

Waypoint:

Waypoint is an academic portal for the advisor to view students' academic progress. It can be accessed through the *my.Westmont* portal or directly through the URL:

<https://waypoint.westmont.edu/>

Waypoint is used by advisors to support their advisees by viewing or completing the following:

- Program Evaluation/Progress Report
- Viewing a Possible Major
- Planning and scheduling course options for future semesters
 - Students should remember that scheduling classes one year ahead works best after the class offerings are published on Waypoint.
- Clearing advisees to register/being able to view if advisees have any registration holds
- Completing the Application for Degree (AFD)
- Viewing advisee test (ACT/SAT) summary
- Viewing advisee transfer summary
- Viewing advisee grades
- Viewing advisee unofficial transcripts

Things to consider:

- Write a note in Waypoint after each advising session to recap the conversation. The student will receive a copy of the note via email.
- Click “Advisement Complete” to clear the advisee to register for the next semester’s classes.
- Click “Plan Archive” after each advising appointment to capture the advisee's progress.
 - This is a best practice to ensure that the classes are documented after each advising meeting.
 - The “Plan Archive” will also capture any notes.
 - Advisees and advisors will use the “Plan Archive” during the AFD process

More helpful information on Waypoint can be found at:



<https://www.westmont.edu/office-provost/faculty-resources/waypoint-faculty>

A sample advising email

Dear Advisees,

Hello!

It is that time again to meet and discuss not only your next semester schedule but also touch base on a range of topics such as:

- how you are doing overall (spiritually, mentally, physically, relationally)
- how you are doing academically this semester
- what activities are life-giving for you or are helping you to develop into the person you want to be
- what kinds of resources or support would be helpful
- what steps can you take in the area of career exploration
- anything else you would like to discuss!

Please sign up for an advising appointment at: _____

<for those with a lot of advisees you can add this statement>

You will note that we only have __ minutes for an individual advising appointment so that I can meet with all my advisees before registration begins. When you come in, we will prioritize any urgent issues and discuss your proposed class schedule for next semester.

If you need additional time, feel free to schedule another appointment or come to my office hours the week *after registration*. Or you can take advantage of the take-your-professor to lunch/coffee for more extended conversation and connection.

To prepare for our meeting, please:

- Look over what is required for the major and Gen Ed (and minor if you have one)
- Identify any classes that you are interested in taking/might be good for you to take as a learning experience that does not meet any requirements
- Review the offered courses for next semester
- **<You may want to add this statement>**
 - Select a small set of courses (12-18 units) on Waypoint that you want to have as your courses for next semester.
 - *Do NOT place every interesting class in this preferred schedule.* Only the small set (3-4 courses) you want to register for. (Putting 10 classes in there does not help me see what you would ACTUALLY register for)

- *Keep a record of the alternate courses you might take on your computer (have a “back up course” you can take if you are a 1st or 2nd year student) in case the course you want is full.* By the time you are a junior/senior, you should be able to get into your desired sections of courses.
- Write down any questions you have for me so that you don't forget them during our meeting.

Show up for your appointment [at <insert building and office # here>](#) a few minutes before your scheduled time so that we can make the most of our conversation.

Looking forward to connecting with you and hearing how you are doing!

A full list of Academic Policies and Procedures can be found on the Registrar's Webpage

<https://www.westmont.edu/office-registrar/academic-policies-and-procedures/>



Below is a screenshot of the page contents:

- | | |
|--------------------------------------|-------------------------------|
| Academic Integrity Policy ➤ | Graduation Requirements ➤ |
| Academic Probation/Suspension ➤ | Honors Programs/Courses ➤ |
| Academic Standing ➤ | Internships/Practica ➤ |
| Attendance Policies ➤ | Majors and Minors ➤ |
| Athletic Eligibility ➤ | Off-Campus Programs ➤ |
| Commencement Participation ➤ | Petitions ➤ |
| Concurrent Enrollment ➤ | Registration ➤ |
| Confidentiality of Student Records ➤ | Second Baccalaureate Degree ➤ |
| Credit by Exam ➤ | Serving Society ➤ |
| Credit Limitations ➤ | Transfer Credit Policies ➤ |
| Interdisciplinary Major Policy ➤ | Tutorials ➤ |
| Language Placement ➤ | Unit Definition ➤ |
| Examinations ➤ | Withdrawing from Westmont ➤ |
| Grades ➤ | |

Useful Forms Available on the Registrar's Office Webpage

<https://www.westmont.edu/office-registrar/forms>



Below is a screenshot of the page contents:

