

# NEW ADVISOR HANDBOOK

Tacoma Community College

# New Advisor Training Manual

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## I. Settling In

Welcome to your new job!

The Director of Advising or a designated advisor will provide you with a general schedule for your first two weeks. This will include:

- ✓ Finalizing paperwork for Human Resources
- ✓ Front Desk Program Specialist- Janae Ryan will assist you with the following: staff ID card, business cards, and an office key. She will also provide you with a temporary parking pass (place on dash of car).
- ✓ Register your vehicle online, and then pick up a parking sticker in building 14. This cannot be done until\_\_\_\_\_.
- ✓ You will be assigned an “advisor mentor” for any questions, advising advice, etc., as you transition to independent advising
- ✓ observe front desk flow
- ✓ attending new student orientations
- ✓ training on Website, Portal, ctcLink, Inspire and Dashboard
- ✓ “shadowing” advisors (watching other advisors advise students)
- ✓ as your knowledge and comfort level increase, you will be shadowed by advisors until you are ready to advise students independently. Don’t be intimidated by the huge amount of information you need to know—it is a continuous learning process. Other advisors expect and welcome questions from you as you are learning.

Your advising mentor/trainer will assist you with how to access your calendar, how to share calendars with co-workers, how to access e-mail, how to access the Portal, how to access ctcLink, how to use the photocopier, how to find the advising “J” drive, and how to set up voicemail on your phone. There is a lot of technology to learn as your training progresses. This too will take time and all of the advisors are happy to answer questions.

Go on a guided tour to Veterans, Financial Aid, Public Safety, Enrollment Services, Assessment, Student Services, CASA/MECA, and Outreach

Upon completion of training, provide the Director of Advising with feedback about the training experience, in order to improve this training manual.

## II. Conceptual Framework

### College Mission and Basic Information

Read in the Tacoma Community College (TCC) catalog (Welcome)

### Organizational Chart

See *Organizational Chart* file (Advising J Drive ⇨ )

### Shared Governance Chart

Find in MyTCC portal ⇨ College Info tab ⇨ TCC Committees ⇨ TCC Shared Governance Flow Chart

### Strategic Plan

See *Strategic Plan* on website <https://www.tacomacc.edu/about/strategicplan/strategicplan.html>

### Operational Plan

See *Operational Plan* file

## Advising

### TCC's Advising Mission and Definition

#### Advising Mission

Academic advising at Tacoma Community College is a student-centered process that supports students to identify and achieve their personal, educational, and career goals.

#### TCC's Student-Centered Definition of Advising

Academic advising is a form of teaching that involves students in relationships with concerned members of the college faculty and staff, who support and assist students as they develop and plan programs of study to achieve their personal, educational, and career goals. Students share the responsibility for academic planning with faculty and professional advisors, who challenge and support students to gather the information they need to engage in academic and life planning, decision making, and monitoring successful progress toward goals.

### CAS Standards and Student Learning Outcomes for Advising

#### Components of an Effective Advising Program (CAS standards) outlined by Michael L. Lynch

The following components require regular evaluation to determine the success of a quality advising program:

- 1) Mission: A clear delineation of the program's philosophy, goals, and objectives, with statements of expectations for advisors and advisees
- 2) Program: A delineation of program components along with a description of how they operate individually and collectively, and the expected outcomes
- 3) Leadership: An identifiable individual(s) with designated responsibility, authority, and accountability for leading and managing the advising program
- 4) Organization and management: An organizational structure and management system that positions the advising program and its leadership in a manner that allows for the effective delivery of advising services
- 5) Human resources: Staffing sufficient to deliver advising services and accomplish program goals
- 6) Financial resources: A funding level sufficient to allow goal accomplishment and competitive compensation

- 7) Facilities, technology, and equipment: The location of program components in facilities conducive to quality service delivery, and the provision of technology and equipment necessary for quality service delivery
- 8) Legal responsibilities: Advising leadership and academic advisors who are knowledgeable of relevant laws, policies, and procedures and who provide advising services in accordance with these
- 9) Equal opportunity, access, and affirmative action: Procedures, policies, and practices that ensure that program staffing and academic advising are conducted without discrimination on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status
- 10) Campus and community relations: Creation and maintenance of effective working relationships with relevant campus and community offices and services
- 11) Diversity: Recognition of the value of diversity and the promotion of opportunities that foster awareness of and appreciation and respect for the cultures of other people
- 12) Ethics: Policies, procedures, and practices that ensure that advisors and the advising program adhere to high standards of personal and professional ethics

**Student Learning Outcomes of a Quality Advising Program** (including performance indicators)  
(Components from *LifeMap* from Valencia Community College)

Quality advising is the underpinning of quality teaching and learning. Learning outcomes for advising must stem from the campus-wide learning outcomes, and should be used as guiding principles for assessment of advising.

- 1) Students make thoughtful and informed choices about postsecondary education based on an awareness of their general career and academic interests, achievement, and career path options. (RSP, COK)
  - Students fully participate in an appropriate enrollment process for them
  - Students participate in some form of career assessment and exploration
- 2) Students make academic and social connections and successfully complete their first year course work at Tacoma Community College. (COM, LWC)
  - Students select a career path
  - Students participate in college wide events and activities
  - Students establish and update an educational plan
  - Students make significant progress in course completion
- 3) Students become increasingly self-sufficient in their ability to implement career and educational goals. (COK, CRT, IIT, LWC, COM)
  - Students commit to educational plans that guide their own course selection
  - Students will utilize advisors and technology as resources for specific details on degree completion and career goals
- 4) Students make appropriate preparation to transition to the workplace or to transfer to an upper-division college/university. (COK, RSP)
  - Students define plans for continued education or employment
  - Students complete their degree/certificate within Student Progress Policy guidelines

### TCC's Advising Model

TCC's Advising Model is a shared model between professional and faculty advisors. It is a total intake model in which almost all students start with assigned advisors in the Counseling & Advising Center. These students stay with the professional advisors in the Center until they reach Declared and Prepared status, meeting the criteria listed below.



- 2.0+ GPA
- College level English
- Appropriate math for program plan
- Education plan on file
- HD 101 or exempted
- At least 30 college level credits
- Good academic standing (not on academic deficiency, probation, or coming back from suspension within the last two quarters)

Once students are Declared and Prepared, they are assigned to faculty advisors based on their chosen areas of study. At this point, students are expected to take more responsibility for their academic decisions. Faculty advisors serve as guides and even mentors with expertise in one or more areas of study.

The Advising staff transition their advisees twice a year in December & August after grades are posted. This is a coordinated effort that is led by the Advising Director.

## Job Description and Expectations

### Job Description

A copy of your job description is in your New Advisor Handbook.

### Evaluation Process

Advisors go through an annual evaluation process.

See *Staff Evaluation*

## Advisor Competencies and Responsibilities

**Advisor Competencies and Responsibilities** (components from *Learning Abstracts: Solutions – Adjuncts as Academic Advisors* by Maribeth E. Anderson; and Washington Academic Advising Coalition)

To be a successful academic advisor, all advisors should possess or acquire the following advising competencies and fulfill the following responsibilities.

1. Understand and support the college's philosophy and mission
2. Know the college's educational programs and requirements
3. Be familiar with regional articulation policies and procedures
4. Know and understand the student population and be able to identify obstacles that prohibit student success
5. Inform students about and encourage the use of college and community resources and services
6. Assist and support students in identifying, clarifying, and developing academic, career and personal goals to promote independence and student success
7. Interpret and clarify assessments, including both academic measures and career assessments
8. Assist students in their selection of courses by reviewing degree completion requirements for their program and reviewing available data about the students' academic needs, personal development, and career goals
9. Evaluate and monitor students' academic progress and success toward established goals
10. Possess basic computer knowledge on software applications needed for the position, student management systems, and electronic advising and registration resources

11. Demonstrate completion of a Masters Degree in Student Development or related field, or a Bachelors Degree and significant student services experience, especially in academic advising
12. Have a working knowledge and exposure to student development theory as it relates to academic advising
13. Demonstrate competency in basic communication and listening skills and have an understanding of various learning styles
14. Communicate effectively both orally and in writing
15. Possess the skills necessary to collaborate successfully with faculty, staff, and students as part of a student development team

### Teamwork

Although advisors primarily work with students on an individual basis, there are functions of the job that require a strong team. The responsibility for NSOs (new student orientation) and drop-in advising are shared across the group making it necessary for each advisor to do his or her share. It is also necessary that advisors become comfortable presenting all parts of NSOs. In addition, the number of appointment slots available on advisors' calendars should be equitable. (See Calendaring Standards section below.)

In order to keep a strong team everyone needs to give 100%. We want a "yes" team that pitches in whenever needed even if meeting the need might be inconvenient.

Advisors need to be able to serve any student studying any program at TCC. Although the Center advisors have specialty areas, a student should not have to make an additional appointment in most cases.

### Calendaring Standards and Schedule

Advisors need to keep Outlook calendars and phone messages up-to-date. Make sure to set up out-of-office phone and email messages when out of the office. See *Calendaring Standards for Advisors* file in Calendaring Standards folder in the Advising J Drive. (Advising J drive ⇒ *Calendaring Standards*). Uniform color coding of calendars helps our staff to quickly recognize the shared schedule of responsibility for the team.

Be on time. Let the front desk and the Director of Advising know if you will be late. Advisors need to get an okay from the Director of Advising when there is a need to plan to come in later or leave early. If you requesting leave during your drop-in shift be sure to notify Director of Advising.

All advisors share drop-in advising on a daily basis. All advisors will be assigned a drop-in shift, one per day, with occasional double drop-in days. The first three days of each quarter, the Advising Center does all day drop-in with a short break period from 12 to 2 for lunch, administrative time and catch-up (no appointments). Your calendar must reflect this schedule. Your mentor will help you to create your calendar as needed.

The advisors share the responsibility for 6:00 and 7:00 p.m. late shifts.

For doctor or other appointments let the Director of Advising know, submit leave request in ctcLink, and mark the time out in the Outlook calendar. Advisors should not schedule such appointments during busy times of the quarter if this is possible.

