

# Academic Advising Handbook



**WASHBURN**  
UNIVERSITY

Center for Student Success  
and Retention

Mabee Library Room 201, 785-670-1942

## **Statement of Purpose**

Washburn University believes that a faculty member's role in advising is an extension of good teaching. The relationships you develop with students outside of the classroom have a significant impact on their academic success, retention and satisfaction with Washburn University.

The Washburn University Academic Advising Handbook exists to help you as an academic advisor. This document contains information that is helpful when advising students. The University Catalog, website, academic calendars and your academic department's specific major requirements and policies should also be utilized when advising students.

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## OVERVIEW

### Introduction – Letter from VPAA

Dear Colleagues:

Washburn University is a student-centered, teaching-focused institution that believes effective academic advising and mentoring are crucial elements in helping students realize their potential, grow intellectually, and graduate on-time with the skills and knowledge necessary to become successful alumni. Within our community of learning, your role as an advisor to our students is critical. This is particularly true at a moment when we as a University seek to increase our students' success and on-time graduation rates.

This handbook includes information pertaining to important initiatives we are undertaking to enhance student success across the University. Advisors are a crucial partner in this endeavor. You will see sections highlighting the new academic initiatives and the new technology support system, Navigate.

The time students spend one-on-one with you as their advisor provides an opportunity in which they learn how to meet university graduation requirements and receive individual mentoring. During advising appointments with students, you check on their academic progress and involvement in campus life, guide them towards internships and career services, and share in their dreams and aspirations for life after graduating from Washburn University.

These mentoring opportunities are, Washburn believes, well supported through the provision of this revised Advising Handbook. Designed to assist you with many of the pertinent issues and questions advisors face, this handbook will help you recognize why advising matters at Washburn University and aid you with a variety of tasks that advisors regularly identify as important steps in the process.

Thank you so much for your dedication to your students and to the important role of advising. If you have any questions or need help with advising, the Office of Academic Advising is prepared to assist at 785 670-1942.

It is your commitment to our students, shown by taking the time to mentor and engage students in a life-changing manner, that makes Washburn University a special place. Thank you for all your efforts in this important area.

Sincerely,

JuliAnn Mazachek, Ph.D.

Vice-President for Academic Affairs

## 15 to Finish

Washburn's goal is to increase the number of students earning 30 credits in Year 1 of their University studies. Nationally, 31% of students meet this important on-time graduation benchmark, while at Washburn only 16% of students earn 30 credit hours in Year 1. We want to reach the national average, while enrolling students in the "correct 15."



The National Academic Advising Association (NACADA) has embraced the Complete College America 15 to finish model because:

- Students do better academically
- Students are more likely to persist and graduate on time
- Students graduate with less debt
- Students are less likely to run out of Pell Grant funding
- Students' probability of graduation declines the longer they stay in school

## FERPA

The Family Educational Rights and Privacy Act of 1974 [FERPA] is a federal act established to protect a student's educational records.

FERPA says Washburn (or any other college or university) cannot release information about a student or their academic record without their permission. Information about students cannot ever be shared with parents, spouses, or other individuals unless the student has given written consent (including their signature).

It is appropriate for university officials to share student information with other members of the university for educational purposes. Contact the University Registrar's Office at 785-670-1074 or by email with any questions or concerns. Please also refer to information in the section, *"Interacting with Families."*

## NACADA STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

*The National Association of Academic Advising is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.*





# CORE VALUES



The **NACADA Statement of Core Values** reflects the many cultural and educational contexts in which academic advising is practiced globally. A diverse, globally represented task force in conjunction with the input of NACADA members contributed to the creation of the statement. By virtue of this process, this document represents the Core Values of the academic advising profession as a whole. These values apply to all who perform academic advising by any role, title, or position as educators at their institutions.



While nations, institutions, and students will offer unique circumstances, the Core Values provide guidance to academic advisors in their professional lives. Academic advisors are committed to the students they advise, their institutions, their professional practice, and the broader advising and educational community. There may be times when balancing all Core Values equally is not possible. In those instances, academic advisors are encouraged to reflect and engage other academic advising professionals in a dialogue to resolve any conflict to the best of their ability.



The Statement of Core Values is reviewed periodically to ensure its alignment with current professional practices, competencies, and philosophies. NACADA: The Global Community for Academic Advising encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

## CONCEPTUAL INFORMATION

### Mission of Academic Advising

The mission of Advising in the Center for Student Success is to collaborate with students and provide academic advising to assist students in making informed educational plans based on their individual abilities, educational and personal life goals. This aligns with the university mission of helping students to “develop and realize their intellectual, academic and professional potential.” Advisors strive to assist students in becoming self-directed learners and decision-makers. Each academic department is encouraged to develop their own mission statement for advisement of their students, as well as student learning and process and delivery outcomes.

### Structure of Academic Advising at Washburn University

Washburn has a “Split-Advising” Model: Students who are undecided about a major, those who are admitted on an exception basis and those who are non-degree seeking are advised in a central advising office; students who have declared their major are advised by a faculty member or academic advisor in their specific department. Students may indicate their interest in a program of study on their application, and then meet with an advisor in the appropriate department to declare their major. Students must declare a major by their junior year (60 credit hours completed).

### Advising Approaches

There are two primary approaches to advising, *Prescriptive* and *Developmental*. Ideally, both professional and faculty advisors should strive to advise students in a developmental manner. However, there are times when a prescriptive approach is appropriate and is often combined with the developmental model used at Washburn to advise conditionally admitted students. Prescriptive advising focuses on the advisor strictly informing students of policies and procedures and scheduling classes; it puts little responsibility for the process on the student.

*Developmental Advising* is the approach that is the preferred model at Washburn University. One of the main differences in these two advising approaches is that developmental advising shifts the responsibility to the students by:

- Providing them with problem-solving and decision-making skills
- Challenging them to develop higher-order thought processes
- Supporting them in the development and maintenance of their own academic goals
- Helping them gain insight to the goals of higher education

*Putting Developmental Advising into Practice.* Example discussion points to use with your advisees:



1. Inquiring about student’s life goals.
2. Assessment of student’s academic abilities (review ACT scores/ACCUPLACER & past grade performance).
3. Student’s reasons for choice of classes, major or career choice.
4. Student’s other responsibilities (jobs, family, involvement on campus, etc.).
5. Stressing that students need to take responsibility for course decisions, achieving university requirements & adhering to university policies

Also refer to the “*Effective Communication*” section of this handbook for tips on how to talk with your advisees.

## Advisor and Student Responsibilities

The relationship between advisor and student is one of shared responsibility. The role of the advisor is to assist the student with educational choices and to help assess progress toward meeting degree requirements. Ultimately, however, the student is responsible for making sure that all degree requirements are met.

Advisor Responsibilities	Student Responsibilities
Interpret and provide rationale for university policies, regulations, programs, and procedures. Help student make connections between majors and careers.	Become knowledgeable and follow institutional policies, procedures, requirements and deadlines. If you don’t understand, ask questions until you do!
Be available to meet with students each semester. Establish and maintain regular advising hours. Act as a resource for both students and the larger campus community.	Initiate contact with your advisor and be prepared for advising sessions – make a list of questions or concerns; plan a tentative course schedule. Take the time to write down questions you want to clarify.
Get to know your advisees as individuals and create an atmosphere of caring and professional concern for students. Help students connect to each other, campus events, programs, and opportunities.	Get to know yourself. What are your personal interests, abilities, values and goals? Seek out and take advantage of the Washburn student experience. Explore all the Washburn Transformational Experiences (WTE) possibilities.
Offer advice on selecting courses and assist in developing an academic plan consistent with student goals. Assist student to define and develop realistic goals.	Provide your advisor with all the facts, keeping him/her informed about changes in your academic progress, course selection, educational and career goals.
Know how to interpret a degree audit and help monitor student’s progress. Encourage timely steps toward a degree.	Know how to run a degree audit and keep a personal record of your progress towards your degree.
Be responsive to student needs, and when appropriate, inform and refer student to campus services available for acceleration, academic assistance, or other concerns.	Follow through with suggestions identified during advising sessions and take action where appropriate (file the form; make the call; schedule the appointment, etc.)
Inform student regarding alternatives, limitations, and potential consequences of academic decisions.	Accept final responsibility for all decisions. Keep in mind, <b>“advisors advise, students decide.”</b>

