

INTRODUCTION

Developmental Advising is "A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources."

(Winston, Miller, Ender & Grites, 1984)

Academic advising is important. We advisors are the students' primary link to the curricular and co-curricular programs at the University of La Verne (hereafter La Verne). We are a vital factor in student retention because our advising (and teaching) relationships engage students and increase their commitment to the university.

Academic advising aligns strongly with a deep and rich history of college student retention scholarship (Bean, 2005; Lang, 2001-2002; Tinto, 1993, 2005). If this handbook has one major limitation—by design—is that we cannot capture the depth and breadth of academic advising and retention literature. However, we can certainly tip our hat to this rich scholarship by acknowledging its relevance with a brief—brief—review.

College Student Retention

The literature on retention prior to the 1970s blamed the student if he or she failed to persist or graduate. Colleges did not assume any responsibility for a student's failure (Tinto, 1993, 2005). Since the 1980s, increasing attention on institutional programming and interventions to improve freshman retention grew because of works by Astin (1977, 1984, 1985), Terenzini, Pascarella, Theophilides, and Lorang (1985), Terenzini and Pascarella (1991), and Tinto (1975, 1987, 1989) who advocated for institutional attention and intrusive interventions through curricular and co-curricular engagement of students.

Institutional focus on college student retention starts in the freshman year, widely considered the most critical in retaining students (Terenzini&Pascarella, 1991; Durrington& Bacon, 1999; Mortenson, 2005). This consensus led institutions to target material, financial, and human resources to first-year programs that have the highest chance of retaining freshmen (Price, 2005), including greater attention to academic advising scholarship (Habley, 2000).



Retention literature is rich and interventions are as varied as there are colleges. Tinto (2005) has called for researchers and institutions to focus more on documented success stories. We know why college students fail (Tinto, 1993). We know less about best practices in the retention field but the number of studies is steadily growing (Tinto, 2005). We have yet to identify and document all effective retention interventions to enrich the literature.

College campuses are on notice that they need to develop a campus mindset that retention is everybody's business—faculty, students, and student affairs professionals—including staff in support offices where students conduct academic or financial business with the institution (Farrell, 2009). There have been positive strides across higher education to strengthen buy-in to this idea and to isolate stalwarts who feel that “it is the students' right to fail,” which is an old-school, outdated idea. The new paradigm in higher education is to provide access to students who merit an opportunity to attend college, but to also support them to succeed once they matriculate (Tinto, 2008).

Academic advising tries to fill the call for an institutional mindset that intrusive and intentional support structures can help students to succeed in college. Crockett (1985) noted that academic advising was the one institutional program in a college that was required of all students, elevating its potential to enhance their retention. Effective academic advising, backed by research and best practices, can dispel the idea that it is the student's right to fail to one that believes that access and support is opportunity (Tinto, 2008). Also, even among the most talented and selective students, the wrong attitude among administrators is to “get out their way” (Light, n.d.) as if doing so might stifle their education. In other words, the wrong attitude is pretend that if we found the best students we can neglect them because they are naturally talented and self-motivating. The decisions, policies, and institutional culture we establish on campus will set the tone about how much students matter as scholars and as individuals. As Light (n.d.) noted, the simplest, initial step toward building a strong and effective advising experience is to build lasting relationships with our students. It is with this mindset that the Office of Academic Advising approaches academic advising at the University of La Verne.

Academic Advising at the University of La Verne

There are multiple facets of academic advising at La Verne. We are both technicians and advising clinicians. The goal of advisors is the successful completion of the academic degree by the student and their maturation, development, and growth.

Being a technician is easy. Once you understand the technical requirements for graduation, it is a matter of ensuring students make progress toward those requirements each semester. These requirements can be followed on “paper” using paper and online documents, degree evaluations, etc. Academic advisors are important stewards of the university degree and are vital in guiding advisees to graduate within four years, proactively engaging in dialogue and intentional planning with students to complete degree requirements within the established academic plan they decided to follow.

Serving as an advising clinician is different. It requires the advisor to know their students as individuals. In this reference, the advisor recognizes students' strengths and weaknesses and guides them toward degree completion, but also maturation as La Verne graduates. Developmental and appreciative advisors work with students to understand how they will be successful in completing their

personal and career goals, satisfying degree requirements, while balancing curricular obligations and co-curricular interests in college. A seasoned and observant academic advisor recognizes the nature of the courses their students are taking every semester and recognize the subjects where they exhibit strength or weakness. Since you know their career and academic goals, you guide them toward courses that support degree completion while developing professionalism and intellectual maturity.