Calendar example:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
16	17	18	19	20
Enrollment Begins				
In at 8	In at 8	In at 8	In at 8	In at 8
CI *Graham Stone 720-363-1284 mm	*Janna Parsons 253.249.8949 jr 2012	C/I *Henry Ayala 818.442.3892 jr 201	CI Ella Yakimova 206.551.0026 jr 201	C/I *Janna Parsons 253.249.8949 jr 20
*C/I Austin Martin 253-318-1771 mm	Drop-In	Drop-In	Drop-In	Drop-In
CI *Mary Hasnon 253.569.7219 jr 201				
Break				
*Courtney Pulley 253.677.1291 jr 201				
c/i *Allen Almario 253-973-5716 mm	Break	Break	Break	Break
Admin time	C/I *Ryan Shaw 201292195 LR 951.83	CI *Kiersten Luedtke 201232461 253	C/I John Lishka 360-689-3604 mm : r	*Jayveon Green 253.398.6535 jr 2012
Lunch	Admin time w/ Carrie	Online Account	c/i Wonsan Heo 253.226.3012 jr 2012	*PHONE APPOINTMENT: Grace Sinki
*Alonzo Mata 253-861-5067 mm 201	Lunch	Lunch	Lunch	Lunch
C/I *Roy Famuliner 253-666-2054 MT	*C/I Nate Coolidge 360-870-3687 mn	Staff Meeting	Admin time	Admin time
c/i *Terina Windum 253.517.0580 jr 2	*C/I Sarai Samaniego 253-414-3015 n		will reschedule David Triggs 206.900	*Keith Mirich 201277152 th 330.719.€
Break	Break	Break	Steven McClendon Prospective LR 2'	c/i *DAVID BOSWELL 201176223 th 2
Drop-In	Equity & Diversity Council	Drop-In	Drop-In	Drop-In
	CI *Matthew Han 253-256-9663 MT 2	Shadow Kari (Drc		
	Out at 4:30		Out at 4:30	Out at 4:30
Out at 5		Out at 5		

**Leave Requests and Leave Forms**

Extended leave requests are typically requested during the group calendaring meetings held two to three times each year. All of the advisors submit requests during this meeting for the upcoming 6 to 12 months. Advisors can make requests outside of the meetings, but requests made in the meetings have first priority. As much as possible, advisors schedule time off during the slow periods. It is rare that a request will be approved during the first two weeks of registration or the first few days of an academic quarter.

Other leave time of a few days or less can be worked out on an individual basis with the Director of Advising. However, it is helpful if these dates are requested during the group calendaring meeting as they will then have a higher priority.

Priority based on the previous year is used for the times of the year when there are the most leave requests. For example, advisors who did not have time off during the last two weeks of December last year have first priority for the same time this year.

All leave requests must be submitted to the Director of Advising and approved before the leave is taken. The only exceptions are forms for sick leave and other unexpected circumstances; these leave requests need to be submitted within a day of returning to the office. If you are requesting a date that is not already on the calendar, you will need to make the request at least one week ahead of time.

**What to Expect from the Director of Advising**

The Director of Advising position includes the following functions: scheduling/calendaring, advising load management for campus, coding and reports, registration prep and coordination, training and staff development, information sharing and marketing, customer service problem solving, and advisee direct services. Within these functions there are activities in which the Director of Advising and Dean collaborate and some activities that may be delegated to other advisors.

Most scheduling matters are handled by the Director of Advising, such as advisors' regularly scheduled work hours, coverage for opening and closing, evening coverage, drop-in scheduling, tracking uncontracted days, part-time scheduling, overseeing NSO staffing, and maintaining a schedule of advisors to check the online accounts. The Director of Advising consults with the Dean when needed regarding the activities listed above. Leave time is ultimately approved by the Dean, but advisors are to submit all leave through ctLink to the Director of Advising. Signatures of the Director of Advising and Dean are needed on Time and Effort Reports.

The Director of Advising is responsible for various reports and coding projects each quarter. When any technology applications are not functioning properly the designated Advisor coordinates with staff in Information Systems and Enrollment Services to resolve problems.

The advising aspects of registration preparation and coordination for faculty and Center advisors is handled by the Director of Advising and includes processing advisement holds, and coordination with Enrollment Services for permission numbers and enrollment appointments; various reports; keeping forms updated; and tracking enrollment management data about class fill rates.

Within the realm of training and staff development the Director of Advising is responsible for the coordination of weekly staff and update meetings, quarterly advising liaisons meetings, new advisor training for the Center, and process and procedure revisions. When possible, the Dean and Director of Advising plan and facilitate advising retreats to include the creation of unit goals, team building, brainstorming solutions to problems, and celebrating successes as a team. The Director of Advising represents the TCC Advising Center in many committees, councils, and other groups on and off campus.

The Director of Advising stays aware of and ensures the accuracy of advising information being shared with faculty staff, and students. The Director of Advising is involved in various ways regarding web and portal updates, messages for the TV monitors across campus, program flyers, OneNote, NSO materials, and board reports. These activities are commonly delegated to other members of the advising team.

The Director of Advising supports advisors with complex advising issues and questions and helps students with service complaints. Students with complaints about advising are first directed to the Director of Advising and then to the Dean, if necessary.

It is critical that the Director of Advising understand the work of the team and participate directly in advising students. The Director of Advising maintains an advising load of up to 75 students, presents in NSOs (half the number of a regular advisor), and is scheduled for drop-in advising two to three times each week.

### **What to Expect from the Dean**

The Dean supervises the entire operation of the Counseling & Advising Center and stays involved in various ways including weekly meetings with the Director of Advising to plan and coordinate new initiatives, resolve difficult challenges, and address resource needs. The Dean also serves as an advocate for advisors and advising services for students and a liaison between advising and the academic side of the College.

### **Who do I go to with questions, problems, etc?**

You will be assigned an Advisor Mentor/Trainer who will be available to answer many questions as you begin your process of learning our policies, procedures and processes. The Advising Center staff works

with a lot of collaboration and team ownership. Many topics, issues, problems, etc. can be best handled in the team meetings – the Friday staff meetings or the Wednesday advisor update meetings. However, some questions on an individual level and questions that need immediate answers need a different process. The following provides a general process in seeking help, answers, etc., and both the Dean and Director of Advising are resources to you. Routine, day-to-day operation, scheduling, and problem-solving questions should go to the Director of Advising first but to the Dean if the Director of Advising is out of the office or otherwise unavailable. Advisors should go to the Dean regarding problematic patterns noticed regarding faculty advising; College publications, web pages, policies, etc. that are problematic or confusing to advisors and/or students; and other issues/challenges regarding the academic side of the College. Advisors should always feel they can go to either the Dean or Director of Advising with individual concerns.

### Family Educational Rights & Privacy Act (FERPA)

Read pp. 93-96 in *The New Advisor Guidebook*

Read FERPA policy.

#### Confidentiality of Student Records

Section:	President’s Authorization:	
III. STSV - 204	Approved by Dr. Pamela Transue	January 28, 2004
	President’s Signature	Date

#### PURPOSE:

Tacoma Community College has established policies and guidelines to ensure that the educational records of its students are treated responsibly in accordance with the Family Educational Rights and Privacy Act.

The Family Educational Rights and Privacy Act requires institutions of higher education to establish written policies and guidelines governing the review, inspection, release, amendment and maintenance of student educational records.

Tacoma Community College has established policies and guidelines to ensure that the education records of its students are treated responsible in accordance with the Act and U.S. Department of Education regulations.

This policy is also in compliance with Section 7 of PL 93-579, commonly known as the Federal Privacy Act.

#### TO WHOM DOES THIS POLICY APPLY:

All individuals registered for classes at Tacoma Community College.

#### REFERENCES:

WAC 132V-15 Confidentiality of Student Records

Previous Board Policy Manual Section 4.2010 Federal Privacy Act/Social Security

Numbers  
Previous Management Manual Section 91-008 Family Educational Rights and Privacy  
Act (Buckley Amendment)

**DEFINITIONS:**

None

**POLICY:**

Federal Privacy Act/Social Security Numbers

Pursuant to Section 7 of Public Law 93-579, which is commonly known as the Federal Privacy Act and which became effective on September 17, 1975, students need not disclose on their application for admission their social security account number. Should they elect not to disclose their social security account number, no right, benefit, or privilege will be denied to them on the basis of such non-disclosure. If they do disclose their social security account number on their application, such disclosure will be purely voluntary on their part. The College will use the social security account number solely as a student identification number for record-keeping purposes.

*Confidentiality of Student Records*

**TACOMA COMMUNITY COLLEGE  
CHAPTER 132V-15 WAC  
CONFIDENTIALITY OF STUDENT RECORDS**

**WAC**

- 132V-15-010 General policy.
- 132V-15-020 Definitions.
- 132V-15-030 Type--location--responsibility of records.
- 132V-15-040 Right to review and inspect records.
- 132V-15-050 Right of student.
- 132V-15-060 Conduct of appeal.
- 132V-15-070 Limitations on a student's right to review and inspect.
- 132V-15-080 Waiving right to inspect and review.
- 132V-15-090 Third party access to records--external.
- 132V-15-100 Third party access to records--internal.
- 132V-15-110 Student records as directory information.
- 132V-15-120 Annual notification on rights.

**WAC 132V-15-010 General policy.** The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which requires institutions of higher education to establish written policies and guidelines governing the review, inspection, release, confidentiality and maintenance of students' educational records. Tacoma Community College hereby establishes the policies and guidelines in this chapter to comply with the intent of the act and to ensure that the educational records and personally identifiable information of its students are treated responsibly.

**WAC 132V-15-020 Definitions.** (1) **Act:** The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment), as amended.

(2) **College:** Tacoma Community College, District 22, and its personnel and facilities.

(3) **College official:** A college employee acting in the student's educational interest within the limitations of his/her need to know. May include faculty, administrators, clerical and professional employees and other persons who manage student records information.

(4) **Directory information:** Information authorized for external release by the college without the student's written consent shall include student name, degrees and awards received. The college may also confirm dates of attendance, date of birth, major field of study, participation in officially-recognized sports and activities and the most recent previous educational institution attended.

(5) **Disclosure:** Permitting access to or the release, transfer or other communication of a student's educational records or other personally identifiable information orally, in writing, by electronic means or any other means to any party.

