# Table of Contents

**HOUSEKEEPING**

**LEARNING PLAN 1 – PROFESSIONAL CONDUCT**

Meet the Peer Advising Connection (PAC) Team 8

What you can expect from us (FVTC staff) 9

PAC Communication Identifying the Appropriate Person to Address your Concerns 10

Peer Advising Connection (PAC) Professional Code – Office Copy 13

PAC Attendance Policy: 14

Peer Advising Connection (PAC) Professional Code – Student Copy 16

**LEARNING PLAN 2 – OVERVIEW OF ADVISING AND PEER ADVISING**

Peer Advisor Program Framework 21

Top Ten Reasons For Offering Peer Advising Services 23

Peer Advising Connection Mission, Vision, Goals, and Outcomes 24

Roles in Which You Will Serve Your Peers 25

Specific Peer Advisor Roles and Responsibilities 26

PAC Daily Check List 27

**LEARNING PLAN 3 – LEGAL AND ETHICAL ISSUES**

Family Educational Rights and Privacy Act of 1974 (FERPA) 30

FERPA Quiz 31

Ethical Dilemmas Test Your Knowledge 32

NACADA Statement of Core Values of Academic Advising 34

**LEARNING PLAN 4 - OFFICE FLOW**

Guidelines: Walk-Ins vs. Appointments 40

COUNSELING- Available Services: 42

Roles/Responsibilities 43
| LEARNING PLAN 5 – EFFECTIVE COMMUNICATION SKILLS | 45 |
| Communication Skills in the Peer Advisor – Advisee Relationship | 46 |
| Communication Tidbits | 49 |
| Guidelines for Advising vs. Advice | 50 |
| Advice or Advising Scenarios? | 52 |
| Peer Advisor Checklist | 53 |
| Building a Peer Advising Relationship | 55 |
| Approaching a Peer Advising Relationship | 56 |
| Relational Activities That Enhance Student Comfort | 57 |

| LEARNING PLAN 6 – INTERNAL RESOURCES AND REFERRALS | 59 |
| When and How to Make Referrals | 60 |
| Tips on Making Effective Referrals in Academic Advising | 62 |
| Acronyms to Know | 63 |
| Where in the FVTC World is ____? | 64 |

| LEARNING PLAN 7 – ACCESSING AND INTERPRETING STUDENT RECORDS | 67 |
| References for "MyFVTC" | 68 |
| Resources | 68 |
| Quick Reference Guide | 69 |
| Information that Peer Advisors Should Know | 74 |

| LEARNING PLAN 8 – PERFORMANCE APPRAISAL | 75 |
| “Ultimately you will get out of this experience what you put into it!”Self-Evaluation Sheet for Peer Advisors | 76 |
| Self-Evaluation Sheet for Peer Advisors | 77 |
| Office Duties | 77 |
| Advising | 78 |
| Self-Development | 79 |
| Self-Development | 80 |

| TOOLS AND RESOURCES | 81 |
| What Can I Expect in College? | 83 |
| What About College Courses Should I Know? | 84 |
Learning Styles 85
Test Taking Tips 86
Test Anxiety 87
Stress Management Tips 88
Safety and Security Guidelines for Dealing with Potentially Violent Students 89
Security and Safety Guidelines Dealing with Disruptive Behavior in the College Classroom 92
Behavior Red Flags 93
Suicide 95
Suicide Prevention: The Process/Procedure 96
Fox Valley Technical College 96
Advising/Counseling Terms 97

Resource Documents 98
  Time and Labor – How to Log Hours Worked
  Peer Advising Intake From
  Accuplacer Admissions Assessment Information
  FVTC Program Plan / Counseling List
  Student Services – Who to Call
  Life Management and Career Development Brochure
  Program Entry Requirements
  Degree Audit Guide
Housekeeping

1. Compensation
   a. Obtain wage of $8.75/hour
   b. Increase leadership skills
   c. Become actively engaged in college environment
   d. Contribute to the intellectual and personal growth of FVTC students
   e. Obtain priority enrollment appointment*
   f. Receive certificate of participation

2. Time and Labor – Recording hours you have worked
   a. Refer to Tools and Resources for step-by-step guide
   b. Hours recorded in 15 minute intervals
   c. Training time
   d. Meeting time

3. Hours per week
   a. Minimum of 3 and maximum of 12
   b. Advising week, vacation and finals time

4. Biography worksheet and discuss display of biographies in office (to be completed at a later date) Include: Name, major, hobbies, what I like about FVTC, interesting fact about yourself.

*Will not supersede Ready Group enrollment criteria.

NOTE: Negative service indicators will be reviewed and may affect eligibility.
Learning Plan 1 – Professional Conduct

**Overview:** Learn about the professional code and conduct expected by peer advisors, including the attendance policy.

**Competency:** Demonstrate behaviors relative to the professional code and conduct in relation to professionalism and responsibilities as a peer advisor.
# Meet the Peer Advising Connection (PAC) Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Martinez, Director of Student Affairs, Direct Report for PAC team</td>
<td>735-5795</td>
<td><a href="mailto:Martinez@fvtc.edu">Martinez@fvtc.edu</a></td>
</tr>
<tr>
<td>Lori Brandenburg, Administrative Assistant/Coordinator of PAC</td>
<td>735-4739</td>
<td><a href="mailto:Brandenb@fvtc.edu">Brandenb@fvtc.edu</a></td>
</tr>
</tbody>
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## Steering Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Zahorik, Counselor</td>
<td>735-5629</td>
<td><a href="mailto:Zahorik@fvtc.edu">Zahorik@fvtc.edu</a></td>
</tr>
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<td>Judy Hohnberger, Counselor</td>
<td>735-2554</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Lisa Steffens, Counselor</td>
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</tr>
</tbody>
</table>
What you can expect from us (FVTC staff)

The FVTC staff, in working with the PAC, will:

- Work to provide you with what you need to be successful, including training, support, resources, and mentoring.

- Actively listen to your ideas, concerns, and feelings; and adjust our program when it is appropriate and possible to do so.

- Be available to you. Feel free to contact any of the PAC committee members (listed below).

- Be sensitive to your needs as both peer advisors, students, and adjust task deadlines when possible.

- Inform you of important issues affecting the office, the degree programs, or other special issues as they arise.

- Offer timely and constructive feedback, both positive and negative.

- Work with you to make this a fun job and an educational experience.
PAC Communication

Identifying the Appropriate Person to Address your Concerns

New office information/updates:
- E-mail to FVTC account only (we will not send to personal e-mail accounts)
- Important new information/announcements may also be posted in the PAC office

See Lori for questions, concerns, or ideas relating to:
- Time and Labor
- Scheduling
- Office duties
- Revision or updating of PAC materials
- Office procedures including opening/closing offices
- Training
- Planning activities
- Changes to PAC program including new ideas
- Vision, Mission, goals of the PAC program
- Interview process

If you need work clarification:
- Start with the person who requested the work
- If they are unavailable, check with Lori first, then with any steering committee member

If you encounter a difficult student or parent:
- Bring it to Lori’s attention who will identify a steering committee member to be involved.

If you have a conflict/issue/concern about another peer advisor:
- See any steering committee member

If you have a conflict/issue/concern about any steering committee member
- See Denise Martinez
PROFESSIONAL ATMOSPHERE
The Counseling Center can be a very busy place at times, but it's important to remember that the key activity is helping students. We create a welcoming atmosphere because we want students to feel comfortable using our services and resources.

Consider this scenario:

You are a 2\textsuperscript{nd} semester student who needs advising help. You come to the office door and find a group of people engaged in a lively conversation. When they see you, they all stop talking and no one says anything. How do you feel? Welcomed? Expected? Confused?

As a peer advisor, it is your responsibility to maintain a professional atmosphere in the Counseling Center. As soon as someone needing help steps through the door, give him or her your undivided attention.

TEAM OUTLOOK
The Counseling Center atmosphere benefits from a staff that functions as a team. Consider the scenario in which you interact with an irate student:

"I stopped by to see a counselor and the one I need is not available. I was told by ___ that I would be able to see someone right away. I don't have time to make an appointment and I need this taken care of right now!"

The magic word here is RE-FOCUS. Spending energy attributing blame will not be productive for you, the Counseling Center or the student. If you can, redirect the conversation away from finding someone to blame, and help the student re-focus on a problem that you might be able to solve. An appropriate response may sound something like:

"I'm sorry you're having such a hard time with this. Maybe I can help you by finding another counselor to assist you."

You've let the student know that you heard their primary problem and are focused on getting it resolved. You've made the student the center of your attention, not the other peer advisor/staff member/faculty. If they persist in trying to place blame, let them know that the Counseling Staff works very hard to provide correct information and that they appreciate being informed when they don't.

GETTING AND GIVING SUPPORT
Peer advisors need support, too. Be sure to communicate your experiences and feelings about peer advising. Sometimes you can feel very excited and energized by helping others, and sometimes it can be exhausting and frustrating. Sometimes students may snap at you or forget to say "thank you" after you just spent thirty minutes trying to help them. The following are just a few suggestions for getting and giving support as a peer advisor. You can probably think of more!
• If you learn something new in the process of helping a student, share the knowledge with the other peer advisors. This is primarily done by making a note of your experience in the logbook. Your learning experience becomes everyone’s learning experience.

• Ask for support you need when you need it.

• Focus on developing your strengths and ask for constructive feedback in areas you want to improve.

• Talk about challenging or worrisome cases with the Coordinator of Peer Advising, the Director of Student Affairs, or any Steering Committee Member.

• Identify and discuss issues of concern. Follow the PAC Communications Document location within this learning plan in order to share your concerns with the appropriate person.
Peer Advising Connection (PAC) Professional Code – Office Copy

In accepting the position of Peer Advisor at Fox Valley Technical College, I understand that I am required to meet a certain set of standards established to ensure the best possible experience for all students and to promote the feeling of cooperation and support that is essential to a successful program. As a Peer Advisor, I will be held to a higher standard of behavior than my fellow students and other student leaders. I will be performing duties similar to those of the counseling staff and faculty advisors. In all my actions, I will strive to fulfill the mission of the PAC program.

1. I will fulfill all of my responsibilities as a Peer Advisor, including being helpful, making accurate referrals when needed, providing support to the counselors and faculty advisors, courteously helping other campus faculty/staff, attending all PAC training sessions/meetings, and completing documentation and reports for the program in a timely fashion (including weekly data entry for various spreadsheets).

2. I will seek to make all students, their families and guests feel welcome. I will remember my role as an upper-class peer mentor and be patient and understanding in my dealings with new students. As a representative of FVTC, I will make every effort to present both myself and the PAC program in the best light possible. I will be aware that my actions have the ability to influence people’s opinions of myself, advising, and the College.

3. I recognize that I am a role model for other students. I will set a positive example for all students by showing respect and consideration for all members of the faculty, various departments, student body, and the Counseling Center staff. I will conduct myself in a manner that generates respect from others, respect for the PAC program as well as the staff of the Counseling Center and the College. I will not recommend specific courses or instructors based on my own experience or the experiences others have shared with me. As a role model, I will also maintain the minimum 3.0 combined GPA required for this position.

4. I will be an active partner with the counselors and faculty advisors as well as with other Peer Advisors. I will communicate regularly with my direct supervisor, the PAC committee members, my fellow Peer Advisors, and the counselors and faculty advisors (when needed).

5. I will maintain confidentiality at all times. I will not discuss with anyone, other than my supervisor, Counseling Center staff, faculty advisors, and fellow Peer Advisors any information I am privy to through my work as a Peer Advisor. This includes holding in confidence information I receive directly or indirectly. I understand that discussing confidential information with someone who can help the situation, e.g. Counseling Center, Director of Counseling, Campus Security, etc., is not a violation of confidentiality. When a student's life is in danger, I will report what I know immediately to a campus resource person who can take direct action to help the student.

