Welcome to the Peer Association for Student Success!
The Role of the Peer Mentor
Today’s Training Should:

• help you define your role as a PASS mentor, including the scope and limits of your role.
• assist you in how you should and should not act in your role as mentor.
• guide you in building a successful mentoring relationship.
• introduce some techniques for helping your mentees succeed.
• provide you with information about program requirements and support for mentors.
• answer your questions.
• build your confidence.
Mentoring the Mentors:
What Is a Mentor?

The word “mentor comes from Homer’s Odyssey in which Odysseus asks his friend Mentor to guide his son. What are some words used to describe a mentor?

- teacher
- guide
- friend
- adviser
- trainer
- instructor
- counselor
- tutor

[photo courtesy http://thethesiswhisperer.wordpress.com]
Mentoring the Mentors: Where Do We Find Mentors?

• Each of us needs relationships with caring individuals who offer life models by which we can define our own lives and personalities. Many of you probably have people in your life who have acted in a mentoring role though you would not identify them as mentors.

With whom do you have or have had a mentoring relationship?
How Can I PASS?

- Let’s say you were in the market for a new car, and you liked the looks of your friend’s Hyundai Veloster. **Would you go straight to the dealership to find out more? Or would you turn to your friend? What do you think is the more natural response?**
- Many of us are often more comfortable seeking advice from a friend rather than approaching an official person because we fear they will give us false information, not listen to our concerns, tell us only what we want to hear, etc.
How I Can PASS!

• A mentor acts as a mirror by showing who the mentee is and who the mentee can become by:
  • Recognizing one’s strengths and future possibilities;
  • Being comfortable in one’s own skin;
  • Appreciating one’s talents and gifts;
  • Providing new opportunities and modes of thinking;
  • Being empowering.
How I Can Help Others PASS

• PASS provides non-discriminatory services to students regardless of race, ethnicity, national origin, age, gender, sexual orientation, religion, disability, medical condition, or socioeconomic status. We provide services that comply with all laws, regulations, and professional standards. Some of the specific services you will provide include:

  - Assistance in navigating academic and professional settings, institutions, structures, and politics;
  - Guidance in a general or specific academic area;
  - Broad academic and/or career development;
  - Early academic and/or career development.
Peer Mentoring Dos and Don’ts
Unrealistic Expectations

• More often than not, unrealistic expectations on the part of the mentor or mentee lead to a negative mentoring experience.

• For example, ask yourself if you think you know what your mentee wants and needs. If you answered, “Yes, I have thought this about mentoring—I know what my mentee wants and needs,” then you may need to reassess your expectations.
Leading Versus Directing

• You should be leading your relationship with your mentee rather than directing it, and your mentee should be directing you regarding what he or she needs (though you may be unable to fulfill every need directly).
  ▫ If you are leading, you are encouraging your mentee to reach out to you to develop a relationship further, to help address his or her concerns or issues, and to grow as an individual. This is the desired outcome.
  ▫ If you are directing, you are likely telling you mentor what to do rather than offering advice when requested and allowing him or her to come to the appropriate decision on his or her own.
Just Do It: Mentoring Dos

- The following is a suggestion for the things you should do to establish appropriate and successful relationships with mentees:
  - **DO** familiarize yourself with the different NWACC services.
  - **DO** develop trust and get to know your mentees.
  - **DO** take responsibility for the relationship.
  - **DO** take ownership of your expectations.
  - **DO** respect your mentee’s viewpoint.
  - **DO** believe in the potential of your mentee and encourage your mentee to succeed.
  - **DO** rely on PASS and NWACC for support.
  - **DO** continually assess and evaluate how you are mentoring.
Mentoring Don’ts