(6) **Educational records:**

(a) Are those documents, materials, files, transcripts or other such information directly related to a student and maintained by the college may be referred to as "records" in this chapter.

(b) The term "educational records" does not include the following:

(i) Records of instructional, supervisory, or administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

(ii) Records and documents of the security department which are kept apart from records described in (a) of this subsection, are maintained solely for law enforcement purposes, and are not made available to persons other than law enforcement officials of the same jurisdiction;

(iii) Records made and maintained by the college in the normal course of business which relate exclusively to a person's capacity as an employee and are not available for any other purpose; however, employee records relating to an individual in attendance at the college who is employed as a result of his or her status as a student would be considered educational records; or

(iv) Records concerning a student which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment, except that such records may be personally reviewed by a physician, or other appropriate professional of the student's choice; or

(v) Records created after a student is no longer a student, such as alumni records and the college foundation giving records.

(7) **Eligible student:** A student who has reached the age of 18 or is officially enrolled in classes at the college. Interchangeably used with "student" in this chapter.

(8) **Legitimate educational interest:** The demonstrated need to know by college officials determined to act in a student's educational interest. May include faculty, administrators, clerical and professional employees, and other persons who manage student records information.

(9) **Office of record:** The official site where the originals of specific student records are maintained and authorized for student access.

(10) **Parent:** The mother, father, legal guardian of a student or the individual authorized to act on behalf of the student.

(11) **Personally identifiable information:** Data or documents which include

(a) the name of the student, the student's parents or other family members;

(b) the student's address;

(c) a personal identifier such as a social security or student number; and

(d) a list of personal characteristics or other information which would make the student's identity easily traceable.

(12) **Instructional day:** Any day or evening, excluding Saturdays and Sundays, on which classes or examinations are scheduled and held.

**WAC 132V-15-030 Type/location/responsibility of records.** (1) The college maintains the following student educational records in the offices of record listed and under the control of the designated college official:

(a) **Admissions center** - A designated records custodian oversees the maintenance and processing of student applications for admission, residency and materials which influence student access to the college.

(b) **Advising center** - A records custodian is responsible for creating, maintaining and processing student educational records, such as copies of registration forms, unofficial transcripts and assessment scores.

(c) **Cooperative education** - A designated records custodian reviews, monitors and maintains such student records as program orientation forms, student enrollment forms and program evaluation forms.

(d) **Counseling and career information center** - A designated records custodian is responsible for the maintenance, security and access of such student educational records as interest inventories, advising transcripts, test scores, agency evaluations, and individual counseling case notes.

(e) **Adult learning center** - A designated records custodian is responsible for the development and retention of student attendance and academic progress records.

(f) **Financial aid office** - A designated records custodian is charged with collecting, analyzing, processing and maintaining personal fiscal data of students to assist in determining their eligibility for financial aid. Student records generated from this office include those associated with grants, loans, scholarships, employment and job placement.

(g) **Registration/records center** - The registrar is responsible for maintenance, security and access of student registration, transcript and graduation records.

(h) **Veterans services** - A designated records custodian collects and maintains for veteran students such records as forms for verification of enrollment for program completion and others which are required for compliance with Veteran Administration guidelines.

(i) **Security and parking services** - A designated records custodian is assigned the responsibility of processing and maintaining incident reports.

(j) **International student services** - A designated records custodian manages such student records as high school transcripts from foreign countries; copies of I-20 identification cards; copies of I-94s; the student's arrival documents; copies of visas; copies of I-538s; reinstatement forms; proofs of financial support; proofs of English proficiency; and proofs of student transfers.



(k) **Student assessment office** - A designated records custodian is responsible for the reporting and maintenance of assessment scores.

(l) **Dean of student services office** - A designated records custodian is responsible for maintaining academic standards records and student discipline records.

(m) **Occupational education** - The occupational program coordinators serve as designated records custodians responsible for those student records essential to document admissions criteria, program progress, and program completion.

(n) **Off campus centers and continuing education** - A designated records custodian is responsible for maintenance, security and access to student registration and fee collection records at each site.

(o) **Business office** - A designated records custodian is responsible for student fee payment records.

(p) **Occasional records** - The appropriate college official for student educational records not listed above will collect and maintain such occasional records.

(2) The college shall retain the educational records pursuant to the retention schedules established by each office of record.

(3) The college shall establish a student educational records retention system in such other offices of record which may be created.

**WAC 132V-15-040 Right to review and inspect records.** (1) A student shall have the right to review and inspect his/her educational records provided he/she

(a) identifies the specific record(s) to be reviewed. In some instances, written requests for information will be required;

(b) presents identification sufficient to validate his/her identity;

(2) After a student submits such a request, the college official of the office of record shall respond to the request within a reasonable period of time, but in no case more than forty-five days after the request has been made.

(3) A student authorized to review or inspect his/her educational records shall be accompanied by a staff person of the office of record assigned to explain and interpret the record(s) of interest.

(4) A student may have copies made of his/her educational records provided no financial hold has been placed on his/her records by any administrative unit. All copies produced shall be at the student's expense, and he/she shall be charged a fee set by the TCC board of trustees.

(5) A student shall maintain his/her right to review and inspect his/her educational records irrespective of his/her outstanding financial obligation to the college.

**WAC 132V-15-050 Rights of student.** (1) If, after a review of his/her records, a student believes they contain information that is inaccurate, misleading or in violation of his/her privacy or other rights, the student may submit a written appeal to the dean of student services.

(2) Within a reasonable time, but no more than twenty instructional days after the receipt of an appeal, the dean of student services shall establish an ad hoc committee consisting of two students, two faculty, one classified staff member, and one administrator to review the appeal.

**WAC 132V-15-060 Conduct of appeal.** (1) A hearing shall normally be held within twenty instructional days after the dean of student services receives the appeal.

(2) The hearing shall be conducted by the dean of student services or his/her designee who shall be an official of the college who does not have a direct interest in the final decision of the committee.

(3) In presenting his/her appeal, the student may have assistance from or be represented by an individual or an attorney of his/her choice and at his/her own expense. The college may choose to be represented by its assistant attorney general.

(4) Within ten instructional days after the hearing the dean of student services or his/her designee shall prepare a final written decision based solely on the evidence presented during the hearing. A copy of the final decision shall be made available to the student.

(5) If the final decision of the dean of student services mandates amendments to the student's educational records, the college official of the office of record shall make said amendments within ten instructional days after the notification and so inform the student in writing.

(6) If the student disagrees with the final decision, he/she shall have the right to place a statement to this effect in his/her educational records. This statement shall be retained in the student's file and shall become a permanent part of the student's educational record for as long as the record is maintained.

**WAC 132V-15-070 Limitations on a student's right to review and inspect.** (1) Pursuant to section 438 of the act, the college shall not permit a student to review and inspect the following records;

(a) the confidential financial records and statements of parents or any information contained in such records/statements;

(b) confidential letters and confidential statements of recommendation which were placed in the educational records of the student prior to January 1, 1975; provided that the letters/statements were solicited with the written assurance of confidentiality and are to be used only for the purposes for which they were specifically intended;

(c) confidential letters of recommendation and confidential statements of recommendations which were placed in the educational records of the student after January 1, 1975 pertaining to admission to an educational institution, to an application for employment, or to the receipt of an honor or honorary recognition which a student has waived his/her inspection/review rights under WAC 132-15-080; and

(d) the educational records of a student which contains information on more than one student. Only the specific information pertaining to the student requesting access shall be considered for release.

(2) The college shall retain the educational records of students pursuant to the retention schedules established by each office of record.

**WAC 132V-15-080 Waiving right to inspect and review.** (1) A student may waive any or all of his/her rights under the act, subject to the following:

(a) that the college did not require the waiver;

- (b) that no college services be denied a student who fails to supply a waiver;
- (c) that he/she completes and signs TCC form TCC-REG-062, and identifies which records may be examined; and
- (d) that the documents to which a student has waived the right to access are used only for the purposes for which they were collected. If the college uses them for other purposes, the waiver shall be voided and the documents may be inspected.

**WAC 132V-15-090 Third party access to records-external.** (1) The college may authorize the following persons/agencies to have access to students' educational records or other personally identifiable information without consent:

- (a) officials of other schools or school systems or institutions in which the student seeks or intends to enroll;
- (b) persons in connection with a student's application for, or receipt of, financial aid;
- (c) accrediting agencies carrying out their accreditation function;
- (d) persons in compliance with a judicial order after written notification to the student;
- (e) persons acting pursuant to any lawfully issued subpoena;
- (f) persons, in response to an emergency, whose actions are considered to protect the health or safety of students or other persons; and
- (g) organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction and/or services; **provided**, that the studies are conducted in a manner which will not permit the personal identification of student and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purposes for which the study was conducted. The term "organizations" includes, but is not limited to, federal, state and local agencies, and independent organizations.
- (h) state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974;
- (i) alleged victim of any crime may obtain the results of any disciplinary proceeding conducted by the college against the alleged perpetrator of such crime with respect to such crime; and
- (j) public requesting information designated as directory information by the college.

**WAC 132V-15-100 Third party access to records-internal.** (1) Within the Tacoma Community College community, only those persons, individually and collectively, acting in the student's educational interest shall be allowed access to a student's educational records or other personally identifiable records. These persons include employees in the

- (a) Admissions, advising, assessment and registration centers;
- (b) Financial aid office;
- (c) Office of the dean of student services;
- (d) Security and parking services; and
- (e) Offices of record; and
- (f) Other college officials within the limitations of their need to know.

**WAC 132V-15-110 Student records as directory information.** (1) A student may withhold from release directory information by completing TCC form TCC-REG-062 and submitting it to the registrar or by notifying the registrar in writing within two weeks after the first day of classes for any quarter.

(2) The college will honor a student's request for non-disclosure for only the current academic year; therefore, a student must file a request to withhold directory information annually.

(3) The college may release directory information by telephone.

**WAC 132V-15-120 Annual notification on rights.** (1) The college shall notify students and parents of students currently in attendance of their rights under the act

(a) by making copies of this chapter available in the admissions and registration centers during fall quarter registrations for currently-enrolled, new and returning students;

(b) by publishing an announcement regarding the existence of this chapter in the college quarterly mailer;

(c) by publishing a summary of this chapter in the college's biennial catalog.