6. I will make every effort to be positive and encouraging even though at times this job will be stressful. I will seek help, and utilize campus resources as needed, to ensure that I am able to honor my responsibilities as a student and as a Peer Advisor.
7. My fellow Peer Advisors, supervisor and committee members can act as my sounding board and will help me through tough times. I understand that it will not be possible for us to work as a team to support the mission of the PAC program if we cannot first and foremost support each other. I will be ready and willing to assist others in finding the best solution(s) by researching various options. Also, I understand that conflicts within the group are inevitable. I am committed to keeping all internal conflicts within the group by not discussing matters with those not affiliated with the PAC program.

8. I will be sensitive to the uniqueness of each situation and the individual(s) involved, thereby promoting an understanding and respect for various opinions, values, and cultural backgrounds. I will not tolerate any incidents of prejudice or biases related to gender, race, ethnic origin, sexual orientation, religion, or ability. I will make every effort to give equal attention to all the students and will avoid “playing favorites.”

9. I will maintain a high level of professionalism. This includes maintaining appropriate Peer Advisor/student boundaries.

10. I will refrain from using office equipment for personal use. This includes computers, copy and fax machines.

11. I will refrain from consuming alcohol prior to and during my shift while employed as a Peer Advisor. I will not use illegal drugs while employed as a Peer Advisor. I will not promote, encourage, or discuss the use of alcohol or any illegal substance while working.

12. I will maintain a professional image by wearing my PAC name tag, proper attire (no holey jeans, clothing with vulgar language or photos, cleavage, or inappropriate body parts exposed) and, refrain from wearing a hat. I will refrain from using a personal cell phone or communication devise during my shift.

**PAC Attendance Policy:**

1. I will email (or call if necessary) the Lori Brandenburg to change a shift (or ask for time off) or inform someone I will not be able to attend the monthly meeting. I will email the pac@fvtc.edu or call 920-735-5665 as soon as possible, but 24 hours in advance is preferred.

2. I will call Lori Brandenburg by 8:00 am if I will miss work or a meeting that day, if not previously excused (this is only for sudden illness or emergency situations). I will also email (see #1 above) as soon as I know I will be missing work.

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4. I will contact another peer advisor to review monthly meeting information if I was unable to attend a session. I will also review the meeting minutes and related documents on the PAC website.

5. I will be at my desk or in my seat for all shifts/training by the scheduled time. Lateness counts as an unexcused absence.
6. 1st unexcused absence—verbal warning (documented in your file)
   2nd unexcused absence—written warning (documented in your file)
   3rd unexcused absence—termination (documented in your file)

I understand that any and all violations of the Professional Code and the PAC Attendance Policy are serious and will be dealt with on a case-by-case basis. Possible consequences include but are not limited to a formal apology, probation, or termination from this position.

I have read and understand the above statements and agree to comply with them.

_________________________________________  ________________________________
Signature                                           Date
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I have read and understand the above statements and agree to comply with them.

________________________________________________________________________

Signature                                      Date
Learning Plan 2 – Overview of Advising and Peer Advising

**Overview:** Learn about the advising guidelines, the development of the peer advising program, and the responsibilities of faculty advisors, instructors, counselors, peer advisors, and students at Fox Valley Technical College.

**Competency:** Explore the guidelines and demonstrate an understanding of the role of a FVTC faculty advisor, instructor, counselors, peer advisors, and student.
Peer Advisors

Peer advisors will work in close cooperation with faculty advisors to provide a high level of service to FVTC program students. Peer Advisors will contribute to the intellectual and personal growth of students by offering their insights into academic issues. They will strive to promote academic excellence and student success on the FVTC campus.

Peer Advisors are responsible for the following:

Students/Advisees

The students/advisees will:

- Clarify their personal values, abilities, interests, and goals; seek resources as needed to determine selection of career choice and academic program.
- Use personal and educational goals to guide decisions. Understand the effect of one’s personal and education goals on others.
- Adhere to institutional policies, procedures, and requirements as explained at the new student orientation and outlined in the student handbook and catalog.
- Demonstrate competency in the core abilities:
  - Demonstrate adaptation to change.
  - Use critical and creative thinking to solve problems, resolve conflicts, make decisions and complete tasks.
  - Work cooperatively in a team environment.
  - Communicate in ways that honor diversity.
  - Demonstrate personal integrity through ethical and responsible behaviors.
- Follow through on actions identified during each advising session.
- Be proactive in the decision-making process and accept final responsibility for all decisions.
- Initiate actions toward achievement of goals.
- Communicate personal and academic strengths and weaknesses that affect academic plans.
- Develop relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways.
- Develop and articulate a personal belief system.
## Peer Advisor Program Framework

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<thead>
<tr>
<th>Title:</th>
<th>Peer Advisor Connection (PAC) Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To expand advising service to more students through the expansion/revision of the existing peer advisor program. Peer advisors will work in close cooperation with counselors to provide a level of service and will augment the current model of advising that includes services provided by faculty advisors and counselors. Peer advisors will contribute to the intellectual and personal growth of students by offering their insights into academic issues. They will strive to promote academic excellence and student success on the FVTC campus.</td>
</tr>
</tbody>
</table>
| **Link to strategy:** | **Strategic Direction 2**: Expand innovative approaches and partnerships to leverage and enhance College resources  
**Strategic Direction 3**: Create an internal environment of growth, collaboration, and engagement  
**Perkins IV Local Accountability Plan**: To increase course completion, retention/graduation rates of current students |
| **Steering Committee:** | Denise Martinez, Judy Hohnberger, Kaye Krueger, Dana Zahorik, Margie Laketa, Lisa Steffens, Kathy Stockwell, and Renee Krause |
| **Rationale for project:** | With increasing enrollments placing more demands on faculty, the members of the Advising Steering Committee would like to leverage college resources to best serve our student population. A Peer Advising program will be an excellent supplement to the advising structure already in place at FVTC. Recent research into student needs conducted by Student Services and the Customer Satisfaction Team and validated in the Student Satisfaction Survey (2007/08) suggests that the need for assistance in understanding and navigating instructional programs and support services is a priority need of students. The Peer Advising Connection service will directly address this need. By providing increased advising time for admitted students, increased opportunities for peer connection. This will lead to increased student success, retention and graduation. |
### Scope of project:

Target Served Population: Admitted/Enrolled 1 and 2 year Associate and technical diploma degree students – 6 weeks after first term and through graduation.

When fully implemented, this initiative will provide support for students in all program areas. FVTC is a pioneer in peer advising since few two-year colleges in the country utilize this concept as means to increase quality of advising services and leverage resources.

### Outcomes:

- Demonstrate institutional response and effectiveness by acknowledging the students’ survey responses stating a need for increased advising services
- Compliment advising provided by faculty advisors and counselors
- Increase the quality of advising services offered college wide
- Provide leadership and professional development opportunity and for peer advisors
- Increase student satisfaction with academic advising and course planning.

### How will we know if a change is an improvement:

- Increased retention, course completion and graduation rates
- Results of student focus groups
- Improvements in satisfaction with advising based on a pre-post advising satisfaction survey.
- Positive feedback from instructional areas who have used PAC
- Retains counselor positions
Top Ten Reasons For Offering
Peer Advising Services

1. Peer advising and mentoring can be tailored to meet the needs of any type of institution.

2. Peer advising and mentoring compliments all existing advising delivery methods.

3. It is an inexpensive resource that will assist in leveraging resources during tough budget times.

4. It is already taking place informally; why not put it into a formal process?

5. Research reflects that peer advising and mentoring has proven to be a successful resource for students.

6. Peer advising and mentoring activities can be carried out in places where advisors are typically not available (ie. Residence halls).

7. Peer advising and mentoring activities can be carried out at times when advisors are typically not available (ie. Weekends and evenings).

8. Peer advisors obtain leadership skills through training and services they provide to students.

9. Because everyone else is jumping on the bandwagon. Peer advising programs are a rapid growing service for 2 and 4 year institutions.

10. Enhances and supplements services already provided
Peer Advising Connection
Mission, Vision, Goals, and Outcomes

**Mission:** Peer advisors will work in close cooperation with faculty advisors and counselors to provide a high level of service to Fox Valley Technical College program students. Peer advisors will contribute to the intellectual and personal growth of students by offering their insights into academic issues. They will strive to promote academic excellence and student success on the Fox Valley Technical College campus.

**Vision:** Peers helping peers make the right connection.

**Goals:** To help students choose appropriate academic schedules, connect students to campus resources, serve as a comfortable, non-intrusive source of continuous contact with program students, and serve as a good listener and effective communicator.

**Outcomes:**

(a) Contribute to the intellectual and personal growth of peer advisors and the students they assist

(b) Increase program student retention rate

(c) Serve as a comfortable, non-intrusive source of continuous contact with students

(c) Increase the amount of advisors available to the program students

(d) Increase the variety of services available to program students

(e) Provide additional advising services at a minimal cost.

(f) Serve as a student connection for campus resources

(g) Increase level of leadership skills in peer advisors

(h) Enhance the ability of peer advisors to apply subject areas including: enhancement of communication skills, application of legal and ethical issues, identification of campus resources, and interpretation of program specific information
Roles in Which You Will Serve Your Peers

As a teacher:
When you are asked a question by a student, you must assess it carefully.

1. First ask yourself: “Do I know the answer?”
2. Then ask yourself: “How did I learn this information?”

Your goal is to teach students how to find answers to their questions.
- Is this question answerable by pointing out a schedule of classes booklet?
- Can you direct the student to MyFVTC? Can you train them on how to use the system?
- Can you direct the student to an office on campus that can answer the question, if you cannot?
- Are there resources in and around the office that may help?

As a service-provider:
If you are asked subjective questions; (e.g., Is XXX class hard? What is Professor ZZZ like? What classes should I take?), offer only objective answers. If you have had the course, avoid sharing your prejudice or bias toward the course and/or professor.

- It is reasonable to share whether you found the course particularly challenging or time consuming. This is often important information when students are trying to balance their course load for the semester.
- Refer the student to the course description in the catalog. Remind them that they can also visit with an instructor to talk more about the course.
- Sometimes students will press you to make a qualitative judgment. Stress that everyone’s course experiences are different, and that it is important for them to base academic decisions on objective information. Encourage them to approach professors directly for answers about course content.

As a manager of resources:
As a Peer advisor, you may find that your time in the office is at a premium, especially during busy times, like registration. From whom would you like to receive help? A person who is frazzled, anxious, in a hurry and late to class or the person who says, “I would like to help you with this problem, but we really need more time than I have right now. Can I schedule a time for us to meet or have another peer advisor assist you to work on this issue?”
Specific Peer Advisor Roles and Responsibilities

General Information:
1) General campus information.
2) Information on programs and degrees at FVTC.
3) Basic knowledge of Ready Group Process.

Technical Assistance:
1) Orient students to the MyFVTC portal and Web registration system.
2) Explain FVTC email including login and requirement to check email.
3) Assist in locating departmental websites to assist students.
4) Discuss the help desk and technical support provided by the campus.

Referral Information – when to refer:
1) Refer student to appropriate faculty advisor for detailed program requirements (GPA, entrance requirements, course sequencing).
2) Refer student to available campus resources to meet individual needs including career exploration, campus jobs, counseling, tutoring, etc.
3) Refer to Counseling Services if the student expresses personal issues related to academic success.
4) Refer to Enrollment Services for registration and financial aid concerns.
5) Refer students to GOAL if they are in need of adult basic education.

Problem Solving:
1) Help identify/locate faculty advisor and/or academic counselor.
2) Demonstrate how to use Student Handbook.

Other Responsibilities:
1) Be available for walk-ins during advising/registration weeks.
2) Assist with counselor/faculty advisor session at New Student Orientation.
3) As noted in PAC Professional Code
PAC Daily Check List

Primary Responsibilities

☐ Check PAC voicemail, e-mail, and return contacts (tbd)*

☐ Read the Communication/Information Book (tbd)

☐ Check “Follow-up/Action Needed” electronic file (tbd)

☐ Network and follow up with faculty

☐ Check with Lori for office duties

☐ Appointment reminder phone calls for counselor appointments

☐ Comments entered in electronic document after meeting with a student (tbd)

☐ Replenish all forms and documents in the PAC office filing cabinet

Secondary Responsibilities

☐ Check New Student Orientation drawer to ensure appropriate number of copies are made

☐ Attend Division Team meetings (as requested & approved by Lori/Denise)

☐ Dispatch out to other areas of Student Services and Divisions when appropriate (as approved by Lori / Denise)

This area of responsibility will continue to evolve as the processes in the Peer Advising Program is refined. Your most important duty is to respond to student needs. You can do this by observing the following check list; however, a person who calls, e-mails, or walks in, takes precedent over completing the check list. Feel free to ask questions whenever you need clarification.

