

# ACADEMIC ADVISING MANUAL

## For Faculty, Professional, and Peer Advisors



### *Introduction*

#### FORWARD

#### FORWARD

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

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

Advisors use these insights to help students feel a part of the academic community, develop sound academic and career goals, and ultimately become successful learners. Because of the nature of academic advising, advisors often develop a broad vision of the institution. Advisors can therefore play an important interpretive role with administrators, faculty, and staff, helping them further understand students' academic and personal development needs. Advisors can teach others to identify students who, with additional attention from academic support staff, may achieve their goals to succeed academically and personally. Students place a great deal of trust in their advisors. That trust warrants quality programs and services.

The National Academic Advising Association has developed a set of core values regarding the advising process.

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

***Advisors are responsible to the students and individuals they serve.***

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

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

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

## FORWARD (CONTINUED)

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

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

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

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

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

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

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

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

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

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

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

**FORWARD (CONTINUED)**

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

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

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

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

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

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

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

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

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

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

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

**FORWARD  
(CONTINUED)**

**FORWARD (CONTINUED)**

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

Academic advising lends itself well to research. Advisors may engage in research related to advising, and are encouraged to engage in research related to their own particular training and disciplinary backgrounds. Each research agenda must honor the institution's safeguards for privacy and humane treatment of subjects.

*The intention of the Statement of Core Values is to provide the guidance which many academic advisors have sought. The Statement should be reviewed periodically, adding relevant material and rewording existing language to bring the Statement in line with current professional practices and thinking. The National Academic Advising Association encourages institutions to adopt this Statement of Core Values, to embrace its principles, and to support the work of those who do academic advising.<sup>1</sup>*

**MISSION  
STATEMENT**

**MISSION STATEMENT**

The primary purpose of the Kettering University academic advising program is to support the university's mission of *preparing future leaders for a global workplace* by assisting students in the development of meaningful educational plans. At Kettering, academic advising is based on a system of shared responsibility between student and advisor, and a process of continuous improvement, clarification, and evaluation with the aim of realizing student outcomes and institutional advising goals.

**DEFINITION  
OF ADVISING**

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Kettering University defines academic advising as a shared relationship between student and his/her academic advisor to achieve the goal of graduation.

The Academic Department's role is to:

1. distribute advising/scheduling procedures to students seeking degrees within their respective areas,
2. monitor advising within the department and to make adjustments as necessary to ensure that students are well-advised; and,
3. provide adequate numbers of academic advisors to accommodate students' needs.

**UNIVERSITY  
ADVISING  
GOALS**

**UNIVERSITY ADVISING GOALS**

**General**

1. Improvement of graduation rates for Kettering University's students,
2. Interpretation of institutional requirements/policies/procedures,
3. Coordination of advisement for co-op, thesis, and academic program requirements,
4. Evaluation of student progress toward established goals,
5. Collection and distribution of data regarding student needs, preferences, and performance for use in making institutional decisions and policy; and
6. Provision for individualized academic advising needs of a diverse student population.

**For Students**

1. Selection of appropriate courses,
2. Development of suitable educational plans for each student,
3. Clarification of career and life-long learning goals,
4. Selection of appropriate educational experiences outside of the standard academic program (i.e., study abroad opportunities),
5. Enhancement of student awareness and use of institutional and community resources available (e.g., financial aid, scholarships, study abroad, health-related resources and learning assistance programs),
6. Development of student awareness and understanding that decision making in the advising process and life is based on a system of shared responsibility,
7. Development of decision making skills; and,
8. Reinforcement of student self direction.

**For Academic Advisors**

1. Development of advising personnel through appropriate support and training; and,
2. Development of reward and recognition mechanisms for academic advising service.



***Roles and Responsibilities***

**ADVISOR ROLES  
AND  
RESPONSIBILITIES**

**ADVISOR ROLES AND RESPONSIBILITIES**

- a. General roles and responsibilities
  1. Development of advising personnel through appropriate support and training; and,
  2. Development of reward and recognition mechanisms for academic advising service.
- b. Specific roles and responsibilities
  1. Participate in academic advisor training opportunities,
  2. Be knowledgeable about academic policies and procedures,
  3. Be aware of resources available on campus to assist students with referral,
  4. Refer students in a timely fashion,
  5. Be available to meet with students on a consistent basis,
  6. Clearly communicate hours of availability for academic advising,
  7. Understand curriculum inside and outside major discipline,
  8. Demonstrate care and concern for the total student,
  9. Assist the student in selecting appropriate degree programs,
  10. Assist student with formulating life goals and connecting with related opportunities,

**ADVISOR ROLES  
AND  
RESPONSIBILITIES  
(CONTINUED)**

**ADVISEE ROLES  
AND  
RESPONSIBILITIES**

**ROLES AND RESPONSIBILITIES (CONTINUED)**

11. Work with students to meet their graduation related goals,
12. Work with the student to develop an academic plan of study,
13. Work with the student to develop a schedule of courses each term in keeping with the student's academic plan; and,
14. Work with the student's co-op and thesis advisors to coordinate academic plans for advisees.

**ADVISEE ROLES AND RESPONSIBILITIES**

- a. General roles and responsibilities
  1. Selection of appropriate courses,
  2. Development of suitable educational plans for each student,
  3. Clarification of career and life-long learning goals,
  4. Selection of appropriate educational experiences outside of the standard academic program (i.e. study abroad opportunities),
  5. Enhancement of student awareness and use of institutional and community resources available (e.g., financial aid, scholarships, study abroad, health-related resources and learning assistance programs),
  6. Development of student awareness and understanding that decision making in the advising process and life is based on a system of shared responsibility,
  7. Development of decision making skills; and,
  8. Reinforcement of student self direction.
- b. Specific roles and responsibilities
  1. Work with the academic advisor to develop a schedule for the upcoming academic term in keeping with established departmental scheduling procedures,
  2. Contact the academic advisor for referral to appropriate resources when difficulties outside the classroom arise,
  3. Be aware of resources available to assist them,
  4. Meet with academic advisor in a timely fashion to proactively address concerns that arise,
  5. Become familiar with the university catalog and consult it as necessary on issues of academic policy and/or procedure,
  6. Work with the academic advisor to develop an academic plan of study; and,
  7. Work with the academic advisor to develop a schedule of courses each term in keeping with the student's academic plan.



*Characteristics/Techniques for Advising*

**STUDENT  
DEVELOPMENTAL  
THEORY**

**STUDENT DEVELOPMENTAL THEORY**

Developmental counseling or advising is concerned not only with a specific personal or vocational theory but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making and evaluation skills.

Higher learning is to be viewed as an opportunity in which the developing person may plan to achieve a self-fulfilling life; that the perspective of work and professional training more properly should be placed within the development of a life plan instead of the current tendency to prepare one's life around it.

**CHARACTERISTICS/  
TECHNIQUES FOR  
ADVISING  
(CONTINUED)**

**DEVELOPMENTAL  
ADVISING DEFINED**

**COMMUNICATION  
AND RELATIONAL  
SKILLS**

**CHARACTERISTICS/ TECHNIQUES FOR ADVISING (CONTINUED)**

Teaching includes any experience in the learning community in which teacher and student interact that contributes to individual, group, or community growth and development and can be evaluated. The student cannot be merely a passive receptacle for knowledge, but must share equal responsibility with the teacher for the quality of the learning context, process, and development.

**DEVELOPMENTAL ADVISING DEFINED**

The goal of academic advising is to help students clarify interests, skills, attitudes, and values as they relate to the college experience and career/life goals; develop life skills which will facilitate success; experience choice and develop autonomy, experience achievement; and develop purpose and direction. This process encompasses four phases with tasks which take place in each phase. The process is a continual one which may require the advisor and student to re-visit tasks and phases previously encountered. Unlike the advisor role in prescriptive advising, the advising role becomes one of collaboration with the advisee. In this role the advisor must be able to diagnose and prescribe as well as be supportive, empathetic, and involved.

- I. Assessment
  - Task 1. Become aware of individual values, abilities, and interests
  - Task 2. Clarify life goals based on self-awareness
  - Task 3. Explore relationships between life and career goals
  - Task 4. Explore the world of work
- II. Goal Setting
  - Task 5. Clarify career goals
  - Task 6. Explore educational combinations leading to life and career goals
- III. Decision-Making
  - Task 7. Sequence and select the educational combination
  - Task 8. Schedule courses
- IV. Evaluation
  - Task 9. Evaluate experiences for confirmation or re-direction



***Communication and Relational Skills***

An advisor-advisee relationship is frequently a helping relationship, designed to meet the needs of the advisee, not those of the advisor. The relationship is meant largely to enable helpees to assume responsibility for themselves and make their own decisions based on expanded alternatives and approaches. Therefore, helpers neither solve helpees' problems nor reassure them merely to make them feel better.<sup>2</sup>

The prerequisite skill in any helping/advising relationship is effective, empathetic communication. According to Webster's Dictionary, communication is defined as "an act or instance of transmitting; an exchange of information; a process by which meanings are exchanged between individuals through a common system of symbols."<sup>3</sup>

Good communication skills are a key to developing a positive advisor-advisee relationship. When we think of communication, however, we frequently think of only verbal communication. Yet our nonverbal communication (gestures, appearance, expressions, environment) can be of equal or greater importance in terms of the messages we convey. Some would suggest that more than two-thirds of any communication occurs on a nonverbal level.<sup>4</sup>

## COMMUNICATION AND RELATIONAL SKILLS (CONTINUED)

### Nonverbal Communication

Nonverbal communication means smiling, frowning, laughing, crying, signing, standing close to others, being standoffish; the way you look; your handshake, postures, gestures, mannerisms; your voice; the environment you create.<sup>5</sup>

### Physical Environment

The physical environment of an office can affect the kind of communication that takes place within it. Overall attractiveness, comfortable chairs, the location of the desk and chairs, brightness, etc., can convey positive or negative images, making students feel welcome and comfortable or vice versa.<sup>6</sup>

### Preparedness

When advisees come for scheduled appointments, our preparedness for those appointments can go a long way in conveying a message that we care about the student and that the student is important.

Things you can do to make the student aware that you are prepared for his or her visit:

- Be on time.
- Welcome the student by name.
- Have the advisee's file available.
- Recall previous conversations you may have had.
- Ask about some details of the student's life.<sup>7</sup>

### Body Language/Attending Behavior

People express their feelings by their actions, by what they do, not just by what they say. In fact, it is probably safe to say you can't *not* communicate in that way. And nonverbal communication transmits feelings. At times, people can simultaneously express different and even contradictory messages through their verbal and nonverbal behavior.

Helping relationships such as an advisor-advisee relationship demand a physical presence, a certain kind of "attending" behavior. That behavior can be expressed by the following:

1. Face the other person squarely. This shows involvement with and interest in the student.
2. Maintain good eye contact. Look directly at the student. This demonstrates that your attention is focused on the student.
3. Maintain an "open" posture. Crossed arms and legs can signal less interest and involvement.
4. Lean toward the student. This also conveys interest and involvement.  
Remain relatively relaxed. This conveys a feeling of comfortableness.<sup>8</sup>

### Verbal Communication

Verbal communication skills are essential in building rapport with advisees. While most people feel comfortable with their communication skills, it is helpful to review some specific aspects of communication that can be particularly important in an advising relationship. They include listening, questioning & reflecting/paraphrasing.<sup>9</sup>

### LISTENING WITH UNDERSTANDING

“Listening is (a) taking in information from speakers, other people or ourselves while remaining non-judgmental and empathic; (b) acknowledging the speaker in a way that invites the communication to continue; and (c) providing limited but Encouraging input to the talker’s response, carrying the person’s idea one step forward” .<sup>10</sup>

#### Level 3

Listening in spurts (tuning in and out; aware of the presence of others but mainly paying attention to oneself); half-listening (following the discussion only enough to get a chance to talk); quiet, passive listening (hearing but not responding, faking attention while thinking what one wants to say next).

