

UNDERGRADUATE ACADEMIC ADVISING AT UTAH STATE UNIVERSITY

Undergraduate Advising Structure at Utah State University

Advising at Utah State University is decentralized. Under the direction of the **Provost's Office**, the **Office of Advising and Transition Services (ATS)** oversees the University advising program. John Mortensen serves as the Director of ATS.

ATS provides academic advisement information and services to students, faculty, and staff. Services and materials provided by ATS include publications such as the *General Catalog*, *Advisor Handbook*, Academic Program Guides (major requirement sheets), *Advisor News* newsletter, transfer articulation agreements, *The Source: New Student Handbook*, and other printed resources. ATS also disseminates information to advisors through advising conferences and workshops, a monthly Advising Coordinating Committee meeting, and an e-mail distribution list. More information about the Office of Advising and Transition Services is available on page 17.

The **General Registration Program** also reports directly to the Provost's Office. General Registration, a component of the **Science/HASS Advising Center (SHAC)**, is the administrative-academic unit maintained at USU for the enrollment of students who do not meet the admission requirements of the eight academic colleges. Mary Leavitt serves as the Director of SHAC.

Each of the eight academic colleges has its own unique advising structure. Some colleges rely heavily on faculty advisors, while others use full-time professional advisors. Some colleges use a combination of each. Below is a breakdown how undergraduate advising is organized within each college. Please note that some advising offices make use of peer advisors, which are not mentioned in the descriptions below.

The **College of Agriculture** makes good use of faculty advisors. The advising load is spread among several faculty members for most majors. However, the Department of Plants, Soils, and Biometeorology has a full-time professional advisor. Ralph Whitesides, Associate Dean, is the undergraduate advising contact for the College of Agriculture.

The **College of Business** has a unique advising system. Students majoring in Economics or Office Systems Support are immediately assigned to a faculty advisor. All other students in this college are admitted into pre-majors until they satisfy a specific core of classes. All pre-majors are advised by professional advisors in the Business Student Service Center. After students receive advanced standing, they are

assigned to a faculty advisor. Each department in the College of Business has only one faculty member assigned to advise all undergraduate students with advanced standing. Ruth Harrison serves as the Director of the Business Student Service Center.

The **College of Education** makes good use of professional advisors. Most departments have one or more professional advisors. However, the Department of Communicative Disorders and Deaf Education and the Department of Secondary Education have faculty members who advise. Sheri Noble, Academic Advisor in the Department of Elementary Education, serves as the undergraduate advising contact for the College of Education.

The **College of Engineering** is setup similar to the College of Business. Students are first admitted into pre-majors. The college has two professional advisors: one to work with pre-majors in the Department of Industrial Technology and Education, and another to work with pre-majors in all other departments. Students are assigned to a faculty advisor after obtaining advanced standing. Unlike the College of Business, the College of Engineering has several faculty members in each department who advise students who have received advanced standing. Kathy Bayn oversees the College of Engineering Advising and Student Service Center.

The **College of Family Life** relies mostly on faculty advisors. However, a professional advisor is located in the Dean's Office. Professional advisors are also available for students majoring in Family and Consumer Sciences. Marilyn Kruse is the Academic Services Coordinator for the College of Family Life.

The **College of Humanities, Arts, and Social Sciences (HASS)** also has a mixed advising system. This college oversees Undeclared majors. There are several professional advisors in the Science/HASS Advising Center (SHAC). This Center advises the Undeclared majors, General Registration students, and also advises College of HASS majors regarding General Education requirements. Most departments have faculty advisors assigned to advise students on major requirements. The Department of English has a professional advisor. Mary Leavitt serves as the Director of SHAC.

The **College of Natural Resources** relies heavily on two professional advisors under the direction of the Dean's Office. There are also faculty advisors assigned for each of the various majors. Maureen Wagner oversees advisement for the College of Natural Resources.

The **College of Science** has a mixed advising system. Faculty members advise in the Departments of Biology, Chemistry and Biochemistry, Geology, and Mathematics and

Statistics. Professional advisors are located in the Departments of Computer Science and Physics, as well as the Dean's Office. Kandy Baumgardner, Associate Dean, is the

undergraduate advising contact for the College of Science.

Undergraduate Advisor Directory

Note: This directory is not comprehensive. It includes the point of first contact for each office or major. A similar listing, alphabetized by major, is found on pages 164-166.

Department/Major	Advisor	Office	Phone	E-mail
COLLEGE OF AGRICULTURE				
Agriculture (General)	Ralph Whitesides	AGSC 218	435-797-7340	ralphw@ext.usu.edu
Agriculture (Uintah Basin)	Dave Woolstenhulme	Uintah Basin	435-722-2294	davew@ext.usu.edu
Agricultural Systems Technology and Education				
Agricultural Education	Dan Hubert	ASTE 103	435-797-3389	dhubert@cc.usu.edu
Ag. Machinery Technology	Evan Parker	ASTE 137	435-797-1928	eparker@cc.usu.edu
Ag. Systems Technology	Bruce Miller	ASTE 101D	435-797-2232	bemiller@cc.usu.edu
Animal, Dairy and Veterinary Sciences				
Animal Science	Tami Spackman	AGSC 254	435-797-2150	tami@cc.usu.edu
Bioveterinary Science	Stan Allen	VSF 211	435-797-1900	sallen@cc.usu.edu
Dairy Science	Jeff Walters	AGSC 246	435-797-2161	jwalters@cc.usu.edu
Economics				
Agribusiness	Tyler Bowles	BUS 602	435-797-2378	tbowles@b202.usu.edu
Agricultural Economics	Tyler Bowles	BUS 602	435-797-2378	tbowles@b202.usu.edu
Economics	Tyler Bowles	BUS 602	435-797-2378	tbowles@b202.usu.edu
Nutrition and Food Sciences				
Nutrition & Food Sciences	Von Mendenhall	NFS 212	435-797-2126	vonm@cc.usu.edu
Culinary Arts/Food Science	Erik Burlile	NFS 312	435-797-8122	
Plants, Soils, and Biometeorology				
Applied Horticulture (1-yr. Cert., 2-yr. AAS)	Craig Aston	AGSC 312	435-797-2247	craiga@mendel.usu.edu
Crop Science	Cathy Myers-Roche	AGSC 322	435-797-5560	cmyers@mendel.usu.edu
Environmental Soil/Water Sci.	Cathy Myers-Roche	AGSC 322	435-797-5560	cmyers@mendel.usu.edu
Horticulture	Cathy Myers-Roche	AGSC 322	435-797-5560	cmyers@mendel.usu.edu
Horticulture (Off Campus)	Donna Minch	Farmington	801-451-4604	minch@sisna.com
COLLEGE OF BUSINESS				
Business Advising Center (All Pre Majors)	Ruth Harrison	BUS 308	435-797-2274	rharrison@b202.usu.edu
	Isobel Roskelley	BUS 308	435-797-2274	iroskell@b202.usu.edu
	Joslyn Heiniger	BUS 308	435-797-2274	heiniger@b202.usu.edu
Business (Uintah Basin)	Hyrum Hall	BUS 308	435-797-2274	
Accounting				
Accounting	Frank Shuman	BUS 310A	435-797-2339	fshuman@b202.usu.edu
Accounting (Uintah Basin)	Hyrum Hall	BUS 308	435-797-2274	
Business Administration				
Business Administration	Madeline Thimmes	BUS 818	435-797-3722	mthimmes@b202.usu.edu
Finance	Madeline Thimmes	BUS 818	435-797-3722	mthimmes@b202.usu.edu
Marketing	Madeline Thimmes	BUS 818	435-797-3722	mthimmes@b202.usu.edu
Production Management	Madeline Thimmes	BUS 818	435-797-3722	mthimmes@b202.usu.edu
Business Information Systems				

Business Information Systems	Peggy Buttars	BUS 712	435-797-2352	pbuttars@b202.usu.edu
Business Information Systems (Uintah Basin)	Karen Woolstenhulme	Uintah Basin	435-722-2294	karenw@ext.usu.edu
Business Information Technology and Education	Peggy Buttars	BUS 712	435-797-2352	pbuttars@b202.usu.edu
Marketing Education	Peggy Buttars	BUS 712	435-797-2352	pbuttars@b202.usu.edu
Office Systems Support	Marianna Larsen	BUS 702	435-797-1915	mlarsen@b202.usu.edu
Department/Major	Advisor	Office	Phone	E-mail
Economics				
Economics	Tyler Bowles	BUS 602	435-797-2378	tbowles@b202.usu.edu
Management and Human Resources				
Human Resource Management	Mary Jo Blahna	BUS 418	435-797-3736	mblahna@b202.usu.edu
Management	Mary Jo Blahna	BUS 418	435-797-3736	mblahna@b202.usu.edu

COLLEGE OF EDUCATION

Communicative Disorders and Deaf Education

Communicative Disorders (Deaf Education)	Dee Child	LILLY 105	435-797-2318	deec@cc.usu.edu
	Mindy Bergeson	LILLY 108	435-797-0645	bergeson@cc.usu.edu

Elementary Education

Early Childhood Education	Sheri Noble	EDUC 383	435-797-0383	sherin@coe.usu.edu
	Sylvia Robinson	EDUC 377	435-797-0377	sylviar@coe.usu.edu
Elementary Education	Sheri Noble	EDUC 383	435-797-0383	sherin@coe.usu.edu
	Sylvia Robinson	EDUC 377	435-797-0377	sylviar@coe.usu.edu

Health, Physical Education and Recreation

Health Education Specialist	Mary Lou Reynolds	HPER 111	435-797-1278	reynolds@cc.usu.edu
Parks & Recreation	Mary Lou Reynolds	HPER 111	435-797-1278	reynolds@cc.usu.edu
Physical Education	Suzie Stones	HPER 111C	435-797-8519	suzies@coe.usu.edu

