

WESTERN NEVADA COLLEGE
FACULTY ADVISOR MANUAL
2009 - 2010

WESTERN NEVADA COLLEGE
2201 WEST COLLEGE PARKWAY
CARSON CITY, NV 89703

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Faculty Advisor Orientation and Information

FACULTY ADVISING PILOT PROJECT

Description

Beginning Fall 2009, a pilot project will begin to bring more structure to the excellent advising which already takes place between many faculty members and students.

Goal

To increase the opportunity for student/faculty interaction, which is a key element in helping students feel connected to the college. This sense of engagement promotes student success and retention. Advising, when viewed as part of a retention and student success strategy, cannot be narrowly defined as helping students select courses for the semester. Advising in the developmental sense contributes to a student's total college performance and therefore must include helping a student think about life goals, career goals, career opportunities for majors, options within degree requirements, balancing course load with outside responsibilities (family, working hours), and so on.

The advisor's role includes helping students understand themselves and the institution and then connecting students with all of the resources at the college. Faculty are able to provide a bridge for students between academia and the world of work by serving as career resources for students.

In some cases, the faculty advisor may be the only individual with whom a student develops an on-going, caring relationship. In this way, the advisor establishes a bond between the student and the college. Excellence as an advisor begins with a personal commitment to each student. When advisors interact with students in a one-to-one relationship, students gain an understanding of their own potential and clarify their educational goals. An interested advisor can make the difference between academic success and failure for a student.

Although advisors do not tell students what to do, they do help students understand their choices and the consequences of their choices. Ultimately, each student has the right to pursue his or her own goals.

Obtaining faculty support will be especially impactful for the volume of veterans and displaced workers beginning classes Fall 2009 (but is not limited to these groups).

Logistics

Division Chairs will identify 10-15 total faculty interested in participating in the pilot project, attempting to spread representation across the disciplines as much as possible.

- Each faculty advisor will select 10 students to advise from their respective courses (for a project total of approximately 100 student advisees).
- The faculty advisor will meet with each of his/her 10 advisees a minimum of 3 times during the semester (beginning/middle/end).
- The time commitment per semester for faculty advisors will be approximately 15-20 hours.
- Minimal recordkeeping will include keeping a record sheet on the students you're advising.

Faculty Advisor Role and Responsibilities

The role of faculty advisors is to share knowledge and expertise in their disciplines to assist students in identifying and meeting the students' educational goals. Again, the goal is to connect with students and offer support. Following is a list of "DO" and "DON'T" items to help clarify the role of the faculty advisor:

DO

- **Become Acquainted**
Explain your role as an advisor. Ask about the student's major, educational and career goals.
- **Explore Objectives**
Find out if the student had a particular objective for wanting to become an advisee. Asking about the student's interests can open the door to exploring an appropriate major for the student (it may or may not be what the student originally intended).
- **Share Knowledge**
The student may be interested in finding out why you pursued this discipline as well as careers that might be related to it. Many students are interested in finding out more information about how to get jobs in various areas and/or advice on good 4-year colleges that offer this major.
- **Limited Academic Advising**
Offer limited academic advising only on courses in your specific discipline (i.e., a criminal justice advisor could advise on major courses required for an A.A.S. degree in Criminal Justice).
- **Refer to Other Resources**
It is very likely that students will ask you many questions that you won't have an answer for. This is an indication that the advising process is working! The fact that you are there for the student to ask the question is the important part; that allows you to refer the student to the person or department who will provide the right answer. Use the resource sheet, write down the name and phone number of the contact person, and give it to the student.

Example Scenario

You are speaking with a student about her interest in the Bachelor in Construction Management degree program. She is excited about the program and wants to move forward with it. She asks, "Do I have to apply for it or can I just declare the major?" "Do I have to do the A.A.S. in CONS first?" Just let the student know that you don't know the answers to these specific questions. Write down Deb Case's phone number, letting the student know that Deb advises for the BTech program and would be happy to answer her questions.

- **Remain Professional**
Respect students' confidences and privacy.
- **Set Follow-up Appointment**
Let students know that you are interested in finding out how they're doing throughout the semester. Suggest a meeting around the middle of the semester (and one at the end of the semester). If appropriate, you might set a goal for the student to complete by each meeting (i.e., speak to Cindy Frank about job opportunities with a degree in ASL). Writing the day and time of the next meeting on a post-it note and giving it to the student is an effective way of helping the student remember when to return.

DON'T

- **Don't Advise on General Education or Transfer Requirements**

Giving accurate advice on general education and transfer requirements requires that you have access to SIS to assess the student's catalog year. You must also know all of the advising guidelines for each degree program. For example, will BUS 108 (Business Writing) fulfill 3 credits toward the English/Communications requirement on an AA degree? What about for an AGS degree? Give the wrong answer, and the student may end up spending time and money to take a class he/she didn't need to meet their degree requirements. Refer these advising questions to Counseling Services.