Successful academic advisors utilize their knowledge and experience to guide and teach their students; they also use the tools of the craft to facilitate advising (the clinician side of advising) to complete degree requirements. For example, the College of Arts & Science published academic student educational plans for most majors, identifying sequencing of courses over 2-or 4-years. All academic advisors, for example, should use these plans to help guide their advisees to clarify the path to graduation in quantifiable and predictable ways. Predictability and clarity in understanding and following academic requirements help students to feel comfortable and confident that a college degree is achievable, but challenging, because they understand it. These educational plans should be adjusted for advanced freshmen or transfer students who are expected to earn degrees in less than four years. These educational plans can be built in MyDegree Tracker using prebuilt templates and our “Path to Graduation” to customize students’ academic plans. Advanced planning can also help your advisees to avoid costly academic mistakes such as being short units or requirements. Every student should have an academic plan by the end of their first semester at La Verne. These rubrics should be used as “working” documents that change as academic plans change.

Encourage your advisees to take ownership of their education as ways to empower them to accomplish their goals. A straightforward way to establish expectations with your advisees is to adopt an advising syllabus (online and in this document). Feel free to personalize the syllabus and edit it to reflect your contact information, expectations, or the expectations of your academic department.

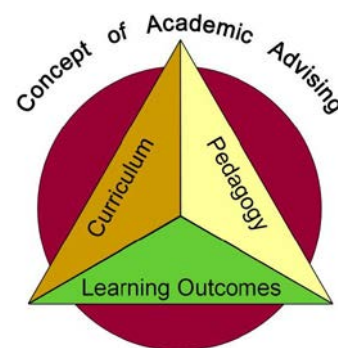
Our vision and mission statements (online and in this document) are framed through the lenses of developmental advising (Crookston, 1972) which aspires for mutual student and advisor responsibilities in advising, including strengths-based learning outcomes that are tied to effective and successful advising experiences. We are also guided by the principal of appreciative advising (Bloom, Hutson, & He, 2008) that aims to operationalize advising outcomes that encourage students to identify, articulate, and apply realistic course plans and goals in consultation with their advisors. We explain these two important guiding principles below.

THEORETICAL FOUNDATIONS & EXPECTATIONS OF ACADEMIC ADVISING AT LA VERNE

WHAT IS ACADEMIC ADVISING?

Academic advising is more than:

- just the casual chat with a student,
- discussing the lecture topic for the day with a student after class while walking down the hallway,
- going over the test results with a student,
- handing over the registration code without meeting, or
- signing forms without discussion or consultation.



Academic advising is taking the time to be with students, to care about students as people, to be their mentor and advocate. Academic advising is being dedicated as a teacher because to be an advisor is to be a teacher in the fullest sense of the word. In short, *advising is teaching* (Lowenstein, 2005).

Academic advising in a *developmental context* assumes that the advisor is concerned for student's specific future profession. Academic advisors are influential in helping students to develop their rational processes, behavioral awareness, problem-solving, decision-making, and evaluation skills (Crookston, 1972). It is a process that is intended also to systematically help students to achieve personal, educational, and career goals by using the full range of institutional resources (Winston, Miller, Ender & Grites, 1984).

Developmental advising encourages:

- active student participation in their own educational and personal development (King, 2005),
- the attainment of goals and expectations,
- students to map out a path to academic success and graduation,
- students to interact with the campus community (Aston, 1984), and
- focused attention on the whole student (personal well-being and satisfactory academic achievement; King, 2005).

Developmental advising encourages “Intrusive” advising by:

- proactively monitoring student progress,
- reaching out to students to inquire about their status or progress,
- asking probing questions, challenging students' assumptions, and offering fact-based guidance and observations,
- communicating with students on a regular basis, and
- connecting with students *before* problems arise.

Developmental advising refutes “prescriptive” advising (Crookston, 1972), the traditional advisor-student relationship that assumes that:

- advisor-student relationships are based on authority,
- advisors impart knowledge onto students, solves their problems, and provide directives (with no follow-up or assessment on the quality or accuracy of the advice).
- students are passive and are discouraged from being active participants.