Psychology

Psychology	Karen Ranson	EDUC 475	435-797-1456	karenr@coe.usu.edu
	Tressa Haderlie	EDUC 475	435-797-1456	thaderlie@coe.usu.edu
	Pat Preston	EDUC 475	435-797-1456	patp@cc.usu.edu

Secondary Education

Social Studies Comp. Teaching	Harry Heap	EDUC 330B	435-797-2224	hheap@coe.usu.edu
Social Studies Comp. Teaching (Uintah Basin)	John Barton	Uintah Basin	435-789-6100	johnb@ext.usu.edu
Teacher Certification	Harry Heap	EDUC 330B	435-797-2224	hheap@coe.usu.edu

Special Education and Rehabilitation

Special Education	Darcie Peterson	EDUC 107	435-797-3252	darciiep@cc.usu.edu
Special Education (Distance Ed. & Extension Program Coord.)	Ronda Menlove	EDUC 326	435-797-3911	rmenlove@cc.usu.edu

COLLEGE OF ENGINEERING

Engineering - Undecided	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Biological and Irrigation Engineering				
Biological Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Civil and Environmental Engineering				
Civil Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu

Environmental Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Electrical and Computer Engineering				
Computer Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Electrical Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu

Department/Major	Advisor	Office	Phone	E-mail
Industrial Technology and Education				
Aircraft Maintenance Technician (2-yr. AAS)	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Aviation Tech. Maintenance Mgt.	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Aviation Tech. Professional Pilot	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Computer Aided Drafting/Design (2-yr. AAS)	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Computer Electronics Technology	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Technology & Industrial Educ.	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Welding Engineering Technology	Janet Karren	IS 106B	435-797-2790	janet@engineering.usu.edu
Mechanical and Aerospace Engineering				
Aerospace Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Manufacturing Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
Mechanical Engineering	Kathy Bayn	EL 241	435-797-2705	kathy@engineering.usu.edu
COLLEGE OF FAMILY LIFE				
Family Life - Undecided	Marilyn Kruse	FL 205A	435-797-1530	marilynk@cc.usu.edu
Family and Human Development				
Early Childhood Education	Farol Nelson	FL 106	435-797-1550	farol@cc.usu.edu
	Shelley Lindauer	FL 106A	435-797-1532	lindauer@cc.usu.edu
Family & Human Development (Vernal)	Susan Ericksen	FL 217	435-797-1593	ericksen@cc.usu.edu
(Roosevelt)	Susan Talley	Vernal	435-789-6100	susant@ext.usu.edu
	David Law	Roosevelt	435-722-2294	davidl@ext.usu.edu
Human Environments				
Apparel and Textiles	Michelle Hartzell-Lawson	FL 303B	435-797-1571	michelle@cc.usu.edu
Family & Consumer Sciences	Trudy Hess	FL 322	435-797-1561	trudyh@cc.usu.edu
Family & Consumer Sciences Ed.	Julie Wheeler	FL 306	435-797-7521	juliewheeler74@hotmail.com
Interior Design	Tom Peterson	FL 303	435-797-1556	tom@cc.usu.edu
Nutrition and Food Sciences				
Nutrition & Food Sciences	Von Mendenhall	NFS 212	435-797-2126	vonm@cc.usu.edu
Culinary Arts/Food Science	Erik Burlile	NFS 312	435-797-8122	
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES				
Science/HASS Advising Center	Mary Leavitt	TSC 302	435-797-3883	mleavitt@hass.usu.edu
	Irene McInerney	TSC 302	435-797-3883	irenem@hass.usu.edu
	Lynne Slade	TSC 302	435-797-3883	lynnes@hass.usu.edu
	Jill Hoffmann	TSC 302	435-797-3883	jillh@hass.usu.edu
	Sally Peterson	TSC 302	435-797-3883	sallyp@hass.usu.edu
	Susan Parkinson	TSC 302	435-797-3883	parkins@hass.usu.edu
	Lisa Hamblin	TSC 302	435-797-3883	hamblinl@hass.usu.edu
General Registration	Jill Hoffmann	TSC 302	435-797-3883	jillh@hass.usu.edu
Interdisciplinary Studies	Mary Leavitt	TSC 302	435-797-3883	mleavitt@hass.usu.edu
International Studies	Mary Leavitt	TSC 302	435-797-3883	mleavitt@hass.usu.edu

Liberal Arts & Sciences Undeclared	Lynne Slade Sally Peterson	TSC 302 TSC 302	435-797-3883 435-797-3883	lynnes@hass.usu.edu sallyp@hass.usu.edu
Asian Studies Intensive English	Ed Glatfelter Myra Cook	MAIN 338E MAIN 069	435-797-1196 435-797-2081	edwardg@hass.usu.edu myra@cc.usu.edu
Aerospace Studies				
Aerospace Studies (AF ROTC)	Paul Ermer	MS 107	435-797-8723	ermerp@hass.usu.edu
Art				
Art Art Education	Arsenath Hartman Jane Catlin	FAV 122 FAV 114	435-797-3460 435-797-3469	ahartman@hass.usu.edu jcatlin@hass.usu.edu
Department/Major	Advisor	Office	Phone	E-mail
English				
American Studies English English (Dir. Undergrad. Studies) English (Uintah Basin)	Jana Kay Lunstad Jana Kay Lunstad Kathryn Fitzgerald Alan Blackstock	RWST 206A RWST 204E RWST 204F Uintah Basin	435-797-3856 435-797-3856 435-797-0235 435-722-5678	jlunstad@english.usu.edu jlunstad@english.usu.edu kfitzgerald@english.usu.edu alanb@ext.usu.edu
History				
History History (Uintah Basin) History (Uintah Basin)	Norm Jones John Barton Bob Mueller	MAIN 323A Uintah Basin Uintah Basin	435-797-1290 435-789-6100 435-722-2294	njones@hass.usu.edu johnb@ext.usu.edu robertm@ext.usu.edu
Journalism and Communication				
Journalism	Penny Byrne	ANSC 310	435-797-3289	pennyb@hass.usu.edu
Landscape Architecture and Environmental Planning				
Landscape Architecture	Michael Timmons	FAV 260	435-797-0510	mtimmons@hass.usu.edu
Languages and Philosophy				
French German Philosophy Spanish Spanish Teaching Speech	Janette Bayles Ilona Jappinen Richard Sherlock Mark Larsen John Lackstrom Harold Kinzer	CC 108B MAIN 202F MAIN 202E MAIN 202C MAIN 211 BARN 202	435-797-7438 435-797-1207 435-797-1244 435-797-1212 435-797-1210 435-797-3610	janette@cc.usu.edu ilonas@cc.usu.edu ruffie@cc.usu.edu larsen@cc.usu.edu fat88@cc.usu.edu kinzer@cc.usu.edu
Music				
Music (Choral Education) Music (Guitar) Music (Instrumental Educ.) Music (Music Therapy) Music (Organ) Music (Percussion) Music (Piano) Music (Strings) Music (Undecided) Music (Voice) Music (Woodwinds) Music Education Music Therapy	Lane Cheney Mike Christiansen Todd Fallis Elizabeth York James Drake Dennis Griffin Gary Amano Marjorie Bagley Bruce Saperston Cindy Dewey Nicholas Morrison Bruce Saperston Bruce Saperston	FA 204 FA 124 FA 120 FA 220B FA 210 FA 114 FA 201 FA 206 FA 107 FA 208B FA 103 FA 107 FA 107	435-797-3052 435-797-3011 435-797-3005 435-797-3009 435-797-3029 435-797-3008 435-797-3028 435-797-3038 435-797-3036 435-797-3055 435-797-3506 435-797-3036 435-797-3036	lcheney@hass.usu.edu mchristiansen@hass.usu.edu tfallis@hass.usu.edu eyork@hass.usu.edu septez@yahoo.com dgriffin@cc.usu.edu gamano@hass.usu.edu mbagley@cc.usu.edu bsaperston@hass.usu.edu cdewey@hass.usu.edu nicholas.morrison@usu.edu bsaperston@hass.usu.edu bsaperston@hass.usu.edu
Political Science				
International Relations (Cert.) Law and Constitutional Studies Political Science Political Science Teaching	Veronica Ward Anthony Peacock Jeannie Johnson Peter Galderisi	MAIN 324E MAIN 341B MAIN 326A MAIN 324D	435-797-1319 435-797-1314 435-797-7570 435-797-1313	vward@hass.usu.edu apeacock@hass.usu.edu jjohnson@hass.usu.edu peterg@hass.usu.edu

Sociology, Social Work and Anthropology

Anthropology	Bonnie Glass-Coffin	MAIN 245A	435-797-4064	glasscob@cc.usu.edu
Social Work	Diane Calloway-Graham	MAIN 239D	435-797-2389	diancall@wpo.hass.usu.edu
Sociology	Peg Petrzelka	MAIN 216E	435-797-0981	peggyp@hass.usu.edu

Theatre Arts

Theatre Arts	Colin Johnson	FA 232	435-797-3046	colinj@hass.usu.edu
Theatre Arts (Uintah Basin)	Nels Carlson	Uintah Basin	435-722-2294	nelsc@ext.usu.edu
Theatre Arts Teaching	David Sidwell	FA 139D	435-797-3703	dsidwell@hass.usu.edu
	Anne Berkeley	UR 125	435-797-3021	anneb@hass.usu.edu

Department/Major	Advisor	Office	Phone	E-mail
------------------	---------	--------	-------	--------

COLLEGE OF NATURAL RESOURCES

Natural Resources - Undecided	Maureen Wagner	NR 118	435-797-2448	maureen@cc.usu.edu
	Stephanie Hamblin	NR 118	435-797-2473	shamblin@cnr.usu.edu

