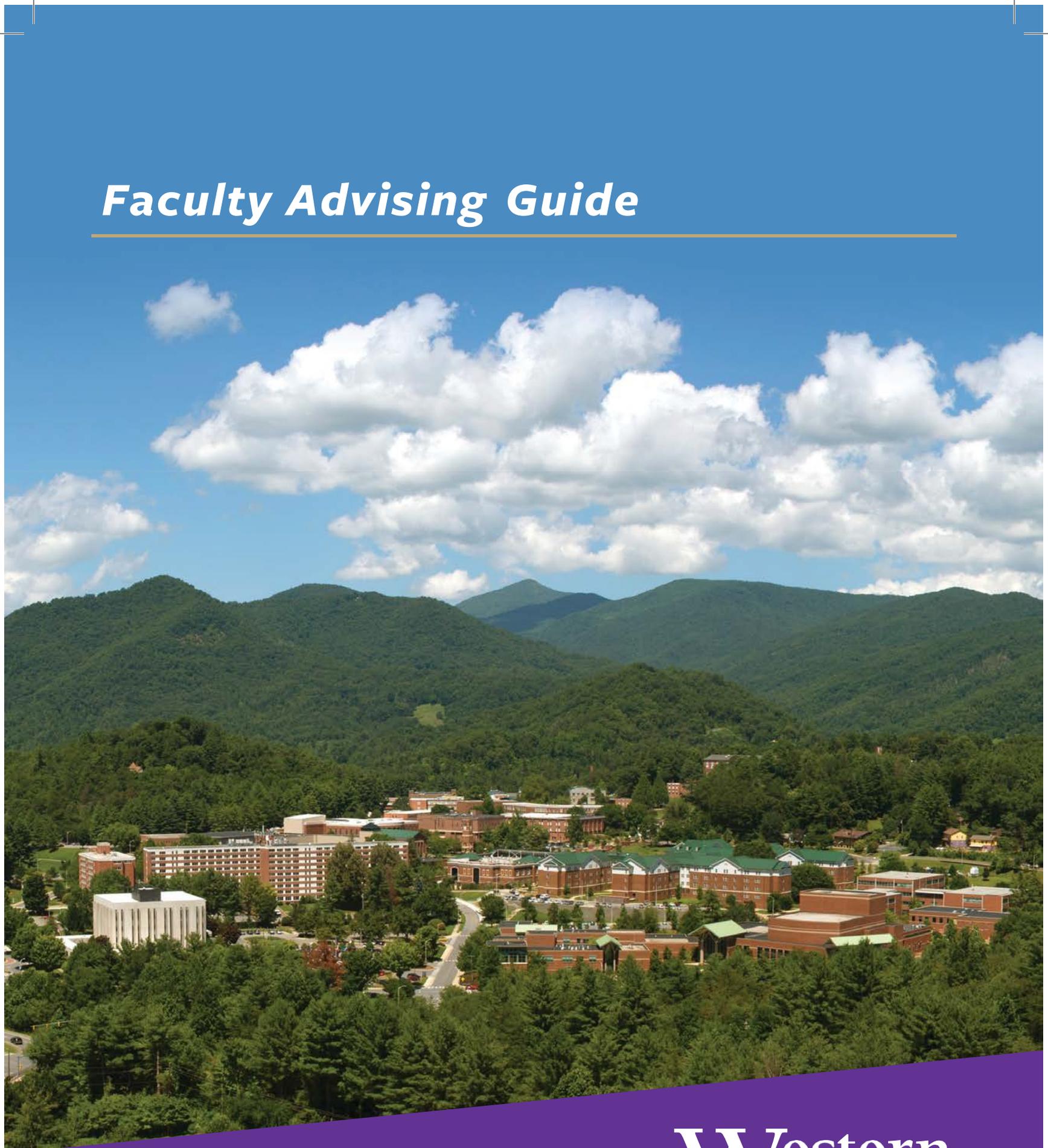


Faculty Advising Guide



**Western
Carolina**
UNIVERSITY

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The Division of Student Success

Welcome! It is indeed my pleasure to introduce you to the Division of Student Success. Since its inception in Fall 2013, we have dedicated time and resources to ensuring student success is at the forefront of everyone's mind here at Western Carolina University. Undergraduate Advising has become the major tool at WCU that provides an arena for student success and retention.

In an effort to know where we are going as an institution, it is important to focus on setting goals and objectives. We live in an ever-changing world that is technology based, which suggests that success in the future depends upon the knowledge that is acquired through training and education. To that end, the Advising Center has developed this advising manual to assist faculty and staff in guiding students to "Finish in Four."

This manual, through careful planning and implementation by the Advising Center, will provide a panoramic view of academic advising and the impact it has on student success. It is imperative that we as faculty and staff continue the cycle of providing resources to help our students succeed.

My charge to you is that you use this manual as a resource for helping students reach their goal of graduating.

Respectfully,

Lowell K. Davis, PhD

Assistant Vice Chancellor for Student Success

Units in the Division of Student Success

Advising Center

The Advising Center offers comprehensive academic advising to undeclared and declared undergraduate students at Western Carolina University. The Center provides a holistic approach to advising by addressing students' academic and social potential. Advisors help students to select proper courses, choose appropriate majors, understand university academic policies & procedures, and cope with the transition to college.

Mentoring and Persistence to Success (MAPS)

Mentoring and Persistence to Success provides academic advising, mentoring, one-on-one tutorial support; workshops focused on career, financial aid, and graduate school preparation; and other resources to four groups within the student body:

- Students who are first generation college students (parents do not have Bachelor's degrees)
- Students who meet income guidelines set by the U.S. Department of Health and Human Services (HHS)
- Emancipated youth, formerly homeless or without consistent residence, or aged out of foster care
- Students participating in Academic Success Program (ASP)

Summer Session

Attending Summer Session offers students multiple opportunities with the benefit of helping them reach graduation on time or even early. Smaller class sizes, a lighter course load than fall and spring semesters, focusing on one or two classes instead of juggling many – these are just a few of the excellent reasons for students to attend Summer Session. Summer Session operates within Mentoring and Persistence to Success.

Office of Accessibility Resources

The Office of Accessibility Resources is a voluntary program for students with documented disabilities. It is designed to ensure the receipt of necessary accommodations and equal treatment in all areas of campus life. Students are encouraged to be active in the determination of accommodations.

Office of Student Transitions

The Office of Student Transitions aims to foster opportunities that will empower students to thrive in transition. We support students' First Year Experience, Sophomore Success, and Transfer Student Initiatives.

Signature programs include: New Student Convocation, Transition Pathways courses, One Book: (Common reading program), Transfer Ambassador program, Tau Sigma Honor Society, Sophomore Showcase, First-year Advocate Awards, and the Chancellor's List Awards.

Writing and Learning Commons (WaLC)

The WaLC, located in Belk 207, provides free small-group course tutoring, one-on-one writing tutoring, Writing Fellows for writing-intensive classes, individual academic skills consultations, support for international students, in-class writing and learning workshops, and online writing and learning resources.

Mathematics Tutoring Center (MTC)

The MTC offers drop-in tutoring to help with homework, review concepts, help with study skills, and answer questions about math courses.

OneStop Student Service Center

The OneStop is a centrally located service center that makes it quick and convenient for students and parents to conduct university related business involving financial aid, CatCard activity, registrar, cashiering, parking and other general student services.

Registrar's Office

The Registrar's Office fosters student success through the management of the University's student information system. In close partnership with other academic units, the Registrar's Office oversees publication of the academic calendar and university catalog, the schedule of classes, classroom scheduling, room reservations and final exams scheduling; registration, grading, and academic standing, graduation and student records, the degree audit, transfer equivalencies and transfer articulation; transcript services, enrollment certifications and enrollment verifications.

Related Units

Office of International Programs and Services (IPS)

International Programs and Services provides leadership and advocacy for students and scholars through international programs and activities on campus and its surrounding community, promotes study abroad opportunities, and coordinates international-related resources for the campus community. The Study Abroad Office at WCU, part of International Programs and Services, is located at 109 Camp Building. This office assists WCU undergraduate and graduate students who would like to study abroad, do internships, and/or participate in service learning internationally while earning college credit toward the completion of their academic program. Undergraduate students can study abroad for up to three semesters not including summer programs. IPS provides information sessions twice a week to assist students in beginning the process to study abroad.

Center for Career and Professional Development (CCPD)

The CCPD assists students with finding non-work study student employment, choosing a major and career path, identifying related work experience in the form of externships, internships and co-ops, and creating job search documents. Through career fairs and etiquette events, CCPD helps with securing employment and graduate school opportunities after graduation.

Center for Service Learning

This office connects faculty, students, and staff with service opportunities in the region and actively supports the University's commitment to community engagement.

College of Education and Allied Profession's (CEAP)

Education majors are advised in Suite 201 within CEAP. The mission of Suite 201 is to develop a college-wide system of support by centralizing the functions related to recruitment, preparation, field placement, licensure, and professional development for future and current educators. Suite 201 also seeks to promote a seamless continuum for the ongoing development of professional educators. As part of the CEAP's efforts to support our students from recruitment through the beginning years of teaching, a centralized office was established for all support services. Advising and outreach for CEAP have grown in recent years as advisors work with faculty and students in

undergraduate, graduate, residential, and online programs. Student (and beginning teacher) success is our mission, and we feel strongly that Suite 201 inside the Killian Building is a welcoming and bustling place for students to come for services, meetings, and even just to hang out.

Coulter Faculty Commons (CFC)

The CFC, located on the main floor of Hunter Library, leads the WCU community in providing collaborative, innovative, and confidential support for faculty, staff, and programs in the pursuit of instructional and professional excellence. The CFC promotes transformative practices in teaching, scholarship, instructional technology, and student development, both on and off campus, in support of the academic mission of WCU.

Honors College

The Honors College is a community of high-achieving students. The purpose of the Honors College is to direct and inspire great students to get the most out of their WCU experience by taking The Honors Path and by getting to know other students who are taking a similar path. Ultimately, the Honors College helps students to be as competitive as possible for careers or graduate school after graduation from WCU.

Technology Commons

The Technology Commons, located on the ground floor of Hunter Library, is a place for students to enjoy a relaxing collaborative atmosphere while having access to expert technical assistance and an open computer lab. They also provide technology support, equipment for checkout, software & technology training, and Apple & Dell computer purchasing.