• The following is a suggestion for the things you should not do:
  ▫ **DON’T** be judgmental of your mentee or of his or her situation.
  ▫ **DON’T** act as a parent or guardian of your mentee.
  ▫ **DON’T** pretend like you know everything or have all the answers.
  ▫ **DON’T** support your mentee financially.
  ▫ **DON’T** intervene or interfere in your mentee’s life.
  ▫ **DON’T** have unrealistic expectations of your mentee.
  ▫ **DON’T** give up on your mentee.
FERPA and PASS Code of Ethics
PASS Code of Ethics

I will

- meet with my mentee in accordance with the rules and instructions.
- endeavor to listen and not lecture my mentee.
- help my mentee understand that I am a person on whom he or she can rely.
- try to serve as a positive role model for my mentee.
- respect the different approaches to mentoring.
FERPA

• The **Family Education Rights and Privacy Act (FERPA)** of 1974 establishes a Code of Fair Information Practice that governs the collection, maintenance, use, and dissemination of personally identifiable information about individuals that is maintained in systems of records by federal agencies, including student education records. These agencies cannot disclose any record to any person or to another agency without written request by or prior consent of the individual to whom the record pertains.

• **MENTORS SHOULD NOT ACCESS MENTEES’ NWACC RECORDS** for any reason, and you should assure your mentee that you do not have permission to access his or her records and will not access his or her records because of the guidelines in place by the school and by FERPA.
Educational Records under FERPA

Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. These include records kept in physical student files, digital databases stored on servers, and recordings or broadcasts (including student projects):

- Written documents (including student advising folders);
- Computer media;
- Microfilm and microfiche;
- Video or audio tapes or CDs;
- Film;
- Photographs.
Non-Directory Information

- Non-directory information includes social security numbers, student identification numbers, race, ethnicity, nationality, gender, transcripts, and grades. Non-directory information must not be released to anyone (including parents) without the prior written consent of the student, and faculty and staff can only access this information if they have legitimate academic need.
- This means that **mentors should not access mentees’ non-directory records** because they do not have legitimate academic need to do so.
Directory Information

• Directory information includes student names, addresses, phone numbers, email addresses, dates of attendance, degrees awarded, enrollment status, and majors. The school may disclose directory information without the written consent of the student, but the student may formally request the school to limit disclosure.
• Mentors may not disclose this information to anyone.
• If an NWACC student would like to give consent or prevent disclosure of information, he or she should contact Student Records to complete a Release of Records form.
PASS Code of Ethics

I will not

• make any promises to my mentee that I cannot keep. I will ensure that the expectations of my mentee are understood and that he or she understands how those expectations will be met. I will operate within the limits of my competence, and when necessary, refer my mentee to the appropriate professional at NWACC.

• exploit my mentee in any manner. I will avoid any impropriety, or the appearance of impropriety, in my relationships with my mentees and the PASS program.
PASS Code of Ethics

I will

- keep my mentee’s confidence to the extent possible without violating the law or ethical principles. I will inform my mentee as to the limitations on my ability to keep his or her confidence. If necessary to disclose anything relating to my mentee, I will attempt to do so in a manner that is least harmful and most beneficial to my mentee and the PASS program.

- keep all records and reports clearly, concisely, and accurately.
PASS Code of Ethics

I will

• participate in any relevant training as required by the PASS program to enhance my competence of mentoring.

• understand that professionalism continues after the termination of my relationship with mentees. This includes the maintenance of confidentiality relating to my mentee, avoidance of any exploitation of any former relationship with a mentee, and safe and secure maintenance of all related records and data.
PASS Code of Ethics

I will

• keep my commitment to always act in the best interest of my mentee and the program. I will avoid any activity that detracts from the PASS program.
Establishing Rapport & Motivating Mentees
What is Rapport?

- Rapport describes a relationship between people who are in sync because they relate well to each other. You may not build rapport with each of your mentees for various reasons, but you must try to establish this connection. You can build rapport by using effective communication skills, building trust, and maintaining confidentiality.

How do you establish rapport?
Communication

- Good interpersonal communication helps the mentee:
  - understand directions and feedback from a mentor;
  - feel respected and understood;
  - be motivated to learn from the mentor.

