process of accessing any of these reporting services. Student Health and Counseling Center staff can also talk through student reporting options and can provide personal counseling for eligible students.

### Mandatory Reporting

Effective January 1, 2013, employees of Oregon higher education institutions are considered by law to be subject mandatory reporters of child abuse. This means any child with whom you come into contact that has suffered abuse or that any person with whom you come into contact has abused a child, regardless of where you hear about the incident or how long ago it was, you are required to report it immediately to the State of Oregon Department of Human Services or local law enforcement agency. For more details regarding your role as a mandatory reporter, you can refer to this resource: <http://www.wou.edu/hr/files/2015/10/MANDATORY-REPORTING-OF-CHILD-ABUSE.pdf>. You may also contact Judy Vanderburg (8-8490) for any other questions related to mandatory reporting.

## Technology in Advising

There are many technical tools used at WOU to aid you in your work as an advisor. Before using any of these tools to access student records, please review the university students records policy on the Registrar Office website: <http://www.wou.edu/registrar/students-records-policy/>

To gain access to student record screens in Banner and WolfWeb, work with your supervisor to complete the Banner Authorization Form found on the Business Office Forms page: <http://www.wou.edu/business/services/forms/>. Once completed, submit the form to Dona Vasas in the Business Office. After you have submitted the form, you should receive a link to FERPA training from Amy Clark, WOU Registrar, which must be completed before you are granted Banner/Wolfweb Access.

### University Portal

WOU has a centralized portal that connects you through a single login to many of the systems you will use as an employee. Once your hiring paperwork has been completed and processed, you will receive a V-Number and a WOU username (sometimes referred to as your PawPrint username). For tutorials regarding setting up your username and password to access, you can go to: <http://www.wou.edu/tech/portal/>. To log into the Portal, you can go to [www.wou.edu](http://www.wou.edu) and click on the lock icon at the bottom of the page or you can go to: [www.wou.edu/portal](http://www.wou.edu/portal).

### Google Apps

(Email, Docs, Drive, Sheets, Calendar, etc): Your WOU email will be based out of Gmail. As such, you also have access to Google Apps in connection with your WOU email. You will be able to access Gmail and other Google Apps by logging into the Portal and clicking on the Google email icon. For instructions and more information on using Google Apps, refer to this tutorial: <http://www.wou.edu/tech/google-apps/>.

### Wolf Connection System

The Wolf Connection System (WCS) is an early alert and advising tool to connect students with resources and support as they face challenges in achieving academic success. WCS can be used by faculty and staff to submit alerts regarding students' academic performance. As alerts are created, they are processed by the Academic Success Advisors in Student Success and Advising (SSA). Advisors will reach out to the students to discuss challenges they may be facing and discuss resources to help them succeed. WCS can also be used by faculty/staff for scheduling advising and tutoring appointments, tracking student notes, and reviewing student information. SSA uses WCS for advising and tutoring appointments and students can schedule the appointments online through WCS. To access WCS for creating a student alert or to review student information, log into the Portal and select the blue WCS icon in the upper right hand menu. For more detailed training on how to use WCS, contact the Assistant Director of SSA (Lizzy Harman, [harmanl@wou.edu](mailto:harmanl@wou.edu)).

## Banner

Banner is the Student Information System tool utilized by WOU for maintaining student's academic and financial records. If you have access to Banner Admin Pages, you can use these to review student information, status, view and/or remove holds, student registration history and more. Faculty advisors utilize WolfWeb to access student information and remove holds (see below). For training on how to use Banner, contact Dorothy Hendrickson ([hendrid@wou.edu](mailto:hendrid@wou.edu)) in the Registrar's Office.

## WolfWeb

WolfWeb is the self-service view of Banner that contains information about student records. It can be used for finding advisee lists, removing advisee holds, accessing DegreeTracks, reviewing transcripts, and transfer credits. For an introduction on how to use WolfWeb for advising appointments, you can review the online workshop: Resources for Successful Advising located on the Student Success and Advising Training and Development webpage:

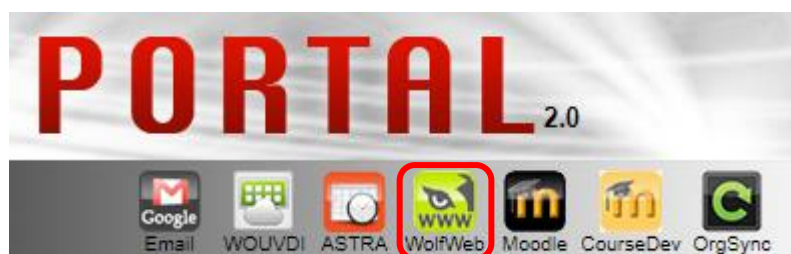
<http://www.wou.edu/advising/advisor-trainingdevelopment/>. Instructions for how to access the Advisor menu in WolfWeb are also provided below. Students also use WolfWeb for registration, viewing holds, and reviewing their DegreeTracks.

## DegreeTracks

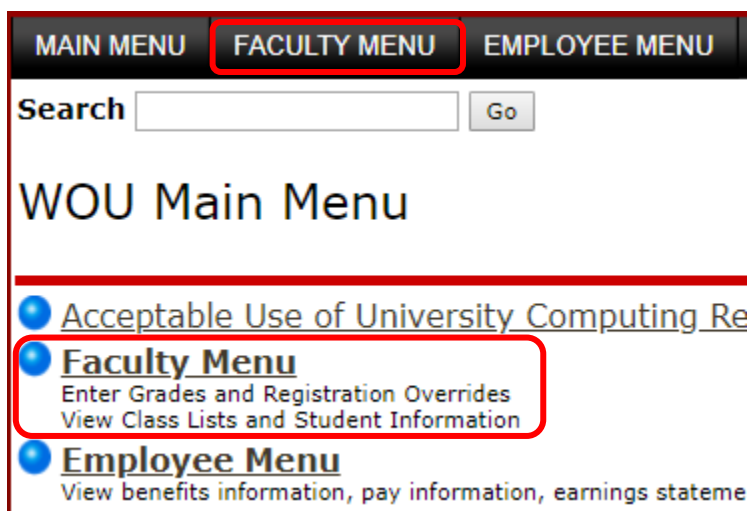
DegreeTracks is a degree audit tool connected to Banner that can be viewed by students and advisors to track a student's completion of degree requirements. It is used as the official graduation record for verifying if students have fulfilled all of the requirements to earn their degree. For a brief introduction to using DegreeTracks in an advising appointment, you can refer to the Resources for Successful Advising workshop located on the Student Success and Advising Training and Development webpage: <http://www.wou.edu/advising/advisor-trainingdevelopment/>. For questions or additional training on DegreeTracks, contact the Registrar's Office.

## Instructions for Accessing Student Records in WolfWeb

To log into WolfWeb, log in to the WOU Portal ([www.wou.edu/portal](http://www.wou.edu/portal)) and click on the WolfWeb icon in the navigation bar in the upper right hand side of the page.

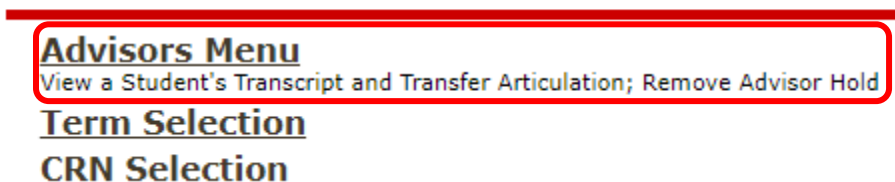


Once in WolfWeb, select the Faculty Menu tab or link.



From the Faculty Menu, select the Advisors Menu option.