Initial Adoption Date:	
Prior Revision Dates:	November 2003
Last Revision Date:	January 28, 2004
Last Reviewed Date:	June 2011

### III. Advising Knowledge: Institution

Read pp. 51-58 & first bullet on p. 81 in *The New Advisor Guidebook*

#### Enrollment Process and Experience

Read Enrollment Services Section of the TCC catalog

Read through the Enrollment Steps online: <https://www.tacomacc.edu/costs-admission/admission-process/>

#### Experience the Enrollment Process

The best way to understand the process students go through to start at TCC is to experience the enrollment process. The following steps and readings should give new advisors first-hand knowledge of what has to be done to become a TCC student and start classes. When a web link is included be sure to click on the tabs on the left and read all relevant information.

*Note:* Some steps include activities that are only available during specific times each quarter. Even so, try to go through the steps in order.

- Read about Outreach <https://www.tacomacc.edu/costs-admission/admission-process/admissions-support>
- Look over paper application - available at the front desk and at Enrollment Services.

- Visit the Enrollment Services Office in building 7. Introduce yourself and ask what information or materials a student receives after filling out an application in person and what is received after filling out an online application.
- Read about Financial Aid <https://www.tacomacc.edu/costs-admission/financial-aid/>
- Visit the Financial Aid Office and pick up a FAFSA online worksheet. Ask the Financial Aid staff if new students are given anything else.
- Look over the FAFSA worksheet to get an idea of the information students must provide to apply for Financial Aid.
- Read about Placement [https://www.tacomacc.edu/costs-admission/admission-process/course\\_placement/placement\\_testing](https://www.tacomacc.edu/costs-admission/admission-process/course_placement/placement_testing)
- Read about Access Services [https://www.tacomacc.edu/academics-programs/academic-support/access-services/access\\_services](https://www.tacomacc.edu/academics-programs/academic-support/access-services/access_services)
- Visit Assessment and Access Services to ask how and when students take the English self-guided placement and ALEKS Math placement and how they set up accommodations for disabilities.
- Go through online New Student Orientation (NSO) [https://tacomacc.edu/costs-admission/admission-process/new\\_student\\_orientation](https://tacomacc.edu/costs-admission/admission-process/new_student_orientation)
- Sign up online for in-person NSO [www.tacomacc.edu/nsosignup](http://www.tacomacc.edu/nsosignup)
- Go to in-person NSO. (Keep attending NSOs until you are able to help during the second half when students are registering and then help presenting. You can gradually step into the presenting role by doing one piece at a time.)
- Go through the NSO packet and read all flyers and handouts
- Watch the *Registration Video* (link is included in Online Orientation)
- Practice using the online searchable class schedule in ctcLink
- Sign into MyTCC Portal as a sample student (username: Asample00600, password: FakeStudent!) and get to know your way around <http://my.tacomacc.edu/uPortal/render.userLayoutRootNode.uP>
- Read about the Bookstore <http://www.tacomacc.edu/resourcesforstudents/bookstore/>
- Look up a few different courses in the online searchable class schedule and click on the View Books links to become familiar with how students can find the books they need for classes. Note that optional and required books are listed – optional books have an *O* in the box and required books have the letter *R*.
- Visit the Bookstore in building 11
- Visit the Cashier in building 14
- Visit Parking & Security in building 14 and pick up a parking pass and staff ID card if you have not done so already

## Policies

Campus Policies: available in the portal (College Info tab ⇨ Forms & Publications ⇨ Campus Publications ⇨ College Administrative Manual)

Read the following policies:

- Student Services Policies and Notices
- Instructional and Academic Affairs Policies

Student Policies: <http://www.tacomacc.edu/cms/One.aspx?portalId=149&pageId=12199>

## Registration Preparation

### Emails to students

Advisors send emails to encourage students to make advising appointments early. Advisee email distribution lists can be found in the Outlook address book and are in the following format: Advisees of [last name], [first name].

## Advising Procedures

### Prospective Students

Some prospective students are just looking for information while still in the decision-making process about where to attend school. Others have decided on TCC already, but just haven't begun the application process.

What to cover in a session:

#### *enrollment steps*

Application: they may apply online. Application is free and everyone is accepted. When they turn in their application or submit it online, they will receive instructions on their next steps, but you can explain them too so they're prepared.

#### *Assessment:*

First-time college students need to take an assessment for placement in reading, English and math. TCC uses multiple measures to determine academic preparedness. Some of the assessments we currently accept are: college transcript, ACCUPLACER, Smarter Balance scores, SAT/ACT scores, AP, IB and Math courses in local high schools. If they've attended TCC and tested within the past two years, their placement scores are still valid. If they attended TCC more than two years ago, they may need to re-test. Testing may be waived if they've:

1. completed remedial or college-level math and English at TCC or another college, in which case they should bring or mail their unofficial transcript to the assessment office in building 7 (email to [placement@tacomacc.edu](mailto:placement@tacomacc.edu)).

**or**

2. taken the Asset, Compass or CPT assessment test at another college within the past two years, in which case they should bring, mail or email their official test scores to the assessment office in building 7 ([placement@tacomacc.edu](mailto:placement@tacomacc.edu)).

Assessment details:

When: walk-in basis on specific days (call 253 566 5158 or check online for testing dates and times). At the current time, the assessment test is given Tuesdays, Wednesdays and Thursdays between 9am and 4pm. Assessment tests are not given continuously through the year; sometimes they take breaks, for example the first couple weeks of each quarter. The test takes about two hours. A student can choose to take one, two or all three sections of the test.

Where: assessment office in building 7

Cost: \$18, which must be paid prior to taking to the test. Payment methods include in-person at the cashier in building 14 by personal check, money order or cash; or with credit/debit card online at <https://www.tacomacc.edu/forms/testingsignup.aspx>.

What to bring: receipt of payment or online payment code, along with picture ID, to assessment in building 7

### ***New Student Orientation:***

All new students enrolling at TCC are required to complete the Online New Student Orientation. An in-person new student orientation is encouraged for a student who has not completed classes at TCC or any other college. In the on campus orientation, students will learn how to register, and what classes to register for their first quarter. During open registration periods, students will also have the opportunity to use a computer and register for a class/classes at the end of the orientation session. If they already have a student ID number, you can sign them up by going to NSO signup: <https://www.tacomacc.edu/forms/newstudentorientationsignup.aspx>. If they don't have a student ID number, they will have to wait and sign themselves up once they have that number. (If they've attended another college, or are going to take only online courses, they are still encouraged to attend an in-person orientation, and should also complete the online version.

Returning students who have not attended classes at TCC for one year or more, are advised to attend either an in-person NSO or an online orientation session.

If they've recently applied to TCC; or are coming back to TCC after being away awhile, ask for their student ID number so you can look up any records and also record your meeting with them in Dashboard. Otherwise, treat them as a prospective student. Ask if they've signed up for a new student orientation

Program information: online and paper flyers, information sessions where applicable

Plus any other questions they have. WOIS ([www.wois.org](http://www.wois.org)) is useful for answering questions about wages for a certain career, which schools offer certain programs of study. If a student is unsure of what they want to study or their career, you can give some suggestions and also encourage them to meet with our career counselor who will guide them through assessments and good career matches for their personality and skills.

### **Returning Students**

Students who've been away from TCC for a quarter or more may need to re-admit at Enrollment Services. Students who have been away from TCC for several years or more may need to fill out a new application. If in doubt, go to Enrollment Services and ask.

### **Enrollment**

All students are expected to register online independently, but some will need help. Watch the registration video on the J drive to become familiar with how to help students register for classes. The registration video is shown at the end of every new student orientation.

### **Searching for Classes**

#### **Adding/Dropping Classes Online**

Classes can be added by searching the class schedule, adding classes to cart, then registering for those classes. If you know the course number of the class, you can add the class by the course number, instead of searching credit class schedule.

## Permission Numbers

When a student does not meet the prerequisites for a course according to his or her records in ctcLink, the student is denied registration for the course and told, “Unmet prerequisite.” Permission numbers are typically given because a student has met the prerequisites at another college or university and the official transcripts have not been evaluated for credit.

To avoid wasting time giving out Permission numbers unnecessarily, students should have their unofficial transcript used for placement purposes in Assessment before seeing an advisor for permission numbers (although this doesn’t always happen). Many courses have only English, and/or math prerequisites and placement based on an unofficial transcript often replaces the need for an permission number.

Permission numbers need to be given out with caution. Students put in courses that are above their level of understanding can be detrimental to the students and can decrease the trust between the Advising Center and the academic departments.

Advisors need to be sure students meet the prerequisites for courses before giving permission numbers. Advisors can review courses from institutions that can be looked up in the Course Translations file in the “J” drive; this mainly includes in-state and a few out-of-state institutions located in the northwest. **Out-of-state transcripts that do not have equivalencies available in this file cannot be reviewed by advisors for math, science, or engineering entry codes.** Students have to wait for an official evaluation or go to the appropriate faculty member. Students seeking math entry codes based on out-of-state transcripts apply online through the MARC in the portal or website (<http://www.tacomacc.edu/resourcesandservices/mathadvisingandresourcecentermarc/mathentrycode requests/>). Students seeking science or engineering entry codes need to go to the appropriate full-time faculty member as outlined in the permission number distribution list sent each year from the Math, Science, and Engineering Division. This file is located in the Advising J Drive in the *Faculty for MSE entry codes* folder.

**Advisors can use out-of-state transcripts that do not have equivalencies in Course Translations file for courses that require college-level English skills if it is obvious that the student meets the prerequisites.**

For other courses, advisors should be cautious and consult with instructors/departments. It is always safer to check with an instructor/department rather than let a student into a course that he or she may later get kicked out of in the first week of classes; there are reports available each quarter that indicate which students in each class do not meet the prerequisites although not every department seems to use them. Students on the list can be asked why they are in a class and to provide proof of meeting the prerequisites; if students cannot provide adequate proof they can be asked to leave the class.

While permission numbers are typically given based on prerequisites completed at another institution, there are sometimes other situations in which permission numbers are necessary. Examples include math anxiety courses; a variety of course sections for specific populations; instructor permission courses, in which only the instructor can give the student a permission number or signature on an add/drop form; and situations in which the prerequisites are set up incorrectly in the system. In this last case, the advisor should first check with another advisor and Enrollment Services to double-check and to get the problem fixed.