## Relationship Between Faculty Advisors and the Advising Office in the Center for Student Success

The Advising Office serves as a resource for faculty advisors and students. The Advising Office is available for questions and referrals from faculty regarding the following programs and services:

- Professional Advisors in the Center for Student Success serve all **exploratory** (undeclared) **students** on campus. Students are assigned an advisor in the office whom they meet with for advisement prior to registration. Professional Advisors assist these students in discovering their interests and inform them about the degrees and majors Washburn offers.
- Professional Advisors also advise students who are **academically underprepared** (conditionally admitted students). These students are assigned an advisor and must participate in the **Passport for Success** program until they successfully complete one year of studies. Only after one successful year can these students move to a major advisor in an academic department.
- Students with questions about transferring coursework to another institution or who need information about **transferring** classes into Washburn may also seek assistance from a Professional Advisor in the Advising Office.
- **First-Year students** are also served by the Advising Office. Professional Advisors are assigned to sections of WU 101 to connect students to their major advisors, resources on campus, and to assist them with general academic policies and procedures. Professional Advisors help first-year students become comfortable at Washburn and teach them how to identify and locate success resources.
- The Advising Office follows through on **Early Alert Referrals** that are submitted by faculty with concerns about their students. Professional Advisors strive to assist students with referrals, suggestions and support that will help them be successful in their courses. In addition, advisors contact students with poor **mid-term grades** in order to provide them with options regarding how to improve their academic performance.
- The Advising Office also monitors students on **academic probation** through the **STAR** Program. See “*STAR Program*” section for more information.

## Student Learning Outcomes for Advising

As a result of the academic advising process at Washburn, students will:

1. Demonstrate the ability to contact their academic advisor.
2. Learn where to access information on the My.Washburn.edu website.
3. Know the courses that are required for their degree and major.
4. Understand the university and general education requirements.
5. Enroll in courses their advisor has recommended, which are required for their major.
6. Recognize important deadlines and dates and act accordingly.
7. Utilize the Degree Works program to process an audit, and use the Student Educational Planner to monitor their academic progress toward degree completion.
8. Identify campus academic success resources that are available to them and utilize these accordingly.
9. Take responsibility for their decisions.

## WAAN – Washburn Academic Advising Network

The Washburn Academic Advising Network (WAAN) was established in 2008, in an effort to connect professional advisors and faculty and staff with advising interests on Washburn's campus. The Network meets periodically and brings in guest speakers to educate and discuss various issues on campus relative to advising and serving our students. For more information or if you would like to be a part of WAAN, please contact the Advising Office at 670-1942.

## RELATIONAL INFORMATION

### Effective Communication

Advisors must have the ability to relate to students, help them solve problems, and make them feel supported.

Students are not only making decisions about courses and their major, but decisions about Washburn University and their experience here. When interacting with a student that you advise, please keep the following in mind:

1. Be enthusiastic – enthusiasm is contagious and demonstrates that we are interested in them and genuinely care!
2. Know their names – this is the first step to personalizing the advising experience.
3. Check for understanding – to ensure that you are correctly understanding what the student is sharing, you can paraphrase the information before asking questions.
4. Listen to verbal and nonverbal cues – what students say is sometimes not what they really mean; be alert to the non-verbal cues that body language often reveals.
5. Be respectful of your advisees – remember to be careful with information that a student may disclose to you, and make sure that you are following the legal guidelines which are meant to encourage student independence.
6. Use open-ended questions – beginning questions with words like who, what, when, how, and where, rather than questions that can be answered with a “yes” or “no” response, can result in more meaningful conversations, and will encourage students to explain their thought processes.
7. Advising as a learning opportunity – view academic advising as an opportunity to teach a student about how to make informed decisions.
8. Learn Washburn University’s basic policies, procedures, requirements, rules, and regulations – without this information, it will be difficult to provide a student with accurate information.
9. Recognize when a student may need assistance beyond your area of expertise, and be able to make referrals to the appropriate campus resource(s).
10. Never guess – if you are not sure about something, share that with the student and then make it a priority to find the correct information and share the information with the student.
11. Document all advising contacts – keeping notes will allow the advisor to enter each advising meeting with accurate knowledge about the student and their academic progress, leading to more effective advising. Documentation can now be completed easily using Navigate (see “Navigate” below).
12. Embrace technology – Washburn University has recently added Navigate as a resource for students, advisors, faculty, and staff; this is a great resource that will improve the advising experience.

*Adapted from the NACADA Pocket Guides for Academic Advising*

## Availability

Establish clear ways for advisees to contact you, and make sure this information is communicated clearly to all students who you advise. Appointments can now easily be made using Navigate. It is important that students know how to contact you should they need something. While it is important to be available, there is no expectation that you will be available all the time – you are responsible for maintaining an updated calendar and drawing boundaries when necessary.

## Advising Appointments

Advising appointments need to allow ample time for students to get answers to their questions regarding degree requirements, enrollment, and questions about the major field. Students should leave with more information than when they arrived.

*The following questions demonstrate a developmental approach to advising that moves beyond just courses and scheduling information. Developing a good rapport with students is important in the advising relationship.*

1. How is your semester going?
2. What are your career interests and goals?
3. What interests you most about your major area of study?
4. What else are you involved in on campus? Have you joined any clubs or organizations that fit with your interests or major?
5. Are you working? What other responsibilities do you have outside of academics?

## Referrals

Many times in advising sessions, students will disclose serious issues of a non-academic nature. Unless the advisor is trained to handle these issues, it is best to refer students to the appropriate staff and resources (counseling, health services, etc.) on campus. Washburn University has a Behavioral Assessment Team that responds to concerns about troubling, disruptive, or threatening behaviors. Any one of the following departments can be contacted in this situation:

Vice President of Student Life	Morgan Hall, Room 240, (785) 670-2100
Counseling Services	Kuehne Hall, Suite 200, (785) 670-3100
Student Health Services	Morgan Hall, Room 140, (785) 670-1470
Student Services	Morgan Hall, Suite 105, (785) 670-1629 (Disability Services & Military Benefits)
University Police	Morgan Hall, Room 135, (785) 670-1153



## Family Interaction

The FERPA rules outlined previously may seem to indicate that cooperating with family and parents is inappropriate or illegal. The reality is that parents and family members have significant influence over their student, and may provide valuable insight or assistance to promote their student's success. Within FERPA guidelines, NACADA offers these suggestions when communicating with parents and families:

1. Provide families (whether in person or by mail) written information they can refer to when curious about academic advising services
2. Be sympathetic but not apologetic – students must take responsibility for their actions
3. Clearly outline the student's options
4. Do not get in the middle of family situations
5. Remember that families always have their student's best interest at heart

Parents and family members attending New Student Orientation are included in a regular email newsletter from the Center for Student Success. This communication promotes a positive relationship between families, students and Washburn, and keeps families informed of important dates and events on campus.

*Adapted from the NACADA Academic Advising Handbook*

## ADVISING PROCESS

### Enrollment/Registration/ PINs

Students **must meet** with an advisor each semester in order to enroll in courses for the following academic term. The purpose of the meeting is not just to issue the PIN, but for the advising process to occur. PINs are issued as follows:

March 1- PIN available for enrollment in fall courses.

October 1- PIN available for spring & summer courses (same PIN for each term).

Students will follow the registration schedule issued by the University Registrar. Note: the PIN is the same to withdraw from courses throughout the term. The PIN will not work until a student is eligible to register. In addition, any holds a student has need to be cleared prior to registration. If a student has a “Conditional” or “Provisional” hold, they are unable to use a PIN for registration and must be enrolled by an academic advisor in the Center for Student Success.

### WIN (Washburn Identification Number)

All students are issued a WIN upon applying to the university. The WIN is needed for students to create their My.Washburn accounts. Students are issued an identification card in the Ichabod Center in the Memorial Union free of charge. Students need their identification cards to use many services on campus and receive discounts in the community. Students are asked to show their identification cards in a number of offices on campus, including Academic Advising and the University Registrar.

