ACADEMIC ADVISING HANDBOOK 2023–2024

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PREFACE

Thank you for taking the time to read and use the Advisor Handbook. The academic advisor role is critical to the success of students at Guam Community College. Studies prove that effective academic advising increases student retention. Retaining students through program completion assures that the college is living up to its stated mission. The purpose of this handbook is to assist advisors in their ongoing efforts to guide, advise, and retain students as they complete their chosen program of study.

Advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary. - David S. Crockett; <u>Modes and Models for Designing and Implementing a Successful Advising Program</u>

Acknowledgment

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Academic advising is the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution. (Habley, 1994)

Academic Advising Program

GUAM COMMUNITY COLLEGE MISSION STATEMENT

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education, and job training for Micronesia.

ACADEMIC ADVISEMENT MISSION STATEMENT

The Guam Community College's Academic Advising Program supports the college's mission and institutional outcomes in providing students with resources for life-long learning. The program advocates for inclusion and multiculturalism, providing equitable access to resources and facilities. The student-centered program plays a critical role in the development of students' educational and career plans consistent with their personal values, goals, and interests. Through the collaborative relationship with students, academic advisors assist students with crafting and implementing educational and career plans using resources that support student persistence and success.

Student Learning Outcomes

- 1. Students will be able to maintain and develop a rapport with their advisors through discussions concerning college academic policies and program requirements, academic performance, career goals, and life endeavors.
- 2. Students will be able to access online advisement information independently and monitor their progress via MyGCC's Ellucian[®] Degree Works reports.
- 3. During the advising process, students will be able to define and develop educational and career plans that are consistent with their personal values, interests, and skills.
- 4. Students will be able to learn from their advising experiences, accessing available campus resources, following through on referrals, and keeping advisors informed.
- 5. Students will be able to follow through with their transitional plan (i.e., higher degree, job placement, etc.) with their academic advisor.

Academic Advising Goals

(Adapted from the Council for the Advancement of Standards in High Education (CAS), 2018)

An Academic Advisor:

- Increases accessibility and visibility;
- Ensures advising sessions are confidential and safe, as appropriate employing use of electronic and multimedia formats, traditional in person, or telephone interaction;
- Relays current, relevant, and accurate institutional procedures and policies;
- Clarifies educational, career, and life goals congruent with student interests, abilities, values, personality, and experiences;
- Assists and supports students in thinking critically and making informed decisions;
- Evaluates, monitors proactively, and encourages student progress, keeping in mind diverse and changing distinctive needs of populations served;
- Raises awareness of appropriate technologies and campus and community resources; and
- Advocates for and actively promotes student success and persistence.

Responsibilities of the Academic Advisor

Advising is a developmental process for both the advisor and the advisee. Good advising occurs when the advisor takes the initiative to develop and apply advising skills and when the advisee comes to the advising session prepared to discuss matters related to educational and career goals. The result of such advising will be the academic, professional, and social development of the advisee. All students should receive guidance from their advisors to ensure that they make informed and timely choices about their academic program and plan ahead to take advantage of all the academic opportunities and services available at Guam Community College. A good academic advisor should:

- Demonstrate concern for each Advisee;
- Be available and accessible (post-contact hours);
- Provide accurate information (on degree programs, career information, job announcements);
- Help develop realistic educational and career goals;
- Assist in planning an academic program consistent with their advisee's interests and abilities;
- Assist advisees with monitoring their academic progress;
- Interpret and adhere to academic policies, procedures, regulations, local and federal laws (e.g., FERPA);
- Aid with the registration process, initiate course substitutions, program elective forms, etc.;
- Be familiar with and provide advisees with information on applying for diploma and commencement; and
- Make appropriate referrals.

Refer to the MyGCC or the National Academic Advising Association (NACADA) website to review other academic advising resources.

Responsibilities of the Academic Advisee

- Be knowledgeable about and adhere to college policies, procedures, requirements, and deadlines;
- Be familiar with your program's requirements from the GCC College Catalog applicable to major;
- Review the Master Schedule of Classes for possible course options prior to an appointment with an advisor;
- Plan a tentative schedule prior to meeting with an advisor;
- Carefully review Ellucian[®] Degree Works reports via MyGCC (i.e., student self-service) before any advising appointment;
- Schedule and keep advising appointments;
- Know and fulfill college and program requirements. All program requirements are listed in the college catalog;
- Be responsible for completing and submitting all forms and related documents necessary for completing degree requirements;
- Follow through on recommendations or referrals discussed during advisement appointments; and
- Contact an advisor immediately with concerns about academic progress in a particular class or during the semester.

Giving Good Advice

Giving good advice is what advising is all about! Academic advisors need to base their advice on a student's career and life goals, interests, and ability to complete a proposed academic load. Academic Advisors should gain an understanding of each student's interests and goals. Listed below are some suggestions for assessing student progress and helping individuals understand the options they have as GCC students:

- 1. Use Ellucian[®] Degree Works reports and make sure advisee understands the details. Review the student's academic progress during the first advising session of each semester.
- 2. Complete the student educational plan using the online Ellucian[®] Degree Works and assist students in planning a course load at least two semesters in advance. Pay close attention to courses with prerequisites or restrictions such as courses offered only in the Fall or Spring semesters and developmental courses, which may require enrollment in at least two semesters. Update the plan during the first advising session of each semester.
- 3. Encourage students to take a challenging yet balanced, class load. Balance a semester by using general education or related technical courses and avoid combining extremely challenging courses in the same term.
- 4. Compare the current course load to past performances. Determine if students have performed adequately in the past with this number of credits. Review the course schedule to determine if the load is balanced. Look at past performance in similar subject areas to see if any of the proposed courses are in areas of known difficulty for this student. Decide if the student's expectations are reasonable given other factors such as employment, family obligations, etc. If necessary, be ready to suggest an alternative class schedule.

An Advisor can help enhance the college student's experience by promoting and encouraging the student's involvement in college events and activities.

- 1. Provide information on programs, services, and workshops offered by the GCC community.
- 2. Encourage advisee to join student organizations such as Council on Postsecondary Students Affairs (COPSA) and organizations that relate to their career interests.
- 3. Work collaboratively with appropriate departments by referring students to programs and services within GCC that can assist with student development. (i.e., Assessment & Counseling, Center for Student Involvement, Accommodative Services, Reach for College, etc.)

Advising Undeclared Students

An Undeclared Student is a student taking courses for personal enrichment or a student who has not yet decided which degree or certificate program to pursue. For undeclared students interested in completing a degree or certificate, engaging the student in conversations on their future and goals can be helpful. GCC has resources available to help undeclared students.

• Student Advising Form

To assist undeclared students, have them complete the Student Advising Form if they have not already. Reviewing their answers with them can stimulate conversation to help increase their awareness of their career goals. (Student Advising Form - refer to appendices)

Advisor Referral Form

The Assessment and Counseling Department has counselors available to help undeclared students define their education and career goals. The Advisor Referral Form can be used to refer a student to the Assessment and Counseling Department. (Advisor Referral Form - refer to appendices)

• Financial Aid

Undeclared students should work closely with the Financial Aid Office. The Financial Aid Office can inform students how being 'undeclared' affects their financial aid benefits.

Advising Students with Unsatisfactory Academic Performance

An unfortunate fact of academic life is that some students, for various reasons, have poor academic performance. Academic advisors often must advise students who are on probation or dismissal. For some students, unsatisfactory performance reflects certain types of problems that are often long-standing and, if not given attention, may persist and result in further academic difficulties.

