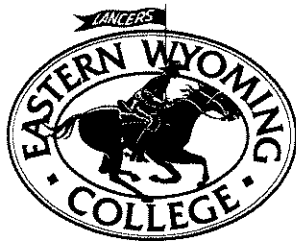
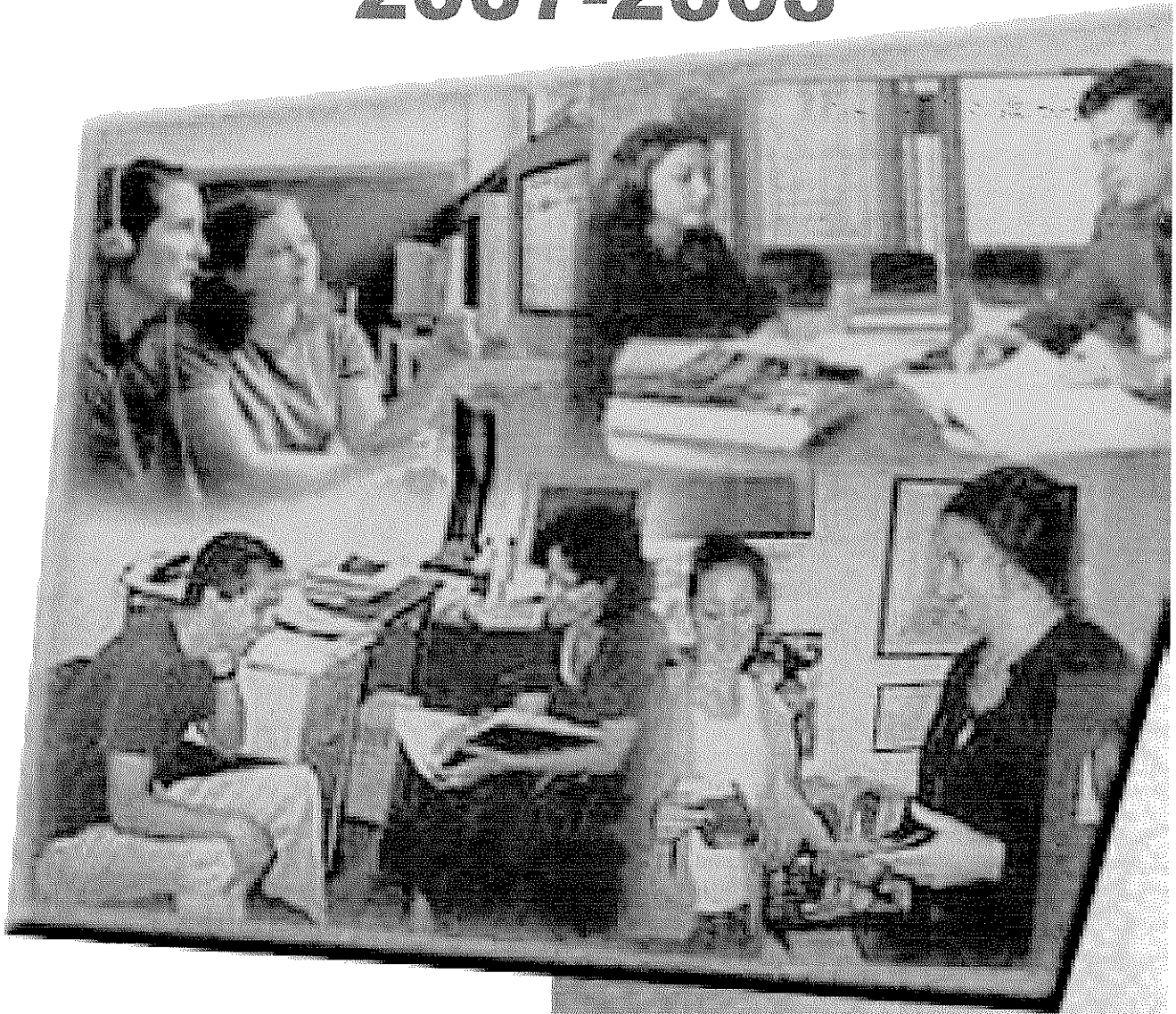

EWC

Advising Handbook 2007-2008



By
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Advising Handbook

Academic Advising

The primary purpose of academic advising is to assist students in the development of meaningful educational plans. Both students and advisors must assume shared responsibility in the advising process. The central elements in advising excellence is a genuine concern for students as persons and for their academic and personal growth. Advising is a collaborative endeavor, and the most important piece of academic advising is communication between advisor and advisee.