### My.Washburn Account

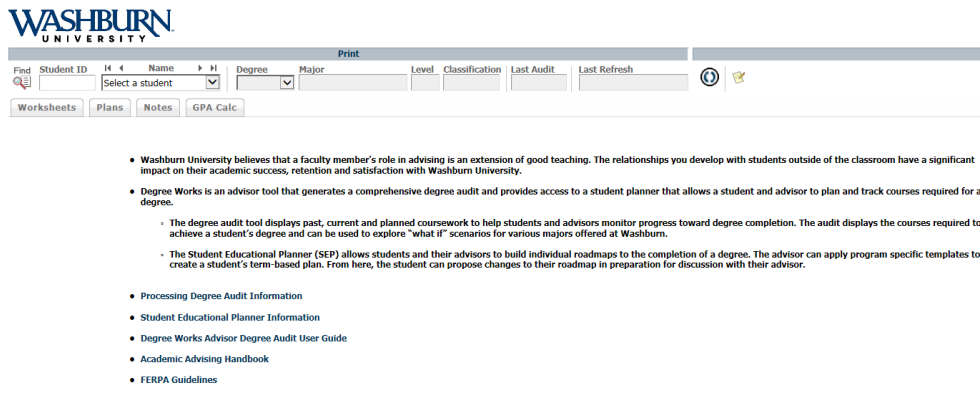
Students need their Washburn Identification Number (WIN) and their account activation code (both received from the Admissions Office upon applying to the university) to set up their My.Washburn account. Advisors should stress to students the importance of using their Washburn email accounts and familiarize themselves with the information on the My.Washburn site. The Washburn email address is the official channel of communication to students. Important tabs to show new students during an advising session are:

- Financial Services Tab – this tab includes their tuition bill, financial aid information and account information
- Student Academics Tab – this section includes mid-term and final grades, academic transcripts and registration information
- My Courses Tab – this area includes textbook information and links to their courses.

## Degree Planning & Monitoring Progress

Degree Works™ is a web-based degree audit and educational planner that helps students and advisors monitor progress toward degree completion and create individual plans for earning a Washburn degree. The audit feature is an online version of a check list. This program provides a review of current, past, and planned coursework, as well as information about completed and outstanding degree requirements. It also allows you and the student to track progress and estimate how many semesters are remaining to reach graduation. The Student Educational Planner (SEP) creates an academic plan based on the student’s chosen major and career goals. The SEP outlines a semester-by-semester plan that keeps students on track to a timely graduation. Advisors should work with advisees to develop an individualized plan for the student’s first semester and then update the plan as changes need to be made.

Instructions for using these tools exist on the University Registrar webpage <http://www.washburn.edu/a-z-index/registrar/online-degree-audits-advisor.html>



## Overrides & Registration Errors

There are a number of circumstances where a professor will need to provide an override for a student to register for their course. To perform an override, login to your My.Washburn account and choose the “Faculty” tab. In the right sidebar, click on the link “Process a Registration Override.” The professor will then enter the student’s WIN and the proper override and information on the course. Examples of common registration errors and the type of override needed:

Error Message	Description	Type of Override
Class Restriction	Must be a certain class level to take the course	CLASS
Closed Class	No more space is available in this class	CAPACITY
Field of Study	Related to curricula	DEG_MAJOR

Instructor's Signature	Must have instructor's approval to take the course	SPECIAL
Major Restriction	Must be declared in the major to take course	DEG_MAJOR
Maximum Hours	The total credit hours allowed have been exceeded	*Approval from Dean's office to the University Registrar
Prerequisite or Test Score	A specific course must be taken prior to this course <b>OR</b> A test must be completed with a specific score value <b>OR</b> Formal program requirements must be completed. Contact chair/dean of the department offering this course if necessary	PREREQS
Program Restriction	Must be declared in major and degree combination	DEG_MAJOR
Time Conflict	This course overlaps in time with another	TIME

### Adding & Dropping Courses

Students can drop, add and change their course schedule during the first week of a regular term online using their My.Washburn account without permissions. After the first week of classes, a student needs to receive a Late Add

override from the instructor in order to add a course. This process is performed by the University Registrar after approval is granted. Students can drop a course within the first two weeks of class and receive a 100% refund. Beginning the third week, students only receive a partial tuition refund and then no refund after the fifth week. Refer students to the University Registrar or Bursar for exact refund dates for each term. Students with a Provisional or Conditional hold on their account are required to gain approval from an advisor in the Center for Student Success to make schedule changes.

## Complete Term Withdrawal

In an attempt to reduce the number of students withdrawing from all of their courses at Washburn University, the Complete Term Withdrawal process is designed to intervene and assist those students whose decisions are occurring due to reasons that a simple advising conversation can remedy. Students who withdraw from their studies face a list of implications that research demonstrates they rarely completely understand. These include, but are not limited to, lost financial aid, delays in degree progress, changes to academic standing, and so on.

Therefore, students who seek to make a complete withdrawal from the University are unable to drop all classes using their registration PIN via My.Washburn. These students are required to meet with the Success Coach/Term Withdrawal Specialist in the Center for Student Success and Retention, Mabee 201. Additional information is online at <http://www.washburn.edu/a-z-index/registrar/withdrawals-individual-course-and-complete-term.html>

## Holds

When advising a student, it is recommended to first view the holds screen. There are a number of holds that prevent students from registering, and these holds will need to be resolved by students prior to their registration.

WASHBURN UNIVERSITY  
Personal Information Student Faculty Services Employee  
RETURN TO MENU | SITE MAP | HELP | EXIT  
View General Student Information  
For the student just selected, choose one of the following:  
View Academic Profile  
View student classification and curriculum  
View Addresses and Phone Numbers  
View E-mail Addresses  
View Course Schedule (see note below)  
**NEW** View Holds  
**NEW** View Test Scores  
NOTE: The Current Schedule information text on the "View Student Schedule" screen is borrowed from the student's Current Schedule screen. It references some links not available to faculty and advisors.  
[ View List of Available Courses | View Active Assignments | Select Term | View Faculty Course Schedule by Day and Time (faculty only, shows week at a glance) | View Faculty Detail Course Schedule (faculty only) | Select Course | View Summary Class Roster | View Detail Class Roster | Submit First Week Non-Attendance (All Students) | Submit Mid-Term Grades for Freshmen | Submit Final Grades | Submit U-SLO Scores | Select Student | View General Student Information | Advise Students | Registration Overrides | View Self-Service Main Menu ]  
RELEASE: 8.8.2



<i>CODE</i>	<i>DESCRIPTION</i>	<i>WHO TO CALL</i>	<i>PHONE</i>
21	21 and Over	Office of Admissions	670-1030
65	60+ Audit	University Registrar's Office	670-1074
AD	Admissions	Office of Admissions	670-1030
AE	Athletic Eligibility	University Registrar's Office	670-1074
AT	Athletic Dept.	Athletic Department	670-1134
BU	Business Office	Business Office	670-1156
CD	Conditional Registration	Office of Admissions	670-1030
CO	Collection Agency	Business Office	670-1156
DI	Disciplinary	Dean of Students	670-2100
DP	Duplicate PIDM	University Registrar's Office	670-1074
DT	Departmental	Individual Department	Varies
EM	Emergency Loan	Business Office	670-1156
EP	Excessive Repeat Review	Dean of your College/School	Varies
ER	Excessive Repeat	Dean of your College/School	Varies
FS	Fresh Start	Academic Advising	670-1942
HO	Housing Misc.	Residential Living Office	670-1065
HS	High School Registration	Office of Admissions	670-1030
IE	English Proficiency	International Programs	670-1051
IN	Insufficient Check	Business Office	670-1156
IS	International Student	International Programs	670-1051
KT	KATS Registration	Dan Petersen at 670-2115 or Mitch Higgs at 670-2114	670-2114 or 670-2115
LE	Law Emergency Loan	School of Law	670-1060
LI	Library	University Library	670-1489
LL	Law Library	School of Law Library	670-1088
LT	Emergency Loan Late Fee	Business Office	670-1156
MH	Medical Hold	Student Health Center	670-1470
NS	New Student Orientation	Office of New Student Orientation	670-1834
OR	Orientation	Office of New Student Orientation	670-1834
PA	Parking	Police & Campus Safety	670-1153
PR	Perkins	Business Office	670-1156
PV	Provisional Student	Office of Admissions	670-1030
RC	Returned Check Charge	Business Office	670-1156
RG	Registrar	University Registrar's Office	670-1074
RI	Reinstatement Hold	Associate Vice President for Academic Affairs	670-1648
TA	Transcript (Admissions)	University Registrar's Office	670-1074
TL	Tuition Late Fee	Business Office	670-1156
TU	Tuition	Business Office	670-1156
UK	University Keys	Facilities Services	670-1549
UN	Over 60 Hours Must Declare Major	Academic Advising	670-1942
UT	Undergraduate Transcript-LAW	School of Law Admissions	670-1185
VA	Contact Student Services 670-1629	Student Services	670-1629
VT	Vocational/Technical Hold	Washburn Tech Student Services	228-6321

