

ANDREWS UNIVERSITY

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

Accordingly, students are challenged

- \$ to be inquisitive
- \$ to think clearly and communicate effectively
- \$ to explore the arts, letters, and sciences within the context of a Christian point of view
- \$ to develop competencies in their chosen fields of study
- \$ to prepare for a meaningful position in the work place
- \$ to respect ethnic and cultural diversity
- \$ to embrace a wholesome way of life
- \$ to heed God's call to personal and moral integrity
- \$ to nurture life in the Spirit, and
- \$ to affirm their faith commitment.

Academic advising assists students in realizing the maximum educational benefits available to them by helping them to better understand themselves and in learning to use the resources of an educational institution to meet their special educational needs and aspirations.

STUDENT SUCCESS CENTER

The Student Success Center is the coordinating office for undergraduate advising services and activities. The office works closely with department chairs, the Admissions Office and the Counseling and Testing Center in order to make appropriate advisor assignments and to provide advisee information.

Department chairs are consulted concerning how each department will share advising responsibilities. Academic deans participate in the selection of advisors for academic probation students and students who have not declared a major within each of the schools or colleges.

Mr. Erling Snorrason, Associate Director of Student Success Center, is responsible for making advisor assignments. If you have questions about the advising process or your advisees in particular, please feel free to discuss them with him. You can call him at extension 6096, or email to success@andrews.edu

Revised August, 2003

Fall 2003

Dear Advisor,

The advising of students by faculty is a significant aspect of the personalized educational experience Andrews University seeks to offer its undergraduates. As a faculty advisor, you play an important role in shaping the quality of the student experience.

Your advisees will need your guidance and support in developing academic, personal and career goals, and will look to you for assistance in achieving these goals. They will expect you to be available on a regular basis throughout the academic year and will need you to provide accurate information about university policies, procedures and programs. There may be times when your advisees call on you to cut through institutional red tape or to play an advocacy role.

This handbook is intended to support your advising efforts by providing practical, easy-to-read information. Clearly, it does not replace the need for other resources such as the college bulletins and class schedules. For new advisors, we hope this handbook will provide a philosophical base for advising as well as information on advisor skills and responsibilities. For long-time advisors, we hope it will serve as a review or reminder of advising objectives and campus resources.

To each advisor we extend our wholehearted support and best wishes for a rewarding academic year.

Sincerely,

Don May
Erling Snorrason
Karen Tilstra
Student Success Center

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ANDREWS UNIVERSITY ADVISOR HANDBOOK

SECTION 1

ADVISING OBJECTIVES AND
ADVISOR RESPONSIBILITIES

Student Success Center
Nethery Hall 204
(269) 471-6096

OBJECTIVES OF ACADEMIC ADVISING

1. Academic advising should help students obtain maximum benefit from their educational experience by helping them to understand the opportunities Andrews University offers.
2. Academic advising should help students determine short- and long-term goals based on aptitudes and interests, and should help outline a course of study that will facilitate attainment of their goals.
3. Academic advising involves listening with sympathetic understanding to students' academic problems and other related problems, and making appropriate referrals when necessary.
4. Through academic advising, all students have the opportunity to develop an ongoing, one-on-one interaction with a concerned representative of Andrews University. The student's primary chance to develop a positive view of the University may well be through his or her interaction with a faculty advisor.

The academic advising process should not be confused with personal or psychological counseling. The focus of academic advising is the student's academic self.

ADVISOR RESPONSIBILITIES

Be available to students on a regular basis and be conscientious about posting and adhering to a schedule of office hours for advising conferences. This is especially important during pre-registration, registration, and drop/add periods.

Maintain a folder for each advisee with information such as a summary of courses and requirements completed interview sheets with dated records of all actions and discussions of significance.

Establish personal relationship and rapport with advisees.

Discuss long-range educational and vocational goals, and assist in planning appropriate academic programs.

Help resolve academic difficulties.

Know about and keep resource materials (such as the bulletin, class schedule and general education bulletin) which may answer questions about academic and non-academic policies and procedures.

Know about resource persons to whom to refer students for information and advice. These might include persons in the deans' offices, Career Planning and Placement Office, Academic Records Office, Financial Aid Office, Counseling and Testing Center, etc.

Send occasional invitations to advisees encouraging them to come in for discussions and performance reviews.

Help students in their decision-making processes relating to course choices, vocational decisions, personal problems, etc.

ESTABLISHING THE ADVISING RELATIONSHIP

THE ADVISING CONTACT

An early part of an advisor's work is to reach some understanding with each advisee of what advising is and what it is not. One can readily imagine the kinds of difficulties inherent in a situation where you assert privately that advising is a Dodge compact while the student has images of a Mercedes sport coupe. Attention early in the advising interaction to discussion of the expectations of both parties is time well spent.

CLARIFICATION

One problem facing us all is the need to improve the correlation between our understanding of another's communication and that person's intended message. Efforts to clarify what we think the message is provide opportunities for the other party to ~~set us straight.~~ The very workable ~~it seems you're saying that. . .~~ as well as direct questions about what is said both serve to clarify and, one hopes, to improve the communication within the advising setting.

SUMMARIZING

The end-of-lecture summary has its counterpart in advising. At times during and certainly at the end of an advising session, it is usually profitable for you, or the advisee, to summarize what has transpired thus far in the session. If perceptions and summaries differ, then corrections or adjustments may be made before these differences harden into difficulties.