- Address Change ➤
- Add/Drop Form, FA '22 ➤
- Add/Drop Form, SP '23 ➤
- Advisor Change ➤
- Diploma Reorder Form ➤
- Major Declaration ➤
- Major/Minor Substitution - Individual Student ➤
- Major/Minor Substitution - Multiple Students ➤
- Minor Declaration ➤
- Non-Matriculate Application ➤
- Pass/No Credit ➤
- Petition ➤
- Pre-Approval GE & Elective ➤
- Pre-Approval Major & Minor ➤
- Re-Evaluation of Transfer Credit ➤
- Reschedule Final Examination ➤
- Research Application ➤
- Tutorial Application ➤
- Transcript Request Form ➤
- Verification of Enrollment Request Form ➤
- Withdrawal ➤

Information on Transfer Credits

<https://www.westmont.edu/office-registrar/transfer-credits>



Below is a screenshot of the page contents for current students:

CURRENT STUDENTS

• IS THE COURSE YOU WANT TO TAKE TRANSFERABLE TO WESTMONT COLLEGE?

First, view Westmont's Transfer Agreements with pre-approved courses below. If the course/college in which you want to enroll isn't listed, please fill out the appropriate Pre-Approval forms (GE/Elective or Major/Minor). Once you have completed the form, please turn it in to the Student Record's Office or via email at registrar@westmont.edu.

[GE/Elective Pre-Approval Form](#)

[Major/Minor Pre-Approval Form](#)

• Transfer Agreements (click to view)

A

[Allan Hancock College](#)
[American River College](#)

B

[Bakersfield College](#)
[Barstow College](#)

C

[Cerritos College](#)
[Chabot College](#)
[City College of San Francisco](#)
[College of the Canyons](#)
[College of the Desert](#)
[Contra Costa College](#)
[Cosumnes River College](#)
[Cuesta College](#)
[Cuyamaca College](#)
[Cypress College](#)

D

[De Anza College](#)
[Diablo Valley College](#)

F

[Folsom Lake College](#)
[Fullerton College](#)

G

[Grossmont College](#)

I

[Irvine Valley College](#)

L

[Las Positas College](#)
[Long Beach City College](#)
[Los Angeles Pierce College](#)

M

[MiraCosta College](#)
[Moorpark College](#)
[Mt San Antonio College](#)

O

[Ohlone College](#)
[Orange Coast College](#)
[Oxnard College](#)

P

[Palomar College](#)
[Pasadena City College](#)

S

[Saddleback College](#)
[San Diego City College](#)
[San Diego Mesa College](#)
[San Diego Miramar College](#)
[San Jose City College](#)
[Santa Ana College](#)
[Santa Barbara City College](#)
[Santa Monica College](#)
[Santiago Canyon College](#)

V

[Ventura College](#)
[Victor Valley College](#)

W

[West Hills College Coalinga](#)
[West Hills College Lemoore](#)
[West LA College](#)



The Rhythm of Advising: A Yearly Timeline

Mid-August

Meet (via Zoom or in-person, if they are on-campus early) with new advisees – first year students and transfer students

Fall Semester

Within the First 2 Weeks of the Semester

Send an email to all advisees – welcome back, your office hour dates/times, how to set-up an appointment with you

Make it clear to your advisees that they can meet with you during office hours regarding all sorts of topics (e.g., their adjustment to college, their resume, internships, graduate school, career options in your field, etc.)

Approximately Weeks 8-11 of Fall Semester (or earlier, if you have a heavy advising load)

Send an email to all advisees regarding required in-person meetings prior to Spring registration

- Westmont has an advising sign up webpage. Faculty identify the open times/dates and then students sign up for them.
(https://classic.westmont.edu/_offices/academic_advising/AdvisingAppointments.html)
- It is best if Faculty email the link to the advising appointment site to their advisees

Meet with each advisee for 15-30+ minutes—ideally a combination of holistic check-in and pre-registration logistical / practical matters

Assist juniors who are graduating early—three semesters prior to graduation—to complete their Application for Degree (this is the timeline for those graduating in December of the next academic year)

Approximately Week 12 of Fall Semester

During registration, address advisee questions that arise (as needed)

Spring Semester

Within the First 2 Weeks of the Semester

Send an email to all advisees – welcome back, your office hour dates/times, how to set-up an appointment with you

Approximately Weeks 8-11 of Spring Semester (or earlier, if you have a heavy advising load)

Send an email to all advisees regarding required in-person meetings prior to Fall registration

Meet with each advisee for 20-30+ minutes—ideally a combination of holistic check-in and pre-registration logistical / practical matters

Assist juniors—three semesters prior to graduation—to complete their Application for Degree (this is the timeline for those graduating in May of the next academic year)

Approximately Week 12 of Spring Semester

During registration, address advisee questions that arise (as needed)



Advising using Open-Ended Questions

Ask open-ended questions to get to know the student holistically during your advising relationship. Sample questions below do not assume particular major or minor interests. Your own department may generate question sets appropriate for majors or minors.