University Participant (UP) Program

The UP program provides an inclusive, two-year, on-campus living and learning experience for persons with an intellectual disability between the ages of 18 and 25. The goal of the program is to facilitate the transition of participants from secondary school to adult life in the areas of education, employment, and independent living. During the two-year period, participants complete requirements to receive a UP Certificate of Accomplishment based on an Individual Plan for College Participation.



The Finish in Four initiative is Western Carolina University's pledge to provide students with the resources and guidance necessary to finish their undergraduate degree in four years. In Finish in Four, we seek to provide students with a clear roadmap for success and the tools necessary to realize their dreams.

Utilizing available tools and resources and in consultation with their professional and faculty advisors, students will outline the courses they need to complete their degree program successfully. The plan will account for Liberal Studies courses, major courses, and their appropriate sequencing, concentrations and/or minors, and any electives needed to reach the minimum number of hours required for the specific degree program. The Finish in Four Plan should also allow students to intentionally plan for summer sessions, study abroad opportunities, service learning, internships and externships, and other curricular and co-curricular opportunities.

How does the Finish in Four initiative affect advisors and students?

The Finish in Four initiative will put policies in place that are intended to keep students moving forward toward graduation:

Withdrawal Policies

- Students may withdraw from a maximum of 16 credit hours during their career at Western Carolina University. Any withdrawal beyond the limit will result in a Withdrew-Failing (WF), which will affect the semester and cumulative GPA as if it were an F.
- University withdrawals (withdrawal from all enrolled courses during a semester) will affect satisfactory academic progress and course completion rates but will not count towards the student's 16-hour course withdrawal limit.

Grade Replacement Policy

Students may repeat a maximum of 16 credit hours for a grade replacement. When a student repeats a course, only the most recent grade will be used in the calculation of the student's grade point average and counted in the hours toward graduation. However, all grades shall remain on the student's transcript.

Academic Standing Policies

In addition to earning and maintaining acceptable grade point averages, students are required to successfully complete at least 67% of their attempted semester and cumulative credit hours.

For detailed information on these policies, please see Chapter 3 or review the Academic Regulations section of the Undergraduate Catalog: catalog.wcu.edu



Roles

Professional Advisors

Advising Center, Mentoring and Persistence to Success, and the Honors College

Responsibilities: Professional advisors advise undeclared students and assist advisees in identifying an area of interest and declaring a major. In addition, each professional advisor in the Advising Center will be assigned to a College or departments within Colleges to work with students intending to declare majors in that College. Professional advisors in the Advising Center serve as liaisons to academic programs to facilitate communication and student hand-off. Assigned professional advisors will communicate regularly with the Department Head/Program Director for freshmen and transfer students in each major to facilitate the declaration of a major process and to assist students and faculty as needed regarding academic advising.

Additional responsibilities:

- Build initial schedules for all incoming undergraduate students
- Meet with parents and students at Orientation
- Meet with first-semester freshmen and transfer students to check in and assist with their transition to WCU
- Assist students who are changing their major
- Assist students with course withdrawals
- Answer general academic questions
- Assist students with transfer concerns and issues
- Complete University Withdrawals (undergraduate and graduate)
- Teach LC 101, the Learning Contract class for students who are not in good academic standing.

Advising Center

The Advising Center at WCU practices Appreciative Advising, Jennifer Bloom defines Appreciative Advising as "the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials." This model is a platform to assist students who are experiencing many different challenges. This applies to social, personal, and education challenges. Each phase assists the advisors to connect with students, understand the student's perspective and challenges, and assist the student in planning and executing actions to reach a desired goal.



The Six Phases of this Advising Model include:

- **Disarm:** Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
- **Discover:** Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.
- **Dream:** Inquire about students' hopes and dreams for their futures. **Design:** Co-create a plan for making their dreams a reality.
- **Deliver:** The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.
- **Don't Settle:** Advisers and students alike need to set their own internal bars of expectations high.

Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

College of Education and Allied Profession

Responsibilities: The Suite 201 initiative places professional advisors in the College of Education and Allied Professions whose responsibilities include academic advising for students majoring in Elementary and Middle Grades Education, Physical Education, Inclusive Education, Birth-Kindergarten Distance Education Program, and the Wheel Teach Living and Learning Community.

College of Business Advising

Responsibilities: The College of Business Advising serves as the liaison between the Advising Center and the Faculty Advisors to assist students in the College of Business with course selection and academic planning.

Educational Outreach

Responsibilities: WCU Distance learning students must complete a two-stage process. Stage one is admission to WCU. Stage two is admission to an approved program. Students not yet admitted to an approved program may be offered enrollment as an undeclared student to complete coursework toward Liberal Studies requirements. Educational Outreach provides academic advising support to students who are in this stage.

Faculty Advisor (Major advisor)

Responsibilities: Faculty advisors in each major will provide comprehensive advising to declared advisees in the program. Topics that should be discussed with freshmen and first semester transfer advisees include:

- The major's eight-semester plan. (A copy should be given to the advisee.)
- Specific requirements and expectations for the major.
- Course sequencing, specifically what years and/or semesters various courses are offered.
- Careers and various career paths for graduates of the major.
- Reported fifth-week grades (with students who request advice).
- Program-specific scholarship opportunities (Rhodes, Truman, etc.).
- Internship/co-op opportunities.
- Adjustment to the university as it relates to academic progress.
- Encourage students to join student professional organizations and become involved in other student life organizations/activities.
- Encourage advisees to use available support on campus as needed. Advise for early registration and approve next semester's course schedule.
- Provide all advisees who have declared majors with their alternate pin numbers (alt pin) for web registration. (Students with declared majors cannot get this number from the Registrar, Advising Center, Student Support Services or Honors College because these agents do not know whether the student has met with the faculty advisor.)

Academic Advising at Western Carolina University

Academic advising at WCU includes academic, career, and personal components. Faculty and Professional Advisors must be experts in the academic component, including academic policies and support resources. They must also be informed about career opportunities and resources in their disciplines as well as related disciplines.

Advisors should make appropriate referrals when it is in the best interest of the student. Academic advising is the responsibility of both faculty and professional advisors.

Why Advising?

Research in higher education indicates the primary reason students succeed in their undergraduate studies, regardless of level or institution, is the relationships they build with others, from friends to faculty. The primary relationship serving as the foundation of this success is between the student and his/her academic advisor.

There are many myths and misconceptions surrounding the advising experience.

Myth 1: Advising primarily involves giving out ALT PINs.

- Providing information and giving out ALT PINs is only one aspect of advising. In many ways, it is the smallest and least significant step. Since the time of many faculty members' enrollment, higher education has undergone several fundamental shifts. One of the most profound of these has been the move towards a student or learner-centered paradigm, which has resulted in a shift in the nature of academic support.
- The dominant model for understanding academic advising today is often deemed "advising as teaching." This model draws on the existing expertise and experience of faculty members and brings this wisdom into the advising relationship. Under this model, in many ways, the advising experience serves a critical role in integrating the knowledge the student has gained into a meaningful, cohesive, and directed whole.

Myth 2: Advising is for professional advisors only.

There are several fallacies in this statement. Professional advisors are just that, professionals, and they are specifically trained to be effective at advising students. The Advising Center is often the first place students encounter academic advising and, as such, it sets expectations for the advising that follows. Professional advisors should play a significant role in the advising experience, especially in the transmission of information about university policies and standards. There is significant overlap in the roles of professional and faculty advisors; however, professional advisors do not have the depth of expertise in your field, including the pedagogy, the prospects, and the underlying perspectives of your field. This is where the role of the faculty advisor is distinctive and important. Effective advising is achieved through a partnership between professional advisors, faculty advisors, and university administration.

Myth 3: Advising is not worth the time

Effective advising does take time, but it also conveys numerous intrinsic and extrinsic rewards.

- Quality advising is considered a critical institutional priority and directly affects graduation and retention rates. In an increasingly digital world, the conversations you have with students have a crucial impact on them.
- To be able to share directly in student success can provide a profound sense of meaning to what we do as faculty members.
- A strong advising relationship can continue well after a student has graduated and can build into professional mentorship.
- Advising can help you to better understand not just your advisees, but your students in general. This in turn can facilitate stronger teaching and learning in your classroom.

Advising as a Teaching Model

Researchers who study advising suggest you think of academic advising as consisting of three interrelated aspects: bookkeeping, counseling, and teaching (Lowenstein, 2005).

Advising as Bookkeeping - This perspective places the advisor's primary job as making sure the student has checked off all the necessary requirements to make it to graduation. This aspect of advising constitutes the baseline—the minimum goal to be reached. In this case, the role of the advisor is primarily to provide specific information and to enforce guidelines.

Advising as Counseling - This developmental model posits the advisor's role as contributing to the student's personal development, including maturity, confidence, and responsibility. This view of counseling is likely familiar to many of us, as it had been the dominant paradigm until recently. This model depicts the role of the advisor as a person who engages in guided and meaningful dialogue with individual students.

Advising as Teaching - This model suggests that we should apply the same perspectives and best practices to excellent advising as we do to teaching. Advising should engage the student in its curriculum and do so in ways that are intentionally designed to maximize student academic outcomes. As one researcher states, an excellent advisor does the same for an entire curriculum that the excellent teacher does for one course (Lowenstein, 2000).

The Advising Relationship

According to the faculty handbook, faculty advisors should expect to have between 20-33 active advisees at any given time. Research has demonstrated this is a reasonable number given faculty workloads in other areas. This number may or may not include inactive students, i.e. those who have been suspended, withdrawn, or otherwise left the university. At a minimum, the advising relationship consists of the following interactions:

1. Advisor assignment
2. Introductory Meeting
3. Advising Meeting/Advising Day
4. On-Going Communication
5. Application for Graduation

Step 1: Advisor assignment:

The Advising Center assigns professional advisors based on the intended major indicated by the student during completion of WCU's Pre-registration Process. Pre-registration is a web-based survey that students complete prior to attending Orientation.

In addition to the Advising Center, students are assigned to professional advisors in MAPS, the Honors College, and Suite 201. Student-Athletes are assigned to the Student-Athlete Advisors in the Advising Center.

Faculty advisors are assigned when a student has declared a major. Most faculty advisors are assigned by their department head.

- For faculty advisors, the official list of advisees can be found under the “Advisor Home” tab on your GradesFirst Account (Advising/Tutoring link under the quick links in your myWCU account).

Department communication regarding advising varies—please note, you may or may not be told directly when a new advisee has been assigned to you.

- Students have the right to request a different advisor should they find the initial assignment unworkable, but whether these requests are granted or not is at the discretion of the department or unithead.