Mentees will learn best from you if you are sincere, approachable, and nonjudgmental.
Verbal & Non-Verbal Communication

- 2 types of communication: verbal & non-verbal
- Verbal = the words you say
- Non-verbal = gestures, posture, facial expressions, eye contact, silence
- Positive, open body language
  - maintaining eye contact when appropriate, open or relaxed posture, nodding or other gestures of affirmation, and pleasant facial expressions
- Negative or closed body language
  - crossed arms, averted eyes, pointing fingers, playing with your books, backpack, purse, or phone and allowing interruptions and distractions, such as talking to a friend you encounter
Active & Passive Listening

• Passive listening is listening without reaction by:
  ▫ letting the other person talk without interrupting;
  ▫ doing nothing else while the other person is talking.

• While this may immediately sound like a positive thing, it doesn’t illustrate you are listening or understood what the other person is saying.
Active & Passive Listening

- Active listening shows you are listening and understand what is being said.
  - Be sure to listen to what a mentee is saying.
  - Quiet your thoughts.
  - Communicate attentiveness by verbally following up with “Yes,” “Right,” and “I see.”
  - Maintain eye contact and nod your head to affirm.
  - Be empathetic; that is, show you understand how your mentee is feeling regarding the situation rather than focusing on the problem at hand.
  - Understand that your mentee’s point-of-view may differ from you own.
  - Verbally mirror what your mentee tells you.
    - You do not have to repeat verbatim what you are told; you can paraphrase or summarize to bring together main points.
Open- & Closed-Ended Questions

• Closed-ended questions can be answered with a one- or two-word answer, usually “Yes” or “No.”
• Open-ended questions require longer answers and ask the speaker to provide a full, meaningful answer using his or her feelings, knowledge, and experience.
  ▫ Using these questions allow you to respectfully examine an issue or situation in greater depth.
  ▫ Using these questions or open-ended statements can help your mentees confront difficult issues without your accusing, judging, or devaluing them.
Building Trust

Establish trust with your mentee by empathizing with their challenges, sharing knowledge, and remaining nonjudgmental through:

- immediately acknowledging your mentee’s strengths and accomplishments from the beginning of your relationship;
- acknowledging the mentee’s existing knowledge and incorporating new knowledge into it;
- encouraging questions of any type.
Building Trust

• Establish trust with your mentee by empathizing with their challenges, sharing knowledge, and remaining nonjudgmental.
  ▫ Take time to learn the appropriate ways of greeting and addressing their peers when cultural differences arise.
  ▫ Share appropriate personal experiences from a time when they were mentored.
  ▫ Ask for and be open to receiving feedback from mentees and applying constructive criticism to improve.
  ▫ Meet with your mentee outside of a “classroom,” such as in the Student Center or the Bookstore, to get to know him or her in a more casual environment.
Confidentiality

• A mentor must maintain the trust and respect the privacy of the mentee. Without confidentiality, you will find it difficult to establish trust and rapport with your mentee(s).

• At the beginning of the mentoring relationship, it is important to explain to the mentee any circumstances in which confidentiality may be broken, including when a mentee’s life is in danger or if the mentee is engaging in illegal activity.
Confidentiality

• Be sensitive to when and where you speak with and provide feedback to your mentors.
• Make the effort to provide feedback in a private setting away from other students and faculty, and staff. You must refrain from sharing the details of these conversations with others (except when confidentiality must be broken).
• It is especially important to maintain confidentiality when the mentor-mentee pairing does not match traditional hierarchies (for example, if you are much older or younger than your mentee, you and your mentee are not the same gender or ethnic group, etc.). Establishing a confidential and trusting relationship can alleviate any tensions that may arise from differences between the two of you.
Rapport

• Be fun-loving, nurturing, empathetic, and sincere to build rapport.
• Most importantly—**BE YOURSELF!**
Motivation

How do you motivate someone?  
What motivates you?
Motivation

• Ask what motivates you.
• Show you respect your mentee: be on time when meeting on campus, return emails in a timely manner, greet them appropriately, etc.
• Work on being an active listener; find out your mentees’ goals and dreams, past achievements, concerns and challenges.
• Set high standards for yourself.
• Praise your mentees for their achievements through positive reinforcement and help them remove any barriers to their success.
• Suggest to your mentees that they compile images that inspire and motivate them as well as writing down the feelings they have when they accomplish something.
Questioning & Listening Skills
Hearing and Listening

Listen to your Buds.