OPEN-ENDED QUESTIONS

Open-ended questions are a useful means of entering into a discussion. Even the nefarious ~~tell me something about yourself~~ line of personnel interviews may have a place in some advising interactions. In short, if you ~~don't~~ wish yes/no answers, ~~don't~~ ask questions which prompt such responses.

RESPONSIBILITY AND OWNERSHIP

Both advisor and advisee have a job to do. Just as the student will expect certain levels of performance from you, so should you expect performance from the student. For example, it is certainly reasonable to ask students to do certain things in preparation for the next advising session. Furthermore, it may be appropriate to review their preparation as one means of beginning the session.

SYMPATHY

Although few would say that you ~~can't~~ advise unless you have empathy for young adults, many would

agree that it does make the task more productive. The idea of empathy as seeing the world through the lenses of a young adult may be construed as frequent peeks from another's vintage point rather than a permanent wearing of another's spectacles.

REFUSALS OR SAYING NO

Advising, like most interchanges between persons, contains components that may lead one party to refuse a request made by the other. When such behavior is required, a very specific listing of what you refuse to do, accompanied by an explanation of why, plus a description of some alternatives you are willing to consider, may soften the impact and turn what could be perceived as a rebuff or rejection into a difference of understanding or opinion.

NOTES AND FOLLOW-UP

A useful procedure for both advisor and advisee is to write a summary of the main processes and products of the advising session. In subsequent sessions, advisor and advisee may share these notes and use them as a form of review and a continuing check of the basic advising understanding. In addition, other questions, thoughts, or observations may be noted so as to preserve them for the next advising meeting.

REFERRAL

Refer the advisee to a specific person or persons and offer several alternatives if the student's needs are not clear. If not sure where to refer, make a phone call or two. Keep in touch with the student to monitor progress (academic, spiritual, physical problems) according to the student's specific need.

LISTENING

Advising is listening! One shouldn't discount the value to be derived from simply listening to another's point of view. If students can talk with someone in whom they have confidence, who won't laugh at their comments, ridicule their expressions, or be paternalistic or condescending in their manner toward the student, students may, within the discussion itself, discover various possibilities and perceive their situation from various perspectives. A good listener, by attending and encouraging, may provide a student with a form of assistance that is truly helpful.

Howard C. Kramer
Cornell University

ACADEMIC ADVISING AND CONFIDENTIALITY

THE BUCKLEY AMENDMENT: ADVISORS= RESPONSIBILITIES AND STUDENTS= RIGHTS TO PRIVACY

Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus advisors, upon request, must allow students access to their advising file. This fact, however, does exclude the student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duty to see the notes; if the advisor is to be replaced permanently, however, he/she should remove any personal notes from the student's file before transferring the file to the replacement.®

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his/her educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help the student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.®

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.®

LIABILITY

Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.®

D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA JOURNAL, 1982.

ANDREWS UNIVERSITY POLICY

Please consult the ANDREWS UNIVERSITY WORKING POLICY, policies 2:151 and onward, concerning confidentiality of student records. **Notice that parents do not automatically have a right to confidential student information.** Please be sure you have proper authorization before discussing academic records with parents or guardians.

The advising file:

- \$ may not be shared with individuals who do not have a legitimate educational need to know the information contained therein

- \$ may be subpoenaed by the courts

Personal notes concerning information shared in confidence should be maintained in a separate place and not passed on to a new advisor with the file.

ADVANCED INFORMATIONAL ACTIVITY HOW WELL DO YOU KNOW YOUR FERPA?

The Family Educational Rights and Privacy Act (FERPA) may impact you in more ways than you have ever imagined, especially if you employ students in your area. The following quiz was provided by the Registrar's Office. Spend a few minutes and learn more about a very important topic. The answers can be found on the next page.

Please answer *True or False*

1. A student can call the Registrar's Office and receive information about his or her GPA over the phone.
2. A student with a financial hold on his or her transcript still has the right to view his or her transcript in the Registrar's Office.
3. An instructor can list grades by copying the final grade roll and blocking the names so that only the student numbers show.
4. Unless notified otherwise, the institution considers all students under age twenty-one as dependent on their parent(s) for release of information purposes.
5. If a student has not restricted directory information, anyone can call and find out what the student's major is.
6. If a student has not restricted directory information, anyone can call and find out the student's total credit information.
7. The FBI can obtain information about a student under investigation without a written release from the student.
8. The institution officials with a legitimate educational interest can share educational records about a student without notifying the student.
9. The parent listed on the address system of a student less than twenty-one years of age can obtain the same educational information that the student can.
10. The institution must comply with a lawfully issued subpoena after a reasonable effort is made to notify the student of intent to comply.

Adapted from the University of Northern Colorado's *The Advisor's Advisor*, @spring 1994, Vol. IX.