Step 2: The First Meeting

- Most faculty advisors meet with their advisees for the first time in their office. While this is conventional, it is not required. You can also meet in a public place or through virtual conferencing (software available through Coulter Faculty Commons). Some advisors even like to meet their advisees over a meal or coffee.
- The cornerstone of the advising relationship is listening. Listen closely to what the student has to say. Below are some suggested responses that indicate active listening.
 1. Restate (e.g. “what I hear you saying is....”)
 2. Summarize (e.g. “let me see if I am understanding...”)
 3. Reflect (e.g. “that issue seems to be bothering you a great deal...”)
 4. Label (e.g. “so it sounds like you are finding this issue frustrating...”)
 5. Probe (e.g. “Can you say more about that?”)
 6. Validate (e.g. “I know that this is difficult for you to discuss...”)
 7. Redirect (e.g. “I’m not sure we’re getting anywhere on this issue, what about...?”)
 8. Give feedback (e.g. “I think there may be some things we can do to address this...”)
 9. Show consequences (e.g. “What happened the last time you tried that...”)
 10. Stay silent

Advising as Bookkeeping:

- Go over the requirements and eight-semester plan for the major.
- Be sure they understand how to use the MyWCU Degree Audit function in relation to major requirements. Degree audit information can be found in the appendix. You can access student degree audits from the “advisor” tab in MyWCU.
- See appendix for a degree audit tutorial.

Advising as Counseling:

- Ask your advisee questions so you can get to know them better. What are their living arrangements like? Why did they choose WCU? The more you understand your advisees, the more effective you can be at matching them with potential opportunities in the future.
- Talk to them about what they expect from the college experience as a whole. What are their hopes, fears, aspirations, challenges, etc. for their college years? What do they like to do outside of class?

Advising as Teaching:

- Be sure they understand what is expected of them, and of you, in the advising relationship. Faculty advisors can also create advising contracts or syllabi for their advisees.
- Talk to them about potential career options. It’s not too early, depending on the advisee, to have them start looking more deeply into these options.

Be sure to ALWAYS take notes about what you have discussed and add those notes to the student’s record. GradesFirst 2.0 is our system for tracking this information. A GradesFirst note is not visible to the student unless you specifically choose to make it so.

Step 3: Advising Meeting/Advising Day

Every fall/spring semester, the University schedules Advising Day. You can find out when Advising Day is by consulting the official university calendar accessible on the Registrar’s Office webpage. Advising Day is always scheduled to fall when the schedule of classes for the upcoming semester is available, usually October in the Fall and February in the Spring. Please note the Spring Advising Day will also cover summer registration.

On the scheduled Advising Day, students should expect to be advised and you should expect to be available to advise them. If for some reason you are not available on Advising Day, you should make alternative arrangements with your students as soon as possible and inform your department head.

Prior to Advising Day, it is recommended you communicate with your advisees and let them know how you will handle scheduling appointments for the day. The professional advisors use GradesFirst 2.0 to schedule appointments electronically (see appendix for the GradesFirst 2.0 User Guide). GradesFirst 2.0 includes an electronic appointment scheduling system that enables students to view and set up appointments with you, which makes it easier to track your student meetings and keep your notes.

Because you are meeting with as many as 25 students in one day, these appointments will likely be shorter than other meetings with your advisees. These will be focused on advising students on the courses they will register for in the upcoming semester and providing students with the Alt PIN they will need to complete their registration.

Here are some Advising Day tips from experienced advisors:

- You can ask students to create a draft schedule in advance. This saves time and helps teach them about how scheduling works.
- Ask good questions that get the information you need efficiently. For example, “tell me two things that worked for you last semester and two things that didn’t...”
- You can offer group sessions if you have topics that cross over multiple advisees. You can also provide an information sheet, or FAQs if there are things you find yourself repeating quite often.
- If you have time, confirm your Advising Day appointments with your advisees the day before. This helps cut down on missed appointments. If you use GradesFirst 2.0 for appointment scheduling, students can choose to receive a text reminder two hours prior to their meeting with you.
- If you have trouble putting together names and faces, you can look up photos of your advisees in MyWCU on your Advisee List.
- Creating a Finish in Four plan (using a blank eight-semester plan) with the student can be very helpful in determining course selection for subsequent semesters. In GradesFirst 2.0, you can upload a document onto a student’s record for your (and the student’s) future reference.

Step 4: Ongoing Communication

It helps to set communication expectations early in the advising relationship, either as part of an advising contract or through other written communication.

- What are the appropriate means your advisees can use to contact you (phone, text, email, social media, etc.)?
- What can your advisees expect in terms of your communication? How quickly will you respond to their requests? How often can they expect to hear from you?
- Are there any limitations on their communication with you (e.g. no calls after 10 pm)?
- Do you have expectations as far as the professional level of their communication with you?
- Similarly, it is helpful to set expectations regarding advising meetings.
- Do you require the students to make appointments or can they just drop in, or drop in during certain times?
- If you require students to make appointments, how do you prefer them to schedule those with you?
- How often can they meet with you? Daily? Weekly? Monthly?
- What should they expect to bring with them to the meeting? Is there anything they need to do prior to the meeting? If you send an Appointment Campaign to all your students through GradesFirst 2.0, you can include this information in the email invitation they receive.

Some communication tips from experienced advisors:

- Set limits. Many students come from a different generation in terms of communication, and they often expect 24/7 response unless you tell them otherwise.
- Send/forward regular communications to your advisee list regarding upcoming opportunities, etc. Even if they don't take advantage of these opportunities, they often appreciate hearing from you.
- Give your advisees electronic access to general resources, commonly asked questions, etc., so that they can get information when you are not available. Some faculty advisors do this through web pages or blogs, others through Blackboard.

- Have open office hours, either in person or virtually, for your advisees a few times per semester.
- The advising relationship is based on mutual trust. Your interactions with your advisees are considered confidential.
- Student records, including grades, attendance, academic progress, etc., are covered under FERPA regulations, and you may not release this information to anyone, including the student's family members, without the consent of the student or the Release of Information Code
- Student health information, including mental health, is covered under HIPPA regulations and should not be disclosed to anyone.

Credits, Grades, and Quality Points

The basic unit of credit is the semester hour. A semester hour represents one lecture-recitation hour or a minimum of one, two, or three laboratory hours a week for a semester. In experiential courses, a minimum of three hours is required per hour of credit.

Course Load for Undergraduates:

The minimum full-time course load during a fall or spring semester is twelve hours. A normal load is fifteen to sixteen hours; however, a student may take up to eighteen hours. Any schedule that exceeds eighteen hours constitutes an overload and must be approved by the student's advisor and the appropriate administrators as indicated on the request and approval form. Twelve hours is the maximum which may be earned in experiential courses during a semester. Course load regulations for the mini or summer session are published on the Registrar's website at www.wcu.edu/registrar.

Classification

Regular degree-seeking undergraduates are classified based on cumulative hours earned:

Freshman: 0-29 Hours	Junior: 60-89 Hours
Sophomore: 30-69	Senior: 90 or more hours

Grading

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet specific program and/or course requirements.

The grading scale for classes with GPA hours (classes used to calculate GPA) is as follows:

GRADE	INTERPRETATION	POINTS
A+	Excellent	4.0
A	Excellent	4.0
A-		3.67
B+		3.33
B	Good	3.0
B-		2.67
C+		2.33
C	Satisfactory	2.0
C-		1.67
D+		1.33
D	Poor	1.0
D-		0.67
F	Failure	0

Potential course grades that do not affect GPA are as follows:

GRADE	INTERPRETATION	POINTS
I	Incomplete	-
IP	In Progress	-
S	Satisfactory	-
U	Unsatisfactory	-
W	Withdrawal	-
AU	Audit	-
NC	No Credit	-

To calculate a student's GPA:

Make a list similar to the worksheet below. List the classes, the grade received, and the number of credit hours for each class. Refer to the Quality Point System table to obtain the points for each grade. Multiply the points by the hours of credit.

Divide the total points by the total hours to arrive at the GPA.

COURSE	GRADE	POINTS	X	HOURS	=	QUALITY POINTS
ENGL 101	B+	3.33		3		9.99
PSY 160	C	2.0		3		6.0
HIST 141	D+	1.33		3		3.99
LEAD 142	A-	3.67		2		7.34
FYS 190	B-	2.67		3		8.01
			TOTAL HOURS	14	TOTAL QUALITY POINTS	35.33

In this example, 35.33 divided by 14 equals 2.524.

(See appendix for worksheet)

Academic Progress Reporting

Faculty are required to submit 5th-week progress reports for 100 and 200 level courses for all students and are encouraged to report progress in upper division courses as appropriate. Academic progress reports offer students important feedback on how they are doing early enough in the semester to take action to improve their standing. Additionally, progress reports at the 8th and 11th week are required for certain student populations: student-athletes, students in the Academic Success Program (ASP), and students enrolled under the conditions of a Learning Contract.

If you have a student who you believe to be in distress, you might consider referring them to professional help.

If you have a student who you believe is endangering themselves or others, you should get help immediately. Call the University Police at 828-227-8911. Let them know:

- You are calling to report an emergency at Western Carolina University
- The address
- The injury or situation
- The telephone number you are calling from
- Your name and follow-up phone number
- Upon completion of the report, be sure to follow-up with your supervisor and the Office of Student Affairs at 828.227.7234, in accordance with university protocols.

Academic Standing Policy

Student Academic Standing is defined as either: Good Standing, Academic Warning, Academic Suspension, or Academic Dismissal. Academic standing considers both the GPA and the percent completion rate of credit hours.

To maintain Good Academic Standing and Satisfactory Academic Progress (SAP):

- All students are expected to earn and maintain a grade-point average (GPA) of at least 2.0 each semester and successfully complete (earn) at least 67% of their attempted hours. Successful completion of a course means a student must earn credit for the course with a grade other than F, U, NC, W or Incomplete. (See Case Study 3)
- Students in Good Standing will receive a notification if their semester completion rate falls below 67%.

Learning Contract Program

First-semester first-year students and new transfers will be placed on academic warning if their GPA falls within the range of 1.0 to 1.999 at the end of their first semester.

Students placed on academic warning with a cumulative GPA in this range at the end of their first semester must participate in the Learning Contract program during their second semester.

Students who do not choose this option are not eligible to continue enrollment at the University for one term. If readmitted after a lapse in enrollment, students are reminded that they will return to WCU under the general guidelines for the academic warning.