The Admissions & Registration Office evaluates Student Academic Progress (SAP) at the end of each semester. Student progress is reviewed for cumulative grade point average (CGPA) and progress toward completion. The minimum CGPA for certificate postsecondary programs is 2.0. Also, the College will determine the cumulative successful completion rate (CSCR) equals to at least 67% of credits attempted. In determining the total number of credit hours attempted, all credits attempted at GCC under the student's postsecondary academic history will be counted. Grades from transfer courses will not be included in the CGPA.

At the end of each term, the academic record of each Declared Student enrolled for that term will be compared to the Standards for Satisfactory Academic Progress. Any Declared Student who is not making Satisfactory Academic Progress toward a degree or certificate will be placed on Academic Probation at the end of that term. Any student on Academic Probation may lose financial aid eligibility. Students receiving financial aid may also visit the Financial Aid Office.

It is important to stress to students the importance of meeting the minimum satisfactory academic progress requirements (cumulative GPA of 2.0 and successfully completing 67% of their courses). Failure to meet the minimum CGPA after two semesters will result in the loss of student's financial aid.

Reasons for unsatisfactory performance include:

- Poor study habits;
- Too many hours of work and/or a work schedule that conflicts with the school schedule;
- Unrealistic course choices because of student's lack of interests and abilities;
- Lack of direction;
- Exam anxiety and/or poor exam-taking techniques;
- Personal and/or family problems;
- Lack of preparation to perform college-level work;
- Lack of motivation; or
- Financial constraints.

Some suggestions for working with students with unsatisfactory performance are as follows:

- Review the student's academic history and determine which courses are contributing to their unsatisfactory academic progress. Advise that they retake the courses which they received an "F" or "D" grade as retaking (and achieving a higher grade) will nullify the lower grade received. Retaking and passing developmental courses will not increase the cumulative GPA.
- Discuss candidly the ramifications of past or present unsatisfactory performance and the possible outcome of continued unsatisfactory grades. Refer students to the sections in the applicable catalog that discusses Academic Probation and Dismissal.
- Refer students to on-campus resources such as:
 - 1. Assessment & Counseling

735-5563 ext: 5576 5582/5593/5562 735-5641 ext: 1121-2

2. Reach for College

3. Office of Accommodative Services

Financial Aid

4.

735-5641 ext: 5597/5594 735-5543 ext: 5544/5545-6

- Convey to students any concern about their academic performance and encourage meeting regulary.
- Assist students in making appropriate course selections in view of their past performance or suggest taking a reduced class load.
- Work with students to determine the reasons for unsatisfactory grades and help them to determine the types of changes that need to occur.

Very often, concerned advisors can influence student's academic achievement and may also contribute to improved student retention. Students do not always recognize the consequences of unsatisfactory performance, and through early intervention, advisors may help students avert academic difficulties.

Advising Students with Disabilities

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADA AA) mandate that all postsecondary institutions that receive federal assistance must offer the same services and programs to students with disabilities that are offered to students without disabilities. "Equal access," "reasonable accommodations," or "academic adjustments" must be instituted in instructional programs and departmental policies in order to ensure full educational access and opportunities for all students. The intent of these accommodations or academic adjustments is not to alter nor lower the academic standards of the institution, or to give students with disabilities. When advising students with disabilities, advisors must stress to students the importance of personal responsibility and self-advocacy. Unlike high school, where parents, teachers, school administrators, and counselors were engaged to ensure modifications or accommodations, in college, the student or their legal guardian must serve as the student's advocate.

Advising students with various types of disabilities can be particularly challenging. In many instances, reading comprehension, reading rates, cognitive skills, written expression, visual processing, and short term memory, to name a few, are the greatest areas of difficulty for many students. Even though these impairments will vary from student to student, it is important for the advisor to give particular attention to the student's readiness for particular courses, course scheduling, adjusting a student's schedule to avoid enrollment in several demanding courses concurrently, or ensuring that a student takes critical academic skills courses in the most optimum sequence. Ideally, consideration should also be given to the student's support system at home and transportation to and from school as these will affect the student's attendance and academic performance. Advisors should regularly consult with counselors and the Office of Accommodative Services, especially regarding the educational and career aspirations of their advisees with disabilities.

As advisors work with advisees with disabilities, they should be aware that students with disabilities may need more assistance and clarification in identifying their academic and career goals when scheduling courses. Office of Accommodative Services recommends advisors provide a thorough, sensitive, and comprehensive approach with advisees when discussing student's goals, resources, potential, supports, and disability. Some important guidelines should also be considered. First, advice and recommendations should be based on students' interests rather than on their limitations. Students should be allowed to explore for themselves the programs and courses that they believe have some meaning or potential for them. It is only through this opportunity for exploration that students will be able to realize their true potential. Second, counsel should be given based on evidence and not on supposition or guesswork. For those students with disabilities who may be undecided, they should be encouraged to complete career or interest inventories, explore curriculum offerings, and participate in volunteer and various other activities that may best match their educational, career, and personal interests. Students should also be encouraged to look at participating in the various student organizations on campus. These activities will enable students to experientially discover subjects that may interest them.

Referring of Students to College Offices and Resources

Adapted from "Referral Skills," as found in Crockett, D.S. (Ed.). *Advising Skills, Techniques, and Resources*. Iowa City, Iowa: The American College Testing Program, 1986. pp. 759-760.

- 1. Deciding when a referral should be made.
 - Determine the problem(s).
 - Determine if qualified to offer the help needed.
 - Identify the offices or persons to whom the student may be referred.
- 2. Referral Process: ability to refer the student to the appropriate office.
 - Explain clearly and directly reasons for referral.
 - Take into account the student's emotional and psychological reaction to the referral.
 - Get the student to discuss his/her problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific office or person.
 - Explain fully the services, which can be obtained from the office or resource person.
 - Reassure the student about the capability and qualifications of the person to meet the need expressed by the students.
 - Personalize the experience by calling and making the appointment for the student. Refer the student to a specific person in the office. Give directions to the office if necessary or offer to accompany the student.
 - Discuss with the student any need for sharing information with other college personnel and obtain student's consent and approval.
 - Help the student formulate questions to ask and approaches to take.
 - Provide the person or office that will assist the student all the information essential to helping the student.
- 3. Follow-up: the ability to evaluate the appropriateness and effectiveness of the referral.
 - Determine if the student kept the appointment.
 - Discuss with the student his/her evaluation of the help received from the person or office.
 - Determine whether you selected the appropriate source of help for the student.