#### Level 2

Hearing sounds and words but not really listening (listening at a surface level, hearing the words but not attempting to understand the intent of the feeling behind the words).

#### Level 1

Active listening (attempting to see things from the other’s point of view and not evaluating the speaker’s words; characteristics may include “taking the main ideas, acknowledging and responding, not letting one’s self be distracted, paying attention to the speaker’s total communication - including body language; not only attentive to the words being spoken but empathetic to the speaker’s feelings and thoughts, suspending one’s own thoughts and feelings to give attention solely to listening” .<sup>11</sup>

Listening, then, is more than hearing what your advisee says. It is an active process that includes eye contact, body language, verbal response and tone of voice. The following checklist of do’s and don’ts will be helpful:

#### DO -

- Listen with understanding, non-judgmentally and non-critically
- Make eye contact
- Face the person in an open, relaxed position
- Acknowledge the speaker by -
  - Nodding the head
  - Brief expressions such as I see, oh, uh huh
  - Leaning forward
  - Making facial expressions that match the person’s feelings
  - Invite the speaker to say more

#### DO NOT -

- Interrupt
- Take the subject off in another direction
- Rehearse in your own head
- Interrogate
- Teach
- Give advice
- Use stock phrases such as “Oh well, it’s not that bad,” “Don’t worry, things will get better,” etc. <sup>12</sup>

## CONDUCTING AN EFFECTIVE ADVISING INTERVIEW

### SAMPLE QUESTIONS FOR FIRST MEETING

### SAMPLE QUESTIONS FOR SUBSEQUENT MEETING

## QUESTIONING SKILLS THAT UNCOVER STUDENT NEEDS

## CONDUCTING AN EFFECTIVE ADVISING INTERVIEW

The first interview with a student should focus on getting to know the student and discussing your role as an advisor. Some students will talk freely and readily provide the information when asked to tell a little about themselves. If the student appears shy or says very little, you can use some of the following questions to obtain information and build rapport with the student.

- What high school did you graduate from? Can you tell me how well you think your high school prepared you for the challenges of Kettering University?
- Where do you live? What is your local address, phone number, and email address to put in my file? Are you familiar with the email system on campus? Do you use it?
- Have you taken any courses with your major yet? How are they going?
- Is there a specific aspect of your major that particularly interests you?
- What led you to choose this major?
- Are you involved in any kind of extracurricular activities?
- Have you received any scholarships? If so, what is required for you to keep those scholarships?
- What are your goals after graduation from Kettering University (employment, further education, etc.)?
- What do you expect from me as your advisor?<sup>13</sup>

Future meetings with advisees should attempt to make life at Kettering University as productive and trouble-free as possible. You should be ready to work with the student to help solve any problems that the student encounters. These meetings are also a time to make certain that the academic choices that students make correspond with their career goals.

- How are you enjoying life at Kettering University? Do you know where to get help if you encounter any problems? (Advisor may refer student to campus resources.)
- How is each of your classes going? Do you know where to get help for these classes?
- In which academic areas do you still need to take courses before graduation?
- In which student activities and organizations are you currently involved? Do you know where you can find out more about campus activities?
- When do you plan to graduate?

## QUESTIONING SKILLS THAT UNCOVER STUDENT NEEDS

Questioning is a tool that can open new areas for discussion, can help a student explore concerns, and can help identify issues in the discussion. There are four different types of questions:

### Open questions

These are invitations to the student to talk about his or her concerns and to express him or herself. They put the advisor in a supporting, not directing position. Open questions can be questions that more actively draw the student into discussion (e.g., What would you like to talk about today?), questions that get the student to elaborate on needs, objectives, wants, goals and problems (e.g., Could you tell me more about that?), and questions that help the student focus on feelings (e.g., How do you feel about what happened in class today?).

## QUESTIONING SKILLS THAT UNCOVER STUDENT NEEDS (CONTINUED)

### Closed questions

These are questions that tend to emphasize factual information and can often be answered briefly or with a yes/no response. Closed questions can be used to obtain specific facts (e.g., What are your next steps?).

### Clarifying questions

These are questions that can clarify your understanding of what the student has said. They can invite the student to expand or clarify an idea they previously expressed (e.g., Your interpretation of the professor's comment is that....), they can provide feedback of your understanding of what you thought the student meant (e.g., If I'm understanding you correctly, you believe that....), or they can help uncover what is really on the student's mind.

### Continuing (key word)

These are questions that ask students for a more detailed explanation of what they were saying (e.g., Tell me more about the situation).

### Reflecting/Paraphrasing

Advisors need to hear as well as listen. And since it is often so difficult for students to say precisely what is on their minds and in their hearts, and since it is also hard for advisors to listen without distraction or distortion to what students are saying, we periodically need to check for accuracy in our conversation. One way of doing this is to reflect back, or paraphrase or restate, what the student has said.<sup>14</sup>

For example:

*Student* : "I am having a terrible time in my psychology class. The teacher demands so much work and time, and I can't seem to handle it."

*Advisor*: "You're feeling frustrated that you can't seem to handle the workload."

Reflective listening makes a great deal of sense when one considers the following:

1. Words have different meanings for different people.
2. People often "code" their messages.
3. People frequently talk about "presenting problems" when another topic is of greater concern to them.
4. The speaker may be blind to his or her emotions or blinded by them.
5. Listeners are often easily distracted.
6. Listeners hear through "filters" that distort much of what is being said.

Paraphrasing and reflecting provide a check for accuracy as well as a way to communicate warmth and concern. They also encourage the student to focus on what his or her feelings are, not on what the advisor thinks they are.<sup>15</sup>

## HELPING STUDENTS EVALUATE ALTERNATIVES AND MAKE DECISIONS

### Advising Strategies

There are a variety of strategies that an advisor can use and teach the student to use, that can enhance the advising relationship, and can help the student develop skills beneficial throughout college and life.

These strategies include:

1. Advocacy/intervention
2. Intrusiveness
3. Challenging/confrontation
4. Modeling and teaching decision-making skills<sup>16</sup>

### Advocacy/intervention

At times, the advisor will need to advocate for or intervene on behalf of a student. There is a delicate balance between empowering students to act for themselves or providing direct assistance in helping them negotiate the institutional bureaucracy. The decision to use one of the following methods will depend on the personalities of the student and others involved and the immediacy of the student need.

Choices:

1. Refer the student to the faculty/staff member directly involved.
2. Make contact yourself.
3. Refer the student to someone who can help the student develop the skills to deal with such issues.<sup>17</sup>

**Intrusiveness** This includes actions on the part of advisors or advising programs to reach out to students and to build relationships so that as problems or issues come up, students know whom to contact. It is particularly important when working with at-risk students, first-generation students and entering freshmen in general.

Things you can do to reach out to your advisees:

- Send letters
- Talk after class
- Invite to a meeting
- Invite to lunch
- Schedule regular appointments
- Invite to group advising sessions<sup>18</sup>

### Challenging/confronting the student

This can be effective when you and your advisee have a relationship based on respect and understanding.

Mild confrontation is appropriate when you want to:

1. Challenge students to achieve more than they might think possible.
2. Open up for consideration discrepancies in the student's behavior (on the one hand you say, on the other hand you do...), discrepancies in what a person says and how he appears (you say you're feeling good, yet you look exhausted), and how the student is vs. how she wants to be (you're not sure you can make it through college, yet your record indicates you can).
3. Help the student look at both sides of an issue (I understand what you feel your teacher does wrong, but what do you think your teacher thinks you do wrong? What does he say about you?).<sup>19</sup>

## HELPING STUDENTS EVALUATE ALTERNATIVES AND MAKE DECISIONS (CONTINUED)

### Modeling/teaching decision-making skills

Students frequently come to advisors seeking a solution for a problem. Advisors can best help the student by modeling/teaching them skills to use not just in that situation but in others they will confront. The following are steps to use in the decision-making process:

1. Define the problem and clarify the situation.
2. Collect & use information relevant to a decision & search for alternatives.
3. Evaluate the alternatives against identified criteria.
4. Assess the risks involved with the decision.
5. Develop a plan of action and follow through.<sup>21</sup>

### Issues Affecting Helping

One's personal values and points of view can affect the helping process in an advisor/advisee relationship, particularly since most academic advisors work with a tremendously heterogeneous group of students from a wide variety of cultural and socioeconomic backgrounds and from many racial and age groups. It is important that we recognize this fact, or else those values and beliefs could seriously hamper our usefulness as advisors.<sup>22</sup>

### Personal values

A variety of personal values can affect an advising relationship. This includes "our attitudes and feelings about people, what is 'good' or 'bad,' what is acceptable or unacceptable, what is important for choices, and what makes people tick..."<sup>23</sup> These values are intertwined with "beliefs about gender, family, money, politics, religion, work, race, authority and culture as well as with one's personal taste and lifestyle".<sup>24</sup> These values are transmitted, either directly or indirectly, to our advisees. Consequently, it is essential that advisors become aware of their own value systems so that they don't impose them on the students they are trying to help.

Why is it important that you do not try to impose your values on others?

- Does not encourage growth and independence of advisees,
- May result in submission to the advisor; and,
- May result in withdrawal from the advisor.

What should you do in a situation where you find it difficult to be genuine and non-judgmental with an advisee?

- Talk it out with the advisee,
- Assist the student in finding another advisor,
- Seek assistance from a colleague or supervisor in working with the student.<sup>25</sup>

### Sexism

The significant changes that have occurred in the economic, social and legal position of women in the past 20 years have caused dramatic shifts in the traditional values, expectations and life goals of women and men. Some advisors may have difficulty adjusting to those changes, which in turn may affect how they work with their advisees. Sexist advising occurs when an advisor discourages either a female advisee from exploring a career in electrical engineering because that is a "male occupation" or a male advisee from pursuing a career in nursing because it is a "female occupation." It occurs when an advisor ignores an advisee's request to have classes completed by 2 p.m. so he or she can be home when children finish school.<sup>26</sup>