The NACADA Journal, Volume 25, Fall 2005 (p. 86) indicates the following:

Advising is an educative process centered on assisting individual students in planning, acquiring, and assessing their own educations as learners while navigating the institution's educational opportunities. E.R. Melander

In *What Works in Student Retention?*, Habley and McClanahan, 2004, (p.6) indicate that:

Retention practices responsible for the greatest contribution to retention in two-year public colleges fall into three main categories:

- *Academic advising*: including advising interventions with selected student populations, integration of advising with first-year programs, and increased advising staff
- *Learning support*: including a comprehensive learning assistance center/lab; required remedial/developmental coursework; tutoring program; and math, writing, and reading centers/labs
- *Assessment*: including mandated course placement testing

At Eastern Wyoming College, advising duties are shared by a number of people including faculty, professional staff, and administrators. Effective performance of advising duties includes a willingness to be available to students for consultation; helpfulness in guiding students in academic procedures, career counseling, academic and personal concerns; and a familiarity with the current college and program requirements. Although it is listed as one of the duties in the generic faculty job description, it is not defined further. Therefore, this advising handbook is intended to help the first-time advisor as well as the more experienced advisor.

Job Description of an Academic Advisor

1. Communicate with advisee and help him/her determine academic goals
2. Review any pertinent placement testing or ACT scores with the student
3. Review high school and/or college transcripts
4. Converse with student about other responsibilities he/she may have such as employment, childcare or family issues, outside or extra-curricular activities
5. Understand financial aid issues at least in broad terms
6. Locate appropriate major in catalog
7. Make a shopping list of courses for semester
8. Develop possible trial schedule of classes using form from course schedule (use pencil)
9. Help student through LancerNet or paper registration process
10. Follow-up as appropriate throughout the semester
11. Refer advisees to other resources, if needed
12. Make appointments with advisees towards end of semester to plan the next semester(s)
13. Encourage advisee to work with transferring institutions and advisors
14. Celebrate successes!

Working with First Time Advisees

Some advisees may be under-prepared for college course work, be first-generation students, be undecided about a major, or be unsure about even attending college. These students will take more of your time than other students as you help them decide on a pathway for their educational endeavors. Be sure to allow an appropriate amount of time for students to discuss their plans, programs, courses, academic progress, and other subjects related to their educational programs. In addition, you may work with students who will not be your regular advisees; such as during a summer registration activity. You will want to answer any of their questions and encourage them to maintain close contact with their regular advisors throughout the semester.

Be sure to allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Number of Advisees

The number of advisees may vary from advisor to advisor. At EWC, advisees are assigned to program faculty when possible. More general advisors assume the undeclared or Interdisciplinary Studies majors. If a faculty advisor has more than 15 advisees, a calculation is made in their workload.

Professional Relationship

An advisor must maintain a professional and ethical relationship with their advisees. It is never appropriate to have a sexual relationship with a student or to date a student. Please see the policy manual (on the EWC web site), Sexual Harassment Section, for further details.

Advising Services

Advising services are provided to all students at EWC who desire them. This includes full-time, part-time, distance, outreach, and on-campus students. The advising sessions may take place during summer preregistration days, during the regular school year, in-person, and via telephone or email. It is best to keep notes of your advising sessions and maintain an appropriate student file with these notes and other pertinent information.

An advisor must know how to utilize resources such as the college catalog, transfer guides, electronic resources, Datatel student information services database (if accessible), LancerNet, web pages, and other appropriate college resources. Training is available upon request for any of these areas. Care should be taken that privacy and protection of students' information should be maintained.

Legal Responsibilities

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution provides access to appropriate legal advice for academic advisors as needed to carry out and assigned advising responsibility. If you have a question that may require legal assistance, please contact your immediate supervisor or contact the Dean of Students, Marilyn Cotant.