Answers to the FERPA Quiz

1. **False** Generally, a student must appear in person with a picture I.D. or send a written request for information. The issue which exists is the possibility of releasing information to someone other than the student.
2. **True** The student always has the right to inspect records; however, there are some limitations. These limitations include records containing information about other students.
3. **False** This information is still personally identifiable by the fact that it is alphabetically ordered. Also, foreign students or non-traditional students may have a different and easily identifiable number.
4. **True** This gives us more flexibility in releasing information to parents (see 9).
5. **True** The student's major is one of the directory information elements.
6. **False** Total credits are not considered directory information.
7. **False** FERPA is very specific on individuals/agencies that can obtain information.
8. **True** School officials with a legitimate educational interest can gain information about a student without consent of a student (e.g., a professor and a department chair can discuss a student's grades).
9. **True** The institution has the right to set its own policy about the release of information to parents. The parent must provide a written request, just as the student would need to provide. As a matter of practice, however, parents are encouraged to obtain the information from the student. Non-directory information should never be discussed with a parent by phone.
10. **True** Any questions about subpoenas should be referred to the Registrar's Office or the institution's legal counsel.

Adapted from the University of Northern Colorado's *The Advisor's Advisor*, spring 1994 Vol. IX.

CHARACTERISTICS OF A GOOD ADVISOR

A GOOD ADVISOR

Is personally and professionally interested in being an advisor.

Listens constructively, attempting to hear all aspects of students= expressed problems.

Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him or her.

Knows university policy and practice in sufficient detail to provide students with accurate, usable information.

Refers students to other sources of information and assistance when referral seems to be the best student-centered response to be made.

Attempts to understand students= concerns from a student point of view.

Views long-range planning as well as immediate problem-solving as an essential part of effective advising.

Shares his or her advising skills with working colleagues who are also actively involved with advising.

Continually attempts to improve both the style and substance of his or her advising role.

Willingly and actively participates in advisor development programs.

ANDREWS UNIVERSITY ADVISOR HANDBOOK

SECTION 2

PLANNING THE ADVISEE SCHEDULE
TEST SCORE INTERPRETATION

Student Success Center
Nethery Hall 204
(269) 471-6096

THE ADVISING INTERVIEW

SUGGESTIONS FOR IMPROVING COMMUNICATION

Opening: Greet students by name, be relaxed, warm. Open with a question e.g. **AHow are things going?@** or **AHow can I help?@**

Phrasing questions: Conversational flow will be cut off if questions are asked so that a **Ayes@** or **Ano@** reply is required. A good question might be, **AWhat have you thought about taking next semester?@** or **AWhat are some things that have made you think about business as a career?@**

Out-talking the student: Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feeling behind the words.

Accepting the student=s attitudes and feelings: A student may fear that the advisor won't approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: if the student thinks it is a problem, the advisor does too.

Cross-examining: Do not fire questions at the student like a machine gun.

Silence in the interview: Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.

Reflecting the student=s feelings: Try to understand what the student is saying. For example, it is better to say, **AYou feel that professor is unfair to you@** rather than **AEveryone has trouble getting along with professors sometimes.@**

Admitting your ignorance: If a student asks a question and you do not know the facts regarding their question, admit it. Go to your resources for the information immediately or call the student back.

Setting limits on the interview: It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time. However, don't bring it to close just when the student begins to open up unless absolutely necessary.

Ending the interview: Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, **ADo you think we have done all we can for today?@** Or **ALet=s make another appointment so we can get into this further.@**

Prepared by Virginia Gordon, Ohio State University

ACTIVE LISTENING SKILLS

Appreciate the emotion behind your advisee's words (voice intonation and body language).

Constantly try to check your understanding of what you hear (not hear what you want to hear).

Do not interrupt your advisee's sentences.

Fight off external distractions.

Take notes (do not trust your memory where certain facts and data are important).

Let your advisees tell their story first.

Constantly check to see if your advisees want to comment or respond to what you have previously said to them.

Relax & try not to give the advisee the impression you want to jump right in and talk.

Establish good eye contact.

Use affirmative head nods.

Use appropriate facial expressions.

Avoid nervous or bored gestures.

Intermittently respond to your advisees with **Auh huh,** **AI see,** or **Ayes.**

Ask clarifying or continuing questions (it demonstrates to your advisees that you are involved in what they're saying).

TEST SCORES

ENHANCED ACT ASSESSMENT (AMERICAN COLLEGE TEST)

The Enhanced ACT Assessment is comprised of four tests: English, Mathematics, Reading, and Science Reasoning. The scale for the composite score and for scores on the four tests in the assessment is 1 (low) to 36 (high).

The norms are shown on the following page, and reflect the performance of 1997 high school graduates tested on national test dates. The numbers reported in the table are cumulative percents which is the percent of students who scored at or below a given score. For example, Composite scale score of 20 has a cumulative percent of 51. This means that 51% of the 1997 ACT-tested population had a Composite score of 20 or lower.

ENGLISH COMPOSITION PLACEMENT

ACT English scores are used to recommend placement in English Composition. Students with a score of 16 or above should take ENGL 115. Students who score 15 or below in the English portion of the ACT, or below the 15th percentile on the Verbal section of the SAT, are strongly encouraged to take Beginning Composition (ENGL 110).

COLLEGE LEVEL EXAMINATION PROGRAM

STUDENTS MAY NOT CLEP ANY ENGLISH COMPOSITION.

ADVANCED PLACEMENT

A score of 4 or 5 on the AP test in Language and Composition will provide the student with 3 credits for ENGL 115.

A score of 4 or 5 on the AP test in Literature and Composition will provide the student with one of the following options:

3 credits for ENGL 115 OR 3 credits for ENGL 225, BUT NOT CREDIT FOR BOTH!

ONTARIO ACADEMIC CREDIT

Per Canadian Government Educational Branch recommendation, no credit is given for OAC.