### REFERRAL SKILLS

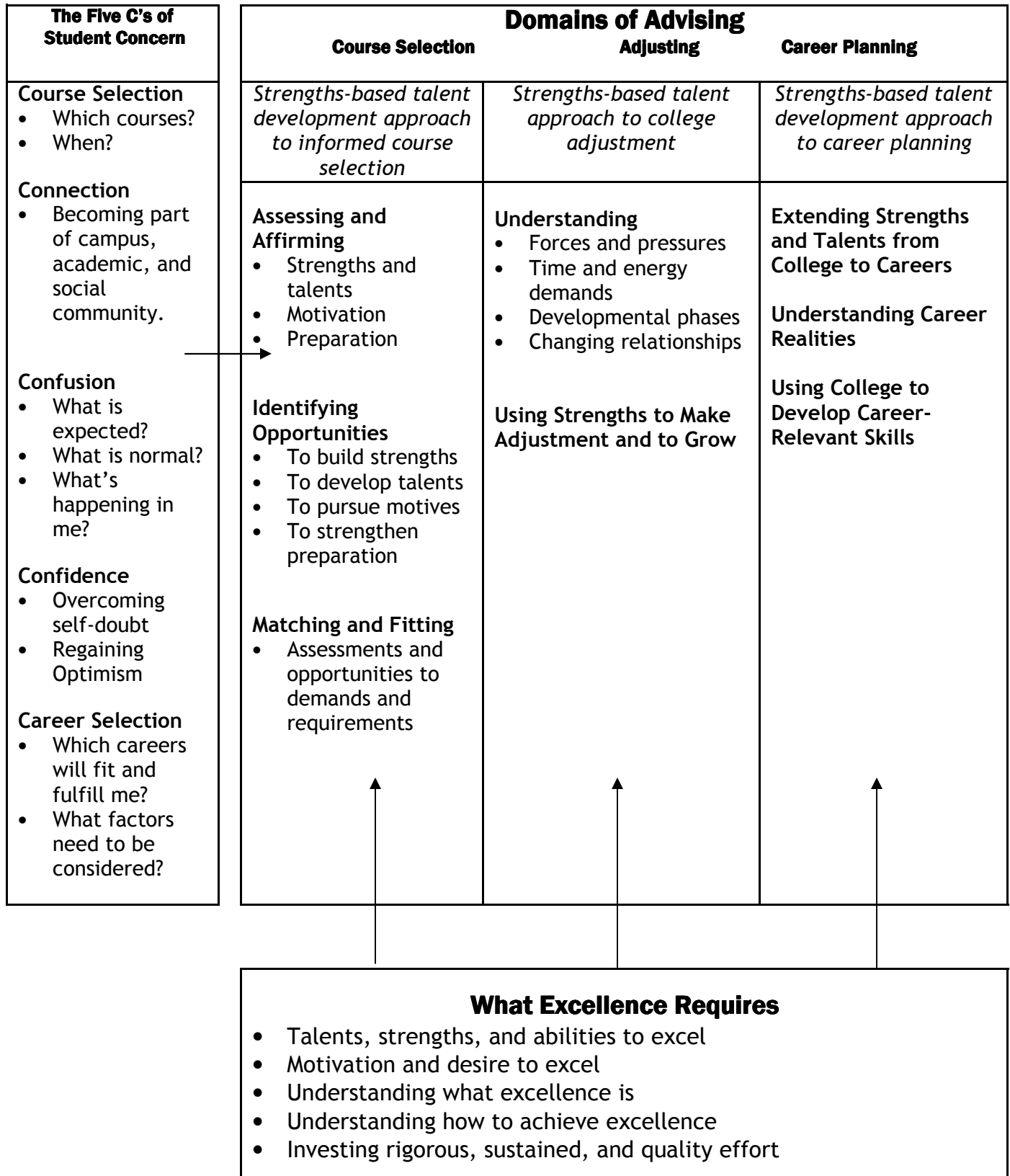
This process was described first by Jack Roudy in the *NACADA Newsletter*.

1. Determine what the referral need is: sometimes students won't ask for help directly, or sometimes they ask for help in one area but you can see the problem is more basic or in another area.
2. Talk with the student about the purpose/goal of the referral (cognitive aspect of referral) and how success will be measured.
3. Reassure the student about his or her right to the service requested and the referral source's ability to provide it (affective aspect of referral).
4. Help the student outline the process (steps to be taken) and try to keep the referral chain as simple as possible.
5. Explore with the student crucial questions that he or she needs to ask and perhaps even role play a part of the process with the student.
6. Make the telephone call to set up the initial appointment with the referral source while the student is in your office. Perhaps you need to explain the situation or perhaps you can give the telephone to the student to do so. If the referral source is not accessible by telephone, agree with the student on a time frame within which he or she will contact the referral source.
7. Make an appointment with the student for a return advising session to follow up on with the student.
8. Summarize the referral goals/purposes and specific directions you want to follow up on with the student.
9. When the student returns for the next advising session, discuss results and how he or she feels the referral went. If the student did not follow through, discuss the reasons. Reexamine the problem again. Consider whether you need to take a more or less active role. Consider whether a different referral is necessary.

This process is perhaps most appropriate for students who have low levels of motivation and self-esteem. Many of the steps may be collapsed or rendered unnecessary with a student who has better skills and just needs to discuss the appropriate source to go to for help.<sup>27</sup>

# Advising for Student Success and Retention: A Strength-Based, Talent-Development Approach

Edward “Chip” Anderson, Ph.D., and William G. McGuire, Ph.D.  
*Academic Advising for Student Success and Retention*





## Advising Special Populations

### UNDER-PREPARED STUDENTS

#### UNDER-PREPARED STUDENTS

Under-preparedness is a relative term referring to a student's ability to compete academically with other students attending the same institution. Advising services must be designed to effectively address the characteristics and academic needs of under-prepared students.

Jones and Becker (2002) identified several academic advising services for this group of students. These include using peer advisors and providing a visual means to disseminate information to the students before they even see their advisor. They also suggest that advisors be aware that this group of students benefits from more personal attention from individual advising sessions that focus on the student's development of self-confidence and their ability to make sound decisions. Finally they suggest that advisors evaluate their delivery of academic services. Nutt (2003) suggests using an intrusive advising approach, insisting upon collaborative relationships with other campus resources, and encouraging advisors to invest in the student to help them gain a sense of belonging and that they matter.

A variety of programs exist that provide assistance to under-prepared students.

Examples include:

- Comprehensive and intensive [orientation](#) programs,
- [Freshmen seminar](#) courses,
- Mentoring programs that involve faculty and [peers](#) ; and,
- Early warning programs to alert students that they are potentially headed for academic difficulty.

It's a tall order for advisors to be all things for all students but as Jones & Becker (2002) point out, "We must become experts in advisor multi-tasking: teaching as well as counseling, being honest as well as encouraging, and being informed as well as open-minded" in order to serve under-prepared students well.<sup>28</sup>

Under-prepared students are at risk to give up and leave school. Under-prepared students need to be encouraged to focus on their strengths. Advisors can help students identify the skills they come with and can encourage students to build on those skills. Many students have multiple deficiencies. If advisors try to attack the deficiencies all once, it can destroy student self-confidence and destroy the advising relationship. Try to structure at least half a student's program to play to strengths and set the stage for success. Students are capable of profound change. Advisors can inspire students to shine and to do things they didn't think were possible. Advisors can help under-prepared students learn how to study, how to get connected to the academic community, and how to get involved.<sup>29</sup>

## UNDECIDED STUDENTS/EXPLORATORY STUDENTS

When considering students, who have not made concrete decisions regarding majors and career paths, even the words used to describe them may impact the advisor's work. Rather than focusing on a negative state of indecision (undecided) it may be valuable to focus on the students' openness to options (Open or Exploring students). Exploring or Open students comprise a sizable part of most college and university student populations. Gordon<sup>30</sup> defines this group as "unwilling, unable, or unready to make educational or vocational decisions;". Open students come from various age groups, backgrounds, and educational experience. As a result, there is no one proven advisement panacea that works best with every open student.<sup>31</sup> Moreover, students enter higher education at various levels of undecidedness. In fact, these students may be in a cyclical process; they will make a decision and then return to undecidedness due to doubt, lack of information, peer influence, fear, parental pressure, etc. All students in the exploring phase must be assessed as individuals, which is a process, and probably not something that can be done in one 30-minute or less appointment with an advisor the student has just met. Advisors might consider these issues in helping students through decision-making processes:

Students may use a variety of strategies as they explore personal attributes, as well as major and career information. Gordon<sup>32</sup> lists four elements to classify these strategies:

- **Self-Knowledge:** Assessing personal interests, abilities, and values. Goal setting is also critical in this area.
- **Educational Knowledge:** Information about educational program, majors, academic skills, development, and curricula.
- **Occupational Knowledge:** Job seeking and job exploration activities as well as examining occupation information.
- **Decision-Making Knowledge:** Integrating self-knowledge with educational and occupational information. Various decision-making styles and how to apply goal-setting strategies is important as well.

Advisors must become competent in using multiple strategies to help students in these processes. Advisors should be careful not to think of the process as decision, then development. Students should be encouraged to develop skills and have intentional experiences as part of the exploration process.<sup>33</sup>

Even with the best advisement effort, some students will not be able to make concrete decisions regarding their future. Although time and experience may be enough for some students, there are certain students who will need to seek professional counseling to be able to make these important decisions. Advisors (when possible) should be active partners with therapists in progressing students.

Perhaps, the single area in which advisors have the most difficulty in working with exploring students is in the development of successful exploration strategies. Ryan's<sup>34</sup> retrospective study of career counseling interventions gives advisors a strong sense of the effectiveness of general strategies. Advisors could develop the following *major intervention components*:

- **Written Exercises** - opportunities to reflect upon their interests, hopes, goals, and life expectations were extremely valuable in helping students clarify their decisions. Writing may also help students understand where they are in the process of deciding. Such clarification and definition may be starting points in helping the advisor determine a continued methodology of exploration.

## UNDECIDED STUDENTS (CONTINUED)

- **Individualized Interpretation of Formal Assessment** - Advisors must become competent in interpreting formalized assessments of abilities and interests. The responsibility to extrapolate information in assessment instruments (SII, CISS, Discover, SIGI, MBTI,) and help students make meaning rests on the shoulders of the advisor. Advisors must receive the appropriate training and development necessary to administer and interpret such instruments.
- **World of Work Information** - Advisors must be aware of current resources regarding job and career information. Students need accurate, up-to-date, and detailed information on a wide-range of career options. Familiarity with various methods of categorizing jobs, interests, and self-reported skills will be helpful (e.g. Holland Codes).
- **Modeling Opportunities** - Opportunities to job shadow and do information interviews are vital experiences for students in the exploration of possible careers. Helping students prepare and plan for these experiences is a crucial component of the advising process. Many students need help in the logistics of setting up these experiences.
- **Building Support for Choices in Ones Social Network** - Encouraging students to talk about their choices with family and friends is critical to helping them solidify and feel good about their choices.

Advisors cannot afford to ignore the fact that the decision-making process belongs to the students. The temptation to revert to prescriptive strategies too quickly may be high for advisors when a student proposes a decision that does not seem reality-based. An advisor needs to be aware of an individual student's values or value-base and incorporate these values into the exploration process. Advisors may find the need to help the student ground decisions in a context of reality.

Students need to operate in a planned organized manner as they approach their exploration. Initial meetings with a student who is in the exploration process could include developing a written plan of action. Students who know where they are going and what they will be doing as they explore are more likely to continue in the process. Written plans can be adjusted and changed as students progress in development.

Finally, the urgency with which exploring students often approach the decision-making process can be alarming. Reiterating the term *process* may do more than initially put students at ease. Follow-up appointments with an advisor could involve setting and following up on goals, reviewing research that the student has done on particular majors and/or careers, and the utilization of intervention components. Clearly, an advisor must show that the decision-making process takes different amounts of time for different students. If advisors can be seen as empathetic, knowledgeable, and competent resources, the decision-making process may become less agonizing for their students and themselves.<sup>35</sup>

## MINORITY STUDENTS/STUDENTS OF COLOR

Ethnically diverse populations bring opportunities and challenges to advisors and institutions. The key issue is helping students of color achieve success, not just simply persist. It is important for advisors to recognize there is a great deal of diversity within diversity. Advisors need to avoid making generalizations and assumptions about students. Students of color often must overcome numerous obstacles, including prejudice, in order to achieve academic success. This includes perceptions that they are unqualified or under-prepared.