What would you say is the difference between hearing and listening?
Hearing and Listening

- Hearing is acknowledging that someone is speaking.
- Listening requires you to pay attention to what you are hearing, remember it, interpret it, and identify the feeling(s) associated with what is being said.
  - Active listening is used to help you understand the speaker from his or her POV—it helps you walk in your mentee’s shoes.
Active Listening

- Be sure to listen to what a mentee is saying. Quiet your thoughts—don’t get caught up in how you will respond to your mentee—and remain engaged in listening. Avoid interrupting your mentees.
- Communicate attentiveness by verbally following up with “Yes,” “Right,” and “I see” appropriately.
- Maintain eye contact, nod your head in affirmation, and exhibit the appropriate facial expressions.
- Verbally mirror (paraphrase, restate, summarize, etc.) what your mentee tells you. This will ensure that you understand what your mentee has said and will help you mentee feel understood.
- Be empathetic. Acknowledge how the mentee is feeling regarding a situation to show that you care less about the content and more about his or his feelings.
- Ask open-ended questions that cannot be answered with “Yes” or “No.”
Open-Ended Questions

- An open-ended question is designed to encourage a full, meaningful response that draws upon the speaker’s knowledge, feelings, and experiences. Open-ended questions are usually more objective than closed-ended questions.

- Not only is the question, “Do you like the Student Center?” a closed-ended question, so is the question, “Who is your advisor?” because it doesn’t encourage further explanation. Open-ended questions can help you solve problems, get to know those around you better, and create richer conversations.
Following up with Feedback

• You will also want to provide positive feedback to your mentee.
• Keep in mind that criticism, judgment, preaching, and other actions will cause your mentee to feel uncomfortable and resist.
• Don’t blame and shame.
Following up with Feedback

- Focus on specific behaviors.
- Keep feedback goal-oriented.
- Keep feedback timely. Provide immediate feedback.
- Ensure understanding. Ask your mentee to rephrase your comments to ensure that he or she understands what he or she did well or when improvement is needed.
- To further help foster a comfortable relationship, use the theory of reciprocity: you reveal something about yourself, the mentee responds with similar information, you reveal something, the mentee responds similarly, etc.
Preparing to Study
Getting Your Stuff Straight: Organization

How do you get organized?

What are some organizational tips you use?
Getting Your Stuff Straight: Organization

- Help your mentee:
  - Get organized (materials, books, notebooks, etc.);
  - Plan and budget time (studying for each class, break times, and due dates);
  - Color code (to organize each subject, type of material, etc.);
  - Record assignments (homework, projects, exams, etc.);
  - Be methodical—gather all books, notes, handouts, flashcards, study guides, outlines, etc. prior to studying;
  - Think small by breaking up assignments and studying time into smaller, more manageable chunks;
  - Know when you are at your best—try to work when you are most alert;
  - Take breaks;
  - Double-check your work by editing and proofreading;
  - Take advantage of NWACC resources such as the Academic Success Center, Writing Center, and Library.
Organizing for Online Classes

• Set aside study time. While online classes are extremely flexible and allow you to fit classes into your life rather than the other way around, it is easy to think you can bypass studying when you do not meet face-to-face. Having a class online also makes it easier to procrastinate, so be sure to designate certain periods of each day or week to study.

• Clean up your computer. Delete any old folders, documents, and programs that you no longer need and/or use. Also, organize your documents and folders appropriately; you may decide to designate a separate folder for each semester, class, test, chapter, and/or assignment.