When an advisor reviews materials from the student and determines a permission number can be given, the following procedure is followed:



- Permission numbers are issued through ctcLink and are section specific.
- Each time you give a permission number, include comments in Advisor Dashboard that say what class the code(s) was for and exactly how the student met the prerequisites. **Be specific.**
- For all permission numbers that are given based on transcripts from another institution, these transcripts have to be scanned into the documents page of Advisor Dashboard. (The academic deans and departments are then able to verify the sources we use to give entry codes.)

### High School Math Placement

Some high school math courses taken in the junior or senior year of high school can be used for math placement. The student's graduation date has to be less than a year prior to the start date of the course to be taken at TCC. The student must provide a high school transcript to an advisor, and only transcripts from the Peninsula, Gig Harbor, University Place and Tacoma School Districts are accepted.

Charts to determine placement are located in J drive. Students able to get into math courses based on high school transcripts will need permission numbers. Advisors need to be specific when entering the reason for codes in Advisor Dashboard and the transcripts must be uploaded in the documents page.

### Math Placement Using AP Scores

AP score reports can be used just like unofficial transcripts to determine placement. Like transcripts, official AP scores must go to Colleen Spezia in Enrollment Services for credits to be awarded. (AP credit information is also available in the TCC Catalog.)

#### AP Credit:

- *Statistics Exam*: score of 3, 4, or 5 → student receives credit for Math & 146
- *AB Calculus*:
  - score of 3 → student receives credit for Math& 151, (places into Math 152)
  - score of 4 → student receives credit for Math& 151, (places into Math 152)
  - score of 5 → student receives credit for Math& 151, Math& 152 with successful completion of Math& 153, (places into Math 153)
- *BC Calculus*:
  - score of 3 → student receives credit for Math& 151 (places into Math 152)
  - score of 4 → student receives credit for Math& 151, Math& 152 with successful completion of Math& 153 (places into Math 153)
  - score of 5 → student receives credit for Math& 151 and Math& 152 (places into Math 153)

### Advising Need Levels: R35 (no advising requirement) & Transitioning Students to Faculty Advisors

The Advising Center uses a numerical designation in Advisor Dashboard to indicate a student's level of need for advising. The levels are 1 through 4, with 4 being the highest level of need (students on academic deficiency, probation, suspension, or returning from suspension) and 1 representing students who are ready to transition to faculty advisors. Level 2 students are eligible for R35 Advising Progress designation but stay assigned to advisors in the Center. Level 3 students must see their advisors to get advisement hold released to register for classes. The lists below are the criteria that determine level 1 and 2 students. Each quarter the Director of Advising pulls reports to determine which students are eligible to be at levels 1 or 2. The advisors' role is to verify the student ready for the transition, check for

academic progress and educational plans. The advisor will update the service indicator and/or advisor assignment then email the students transitioned to faculty congratulatory messages with their new advisors' contact information.

#### Criteria for Level 1 (Transition to Faculty)

- 2.0+ cumulative GPA
- College level English complete
- Appropriate math for areas of study
- Education plan on file (3 quarters planned)
- HD 101 or exempted
- At least 20 college level credits
- Good academic standing (not on academic deficiency, probation, or coming back from suspension within the last two quarters)

#### Criteria for Level 2 (R35 service indicator)

- 2.0+ cumulative GPA
- Education plan on file (3 quarters planned)
- HD 101 or exempted
- 20 *cumulative* credits completed
- Good academic standing (not on academic deficiency, probation, or coming back from suspension within the last two quarters)

### Academic Deficiency and Probation Intervention

Each quarter the Director of Advising receives lists of students assigned to advisors in the Center who are on deficiency and probation. Advisors will likely see most of these appointments in the first few weeks of the quarter.

During these appointments, advisors need to ask the student what happened in the previous quarter(s) and help the student create a plan to succeed in the current quarter. Positive approach is recommended. Identify a course they did well in and ask the student "What went so well in class X that didn't go so well in Y?"

### Early Alerts

Each quarter instructors are able to send alerts to students' advisors electronically if the students are having difficulty with attendance and/or progress in classes. Advisors receive these alerts as emails and need to intervene with the student. If one early alert is received for a particular student, the advisor sends an email to the student to ask how things are going, inform the student that the instructor is concerned about his or her progress/attendance, and offer resources such as tutoring. If two or more early alerts are received for a particular student, the advisor calls the student.

### Advising Forms

#### 20 Credit Overload

Students can register for up to 19 credits without permission. Students who wish to take 20 or more credits must meet with an advisor to get a 20 Credit Overload form signed. These forms are available at the Counseling and Advising Center front desk.

A student must meet the following criteria and advisor considerations to receive permission to take 20 credits or more. (For students requesting to take more than 20 credits, ask the Dean for guidance.)

- Completed a full-time load of 15 college-level credits or more in the recent past with a 3.0 quarter GPA or higher. The student should have all A's and B's in the courses.
- Advisors need to ask about/consider the student's
  - scheduled courses when he or she was successful in 15 college-level credits – were they difficult courses, courses with a light load, etc.
  - entire transcript – is there a pattern of success or academic difficulty with few good quarters
  - commitments outside of school such as work and family
  - motivation for wanting to take such a heavy load

If the advisor signs the form, the student registers for up to 19 credits at or after their registration time and then brings the form to Enrollment Services to have the rest of the credits added to the schedule. If the advisor will not sign the form and the student wishes to talk with a supervisor, the student can make an appointment with the Director of Advising. If the student is still unhappy, the Director of Advising can refer the student to make an appointment with the Dean.

### Academic Forgiveness

Academic Forgiveness policy and forms are available in J drive -> Advising-Forms. The form outlines the definition and process to receive academic forgiveness. Be sure to read through it with the student to be sure the student understands everything about it before signing it.

### Add/Drop Form

After online registration ends each quarter, students need to fill out an add/drop form for any class they want to add or drop. (See calendar of important dates for dates of open registration and deadlines for adding and dropping classes.) Forms are available at Enrollment Services. The student fills out the form and takes it to the instructor, who will sign if he/she agrees. The student should then return the form to Enrollment Services. Before dropping a class, students should check with the financial aid office to be aware of potential ramifications.

#### ...adding and dropping online courses

Students who are interested in adding an online course or dropping an online course can do so by sending an email to the instructor. To add a class, the student will require an email in return from the instructor granting permission to be added to the course. This email should be printed and attached to the Add/Drop form that the student then turns in to the Enrollment Services office for processing. To drop a class, the student must print out their email that they send to the instructor informing the instructor of their plan to withdraw from the course. Once again, this email is then attached to the Add/Drop form and the student turns the form in to Enrollment Services for processing.

Full online students who are taking an online class that they want to drop, or students who want to get into an online class, may submit their request to be added/dropped through the online advising e-mail account. The online advisor who checks the e-mails will process the request by printing out the e-mail request (which should include the student's name, student ID number, course name/number/section, and instructor name); attaching it to the back of an add/drop form which the advisor fills out and signs with their name followed by "online advisor"; and submitting it to Enrollment Services. The advisor will then e-mail the student back to confirm that the student has been added to or dropped from the class. The advisor will also note this in the comments section of Advisor Dashboard, in the same way that advisors note all interactions with students.

### Late Add Petition

Once the deadline for adding classes has passed, if a student has an exceptional reason to add a class, he/she should pick up a late add petition from Enrollment Services. The form should include the class details, student's signature, instructor's signature, and reason for wanting to add the class. The student should return the completed form to Enrollment Services. Enrollment Services will evaluate the petition. There is a fee for adding a class past the final deadline.

### Administrative Withdrawal

Administrative withdrawals are initiated by the college to withdraw students for disciplinary reasons, failure to meet academic standards, or other exceptional causes. Students who are administratively withdrawn for disciplinary reasons are not eligible for tuition refunds.

### Degree Applications

Students need to obtain an advisor signature on the degree application and turn it in to the Enrollment Services office.

Advisors in the Center cannot sign degree applications for professional/technical certificates or degrees, or option B degrees. In general, associate degrees for nursing, science, and engineering are signed by faculty advisors as well and students should be told to contact their faculty advisors. (However, there are some instances in which students get their application forms signed in the Center. For example, students might try to get a signature on the last possible day to turn the form in and come to the Center because they cannot meet with the faculty advisor for one reason or another. Advisors in the Center can call Colleen Spezia to let her know about these situations, do the best they can to determine if the degree is completed, and tell students that they will know for sure they are ready to graduate when they receive emails stating such from Colleen.)

Before signing degree applications, advisors need to be sure students will finish the degree in the quarter written on the form. It is necessary to go through degree requirements and students' TCC transcripts, transfer-in courses, and current registration. Graduation can be determined by completing a degree audit by hand using a program flyer or list of required courses from the website and going through to check off all completed courses.

The transcript evaluator, Colleen Spezia, says: When reviewing credits for the Associate in Arts degree be sure to check for these requirements:

- ✓ 15 credits and at least 2 different disciplines in Humanities.  
(A Performance skill is not a separate discipline. There is a limit of 5 credits of performance or skills.)
- ✓ 15 credits in at least 2 different disciplines in Social Sciences.
- ✓ 15 credits in at least 2 different disciplines in Natural Sciences.
- ✓ Students MUST have a minimum of 90 credits. (No exceptions)
- ✓ If a student is presently enrolled at another college, we must have a copy of their registration. Proof is needed to show they are taking the correct course.
- ✓ PE activity courses can only be accepted once for credit.
- ✓ Extra PE activity courses do not count towards the degree.
- ✓ Student's seeking PE activity waivers must see Steve Brown.
- ✓ Don't assume a course meets distribution requirements. Be sure to consult the catalog for a list of approved distribution classes. (For example, not every Art class meets the humanities

requirement and not every History meets the social sciences requirement. Only a couple Anthropology classes are Natural Sciences.)