The Learning Contract Program specifies that these students work closely with their LC 101 instructor through individual meetings at strategic points in the semester. The student and instructor will discuss academic performance issues, set realistic goals, and make the necessary plans to reach said goals. Students will be linked with the campus resources which can help them succeed.

Grade Replacement Policy

Students may repeat a maximum of 16 credit hours for a grade replacement. When a student repeats a course, only the most recent grade will be used in the calculation of the student's grade point average and counted in the hours toward graduation. However, all grades shall remain on the student's transcript. (See Case Study 2)

- Course repeats in which previous grades were passing require a permit for enrollment.
- You may send students to the Advising Center (on a walk-in basis) for course repeat permits.
- A Course Repeat form needs to be submitted during the semester a student is repeating the course in order to ensure that the previous grade is replaced. (See appendix for a copy of the form.)

Exceptions:

1. The First-Year Seminar may not be repeated.
2. Courses available for re-enrollment for additional credit are not counted as repeats unless the student declares a repeat or exceeds the number of times for which credit can be earned in the course.
3. Some academic programs may have policies further regulating the number of repeats. Students should check with their faculty advisor about additional regulations.

The 16 credit hour limit of the repeat/grade replacement policy may be appealed by the student in writing to the student's faculty advisor, department head or program director, and Dean.

Two Year Rule

An undergraduate with a GPA below 2.0 who has not attended the university for two or more calendar years and who is eligible for readmission is given the option of having the two-year rule applied or not applied.

If the two-year rule is applied, all courses completed before the interruption are treated as if they were transferred from another institution. No hours of credit will be allowed for courses in which C- or less grades were earned, although, at the discretion of the student's major department, they may be used to waive appropriate course requirements. The student's cumulative GPA will be based only on courses attempted after readmission. The earned hours will include all credits (1) transferred from other institutions, (2) completed with a grade of C (2.0) or higher before the two-year rule was applied, and (3) earned after the last two-year rule was applied.

If the two-year rule is not applied, the student will return with a cumulative GPA, credit hours, and grades as if the interruption had not occurred.

A student, having elected to have the two-year rule applied or not applied, may not reverse the option later. Applications for the two-year rule may be obtained from the Advising Center and submitted to the Registrar's office prior to the initial term of re-enrollment.

Course Withdrawals

Students can withdraw from individual courses through their MyWCU. Even though, students can withdraw from a course on their own accord, they are encouraged to speak with the instructor or the faculty advisor prior to withdrawing. Courses a student has withdrawn from do not count toward the twelve hours required for full-time enrollment, and no refund is given. Students are not permitted to withdraw from individual courses after the course withdrawal deadline.

Students may withdraw from a maximum of 16 hours of courses during their career at Western Carolina University. Any withdrawal beyond the limit will result in a Withdrew-Failing (WF) which will affect the semester and cumulative GPA as if it were an F. (See Case Study 4)

Medical Withdrawal from One Course

A student typically cannot withdraw from individual courses for medical reasons. This includes courses in which penalty grades were assigned as a result of academic misconduct. A request to withdraw from a course or to reduce your academic load is not a University medical withdrawal.

Students who wish to withdraw from fewer than all of their current classes for medical reasons may appeal to the dean of the department in which the course is being offered. In these cases, the student must provide documentation to the dean regarding the medical problem treated at Western Carolina University Student Health Services or Counseling and Psychological Services. If treatment has not occurred at the Western Carolina University Student Health Center, documentation from the outside provider will be required.

University Withdrawals

During the Fall and Spring semesters, a student may withdraw from the University through the last withdrawal date, as indicated by the Registrar's Office. During summer sessions, a University withdrawal occurs only if the student withdraws from all Summer sessions. University withdrawals will affect satisfactory academic progress and course completion rates but will not count towards the student's 16 hour course withdrawal limit.

To begin the University withdrawal process, students may contact the Advising Center by phone, email, or in person. University withdrawals cannot be completed online. In the event of a University withdrawal, the student will receive a grade of "W" ("Withdrawn") for all courses in which they were enrolled. The "Fees, Expenses and Financial Aid" section of the catalog provides information regarding the effects of University withdrawal on tuition and fee payments and financial aid.

A student may not use this policy for courses in which penalty grades were assigned as a result of academic misconduct. In all cases, the withdrawal date is noted on the student's permanent record.

After the Withdrawal Deadline

There are three exceptions to the University withdrawal policy that will allow a student to withdraw from all courses. The exceptions are medical withdrawals, withdrawals for deployment or other military contingency, and withdrawals for extenuating circumstances.

Withdrawal for Medical Reasons:

A designated physician or her/his designee at Western Carolina University Student Health Services reviews all medical withdrawals and evaluates the medical documentation. Medical withdrawals are of two types:

Regular medical withdrawal (withdrawal for current semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist. If the student has not been seen at Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services, appropriate medical records from an outside provider are required.
- Requires documentation from outside providers to a designated Western Carolina University physician or counselor. Documentation may be by mail, by fax, or hand-delivered, but it must be in writing. This documentation must specifically recommend withdrawal and must give a specific date of withdrawal.
- Will not be granted if any final examinations for the current semester have been taken.

Retroactive medical withdrawal (withdrawal for a previous semester):

- Requires medical documentation from a private physician, psychiatrist, psychologist, or therapist, or a Western Carolina University Student Health Services or Western Carolina University Counseling and Psychological Services physician, psychologist, or counselor who treated the student during the semester requested.
- Requires documentation from providers to the designated physician. Documentation may be by mail, by fax, or hand-delivered, but it must be in writing. This documentation must specifically recommend withdrawal, and it must give a specific date.
- Students who attempted the final exam in a class will not be allowed to withdraw medically.
- Retroactive withdrawals must be completed by the end of the next regular semester (fall or spring).

Western Carolina University is under no obligation to grant a medical withdrawal if final examinations have been taken. Such situations must be handled with grade replacements.

A notation of “W” is entered on the permanent record of the student for all withdrawals from the university for medical reasons and will affect the student’s course completion rate. However, a medical withdrawal will not affect a student’s 16-hour limit for withdrawals.

Withdrawal for Deployment or Other Military Contingency:

When a student is called to active military service during an academic term, he or she may choose one of the following two options:

- The student may request retroactive withdrawal to the beginning of the semester, with a full refund of tuition and fees.
- If at least 75 percent of the term has been completed, the student may request the faculty member assign a grade for the course based on the work completed. The final decision about grading is left to the faculty member.

If a student decides to enlist in the military, he/she will be subject to the regular withdrawal process. For more information, contact the Military Student Services.

Withdrawals from the University for Extenuating Circumstances:

Students can petition the Office of the Provost to withdraw from the University for extenuating circumstances. Extenuating circumstances may include: death or serious illness within the immediate family, major life event in the family (e.g. loss of home, incarceration), financial hardship, pregnancy, and others as deemed appropriate by a member of the Office of the Provost. Withdrawal for extenuating circumstances will affect satisfactory academic progress and course completion rates but will not count towards the student’s 16-hour withdrawal limit.

FERPA RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. Those rights include access to and control of their records, including the right to deny access to those records without the student’s consent. Faculty will often encounter this when a parent calls asking about their student’s grades, attendance, or class

schedule. While it is generally better for the parent to speak directly with their student, there are legitimate circumstances where a parent may need to speak with their student's advisor. There may also be times when a student will call asking for information about their records. In order to facilitate this communication, when appropriate, students are asked to create a release of information code that serves as express consent. They can do this in MyWCU by creating two six-digit codes, one for themselves and one for anyone else to whom they choose to grant access.

Surcharge Policy (140 Hour Rule)

Pursuant to actions of the North Carolina General Assembly and policy adopted by the Board of Governors of the University of North Carolina, a fifty percent tuition surcharge applies to students who take more than 140 semester hours and more than eight regular semesters (i.e., Fall and Spring) to complete a baccalaureate degree. The semester hours used to calculate the total of 140 hours include repeated, failed, and transferred credit courses.

INCLUDED COURSES	EXCLUDED COURSES
Completed courses	College Board's Advanced Placement (AP)
Repeated courses	College Level Examination Program (CLEP)
Failed courses	Early College or Dual-enrollment prior to high school graduation
Withdraws after Drop/Add week	Credit earned through military service and/or Training
Temporary grades (I or IP)	Summer Session courses
WF grades	Out-of-state or Private Institutions
Courses taken at any UNC System or NC Community College (Accepted for Transfer)	Credits earned by course validation or similar procedure
	Study Abroad and Internship

Identifying New Students

- There are several categories of students at Western Carolina University. We are primarily concerned with those who are degree-seeking as either Residential or Distance.
- Freshmen students are those with 0-29 hours of college credit from dual enrollment, Advanced Placement, CLEP, or transfer from a college or university.

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- Some Early College students will have earned an associate degree in Arts or Science from an accredited community college. These students are considered freshmen due to not having had a true college experience, while at the same time, they are transfer students as a result of completing an associate degree.
 - Transfer students are those with 15 or more hours of credit from an accredited Community College, University, or military institution.
 - Distance Learning students may be any combination of Freshman, Early College or Transfer. Students accepted as distance learners will be assisted by a professional advisor in Educational Outreach.

Admissions

- All students will complete the Application for Undergraduate Admissions and will self-identify as Freshman, Early College, Transfer, or Distance Learner.
- Students keep track of their status through their MyWCU Account. The Timeline helps student keep track of important deadlines and when to complete certain tasks within the admittance process:
 - Submission of final transcripts
 - Payment of Tuition and Housing Deposits
 - Submission of Housing Contract
 - Submission of Immunization Record
 - Completion of MyWCU Pre-Registration
 - Registration for New Student Orientation

Acceptance to Admittance

Once the application has been approved, a code is assigned. Codes move the student application to the next step in the process.

- A1, A2 means the application has been accepted with limited access to MyWCU
- S1, S2 means the application is complete and the student has full access to MyWCU
- P1, P2, P3 means the distance learner's application is pending approval by the program coordinator

Registration

- All new residential students are assigned a professional advisor based upon their choice of major or interest area. Advisors are assigned in Pre-registration which will feed into Banner.
- Professional advisors monitor their assigned students for completion of the Admissions processes before class registration may begin.
- Students choose a major or interest in Pre-registration, which aids in pairing the student with the appropriate advisor. However, declaration of a major is not required until the completion of 45 credit hours. This is known as the 45 Hour Rule and will result in a registration hold until a major is chosen.
- During New Student Orientation students are provided their Alt PIN. They can change their major and/or adjust their schedule accordingly with the assistance of a professional advisor.