SCHOLASTIC APTITUDE TEST (SAT)**

The SAT is a 2 2 hour, multiple-choice test that measures basic verbal and quantitative reasoning skills related to academic performance in college. Student performance on the SAT is reported on a scale of 200-800, with a standard error of measurement of approximately 30 points.

COLLEGE-BOUND SENIORS: SAT SCORE AVERAGES, 1980-93

<u>Year</u>	<u>Verbal</u>			<u>Mathematical</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	428	500	453	476
1988	435	422	427	498	455	476
1989	434	421	427	500	454	476
1990	429	419	424	499	455	476
1991	426	418	422	497	453	474
1992	428	419	423	499	456	476
1993	428	420	424	502	457	478

** ANational Report,@EDUCATIONAL TESTING SERVICE, 1993.

Reading Classes

EDTE 110 Basic Reading/Language Skills

Course is intended for those who need one-on-one or small group instruction in basic language skills because of a learning disability or other unique needs. Work may include working to improve decoding and encoding, comprehension and study skills, handwriting, and verbal expression, as determined by individual educational diagnosis. Student must show potential of successful post-secondary work.

May be repeated up to six semesters.

ACT Placement: Standard score of 0-9 or by advisement

EDTE 140 Reading Vocabulary Development

Course designed to develop vocabulary skills including word recognition, structure of the orthography for reading and spelling, dictionary skills, roots and affixes, and use of context. Course intended for those who need basic reading skills, Laboratory required. May be repeated one semester.

ACT Placement: Standard score of 10-14

EDTE 160 College Reading Efficiency

Course is designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Laboratory required. May be repeated one semester.

ACT Placement: Standard score of 15-18

EDTE 164 Dynamic Reading Strategies

Designed to assist average and above average readers in increasing their comprehension and reading rate. Laboratory required.

ACT Placement: Standard score of 19-21

If students score above a 500 on the SAT, they are **not required** to take remediation. Those who score between 400 and 500 should **seriously consider** at least increasing their comprehension and reading rate by taking **EDTE 164 Dynamic Reading Strategies**.

If students score lower than a 400, they should take the Nelson Denny Reading Test. These students will then be advised to take whatever remediation the Nelson Denny test results indicate.

MATHEMATICS PLACEMENT EXAMINATION (MPE)

All students are to take this examination, with the following exceptions:

1. Students who at admission transfer College Algebra, College Algebra with Trigonometry, Precalculus, Precalculus Algebra, Precalculus Trigonometry, Calculus, a Cambridge “A Level” pass in Mathematics, or AP Calculus fulfill the mathematics reasoning requirement. They do not have to take the MPE and the math skill requirement is waived.
2. Some courses other than those listed in 1. above may be accepted for the reasoning requirement, provided they are presented at admission and the skill requirement is separately fulfilled. Students wishing to have a course evaluated should bring a description to the Mathematics Department. Current criteria are applied case-by-case.
3. Students who transfer from a four-year college into Physical Therapy or Clinical Laboratory Science and are classified as Seniors in their first year at Andrews are deemed to have met the mathematics requirement of the college or university from which they are transferring. The Andrews mathematics requirement is waived and these students do not have to take the MPE.
4. Students enrolled in the English Language Institute are not required to take the MPE until the first semester of enrollment in regular college level courses.

Students should not be allowed to go beyond the first year of enrollment without starting work on fulfilling the mathematics requirement.

The examination consists of five sections progressing from **simple arithmetic** through **pre-calculus**.

MPE scoring: The letter score means arithmetic level: E = extreme deficiency; M = moderate deficiency; P = proficiency. The number means algebra level: 0 and 1 are deficient, 2 is adequate to take general education courses, higher numbers open more possibilities.

A student with this Math Placement Score

Can enroll in these courses

MPE < P2 (any E score, any M score, P0, P1) MATH 107

MPE = P2

MATH 145, 166, 168, STAT 285

MPE = P3

MATH 145, 166, 167, 168, STAT 285

MPE = P4

MATH 167, 168, 182, STAT 285

MPE = P5

MATH 182, 141, STAT 285

MPE = P4 are allowed to take MATH 145 or 166, but should be encouraged to CLEP (take the College Algebra test) if no specific math is required for the major.

MPE = P5 are allowed to take MATH 145, 166, 167, 168 but should be encouraged to CLEP (take the College Algebra test for 145 or 166 credit; or the Algebra with Trigonometry test for 168 credit) if no specific math is required for the major.

Students with scores E3, E4, E5, M3, M4, M5 should be referred to the Mathematics Department for special treatment—we do not usually want these students to take MATH 107.

ADVISING AND FINANCIAL AID

CLASS STANDING

According to the Department of Education, class standing is determined by the number of credits a student has completed toward a particular Andrews degree, not by the total number of credits a student has completed. Any credits a student may choose to complete but which do not count toward a specific degree will not be considered when calculating the class standing for financial aid purposes.

Class standing has become an issue because the Department of Education has increased the eligible student loan amounts according to class standing. Sophomores are eligible for \$3,500 while juniors are eligible for up to \$5,500.

ASSOCIATE DEGREES

Students working toward associate degrees are never classified as juniors or seniors for student loan purposes. Therefore, if a student intends to complete a bachelor's degree, he or she must officially declare that intent so the computer reflects the change.