- **Don't Make Assumptions**

Don't make assumptions about what you think is best for the student. Don't make decisions for the student. Your role is to simply provide information and support.

- **Don't Attempt Personal Counseling/Therapy**

If the student is experiencing emotional distress, gently refer him/her to Counseling. If the student requires therapy, Counseling will make a referral. If the student indicates intent to harm themselves or someone else, you **MUST** notify the Dean of Student Services and the Student Crisis Intervention Team.

Evaluation

At the end of the semester, the faculty advisor and advisees will fill out a survey form asking questions about the challenges and benefits of the advising experience.

YOUR INITIAL MEETING

Identifying Needs and Comfort Levels:

In order to have a good focused partnership, it's important to establish the roles and expectations for the advising relationship as well as to determine clear goals for the student early on.

Your Initial Meeting:

1. Set a relaxed and positive tone.

Your first meeting can set the tone for a positive relationship. Begin by giving your advisee a little information about yourself and asking a little about him/her. Your information might include:

- Preferred name (i.e., Dr., Professor, or by your first name)
- Academic background: how long you've been at WNC, colleges you've attended, courses you teach
- Explain the faculty advisor program and why you decided to be a faculty advisor
- Any information regarding interests and hobbies that you feel comfortable sharing
- Your availability
- Ways to contact you; e-mail and/or phone, if appropriate

You might ask your advisee for the following:

- Preferred name or nickname
- What degree/certificate the student is pursuing
- What classes he/she is taking
- What the student would like to obtain from the advising experience (i.e., why did they volunteer)
- Any information regarding interests and hobbies that s/he feels comfortable sharing
- His/her availability
- Ways to contact him/her; e-mail and/or phone, if appropriate

2. Establish regular times to meet.

Typically, the most successful advising relationships are ones that have consistency. Consistency allows the advisor and advisee to build trust and fosters a feeling of reciprocal value and partnership. It also helps the advisee to reinforce information and issues that have been addressed.

Give your advisee the *Guidelines for Advisee* sheet and review it with them. This explains the roles of both parties and what the student can expect from the advising relationship.

3. Update the student's record sheet.

GUIDELINES FOR ADVISEE

Advisors and advisees develop a supportive working relationship during the semester. Here are some guidelines for developing that relationship.

Your advisor will:

- Offer you support and encouragement
- Help you develop the personal and academic skills necessary to be successful in college
- Help you clarify your personal and professional goals
- Offer himself or herself as a person you can talk to

You will:

- Be sincerely interested in developing a good working relationship with your advisor
- Be as clear and specific about your needs as you can
- Commit to have regular contacts with your advisor
- Commit to carry out agreed upon goals and action plans

Confidentiality

- Your advisor will respect the confidentiality of the information he/she receives from you
- Your advisor will report confidential information **only** in the case of someone being hurt, for example, child abuse, spousal abuse, elder abuse, potential suicide or homicide. Your advisor will report this information to the Dean of Student Services.
- Your advisor will tell you if s/he feels s/he must report this kind of information.

DETERMINING MUTUAL GOALS

Faculty Advisor and Advisee Inventory Forms

You should fill out the Faculty Advisor Inventory form to investigate which areas you would be comfortable providing information and support. Then give your students the Advisee Inventory Form. Sit down together and evaluate the areas in which you both show an interest.

You should discuss the areas in which you are comfortable providing information and support and the areas in which you are not. Being clear at the outset of the mentoring relationship helps maintain a focused and trusting relationship.

Matching Goals and Expectations

An effective way to focus the work you do in your advising relationship is to set goals with your advisee. You can use the shared areas of interest that you developed from the *Advisor and Advisee Inventory* forms to help you do this or you can develop your own shared goals together. At midpoint in the semester, you may want to revisit those goals to see if they need to be revised or if you and your students need to adapt what you are doing in your advising sessions so that you can more effectively meet those goals.

You'll find the *Inventory Forms* and the *Matching Goals and Expectations Form* in the Forms section of this training manual.

Creating Mutual Trust and Reciprocity: Establishing Boundaries

We've already discussed defining the advising relationship for you and your advisee. You should be open and receptive to your students and you should be a good listener. However, if at any time the advising relationship is extending beyond what you are comfortable with, please contact Deb Case in Counseling Services (445-3270).

THE ADVISING “SESSION”

Process and Product

Both the process and the product are important in an advising session. You can think of the product like an essay or composition; there is an introduction, the body of the piece, and a conclusion. The introduction briefly establishes the goals for the session. The body is the content of the session: the learning outcomes or goals that you and your advisee want to achieve. A good conclusion briefly summarizes the main points to reinforce the information and sets the tone for the next session by stating some working goals for the future.

