Guidelines for Advising Notes

1. Include notes that will help the student.
   - Student should remember to take placement exam before registration.
   - Reminded student to get transcripts from other colleges sent to OAR as soon as possible to avoid repeating courses.
   - Student did not come to scheduled appointment- needs to reschedule as soon as possible.

2. Include notes that will help future advisors understand the student or the advice that you gave.
   - Encouraged student to enroll in MTH 205 because of interest in Elementary Education.
   - Student took WST113 even though he already has credit for enough social sciences. Understands that will be elective.
   - Student intends to go to CBC in Dental Hygiene - Is only taking prerequisite courses to get admitted there.

3. Include notes that will facilitate the relationship with the student.
   - Encouraged student to make an appointment to come see me after mid-term grades are posted.
   - Reminded student to make appointment well in advance of her registration date for Summer and Fall.
   - We agreed to meet once a month during the spring quarter to monitor progress.
   - Commended student for excellent grades last quarter.

4. Include possible consequences of not following advice given.
   - Discussed need to take MTH 110 during Spring quarter so MTH 151 can be taken in Fall- sequence only offered Fall.
   - Student wants to enroll in 18 credits. Cautioned regarding heavy academic load.
   - Reminded student to finish 45 credits for the academic year in order to complete degree in 2 years.

5. Include referrals of a non-sensitive nature.
   - Encouraged student to make appointment with career counselor in CESC.
   - Student is interested in becoming n Ambassador; referred to Recruitment Coordinator about application process.
   - Referred student to Veteran's Clerk in Student Development Center to discuss Veteran's benefits.

6. Include comments that help you in future interactions with student. (Perhaps in helping students with reference letters or scholarship applications.)
   - Student was well prepared for advising session. Had tentative schedule already worked out.
   - Student has consistently expressed an interest in transferring to University of Idaho Engineering program

7. Exclude your subjective judgments about the student, especially when they are negative.
   - DO WRITE: Student is struggling d/t lack of attendance and multiple barriers.
   - DO NOT WRITE: Student is not motivated to succeed in classes this quarter.
   - DO WRITE: Encouraged student to do further career exploration & educational planning
   - DO NOT WRITE: Student is clueless about how to select a major.

8. Exclude referrals of a sensitive or personal nature.
   - DO WRITE: Referred student to Student Development Center for additional services.
   - DO NOT WRITE: Recommend student seeks psychological services through the counseling services available in Student Development Center.
   - DO WRITE: Student expressed difficulty in course. Referred to Student Development Center for additional services.
   - DO NOT WRITE: Referred student to the Learning Diagnostic Clinic for testing. I suspect a learning disability.

9. Exclude comments regarding student's instructors, especially when they are negative.
   - DO WRITE: Discussed multiple teaching and learning strategies to assist student experiencing difficulty in course.
   - DO NOT WRITE: Student is having a personality conflict with an instructor.

10. Exclude personal concerns of the student. (May wish to use personal notes.)
    - DO WRITE: Student experiencing difficulty focusing because of circumstances outside of education.
    - DO NOT WRITE: Sister has cancer; student is having a very difficult time staying focused on academics.
    - DO WRITE: Recommended student meet with all instructors for planned absence next week.
    - DO NOT WRITE: Student has to go to court for DUI next week; will miss classes.