## Faculty Menu



On the Advisors menu page, you can select links to view a student's transcript, a list of your assigned advisees, remove advisor holds, or access DegreeTracks. You will need the student's V-Number or first and last name to search for their records. The View Advisees options will show any student that has you as their assigned advisor in Banner. The Remove Advisor Hold list will show any student who has been registered for a term at WOU, has you as the assigned advisor in Banner, and has an AH (advisor hold) on their account. You can also search for students under Remove Advisor Hold to see if you are able to remove their hold.

\*Note: If you do not have permissions to remove a student's hold, it may be due to the fact that you are not their assigned advisor or they have not yet declared their major. You can submit a request for a student if they desire to change their major through the WOU Portal (for more information, see the [Helpful Forms](#) section of this guide). If you have met with a student and submitted the paperwork to change their major/advisor, it is recommended that you contact the student's prior advisor to request the hold to be removed.

### Real Time Course Availability

WOU provides a class schedule for students and staff to view course availability prior to registration beginning. Course schedules are published for the full academic year. To access the scheduler go to: <http://www.wou.edu/classavailability> or search for WOU Class Schedule in an



internet search engine (e.g. Google). Students can use this resource to develop their course schedule prior to registration week.

### Moodle

Moodle is the Learning Management System (LMS) used by WOU to provide supplemental course resources to students in traditional courses and a course delivery tool for hybrid and online courses. Additionally, Student Success and Advising uses Moodle for a Student Success Workshop for students on academic warning. For more information on this workshop, refer to the [Student Success and Advising Appendix](#) of this resource guide. For instructions on how to use Moodle, go to: <http://www.wou.edu/dli/moodle/user-training-and-support/>. Moodle can be accessed by logging into the Portal and selecting the black Moodle icon in the upper right hand menu (looks like a yellow M wearing a graduation cap).

### University Drives

As an employee of WOU, you will have access to a personal drive on the university network to store work related documents (the H drive). By storing files in this drive, you will be able to access them on any university computer you log into. Your H drive will be set up when you have a V-Number and username created after your hiring paperwork has been submitted and processed. There may be additional drives for your department or various committees where you will have access to shared drives.

### WOUVDI

If you need to access university drives or systems while away from campus, you can do so using the virtual log on, WOUVDI. To access WOUVDI, log into the Portal and select the WOUVDI icon in the upper right hand menu. You can also go to <https://wouvdi.wou.edu/>. For more detail and instructions for logging into WOUVDI, you can go to: <http://www.wou.edu/tech/campus-resources/vdi-remote-desktop/>.

## Advising Diverse Student Populations

As an advisor, you will work with students from a variety of abilities, cultures, backgrounds, and identities. A key to working with diverse student populations is to develop your own cultural self-awareness (Gilbert, 2005). Through cultural exploration, you can learn how your culture has influenced your values, preferences and advising style. Being culturally self-aware is beneficial to the students you will work with because it helps you to acknowledge and be mindful of possible biases or stereotypes that can affect your advising delivery. In addition, as you develop self-awareness you can assist students as they move through the process of developing their own cultural awareness. Some questions you can ask yourself to develop cultural self-awareness are:

- How have you benefited from your racial or ethnic status?
- How are you seeking to broaden your experiences and knowledge of different multicultural groups?
- Have you considered what it may feel like to be 'the only' in a rather large setting?
- Do you know how it feels to be 'appointed' the representative of your social group because you are 'the only' in a setting?
- How are you going to continue to understand yourself as a racial or ethnic being in society?
- Are you consistently seeking knowledge about multicultural affairs?

(These questions are adapted from the article: Improving Academic Advisor Preparation Through Cultural Self-awareness, Gilbert (2005). You may read the entire article by going to: <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Improving-Academic-Advisor-Preparation-Through-Cultural-Self-Awareness.aspx>)

To explore additional materials for advising diverse student populations, the Global Community for Academic Advising (NACADA) has a Multicultural Readings webpage: <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Multicultural-Additional-Reading.aspx>

There are many resources available at WOU to assist diverse student populations. A brief introduction some of the student populations you may work with and the resources available for them are provided below. As you learn about these populations, take time to visit the departments to learn more about the resources and make connections with the staff. If you are a new advisor at WOU, ask a colleague to take you these office to help introduce you to the department. The NACADA Clearinghouse is also a good place to search for resources for working with various student population: <https://www.nacada.ksu.edu/Resources/Clearinghouse.aspx>. For more information about NACADA, refer to the [NACADA](#) section of this guide.

### First Generation College Students

First generation college students are those whose parents have not earned a college level degree or certificate. The Student Enrichment Program (SEP) provides services and a supportive environment to equip first generation, low income and students with disabilities with skills to be successful in college. SEP is located in the Advising Center. For more information, visit the SEP website at: <http://www.wou.edu/sep/>. The Multicultural Student Services Program (MSSP), located in WUC 212, offers an On-Track program designed to provide underrepresented and underserved college students with a support program that will assist in ensuring academic and personal success, as well as provide opportunities for social development. For more information about the On-Track program: visit the MSSP website: <http://www.wou.edu/multicultural/services/on-track/>.

### International/Exchange Students

Students that travel from their home country to study at WOU to gain cultural, social, and academic experience. This includes students attending WOU as an international exchange student or who may be attending WOU through specific scholarship program such as the Saudi Arabia Cultural Mission (SACM). The Office of International Education and Development located in Maaske Hall assists international students with orientation to WOU and eligibility requirements. They also oversee study abroad and exchange programs. The International Student Academic Support office located in APSC 501 is another resource for international/exchange students. This office organizes programs that encourage academic advancement and social integration and provides individualized support for international students. For more information on working with international students and these resources, go to: <http://www.wou.edu/international/support>.

### LGBT\*Q

Students who identify as Lesbian, Gay, Bisexual, Trans\*, Queer, Questioning, Intersex, or Asexual identities and who are allies of these students. The Stonewall Center, located on the 1<sup>st</sup> floor of the WUC next to Abby's House in WUC 106, provides resource, support and advocacy for this community. For more information, visit the Stonewall Center website at: <http://www.wou.edu/student-engagement/programs/stonewall-center/>.

### Multicultural Students

Multicultural students are ethnically and culturally diverse students from underrepresented and under-served populations. The Multicultural Student Services and Programs (MSSP) office, located in WUC 212, provides many programs and resources to work with these students, including a Diversity Scholars scholarship. For more details, visit the MSSP website at: <http://www.wou.edu/multicultural/>

### Non-Traditional Students

Non-traditional students can refer a variety of characteristics, such as adult students, married students, students with children, or students returning to school after a gap in their education.

For more information about the resources available for these students go to:  
<https://www.wou.edu/student-engagement/programs/non-traditional-student-services/>

### Student Athletes

Students who participate in a NCAA Division II college sports team while attending WOU. They must have a minimum of 12 credits each term and have to pass a certain amount of credits each year towards their degree requirements to remain eligible. They will work with an academic advisor to determine needed classes and the athletics departments to ensure eligibility. For tips for advising student athletes refer to this guide created by the Student Success and Advising office:

<https://docs.google.com/document/d/1pjwigOnOW5gWfEXQTQxNdjAQHogXBOAdYJOOpD7cm-0/edit?usp=sharing>. For more information about eligibility and working with student athletes, contact Randi Lydum, the Associate Athletic Director for Internal Affairs/SWA. For more information about the WOU athletics program, go to: <https://wouwolves.com/index.aspx>.

### Students with Disabilities

Students with disabilities can include physical impairments such as sight, hearing or mobility, learning disabilities such as dyslexia or dyscalculia, intellectual disabilities such as Autism Spectrum Disorder, or mental health issues such as anxiety or depression. By law, students are not required to disclose their disability to faculty or staff and therefore you cannot ask a student if they have a disability. However, if they disclose that they have a disability or medical diagnosis and it presents a barrier for success in an academic environment, they can speak with the Office of Disability Services (ODS) regarding what accommodations may be applicable and available for them. ODS is located in APSC 405. For more information about resources available through ODS, refer to the ODS website at: <http://www.wou.edu/disabilityservices/>.