However, without an effective process, you might never achieve the “product” (learning outcomes). Taken altogether, the process and product for an effective advising session might include the following:

1. **Recognize and Address the Affective Variables:** Nurture and maintain the mutual trust and focused partnerships that you want to establish. That means, take a few minutes at the beginning of the session to observe your advisee’s emotional state. Is s/he ready to begin talking about content, or are there other emotional issues that need to be addressed first? S/he might be nervous or anxious, angry or frustrated, sad, etc. You might be able to help him/her get rid of some of the negative emotion by recognizing and addressing it. Or you might decide together that this is not the best time for an advising session.
2. **Establish goals for the session:** As mentioned earlier, it helps to write them down so that you can see if you are meeting the goals or need to readjust them.
3. **Use effective assistance techniques:**
 - Be an active listener. Listen more than you talk.
 - Question, don’t answer. Push your mentee to provide the answer or figure out how s/he can get the answer.
 - Provide praise and encouragement. Try not to use negativity.
 - Guide, but don’t do. Sometimes when students are frustrated, it seems easier to just do the work for them. Try to encourage your advisee to keep trying.
 - Check in during the session. Check in both emotionally and mentally to make sure that your advisee is “with” you.
4. **Review:**
 - Take a few minutes to summarize the work that you did in order to reinforce the information.
 - Take a minute to review the feelings that may have been addressed during the session.
5. **Set a plan for the next session.**
6. **Update the student’s record sheet.**

STRATEGIES FOR EFFECTIVE ADVISING

1. Know yourself, your strengths and your limitations.
2. Be yourself and allow your advisees to be themselves.
3. Try to create a comfortable rapport with your advisees.
4. Be a good listener.
5. Keep your appointments and commitments.
6. Clearly outline and discuss your responsibilities and your advisees' responsibilities.
7. Don't attempt to handle situations which are not qualified to deal with or which you are uncomfortable with.
8. Do not betray confidential information but report any threats or reports of violence or abuse.
9. Remember that you do not have to have all the answers. Refer your advisees to other resources when you need to.
10. Review you goals with your advisees periodically to make sure you're meeting those goals or adjust the goals if needed.

Advising Tools

AT-RISK STUDENTS

Students at risk of failing a course or dropping out of college present a tremendous challenge for advisors. It may seem that no matter what you do – how supportive you try to be – these students may still drop out of classes, or worse yet, fail classes, which may leave you feeling like you have failed them in some way. At-risk students often undergo complex and trying personal circumstances which greatly reduce the time and energy they have available for study and other school related activities.

Characteristics of At-Risk students

- On academic probation.
- Mediocre grades in high school.
- Overloaded with too many units, work hours, family responsibilities.
- Medical or emotional problems.
- Low income.
- Disruptive living conditions.
- Primary language other than English.
- Low self-esteem.
- Unclear academic and career goals.
- Lack of supportive relationships on campus: mentor, friends, peers.
- Difficulty understanding the college system of rules, regulations, forms, services.

Advising At-Risk Students

At-risk students often experience failure and shame in high school or in their private lives. They need their mentors to value them and believe in them.

- Help the student develop the discipline necessary to study.
- Encourage the student to manage his or her time wisely.
- Let the student know you respect him and her.
- Help the student determine if he or she is taking the right classes.
- Encourage the student to plan for the future.
- Request that the student comes and sees you at least once a week.
- Celebrate success with the student.
- Keep your boundaries clear and give only the time and energy you feel comfortable with.

PROVIDING ENCOURAGEMENT

WHY DO INTELLIGENT PEOPLE FAIL?

Advisors can justly assume that the students with whom they work are intelligent and have the ability to succeed. But sometimes intelligent people fail. Robert Sternberg in his book, Intelligence Applied, describes 10 stumbling blocks that can sometimes get in the way as we travel down the academic road.

1. **Lack of motivation** – Talent is irrelevant if a person is not motivated to use it. Motivation may be external or internal. External sources tend to be transient, while internal sources tend to produce more consistent performances.
2. **Lack of impulse control** – Habitual impulsiveness gets in the way of optimal performance. Some people do not bring their full intellectual resources to bear on a problem but go with the first solution that comes to mind.
3. **Lack of perseverance and preservation** – Some people give up too easily, while others are unable to stop even when the quest will clearly be fruitless.
4. **Using the wrong abilities** – People may not be using the right abilities for the tasks in which they are engaged. You must have the right tools for the job.
5. **Inability to translate thought into action** – Some people are buried in thought. They have good ideas but can't seem to do anything about them.
6. **Lack of product orientation** – Some people seem more concerned about the process than the result of the activity.
7. **Inability to complete tasks** – For some students nothing ever reaches closure. Maybe it is the fear of what they would or should do next or fear of becoming hopelessly tangled in detail.
8. **Failure to initiate** – Some people are unwilling or unable to initiate a project. It may be indecision or fear of commitment.
9. **Fear of failure** – People may not reach their intellectual performance because they avoid the really important challenges in life.
10. **Procrastination** – Some people are unable to act without pressure. They may look for little things to do in order to put off the big ones.