*(TBD) To Be Developed/Determined: Peer advisors will be given the opportunity to provide ongoing input and development of the PAC program, processes, and documentation. Therefore, some of these documents and processes will be created by Peer Advisors to best suit your needs.
**The 3 R's of Peer Advising:**

**Responsibility**
- Schedule regular visits
- Take ownership
- Be prepared
- Follow through

**Relationships**
- Foster open communication
- Clarify your values, abilities, interests, and goals
- Build a connection
- Remember: advising is a two-way street

**Resources**
- Learn policies, procedures, and requirements
- Take advantage of opportunities
- Use academic tools - catalog, PeopleSoft, Website, etc.
- Read your email

**Peer Advising and Retention**

Research indicates students who remain enrolled are:
- Those who are involved in college activities
- Those who have interactions with faculty, administrators, and staff outside of the classroom
- Those who found initial contacts helpful, informative, and inviting
- Those who have been involved in orientation and advisement activities.

The single most powerful retention strategy is when at least one person takes a personal interest in a student and relates to him or her as a total person! This is where you, as a peer advisor, can really make an impact in a student’s academic success.
Learning Plan 3 – Legal and Ethical Issues

**Overview:** This important session will describe your responsibilities concerning confidentiality, ethics, and legal issues.

**Competency:** Explore the laws regarding student’s rights and apply those to the peer advisor role.
Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is Federal legislation that sets forth requirements and provides guidelines for Post-Secondary Institutions regarding the privacy of student records for **ALL** students enrolled in Post Secondary classes and all students on campus. FERPA governs the release of educational records that are maintained by the College, as well as access to these records.

While the student has full access to their educational records at any time, the following are the only records that Fox Valley Technical College can release regarding the student **without written consent of the student**:

- Student’s name
- Enrollment status (full-time or part-time)
- Plan of study (major)
- Dates of attendance (by term/semester)
- Degrees (including dates)
- Academic honors and awards
- E-mail address

While legally we can release this information it is standard practice to not release any information. Exceptions to this practice are graduation lists and deans lists released to news agencies.

Written consent from the student is required for release of any other information regarding the student’s educational record – **this includes release of information to parents, spouse, siblings, etc.** While this may seem restrictive, it is for the protection and privacy of the student these Federal regulations were mandated.

If you have questions about FERPA or how it is applied to release of information at Fox Valley Technical College, please contact Brian Buss, Registrar.
FERPA Quiz

Complete the following quiz by indicating the correct answer for each question.

Y = Yes  N = No  D = Depends on college policy

1. Can a student who you have worked with as a peer advisor phone Counseling Services and inquire about his/her grade in a class?

2. Does a student with a “hold” on his/her transcript have the right to view that transcript with the peer advisor or in registrar’s office?

3. Is it a violation of FERPA if an instructor lists student grades by copying the final grade roster and blocking the names so that only the student ID numbers show?

4. If a student has not restricted directory information, can a third party call Fox Valley Technical College and inquire about the student’s major?

5. If the FBI requests information about a student without a written release from the student, should you as the peer advisor release the information?

6. Can school officials at Fox Valley Technical College with a “legitimate education interest” share educational records about a student without notifying the student?

7. Can the parent listed on the address system of a student who is under 21 years of age obtain the same educational information that the student can access?

8. Must your institution comply with a lawfully issued subpoena after a reasonable effort is made to notify the student of intent to comply?

9. It is legal for faculty to openly talk about a student in the staff lounge, as long as they all have the student in class?

10. Can work study students access any student records since they are considered employees?
Ethical Dilemmas Test Your Knowledge

How would you respond to the following scenarios?

1. Stephanie Student attends Fox Valley Technical College in the Criminal Justice program. Her father is a faculty member in the Business Division. He wants to find out how Stephanie is doing in school, so he calls you to find out about her grades. How should the peer advisor respond?

2. Martha calls Fox Valley Technical College looking for her husband who is a student at the college. She says that there is a family emergency so she wants to know where he is right now so she can contact him. How should the operator respond? Would the response be different if the student had a “no release” posted on his record?

3. Martha Advisor receives a call from Dave and Katy Smith, the parents of a former advisee. Their son Kevin Student dropped out of school over a year ago. Dave and Katy live in Florida and indicate that they have been paying Kevin to attend Fox Valley Technical College for every term during the last two years, including room and board, and out-of-state tuition. They are calling to find out about Kevin’s progress since they don’t hear much from him about school. How should Martha handle this conversation?

4. Greg Advisor works with students in the Automotive Technology program. Rose, one of his advisees, tells him that she is really angry with one of the program instructors and plans to burn down the instructor’s house. What are Greg Advisor’s legal and ethical rights and responsibilities, and how should he handle this situation?
What is said here, stays in here. however, if I feel that you or someone may be harmed, I will need to take responsible action to inform appropriate authorities.

Assure your peers that you will keep information regarding inquiries and personal records confidential; however, if information is shared with you that you believe needs to be passed on to an authority you are obligated to do so. If you are faced with an issue that you believe requires intervention, contact Counseling Services.
NACADA Statement of Core Values of Academic Advising

The National Academic Advising Association (NACADA) is an organization of professional advisors, faculty, administrators, students and others from a variety of settings who do academic advising or otherwise work to promote quality academic advising on college and university campuses. As members of this organization or of the profession of academic advising, or as others who advise or provide related programs and services to students, we must recognize our responsibility not only to students and the institutions in which our advising is done, but to society, to colleagues, and to ourselves.

While not all those who do academic advising are professional advisors, anyone carrying out advising functions should be expected to perform in a professional manner. The Core Values identified and discussed here provide a framework against which those who advise can measure their own performance.

In no way does this Core Values statement try to dictate that all academic advising needs to be done in precisely the same way by everyone, or that there is one particular advising philosophy or model. Instead, these are reference points for professionals to use. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more important than others, depending on their own philosophies and those of their colleges or universities.

The Power of Academic Advising

Few experiences in students' postsecondary career have as much potential for influencing their development as does academic advising. Through regular contact with students--whether face-to-face, through the mail, on the telephone, or through computer mediated systems--advisors gain meaningful insights into student's academic, social, and personal experiences and needs.

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

Students place a great deal of trust in their advisors. That trust warrants quality programs and services. It is through our Core Values that students' expectations of academic advising are honored.
Beliefs about students

Like other educators, academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual served within the academic setting. Our work as advisors is guided by our beliefs that:

- Students can be responsible for their own behavior;
- Students can be successful as a result of their individual goals and efforts;
- Students have a desire to learn;
- Learning needs vary according to individual skills, goals and experiences; and
- Students hold their own beliefs and opinions.

Why our Core Values are important

Out of these beliefs, grow our Core Values. Regardless of our professional preparation and experience, each of us in the field of academic advising is ultimately guided in our work by what we perceive as important, what we value, and what we believe about those we serve—primarily students, but also others in the institutions within which we work, and even the institutions themselves.

We recognize the complex nature of academic advising, the wide variety of settings and tasks for which academic advisors are responsible, and the diverse backgrounds and experiences of academic advisors. Yet, while values and beliefs are by their very nature individual, many are subscribed to by those who advise students. Through this statement of Core Values, we communicate to others what they can expect from us. These Core Values may be used to validate our conduct in our diverse roles and our relationships within the academic community.

The Core Values

STUDENTS DESERVE DEPENDABLE, ACCURATE, RESPECTFUL, HONEST, FRIENDLY, AND PROFESSIONAL SERVICE. In order to serve students well, academic advisors understand that they are responsible to many constituents who comprise our academic communities. The following Core Values rest on this foundation.

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

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

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

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

**Advisors recognize the changing nature of the college and university environment and student body.** They support students in appropriate ways (e.g., advocate at the administrative level for recognition of these changes; offer varied office hours; and acknowledge the special needs of all students and the pressures on them to juggle study with work, family, and other interpersonal demands). Advisors are knowledgeable about and sensitive to federal, state, and their own institution’s policies and procedures, especially those governing such matters as sexual harassment, personal relationships with students, privacy of student information, equal treatment, equal access, and equal opportunity.

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

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

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

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

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

To make connections between academic advising and other aspects of students’ lives, **advisors seek out resources** provided by others. Referrals to these resources provide students with further assessments of their needs and access to appropriate programs and services. With others, advisors are responsible for helping students integrate the information they are confronted with and for helping students make well-informed academic decisions.
If peer advisors are used, the supervising advisor will closely monitor the peer advisor regarding adherence to appropriate policies and practices.

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

Advisors increase their collective professional strength by sharing their philosophies and techniques with colleagues. Advisors keep administrators who are not involved directly in the advising process informed and aware of the importance of academic advising in students’ lives, and of the need for administrative support of advising and related activities.

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

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

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

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

Advisors advocate for students' educational achievement at the highest attainable standard and support student goals, as well as the educational mission of the institution. Advisors advocate the creation or strengthening of programs and services that are compatible with students' academic needs.

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

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

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

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

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

The intention of the Statement of Core Values is to provide the guidance, which many academic advisors have sought. The Statement should be reviewed periodically, adding relevant material and rewording existing language to bring the Statement in line with current professional practices and thinking. The National Academic Advising Association encourages institutions to adopt this Statement of Core Values, to embrace its principles, and to support the work of those who do academic advising.
Learning Plan 4 - Office Flow

Overview: Learn about the services offered in the Student Services unit, other College resources, and gain a familiarity with College materials. Learn about the referral process for both internal and external resources.

Competency: Investigate Fox Valley Technical College resources/services available to students and demonstrate effective referral skills.
### Guidelines: Walk-Ins vs. Appointments

<table>
<thead>
<tr>
<th>Walk Ins *</th>
<th>Appointments</th>
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<tbody>
<tr>
<td>➢ Check over schedule</td>
<td>➢ Add or change of a major</td>
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<tr>
<td>➢ Follow-up questions from prior appointment</td>
<td>➢ Major exploration</td>
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<tr>
<td>➢ Schedule changes</td>
<td>➢ Semester planning/scheduling</td>
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<tr>
<td>➢ Curriculum modification</td>
<td>➢ Career planning</td>
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<tr>
<td>➢ Graduation check</td>
<td>➢ Financial – Emergency Loan Inquiry</td>
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<tr>
<td>➢ Course enrollment</td>
<td>➢ Probation/Suspension</td>
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<tr>
<td>➢ ACCUPLACER test interpretation</td>
<td>➢ Re-entry</td>
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<td>➢ Transfer questions</td>
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<tr>
<td>➢ Degree Audit questions</td>
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<td>➢ Ready group</td>
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<tr>
<td>➢ Crisis</td>
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**Walk-ins:** Walk-ins are reserved for students who have a quick question to be resolved in 30 minutes or less. All other requests should be given an appointment. This should be explained to students when requesting time with a counselor. If the student’s concern ends up taking more than 30 minutes, a follow up appointments may be made. All walk-ins sign in at the front desk and are seen in the order they appear on the list. Although every effort should be made to see all students signed in during walk-in time, signing in on the walk-in sheet does not guarantee the student will be seen during that time-frame especially if there is a student in distress. An IM is sent to the counselor once a student has signed in for walk-in times.
Counselors do their best to keep each one short, but some take longer and students need to remember that you never know what the person ahead of you may need. Help the student understand what they will and will NOT get during walk-in times (i.e. Counselors WILL NOT be able to complete a planning session, program change, or academic success planning during walk-in times).

- If lead program counselor is available at that time, they will see that counselor.
- If lead counselor is not available, offer that they can meet with another counselor (It’s up to the student – we can tell them the on-call counselor may not know all of the specifics of that particular program)
- If they do not want another counselor – refer to counselor’s walk in times or make an appointment

**Appointments:** Appointments can range from 30 – 60 minutes depending on the subject matter. Administrative assistants will typically determine the length of appointment through information gathering from the student. Program change and career planning appointments are typically 60 minute in length.
COUNSELING- Available Services:

Career Counseling: Career counseling assists students in making career decisions by identifying skills, values, interests and occupational and educational opportunities.