Effective academic advisors adopt a multi-theoretical approach toward advising on the premise that not one theory, philosophy, or strategy is sufficient to support the most diverse college student-body in history, with the largest gains attributed to Latinos whose enrollments tripled (240%) from 1996 to 2013 but lag, along with African Americans, in degree attainment (Krogstad & Fry, 2014). As noted below, adopting consultative or directive approaches that are individualized give advisors more freedom to adjust to different student needs and personalities. As such, we introduce another advising framework that we feel is effective in supporting student success, *appreciative advising* (hereafter AA; Bloom et al., 2008).

Appreciative advising has received buzz in higher education since Bloom et al.'s publication of *Appreciative Advising Revolution* in 2008. AA is an advising framework that enables intentional student encouragement and support that is grounded in goal-setting and action plans that identify and enhance strengths to specific situations and devise targeted strategies to achieve success (Bloom et al, 2008). AA's theoretical foundations are informed by positive psychology, social constructivism, reality therapy, scaffolding, and ZDP (Zone of Proximal Development; Bloom, et. al. 2008). Bloom (2017) argued that AA was not meant to compete against, but to complement Crookston's (1972) developmental advising framework. AA is grounded in six phases of appreciative inquiry: *Disarm*, *Discover*, *Dream*, *Design*, *Deliver*, and *Don't Settle*. These phases offer a guided approach to academic advisors to lead students with open-ended questions that help them to articulate dreams to plans, plans to action to optimize their curricular and co-curricular experiences. This framework is a promising student development, student-centered approach to academic advising. Each phase is briefly defined in this section's figure below (University of Southern Indiana, n.d.):



In summary, academic advising is situational and progressive. As students mature and their advising needs change so should the advising they receive. Academic advisors might initially adopt a more directive advising approach when individual students need a stricter focus and direction. We recognize that some students might thrive in more structured settings as they struggle to negotiate the complexity of college (Heisserer & Parette, 2002).

If an advisor adopts a directive approach at the start of the advising relationship, s/he might decide to modify his/her advising approach to a consultative direction as the student learns and becomes self-sufficient. Effective academic advisors are those who can use college student development and advising theories prudently and, perhaps, conditionally based on the individual needs of students (Creamer, 2000).

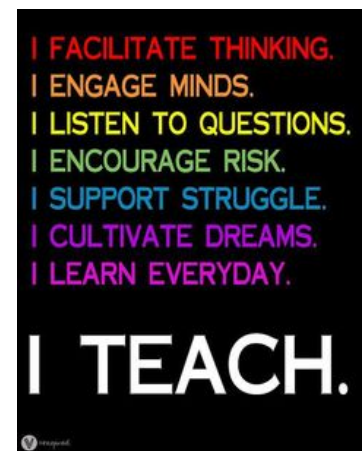
ADVISING IS TEACHING

“Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment.” (O’Banion, 1994)

There are two types of advising: *formal* and *informal*.

Formal advising occurs when an academic advisor is assigned to a certain number of *advisees* to provide routine (regular) academic and personal guidance. Academic advisors are expected to know academic and graduation policies to meet the advising needs of their students. The academic advisor interprets and explains policies, degree requirements, processes, and directs action plans in collaboration with advisees. The academic advisor signs advising or academic forms and advocates on behalf of students with university offices or departments. Academic advisors might guide advisees about studying abroad, guide them about appropriate courses to take, and maintain open channels of communication with advisees. The academic advisor thereby has the responsibility of formally advising students from initial contact, strengthening the advisor-student relationship that facilitates their persistence every year, through graduation as planned by both parties.

Informal advising is part of the normal task of teaching or discussing course material, tests and informal chats with students. In this setting, discussions may be held with students regarding their progress in school, as well as long-term career and personal goals. Academic advisors may have a positive influence on students who may need consultation about employment and career prospects or graduate school. For example, students may be asked to articulate the value of a liberal or professional education, how their education reflects La Verne’s values, and how their education has prepared them for life-long learning and career achievement. These inquiries help to reinforce topics of discussion in SoLVE courses and their overall curriculum, making vital connections between the university’s mission and core values with the mission and vision of academic advising.



WHEN DOES ACADEMIC ADVISING TAKE PLACE AND WHAT IS AT STAKE?

Advising takes place in offices, classrooms, building corridors, on campus grounds, or at the dining hall; advising takes place wherever, whenever students and advisors meet. Of course, academic advisors have every right to decide when and where they want to meet with their advisees to maximize these interactions. At minimum, students are expected to meet with their academic advisors at least once every semester to discuss topics of interest or concern and to discuss course options for the following semester. We ensure these meetings will take place by placing registration holds on student records requiring an AAC (Academic Advising Code) that is assigned to every traditional undergraduate. All academic advisors have access to AACs in MyLaVerne and are expected to “give out” the codes to students whom they have *advised*. Individual students who do not have an AAC are prevented from registering for the following semester.