- ✓ For Associate in Applied Sciences, students are required to see their Program Chair. Also, Program Chairs be sure to make notes in writing or e-mail if you have approved any program substitutions.
- ✓ Option B students must see the approved Option B Advisor for their program. An Option B form must be completed and submitted with their degree application.
- ✓ Don't forget about the residency requirement. Students must earn at least 30 credits at TCC.
- ✓ The residency requirement changes for 2 degrees. Students must earn at least 50 college level credits.
- ✓ Be aware of repeat credit. Sometimes a student may repeat a class and the lower grade may not be low enough for a repeat to be processed to remove the grade from the GPA. However, both classes cannot count towards their degree so the student may need to pick up credit in another area to have enough credit to graduate.
- ✓ A lot of courses have changed course numbers. If a student takes a course under the old number and then repeats it under the new number this is a repeat but the course can only be accepted once.

### Financial Aid Educational Plan

Students who have completed 125% of the credits needed for their stated degree or certificate are sent from Financial Aid to Advising with a Financial Aid Educational Plan to be completed and signed by an advisor. Advisors list **only the classes absolutely necessary** to complete the student's degree or certificate. No additional courses can be added. The only exception is when an advisor includes courses absolutely necessary for the student to apply to their chosen major and 4-year institution. In this case, the advisor must include notes on the educational plan and be as specific as possible about which courses were added due to major/institution requirements Furthermore, the advisor must be certain that the courses are needed. This requires looking online and sometimes making a phone call to a particular program advisor at the 4-year college or university.

### Medical Withdrawal

Medical or military withdrawals may be granted in cases where students experience serious unanticipated illnesses, family or medical emergencies, or are called up for active-duty military service. Petition forms are available at Enrollment Services in Bldg. 7. Written documentation must be provided at the time petitions are submitted. Refunds will not be granted for requests received after the quarter has ended.

Students are limited to one medical refund petition each academic year. The State of Washington and the TCC Board of Trustees require medical refunds to be reserved for the following situations:

- Serious, unanticipated illness or medical emergency that occurred during the current quarter. NOTE: A chronic illness or pre-existing condition is not considered an unanticipated illness and will not be accepted as a basis for a medical refund.
- When the student is the documented caretaker of a seriously ill immediate family member.
- For bereavement of the death of an immediate family member.

Students obtain and return medical withdrawal forms to Enrollment Services. Students need to follow the directions on the form carefully. If a student wishes to medically withdraw, he or she has to withdraw from all courses. Students need to understand that the completion – and even approval – of a

medical withdrawal is completely separate from Financial Aid. Students must communicate directly with Financial Aid regarding how the medical withdrawal will affect their aid.

### Re-Enrollment after Academic Suspension

Review *Academic Review Policy and Procedures* in the Catalog,

Students need to have the Re-Enrollment paperwork filled out *before* seeing an advisor although it is fine if the proposed class schedule is blank. The advisor needs to review all of the written answers, ask questions, and determine if the student is ready to come back and be successful. The advisor should be cautious when listing which courses to take for the student's first quarter back. The advisor's recommendations are not taken lightly and could prove detrimental to the student if too many courses are suggested. In general, students should be limited to one or two classes during the first quarter after a suspension. Upon completion of the form, scan and upload to Advisor Dashboard. Students take signed forms to the Student Services Administration office in building 7.

Advisor should term activate the student into the next available quarter if the student had been out on suspension for a year or less. If the student was absent more than a year, the student should be referred to Enrollment Services to re-admit.

### Dates and Deadlines

**Calendar of Important Dates:** located in the Portal on the College Info tab under Calendar of Important Dates.

**Instructional Calendar:** located in the College Info tab of the Portal under Calendar of Important Dates.

### Transfer and Professional/Technical Program Requirements

Read the following in the TCC Catalog:

- College Degrees,
- Honors & Awards,
- Graduation,

### Transfer

Transfer degrees are intended for students who wish to transfer to 4-year institutions to earn bachelor's degrees.

- Watch the *Associate in Arts and Sciences Video* (Advising J Drive ⇨ *New Advisor Training* ⇨ *Videos* ⇨ *Associate in Arts and Sciences Video* ⇨ *Associate in Arts and Sciences Video.mp4*)
- See <http://www.tacomacc.edu/academics/areasofstudy/> for a list of transfer areas of study. Click on the links and get to know the information. (This web page can be found by clicking on Transfer under Areas of Study on TCC's home page.)
- Although the TCC Catalog also lists transfer areas of study, it is often out-of-date before it even goes to print. Thus, the TCC website is recommended for finding information and sharing information about transfer programs with students.
- Transfer Fairs are held each quarter (except for summer) at TCC and include representatives from multiple 4-year colleges and universities. Students and advisors can meet representatives; gather informational materials; and ask questions about transfer admission requirements, processes, etc.
- Some of TCC's academic programs offer specialized information and transfer events on Educational Planning Day. For example, the engineering department offers group advising sessions that include guest speakers, transfer and course updates, student panels of former TCC

students studying at Washington 4-year institutions, engineering club information and activities, and field trips. These events are valuable for students and advisors from the Center to attend.

### **Career Training a.k.a. Professional/Technical a.k.a. Workforce Education**

Professional/Technical certificates and degrees are intended to prepare students to go straight into the workforce. In general, these degrees do not transfer although some have agreements with one or more 4-year institutions.

- See <http://www.tacomacc.edu/areasofstudy/careertraining/> for a list of professional/technical areas of study. Click on the links and get to know the information. Click on the tabs on the left as well to get to the different academic divisions. (This web page can be found by clicking on Areas of Study and then Career Training from TCC's home page.)
- Go to the Health Careers web page, click on the various program links, read through the information, and be sure to download and read the program packets available for each health-related program.
- As stated in the transfer section, the TCC Catalog lists professional/technical degrees as well, but the website is recommended for use to get the most updated and accurate information.

### **Helping Students Develop Educational Plans**

One of the main activities advisors and students engage in is the development of educational plans. Advisors teach students about the necessary tools and information to navigate, understand, and use in order to create these plans. Students need to understand the developmental course sequences; course prerequisites (what they are, where to find them, etc.); program prerequisites and requirements, transfer information, and the list goes on and on. Advisors need to learn to skillfully teach students a great deal of information in a limited amount of time. Advisors must do this while also taking into account a student's ability to grasp the information and trying not to overwhelm the student with too much information in each advising session.

## **Courses and Prerequisites**

### **Course Descriptions and Prerequisites**

See Course Descriptions in the college catalog.

### **Common Course Numbering (CCN)**

Many courses changed numbers in the summer of 2008 due to common course numbering across Washington State. Common courses are noted with the ampersand (&) symbol.

### **Course Formats**

Read in the TCC Catalog (Learning Formats)

Read through information on eLearning web pages

(<http://www.tacomacc.edu/areasofstudy/learningoptions/elearning/>).

### ***Web Enhanced***

Web enhanced courses have a traditional classroom (on campus) structure with an added web component to enhance the students learning experience.

### ***Hybrid Online***

Hybrid online courses combine online learning with traditional classroom (on campus) instruction.



- TCC Hybrid Online Course - Hybrid course taught by TCC Faculty using Canvas. Canvas classrooms classes will be open one week before instruction begins. A Week Zero button will be in the classroom that houses tutorials for students to work through before the quarter starts.

### Full Online

Full Online classes are held 100% online using course management software called Canvas.

- TCC Full Online Course - Online course taught by TCC Faculty. Canvas classrooms classes will be open one week before instruction begins. A Week Zero button will be in the classroom that houses tutorials for students to work through before the quarter starts.

### Transitional Studies

Read the Transitional Studies sections in the TCC Catalog, pp. 80-84

<http://www.tacomacc.edu/areasofstudy/transitionalstudies/>

Review the following web pages.

- Developmental Studies Program: English and Reading  
<http://www.tacomacc.edu/areasofstudy/transitionalstudies/developmentalstudieswrittencommunications/>
- English for Academic Purposes (EAP) <http://www.tacomacc.edu/cms/one.aspx?pageId=50983>
- Adult Basic Skills Programs  
<http://www.tacomacc.edu/areasofstudy/transitionalstudies/adultbasicskills/>
- Career Pathway Training Programs: Integrated Basic Education and Skills Training (IBEST)  
<http://www.tacomacc.edu/areasofstudy/transitionalstudies/adultbasicskills/ibestcareerpathwaytraining/>

### Continuing Education

Although advisors in the Center do not specifically advise for Continuing Education courses, it is important to be generally aware of what is offered. Sometimes students come into Advising without realizing that the courses they are seeking through Continuing Education are not part of the regular, accredited courses and programs.

Look through the Continuing Education sections in the TCC Catalog, pp. 85-86

Continuing Education online class schedule: <http://continuingedtacomacc.com/>

### Beyond TCC: Transfer & Career

#### Transfer

##### Resources for Students and Advisors:

Read through the following web pages: College Transfer, College Transfer Degree Options, Transfer Guide (<https://www.tacomacc.edu/areasofstudy/collegetransfer/>).

- Requesting TCC Transcript Information:  
<http://www.tacomacc.edu/resourcesandservices/requesttranscripts/>
- Links to 4-year Institutions:  
<https://www.tacomacc.edu/areasofstudy/collegetransfer/transferguide/>
- Dual Enrollment: <http://www.tacomacc.edu/catalog/15-16catalog/dual-enrollment-program-between-the-university-of-washington-tacoma-an.htm>



- Transfer Rights and Responsibilities: <http://www.tacomacc.edu/catalog/15-16catalog/transfer-rights-and-responsibilities.htm>

Note: Students can also access this information in the student portal.

### **Most Important General Information to Share with Every Transfer Student**

- Almost all 4-year institutions require two years in high school or two quarters in college of the same foreign language to apply. Some majors require three quarters (or completion of the third quarter) of the same foreign language to graduation from the institution, and it can be helpful to complete the three quarters before leaving TCC.
- Getting a degree from TCC is not necessarily enough to get into a student's chosen major. Students need to look into what the exact admission requirements are for each major and institution of interest. It is critical that students become familiar with websites and contact advisors at their chosen 4-year colleges and universities to be sure of admission requirements and to ensure a smooth transition.
- Majors seem to fall into one of three categories: (1) open majors – as long as a student gets into the institution, he or she will get into the major, (2) minimum requirements majors – as long as the student meets the minimum requirements, he or she will get into the major, and (3) competitive majors – students must meet a list of criteria and will be competing against other students to get in.
- Always apply to more than one 4-year institution.