• Get hard materials. Although an online class is paperless, it does not mean your studying has to be. It may be hard to focus when you study at a computer, so it may be helpful to print off important assignments and handouts as needed so you can read them away from distractions as well as on the go. It is becoming easier to study on the go with smaller laptops, net books, and tablet computers, but you don’t have to worry about leaving your cord at home or your battery dying with printed materials. Use a separate folder, notebook, or binder for storage for each class.
Organizing for Online Classes

• Use technology tools, such as online student organizers, Wi-Fi finders, reference sites, etc. Talk to your friends about what websites and apps they use.

• Clean up the clutter. Designate a space where you can study and keep it clean so it allows you to work most productively. Some people may work best at a desk or table, but don’t let it become a catch-all. If you decide to study on a portable device, be sure you don’t use studying as an excuse to plop down on your couch in front of the TV. Try to silence your cell phones while studying. Remove any trinkets or items that take up space, and tidy up needed items.
Reading, Writing, & ‘Rithmetic: Class Analysis

How do you study for College Algebra?

How does that differ from a biology course?

How would you study for a literature class?
Many students do not realize that you typically cannot use the same study methods for College Algebra as you do for Composition II or even for Principles of Biology. To determine how you will study for a class, you must keep in mind what subject the course covers and what assignments are required of you.

- Will you be taking examinations? Will they be multiple-choice, short-answer, or essay?
- Or will you be submitting papers throughout the semester?
- Do you have various homework assignments?
- Is there a lab section for your course?
- Will you be making presentations or working on any group projects?
Cornell Note-Taking Method

- An effective format for recording notes in which you need to recall key terms, people, dates, policies, laws, and concepts
  - Terms or names are written in a left-hand column while details.
  - Explanations are written in the right-hand column.
  - Usually, there is space left at the bottom to summarize what these two columns cover.

This note-taking method is especially helpful for biology and history courses but can be used across disciplines. For an example, visit http://www.muskingum.edu/~cal/images/cornelle.gif
Composition Courses

• **Most importantly, read the assigned text.**
  ▫ Then read it multiple times until you have a good grasp of it.

• Review any discussion questions attached to the reading assignment to identify themes, important characters, etc.

• Ask if you can record the lecture if you learn by hearing.

• If you are expected to identify characters, important quotations, themes, etc., note those in the book when possible and keep running lists or charts.
Composition Courses—Papers

• **Use your assignment sheet to guide your papers, noting the subject and all requirements.**
• Begin papers early by outlining your ideas first before turning to outside sources (as required).
• Evaluate and organize your research carefully.
  ▫ Keep each source on an index card or on a separate sheet of paper in a notebook so that you can make additional notes regarding the source’s value or the author’s authority.
  ▫ Be sure to keep up with your research, noting page numbers, authors’ names, and important quotations or excerpts, and turn to the library if you need additional help citing or finding sources.
  ▫ **Do not wait until the last minute to research!**
• Be sure to edit and proofread your paper multiple times before submitting it. Do not rely on the computer for corrections; visit the Writing Center in Burns Hall to have an English instructor review your paper and/or have a friend or two review it.
Communication Courses

- **Practice, practice, practice!** Practice your speech out loud to get a feel for your rhythms and intonation (changes in tone).
- Choose a topic that interests you and your classmates. Find shared interests to use and controversial points to avoid.
  - This is not to say that you should shy away from a divisive issue, but be aware that your audience may not be as receptive if they are not interested or disagree, which may make it more difficult to present your speech.
- To make your speech as compelling as possible, consider using a visual aid, such as a PowerPoint presentation, a poster or flip chart, a video or sound clip, or a handout.
  - Your audience may focus on reading these rather than listening to you, so try to present them later in the presentation or remove them from view if presented earlier.
- Finally, visualize a successful speech.
  - Familiarize yourself with your speech as much as possible, and do not wait to prepare your speech at the last minute.
  - If you can use one, prepare an index card with brief notes that will help you remember the order of your speech.
  - View your practice time as a dress rehearsal—plan to wear something that makes you feel confident and bring all visual aids and multiple copies of your speech. You want to be dressed smartly but comfortably.
Foreign Language Courses

- **Talk, talk, talk!** It may be intimidating to speak in a foreign language. Keep in mind that everyone will make mistakes, so relax and don’t stop yourself from speaking when you do not know the correct term or conjugation.