Students of color from disadvantaged backgrounds who have made it to college frequently are successful because they have overcome educational and social obstacles. Yet advisors are cautioned to not assume that all students of color are economically disadvantaged. Establishing rapport with students of color is especially important because they may have previous negative experiences with people outside their ethnic group - especially people in positions of authority. Establishing rapport requires openness, empathy, and a genuine caring attitude. Communication is critical in establishing and developing a relationship with students of color. Advisors need to establish credibility in early interaction with students of color. The racial match between advisor and students is not nearly as important as sensitivity, genuine care, and support. Advisors need to understand how the student's background might affect the advising relationship. Many students of color come from traditional cultural backgrounds and are accustomed to hierarchical relationships. So an advising relationship that calls for the student to take a great deal of responsibility may be new.

Provide culturally sensitive advising for students in the context of academic curriculum and career expectations, and obtain commitments from ethnic minority professionals to advise students about the occupations they are considering. Ethnic minority students are well served by career professionals willing and able to be role models. By attaining professionals from similar ethnic groups as mentors and role models, students are reaffirmed.

Counseling ethnic minority students requires not only an understanding of the theoretical and practical traditions of the counseling profession, but also an appreciation of the dynamics of various cultures and the societal forces that impinge on mental health and well-being.<sup>36</sup> Advising should be proactive and focus both on individual students and on their mastery of the academic environment.

### **Racism and ethnocentrism**

Racist advising exists when advisors allow their biases about different ethnic groups to affect their relationship with advisees. It can take the form of discouraging (or not encouraging) African American advisees from pursuing certain careers that require additional higher education, or assuming an Asian student can handle calculus because "all Asians are good at math," or simply treating advisees from different ethnic groups differently.

As advisors, it is important that we expand our interaction with students and colleagues from different backgrounds and cultures so as to increase our knowledge of those cultures. We must remember that there are many differences in values, attitudes and beliefs among groups as well as among individuals within groups. The more we know & understand, the better our relationships will be with our advisees.<sup>37</sup>

## FOREIGN/INTERNATIONAL STUDENTS

The number of international students in American college and universities continues to increase. Stoyhoff (1977) estimates that there are more than 450,000 international students attending college and universities in this country.<sup>38</sup>

International students may present challenges to academic advisors that are distinct from those of ethnic minority students born in the United States. In addition to concerns related to academic programs of study, international students may present an array of unique issues, such as the following:

- Adjustment to sex-role expectations in the United States that are different from those in their native country,<sup>39</sup>
- Clashes between international students' native cultures and the culture of the United States,<sup>40</sup>
- Feelings of homesickness and alienation,<sup>41</sup>
- Language communicational difficulties,<sup>42</sup> and,
- Legal and financial concerns of negotiating contractual obligations such as housing rental leases or automobile purchase agreements.<sup>43</sup>

Advisors should avoid any tendency to see international students as deficient on the basis of their cultural distinctiveness. An additional confounding consideration is that it is not unusual for international students to seek out their academic advisor "just to talk" because that is the person to whom they feel the closest. Kaul has astutely discerned that if international students are to make a successful transition from the academic environment in their native culture to the pervasive cultural environment found in the United States, advisors "need to make an effort to reach out to international students at frequent intervals and to be cognizant of the issues facing this vulnerable student population".<sup>44</sup>

## DISABILITY STUDENTS

Advising students with disabilities presents many challenges to the college advisor. However, skilled advising can go a long way towards insuring the success of a student with a disability. To effectively advise a student with a disability, it requires a thorough understanding of the student's goals as well as the student's disability, the barriers the institution may have inadvertently created, and the resources the college provides that can be used to assist the student in pursuing his or her educational aspirations.

Advisors who become familiar with the difficulties imposed by a particular disability can logically deduce the importance of some advising practices. For example, if the student is taking medication, are there certain times of the day when the student is less alert? This could have important implications when developing a class schedule. In a similar fashion, students experiencing clinical depression often have more difficulty in the morning.

Information concerning the impact of various disabilities is particularly important in attempting to determine if the college poses structural, educational, or bureaucratic barriers for a student. Many colleges have buildings that were constructed before federal laws regarding accessibility were implemented. Awareness of the campus could prevent enrolling a student who uses a wheel chair in a class that can only be accessed by a stairway. Depending upon the amount of time allowed to pass from one class to another, any student with a mobility issue might have difficulty with classes scheduled back to back in different buildings.

### DISABILITY STUDENTS (CONTINUED)

Educational barriers are less visible but no less demanding for students with disabilities. Students with learning disabilities often have difficulty with structure and organization. Instructors who break material down into small sequences and then present it in a logical step-by-step fashion serve them well. Advisors should attempt to learn something about the teaching style of various instructors and enroll students with disabilities accordingly.

It is also important for advisors to know the rules and regulations of their institution. Only if you know the rules are you in a position to take advantage of them for the benefit of the students with whom you are working. Financial aid and course substitutions are two obvious examples of areas that can be used to a student's advantage. A student with a disability can receive a full Pell Grant even though the student is enrolled in less than twelve hours, if their disability warrants it. Other students may qualify for a course substitution. Advisors need to know the procedures on their campus for such things as obtaining a course substitution if they hope to assist students who qualify.

Finally, when working with a student who has a disability, an advisor would be wise to develop collaborative relationships with faculty, financial aid, counseling and other organizations within the college. This can be one of the most important tasks an advisor can undertake. Earlier it was suggested that a knowledge of the campus could prevent enrolling a student in a class they could not physically access. A working relationship with those in the college who schedule classes can preempt such a problem by insuring that additional sections of the course are available in classrooms that are accessible. In the unlikely event that only one section of a required course is being offered and the classroom is not accessible, strong allies can help to persuade the administration to move the course to an accessible classroom or create an additional accessible section.

There are two important allies an advisor should network with for assistance with such problems. The first is the individual designated by the college to enforce compliance with the Americans with Disabilities Act. The second ally is the person or persons at the college responsible for establishing eligibility for accommodations, determining the nature of the accommodations needed by a particular student and helping to insure that the student receives the accommodations for which they are eligible. While the titles for these two potential allies may vary from one campus to another, federal law requires that they exist and that they be readily identifiable on any campus. (Wellness Center)

Advising students with disabilities may present many challenges, but meeting these challenges can provide long term rewards for you and the students you serve.<sup>45</sup>

STUDENTS WHO  
ARE NOT IN GOOD  
ACADEMIC  
STANDING

**STUDENTS WHO ARE NOT IN GOOD ACADEMIC STANDING**

**The Complexity of Student Academic Success** We know that students enter higher education with a variety of backgrounds and educational experiences. Tinto, in *Leaving College*, notes that one reason students depart from higher education is due to academic difficulty.<sup>46</sup> The factors that contribute to academic difficulty are many and varied. Pascarella and Terenzini, in *How College Affects Students*, cite major factors contributing to academic difficulty as peer culture, academic major, college environment, faculty contact, work, career choice, personal motivation, organization, study habits, quality of effort, self-efficacy, and perceived control.<sup>47</sup> The dimensions of these factors can include both positive and negative elements. For example, work can be seen as a compliment to a student's academic and career interests or it could be seen as a competitor for a student's time. A student can have high self-efficacy (student controls the outcomes of their actions/decisions), which can support his/her academic achievements or can have low self-efficacy which can be detrimental to their success. Students could have fine tuned study skills or be challenged in this critical area. Each factor must be examined in light of the characteristics of the individual student in order to identify the appropriate type of support and assistance required.

The transition into the institution can also affect students' academic success especially during their first semester. Student retention literature is clear that the first six weeks of a student's first semester on campus is most critical, particularly with regard to transition. This transition can be difficult for students no matter if they are first year, or seasoned students transferring to your campus. Both student types are entering a new environment of learning that can cause transitional stress.

For first-year students the higher educational environment can be completely different from their secondary experience. Often times these "students find that the degree of self regulation required at the college level is frequently not what students are used to. First year students do not necessarily know how to look at themselves as learners, to think about how they learn, to set goals, to actively apply strategies, and to monitor themselves as they advance toward a goal."<sup>48</sup> Transfer students "have a better sense of purpose than do freshmen" but can also have difficulty with transitioning into a new environment. Although seasoned students, they still must deal with new surroundings, policies, procedures, and academic expectations, as well as begin building relationships within their new academic setting. The reality of transition can challenge their academic success at their new institution.<sup>49</sup>

Clearly students don't enter college with an educational plan that includes being placed on academic probation but, as professionals who work with students who find themselves having difficulty, we know it happens all the time. While it is our hope that, with support, students will be able to repair their academic situation, become successful and persist to graduation, sometimes the situation cannot successfully be repaired and results in being placed on academic probation.

The category of probation is an academic warning for students whose academic performance falls below an institution's requirement of good standing. If academic difficulty continues, it is possible for a student to be suspended or dismissed. In support of the student, advisors often work with them to develop a plan for success. To do this they must work in partnership and understand the causes of the current situation, identify what needs to change, and implement the plan.

STUDENTS WHO  
ARE NOT IN GOOD  
ACADEMIC  
STANDING  
(CONTINUED)

**STUDENTS WHO ARE NOT IN GOOD ACADEMIC STANDING (CONTINUED)**

**Interventions that Make a Difference** Kulik, Kulik, and Shwalb (as cited in Pascarella, Terenzini, 1991) identified three types of interventions that have positive influences on students' grade point averages.<sup>50</sup> These interventions, not surprisingly, included instruction in academic skills, advising and counseling programs, and comprehensive support programs. With regard to advising and counseling, the literature supports intrusive, developmental advising as a significant way to promote and support student persistence and success. In an intrusive relationship, an advisor personally reaches out to students, meets with them, helps them identify the issues and situations contributing to their academic difficulty, helps them set short and long term goals, guides them through the development of a plan to accomplish their goals which includes advisor-student follow-up. Through the interactions brought on by intrusive advising the student's relationship with the advisor, institution, and self grows.

Pascarella and Terenzini suggest that "influences of grades are not beyond the influence of institutional intervention".<sup>51</sup> Frost also supports this notion in her work that indicates that "the advising relationship is a shared responsibility" and "can be a valuable life-model for individual accountability."<sup>52</sup> If we are to embrace these beliefs advisors must work with their students and institutions to develop supportive programs that tailor student success plans to the individual student. As with life itself, developing meaningful long lasting relationships with students is hard work and time intensive. Creating and implementing successful programs that help students move from probation to good standing to graduation is both challenging and rewarding. As a profession, we need to continue to work toward a more comprehensive understanding of this at-risk population and share our findings as well as our examples of good practice with each other.<sup>53</sup>

GAY/LESBIAN  
STUDENTS

**GAY/LESBIAN STUDENTS**

Unlike other special populations, the advisor may not be aware that an advisee is gay, lesbian, or bisexual (GLB). By itself, GLB status is most likely not a relevant issue in the advising relationship. However, for many GLB students, the sense of aloneness is pervasive, and these students in particular need a strong, trusting relationship with an advisor, as well as with other campus professionals.

**Academic Competence** Especially if students are still in the process of gaining self-awareness of in the initial stages of coming out, the time and energy devoted to the process may well interfere with their achieving academic competence. The advisor should watch for warning signs such as frequent class absences, chronic procrastination, problems with concentration, lack of interest in academics, and sudden dislike of school, and intervene by discussing the reasons for these behaviors.<sup>54</sup> Advisors who are unaware of GLB issues and how to assist students directly may best provide assistance by listening to students' concerns in a nonjudgmental way and then providing referrals to appropriate campus or community personnel. The advisor should make a point of maintaining a strong monitoring relationship with the GLB student and should direct the student to appropriate on-campus counseling resources as he/she works through identity and acceptance concerns.

**Personal Involvement** The advisor may find that the GLB student is interested in participating only in organizations and programs with a GLB theme. If this is the case, the advisor needs to recognize that the student is progressing through Cass's (1983-1984) identity stages in a typical manner.<sup>55</sup> There are skills, such as leadership and decision making, that the student could be encouraged to develop through participating in these organizations. The advisor may also encourage students who are active in GLB-related organizations to develop ways to educate the campus community about issues of importance to them.