Career Analysis and Development Class:
- Will assist students in completing a personal assessment, show a student how to do occupational research, and help a student develop a career plan.
- Can be used as a one-credit elective in any of our associate degree programs

Individual Appointment/or Group Career Counseling:
- Will help students identify needs and provide them with information about resources and other services.
- Will discuss educational and career alternatives
- Will help students make decisions on their next step.

Academic Counseling: Academic counseling assists students in modifying the behaviors and skills necessary to succeed academically. The following services are provided:
- Provide information for educational planning and course selection.
- Help with reading a program plan.
- Meet with new students and assist program entry at New Student Orientation.
- Provide referrals to Educational Support Services when needed.
- Assist wait list students with course selection.
- Meet with students concerning course or program withdrawal.
- Assist with graduation checks and degree audits.
- Meet with students regarding course or program withdrawal.

Personal Counseling: Is available to assist students with concerns that may interfere with academic or personal success. We are here to understand, support, listen, challenge and help students achieve their highest potential. We provide strategies and opportunities in a safe, respectful and confidential environment to help students achieve their goals.

Group Workshops: Held throughout the school year for personal, academic and career development.
Roles/Responsibilities

The Student:
- Clarifies his/her personal values, abilities, interests, goals, and seeks resources needed
- Contacts and makes an appointment with the faculty advisor or Student Services counselor when required or in need of assistance
- Becomes knowledgeable about and adheres to institutional policies, procedures, and requirements as explained at the new student orientation and outlines in the student handbook and catalog
- Prepares for all the advising and/or counseling sessions and brings appropriate resources or materials and follows through on actions identified during each advising/counseling session
- Is proactive in the decision-making process and accepts final responsibility for all decisions
- Monitors the course/program requirements for graduation
- Informs instructors of missed classes

The Instructor:
- Assists in class registration
- Provides students with quality instruction
- Provides help in student’s classes

The Faculty Advisor:
- Meets with students each semester
- Is the primary contact outside of class
- Helps with academic problems/probation-suspension
- Provides students with program/career information
- Assists in class registration
- Assists in planning for graduation
- Follows through the Early Academic Alert process

The Peer Advisor
General Information:
- General campus information.
- Information on what programs are available at FVTC
- Basics and differences of our degrees
- How to find out about Advanced Standing credits
- How to view grade reports
- Where to go for writing assistance
- Where to go for tutorial assistance
- How to audit a class
- How to appeal a grade

Referral Information:
- Refer student to appropriate faculty advisor for detailed program requirements (GPA, entrance requirements, course sequencing).
- Refer student to available campus resources to meet individual needs including career exploration, campus jobs, counseling, tutoring, etc.
• Where to go for a Degree Progress report
• How and where to go to change programs
• Where to get service indicator questions answered

Registration Information:
• Orient students to search for classes on the FVTC Web registration system
• How and when to register for classes
• If possible, where to go for authorization to get into a closed class
• Drop/add dates and how to complete the drop/add process
• Where to obtain information regarding remedial courses

Problem Solving:
• Help identify/locate faculty advisor and/or academic counselor
• Assist student in reading his/her Degree Progress report
• How to repeat a class
• Where to obtain FVTC policies regarding academic probation/suspension and appeals
• Where to go for emergency medical withdrawal or leave of absence

Other Responsibilities:
• Be available for walk-ins during advising/registration weeks
• Provide follow-up support after an advising appointment
• Give brief presentation at new student orientations
• Make appointments for students with their faculty advisors

The Counselor:
• Helps with program changes
• Helps with life planning related to college
• Assists students with academic challenges/study skills
• Helps students explore career options
• Provides short-term counseling for personal issues
• Provides referral for long-term issues
• Assists students in withdrawing from academic programs when necessary
Learning Plan 5 – Effective Communication Skills

**Overview:** Learn about communication skills, strategies, and proactive techniques.

**Competency:** Investigate effective communication skills and strategies and demonstrate proactive advising techniques.
The Nature of Helping

“There is no such thing as a self-made person. You will reach your goals only with the help of others.”
-George Shinn

Communication Skills in the Peer Advisor – Advisee Relationship

Advising is essentially effective problem solving. A truly effective advisor does not simply “fix” student’s problems, but rather teaches students how to solve their own problems. Effective problem solving is teaching problem solving skills. It all starts with good communication. Be aware that there are individual and cultural differences to consider.

Communication
Effective communication skills are essential for peer advisors. Providing information in a meaningful way serves as a basis for decisions which can have a profound influence on a student’s entire life. Advisees are not simply deciding what courses they will take or what they will major in, they are also deciding if only indirectly, their futures.

Listening
Listening is the most basic advising skill. The elements of listening behavior include eye contact, body language, verbal responses, and vocal tone. Most helpful to advisees are involved peer advisors who practice active listening skills. Examples of active listening skills for peer advisors are:

- Stop talking – you cannot listen while talking
- Maintain good eye contact
- Lean slightly forward to indicate your involvement
- Reinforce the speaker by nodding or paraphrasing
- Do not interrupt, give the person time to finish what he/she has to say
- Clarify by asking questions
- Move away from distractions
- Be committed to understanding what the student says
- Take appropriate notes

Paraphrasing
Peer advisors need to HEAR as well as LISTEN. One way in which peer advisors can demonstrate that advisees have been heard is by paraphrasing, or restating to advisees what they have said. Along with paraphrasing, peer advisors need to demonstrate sensitivity to the feelings behind the words by reflecting those feelings back to advisees. Used in combination, paraphrasing and reflecting can ensure more open and caring communication, as well as promote greater understanding between peer advisors and advisees.
Eye contact and body posture
Show incoming students right away that they are recognized. When students walk into the office, they become the center of your attention. After all, they are the reason we are open. If you are working with another student, pause long enough to acknowledge the newcomer, offer them a seat or schedule a more convenient time for them to return for peer advising.

Body posture should be natural, attentive and relaxed. Facing the person you are listening to projects attentiveness. Leaning forward slightly communicates interest. In general, facial expression should be appropriate to the content of the student’s narrative. For instance, it would not be appropriate to grin at a student who is obviously distressed.

Questioning
Questioning is another helping skill peer advisors need in order to facilitate discussions with advisees. Questions can open new areas for discussion, they can help advisees explore concerns, and they can help identify issues in the discussion.

Types of Questions
- Closed Questions
  - Used to obtain specific facts
  - Best to begin conversations with these types of questions – makes it easy for advisees to enter the conversation
  - Can be used to direct conversation to specific areas
- Involvement Questions
  - Draws your advisee more actively into the discussion
  - Can be used to get your advisees to elaborate on their goals, needs, wants, and problems
  - Allow your advisees to discover things on their own
- Clarifying Questions
  - Invite your advisees to expand or clarify an idea they previously expressed
  - Feedback of your understanding of what you thought your advisees meant
  - Helps uncover what is really on your advisees’ minds
- Continuing (Key Word) Questions
  - Ask your advisees for a more detailed explanation of what they were saying

Types of Response Styles
- Understanding Response
  - An understanding indicates the receiver's only intent is to ask the sender whether the receiver correctly understands what the sender is saying, how the sender feels about his/her problem, or how the sender sees the problem.

Results:
- The sender will expand on and explore his/her ideas and feelings
- The sender will achieve recognition of feelings previously denied by self or others
- The sender may move to express a new message with more meaning (testing for trust).
- Sender will feel he/she is being understood.
- **Evaluative Response**
  - An evaluative response indicates that the receiver has made a judgment of relative goodness, appropriateness, effectiveness, or rightness of the sender's problem. The receiver has in some way implied what the sender might or ought to do.

- **Probing Response**
  - A probing response indicates the receiver's intent is to seek further information, provoke further discussion along a certain line, or question the sender. The receiver has in some way implied that the sender ought to or might profitably develop or discuss a point further.

- **Supportive Response**
  - A supportive response indicates the receiver's intent to reassure, pacify, or reduce the sender's intensity of feeling. The receiver has in some way implied that the sender need not feel as he/she does.

- **Interpretive Response**
  - An interpretive response indicates the receiver's intent to teach, explain to the sender what his/her problem means, or to state how the sender really feels about the situation. The receiver adds his/her own frame of reference to the situation.
Communication Tidbits

**Discuss** with your advisees their backgrounds and experiences, progress on their goals, and future plans. Such a discussion will provide you with helpful information, and it will reflect your concern for advisees as individuals.

Help your advisees **make decisions**. They are adults, and, more importantly, they must live with their decisions.

Always **keep notes** about what decisions have been made and why. A quick review before seeing students again will help you recall specific details. This is an important way to demonstrate your interest in students as individuals.

**Respect** your advisees as people and show them that you respect them. One way to do this is to make a sincere effort to do an effective job of your advising.

Respecting advisees does not mean that peer advisors must agree with all of their decisions. The peer advisor role is to help them make **realistic decisions**. If peer advisors have reason to believe that advisees will fail or are making a poor choice, they should refer to the appropriate advisor or counselor.

Focus on an advisee’s strengths, as well as weaknesses. To do so is encouraging and helpful.

Know enough to recognize when one of your advisees **needs counseling help** beyond your capability, and know how to make a referral.

**Be available** when you’re scheduled; you cannot provide even the basics to an advisee if the advisee cannot find you.

If you honestly consider advising to be a **waste of time**, ask to be relieved of the assignment because that attitude is almost guaranteed to prohibit the development of any worthwhile interaction.

**How to handle questions to which you don’t immediately know the answer:**
- Tell the student, in a polite manner, that you don’t know the answer to the question.
- Tell the student you will gladly find the answer to the question. Tell the student the process you will go through to find the answer (i.e. Make a phone call, look on-line, ask a counselor, etc.) so that the student knows how to find out next time the question arises. When questions are specific to a department, and the information is not available on a planning sheet or through the department website, the faculty advisor or counselor is the best resource.
- Do not guess or presume.
- Tell the student when you will have an answer. If you think you can get a quick answer, ask the student to wait. If not, ask if you can call back or e-mail. If you are leaving your shirt and you still don’t have an answer, make sure you talk with the peer advisor coming in to see if he/she can follow up with the student.
Guidelines for Advising vs. Advice

There is a difference between advising and giving advice. PAC advisors, like faculty advisors and counselors, are expected to advise and should refrain from giving advice to the students who seek your help. So, what is the difference?

<table>
<thead>
<tr>
<th>Advising</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Making students aware of options</td>
<td>✓ Offering the solution</td>
</tr>
<tr>
<td>✓ Based on established practices, resources, policies, etc.</td>
<td>✓ Based on personal opinion</td>
</tr>
<tr>
<td>✓ Puts responsibility on the student</td>
<td>✓ Puts responsibility on the peer advisor</td>
</tr>
</tbody>
</table>

Sample Questions and Scenarios

1. What’s a good elective to take?

   Advising:
   ✓ Refer to list of suggested electives
   ✓ Show student how to find electives on My FVTC
   ✓ Ask student about interests and abilities
   ✓ Refer to FVTC Take a Class document

   Advise:
   ✓ Suggest a specific course or teacher that you or a friend had that you liked or thought was easy

2. Cameron is a second semester student and he comes into the PAC office a week before he is to register for his second term courses. He is completely undecided about his major. He is upset and is almost half way through his second year of college and has no idea what he wants to do with his life. Cameron tells you his parents want him to major in business, because there are lots of jobs in business. However, Cameron doesn't think that business is for him, but he doesn't know what other kinds of jobs are out there.

   Advising:
   ✓ Suggest doing an informational interview with someone in an area that he is interested in
   ✓ Refer him to his program counselor or faculty advisor

   Advice:
   ✓ Tell Cameron that he is going to love a business major because that is what your major is, and you love it.
   ✓ Suggest that he just stick it out because he is almost ready to graduate.
3. Tabitha is a first year student. She was a straight A student in high school and good grades came very easy to her. Penelope came to FVTC to be a nursing student, but after she got a C- on her first Chemistry test, Penelope wonders if she can make it in Nursing or even in college. Her self-confidence is rattled because she has never gotten a low grade before. Even though it is early in the semester, Penelope comes into the PAC office looking for information about other majors, because she is questioning if she is cut out to be a nurse.