We expect academic advisors to keep office hours and to meet with their advisees throughout the semester and prior to registration to discuss the next semester’s schedule and academic plan to date. Emailing the AAC codes without meeting with students undermines the intent of the AAC and the spirit of academic advising. Ignoring or delaying responses to student inquiries—by phone, email, or in-person—also undermine our professional responsibilities to our students. We all have a responsibility in upholding our student-driven mission. When we make it difficult for students to reach us we miss opportunities to meet with students who might need advising, mentorship, and guidance. Academic advisors have a professional duty to their advisees; students succeed and thrive when they build strong and trusting relationships with academic advisors (Light, 2001).

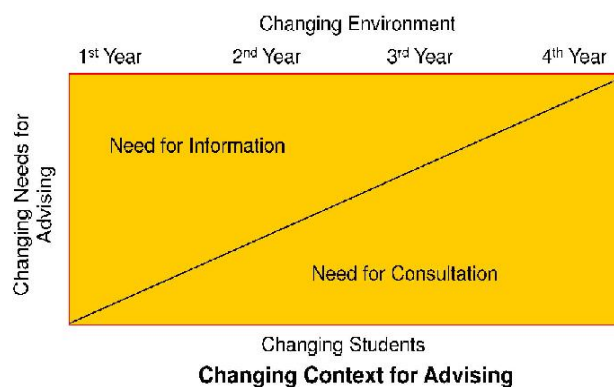
Although we make every effort to encourage students to meet with their academic advisors during “advising season” each semester, advisors still have a responsibility to meet with students who—for any reasonable or unforeseen reason—were not able to meet during “advising season.” Sending late students to the Office of Academic Advising because you *do not want to advise them* does not absolve you from meeting the advising needs of students who are often notified that only their advisors can “give” them their AACs. Take advantage of the opportunity as a teachable moment, imparting on late students the importance of early advising and timely registration to avoid unnecessary delays and frustrations. We are not asking advisors to advise students “on-the-spot” if they show up unannounced but we ask that advisors make appointments when it is convenient to meet with students.

Current students and parents are empowered—even encouraged—by university leaders more than ever to share their grievances directly with Deans, the Provost, and even the President about almost anything on campus they disagree with. Even if we might think the grievances are trivial, these happen more often than you might think. We can easily avoid escalation in cases associated with advising by ensuring that we provide academic advising sessions that are appropriate, thoughtful, and timely.

Adopting an advising syllabus is an effective way to establish clear expectations with advisees in the same way instructors would use course syllabi to establish classroom expectations and décor in classroom settings. As noted in other areas in this handbook, a draft of the advising syllabus is available for download and customization on our “Forms & Downloads” section of our website, <http://www.laverne.edu/advising>.

Good academic advisors can adapt to the changing advising needs of their students as they learn, grow, and mature (Creamer, 2000). In the process of self-discovery and socialization with others, the advising needs of college students will change through the natural process of maturation and learning. Academic advisors may follow the same trajectory by adapting to the changing needs of their students from information-dominant forms to consultation-dominant forms (Creamer, 2000). Thus, students’ advising needs will change over time as they learn to be self-sufficient within the La Verne community. As their needs for consultation grow, so will the needs for academic advising.

Students' Stages of Development



Source: Creamer, D. (2000).

WHAT IS NEEDED TO BE AN ACADEMIC ADVISOR?

Anyone who has a sincere desire to help college students achieve academic, personal, and career goals can become academic advisors. Academic advising in colleges and universities fits an important service and consultative-oriented role that lead to student successes when these are institutionally supported, that operate smoothly, abide by professionalism and professional standards, and establish clear expectations and standards (Frank, 2000). As such, academic advisors should have:

- an open and friendly attitude.
- a desire to be helpful.
- a sincere interest in students.
- a desire to see students succeed.
- a knowledge and understanding of university policies, procedures, academic and disciplinary rights and responsibilities.
- a knowledge of degree requirements, general education requirements, policies and procedures.
- a full understanding that they are not alone; recognize there's a large student advocacy network on campus that is willing and ready to support academic advisors.
- no hesitation to make effective referrals to the Office of Academic Advising or the larger student advocacy network on campus.