### GAY/LESBIAN STUDENTS CONTINUED

**Purpose** The advisor may have an especially important role to play in the GLB student's development or validation of life purpose. Gelberg and Chojnacki assert that "sexual orientation is inextricably connected to the career and life-planning process. It affects career choices; the ways in which the job search is conducted; the development of work-related interests, values, experiences, and skills, the nature of personal and professional relationships; and the degree of stress experienced at work and at home".<sup>56</sup>

Research indicates that in comparison with heterosexual students, lesbians, more readily identify career paths of interest; however, gay males encounter more difficulties than their heterosexual peers.<sup>57</sup> The challenge may be based in part on the discrimination found in the military and in society's fear of gay men teaching and working in social service occupations, or it may be based in part on the belief that certain career paths are more appropriate for gay or lesbian students. It is the responsibility of the advisor to help students recognize whether they are limiting their career options because of such stereotypes.<sup>58</sup>

A second critical role of the advisor is to provide information or a referral about individual lifestyles and the working environment. An important consideration is the impact of lifestyle disclosure on work relationships and career advancement. Other issues include identifying involvement in GLB organizations on resumes, the existence of domestic partner benefits, mandatory AIDS testing, geographic locations in relation to gay communities, partner relocation, and conflicts between public and private lifestyles.<sup>59</sup> Helping GLB students to address these issues carefully before entering a profession is important in part because no national legislation exists to protect the rights of GLBs. One way in which this can be done is by referring students to GLB-related professional organizations. A listing of some organizations can be found in Gelberg and Chojnacki -1996.<sup>60</sup>

### ADULT STUDENTS

Older students potentially face barriers often categorized as institutional (such as financial aid and admissions difficulties), situational (such as child-care problems and job pressures), or dispositional (such as lack of self-confidence and fear of change).<sup>61</sup> Older students have distinctive concerns that require a form of academic advising that is geared to their unique needs.

- One thing that sets adult students apart is the experience base they bring to campus. Advisors can help adult students build on this experience base and relate it to their class work.
- Adults bring special needs to the campus that the advisor must address if the student is to be retained.
- Adults have multiple role commitments that may conflict with their educational experiences.
- Adults bring varied life experiences that should be acknowledged within and outside the classroom. These experiences are a double-edged sword. They can be an asset to learning (provide a foundation for new learning) or they can be a deterrent to learning (students come with pre-conceived ideas).
- Adults tend not to identify very closely with the institution. They are often off-campus directed and don't take advantage of available resources. Frequently they utilize resources and services available off-campus.

**ADULT STUDENTS (CONTINUED)**

**ADULT STUDENTS (CONTINUED)**

- Adults frequently have clear goals and a consumer orientation. They have set high standards for themselves and the institution.
- Adults often return to campus as a result of a major life transition that in itself may impact the success of their return.
- Adult students sometimes don't like to ask for help. Advisors may need to be more proactive when working with adults.
- Adults sometimes bring "baggage" with them from past negative experiences in formal education. The resulting lack of self-confidence may prevent them from persisting through degree completion.
- Adults want to expedite their degree completion and get frustrated when they are required to take courses that they think they may not need. Their prior learning must be assessed.
- Adults frequently return to campus without support from spouses, family, coworkers, and friends. This opposition must be balanced by institutional support.
- Adult students often lack confidence in their ability to succeed.
- The accessibility of advisors is critical to adult students.
- Advisors need to help adult students remain open and flexible to new views.

**Ageism**

Ageism can be defined as "...imposing our own beliefs and values about what can or should be done at different ages onto other people".<sup>62</sup> It can occur in advising relationships when we discourage (or don't encourage) an older student to consider graduate school or to pursue a career in law or medicine because they'll be "too old" when they finish. It can occur when we treat the 45-year-old advisee the same way we treat a 17-year-old advisee, ignoring the valuable life experiences they have to share. It is important that we be conscious of our own attitudes and beliefs and that we examine our stereotypical assumptions about "older" students.<sup>63</sup>

*Legal and Ethical Implications In Advising*

**AVOIDING BIAS IN ADVISING**

**AVOIDING BIAS IN ADVISING**

Because of constitutional safeguards and federal laws protecting specified groups, public colleges cannot use information about students' race, color, creed, religion, national origin, sex, age, marital status, or disability as a basis for educational decisions, nor can this information be gathered, except to meet state and federal reporting requirements or perhaps to implement an affirmative action plan. Both public and private college receiving federal funds are subject to congressional enactments prohibiting discrimination in education and employment on the basis of race, sex, age, or disability. Colleges bear a heavy legal burden to establish that use of these classifications to distinguish between students or as a basis for educational decisions is proper.

**GUIDELINES FOR RELEASING STUDENT INFORMATION**

**GUIDELINES FOR RELEASING STUDENT INFORMATION**

Information about students is classified as either directory (public) or nondirectory (private). Release of private information is restricted to anyone but the student, except under a few legally defined circumstances. In addition, notice must be given to the student whenever information is released, including directory information, if the student has requested that it be suppressed. FERPA allows institutions to designate as public selected student information.

**FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

By federal law, students have the right to review, verify the accuracy of, and be assured of the confidentiality of all information kept on their behalf by the Kettering Registrar's Office. Other than the individuals and committees specifically mentioned on the next page, the student records maintained by Kettering other than directory information, cannot and will not be released without specific written permission of the student or their legally designated representative or a duly authorized and issued court order. In the case of directory information, a student may deny its release on a yearly basis by so stating in writing to the Registrar's Office. Students may obtain further information regarding the federal law and Kettering's policies and practices regarding student information by contacting the Registrar's Office directly. A student may file a complaint with the United States Department of Education if the student feels his/her rights have been violated.

Family Policy Compliance Office  
US Department of Education  
400 Maryland Avenue, South West  
Washington, DC 20202-4605  
Phone: 202-260-3887

**Federal Right to Know Laws**

Federal Right to Know Laws prescribe certain mandatory information concerning the success rate of students entering the degree programs be given to all parties. For the Kettering five-year degree programs, success is defined by those laws to be a student who is awarded a degree within seven and one half years after entering the program. For the cohort of first-time freshmen who entered the Kettering degree program in the summer/fall semester of 1992, which is the last cohort to have completed their seven and one half years by June 30, 2000, the graduation rate was 63.1%. Of that percent, more than 90% received offers of employment from their corporate affiliate and the remainder either received employment offers from other companies or enrolled in graduate school.

**Directory Information**

Kettering University maintains the following public information for each student:

- Student name, address, phone number, and email address,
- Degree program,
- Previous institutions attended,
- Dates of attendance,
- Corporate affiliation,
- Degrees and honors awarded,
- Enrollment Status (full or part-time),
- Photo,
- Student Classification (Freshman, Sophomore, Junior).

**Educational Need to Know**

The following office, committees, and persons receive specific information for some students appropriate to their assigned responsibilities:

- Academic Advisors
- Academic Services Department
- Agencies conducting business on behalf of Kettering (i.e., National Clearinghouse and banks)
- Cooperative Education Managers
- Corporate Employers
- Equal Opportunities and Institutional Diversity Office
- Faculty Senate Academic Review Committee
- Financial Aid Office
- Registrar's Office
- Vice President of Academic Affairs and Provost Office
- Vice President for Student Affairs Office

Permission for each of these parties to receive the student's academic grades is implied when the student agrees to enroll in the Kettering University degree program.



## Advising Resources

### STUDY HABITS

Students often approach advisors with questions regarding their academic skills. While advisors are encouraged to refer students to the Student Academic Resources Center, the following tools can assist students/advisors as well. Additional on-line resources are being developed and will be available on the Academic Services Website. For additional assistance, please contact Susan Carlson at 762-9566.

### STUDENT ASSESSMENT FORMS

#### Study Habits

Below please find suggestions for questions, techniques, and tools to use with students to improve their study habits.

Do you avoid studying like the plague? Do you find it hard to [concentrate](#) on your homework? Do you get to class and not remember anything of what you studied the night before? If so, here are some tips to help make your study time more worthwhile:

- Set aside a specific [time](#) to study.
- Study every day. If you don't have assignments to do, take a few minutes to review topics that you find hardest. It's good to get into the habit of doing it every day.
- Create your own study space. If you don't have a desk in your room, consider going to the [library](#) or another peaceful option.
- Don't do other things while you are studying. This includes watching TV, fixing a snack, and talking on the phone. Some people claim they can study better with [music](#) playing. That's a matter of personal preference. If it's just quiet background music that doesn't make you want to play the drums on your books, it's probably not too distracting.
- If you have a lot of reading to do to prepare for a test, try taking [notes](#) as you go along. Otherwise, you'll find your mind wandering.

Finally, [ask](#) for help if you need it. Teachers and friends are usually willing to go over something with you again if you didn't quite "get it" the first time.

**STUDY SKILLS CHECKLIST**

First make a print out of this document. Using your printout, read each statement and consider how it applies to you. If it does apply to you, check Y. If it does not apply to you, check N. The purpose of this inventory is to find out about your own study habits and attitudes.<sup>64</sup>

1.  Y  N I spend too much time studying for what I am learning.
2.  Y  N I usually spend hours cramming the night before an exam.
3.  Y  N If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
4.  Y  N I usually try to study with the radio and TV turned on.
5.  Y  N I can't sit and study for long periods of time without becoming tired or distracted.
6.  Y  N I go to class, but I usually doodle, daydream, or fall asleep.
7.  Y  N My class notes are sometimes difficult to understand later.
8.  Y  N I usually seem to get the wrong material into my class notes.
9.  Y  N I don't review my class notes periodically throughout the semester in preparation for tests.
10.  Y  N When I get to the end of a chapter, I can't remember what I've just read.
11.  Y  N I don't know how to pick out what is important in the text.
12.  Y  N I can't keep up with my reading assignments, and then I have to cram the night before a test.
13.  Y  N I lose a lot of points on essay tests even when I know the material well.
14.  Y  N I study enough for my test, but when I get there my mind goes blank.
15.  Y  N I often study in a haphazard, disorganized way under the threat of the next test.
16.  Y  N I often find myself getting lost in the details of reading and have trouble identifying the main ideas.
17.  Y  N I rarely change my reading speed in response to the difficulty level of the selection, or my familiarity with the content.
18.  Y  N I often wish that I could read faster.
19.  Y  N When my teachers assign papers I feel so overwhelmed that I can't get started.
20.  Y  N I usually write my papers the night before they are due.
21.  Y  N I can't seem to organize my thoughts into a paper that makes sense.

If you have answered "yes" to two or more questions in any category, please discuss this with your advisor.

Time Scheduling - 1, 2, and 3.

Concentration - 4, 5, and 6.

Listening & Note taking - 7, 8, and 9.

Reading - 10, 11, and 12.

Exams - 13, 14, and 15.

Reading - 16, 17, and 18.

Writing Skills - 19, 20, and 21.

## TIME MANAGEMENT

### Introduction

There's no such thing as time management! So why should you read the rest of this page? Because there is such a thing as self management and that's the key to making time your ally rather than your enemy.

There are only 24 hours in your day, just the same as everybody else's. So how do you end up frustrated, angry, behind in your work, and dead on your feet? Maybe because you don't know how to use those 24 hours to your advantage.

### Step #1

If using your time wisely is a problem for you, you probably don't have a very good idea of where it all goes. It just seems to go! A good place to start, then, is to keep track of how you use your time. Get a Weekly schedule and faithfully keep track of how you use your waking hours for one week. The results will probably surprise you.