List of Referral Resources

| Department | Location & Contact No. | Hours of Operation |
|----------------------------------|---|---|
| Admissions & Registration | Student Services & Administration Building 735-5531 ext: 5533 5535/5561 | Mon-Fri: 8:00am - 5:00pm |
| Assessment & Counseling | Student Services & Administration Building 735-5563 ext: 5576 5562/5582-3/5593 | Mon-Fri: 8:00am - 4:00pm |
| Financial Aid | Student Services & Administration Building 735-5543 ext: 5544/5545-6 | Mon – Fri: 8:00am - 5:00pm |
| Office of Accommodative Services | Student Services & Administration Building 735-5641 ext: 5597/5594 | Mon – Fri: 8:00am - 5:00pm |
| Center For Student Involvement | Student Center 735-8887 ext: 5518 / 5519 | Mon – Fri: 8:00am - 5:00pm |
| Library/Learning Resource Center | Learning Resource Center 735-0228 ext: 0220/ 0229/ 0230 | Mon – Thurs: 8:00am - 8:00pm Fri: 8:00am - 4:00pm Sat: 9:00am-12:00pm |
| Health Service Center | Student Center 7355586 ext: 5414/8889 | Mon – Fri: 8:00am - 5:00pm Nursing Services: 8:00am - |
| Student Support Services | B-Bldg. 735-5555 ext: 5564/5567 5575 | Mon – Thurs: 8:00am -10:00pm Fri: 8:00am - 5:00pm Sat: 8:00 am – 12:00 pm |
| Reach for College Tutoring | Student Center 2 nd floor, room 5201 735-5641 ext: 1121-2 | Mon-Fri: 8:00pm – 5:00pm |

*Hours listed are normal operating hours during the semester. Hours during breaks may be modified.

Legal and Ethical Issues

Legal issues involved in academic advising generally fall under four categories (D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA JOURNAL, November 1982):

- The contractual relationship between students and the institution
- Guidelines governing privacy of student records
- The concept of privileged communications
- Academic due process and the need for grievance procedures

Advisors need to be concerned that the advice they give might lead to students taking legal action. Anything advisors say or write has the potential to become a part of the implied contract with the subject. Advisors, therefore, need to be cognizant of the important legal principles as they fulfill their roles. Courts today base decisions on contractual relationship between a college and its students; respecting students' legal rights, therefore, is important for both ethical and practical reasons.

Through its publications, most notably the catalogs and departmental materials, the college establishes contractual obligations between the institution and students. Responsibility for knowing requirements ultimately rests with students; advisors will not be held personally liable for negligent, irresponsible, or capricious behavior of students. By keeping complete and accurate notes of advising sessions, advisors can forestall future disputes as well as protect themselves against claims of erroneous advising.

It is good policy to recognize the limitations of an advisor's role. Knowing when and where to refer students who present questions or problems that extend beyond the scope of advising or the individual advisor's knowledge can help avoid charges of inappropriate or inaccurate advising and the possible consequences of such allegations.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law that protects the privacy of student education records. It is a federal law that governs the release of and access to education records.

- Student education records consist of handwriting, print, computer, videotape, audiotape, film, microfilm, microfiche, or e-mail records.
- Student education records include information directly related to a student's academic progress, financial information, or personal interest items and maintained by Guam Community College.
- Student education records are considered confidential and may not be released without the consent of the student.

Examples of Education Records include but are not limited to:

- Personal identifiers
- Student's exams or papers
- Grades
- Transcripts
- Class lists
- Class schedules
- Disciplinary files
- Financial aid information
- Student employment records

- A computer printout with student's information
- A computer screen displaying student's information

Directory Information – Information that can be released without the student's prior consent to individuals/entities with legitimate education interest:

- Student Name
- Current enrollment status (attending/not attending)
- Dates of enrollment
- Degrees or Certificates awarded
- Graduation date(s)
- Program(s) of Study

Non-directory Information – Information that cannot be released without the student's written consent:

- Race
- Social Security Number
- Grades
- GPA
- Religion
- Class Schedule

The purpose of FERPA is to ensure the accuracy, integrity, and confidentiality of education records maintained by GCC.

- A student has the right to inspect and review education records.
- A student has the right to seek to amend education records believed to be inaccurate.
- A student has the right to consent to the disclosure of personally identifiable information from education records, except as specified by law.
- Faculty who maintain education records are obligated to take reasonable precautions to prevent misuse or unauthorized disclosure of education records.

FERPA protects the education records of any individual who is currently a GCC student. Educational record cannot be disclosed to a third party unless student provides a written consent. The legal obligations of GCC faculty are set forth by the United States Department of Education and available at the web site: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

HOW ADVISEES ARE ASSIGNED ADVISORS:

Based on CAS standards (2018), mode of delivery, advising approach used, additional advisor responsibilities, student needs, and specific student groups are factors considered in the determination of advising caseload. Advisor assignments are made in accordance with the student's program of study and are intended to be continuous throughout the student's college career. A student's advisor should not change if the student remains in the same program of study each semester. Only students who are currently enrolled will be assigned an academic advisor, and only registered students will appear in an advisors list in MyGCC. **Declared** students are assigned to program faculty, **undeclared** students are assigned to counselors and general education faculty, **adult high** students are assigned to an Adult Education Program Specialist and/or Adult High School Counselor, **apprentices** are assigned to an apprenticeship coordinator, and **students taking developmental English and/or math** may be assigned additional advisors from the English and/or Math faculty.

An equitable load must be achieved among faculty advisors assigned to the same student population. For example, if the Education department has three full time faculty and 90 students declared in that program, each faculty should be assigned 30 students. If a department has only one full time faculty, all the students declared in that program will be assigned to said faculty. When assigning undeclared students to faculty, an equitable load between faculty must be achieved.

TIMELINE

Standard Operating Procedure timeline for this process is for Fall and Spring Semesters only. Initial advisee lists should be provided to faculty two (2) weeks after the class schedule adjustment period. Advisee assignments must also be updated one week after the start of the new registration period.

EXCEPTIONS or CHANGES to Advisor Assignments

Changes to Advisor assignments are permitted on an individual basis or for a subset of the student population. For example, a student may wish to change from one Advisor to another, an Advisor(s) may be asked to assist a department that has only one advisor, or a student assigned to a faculty may be reassigned in the event advisor is unavailable (e.g. retirement, sabbatical, re-assignment, etc.). An Advisor can request for a change in assignment. A student may request for a change in Advisor with the consent of the Advisor receiving the student as a new advisee. Requests to change Advisor assignments may be submitted to the Admissions and Registration Office with Dean's approval.

Note: The procedures for assigning advisors are subject to change. In the event of a conflict between this handbook and the assignment of advisors, the authoritative source will be the SOP in use by the Admissions & Registration Office.

Frequently Asked Questions

How are advisors assigned?

All students who have declared a major are assigned to program faculty. Undeclared students are assigned to counselors and general education faculty. Adult High School students are assigned to an Adult High School counselor.

How does a student change his/her advisor?

The student should contact the Admissions & Registration Office, Student Services and Administration Building.

What is a student educational plan?

A student educational plan (SEP) is an advising tool which will allow advisors to map out a student's educational path based on a student's educational goals and timeframe. Students can obtain their plan via MyGCC's Ellucian[®] Degree Works reports.

Who evaluates transfer credits?

The Registrar is responsible for evaluating and approving transfer courses. Students must fill out the evaluation request form and submit an official transcript to the Admissions and Registration office.

Who can I contact if I have students with disabilities?

Advisors may contact the Office of Accommodative Services, Student Services and Administration Building, Room 2139, 735-5597.

What are "holds" on student records and how does a student get them lifted?

Holds on student records include but are not limited to (1) general education hold, (2) billing hold, and/or (3) health hold. In order to have the hold removed, the student will need to contact their advisor or the appropriate department.

What if a student forgets his/her password?

Students can click on "Forgot Password" on the MyGCC homepage to change their password. Students need their Student ID number to change their password online. If a student cannot change his/her password online, refer the student to the Admissions and Registration Office.

Where can an Advisor find Student Forms?