Eastern Wyoming College is dedicated to providing opportunities and recognizing the talent of all people within this institution. There is a commitment to a policy of equal employment opportunity for all persons on the basis of merit without regard to race, color, national origin, marital status, sexual preference, gender, religion, political belief, veteran status or disability.

Developmental Studies Courses

Oftentimes, students test into one or more developmental level courses. Nationwide almost 2/3 of all students need one or more remedial courses before they can take the college-level course work. At Eastern Wyoming College, developmental courses are offered in mathematics, English, and reading. A deficiency in an appropriate reading level is recognized as the single biggest factor in the lack of college success. Therefore, a student should be advised to take the appropriate developmental studies courses in their first semester. This often means that a student may take up to 15-20 hours of developmental studies courses. When advising students keep in mind that they must enroll in at least one program required course to be eligible for financial aid.

The COMPASS placement test is used at EWC and provides a printout of what should be recommended to a student. Developmental studies courses do not count toward an Associate of Arts or Associate of Science degree. These are considered transfer majors and therefore the receiving institution would not allow credit for these courses. Depending upon the certificate or Associate of Applied Science program chosen by the student, developmental studies courses may count in those areas.

Communication

Effective communication is both oral and written and includes communicating personal and academic strengths and weaknesses that may affect academic plans. It also includes utilizing campus technology resources.

Responsibility

Both students and advisors must assume shared responsibility in the advising process. The advisor must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

Advising Tips by Category

The following advising tips are meant to help you become a good advisor. They are organized by categories as much as possible for easy referral. They will be updated as appropriate.

FERPA Considerations

1. Read and understand the EWC Family Educational Rights and Privacy Act (FERPA) (pages 46 & 47 of current catalog and on the screen before COLLEAGUE is accessed). For example, posting grades with personally

identifiable information (e.g. the EWC's student ID number, birth date, or any part of the Social Security Number) is a violation of the law. In fact, you may not even verify a student to a third party utilizing the student's Social Security Number without written consent. You may disclose directory information (e.g. addresses) as long as the student has not requested a privacy hold on his/her account.

2. What do you say to concerned parents about their children?
NOTHING from your grade book regarding grades or attendance records without a signed release from the student. You may only tell them what you or anyone else is able to observe (e.g. "Looks tired," "Haven't seen him/her for a couple of weeks," etc.) Yellow release of information forms are available in the Dean of Student's office if the student is interested in signing this form. The signed release is kept in the student's permanent file.

General & Catalog Information

1. Advise students about the importance of getting to know their advisor. They will meet with their advisor during Orientation and should contact them about scheduling problems or other problems they might encounter.
2. Explain to students that most degrees require more than 64 credits. However, if they are starting in some DVST (developmental studies) courses, it will add to the total number of hours required. Full-time status is 12 credit hours, however, they need to average at least 15 to 18 hours per semesters to complete a degree in two years or four semesters.
3. Review the EWC catalog. Read the section on Academic Procedures and Regulations. Understand how an Audit differs from a letter grade and what requirements the student must fulfill. Find out the difference between an "in progress" (IP) grade versus an "incomplete" (X) grade. The College's Auditor is also requiring that we insure that an incomplete contract accompany the grade sheet. Please do not issue an "X" grade until the contract is totally completed.

Academic standing of 0 = Not Applicable (under 12 credits)

1 = Good Standing

2 = Probation

3 = Suspension

4 = Dismissal

Remember, there is a distinct difference between *Academic* Probation, Suspension, and Dismissal and *Financial Aid* Probation and Suspension.

Students may only be on Probation academically, and yet be suspended from Financial Aid.