### Step #2

The next step is to pick up several more of these Weekly Schedules and do some planning. You'll discover, among other things, that if you get seven hours sleep a night, you have 119 hours per week to do everything you need to do. That, of course, includes going to class, eating, athletic events, social activities, personal hygiene, time-in-transit, studying, student organizations, telephone and TV time, etc. Be sure to schedule time for all these in your 119 hours. Then try sticking to your schedule for a week. This should give you a good idea of where your real priorities are!

### Procrastination

If you have trouble, chances are there's a culprit lurking somewhere, dodging your every move. Chances are this culprit's name is Procrastination. Procrastination masquerades in a million disguises. Among the more common of these are:

- "One more day won't make any difference; I'll just put that off until tomorrow."
- "It won't matter if I'm a few minutes late; no one else will be on time."
- "I can't start on this paper until I know just how I want the first paragraph to read."
- "I work best under pressure."
- "I'll watch just 15 more minutes of TV."
- Fill in the blank: "\_\_\_\_\_."

### Interruptions

- Learn to say NO once your priorities are set. Turning down an invitation doesn't mean you'll never be asked to do something again. Weigh the consequences. Making a decision based on what you know is best for you at the time, leads to greater respect from your friends, not to a reputation as a party-pooper.
- Stay away from the telephone when you're trying to get work done. Turn off your cell phone or pager. If it's really important, they'll call back.
- Stay away from email and instant messaging. Limit how often you check these things.

## TIME MANAGEMENT (CONTINUED)

### Schedule / Plan Ahead

- Use a monthly calendar to help you allocate your study time on the Weekly Schedule. At the beginning of each quarter, spend an hour with your calendar to enter all important dates. As you receive course syllabi, enter the dates for quizzes, papers, etc., on your calendar. Then estimate the time needed to prepare for each of these. If your history paper is due the eighth week of the quarter and it usually takes you four weeks to do a paper, start work on the paper the second week of the quarter, allowing yourself an extra week for typing and an extra week for disaster. If you stick to this schedule, you'll amaze yourself by having the paper finished in the seventh week. The rule-of-thumb is "Plan ahead by working backwards."
- By counting backwards like this, you'll be surprised how well you're using your time and how much better your grade will be when you're not under pressure. And, by being really honest with yourself and taking account of all your priorities, you'll be able to go to the football game and not feel guilty.
- At the start of each week, transfer important items from your calendar to your Weekly Schedule. This helps you to avoid things that might otherwise sneak up on you.
- An alternative to a paper calendar is to use an electronic calendar. You could use the one on your desktop computer (e.g., Microsoft Outlook), or better yet, on a PDA (e.g., Palm Pilot). Set alarms to remind you when to do things.
- Be sure to schedule time for your fitness routine and for study breaks. Your brain works best when it has sufficient oxygen. Your concentration is enhanced when you go hard at a task until you feel yourself fading. Then Break! A good rule-of-thumb is to work for 45 minutes and then break for 15. But watch yourself! More than 15 minutes is more than a break!

### Conclusion

Suggestions such as these don't lead to enslavement by a calendar. It may sound awful, especially if you're a skilled time mismanager. But it actually leads to a greater sense of freedom and accomplishment because you're in control. That's all self-management is--managing your life more effectively. By following these suggestions, you'll be happier, more satisfied, and more productive. Try it--you'll like it!

One last thing: WEAR A WATCH!

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**CONSTRUCTIVE SUGGESTIONS REGARDING MOTIVATION**

It is your responsibility to make college a growth experience for you. The following suggestions and resources may be helpful.

1. **Attack the problem of goal setting directly.**
  - A. Gather information about your interests, abilities, values, and needs. The following may be useful in this process;
    - Tests
    - Counseling
    - Self-evaluation
  - B. Gather information about occupations.
    - The Career Services Office has files of this type of information.
    - Talk to personnel in Career Services.
    - Get first-hand information from people working in this field.
  - C. Gather information about training requirements and training programs.
    - Using Career Services occupational files.
    - Using college and other catalogs.
    - Get first-hand information from professors or those in the field.
  - D. On the basis of the information, start making decisions which lead you in directions you want to go.
2. **Attack personal problems directly. The following may be helpful:**
  - A. Using the services of the Counseling Center.
    - Individual counseling or therapy.
    - Self-help materials.
    - Group counseling or therapy.
  - B. Attack the problem yourself.
    - Self-evaluation.
    - Direct confrontation of others involved in the problem.
  - C. Accept responsibilities for initiating changes you want to make.

MOTIVATION (CONTINUED)

MOTIVATION CHECKLIST

The following checklist may prove helpful in getting at the sources of poor motivation. If you want to improve your motivation you may want to choose a self-directed improvement program or use the information as a focus for counseling.<sup>66</sup>

1. Really preferring something other than attending this university:

- Would prefer not to go to college.
- Would rather attend another college.
- Would prefer a different kind of training.

2. College as means to ends other than learning:

- To avoid getting a job
- To find a mate
- To have a good time
- To get away from home
- To prove self-worth

3. Distracting personal problems:

- Conflict with same sex
- Conflict with opposite sex
- Conflict with parents
- Lack of confidence
- Undefined resistance to college
- Angry at the world
- Overuse of drugs or alcohol
- Fear of evaluation
- Difficulty in making decisions
- Lack of financial resources
- Marriage problems
- Phobias and other anxieties
- Insecurity
- Loneliness

4. Lack of interest

- Undefined vocational goals
- Undefined educational goals
- Course material is not what I think is important
- Interest in school is not the "in" thing among my friends.

5. Continuing self-defeating behavior patterns:

- Excessive dependence on parents or others
- Fear as a motivator
- Parents as motivators
- Grades or academic achievement as motivator
- High school habits



## Catalog Information

### DEGREE PROGRAMS

#### DEGREE PROGRAMS

To complete a Kettering University undergraduate degree, a student must complete:

- **core requirements** (a common set of core academic requirements including study in science, mathematics, communication, humanities and social sciences)
- **major departmental requirements** (defined under majors below and more specifically outlined under the representative schedules found in each department's section of this catalog)
- **thesis requirements** (see the cooperative education section of the catalog for information)
- **cooperative education requirements** (each student must meet the cooperative education requirements outlined in the cooperative education section of this catalog)

Each academic program is designed to be completed in four & one-half to five years and is described in detail in the respective department's section of this catalog.

#### Majors

A major is an area of concentrated study which requires a minimum of 40 classes (160 credits). Kettering University offers nine (9) Bachelor of Science degree programs. Undergraduate students can major in any of the following disciplines:

Applied Mathematics	Computer Science	Industrial Engineering
Applied Physics	Electrical Engineering	Management
Computer Engineering	Environmental Chem.	Mechanical Engineering

### MINORS & CONCENTRATIONS

#### MINORS & CONCENTRATIONS

##### Minors

A minor is an area of concentrated study outside of the major area of study. A minor requires a minimum of 4 classes (16 credits) in a directed area of study. Minors may require coursework beyond the minimum of 40 classes (160 credits) required for completion of the major. Minors are not required for graduation though a student may elect to pursue a minor in an area of additional interest. Minors appear on the student's transcript at graduation. The Academic Department granting the minor provides an audit for each student who applies to graduate.

##### Concentrations

A concentration is a specialized area of study within a major area of study. A concentration requires a minimum of 2 classes (8 credits) in a directed area of study. Concentrations appear on a student transcript at student declaration and at graduation. A concentration is not required for graduation.

### ACCELERATED PACE TO GRADUATE

#### ACCELERATED PACE TO GRADUATE

It is possible to complete the academic portion of most Kettering degree programs in eight academic terms. Students who are interested in pursuing this possibility should contact their academic department to obtain an individualized accelerated plan and to determine if it is appropriate for them. Accelerated completion of the thesis is also possible. For advice on how to accelerate the completion of the thesis, contact the Thesis Office.

## MULTIPLE DEGREE ENROLLMENTS

### **MULTIPLE DEGREE ENROLLMENTS**

Students may concurrently pursue more than one undergraduate degree program by obtaining the approval of the respective degree departments. Scheduling of courses must be approved by each degree department faculty advisor. Only a single thesis project is required but must meet the approval of each department. If an academic research plan is approved in lieu of a thesis project, the course plan must also meet the approval of each department. Each degree beyond the first requires a minimum additional 28 earned hours. No waiver in any specific degree requirements will be allowed. However, common required courses may be allocated to each degree. The second degree must be completed within two years of receiving the first Kettering degree or additional requirements may be invoked.

## GPA COMPUTATION

### **GPA COMPUTATION**

The “Kettering University Undergraduate Student Academic Performance Definitions” chart (see next page) shows the 4.0 scale grade value for each of the grades included in the Kettering numerical grade scheme. To determine a 4.0 grade point average (GPA), it is necessary to determine total quality points earned. The quality points for the 4.0 calculation are found by multiplying the course credit hour by the 4.0 scale value. The 4.0 scale grade point average is then determined by dividing the total 4.0 quality points by the total quality hours. A 4.0 scale transcript is available in the Registrar’s Office.

#### **Course Hours and Points Definitions**

**Attempted hours (AHRs)** - are the sum of the course credit hours for which a student has registered. Attempted hours per term is the basis for determining tuition charges and a measure of the student load.

**Credit hour** - represents one sixty-minute class period per week. For laboratory courses each credit hour represents two hours of scheduled laboratory work. A student is expected to devote three hours of effort per week for each registered credit hour. For example, a sixteen credit-hour load would require a total of forty-eight hours a week in classes, laboratories, study, and preparation.

**Earned hours (EHRs)** - represent work equivalent to that defined for a University credit hour which the student has successfully completed at Kettering University, at another institution or by examination. Not all earned hours necessarily apply to the specific degree program being pursued by the student.

**Grade Point Average (GPA)** - is computed for each term individually and cumulatively. In either case, the weighted GPA is computed by dividing the total quality points earned by the total quality hours accumulated.

**Quality hours (QHRS)** - are equal to the credit hour value of the course and are awarded only for course work taken at Kettering University for which a numerical grade is awarded. Only course work resulting in quality hours is used in computing a student’s grade point average (GPA).

**Quality Points (QPTS)** - are a computational value used to compute a student’s grade point average (GPA). The quality points earned for a given course are equal to the credit hour value of the course multiplied by the numerical grade earned.

**KETTERING UNIVERSITY UNDERGRADUATE STUDENT ACADEMIC PERFORMANCE DEFINITIONS  
NUMERICAL SCHEME—WHAT IT MEANS AND ITS INTERPRETATION TO STANDARD 4.0 SCALE**

<b>Levels of Performance</b>	<b>Description of Performance Level</b>	<b>Kettering Numerical Grade Awarded</b>	<b>4.0 Scale Interpretation</b>
Excellent	These grades are awarded to students whose level of performance in meeting the requirements of the course is outstanding. These students understand the concepts and the principles of the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their feelings to others effectively.	100-93	4.0
Good	These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average. These students have a good understanding of most or all of the concepts and principles, generally use correct methods, and are usually accurate in their thinking. They do a good, though not superior, job in communicating within the context of the course.	92-89	3.5
		88-85	3.0
Fair	These grades are awarded to students whose level of performance is adequate. These students meet the essential requirements of the course and have a basic understanding of the course concepts and principles, but have some difficulty applying them correctly. They do a fair job of communicating their ideas.	84-81	2.5
		80-77	2.0
Poor	These grades are awarded to students whose level of performance in general is poor but not failing. These students meet minimum course requirements but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course.	76-73	1.5
		72-70	1.0
Failure	This grade is issued to students whose level of performance fails to meet even the minimum requirements of the course. These students fail to grasp most of the essential concepts and principles & make frequent mistakes in applying them. Their performance is definitely unsatisfactory.	65	0.0

Other grades issued:

- I A student is issued an incomplete (I) whenever the circumstances do not allow completion in the normal time period.
- S A student is issued a grade of Satisfactory (S) upon receipt of a satisfactory employer/student evaluation.
- W A student is issued the non-punitive grade of W whenever withdrawing from a course prior to Friday of seventh week of term.