### **Career**

Students seeking career information should consult Career Center staff, books, and other resources; faculty advisors and Program Chairs; and counselors in the Counseling & Advising Center.

Helpful links:

WOIS/The Career Information System: [www.wois.org](http://www.wois.org)

Washington Career Bridge: <http://www.careerbridge.wa.gov/>

Career Coach: <http://tacomacc.edu/careercoach/>

O\*Net: <http://online.onetcenter.org/>

## Student Services & Learning Resources Overview

### Student Services

Read in the TCC Catalog (Student Services and Other Services)

TCC offers comprehensive student support services to help ensure student success, including:

- Nationally accredited Early Learning Center for child care
- Counseling and Advising Center
- Career Center
- Access Services for students with disabilities
- Assessment Services for appropriate placement into classes
- Center for Academic Support and Achievement (CASA)
- Center for Multi-Ethnic and Cultural Affairs (MECA)
- International Student Services and Programs
- Free tutoring and writing services:
- Writing and Tutoring Center
- Business Education Center
- MARC and other instructional labs
- Learning Resource Center at the Gig Harbor Campus
- Re-entry navigation
- Veterans Services
- Supplemental Instruction
- Computer Assisted Learning (CAL) Lab
- Cooperative Learning Center
- Peer Mentors
- TCC/THA College Housing Assistance program

### Student Life/Programs

The TCC student experience continues outside of the classroom. The Office of Student Engagement (OSE) empowers students to learn and succeed through relevant and comprehensive leadership development training, multicultural programming, student government, as well as student-led clubs and organizations. Each student has the opportunity to contribute to an involved and equitable campus culture.

Review web pages for Office of Student Engagement and Student Government.

<http://www.tacomacc.edu/campuslife/organizationsandactivities/>

<http://www.tacomacc.edu/campuslife/studentgovernment/>

### Access Services

TCC's Access Services assures that students with disabilities have equal access to programs and activities offered at the college. The staff of Access Services is here to assist with access and accommodation needs. We can also arrange personal, academic and career counseling services. Access Services staff coordinate services and foster student independence.

Accommodation solutions are unique to the student, their verified disability, and the classes they take. Here are some examples of the ways Access Services can help:

- Direction to alternative text & study resources
- Assistance with the process of properly taping lectures
- Assistance utilizing note-takers or interpreters
- Alternate testing arrangements when required to accommodate disability- related barriers
- Tutors, counselors, class and career advising
- Use of available computer adaptive equipment
- Referral to outside agencies
- Accessible facilities and parking permits
- and others... just ask Access Services!

### *Career Center*

The Career Center offers extensive resources to assist students in making career and educational decisions including:

- Individual career counseling to explore interests, identify personal strengths and match skills with career opportunities
- Access to a Career Coach to help students find the perfect career
- Washington Occupational Information Services (WOIS), a system providing access to accurate, up-to-date occupational and educational information specific to Washington State
- Computer programs designed to help students investigate their learning styles, personalities and temperaments
- Catalogs for Washington colleges and universities
- Assistance in finding full-time, part-time, temporary and seasonal employment
- Assistance with job-search skills, including resume assistance and interviewing techniques
- Internships and volunteer opportunities

### *Center for Multi-Ethnic/Cultural Affairs (MECA)*

MECA's primary mission is to offer additional support services to traditionally under-represented student populations to assist them in achieving their educational goals. MECA promotes academic excellence for all students.

Programs and services offered include academic advising, peer-to-peer mentoring, financial aid and financial literacy advising, scholarship and grant information, and emergency book loan.

MECA staff members advise clubs and play a key role in a number of campus activities including lectures, events, activities, concerts, and the Free Student Workshop series.

### *Counseling Services*

It's hard to focus on class work when you're feeling overwhelmed in other areas of your life. Free, confidential counseling is available for TCC students. We're trained to help in areas such as: Grief and loss; stress; veteran concerns; test anxiety; gender and sexuality; drug and alcohol issues; career planning; parenting and relationships; depression or anxiety; suicide, and other concerns.

### *Early Learning Center*

The Early Learning Center is a state-certified, accredited nonprofit campus center (Bldg. 3) that offers a high-quality, affordable child care program designed to enable parents to pursue education at TCC by providing a safe, nurturing environment for their children. Additional services provided by the Center

include breakfasts, hot lunches and afternoon snacks; developmental screening assessment; and family resources and referrals. Spaces are also available to children of TCC staff and faculty. TCC students are given priority for enrolling their children.

The Center accepts children from one month to five years of age and provides a comprehensive program of activities suited to the developmental level of the children. Tuition is determined by a sliding fee scale, based on parent's income. Eligible four-year-olds can enroll in the preschool ECEAP program which provides 6½ hours of free preschool per day. Also, eligible children one month to three years of age may enroll in the Early Head Start program.

The ELC offers a camp at the beginning of the summer quarter for children who attend elementary school and who are between the ages of five and eight at the beginning of summer.

### Learning Resources

Read pp. 20-21 in the TCC Catalog (Instructional Support Services)

Also see Learning Resources in your employee portal.

- *Active Learning Lab*: The Active Learning Lab is a place for students to meet to study, work on projects, and get help in their science and engineering classes. It is located just inside the east entrance of the Science & Engineering Building.
- *Business Education Center*: The Business Education Center (BEC) is located in building 16, in room 308.
  - The BEC specializes in tutoring:
    - Accounting courses (ACCT)
    - Business courses (BUS)
    - Computer User courses (CU)
    - Economics (ECON)
    - Business Calculus (MATH 147, 148)
    - Statistics (MATH& 146)
  - Drop in or Make an Appointment
    - Appointments. The BEC works primarily on an appointment based system. Appointments allow students to utilize tutors for a 30 minute or 1 hour long session. Appointment can be made by calling 253.460.4411, by visiting the BEC, or online through the Student Portal.
    - Drop-In. Students may also drop in for tutoring help, by signing into a drop in list. Drop in students are not guaranteed tutoring, as students dropping in for help may wait for a tutor to become available.
- *CAL (Computer Assisted Learning) Lab*: The Computer Assisted Learning (CAL) Lab has the technology, classes and knowledgeable staff to help students in our Developmental Education and Adult Basic Education programs sharpen their skills in a wide range of disciplines. The CAL Lab is located on the 1st floor of the Learning Resources Center, Bldg. 7, Room 2.
- *Cooperative Learning Center (COOP)*: The Cooperative Learning Center is located on the 2nd floor of the Learning Resource Center, Bldg. 7, Room 224. The Cooperative Learning Center offers self-paced and supervised assistance for reading and English classes at TCC. We also provide credit courses for developmental reading and laboratory work to improve reading and study skills, as well as vocabulary development and spelling.
- *Gig Harbor Tutoring*: Gig Harbor campus tutors in English and writing.
- *Library*: The TCC librarians are available to assist students with research, writing, proper formatting and much more.

- *Math Advising Resource Center (MARC):* The MARC is available to all math students currently enrolled at Tacoma Community College. The MARC is located in building 19, room 22. Students are asked to log-in with their Student ID number every time they use the MARC. This allows us to track our usage for future planning and helps us to get funding for our center.
  - Free Services offered at the MARC
    - Math help
    - Math advising
    - Math resources
      - Math reference books
      - Textbooks
      - Calculators
      - Rulers
      - Supplemental textbook materials
    - Math testing
- *Writing & Tutoring Center:* We are here to support academic success by providing students with tutoring services that supplement classroom instruction and lead into a lifetime of successful learning. We tutor students in all subjects from all disciplines. The Writing & Tutoring Center is located on the 2nd floor of the Learning Resource Center, Bldg. 7, Room 221.
  - Writing & Tutoring Center Services
    - Scheduled, one-on-one sessions: These are appointments, scheduled up to one week in advance with a tutor of choice on a first come, first scheduled basis.
    - Group Tutoring
    - Drop-in Tutoring: Drop-in tutoring in English, ESL, writing and math
    - Online Tutoring: TCC is a member of the Northwest eTutoring Consortium. Find online help with coursework and find links to Internet resources to assist you in finding your own answers.
    - Grammar Corner: The tutors will assist with a variety of grammar issues.
    - Computers: Use 1 of our 20 student computers to draft papers and do research, as well as to have computer-assisted tutorials with our tutors.

## IV. Advising Knowledge: Student

Read pp. 51-73 & 81-82 in *The New Advisor Guidebook*

**This section of the new advisor training manual needs additional development to include:**

- Academic and demographic profiles as well as retention data for the student body of the institution
- Academic and demographic profiles, retention data, and advising needs for students in caseload
- Needs of special populations: students of color, at risk, on probation, athletes, etc.

## V. Advising Knowledge: Tools & Resources

### Technology for Advisors

#### Technology Training topic list

##### Staff Technology

- Outlook
  - Calendar standards
  - Sharing
- Phone
  - Voice Mail set-up
  - Shoretel integration
- Skype
  - Team IM
- TCC Web page
  - Navigation/Information
- MyTCC Portal
  - Basics
  - Quick Links
  - Adding Channels (Advising Resources, Financial Aid, etc.)
  - Canvas
- Advising Drive (J Drive)
  - Overview
  - Resources for Advising Center
  - New Advisor Training Info folder
- NSO Drive (N Drive)
  - Overview
- Advisor Dashboard
  - Overview
  - Documents
  - Comments/Notes
- Drop-In Queue
  - Overview
  - Expectations
- ctcLink - CS
  - Navigation
  - Customization
  - Favorites
  - Academic Advisement Report
  - Advisor Center & Student Services Center
  - Course History
  - Unofficial transcripts (enable pop-ups)
  - Service Indicators
  - Milestones
  - Checklists (To-Do list)
  - Test Scores
  - Program Plan Stack

Term Activation  
Transfer Credit  
Permission numbers  
Enrollment transactions  
Financial Aid summary  
Finance summary  
\*Advisor Notes  
\*Documents  
ctcLink – HRM  
Leave requests  
Time sheet

### Student Technology

MyTCC Portal  
Navigation  
Student ctcLink  
Student Center differences  
Canvas

### Other – as needed

Printer set-up

\*Awaiting further information on availability, access and location.