Students with a documented disability can also apply to receive resources from the Student Enrichment Program. The Student Enrichment Program (SEP) provides services and a supportive environment to equip first generation, low income and students with disabilities with skills to be successful in college. SEP is located in the Advising Center. For more information, visit the SEP website at: <http://www.wou.edu/sep/>

### Transfer Students

Students who attend another institution prior to starting at WOU. To view the requirements to be admitted as a transfer student, refer to the Admission's Office website:

<http://www.wou.edu/admission/transfer/transfer-requirements/>. There are certain degrees that are accepted as transfer degrees at WOU and will fulfill the general education requirements. For more information on these degrees, go to: <http://www.wou.edu/admission/transfer/how-will-my-credits-transfer/>. Additional information is provided on the Student Success and Advising transfer webpage: <http://www.wou.edu/advising/transfer-basics/>. If students do not have a transfer degree completed, there is a transfer articulation guide located on the SSA transfer webpage to help students see how their credits might transfer and be applied at WOU.

### Veteran and Activity Duty Military Students and Dependents

Qualified students may be active members of Armed Forces of the United States, qualified veterans, or those who receive veterans' educational benefits as federally qualified dependents of active members or qualified veterans. These students receive priority registration at all public Oregon universities. The Veterans Resource Center, located in WUC 108, provides resources and support for these students. For more information about these resources, visit the Veteran Support Services website at: <https://www.wou.edu/veterans/>

### Additional Student Resources

In addition to the resources listed above for working with diverse student populations, some additional offices that provide student support include Abby's House and the Student Health and Counseling Center which includes Counseling Services and Medical Services. Abby's House, located in WUC 106, provides educational programming, information, and referral services to promote equity and non-violence. For information about these resources go to: <http://www.wou.edu/abbyshouse/>. Student Health and Counseling, located in the Student Health and Counseling Center next to the Winters Math and Nursing Building, provides support to students for medical and counseling needs. They also provide health education, coaching, wellness events, and prevention services to empower our students in making healthy choices for themselves. For more information go to: <http://www.wou.edu/health/>.

## Relational Skills - Communication and Advising Styles

Developing a positive rapport and relationship with a student is the foundation of the advising experience and is key in helping the student achieve academic success. Western Oregon University utilizes both technology and one-on-one advising to deliver advising services to students. We utilize technology through mass and individualized e-mails and an early alert “Wolf Connection System” to provide students with pertinent advising information, updates, and workshops. For more information on the technology used for advising, refer to the [Technology in Advising](#) section.

The majority of advising is done in individual face-to-face or phone appointments, or through e-mail. As you work with students one-on-one, below are some things to consider to develop rapport with students. These concepts are identified by Fox in “Delivering One-to-One Advising: Skills and Competencies” from *Academic Advising: A Comprehensive Handbook* (2008).

- Take a genuine interest in students.
- Focus on what the student needs.
- Involve the student in the academic advising process.
- Guide students through processes rather than simply telling what to do.
- Be competent, cordial, credible, and creative to build student confidence.
- Ask questions to ensure you give students up to date and accurate information.

In addition to the suggestions listed above, there are many advising approaches to consider when developing advising practices. A great resource to explore these approaches in depth is the book *Academic Advising Approaches: Strategies That Teach Students to Make the Most of College* by Drake, Jordan, and Miller (2013). A copy of this book is located in Student Success and Advising.

Another resource to learn about advising approaches is the Advising Approach Index located on the NACADA website:

<https://www.nacada.ksu.edu/Resources/Clearinghouse/advisingapproaches.aspx#>

As you learn about various advising approaches, keep in mind that everyone uses a different advising style and approach for working with students. It is helpful to be aware of multiple approaches so you can adapt your advising approach or using mixed approaches based on individual student needs. You will need to find which method works best for you and the students you advise. Shadowing other advisors as they work with students is a great resource to in learning and identify advising approaches that you feel will work best for you and your students.

## Foundational Components of Advising

### Theory in Advising

Theories from many academic disciplines have influenced academic advising practice and approaches. The student development theories references below provide an introduction to some key theories that have contributed to the advising profession and may help develop your theoretical base for your advising strategies.

In Theory, Advising Matters (Roufs, 2007)

<https://drive.google.com/file/d/1FA5gg-MBaluf0lF3bpGVon13LhZLiJ72/view?usp=sharing>

Theoretical Foundations of Academic Advising in *Academic Advising: A Comprehensive Handbook* (Hagen and Jordan, 2008).

<https://drive.google.com/file/d/1PSlwZKvxgybRsJsZHBBn0gEbW3AW5PpR/view?usp=sharing>

The advising scenarios below provide an opportunity to apply the theories listed above. As you read through the scenarios, determine which theory you think may be applicable to the situation. Answers are provided at the bottom of the page.

1. Ricky, an exploratory sophomore comes into your office and wants to discuss what classes he should take the following semester. Utilizing this theory/theories, you begin the discussion by asking Ricky about his life and career goals and slowly working towards a class schedule that will fit those goals. Which theory/theories of advising is applicable here?
  - a) Chickering's 7 Vectors
  - b) Erikson's 8 Stages
  - c) Developmental Advising – O'Banion & Crookston
2. Hannah is a student in her second semester of her freshman year. Her first semester she struggled to adjust to college and is now on Academic Warning. She is coming to meet with you during a required appointment to discuss strategies for improvement before registering for her next semester classes. In talking with Hannah, she explains that she doesn't feel very confident in her study skills and as such she struggled to complete her homework and attend class. To help her develop the skills and prepare for her other classes, you suggest that she enroll in an Academic Success course or utilize study skills tutoring resources. Which theory/theories is applicable in this situation?
  - a) Chickering's 7 Vectors
  - b) Erikson's 8 Stages
  - c) Developmental Advising – O'Banion & Crookston

Scenario Answers:

1. Developmental Advising by O'Banion is applicable here because you are utilizing the five dimensions of academic advising. Chickering's Vector of developing purpose could also be applicable to this scenario.

2. The vector Developing Competence is applicable to this advising situation as you strive to help Hannah gain intellectual competence in study skills. As she develops these skills, her abilities in her classes will improve which will increase her confidence. As she develops in this area, she will be prepared to move ahead in other areas of more rigorous coursework and major selection.

For more resources on Advising Theory, you can refer to the Advising Theory Index on the NACADA website: <https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Theory-Index.aspx>

## **Global Community for Academic Advising (NACADA)**

NACADA, the Global Community for Academic Advisors, is a professional community that promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. The NACADA Concept of Advising, Core Values, and Core Competencies, as well as the Guidelines for Academic Advising Programs from the Council for the Advancement of Standards (CAS) in Higher Education can act as a guide for developing your advising practices and philosophies.

**Concept of Academic Advising:** <https://www.nacada.ksu.edu/Resources/Pillars/Concept.aspx>

**Core Values of Academic Advising:**

<https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>

**Core Competencies of Academic Advising:**

<https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

**Council for the Advancement of Standards in Higher Education: Standards and Guidelines for Academic Advising:** <https://www.nacada.ksu.edu/Resources/Pillars/CASstandards.aspx>

If you desire to become a member of NACADA, work with your supervisor to determine your options for doing so. In addition to the Concept of Advising and Core Values, the NACADA website has a Clearinghouse with material for advisors on a variety of topics. The Clearinghouse and NACADA website are great resources to learn more about various topics and strategies for working with students.

**NACADA:** <https://www.nacada.ksu.edu/>

**NACADA Clearinghouse:** <https://www.nacada.ksu.edu/Resources/Clearinghouse.aspx>

### **Advising Models**

Western Oregon University employs a split model of academic advising. The Student Success and Advising (SSA) office houses professional advising staff to advise exploratory (students who have not yet declared a major) and pre-nursing students. The Academic Success Advisors in SSA also advise students on academic warning, probation, and suspension, students flagged as "at-risk" through an early alert system, or with any student to discuss strategies for being successful in college or with questions about university policies and requirements. Students in a



declared major are assigned an advisor respective to their department. The College of Liberal Arts and Sciences uses faculty advisors for student advising and the College of Education utilizes both professional and faculty advisors.

