Academic Advisor Manual

Resources and Recommendations

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> "Good advising may be the single most underestimated characteristic of a successful college experience. Graduating seniors report that certain kinds of advising, often described as asking unexpected questions, were critical for their success."
>
> —Richard Light, *Making the Most of College: Students Speak Their Minds*[1]

"...I came to realize, as I had not before, that advising is a form of teaching, that I could draw on my decades in the classroom. In all teaching, we need to find out where learning should begin; now I was learning about the students in a different context. Listening actively, I discovered that students want and need to talk about themselves: where they were going, where they would fit—in the university, in careers, in the world."

—Carmela McIntire, "A Faculty Advisor's Journey"[2]

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[1] Light, R. J. (2001). Making the Most of College: Students Speak Their Minds. United Kingdom: Harvard University Press.
[2] McIntire, C. (2014, Sept.). A faculty advisor's journey. Academic Advising Today, 37(3). https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/ArticleType/ArticleView/ArticleID/3338.aspx.

Navigation Tips

This manual is intended to be a reference guide for advising at Hope, full of links and co-written by many colleagues who offered guidance related to their area of expertise. It will be updated annually.

For easy navigation, you can:

- Click the Table of Contents to go to any section
- Click 'Ctrl' and 'F' to search for words/terms
- If digital manuals are less appealing to you, let Krista Carter (carter@hope.edu) know that you would like a physical copy.

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Introduction to Academic Advising

While for decades academic advising primarily meant assistance with course scheduling and registration, it is now a much more integral part of many colleges' teaching and learning environments.

Back in 2005, the (then) president of the National Academic Advising Association, Eric White, wrote a short article on his thoughts about technology and advising, pointing out that software systems are well equipped to provide students with scheduling and degree-progress support. What, then, is the point of academic advising?

White writes, "The richness of academic advising lies in helping students grow intellectually and personally, assisting students as they make positive decisions that help them move forward in their lives, challenging students to stretch their strengths and experience new things, and use their time in college as a learning experience."[3]

In other words, advising is teaching. Our students are developmentally in need of space to reflect, to be challenged, and to comprehend and articulate the value of their academic endeavors. Part of what it means, then, to offer an ambitious academic program, is to provide thoughtful, curiosity-driven advising.

[3]White, E. (2005, Feb. 1). From the President: Some Thoughts on Academic Advising and Technology. *Academic Advising Today*. NACADA. https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/February-2005-Vol-281-All-Articles.aspx

Advising at Hope College

At Hope College, academic advising is informed by our mission to educate students for lives of leadership and service. In the advising environment, we are often engaged one-on-one with students as they grapple with their future goals and aspirations, consider their options, and seek the perspectives an advisor might offer.

Part of advising today also includes teaching students what advising *is* (or is not). Students today enter college with little understanding of the advising relationship, and may assume advising is similar to high school counseling, psychological support, or other social services. Teaching students about their own autonomy and responsibility to collaborate is initiated during college visits, onboarding communication, and orientation, but may need to be reinforced.

At its best, advising has the potential to be an energizing and rewarding experience as advisors often become influential and knowledgeable partners in their advisee's academic journey.

Advising Structure
Academic advising is integrated into the faculty role and many staff roles at Hope College. Policies and information specifically related to faculty advising are described in the Faculty Handbook in several sections including general responsibilities, promotion, advising responsibilities, and in the first appendix's Boerigter Center for Calling and Career and Academic Success Center sections.

Training
After the first year of teaching at Hope College, faculty members participate in new advisor training before beginning to advise students. Staff advisors often begin their training and advising work right away as part of their role or receive an invitation and training to begin specialized advising due to their skills and interest in the work. Ongoing training opportunities are provided to support experienced advisors. Advising training occurs annually the week before classes begin in August and as-needed during the academic year.

Advisee-Advisor Assignment
The instructor of a First-Year Seminar (IDS 100) section serves as the academic advisor for the section's enrolled students, continuing to advise these students until they declare a major, at which time they are reassigned an advisor by the major department. Students with specified risks are admitted into (and others may choose to opt into) a first-year program called FOCUS in which they gain access to college resources, including staff academic advisors trained in retention and persistence tools.

When a student declares a major, the chairperson is responsible for assigning an academic advisor from the departmental faculty, keeping in mind equitable advisee distribution. Often this work is mostly (or entirely) executed by the office manager.

Specialized advising areas are included in this manual and are served by both faculty and staff advisors.

Advising and Major Declaration
Students are not permitted to declare a major until the second semester of their first year (transfer students may declare anytime, as may first-year students who begin during the spring semester).

Students *must* declare by the time they have earned 75 credits.

Supplemental advising services are available to all students in the Boerigter Center for Calling and Career, which offers *Exploring Major & Careers Meetings* and *PathwayU and/or Strengthsfinder Assessment Meetings* to aid students in discernment processes.

After major declaration, students are re-assigned (by the department) to an advisor in the department of their major.

Prior to class registration, all students meet with their advisor to discuss course selection, goals, and academic plans after which advisors provide students with a registration pin number.

Where Advising Information is Stored
The Academic Catalog is published yearly and linked on the Registrar's web page. It covers a wide range of topics: probation and grading policies, a list of every major and minor and their requirements, information about special programs, and more.

The Hope Schedule of Courses allows users to search for courses by requirement, subject area, and other criteria.

App.hope.edu includes advising tools such as DegreeWorks, schedule planner, student transcripts, student schedules, and more.

Hope Advise offers links to DegreeWorks and is our advising software used for advisors to quickly take/read notes, access advisee information, report concerns and send celebratory notes to advisees.

Advising Session Goals
Advisors collaborate with students to promote discernment, planning and learning. Advisors often articulate the curriculum's purposes and illuminate its underlying assumptions.

While the activity of advising often requires planning, scheduling, note-taking, note-reading, and teaching, advising best-practices center the relational nature of the work. Advisors who take an active interest in their advisees, affirm their strengths, offer points of relational connection, and ask insightful questions are most successful.

Advisors specifically work with students to:
1. *discern their strengths and interests* and explore academic and professional goals
2. *create and revise academic plans* related to class registration, general education, and academic major requirement completion
3. *describe a context for learning* (i.e. seeing the big picture): How is the advisee's campus engagement? Is each advisee able to identify the logic and relationships of the curriculum? What questions may help an advisee succeed?

Advising Load is the number of students faculty are expected to advise and is set at 25 or fewer advisees. Department administrators, chairs, divisional deans, and the director of academic advising work together to ensure advisees are equitably distributed and address any problems related to advisee assignments and load.

Advisor Expectations

1. collaborate with students to promote the success of advising goals (ultimately, the success of the goals will require partnership between students and advisors and, therefore, advisors are not *responsible* for the success of the goals).
2. regularly meet with advisees to offer advising (at least once per semester for major advisees and more frequently for first-year students)
3. read past advising notes prior to advising meetings to prepare and record a brief advising note after each advising session to keep accurate records and ensure successful advising as students progress
4. provide advisees with their registration PIN number after pre-registration advising meetings

Pre-Registration Advising Expectations

Students are required to meet with their academic advisor prior to registration. Many resources are available to help you make the most of your pre-registration advising meetings in this manual, your department, and around campus.