Procedural Tips

1. The Financial Aid Director handles Veterans Services and the Counselor or Director of Testing Center handles Disability Services. If you advise a student who is a veteran or who indicates they have a disability, please refer them to visit with either of these two people.
2. For full-time students, it is best to use the trial schedule first and complete it in pencil.
3. Registration forms are color-coded as follows:
 - Fall–Yellow
 - Interim–White
 - Spring–Green
 - Summer–Pink
4. Please have the student complete the registration form clearly and completely, whether online or on the paper form. An important question is, “Do you intend to graduate this semester?” If the student answers, “Yes,” remind them to contact the Records Office to begin graduation procedures. Also remind them about the Outcomes Assessment requirement for their major.
5. Students also need to complete the three squares on the bottom of the registration form and/or online. What is their reason for enrolling THIS SEMESTER? Have they lived in Wyoming (or a WUE state) for one year prior to enrolling at EWC? Residency? If a student is requesting to be classified or reclassified as an in-state resident, ask them to contact the Dean of Students who will then decide.
6. Utilize the Major Codes list on the back of the registration form to list the major on student’s registration form and explain the difference between AAS/AA/AS/Certificate to students when they initially register. Also, please note that the four distance learning degrees have a major code listed for them, e.g. BADL.
7. If you are assisting a student who has a different advisor, be sure to sign and date the registration form for the ASSIGNED advisor (e.g. John Doe by Jane Smith; or John Doe/JS). If you are just helping a student complete a trial schedule, please sign or initial it at the bottom, so we know who to contact with any questions about registration.

8. COMPASS cut-off scores should be followed precisely unless the Math, English, or Reading instructors have waived the score requirement. A one- or two- point difference in the cutoff scores in these areas can represent significant deficiency areas. The points on COMPASS are not percentages.
9. The University of Wyoming expects that students have two college-level math classes when they transfer. If the student is in a major that does not require two college-level math courses, be sure to explain to the student that it is in their best interest to go ahead and take two college-level math courses in the appropriate categories.
10. If a student registers for a class that is “to be arranged” (TBA), the student should contact the instructor.
11. If a student registers for a class that is closed and is on the Waitlist, be sure to tell him/her to attend all of those classes during the first week, until it is determined if he/she is either enrolled in the class or not. The student will be notified by the records office regarding his/her waitlist status changes.
12. Keep in mind that students register themselves on LancerNet. You may give your advisees the advisor key which enables them to complete the registration process. They may access their grades on LancerNet, as well as see account information, financial aid status, view their transcript and placement testing summary. Remind them about this during the registration process and during your classes. Sue Schmidt at the Help Desk, 532-8207, should be contacted for log-in assistance.
13. When a student enrolls themselves on LancerNet, they complete the important registration information online. If you elect to register the student yourself on LancerNet, it is critically important that you or the student submit the completed registration form to the Records office so the records are updated every semester.
14. Please notify Cheri Swarm, secretary in Student Services, via email or phone if you have students who are “**No Shows**” during the first couple weeks of class so they may be deleted from the course roster and not charged any tuition or fees.

Special Needs

1. ADA compliance issues are followed by the college. Please notify Debbie Ochsner if a student or family member indicates that the student has a learning or physical disability. It is important to formalize the reasonable accommodations.
2. Instructors need to attend the meetings for students with disabilities whenever a memo of accommodations is received. It is the College’s legal responsibility to provide reasonable accommodations for students with documented disabilities. It is critical that instructors know and understand about the reasonable

accommodations, and this is the time those plans should be developed in cooperation with students and families.

3. Lined notebooks are available in Student Services for those students who need notetakers in the classroom. If you, as the instructor, could identify 2 or 3 potential notetakers, Debbie could facilitate making the notetaker arrangements. Students with a documented disability may also obtain tape/CD recorders from Debbie Ochsner. If you need any assistance with the accommodations for a student, do not hesitate to call Debbie or Tom McDowell. Tom McDowell is the EWC ADA Coordinator regarding building and classroom accessibility.

Specific Course or Program Notes

_____ 1. If a student registers for a “distance learning” (DL), “internet” (INT), “compressed video” (CV), “compressed video/internet” (CVIN), or “telecourse” (TEL) class, the student should contact the Outreach Office. Be sure to obtain a local address and email address for these students on the regular registration forms.

2. Check for prerequisites and co-requisite courses and familiarize yourself with the correct course sequencing (especially for math and English courses). The educational courses that involve any classroom/health facility observation time require a co-requisite of EDUC 2005–Pre-Screen for Field Experience or HLTK 2005–Pre-Screen for Healthcare Workers. The student also needs to complete a pre-screening form which needs to be sent in to DFS by Student Services before they may spend any time in a public education classroom or health facility through EWC courses. The forms may be obtained from Deb Doren, the Outreach Office, or the Outreach Coordinators.