Academic advisors who are service-oriented, also have a duty to the institutional standards they uphold in guiding students throughout their academic careers. Advisors often rely on their formal education, life experiences, ethical reasoning, and values in guiding students, supporting and challenging them, and doing what's right for them. Advisors are advocates of their students (Frank, 2000) but they are also stewards of institutional values and policies. Successful academic advisors are consistent, equitable, and fair with advisees but are also able to:

- help students develop and define realistic academic and career goals.
- support students in reaching their academic, personal, and career goals.
- help students plan academic programs consistent with the students' abilities and interests.
- help the student to see the connection between academic preparation and careers.
- make referrals to appropriate offices (e.g. Academic Success Center) and follow-up with the student or the referral.

Bruce Barbee (2008), a long time faculty advisor at UCLA School of Education, at a conference of academic advisors, identified personal qualities that his advisees most admired about their advisors: balance between personal/professional; being available; being honest when the advisor does not know an answer; being organized; being sensitive to students' needs; acting as an equal; being engaging; being thought provoking; challenging; honest; teacher; supportive; approachable;

personable; sincere and genuine; know rules and policies. What personal qualities do you want your advisees to take away from their experiences with you?

WHO IS RESPONSIBLE FOR WHAT?

Both the advisor and the student must assume responsibility to carry out their respective duties for a successful academic advising experience. Advising is the building of bridges between the student and the advisor, between the academic program and career goals.

WHEN IS ACADEMIC ADVISING NEEDED BY STUDENTS?

Faculty academic advisors at the University of La Verne advise as part of their service toward tenure and/or promotional goals. Faculty advisors are hired on 10-month contracts but the reality of academic advising is that it is an on-going annual educational function that is not restricted by academic calendars or individuals' schedules. Academic advising requires flexibility and year-round staffing to meet the individual advising and registration needs and schedules of students which are fluid and revolving. Because OAA is open year-round, the four staff members of OAA are challenged each winter and summer seasons when individual students need academic advising and registration help, but cannot reach their major advisors. OAA must also manage the advising and registration needs of newly admitted freshmen and transfer students during winter and summer months in the absence of most academic advisors.

OAA will fill voids and absences where possible but it also requires the support and consideration of academic advisors about when and under what circumstances they are available to meet the needs of advisees when faculty advisors are on-contract. Thus, it is important that academic advisors who are contracted during the 10-month period to make themselves accessible (reachable) to their advisees within reason, and to the extent possible, when it is balanced with other administrative, teaching, and research obligations. In the summer months, please help where you can with a brief response to the students' inquiries, copying the OAA for assistance as needed. PLEASE, don't ignore student emails or efforts to reach you. It is a disservice to students, who might not know about faculty contracts, and unnecessarily aggravates situations if students decide to complain with someone in higher administration.

Among the key advising milestones in an academic year (August-June), academic advisors should be available and accessible:

- within the first six weeks of every semester,
- during advising and registration seasons in fall and spring semesters, including winter break,
- during posted, weekly, office hours for in-person meetings,
- by email or phone, within reason, to respond within a reasonable time, excluding weekends or holidays.

Academic advisors, as ethical stewards of the institution (Frank, 2000) and student advocates, should be available to:

- discuss any changes in program(s) of study; adding and dropping of classes,
- discuss any actions that might or should be undertaken that impacts academic standing,
- follow-up on any report of unsatisfactory academic performance,
- discuss personal, social, or academic adjustment problems students might be experiencing,
- effectively utilized referrals and campus resources to support the advisor and student to address issues that might impact the student's academic, personal, or physical wellbeing.
- guide students prior to a leave of absence or withdrawal from the university to help facilitate an exit strategy or to address concerns that might result in retaining them.

These advocacy duties also come with administrative responsibilities. Academic advisors possess the ability to, for example,:

- Approve a student's registration,
- Support or not support academic or financial appeals,
- Waive prerequisites for courses in the student's major or minor (and communicate changes on a timely basis to the Registrar),
- Accept transfer work to meet major or minor requirements (and communicate changes on a timely basis to the Registrar),
- Make appropriate major or minor substitutions (and communicate changes on a timely basis to the Registrar),
- Facilitate withdrawal from classes or their studies through a leave of absence or resumption of classes after returning from a leave of absence,
- Support retention efforts by utilizing the advisor-student relationship that encourages students to register on-time or to register after a prolonged delay.
- Make a powerful and lasting positive impact on a student's life,
- Positively shape students' perceptions about La Verne, its mission, and its commitment to its students.

