**Guidelines for Degree Works Advising Notes**

**Why do we document notes?**

* Creates a record of the session for student information, consistency between advisors and/or faculty, and helps to clarify discrepancies or issues.
* Increases advisor efficiency and consistency when the student sees different advisors, faculty, and/or when they are double majoring.
* Refresh advisor and/or faculty memory on previous advising sessions.
* Most important…this is a communication tool among all involved in the student’s success and it prevents “he said/she said” situations.

**Best Practices**

* Assume everything you write in the notes is public information!
* Be considerate and respectful; Exclude your subjective judgments.
* Include notes that will help future advisors understand your recommendations.
* Make sure all notes are factual and as in depth as possible, especially if it is a complicated situation or one that can be easily misconstrued.
* Include a list of courses and alternatives.
  + You can also allow the student to proof the note to ensure accuracy, if you choose.
* If a student discloses sensitive information (i.e. sexual assault, altercation with faculty member, etc.), use your best judgement to determine what needs to be added for communication to the next advisor but does not put the student at risk.
* If the advised course is on rotation or a pre-requisite, document advised consequences of not taking the course.
* When a personal analysis is necessary, focus on observation not accusation.

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| **Good Practice Examples** | **Bad Practice Examples** |
|  | **\*Judgement Examples** |
| Robert reports struggling this semester due to absences. | Student is not motivated to succeed. |
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| Made the student aware of campus resources. | The student needs to see a mental health counselor. |
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| During the advising session, I provided the student with a printed degree evaluation and additional information on campus resources available. She expressed frustration and stated that no one wanted to help her. She ended our meeting. | The student was demanding, rude, and accused me of not wanting to help her. |
|  | **\* Sensitive Information** |
| Elsa has circumstances outside of school that are affecting her concentration on schoolwork. | Elsa's sister has been diagnosed with cancer and she is having a tough time focusing on her coursework. |
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| Student dropped ENGL 2375. | Student dropped ENGL 2375 due to dislike of his instructor and unfair grading policies. |
|  | **\*Not Enough Information** |
| Advised student to take ENGL 1302, BIOL 1406 or 1407, GOVT 2305 or 2306, PSYC 2301, and EDUC 2300. If any of these courses are unavailable, then he can also look at HIST 1301 or 1302 or SPAN 1303 for education majors. | Advised student to take courses from the 8 semester plan. |
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| We filed a degree plan for a major in ANSC with ANPR concentration. The student had already completed CHEM 1407, so we filled out an exception form to pull it in for CHEM 1411. I did advise that not taking 1411 may keep her from meeting the prerequisites for some ANSC courses available for the degree program. | Filed degree plan and did an exception form. |
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