To learn more about various advising models and ways advising can be delivered, refer to the resource below.

Organization of Academic Advising Services, from the *Academic Advising: A Comprehensive Handbook* (King, 2008): <https://drive.google.com/file/d/1-XJeQ7XqbHfyCN4tYAr1nyreYWJD5PUu/view?usp=sharing>

## Major and Career Exploration

In your role as an advisor, you may assist students in developing and achieving career goals as they work through their major. Student Success and Advising (located in the Advising Center, ([www.wou.edu/advising](http://www.wou.edu/advising)) and Service Learning and Career Development (located in WUC 109, ([www.wou.edu/slcd](http://www.wou.edu/slcd)) are departments on campus that have many resources and staff available to assist students with career and major exploration. The resources listed below discuss career development theories and major exploration resources that can assist you in guiding students through the exploration process.

### Career Development Theory and Assessments

- For an introduction to Jung Psychological Types read the following resource: <http://www.humanmetrics.com/personality/type>. This theory is used as the basis for the Myers-Briggs Type Indicator (MBTI) career assessment, which is available for students to complete through Service Learning and Career Development (SLCD).
  - For a brief introduction on the MBTI assessment go to: <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
- To gain a basic understanding of Holland's Theory of Personality Types review this article: <https://www.careerkey.org/choose-a-career/hollands-theory-of-career-choice.html#.XBgdJGhKiUk>. This theory is used as a basis for the Strong Interest Inventory career assessment, which is also available to students through SLCD.
  - For a brief introduction to the Strong Interest Inventory go to: <https://www.themyersbriggs.com/en-US/Products-and-Services/Strong>.

As you learn about the careers assessments above, it may be helpful to complete the Career Assessments yourself and meet a member of the SLCD staff to discuss your results. This helps you to become familiar with the resources and process so can effectively prepare and refer students to take the assessments.

Below are additional career exploration resources available through SLCD:

- Exploring Possibilities: <http://www.wou.edu/slcd/students/exploring-your-possibilities/>
- Career Exploration Guide: <http://www.wou.edu/slcd/files/2018/02/Career-Exploration-Guide.pdf>

The websites below are also helpful career exploration resources.

- O\*Net Online: <https://www.onetonline.org/> - Matches interests, values, skills, work preferences, etc. with potential career paths.
- Occupational Outlook Handbook : <https://www.bls.gov/ooh/> - Allows students to search career information such as educational requirements, salary and industry demand.

## Exploratory/Undecided Students

The articles and books listed below are helpful resources for learning about types of exploratory, also known as undecided or undeclared, students.

- Career Advising with Undecided Students in *The Handbook of Career Advising* (Buyarski, 2009). (click on the link below to access the article)  
<https://drive.google.com/file/d/1pFPRlp-Qj3hLzKpS9cx1DfWCgWDJjFhK/view?usp=sharing>
- *The Undecided College Student: An Academic and Career Advising Challenge* (Gordon & Steele, 2015) (office copy available in SSA)

### Major Exploration Resources

The resources listed below can be used to help you become familiar with degree options and major exploration resources available at WOU. These can be used in connection with the career exploration resources listed previously to identify potential majors and career opportunities for the students you advise. If you have students that need more in depth major and career exploration assistance, you can refer them to an exploratory Academic Success Advisor in Student Success and Advising, located in the Advising Center or to the Service Learning and Career Development Center, located in WUC 119.

Four Year Degree Plans: <http://www.wou.edu/resources/student-resources/academic-resources/sample-four-year-plans>

College of Liberal Arts and Sciences: <http://www.wou.edu/las>

College of Education: <http://www.wou.edu/education>

University Catalog: Go to <http://catalog.wou.edu> and select Academic Programs on the left hand side of the page

Major Exploration Resources on SSA website: <http://www.wou.edu/advising/exploring-majors>

### Additional Resources:

NACADA Career and Major Exploration Resources:

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Career-and-major-exploration-resource-links.aspx>

NACADA Undecided and Exploratory Students Community resource page:

<https://www.nacada.ksu.edu/Community/Advising-Communities/Undecided-Exploratory-Students/Resources.aspx>

*The Handbook of Career Advising* (Hughey, Burton Nelson, Damminger, McCalla-Wriggins et al, 2009) (office copy available in SSA)

*You Majored in What? Designing Your Path From College to Career* (Brooks, 2009) (office copy available in SSA)

## Helpful Forms

For a complete list of forms used in regards to student records, refer to the Registrar's Office Forms page: <http://www.wou.edu/registrar/forms/>. This website provides the most up to date forms. Listed below are descriptions of forms you may use commonly in your advising interactions.

**Undergraduate Change of Program/Adviser Request:** This online form is used when students need to change their major, minor, catalog year or their assigned advisor. The form is submitted online by a faculty/staff member on behalf student requesting the change. The form is routed to the designated approver for the intended change. For more information on the designated approver for each department, please refer to: <http://www.wou.edu/registrar/undergraduate-change-of-program-adviser/>. For instructions on how to submit a change of program/adviser request, they are available on the Registrar's Office Forms page: <http://www.wou.edu/registrar/forms/>.

Once a change of major/minor has been approved, the appropriate department will update the student's advisor assignment (if applicable). If a student is unsure which advisor to visit to initiate the process, they can visit the department first for further assistance. For a list of advisor and department contact information, you can refer to: <http://www.wou.edu/advising/faculty-advisor-contact/>.

**Add/Drop Form:** This form is students may need to use if they need to add a class and are not able to do so through WolfWeb.

**Academic Petition:** You may discuss this form/resource for students that encounter extraordinary circumstances that have prevented them from adhering to policies and deadlines. Policies/deadlines that students may petition through this form include: registration deadlines, drop/withdrawal deadlines, graduation application deadlines, University (non-major/minor) graduation requirements, and registration overloads. For more information, refer to the Academic Petition guidelines page of the Registrar's Office website: <http://www.wou.edu/registrar/academic-petition-guidelines/>. Students wishing to petition general education requirements can use this same form, but it will be reviewed by the General Education Committee or forwarded to the appropriate division.

**Overload Petition:** If a student would like to take more than 20 credits during the academic year or more than 17 credits in a summer term, they must submit this overload petition to the Registrar's Office for review.

**Course Substitution/Waiver Form:** Students may use this form if they wish to petition to have a transfer credit count for a WOU requirement, substitute a course for a program requirement, or waive a required course. They will take this form to the department from which they are requesting the substitution or waiver.