Aquatic, Watershed, and Earth Resources

Fisheries & Wildlife	Chris Luecke	NR 206A	435-797-2463	luecke@cc.usu.edu
Fisheries & Wildlife (Uintah Basin)	Richard Etchberger	Uintah Basin	435-789-6100	richarde@ext.usu.edu
Watershed Science	Chris Luecke	NR 210	435-797-2463	awer_info@cnr.usu.edu

Environment and Society

Environmental Studies	Mark Brunson	NR 352	435-797-2458	brunsonm@cc.usu.edu
Geography	Ted Alsop	NR 346	435-797-1371	tjalsop@cc.usu.edu
Geography Teaching	Cliff Craig	NR 218	435-797-1370	cbcraig@cc.usu.edu
Recreation Resource Mgmt.	Steve Burr	BNR 287	435-797-7094	swburr@cc.usu.edu

Forest, Range, and Wildlife Sciences

Fisheries & Wildlife	Chris Luecke	NR 206A	435-797-2463	luecke@cc.usu.edu
Fisheries & Wildlife (Uintah Basin)	Richard Etchberger	Uintah Basin	435-789-6100	richarde@ext.usu.edu
Forestry	David Roberts	NR 206	435-797-0242	dvrbs@nr.usu.edu
Rangeland Resources	John Malechek	NR 344	435-797-2470	malechek@cc.usu.edu

COLLEGE OF SCIENCE

Science - Undecided	Kandy Baumgardner	ESLC 245	435-797-3509	kdb@biology.usu.edu
	Karen Bindrup	ESLC 245	435-797-2481	karenb@cc.usu.edu

Biology

Biological Science Comp. Teach.	Richard Mueller	BNR 101	435-797-1573	rmueller@biology.usu.edu
Biology	Richard Mueller	BNR 101	435-797-1573	rmueller@biology.usu.edu
Biology / Prehealth	Andy Anderson	VSU 231	435-797-1913	andy@biology.usu.edu
	Susan Haddock	BNR 101	435-797-2577	susanlh@biology.usu.edu
Biology (Uintah Basin)	Lorin Squires	Uintah Basin	435-789-6100	lorins@ext.usu.edu
Nursing	Andy Anderson	VSU 231	435-797-1913	andy@biology.usu.edu
Public Health	David Wallace	BNR 333	435-797-7155	dwallace@biology.usu.edu

Chemistry and Biochemistry

Chemistry	Vernon Parker	WIDT 345	435-797-1697	vparker@cc.usu.edu
Chemistry (Uintah Basin)	Richard Etchberger	Uintah Basin	435-789-6100	richarde@ext.usu.edu

Computer Science

Computer Science	Judy Swaner	MAIN 424	435-797-8019	judy.swaner@usu.edu
------------------	-------------	----------	--------------	--

Geology

Geology	Peter Kolesar	GEOL 110	435-797-3282	petes@cc.usu.edu
Mathematics and Statistics				
Mathematics	Chris Coray	LUND 310	435-797-2861	coray@math.usu.edu
Statistics	Chris Corcoran	LUND 202	435-797-4012	corcoran@math.usu.edu
Physics				
Physical Sci. Comp. Teaching	Deborah Reece	SER 250D	435-797-4021	debreece@cc.usu.edu
Physics	Deborah Reece	SER 250D	435-797-4021	debreece@cc.usu.edu

Note: Other advisor directories are available in this handbook. A listing of advisors, alphabetical by major, is found on pages 164-168. This directory also includes advising contacts in various support offices. An abbreviated telephone directory, alphabetical by advisor name, is found on the back cover of this publication.

USU Philosophy of Advising

Academic advising is a significant part of the University's role in the total process of educating students. Advising is a process that encourages students to become engaged in their education. Advising encompasses development and delivery of accurate, up-to-date information regarding career options, educational programs, courses of instruction, resources, policies, and procedures to aid students in pursuing their educational goals.

The academic advising process involves the interaction between students and many segments of the campus community, including faculty members, student services, counselors, staff, and student peers. Both students and advisors share responsibility for making the advising relationship succeed.

A key element of the advising process is the advisor-student relationship. In this relationship, a faculty, professional, or peer advisor helps a student to select, plan, and complete his/her educational goals in a friendly, helpful, and professional atmosphere that will allow students to:

- become correctly informed about educational options, graduation requirements, academic policies, and procedures.
- clarify educational goals.
- plan educational programs consistent with their interests, abilities, and career goals.
- evaluate progress toward their degrees.
- utilize the resources available at USU.
- develop decision-making skills.
- become independent learners.

A goal of the University's Academic Advising Program is to provide excellent advising service to each undergraduate and graduate student at USU. This can be accomplished when the involved segments of the campus community work together in a coordinated effort to provide students with the best possible information and services.

To achieve the goal of providing excellent advising to students, some guidelines outlining some responsibilities of the student, advisor, and administrative units in the advising process may be helpful.

Guidelines for Undergraduate Advising

Responsibilities of the Student

- Ensure that any academic records from other colleges and universities are transferred to and received by the Admissions Office for evaluation.
- Develop his/her social, academic, and career goals and examine how these goals will affect his/her life.
- Become familiar with Career Services, located in University Inn 101, and other resources at USU and discuss his/her long-range goals, career opportunities, and the selection of a major or minor with career counselors, faculty, his/her academic advisor, and other resource people.
- Keep current on academic policies, procedures, and requirements by reviewing the current *General Catalog*, *Schedule of Classes*, and major requirement sheets.
- Know basic University, college, and departmental graduation requirements of a chosen major or minor well enough to plan his/her own progress toward completion of these requirements.

f. Assume final responsibility for his/her academic choices.

g. Maintain personal copies of a tentative degree plan, progress reports, University Studies evaluations (including General Education and Depth Education), and transfer credit evaluations until an official graduation application is processed.

h. Know his/her advisor. (For information and assistance, contact the academic department, the college academic service office, or the Office of Advising and Transition Services in TSC 304.) A listing of advisors is available on the Advising and Transition Services website (www.usu.edu/ats).

i. Seek help from his/her advisor when needed. It is the student's responsibility to initiate this meeting. Students should schedule appointments a few weeks in advance, as it is unrealistic for most advisors to meet with students who just drop-in. Students should be prepared with accurate information and relevant materials (e.g, the *Plan Now* worksheet, notes from previous advising sessions, etc.) when contacting the advisor. Major requirement sheets, the *General Catalog*, and other advising resources are available on the Advising and Transition Services website (www.usu.edu/ats).

j. Initiate any changes of major by completing the appropriate paperwork and obtaining the required signatures.

k. Update local address and telephone number through the Registrar's Office, either in-person or by using the QUAD registration system. The student is also responsible to activate and regularly check his/her university e-mail account.

l. Complete an application for graduation and schedule an appointment to obtain the required signatures a few weeks prior to the application deadline. Students are to return the application to the Cashiers Office. Graduation application deadlines are: October 15 for students graduating at the end of spring semester, and February 15 for students graduating at the end of summer or fall semester. Late applications will be assessed a \$10 late fee.

Responsibilities of the Advisor

a. Maintain and have access to an up-to-date file containing each student's appropriate records.

b. Provide students with correct up-to-date academic information about University, college, and departmental graduation requirements for the student's selected degree program.

c. Where possible, know each student well enough to be aware of individual academic or educational needs and know how these needs affect the student's educational career goals.

d. Assist students in the development of a course of study, including the selection of electives, which reflects the student's

academic background, course prerequisites, and educational goals.

e. Help students to understand the expected standards of achievement and likelihood of success in certain areas of study. Provide students with information about alternatives, limitations, and possible consequences of academic decisions.

f. Refer students to available campus resources to meet individual needs.

g. Encourage students to review with their advisor their progress toward a degree to assure early detection of problems.

h. In collaboration with the Office of Career Services, become knowledgeable about and provide students with information regarding career opportunities and choices, workshops, internships, campus interviewing opportunities, career fairs, and other career resources.

i. Review, verify, and sign the student's application for graduation.

j. Participate in advisor training sessions provided by the University.

Responsibilities of the Departments and Colleges

Note: The manner in which the various colleges and departments handle advising responsibilities will vary to meet special needs of students and programs.

a. Formulate and direct the academic advising program within its academic units to meet the student's needs.

b. Provide for the maintenance of individual student record files at the college and/or departmental level, including progress reports and transfer credit evaluations.

c. Assign advisors within academic units and provide students with information about the advisement program, including who they can see for academic advisement and the best times to contact advisors for appointments.

d. Provide faculty advisors with accurate up-to-date information concerning graduation requirements of academic programs within the college or department.

e. Transfer student's folder to a new college, when needed, if a student changes his/her major.

f. Review, verify, and sign the student's application for graduation.

g. Provide information about departmental and college advising resources available on the web.

h. Make information available to students about undergraduate research opportunities, professional clubs and organizations, graduate school options, scholarships and fellowships, and other academic opportunities provided by the college or department.

i. Encourage advisors to participate in advisor training sessions provided by the University, and make necessary accommodations to allow advisors to attend.

Responsibilities of the Office of Advising and Transition Services

a. Provide students, faculty, and administrators with academic information concerning University programs, policies, procedures, and services.

b. Assist the administration, colleges, departments, and service offices in developing and maintaining accurate, up-to-date academic information materials, including information printed in the *General Catalog*, *The Source: New Student Handbook*, and academic program guides (major requirement sheets).

c. Coordinate the delivery of University academic information and services to students, prospective students, faculty, and staff.

d. Provide new students with orientations to the University to inform them about the broad academic, social, and cultural opportunities of USU and the surrounding community, and to assist them in resolving difficulties related to class scheduling or University academic policies and procedures.

e. Assist colleges, departments, and service offices at the University by providing information for advisors and service personnel to include:

1. Updating and distributing an annual *Advisor Handbook* to colleges, departments, and service offices on campus.

2. Distributing the *Advisor News* newsletter each semester.

3. Maintaining and updating advising resource materials on the Advising and Transition Services website.

4. Maintaining and using an e-mail distribution list to disseminate information to advisors in a timely manner.

5. Conducting monthly Advising Coordinating Committee meetings.

6. Providing training for academic advisors and peer advisors through advisor orientation and development workshops and conferences.