## Transfer Students

Transfer students who have completed a baccalaureate degree at an institution of higher education accredited by one of the six regional accrediting organizations are considered to have satisfied general-education requirements, and are therefore not required to meet Washburn's specific general education requirements. This includes all aspects of the general education program including the core requirements and the general education distribution hours.

Courses satisfactorily completed in the Arts & Humanities, Social Sciences, and Natural Sciences & Mathematics as part of an Associate of Arts (A.A.) or Associate of Science (A.S.) will be accepted towards credit in the appropriate general education distribution area. Advisors need to ensure the courses have transferred by running a degree audit. At least 60 hours of the 120 hours required for the baccalaureate degree must be taken at a 4 year college or university.

## Transfer Guides

To aid both Academic Advisors and students in their conversations surrounding the transferring of credits, Washburn University has placed extensive transfer guides on the Washburn website. The Guides are available at: <https://washburn.edu/registrar/transfer.html>. Please contact the University Registrar with specific questions regarding the Transfer Guides.

## Placement Testing

Washburn University requires first-year direct from high school students to have an SAT or ACT score. Advisors must appropriately use these scores when advising on Math and English course placement. If a student wants to "test into" a higher-level math course, they should take the Pearson assessment, given by the Math Department. The English Department allows students to self-place and does not restrict students according to test scores, however, the chart below offers recommendations based on their scores.

### English Placement

ACT English Score	Recommended Course	Prerequisite(s)
18-36	<b>EN101 First-Year Writing (3)</b> Note: Required, with a minimum grade of C, for graduation.	No prerequisite for this course
≤17	<b>EN101 First-Year Writing 5-Day with Co-Requisite (3)</b> Note: Required, with a minimum grade of C, for graduation.	Completion EN103 or concurrent enrollment
≤17	<b>EN103 Academic Reading and Research (3)</b> Humanities General Education	No prerequisite for this course

## Math Placement

### MA112 Pathway Placement (Correct Pathway for Most Majors)

MA ACT <18 and EN ACT <18	<b>EN103 &amp; WU101</b>
MA ACT <18 or Pearson Placement Score < 50*	<b>MA090</b>
MA ACT 18-20 or Pearson Placement Score 50-75*	<b>MA112 w/ mandatory Co-Req work)</b>
MA ACT >21 or Pearson Placement Score 75-100*	<b>MA112</b>

### MA116 Pathway Placement (Natural Sciences / Business majors)

MA ACT <18 and EN ACT <18	<b>EN103 &amp; WU101</b>
MA ACT <18 or Pearson Placement Score < 50*	<b>MA095</b>
MA ACT 18-20 or Pearson Placement Score 50-75*	<b>MA116 (w/ mandatory Co-Req work)</b>
MA ACT >21 or Pearson Placement Score 75-100*	<b>MA116</b>

### Math Placement – Recommend the Appropriate Class

Programs requiring <b>MA112 Contemporary College Mathematics</b> or higher		Programs requiring <b>MA116 College Algebra</b> or higher
Anthropology (except Forensic)	Medical Imaging	Biology
Art	Nursing	Business
Communication Studies	Occupational Therapy	Chemistry
Criminal Justice	Philosophy	Clinical Laboratory Science
Elementary Ed	Religious Studies	Computer Science
English	Physical Therapist Assistant	Forensic Anthropology
Health Information Technology	Psychology	Kinesiology (BA or BS)
Health Services Administration	Political Science	Mathematics/Statistics
History	Public Administration	Physics & Engineering
Human Services	Respiratory Therapy	Radiologic Technology
Kinesiology (BEEd)	Social Work	
Modern Languages	Sociology	
Music	Technology Administration	
Mass Media	Theatre	

## Late Adds

In order for students to enroll in a class after the first week of classes in the semester, the instructor's approval is required via the Late Add process. Students with holds (conditional, provisional, etc.) on their account must contact the instructors directly to request a Late Add and ask for the professor to perform a Late Add Override (see previous section *"Adding & Dropping Courses"*). The student will then need to contact an advisor in the Center for Student Success in order to complete the registration process.

Students without holds will request a Late Add via their "Student Academics" tab in My.Washburn. They will utilize their registration PIN and need to follow the "Late Add" links on "Register for Courses/Drop/Add." The instructor receives the student request via email and will either accept or deny the request. The decision is then sent to the University Registrar, who will register the student if it is approved.

## A/Pass/Fail

Students in good academic standing (cumulative GPA of at least 2.0) and sophomore standing (completed 30 or more credit hours) have the option to take up to one course per semester for A/Pass/Fail credit. Students must change their grade status for the class with the University Registrar by the last day to withdraw or the last day to change a graded course to A/Pass/Fail.

Students who are considering withdrawing from a course may be advised to change it to A/Pass/Fail if they believe they can pass the course. If a student changes the grade status to A/Pass/Fail and earns an A grade, the A will be noted on the transcript and figured into their GPA. If the student earns an F grade, the F will show on their transcript and figured into their GPA. Credit will be issued for all other grades (B, C or D), and indicated as such on the student's transcript, but does not figure into the GPA.

Courses in a student's major (including minor and correlate courses) cannot be taken for A/Pass/Fail without written permission from the appropriate department chair or dean on file in the Student One Stop (SOS).

## Declaring a Major

To promote student success and thoughtful connections between students, advisors and faculty, students declaring a major must meet with a representative in the appropriate area. This interaction encourages an informed decision and supports these outcomes:

- Student gains clearer understanding of major and or minor requirements.
- Student gains enhanced understanding of discipline workload and expectations.
- Student gains clear understanding of program specific entrance requirements (e.g., pre-Nursing vs. Nursing).
- Students and departments gain clear knowledge of assigned advisor.

New students may indicate a major interest on their application for admission or may be directly admitted to a specific program (e.g., Occupational Therapy Assistant). At New Student Orientation they are directed to the appropriate advising location and may declare during Orientation. Students who have declared a major are assigned a faculty advisor in their department. Students not declaring a major are included as Exploratory Studies majors, and are advised by Academic Advising in the Center for Student Success.

Students may change their major at any time by consulting with an advisor in their intended major area. Washburn University requires that students declare their major once they reach Junior status (60 credits earned). Undeclared Juniors are notified that they must declare their major and are also referred to resources to assist them in their choice of a major, if needed. Juniors who have not declared their major will be required to see an academic advisor in the Center for Student Success for their registration PIN until they declare. If a faculty advisor tries to issue a PIN and receives a message that the student must declare, they may call the Center for Student Success for the PIN and are asked to assist the student in the declaration process.

### Academic Plans for Financial Aid

Time to degree completion is increasingly an issue of importance both at Washburn University and nationally. Due to rules and regulations for Federal Student Aid, students must meet Satisfactory Academic Progress (SAP) toward their degree when being awarded financial aid. Students not meeting SAP are asked to complete an academic plan with their advisor. Students must have their academic advisor in their declared major sign off on their academic plan that will then be sent to Washburn's Financial Aid office. To learn more please visit <http://www.washburn.edu/admissions/paying-for-college/financial-aid>. Please contact Financial Aid with specific questions regarding SAP, 785-670-1151, financialaid@washburn.edu.