Schedule Advising Appointments:

- Contact your advisees to initiate appointment scheduling before registration. Google Calendar appointment scheduling is an easy virtual option that many advisors use.
- Ask your advisees to check for registration holds in Degree Works to ensure they will not be prevented from registering at their assigned time. If students have a hold, they will have received email messages from the office that placed the hold. Most holds relate to missing health forms or financial issues.
- Ask that students come prepared to their appointments with:
    - a printout of their most recent degree audit in Degree Works or a laptop in which Degree Works is open
    - a schedule or multiple schedules picked out in Schedule Planner or written
    - knowledge of their registration time and if they have any holds on their account that will prevent registration. They can check both in plus.hope.edu (Registrar and Student Accounts > Registration > Registration Status). They should be sure to click the correct registration term.

  Keep in mind that students who are completing these steps for the first time may need help finding or using these resources or selecting classes.

Prepare to Advise:

- Your primary advisees are listed in Hope Advise where you can export their information (including emails) to an excel document easily, find past advising notes, and enter a new note and send them PIN numbers after advising is complete. You can also review advisee's information in DegreeWorks before you begin each advising session.

- Ensure you know how to pronounce your advisees' names and can reference prior points of connection.
- Back-to-back advising or advising during especially busy times can make it hard to provide a calm, non-anxious presence, but mindfulness and good listening can improve any collaboration, including advising (as can advisors mindfully scheduling breaks for themselves).
- How is your level of institutional knowledge and advising expertise? Depending on your tenure and experience, consider reviewing pertinent registration information such as the Registrar's website, the advising manual, and in your department. No advisor knows everything. Helping your advisee find answers is the work of advising, *not* knowing all the answers.

During your meeting:

- Center the relationship and establish trust by:
    - asking how your advisee's semester is going
    - sharing something about your own hobbies or interests, academic or otherwise
    - bringing up a past point of connection
- Review advisees' course selections
    - Do the courses selected make sense with your advisee's remaining requirements?
    - Do the courses help explore or deepen your advisee's academic interests?
    - What questions does your advisee have about requirements, interests, etc.?

- Ensure advisees have alternate courses and a plan in case a desired course fills. Consider talking through the waitlist/drop/add process. Reference the Registration and Schedules web page for more details.
- At the end of each meeting, provide your advisee with their registration PIN.

After your meeting:

- Write an advising note in Hope Advise that is in line with FERPA and best-practices (objective, descriptive without being interpretive)
- **Provide Advisees a PIN number in Hope Advise** (click the advisee's name, 'add note,' select 'pre-registration, and check the PIN box)
- Be prepared during registration week to be available for questions and assist with registration problem-solving. You can encourage students to stop by the Registrar's Office with any questions: the front desk is well-staffed and can provide efficient help.
    - Hope Schedule of Courses provides an easy way to search seats filled/available or search for open courses based on Anchor Plan requirements. Referring advisees to this tool may help them.

First-Year Advising

Advising is rooted in listening: consider consulting the communication section as you prepare to advise. Advising activities also require planning and may be well served by this checklist:

- ☐ Late summer: Send advisees an introductory note or short recording
- ☐ Orientation Advising: Review advisee information in our advising software and meet each advisee for about 10 minutes during orientation
- ☐ Meet with advisees 3 times during the first semester
    - ☐ First meeting: (first 3 weeks)
        - ☐ Get-to-know your advisees better by asking about their interests, strengths, and concerns
        - ☐ Build trust by sharing about yourself. If you are comfortable doing so, share about your professional and personal interests (holistic advising acknowledges the personhood not only of the advisee but also the advisor).
        - ☐ Acknowledge your advisees' transition experience by asking them about their Hope experience, expectations, and academic or career goals
    - ☐ Second meeting: (several weeks before registration opens) Pre-registration advising
      Registration time is assigned by credit, freshmen typically towards the end of the week, but they are often very eager to advise early (Expect them to begin asking about one month in advance of registration!).
        - ☐ Provide your advisees with the PIN number for registration
        - ☐ Consider Anchor Plan course recommendations. For example, language study, English 113, and health dynamics may be desirable courses to take early in their academic studies (if students do not already have credit for them). You may also wish to consider how students' interests overlap with the Anchor Plan.
    - ☐ Third meeting: End of first semester or beginning of second semester
        - ☐ Collaborate with advisees on major discernment or prepare advisees for major declaration.
        - ☐ Ask about off campus study goals
        - ☐ Check in to encourage a smooth transition as students continue to acclimate to Hope College.

The FOCUS Program

The Fall Opportunity to Continue Upward Scholastically (FOCUS) program was established over forty years ago to support students identified as having risk factors for lower retention rates. Incoming students meeting criteria set by the FOCUS Director are invited to participate voluntarily during their first fall semester.

FOCUS students receive:

- Weekly advising meetings with a trained Hope faculty or staff member designated as their FOCUS Advisor
- Regular academic progress reports, with FOCUS Advisors contacting professors 3-4 times per semester for feedback on grades, performance, and areas for improvement
- Participation in a six-week seminar providing a supportive community where students can process experiences, engage in meaningful discussions, and learn from campus experts

During enrollment in the program, the FOCUS Advisor serves as the student's primary advisor. At the conclusion of the fall semester, advising responsibilities transfer to the student's First-Year Seminar instructor until they declare a major.

The SOAR Program
The Spring Opportunity for Academic Recovery (SOAR) Program provides intensive advising and support to first-year students whose fall semester GPA falls below 2.3. Students on academic probation must participate in the SOAR Program throughout the spring semester, while those with a GPA between 1.70-2.29 may participate voluntarily.

SOAR students receive:

- Weekly advising meetings with a trained Hope faculty or staff member designated as their SOAR Advisor
- Regular academic progress reports, with SOAR Advisors contacting professors 3-4 times per semester for feedback on grades, performance, and areas for improvement
- Participation in a six-week seminar providing a supportive community where students can process experiences, engage in meaningful discussions, and learn from campus experts

The SOAR Advisor serves as the student's primary advisor until the student declares a major.

The Peer Advising Program
When you were in college, what role did peers play in your adjustment and academic decision-making? Most of us rely on peers for guidance. Often, students in their first semester need the most guidance. Hope's Peer Advising Program responds to that potential need by embedding trained peer advisors in First Year Seminar (FYS) courses. These students co-advise alongside the course's professor; they share vocational stories, recommend Hope College resources, demonstrate how to use Moodle and registration software, and perform light grading. Not all FYS courses have peer advisors: the program is optional.

Professors can request specific students with whom they wish to work. Professors who would rather not find their own peer advisor can request to be paired with a student. For more information, contact the program's director, Krista Carter (carter@hope.edu) or read the Peer Advisor Training Manual.

Advising Students Before Major Declaration

Most undeclared students are advised by their First Year Seminar (FYS) professor until they declare a major. Students who continue with their first-year advisor into the second year may do so for several reasons:

- **Prerequisite requirements**: departmental declaration requirements may prevent advisees from declaring a major (this most often occurs for Business majors). You can review departmental declaration requirements on the Declaring a Major or Minor web page. Scroll down to the department drop-down menus.
- **Major Uncertainty:** advisees who are unsure may benefit from signing up for a 30 or 50 minute discernment advising session in the Boerigter Center for Calling and Career. The sessions are called *Exploring Majors & Careers*. Students can sign up on Handshake and may return for as many sessions as they wish.
- **Declaration misunderstandings:** students often misunderstand how easy it is to change a major or the simplicity of the process of declaration (the Google declaration form typically takes seconds to complete).
- **They want to continue to advise with you**. Consider sharing the benefits of advising with someone whose expertise resides in their area of interest.