3. Keep in mind that classes such as American Literature I and II, British Literature I and II, Macroeconomics and Microeconomics, Western Civilization I, Western Civilization II, United State History I, and United States History II, cover distinct time periods or topics, and for example, do not require taking American Literature I prior to taking American Literature II. These courses are not necessarily sequential, although it appears that way.

4. All Humanities courses have English 1010 as a prerequisite and most have English 1020 as a prerequisite.

5. The Principles of Biology (BIOL 1000) and Introductory Chemistry (CHEM 1000) may be utilized as a lab science for non-science and non-math majors in place of BIOL 1010 or Chemistry 1020. **Discovering Science** is a course which may be taken either as **BIOL 1002** or **CHEM 1002**.

6. PEAC 1032, most Lab Sciences, and some VTTK classes require a lab—be sure to add it to the trial schedule even though the lab has zero credits.

7. Suggest PEAC 1032, Fitness Center, for first-time students, since they usually decide to register for it after the first day or two of classes when they have talked to other students about it. Students must have 12 hours on the schedule before adding the Fitness Center in order to waive the \$35 Fitness Center Fee.

8. Remember that HMDV 1000-College Studies, is required for all students who do not already have 30 college credit hours (i.e. transfer credit hours). Stress the importance of taking HMDV 1000 during the FIRST semester. A college orientation is best if taken in the beginning of the college experience and can help with retention of the student. Orientation to Distance Learning (HMDV 1025) is an accepted substitute for the College Studies class (HMDV 1000) and may be appropriate for the student who is taking mostly distance learning courses.

9. Please notice the sections of HMDV 1050, Study Skills, in the HMDV section of the course schedule. Students who do not seem quite prepared for college level coursework should consider taking one of these courses.

10. Reading courses are typically individualized classes with required attendance. If you are working with a student who tests into a reading class, please advise the student into the class during the first semester of attendance. Reading levels are the most significant indicator of student success or lack of success. Reading classes include DVST 0510– Fundamentals of Reading I; DVST 0520–Fundamentals of Reading II; and DVST 0515– Applied Technical Reading.

11. A Summer Bridge program was initiated in Fall, 2006 for students who had low COMPASS scores, tested into more than one developmental studies courses, or had other risk factors. This week-long intensive program was designed to help students improve math, English, and reading levels, as well as to provide strategies for successful transition to college. If you advise a student who might benefit from this type of program, please notify the Learning Resources Director, Andrea Bryant.

12. Early Childhood Education is once again an active program–advise the student regarding the difference between an academic degree (EDEC AA) and a one-year certificate (EDCC.CD–Early Childcare).

13. Accounting is now an AS degree instead of an AA degree–ie ACCT.AS.

14. There are many new or revamped programs offered by EWC. Below is a list of the program major degree, description, and type of program. Please refer to the 2007-2008 EWC catalog for information about the program requirements:

CIS.AAS	Computer Information System	(Occupational Degree)
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CJCC.CD	Criminal Justice - Corrections	(1-year Certificate)
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CJCR.AA	Criminal Justice - Corrections	(Academic Degree)
CJLE.AA	Criminal Justice - Law Enforcement	(Academic Degree)
CMJT.AAS	Criminal Justice	(Occupational Degree)
CRDL.AA	Criminal Justice - Distance Learning	(Academic Degree)
CNTK.AAS	Construction Technology	(Occupational Degree)
CNTK.CD	Construction Technology	(1-year Certificate)
CSHT.AA	Hair Technology	(1-year Certificate)
CSMO.AAS	Cosmetology	(Occupational Degree)
CSNT.C	Nail Technology	(1-semester Certificate) [Fall Only]
CSST.C	Skin Technology	(+1-semester Certificate) [Spring Only]
EDEC.AA	Early Childhood Education	(Academic Degree)
EDCC.CD	Early Childcare	(1-year Certificate)

15. Be sure to advise your students according to the correct catalog (ie the catalog they started in if no “time off” has been taken). “Time off” is defined as more than two semesters.