Forms specifically related to advising are included in the handbook. Other GCC student forms can be found on www.guamcc.edu. Click on "Forms" under the Admissions Menu.

Appendices

Appendix I - Desired Faculty Adviser Competencies

(adapted from Muser, Terry, Ph.D. Pennsylvania State University, 2011)

"The joy of advising, the deeper sense of why many choose to advise is the human element: being witness to that sacred moment when a student, "really gets it," really risks, really faces something challenging, or really succeeds!" Rusty Fox, 2008

Attitudes

According to Brown (2008), "the quality of academic advising is often determined by the quality of relationships that exist between students and their advisors. The skills that enable the establishment of effective relationships can be taught, developed, and enhanced." The attitudes of the adviser are critical for facilitating the development of the adviser/advisee relationship.

Compassion

The academic adviser:

- Relates to students and enjoys working with this population.
- Addresses and approaches students with obvious enthusiasm for engaging the student in a meaningful way, <u>encouraging relationship development</u>.
- Engages in discourse related to students' personal problems and demonstrates concern for the students' well-being.
- Sees the potential in each student and strives to inspire the student to achieve his or her goals.
- Has patience to allow the student time to process, think critically, explore, change his/her mind and make mistakes.
- Inserts humor, as appropriate, into the relationship and appreciates the humor presented by the student.

High Standards and Expectations for Self and Students

The academic adviser:

- Strives to be the <u>best adviser possible</u> for each student.
- Develops and maintains a strong ethical standard toward advising responsibilities.
- Anticipates that each student will also strive to be an exemplary student.
- Willingly engages in personal and external evaluation of advising effectiveness.

Accessibility

The academic adviser:

- Is welcoming and shows openness to engaging each student in a relationship.
- Dedicates time in his/her schedule for student development.
- Responds in a timely and meaningful way to each student request/question.

Open Mindedness and Positive Attitude

The academic adviser:

- Shows genuine concern for students and enjoyment in the <u>development of student</u> <u>relationships</u> within an advising context.
- Keeps an open mind about each student's unique background, abilities, interests and motivation and accepts that students must determine their own academic journeys.

Collegiality

- Willingly works with other academic professionals.
- Obtains relevant information.
- Masters advising techniques.
- Mentors newer members of the advising community.

Skills

Academic advising entails relationships based largely on one-on-one interactions between a mentor and a student. Thus a number of communication, technology, and advising-specific skills contribute enormously to the success of those relationships.

Communication Skills

The academic adviser:

- Recognizes the lifelong impact our words and attitudes can have on students.
- Takes the time to listen attentively to students' goals, concerns, and ideas.
- Holds students to the commitments they make and keeps the commitments we make to students.
- Responds to students' needs (rather than imposing institutional needs or personal biases on them).
- Remains aware of students'—and our own—non-verbal communication.
- Challenges students' ideas as appropriate.
- Delivers bad news (and discusses personal and academic difficulties) with care.
- Helps students frame setbacks in terms of constructive remaining options.
- Assesses when a situation calls for professional intervention or academic referral.
- Assesses when a situation calls for more probing questions.
- Makes explicit students' responsibility for their own academic and professional success.
- Guides students in the development of their professional and personal autonomy. Additional Resources:

Effective Communication Skills (Penn State Center for Excellence in Academic Advising) Effective Communication and Listening Skills (National Academic Advising Association)

Advising specific skills

The academic adviser:

- Uses effective teaching techniques to guide and advise students.
- Helps students link interests/abilities with majors/programs.
- Advocates for students.
- Problem solves with students.
- Facilitates decision-making.
- Updates/improves personal advising skills and academic information.
- Empowers students to explore & develop career & life goals.
- Helps students match careers with majors.
- Provides good references (jobs, 4 year college or university).
- Challenges students to think critically about their choices.
- Introduces academic options and alternatives.

Technology skills

- Knows what is available on and how to access MyGCC.
- Accesses and uses MyGCC to its full capability:
 - Student advisee transcripts;
 - Student advisee degree evaluation;
 - Student advisee holds;
 - Email communication with students;
 - Campus announcements;
 - Registration timetables.
- Navigates departmental and/or student services' websites.
- Accesses and uses the online college catalog with the development of student's academic educational plan.

• Accesses and uses the online college's Academic Advising Handbook

Knowledge

Without institution-specific knowledge, an adviser is not capable of helping students navigate the complex information and procedures required to be successful.

Academic Degree Information

- Understands the philosophy and outcomes of the program/course curriculum.
- Produces, accesses, and interprets program and degree information, including:
 - A degree evaluation.
 A degree evaluation is a computer-generated analysis that enables the student and his/her adviser to assess the student's academic progress.
 - Graduation requirements for the major.
 The college's online catalog lists the degree requirements for all majors and minors offered by the college.
 - Student Handbook
 - Course scheduling and registration.
 Course scheduling is done by students using MyGCC.
 - Request for change of program can be done at any time during the semester at Admissions & Registration Office for students in good academic standing. Changes will not go into effect until the following semester (i.e. program change is requested in October/Fall, will become effective in January/Spring).
 - The College will generally accept transfer credits from college or university if accredited by its regional accrediting body. Things to take into consideration:
 - Official transcripts must received directly from the institution where the credits were earned or can be hand delivered by student provided the transcripts are in their original sealed envelope.
 - The course are at the postsecondary level; with GCC, this means the course is at the 100 level or above and receives undergraduate level credit.
 - Credits earned outside of GCC are equal to or greater than the credits to be received from GCC.
 - The student has earned a "C" grade or higher (or equivalent).
 - The course is not a credit awarded for life experience.
 - Any Declared Student who is not making Satisfactory Progress toward a degree or certificate will be placed on Academic Probation. The student can continue for a probationary semester and enroll in the subsequent semester if progressing academically in a satisfactorily manner. Any student on Academic Probation may lose financial aid eligibility and may be dismissed from the college as a "Declared Student" if the student fails to progress satisfactorily while under probation. The student may continue at the college as an "Undeclared Student". Once satisfactory progress is achieved, the student may re-apply for admissions as a "Declared Student".
 - Credits granted through Advance Placement may be recorded as "CR" only after consultation with Department Chairperson, the Dean, or the Academic Vice President
 - A timeline for when students should take courses.
 Student academic educational plans are available for each major via online catalog. They are suggested course sequences to be used as a guide.
- Is knowledgeable of post-graduation pathways and discusses:
 - Requirements for workplace and higher 4 year degree programs and school admission.
 - \circ $\,$ Career options, suggested pathways and specific career requirements.

College Policies and Procedures

- Accesses and understands GCC policies and procedures.
- Updates him/her-self on FERPA and other legal issues related to advising on a yearly basis.
- Accesses and is aware of important dates during the semester, including those found on the academic calendar.