Asking questions and encouraging your advisees to reflect, as well as self-assess, should continue throughout the advising relationship. Questions to ask newer students might include:

- What's going well for you?
- How is it living with a roommate?
- What excites you? What do you always gravitate toward?
- Are there any goals that you bring with you to Hope?
- How are you changing as a result of your education?
- What challenges or barriers are you facing right now?
- What extracurricular activities would you like to be involved in?
- Have you considered studying off-campus for a semester or a summer program?
- What's been the most challenging academic situation you've faced? How did you deal with it?
- Are you working as hard as you can and stretching yourself to reach your goals?
- Have you spent time listening to others whose background and perspectives may be different from your own?

Advising Students with a Declared Major

Students sometimes assume that once they declare their majors, decisions are ended. One of our jobs as major advisors is to encourage students to deepen their understanding of their gifts and abilities to consider how they may be used in life after Hope College.

As your advisees explore internships and experiential learning opportunities, graduate school, and career, consider how referral may enhance and supplement your advising work, including:

- Off-campus study advising
- Boerigter Center for Calling and Career meetings: *Finding Internships, Finding Jobs, Networking, Mock Interviewing, Resume Review,* and *Graduate School Planning*. All meetings are scheduled on Handshake.

Many of the questions for newer students (listed above) are still valuable for declared students to consider. Other questions might include:

- Do you have any thoughts about what you would like to do and be after Hope College? In 10 years?
- What other experiences or activities (e.g., research, internship, volunteering, job shadow, off-campus study) can help you test your strengths, interests, and possible career direction?
- What skills and knowledge do you still want to develop? How can you acquire or enhance them?
- Can you articulate, orally and in writing, how your education and life has helped you develop the skills you need and employers want?
- Have you met with staff in Career Development or pre-health advisors to help you prepare for graduate or professional school and admissions testing? For job searching, interviews, resume creation, etc?
- Are you getting to know professors and others well enough that you can ask for letters of recommendation?

Advisor Communication

The words we use can help students understand what to expect from us and from themselves in the advising relationship. We want to ensure students are responsible for their own direction and decisions. For example, when a student comes to talk, beginning the meeting with "What brings you in today?" puts the focus and responsibility on the student more than if you began with "How can I help you?"

Here are some additional statements that can help shift responsibility onto students:[4]

- What do you think will happen if you don't make any changes?
- I can suggest advantages and disadvantages, but the decision is yours.
- What can you do to break your challenges into manageable tasks?
- Have you spoken with your professor about your concern?
- You have lots of concerns and questions. What are you most concerned about?

1. Ask open-ended questions

- Graduating seniors report that certain kinds of advising, often described as asking unexpected questions, were critical for their success
- Inquire about students strengths, interests, and dreams
- Question samples:
    - What's going well for you?
    - What excites you? What do you always gravitate toward?

[4]Based on Armstrong, C. (2006, Sept. 1). Sound bites for sound advising. *Academic Advising News*. NACADA. https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/September-2006-Vol-293-Compiled-Version.aspx

- Are there any goals that you bring with you to Hope? What skills and knowledge do you need to acquire to fulfill those goals?
- How are you changing as a result of your education?
- What extracurricular activities would you like to be involved in? What about internships, research, or off-campus study?
- What's been the most challenging academic situation you've faced? How did you deal with it?
- Are you working as hard as you can and stretching yourself to reach your goals?
- Tell me what it's like living with a roommate?
- What are some things, small or big, you are wondering about Hope and how things work here?

2. Focus on listening, being "present," and summarizing

- Everyone wants to be heard. Sometimes it is more important to listen than to solve a problem.
- Be welcoming and approachable in both verbal tone and physical posture
- Summarizing what we've heard helps clarify things for the student and us
- Avoid frequent "Don't worry" or "It'll get better" types of comments. Instead, focus on summarizing, showing empathy and expressing care

3. Know Hope's resources (e.g. advisor, ASC, Boerigter Center for Calling and Career, Writing Center, CAPS, Center for Global Engagement)

- Serve as a referral agent
- Know your boundaries

4. Slow down—emphasize process, encourage reflection

- We can help lower anxiety by focusing on tangible ideas about "what to do next" rather than difficult to determine specifics of "what to do for the rest of your life"

5. Help students plan and hold them accountable

- Help students create manageable steps to be successful and pursue their interests
- Give students encouragement, reminders, and positive feedback
- Follow up to ask how things are going
- Ask the student if they want suggestions. This helps indicate that decisions are the students' and not ours.

6. Consider how the meeting space can help facilitate meeting goals

- Perhaps you can develop a more welcoming and safe office with softer lighting, plants, colors and decoration
- Perhaps have an outdoor or walking meeting to create a different mood or help generate movement in someone you think might benefit from it
- Perhaps a trip to the Kletz or a coffee shop for a little fun and to help the student feel valued

Communicating About Concerns

In the case of any immediate danger or emergency, contact 9-1-1 and/or Campus Safety.

App.hope.edu offers a drop-down menus of campus resources including links for Campus Safety, the Health Center, and Counseling and Psychological Services (CAPS), the CARE team web page, and more.

How Hope offers Support for Concerns
The Hope College Coordinated Assistance Resource and Education (CARE) team is a multidisciplinary group of staff members who meet regularly to identify, monitor and, if necessary, provide support for students in an integrated fashion. Visit the CARE Team's web page for support resource lists and a link to the CARE Form, that can be submitted anytime you have a concern related to the physical or emotional wellbeing of a student.

Sharing Concerns Versus Anonymity
Forms may be submitted anonymously, however sharing with students can be helpful to both the student and CARE Team members. Hearing that you want to provide a student with additional support because of a concern can serve as a reminder that others notice and care. CARE team members also find it easier to say, "Professor x reached out and I know they emailed you about their concern as well" than "Someone reached out to us," causing the student to wonder who the reporter was. There are also valid reasons to remain anonymous depending on the situation's context, your relationship with the student, and your personal history, wellness, and reactions.

Communicating About Concerns in the Moment
As you navigate concern-related communication, these questions and lists may be useful.

1. **What are the issues?**
   - Presenting issue
   - Underlying issues
   - Context issues
   - Other

2. **Why is the student talking about this with me?**
   - To get information
   - To get something off her chest
   - To solicit help in solving a problem
   - Other

3. **What do I want to have happen before the initial conversation ends?**
   - For the student to feel heard
   - For him to have a plan of action
   - For him to make commitment either to do something or not to do something
   - Other

4. **Is there anyone else the student should talk to?**

- Family
- Friend
- Another professor
- RA or RD
- Coach
- Student support office—counseling center, campus safety, registrar's office, chaplains' office, etc.

5. **Is there anything I want to reiterate at the end of the conversation?**
   - Any agreement you have with the student
   - An assurance that she is or will be OK
   - An offer to meet again soon
   - Other

6. **What should my follow-up be?**
   - Tell the student to initiate further conversation and take initiative ("circle back to me in a week if…")
   - A note, a conversation, or email to the student in the future (consider reminding yourself or schedule-sending your email at the time of the concern)
   - Contact someone else on campus
   - Other

7. **Are there any immediate safety concerns?**
   - For the student?
   - For anyone else?
   - If so, whom should I contact?
   - If so, what else should I do?

Title IX and Critical Issues

Suicidal Ideation and Self Harm

Hope College routinely offers QPR (Question, Persuade, Refer) training for suicide prevention. This training teaches participants to recognize early warning signs, seek help, and prevent suicide.