P, PD, F, EX, NR - The thesis project is awarded the non-numerical grade of pass (P), pass with distinction (PD), fail (F), extension (EX), or not required (NR).

## OVERLOADS

### OVERLOADS

Students are eligible to register for one additional course beyond the limits stated above if:

- Their cumulative GPA is 92 or greater.
- They have completed a minimum of 16 credit hours with no course withdrawals or failures in both the current term and previous academic term.
- They are not currently enrolled in pre-calculus.

Students wishing to take overloads beyond the standards above will need to obtain approval from the Registrar, Room 3-309 AB. Only students in good academic standing are allowed to attempt an overload. Students whose academic status is less-than-good standing may be required to take a course load less than that represented for their degree program. These students should contact Academic Services (Room 3-322 AB) with questions and for advisement.

## CLASSIFICATION

### CLASSIFICATION

Kettering University designates the classification of students, regardless of the degree program being pursued, according to the total earned hours accumulated as follows:

Classification	Earned Hours
Freshman .....	0
Sophomore .....	24
Junior .....	56
Senior .....	88
Senior Thesis .....	120

## GRADE APPEALS

### GRADE APPEALS

The course instructor ultimately has the sole responsibility for the assignment of grades in any course. Questions concerning an assigned final grade are to be handled through the Grade Appeal Process. The first step in this process involves contacting the course instructor in writing. If satisfaction is not received, further appeal of an assigned grade may be addressed, in writing, to the instructor's department head. The department head may only make recommendations to the instructor; he/she may not change any course grade. Appeals must be initiated within four (4) months after the final grade was issued to the Registrar. The student's failure to receive grades sent by mail does not provide an exemption from the time limitation. The student should note that there are specific criteria under which a grade may be appealed. For this reason, the student is encouraged to consult the Grade Appeal Process document before initiating any such appeal. Details of the Grade Appeal Process, including the submission of the appropriate form, are available in each instructional department.

## ATTENDANCE

### ATTENDANCE

Any student, for any reason, who is unable to attend class must contact the Registrar's Office, 762-7476, and report this fact. **DO NOT** leave absence messages on voice mail. This office issues a list of names weekly to the instructional departments so that professors are aware of a student's absence.

**ATTENDANCE  
(CONTINUED)**

**ATTENDANCE (CONTINUED)**

Prompt and regular attendance is expected of the student for all scheduled course and laboratory work. Student participation in class discussion, question/answer sessions and problem solving is critical to the expected student learning outcome. Faculty may include explicit attendance requirements with course grade penalties in their course. The student is expected to clearly understand, at the beginning of the term, if such requirements exist. If a student is absent for cause; illness, accident, etc., the Registrar's Office should be informed and provided with documentation if possible. All such reported absences are reported to the instructional departments and kept on record in the Registrar's Office to assist the student when making arrangements for making up missed work with individual professors. Students should note that, although professors are not required to provide opportunity for making up missed work due to absence, most professors provide that opportunity when the absence was beyond the student's control. A documented record of the absence in the Registrar's Office provides the professor evidence whereby make-up work would be sanctioned. The Registrar does not excuse absences. Only the professor may excuse an absence.

**WITHDRAWAL  
(STUDENT  
VOLUNTARY)**

**WITHDRAWAL (STUDENT VOLUNTARY)**

When circumstances occur whereby a student feels that completion of a course is not possible or in the student's interest, the student may request a non-punitive grade of W (withdrawn) be issued by the Registrar's Office. Such requests will be accepted and honored through the end of the workday, Friday of the seventh week of the term. After that date, the student may not withdraw from the course and is committed to receiving a Kettering numerical grade. Please refer to refund rate table in Business Office section of this catalog.

**ACTIVE/INACTIVE  
(SEPARATED)  
STATUS**

**ACTIVE/INACTIVE (SEPARATED) STATUS**

In order to be certified as an active full-time degree-seeking student, a student must be enrolled full-time in at least one academic term per semester. Circumstances may occur where this may not be possible. The student must then suspend or terminate their participation in the Kettering degree program until the next academic term in which they could be enrolled. Note that this requirement dictates that a student may not be enrolled in three consecutive cooperative work experience terms and remain an active Kettering student. When such suspension becomes necessary, the student should notify the Registrar's Office in writing in order to ensure that all parties are properly informed. The student's cooperative employer is not obligated to continue their agreement with the student if the student becomes inactive (separated). However, the student and the employer are encouraged to make arrangements to re-establish that agreement when the student returns to active degree-seeking status whenever that is desirable and in their mutual interest. Students must have a registration in each term for course work, coop, or Thesis in order to remain an active student.

**READMISSION TO  
ACTIVE STUDENT  
STATUS**

**READMISSION TO ACTIVE STUDENT STATUS**

Students who were academically eligible to continue when they became inactive (separated) may return to active status by completing a readmission application form (available from the Registrar's Office). The Registrar will inform the student of the registration steps and assist in obtaining the necessary classes. The student will also need to be in good financial standing to be reinstated. Students are allowed to reactivate their active student status without having an official cooperative employer for one term only. Permission to continue after that one term is determined on a case-by-case basis and is for one additional term at a time.

**DISMISSAL FOR VIOLATION OF PROFESSOR'S ATTENDANCE POLICY**

**DISMISSAL FOR VIOLATION OF PROFESSOR'S ATTENDANCE POLICY**

Faculty may have strict attendance policies whereby a student is dismissed from a class when a set number of absences are accumulated. If the dismissal occurs by Friday of seventh week, the grade will be W (withdrawn). If the dismissal occurs after Friday of seventh week, the grade will be 65. The student may appeal the dismissal to the Department Head.

**DISMISSAL FOR DISRUPTIVE BEHAVIOR**

**DISMISSAL FOR DISRUPTIVE BEHAVIOR**

If at any time during a term an enrolled student's presence in class is disruptive to the learning environment and in the faculty member's opinion, is not in the best interest of the class and/or the student, the faculty member may request in writing (with a copy to his/her department head) that the student be issued an administrative dismissal. The faculty member should discuss the student's behavior with the Associate Dean of Students and or his/her designee who will meet with the faculty member to discuss the alleged incident. The Associate Dean will also meet with the student to determine possible disciplinary action after determining whether or not the student's behavior violated the Kettering Code of Conduct. The Associate Dean will either adjudicate the matter him/herself or refer it to a disciplinary committee for action. The student may appeal that decision to the Vice President for Student Affairs and Dean of Students who will make a final determination regarding disciplinary action.

If the dismissal occurs by Friday of seventh week, the grade will be W (withdrawn). If the dismissal occurs after Friday of seventh week, the grade will be 65.

**INCOMPLETE (ADMINISTRATIVELY ISSUED)**

**INCOMPLETE (ADMINISTRATIVELY ISSUED)**

Circumstances may occur whereby a student is unable to complete a course in accordance to the fixed academic calendar. If these circumstances occur during 7th week or later, are beyond the student's control, and documentable to the satisfaction of the Registrar, then the Registrar will issue the grade of incomplete representing a temporary non-graded status while the student completes the necessary deficiencies. The course professor determines the work necessary for the student to complete the course and issues a numerical grade when course requirements are met. The Registrar will notify the faculty member. The incomplete grade remains on the student's record for a maximum time of six months, thereafter converting to a failing grade (65).

**INCOMPLETE (PERMISSION OF PROFESSOR)**

**INCOMPLETE (PERMISSION OF PROFESSOR)**

If circumstances peculiar to a specific course or assignment occur within a course where it would be fair and equitable to allow a student more time to complete the requirements of the course, the professor may issue the grade of incomplete directly. Arrangements to complete the deficient work should be made directly between the student and the professor. The incomplete grade remains on the student's record for a maximum time of six months, thereafter converting to a failing grade (65).

**COURSE AUDITS**

**COURSE AUDITS**

Students may enroll for an audit grade and have that status so noted on their official transcript. Audit enrollments are included in accumulating attempted hours and therefore included when determining tuition and fees at the same rate as regular enrollments. Changes in a course registration from a normal status to that of audit are treated the same as a voluntary withdrawal and must be accomplished before Friday of the seventh week of the term. The course professor's permission is required and submitted in writing to the Registrar for processing. Audit enrollments cannot be changed to a regular enrollment.

## REPEATED COURSES

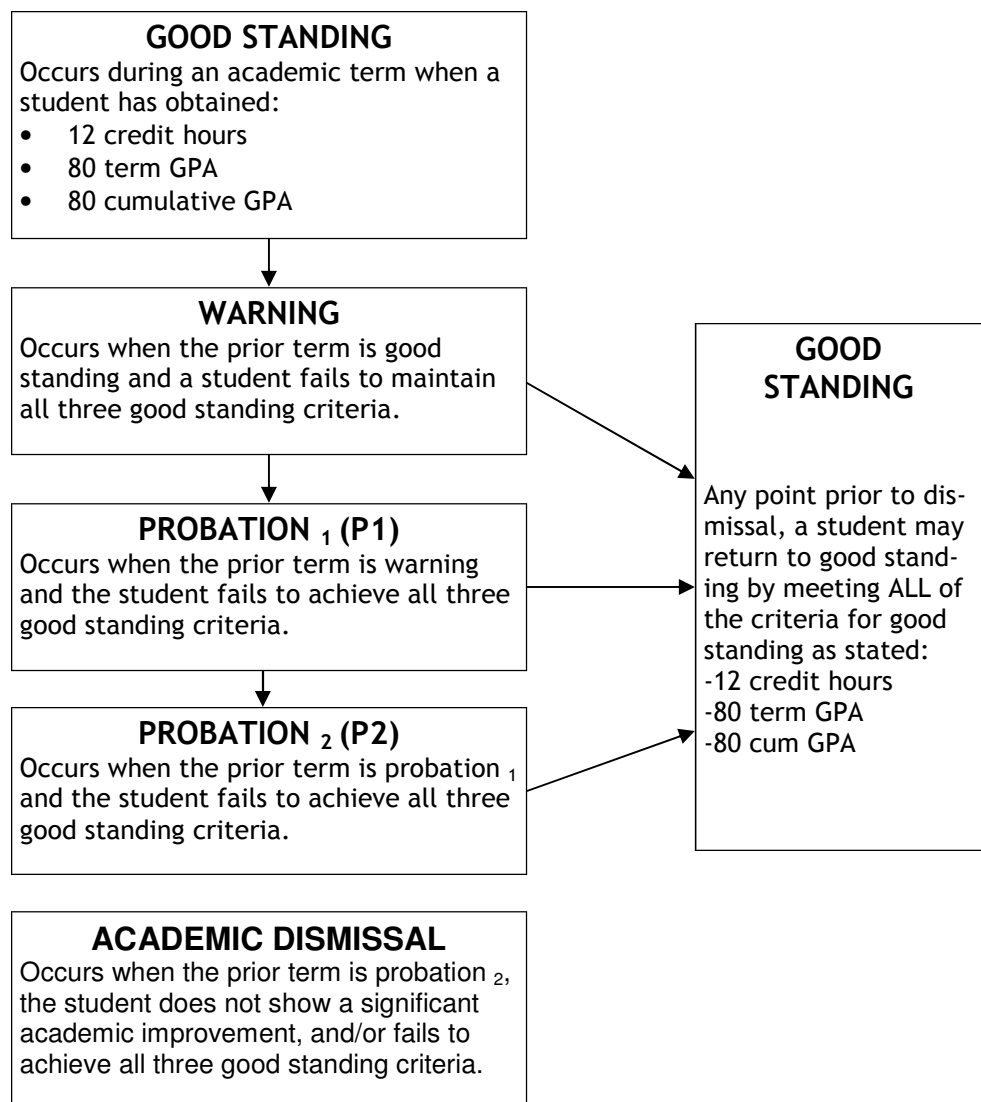
### REPEATED COURSES

Grade point averages for students who repeat course work (in which they had been awarded failing 65 or poor performance level 70 to 76 grades) includes only the quality points and hours from the enrollment with the higher grade. The quality points and hours from the enrollment with the lower grade are excluded from both the term and the cumulative GPA values. This policy applies to the first four repeated courses only. After the four repeated courses, both the first and the repeated course grades are included in the computation of GPA's. The policy applies also to only the first repeat of a given course; multiple repeats are not included within this policy.

