

# 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 an 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.