**Advising:**
- Refer Tabitha to her program counselor or faculty advisor
- Show her how to explore other health majors
- Inform her of the college success courses, tutoring services, or supplemental instruction.

**Advice:**
- Telling her that a C isn’t that bad
- Suggesting who she should take next time if the course needs to be repeated
- Telling Tabitha that she should change her major
Advice or Advising Scenarios?

1. A student tells you she is failing a class and asks if she should drop it.

2. I’m so frustrated with this place and I’m not doing well in my classes, I think I should transfer. What do you think?

3. Which professor should I take for Math with Business Applications?

4. A student wants to change majors from Criminal Justice to Business, how can you help?
Peer Advisor Checklist

What kind of peer advisor are you? Review this checklist and see how many of these things you are already doing. The items that you don’t check off are opportunities for you to develop and become an even better peer advisor.

☐ I explain to my students what I can do to help them.
☐ When I believe a student has set an unrealistic goal, I am willing to question and explore this with them.
☐ I am interested in each student as a person and know them as unique individuals.
☐ I permit students to make their own decisions.
☐ I attempt to establish a warm and open relationship with my students.
☐ I help my students sort through their frustrations and uncertainties related to school.
☐ I focus on my students’ potentials rather than their limitations.
☐ I am interested in what the student wants, not what I want for the student.
☐ I explore the obstacles students need to overcome to reach their goals.
☐ I challenge students to higher academic standards.
☐ My students feel like they can discuss personal concerns with me.
☐ My students share their problems with me.
☐ I help students make the sometimes difficult transition from high school to college.
☐ I anticipate my students’ needs.
☐ I am genuinely concerned about my students.
☐ I enjoy meeting with my students.
☐ I respect my students’ feelings and opinions.
☐ When working with students I try to put myself in their shoes.
☐ I am patient with my students.
☐ My students respect me.
☐ I can work effectively with students whose value systems differ from mine.
☐ I am a source of encouragement for my students.
☐ I know things about my students beyond their academic lives.
☐ I treat all equally, no matter their age, race, sex, or religious preference.
☐ I deal with problems creatively, not repetitively.

(ACT, p. 5.336-38, from Nebraska-Midstate, p. 5.302, from Kramer and Gardner; ACT, p. 5.383-85, from OWU; ACT, p. 5.396-97, from Maryland; ACT, p. 5.386-87, from UNF; Midstate, p. 5.304, from Drake: Houston Baptist, p. 15, from Jerry, 1988; Midstate p. 5.297, from San Jose State)
Building a Peer Advising Relationship

A peer advising relationship, like any interpersonal relationship, builds from a series of interactions between the peer advisor and advisee. It is the quality of these interactions over a period of time that will determine how productive the relationship will be. As relationships develop, the level of trust between two people will increase and the level of interaction deepens. It is essential for the peer advising relationship to be seen as an evolving process; a process which is continually shaped and reshaped by both the peer advisor and the advisee.

Perhaps most complex in the peer advising process is building awareness and a set of skills for dealing with a diverse student population. “American” cultural diversity is complex, and when the additional influences of diverse student populations, such as international students or those with physical or learning disabilities, are present, the challenges for peer advisors are increased dramatically. Peer advisors must be prepared to use a variety of skills in working with students who have different needs.

Adopted from NACADA (National Academic Advising Association) Faculty Advising Training, Kansas State University, 1996
Approaching a Peer Advising Relationship

In the training materials developed by the National Academic Advising Association, the skills needed by peer advisors are divided into three major categories:

1. **Conceptual content**: These are things that a good developmental peer advisor must understand. This includes understanding the definition of peer advising, the relationship between peer advising and student retention, the rights and responsibilities of both peer advisor, faculty advisor, counselor, and advisee, the role of peer advising in student development, and the student’s expectations of what the peer advising relationship can and might be. An understanding of and a personal philosophy about these concepts will determine both the content and the depth of a peer advising interview, and, eventually, a peer advising relationship.

2. **Informational content**: These are the resources which a peer advisor needs to know or know how to use. They include knowing about the resource people available in the college to assist students and the ways to access those resources. Resources also include support materials such as the college catalog, the computer student information systems, and resources to assist students in scheduling classes. As the peer advisor and advisee discuss concerns and assess potential solutions to them, the peer advisor needs to know those ways in which the college is able to provide assistance.

3. **Relational content**: These are the elements of peer advisor training that are used in building relationships which a peer advisor must exhibit or demonstrate. These might include decision-making skills, rapport building, interview skills, and one-on-one communication skills.

Assessing each of these areas as you look at a peer advising interview will help you determine whether the peer advisor is building an effective developmental advising relationship.
Relational Activities That Enhance Student Comfort

- Know the student’s name
- Be prepared for the session
- Maintain eye contact
- Ask probing questions to clarify uncertainties
- Be friendly, open, and accepting
- Hear as well as listen
- Sit without barriers between you and the student
- Focus on the student (no phone interruptions, etc.)
Learning Plan 6 – Internal Resources and Referrals

Overview: Learn about the services offered in the Student Services, other College resources, and gain a familiarity with College materials. Learn about the referral process for both internal and external resources.

Competency: Investigate Fox Valley Technical College resources/services available to students and demonstrate effective referral skills.
When and How to Make Referrals

Aside from signs that may suggest the need for referral, there are other guidelines which may help an advisor define the limits of involvement with a student’s problem. Not only should the advisor listen to what the student is saying, it is important to be attentive to non-verbal behavior and feelings which underlie the content of your discussion. A referral is usually indicated:

- **When a person asks for a referral.** Be sure to take time to explore what the student needs, determine the urgency of that need, and determine where the best referral is.

- **When a student presents a problem or requests information which is outside your range of knowledge.** This will differ from one peer advisor to another, but it is always important to make sure that the student will get accurate information and the best help available in dealing with a problem.

- **When a person is contemplating suicide.** There are wide differences in the seriousness of suicidal thoughts; but if a student is thinking of it enough to discuss it with a peer advisor, it must be taken seriously. It is important for you to help deal with immediate feelings, but a threat to self or others ethically requires strong intervention by a counselor. Contact Counseling Services or the LifeLINE Resource Center immediately.

- **When someone needs additional assistance, but you have not been able to help or have helped as much as you can.** None of us can help everyone we try to help because of personality differences, lack of experience or a variety of other reasons. When you feel that you have not been helpful, be honest with the student and suggest a specific person who might be better able to meet the student’s needs.

- **When you lack objectivity to deal with the problem.** You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about or be identifying too closely with the problem. Any of these may interfere with your ability to be a non-judgmental listener.

- **When a student is reluctant to discuss a problem with you.** You may sense that the person may not feel comfortable talking to you; for example, the student might be more at ease talking with a male or female or a black or white advisor. In that case, refer the student to an appropriate individual.

- **When the student has physical symptoms.** Headaches, dizziness, stomach pains, insomnia can be physical manifestations of psychological issues. If a student complains about symptoms that they or you suspect may be connected with a problem, make a referral to a counselor who can help.
When you believe that a referral might be beneficial, speak directly to the student in a straight-forward way, showing simple and concrete concern. Make it clear that your recommendation represents your best judgment based on your observations of the student’s behavior. Be specific about the behaviors that raised your concerns; avoid making generalizations or attributing anything negative to the individual’s personality or character.

Involve the student in the process. Except in cases of life threat to self or others, the option to accept or refuse additional help is the student’s. Before the student leaves your office, deal with feelings such as fear and any objections which the student has to the referral. If the student is skeptical or reluctant, express your acceptance of the feelings so that the student feels free to make the decision. Leave open an option for additional discussion; even if the referral is refused at this time, leave the situation open so the student can reconsider. Unless it is a matter of clear urgency, go slowly.

Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: it can help you to be sure that you are sending students to the right people for help, and it can give you the opportunity to make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. In fact, a good strategy for referrals is to make telephone calls and then hand the receiver to your students, encouraging them to set up appointments themselves.

Finally, follow up at a later date to show your continued interest, even if the student did not accept your referral.

The referral process should be communicated to the student that (1) you are concerned about his/her well being and (2) you consider the problem one which requires professional attention which you are unable to provide. These two messages, effectively communicated, can determine the attitude with which the student approaches the referral. That attitude affects the progress and outcome of any intervention.

Tips on Making Effective Referrals in Academic Advising

We in academic advising depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make effective contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can result in a higher success rate in this area:

- Inform yourself of campus resources thoroughly, paying particular attention to the names of contact people and the chain of command in various offices. (Ultimately you will develop an invaluable sense of which people in each area are most helpful and responsive.)
- Keep a list of names, offices, and telephone numbers at hand for quick reference.
- When talking with students, pay particular attention to their expressed and implied needs. Often students won’t ask to be referred for help, but they very much need referral. For example, they may express anxiety about their financial affairs without asking for assistance; a referral to Enrollment Services or Student Employment Services may be called for if you probe further.
- Do your best to find the right referral. Students may sometimes focus their concerns in an area that is less crucial to their needs than another. For example, students may express anxiety about whether the registrar will let them withdraw from a class late in the term. The appropriate referral however is to the instructor of the course, whose prerogative it is to decide whether a withdrawal can be allowed. It goes without saying, that you must have a clear idea of college policies and procedures to settle on the right referral.
- Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. This task can be crucial in the case of faculty and upper-level administrator referrals, since students often find these people intimidating.
- Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the “run-around” by finding ways to eliminate steps. Also, work out with students a proper sequence of steps, so that they don’t have to backtrack to accomplish their ends.
- Help students draw up agendas for referrals. Have them jot down (or jot down for them) crucial questions and procedures for getting the most of their visits with the people to whom you send them. Make notes about referrals, indicating what the referral was intended to accomplish, so that you can refresh yourself for future meetings.
Acronyms to Know
You may come across others...please ask if you need clarification.

GOAL  Goal Oriented Adult Learning
SES   Student Employment Services
ELL   English Language Learner
ESS   Educational Support Services
WIC   Walk-In Counseling
WEB   Wo/Men’s Education Bureau
GPA   Grade Point Average
FAFSA Free Application for Federal Student Aid
FERPA Family Education Rights and Privacy Act
Gen Eds General Education Courses

Reminder: Please avoid using acronyms with students (or offer an explanation when you do).
Where in the FVTC World is _____?

*Most questions relate to the Appleton campus, but also think about services at other locations in your answers.

1. The Minority Recruitment Advisor is __________________ whose office is located in E120.
2. ______________ is the office responsible for working with FVTC students who receive Veteran’s benefits.
3. A concern about a harassment issue with a staff member at FVTC should be brought to the attention of ________________, the Affirmative Action Officer.
4. If a student wishes to become a Student Ambassador, the person to contact is ________________ in the Counseling Center in E121.
5. Student housing lists are available in the ________________ Center.
6. The Parent/Child Center is licensed for 100 children, ages _____ weeks through ten years.
7. Tutors are available for students who are not doing satisfactory work in a class through the _________________________ in Room E122.
8. Student Employment Services (E113) assists student with FT/PT job listings, work experience programs and placement of ________________.
9. The Starting Point Workshop is for ________________ and Displaced Homemakers as part of the Women’s Educational Bureau in the Counseling Center E121.
10. The Career Center (E121) offers a one-credit course which is titled ________________ and can be used as a one-credit elective.
11. Services to assist with a variety of personal problems, including those related to alcohol and drug use, are available through Wolfgang Wallschlaeger, the ATODA Prevention Specialist (E121) in a program called ________________________.
12. A student may appeal any academic grade by filing a written grievance with the Student Government Association within ________________ (time) after receiving the grade.
13. When a student repeats a course, the previous grade will no longer be included in the student’s__________.
14. Students must have a grade of _______ or better to transfer credits from other institutions to FVTC.
15. If a student audits a course, the fee which is paid is (less), (more), (the same as) the fee for a student who is taking the course for credit.
16. A call/page for a student will be accepted if it is a ________________ emergency.
17. The cost for Advanced Standing (credit by examination) is $__________ for each credit.
18. If a person wants general information about FVTC programs and/or courses, the main contact is the _______________________.