ENCOURAGING STUDENTS

When comments about people's behavior are in order we must be very careful not to place value judgments on what they have done. Too often we make positive comments in a praising manner. Such comments express our values and opinions rather than help people believe in themselves.

Avoid value-loaded words from your vocabulary at these moments (for example, good great, excellent, etc.), because the connotation it has for you may not be the same for the student. Instead, substitute words of praise with phrases which express the special meaning of encouragement.

Phrases that demonstrate acceptance

"I like the way you tackled a problem."

"I'm glad you're pleased with it."

"Since you're not satisfied, what can you do so that you will be pleased with it?"

"It looks as if you enjoyed that."

"How do you feel about it?"

Phrases that show confidence

"Knowing you, I'm sure you'll do fine."

"You'll make it."

"I have confidence in your judgment."

"That's a rough one, but I'm sure you'll work it out."

Phrases that focus on contributions, assets and appreciation

"Thanks, that helped a lot."

"It was thoughtful of you to ____."

"Thanks, I really appreciate ____ because it makes my job easier."

"I need your help on ____."

"You have skill in ____."

Phrases that recognize effort and improvement

"It looks as if you spent a lot of time thinking through the concept."

"I see that you are moving along."

"Look at the progress you've made."

"You may not feel that you've reached your goal, but look how far you've come!"

In summary, encouragement is

Pointing out the positive aspects of behavior.

Showing faith in people so that they can come to believe in themselves.

Recognizing effort and improvement rather than requiring achievement.

Showing appreciation for contribution.

ACTIVE LISTENING SKILLS

What is active listening?

Active listening is called “active” because the listener plays an important role in the communication, rather than just being passive. This role, however, is much different than the role of most of us usually take when listening to others. Many of our habitual responses tend to get in the way of the speaker because they act as roadblocks. We tend to judge, analyze, interrogate, criticize, or simply take the ball away and begin discussing our own concerns.

In active listening, the listener reflects the speaker, or acts like a verbal mirror, rephrasing or summarizing what the speaker has said. The goal is to keep the focus on the speaker, so that any questions the listener asks are designed to get the other person to continue to talk. The listener does not direct the speaker by asking questions which are leading or which contain a built-in set of assumptions. The listener takes care of the other person by hearing the speaker fully and letting the speaker’s concerns guide the conversation. Although the listener may not agree or sympathize with the person speaking, by reflecting the speaker, the listener will be allowing the other person to explore and express his or her point of view fully.

Good listening may be done passively or actively. For example, you may feel that the speaker has passed quickly over a deeply-felt issue or is beginning to change the subject and so you may choose to point this out to the speaker. Also remember that everyone has a personal style of listening. Development of that particular style, as long as it is in accordance with the basic concepts of active listening, will enhance communication.

The Role of the Listener

As a listener, do not be judgmental, nor attempt to counsel, advise, or psychoanalyze the person speaking. Do not explain how your own point of view differs or agrees with the person speaking. Instead, encourage them to continue through gestures, facial responses or verbal feedback. You may summarize, focus or ask the speaker to expand, but don’t ask questions which contain your own opinion of what is important. However, if you do not understand or you’re confused by what the speaker is saying, ask for clarification.

Active listening allows you to:

- ✓ Get the maximum understanding of the situation
- ✓ Get the maximum understanding of the person who is speaking to you
- ✓ Prevent a conflict from exploding
- ✓ Solve problems and turn negative situations into positive situations

ATTITUDE

Effective listening happens as a result of being willing to listen and to promote respect. Be prepared to listen with your heart, mind, eyes, and ears.

EMPATHIZE / VALIDATE

Try to step into the other person’s shoes so that you can get a better understanding of what they are feeling, and then let them know you understand.

“It seems like you are angry because you feel no one is listening to you.”

“It makes sense to me that you would be angry because it sounds like no one is listening to you.”

CLARIFY: Ask for more information that allows the speaker to tell his or her story.

“Could you tell me more about how that felt when that happened?”

“What bothers you the most about this situation?”

“Why was this so important to you?”

“Why do you think that this happened?”

“Do you have any ideas?”

SUMMARIZE: This lets the person know that you have been listening and understanding.

“So far what you have been saying to me is...”

“The three main points you have been making are...Is there anything I may have missed?”

“Let me see if I understand exactly what is bothering you.”

- By responding in a non-judgmental way you may gain non-biased information which will help you make a more accurate assessment of the other person’s situation and needs.
- By listening without giving advice to a person who is struggling to make a difficult decision, you may help the person become aware of what she or he wanted to do all along and give the person confidence in her or his own problem-solving capabilities.

