

Advising Notes – Guidelines for Good Practice

1. **Include notes that will help the student.** (TechConnect (student view) or DegreeWorks – where the student can see the notes.)
 - a. Reminded student to have final high school transcripts sent ASAP to prevent registration delays.
 - b. Discussed the importance of repeating MATH 1000 and PSY 2010 in the spring.
 - c. Student did not attend scheduled appointment. Needs to reschedule as soon as possible.
 - d. Asked student to review curriculum and bring a list of courses he is interested in taking next semester for our advising appointment.
2. **Include notes that will help future advisors understand the student or the advice that you gave.**
 - a. Explained general education requirements, and specific requirements for both BIOL majors and NURS so student can keep their options open.
 - b. Student plans to take only prerequisite courses for Pharmacy School. Hopes to be admitted before finishing their degree.
 - c. Student took HIST 1120 because they are interested in HIST minor. Understands the course will be an elective since she took ART 1030 and MUS 1030 for Humanities and Fine Arts.
3. **Include notes that foster a relationship with student.**
 - a. Congratulated the student for great grades last semester.
 - b. Encouraged the student to come back and meet with me after they have attended tutoring three times to see how it's going.
 - c. Reminded the student to schedule an appointment earlier next semester so that they don't delay registration.
4. **Include possible consequences of not following advice given.**
 - a. Discussed the need to take MATH 1910 in the fall, so they can take MATH 1920 in the spring, and be able to begin taking 2000 level Engineering courses. This sequencing ensures that the student can move forward with no delays.
 - b. Student wants to enroll in 19 hours. Cautioned against a heavy load when they are working 20+ hours per week.
 - c. Reminded student that a 2.75 GPA was needed their first year to keep the HOPE scholarship.
5. **Include referrals of a non-sensitive type.**
 - a. Encouraged the student to meet with Career Services.
 - b. Student should see Military and Veteran's Affairs regarding VA benefits for summer classes.
 - c. Stressed the importance of talking with financial aid before the student decided to drop below full-time hours.
6. **Include comments that help you in future interactions with the student.**
 - a. Student was very well prepared. Came with a list of questions to ask and courses that they were interested in.
 - b. Student is interested in going to PA school. Already researched schools and prerequisites for admission.
7. **Exclude your subjective judgments about the student, especially when they are negative.**
 - a. Student is very disorganized and lazy. They should take some time off and grow up.
 - b. I doubt this student will be successful in this major.
 - c. Student is really struggling in all of his classes. He probably should have started off at a community college.
8. **Exclude conversations or referrals of a sensitive or personal nature.**
 - a. Student was assaulted at a party, so I referred her to Title IX coordinator.
 - b. Student was in hospital after having stomach pumped due to alcohol poisoning. Missed a week of classes.
 - c. Referred student to counseling center for depression screening.
9. **Exclude comments made by student about instructors, especially when they are negative.**
 - a. Student is having a personality conflict with ENGL 1010 instructor.

- b. Student indicated she is filing a sexual harassment claim against her major professor.
- c. Student wants to drop EDUC 2010 because of the instructor's offensive language.

Try this Instead....Writing Good Advising Notes

Do	Don't
Student dropped ENGL 2130.	Student thinks ENGL professor is not nice and unfair when it comes to grading.
Stressed the importance of attending advising appointments when they are scheduled, and coming prepared.	Student was clueless even after no showing me four times.
Student reported that they were very involved with extracurricular activities and working 30 hours per week. Talked about time management strategies.	Student is into way too many activities and working more than they can handle.
Student has not had a math class in 7 years and is concerned about their ability to succeed in the course. Discussed importance of beginning math sequence ASAP. Also discussed getting a tutor at the very beginning of the semester.	Student is scared to death of math, and is avoiding it. They were not good at math in high school, and it's been a long time since they took a math class.
Referred student to Financial Aid office and Food Pantry. Student is working multiple jobs, and almost 30 hours per week.	Student is working multiple jobs, very concerned about finances, and has no food to eat. Family doesn't help out at all. I am nervous that this student will not be able to keep up with all of the demands that he/she has.
Student is planning on transferring to a community college closer to home due to personal issues. Looked at curriculum and suggested courses that would work for both TTU and CC.	Student is pregnant (sick/parent sick/going through a divorce, etc.) and will not be here next year. She is planning to transfer to a community college closer to home.
Sent student an email reminder which stressed the need to apply for graduation. The deadline is approaching and they still have not applied. Included the link to directions.	Student frequently forgets to do tasks, so I reminded him/her again about applying for graduation.

In General:

- When in doubt, leave it out.
- If appropriate, ask student's preference and note that you have done that.
- Describe, do not evaluate.

Advising notes should be placed in TechConnect. Advisor discretion can be used to determine what notes should be kept for advisor view only in TechConnect or made available to the student. Advisors should also update student statuses to track contact with students. Individual Student Success Centers can determine additional places for advising notes.