19. The cost of purchasing a student identification card is $_____.

20. The Code Blue telephone number is ______ and can be found on a blue sticker just inside a classroom door.

21. Smoking is allowed at Entrances 7 and _____.

22. The FVTC main Admission Assessment Center is located in room _____.

23. If a student needs some emergency financial assistance, refer the student to _________________.

24. When a student is showing academic, attendance or personal difficulty in a course, the instructor should use the __________________ process to contact the advisor and/or counselor.

25. The GOAL (Goal Oriented Adult Learning) Department has an orientation program titled, “____________________________.”

**True or False**

T  F  26. All students are required to complete the ACCUPLACER evaluation and the New Student Orientation prior to course registration.

T  F  27. Over-the-counter medications are available to staff and students on a limited basis through Health Services located in A164.

T  F  28. Students may register for distance education courses on a flexible entry system during a given semester.

T  F  29. A person needing escort service to a car in the FVTC parking lot at night can contact the Welcome Information Center or Campus Security for assistance.

T  F  30. The FVTC Wellness Center can only be used by staff members.

T  F  31. When a student withdraws from a course, the course fee is automatically refunded and sent to the student.
Learning Plan 7 – Accessing and Interpreting Student Records

Overview: A hands-on session about accessing My FVTC, our online connection to student information and services. Interpreting degree audits is also covered.

Competency: Access My FVTC and interpret information for student use and advisement.
References for “MyFVTC”

Topics a Peer Advisor should know regarding MyFVTC:

- Find Enrollment Appointments
- View class schedule
- Transfer credit report
- Access grades
- Run a transcript and degree audit – interpret the degree audit
- Course descriptions and pre-requisites
- Register for classes
  - How to search for a class using state course number, class number, or by description.
- Apply for graduation
- Obtain a new password
- Create an e-mail address

Resources

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resource</th>
<th>Phone Number/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Difficulties</td>
<td>Help Desk</td>
<td>920-735-5644</td>
</tr>
<tr>
<td>Questions on Registration, Financial Aid, or Admissions</td>
<td>Enrollment Services</td>
<td>920-735-5645</td>
</tr>
<tr>
<td>How to...</td>
<td>Website</td>
<td><a href="http://www.fvtc.edu">www.fvtc.edu</a> OR Student menu on My FVTC</td>
</tr>
</tbody>
</table>
Quick Reference Guide

Find your ID and/or Password

1. From www.fvtc, click MyFVTC on the left hand side of the page.

2. Click the **Reset Your MyFVTC Password** link.
3. Enter the code you see displayed and then click **Verify Code**.
4. Enter your social security (SSN). (Otherwise, you can click the drop down arrow and select student ID and enter that instead).
5. Enter your **Date of Birth** in the MM/DD/YYYY format and click **Next**.
6. If you have entered a reminder question in the past, you will be asked for the answer. Enter the **Reminder Answer** and then click **Next**.
7. Your ID will be displayed near the top of the page. Write this down!
8. Enter your new password in the **Password** and **Confirm Password** fields.
   Then, enter your **Reminder Question** and **Reminder Answer**, if you need to update it.
9. Click **Next**.
10. Click **OK**.

Sign In

1. From www.fvtc.edu, click on **MyFVTC** in the blue area on the left of the page.
2. Enter your **Student ID** in the **User ID** field and then enter your **Password**. Click **Sign-On**.

Start From the Home Page
Everything you need to find in MyFVTC, you can find from the **Home** page. BEFORE you begin any task, click the **Home** link to make sure you are at the **Home** page.
Find When You Can Register
1. From the Home page, click Enrollment Appointments found in the Enrollment section on the left.
2. Notice the Begins On date. This is the date you can start registering for classes.

Register For Classes
1. Click the Home link to make sure you are at the Home page
2. Click Add Classes from the Enrollment section on the left.
3. If you know the Class Nbr:
   a. Type the Class Nbr in the Enter Class Nbr field.
   b. Click the Enter button
   c. Click Next.
   d. Verify that you have chosen the correct class.
   e. Click Next. The class will be added to your Shopping Cart.
4. If you do not know the Class Nbr:
   a. Click the Search button
   b. Search for the class by Catalog number or by Course Title Keyword (part of the course title) and Campus.
   c. When you have found the correct class, click the select class button. (If no select class button appears, the class has already started and its too late to register.)
      *If no classes appear, the class may be full – check back periodically for openings from students who have dropped the class.
   d. Click Next.
   e. Verify that you have chosen the correct class and click Next.
The class will be added to your Shopping Cart.
5. When all of your classes have been added to the Shopping Cart, click Proceed to Step 2 or 3.
6. Click Finish Enrolling.
7. Click OK.
8. You may be asked for information that is required by the State of Wisconsin.
   Click the Lookup buttons to select appropriate responses.
9. If the Status is Success (green check mark), you are enrolled in the class. If the Status is Error (red X), you have Not been enrolled.
   View the message to the left for more information
10. Click the **My Class Schedule** button.

11. Click **Print Study List**

12. Click the Print button.

**Make a Payment**

1. If you just registered for a class, click the Make a Payment button found at the bottom of the page.

Otherwise:
   a. Click the **Home** link to make sure you are at the **Home** page.
   b. Click **Make a Payment** from the Finances section found in the middle of the page.

2. Select the payment method and follow the prompts.

**Find Your Advisor**

1. Click the **Home** link to make sure you are at the **Home** page.

2. Your Advisor(s) is listed in the **Advisors** section of the page.

**View Your Degree Audit (Degree Progress Report)**

1. Click the **Home** link to make sure you are at the **Home** page.

2. Scroll to the bottom of the page and select Degree Progress Report from the Academics section.

3. Select **Fox Valley Technical College** as the **Academic Institution** and **Transcript & Degree Audit** as the **Report Type**. Click **Go**.

4. The transcript and degree audit report will be displayed. You must scroll to see the degree audit report.

5. Click the **Print** button to print.

**Access Your Grades**

1. Click the **Home** link to make sure you are at the **Home** page.

2. Scroll to the bottom of the page. Click the **Grades** link found in the **Academics** section in the lower left.

3. Select the appropriate **Term** and then click **Continue**.

4. Your grades will be displayed.
5. Click the **Print** button to print.

### Apply for Graduation

1. Click the **Home** link to go to the **Home** page.

2. Scroll to the bottom of the page. Click **Apply for Graduation** link found in the **Academics** section in the lower left.

3. Click the correct **Program**. The program will be underlined as a link. **DO NOT** select **Personal/Professional Development**.

4. Select the correct **Expected Graduation Term** using the drop down arrow.

5. Click **Continue**.

6. Click **Submit Application**.

### Print Your Study List

1. Click the **Home** link to go to the **Home** page.

2. Click **Class Schedule** from the **Academics** section in the lower left.

3. If asked, select the appropriate **Term** and click **Continue**.

4. Click **Print Study List**, click the **Print** button

### Student E-mail

E-mail addresses will be available to students throughout their enrollment at Fox Valley Technical College.

**All official communication will be sent through the Fox Valley Technical College e-mail system.** This includes

- announcement of registration dates,
- enrollment appointments,
- notification of when you may access your student statements (bills), and when to apply for graduation,
- instructors may also use the Fox Valley Technical College e-mail system to communicate with you about your classes.
- In general, written correspondence for these types of notifications will not be used. Therefore, it is extremely important that you access your Fox Valley Technical College e-mail frequently.
To access your e-mail account from the website, click on the following:

**Start at** [www.fvtc.edu](http://www.fvtc.edu). Click on **Email** on the left side of the page

Log into your e-mail account using your student ID and password; this is the same ID and password used to log into MyFVTC and Blackboard.

To access your e-mail account, the e-mail address format you should be using is as follows:

Last name (up to 8 characters) + last 4 digits of student ID. Example, if your name is Paul Alexander and your student ID is 123456789, your e-mail address would be [alexande6789@fvtc.edu](mailto:alexande6789@fvtc.edu). For clarification, in the example above, Paul Alexander would log into his e-mail account using [123456789@fvtc.edu](mailto:123456789@fvtc.edu), but his e-mail address would be [alexande6789@fvtc.edu](mailto:alexande6789@fvtc.edu).

If you do not know or have forgotten your password, you can obtain a password by doing the following:

**Start at** [www.fvtc.edu](http://www.fvtc.edu). Click on **MyFVTC; Reset My FVTC Password**

Follow the directions and you will create/reset your password. If you have trouble accessing your Fox Valley Technical College e-mail account and need technical assistance, please call the Fox Valley Technical College help desk at (920) 735-5644. For any non-technical questions regarding your e-mail account, please contact Enrollment Services at (920) 735-5645.
Information that Peer Advisors Should Know

All information can be accessed online at www.fvtc.edu or in the student handbook.

General Information
- General campus information.
- Information on what programs are available at FVTC
- Basics and differences of our degrees
- How to find out about Advanced Standing credits
- How to view grade reports
- Where to go for writing assistance
- Where to go for tutorial assistance
- How to audit a class
- How to appeal a grade

Referral Information:
- Refer student to appropriate faculty advisor for detailed program requirements (GPA, entrance requirements, course sequencing).
- Refer student to available campus resources to met individual needs including career exploration, campus jobs, counseling, tutoring, etc.
- Where to go for a Degree Progress report
- How and where to go to change programs
- Where to get service indicator questions answered

Registration Information:
- Orient students to search for classes on the FVTC Web registration system
- How and when to register for classes
- If possible, where to go for authorization to get into a closed class
- Drop/add dates and how to complete the drop/add process
- Where to obtain information regarding remedial courses

Problem Solving:
- Help identify/locate faculty advisor and/or academic counselor
- Assist student in reading his/her Degree Progress report
- How repeating a class factors into your GPA
- Where to obtain FVTC policies regarding academic probation/suspension and appeals
- Where to go for emergency medical withdrawal or leave of absence
Learning Plan 8 – Performance Appraisal

Overview: Learn about a mechanism for assessing self growth and remaining accountable for own growth.

Competency: Demonstrate personal/professional growth through self assessment.
Performance Appraisals

“People with goals succeed because they know where they are going.”
- Earl Nightingale

“Happiness is not the absence of conflict, but the ability to cope with it.”

“The highest reward for a person’s toil is not what they get for it, but what they become by it.”
- John Ruskin

Evaluative Performance Appraisal
Each peer advisors will complete a self-appraisal form (see form below) at the end of each semester. A feedback session will be used to identify individual strengths, weaknesses, opportunities and barriers. The value of this session hinges upon your willingness to identify and disclose your own limitations. While this session is designed to improve your future performance as a peer advisor, it is not a substitute for continuous communication. Please do not hesitate to contact the Coordinator of Peer Advising anytime that you have a concern.

“Ultimately you will get out of this experience what you put into it!”
Self-Evaluation Sheet for Peer Advisors

As a Peer Advisor, you have a variety of tasks to complete. The successful completion of each of these tasks impact four broad categories of customers: advisees/students, faculty, other peer advisors, and the Coordinator of Advising. Keeping in mind these customers, please review the following task statements and put a check in the box corresponding to how satisfied you feel your customers are with your performance.