Approved by the Educational Policies Committee
January 10, 2002

Evaluation of Advising at Utah State University

Currently, the only standard evaluation of advising across the University is through the University Assessment Office. Specific questions related to advising are included in the Graduating Student Survey. This survey is given to all students as part of the packet they receive when applying for graduation. A similar survey is given to a sample of freshmen and sophomore students.

The Office of Advising and Transition Services has been working closely with student leaders to make an online advisor evaluation available to students. It is hoped that this online evaluation will be functional within the year.

Advising Questions Contained in the Graduating Student Survey (beginning Summer 2002)

20. From the insert provided, write down the four digit code of the academic advisor that you are evaluating in the following questions:
21. How many semesters has this person been assigned as your advisor?
 - a. 1 semester
 - b. 2 semesters
 - c. 3 semesters
 - d. 4 semesters
 - e. 5+ semesters
22. If the name of your academic advisor is not on the insert, please provide his/her name.
23. If you have never met with your advisor or only met with him/her once, indicate the reason(s), (Mark all that apply):
 - a. Did not think it was necessary.
 - b. Got the information I wanted/needed on the first visit.
 - c. Got the information I wanted/needed from another source.
 - d. Did not know who my advisor was.
 - e. My advisor kept me informed through e-mail or other sources.
 - f. Did not get information I wanted/needed so did

not return.

24. If there were no obstacles I would visit my advisor more frequently.

Yes

No

25. How many times have your formally changes your major?

a. Never

b. 1 time

c. 2 times

d. 3 times

e. 4+ times

26. In an ideal system I could make an appointment to meet my advisor

a. 1 hour in advance

b. 1 day in advance

c. 1week in advance

27. If there were no obstacles I would visit with my advisor

a. Weekly

b. Every other week

c. Monthly

d. Every couple of months

e. Each semester

f. Once a year

g. Never

28. What is the average length of your advising appointments?

a. 1-10 minutes

b. 11-20 minutes

c. 21-30 minutes

d. 30 or more minutes

29. How often did you meet with your advisor this past school year?

a. Never

b. 1 time

c. 2 times

d. 3 times

e. 4 times

f. 5 times

g. 6 times

h. 7 times

i. 8 times

j. 9 times

k. 10+ times

30. From where do you obtain the major source of information to plan your academic program ?

(Choose only one)

a. Advisor

b. Other faculty/staff

c. USU General Catalog

d. Major requirement sheets

e. Other students

f. Other _____

31. What is the USU advising system doing well?

32. How might the advising system be improved?

For questions 33-69, students may chose:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Not Applicable

My advisor

33. is friendly toward me.

34. demonstrates interest in my welfare.

35. is readily available for consultation.

36. is easy to get an appointment with.

37. does not make me feel rushed during our meetings.

38. is prepared for appointments with appropriate transcripts and degree requirement analyses.

39. communicates his/her advice effectively.

40. listens well to my concerns.

41. understands my need for advice.

42. helps me clarify career and life goals.

43. refers me to resources that help me clarify career and life goals.

44. helps me understand my interests and abilities.

45. helps me evaluate my interests and abilities.

46. keeps my interests and abilities in mind when helping me choose courses/programs.

47. helps me develop my decision-making skills.

48. helps me with realistic self-appraisal.

49. helps me develop suitable educational goals/plans.

50. helps me evaluate my progress toward my established educational goals/plans.

51. helps me make academic/career decisions.

52. helps me to successfully manage my time.

53. helps me overcome educational problems and skill deficiencies.

54. refers me to resources that can help me overcome educational problems and skill deficiencies.

55. refers me to resources pertinent to my educational goals (internship, study abroad, honors program,

- and learning assistance programs).
56. encourages me to participate in experiences which lead to my intellectual growth.
 57. helps me select appropriate courses and other educational experiences.
 58. interprets institutional requirements so that they are understandable to me.
 59. gives me correct information on services/programs.
 60. is well informed about changes in academic requirements and keeps me informed of pertinent changes.
 61. gives me advice in a straight forward understandable manner.
 62. tells me why she/he offers particular advice.
 63. encourages me to participate in extracurricular activities.
 64. appears to be well trained.
 65. Interactions with my advisor are positive.
 66. I don't have to wait long between scheduling and seeing my advisor.
 67. Overall I am satisfied with the advising system at USU.
 68. Overall I am satisfied with the advising system in my college/department.
 69. Overall I am satisfied with my advisor.

The following applies to questions 70-92. During appointment(s) with your advisor, which of the following topics have you discussed? (Mark all that apply). Indicate your satisfaction with the discussion.

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied

70. Courses for the semester.
71. Degree requirements.
72. Major requirements.
73. Minor requirements.
74. General Education requirements.
75. Selecting or changing your major.
76. Transfer credit.
77. Registration procedures (drop/add, closed courses).
78. Academic probation.
79. Career choice.
80. Internships
81. Research with faculty.
82. How to get the most out of your educational experience at USU.
83. Study skills.
84. Concerns about a specific course.
85. Concerns about s specific faculty member.
86. Application to graduate/professional schools.

87. Personal problems.
88. Credit by examination (CLEP).
89. Advance Placement (AP) courses.
90. Work study/on-campus employment.
91. Job placement after graduation.
92. Withdrawing from USU.

Advisor Recognition

Advisors at USU may receive recognition at both the institutional and national levels. The same criteria is used at each level. An individual must have received an advising award at the institutional level in order to be considered for a national advising award.

Criteria

Selection committees will evaluate nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor. Such evidence may include:

- * Strong interpersonal skills.
- * Availability to advisees, faculty, or staff.
- * Frequency of contact with advisees.
- * Appropriate referral activity.
- * Use and dissemination of appropriate information sources.
- * Evidence of student success rate, by advisor or department.
- * Advisee or unit evaluations (summary data).
- * Caring, helpful attitude toward advisees, faculty and staff.
- * Meeting advisees in informal settings.
- * Participation in and support of intrusive advising to build strong relationships with advisees.
- * Monitoring of student progress toward academic and career goals.
- * Mastery of institutional regulations, policies, and procedures.
- * Ability to engage in, promote, and support developmental advising.
- * Participation and support of advisor development programs.
- * Perception by colleagues of nominee's advising skills.

USU Robins Awards

Advisors are recognized at the institutional level at the annual USU Robins Awards. There are two categories of awards: Faculty Advisor of the Year and Professional Advisor of the Year. Typically, there is one individual from each college who is nominated for the Faculty Advisor of the Year Award. The number of nominees for Professional Advisor of the Year will vary. Past winners are listed below.

Faculty Advisor of the Year

- 1985 Joan Bowden - Elementary Education
- 1986 Chuck Lutz - Admin. Systems & Business Education
- 1987 Harold Kinzer - Communication
- 1988 David Walker - Plant Science
- 1989 Joseph Morse - Chemistry & Biochemistry
- 1990 Thomas Hilton - Business Info. Systems & Education
- 1991 Ted Andra - English
- 1992 Lloyd Bartholome - Business Info. Systems & Educ.
- 1993 Gary Straquadine - Agricultural Education
- 1994 Vicki Allan - Computer Science
- 1995 Jim Bame - Intensive English Language Institute
- 1996 Helga Van Miegroet - Forest Resources
- 1997 Grant Vest - Plants, Soils & Biometeorology
- 1998 E. Helen Berry - Sociology, Social Work & Anth.
- 1999 Stan Allen - Animal, Dairy & Veterinary Sciences
- 2000 Noreen Schvaneveldt - Nutrition & Food Sciences
- 2001 Isela Chiu - Languages & Philosophy
- 2002 Mary Jo Blahna - Management & Human Resources

Professional Advisor of the Year

- 1992 Pat Preston - Psychology
- 1993 Sheri Noble - Elementary Education
- 1994 Mary Leavitt - Science/HASS Advising Center
- 1995 Maureen Wagner - College of Natural Resources
- 1996 Jennifer Tingey - Science/HASS Advising Center
- 1997 Mary Ann Warren - Elementary Education
- 1998 Susan Ericksen - Family & Human Development
- 1999 Moniece Stocker - College of Business
- 2000 Deborah Reece - Physics
- 2001 Carol Sainsbury - Student Support Services
- 2002 Sylvia Robinson - Elementary Education

National Advising Awards

The winners of the Robins Awards for academic advising may be nominated for a national advising award through the National Academic Advising Association (NACADA). NACADA presents awards for Academic Advising as a Primary Role and Faculty Academic Advising. There are also two levels of awards: the Outstanding Advising Award and a Certificate of Merit. Past winners are listed below.

Academic Advising as a Primary Role

Outstanding Advisor Award

- 1990 Karen Peterson - College of Business
- 1993 Pat Preston - Psychology

Certificate of Merit

- 1986 Kathy Bayn - College of Engineering
- 1986 Judith Odell-Poe - Elementary Education
- 1987 Mona Higbee - Elementary Education
- 1994 Sheri Noble - Elementary Education
- 1995 Mary Leavitt - Science/HASS Advising Center
- 1996 Maureen Wagner - College of Natural Resources
- 1997 Jennifer Tingey - Science/HASS Advising Cntr.
- 1998 Mary Ann Warren - Elementary Education
- 1999 Susan Ericksen - Family & Human Development
- 2002 Carol Sainsbury - Student Support Services

Faculty Academic Advising

Outstanding Advisor Award

- 1991 Thomas Hilton - Business Info. Systems & Educ.
- 1992 Ted Andra - English
- 2000 Stan Allen - Animal, Dairy & Veterinary Sciences

Certificate of Merit

- 1986 Nile Meservy - Sociology, Social Work & Anth.
- 1986 James Kennedy - Forest Resources
- 1987 Chuck Lutz - Administrative Sys. & Business Ed.
- 1988 Joseph Morse - Chemistry & Biochemistry
- 1989 LeeAnn Rawley - Intensive English Lang. Inst.
- 2001 Noreen Schvaneveldt - Nutrition & Food Sci.
- 2002 Isela Chiu - Languages & Philosophy

ADVISING RESOURCES AND ACCESSING STUDENT RECORDS

Resources Offered by Advising and Transition Services

The Office of Advising and Transition Services (ATS) creates both printed and web-based versions of many publications for students, faculty, and staff.