Initial Advisor Meetings

Professional advisors will begin meeting with their new students during the second week of the new semester. The individualized sessions provide the students a chance to share their college experience and address questions or concerns early on. This is an opportunity for the advisor to set up the Advisor-Advisee Relationship.

Fifth Week Grade Meetings

Professional advisors require an individual meeting with their advisees who earn unsatisfactory grades in two or more of their courses or concerning comments from an instructor. Unsatisfactory grades are a combination of C-, D+, D, D-, F, and U. Notes on these meetings are entered into GradesFirst 2.0, and can later be viewed by the faculty advisor for a better-informed conversation with the student.

Returning Student Process

Students may return to WCU after graduation, suspension, military deployment, or time off. These returning students will be identified as either a

Readmit in Good Standing or a Reinstated student following academic appeal or suspension. Below is the process to register for classes:

- Completion of the Application for Undergraduate Admissions
- Completion of the Statement of Academic Intent (SAI) for those requesting reinstatement
- Payment of application fees and required tuition/housing deposits
- Accepted students will contact the Advising Center for completion of their application process (receive an S1, S2, or S3 code)
- If declared, students will contact the Advising Center for registration assistance and be referred to faculty when appropriate.
- If undeclared, students will contact the Advising Center for registration advice and Alt PIN
- If declaring or changing their major, students will contact the Advising Center for registration advice and Alt PIN

Case Studies

Case Study 1: Double Majoring

Cassie Caldwell is a second-semester freshman. She has just declared a major in Biology and wants to choose a second major. She has come to you for advice on whether your discipline would be a good choice for her.

What would you do when Cassie sits down in your office?

Stage 1: Advising as Bookkeeping

- Look at the requirements and eight-semester plan for the Biology major (found in the Undergraduate Catalog at or online at the Biology department's web page)
- Let Cassie know how well the Biology requirements fit with the requirements for a major in your field. Based on her record, consider whether or not she would reasonably be able to complete both majors in four years.
- Consider prerequisites or other determinants for both Biology and your major. Does Cassie's record show that she will be able to complete these in a reasonable amount of time?

Stage 2: Advising as Counseling

Ask Cassie questions.

- ✓ Why did you choose a major in Biology?
- ✓ What drew you to consider [your major]?
- ✓ What kind of career path or paths are you considering?
- ✓ What do you think are your greatest strengths as a student?
- ✓ What do you think are your biggest challenges as a student?

Listen to Cassie's answers.

- ✓ How well do her strengths and weaknesses fit with your major and her intended career path?
- ✓ What information does she need in order to fully understand the career she is considering? Has she visited the Center for Career and Professional Development?
- ✓ Are there other options for either careers or majors that she may not have considered yet?
- ✓ Are there steps she can take to begin addressing her challenges?

Stage 3: Advising as Teaching

- Look at the order in which Cassie intends to take her classes. Talk to her about all of her classes, even those not related to her major(s).
- Ask Cassie to compare and contrast how different disciplinary areas think or process information (in other words, not the content or the teaching). Include both science and your major.
- Have Cassie work through a learning styles inventory (or two) to find out more about her learning processes.
- Have Cassie relate each of her classes, no matter how disparate, to your major and let her see the connections.
- Work with Cassie to create a plan for her to master a set of transferable skills needed in her intended career field. These plans can include curricular, co-curricular, and extra-curricular activities.

What notation would you put in Cassie's record after the appointment?

Case Study 2: Unsure About Major/Career

Freddie Fernandez has finished his freshmen year with mixed results.

Fall	Spring
• BIOL 140 C+	• LAW 230 B
• PSY 150 B-	• MATH 101 W
• FYS 190 U	• CHEM 101 F
• HIST 141 C	• SOC 103 B-
• MATH 101 W	• ENGL 101 C

Cumulative GPA: 2.106

Freddie comes to you in May because he has not yet registered for classes for Fall.

He has declared your major but really isn't sure if that's what he wants to do or not. What do you tell Freddie when he sits down in front of you?

Stage 1: Advising as Bookkeeping

- Freddie can't retake FYS 190. Freshmen seminar courses are non-repeatable. He will need to take another liberal studies class to compensate for the hours.
- Freddie should choose which class to retake carefully. Students at WCU are only eligible to repeat 16 credit hours, so they should repeat only those courses that will have maximum impact on their GPA. The most likely candidate, in this case, is the CHEM 101 course.
- Freddie should only choose to retake a class if he is certain that he will be successful the second time. When a student repeats a course, only the most recent grade is used in the calculation of the student's grade point average, even if the most recent grade is lower. Ask Freddie why he wasn't successful in his Chemistry course and see if you can ascertain whether or not those circumstances would be different if he took the course again.

Stage 2: Advising as Counseling

- Freddie seems to be struggling with Math and Science courses. Talk to him about why he finds these to be especially challenging. See if he is aware of the resources at the Math Tutoring Center or for science tutoring at the WaLC.
- Freddie is carrying a relatively light load, especially considering his two withdraws. Ask him about the challenges he is facing in addition to his courses.

Does Freddie have a job? What are his living arrangements? What extracurricular activities is he involved?

- Freddie seems to be relatively uninspired. Talk to him about where he might see himself in five years. Have him visit the Center for Career and Professional Development for career counseling.
- Talk to Freddie about his options for the summer and how they might influence his choices for the Fall. Should he take summer school classes? Could he (should he?) participate in study abroad, service learning, or other related activities?

Stage 3: Advising as Teaching

- Ask Freddie to talk about the biggest differences between high school and college. In particular, ask him to compare how and what he learned in, say, history at each level.
- Ask Freddie to consider why he withdrew from his Math class but stuck with his science classes despite struggling with the material in both.
- Have Freddie connect what he has learned in each of his classes to your major. Do the connections make sense?
- Is there an independent project Freddie could pursue over the summer that might help him to meet his challenges or find an inspired direction? For example, could he interview or shadow someone in the field he is considering? Could he conduct independent research on a topic of special interest? Could he reach out to others, perhaps through social media, who share his interests and passions?

What notation would you put in Freddie's record after the appointment?

Case Study 3: Personal Issues

In December, you look at your advisee list to see how each of your advisees fared that semester. Most of them seem to have made it through okay, but Penny Perkins finished her first semester as freshmen with the following record:

- ENG 101 F
- CHEM 140 D
- USI 130 C
- MATH 101 C-
- BIOL 140 D

Overall GPA: 1.001

This comes as a bit of a surprise because, at five weeks, Penny seemed to be doing okay with satisfactory marks in all of her courses. You call Penny into your office. Before you even get a chance to talk to her, she bursts out in tears and says that she had roommate troubles in the dorm, she lost her grandmother around Thanksgiving and is generally very homesick. What are you going to talk to her about?

Stage 1: Advising as Bookkeeping

- Penny will be placed on academic warning, which occurs any time a student has a GPA that falls below 2.0. If her GPA had fallen below 1.0, Penny would have been suspended for one semester.
- Since she is a first semester freshman, she will also have to be placed on a Learning Contract for the Spring semester. This means she will enroll in the Learning Contract course, LC 101. If she chose to not participate in the Learning Contract course, Penny would be suspended for one semester, no matter her GPA.
- She will also need to make at least a 2.30 GPA in the spring semester in order to be able to continue.

Stage 2: Advising as Counseling

- Talk to Penny about getting involved in campus organizations and other extracurricular activities. Getting engaged with the campus has been shown to be one of the most effective ways to combat homesickness.

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- Consider referring Penny to the campus Counseling and Psychological Services (CAPS) to deal with her grief.
 - The Division of Student Affairs works with students going through major life crises, such as the death of a family member. While it may be too late for this semester, Penny should know that she can go to their office in Brown and that they will send information to her advisor, professors, residential assistant, etc. to let them know what's going on in the event that she has to be absent from campus.
 - Residential Living has options for students struggling with roommates or other dorm-related stressors. Penny can contact her Residential Director for help and advice. If she is not sure who her RD is, she can contact the main office for Residential Living at (828)-227-7303.

Stage 3: Advising as Teaching

- This may be an opportunity for Penny to learn something about adult life. You may be able to help her work through some of those lessons and see what her experiences have taught her.
- Work with Penny to connect her experiences, even the negative or stressful ones, to progress in her major and/or chosen career field.

What notation would you put in Penny's record about her visit?

Case Study 4: Withdrawing from a Course

Will Wilson is a second-semester freshman who has come to you to schedule his courses for next fall. He also asks you if he can withdraw from BIOL 140 this semester. He says that he's really struggling with it and does not believe that he can successfully complete the course.

At five weeks, he did receive a report of satisfactory progress in the course (and all of his others).

Fall	Spring
• ENGL 101 B	• FYS 190
• HEAL 123 B+	• BIOL 140
• CHEM 132 W	• COMM 201
• MATH 130 C+	• SOC 103
• LEAD 150 A	

What do you say to Will?

Stage 1: Advising as Bookkeeping

- If Will wants to withdraw from the course, he can follow the necessary steps on MyWCU.
- He will need to withdraw from the course before the withdrawal deadlines, usually at the 60% mark of the semester. You can check the academic calendar for specific dates.
- If Will does decide to withdraw from the class during the first half of the semester, a W will appear on his transcript. The W does not count towards his GPA. Will should know, though, that some graduate programs recalculate GPAs to include Ws.
- Remind Will of the 16 credit hour maximum course withdrawal policy.
- Students must have 12 credit hours to remain a full-time student. If Will withdraws from this course, he will no longer be considered a full-time student, which could have significant repercussions.
- One potential repercussion is financial aid. Students receiving financial aid are expected to make satisfactory academic progress (SAP) towards earning a degree, including a certain number of credit hours. Students should check the

Financial Aid Office website for more information about SAP before putting themselves below full-time.

Stage 2: Advising as Counseling

- Will is clearly not thriving in his science classes. You can talk to him about working with tutors at the WaLC to help him better grasp the material in his Biology class.
- Ask Will about his course load overall. His grades first semester were okay, but only with a pretty light load. You could consider referring him to the WaLC for additional practice in study skills, time management, or other related skills.

Stage 3: Advising as Teaching

- Evaluate Will's eight-semester plan and show him the long-term repercussions if he completes only 20 hours his first year.
- Ask Will how he views the relationship between science and math. Will's mathematical skills do not appear to be strong, which could also influence his success in science classes. Depending on his major, Will may want to enroll in additional math courses or to take other steps to strengthen his skills in this area.
- Talk to Will about why he is required to take science classes and how those classes might contribute to his future career goals.
- Talk to Will about why he chose to take these particular Biology and Chemistry courses. Discuss options for taking alternative science courses if CHEM 132 and BIOL 140 are not required to fulfill a major, minor, or post-graduate program pre-requisite.