FERPA Release of Information (see below for a sample form): Students who wish their academic records to be released to third parties (e.g. parents) must provide written permission. The permission is only granted for the day indicated and the student has the right to revoke access. Permission granted for one office does not transfer to other offices. For more information on FERPA and student records go to: <http://www.wou.edu/registrar/students-records-policy/>

## Student Information Release

### ***Release of Information Form***

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal act that protects the privacy of student education records. Education records include all student records. These are considered confidential and will not be released without written consent from the student. If you wish to authorize appropriate personnel to release information to specific individuals or agencies, complete the following:

**Student's Name:** \_\_\_\_\_ **Student ID#** V00 \_\_\_\_\_

I give permission for \_\_\_\_\_ to discuss my academic records with the third-party designee(s) listed below on \_\_\_\_/\_\_\_\_/\_\_\_\_ for the purposes of :

☐ General (any information from my education records that pertains to academic advising)

☐ Specific (e.g. advising plan) \_\_\_\_\_

### **Third-Party Designee(s)**

Designee 1: \_\_\_\_\_ Designee 2: \_\_\_\_\_

*I understand this release is valid only for the listed designee(s) on the date designated above.*

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

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### **To Revoke Permission to Release Education Records:**

A student may revoke a previously signed release at any time by completing the following:

I hereby revoke the above release of my education records:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Reporting Forms

There may be situations where you need to submit reports regarding student conduct and safety. Such situations may include:

1. An incident of bias if it is an act of conduct, speech, or expression that targets an individual or group based on their actual or perceived race/color, religion, ethnicity, national origin, gender, gender identity/expression, age, disability, or sexual orientation.
2. A student of concern where you are concerned about a student relative to their mental state or well-being; disruptive or inappropriate behaviors in the classroom or on campus; or any time you believe student poses a threat to themselves or others. Student of concern reports are monitored by the Vice President for Student Affairs and may be reported to the CARE Team for follow up. For more information about the CARE Team, you can refer to the CARE website: <http://www.wou.edu/student/care-team/care-team-information/>. You can find a link to the student of concern form in the Portal under the Programs for Everyone section.
3. Reporting an incident of sexual assault, sexual harassment, domestic violence, interpersonal violence, stalking or any other form of sexual misconduct that happened to you or was reported to you by another person.

All of the forms to report the situations listed above can be found on the Student Conduct website: <http://www.wou.edu/student/reporting/>. For more information on reporting incidents of sexual misconduct as a responsible employee of the institution, refer to the [Responsible Employee](#) section of this guide.

## Financial Aid and Business Forms

A list of common forms used by the Financial Aid office can be found on their website at: <http://www.wou.edu/finaid/managing-my-aid/document-library-forms/>. A form you may discussed often with students is the Documentation of Class Attendance form. If students withdraw from a course or receive a F,X,W, or NC grade, they must prove attendance in the course by having the instructor sign this form. For more information about Financial Aid eligibility, refer to the [Financial Aid](#) section of this guide.

A list of common Business Office forms can be found on their website at: <http://www.wou.edu/business/services/forms/>

## Financial Aid

### **Federal Financial Aid**

To receive federal financial aid (e.g. grants and loans), students must first submit the Federal Application for Federal Student Aid (FAFSA) at: <https://studentaid.ed.gov/sa/fafsa>. To learn more about the types of financial aid students may be eligible to receive, you can refer to the Financial Aid office website: <http://www.wou.edu/finaid/paying-for-college/type-of-aid/>.

To remain eligible to receive financial aid, students must meet Satisfactory Academic Progress (SAP). This includes: maintaining a 2.0 cumulative WOU GPA, earning credit in 66.67% of all college courses students attend (also known as PACE), and earning a degree within 270 attempted credits (appeals required after 225 credits). If you are working with a student who is on academic warning, probation or suspension, their GPA and percent completion rates may impact their ability to receive financial aid. For more information on SAP, go to the Financial Aid office website: <http://www.wou.edu/finaid/> and select Satisfactory Academic Progress definitions under the Continuing Students Section. For additional eligibility requirements, refer to the Eligibility section of the Financial Aid website: <http://www.wou.edu/finaid/managing-my-aid/eligibility/>.

Withdrawing from a course or receiving an X, F or NC grade may require students to repay federal aid. For information on the requirements for these courses, please refer to the Eligibility section of the Financial Aid website listed above. For in depth questions regarding Financial Aid, students should be referred to the Financial Aid website or office, located on the 3<sup>rd</sup> floor of the Admin Building.

### **Scholarships**

Students have access to many scholarships at WOU. The WOU General Scholarship application considers students for over 70 scholarship opportunities. Students can apply for the general scholarship through the university portal. The deadline for the general scholarship is March 1<sup>st</sup>. For more information on the WOU General Scholarship go to: <http://www.wou.edu/finaid/scholarships/wou-general-scholarship/>. For details on additional scholarship options at WOU, go to: <http://www.wou.edu/finaid/scholarships/incoming-students/>.

## Campus Resources

**Abby's House Center for Equity and Gender Justice** • WUC 106 • 503-838-8219 •

[www.wou.edu/abbyshouse](http://www.wou.edu/abbyshouse)

- Provides educational programming, information, and referral services to promote equity and non-violence.

**Business Office** • Admin, 1<sup>st</sup> Floor • 503-838-8201 • [www.wou.edu/business](http://www.wou.edu/business)

- Provides information to students regarding tuition and fee charges and payment options. Revolving charge account.

**Financial Aid** • Admin 310 • 503-838-8475 • [www.wou.edu/finaid](http://www.wou.edu/finaid)

- Provides students and families with counseling and advice about financial aid questions including federal, state, and institutional aid options.

**Food Pantry** • Oregon Military Academic Building • 503-838-8219 • [www.wou.edu/foodpantry](http://www.wou.edu/foodpantry)

- Provides good for any students, staff, faculty, or community member experiencing food insecurity. It can be accessed from the Southeast corner of the OMA building.

**International Student Academic Support** • APSC 501 • 503-838-8475 •

[www.wou.edu/internationalsupport](http://www.wou.edu/internationalsupport)

- Organizes programs that encourage academic advancement and social integration and provides individualized support for international students.

**Multicultural Student Services and Programs** • WUC • 503-838-8737 • [www.wou.edu/mssp](http://www.wou.edu/mssp)

- Provides educational opportunities and programming for ethnically and cultural diverse students and coordinates the Diversity Scholars and On-Track programs.

**Office of Disability Services** • APSC 405 • 503-838-8250 • [www.wou.edu/disabilityservices](http://www.wou.edu/disabilityservices)

- Provides reasonable accommodations to ensure students with documented disabilities have equal access to programs and services.

**Office of International Education and Development** • Maaske Hall • 503-838-8425 •

[www.wou.edu/international](http://www.wou.edu/international)

- Assists international students with orientation to WOU and eligibility requirements

**Office of Study Abroad and International Exchanges** • Maaske Hall 106 • 503-838-8425 •

[www.wou.edu/international/study-abroad](http://www.wou.edu/international/study-abroad)

- Provides information to students regarding study abroad and international student exchange programs including applications and programming

**Student Engagement** • WUC 210 • 503-838-8261 • [www.wou.edu/student-engagement](http://www.wou.edu/student-engagement)

- Provides activities to enhance the social, intellectual, and aesthetic life on campus.

**Student Enrichment Program** • Advising Center • 503-838-8550 • [www.wou.edu/sep](http://www.wou.edu/sep)

- Provides academic support services to students who are first generation college students, low income, or qualify as having a documented disability.

**Student Health and Counseling Services** • SSHC • Health Center: 503-838-8313 • Counseling Center: 503-838-8396 • [www.wou.edu/student/health](http://www.wou.edu/student/health)

- Offers free medical and counseling services to students registered for six or more credits. These services includes clinical services and confidential counseling for individuals, couples, and groups.



**Service Learning and Career Development** • WUC 119 • 503-838-8432 • [www.wou.edu/slcd](http://www.wou.edu/slcd)

- Provides resources to help students discover major, volunteer, internship, and career options and prepare for employment or graduate school after graduation.

**Student Success & Advising: Tutoring Center** • APSC 401 • 503-838-8428 •

[www.wou.edu/advising/tutoring](http://www.wou.edu/advising/tutoring)

- Individual tutoring appointments for requested classes, specifically targeting general education classes (excluding writing, math, and science).

**The Math Center** • HL 228 • [www.wou.edu/mathcenter](http://www.wou.edu/mathcenter)

- Provides free drop-in tutoring and study space for mathematics classes (Math 60-300 level courses)

**The Science Center** • HL 124 • [www.wou.edu/sciencecenter](http://www.wou.edu/sciencecenter)

- Provides free drop-in tutoring and study space for 100-200 level Chemistry, Biology, Earth Science and Physics classes.