If a student discloses suicidal ideation or an intention to harm themselves and you are unsure of what to do, get help from a knowledgeable colleague, whether by contacting Counseling and Psychological Services, the Health Center, or Campus Safety. You might share with the student, "I'm not completely sure what the best options are to keep you safe and get you help, so let's bring someone else in who will have more expertise because your wellness is so important and I care about you."

If a student has disclosed an intent to harm themselves, it may be safest to keep them with you until another source of help is available. If you are uncertain, get help.

Indication of Abuse, Assault, or Harassment

The following are best practices for responding to abuse, assault, or harassment in the moment (assuming the person experienced this in the past and is not in need of emergency/health services):

- Remain calm (negative, heartfelt emotional responses are sometimes confusing for young people who may feel you are sad *because of* them rather than sad *with* them about what has happened)
- Believe the person disclosing and listen without judgment
- Listen without interruption; refrain from asking questions other than for clarification
- Indicate support (nod, offer tissues, use calm but supportive language “I’m so sorry that happened.”)
- Reassure the person they are cared for
- Be honest about the need to report if you are a mandatory reporter *and* offer clarity about their autonomy and choices after you report. (“Hope has additional resources that you can choose if you’d like. I legally have to share what you told me today, but reporting only means that you will hear from our Title IX coordinator, who will give you options to choose or decline and offer those extra resources if you want them. How does that sound?”)
- If the person is interested, you could share confidential resources with them (see the list below).
- Consider how to close the conversation, whether through another reminder of care, thanking them for their vulnerability and honesty, or considering ways to leave and access more support through referral to resources (“I want to be sure you go out from here and have access to some great care as you keep processing and healing.”)

Mandated Reporters and Confidential Resources

Counseling and Psychological Services counselors, Health Services clinical personnel, the Victim Advocate and Prevention Educator, and Campus Ministries chaplains are all confidential resources when operating in their clinical/pastoral capacity.

All other employees, even those who may be classified differently when in a clinical setting, are "Responsible Employees" who are required to report suspected violations of our Title IX Policy.

The goal is not to take away anyone’s agency in what happens with their story, to steward their story well. Students have protection and rights, including the option to access additional resources.

Referring Students to Resources

Advisors can not and should not strive to meet all their advisees’ needs; referral is an essential part of advising work.

Take time to truly listen. Time and attention are some of the greatest gifts we can give our advisees. Students are more likely to try what we suggest if they feel we’ve listened to their

concern and taken them and it seriously. When we short-circuit the listening, they may think we're trying to get rid of them when we make suggestions and referrals.

Ask if the student would like suggestions. We want to indicate that the decisions are the students', not ours. Asking students if they want suggestions also sometimes helps students be more open and responsive to suggestions.

Use summary statements in your referrals. Saying something like, "I'm concerned about what you've told me about _____, and I know people on campus who are skilled at dealing with these issues" is easier for students to hear and to act on than "You need to go to the Counseling Center."

Be specific. Make specific suggestions about how a resource or recommendation can help. For example, regarding a tutor you might say "I suggest you ask your tutor to work with you on regression analysis since that concept is key to the rest of the course."

Model finding information and next steps. Consider looking through Hope resources (app.hope.edu offers a drop-down menu of campus resources in the 'tools' area) with a student in order to consider which next steps may be best suited to the situation. Sometimes it may be appropriate to call while the student is in our office (with the student's permission, of course) to set up an appointment. Sending an email to introduce the student to the office contact is another quick way to support student referral to resources.

Call if you are unsure. If you want a second perspective on something, please do not hesitate to call Academic Advising (7950) or the Registrar's Office (7760). You can also call Counseling and Psychological Services (7945) if you want further help weighing the severity of a student wellness concern.

Follow up. Research on advising suggests advisor follow-up on student referrals has a potentially high impact and is often the first thing advisors forget. Consider schedule-sending an email immediately following your referral or setting a calendar alert to allow you to check in with your advisee.

Confidentiality and FERPA

Family Educational Rights and Privacy Act (FERPA, passed by Congress in 1974) gives college students full access and control over their educational records. In our role as advisors, we are "agents" of Hope College and are viewed as representing Hope, not ourselves, through action and words.

One of the primary implications of FERPA is that students' academic records should not be discussed with family members, except with a student's written permission.

Parents may, on rare occasions, contact you to solicit information. Often, encouraging students and those who support them to directly communicate with one another is ideal. It is reasonable to ask families, “Have you shared your concern with your student?” When family members contact a professor, most are motivated by genuine love of and appropriate concern for their student. Often, they are unsure of what to do. Our goal is to foster direct communication between students and their families in most cases.

Additionally we want to encourage students to keep their family informed, as appropriate. It is understandable that students’ sponsors are eager and concerned about academic decision-making and performance. Sometimes students will share their campus login information with their families in order to share access to grades and other information such as billing and financial aid.

Sometimes another faculty member or administrator may contact us about our advisee. In these instances, information may be shared on a need-to-know basis as it pertains to our work with the student.

Advising notes we write should be descriptive and objective rather than judgmental. “Student missed 3 appointments” is preferred over “Student is irresponsible and difficult to work with.”

Our goal is to preserve the students’ confidentiality while also acknowledging the complex relationships and communication that so often mark the college experience. You can learn more about on Hope’s FERPA web page or by contacting Registrar Carol DeJong (dejong@hope.edu) with any FERPA questions.

Teaching Your Advisees the Curriculum

Many students fail to connect their participation in courses with their own growth and skill development; such connection is not guaranteed or automatic and, therefore, requires teaching.

As your advisees engage in their liberal arts education, help them reflect on their own development as they grow in communication, analytics, empathy, critical thinking, creativity and other skill sets. Consider directly asking your advisees what new knowledge or skills they have gained (perhaps especially when you hear an advisee bemoaning a class they perceive as irrelevant). In doing so you will increase students’ learning, teach the value of a Hope College liberal arts education, and affirm your own and your colleagues’ work.

Anchor Plan Requirements

Students starting prior to Fall 2023 and BMu and BSN degrees have adjusted requirements. Additional information can be found on the Anchor Plan Requirement web page.

Many off-campus study programs offer courses in the arts, humanities, social sciences, and religion, allowing students to fulfill Anchor Plan requirements while gaining global perspectives. See the Off-Campus Study Advising Guide for a list of courses, or direct students to visit the Off-Campus Study webpage.

The parts of the Anchor Plan that are most often named 'confusing' include:

- **The Humanities requirement** asks students to take three perspectives classes total (this is not confusing), *and* requires that only one of the three be a 100-level class (AH1 attribute). The others must be upper-level (AH2). Students are allowed to choose which levels (*that* is often confusing and easily missed by advisors.)

  Students with transfer or AP credit often enter Hope with a 100-level Humanities requirement already met. Carefully reviewing DegreeWorks with your advisee and asking whether all transfer credit appears will help ensure they take the correct courses.

- **The Religious Studies requirement** requires students take one course with a Christian Tenets flag. Some classes (such as those focused on the Old Testament) may seem Christian in content or be taught by Christian people such as local pastors but may not have the tenets flag. Nursing majors only take an RL2 course, which must have the TEN attribute.

- **The U.S. Diversities and Global Learning Perspectives** flags are assigned to courses by professor, not by class or department. Therefore, the same course could have one section with the flag and another section without the flag. This is the only Anchor Plan requirement that can 'double dip.' A class could have the U.S. diversities flag and *also* fulfill the social science requirement, for example.