Advising Implications:

- \$ Encourage students to declare their majors and minors as soon as they have decided upon them.
- \$ Help students to be aware of the possible financial consequences of changing degrees and/or majors, or transferring between colleges.
- \$ Help students to be aware of the possible financial consequences of taking classes outside their chosen degree and/or major.

AUDITS AND DROPS

A change to audit might have the same consequences as a drop, in the determination of Satisfactory Academic Progress compliance, and depending on how many credits were audited and/or dropped when compared to the student's total cumulative credits. If more than 34% of the total credits are dropped, audited, deferred, or incomplete the student may not be eligible for financial aid.

FULL-TIME AND PART-TIME STATUS

Students enrolled less than full-time (12 credits) will receive less financial aid. Usually 3/4 time (9-11 credits) = 3/4 of aid award; 2 time (6-8 credits) = 2 of aid award.

DROPPING CLASSES

It may not always be to the student's advantage to drop classes from the beginning of the semester **B** as if never enrolled. Sometimes students can lose financial aid (usually loan funds) above the cost of tuition, which for independent students, may be their only source of support.

Ellen Murdick, Assistant Director
Student Financial Services
Financial Aid
Ext. #3221

ADVISING STUDENTS IN ACADEMIC DIFFICULTY

Students experience academic difficulty for combinations of the following reasons:

Personal/Emotional Problems	Working Too Many Hours
Taking Inappropriate Courses	Not Interested in Major
Lack of Basic Study Skills	Learning Disabled
Single Parent-Many Responsibilities	Unbalanced Schedule
Social Problems (Family, Friends)	Relationship Problems
Enrolled in Inappropriate Major	Drug/Alcohol Problems
In College for Parents Only	Lack of Career Goals
Many Extracurricular Activities	Financial Problems
Inadequate Academic Preparation	Health Problems
Foreign Student/Language Difficulties	Taking Too Many Credits
Lack of Good or Consistent Advising	

INTERVENTION STEPS

1. Assess the problems--Determine the reasons for poor academic performance. Encourage the student's participation in the corrective process.
2. In cases where academic deficiencies are apparent, obvious changes in course scheduling, credit load, or referrals to tutoring services are recommended.
3. Advising follow-up and consistency--Students in difficulty often do not see an advisor regularly and therefore problems may not be noticed until they are chronic. Students who improve are often those who establish a regular, lasting advising relationship. Students in difficulty benefit from frequent and consistent advisor contact. The advisor may need to initiate the contacts.
4. Referrals--Once a problem assessment is made, the student may need to be referred to support services available on campus to rectify the problem. Please review referral resources listed in this handbook.
5. Most students in academic difficulty do not just need to "study harder." With consistent positive advising attention and appropriate help and encouragement from appropriate resources to ensure proper course placement and an emphasis on study skills, students in difficulty learn to refocus attention and shift college course work to a higher priority.

ACADEMIC PROBATION

Any student whose cumulative grade-point average is below 2.0 is placed on academic probation.

A new or transfer student who is admitted on academic probation is removed from probation after earning, at Andrews, a minimum of 12 credits with a grade-point average of at least 2.0.

ADVISING IMPLICATIONS

An advisor can play an important role in advising the probationary student. In addition to offering encouragement and persistent support, the main task in advising the probationary student is helping identify possible causes of the student's difficulty and assisting the student in dealing with these causes.

A student having difficulty in a particular course should be encouraged to seek out the instructor during his/her office hours to discuss problems and may need to be referred to the Student Success Center for additional tutoring.

According to the bulletin, students on academic probation are normally restricted to 12 credits per semester. Remember, even so-called easy classes require attendance and preparation time.

When approving course withdrawals for the probationary student, it is important to consider the effect the withdrawal might have on the student's G. P. A., financial aid, student visa, academic plan, and self-image.

In some cases, it might be advisable to suggest a withdrawal from a course which is requiring such a disproportionate amount of time that all of the student's work is suffering.

Most first-year students and especially those on academic probation should be taking 100-level classes only.

Remember there are several centers available for individual or group consulting or tutoring: Writing Center, Math Center, Reading Center and Academic Skills Center. If you are unsure where to refer a student, refer him or her to the Student Success Center, Nethery Hall, Room 204, extension 6096.

Students appearing to have personal or psychological difficulties should be referred to the Counseling and Testing Center, Bell Hall, Room 123, extension 3476.

SATISFACTORY ACADEMIC PROGRESS POLICY*

Financial aid eligibility requires that students must make "Satisfactory Academic Progress" toward the completion of their degree. The Satisfactory Academic Progress policy requires undergraduate students to maintain two minimum standards:

1. Students must successfully complete at least 60 percent of the total number of credits taken with a passing grade, regardless of their enrollment status (full-time, half-time, etc.).
2. Students must maintain a minimum cumulative grade-point average of 2.0. If a student fails to maintain an overall G. P.A. of 2.0 (on a 4.0 system) his/her enrollment category is changed to probationary.
3. To make Satisfactory Academic Progress, students must maintain an Andrews G. P. A. at or above the minimum levels specified below according to the number of semesters completed at AU.

Semester	Minimum AU G. P. A.
1	1.50
2	2.00

The student's grade-point average is verified as of the end of the University's drop/add period of the following semester. Any subsequent change in G.P.A. due to completion of "incomplete" or "deferred" grades or any other reason is taken into account for aid eligibility the semester following the change in grade.