What notation would you put in Will's record after the appointment?

Case Study 5: Socially Awkward

You meet with Violet Vanderbilt for the first time after the end of her first semester at WCU. Before the meeting, you review her record briefly. Her high school grades were good (mostly Bs), perhaps just shy of great. She completed three early college courses at the local community college, earning 2 As and a B.

In person, she comes across as very shy and lacking confidence. She apologizes constantly and seems to be very worried or nervous (hand wringing, darting eyes, etc.).

Her first semester grades show the following:

- ENGL 101 A
- HIST 141 A-
- MATH 101 B+
- PAR 102 A
- PSY 150 A-

GPA: 3.734

What should to talk about with Violet?

Stage 1: Advising as Bookkeeping

- You should congratulate her—Violet made Dean’s list (3.5 GPA or higher with 12 credits or more, no Ds, Fs, or Is).
- Let her know that if she keeps it up, she may be eligible for honors at graduation. Her current grades would earn her magna cum laude.
 - To graduate summa cum laude, a student must have earned a minimum GPA of 3.90 on quality hours attempted at Western Carolina University for the degree; to graduate magna cum laude, a GPA of 3.70; and to graduate cum laude, a GPA of 3.50.
- Violet should consider joining the Honors College. While she didn’t qualify before this semester, her current record meets the requirements. Honors students receive priority registration, special advising, enhanced library privileges, access to living and meeting spaces, and the potential to graduate with honors.

Stage 2: Advising as Counseling

- Academically, Violet is thriving, so talk to her about why she seems nervous. It could be something simple or unrelated. For example, first generation students are often simply nervous talking to a professor.
- Talk to Violet about getting involved in activities that may help boost her self-confidence. The Honors College and Student Government Association offer leadership opportunities. In addition, there are academic organizations and activities, such as Model United Nations or the Debate Team, which might be beneficial to her.
- It is possible Violet's behavior represents a deeper psychological issue, such as an anxiety disorder. You can talk to, or have Violet talk to, Counseling Services (CAPS) to see if such a condition exists and to look at treatment options.

Stage 3: Advising as Teaching

- Ask Violet how she thinks her demeanor might affect her success. For example, many employers emphasize the need for knowledge workers to have collaborative skills. How can she cope with/reconcile/strategize the need for those skills? (This may not be appropriate for a first meeting with Violet, since specifically calling out her nervous demeanor may alienate her even more. Take time to learn more about her first, build some trust, and then broach the subject when you feel it is the right time.)
- Start to talk to Violet about graduate school options and what opportunities there may be for people with advanced degrees in the field.

What notation would you put in Violet's record after the appointment?

Case Study 6: Course Completion and Academic Standing

Johnny Jefferson emails you during the Fall asking if he would be able to withdraw from a class he's currently taking. He is a transfer student in his second year at WCU and is taking 15 credit hours; he is looking to withdraw from a three-credit hour class. You check his grades from last year and see the following:

Summer	Spring
<ul style="list-style-type: none">• CHEM 139 D+• MATH 146 B	<ul style="list-style-type: none">• ENGL 241 W• ENGL 242 W• ENGL 302 W• ENGL 303 W• ENGL 420 W• PSC 150 W
Fall	
<ul style="list-style-type: none">• GEOL 150 B-• GEOL 155 W• GEOL 250 W• MUS 148 B+	

Overall GPA: 2.868

Cumulative Course Completion Rate: 57.3%

After talking to Johnny, you learn he completed a university medical withdrawal last Spring, and he is currently on Academic Warning status.

What do you say to Johnny?

Stage 1: Advising as Bookkeeping

- If Johnny wants to withdraw from a course, he can follow the necessary steps on MyWCU. Remind him that he will need to withdraw before the deadline and that a *W* will appear on his transcript.
- Johnny has already withdrawn from 7 credit hours last Fall. University withdrawals do not count against the 16-credit hours that students are allowed but do count against cumulative course completion rates.
- Even if Johnny completes all of his classes without withdrawing, his cumulative course completion rate will still be below 67% at the end of the semester. Since he is currently on Academic Warning, that means he will be placed on Academic Suspension (see Academic Standing spreadsheet in Appendix).

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- Johnny will need to know that he should expect to receive an email and letter notification about his suspension, and what the process is for appealing. He should register for classes like usual, and he will be notified about the decision of the Appeals Board before the Spring semester starts.
 - If his appeal is denied, his courses will be dropped and he can apply for readmission after he has served one semester of suspension. If his appeal is approved, he will be required to participate in an Academic Action Plan.

Stage 2: Advising as Counseling

- Ask Johnny about his medical withdrawal. Has he recovered from his medical issue? If it's applicable, consider referring Johnny to Counseling and Psychological Services (CAPS) or Student Health Services for support.
- Johnny will be concerned about his future suspension. Talk him through the appeal process and that while you cannot guarantee the decision of the appeals board, having proper documentation of his medical issue and maintaining a cumulative GPA over 2.0 will help his case.
- Check Johnny's major history. Last Fall, it seems he was a Geology major, but last Spring, it looks like he was an English major. Has he visited the Center for Career and Professional Development for career counseling? Having a career plan has been proven to help students achieve better academic progress, and it will also help his appeal case.
- Discuss Johnny's transition from his previous college to WCU. How is his transition affecting his academic and personal life?

Stage 3: Advising as Teaching

- Evaluate Johnny's graduation plan and discuss the long-term repercussions of withdrawing from class this semester and being suspended for a semester (should his appeal be denied).
- If Johnny hasn't developed a plan for graduation, run a Degree Audit Evaluation and help him develop one.

Discuss summer school options and what classes he could take to keep him on track towards graduating at a reasonable time.

What notation would you put in Johnny's record after the appointment?

Case Study 7: Returning after two years of being away from WCU

Sam Smithers

Fall 2011

- USI 130 F
- ENGL 101 C-
- NRM 140 C
- PSY 150 D
- THEA 104 D
- BA 133 A

Spring 2012

- FYS 190 U
- COMM 201 F
- HEAL 123 D
- ECON 231 B
- MATH 170 D-

Overall Cumulative GPA: 1.536

The student was placed on Academic Suspension after the Spring 2012 term. Sam decided he wanted to take some time off and work full time to figure out his life. After being away for a few years, he now wants to return to finish his degree at WCU.

Stage 1: Advising as Bookkeeping

- The first thing Sam will need to do is reapply as a returning student for the Spring 2015 term and complete a Statement of Academic Intent (SAI).
- Since his Cumulative GPA is below a 2.0, he has the choice of applying the two-year rule to his record.
- If Sam completes the two-year rule form, then his Cumulative GPA will be placed at a 0.0 and he will receive credit for the following courses: NRM 140, BA 133, and ECON 231.

Stage 2: Advising as Counseling

- Since Sam is returning after two years, his idea for a major or career path may have changed. Make sure that he is still interested in the major within your college or department.
- Update Sam on any new policies, procedures, and curriculum changes within your major.
- Make sure Sam understands his graduation date has changed. This would be a good opportunity to go over a degree audit and create a semester plan.
- Remind Sam of the Academic Success Centers on campus that will help him to be successful as a returning student.

Stage 3: Advising as Teaching

- Find out if Sam has been working full time or attended another community college while away and determine if he is ready for a full-time load at WCU.
- If he has been working full time and will continue doing so, then there should be a discussion about the load of taking full-time classes while working full time and potential options for taking part time classes.

What notation would you put in Sam's record after the appointment?

APPENDIX: GRADESFIRST

2.0

GradesFirst 2.0 is a web-based tool by the Education Advisory Board (EAB) to coordinate, target, and report on advising, tutoring, and other student success services. These functions allow WCU to have a comprehensive student success solution that brings student support systems and analytics to aid in retention and graduation rates. You can access GradesFirst 2.0 through your myWCU homepage. In the “Quick Links” box there is an “Advising/Tutoring” website link. This link will log you into GradesFirst 2.0. The system will be updated every night. Please call the Advising Center at 828-227-7753 if you have any questions.

Your Homepage

1) Term

a. Changing the term will show classes for which the student is/was registered during that term.

2) Quick Search

a. Using the magnifying glass on the top right corner, you can search by the student’s ID number, name, or Catamount email. GradesFirst uses the first name as it appears in Banner (SPAIDEN). If a student goes by their middle name, you will have to search by their first or last name.

3) Help Center

a. You can view training videos and articles with detailed information about how to navigate GradesFirst 2.0.

4) User Role

a. By clicking on the down arrow, you can change your role between advisor and professor.

5) Upcoming Appointments

a. This tab shows who has made appointments, including the date, time, student’s name, and any student comments.

6) My Availability

a. You can create open appointments, allowing students to schedule with you, specifying a date range, or certain days and times.

7) Advisee list

a. If a student does not show up on this list, it is because they might not be assigned correctly within Banner or they are not active students for the current term.

8) Issue Alert

a. This is our Issue Alert system. You can report a student from your homepage and also from the student’s homepage.

b. The academic issues will be sent to the Professional Advisor. The non-academic issues will be sent to the Student Crisis Response Team within Student Affairs.

The screenshot shows the GradesFirst 2.0 Advisor Home page. The page is titled "Advisor Home" and has a navigation bar with tabs for "Students", "Upcoming Appointments", "My Availability", and "Advising Center". The main content area shows "My Assigned Students For Summer 2016" with a table header including "ALL", "STUDENT NAME", "ID", "WATCH LIST", "CUM. GPA", and "PREDICTED RISK LEVEL". The table currently displays "No matching records found". On the right side, there are sections for "Actions" (with a link for "Issue an Alert"), "Quick Links" (with links for "Appointment Campaigns", "School Information", and "Download Center for Reports"), and "Upcoming Appointments" (stating "You have no upcoming appointments").