REQUIREMENT	**ATTRIBUTE**
First Year Seminar - One course: IDS 100 The First Year Seminar requirement is waived for transfer students and first-year students starting in the spring semester. It is a fall-only course.	FYS
Expository Writing - One course: ENGL 113	EW
Health Dynamics - Two credits: KIN 140	HD

Students register for two 1-credit sections: an activity section and lecture/discussion section.	
The Arts - Arts in Practice (2 - 3 credits): hands-on studio or performing art Some sections are reserved for majors only (and will be marked with an 'm'). Some sections fill very quickly, so first-year students may wish to consider back-up options for this requirement when they make plans.	ART
Humanities - Human Creative Perspectives (one course) - Historical Perspectives (one course) - Philosophical Perspectives (one course) One of each course must be taken. The first course taken must be a 100-level (AH1). The remaining two must be at the 200-level (AH2) *Common Misunderstandings:* Take a moment to look at this requirement in DegreeWorks. Because both the attribute *and* course level must be coded in DegreeWorks, it can sometimes look as though there are five or six required courses in this category when, in fact, there are only three.	HCP HST PHL AH1, AH2
Mathematics and Natural Science, 10 credits total - One course: mathematics - One natural science with lab - Remaining credits to reach 10: any mathematics or science course(s)	MA NSL MNS
Religious Studies - One course: REL 100-level - One course: REL 200-level *One of the two courses must have the Christian Tenets attribute (TEN) *Common Misunderstandings:* Because the Christian Tenets attribute can be fulfilled by RL1 or RL2, it is easy for students to forget or assume a course has the attribute without checking.	RL1 RL2 TEN
Social Sciences Two social sciences courses in different subjects/disciplines	SS
Senior Seminar - One course: IDS 400-level *Common Misunderstanding:* The Senior Seminar, United States Diversities, and Global Perspectives requirements must be completed at Hope or as part of a Hope-approved off-campus program and must be taken (at the earliest) the summer before their senior year.	SRS

Students can take Senior Seminar as part of a Hope off-campus study program. These are limited to: ● Washington Honors Semester (through the Political Science Dept) ● Hope faculty-led off-campus May, June and July Terms that have been approved to offer Senior Seminar	
Human Diversities - One Global Language course at the second-semester level or higher - One United States Diversities course** - One Global Perspectives course** *Common Misunderstanding:* Language study may be best placed early in a students' academic plan. Because the US Diversities and Global Perspectives Flags are assigned by the professor, the same course could have sections with and also without the flag.	GL2 USD GLP

Sample 4 Year Plan with (Only) Anchor Plan Requirements

1. Students must have **120 credits**, completed **a major** and **Anchor Plan requirements**, and a **2.0** grade point average to graduate. (Some majors require a higher GPA.)

2. Anchor Plan requirements can often fulfil a requirement or prerequisite course for their major(s) and minor(s). Students may find a few courses may overlap, which allows them to complete an Anchor Plan requirement while exploring a potential major of interest.
   Here, for example, social science courses are placed later. If a student was majoring in a social science, we would plan for their first social science course to be taken earlier in their area of study.

3. DegreeWorks shows which Anchor Plan courses have already been met *if the student shared AP scores/their transcript* and requirements currently in progress with registered courses. Many students enter with credit. Check with your advisee to ensure all credit is shown. Review DegreeWorks to accurately plan for what is needed.

4. The Hope College Schedule of Courses allows advisors and students to search for classes each semester by Anchor Plan requirement (search by attribute).

The Anchor Plan courses on this four year plan can be rearranged into any order, with some exceptions: FYS must be taken in the fall of freshman year (this requirement is waived for transfer students and freshmen starting in the spring semester), Senior Seminar can be taken as early as summer before senior year, ENGL 113 should be taken before taking any AH2 courses, AH1 should be taken before AH2, and Religion I should be taken before Religion II.

Fall Year Two 1. Natural science with lab (NSL) 2. Religion 200-level (RL2) 3. _____ 4. _____ 5. _____	Spring Year Two 1. US diversities flag course (USD) *flag that can overlap with another Anchor Plan requirement or be paired with major/minor class 2. Final 3 credit course in natural science or math that completes 10-credit requirement (MNS) 3. _____ 4. _____ 5. _____
Fall Year Three 1. Arts in Practice (ART) 2. Social science #1 (SS) 3. _____ 4. _____ 5. _____	Spring Year Three - STUDY ABROAD Students check plans with the Registrar's Office ahead-of-time to ensure these requirements fit the courses abroad. 1. Human Creative Perspectives (HCP) *must be upper level because the earlier historical perspectives was 100-level (AH2) 2. Philosophical Perspectives (PHL) *must be upper level because the earlier historical perspectives was 100-level (AH2) 3. _____ 4. _____ 5. _____
Fall Year Four 1. Social science #2 in a different area than the first class (social science courses must be from different disciplines) 2. _____ 3. _____ 4. _____ 5. _____	Spring Year Four 1. Senior seminar (SRS) 2. Global perspectives course (GLP) *flag that can overlap with another Anchor Plan requirement or be paired with major/minor class 3. _____ 4. _____ 5. _____

Advising Software

Overview

Hope College advising software systems begin with one important system called our *system of record*: **Banner**. Banner is the source of truth, where we store student information, course information, and more. We often use Banner to send information to other systems, but it is important to have an original system responsible for updates that is carefully protected and maintained.

Other systems include:

1. **Degree Works** where students and advisors can see degree progress
2. **Hope Advise** where advisors can take advising notes, see a profile for each advisee, and find other information like mid-term and final grades.
3. **Hope Schedule of Courses** where each class, its meeting time, its professor, and other information can be found.
4. **The College Catalog** is the official, comprehensive publication issued by the institution itself that outlines academic programs, degree requirements, policies, grading scales, financial details, and more.
5. **My College Account** links to a number of other places (Degree Works, your employee information), but if you click 'Faculty' you will be in Banner itself, and you will find an advisee search tool and a schedule planner tool.

In this section of the handbook, only Hope Advise and DegreeWorks

DegreeWorks

Getting to Degree Works:

1. Log in to the Hope app with your 1Hope credentials.
2. Click the **Degree Works** from the **My College Account** in the list on the main menu.
3. You will then be brought to Degree Works. The page will bring you to the first student alphabetically on your advisee list. You can search for another student three ways:
    a. Clicking **Find** in the upper left corner (best of you have a lot of advisees).
    b. Selecting another student from the **drop-down menu** (only displays about the first 20 students).
    c. Clicking the **Arrow** above the drop-down menu to go to the next student.
4. From the Find Menu, you can search for a student's name or search for advisees with a certain major/minor. After you put in the name or select your major/minor, click **Search**. You will only be able to search within your own advisees.
5. Your results will show below. To go to that student's audit, click **OK** on the bottom left.
    a. If more than one student appeared, you can leave them all checked, or uncheck them using the Uncheck All and select the student you want.
    b. If you leave all students checked, you will go to the first student on the list, but the others will be saved and you can arrow between the different students or select others from a drop-down menu.
    c. To do a different search, click Clear and enter your new search criteria.