# NAVIGATE



[washburn.navigate.eab.com](http://washburn.navigate.eab.com)

Washburn University is committed to giving every student the opportunity to experience academic success and graduate on time. We are partnering with the Education Advisory Board (EAB) to launch *Navigate*, which is an advising platform that unites technology, predictive analytics, and advising excellence to boost student retention and success.

Navigate will assist with identifying students in need of intervention and creating targeted campaigns to connect them with resources that will keep them progressing toward graduation. Students will be able to use Navigate to schedule appointments with their advisors, or seek out other student service professionals. Advisors can use the platform to document and share information from interactions with students to promote seamless service.

Advisors should use the platform to:

- Save time by viewing important student information from multiple Campus Connection sources in one place, with a user-friendly interface
- View a snapshot of critical student information before or during advising appointments
- View a student's predicted success score within a declared major, based on historical institutional data
- Use custom search criteria to generate student lists and conduct proactive outreach
- View semester-by-semester trends in student GPA and credit accumulation
- Use the notes feature to track interactions with students, including referrals to appropriate campus resources

Training Objectives & Handouts

- Explore the At-A-Glance tabs
- Understand predicted success scores and success markers
- Use advanced searches
- Use advising reports and notes
- Use Navigate's scheduling functions



**Home**



**Conversations**



**Calendar**



**Campaigns**



**Reminders**



**Advanced Search**



**Lists & Searches**



**Reporting**

Home consists of two areas: Advisor Home (includes links for students, upcoming appointments, your availability, and your advising center) & Advisor Reporting (located near the bottom of your screen and includes recent advisor appointments and notes you created).

Conversations is a list of all messages sent and received by Navigate.

Calendar shows your appointments. The calendar is linked to your Microsoft Outlook calendar so that it can display your availability.

Campaigns is a way to conduct targeted outreach and track your outreach efforts.

Reminders is a list of upcoming and overdue reminders that you have added for various students.

Advanced Search allows you to search for students, faculty, advisors, and others with many custom filters.

Lists & Searches consist of Watch Lists and Saved Searches that you have created from an advanced search.

Reporting allows advisors to run analytics on various information housed within the platform, such as advising interactions by appointment reason or cancellations.

## Need Help?

If you have questions about logging in, please contact us via email at [sschelp@washburn.edu](mailto:sschelp@washburn.edu)

If you have questions about the features and functionality of this program, you can find this information in the Navigate Help Center. Once you are logged in, chose the ? at the top right of the page, and search using the keywords of your topic of interest.

### Student Profile: At-A-Glance Tabs

The student profile displays information about the student and their academic performance, and helps to proactively identify students who are at risk of not graduating from their declared degree program. Advisors can gather a great deal of information as they click through the navigation tabs. These tabs provide an academic “snapshot” that is quick, easy to access, and allows for more intentional conversations during advising appointments.

When accessing the tabs, you can expect to see the following information:

- Student View Slider – This option allows you to access a screen that a student can view. In order to activate this option, you will need to click the slider to “on.” When sharing the screen with a student, you will need to utilize the student view, as there is some information that the student does not need to view. Once this view has been activated, some pieces of information will disappear from view, so please be sure to double check the status of your view when working inside Navigate.
- Overview – As you prepare to meet with a student, the information available in this tab will provide you with a brief overview of the student. You can write down notes about the data points for a student, which help you to learn more about the student’s success and progress, and will assist you in preparation for an advising appointment.
- Success Progress – This tab details the success markers that a student has completed, missed, or that are upcoming. Success Markers are important courses in a student’s major that indicate their progress toward success in that program of study. This tab contains charts that will allow you to visually see a student’s GPA and credit trends, along with a table of data points for the student.
- History – On this tab you will see a student’s history, including previous appointments that the student has had with you or other advisors on campus, and any reports or notes filed for the student. Additionally, here you can see any reminders that you may have set to follow up with the student.
- Class Info – In this tab you will see the classes that the student is currently enrolled in, along with the transcript information for that student, which shows the semester by semester enrollment. At the bottom of this page you will find the student’s ACT scores, along with any other placement exam score information.
- More
  - Calendar – This link will take you to the student’s calendar, which is automatically populated with the classes they are enrolled in during the selected term.
  - Appointments – Takes you to a record of the student’s upcoming and recent appointments.
- Student Profile – On this page you will see the following items displayed:
  - The student’s current major
  - The student’s current minor (if applicable)
  - The student’s Washburn ID number
  - The student’s academic classification
  - The student’s most recent term of enrollment

## Success Score

A success score suggests the likelihood of a student graduating with a degree in their current major. For exploratory students, this will predict the likelihood of them graduating from any degree program.

You can use this tool to quickly identify at-risk students, and to prioritize advisor and staff interactions with specific students. **It is important to remember that the success score is simply a prediction – it does NOT guarantee success or failure for any student.**

In order to understand the success score for a student, you will look for the following indicators:

- Low (**green**) – This indicates that a student is at low risk for NOT graduating from Washburn University.
- Moderate (**yellow**) – This indicates that a student is at moderate risk for NOT graduating from Washburn University.
- High (**red**) – This indicates that the student is at high risk for NOT graduating from Washburn University.

A student's success score is derived using the following information:

- Historical student academic and demographic data from Washburn University that is used for advanced statistical modeling
- Attributes and previous academic performance from similar students

Some examples of how you can use the success score are:

- Uncover hidden risk
  - If a student's record shows conflicting data points, this can be an indication of hidden risk. For example, a student with a 2.75 GPA is in good academic standing, but may be at risk if they have a low number of completed credits or a high number of withdrawn courses.
- Intervene early with at-risk students
  - Using the data provided in this system, you can identify at-risk students early and plan for appropriate support strategies. For example, you can use the advanced search feature to find all moderate to high risk students, and then invite those students to additional meetings, advising appointments, or check-in meetings.
- Guide conversations with students
  - The information that you find in a student's profile will help you to understand important aspects of their academic performance, which will be useful in your interactions with each student. For example, if a student's record shows an interest and skill in a particular area, and you know that the student has yet to declare a required minor, you can use the information available during a conversation with that student about declaring a minor.
- Direct students to services and resources that will supplement their skills
  - Based on the information that you will find in a student's profile, you can recommend specialized resources on campus. For example, if you can see in a student's records that they have historically

struggled in writing-intensive courses, and you know that they are enrolled in a writing-intensive course, you can recommend that the student visit regularly with the writing tutors, located in the Mabee Library.

- Explore majors
  - Using the information in the student profile, you can begin to get an idea of areas that are of interest to the student, as well as areas where the student excels; you can use this information as you evaluate various options for a major with a student. For example, if a student requests a meeting with you to discuss changing their major, and you see that the student has not been doing well in classes for their current major, but has excelled in other areas, you can use that information to explore other majors that will align a student's skills with their interests.

### Advanced Search

Navigate stores historical (back to fall 2011) and current Washburn University student data, and provides an easy way to apply multiple filters to query specific information. The advanced search feature will allow you to locate information that may have previously required a formal request. To effectively use the advanced search feature, please follow these steps:

1. Select the "Show Advanced Filters" box (located in the upper right corner) to see the additional search fields available.
2. Student Information – This section contains basic student information, such as first name, last name, and student ID number, among other information.
3. Enrollment History – This section indicates the term's data that you are searching; this may or may not be the current term.
4. Area of Study – You can use this section to search for students who are identified in a specific area of study. Please note that only students who have officially declared a major in a particular area will populate when processing a search for that area of study.
5. Performance Data – This section can be used to search for students who meet performance criteria that you establish as important to your search, such as GPA or credit hours.
6. Term Data – This category allows you to run a search that uses data from a specific term of enrollment.
7. Course Data – This section provides you with the opportunity to run a search for students who are enrolled in a specific course.
8. Assigned To – This category allows you to search for students who are assigned to a particular advisor.
9. My Students Only – This option allows you to search for your specified criteria that applies only to the students who you are assigned to as the advisor.
10. Include Inactive – this option will allow you to include students from past terms in your search. The search will automatically default to include only students who were classified as active during the enrollment term of your search, so if you want to include inactive students, you will need to enable this option.
11. Search – Once you have selected all search parameters, you will click the "Search" button to run the report that you are requesting.