CCC Appendix II- Student Advising Form

| Academic Term: Student ID#: Student Name: Email address: Telephone: | (Last Name, Firs Home | Pager/Cellular | |
|---|-----------------------------------|--------------------------|------------|
| What are your career an | d/or educational goals | 5? | |
| Why did you choose Gua | am Community College | ? | |
| If undeclared, then what | major (s) are you con | sidering? Please explain | |
| Would you like more info [] Financial Aid [] Career Counselir [] Personal Counse [] Learning Disabilit [] Physical Disabilit [] Work Experience [] Apprenticeship [] Tutoring [] Student Organiza [] Other (Specify): | ng ling ty Y e Credit | | at apply)? |
| Do you have any specific | questions or concern | s? | |
| Next Appointment: | | | |
| Advisor Comments: | | | |
| | | | |
| | | | |
| | | | |
| Advisee Signature | Date | | |
| Advisor Signature | Date | | |



CCC Appendix III- Advisor Referral Form

| Academic Term: | | | |
|-----------------------|------------------------------|--------------------------|----------------|
| Student ID#: | | | |
| Student Name: | | | |
| | (Last Name, First Name, M.I. | | |
| Email address: | | | |
| Telephone: | | | |
| | Ноте | Work | Pager/Cellular |
| Academic Advisor: _ | | | |
| | (Last Name, First | t Name, M.I. | |
| Date Referred: | | | |
| Reasons for Referral: | | | |
| | | | |
| | | | |
| | | | |
| Referred To: | | | |
| Date Seen: | | | |
| Action Taken: | | | |
| | | | |
| | | | |
| | Please return compl | eted form to referring A | Advisor. |

Appendix IV – Common Core Values of Academic Advising

[http://www.nacada.ksu.edu/Resources/Clearinghouse]

-THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING RESPECT CORE s honor the in ALUES entered appro and treating s h sensitivity ar PROFESSIONALISM alues of the professi ng for the greater go tudents, colleagues stitutions, and highe INCLUSIVITY INTEGRITY c advisors respect, engage, rtive culture for diverse pop isors strive to create and sup ronments linat consider the n and perspectives of students institutions, and colleagues ademic advisors act intentionally in ordance with ethical and professiona shavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession. through openness ceptance, and equ EMPOWERMENT ic advisors motivate. A cademic advisors motivate, encourag and support students and the greater educational community to recognize their potential, meet challenges, and respect and express individuality. COMMITMENT CARING Academic advisors value and are dedicated to excellence in all dimensions of student Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through ccess. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional empathetic listening and compassion for students, development. colleagues, and others The NACADA Statement of While nations, institutions, and The Statement of Core Values is Core Values reflects the students will offer unique reviewed periodically to ensure many cultural and circumstances, the Core its alignment with current professional practices, educational contexts in which Values provide guidance to academic advisors in their professional competencies, and philosophies academic advising is practiced globally. A NACADA: The Global Community for diverse, globally represented task force in lives. Academic advisors are committed to Academic Advising encourages institutions to conjunction with the input of NACADA the students they advise, their institutions, adopt the Statement of Core Values and members contributed to the creation of the their professional practice, and the broader support the work of those who provide statement. By virtue of this process, this advising and educational community. There academic advising. document represents the Core Values of the may be times when balancing all Core academic advising profession as a whole. Values equally is not possible. In those These values apply to all who perform instances, academic advisors are encouraged to reflect and engage other academic advising by any role, title, or

academic advising professionals in a dialogue to resolve any conflict to the best

of their ability.

position as educators at their institutions.

Appendix V – Ethical Aspects of Academic Advising

ETHICAL ASPECTS OF. ACADEMIC ADVISING Presented by Charlie Nutt, NACADA Executive Director. Developed by Joanne K. Damminger, Ed.D.

Ethical Aspects of Academic Advising Charlie Nutt

Abstract

At times, academic advisors face legal and ethical issues and must make decisions to resolve them. This topical session will discuss the foundation of legal and ethical aspects of advising. Discussion during the topical will help to define and clarify language associated with legal and ethical issues. The workshop will also explain ethical ideals and offer guidelines for resolving ethical dilemmas related to advising. The session may include discussion of a variety of case studies involving ethical dilemmas in academic advising.

Major outcomes include that as a result of the topical, participants will:

- Recognize and understand definitions related to ethics and legalities
- Have a cursory knowledge of the legal foundations of advising
- Recognize and be able to discuss five general ethical ideals
- · Demonstrate awareness of the ethical principles related to academic advising
- Recognize principles to assist advisors in resolving ethical dilemmas in academic advising

Suggested Reading

Academic Advising Program CAS Standards and Guidelines. Available at:

http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf

- Frank, K. (2000). Ethical Considerations and Obligations. In Gordon, V., Habley, W. & Associates, *Academic Advising: A Comprehensive Handbook.* (pp. 44-57). San Francisco: Jossey-Bass.
- Gordon, V. N., Habley, W. R., Grites, T. J., & Associates. (Eds.). (2008). Academic advising: A comprehensive handbook. (2nd ed.) San Francisco: Jossey-Bass.

Kidder, R. (1995) How Good People Make Tough Choices. New York, NY: William Morrow and Co.

Kidder, R (2005) Moral Courage. New York, NY: William Morrow and Co.

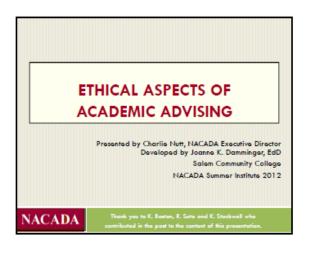
Lowenstein, M. (2008). Ethical Foundations of Academic Advising. In Gordon, V.N., Habley, W.R., Grites, T.J., & Associates (Eds.), *Academic Advising: A Comprehensive Handbook,(2nd ed.). (pp. 36-49).* San Francisco: Jossey-Bass.

Lowenstein, M. & Grites, T. (1993). Ethics in Academic Advising. NACADA Journal, 13(1), 53-61.

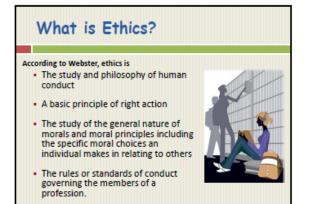
NACADA Clearinghouse: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Ethical-Decisions.htm

NACADA Core Values. Available at: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm The Mentor: An Academic Advising Journal. Available at: http://www.psu.edu/dus/mentor/

Rachels, J. & Rachels, S. (2006). The elements of moral philosophy (5th ed.). New York: McGraw-Hill.







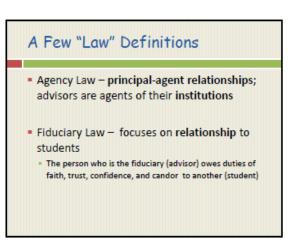
What is Ethics?

Lowenstein defines ethics as:

"...the attempt to think critically about what is right and what is wrong, what is good and what is bad, in human conduct."

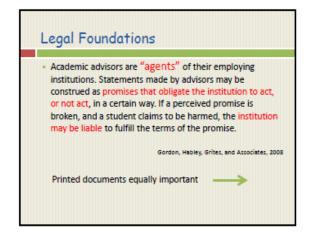
Simply stated, "How people should act."