Using Degree Works

1. The audit includes in-progress and completed courses.
    a. The student's information will be listed at the top.
    b. There are two progress bars below the student information. The Requirement progress bar shows their progress towards course requirements. The Credits progress bar shows progress towards the 120 credits (or 150 credits for Public Accounting or those attempting both a BS *and* BA degree) required to graduate.
        i. To see requirements for a second degree, select the other degree from the Degree drop-down menu.
2. Below the progress bars are the overall degree requirements (GPA, 120 credits, general education requirements, and a major). If the student has a minor, a box for that will also display.
3. Below the overall degree requirements, the specific course requirements begin. If the student failed, withdrew, or repeated a course they will be listed in an Insufficient section. Finally, in-progress courses are listed if a student is registered for the current or upcoming term.
4. You can click **What If** to view an audit with majors/minors the student hasn't declared. After clicking What If, select the degree, the student's first term at Hope, and the majors and minors you wish to view. Then click **Process What If**.
5. Clicking **Back to plus.hope.edu** in the upper left will take you back to KnowHope Plus. When you close the window, you are automatically logged out of Degree Works.
6. Questions? Clicking the **Help** link at the top takes you to the Degree Works website. You can also contact the Registrar's Office for assistance.

Hope Advise

Hope Advise is a communication tool (a CRM if you're familiar with software lingo) that uses information from Hope College's platform Banner to provide advisors with advisee information, advising notes, and the ability to report concerns or send advisees a celebratory message. The software also provides links to Degreeworks and key Registrar forms and information for easier navigation. Links to Hope Advise will be widely shared: this software is so new that further instructions will be included in future iterations of the Advisor Manual. If you have questions about this tool, reach out to Krista Carter (carter@hope.edu) for assistance.

**Hope Advise is not completely up-to-date with all data in real time!* Because Hope Advise's data comes from Banner, you may find some data is not immediately available because integrations are scheduled and may occur daily, weekly, monthly, or in the case of things like student participation in organizations, once or twice per semester. Please reach out if you have questions.

You will use Hope Advise to:

1. **Provide advisee information**
    - Personal information (e.g. current address, permanent address, contact information)

- Admissions materials (e.g. registration worksheet, AP and transfer credits, Gallup's CliftonStrengths assessment results)
- Hope information (e.g. cohort, Hope GPA, academic standing, major, upcoming courses, current courses, previous courses and previous course grades, midterm grades, extracurricular activities)

2. **Take short notes after every advising conversation and read notes before every advising conversation**
    - An ongoing record of conversations ensures each advising interaction builds on the last so that:
        - Students don't continually repeat key information or feel like every advising session is the first introductory meeting.
        - Newly assigned advisors have information and can understand a previous advisor's work.
    - Notes should
        - synthesize your meeting
        - be more descriptive than interpretive
        - be between 2 sentences and 2 paragraphs in length
3. **Communicate concerns or celebrations for advisees quickly**
    - Links to the CARE form so that a small committee can determine the next steps to support a student who may be struggling.
    - Provides a field in which you can quickly send an advisee a note of congratulations for things like persistence, academic achievement (e.g. making the Dean's List, raising their GPA, or succeeding at an academic goal they set with you).
4. **Find easy links to other advising tools**
    1. DegreeWorks
    2. Worksheets and forms from the Registrar's Office (such as declaration forms, undeclare forms, and the academic catalog)

Advising Note Samples

Shorter note sample
Sam reports she is doing "okay." She finds GEMS difficult and might request a tutor. She is considering a Comm Major. Sam shared roommate challenges. She misses home and her dog. I recommended connecting with her professor, RA, and/or the Academic Success Center. Also recommended taking a Comm course next semester.

Longer note sample
Sam reports she is having "an okay" time at Hope thus far. She enjoys her FYS class and her psychology course in particular. She finds her GEMS lab really difficult and I recommended she consider talking with the professor after class to clarify some concepts and/or getting a tutor from the ASC. I offered to walk her over to the ASC to make an appointment, but she said she'd rather "think about it." She has not yet gotten any graded work back in any classes.

She is struggling with her roommate being messy and inconsiderate, but she has not spoken with her about it. She misses her dog. She is considering a Communication Major, but is not really certain. I encouraged her to take a Communication class next semester to test her interest.

Artificial Intelligence in Advising

AI systems are trained on large data sets, and therefore, often slightly outdated when asked about current job market trends (for example, ChatGPT's data is about two years old and therefore asking it about how many jobs currently exist in a field may yield inaccurate responses).

That said, AI is often nimble and helpful for searching for niche graduate school options (for example: "I'm hoping to study psychology at a university that has strong research but also has a Christian background" or "What graduate school programs in Global Trade are in the Pacific Northwest United States?" might be questions well suited for AI).

Students entering jobs are increasingly expected to know and use AI in their work, so sharing with students that AI is an acceptable, ethical way to discern future options in fields of work or to research graduate schools may be worth considering. Students who can ethically understand when/how to use AI will likely benefit from the knowledge.

Special Advising Areas

Off-Campus Study

Why Should Students Study Off-Campus?

Off-campus study is a high-impact academic opportunity that enriches student lives through experiential learning. Upon returning from a term off-campus, over **97%**[5] of Hope College students report growth in curiosity, empathy, knowledge, self-awareness, and responsibility. Students will engage other cultures, learn worldviews different from their own, become a more informed global citizen, and explore issues from a variety of economic, racial, ethnic, and geographic perspectives. Research also indicates that students who take advantage of this opportunity have an increased likelihood of being accepted to graduate school, being hired, and receiving a higher starting salary.

Your Role in Encouraging Students

While some students come into college knowing they want to study off-campus, others haven't considered it or assume it's too expensive. Advisors play a crucial role in inviting students to consider off-campus study, however, less than half of Hope students receive information about off-campus study from their academic advisor. Your encouragement helps students see off-campus

[5]This statistic is from Student Congress' Spring 2023 Off-Campus Study Assessment

study as an option for themselves, and early planning can help make it possible, regardless of their major.

Academic advisors are not expected to be experts on Hope's off-campus study programs or course offerings - that is what the Center for Global Engagement staff is here for! Your role is to encourage students to consider off-campus study and refer them to the Center for Global Engagement for more information.

After a student has selected a program, students are encouraged to check in with you regarding how their courses off-campus will affect their four-year plan.

Common Misconceptions

- ***Misconception:*** *It's easier for students to study off-campus in the summer.*
  Actually, Hope allows students to take their financial aid package with them for up to two semesters off-campus, but most aid is not available for summer programs. Because of this, summer programs are not financially accessible for many students, and it's often more affordable for students to study off-campus for a semester.
- ***Misconception:*** *Only certain majors can study off-campus for a full semester.*
  Actually, students from all majors and academic paths (including nursing, pre-med, engineering, social work, education, and accounting) are able to study off-campus for a full semester with the right planning in their first-year at Hope.
- ***Misconception:*** *Student athletes can't study off-campus for a full semester.*
  Actually, we have many student athletes who study off-campus during their sport's off-season, and they continue their training while abroad. Many students have found local leagues or clubs to join, and most locations around the globe offer local gym facilities.

Resources

- **Off-Campus Study Advising Guide**: Detailed guide for advisors with answers to commonly asked questions about off-campus study
- **Off-Campus Study Library:** Located in Martha Miller 109, this room is open during the week for students to drop-in and learn more about Hope's off-campus study offerings. Students can chat with a Peer Advisor or schedule an appointment with an Off-Campus Study Advisor.
- **Contact us:** Email offcampusstudy@hope.edu, call 616-395-7605, or visit hope.edu/off-campus.