4. Students who fail to make satisfactory academic progress are placed on probation for one semester, during which they continue to receive their financial aid. If, however, after this grace period, they do not bring their G.P.A. up to the minimum required (see #3), or do not successfully complete 60 percent of their credit load, their financial aid is terminated for the following semester.

A student can appeal this action by writing to their respective academic dean. Mitigating circumstances beyond reasonable control of the student may be grounds for a successful appeal.

*Summarization of page 22, and 47-48 of the 2000-2001 Bulletin. Please refer to the bulletin for further details.

ANDREWS UNIVERSITY ADVISOR HANDBOOK

SECTION 3

CAMPUS RESOURCES AND
REFERRAL SKILLS

Student Success Center
Nethery Hall 204
(269) 471-6096

CAMPUS REFERRAL RESOURCES

<u>RESOURCE</u>	<u>LOCATION</u>	<u>CONTACT PERSON</u>	<u>PHONE/E-MAIL</u>
Student Success Center	Nethery Hall 204		6096<success>
Student Success Director	Nethery Hall 204	Don May	3249<may>
Student Success Consultant	Nethery Hall 204	Karen Tilstra	6205 <karent>
Advisor Assignment/Tutoring	Nethery Hall 204	Erling Snorrason	3398<esnorra>
Campus Ministry	Campus Center	Millie Das	3211<dasm>
Career Planning & Placement Services	Campus Center	Pat Stewart	3141<stewartp>
Child Development Center	Marsh Hall	Angelina Cameron	3350<camerona>
Counseling & Testing Center	Bell Hall 123		3470
English Language Institute	Nethery Hall 200	Dianne Staples	3294<staplesd>
Honors Program	Nethery Hall 100	Gordon Atkins	3483<atkins>
International Student Services	Campus Center 118	Najeeb Nakhle	3310<nakhle>
Math Center	Haughey Hall 112		3423
Peer Helper Resource Center	Campus Center		6277
Records, Academic	Ad. Bldg. 202	Gary Williams	3305<garyw>
Student Financial Services	Ad. Bldg. (L1)	Jerri Gifford	3333
Student Health	Medical Center		473-2222
University Center for Reading Learning and Assessment	Bell Hall 013	Sheryl Gregory	3480<sgregory>
Writing Center	Nethery Hall 203	Bruce Closser	3358<closserb>

Office of the Registrar
Administration Building B 2nd Floor

<u>Personnel</u>	<u>Phone</u>	<u>Location</u>	<u>Duties</u>
Gyl Bateman	3375	Reception Center	Receptionist (Transcript requests, Grade Changes, Diploma request, Graduate Applications for Graduation, Michigan Guest Applications, and general questions.)
Joan DeWitt	6582	Ad. Bldg., Rm 204	Graduate Records Program Coordinator both on and off campus (checks out the graduate students for graduation, orders regalia for faculty)
Lois Forrester	3399	Ad. Bldg., Rm 207	Assistant to the Registrar for Technical Services (maintains the course schedule file, handles all the off-campus registration except for affiliate, handles the organization of the graduation service as it pertains to marching order, answer questions about registration details, Canadian Tax Forms.)
Emilio Garcia-Marenko	3399	Ad. Bldg., Rm 205	University Registrar
Julie Lee	6230	Ad. Bldg., Rm 204	Coordinator for Undergraduate Affiliations Programs and Veterans Benefits.
Helen Susens	6229	Main Lobby, 2 nd Floor	Supervisor for Data Entry (Registration, Verification of Enrollment, Address Updating, ID cards, Class Room Assignment.)
Gary Williams	3305	Ad. Bldg., Rm 204	Associate Registrar (Undergraduate Records: Applications for Graduation, Academic Credit Evaluations (checksheet), Evaluation of Accepted Transfer Credits, Petitions, Credit by Examination Forms.)

Phone Numbers

Data Entry	3342
General Information	3375
Graduate Records	3375
Transcript Procedures	6300
Transcript Clerk	6231
Undergraduate Records	3305

Motto: Dedicated to A+ Service

REFERRAL SKILLS

DON'T REFER TOO QUICKLY

Have a clear understanding of the student's question/problem/situation before making a referral. Know enough about the situation to make an accurate and productive referral.

KNOW REFERRAL SOURCES

Be well acquainted with campus resources so as to know exactly what kind of help the student will receive when he/she follows-up on your referral.

CLARIFY WHY

Vagueness in a referral only causes doubts and hesitancy. Tell the student specifically why a referral is being made.

EXPLAIN SERVICE & EXPECTATION

What benefit can the student expect from this referral? Will there be a wait? Is an appointment necessary? Who should the student contact? Will there be a charge for the service?

MAKE REFERRAL TO SPECIFIC PERSON IF POSSIBLE

This encourages students to follow through and eases the discomfort of approaching an office "cold."

ASSIST STUDENT IN MAKING APPOINTMENT

This provides an opening for the student and makes it more likely that the student will follow through.

FOLLOW UP WITH STUDENT

Did the student have any difficulty contacting the office and receiving recommended services? Was there a problem anywhere? It is important to respect the student's rights to privacy and choice when making referrals. Students may choose to ignore or not accept the help available. The advisor's job is to see that the student becomes aware of campus resources for help and has been given maximum opportunity to use them.