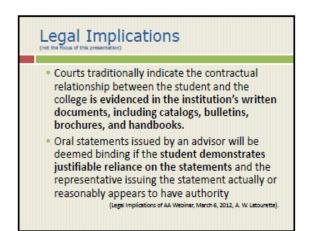


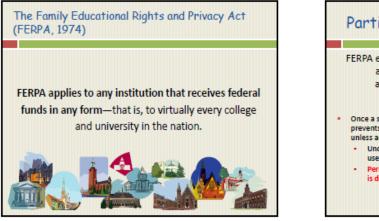


Source: NACADA (http://www.nacada.ksu.edu/Portals/0/Events/SummerInst/2012/Kentucky/T10-Ethics_PP2.pdf)

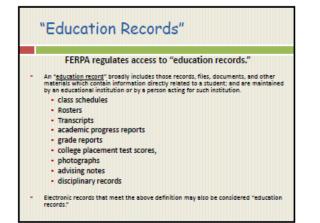
Lowenstein, 2008

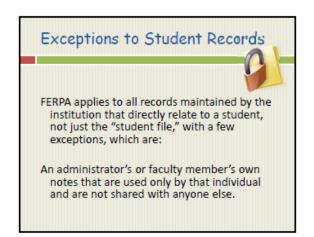








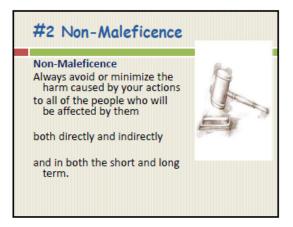


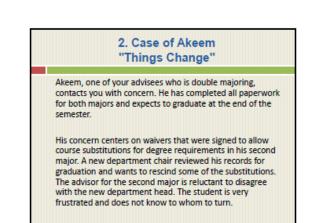






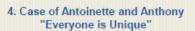






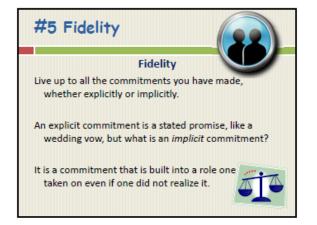
3. Case of Saura **#3** Justice "It is all in the Family" Justice Saura comes for advising and is disappointed that she did not get to see Mr. Jones for advising. Saura Treat all individuals fairly or equitable, goes on to explain that she wanted to see Mr. granting no one any special rights or Jones because students say that Mr. Jones, who is privileges that are not open to all. a relative of the Registrar, registers students before registration opens by calling his spouse. "Equitably" does not have to mean "the Students appreciate getting a seat in advance in same;" it just means that differences must not create inequalities and should have a the classes that fill the seats quickly. defensible basis

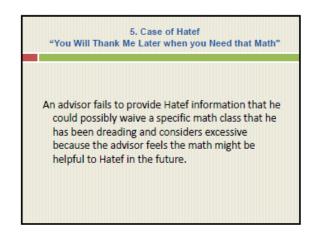




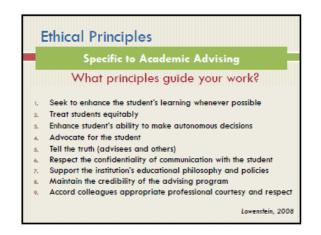
Antoinette is the sister of Anthony who saw a particular advisor regularly the previous year. Anthony stops by and remarks that Antoinette is just following what Anthony did for his courses and does not feel she needs advising.

The advisor calls Antoinette and explains that she is an individual and equally important as Anthony. She too needs to come for advising and discuss her own situation.

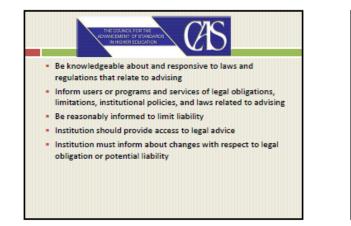








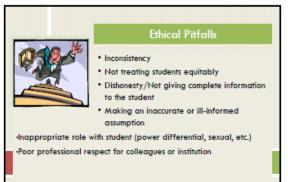






NACADA Core Values (Cont'd)

- Be knowledgeable and sensitive to national, regional, local and institutional policies and procedures related to harassment, technology, personal relationships with students, privacy of student information and equal opportunities
- Respect student confidentiality rights regarding personal information and practice an understanding of institutional laws and policies such as FERPA.
- Seek access and use student information only when relevant to the advising process.
- Document advising adequately



When in doubt, check it out! Listen to that inner voice!

Ethical Dilemmas in Advising

- Boundaries and definition of roles
- Competency of self or colleagues
- Referrals
- Confidentiality
- Campus conflicts (values and actions of staff vs. the institution's values and policies)
- Personal values vs. appropriate professional response and/or values and expectations of students

What have been dilemmas on your campus? ->>



So, when faced with an ethical dilemma, how should we begin?

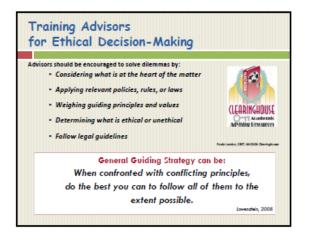
- 1. Assess the situation and define the problem.
- 2. Check the rules are there currently some rules or procedures in place for this?
- 3. What might a reasonable person think about this?
- Check the guiding principles/ideals, consult with colleagues, and review the literature.
- Consider all possible solutions.
- 6. Consider consequences of various decisions.
- 7. Act in a timely manner.
- 8. Follow-up.

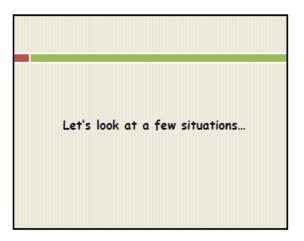
When faced with an ethical dilemma ...

Remember:

- Be honest...if you don't know refer!
- Document all situations, not just problematic ones.
- Continue to review your personal ethics and their fit for your environment.







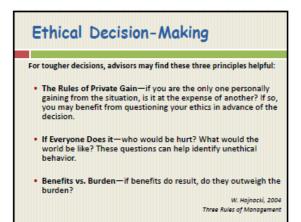
#1 Case of the Colleague

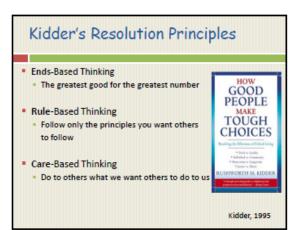
During a new student orientation, your colleague advisor, is asked to provide an overview of the University's publications. You notice that your colleague's description of the purpose and information contained within one of the publications is not accurate.

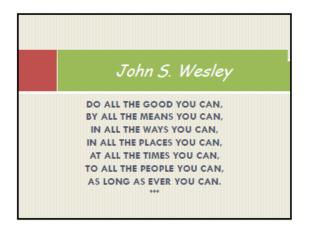
What do you do?

#2 Allegiance to Whom?

You receive a call one evening from a part-time advisor who you mentor. She is calling from her advising session and a parent and student are in the room with her. She wants to contact the Academic Dean and request a withdrawal from a class (after the withdrawal period is over) for the advisee who is not doing well. The part time advisor is repeating to you what the student has recounted about poor teaching techniques and she affirms to you on the phone (with the student present in the advising office) that she has heard other students complain about the same teacher and she herself does not think the teacher performs well. For these reasons she "needs" to help the student seek a "W."



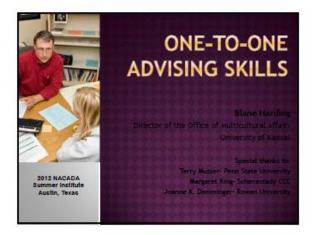






Appendix VI – One-to-One Advising Skills

Source: NACADA http://www.nacada.ksu.edu/Resources/Clearinghouse



EFFECTIVE ADVISING?

- What are effective advisor competencies?
- What do students want, expect, and need?
- Why are the skills important?

WHAT WORKS FOR YOU?

Share ideas

Who do you advise?

What skills are effective?

What do students want?

What do students need?