Advising First-Generation College Students

First-generation students are those whose parents or legal guardians have not completed a bachelor's degree, making them the first in their family to pursue a four-year degree. They often bring resilience and motivation to college, but may face challenges navigating unfamiliar expectations, jargon, or hidden curricula (e.g., office hours, research, off-campus study, or timelines for declaring a major). As advisors, you play a critical role in demystifying these processes by offering clear, explicit guidance, like breaking down degree requirements or explaining the value of undergraduate research or by referring students to colleagues who can answer their questions. Proactive, intentional outreach is key, as many first-gen students may hesitate to ask for help, assuming they "should already know" how college works.

Encourage students to connect with the First Gen Student Union (1Gen Hope), which offers mentoring, community events, and workshops tailored to their experience. Advisors can refer students by contacting Sara Sanchez-Timmer at sanchez@hope.edu or Stanley Duncan duncan@hope.edu or emailing 1genhope@hope.edu.

Most importantly, affirm their belonging. First-gen students may grapple with imposter syndrome or feel they're "doing college wrong." Celebrate their strengths, normalize setbacks, and remind them their perspective enriches our campus. Through intentional advising and Hope's support networks, you can help these students thrive.

Pre-Health Professions

About 25% of incoming Hope students seek a career in health fields. Pre-health advisors Emily Baker (baker@hope.edu) and Terri Cregg (cregg@hope.edu) work closely with these students to ensure accurate course scheduling and sequencing, adequate preparation, and timely information as students progress through their college degree and prepare to apply. Most of this work is done through group advising sessions in the fall and individual advising throughout the year. Additionally, they host various professional schools for visits as students explore mission alignment in their application process.

They offer a 1-credit pre-health professions course targeting junior and senior year students (those who will open an application that year or next) that provides opportunity for students to explore the qualifications and expertise needed for a successful transition to their chosen health profession through preparation for the application. Topics covered include values clarification, exploration of ethical issues in healthcare, financial considerations of the application process, and an in-depth exploration of the successful application and interview for each health profession. This course allows for equity in how students receive assistance in the application process.

Health fields that align with Hope's coursework include: anesthesiology assistant, chiropractic, dentistry, genetic counseling, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, podiatry, and public health.

If you are working with an advisee interested in another area (for example child life specialist or speech and language pathology) have them get in touch with an advisor right away because it is likely Hope lacks specialized coursework required for the program's admission.

You can find more information, including coursework recommendations for each area listed above on our web page:https://hope.edu/academics/pre-health/

Pre-Veterinary

Students interested in veterinary careers are advised by Dr. Kelly Ronald (ronald@hope.edu), a sensory physiologist/ecologist who began her faculty appointment in Hope's Department of Biology in summer 2019. Dr. Ronald is interested in understanding the relationship between animal behavior and sensory physiology and pre-veterinary students often gain research experience in Dr. Ronald's lab and others within the NAS division.

Pre-veterinary advising requires nuance and individualization because there are only about 33 accredited veterinary programs in the United States, making competition for entry high and resulting in varied prerequisite course requirements across programs. You can find a list of recommended requirements on the Veterinary Medicine link on Hope's Pre-Health Professions Programs web page. It is often valuable for students to take general biology and chemistry during their first year at Hope College.

If you are working with a pre-veterinary advisee, encourage them to reach out to Dr. Ronald right away and to join the Club Animalia student organization Dr. Ronald advises, where they will benefit from volunteer opportunities, experiential learning including the American Pre-Veterinary Medicine Association conference attendance and presentations, and a community of those who share their passion for animals.

Pre-Law

Our pre-law advisor, Dr. David Ryden (ryden@hope.edu) meets with enrolled students, as well as Hope alumni, to assist with all facets of the law school process, exploring with students the decision to attend law school, preparation for taking the LSAT, and counseling students on the successful completion of the law school application process. Dr. Ryden also meets regularly with prospective pre-law students and their families.

While pre-law is often associated with the study of political science as an undergraduate major, students from virtually any discipline across campus may pursue legal education and hence are likely to avail themselves of the pre-law program and its resources on campus.

Hope's Pre-Law Program also offers an array of courses that give students the opportunity to gauge their interest in a legal career. Those courses include such subjects as the introduction to the judicial process, constitutional jurisprudence, the practice of law and moot court simulations that allow students to practice oral advocacy and argumentation.

Hope College offers a semester-long off-campus study program in Washington D.C., where students interested have participated in internships ranging from the U.S. Supreme Court, the U.S. Attorney's Office, the D.C. Public Defender's Service, and a host of other legal internships. Many other students will find legal internships or jobs in west Michigan or elsewhere. The Pre-Law Society, a student-led organization, also is an important source of experiential learning and community. It brings panels of lawyers, judges, and others in the legal profession to campus, hosts social events, sponsors trips to law schools and law firms, and provides other relevant information.

You can find more pre-law information at the web page:
https://hope.edu/academics/political-science/pre-law/

Major Discernment

About ⅓ of incoming students are still undecided and many students change their majors while at Hope. Asking open ended questions will allow advisees to verbalize their interests. Here are some other ways to help them sort through major options:

- Pull up a list of Hope majors. Have them make two columns: one for “maybe’s” and one for “no’s.” Reflect on both lists and make class recommendations from the “maybe’s” list.
- Ask advisees what classes and activities they enjoyed in high school and what classes they are enjoying here at Hope. If they have held jobs, what did they like and not like about them? Have other people suggested they would be good at particular work and how did they feel about that?
- Use AI to explore common entry level jobs with different majors to help advisees see their career options within majors. (Consider sharing that such exploration is an ethical use of AI, and differentiate between this activity and academic dishonesty.)
- Encourage them to make an ‘Exploring Majors and Careers’ appointment with an advisor from the Boerigter Center through Handshake to get more ideas and make class recommendations .

Assessments - Students may use Handshake to sign up for a session to debrief their CliftonStrengths or PathwayU assessments in the Boerigter Center for Calling and Career

- Incoming students are given a Gallup CliftonStrengths assessment to complete as part of their summer checklist or when they transfer to Hope.
    - The CliftonStrengths Assessment offers insight into the taker’s top five personal strengths.
    - Hope College uses CliftonStrengths in a variety of ways throughout campus, including Orientation and First-Year Seminars.
    - Advisors can see their students’ strengths in the advising software.
    - Asking an advisee if they see their strengths in themselves can foster trust and provide a positive entry into conversation during advising sessions. There is evidence it can improve student outcomes.
- PathwayU Assessments are offered to any interested students.

- PathwayU is an assessment that uses values, interests, personality and workplace preferences to determine career paths with which the taker has a strong match. It then notes majors at Hope College that will help prepare students for that type of work. It also talks about purpose-finding it and identifying with it.

Graduate School Discernment

Many advisors working in higher education explored the idea of graduate school and knew the best step was to go on. While many advisees may choose that path, not everyone is best served by pursuing graduate education.

As you advise students who are in a discernment process, consider using the questions below. You may also consider referring advisees to the Boerigter Center's 'Exploring Majors and Careers' or 'Graduate School Planning' meetings which they may sign up for using Handshake.

Motivation

- What draws you to graduate school? Is it passion for a subject, fear of not knowing what to do next, external pressure, something else?
- What energizes you most—learning new theories or applying knowledge in real-world settings?
- Are you pursuing further education to gain clarity, or because you already have clarity?
- When have you felt most "alive" in your academic, work, or volunteer experiences? What were you doing?

Purpose

- What kind of life do you envision for yourself in 5, 10, or 20 years? How does graduate school fit—or not fit—into that vision?
- Do you have a sense of calling or purpose that aligns with a particular profession or academic field?
- Which path—working now or continuing your studies—would help you move closer to who you want to become?