IS ACADEMIC ADVISING PART OF MY ASSIGNMENT AS A FACULTY MEMBER?

All full-time, tenured and tenure-track faculty are expected to serve as academic advisors as part of their service portfolio. Academic advising is considered in tenure and promotion. Faculty academic advisors should consult with their department chair or academic dean about specific questions or concerns about the tenure process; our office is available if advisors have specific advising concerns or if they need new or additional administrative support.



ACADEMIC ADVISING EXPECTATIONS

A straightforward way to establish expectations with your advisees is to adopt an advising syllabus (online). Please feel free to personalize the syllabus and edit it to reflect your contact information, expectations, and the expectations of your academic department.

STUDENTS EXPECT ADVISORS TO, FOR EXAMPLE,:

- Offer suggestions,
- Ask questions and challenge assumptions (especially if they are unrealistic),
- Be supportive and encourage curricular and co-curricular explorations,
- Give directions that will help them realize tangible educational goals.
- Genuinely be interested in helping them.
- Be well-informed, unhurried with conversations, and give full answers to their questions.
- See in their advisors friendly, willing persons who will help them plan accurate roadmaps to degree completion.
- Care about them enough to take the time to listen and respond to inquiries.



WE AS ADVISORS SHOULD EXPECT OUR STUDENTS TO, FOR EXAMPLE,:

- Participate in the educational process,
- Be prepared for appointments and ask questions,
- Take responsibility for their own educational experience,
- Understand that they have ultimate control over their academic career,
- Trust us.

WHAT IS YOUR ADVISING STYLE?

According to Foushee (2008), making the most of the advising experience depends on the advising style that college students experience from their advisors. For both students and faculty, some advising styles are more effective and fulfilling than others. What kind of advisor do you want to be?

The Hurried Form-Signer. These advisors are frequently too busy to talk with advisees. They are available to sign forms and identify errors in course selection, but have little time for anything else, expecting advising appointments to last less than 10 minutes. This type of advising is typically the easiest in time and energy expenditure, but rarely provides positive advising for students.

The Detached Authority Figure. These advisors are not concerned with building rapport or listening to students' needs. They function as an all-knowing source of wisdom regarding courses, career options, or requirements for the major. Students can take or leave their advice. This style is more informative than the form-signer approach, but also rarely provides the guidance that students often need or want.

The Substitute Parent. These advisors hover over their advisees and attempt to make decisions for them. They may become overly involved in students' personal lives and are always available and nurturing. However, students may fail to learn how to actively control their own career trajectories and frequently have difficulty making their own decisions.

The Mentor. These advisors provide accurate information and help students identify all possible options for growth and development at each stage of their academic careers. They are available, actively listen, and allow students to make their own decisions and support those decisions, even if they disagree with them. These advisors guide students and simultaneously provide opportunities for independence and personal growth.

The Trail-Guide. Over the years, my personal philosophy of advising has evolved into what I consider the "trail-guide" approach, a style most closely aligned with the Mentor. The college years are an exciting, formative, and life-altering journey for most students, providing a critical set of experiences and opportunities that build the foundation for their lives and facilitate their pathway to self-actualization. Regardless of students' individual directions and levels of dedication to achieving their goals, it helps to have at least one person continually present along the way who can guide them on their individual journeys, pointing out pitfalls, providing information about possible pathways, and supporting their professional development.

Source: Foushee, R. (2008, March). Academic advising and teachable moments: making the most of the advising experience. *Association for Psychological Science*, 21,3.

AN ADVISOR'S CHECKLIST

- **Be available to students on a regular basis** and be conscientious about posting and adhering to a schedule of office hours for advising conferences. This is especially important during advising and registration seasons.
- **Maintain (upkeep) the degree audit in MyDegree Tracker for each advisee** with accurate information such as completed general education and major requirements and advising notes. Advising notes may include entries such as a student's failure to appear for appointments, academic difficulties, choice of career preference, decision to change major, or any other appropriate comments. *When in doubt, document.* Contemporaneous notetaking is important to document meeting or interactions with students when disputes arise (even if initial interactions are non-eventful or pleasant). From time to time a dispute might escalate and require the involvement of the Office of Academic Advising, academic deans, or the Provost. Keeping notes, documents, and correspondence are important to protect yourself and the institution from allegations of misadvising or wrongdoing.
- **Establish personal relationships** and rapport with advisees. Successful advising is more than planning classes, but is about assisting the student in planning for the short-term and long-term futures.
- **Set expectations for your advisees** so they are aware of what you expect of them prior to and during meetings and advising sessions. They should be aware about what is required of them ahead of appointments, and how to schedule an appointment with you.
- **Discuss long-range educational and career goals** and assist in planning appropriate academic programs.