ACADEMIC ADVISING DEFINED:

"Academic advising is a decision-making process during which students reach their maximum educational potential through communication and information exchange with an academic advisor."



-Thomas J. Grites

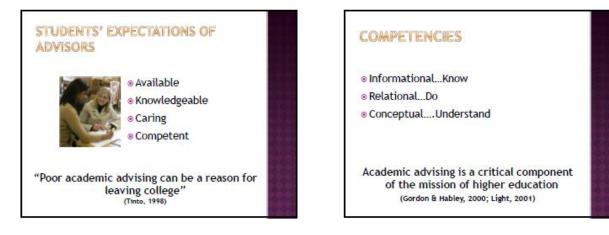


OBJECTIVES

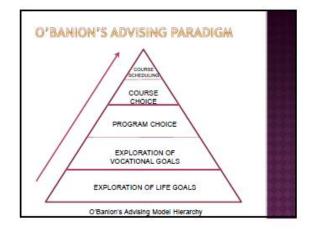
- Commitment to whole student
- Recognition and appreciation of individual differences
- Commitment to facilitating student development, success, and learning
- Provide quality services to meet student needs
- Commitment to provide access and opportunity
 - "Service to others is the rent we pay for our time here on earth."

One-to-One Advising

Source: NACADA <u>http://www.nacada.ksu.edu/Resources/Clearinghouse</u>











- Acknowledge student's words
- Awareness of learning patterns
- Reflect, rephrase and/or paraphrase

One-to-One Advising

Source: NACADA <u>http://www.nacada.ksu.edu/Resources/Clearinghouse</u>



PARTNERSHIP SKILLS CONTINUED ...

- Respect, trust, and mutual understanding
- Develop belief that each contributes equally to student success
- Celebrate accomplishments





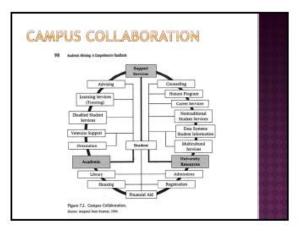


REFERRAL SKILLS Listening is crucial Student's needs, not advisor's Explain reason for referral Expected results of referral

- Specifics of referral
- Making referral
- Set time for follow-up



COALITION BUILDING SKILLSImage: Stress of the serve stress of the serve serve stress of the serve serve



One-to-One Advising

Source: NACADA <u>http://www.nacada.ksu.edu/Resources/Clearinghouse</u>







CURRICULUM

- Selection of academic program & courses
- Development of life and career goals
- Campus/community
 resources, policies & procedures
- Transferability of skills and knowledge







student

 Designate clear and uninterrupted time
 Student needs to be active participant

One-to-One Advising Source: NACADA <u>http://www.nacada.ksu.edu/Resources/Clearinghouse</u>



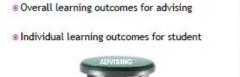


ASSESSING ADVISING SESSION

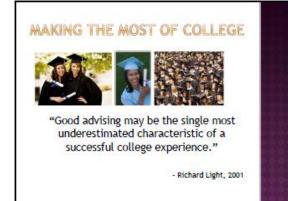
- Self assessment
- Student assessment
- Peer assessment
- Supervisor assessment













Application for Admissions (Click on the link above to access electronic form)



Application for Admissions as a Declared Student

| Last Name | First Name | |
|-------------|---------------|--|
| Student ID | Date of Birth | |
| Email | Phone | |
| Citizenship | Semester | |
| Status | Declaring | |
| | | |

I am applying for admission as a declared student in the following program:

| Associate of Arts Degrees | | | | | |
|--|--|--|--|--|--|
| □Culinary Arts | Education | □ Liberal Studies | | | |
| | Associate of Science Degrees | | | | |
| Accounting Automotive Service Tech – General Service Technician Automotive Service Tech – Master Service Technician Civil Engineering Technology Computer Networking Computer Science Criminal Justice – Administration of Criminal Justice | Criminal Justice – Law Enforcement Administration Criminal Justice – Forensic Lab Technician Criminal Justice – Forensic Compute Examiner Early Childhood Education Foodservice Management Human Services International Hotel Management | Marketing Medical Assisting Office Technology Practical Nursing Pre-Architectural Drafting Supervision & Management Surveying Technology Tourism & Travel Management Visual Communications | | | |
| | Certificate Programs | | | | |
| Automotive Service Tech General Service Automotive Service Tech Master Service Computer Aided Design & Drafting Computer Science Construction Technology: Carpentry Construction Technology: Electricity Construction Technology: Heating Vent Conditioning (HVAC) Construction Technology: Masonry Construction Technology: Plumbing Construction Technology: Reinforcing M Construction Technology: Welding Criminal Justice: Law Enforcement | e Technician Conse Early Educe Early Educe Envir Fam Ilation Air- Med Med Office Metal Worker Supe | inal Justice: Marine & Terrestrial rvation Enforcement v Childhood Education cation ronmental Technician ily Services Science Technology ical Assisting ium/Heavy Truck Diesel Technology ee Technology Language Interpreting ervision & Management eying Technology | | | |
| | Bachelor of Science Program | | | | |

Career and Technical Education

| Admissions Eligibility | | | | | | |
|--|--|--|--|--|--|--|
| Submission of official transcripts are required; diplomas will not be accepted. | | | | | | |
| Admissibility is met by the following: | | | | | | |
| High School Graduate | | | | | | |
| Name of High School:Graduation Date: | | | | | | |
| Other Name (If applicable): | | | | | | |
| High School Equivalent (GED or HiSet) | | | | | | |
| Completed either AA/AS/BA or BS degree* | | | | | | |
| Name of College or University: Graduation Date: | | | | | | |
| Earned at least 45 semester hours with a cumulative GPA of 2.0 or higher* | | | | | | |
| | | | | | | |
| Transcripts will be received from: | | | | | | |
| Name of College or University: | | | | | | |
| | | | | | | |
| Name of College or University: | | | | | | |
| Name of College or University: | | | | | | |
| | | | | | | |
| Name of College or University: | | | | | | |
| Failure to provide all transcripts will result in the denial of admissions, official transcripts can be mailed or emailed to GUAM COMMUNITY COLLEGE ADMISSIONS & REGISTRATION OFFICE P.O. BOX 23069 G.M.F. BARRIGADA, GUAM 96921-0307 Gcc.registrar@guamcc.edu I certify that the statements made in this form are true and correct. I understand that any false information found to have been willfully given by me herein or in any supporting document may be cause for refusing to admit me to or my immediate dismissal from Guam Community College. | | | | | | |
| Student Signature:Date:Da | | | | | | |
| | | | | | | |
| Admissions & Registration Use Only: | | | | | | |
| Admissibility into a program has been determined via the following: | | | | | | |
| □ High School transcripts | | | | | | |
| | | | | | | |
| High School Equivalency transcripts | | | | | | |
| College/University transcripts | | | | | | |
| Admissions Decision: Accepted Denied | | | | | | |
| Reason for Denial: | | | | | | |
| | | | | | | |
| | | | | | | |