- Study aloud and familiarize yourself with the material. Practice by using audio resources and study with a friend from class. Accept that you may have to ask a speaker to repeat what he or she says. Be prepared to listen to your audio resources over and over. Listen for emphasized words.

- Set aside thirty minutes each day to study.
  - Flashcards are useful for vocabulary, but you must practice applying old and new vocabulary words in sentences. You will also be more likely to remember words if you make up the sentences that use them!
  - If you have small children, read to them and teach them what you are learning.
Math Courses

- **First of all, you must go to class!** Try not to miss a single class and always arrive on time.
- Listen and take notes on what you hear and see; while you may understand a problem when your instructor completes it on the board, you may have a harder time later if you did not copy down the process.
- Ask good questions; do not simply say, “I don’t get it,” but be specific regarding what you don’t understand; state what you understand and try to ask for clarification on parts that are confusing. Also, listen when others ask questions; they may think of questions you did not think to ask.
- Try to complete your homework as soon as class is over, so you can remember what was covered.
  - Be sure to show all of your work and check it over when you finish.
  - Once you complete the first few problems, put away your notes and book in order to practice without them.
  - When you complete your homework assignment, try to do a few more practice problems because practice is essential to understanding math.
Math Courses—Exams

- **You should always be studying for the next exam:** each day, review your notes and try to complete a few problems covering each concept you have learned.
- Take advantage of the Academic Success Center in Burns Hall; their tutors hold tutoring groups, so you can benefit from working with someone who you know grasps the subject (the tutor) as well as those who may have more limited understanding like you (your peers in the group).
- When preparing for a test, do not simply reread over your homework.
  - When you have completed a chapter or section, you should know when you are more likely to make an error. Rework your homework problems, focusing on those with errors, and look for identifying characteristics in them.
  - Try to avoid making silly errors, such as forgetting a decimal point, and take note if you make the same error over and over. Finally, take a practice exam. When you are taking your exam, avoid picking up and using your pen or pencil until you know exactly what you are going to do to solve the problem.
Science Courses

- **Read and understand the material.** As science textbooks are very dense, you may need to break up a single chapter’s worth of reading over numerous days, rereading each section many times.
- Reread your notes the same day to make sure there are no errors or clarification needed. You may also find it helpful to rewrite your notes as a condensed outline, so you recognize key concepts.
- If you are assigned to complete questions or problems, do those as soon as your class is over while the material is still fresh in your mind, and then rework them before the exam;
History Courses

- **Read, read, read!** Read for history means reading textbooks, monographs (works written from a historian’s perspective on a specific subject), sourcebooks, and historical documents.
  - Ask yourself who the author is, when it was written, and what is covered in the Table of Contents to uncover what you can immediately take from this source, including the question, “Why did my instructor assign this?”
  - Read any prefaces and/or introductions, and skim the work for any photos, illustrations, tables, and maps.

- As you are reading, underline or mark any important passages. **Don’t underline everything!** It may be helpful for you to take notes, but, once again, avoid noting everything.
  - Know what happened, when it happened, why it happened, and who was involved. You also need to address why an event happened in a certain way and what the significance and outcomes were.