Tips for active listening:

FACE your speaker and utilize eye contact.

Use non-verbal encouragement and silence.

Summarize what you hear the speaker saying, translating into your own words and focusing on the underlying feelings and not merely the words.

Try beginning your responses with:

“It sounds like...”

“You seem to be feeling...”

“So you feel...”

“Seems like...”

“Wait, I don’t understand...”

“Tell me more about that.”

“I’m not sure I’m following you.”

“What kinds of things do you mean?”

“For example?”

“Let’s get back to what you were saying about...”

“I sense you feel pretty strongly about that...”

Active Listening and Corresponding Behaviors:

1) *Attending Behaviors*

Posture

Eye contact

Facial expressions

Open positioning

Vocal cues

2) *Responding Behaviors*

Nodding – acknowledgement

Pause – wait expectantly

Casual Remark – “Uh-huh”

Paraphrasing – use your words to check understanding

Study Skills

THE SQ3R SYSTEM FOR STUDYING TEXTBOOKS

Step 1:

SURVEY Get a quick overview of the organization of the chapter. Orient yourself to the chapter to enhance concentration, interpretation, and retention of material. Read and think about the title, introduction, and headings. Study any maps, charts, and graphs. Read the end-of-chapter questions. Think about what you already know of the subject, and try to predict some ideas the chapter might discuss.

Step 2:

QUESTION Turn each subtitle into a question to focus your reading of the subsection and keep you alert while reading. To take notes, write the questions in your notebook skipping a few lines between each question.

READ Read each subsection actively to find the answer to your question. Pull out main ideas, and read to discover connections to other information and understandings you had conceptualized previously.

RECITE Recite the answer to your question as you finish reading the subsection. Pretend you are explaining the ideas to a study partner. Now write the answers to your question on your notebook paper using only your own words, not those of the author. Reciting and writing are powerful tools that combat massive forgetting.

Step 3:

REVIEW After you have read the entire chapter, subsection by subsection, review it as a whole. Discover how each subsection fits into the ideas presented in the title of the chapter. Review your notes to clarify any weak spots.

TEXTBOOK NOTE-TAKING: OUTLINE

Reading for study is harder than reading for pleasure. Outlining helps you understand difficult textbook chapters, and enables you to think deeply about what you have read. After outlining a chapter, you have a guide for future study.

Use outlines to help you:

- Figure out how the author organized the chapter
- Develop a system for comprehension
- Organize the information
- Understand how ideas fit together
- Think while reading the chapter
- Study for an exam at a later date

You must condense the information into a short, simple outline that you can use for your own future study. To do this you:

- Group similar ideas together
- Rearrange the ideas into your own words
- Look for the relationships among different ideas

Outlining is an alternative method of studying to the SQ3R method. Choose which method of studying and chapter note taking is best for you.

How to outline:

1. Survey the textbook chapter using the SQ3R method of prereading a chapter.
2. Set up a sheet of notebook paper with the title of the chapter on top.
3. Copy the subtitles down leaving a few inches of blank lines between each subtitle.
4. As you read each section, list the main ideas from each paragraph. Use the section you already set up on your notebook paper.
5. Use your own words. Do not copy from the textbook, you won't learn anything if you do.
6. Be brief. Try to condense the material into only a few short words or phrases. Don't use complete sentences.
7. After you finish outlining the chapter, look through your outline and think about how the entire chapter fits.

TEXTBOOK NOTE-TAKING: SUMMARIZING

A summary is a brief statement in your own words of the main points in a reading selection. It briefly states the content of selection. A summary is less detailed than an outline, and is generally used to remember non-text reading material such as short stories and novels.

Use summaries to help you:

- Focus your attention on the main points
- Prepare for essay exams
- Remember short stories and novels
- Remember class demonstrations
- Record lab experiments
- Study later without rereading the selection

How to summarize:

1. Read the textbook selection.
2. Identify the main ideas or key words of the selection.
3. Jot them down using as few words as possible.
4. Write a summary of the selection using the words you jotted down as a guide.
5. Include examples only to help you remember main points later. Otherwise, include no details.
6. Keep the information in your summary in the same order as in the original selection.
7. Try to be accurate.

Summarizing is a learned skill. The more you do it, the better you become. When you watch a movie and tell a friend about it, you are summarizing. When you have a conversation with a relative and tell a friend about it, you are summarizing. Summarizing helps you collect your thoughts and put ideas into proper perspective.

LECTURE NOTE-TAKING

This “5R” system of lecture note-taking was developed at Cornell University and is used in high schools and colleges throughout the United States because it has been proven to be the most effective method of note taking.

The purpose of taking notes is to record information that will help you study later. Your notes become a study guide. Reducing notes each night and reviewing them each week will enable you to remember 20% more information than if you never looked at your notes until studying for the test.