The *General Catalog* is published every two years and contains descriptions of University policies and procedures, information about academic colleges and departments, major requirements, and detailed course descriptions.

The *Advisor Handbook* is available to all academic advisors at USU and is updated each semester by the *Advisor News*. The contents of the *Advisor Handbook* are updated annually.

The *Source: New Student Handbook* is given to new students in their orientation packets. This publication contains information about policies, procedures, programs, services, and activities of the University, as well as helpful information about the community and surrounding area.

The *Advisor News* is a newsletter that is distributed each semester to the academic faculty and staff of the University. It contains up-to-date academic information from USU's colleges, departments, and service offices, which is needed by academic advisors and staff who are involved in the advisement process.

Academic Program Guides (Major Requirement Sheets) for each major at USU are available from the Office of Advising and Transition Services in limited numbers. Each department provides the guides to students in majors within that department. These guides are updated annually in a cooperative effort involving each department, college, and the Office of Advising and Transition Services. Each guide contains program information, career opportunities, and all University, college, and departmental requirements for graduation in that specific major.

The *Counselor Guide* contains Academic Program Guides (Major Information/Requirement Sheets) for each of the majors offered at USU. All University, college, and departmental requirements for graduation are provided for each major. An alphabetical index is included which shows all graduate and undergraduate programs offered by USU. These *Counselor Guides* are distributed to high schools and colleges that send students to USU, as well as to the college academic service offices, the library, Career Exploration, and other service offices on campus.

Transfer Articulation Agreements are distributed to each college academic service center to assist advisors in

assessing how courses transfer to Utah State University from other institutions within the state of Utah and Brigham Young University—Idaho. The Office of Advising and Transition Services works closely with the Registrar's Office in maintaining the University articulation tables. Departments should notify the ATS Office of any articulation updates.

Plan Now is a USU individual student program of study planning and progress guide, which enables students to plan their entire program with their advisor and check their progress.

Advisors who need additional copies of any of these resources should contact the Office of Advising and Transition Services at 797-3373.

The **ATS website** is an excellent resource for students and advisors. It includes links to many of the publications listed above. It also includes links to an advisor contact list, minutes from the Advising Coordinating Committee meetings, and other resources. The website is located at www.usu.edu/ats.

Accessing Student Records

SIS Plus

Setting up a User Account

University employees are entitled to access SIS Plus for purposes of carrying out their job responsibilities. To set up a new account, go to www.usu.edu/registrar/sisplus/sisplus-access.html and fill out the request form. If you have problems, contact Mary Smith in the Registrar's Office at 797-7095. You will need an operator number and a password to get started. You will also need to have the QWS3270 program loaded onto your computer.

Starting SIS Plus

Once you have your operator number and password, you may get started in SIS Plus by following these steps.

1. Double-click on the QWS3270 icon.
2. With the cursor just after Application: Key in **CICS8** and press the **Enter** key.

3. Clear the screen by clicking on the **Clear** button in the lower-left corner of the screen.
4. Key in **ZCTL** and press the **Enter** key.
5. Key in **001** as the system number. Also key in your own user-specific operator number and password. The password does not show up on the screen as you key it in. Three consecutive unsuccessful attempts at your password will block you from further access to SIS Plus. To have your access reinstated, contact Mary Smith at 797-7095.

This will bring you to the opening menu in SIS Plus. Some of the screens most frequently used by advisors are listed later in this section.

Navigating Within SIS Plus

There are four fields listed at the top of most of the screens in SIS Plus. Occasionally, alternative fields may be listed at the top of a screen.

Changing screens. To change to another screen, just enter the code for the screen.

Looking up a specific student. Enter the SID (Student Identification Number). If you do not know the student's ID number, you may key in part of the student's name under the SID field (e.g., Adams). All names are stored as **Lastname, Firstname**. A list of names will appear on the screen. You may keep pressing the **Enter** key until you find the name you want. Enter the line number of the student you wish to look up, and you will be returned to the previous screen.

Course information. The course field is 11 characters long (including spaces). Characters 1 through 4 represent the department prefix, characters 5 through 8 represent the course number, and characters 9 through 11 represent the section number. For example, to look up BIS 1400 section 3, you would enter **BIS 1400003** as your entry. On some screens, you may also enter the 5-digit course call number.

Term codes. The term code is a three-digit code. The first two digits represent the year, and the third digit represents the semester (2=spring, 3=summer, 4=fall). The term codes for the 2002-2003 academic year are: **024** for fall 2002, **032** for spring 2003, and **033** for summer 2003.

Student Privacy

All University employees who access SIS Plus must abide by the FERPA laws (see page 67). Information given to a third party may only include the Directory/Releasable Information.

If you look up a student with a privacy hold, screen 011 will automatically be displayed with a **Y** next to the text, "ENTIRE Student Record is restricted - do not release." In this situation, you may NOT reveal any information about the student, not even the fact that a student record is present in SIS Plus. If an individual contacts you and requests information on a student that has invoked the privacy act, it is recommended that you use a statement such as the following:

The public information access screen shows no information for this individual.

Help

If you need help understanding what a specific code or field means, you may get help by placing the cursor on the field and pressing the **F2** key. A Help screen will appear. You may press the **Enter** key to scroll through the Help screens until you return back to the original screen or you may press the **F4** key to exit the Help screen.

Changing Your Password

Every 90 days you will be required to change your password. You may not reuse a previously used password for at least one year. You may change your password at any time by using screen **PWC**. This screen requires you to enter your old password once and then your new password twice. The new password will not appear on the screen as you key it in. The password must be 6 to 8 characters in length.

Exiting SIS Plus

Please do NOT exit SIS Plus simply by closing the SIS Plus window. You should exit SIS Plus by following these steps.

1. Key in **SO** as the screen and press the **Enter** key.
2. Click on the **Clear** button in the lower-left corner of the screen or press **Ctrl+C**.
3. Key in **CSSF LOGOFF** and press the **Enter** key.

Student Information Screens

011	Information Release Restrictions (Privacy Screen)
109	Student Schedule
110	Academic Program Maintenance (Matriculation History)
111	Student Term Attributes
118	Term Statistics
119	Term Report Flags
120	Graphic Student Schedule
121	Academic Program Summary
136	Transcript Display
139	Registration Audit Trail

142	Transfer Credit Articulation (Student Specific)
144	Transfer Credit Summary
148	Holds and Comments
193	Demographic Information
194	Student Advisor Assignments
1C4	Registration/Authorization
1E1	Enrollment History
206	Admission Decision
207	Admission Requirements (Transcripts Received)
209	High School History
221	Test Score Display
242	Freshman Tracking
409	Scholarships Awarded and Fees Assessed
CIL	Computer Information Literacy Requirement Tracking

Course Information Screens

105	Available Sections
107	Class List
125	Course Inventory Maintenance
128	Course Inventory Scan
129	Course Section Maintenance
130	Course Section Meeting Schedule
131	Section Registration Controls
140	Transfer Credit Articulation (Course Specific)

On Course (Degree Audit) Screens

601	On Course Menu
606	Degree Index List
611	Degree Requirement Definition
621	Requirement Definition
622	Group Requirement List
623	Course Requirement List
625	Degree Requirement Display
651	Student Degree Plan Definition
652	Course Plan Maintenance
654	Course Exceptions
655	Requirement Exceptions
656	Advisor Notations
672	Student List By Advisor
681	Student Degree Audit Request
682	Academic Requirement Audit Request

Other Screens

1F5	Faculty Teaching Schedule
1G7	Grade Verification Roster
PWC	Password Change
SO	Sign Off

Where do I find...

Student Information

Academic Action - Screen 111 (term specific). Indicates if a student is on academic warning, academic probation, or academic suspension.

ACT Test Scores - Screens 206, 242, and 221. If a student has taken the ACT test more than once, screen 206 will show the highest ACT score and screen 242 will show the most recent test score. Screen 221 will show all test scores.

Admission Application Term - Screen 206.

Admission Decision - Screen 206. Look at "Admit to" line under the "Stat" column.

Advanced Placement Credit - Screen 142.

Advisor Assignment - Screens 119 and 194.

Athletic Codes - Screen 119.

Class Level - Screen 111 (term specific).

Class Schedule - Screen 109 (term specific).

College - Screen 111 (term specific).

Computer Information Literacy Exam - Screen CIL.

Continuing Education Flag - Screen 119.

Course Authorization - Screen 1C4.

Degree in Progress - Screen 111 (term specific).

Degrees Awarded - Screen 136. Must specify "U" for undergraduate, "G" for graduate, or "2B" for second bachelors.

Demographic Information - Screen 193.

Department - Screen 111 (term specific).

Earned Hours - Screens 118 and 136.

Enrollment Certification Summary - Screen 1E1.

Grade Point Average - Screens 118 and 136.

High School History - Screen 209.

Major - Screen 111 (term specific).

Matriculation History - Screen 110. This screen shows a history of matriculations for an individual student with the most recent or current matriculation listed first.

Minor - Screen 111 (term specific).

Previous Schools Attended - Screens 110 and 136.

Priority Registration - Screen 119.

Quality Hours - Screens 118 and 136.

Quality Points - Screens 118 and 136.