12. Search Results – The completed search will produce a list of students who fit the parameters of your search. Once you have this list, you can use it in a variety of ways:
  - a. You can take action – this may look like emailing or calling the students to set up appointments.
  - b. You can save your search, so that you can refer to the search results later.
  - c. You can export your search results to Microsoft Excel, and work from the list offline.

You have the ability to save searches, which can then be referred to later. When saving a search, there are two options:

- Saved Search – This type of search saves the parameters of the search that you set, not the list of students that was returned after you ran the search; this is a variable list. This option allows you to quickly re-run the list with the parameters previously set. Students on this list may change as their student data changes. For example, if you create a search to find every student who has declared a specific major, some students may be added to or removed from the list as they change their majors.
- Watch List – This type of search saves the list of students that was returned after you ran the search, not the parameters of the search; this is a static list. A watch list can be used to maintain a list of students who you want to continually monitor over time. For example, if you are looking for students who meet specific criteria for a degree program within one semester of declaring their major, you can use this static list to continually monitor their progress.

### Advising Reports & Notes

Advising Reports and Notes are two separate, yet related features available through Navigate. These features allow faculty and staff to create, store, and share academic information about a student. Notes are accessible across campus by the advised student, advisors, and student support staff. There are many benefits to the notes feature, such as improved communication, coordination, efficiency, transparency, and a more personalized student experience in advising.

There are additional benefits to shared notes:

- Shared notes help students remember recommendations they received during advising appointments.
- Shared notes help advisors and other student support staff to communicate and provide consistent, coordinated service.
- Shared notes create an “institutional memory” of contacts and recommended actions.
- Shared notes personalize the advising experience by refreshing the advisor’s recollection of previous conversations.

You can use the chart below to understand the differences between the Advising Reports and the Notes features:

Advising Reports	Notes
<ul style="list-style-type: none"> <li>• Track details about advising appointments</li> <li>• Track patterns in advising appointments</li> <li>• Upload documents (ex: curriculum guide, letter of recommendation, etc...)</li> <li>• Accessible to the student, advisors, faculty, and student support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Track general information not related to a specific advising appointment</li> <li>• Log student contacts, referrals, student reminders, and miscellaneous information that may be important to share with other campus professionals</li> <li>• Upload documents (ex: curriculum guide, letter of recommendation, etc...)</li> <li>• Accessible to the student, advisors, faculty, and student support staff</li> </ul>

*The Family Educational Rights and Privacy Act (FERPA) entitles students to access any notes considered part of their academic record. Any notes completed in the Navigate platform are considered part of a student’s academic record and are accessible by students, open records requests, and court subpoenas. This applies to notes, whether they are designated as shared with the student in the platform or private.*

**Assume students, parents, or the general public will read anything and everything you have written.**

#### Setting Availability & Scheduling

Navigate allows advisors to open up available times for student appointments or drop-in hours. This is done by setting your availability and maintaining an accurate calendar. Students are able to search for the advisor who they wish to meet with, and can make an appointment. Microsoft Outlook syncs with Navigate, so it is vital that you maintain an updated calendar in Microsoft Outlook.

There are many benefits to students being able to schedule their own meetings, including:

- Each advisor controls their calendar availability.
- The back and forth of emails or paper sign-ups for scheduling meetings is eliminated.
- Advisor availability and accessibility to support students is increased.
- A consistent method of scheduling for students, regardless of major or advising model, is provided.

To set your availability, follow these steps:

1. Click the My Availability tab.
2. Click “Edit Appointment Constraints” located right under the tabs in a box. The box that requires availability times for students should automatically be checked – please double check to ensure that this is selected.
3. Hours in Advance – On this screen, you can select how much advance notice you require for a student to make an appointment. For example, if you require 2 hours of notice for an appointment, then when a student logs in at 11am, the earliest that they will be able to make an appointment will be 1pm, and the actual scheduling of the appointment will be dependent on your availability.

4. Default Appointment Lengths – Using this dropdown menu, you can set the default length of an appointment. For example, if you select 30 minutes, then whenever a student schedules a meeting with you, it will automatically default to a meeting that lasts 30 minutes.
5. Actions Dropdown Menu
  - a. You will need to choose the days and times that you are setting your availability for, making sure to include the duration of this availability. If you select to have a specific availability only active for a specific amount of time, you will need to re-enter the system and update your availability when the time frame selected is coming to a close. If you do not want to update your availability regularly, we suggest selecting the “forever” option, which will set your selections to always be your availability. You can always change your availability at any time, even if you select the “forever” option.
  - b. You will also need to select the type of availability you are setting up – either appointments or drop-ins.
  - c. When selecting your location, please choose the major(s) that you advise.
  - d. As you select the student services, please select the following options (you can select more than one):
    - i. Advising for My Major/Minor
    - ii. Explore a New Major/Minor
  - e. In the details section, please list the physical location of your office, along with any other important details that the student should know for their appointment. For example, if you would like each student to bring their WU ID card to a meeting with you, please include this in the details section.
  - f. In order to set your availability for more than one major or an additional area, you will repeat the steps above, but can do so by clicking the Add Time/Copy Time options found under the Actions dropdown. For example, you may want to set your availability for drop-ins, and then create a separate availability for appointments.

To sync your Microsoft Outlook calendar, follow these steps:

Set up Exchange Calendar Integration in Navigate:

1. Log in to <http://washburn.navigate.eab.com>
2. Click the Calendar icon from the left menu
3. Click the Subscriptions tab under My Calendar
4. Click the Setup Exchange Calendar Integration option
5. Verify that the Exchange Mailbox field is filled in with your Washburn email address
6. Click the Connect with Exchange button
  - ✓ Note – this may take a few minutes, depending on the size of the calendar



## Advising Notes: Best Practices

The Navigate advising platform allows for an integrated, campus-wide advising notes system. Rather than have each advising or student support system office keep independent notes, this program provides the opportunity to write notes that are accessible across campus by students, advisors, and student support staff. Benefits to widely accessible notes include improved communication, coordination, efficiency, transparency, and a more personalized student experience in advising.

Taking advising notes is recommended for a variety of reasons:

- Advising notes help students remember recommendations they received during advising appointments.
- Advising notes help advisors and other student support staff communicate and provide consistent service.
- Advising notes create an “institutional memory” of contacts and recommended actions.
- Advising notes personalize the advising experience by refreshing the advisor’s recollection of previous conversations.

The content of advising notes aims to communicate:

- What was the student seeking help with?
- What steps were taken to address the student’s concerns?
- What advice and recommendations were made?
- What are agreed upon follow-up actions? Were specific referrals made?
- Overall, summarize what you discussed as it relates to the student’s academic success.

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Keeping this in mind:

- Assume students, parents, or the general public will read anything and everything you have written.
- When writing your notes, ask yourself the following questions:
  - Is this something the student would want other people to know?
  - Is this something another advisor would need to know? Why?
  - Is this something that is within my scope of practice to say? (i.e.: Do I have the necessary training, and is this something germane to my area of professional expertise?)
  - Are the details in my notes based in fact? Do the details in my notes represent my own observations, perspectives, guesses, predictions, diagnoses, etc...?
  - Tip #1 – Describe, don’t evaluate

- Tip #2 – When in doubt, leave it out
- Notes should be academic-related and avoid inclusion of personal, potentially sensitive content.
- Personal and/or sensitive content, whether reported by the student or assume by you, may include:
  - Medical/mental health concerns
  - Legal problems
  - Relationship problems
  - Family concerns
  - Conflicts with specific instructors