RECORD Draw a line three inches from the left side of your paper. During the lecture, record as many facts and ideas as you can on the right of the line. Use an outline format. Listen actively.

REDUCE Each night reduce your notes down to key words and phrases, and write those words and phrases in the left column. Write down any questions you have in the left column also.

RECITE Cover up the right column. Recite as much as you can using only your key words and phrases. Uncover the right column and verify what you recited. Write down any further questions you have in the left column.

REFLECT Take a minute to reflect on the day's notes. Think about them as a whole unit. Draw your own conclusions; think about your own opinions.

REVIEW Once a week go back and review all of your notes for each class. This should take only ten minutes.

PREPARING FOR OBJECTIVE TESTS

Prepare for Objective Tests

Learn to recognize the right answer rather than recall it from your memory bank. Recognition is easier than recall.

1. Prepare a study schedule one week before the test.
2. Organize and reduce your class notes and reading notes.
3. Make study notes on each topic.
4. Memorize your notes and review them mentally.
5. Predict questions that may be on the test.
6. Review and analyze previous tests from the same course.
7. Make your own multiple-choice, matching, true-false, and completion questions from your study notes.

Practice making your own Test Questions

Practice making and answering the following types of practice test questions either alone or with study partners.

1. Multiple-choice questions consisting of a stem, one correct answer, and a few incorrect answers.
2. Matching questions consisting of a list of stems and a list of their correct answers in separate columns.
3. True-false questions consisting of obviously true, partially true, partially false, or obviously false statements.
4. Completion questions (or fill-in-the-blank questions) consisting of sentences with important words or phrases missing.

Take Objective Tests

Apply the general principles of good test-taking.

1. Figure out how much time you have for each question, or set of questions, and budget your time accordingly.
2. Read the directions well.
3. Attempt every question, but answer only the easiest ones first. Establish a system for going back to difficult questions later.
4. Underline key words in the question, making a special note of negative words like “not.”

Apply the Principles of Good Guessing

Use the test itself to increase your best possible grade. Learn to make smart guesses. The following are some tips to help make you a better guesser. Use these only when you do not know the answer and must guess.

#1 Multiple Choice Questions:

- Read the question and underline key words
- Anticipate the correct answer
- Eliminate unlikely answers
- Draw a line through each answer which you eliminate
- Be sure the stem agrees grammatically with its answer
- Use cues on the test to **guess** answers when you do not know the correct answer:
 - If one alternative is more general than the others, then it might be correct because it covers the most choices
 - If two alternatives have nearly the same meaning, then both are probably wrong

- If the alternatives list a series of numbers or dates, then the highest and lowest are probably wrong
- If most of the correct alternatives have been the longest, then guess the longest

#2 Matching Questions

- Begin by reading the column with the longest entries. Then glance over the column with the shortest entries to find the answer
- Draw a line through each entry as you find its answer
- Guess only after you have eliminated all the ones you know to be correct
- Avoid an answer that is listed directly opposite its correct stem
- Avoid an answer that is listed at the end as an extra answer at the end of the list

#3 True-False Questions

- Read each statement and underline key words. To be true, the entire statement must be true 100% of the time
- Statements with absolute or exact words such as the following words might to be wrong: all, always, must, necessarily, everything, every, definitely, exclusively, exactly, completely, never, no, none, without exception, impossible, cannot, nobody
- Statements with qualifying or indefinite words such as the following words might to be correct: almost always, usually, probably, frequently, often, some, sometimes, seldom, infrequently, perhaps, rarely, hardly ever.

#4 Completion Questions:

- Read each sentence carefully and underline key words
- Look for cues of grammatical agreement, like “a” or “an” before a blank
- Decide if the answer sounds right
- Look for cues in test questions in other parts of the test
- Assume the length of the line to be filled in “might” be a cue
- Write a phrase if you cannot remember the exact word

PREPARE FOR ESSAY TESTS

Preparing for Essay Tests

Learn to recall information from your memory bank for essay tests, rather than recognize information as you would for objective tests.

1. Prepare a study schedule one week before the test
2. Organize and reduce your class notes and reading notes
3. Make study notes on each topic
4. Memorize and review your notes
5. Predict questions that may be on the test
6. Make your own essay test questions from your study notes
7. Outline your own answers to the questions
8. Practice writing an essay within the given time limits

Practice making your own Essay Questions

Practice making and answering your own essay questions either alone or with study partners. There are five major types of questions: Identify, Describe, Relate, Demonstrate, and Evaluate. Each type of question has its “key terms” that help the student answer it.

Identify Questions ask for the bare facts only, to give a name, a date, or a phrase.

Key Terms: list, identify, classify, give an example, briefly define, name, state

Ex: *List the five key terms used for making up essay questions*

Describe Questions ask you to tell about the topic using a certain amount of detail.