Helping Students be Successful

1. Remind students to start looking at their transfer institution’s requirements as soon as they have made a decision to transfer. Remember to use transfer guides, such as the UW Transfer Guide.
2. Rodeo participants with an NIRA card must have a minimum of 12 core hours, and the EQST Rough Stock and Timed Events courses are not core classes. Students should check with Rodeo Coach, Jake Clark, if they have any questions about their credit load.
3. Financial Aid for Developmental Courses is not available unless a program course from their major is also taken. Students must be degree- or certificate-seeking in order to qualify for financial aid. If they are truly undeclared, but are applying for financial aid and are degree-seeking, they may select Interdisciplinary Studies–Undeclared with either an AA or AS degree.
4. Advise students that they may retake the COMPASS if they are not satisfied with the results of the first placement test. There is no longer a \$5 per test retake fee; however, the initial cost is \$15. Students may only retake the placement test 5 times, before they must pay the \$15 fee again.

5. Remind students about the importance of deadlines (e.g. September 4, 2007 is the last day to delete classes and receive a 100% refund, and September 25, 2007 is the last day for a 25% tuition refund.)
6. The faculty's diligence in sending Advisor Alerts, mid-term deficiencies, and letters requesting withdrawal of students due to excessive absence to the Records Office is critical to the EWC Financial Aid Office and Veterans Services. In most cases, the staff have no other way of knowing how a student is progressing and yet they often disburse various forms of aid throughout the semester.
7. Deficiency notices for students with grades of "D" or "F" at midterm are important to notify the student, advisors, and the EWC Financial Aid Office that they are not making satisfactory progress and are in jeopardy of failing.
8. Find out if the student took Tech Prep courses in high school. Tech Prep paperwork must be obtained from their high school, but the Tech Prep agreement may "save" the students from taking courses at EWC for which they already have the requisite knowledge.
9. Encourage students to attend the New Student Orientation, usually held in the fall semester, the first Monday before classes start. This half-day session includes valuable information to help the students be more successful.
10. **Important!** Whenever a "W" (Withdrawal) or "F" grade is assigned to a student, a last date of attendance must be indicated on the withdrawal notice, midterm grade sheet, final grade sheet, or any other method of assigning those grades. Please maintain accurate records of attendance to facilitate this auditing requirement, which is essential because of VA benefits and federal financial aid requirements. Even if it is a distance learning class, please keep track of the last time the student was "in" the internet class or when you received work from them. These two things will work as a last date of attendance.
11. Overload signatures must be issued by a Dean of Instruction to allow a student into an "overloaded" schedule whenever a student is enrolled for more than 18 credit hours per semester. The Help Desk must be notified of this permission to allow the student to complete the enrollment process on LancerNet.
12. Remind Wyoming students who may be eligible for the Hathaway Scholarship that their award will be prorated if Developmental (DVST) courses comprise a portion of their full-time status (i.e. They must have at least 12 credit hours of 1000-level classes).

APPENDICES

1. Characteristics of a Good Advisor
2. How You and Your Student Advisee Should Work Together
3. Curricular Plan–Eight-semester plan
4. Example Advisor Alert Letter
5. Example Midterm Deficiency Letter
6. Advisor Alert

CHARACTERISTICS OF A GOOD ADVISOR

A Good Advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him or her.
4. Knows college policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his or her advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

*“Competent Advising Requires Resources,
Just as Competent Classroom Instruction Does”*

How You and Your Student Advisee Should Work Together

1. The student should contact and keep in touch with his advisor.
The advisor should post office hours and keep them.

2. The student should make and keep appointments or call if it is necessary to change or
. . . . cancel an appointment.
The advisor should keep appointments or call if it is necessary to change or cancel an
. . . . appointment.

3. The student should come with specific questions in mind.
The advisor should provide accurate and specific information.

4. The student should come with a folder he keeps for advising.
. . . . (Transcripts, grade reports, Compass scores)
The advisor should keep necessary materials in a specified place.
. . . . (Catalog, schedule of courses, forms, pencils)

5. The student should ask about other sources of information.
The advisor should suggest other sources of information.

6. The student should be open concerning school work, study habits, academic progress,
. . . . and other responsibilities.
The advisory should listen to the student and help solve problems.