- *What brings you in today? What's on your mind?*
- *What brought you to Westmont? / Why did you choose Westmont?*
- *So far, what's the best part of Westmont for you? / Most difficult part?*
- *What are you passionate about? What fascinates you?*
- *What are you most confident about so far in your academic experience? Which subjects of study tend to come easily to you?*
- *Which subjects have been more challenging but still rewarding or meaningful?*
- *Which academic experiences (courses, types of testing, writing or reading assignments, group work, etc.) have been most difficult for you so far?*
- *What can you/we do to break down challenges into steps/tasks that are manageable?*
- *To support your success, have you taken advantage of faculty office hours, peer tutoring, or library support (etc.) for a particular subject, assignment type, etc.? [Refer student to relevant resources.]*
- *Which experiences do you want to pursue next?*
- *Among your professors, family, church connections, circle of friends, etc., whom do you tend to rely on for advice about your studies or career path? If so, what kinds of conversations do you tend to have with them? (Financial, academic, career-oriented, etc.) [If an advisee does not tend to seek out professors or COVE staff for advice, suggest spending more time with these mentors. Help them set up appointments.]*
- *Have you connected with a local church? [On-campus chapel is not the same.]*
- *Do you have any professional connections (former employers, etc.) that have been important to you already? (If so, how?) What kinds of professional connections would you like to make in the next year or two? [Encourage summer internships, volunteering, job-shadowing, etc.]*

Using open-ended questions is not the only way to be an effective advisor, of course. See also ["Stealth Advising" article](#) about introducing more academic depth/rigor into advising.



Multicultural Advising

Approaches to Intercultural Communication:

- Do not assume sameness
- Familiar behaviors may have different meanings
- Having an understanding of “different” behaviors, experiences, and backgrounds

Questions that foster self-awareness and understanding of cultural differences and similarities for meaningful relationships:

- What cultural background do I share with this student?
- What cultural differences do I acknowledge, respect, and welcome?
- What cultural differences do I fear, resist, dismiss, or minimize? How do I manage these differences during the advising meetings?
- Do I behave or think differently with this student than other students?
- How comfortable am I with a student with a different culture than I have experienced?
- Am I aware of my language in the advising meeting to ensure terms have a shared understanding?
- Do I inquire, in a culturally appropriate way, if what I am saying is useful to the student?
- Do I check to see if I am reading nonverbal cues correctly?
- Do I check to see if my cultural perceptions are accurate?

Adapted from: Carlstrom, A. (2005, December). Preparing for multicultural advising relationships. *Academic Advising Today*, 28(4).

<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Preparing-for-Multicultural-Advising-Relationships.aspx>



Group Advising: A model to consider for heavy advising loads

What is group advising?

Group advising consists of an advisor meeting with multiple students at the same time. These students can be different, or the same, class standing (ex. 2 freshman, 1 sophomore, 1 junior, 2 seniors or All freshman). The students can then help guide each other to the classes with the advisor overseeing and providing expertise. Students can also counsel each other on the resources available to them that the advisor may not have knowledge of to the same extent.

Why consider using a “group advising” model?

- Reduce advising time
- Enhance problem solving, accountability, and campus resource use
- May reduce the stress for both the student and the advisor.
- Provide connections or mentoring opportunities for students

One form of group advising could give general program information to a similar group of individuals (ie. all freshman advisees), but there should be a shorter, optional individual follow-up after for questions/concerns.

- This may especially be helpful for initial freshman orientation to the major to walk a large group of individuals through the program at one time.
- May also work during the first couple of semesters when students are looking for general registration tips.
- May not work as well later in the collegiate program as there are more specifics that need to be thought through for each individual.

Best practices:

- Keep the groups relatively small. 4-8 students at a time, except for the initial freshman orientation. By keeping groups small, the advisor can double check that students are sharing correct information.
- Have everyone bring their computer and bring up their Waypoint/Progress Report
- Keep focus on registration.
- Move from person to person and speak one at a time.
- Only use this during registration.
- Have other times available, perhaps early in the semester, devoted to goals and plans.
- Still ask questions, perhaps have them talk through them in small groups to build cohesion.
- Have written materials that have registration/major requirements clearly articulated. Also have these for download (or emailed, or canvas course) so that students can have an e-copy.