**Registrar's Office** • Admin 104 • 503-838-8327 • [www.wou.edu/registrar](http://www.wou.edu/registrar)

- Responsible for managing and updating student records and assists with issues regarding registration, transcripts, grades, DegreeTracks, enrollment verification, and graduation.

**Veteran's Resource Center** • WUC 108 • 503-838-9246 • [www.wou.edu/veterans](http://www.wou.edu/veterans)

- Offers services and resources for active duty, reserves, National Guard, veteran, and military dependent students.

**Writing Center** • APSC 301 • 503-838-8286 • [www.wou.edu/writingctr](http://www.wou.edu/writingctr)

- Supports students' development and success as college writers by providing peer tutors for one-one assistance.

## Common Holds and Department Contacts

### AA – Student Enrichment Program

- Contact Student Enrichment Program at 503-838-8550, via email at [sep@wou.edu](mailto:sep@wou.edu), or in the Advising Center

### AB – Transcript Held Until Balance Paid (does not prevent registration)

- Contact Business Services at 503-838-8201, via email at [businessoffice@wou.edu](mailto:businessoffice@wou.edu), or in AD first floor

### AD – Admissions

- Contact Admissions at 503-838-8211, via email at [wolfgang@wou.edu](mailto:wolfgang@wou.edu), or in APSC 408

### AH – Advisor Hold

- Advisor holds are placed during week 5 of every term and expire during finals week. They are to be removed by the student's assigned advisor.
- Exploratory/Pre-Nursing can be referred to Student Success and Advising at 503-838-8428, via email at [advising@wou.edu](mailto:advising@wou.edu), or in the Advising Center
- All other majors MUST meet with their assigned faculty/major advisor

### AR – Accounts Receivable

- Contact Business Services at 503-838-8201, via email at [businessoffice@wou.edu](mailto:businessoffice@wou.edu), or in the Admin Building (first floor)

### AS – Academic Standing

- Academic Standing holds are placed during week 1 of the term. Students must complete specific steps to have their hold removed. For more information, refer to the Academic Standing Procedures section of the Student Success and Advising Appendix.
- Contact Student Success and Advising at 503-838-8428, via email at [studentsuccess@wou.edu](mailto:studentsuccess@wou.edu), or in the Advising Center

### BO – Business Office Hold

- Contact Business Services at 503-838-8201, via email at [businessoffice@wou.edu](mailto:businessoffice@wou.edu), or in AD first floor

### FA – Financial Aid Hold

- Contact Financial Aid at 503-838-8475, via email at [finaid@wou.edu](mailto:finaid@wou.edu), or in AD third floor

### JH – Judicial Hold

- Contact Judicial Affairs at 503-838-8930, via email at [penab@wou.edu](mailto:penab@wou.edu), or in ACK 165

### MH – Medical Hold (Immunizations)

- Contact Student Health and Counseling at 503-838-8313 or in SHCC

### MS – Multicultural Student Services Hold

- Contact Multicultural Student Services at 503-838-8737, via email at [msu@wou.edu](mailto:msu@wou.edu), or in WUC 212

### SA – U Got This – Student Affairs

- Contact Student Affairs at 503-838-8221, via email at [studentaffairs@wou.edu](mailto:studentaffairs@wou.edu), or in WUC 203

## WOU Speak – Common Acronyms/Terminology on Campus

### Locations

- AC – Advising Center
- ACK – Ackerman Hall
- AD/Admin – Roy E Lieuallen Administration Building
- APSC – Academic Programs and Support Center
- HL- Hamersly Library
- HSS/BELL – Bellamy Hall (Humanities and Social Science)
- ITC – Instructional Technology Center
- MNB – Mark “Ted” Winters Building (Math and Nursing)
- OMA – Oregon Military Academy (WOU Welcome Center in 2019)
- RVEC – Richard Woodcock Education Center
- UPCC – University Park Conference Center (Wee Wolves Learning Center in 2019)
- WUC – Werner University Center

### Terms

- AAOT/ASOT – Associate of Arts/Association of Science Oregon Transfer Degree
- AB – Applied Baccalaureate
- ASOT – Associate of Business Oregon Transfer
- BA – Bachelor of Arts
- BFA – Bachelor of Fine Arts
- BM – Bachelor of Music
- BS – Bachelor of Science
- California Breadth – California Transfer Degree
- CLAS – College of Liberal Arts and Sciences
- COE – College of Education
- CRN – Course Reference Number
- DWT – Washington Direct Transfer
- FAFSA – Federal Application for Student Aid
- IGETC – California Transfer Degree
- MA – Master Degree
- MFA – Master of Fine Arts
- SAP – Satisfactory Academic Progress

### Offices

- MARCOM – Strategic Communications and Marketing
- MSSP – Multicultural Student Services Program
- ODS – Office of Disability Services

- SEP – Student Enrichment Program
- SLCD – Service Learning and Career Development
- SSA – Student Success and Advising
- UCS – University Computing Service

#### Other

- APRC – Academic Petition Review Committee
- CARC – Comprehensive Admission Review Committee
- CARE – Campus Assessment, Response, Engagement

For a more expansive WOU Acronym list, Dr. Leanne Merrill has created a [WOU Acronym spreadsheet](https://docs.google.com/spreadsheets/d/19Fe8z6OgELiZwA5jzCFoGAPMdabNniQQ3BfPO7DS9g/edit?usp=sharing) that be accessed by clicking on the link below.

<https://docs.google.com/spreadsheets/d/19Fe8z6OgELiZwA5jzCFoGAPMdabNniQQ3BfPO7DS9g/edit?usp=sharing>

## Helpful Websites

Advisor and Department Contact Information: <http://www.wou.edu/advising/faculty-advisor-contact/>

ALEKS Math Placement Exam: <http://www.wou.edu/math/aleks/>

Math Prerequisite Guide: <http://www.wou.edu/math/files/2015/05/WOU-Math-Prerequisite-and-Placement-Guide.pdf>

GPA Calculator: <http://www.wou.edu/advising/calculate-gpa/>

Real Time Class Availability: <http://www.wou.edu/classavailability>

University Event Calendar: <http://calendar.wou.edu/>

University Portal: <https://www.wou.edu/portal/>

WOU Directory: <http://www.wou.edu/resources/find-people/>

WOU Map: <http://www.wou.edu/resources/campus-map/>

Wolfstore (University Bookstore): <http://books.wou.edu/Home>

## Student Success and Advising (SSA) Appendix

This appendix is designed for professional advisors employed by SSA. The information and resources listed in this appendix may also be helpful for those with an advising role to effectively refer students to SSA and help them utilize SSA resources.

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## Student Success and Advising (SSA) Overview

The mission statement for Student Success and Advising is: Student Success and Advising engages students in identifying and pursuing their educational, career, and life goals through personalized learning experiences. The SSA serves and supports students in developing collaborative relationships that foster student success.

SSA fulfills this mission by providing the following services:

- Serve as the primary advisors for pre-nursing and exploratory (no major declared) students.
- Connect with students identified through an early alert system, WCS, to identify challenges and resources to help achieve academic success.
- Advise students on academic warning, probation, and suspension. This includes teaching a learning seminar course for students returning from suspension.
- Coordinating the Tutoring Center, which facilitates peer tutoring for common general education classes (excluding math, science, writing and computer science as these are separate tutoring centers) and skills based tutoring.
- Providing study skills resources and advising to teach students skills to succeed in college, including teaching an Academic Success course during winter and fall terms.
- Monitoring the Student Absence Notification request form to assist students in notifying their professors of absences due to extenuating circumstances.
- Work with any student on strategies and resources to achieve their goals.

SSA is comprised of a Director, Assistant Director, Bilingual Academic Success Advisor, three Academic Success Advisors, Tutoring Coordinator/Academic Success Advisor, and Office Coordinator/Academic Advisor. For the office directory, refer to the SSA website:

<http://www.wou.edu/advising/aalcstaff/>.