<table>
<thead>
<tr>
<th>Office Duties</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check and respond to voicemail in a <em>timely</em> manner</td>
<td></td>
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<tr>
<td>2. Respond to voicemail in a <em>courteous</em> manner</td>
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<tr>
<td>3. Check and respond to e-mail in a <em>timely</em> manner</td>
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<tr>
<td>4. Respond to e-mail in a <em>courteous</em> manner</td>
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<tr>
<td>5. Check and complete tasks in red action folder</td>
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<tr>
<td>6. Call students to remind them of their appointments</td>
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<td>7. Help ensure that surveys (comment cards) are being filled out</td>
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<td>8. Assemble mailings</td>
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<tr>
<td>9. Create student folders</td>
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<tr>
<td>10. Proactively seek to improve Counseling Center</td>
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<tr>
<td>11. Assist other Peer Advisors with office projects</td>
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<tr>
<td>12. Clearly communicate to other Peer Advisors the status of unfinished projects</td>
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<tr>
<td>13. Communication in office log for each shift</td>
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<tr>
<td>14. Include <em>EVERY</em> student that you come in contact with in &quot;# served&quot; count for the office log</td>
<td></td>
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<tr>
<td>15. Arrive for shift on time</td>
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<tr>
<td>16. Stay, at least, until end of shift</td>
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</tr>
<tr>
<td>Advising</td>
<td>Very Satisfied</td>
<td>Satisfied</td>
<td>Neutral</td>
<td>Dissatisfied</td>
<td>Very Dissatisfied</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>17. Accurately answer basic advising questions</td>
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<tr>
<td>18. Provide complete information to all questions</td>
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<tr>
<td>19. Follow-up when you are unable to provide complete or accurate information</td>
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<tr>
<td>20. Reference a source when providing information to people in the office</td>
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</tr>
<tr>
<td>21. Reference a source when providing information over the phone or via e-mail</td>
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<tr>
<td>22. Make appropriate referrals</td>
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<tr>
<td>23. Use tracking forms to document any advising you provide to students</td>
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<tr>
<td>24. Understand and use the comment form</td>
<td></td>
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<tr>
<td>25. Protect confidentiality (i.e. don't leave materials out, don’t discuss student contact, etc.)</td>
<td></td>
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<tr>
<td>26. Sensitivity to student’s concern for confidentiality when advising</td>
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<tr>
<td>27. Provide training to students’ on use of MyFVTC</td>
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<tr>
<td>28. Know what resources &amp; handouts are available in the Counseling Center</td>
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<tr>
<td>29. Give students relevant handouts/materials</td>
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<tr>
<td>30. Understanding of campus resources</td>
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<tr>
<td>31. Utilization of information from monthly meetings</td>
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<tr>
<td>32. Proactively seek to provide advising to students</td>
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</tbody>
</table>
### Self-Development

<table>
<thead>
<tr>
<th><strong>33. Overall Interpersonal skills</strong></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Serve each person consistently while supporting individual needs</td>
<td></td>
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<tr>
<td>35. Clearly communicate your ideas to others <strong>verbally</strong></td>
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<tr>
<td>36. Clearly communicate your <strong>written</strong> ideas to others</td>
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<tr>
<td>37. Working with other Peer Advisors and staff/faculty on projects directly and indirectly</td>
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<tr>
<td>38. Listen empathetically</td>
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<tr>
<td>39. Understand others when they are communicating with you <strong>verbally</strong></td>
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<tr>
<td>40. Understand other people’s <strong>written</strong> communication</td>
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<tr>
<td>41. Contribute during the monthly meetings</td>
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</tbody>
</table>

### 42. Overall Problem-solving skills

| 43. Patience when learning something new |               |           |         |              |                   |
| 44. Ability to generate creative solutions to problems |               |           |         |              |                   |
| 45. Ability to cope with ambiguity |               |           |         |              |                   |
| 46. Willingness to search for answers/solutions on your own |               |           |         |              |                   |
| 47. Use of Peer Advising manual |               |           |         |              |                   |
| 48. Use of MyFVTC |               |           |         |              |                   |
| 49. Use of FVTC website |               |           |         |              |                   |
| 50. Obtaining information from other sources (individuals, departments, etc.) |               |           |         |              |                   |

### 51. Overall Clerical skills

| 52. Etiquette when answering the phone and when returning or making phone calls |               |           |         |              |                   |
| 53. Provide adequate documentation when making referrals (or information if referral is made over the telephone) |               |           |         |              |                   |
| 54. Good organization |               |           |         |              |                   |
| 55. Filing skills & handling paperwork |               |           |         |              |                   |

### 56. Overall Computer literacy

| 57. Word processing |               |           |         |              |                   |
| 58. Spreadsheets |               |           |         |              |                   |
| 59. E-mail |               |           |         |              |                   |
| 60. Internet navigation |               |           |         |              |                   |

### 61. Overall Self-development

<p>| 62. Effective time management |               |           |         |              |                   |
| 63. Progress on individual project |               |           |         |              |                   |</p>
<table>
<thead>
<tr>
<th>Self-Development</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. Help others (students, faculty, other Peer Advisors) even when not “on duty”</td>
<td></td>
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<tr>
<td>65. Familiarity with Counseling Center content and processes</td>
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<tr>
<td>66. Awareness and utilization of past Peer Advisor projects</td>
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<td></td>
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<tr>
<td>67. Improvement of professional competence</td>
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</tr>
</tbody>
</table>
Tools and Resources
What can a **Peer Advisor** Help you with?

- Finding your classes
- Helping you discover what FVTC has to offer
- Answering questions
- Giving you a tour of FVTC
- Much, Much More......just ask!!!!!

**Jim’s** Schedule for this semester is:

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:20</td>
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<tr>
<td>8:30 - 9:20</td>
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<td>9:30 - 10:20</td>
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<tr>
<td>10:30 - 11:20</td>
<td></td>
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<td></td>
<td>Peer Advising</td>
<td>Peer Advising</td>
</tr>
<tr>
<td>11:30 - 12:20</td>
<td>Peer Advising</td>
<td></td>
<td></td>
<td>10:30 – 12:15</td>
<td>Peer Advising</td>
</tr>
<tr>
<td>12:30 - 1:20</td>
<td>11:30 – 1:20</td>
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<tr>
<td>1:30 - 2:20</td>
<td></td>
<td></td>
<td></td>
<td>Peer Advising</td>
<td></td>
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<tr>
<td>2:30 - 3:20</td>
<td></td>
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<td></td>
<td>1:30 – 3:20</td>
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<tr>
<td>3:30 - 4:20</td>
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<td>4:30 - 5:20</td>
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<td>5:30 - 6:20</td>
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<td>6:30 - 7:20</td>
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<td>7:30 - 8:20</td>
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<td>8:30 - 9:20</td>
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</tbody>
</table>
What Can I Expect in College?

College is different from high school in a variety of ways. Let’s start with some basic, but important differences.

<table>
<thead>
<tr>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>College is voluntary.</td>
<td>High school is mandatory.</td>
</tr>
<tr>
<td>College is expensive (tuition, books and</td>
<td>High school is free.</td>
</tr>
<tr>
<td>supplies).</td>
<td></td>
</tr>
<tr>
<td>College operates on the assumption that you</td>
<td>You can count on teachers and your parents to remind you of your</td>
</tr>
<tr>
<td>are an adult. You may be faced with</td>
<td>responsibilities and to guide you in setting the priorities.</td>
</tr>
<tr>
<td>financial, moral, or ethical decisions.</td>
<td></td>
</tr>
<tr>
<td>You must take responsibility for your</td>
<td>You will be told what your responsibilities are, and corrected,</td>
</tr>
<tr>
<td>decisions and the consequences of those</td>
<td>if necessary.</td>
</tr>
<tr>
<td>decisions.</td>
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</tr>
</tbody>
</table>
What About College Courses Should I Know?

College courses are different from high school courses in many ways. Some examples are:

<table>
<thead>
<tr>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance.</td>
<td>Teachers approach you if they believe you need extra help.</td>
</tr>
<tr>
<td>Instructors may not formally take attendance, but have attendance policies that you are expected to follow.</td>
<td>Teachers carefully monitor class attendance.</td>
</tr>
<tr>
<td>Instructors expect you to read, save and refer to your course syllabus. This outline contains expectations for attendance, assignments, tests and grades.</td>
<td>Teachers frequently take time to remind you of assignments and other due dates.</td>
</tr>
<tr>
<td>Instructors may not follow the textbook, but they expect you to relate the classes to the textbook readings.</td>
<td>Teachers present material to help you understand the textbook.</td>
</tr>
<tr>
<td>Instructors expect you to initiate requests for assistance to “catch up” if you have missed classes.</td>
<td>Teachers provide you with information you missed when you were absent.</td>
</tr>
<tr>
<td>Instructors expect you to think about and synthesize topics that may seem unrelated.</td>
<td>Teachers lead you through the thinking process by drawing comparisons and using examples.</td>
</tr>
<tr>
<td>Extra credit projects may not be allowed to improve a grade.</td>
<td>Extra credit projects are often available to help raise a grade.</td>
</tr>
<tr>
<td>Make up tests may not be an option to improve a grade.</td>
<td>Make up tests are usually available.</td>
</tr>
<tr>
<td>Mastery is often seen as the ability to apply what you’ve learned to new situations or to new kinds of problems.</td>
<td>Mastery is viewed as the ability to reproduce what you were taught in the way it was presented or to solve the kinds of problems you were shown how to do.</td>
</tr>
</tbody>
</table>

** A great resource tool for college is the book, How To Study In College by Walter Pauk. Every college student should have it!
Learning Styles

Everybody perceives and processes information in a different way. Everyone has a different learning style.

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<table>
<thead>
<tr>
<th>When you...</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic &amp; Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
</tr>
<tr>
<td>Talk</td>
<td>Do you sparingly but dislike listening for too long? Do you favor words such as see, picture, and imagine?</td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td>Meet someone again</td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td>Contact people on business</td>
<td>Do you prefer direct, face-to-face, personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
</tr>
<tr>
<td>Read</td>
<td>Do you like descriptive scenes or pause to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or hear the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
</tr>
<tr>
<td>Do something new at work</td>
<td>Do you like to see demonstrations, diagrams, slides, or posters?</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td>Put something together</td>
<td>Do you look at the directions and the picture?</td>
<td>Do you call the help desk, ask a neighbor, or growl at the computer?</td>
<td>Do you ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td>Need help with a computer application</td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
<td></td>
</tr>
</tbody>
</table>

Test Taking Tips

Survey – Find out what types of questions are being asked. This will help you know what to expect.

Know the Ground Rules – Always read directions!! Answer exactly the way the directions state. Make sure your answers are clear. Check out the scoring guidelines and follow them to your advantage.

Answer Easy Questions First – Answer the questions you know the answers to first.

Pick out Key Words

Reading Multiple-Choice Questions – Multiple-choice questions are essentially true-false questions arranged in groups. Usually, only one alternative is correct. Your job is to pick the alternative that is more nearly true than the others. Read multiple-choice questions the same ways as for true-false. Eliminate obvious false choices.

Reading Other Types of Questions – The methods used to answer true-false and multiple-choice questions apply to matching questions as well. Always scan the entire list of alternatives before matching any. As in the other types of questions, try to identify key words in each list and test them. Completion questions require you to provide a word or phrase. When you encounter completion questions, choose your words carefully. If you don’t know the answer, give it your best guess, as often times such responses get at least partial credit.

Essay Exams

- Plan your time
- Read through the entire exam first.
- Pay attention to key words such as “list,” “describe,” “compare and contrast,” and “outline.”
- Answer the question directly.
- Good handwriting is a must.
- Grammar, punctuation, and spelling is essential.

Adapted from “How to Study and Make the Most of Your Time” by Dr. Bob Kizlik. January 1, 2008.
Test Anxiety

Symptoms of Test Anxiety
- Rapid heart beat
- Muscle tension
- Queasiness
- Dry mouth
- Perspiration
- Inability to act
- Inability to make decisions
- Inability to express yourself
- Inability to deal with everyday situations
- Feelings of apprehension
- Feelings of uneasiness
- Feeling upset
- Having self-doubt

Some solutions to help you prepare for the test
- Set up a proper study environment
- Make good use of notes
- Develop a study schedule and stick to it
- Create learning aids
- Self preparation / Study Buddy
- Self care

Ways to reduce test anxiety
- Sit where there won’t be distractions
- Deep breathing
- Muscle relaxation
- Guided imagery
- Exercise
- Positive self-talk

Adapted from the LifeLINE presentation by J. Wolfgang Wallschlaeger, MSE, CADC III, CCSG
Stress Management Tips

- Accept only your own responsibility in situations.
- Set realistic expectations for yourself.
- Focus on the process rather than the results.
- Focus on successes rather than on failures.
- Develop your own personal definition of success instead of societies.
- Be realistic about time expectations and perspectives.
- Remember, life does have troublesome problems. This is normal.
- Recognize that you will be criticized more than praised by parents, partners, and supervisors.
- Create variety: do old things in new ways.
- Make your study area more stimulating: redecorate, add music, and change colors.
- Leave the campus for lunch and errands, if possible.
- Learn to be detached from problems.
- Do paperwork immediately. Don’t procrastinate.
- Ask others for positive feedback.
- Develop a hobby and spend time on it regularly.
- Learn and practice sound money management.
- Don’t bring work home with you.
- Decrease television time.
- Keep physically fit – good diet and adequate exercise.
- Avoid excessive use of alcohol and drugs.
- Spend time in active activities.