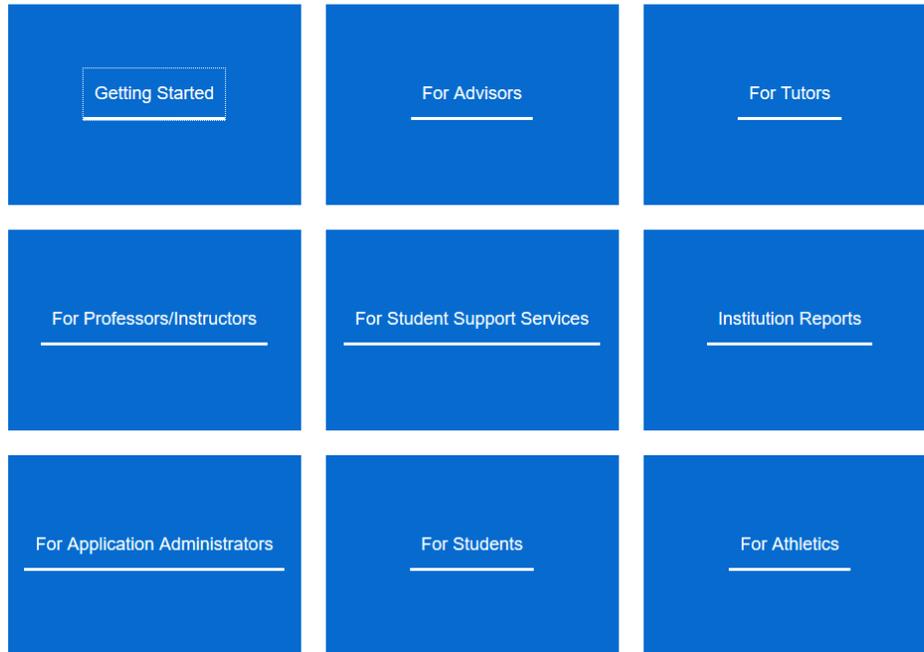
Numbered callouts in the image:

- 1: Term dropdown menu
- 2: Search icon
- 3: Western Carolina University logo
- 4: Advisor Home title
- 5: My Assigned Students For Summer 2016
- 6: Students For Summer 2016 dropdown
- 7: No matching records found
- 8: Issue an Alert link

Help Center

You can view training videos and articles with detailed information about how to navigate GradesFirst 2.0. Click on the “?” on the top right-hand side for the Help Center.

HELP CENTER



Promoted articles

[Our Training Philosophy: Getting Started in the Help Center](#)



Student Success Collaborative™

Search



Help Center > [For Professors/Instructors](#)

FOR PROFESSORS/INSTRUCTORS

Enhancing Workflow

- [Advanced Search and Actions: Saved Searches and Worklist Creation](#)
- [Advanced Search and Actions: Actions Menu](#)
- [Advanced Search and Actions: Additional Filters](#)
- [Case Management: My Assigned Students](#)
- [Case Management: Categories](#)
- [Case Management: Appointment Scheduling](#)

[See all 10 articles](#)

Data-Driven Advising

- [Campaigns: Managing Your Campaign](#)
- [Case Management: Progress Reports](#)
- [Campaigns: Progress Report Campaigns](#)
- [Campaigns: Appointment Campaigns](#)

Completing the Student Picture

- [Student Profile: Overview](#)
- [Student Profile: Success Progress](#)
- [Student Profile: Class Info](#)
- [Student Profile: Transcript](#)
- [Student Profile: Reports/Notes](#)
- [Student Profile: Risk, Skills Analysis, 2.5 Risk Model](#)

[See all 10 articles](#)

Student's Profile Page

1) Homepage

a. Overview tab

i. At a glance, you will be able to see the likelihood that a student will be successful in their current major. (Poor grades, missed success markers, and Cumulative GPA). Success Markers have been put in place by WCU's Department Heads and Program Directors.

b. Success Progress tab

i. Shows the trend of the student's progress at WCU in graph form.

c. Reports/Notes tab

i. This will show you any past notes on the student.

d. Class Info tab

i. This is the student's schedule based on the current term.
 ii. MID = 5th-week grades and final grades are pulled from Banner.
 iii. You can view their academic transcript from WCU and transfer coursework.

e. Major Explorer tab

i. Information about their predicted risk level in multiple majors.

f. More tab

i. Your appointment calendar through GradesFirst.
 ii. Study Hall- this is required for certain student athletes.
 iii. Conversation- This shows any communication with the student through GradesFirst 2.0.

2) Actions Box

a. Message Student

i. This sends an email to the student's Catamount email. It will show a GradesFirst address as the sender, not your WCU email address.

b. Add a Note on this Student

i. Record notes about student meetings and attached documents.

c. Add a Reminder to this Student

i. You can set a reminder on a student and can view it under the student's Report/Notes tab.

d. Schedule an Appointment

i. You can schedule an appointment with a student without creating availability for the student to see.

Campus Student Success Collaborative

Summer 2016

Overview Success Progress Reports / Notes Class Info Major Explorer More

Course Grade D/F	Repeated Courses	Withdrawn Courses	Missed Success Markers	Cumulative GPA
1	0	0	0	3.905

Total Credits Earned	Credit Completion % at this Institution	Predicted Risk Level
122.00	100%	Low

Film and Television Production
 Coll of Fine & Performing Arts

STUDENT ID: 920336030
 CLASSIFICATION: Senior
 MOST RECENT ENROLLMENT: Summer 2016
 ADDITIONAL ROLES: Tutor

Staff Alerts 0

I want to...

- Message Student
- Add a Note on this Student
- Add a Reminder to this Student
- Report On Advising
- Schedule an Appointment
- Issue an Alert

Student Info

Age: 23
 DOB: 11/05/1992
 Address: APT 155-1B, The Summit At Cullowhee, Cullowhee, NC 28723
 Email: jralextander2@catamount.wcu.edu
 Home: 919-428-6493
 Cell: 0
 Work: 0

Advisors Tutors

Saving a Note on a Student's Record

- 1) Type the student's name, ID number, or Catamount email into the Quick Search box in the top right corner.
- 2) Once you are on the student's homepage, click the "Add a Note on the Student" link on the right-hand side.
- 3) Type into the "Note" box (see image).
- 4) Visibility (see image)
 - a. If you check only the box with your name, then you are the only one who will be able to view the note.
 - b. If you check the box with the student's name, then the student will be able to view the note.
 - c. If you don't check either box, then any faculty/staff with access to notes on GradesFirst 2.0 will be able to view it, but the student will not have access to the information.
- 5) Attach File
 - a. You can attach PDFs, Word documents, or emails into GradesFirst 2.0. Save emails in .txt format.

ADD A NOTE TO JONATHAN ALEXANDER

Note (Required)

B **I** | | | | |

Note Subject
Jonathan Alexander
Student, Tutor

Relations
Note Reason

Note URL

Visibility
 Jack Sholder Only?
 Jonathan Alexander?
 Printed Student Report

Attach File No file selected.

Calendar Integration

- 1) Click on the Calendar icon on the left-hand side.
- 2) You will be able to see your calendar with the appointments at a glance. If you want to sync to your Outlook calendar, click on the Subscriptions tab and click "Setup Calendar Integration."
- 3) You also have the option of syncing your Outlook calendar to your GradesFirst 2.0 calendar by clicking on "Setup Exchange Calendar Integration." Outlook information is shown as Busy blocks.

Campus Student Success Collaborative

Summer 2016

My Calendar

Calendar View | List of Calendar Items | Subscriptions

LEGEND ADVISING ASSIGNMENT TUTORING GENERAL COURSE FREE BUSY CANCELLED

Add Calendar Event | Print Calendar

July 2016

today < day week month >

SUN	MON	TUE	WED	THU	FRI	SAT
26	27 8a Busy 8:40a Busy	28 8:30a Busy	29 1:26p General 4p Busy	30	1 2p Busy	2
3	4 7:45a Busy 8a Busy	5 8a Busy 8:05a General 8:30a Busy 10a Busy 10a Busy 12:30p Busy 4p Change Major/Minor	6 8a Busy 8:30a Busy 10:30a Busy 11a General	7 8a Busy 12p Cancelled: Change Major/Minor 12:30p Busy 12:30p Cancelled: Course Withdrawal 2p Busy	8 10a Busy 12p Busy	9

The screenshot below is showing how the GradesFirst 2.0 appointments look in Outlook.

2	
3	SSC: 5th week grades; Advising Center- 2nd Floor One Stop
4	SSC: General; Advising Center- 2nd Floor One Stop
5	

Searching within GradesFirst 2.0

1) You can search all students in GradesFirst 2.0 by clicking on “Show Advance Filters.” See the different filters below.

New Search

The screenshot shows the 'New Search' interface. At the top right, a purple box with the number '1' highlights the 'Show Advanced Filters' checkbox. Below this, there are several filter sections:

- Keywords (First Name, Last Name, E-mail, Student ID):** A text input field.
- Type:** A dropdown menu with 'Students' selected.
- Enrollment Status:** A dropdown menu with 'Enrolled' selected.
- Enrollment Term:** A dropdown menu with 'Summer 2016' selected.

Below these are several expandable filter sections, each with a dropdown arrow:

- Student Information:** First Name, Last Name, Student ID, Tag, Watch List
- Area of Study:** College/School, Degree, Concentration, Major
- Performance Data:** GPA, Hours, Credits
- Summer 2016 Data:** Classification, Term GPA
- Course Data:** Course, Section, Status
- Assigned To:** Advisor, Tutor, Coach

At the bottom, there is a 'Search' button and two checkboxes: My Students Only and Include Inactive.

How to Create Availability

- 1) Click on the My Availability tab.
- 2) Click on the Actions drop-down menu.
- 3) Select the Add Time option.
- 4) Choose the day of the week you would like to have open appointments.
 - a. You can choose to do multiple days at the same time if you want to have a recurring appointment time (i.e MWF 3-4pm).
- 5) Use the Scroll boxes to select the range of time for the appointments.
- 6) Click on the “Appointments” button.
- 7) Choose from the drop down menu to select how long you would like to have these appointments open.
 - a. Forever, the term only, or range of dates.
 - b. If you choose a range of dates, then you will be asked the start date and the end date.
 - c. To create availability for one day only, select the same start and end date.
- 8) Click on “Location” and choose Faculty Advisor’s office.
- 9) Select the Student Services that are listed. (Faculty Advising Appointment or Virtual Advising Appointment)
- 10) Lastly, click the blue “Save” button.

- 11) You can then view your availability under the **My Availability** tab.
 - a. If the availability is not open for today’s date, it will show in pink and have an inactive/Edit hyperlink. Please note that students will still be able to see these appointments.