SSA also provides resources and support to faculty/staff at WOU with an advising role. For more information about these resources, refer to the SSA website:

<http://www.wou.edu/advising/advisor-trainingdevelopment/>.

This section of the Advisor Resource Guide provides an introduction to the services listed above. As an advisor in SSA, you will also receive more in depth, in-person training on these processes and services.

## For New Hires

### Pre-Start Checklist

- ☐ Submit new hire paperwork to HR (found at: <http://www.wou.edu/hr/employee-relations/arriving-employee/>)
- ☐ Schedule appointment with HR to learn about benefits and fill out benefits paperwork (for more information on benefits, go to: <http://www.wou.edu/hr/benefits/overview/>)
- ☐ Contact UCS ([ucshelpdesk@wou.edu](mailto:ucshelpdesk@wou.edu)) to have computer reimaged or replaced if eligible (office manager)
- ☐ Contact Telecommunications ([telecom@wou.edu](mailto:telecom@wou.edu)) to update phone number to be assigned to new hire and request long distance phone call code (office manager)
- ☐ Establish training schedule (supervisor)
- ☐ Order name tags and business cards (office manager)
- ☐ Print office door name plaque (office manager)



## New Hire Checklist - Complete within first two weeks of start

- ☐ Meet with Director to review supervisor/staff expectations and position description
- ☐ Thoroughly examine your position description to request clarification of expectations and provide a signed copy to the Director
- ☐ Review resources and information in Advisor Resource Guide, specifically the SSA Appendix (see training calendar for more information)
- ☐ Tour the SSA Office, office files, supplies, and equipment
- ☐ Get office keys, staff ID card, and set up WOU username and password (to access university systems through the Portal)
- ☐ Set up email signature and Google calendar including sharing calendar with SSA Staff and front desk
- ☐ If desired, purchase a parking permit. For details about permit options and fees, go to: <http://www.wou.edu/safety/parking-services/decal-permits-and-fees/>.
- ☐ Schedule New Employee Orientation
- ☐ Request "I" drive access (supervisor)
- ☐ Tour the Advising Center Building and surrounding offices
- ☐ Discuss overview of department functions and services offered to students, history of the office, and institutional hierarchy with member of SSA staff.
- ☐ Complete Western's policy pertaining to mandatory reporting and sexual misconduct. This will be located in the university portal.
- ☐ Review information regarding appropriate use and protection of student records on the Registrar's Office website: <http://www.wou.edu/registrar/students-records-policy/>. *This step must be done before you complete any trainings (e.g. Banner/WolfWeb, DegreeTracks, WCS) or shadow any appointments that show students records.*
- ☐ Complete FERPA training from the Registrar's Office (you will receive a link to this via email from the university Registrar).

- ☐ Review the academic calendar and department process calendar with a SSA staff member to understand timing for advising processes (times holds are placed, walk-in weeks, email timelines, etc)
- ☐ Complete a campus tour with the Admission's Office. To join a tour, meet at the Admission's Office at a scheduled tour time or contact Chris Jones in the Admission's Office. For a list of campus tour times, go to:  
<http://www.wou.edu/admission/visit/campus-tours/>.
- ☐ Visit common university departments with SSA staff (see training calendar)
- ☐ Complete Wolf Connection System (WCS), student success email, and student absence notification training with Assistant Director
- ☐ Complete Banner, Wolfweb, and DegreeTracks training with members of SSA staff
- ☐ Meet with SSA advisor to learn about degree and general education requirements
- ☐ Meet with Tutoring Coordinator to learn about SSA tutoring program
- ☐ Meet with pre-nursing advisor to learn about pre-nursing program requirements and registration process
- ☐ Complete Skills Based Tutor Training (see Tutoring Coordinator for access)
- ☐ Review Moodle Student Success workshop (see Director/Assistant Director for access)
- ☐ Meet with SSA advisor to learn about SSA academic standing procedures
- ☐ Shadow SSA advisors (see training calendar)
- ☐ Role play advising scenarios based on sample students with SSA advisors
- ☐ Get professional picture and bio statement to director to update on SSA directory webpage
- ☐ Review the On the Job Training for New Employees checklist on the HR website forms website under New Employee Paperwork & OnBoarding Resources:  
<http://www.wou.edu/hr/resources/forms/>
- ☐ Review and complete advising case studies with Director (at end of first two weeks)

## **SSA Procedures and Tools**

### **Wolf Connection System**

The Wolf Connection System (WCS) is an early alert tool to connect with students as they face challenges in achieving academic success. WCS can be used by faculty and staff to submit alerts regarding students' academic performance. As alerts are created, you will have cases assigned to you to reach out to the students to discuss challenges they may be facing and discuss resources to help them succeed.

In addition to managing cases, WCS is also used by SSA for scheduling student appointments, taking appointment notes, reviewing your advising case load (if you are assigned one), and sending emails to students. It can also be used by to review student information including current course enrollment, categories the student may fall into (e.g. member of the Student Enrichment program), GPA, contact information, etc. Students can schedule appointments with SSA advisors and tutors online using WCS.

You will receive in person training on how to WCS for cases and in an advising role by the Assistant Director of SSA (Lizzy Harman – Interim AD). For detailed guides on the advisor role, the case process, and how to manage cases, refer to the guides located in the I Drive under WCS & Academic Standing, WCS, SANs, Moodle How to Guide, WCS Guides.

### **Academic Standing Procedures**

SSA provides advising and resources for students on academic warning, probation, continued probation, and suspension. For detailed information on academic standing types, refer to the [Academic Standing](#) section under Academic Regulations of this guide or to the university catalog ([catalog.wou.edu](http://catalog.wou.edu)). The graphic on the next page also provides a visual aid to understand the progression of academic standing.

Students are notified of their academic standing and the steps they are required to take by the Registrar's Office at end of term once grades are posted. Students on academic warning are required to complete an online Student Success Workshop through Moodle or meet with Academic Success Advisor. Students on academic probation are required to meet with an Academic Success Advisor. Students on continued probation are not required to meet with advisor, however they are encouraged to do so to continue working on a plan to return to good standing. A registration hold is placed on academic warning and probation students during week 1 of the following term until they complete the required steps.

Students placed on academic suspension who wish to return to WOU after sitting out the required time must complete the necessary paperwork with the Registrar's Office to be reinstated. Students returning from suspension are required to take and pass a learning seminar, ICS 107, taught by SSA.

# WOU'S ACADEMIC STANDING



## POLICY

**Good Academic Standing**

This means the student is earning 2.0 in their term GPA's. Student has a cumulative GPA above a 2.0.

**Academic Warning**

This means student's term GPA has fallen below a 2.0. Student will need to complete AALC online workshop or meet with Student Success Staff

**Academic Probation**

This means the student has fallen below 2.0 GPA in two consecutive terms.

**If term GPA is above 2.0, go back to Good Academic Standing.**

If student earned a 2.0 term GPA, and cumulative GPA is above a 2.0, student will return to good academic standing.

**Continued Probation**

If student earned a 2.0 term GPA, but overall cumulative GPA is still below a 2.0.

**ACADEMIC SUSPENSION**

This means the student must take a mandatory term off for first suspension, and a year for second suspension. Student must complete Request for Reinstatement, and submit to the Registrar's Office.

## **Moodle Student Success Workshop**

The Student Success Workshop available for academic warning students includes information about academic standing, campus resources, and how academic standing impacts financial aid eligibility. To request access to the workshop, contact Kelly Rush in SSA. As a new advisor, it can be helpful to complete the workshop as if you were a student to understand all the resources and information included. You will receive training on how to review the Moodle workshop to see when students completed the requirements to have their hold removed. Additionally, you will discuss more strategies for working for students on academic warning, probation, and suspension. For detailed instructions on how the Student Success Workshop process, you can refer to the Moodle Workshop Process guide located in the I drive under WCS & Academic Standing, WCS, SANs, Moodle How to Guides.