Academic Resource Center, Sweet Briar College, Sweet Briar, Virginia
http://www.arc.sbc.edu/stresstips.html
Safety and Security Guidelines for Dealing with Potentially Violent Students

Proactive Steps

- Make sure someone has your appointment calendar and knows who you are in your office or work area with at all times.

- Make arrangements with Program Assistants or receptionists so that they question all visitors and do not allow anyone to enter your office or work area unannounced.

- Arrange your office reception area so that office staff and visitors are separated by a counter or large desk. Make sure that the person behind the desk has easy access to other office staff as well as an exit route.

- Keep your door open or cracked if possible when you are meeting with someone.

- If you suspect a person could be violent during an appointment or visit, let other people in your office know that and ask them to be alert or walk past your work area to check on you. Better yet, ask a colleague to join you in the meeting.

- Evaluate how your work area (both classroom and office) is arranged and consider an arrangement where you would be closer to the door than a visitor would. Do not allow your egress to be blocked. Limit the number of pictures, vases, paperweights or other items that could be thrown or used as weapons. Know the location of the nearest telephone.

- Do not agree to see students on evenings, weekends, or other times when there may not be others in the office.

- If a meeting is necessary and you suspect that the person might become violent, notify Campus Security ahead of time to have an officer sit in on the meeting or be present in the office.

- Consider asking students to leave their backpacks and book bags outside of your office. Designate an area near the receptionist to hold these materials.

- Make sure that the waiting area in your office is as comfortable and stress-free as possible. Light colors, soft music, comfortable chairs, and an uncluttered area will all contribute to this.
• Whether in your office or in the classroom, always be alert and look in control. - Stand up or sit up straight. - Focus attention on people as they approach. - Greet people with a firm, controlled, friendly voice and explain what you need.
• Don’t assume that only large males have the potential to become violent.

What if someone gets violent in your office?

• Remain calm and don’t feed into the person's emotion. This helps to let them know that you are the one who is rational and in control. If your hands are shaking, keep them out of sight.

• Your body language and eye contact should demonstrate that you are in control without intimidating the person. Lean forward and make assertive eye contact (but don’t engage in a stare down).

• Remember everything you learned about interpersonal communication (i.e. paraphrasing, reflection of feeling, etc.) Acknowledge the other person's feelings and listen to what they have to say.

• Always respect the other person's physical space. Maintain your distance, control your voice, and never touch another person unless absolutely necessary for self-defense.

• Lower your voice and speak in a soothing tone but be careful to not appear condescending. Slow your speech.

• Use the person's name as much as possible in the conversation.

• If the person paces or is standing, try to get them to a seated position. Sit down yourself.

• Don’t feel that you need to have an answer or response for everything the person says. Moments of silence are okay. You can appear to ponder a request.

• Use the "broken record" technique if necessary or appropriate.

• Ask them what kinds of options they see. Engaging a person in problem-solving will take their mind (at least temporarily) off of their anger.

• If you feel threatened, state that there is nothing further you can do right now and ask the person to leave. If the person does not leave, consider leaving yourself and/or calling campus security. (Post their number on your telephone for immediate access; ext. 5691 or ext. 4777). If life threatening dial 911.
Long-term Action

- As soon as possible, write down everything that happened as you remember it. After an intense incident, memories may become jumbled. Even brief notes will help.
- After the emergency, contact campus security to make a report and begin an investigation.
- It’s normal to feel shaky after such an incident so don’t hesitate to access support services available to you through the Employee Assistance Program by contacting Theda Care’s Ingenuity First (1-800-236-3666).
- Make sure that you have notified your supervisor and any other appropriate parties.
Security and Safety Guidelines Dealing with Disruptive Behavior in the College Classroom

Of course, the easiest strategy is to prevent disruptive behavior from occurring in the first place. Although that is not always in your control, the following strategies help to set the tone and clarify your expectations.

- Determine your expectations for matters such as use of cell phones or other electronic devices, eating, sleeping, reading other materials, talking, arriving late and any other disruptive behaviors you can think of. Clarify your expectations verbally on the first day of class and include them in your syllabus so that there is no confusion later. Specify the consequences for such behaviors, such as referral to the Director of Admissions Office for disciplinary action.
- Spend some time during one of the first class periods in a discussion with students related to expectations. What do they expect of other students, what do they expect of you, what do they think you expect of students? Consider creating a learning community contract with these expectations that all students sign.
- Clarify your expectations regarding participation. Do students need to raise their hand and be recognized before they speak? Is there a limit on how much one student may speak during a given class period?

Calming Down a Disruption
If a student does become disruptive, some of the following strategies may help to de-escalate the situation.

- Maintain a calm, soft voice. When you use a quieter voice, the disrupter will need to become quieter in order to hear you.
- Unless your safety is threatened, walk around and stand closer to the disrupter. If necessary, you may want to whisper a warning into his/her ear.
- You may need to directly tell a student that they have contributed enough for that day and you need to hear from some other students.
- If possible, shift the topic and / or activity. When a student is "worked up" about one topic, moving to another may calm the situation or at least catch the student off guard.
- Do not challenge or belittle the disruptive student. Your goal at this point is: to de-escalate the situation. You can always follow up with the student later.

When Things Don't Calm Down
If a student will not stop being disruptive, you have a responsibility to maintain the environment for all of the other students. In this case, consider these options:
• You have the right to ask the disruptive student to leave the class that day. Any longer of a class suspension will need to come through the authorization of the Director of Admissions.
• If a student will not leave after you have asked, you may call campus security (ext.5691) to assist in the removal of the disruptive student.
• If a student is making threats of harm to self or others, call 911 immediately.
• Student conduct is covered in the student handbook.

Behavior Red Flags

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

The following things may indicate that an advisee could benefit from a referral to the counseling center.

Unusual Behavior
• Withdrawal from usual social interaction
• Excessive procrastination
• Marked seclusion and unwillingness to communicate
• Persistent anti-social behavior such as lying, stealing, or other grossly deviant acts
• Lack of social skills or deteriorating personal hygiene
• Inability to sleep or excessive appetite (starving or binging behavior)
• Unexplained crying or outbursts of anger
• Acutely increased activity (i.e., ceaseless talking or extreme restlessness)
• Repeated absence from classes
• Unusual irritability
• Thought disorder (i.e., the student’s conversation does not make sense)
• Suspiciousness, irrational feeling of persecution
• Appearance of being overly nervous, tense, or tearful
• Making threats in the classroom or to others on campus
• Bizarre behavior that is obviously inappropriate for the situation
• Fascination with weapons
• Boasting about and or practicing combat proficiency
• Interest in previous shooting situations
• Paranoia (student feels singled out for unfair treatment or abuse)

Traumatic Changes in Personal Relationships
• Death of a family member or a close friend
• Difficulties in marriage or family relationships
• Dating difficulties
• Sexual abuse (i.e., rape, incest, harassment)
• Terminal/chronic illness of a family member

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

**Academic Problems**
• Dramatic drop in grade point average
• Deficient reading speed or comprehension
• Poor study habits
• Incapacitating test anxiety
• Sudden changes in academic performance
• Lack of class attendance

**Career Choice Problems**
• Dissatisfaction with academic major
• Unrealistic career aspirations
• Confusion with regard to interests, abilities, or values
• Chronic indecisiveness or choice conflicts
• Uncertainty or career alternatives

Taken alone any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination signals, and the degree of intensity of indicators will determine the type of intervention needed.

If you have an advisee exhibiting these behaviors, please make a referral to Counseling Services.
Suicide

Over 75% of individuals who attempt suicide will show warning signs beforehand. Anyone expressing suicidal feelings needs immediate attention. Most suicide victims will reach out to others as a cry for help before committing the act. However, they may not reach out if they feel that they will be ridiculed or receive more pain.

Warning Signs:
- Self-inflicted injuries
- Previous attempts (no matter how severe)
- Explicit statements of suicidal ideation or feelings
- Development of a “suicide plan”
- Reckless behavior
- Inappropriately saying good-bye; giving away possessions; making out a will; etc.
- Verbal behavior that is ambiguous or indirect (i.e., “Soon you won’t have to worry about me anymore;” “I want to go to sleep and never wake up;” “I’m so depressed I can’t go on,” etc.)

Individuals may show signs of suicidal behavior under two different sets of circumstances:
- Imminent danger is present (the student has inflicted harm to self)
- Imminent danger is unclear (the student states intention to harm self)

In a situation where imminent danger is present, contact Campus Security at extension 4777 immediately. First aid should be applied, if necessary. The individual should not be left alone.

In a situation where imminent danger is unclear, a counselor should be consulted. See the following page for appropriate referral procedures.
Suicide Prevention: The Process/Procedure
Fox Valley Technical College

1/25/2008

While life is not usually a series of emergencies, depression, anxiety and especially suicide, ideation, gestures and threats call for an immediate response. Access to Counseling Services, with LifeLINE taking the lead, if possible, should be immediate, upon request. A student is in distress when he or she is “thinking about suicide, is frightened by suicidal thoughts, is close to being suicidal or is planning a suicide.” Some suicides are planned and some are impulsive. Therefore, some people at risk for suicide are identifiable, and some are not. But many suicides can be prevented, even if the person at risk is not individually identified. This can happen if a community commits itself to a goal of being a mentally healthy place to live.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Who is Responsible?</th>
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<tbody>
<tr>
<td>1. Awareness: The process of determining that a learner is in “distress.”</td>
<td>Counselors in E-121, Counseling Service. When the student in distress presents.</td>
</tr>
<tr>
<td>2. Provide immediate assistance from a professional counselor. Consult the KRP (Key Resource Personnel) list and contact the first available counselor.</td>
<td>Attending staff members who receive the distressed student. The Key Resource Personnel List 1. Wolfgang W. Therapist, E-121, 735-5696 or 735-4888 2. Lisa Steffens, Counselor, E-121, 831-4333 3. Sandi Moore, Counselor, E-121, 735-5693 4. Greg Delaney, AODA Chair, C-102b, 735-4779 5. Jeff Mueller, Counselor, E-121, 735-2462 Note: All counselors in the Counseling Service area are available in an emergency.</td>
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**Advising/Counseling Terms**

**Academic Advisement** – A developmental model of academic advising recognizes that there is a logical and sequential set of steps to the advising process. These five steps are 1) exploration of life goals, 2) exploration of career goals, 3) selection of major or program of study, 4) selection of courses, and 5) scheduling of courses. (O'Banion, 1972)

**Attrition** – Losing students/dropouts from college courses or programs.

**Counseling** – Routine adjustment and/or developmental experiences to assist students in coping with day-to-day adjustments and developmental concerns.

**Developmental Advising** – A person-centered approach that integrates the activities of career/life planning and academic advising to assist students in developing a personally relevant educational and career plan. (Crockett)

**Guidance** – Activities that focus on providing information and/or experiences which will help individuals make appropriate plans and life decisions. This may be accomplished by group activity designed to provide information and/or experiences and prevent development of problems.

**Retention** - Keeping students in school to successful completion of a college program.

**Student Services** – Services which provide support to the academic program of the college in assisting students to achieve academic success. These include: career and academic counseling, special needs support, assessment, financial aid, student employment, and placement services.
Resource Documents

Please add to this section as you gather helpful information

Time and Labor – How to Log Hours Worked
Peer Advising Intake From
Accuplacer Admissions Assessment Information
FVTC Program Plan / Counseling List
Student Services – Who to Call
Life Management and Career Development Brochure
Program Entry Requirements
Degree Audit Guide