## Navigate: Rules for Advisor Notes

DO	DO NOT
<b>Briefly summarize what was discussed as it relates to student success for future reference by the student, other support staff, and future advisors:</b>	<b>Summarize <i>everything</i> that was discussed. Notes are intended to be a brief record of advising contacts highlighting recommendations, referrals, and follow-up plans.</b>
<ul style="list-style-type: none"> <li>• <u>Recommendations</u> – “Recommended student take MATH 105 because of her interest in engineering.”</li> <li>• <u>Advice</u> – “Cautioned against taking 18 credit hours this semester, given student’s work schedule.”</li> <li>• <u>Referrals</u> – “Referred student to Career Services.”</li> <li>• <u>Action Plans</u> – “Student plans to follow up with the Tutoring &amp; Writing Center, and schedule an appointment with me after mid-terms.”</li> </ul>	<ul style="list-style-type: none"> <li>• Include unnecessary details: “Student said she has been having a good week and is especially excited about moving into a different apartment.”</li> <li>• Include personal/sensitive information – see examples below.</li> <li>• Include subjective opinions – see examples below.</li> </ul>
<b>Summarize specific course recommendations</b>	<b>Report issues with specific instructors</b>
<ul style="list-style-type: none"> <li>• “Encouraged student to take HIST 103 as a general education course.”</li> <li>• “Recommended student take BIOL 150 during the fall 2016 semester.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Student doesn’t like his MATH 103 instructor.”</li> <li>• “Student said PSYC 111 professor has unfair grading policies.”</li> </ul>
<b>Write fact-based, academic-related notes</b>	<b>Include speculation, subjective opinions, or judgements</b>
<ul style="list-style-type: none"> <li>• “Student is concerned about grades in two courses.”</li> <li>• “Student is considering whether his current major is a good fit. Helped him consider other options.”</li> <li>• “Student needs to complete BIOL 220 before she can apply for the Nursing Program.”</li> </ul>	<ul style="list-style-type: none"> <li>• “I don’t think she is very motivated this semester.”</li> <li>• “His personality isn’t a good fit for STEM fields. I think he’d feel more at home doing something artistic or creative.”</li> <li>• “She has probably been avoiding BIOL 220 because she struggled with BIOL 150.”</li> </ul>
<b>Include notes about positive student behaviors</b>	<b>Include notes about negative student behaviors</b>
<ul style="list-style-type: none"> <li>• “Student came prepared for advising session with course plan filled out.”</li> <li>• “He has spent time talking with two Sociology professors to learn more about potentially changing to that major.”</li> </ul>	<ul style="list-style-type: none"> <li>• “She seems like she just blows off advising appointments. I can’t get her to be serious and plan ahead.”</li> <li>• “He seems pretty uninformed about the real world after college and hasn’t followed through with plans to get information from his Sociology professor. I think he needs to be more realistic.”</li> </ul>

## Navigate: Rules for Advisor Notes

DO	DO NOT
Use general or coded language concerning sensitive material	Include sensitive information, personal concerns, private matters
<ul style="list-style-type: none"> <li>• “Student reported <i>extenuating circumstances</i> related to his academic progress this semester.”</li> <li>• “Student discussed a <i>difficult situation</i> and requested help from a campus support service.”</li> <li>• “Student disclosed a <i>personal situation</i> that’s having an impact on how things are going this semester.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Student’s parents are going through a divorce.”</li> <li>• “She reported she was assaulted by her boyfriend earlier this year.”</li> <li>• “Student was recently diagnosed with an autoimmune disorder.”</li> </ul>

Record referrals made	Report details surrounding sensitive referrals
<ul style="list-style-type: none"> <li>• “Referred student to Counseling Center.”</li> <li>• “Referred to Student Health Services.”</li> <li>• “Referred to Student One Stop/Financial Aid Office.”</li> <li>• “Referred to Disability Services.”</li> </ul>	<ul style="list-style-type: none"> <li>• “He said he can’t concentrate because of relationship problems with his girlfriend. I referred him to the Counseling Center.”</li> <li>• “He said he’s been having a lot of headaches lately. I’m concerned something more serious may be going on. I suggested he go to Student Health Services to get it checked out.”</li> <li>• “Little financial support from family. First Generation student with significant debt building up.”</li> <li>• “Student reported having a lot of test anxiety.”</li> </ul>

Spell things out for a general audience	Use acronyms students and other campus support staff may not understand
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Attach important emails	Attach emails with sensitive/private content that the student likely did not intend for other campus providers to read
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**Assume students, parents, or the general public will read anything and everything you have written.**

## ACADEMIC RESOURCES

### Advising at Orientation

New Student Orientation (NSO) sessions occur from May through August for all students entering the university in the fall semester. All new students are directed to sign up for an NSO session. Students, their parents, and/or guests have the opportunity to learn about the university and all it has to offer during this one-day program. NSO is the first opportunity for new students to register for fall courses.

Advising at NSO is an integral part of a student's first-year experience. These meaningful interactions with faculty and professional advisors help connect new students to their major and aid in their first-year success overall. Developing a course schedule that allows first-year students to experience academic success is important. Students need to be advised to enroll in courses that fit with both their abilities and academic interests. For more information about New Student Orientation, see [www.washburn.edu/orientation](http://www.washburn.edu/orientation). Included at the end of this handbook is a checklist for advising at New Student Orientation.

### First Year (FY) Schedule Lock Hold

A significant number of First-Time Full-Time students attend New Student Orientation and leave with a well-planned first-semester academic schedule. Once home, these same students change their schedule without consulting with either Professional or Faculty Academic Advisors, a decision that often causes them to immediately fall behind the necessary pace to graduate on-time.

In an attempt to reduce the number of schedule changes that occur without consultation and appropriate guidance, First-Time Full-Time student schedules are locked from the time students depart NSO until the Wednesday before the first day of Fall term.

### First-Year Experience (FYE)

The First-year Experience (FYE) includes all courses, services and programs that assist freshman with their college success during the first-year. Other first-year programs at Washburn University include Convocation, Welcome Week, the iRead common reading program, the required WU 101 and HN 101 courses (see below), civic engagements, and academic workshops, just to name a few. For more information about FYE, visit [www.washburn.edu/fye](http://www.washburn.edu/fye).

## First-Year Success Courses

Washburn University requires all students to complete a first-year academic success seminar course in order to graduate. The courses that satisfy this requirement are:

1. WU 101 Washburn Experience (3 credits); sections designed for direct from high school and adult learners.
2. HN 101 Honors Experience (3 credits) designed for direct from high school graduates admitted into the University Honors Program.

For more specific details regarding this requirement, please consult the University Catalog. Upon completion of their university required FYE course, students are encouraged to enroll in WU 120: Major and Career Exploration. For some categories of students this is a required course (see section on “*Passport for Success*”).

## Academic Standing and STAR Program

### STAR Program

Students Taking Academic Responsibility (STAR) is a program designed to help students return to Academic Good Standing. Students on Academic Probation and Warning are required to complete the program before they are eligible to enroll in their next semester. The STAR Program is a combination of workshops, online modules, and face-to-face meetings with a member of the Center for Student Success and Retention Staff. If you have any questions about the STAR Program or the program requirements, please visit [www.washburn.edu/probation](http://www.washburn.edu/probation) or email the Coordinator of the STAR Program at [probation@washburn.edu](mailto:probation@washburn.edu).

### Academic Notice

A first or second year student as determined by cumulative credit hours whose GPA falls below between 1.80-1.89 for 0-29 attempted credit hours and 1.90-1.99 for 30-59 hours will receive a letter of Academic Notice that states the need for that student to improve their academic performance to avoid being placed on Academic Warning in a later semester. The letter will also highlight that both Associate and Bachelor degree-seeking students need a minimum 2.0 GPA to graduate.

### Academic Warning and Probation

Students with 0-29 credit hours must maintain a 1.8 cumulative GPA in order to be in Good Academic Standing. Students with 30-59 hours must maintain a cumulative GPA of 1.9 or higher to remain in Good Academic Standing. Students with more than 60 credit hours must maintain a minimum 2.0 cumulative GPA to remain in good academic standing. Students who do not meet the minimum GPA based on credit hours attempted will be placed on Academic Warning or Probation as outlined below:

Academic Standing	0-29 credit hours completed	30-59 credit hours completed	60-89 credit hours completed	90 + credit hours completed
<b>2.0 + cum GPA</b>	Good Academic Standing			
<b>1.99-1.90 cum GPA</b>	Good Academic Standing	Good Academic Standing	Academic Warning	Academic Warning
<b>1.89-1.80 cum GPA</b>	Good Academic Standing	Academic Warning	Academic Warning	Academic Probation
<b>1.79-1.70 cum GPA</b>	Academic Warning	Academic Warning	Academic Probation	Academic Probation
<b>1.69-1.60 cum GPA</b>	Academic Warning	Academic Probation	Academic Probation	Academic Probation
<b>1.59-1.01 cum GPA</b>	Academic Probation	Academic Probation	Academic Probation	Academic Probation
<b>1.00 &amp; below cum GPA</b>	Considered for immediate Academic Suspension			

## The Washburn Transformational Experience

The Washburn Transformational Experience (WTE) is a program that provides Washburn University students with amazing opportunities and experiences. It is our dream program. What is your dream? What have you always thought of doing or accomplishing? The WTE turns dreams into reality. The WTE goes beyond the everyday classroom experience by allowing students to choose and create projects that reflect their interests.