Exploration Steps

- Have you done informational interviews or shadowed professionals in careers you're considering? What did you learn?
- Do you know what kinds of roles your desired graduate degree typically leads to? Are those roles appealing to you?
- What are 2–3 concrete things you still need to learn about your field, career options, or yourself before making a confident decision?

Practical Considerations

- Are you financially, emotionally, and academically ready for graduate school right now?
- Would taking 1–2 years to work help you gain perspective, experience, or confidence before committing to a graduate program?
- What opportunities might you miss by going to graduate school immediately? What might you miss by not going?

Values Check-In

- Which values are most important to you right now (e.g., stability, growth, exploration, impact, autonomy)? Which option better supports those values?
- If you weren't afraid of making the "wrong" choice, what would you do next?

Career Discernment

Your advisees can use the following resources to explore career options:

- Participate in a DiscoverWork opportunity! Different from an internship, DiscoverWork opportunities are short-term, unpaid opportunities to shadow alumni and gain a first-hand perspective into their day-to-day work life. It is located in The Hope College Connection
- Use The Hope College Connection to reach out to alumni working in fields of interest
- Use our 'Exploring Majors & Careers, Assessments' Hope web page and click on the tools that interest you.
- Find an internship! This is one of the best ways for you to gain professional experience while testing out career options. You can participate in an internship for credit or not for credit.
- Where will you go? Alumni from over 90 majors, minors and pre-professional programs are currently working in various industries. Learn more about the correlation between majors and occupations.
- Explore Handshake for internship and career opportunities or to make an appointment with a member of the Boerigter Center staff.

Disability and Accessibility Resources and Advising

Students who self-disclose that they have a disability should be referred to the Office of Disability and Accessibility Resources. Accessibility Specialists may serve as secondary advisors to students connected with the office. This can be particularly important for students

with complex medical needs or unique course load requirements, or considerations. There are some accommodations, like foreign language substitution, that are only approved and implemented through DAR. DAR serves as the advisor who must sign the Major or Minor Course Substitution/Waiver Form for this request to be processed by the Registrar.

Some students do not disclose their disability upon arrival at Hope or are not diagnosed until college. If you sense that an advisee is struggling, it can be helpful to identify behaviors or skills they are struggling with and encourage them to make contact with the appropriate resources.

Hope-Western Prison Education Program

Students in the Hope-Western Prison Education Program (HWPEP) are all in the same program and, therefore, take prescribed coursework. Program staff advise students using both group and individual advising. Students have an advisor for each year of their four-year program who speaks to the experiences and educational opportunities of that particular year, including future vocational opportunities in the latter years of the program as students near graduation.

During advising sessions, HWPEP advisors review DegreeWorks and/or the students' transcript to ensure shared understanding of academic progress and degree completion. Most of their time, however, is spent discussing academic concerns, social concerns, spiritual concerns, and creating an action plan. Each academic advising session is guided by an academic worksheet in which advisors take notes on each advising question/category.

Students in the HWPEP program who are paroled receive academic advising by Alyssa Boss in the Registrar's Office to ensure a successful and well-supported academic transition. They receive career advising by Amy Freehafer in the Boerigter Center for Calling and Career. Amy's MSW and career history of working with incarcerated persons provides robust knowledge of career options and how to navigate challenges.

For more information about the HWPEP program, please visit
https://hope.edu/offices/hope-western-prison-education-program/

Glossary of Advising Terms

Advising
Teaching in which the advisor and advisee meet (often one-on-one but group settings are also appropriate) and collaborate as advisees navigate college, explore, discern, and make academic plans, understand the curriculum, and look ahead to post college environments such as graduate school and career.

FY Advising
Advising first-year students (at Hope, this advising is usually done by the students' first-year seminar professor).

Major Advising
After students' declare their major, they are reassigned to an advisor within the department of their major.

FTC
refers to a student who is attending an undergraduate institution for the first time, meaning they have not previously enrolled in any other post-secondary institution. This includes students who may have taken some college courses while still in high school, such as through dual enrollment or advanced standing, but are now enrolling full-time for the first time, often (but not always) after graduating from high school.

Transfer student
refers to someone who has already started their college education at one institution and then enrolls at a different college or university to continue their studies. They typically have completed some coursework at their previous institution and are seeking to finish their degree elsewhere.

Degree Works
Is software that essentially acts as an online checklist, showing which degree requirements a student has fulfilled and which ones are still pending. The software shows:

- completed and in progress/registered credits
- a 'what if' feature to explore courses needed for majors and minors
- a 'look ahead' feature to see how future courses may count in a degree audit.
- a planning tool students can use (helpful if students know exactly what courses they will take, but lacks 'placeholders' for the Anchor Plan)
- a GPA calculator

Is not where students register for courses (students register in plus.hope.edu)

Degree Works is a valuable tool for academic advisors, enabling them to quickly assess a student's progress and provide targeted guidance. The Registrar's DegreeWorks web page provides further instructions and support for students. Students can access Degree Works in their plus.hope.edu account.

Anchor Plan (the name for our Gen Ed!)
The Anchor Plan is Hope's general education curriculum. Grounded in the liberal arts, it guides students through a learning process that expands their knowledge and makes connections across disciplines. "We want students and faculty to see that a liberal arts education is more

than a series of box-checking. Through the Anchor Plan, students will learn how to seek answers to fundamental and emerging questions about humanity, the natural world, and God, and they will learn that we cannot answer these questions through one discipline or approach."

General Education (Gen Ed)
refers to a foundational component of undergraduate degree programs that provides students with a broad and diverse set of knowledge and skills across various academic disciplines. These liberal arts education courses aim to develop critical thinking, communication, and problem-solving abilities, preparing students for both their chosen majors and lifelong learning.

Directory

OFFICE	LOCATION	PHONE EXTENSION
Advising Quick-Reference		
Emily Baker and Terri Cregg (Health Professions Advisors)		7950
Kelly Ronald (Pre-Veterinary Advisor)		7249
David Ryden (Pre-Law Advisor)		7546
Alyssa Boss-Pellegrino (Associate Dean for Academic Services)		7840
Krista Carter (Director of Academic Advising)		7958
Betsy Watson (Retention Coordinator and Director of FOCUS and SOAR Program)		7840
Ryan White (Associate Dean for Leadership and Applied Learning; FYS Director)		7950
Academic Success Center	Van Zoeren, 2nd floor	7830
Boerigter Center	DeWitt, 1st floor	7950
Business Services	Anderson-Werkman Bldg, 2nd floor	7810
Campus Ministries	van Andel Huys der Hope	7145
Center for Diversity & Inclusion	Keppel House	6760
Center for Global Engagement	Martha Miller, 1st floor	7605
Counseling & Psychological Services	Bultman Student Center, 2nd floor	7945
Disability/Accessibility Resources	Van Zoeren, 2nd floor	7925
Dean of Students	DeWitt, 1st floor	7800
Financial Aid	Anderson-Werkman Bldg, 2nd floor	7765
Health Center	Dow Center, 1st floor	7585
International Student Services	Martha Miller, 1st floor	7608
Klooster Center for Writing	Library, 1st floor	7025
Registrar's Office	DeWitt, 1st floor	7760
Student Support and Retention	DeWitt, 1st floor	7840

Academic Leadership A complete list of campus leaders with contact information (including department chairs and program directors) can be found at: https://hope.edu/offices/provost/academic-leadership.html