### *ctcLink - CS*

ctcLink is the new state wide system that TCC is using. It is a custom version of PeopleSoft. Eventually all 34 Washington state community and technical colleges will be using this shared system. As noted in the training topics, there is much to learn about ctcLink with regards to advising and accessing student records.

The ctcLink training guide will be useful as you begin to learn how to use this system. The training guide includes a list of bread crumbs to learn how to navigate in ctcLink. Formal training will be provided in all of our technology. As questions arise feel free to ask your fellow advisors for assistance.

Notes:

- Clarify degree/program/certificate with each student to be sure coding is accurate.
- Make sure every student you meet with is coded for program and advisor.

### *Drop-in Queue*

See Drop-In Queue steps and expectations (Advising J drive ⇔ *New Advisor Training* ⇔ *Advising Knowledge – Tools & Resources* ⇔ *Technology for Advisors* ⇔ *Drop-in Queue*)

### *Portal*

The employee portal houses many applications and a great deal of information. Ask a couple of advisors who know the portal well to show you what they know and what they use most frequently.

### *Network/Cloud Drives*

#### **Individual**

It is recommended that all files be saved in your cloud drive versus on your computer.

### **Advising (J)**

This shared drive holds a lot of information to help all advisors. It is recommended that you review the folders to get a good idea of all the files, forms, and documents that are available to you.

### **NSO**

The NSO drive includes the Advisor Sign-up Sheet, an NSO manual, and rosters.

### **StudentServicesShare (V)**

### **TCC Website**

The best way to learn to navigate TCC's website is to spend time looking around. The links mentioned in various sections of this manual will give you an idea of the important advising information you can find.

### **Skype**

The Advising Center uses Skype for Business for Instant Messaging. This is a great tool to ask quick questions while working with a student or getting assistance with a student. For assistance setting up Skype including downloading the correct software, contact the technology lead.

### **Organizational Systems**

Advisors need organizational systems to retrieve information quickly and easily. Approaches vary among the advisors, but most new advisors start with a binder of important information and a notebook. It can also be helpful to mark web pages as favorites to find them easily again. Keep the catalog handy and know where to find frequently used forms, such as the Associate in Arts worksheet and Add/Drop Forms. Other useful pieces of information to have on hand are: calendar of important dates, education plan forms, Allied Health tracking forms, flowcharts (reading/math/English, and the separate detailed math flowchart), advising areas list, college codes. Another helpful tip is to create folders in Outlook to save emails that will be helpful later on.

### **Technology for Students**

#### **MyTCC Portal - Student**

As mentioned in the Enrollment Process and Experience section, sign in as a sample student to learn to navigate the student portal. The student portal is different than the staff portal with different tabs, information channels, and general information.

#### **Advisement Report for Students**

The advisement report for students is same as for advisors. The report details the requirements for the active program plan stacks. Unfortunately the report is not always accurate. The student also has access to the what-if report so they can explore how their completed coursework applies to other program plans.

## **VI. Art of Advising (Relational)**

Read pp. 93-108 in *The New Advisor Guidebook*

### **Creating a Welcoming and Supportive Atmosphere**

Creating a welcoming and supportive atmosphere is crucial to the advising process. Advising sessions will be more productive when students feel comfortable talking with advisors. Advisors should keep verbal and non-verbal aspects of communication in mind. Students should be greeted with a smile, eye



contact, and something like, “It’s good to see you again,” for advisees the advisor knows or an introduction if the advisor and student have not met. Example questions to begin advising conversations are, “What would you like to accomplish today,” or “What brings you into advising today?” Try to avoid, “How can I help you?” This question puts the emphasis on the advisor while the previous questions emphasize the student’s role in the advising process.

### **Advising sessions: appointments and drop-in**

Read pp. 109-139 in *The New Advisor Guidebook*

Read pp. 83-91 in *The New Advisor Guidebook*

### **Advising Sessions: A General Overview**

The content and flow of advising sessions can vary greatly. However, there is also a general pattern that goes something like this...

- Advisor looks over student records in Advisor Dashboard
- Advisor goes to the lobby to meet and greet the student and bring them back to the advisor’s office
- Advisor asks, “What do you want to accomplish today during our session?”
- Student tells the advisor what they hope to accomplish
- Advisor determines if and how much of this can be accomplished in the session and how it will be accomplished and shares these thoughts with the student so that he or she can have a realistic expectation for the session
- Student and advisor work together to meet the student’s needs. This part can include determining what courses are left to fulfill a degree and planning courses for the upcoming quarter(s), discussing a student’s difficulty with a class and making referrals, talking about and filling out a form, covering transfer questions and teaching the student how to research transfer information, going to the lobby to show the student how to create an online educational plan, etc.)
- Before the end of the session the advisor asks the student, “Is there anything you wanted to do or find out today that we haven’t covered?”
- Advisor schedules another appointment with the student (or asks the student to do so at the front desk) if the student needs more advising time to accomplish what they came in for. Otherwise, the advisor tells the student when they should come in again for advising in the following quarter.
- Advisor documents the session in Advisor Dashboard

### **Before Advising Sessions**

Whenever possible, advisors should get a quick look at a student’s records before going to the lobby to get the student. Looking over test scores, registration, course history, and milestones in ctclink and comments in Advisor Dashboard gives an advisor a quick and helpful overview. It is important whether before or after getting the student to check program and advisor coding and be sure it is accurate. Always be sure every student has program and advisor coding.

### **Guiding Advising Sessions**

New advisors will learn a good deal about guiding sessions while shadowing. It is important to create a welcoming and supportive atmosphere and encourage student participation while also keeping track of time. Drop-in sessions are not a time for in-depth advising, and advisors need to keep sessions to 15 minutes when there are students waiting. Students who need more time can be invited back for an

appointment. Appointments are generally 30 minutes. If advisors run over appointment times, students end up waiting when they shouldn't have to. Furthermore, one or two appointments that go over the time parameter can create a whole day of appointments that are behind schedule. This is not a positive situation for students or advisors (although sometimes it cannot be helped).

### **Documentation of advising sessions**

Immediately after meeting with a student, advisors should document the advising session in Advisor Dashboard. Sometimes it is even possible to get a few notes in while with the student. Advisors need to document in the Comments of Advisor Dashboard. (See Technology for Advisors section for more information on Advisor Dashboard.)

### **Drop-In Advising**

During drop-in advising, advisors are expected to take one student after another when students are waiting to lessen wait times and support the other drop-in advisors. Drop-in is never a time for admin work when students are waiting. In addition, advisors need to keep drop-in sessions to 10-15 minutes when there is a wait. If a student needs more time, he or she can schedule an appointment at the front desk.

### **Appointment vs. Drop-in**

The following advising activities require an appointment as they require a great deal more time than is allotted for drop-in.

- VA or Vocational Rehabilitation education plans – schedule an hour
- Regular education plans
- Financial Aid education plans – schedule 45 minutes to an hour
- HD 101 education plans
- Reviewing transcript from other colleges – need appointment if...
  - More than one transcript and/or
  - More than 5 courses on one transcript and/or
  - Transcript are from out of state institutions

## **Resources for Working with Difficult Students and/or Situations**

### **Other Advisors**

If a student is unwilling to accept information, directions, etc. the advisor may want to say, “Let me check with \_\_\_ just to be sure.” The advisor can bring the other advisor into the office and present the advisor with the issue or question at hand. When the student hears the same information from another advisor it can help.

### **Director of Advising and Dean**

Advisors can always approach the Director of Advising or Dean for suggestions and help with difficult students or situations. In general, advisors go to the Director of Advising first, but advisors should feel comfortable going to the Dean whenever needed.

### **Counselors**

When a student is unable to engage in the advising process due to emotions, mental health challenges, etc., the advisor can gently refer the student to a counselor. Sometimes it might be necessary to try to find a counselor immediately or go to the Dean if all of the counselors are unavailable. Other times it might work to bring the student to the front desk to make an appointment.

### **Behavioral Intervention Team**

See brochure and PowerPoint presentation (Advising J drive ⇨ *New Advisor Training* ⇨ *Art of Advising (Relational)* ⇨ *Resources – Difficult Students or Situations* ⇨ *BEHAVIORAL INTERVENTION TEAM.ppt & BIT Aug 09.pub*)

### **Campus Security**

Advisors should contact Campus Security at x5111 in the event you feel the student is a danger to themselves or others. If you feel threatened, immediately vacate the area, get to a safe location and call security. You must be prepared to provide detailed information including name, description, and location or direction person was heading.

## **VII. Other Responsibilities...**

### **NSAOs**

All advisors in the Center are expected to do their share of presenting and helping at the end of NSAOs. The Director of Advising will let advisors know how many to sign up for as each signup sheet comes out.

### **NSO Emails (from students completing the online NSO)**

Students who have attended college before are not required to attend an in-person NSO, and may view an online NSO on our website. At the end of the NSO, they have an opportunity to submit questions, which are received by Marcia Matincheck and forwarded to part-time advisors. The part-time advisor who receives the question replies to it by e-mail, then copies the text of the e-mail into the comments section of Dashboard.

### **Online Advising**

As requested by the Director of Advising, an advisor checks the online advising email account once each week. The schedule is maintained by the Director of Advising. A record of each e-mail correspondence should be entered in Dashboard.

To access the online advising account, go to [www.outlook.office365.com](http://www.outlook.office365.com). For domain/username, enter `online@tacomacc.edu`. For password, enter `online4u`. After you respond to each e-mail, file it in the folder named for the current quarter. Be sure to enter a record of the interaction in Advisor Dashboard.

### **Attending Meetings**

Staff and update meetings are held Wednesdays from 1:30 to 2:30pm. Attendance is requested at all staff and update meetings. Additional meeting times will be identified and announced. Add these to your calendar as recurring appointments, otherwise the front desk may think those slots are open, and they will be filled with student appointments. There is a great deal of information that is shared during our meetings.

### **Professional Development**

Read pp. 141-147 in *The New Advisor Guidebook*

Professional Development activities are offered whenever possible. On campus there are a number of opportunities including Professional Development Days each quarter, involvement in committees and councils, Student Services retreats, and other various sessions or speakers.

When the budget allows, advisors participate in regional and national conferences including Washington State Student Services Commission (WSSSC), Washington Academic Advising Coalition (WAAC), National Academic Advising Association (NACADA), and conferences held by other community colleges and 4-year institutions.