- Stay focused on what you think your instructor wants you to learn by using the syllabus and course objectives to guide you.
Beating the Clock &
Making Time Work For You

How do you manage your time?
Beating the Clock & Making Time Work For You

• First of all, find a blank weekly schedule or create one using Word or Excel OR use an app or Calendar on your smart phone.
• Then you need to make a list of all the things you regularly do at a fixed time, including classes, work, family commitments (taking them to school or activities, picking them up, etc.), social meetings and commitments (organizations, clubs, religious worship and fellowship, sports, etc.), “you” time (sleeping, eating, etc.) and such.
  ▫ Certain things can be grouped together into one block, such as showering, dressing, and eating breakfast, if you tend to do those same things together one after another, but you will probably need to keep each class separate since those are offered at different times, often with breaks between them. Be sure to include meals and time for exercise.
• Next, prioritize your activities. Your classes should be a top priority.
  ▫ While you may include a favorite TV show or two, do not try to include every single one in your schedule. Likewise for all other social activities.
  ▫ If you have a family, they should be a top priority as well, but you may have to make sacrifices, such as asking your spouse or children to help with meals so you can study.
  ▫ Do not schedule every hour of every day with an activity without leaving some recreational time for yourself as well as room to change your schedule in case something changes.
Beating the Clock & Making Time Work For You

• When you have completed your list, start entering them into your schedule. Begin with those that are at nonflexible times, such as your classes. Remember you will need to create a new schedule with each semester because your classes will be changing.

• Once you have entered these fixed commitments, look at what time is left to determine when you will study, take breaks, spend time on yourself or with others, clean house, etc.
  ▫ The general rule for studying is three hours for every hour spent in class, so if you are taking one three-hour class, you should be spending nine hours each week studying for it. Study for an hour, take a fifteen-minute break, and then resume studying that same subject or something new. Avoid studying late at night when possible.

• Use your free time wisely. If you walk to school or take a shuttle or carpool, spend that time studying small chunks.

• Another good rule of thumb to use is the 8-8-8 rule for each day: 8 hours of sleep, 8 hours of classes/studying, and 8 hours of other activities. Of course, this will change depending on your individual situation—you may need more time to work or for family if you are a part-time student. Just try not to skimp on the eight hours of rest; your body needs that time to renew and energize itself.
Campus Resources
What are some campus resources you have used?
• **ACADEMIC SUCCESS CENTER**—located on the first floor in the center of Burns Hall in Rooms 1217 & 1218
  ▫ (Math Café located on the third floor of the Student Center in Room 314)
  ▫ (ASC at Washington County Center located in Student Services Area)
• **ADMISSIONS**—located on the second floor of the Student Center
• **CAREER PATHWAYS**—located on the second floor of the Student Center in Room 225
• **CAREER SERVICES**—located on the second floor of the Student Center in the Advising Center in Room 233
• **CASHIERS OFFICE**—located on the second floor of the Student Center)
• **DISABILITY RESOURCE CENTER**—located on the first floor of the Student Center in Room 114
  - DRC at Washington County Center located in Room 122B

• **DISTANCE LEARNING**

• **FINANCIAL AID**—located on the second floor of the Student Center

• **HONORS PROGRAM**—located on the second floor of Burns Hall in Room 2224

• **INTERNATIONAL PROGRAMS OFFICE**—located on the second floor of the Student Center in the Global Communities Center in Room 225

• **LEARNER SUCCESS ADVISING CENTER**—located on the second floor of the Advising Center in Room 233
• **PAULINE WHITAKER LIBRARY**—located on the first floor in the center of Burns Hall in Room 1304

• **STUDENT ACTIVITIES AND LEADERSHIP**—located on the second floor of the Student Center in Room 216
  - **SAAB** is located on the first floor of the Student Center in Room 114

• **STUDENT RECORDS**—located on the second floor of the Student Center

• **STUDENT TECHNOLOGY HELP DESK**—located on the first floor of Burns Hall in Room 1214

• **TESTING CENTER**—located on the third floor of the Student Center in Room 306
• **TRANSFER RESOURCE CENTER**—located on the second floor of the Student Center in Room 235
• **VETERANS RESOURCES**—located on the first floor of the Student Center in Room 114
• **WRITING CENTER**—located on the first floor of Burns Hall in Room 1003