## ACADEMIC STANDING

### ACADEMIC STANDING

#### DETERMINATION OF ACADEMIC STANDING



## ACADEMIC STANDING (CONTINUED)

### Levels of Performance Deficiencies

Kettering University has established three levels of academic deficiency: academic warning, probation 1 and probation 2. These are designed to clearly inform the student how serious the academic deficiency is to the student's successful completion of their degree program and what level performance the student must achieve in future work in order to regain good academic standing.

### Academic Warning

Academic Warning occurs at any time in a student's academic career when the student's prior academic term met the criteria for good academic standing but the student fails to maintain all three good standing criteria at the end of their present academic term.

Warning status is for one academic term. (This term begins the next academic term following the good standing term.) A student on academic warning must participate in academic advising through the Academic Services Office.

### Probation 1

Probation 1 occurs when a student's prior academic term met the criteria for academic warning and the student fails to achieve all three good standing criteria at the end of their present academic term.

While on probation 1, juniors and seniors will be allowed to register for a maximum of twenty credit hours including labs. Freshman and sophomores will be allowed to register for a maximum of four courses and associated labs. All such students must participate in academic advising through the Academic Services Department.

Probation 1 is for one academic term. This term begins with the next academic term (in which a student takes at least 12 credit hours) following the warning status term. A student who meets all of the criteria for good standing at the end of the probation 1 term will be granted good standing status.

### Probation 2

Probation 2 occurs when a student's prior academic status was probation 1 and the student fails to achieve all three good standing criteria at the end of their present academic term.

While on probation 2, a student will be allowed to register for a maximum of sixteen credit hours (including labs) and must participate in academic advising through the Academic Services Office.

Probation 2 is for one academic term. This term begins with the next academic term following the probation 1 term (in which a student is registered for at least 12 credit hours). A student who meets the criteria for good standing at the end of the probation 2 term will be granted good standing status. A student not meeting the criteria for good standing at the end of the probation 2 term will meet the criteria for academic dismissal. Students on Probation 2 are not allowed to register for any courses the following term.

### Academic Dismissal

Academic dismissal occurs only after a student's prior academic status was probation 2, the student does not show a significant academic improvement and/or was not able to achieve all three good academic standing criteria.

### **ACADEMIC STANDING (CONTINUED)**

A student who is academically dismissed is ineligible to return to Kettering University either as a degree-seeking student for a minimum of three academic terms or as a provisional readmit (junior/senior only) student for a minimum of two academic terms following the academic dismissal term.

A student who returns after the three-term suspension will be readmitted on probation 2 (see Probationary Readmit). A student who returns after the two-term suspension will be readmitted under a Provisional Agreement, through their degree-granting department (see Provisional Readmission Agreement).

#### **Dismissal Appeals**

Upon notification of academic dismissal a student may submit a written appeal to the Academic Review Committee; a sub-committee of the Kettering University Faculty Senate. The decisions of that committee are final and no further appeal process is available.

### **READMISSION OF ACADEMICALLY DISMISSED STUDENTS**

#### **Readmission of Academically Dismissed Students**

Students who were administratively dismissed by the Academic Review Committee need to petition directly to the Committee for readmittance one term prior to the term in which they desire to return. Conditions and criteria required for readmittance are provided at the time of the dismissal.

#### **Probationary Readmit - Freshmen and Sophomores**

Students academically dismissed through the Academic Review Committee may not petition for readmission until all of the following conditions have been met:

- A minimum period of three academic terms (nine months) must elapse following the term of academic dismissal before a student will be permitted to petition for readmittance.
- Before petitioning for readmittance, the student is required to attend another institute of higher education as a full-time, non-degree seeking student, completing a minimum of four courses (twelve credit hours).
- The student must obtain a 3.0 term/semester GPA from the college of attendance.
- Courses must be representative of courses taken within the student's chosen degree program at Kettering University.

Upon satisfactorily meeting the above stated requirements, the dismissed student may petition the Academic Review Committee for readmittance. To do so, submit a letter and a transcript from the other institution to the Academic Review Committee requesting probationary readmittance. Please contact the Academic Services Department at 800-955-4464, ext. 9775 for further direction.

Students granted readmittance are readmitted on probation 2. Readmittance after dismissal by the Academic Review Committee will be permitted one time only.

#### **Provisional Readmission Agreement - Juniors and Seniors**

This process of readmission is available to a student dismissed after obtaining junior or senior status only. Forms and information can be obtained in the Academic Services Office, 3-322AB, (800-955-4464, ext. 9775).

READMISSION OF  
ACADEMICALLY  
DISMISSED STUDENTS  
(CONTINUED)

**READMISSION OF ACADEMICALLY DISMISSED STUDENTS (CONTINUED)**

After academic dismissal through the Academic Review Committee process, a minimum period of two academic terms (six months) must elapse before a student may petition for readmittance through a Provisional Readmission Agreement.

A student readmitted through the provisional readmit agreement will not be allowed to attend back-to-back academic terms immediately following the provisional readmit term.

Readmittance under the Provisional Readmission Agreement will be permitted one time only.

**Terms of Provisional Readmit Agreement**

At the end of the Provisional Term, students must have met all five stated requirements (listed below) of the agreement for readmittance to be valid.

**1. Course Work Requirement:** The academic degree department must specify no more than four courses (including labs) totaling no more than 16 nor less than 12 credit hours.

**2. Performance Requirement:** The student must achieve a term GPA equal to or greater than 85 with no individual course grade less than 77 for all enrolled courses. Withdrawals or incompletes are determined on a case-by-case basis by the Director of Academic Services.

**3. Academic Advising Requirement:** The student is required to meet with an academic advisor within the Academic Services Office. Any additional requirements that may be deemed appropriate by that advisor will be considered as an integral part of this agreement.

**4. Other Departmental Requirements:** The department may list other requirements, such as attendance, which does not modify the course and performance requirements above.

**5. Academic Improvement Process**

Students with an academic status of less than good standing are required to develop and implement strategies for academic success with the assistance of an advisor. Through this process they may receive:

- One-on-one student - advisor interaction regarding an analysis of the student's level of commitment and desire to succeed.
- Strategies to change self-defeating behavior to achieve desired results.
- Monitoring, support, and open lines of communication with involved faculty and staff.
- Academic Support Seminars: Topics covered: study habits, working with Professors, test-taking strategies, and time management/ social setting.

Academic Advisement is provided through the Academic Services Office, room 3-322, Academic Building. For more information on academic advisement, by e-mail; [academic@kettering.edu](mailto:academic@kettering.edu), by phone; 800-955-4465 ext. 9775, or by fax; 810-762-7866.



## Reference Materials

### WELLNESS CENTER

**DIRECTOR:**

**Deborah  
Williams-Roberts**

[droberts@kettering.edu](mailto:droberts@kettering.edu)

**(810)762-9650**

1-724 CC

### WELLNESS CENTER

Kettering University Health Services is staffed by McLaren Regional Medical Center. This unique arrangement offers Kettering University students convenient and comprehensive health care services. The Health Center is staffed by a physician, a nurse, and two medical assistants. The following medical services are provided: blood pressure and weight monitoring, minor surgical procedures, GYN clinic, allergy injections, and physician referrals. There is no charge for medical services rendered in the Wellness Center. However, students are responsible for any health care costs incurred from lab tests, x-rays, or services received outside the Wellness Center.

### Counseling Services Available at the Wellness Center

- Personal Counseling
- Depression Screening
- Anxiety Screening
- Stress Management
- Consultation Referrals
- Alcohol Assessment
- Drug/Alcohol Prevention Programs

### AMERICANS WITH DISABILITIES ACT (ADA)

### AMERICANS WITH DISABILITIES ACT (ADA)

It is the policy of Kettering University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students, employees, and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities at Kettering University. In carrying out Kettering University's policy regarding students, employees, and applicants with disabilities, we recognize that disabilities include mobility, sensory, health, psychological, and learning disabilities; and we will make efforts to provide accommodations for these disabilities.

Services and accommodations are available to all students who meet the criteria requirements of the American with Disability Act (ADA).

Any Kettering University student who has been diagnosed with a physical, health, psychological, or learning disability or suspects that he or she may have one, should contact the Wellness Center. The Wellness Center will be responsible for gathering the appropriate documentation to support the claim of disability, and for making an assessment of student's needs on a case-by-case basis. The Disability Office will then make recommendations for the appropriate services and accommodations necessary to meet the legal requirements set forth by the ADA. These recommendations will then be provided to staff and faculty who may be responsible for providing the recommended services and/or accommodations.

Faculty are encouraged to review the ADA Handbook, available at the Wellness Center.

**THE OFFICE OF  
MINORITY STUDENT  
AFFAIRS**

**DIRECTOR:**

**Dwight  
Tavada**

[dtavada@kettering.edu](mailto:dtavada@kettering.edu)

**(810)762-9825**

3-300 CC

**THE OFFICE OF  
WOMEN'S STUDENT  
AFFAIRS**

**DIRECTOR:**

**Betsy  
Homsher**

[bhomsher@kettering.edu](mailto:bhomsher@kettering.edu)

**(810)762-9540**

3-120 CC

**THE OFFICE OF MINORITY STUDENT AFFAIRS**

The overall goal of the Office of Minority Student Affairs is to improve the quality of life for minority students at Kettering University. Their mission is to: Ensure that minority students are fully prepared to successfully matriculate within the Kettering University curriculum and environment, provide academic support services for minority students that will ensure their retention and graduation, increase the pool of minority students qualified to pursue math, science, management, or engineering degrees by providing quality pre-college programs, work with administrators, staff, and faculty to create an environment which reflects the diversity of our society, and initiate and implement special activities and events geared toward creating positive self-imagining and professional development skills for students of color.

**THE OFFICE OF WOMEN'S STUDENT AFFAIRS**

Kettering's Office of Women Student Affairs believes women have important and unique contributions to make to engineering and technology. We want to ensure women's participation in these fields. Their mission is to encourage women to acquire knowledge as well as to pursue careers in engineering, science, and mathematics. To help women students realize their potential, we provide resources and tools necessary for academic and professional success.

**Campus Resources for Women**

- Peer Mentoring Program
- Student-Alumni Mentoring Program
- MentorNet
- Zelpha McKinnon Wellness Center
- Recreation Center
- Sororities
- Campus Safety
- Women's Resource Center
- Society of Women Engineers

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