Application for Reentry

| _ | First Name Date of Birth | |
|---|---|--|
| | | |
| dismissed from the college as a Dec Registration Office. Students must r Student Status: Stop-out Last Declared Degree/Major: | Il for two consecutive regular (Fall & Spring) s clared Student must complete and submit this meet with their Advisor or Counselor prior to Dismissed | s application to the Admissions & the submission of this application. |
| Counselor or Advisor's Signature: | | Date: |
| I am applying for readmission as a c | declared student in the following progran | n: |
| | Associate of Arts Degrees | |
| Culinary Arts | Education | □Liberal Studies |
| | Associate of Science Degrees | |
| Accounting Automotive Service Tech – General Service Technician Automotive Service Tech – Master Service Technician Civil Engineering Technology Computer Networking Computer Science Criminal Justice – Administration of Criminal Justice | Criminal Justice – Law Enforcement Administration Criminal Justice – Forensic Lab Technician Criminal Justice – Forensic Computer Examiner Early Childhood Education Foodservice Management Human Services International Hotel Management | Marketing Medical Assisting Office Technology Practical Nursing Pre-Architectural Drafting Supervision & Management Surveying Technology Tourism & Travel Management Visual Communications |

\Box Career and Technical Education

| Certificate Programs | | | | | |
|---|---|--|--|--|--|
| Automotive Service Tech General Service Technician | Criminal Justice: Marine & Terrestrial | | | | |
| ☐ Automotive Service Tech Master Service Technician ☐ Computer Aided Design & Drafting | Conservation Enforcement | | | | |
| Computer Science | Education | | | | |
| □ Construction Technology: Carpentry | Environmental Technician | | | | |
| Construction Technology: Electricity | Family Services | | | | |
| Construction Technology: Heating Ventilation Air- Conditioning (HVAC) | Fire Science Technology Medical Assisting | | | | |
| Construction Technology: Masonry | □ Medium/Heavy Truck Diesel Technology | | | | |
| Construction Technology: Plumbing | □Office Technology — | | | | |
| Construction Technology: Reinforcing Metal Worker Construction Technology: Welding | Sign Language Interpreting Supervision & Management | | | | |
| Criminal Justice: Law Enforcement | □ Surveying Technology | | | | |

I acknowledge that my catalog year will change to the current active catalog at the time of reentry. My program requirements will now follow what is listed in the current catalog. I certify that the statements made in this form are true and correct. I understand that any false information found to have been willfully given by me herein or in any supporting document may be cause for refusing to readmit me to or my immediate dismissal from Guam Community College.

| Student Signature: | | | | | |
|-------------------------|--------------|--------|-------|---|--|
| | | | | | |
| | | | | | |
| Admissions & Registrati | on Use Only: | | | | |
| Admissions Decision: | □Accepted | Denied | Date: | _ | |
| New Catalog Year: | | | | | |
| Reason for Denial: | | | | | |
| Remarks: | | | | | |

Log in to MyGCC and click on the *Faculty tab*.

| сс | ygcc.guamcc.edu/web/home-comm | and y carriery | | | | | 년 ☆ |
|--------------|-------------------------------|---------------------------------|-------------------------------------|--------------------------|--------------|--------------------|------------------------|
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| arses C | ourse Studio | | _ | Faculty Schedule | | | |
| urse List | t | | > | My Classes (Dally View) | | | Weekly View |
| | ect Term Spring 2019 | * | | | | Nov 29, 2021 | |
| | april 2018 | | Last Updated Mon August 23, 2021 | Class Time | Course Title | Location | Assigned Hours |
| Courses fir | m teaching | | | 🕗 06:01 pm - 07:30 pm | PY-125 | E Building117Class | |
| Home Page | Course Title \$ | Course Id \$ | Instructor(s) = | Opening the meeting lime | s: PY-125 | | |
| | Introduction to Sociology | 50-130-03 | + Ava M Garcia 🛛 🔤 | Advisor Dashboard | | | |
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Select your term by clicking the drop down arrow. The regular term will appear as "Fall 2022", or "Spring 2022" for example.

| ourses C | ourse Studio | | | | Faculty Schedule | | | |
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| ourse List | | | | > | My Classes (Daily View) | | | Weekby Wew |
| 5.0 | Nect Term Spring 2 | 019 | | | | | Nov 29, 2021 | |
| | aparty 2 | | Last Updated Mon Augu | st 23-2021 | Class Time | Course Title | Location | Assigned Hours |
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You can search based on the following:

- 1. <u>Student ID</u>; enter Bxxxxxx into the ID field and click the "Advisee" hypertext (or blue text), or
- <u>Student Name</u>; type in the students last name and first name and then click the "Advisee" hypertext (or blue text), or
- 3. <u>Wildcard search</u>; Type the percent sign ("%") in the Last Name field and then click the "Advisee" hypertext (or blue text).).

Your advisees will be displayed in the Advisor Dashboard channel. Click on the advisee name to view available student information. Note: Once the term has started, only the advisees assigned to you and

are registered for the term will be displayed. During registration, all advisees assigned to you will be displayed.

If there are too many to display and you receive an error message, you must use Self-Service Banner (see "How to View Advisee Information via MyGCC using Self-Service Banner" guidelines).

How to Access Advisee List and Advisee Information via MyGCC/Ellucian® Degree Works

Click on the *My Banner tab*.

In the Banner Self-Service channel, click once on the (1) *Banner Self Service* folder > click once on the (2) *Faculty and Advisors* folder > click once on the (3) *Student Information* folder > and then click the (4) *Advisee Listing* link.

| | | Advisee Search | × + | | × - |
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| Time Sheet | Bi-Weekly - 4, Due Date : Fel | 15, 2022 | | View Test Scores | |
| Time Sheet | Bi-Weekly - 3, Due Date : Jan | 31, 2022 | | View Holds Concise Student Schedule | |
| | | | | Student Week at a Glance | |
| Program Specialist AA | D187 00 De | an's Office - TSS | 7000 | Ø Term Selection | |
| | | | | CRN Selection | |
| Time Sheet | Bi-Weekly - 25, Due Date : De | c 05, 2021 | | Faculty Detail Schedule | |
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| M 5020 | Admissions | | | Look Up Classes Faculty and Advisor Security Information | |
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| Time Sheet Bi-Weekly | - 4, Period Ending : Feb 12, 202 | 2. Time Sheet | | S Assignment History | |

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How to Access Advisee List and Advisee Information via MyGCC/Ellucian® Degree Works

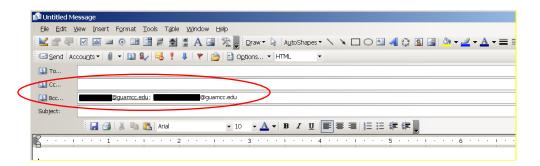
By clicking on any of the hyperlinks (or blue text), you will be linked to your advisee's information. Note: The email icons will allow the advisor to email an individual advisee or all advisees.

| 🖶 Be MoreHere! 🗙 | 🙆 My Banner - guarroc.edu 🛛 🗙 🗙 | 🖸 My Banner - guamcc.edu 🛛 🗙 🧟 | Advisee Listing × | avigator X | + | | ~ - Ø × |
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When clicking on a student's email icon, you will automatically open your email application (set up in your browser configuration; for MS Explorer see Tools > Internet Options > Programs), and the recipient's email address will appear on the "To" field.

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When clicking on a student's email icon, you will automatically open your email application, and the recipients' email addresses will appear on the "Bcc" field. This is intentional, and each recipient will not know who else received the same message. If you prefer, cut and paste the addresses from the "Bcc" field to the "To" field.



Click on the **"Faculty"** tab, scroll down to the **"Degree Works for Advisors ,"** and click on the **"Degree** Works Dashboard."

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