ANDREWS UNIVERSITY ADVISOR HANDBOOK

SECTION 4

ADDITIONAL SUGGESTIONS AND
INSERVICE PRESENTATIONS

Student Success Center
Nethery Hall 204
(269) 471-6096

ADVISING UNDECLARED STUDENTS

Here are examples of probing questions for helping undecided students to become aware of the choice process. (These are not in any order but are intended as possible probes for initiating discussion.)

SELF-EXPLORATION

As far back as you can remember, what general occupational fields have you thought of?

What subjects did you enjoy in high school? In what subjects were your best grades?

Do you consider your strengths to be in the math/science areas, or in the humanities?

In what type of extra-curricular activities did you take part in high school? Which were the most enjoyable? What did you learn about yourself from them?

What are your best personal qualities? What do your friends like the most about you?

What do you see as your limitations?

Name the highest point in your life so far (your greatest accomplishment). What about the experience made it special?

In what kind of work environment do you picture yourself in five years out of college?

If you have a spare hour to use, what do you do?

Why are you in college?

What does a college degree mean to you?

ACADEMIC MAJOR/OCCUPATIONAL INFORMATION

What academic areas are you currently considering? What do you like about these areas?

What occupations are you considering? What about these occupations attracts you?

How do your abilities and skills fit the tasks necessary to succeed in these areas?

Will these occupations provide the rewards and satisfactions you want for your life? Why?

What are the differences among the two majors (occupations) you are tentatively considering? The similarities?

Who has influenced your ideas about these alternatives?

DECISION MAKING

Do you ever have trouble making decisions? Little ones? Important ones?

How do you generally go about making a decision? Describe the process.

What specific strategies do you use?

Do you use the same method for all types of decisions?

Would you describe yourself as a spontaneous or a systematic decision maker?

Do you make decisions by yourself or do you need other people's opinions first?

Are you feeling anxious about deciding on a major? Pressured?

How long do you think it will take you to make a decision? How long do you want it to take?

ADDITIONAL SUGGESTIONS

Limit advising appointments to no more than one hour as they can easily become self-defeating if continued too long.

Listen carefully to what the student is saying.

Check the grades, ACT scores, testing scores and transcripts for clues as to where strengths and weaknesses lie.

Consider referring students to the James White Library Reference Room to use the computer program SIGI (System of Interactive Guidance and Information).

Consider referring students to the Career Planning and Placement Office or the Counseling and Testing Center.

Advisors need to be aware of their own attitudes and how they might interfere or help with the process of advising undecided students. Consider these questions:

Are undeclared students less capable? Less motivated? Less likely to succeed?

Do undeclared students need extra pushing, prodding, and nudging in order to get them to declare a major? Do they need advisor pressure?

Are the courses required for a specific major more valuable than the general education courses?

How relaxed are you about the student not declaring a major? Do you consider it a poor reflection on you if the advisee can't decide upon a major? Has the advisor failed if a whole year goes by without the student declaring a major? Two years?

In short, what are the messages you give your advisees who have not yet declared a major or are unsure of their declared major? Advisor feelings and attitudes will impact advisees - will your reactions increase their sense of confidence or increase their sense of anxiety?

ADVISING THE UNDECLARED STUDENTS

Student Exercises

1. **The Ideal Day:** Record on paper or tape (audio or video) in as much detail as feasible what a perfect day would look like for you. Assume you have the freedom, money, skill, and power to do whatever would be most satisfying. What would you do? When would you do it? What time of day; how much of the day? Where would you do it? Identify place, space, and situation. Who will you do it with? For each part of the day, which real or imagined people will you eat with, laugh and talk with, work with?

Analysis: For all the Aw@ words, identify which elements of the ideal day are (1) indispensable to happiness; (2) optional, but still very desirable; and (3) pure frills B nice, but could be lived without. Analyze priorities and identify which parts of the day you already have. Then identify what stands between you and the ideal day and develop a game plan to work toward the goals.

2. **Twenty Things You Like to Do:** List at least twenty things you like to do, no matter how trivial. DO NOT rank them. Comparisons are irrelevant! Make a chart including the following categories and any others that seems interesting: how long since last done? Cost? Alone or with someone? Planned or spontaneous? Work-related? Physical risk? Fast or slow paced? Mental, physical, or spiritual?

Analysis: Complete the chart and look for patterns.

3. **Five Lives:** If you have five lives (or three, or ten B as many as it takes), how would you live in each of them if you could explore a different talent, lifestyle, or interest in each one? What would be the most important aspect of each?

Analysis: First, look for patterns. Why would each be satisfying? What are the most important elements of each one? Can those elements be organized into one? Second, consider how to live all of them. This could be accomplished in several ways: sequentially, moonlighting, alternating blocks of time, combined activities, Aside dishes@ to the Amain meal.@ Are they mutually exclusive or could one life accommodate aspects of all of them?

Note: Some individuals have emotional barriers that keep them from pursuing their goals. Additional exercises exist to help identify those barriers and conquer them.

Adapted from Sher Barbara with Annie Gottlieb, Wishcraft: How to Get What You Really Want. New York: Ballantine Books, 1979 AND Sher, Barbara with Barbara Smith I Could Do Anything If I Only Knew What It Was. New York: Dell Publishing, 1994.