There are four (4) WTE areas and students are encouraged to complete one or more of them:

1. Community Service
2. International Education
3. Leadership
4. Scholarly or Creative

To find out more about a particular WTE, along with the process and procedures required to complete them please see [www.washburn.edu/wte](http://www.washburn.edu/wte).

## Passport for Success Program

Students who enter Washburn as freshman and are under 21 years of age, are admitted based on their ACT or SAT scores and their high school GPA. Students who have test scores below the admissions scale and are deemed academically underprepared are admitted on an exception basis. Students who are admitted on an exception

basis are required to participate in the Passport for Success Program. These students are identified in My.Washburn as having a “conditional” hold. Program requirements are:

1. Advisor approved course selection and scheduling, leading to approved Associate degree.
2. Limit on the number of semester hours: 12 credit hours per semester during their first year, with recommended summer classes to maintain 30 credit hours per year. (Exceptions granted by advisor approval).
3. Mandatory multi-session per semester advising: These three academic advising sessions will include academic assessment, program and degree planning.
4. Enrollment in WU 101: Washburn Experience during first semester of attendance.
5. Participation in study skills, career planning, test taking and other seminars offered by the University Tutoring & Writing Center.
6. Tutoring as needed.

Students who participate and earn “C” grades or better in no fewer than 30 credit hours will have successfully completed the program.

## Tutoring & Writing Center

Washburn offers a robust tutoring program located in the Mabee Library. The Tutoring & Writing Center is staffed by students and is open 6-days of the week. Tutors are available on a walk-in basis, including evening hours. They also provide helpful resource links, academic workshops, and referrals to other campus services. Schedules of subjects and hours are available on their website at [www.washburn.edu/tutoring](http://www.washburn.edu/tutoring). Tutoring is also offered by departments across campus and students are encouraged to contact the appropriate unit regarding schedules.

## Academic Suspension & Reinstatement

### Academic Suspension

Students who obtain either a semester or cumulative GPA of 1.0 or below can face immediate Academic Suspension, even if not previously on Academic Warning or Probation. Students on Academic Warning or Probation can face immediate Academic Suspension if they do not participate in and successfully complete the terms of the STAR Program. Students whose GPA has led to Suspension from the University may request reconsideration if there were extenuating circumstances beyond their control which prevented them from attaining the required academic standards. If any appeals for reconsideration of suspension are received, a meeting of the Probation and Reinstatement committee will be convened to hear only those appeals.



## Reinstatement

A student must sit out at least one semester from Washburn (excluding the summer term) prior to applying for academic reinstatement. Reinstatement applications are available on the Washburn website. The reinstatement process must be completed no later than 60 days prior to the beginning of the term in which the student wants to enroll. Students who have been suspended and are later reinstated will be readmitted on Academic Notice or Warning. Students who have been readmitted on Academic Notice or Warning will be asked to comply with conditions that will assist them in having a successful semester. No student will be reinstated more than twice. The third Academic Suspension is, in effect, the final Academic Dismissal, except that a student who has been academically dismissed may, three or more years after dismissal, apply for readmission under the Fresh Start Program.

## Early Alert Referral Program

The Early Alert Program is a retention program managed by Academic Advising in which faculty refer students who have poor attendance, low test grades and/or are otherwise at-risk of failing their course. Appropriate personnel in the Center for Student Success will endeavor to contact the student and intervene with them to ensure they are connected to the appropriate services that will help them get back on track. In addition, we will seek to notify you of the steps we are taking to ensure that as the student's faculty member you are well aware of our efforts.

During the first week of class we invite you to identify students who are struggling for any/all reasons – especially absenteeism. Then you are encouraged to use this system through the semester to let us know when you have concerns for any student in your classes.

Students participating in the [STAR program](#), the [Ichabod Success Institute](#) and the Ichabod Ignite Program, along with Student-Athletes and members of the Greek system require special attention. Our plan is to conduct Academic Progress Reports on these students using Navigate on a regular monthly schedule.

You may access the Early Alert referral through [Navigate](#), logging in using your Washburn University credentials.

## Prior Learning and Testing Center

The Prior Learning and Testing Center works with students to evaluate and apply relevant college-level learning, work and life experiences toward college credits through the Prior Learning Assessment (PLA) process. The center educates students about PLA options at Washburn and assists them in selecting what best matches their education and experience. The center also provides proctoring services for students, in addition to administering national standardized exams and placement exams. The Prior Learning and Testing Center is located in Mabee Library, Room 218. Please call 785-670-1227 for more information or visit <http://www.washburn.edu/testing>.

## Checklist for Advising Sessions

Each individual advising appointment will vary based on the student, their circumstances, needs and questions. The following is a general list of items that should be covered each time you meet with a student.

- ✓ Make sure student has a **WIN** (Washburn Identification Number) and an iCard. Let them know they can get their ID in the Ichabod Service Center in the Memorial Union.
- ✓ Generate a **Degree Audit** for each advisee. This will list classes taken and what is still needed.
- ✓ Check to see if the student has any **holds**. These must be resolved prior to the student enrolling.
- ✓ Look at the student's **Academic Transcript**. Is the student on probation? Does the student have transfer credits? Have all previous transcripts been received and posted?
- ✓ Ask the student if they have received an Associate's Degree. If so, this will affect how Washburn accepts their transfer credits. Ensure the student's degree audit reflects their transfer credits in the proper general education category. If this needs updating, contact the University Registrar auditors. ([audits@washburn.edu](mailto:audits@washburn.edu)).
- ✓ Look over the **general education** courses the student has already completed and what they still need to complete.
- ✓ Make sure the student is taking the correct Math and English course for their abilities. Please refer to the Math and English placement charts to ensure that the student is enrolled in an appropriate level of course, remembering that there may be prerequisites for some courses.
- ✓ Let the student know about Washburn's course **repeat policy**. They may repeat any course in which they have received a grade of "D" or "F". The new grade will replace the old grade in their GPA. Students can repeat courses in which they received a C grade or better only with the permission of the Academic Department Chair.
- ✓ A student can take a course for **A/Pass/Fail** credit if it is not required of their major, minor, correlate or University Core requirement. The student must have completed 30 hours to take a class A/P/F and have a GPA of 2.0 or higher.

## Checklist for Advising at New Student Orientation

New Student Orientation is an exciting time for incoming freshman and their families and guests. Many students are very anxious about college and it is important for the faculty and staff to be caring members of the university community. This initial interaction helps students build and maintain relationships with faculty and their academic department.

- ✓ Students must enroll in an academic success seminar: WU 101 or HN101.
- ✓ Provide information to students about university and general education requirements for the degree.
- ✓ Ask about any college courses the student has completed during high school for credit. These transcripts may not have been received by the university yet.
- ✓ Make sure any needed overrides for classes are done.
- ✓ Ensure students are placed in the appropriate Math or English course for their ability.
- ✓ Encourage students to enroll in 15 credit hours.
- ✓ All students must know how to login to My.Washburn. Inform students that their Washburn email address is the university's official channel of communication.
- ✓ Provide information about major and degree requirements in the form of handouts or four-year plans.
- ✓ Inform the student where they can seek advising help after orientation. Make sure they have their advisor's name and contact information.

**For further assistance, please contact the  
Office of Academic Advising  
785-670-1942  
advising@washburn.edu  
www.washburn.edu/advising**