## **Student Absence Notifications**

Student Success and Advising manages a student absence notification (SANS) process to assist students in reporting absences for classes to professors for extenuating circumstance. Students can fill out the student absence notification request on the SSA website:

<http://www.wou.edu/advising/absence/>. Once they have done so, a member of SSA staff processes the absence notification request and will notify the student's professors for classes impacted by the absence. SSA is not responsible for excusing the absence or what make up work may be made for missed classes. Students are still required to work with their professors individually to determine options for making up missed classes, assignments, quizzes, or tests. The student absence notification provides a way for a student to notify all their faculty of their absence through one form and a record of the absence for tracking or monitoring purposes. You will receive training from an SSA staff member on the SANS process. Step by step instructions on the process can also be found in the Student Absence Notification Process file located in the I Drive under Student Absence Notifications, Student Absence Information.

## **Student Success Topics**

Academic Success Advisors in SSA serve as a resource for any student in learning strategies to be an effective college students. This may include teaching students skills such as time management, test taking strategies, note taking, reading a text book, and effective study habits. We also have student tutors trained in skills-based tutoring so students can meet with a tutor or an Academic Success Advisor to develop skills for success. To learn various strategies and resources to teach students, complete the Study Skills training workshop in Moodle (originally created for tutors). To get access to the training in Moodle, work with the Tutoring Coordinator in SSA. Handouts and activities to complete with students as they learn these skills sets can be found in the Moodle training course or in the I drive under SSA Tutoring Center, Skills-Based Tutoring Resources. SSA also teaches a two credit Academic Success class, ICS 100, in winter and spring terms. This can be a great resource for any student who wants to learn strategies for being successful in college in a more structured and in depth format.

## The Tutoring Center and Peer Tutors

The Tutoring Center is located in APSC 401 and is the space where peer tutors can meet with students for specific courses or skills-based tutoring from 8 am to 5 pm. After hours tutoring is available Monday through Thursday in Ackerman Hall from 7 – 10 pm. The Tutoring Center offers tutoring in introductory general education and language courses (excluding math, science, writing, and computer science which have their own tutoring resources). Refer to the [Campus Resources](#) section of this Advisor Resource Guide for information on these additional tutoring resources.

Tutoring appointments can be scheduled by students online through WCS. To do this, the student can log into the Portal, select the blue WCS icon in the upper right hand menu, and then select the blue Get Tutoring button. For more information on the requirements and expectations of student tutoring appointments, you can refer to the SSA tutoring webpage: <http://www.wou.edu/advising/tutoring/>. You will meet with the Tutoring Coordinator in SSA to learn more about the tutoring program and resources. For in-depth information on the Tutoring Center, you can also explore the information located in the I Drive under SSA Tutoring Center.

## **New Hire Training: Final Case Studies**

As you complete the tasks listed in your new hire checklist and review this resource guide, you will be prepared to begin advising students. Before meeting with students, you will be asked to review two case studies with the Director of SSA to discuss your understanding of the advising process and strategies for conducting an advising appointment.

### **Case Study 1: Lena - Career Development/Major Exploration Case Study**

Lena is a first - generation college student who is very excited about attending college. Her first meeting with an academic advisor is at New Student Orientation. At orientation, she exhibits a lot of enthusiasm about enrolling; she is looking forward to living away from her family and is confident that because she was a good student in high school she will be successful in college. At the orientation advising session, the advisor notes that Lena indicated a major in business on her application for admission. Her admission record also shows that she had a 3.1 cumulative grade point average in high school and a composite ACT score of 27. She was involved in high school activities, including serving as class treasurer.

The academic advisor starts the orientation advising session by inquiring about Lena's choice of a business major. Lena indicates that she liked being class treasurer, is good with money, and wants a major that will ensure she can get a good job after graduation. She is not aware that she needs to choose a field of study within business (e.g., marketing, accounting, management). The advisor recommends that Lena take 15 credits with 9 credits of general education courses (freshman writing, college algebra, and psychology) and 6 credits of introductory business courses. The advisor also recommends Lena get involved in the undergraduate business student association during her first semester on campus as a way to connect with other students who are interested in the same field of study.

When Lena comes in to be advised regarding courses for the following term, she tells the advisor that she is doing well in her general education courses and is currently earning a grade of D in the introductory course in business. In discussing the low grade in the business course, Lena indicates that she finds the financial concepts confusing. She does, however, talk a lot about her psychology course and how interesting she finds the material. She has volunteered to participate in a research study being conducted by a psychology faculty member and wants to take another psychology course in the spring to meet her requirements in the social sciences.

The advisor suggests that Lena explore other majors besides business. Lena is offended by the suggestion, thinking that the advisor is telling her that she cannot succeed in business. Lena is most concerned about getting a job after graduation and implies that she feels great pressure from her parents to major in business, since it is a "practical" degree that will allow her to earn a good salary. The more the advisor talks about exploring options, the more Lena insists that is just one part of the business course that is dragging her grade down and that business is indeed the major for her. After much discussion, Lena agrees that she is much more excited about

what she is learning in psychology than business but she is unsure that she likes it enough to become a psychology major. Besides, she cannot possibly tell her parents that she wants to be a psychology major because, “You just can’t get a job with a major in psychology.”

Questions to consider:

What information in the case study provides insight into how Lena made her career decision?

What factors are influencing Lena’s major and career decision?

What questions can you ask Lena to help gather more information about Lena’s career decision and facilitate further career advising?

Should you be encouraging Lena to explore other options at this point? Why or why not?

What actions might the advisor recommend Lena take to help facilitate her career decision making?

\*Adapted from Handbook of Career Advising, Appendix C, by Hughey, Nelson, Damminger, and McCalla-Wriggins, 2009



## Case Study 2 - Maria - At-risk Student Case Study

Maria is a 19-year-old Latina, first-generation university student in her second year of study at a large predominately white suburban state university. She is “normal” in intelligence but reports that she dislikes school. She is undecided about her major except for the fact that she is not interested in “anything related to math or science.” Her current grade point average is 2.2 on a 4.0 scale. In her last visit to her advisor, Dave, a white male, she shared that she routinely hands in her class assignments late, if at all. Maria is not involved in any university-related activities but does work 20 hours per week at the fast food restaurant across the street from her residence hall. She associates with a group of students who also have little involvement in school-related activities and tend to not take studying that seriously. Some of her friends have been in trouble with the police for drug-related activities.

Maria regularly meets with her advisor. Dave has taken an interest in Maria’s college success after meeting with her and her parents during New Student Orientation. The entire family was very respectful and Maria’s parents expressed their belief that a college education was important so that Maria could have a good paying job to help provide for her own family someday. Maria appeared to respect her parents and agreed with them that a college degree would be good for her future. However, Maria is typically not enthusiastic when she meets with Dave. She schedules her meetings with him just before she is eligible to enroll. Dave believes Maria’s only reason for meeting with him is to have her advising flag lifted so that she can enroll. Maria’s father recently called Dave encouraging him to help Maria select a major. Dave assures Maria’s father that they will discuss her major options at their next visit. Without disclosing Maria’s grades or details of previous advising conversations, Dave asks Maria’s father what he feels Maria’s interests and strengths might be. Dave believes this might help open a real dialogue with Maria about her major options and how her choice of a major and experience on campus can all impact her future success as well. Dave begins to plan for his upcoming meeting with Maria.

What does the information given tell you about the issues for the student and the type of help he or she might need?

What are possible issues that need to be addressed by the student?

What resources would you recommend for the student?

What additional information would be helpful to know?

What are key considerations that would guide your advising with the student?

Should a referral be considered? If so, provide a recommendation and a rationale for the recommendation?

What institutional policies might need to be explained to the student?

\*Adapted from Kansas State University's Master's in Academic Advising Blog

(<http://academicadvising.wordpress.com/final-project/academic-advising-case-studies/>) (Links to an external site.)Links to an external site.)

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