ADVISING INTERNATIONAL STUDENTS

As non-native speakers begin taking classes outside of the Center for Intensive English Program and declaring majors, they often require special attention. The following information may be helpful as you advise these students:

1. Some students may not understand your role as their advisor. They also may not know what their role as your advisee involves. And you might need to remind them that you have specific office hours and they might have to make appointments to see you.
2. Since students might indicate they understand you, even when they don't, try rephrasing important information or asking the student to repeat or rephrase what you say. Even writing names and numbers down to give to the student could help them understand and remember.
3. At the advanced level, students must take 3-6 credits outside of the CIEP in order to maintain their F-1 Student Visa status. When helping them to select classes, keep in mind their overall English proficiency. Classes with heavy outside reading assignments may not be advisable at this point as these students are still increasing their reading speed in English. This should also be taken into consideration when advising summer schedules when courses are even more condensed and move at a faster pace.
4. Finally, they may not realize that several support services exist on campus to serve them. Foreign students should avail themselves of the services provided by the university to help them: the Academic Skills Center, Writing Center, Reading Center, Math Center, and the CIEP could all help them through a difficult class.
5. Above all, advisors need to stress the fact that university professors' expectations of foreign students (regular attendance, class participation, note-taking ability, etc.) are no different than their expectations of American students. This means foreign students must exert maximum effort **all** the time if they expect to pass a class. Simply attending classes is not enough to pass; that is, admittance to a program or class does not guarantee passing that class or graduating as it virtually does in some countries.

THE ABC'S OF EFFECTIVE INTERCULTURAL COMMUNICATION

ACTIVE LISTENING

1. Ask questions
2. Reflect meanings (rephrase/paraphrase)
3. Check for confirmation

BARRIER REDUCTION

1. Recognize and acknowledge differences
 - between you and the culturally different
 - between members of the specific cultural group
 - in the meanings of verbal and nonverbal messages
2. Follow cultural communication rules
3. Resist evaluating differences as negative

CARING COMMUNICATION

1. Plan sufficient time--Intercultural interactions take time
2. Be patient
3. Communicate acceptance of each individual's culture/difference
4. Encourage the individual to share with/contribute to you and/or the group from their unique perspective
5. Assume the burden of communication to be yours
6. Present material in alternate forms where possible, e.g. written and oral, theoretical and experiential
7. Try to use language and vocabulary items that are simple and easy to understand, e.g. avoid idioms, slang and clichés
8. Encourage feedback--Have the other individual reflect your meanings to check and confirm effectiveness of communication.

HINTS FOR INCREASING INTERCULTURAL AWARENESS AND SENSITIVITY

Know yourself

Work on identifying and overcoming personal negative stereotypes

Be open to new possibilities

Be curious

Observe well and clearly

Try to look beyond surface conditions

Respect others

Be tolerant

Respect complexity

Develop empathy

Seek to build bridges not walls

Make it a point to get to know members of other cultures as individuals

ADVISING ACADEMICALLY UNDER-PREPARED STUDENTS

Advising this student population requires advisor awareness of the characteristics and needs of students who are academically under prepared for college. The following are some of the most common characteristics:

TIME MANAGEMENT

Time management is a primary issue with these students. They frequently do not have a realistic idea about the time required for academic tasks, how to balance work and studies, how to plan a workable daily schedule, or how to use discretionary time to good advantage.

*** When planning a class schedule with these students, be sure it is a workable, realistic schedule. Remember they will have difficulty anticipating and planning for classes; fewer preparations are better than too many. You will need to find out what their plans are for employment. Are they spreading themselves too thin and setting themselves up for failure? Help them plan a daily schedule for the semester so they will have a better idea about how to manage their time wisely.

ACADEMIC HISTORY

Because of a poor record of academic achievement and study skills, these students have experienced little positive feedback in the academic arena.

*** Look for opportunities to give positive feedback whenever possible. Help them recognize how they are responsible for their success and what they can do to improve their chances of success. When they get satisfactory grades help them to see what they did to earn them and reinforce those behaviors.

SELF-ESTEEM

These are students who have been labeled by the educational system as failures. They are characterized by a poor self-image, low self-esteem, and low self-confidence.

*** Remember, you represent the educational system which has labeled them. It will take time for you to build trust and rapport in order to have any positive influence.

Spend time getting to know your advisees and look for ways to encourage positive self-esteem and confidence. They will have greater respect for themselves when they see that you respect them.

FAMILIARITY WITH UNIVERSITY

Typically these students lack knowledge about school resources and regulations. This lack of familiarity often stems from a low level of parental education.

*** Offer information that will be helpful, do not assume they already know all about school policies and resources. They may not have had the benefit of discussing their plans and college expectations with anyone before you. They may not know what questions to ask until you stimulate the discussion.

EDUCATIONAL AND VOCATIONAL COUNSELING

These students are generally unsure of why they have come to college and what to expect. Without academic or career goals and direction, they lack enthusiasm and purpose for college work.

*** Help them explore their interests and define their academic goals. Put them in touch with persons or resources that can help them clarify their long-term goals and plans.

BASIC SKILLS

These students lack competency in one or more of the basic areas--math, writing, and reading. They also need to learn basic study skills such as taking notes and preparing for tests.

*** When results of placement tests indicate a need for developmental classes, see that the courses are taken during their first semester in attendance. Help make it clear to students that taking these classes are a necessary preparation for success in the other classes which will follow. This is especially true of reading and writing skills.