7. The student should build a schedule free of conflicts in time.
The advisor should check the student's schedule for appropriate course selections.

8. The student should make decisions concerning careers, choice of majors, and selection
. . . . of courses.
The advisor should suggest options concerning careers, choice of majors, and selection
. . . . of courses.

**Eastern Wyoming College
Curricular Plan–Eight Semester Plan**

Name: _____

Major: _____

1st Semester Date: _____	2nd Semester Date: _____	3rd Semester Date: _____	4th Semester Date: _____

5th Semester Date: _____	6th Semester Date: _____	7th Semester Date: _____	8th Semester Date: _____

Example Advisor Alert Letter

Date _____

Dear _____

You are listed as one of my on-campus advisees, and I have received an advisor alert from at least one of your instructors. Advisor alerts are issued for a variety of reasons such as: poor attendance or tardiness, failing test or course grades, or classroom behavior or attitude. The advisor alert I received was for the following class and had these additional notes:

I'm sure you want to be successful in your college courses and so do I. Students sometimes have a difficult time with college classes for a variety of reasons such as: a heavy course load; outside demands on time by activities, jobs, or families; or inefficient study strategies.

Please feel free to call me and/or visit with your instructor about what you will need to do to improve your grade. For example, we have peer tutoring available in the Learning Skills Lab for many subject areas. In addition to attending class on a regular basis, one of the best things you can do for yourself is to study with a friend who is in the same class with you.

If you believe that you cannot finish the class with a successful outcome, then please be aware that the last day to withdraw from a regularly scheduled semester class with a guaranteed grade of "W" is Friday, November 7. If you decide to withdraw from the college course, please get in touch with the outreach coordinator to complete a "drop" card.

If you would like to call me to visit about the advisor alert, then feel free to call me at 532-8221. I would be happy to visit with you about strategies to help you finish the semester successfully.

Sincerely,

Instructor/Advisor

Example Mid-term Deficiency Letter

January 16, 2009

Dear Advisee:

I have reviewed the list of mid-term deficiencies sent to students and notice that you received deficiencies in more than one area. Midterm deficiencies and advisor alerts are issued for a variety of reasons such as poor attendance or tardiness, failing test or course grades, or classroom behavior or attitude.

I know you want to be successful in your college courses. Students sometimes have a difficult time with college classes for a variety of reasons such as: a heavy course load; outside demands on time by activities, jobs, or families; or inefficient study strategies. I do not know if you have been able to use the online tutoring services, SmarThinking or if you have been able to utilize our tutors in the Learning Skills Lab; or if you are an outreach student if you have checked with your outreach coordinator. I know your schedule is busy. In addition to attending class on a regular basis and scheduling regular study times, one of the best things you can do for yourself is to study with a friend who is in the same class with you.

If you believe that you cannot finish any of your classes with a successful outcome, then please be aware that the last day to withdraw from a regularly scheduled semester class with a guaranteed grade of “W” is Friday, November 4. If you decide to withdraw from the college course, please get in touch with the registrar or your outreach coordinator to complete a “drop” card.

Feel free to call me at 532.8221 or stop by and visit with me if you have questions. Good luck in finishing this semester.

Sincerely,

Instructor/Advisor

EASTERN WYOMING COLLEGE ADVISOR ALERT

(Instructor—please complete this form and return to the Records Office)

Student _____ Home Phone _____ Advisor _____

Course (Title, No. & Sec.) _____ Date _____

Reason(s) for Advisor Alert (Check appropriate items and provide comments regarding negative performance or change):

A. Attendance _____

B. Missed 3 Consecutive Classes _____

C. Consistent Tardiness _____

D. Assignments _____

E. Quiz(zes) _____

F. Exam(s) _____

G. Participation _____

H. Classroom Behavior _____

I. Attitude _____

J. "At Risk" Due To: _____

K. Other _____

This form and the comments on it may be shared with the student.

Further comments: _____

Instructor Signature: _____ Date: _____