Record Restrictions - Screen 011. This screen will automatically come up if a student has requested privacy. See section on Student Privacy on page 97.

Registration - Screen 1C4.

Registration Audit Trail - Screen 139 (term specific).

Registration Holds - Screen 148.

Residency Status - Screen 111 (term specific).

SAT Test Scores - Screens 206, 221, and 242.

Student Athletes - Screen 119

Super Drops Used - Screen 193.

Transcript - Screen 136. Must specify "U" for undergraduate or "G" for graduate.

Transcripts Received From Other Institutions - Screen 207.

Transfer Credit Articulation - Screens 140 (course specific) and 142 (student specific).

Transfer Credit Summary - Screen 144.

Course Information

Call Number - Screens 105 and 129.

Class List - Screen 107.

Classroom Location - Screen 130.

Classroom Size - Screen 130.

College Offering Course - Screens 125, 128, and 129.

Corequisites - Screen 131.

Credits - Screens 125, 128, and 129.

Dates of Class (First and Last) - Screens 129, 130, and 131.

Days of Week - Screens 105 and 130.

Department Multiple-Listings - Screen 125.

Department Offering Course - Screens 125, 128, and 129.

Enrollment - Screens 105, 129, 130, and 131.

Faculty Teaching Schedule - Screen 1F5.

Grade Verification Roster - Screen 1G7.

Instructor - Screens 105, 129, 130, and 131.

Memo Notes for Published Schedule of Classes - Screen 131.

Permit Registration Controls - Screen 131.

Prerequisites - Screen 131.

Seating Availability - Screens 105, 129, and 131.

Section Number - Screen 105.

Time of Class - Screens 105 and 130.

Title - Screens 125 and 128.

Transfer Articulation - Screen 140 (course specific).

Registration Messages and What Needs To Be Done

Various messages will appear while attempting to register students for classes using the 1C4 screen. The word "**Enrolled**" will appear when a student is successfully enrolled in a course. An unsuccessful attempt to register may result in one of the messages listed below. The following information explains what steps need to be taken when these various messages appear on the screen.

Section Closed - The student must obtain the instructor's signature on an Add/Drop Card.

Prerequisite Required - The student must obtain a signature from a department representative on a Course Authorization Form.

Corequisite Required - The student must obtain a signature from a department representative on a Course Authorization Form.

Closed By Restriction - The student must provide a signed memo from his or her academic advisor.

Advisor Memo - The student must provide a signed memo from his or her academic advisor.

Program Chair Memo - The student must provide a signed memo from his or her program chair. Students without a program chair will need to get a signature from the department head.

Instructor Permit Required - The student must obtain the instructor's signature on an Add/Drop Card.

Department Permit Required - The student must provide a signed memo from his or her department representative.

Data Warehouse

The Data Warehouse is a view-only system, updated daily, with source data coming directly from SIS Plus. Some of the advantages of using the Data Warehouse include:

- * ability to access student data when SIS Plus is down.
- * user-friendly web interface.
- * easy to access from a remote location.
- * ability to view a student's photograph.
- * ability to download student e-mail addresses.
- * ability to download unofficial student transcripts.

Setting up a User Account

University employees are entitled to access the Data Warehouse for purposes of carrying out their job responsibilities. To set up a new account, contact Rory Weaver in the Office of the Vice President for Information Technology (797-1962 or rory.weaver@usu.edu). You will receive a Data Warehouse Access Authorization Request form. Complete the form, obtain the necessary signatures, and return the form to Office of the Vice President for Information Technology.

Accessing the Data Warehouse

Data within the USU Data Warehouse is protected by FERPA. Upon receiving authorization you will be given a user name and password and a URL to the USU Data Warehouse. You may want to bookmark the URL for future reference. You will be prompted to enter your Data Warehouse user name and password. Click on Send This Request.

Features

People. Be sure to follow the directions on the screen to ensure that the data is entered in the correct format. This option allows you to lookup information on an individual student, all students within a particular major, or a listing of students by advisor.

Look up Individual. This option allows you to see a student's photograph, address, telephone number, major, rank, GPA, birthdate, residency status, and the status of any registration holds.

Major. This option provides a listing of all students within a particular major including their student identification number, the number of credits they are enrolled in, their overall GPA, their rank, and their e-mail addresses. There is an option to download this listing, which is an easy way to obtain the e-mail information for each student within a given major.

Advisor. This option provides a listing of all students who have a specified individual as their advisor. As indicated earlier, this information is a snapshot of the data in SIS Plus. Correcting an advising assignment must be done using SIS Plus.

Course Information. This option provides information about course enrollment numbers, class lists, and comparative enrollment data.

Actual Enrollment. This option allows you to see the actual enrollment for all courses offered by a specified department.

Class List. This option shows a listing of all students who were at one time registered for a specified class. The listing includes each student's name, student identification number, major, enrollment status, and e-mail address.

Comparative Enrollment. This option shows comparative course enrollment data across several years. Advisors may look up how many students are currently enrolled in a specified course and how many students had taken the course during the same term in recent years. Departments may use this information to project future course offerings and enrollment needs.

Make Comments. The Data Warehouse is a work in progress. Users are encouraged to make comments and suggestions as to how the program might be improved.

PROFESSIONAL DEVELOPMENT FOR ADVISORS

USU Resources

The Office of Advising and Transition Services (ATS) provides accurate and up-to-date academic advisement information and resources to advisors, faculty, and staff. Services and materials provided by Advising and Transition Services include the following:

New Advisor Orientation

Every August, ATS provides a New Advisor Orientation for new professional advisors and faculty members who have recently taken on an advising assignment. Seasoned advisors are welcome to participate, but the agenda is geared toward new advisors.

The agenda includes an introduction to the USU Advisement program and resource materials. Representatives from various service offices will introduce advisors to their services so that advisors may be more knowledgeable in referring students. The orientation also includes an introduction to using the SIS Plus student information system and an overview of important University policies and procedures. New advisors will also receive helpful tips from other advisors.

In addition to the August orientation, new advisors may contact John Mortensen in the Office of Advising and Transition Services to schedule a one-on-one appointment to review some of the material listed above.

USU Advising Conference and Workshops

On Tuesday, August 13, 2002, the Office of Advising and Transition Services will be hosting the first annual USU Advising Conference. A nationally renowned keynote speaker will kickoff the conference, followed by a selection of workshops. The advising conference is intended to benefit all advisors. Where possible, it is hoped that all faculty, professional, and peer advisors will attend.

Additional workshops will be scheduled throughout the year and upon request of colleges or departments. Whenever possible, outside speakers will be brought in to discuss a specific topic and to provide training. Advisors will be encouraged to provide input prior to workshops to help identify topics to cover.

Advising Coordinating Committee (ACC)

The Advising Coordinating Committee is a monthly meeting for advisors and representatives from various service offices. Meetings are broadcast via satellite to various USU Extension sites. The committee is chaired by the Director of Advising and Transition Services. Meetings are held monthly

during the fall and spring semesters to facilitate the dissemination of information and to discuss the implementation of changes in academic policies and procedures, in coordination with various offices across campus.

This committee is comprised of representatives from each college academic service center, academic advisors representing various departments, representatives from various extension sites, directors of many service offices on campus, and the ASUSU Academic Vice President. The meeting is open to anyone who wishes to attend.

In 2002-2003, The Advising Coordinating Committee will meet on selected Thursdays from 10:30 to 11:45 a.m. in Merrill Library Room 204. Agendas will be e-mailed in advance. The 2002-2003 schedule is as follows:

September 19, 2002	January 16, 2003
October 17, 2002	February 6, 2003
November 14, 2002	March 6, 2003
December 5, 2002	April 3, 2003

Advising and Transition Services (ATS) Advisor E-mail Distribution List

ATS maintains an e-mail distribution list to keep advisors informed of important information in a timely manner. Through this list, advisors are informed about meetings and changes in academic policies and procedures. Many offices on campus will ask ATS to forward important messages to advisors who are on this list. Typical messages may include information about new course offerings, canceled classes, new or unadvertised opportunities for students, or other issues that may impact advisors.

The list currently includes more than 235 professional and faculty advisors and directors of various service offices. Anyone desiring to have their e-mail address added or removed from this list should contact John Mortensen (mort@cc.usu.edu).

Utah Advising and Orientation Association (UAOA)

The mission of the Utah Advising and Orientation Association is to provide professional development opportunities for college and university personnel who advise students or who are involved in student orientation. UAOA also serves as a vehicle to promote collaboration between representatives of institutions throughout the state of Utah.

UAOA sponsors an annual conference each spring,

usually in May after graduation. A planning committee consists of representatives from each institution in the state of Utah.

Since Utah is hosting the National Academic Advising Association (NACADA) National Conference in the fall of 2002, UAOA will not be sponsoring a conference in 2003. Advisors are encouraged to attend the NACADA Conference. In the spring of 2004, Utah will be hosting the NACADA Regional Conference. The UAOA planning committee will oversee the regional conference.

National Academic Advising Association (NACADA)

The National Academic Advising Association grew out of the first National Conference on Academic Advising in 1977 and now has over 6,000 members representing all 50 states, Canada, Puerto Rico, and several other countries. Members represent higher education institutions across the spectrum of Carnegie college classifications and include professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising.

NACADA's primary purpose is to promote quality academic advising in institutions of higher education to ensure the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and serves as an advocate for effective academic advising.