Times Available

Actions						
SELECT	DAYS OF WEEK	TIMES	DATES	LOCATION	SUBJECT	
<input type="radio"/>	Wed	4:00p-5:00p	July 20, 2016 to July 20, 2016	Advising Center- 2nd Floor One Stop	Registration For Appointments	Edit
<input type="radio"/>	Thu	3:00p-5:00p	July 21, 2016 to July 21, 2016	Advising Center- 2nd Floor One Stop	Transfer Issues, Academic Standing, Change Major/Minor, General, Registration , University Withdrawal For Appointments	Inactive/Edit

Directions for Students to Make an Appointment

Use the directions below to let students know how to make an appointment with you through GradesFirst 2.0.

- 1) Log into myWCU and click on the Advising/Tutoring link in the Quick Links box.
- 2) Click the blue "Get Advising" button on the right-hand side of the screen.
- 3) Select the type of advising you are seeking (Faculty Advising).
- 4) Select the reason for the appointment from the drop down menu (Faculty Advising Appointment).
- 5) Click the blue "Next" button.
- 6) Select the office Faculty Advisor's Office and the select your faculty advisor.
- 7) Click the blue "Next" button.
- 8) You will now see the Advisor's availability split between a Morning and Afternoon option. Use the arrow buttons to change the weeks
- 9) Click on the blue button for Morning or Afternoon and then select a time.
- 10) Click the blue "Next" button.
- 11) You will now see your appointment details. You can add additional comments or click to get a reminder by email or text (Text reminders require you to enter your mobile number).
- 12) Click the "Confirm Appointment" button.

Appointment Campaign

- 1) Before you start the campaign process, you need to make sure you have availability in GradesFirst 2.0 that matches the reason for the campaign reason.
- 2) Click on “Appointment Campaign” link on the right-hand side.
- 3) Click on “Appointment Campaign” link on the right-hand side again.
- 4) Complete all fields that are shown in the screenshot below.
- 5) Click “Continue” and then you will be able to either invite all your assigned students to this campaign or choose Advance Search
- 6) With the Advance Search option, you can choose by major, course, GPA, hours, advisor, etc.
 - To add the students to the campaign you will need to click on the box beside “All,” then click on “Actions” and select “Add selected Users and Search for More.”
- 7) You will be given the opportunity to review the students in the campaign. If you want to take someone off just click the box beside their name and click “Actions” then “Remove.” Then click “Continue.”
- 8) Select the box beside your name and click “Continue.”
- 9) You will then have the opportunity to type in the subject, the header for the emails, and any instructions or notes you want to be seen in the email. You will be able to see the Email preview and what the page looks like once they click on the “Schedule Advising Appointment.”
- 10) The last step is to confirm everything and hit “Send” These emails will go to the students’ Catamount email.

Define Campaign

Campaign Name:	Begin Date:	End Date:
<input type="text" value="Spring 2017 Registration"/>	<input type="text" value="10/24/2016"/>	<input type="text" value="11/11/2016"/>
Campaign Type:	Appointment Length:	
<input type="text" value="Advising"/>	<input type="text" value="20 min"/>	
Slots Per Time:	Appointment Limit:	
<input type="text" value="1"/>	<input type="text" value="1"/>	
Course or Reason:	Location:	
<input type="text" value="Faculty Advising Appointment"/>	<input type="text" value="Faculty Office"/>	

Spring 2017 advising and registration

Compose Your Message

Subject
Header for emails
Instructions or Notes
<p>Hello [student first name],</p> <p>Your advisor requests that you schedule an appointment. To do so, please click the following link, select a time that works with your schedule, and click Save. You will receive an email confirming the appointment time and details.</p> <p>Schedule an Appointment (campaign link)</p> <p>You can also copy and paste this address into your web browser. [campaign link]</p> <p>Thank you!</p>

Email Preview

Hello [student first name]

Your advisor requests that you schedule an appointment. To do so, please click the following link, select a time that works with your schedule, and click Save. You will receive an email confirming the appointment time and details.

Make sure that you come to this appointment with classes and questions in mind. Please have a printed out degree audit. Click the link below to schedule an appointment with me.

[Schedule Advising Appointment](#)

You can also copy and paste this address into your web browser:
<https://jsva.campus-training.eab.com/w/ADM5ZJB40X>

Any Additional Questions?
Please contact the Administrator at your school for additional information or to answer questions about the nature of this email.

Why am I receiving this?
Your school uses EAB to increase student success and this email was sent as a courtesy to you. If you have any questions regarding the validity or security of this email, please contact your Advising Center, the Administrator at your school, or EAB Support. We will be happy to answer any questions!

Landing Page Preview

Make sure that you come to this appointment with classes and questions in mind. Please have a printed out degree audit. Click the link below to schedule an appointment with me.

Choose A Day



Choose A Time

Wed, Jul 09

3:50pm

4:00pm

4:10pm

Comments

Is there anything specific you would like to discuss?

Comments...

You will be sent an email reminder to [student email] the morning of your appointment.

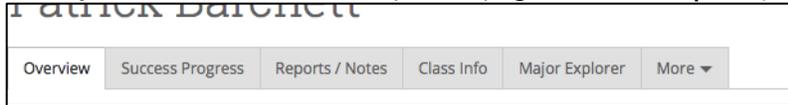
GradesFirst Instructions for Faculty

How to Look Up Tutoring Visits for Individual Students

1. From the search menu (magnifying glass icon on the top right side of the screen), type in the student's name or 920#, then click on their name



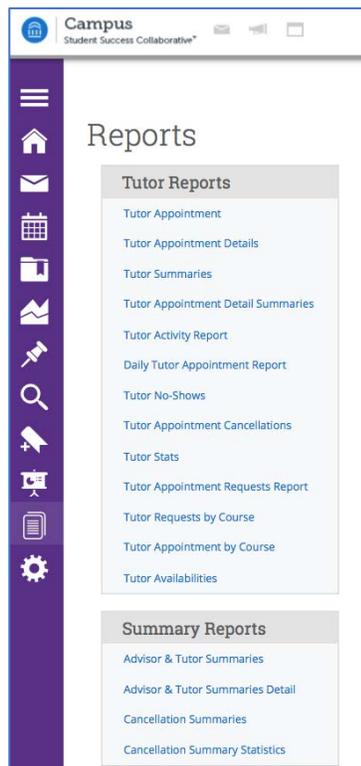
2. From your "Professor Home" screen, you can also click on an individual student's name in your class roster
3. Once you are on the student's profile page, click on **Reports/Notes** in the tab menu



4. Scroll down to **Tutor Reports**
5. Click on "Details" to the right of each visit to read tutors' summary notes

How to Find Tutoring Reports for a Class

1. On the left-hand menu, click on Reporting
2. Under Tutor Reports, click on Tutor Appointment Details



3. Change the date range
4. Under Course Data, choose your course and section (you can only search one section at a time)
5. At the very bottom of the screen, check the boxes for "Include Inactive" and "Ignore Enrollment Status"

Tutor Appointment Details Report

Keywords (First Name, Last Name, E-mail, Student ID) | Enrollment Status? | Enrollment Term

Begin Date | End Date

Tutor Team: | Tutor for Appointment: | Filter by Tutor Appointments Location | Filter by Tutor Appointments Reason

Student Information | First Name, Last Name, Student ID, Category, Tag, Gender, Race, Watch List

Area of Study | College/School, Degree, Concentration, Major

Performance Data | GPA, Hours, Credits

Fall 2017 Data | Classification, Term GPA

Course Data | Course, Section, Status

Course? | Section? | Status

Assigned To | Advisor, Tutor, Coach

Search | My Students Only | At-Risk Students Only | Include Inactive | Ignore Enrollment Status

6. Click Search
7. Under Actions, click on Export to Excel

Tutor Appointment Details Report

Standard User Type: | Include Inactive Users x | Ignore Enrollment Status x

Course: Registered in CIS-251 Managing Enterprise Info Sys (01) x

Search | Modify Search

Actions

- Send a Message
- Add Note
- View Appointment Details
- Show/Hide Columns
- Export to Excel

TUTOR EXTERNAL	STUDENT NAME	CATEGORIES	STUDENT EXTERNAL	APPOINTMENT CREATED BY
920349362	Kirkpatrick, Cassie	Continuing, Fixed Tuition AY 1617	920448865	Hobbs, Kayla

8. Click on the link to the Download Center to access your report (you can also access the Download Center from your Home page under Quick Links)

9. Please note that these reports include:
 - a. ALL tutoring visits made by students in the selected class, regardless of the reason for the visit. For example, if you generate the Tutoring Details Report for students enrolled in CIS 251-01 and Sara Smith is a student in that class, the report will show ALL of Sara's tutoring visits for the selected time period. If Sara also visited the WaLC for writing tutoring for her ENGL 101-01 class, that visit will show on the report.
 - b. Cancelled appointments (listed in the Reported duration column)
 - c. No Shows (marked in the Is no show column)
 - d. Reported session durations under the Reported duration column. Note: The Scheduled duration column shows the amount of time allocated for the appointment (either 30 or 60 minutes). The actual appointment duration is reported by the tutor in the Reported duration column, but this will not appear until the tutor has completed the report. The deadline for tutors to submit their reports is 10:00 pm each Friday.
 - e. Tutors' notes under the Summary column

10. Suggestions for stripping unwanted data from the report:
 - a. Delete rows 1-8 (title of the report, date/time it was generated, etc.)
 - b. Delete the following columns:
 - i. Student ID (keep the "Student external" column to include 920s)
 - ii. Tutor External
 - iii. Categories
 - iv. Appointment created by
 - v. Appointment created at
 - vi. Begin date time
 - vii. End date time
 - viii. Scheduled duration
 - ix. Appointment type
 - x. Date Submitted
 - xi. Unused slots
 - xii. Appointment reasons
 - xiii. Appointment comments
 - xiv. Appointment cancelled by
 - xv. Cancellation reason
 - xvi. Cancellation comment
 - c. Format the data into a table, with the headings as Table Headers
 - d. In the **Reported duration** column, strip out the "Cancelled" option (using the drop-down arrow in the header)
 - e. In the **Is report filed** column, strip out the "No" option
 - f. In the **Is no show** column, strip out the "yes" option
 - g. Use the **Reported reasons** and/or **Reported course** columns to strip out data you do not need (for example, if you are generating a report of course tutoring visits, strip out all reasons except "Tutoring"). In the **Reported course** column, select only the class for which this report is being generated.

11. A note about **writing tutoring** visits: Students are not required to select a course when scheduling writing tutoring appointments, so courses are sometimes not reported in the **Reported course** column for writing tutoring visits.

12. For assistance with tutor reports, please call the WaLC at 828-227-2274.