- **Help resolve academic difficulties.** Be helpful and empathetic about struggling students. Sometimes students only want someone to speak with. In other times, students might be asking for help. Be ready to help or at least be ready to connect the student with campus resources that might be better equipped to help the student to address academic difficulties.
- **Know about campus resources** to refer students for information and advice (Deans' Offices, Registrar's Office, Counseling Center, Tutorial Services, Career Development, etc.)
- **Be aware of opportunities** available to facilitate curricular and co-curricular learning. (Examples include the Independent Study and Directed Study options, study abroad, individualized major programs, credit by examination, campus clubs, organizations and activities).
- **Send occasional invitations** to advisees encouraging them to visit during office hours or to follow-up on early alert notifications or concerns.
- **Help students** in their decision-making processes relating to course choices, career indecision, personal problems, etc.
- **Encourage them** to be active in campus, regional or national associations related to the major.
- **Self-assess** that the advice, information, or referrals you are making are timely, accurate, and followed through to completion.

CHECKLIST OF TOPICS TO DISCUSS WITH ADVISEES

- ✓ Encourage advisees to take ownership of their education.
- ✓ Stay abreast of advising best practices and be collaborative-minded.
- ✓ Make sure the information you share is accurate, timely, and useful to students.
- ✓ Expect to be considered the face and voice of your academic department and the university when students advise and guidance.
- ✓ Don't be shy about being proactive and intrusive with advisees when it is clear they might not be meeting academic expectations. Most students appreciate honesty and constructive guidance to correct at-risk behaviors or misguided academic planning.
- ✓ Challenge and support advisees—and make direct referrals to campus support services—to help them correct habits or behaviors that might negatively impact academic success.
- ✓ Don't be shy about giving directives when they're needed to keep advisees on track toward graduation.
- ✓ Be collaborative and supportive of student initiated self advocacy when their academic or course plans are thoughtful and reasoned that still keeps them on track toward graduation.

Academic advisors retain the educational freedom to work with students on a case-by-case basis in a manner that best meets the individual needs of advisees, accommodating and adjusting course plans when desired but standing firm on expected completion of milestone courses or requirements when needed. Please use MyDegree Tracker's Student Sducational Planner, major completion templates within the planner, the Path to Graduation flyer, and other documents from our website to help guide academic decisions. In light of these thoughts, here are some things to keep in mind when meeting with advisees:

- ✓ LVE 200 (SOLVE) should be scheduled to be taken and completed in the sophomore year. Junior transfers should try to take LVE 200 in the first semester of enrollment but no later than the second semester of enrollment at La Verne.
- ✓ CS 305 is recommended to be taken in the second semester of the sophomore year or during the junior year, after completion of LVE 200. Completion of CS 305 should be completed before the senior year when students are consumed with the senior project.
- ✓ LVE 400 (University Reflection) should be taken in the senior year. Some majors have courses that double count for LVE 400.
- ✓ Students should continuously register in Math and Writing courses until they complete the minimum requirements for degree completion, LVQR and LVWA/B respectively.
- ✓ If applicable, students should continuously register in foreign language courses until they complete the minimum requirements for degree completion, completion of the second semester foreign language in their chosen language.
- ✓ If applicable and reasonable on a case-by-case basis, encourage students to complete general education requirements, major/minor prerequisites and supportive courses in the freshman and sophomore years, to scaffold toward the completion of advanced major/minor courses in the junior and senior years.
- ✓ Strongly encourage students to apply for graduation no later than the second semester of the junior year.
- ✓ Review MyDegree Tracker at least once every semester, prior to meeting with a student, or after grades post.
- ✓ Contemporaneously submit academic appeals, contracts, or course substitutions to the University Registrar immediately to reflect these changes in the degree audit (MyDegree Tracker). Do not wait until the end of the semester, academic year, or some future moment in submitting these materials. Failure to submit these may have negative consequences in financial aid eligibility, time to degree completion, or allegations of misadvising.