Key Terms: describe, discuss, summarize, outline, trace, review

Ex: *Summarize the usage of the five key terms used for making up essay questions*

Relate Questions ask you to describe the relationships between two or more topics,

Key Terms: compare, contrast, compare and contrast, distinguish between

Ex: *Compare and contrast the differences between the five key terms used for making up essay questions*

Demonstrate Questions ask you to explain why something is true or false. You must make arguments and give evidence, and your answer will be essay length.

Key Terms: analyze, demonstrate, explain, interpret, discuss, justify, prove, show

Ex: *Explain why it is important to understand key terms when taking essay tests*

Evaluate Questions ask for your judgment or opinion on the topic. You must justify and support your stand in a logical and consistent manner.

Key Terms: evaluate, assess, criticize, interpret, give your opinion, justify, defend

Ex: *Evaluate your ability to use key terms for essay tests*

Referrals and Resources

REFERRING STUDENTS TO OTHER RESOURCES

One of the most important and helpful things you can do for your advisees is to refer them to other resources on campus where they can obtain additional support. Many students simply don't know where to go or who to consult for assistance. Here are some good sources:

- Faculty
When students are having any kind of difficulty in their classes, always begin by asking if they have spoken with the faculty member. Usually the answer to this question is "No...". Reassure your advisee that faculty have set-up office hours specifically so that they can speak with individual students to address their questions and concerns. Strongly encourage your advisee to set-up an appointment.
- Academic Skills Center (ASC)
Many students don't realize that the campus offers **free** tutoring in English, math, chemistry and a variety of other subjects. Tutor schedules are varied and the ASC makes every effort to be open to accommodate student schedules. There is no stigma in using the ASC, i.e., they tutor in math through Calculus II. Encourage your advisees to go to the ASC and check it out.
 - Bristlecone building, Room 330
 - 445-4260
- EPY 150 – College Success class
If students seem to be struggling with study skills or their transition to college, suggest that they enroll in EPY 150 – College Success the following semester. This course presents a range of topics to help students be more successful in college, including showing students how to take an on-line class.
- Financial Aid Office
Most students struggle with having enough money to go to college. If your advisees have any kind of financial concerns, refer them to the Financial Aid office. Advisors are there to meet with them and advise them on their options, which include the Pell grant, low interest student loans, college work study and scholarships.
 - Bristlecone building, Room 102
 - 445-3264
- Disability Support Services (DSS)
Any student who has a documented disability (learning, emotional, or physical) can receive academic accommodations through the DSS office.
 - Bristlecone building, Room 103
 - 445-3266
- Counseling Services
Refer your advisees to Counseling if they have any questions about which degree or certificate to pursue and/or if they have questions about what classes to take to fulfill their degree requirements. Counselors will also help students explore their career options by offering career assessments and interpretation. If students need help planning to transfer to a four-year college, send them to Counseling. Finally, if your advisees are experiencing emotional challenges, refer them to Counseling for confidential support.
 - If you are referring an advisee for an emotionally related matter, please be gentle in making the referral. Say something like, "You know, I think you might really find it helpful to just talk to one of the counselors about this..."
 - Bristlecone building, Room 103
 - 445-3267

QUICK REFERRAL LIST

Academic Skills Center	445-4260	Bristlecone 330
Admissions and Records	445-3277	Bristlecone 101
Business Office	445-4221	Bristlecone 105
Counseling Services	445-3267	Bristlecone 103
Disabled Student Services	445-3266	Bristlecone 103
Financial Aid	445-3264	Bristlecone 102
GED & ESL	445-4451	Bristlecone 340
Library Reference Desk (help with web classes)	445-3227	Library
Nursing/Allied Health (questions on CNA, EMT)	445-3296	Cedar 101
Student Employment (on-campus)	445-3262	Bristlecone 102
Student Crisis Intervention Team John Kinkella	445-3271	Bristlecone 100
Susan Trist	445-3275	Bristlecone 103
Veteran's Benefits	445-3260	Bristlecone 102

ACADEMIC DIVISIONS

Communication & Fine Arts Division

Disciplines: Communication, Fine Arts and Foreign Languages

Division Chair – Maxine Cirac

Phone – 445-4281

Bristlecone Room 350L

Assistant – Chelsie Hamtak

Phone – 445-3290

Bristlecone Room 350D

Nursing & Allied Health Division

Disciplines: Allied Health and Nursing

Division Chair – Judy Cordia

Phone – 445-3295

Cedar 107

Assistant – Maureen Lockey

Phone – 445-3294

Cedar 104

Science, Mathematics & Engineering Division

Disciplines: Engineering, Mathematics and Science

Division Chair – Brigitte Dillet

Fallon Phone – 775-423-7988 ext. 2254

Carson Phone – 775-445-4442

Part-time in Fallon PINH 4 and Carson Bristlecone Building 350

Assistant – Monica Fairbanks

Phone – 775-423-7565 ext. 2270

Part-time in Fallon PINH 200 and Carson Bristlecone Building 350

Social Science, Education, Humanities & Public Service Division

Disciplines: Business, Education, Humanities, Public Service and Social Science

Division Chair – Bob Morin

Phone – 445-4401

Bristlecone 350

Assistant – Jeff Council

Phone – 445-4253

Bristlecone 350

Technology Division

Disciplines: Applied Industrial Technology, Construction, Computers and Technology