NACADA strives to enhance academic advising by providing:

- * Publications (refereed Journal, newsletters, monographs)
- * Advisor Training Video
- * Academic Advising to Foster Retention Video
- * Conferences (regional and national)
- * Commissions/Interest Groups (subgroups to address specific advising interests)
- * Awards
- * Scholarships
- * Research Grants
- * National Clearinghouse for Academic Advising (repository and distribution center for information)
- * Member Career Services
- * Consultants Bureau (assistance to institutions interested in enhancing advising services on campus)
- * Active Involvement/Leadership Opportunities
- * Networking and Professional Identity
- * ACADV (electronic listserv for worldwide discussions on advising issues)

Conferences

NACADA sponsors several conferences including a

national conference each fall, ten regional conferences in the spring, and a Summer Institute. The 2002 national conference is September 29 through October 2, 2002 in Salt Lake City, Utah. The 2003 regional conference is February 26-28, 2003 in Sedona, Arizona.

While the national and regional conferences are for all advisors, the Summer Institute is designed for individuals or teams who have responsibility for academic advising such as:

- * Teams of individuals from an institution desiring to redesign campus advising services.
- * Individuals with career goals of advising administration.
- * Academic advising campus task force members.
- * Advising program directors.
- * Campus administrators.
- * Deans or vice presidents with responsibility for advising.

NACADA Commissions

NACADA members may choose to affiliate with up to two of the following commissions:

- * Adult Learners
- * Advising Administration
- * Advising Business Majors
- * Advising Student Athletes
- * Advising Students with Disabilities
- * Advising Transfer Students
- * Advising Undecided/Exploratory Students
- * Advisor Training and Development
- * Engineering/Science Advisors
- * Faculty Advisors
- * Graduate Student Advising
- * LGBTA
- * Multicultural Concerns
- * Small Colleges and Universities
- * Two-year Institutions

NACADA Interest Groups

The following interest groups are also represented by NACADA:

- * Advising as a Profession
- * Advising Education Majors
- * Advising High Achieving Students
- * Assessment of Advising
- * Distance Education Advising
- * ESL Advising
- * Federal Trio Programs
- * Health Professions Advising
- * High School Counselor/College Academic Advisor Connection
- * Liberal Arts Advisors
- * Private Comprehensive Colleges & Universities
- * Probation/Dismissal/Reinstatement Issues
- * Academic Advising Theory
- * Upper-Division Only Institutions

More Information

For more information on the National Academic Advising Association, contact:

NACADA
Kansas State University

2323 Anderson Ave, Suite 225
Manhattan, KS 66502-2912
Ph: (785) 532-5717
FX: (785) 532-7732
email: nacada@ksu.edu
web: www.nacada.ksu.edu

ADVISING ISSUES AND STRATEGIES

The text in this section is taken from, "Advising: The Pivotal Point in Assisting Students to Attain Educational and Career Goals, A Resource Document," from Noel-Levitz.

Advising Goals

The following goal statements have been established by the National Academic Advising Association (NACADA):

1. Assisting students in self-understanding and self-acceptance (values clarification, understanding abilities, aptitudes, interests, and limitation). (Personal Development)
2. Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education. (Educational/Career Planning)
3. Assisting students in developing an educational plan consistent with life goals and objectives (alternate courses of action, alternate career consideration, and selection of courses). (Educational/Career Planning)
4. Assisting students in developing decision-making skills. (Personal Development)
5. Providing accurate information about institutional policies, procedures, resources, and programs. (General Information/Referral)
6. Making referrals to other campus or community support services. (General Information/Referral)
7. Assisting students in evaluation or re-evaluation of progress toward established goals and educational plans. (Educational/Career Planning)
8. Providing student information to advisors and departments. (General Information/Referral)

Academic Advising

1. Academic advising is a planning process that helps students to approach their education in an organized and meaningful way. Advising brings together all of the major dynamics in a student's life.
2. Advising is a process of giving students guidance, support, and encouragement.
3. Academic advising is a process of teaching students how to become responsible consumers of their own education. It's also a process that involves teaching students how to make viable academic decisions.

4. There is quite a difference between ideal advising and how students view advising.
5. Advising is about helping students become self-sufficient.
6. Informed academic advising can help students progress and grow and the campus thrive.
7. Advising is a process that involves the entire campus, from freshmen orientation to career counseling to graduation.
8. Advising is a process of helping students diminish the confusion that comes with a new environment, clarify their goals, and get the most out of their education.
9. Academic advising is the central process by which you can personalize the whole college experience and help make it relevant to the student.
10. Informed academic advising is guided by the notions of progress and growth. Advising is a process that helps students discover their strengths and build on them to achieve their goals.
11. The ultimate goal of academic advising is students getting the very most out of their college experience. Advising promotes excellence.
12. Effective advisors care about students and want to make a difference in their lives.
13. Good advising is interactive. Both the student and the advisor contribute.

Characteristics of Effective Advisors

Approachable: Research has shown that a major contribution to student satisfaction and persistence is having a contact person to associate with the educational experience. The success of the relationship between the advisor and the student is directly connected to the friendliness of the advisor. Establishing a level of comfort goes a long way toward promoting student openness and willingness to share problems and concerns.

Available: Directly related to being approachable is being available: having consistent and convenient office hours will establish a continuity that contributes to student comfort. Office location and identification allow for the development of confidence on the part of both advisor and the student.

Patient: The collegiate environment can be a threatening and frustrating experience for new students. Many times students are just as concerned with phrasing questions as they are with getting answers. Taking the time to help students understand their own questions can prevent having

to cover the same ground again.

Knowledgeable: An advisor who knows the policies and procedures is a valuable asset to the student. The ability to share the climate of the college, resources, and a working understanding of processes increase advisor confidence and adds to student satisfaction. Because changes occur on an ongoing basis, continued contact with counselors and other key personnel is essential.

Pro-active: If a student doesn't seek out the advisor, then, whenever possible, it is necessary for the advisor to seek out the student. Advisors provide students with information, support, and action. Defining the advisor's function with each student early in the relationship can prevent a number of conflicts.

Communicative: Students seek out their advisor, first and foremost, for information. How that information is given can be critical. Speak in language that is clear and simple. Begin by listening carefully to what the student identifies as needs. Be certain it is heard correctly by repeating it back to the student. Address the question. Ask the student if he/she is clear about the answer. This may seem cumbersome, but it can prevent misunderstanding and errors which can delay the student through the process.

Detail Oriented: Keeping accurate records can be simplified through use of proper forms. Update files as soon after the contact as possible. An error in record keeping can impact greatly on a student's career goal timelines. All suggestions to the student should be noted, as well as the student's final choice. Confidentiality is sometimes more difficult than it appears: advisors are bound by the rules and regulations which govern the campus. By providing a clear understanding of the data privacy laws in the advisor/student relationship, the student will have clear and realistic expectations.

Accepting: Students come from a variety of backgrounds and experiences. They have strengths and weaknesses. There are many things which must be done and a variety of ways to do each: the mechanics may be spelled out, but each student is unique. Working with and for the student must remain the basic objective. Approaching each situation with understanding that there may be a variety of solutions will prove helpful and facilitate proper referrals.

A guide for Academic Advising in the Minnesota Technical College System

Advisor Checklist

Availability

1. I have regularly scheduled office hours for advisees to meet with me throughout the semester.

2. I have special office hours for advisees during registration.
3. When I schedule office hours for advising, I stay in my office in case students drop in.
4. I publicize my office hours for advising.
5. I spend as much time with my advisees as they want. This may require scheduling additional appointments.
6. I take the initiative to have my advisees meet with me.

Information

7. I keep up-to-date course schedules in my office.
8. I keep up-to-date catalogs in my office.
9. I know the dates for deadlines such as pre-registration, drop/add, etc.
10. I am aware of course offerings of my department each semester.
11. I keep informed about the current and/or future career possibilities for those with a bachelor's degree in my field.
12. I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I can not help a student completely with a problem.
13. I know my advisees' first names.
14. I explain to my advisees in what ways I can service them as an advisor.
15. I have a file of names and addresses of my advisees.
16. I check my advisee's name just prior to our meeting so that I will remember it during the interview.
17. I thoroughly explain to my new advisees the college requirements and requirements for the major chosen by the advisee.
18. When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
19. I keep a record of my appointment dates with each advisee.
20. When I find new information which might be helpful to an advisee, I take the initiative to pass it along to him/her.

Helping

21. If I know of a resource that could be potentially helpful to an advisee, I offer to help contact the resource (personally, by letter, phone call, etc.).
22. When a goal an advisee has set is unrealistic or impossible in my opinion, I explore this with the advisee.
23. I want to communicate to my advisees that I care about them as people.
24. When it comes to my attention, and whenever possible, I try to help my advisees cut university red tape.
25. I encourage and/or help my advisees to draw up an outline of proposed courses extending beyond the current year.
26. I help my advisees with problems involving study skills or low academic performance.
27. I do not make decisions for my advisees, but place most of my emphasis on helping them make decisions for themselves.

Advisee Behavior

28. I am interested in my advisee's life goals as well as college goals.
29. I attempt to establish a warm and open working relationship with my advisees.
30. I am able to be honest in communicating my opinions of my advisees, their goals, capabilities, etc., even if that opinion is uncomplimentary.
31. When an advisee disagrees with something I say, I try not to become defensive about it.
32. When advisees consider changing colleges, I feel that I am helping them in exploring alternatives.
33. I feel helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
34. I am able to communicate realistic perceptions of my advisee's strengths and potential problems in relation to their major and post-college plans.
35. With respect to abilities, I focus on my advisees' potentialities rather than their limitations.

Satisfaction with Advisees

36. With respect to motivation, my advisees are active and striving rather than passive and in need of prodding.

37. With respect to maturity, my advisees are growing, responsible, and capable of self-direction rather than immature and irresponsible.
38. I believe that the goals, priorities, and evaluation of the advising relationship should be determined by the advisor rather than share this process with the advisee.
39. I like my advisees.
40. My advisees appreciate the work I go through to help them.
41. I feel my advising is effective.

The Advising Process Model

1. Rapport building.
2. Review of previous sessions.
3. Task/Problem Identification Information Gathering (Listening)
4. Identification of possible options, alternatives, or solutions. Information giving (talking).
5. Decision or agreement on action or next steps.
6. Summarizing the transaction and scheduling the next contact.

Advising Self-Assessment

Directions: The following self-assessment will give you an opportunity to review your advising skills and attitudes and to identify areas for improvement. Rate yourself on a scale of 1 to 10 for each item.

1. I listen carefully and concentrate on what students are saying.
2. I take every student and his or her concerns seriously.
3. I motivate students to be interested in school
4. I help students understand the mission and goals of the institution.
5. I motivate students to get involved with and connected to the institution.
6. I help students see the connection between educational programs and future careers.
7. I help students identify and build on their strengths.

8. I know the resources on campus when students need referrals.
9. I am knowledgeable and up-to-date concerning institutional policies, procedures, general education and degree requirements, etc.
10. I use questions effectively to understand student needs and concerns.
11. I don't let strong personal beliefs and opinions get in the way of effective advising.
12. I effectively monitor student progress.
13. I care about students and their success.
14. I show students I can help them as an advisor.
15. I reach out to student advisees who don't seek help.
16. I make students' interests and curiosities a major focus of advising.

The Advising Interview

1. **Opening.** Greet students by name, be relaxed, and warm. Open with a question, e.g. "How are things going?" or "How can I help?"
2. **Phrasing Questions.** Conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A good question might be, "What have you thought about taking next semester?" or "What are some things that have made you think about business as a career?"
3. **Out-Talking the Student.** Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
4. **Accepting the Student's Attitudes and Feelings.** A student may fear that the advisor won't approve of what he or 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.
5. **Cross-Examining.** Do not fire questions at the student like a machine gun.
6. **Silence in the Interview.** Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. **Reflecting the Student's Feelings.** Try to understand what the student is saying. For example, it is better to say, "You feel that professor is unfair to you" rather than "Everyone has trouble getting along with professors sometimes."
8. **Admitting Your Ignorance.** If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.
9. **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.
10. **Ending the Interview.** Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can do for today?" or "Let's make another appointment so that we can go into this further."

Interview Questions

Examples of probing questions for helping exploratory 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 social sciences?
- * 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 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 (2) 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?

Virginia Gordon
The Ohio State University

Referral Skills

1. Referral decisions - ability to determine whether a referral should be made.
 - * Determination of problem(s)
 - * Determination of whether or not you can help and/or qualified to offer the assistance needed.
 - * Determination of possible agencies or persons to

whom the student may be referred.

2. Referral process - ability to professionally refer the student to the proper person or agency for help.
 - * Explain in a clear and open manner why you feel it desirable or necessary to refer.
 - * Take into account the student's emotional and psychological reaction to the referral.
 - * Get the student to discuss his problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.
 - * Explain fully the services which can be obtained from the resource person or agency you are recommending.
 - * Reassure student about capability and qualifications of resource to help meet the particular need expressed.
 - * Attempt to personalize the experience by giving the student the name of a contact person to ask for, or help by calling for an appointment for the student. Give directions to the office if necessary.
 - * Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.
 - * Assist the student in formulating questions to ask or approaches to take.
 - * Transmit to the person or agency who will assist the student all the information essential for helping the student.
3. Follow-up - ability to evaluate the appropriateness and effectiveness of the referral.
 - * Determine if the student kept his or her appointment.
 - * Discuss with the student his or her evaluation of the help received from the agency or person.
 - * Determine whether you selected the appropriate source of help for the student.

Limitations on Advising Responsibilities

1. An advisor cannot make decisions for an advisee, but he or she can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor cannot increase the native ability of his or her advisee, but he or she can encourage the maximum use of that ability.
3. An advisor cannot reduce the academic or employment load of a floundering student, but he or she can make recommendations to the appropriate office for such adjustments if it appears desirable.
4. An advisor should not in any way criticize a fellow faculty member to a student, but he or she can make a friendly

approach to any instructor who is involved in the student's problem.

5. An advisor cannot be a good counselor and betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisor and instructor or the deans. This exchange should be conducted in a professional and discreet manner.
6. An advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, advisors should refer students to professional personnel.

When an Advisor Should Be Concerned

Being aware of signals that indicate the possibility of problems can be helpful to an advisor in making a judgment about whether or where to refer a student.

The following signs may indicate that a student could benefit from a referral.

Unusual Behavior

1. Withdrawal from usual social interaction.
2. Marked seclusion and unwillingness to communicate.
3. Persistent antisocial behavior such as lying, stealing, or other deviant acts.
4. Lack of social skills or deteriorating personal hygiene.
5. Inability to sleep or excessive sleeping.
6. Loss of appetite or excessive appetite (starving or bingeing behavior).
7. Unexplained crying or outbursts of anger.
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness).
9. Repeated absence from classes.
10. Unusual irritability.
11. Thought disorder (i.e., the student's conversation does not make sense).
12. Suspiciousness, irrational feeling of persecution.

Traumatic Changes in Personal Relationships

1. Death of a family member or close friend.
2. Difficulties in marriage or family relationships.
3. Dating or courtship difficulties.
4. Sexual abuse (i.e., rape, incest, harassment).
5. Terminal/chronic illness of a family member.

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking).
2. Severe drug reaction (i.e., bizarre behavior, unexplained "blackouts" of memory).
3. Being a child of an alcoholic or drug-dependent parent.

Academic Problems

1. Dramatic drop in grade point average.
2. Deficient reading speed or comprehension.
3. Poor study habits.
4. Incapacitating test anxiety.
5. Sudden changes in academic performance.
6. Lack of class attendance.

Career Choice Problems

1. Dissatisfaction with academic major.
2. Unrealistic career aspirations.
3. Confusion with regard to interests, abilities, or values.
4. Chronic indecisiveness or choice conflict.
5. Uncertainty of career alternatives.

Taken individually, any of these signals may be sufficient to warrant interventions.

Reminders for Effective Advising

1. Care about students as people by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Be a good listener.

4. Establish rapport by remembering personal information about students.
5. Be available, keep office hours and appointments.
6. Provide accurate information.
7. When in doubt, refer to the *General Catalog*, *Advisor Handbook*, etc.
8. Know how and when to make referrals, and be familiar with referral sources.
9. Do not refer too hastily; on the other hand, do not attempt to handle situations for which you are not qualified or comfortable.
10. Have students contact referral sources in your presence, when possible.
11. Keep in frequent contact with students; help them make their own decisions.
12. Do not make decisions for students; help them make their own decisions.
13. Focus on students' strengths and potentials rather than limitations.
14. Seek out students in informal settings.
15. Monitor students' progress toward educational goals.
16. Determine reasons for poor academic performance and direct students to appropriate support services.
17. Be realistic and honest with students.
18. Use all available information resources.
19. Clearly outline students' responsibilities.
20. Follow through on commitments made to students.
21. Encourage students to consider and develop career alternatives, when appropriate.
22. Keep an anecdotal record of significant conversations for future reference.
23. Evaluate the effectiveness of your advising.
24. Do not be critical of other faculty or staff to students.
25. Be knowledgeable about career opportunities and the job outlook for various majors.
26. Encourage students to talk by asking open-ended questions.

27. Do not betray confidential information.
28. Categorize student's questions: are they seeking action, information, or involvement and understanding?
29. Be yourself and encourage students to be themselves.

Legal Issues and Advising

Rules of the Road (Susan Daniell, University of Georgia)

- * Verbal statements can create terms the institution must fulfill. Be careful about what you commit the institution to.
- * Treat all advisee information as confidential unless an emergency exists.
- * Advisors have a "duty to warn" if an advisee threatens to harm himself or others.
- * Know the provisions of the FERPA and how it is administered at USU.
- * Exercise care when allowing peer advisors to access student records.
- * Avoid voicing opinions that criticize or undermine institutional requirements, policy, procedures, or regulations.
- * Record only facts written in anecdotal notes.
- * Use graduation checklists or audits.

Some Good Advice for Advisors

- * Attempt to act in the student's best interest at all times.
- * Use common sense and your best professional advice.
- * Adhere to a reasonable standard of professional judgment.
- * Stay well informed on institutional policies and procedures.
- * Be consistent.
- * When in doubt, seek legal counsel.

Some Ways to Reduce Advising Problems and Complaints

1. Take good notes on advising sessions, especially concerning recommendations, commitments, exceptions, and referrals.

2. In appropriate situations, ask students to sign statements that they understand and agree to actions that you are taking or that the student is taking.
3. Don't answer questions if you aren't sure of the correct answer. Instead, say you need to check or look up the information.
4. When talking with students or explaining something, frequently ask them questions that probe for understanding.
5. When talking with students or explaining something, remind them to take notes and write down important information for their own records.
6. Remember that students should be able to rely on the accuracy of information provided by advisors and other institutional agents.
7. The advisor is an agent of the institution and cannot disclaim this responsibility. What is said may constitute an implied contract.
8. Ascertain your institution's interpretation of FERPA - how it is applied locally.
9. Exercise care with student (peer advisors, student workers, etc.) access to confidential student files and records.
10. Require a written waiver from a student before releasing student information to a third party.
11. Keep anecdotal notes on advising contacts in student files.
12. Any waivers of policy, degree requirements, etc., should be in writing and maintained in the student's file. Avoid oral permissions and waivers.
13. If or when requirements, policies, procedures, etc., change, make extraordinary efforts to inform students of the changes.
14. Review all institutional publications and other program/degree information. Make every effort to deliver what is "promised."
15. Stay abreast of policy and procedure changes. Participate in ongoing advisor training and communications.
16. Refer students to persons competent to give advice, and in some cases, persons officially recognized by the institution to disseminate information.
17. Be accessible to students—open lines of communication can avert many potential misunderstandings.
18. Refrain from voicing negative opinions regarding individuals, policies, courses, etc. to students (or anyone for that matter).
19. Do your best to provide sound, accurate information. Act in good faith and exercise your best professional judgment.