Division Chair – Ed Martin

Phone – 445-4272

Reynolds 112A

Assistant – Laura Lee Redwine

Phone – 445-3348

Reynolds 112A

Deans

Carol Lange – Dean of Instruction

Phone – 445-4405

Bristlecone 161

John Kinkella – Dean of Student Services

Phone – 445-3271

Bristlecone - 100

Forms

ADVISOR INVENTORY FORM

Which areas would you feel comfortable providing help as a faculty advisor?

Section 1: Academic Study Needs

- Reviewing notes from lecture/textbook
- Reviewing homework/lab work
- Taking good notes in lecture classes
- Managing time efficiently
- Studying for exams/practicums
- Writing effective answers on essay exams
- Learning how to handle “test anxiety” associated with taking tests
- Practicing effective study techniques
- Going over specific course/program requirements
- Learning how to approach/talk to professors to get help
- Learning about WNC policies and procedures

Section 2: Personal & Social Needs

- Making the transition from high school to college
- Adjusting to life on this campus (its culture, large classes, heavy study demands)
- Being clear on why student has chosen to attend college
- Balancing work, school, and personal commitments
- Finding help to overcome personal challenges
- Overcoming shyness in order to interact with people more
- Learning to be more assertive in speaking up (being less “passive”)
- Maintaining spiritual/personal beliefs while expanding perspective through education
- Balancing my academic life with my social life
- Adjusting to being “different” than other students
- Getting involved in clubs or social activities on campus
- Developing leadership skills

Section 3: Work & Career Needs

- Identifying potential careers
- Understanding the realities and educational requirements of a particular career path
- Discovering personal strengths in relation to a particular career
- Connecting coursework to employment skills
- Planning steps to a career path
- Developing specific skills and knowledge for a certain career
- Improving resume writing skills
- Developing skills in networking and finding a career mentor

ADVISEE INVENTORY FORM

Which areas would you like help from a faculty advisor?

Section 1: Academic Study Needs

- Reviewing notes from lecture/textbook
- Reviewing homework/lab work
- Taking good notes in lecture classes
- Managing time efficiently
- Studying for exams/practicums
- Writing effective answers on essay exams
- Learning how to handle “test anxiety” associated with taking tests
- Practicing effective study techniques
- Going over specific course/program requirements
- Learning how to approach/talk to professors to get help
- Learning about WNC policies and procedures

Section 2: Personal & Social Needs

- Making the transition from high school to college
- Adjusting to life on this campus (its culture, large classes, heavy study demands)
- Being clear on why student has chosen to attend college
- Balancing work, school, and personal commitments
- Finding help to overcome personal challenges
- Overcoming shyness in order to interact with people more
- Learning to be more assertive in speaking up (being less “passive”)
- Maintaining spiritual/personal beliefs while expanding perspective through education
- Balancing my academic life with my social life
- Adjusting to being “different” than other students
- Getting involved in clubs or social activities on campus
- Developing leadership skills

Section 3: Work & Career Needs

- Identifying potential careers
- Understanding the realities and educational requirements of a particular career path
- Discovering personal strengths in relation to a particular career
- Connecting coursework to employment skills
- Planning steps to a career path
- Developing specific skills and knowledge for a certain career
- Improving resume writing skills
- Developing skills in networking and finding a career

*MATCHING GOALS AND EXPECTATIONS
FOR FACULTY ADVISOR AND ADVISEE*

Advisor:

Advisee:

1. Share the results of the Inventory Forms with each other.
2. Discuss mutual areas of interests for the semester.
3. Choose five goals from the Inventory or from your own discussion for the student to achieve with the advisor's help this semester. Be specific. Make sure these are goals that you both agree on.

1. _____

2. _____

3. _____

4. _____

5. _____

4. Check at Midterm time to assess your progress. Is the student making progress in achieving these goals? Do you need to develop new/different goals?

New Goals:

1. _____

2. _____

3. _____

4. _____

5. _____

Student Record Sheets

STUDENT RECORD SHEET

Student Name	Phone Number		Email Address		Major
Date	Meeting Notes		Date of Next Meeting	Referred to (if applicable)	
Date	Meeting Notes		Date of Next Meeting	Referred to (if applicable)	
Date	Meeting Notes		Date of Next Meeting	Referred to (if applicable)	