

SECTION: General Policies

SUBJECT: Educational Advising

Background: The Lewis-Clark State College Advising Policy provides philosophic and tactical strategies for successful advising practices. Included are roles and responsibilities for both advisors and advisees, as well as outcomes of the college advising experience.

Point of Contact: Career and Advising Services

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Provost

Date of approval by LCSC authority: December 1, 2015

Date of State Board Approval: n/a

Date of Most Recent Review: November 2015

Summary of Major Changes incorporated in this revision to the policy: Incorporated changes to the Professional-Technical Advising process as instituted for fall 2015 semester.

Policy

It is the policy of Lewis-Clark State College to provide every degree-seeking student access to an academic advisor, who assists in career guidance, developing semester course schedules, degree completion plans and strategies, academic and financial aid petitions, course add/drop forms, access to campus services, and graduation applications.

1. Purpose and Philosophy

- A. At Lewis-Clark State College, educational advising is a fundamental responsibility of full-time faculty members, professional advising staff, student peer advisors, and division chairs, supporting the general education mission of the College. Advising is central to the educational experience. Advisors share in this important responsibility to students, and their performance in advising is part of the evaluation of their professional contributions to the College.
- B. Educational advising is a comprehensive process which promotes academic, career, and personal student development. It provides a decision-making framework and ensures a growth-fostering interaction through which the student, aided by the advisor, comes to realize the maximum educational benefits available. Educational advising is the responsibility of both student and advisor. The advisor is responsible, first of all, for comprehensive and correct information. An advisor is a facilitator of communication, a coordinator of learning experience, and a referral agent, who

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helps the student define and develop realistic academic and career goals, perceives the needs of the student in attaining these goals, and then helps the student successfully match these needs with the available institutional resources. The student gathers information, evaluates the information, considers his/her personal values and goals, and makes the final decisions. Thus, the advising process affects the student's educational advancement and fosters the clarification of his/her attitudes, self-concept, and intellectual and personal development.

2. **Procedures for Students Pursuing an Academic Program**

- A. At the point of college admission, academic students are provided advising assignment as follows:
- (1) First time freshmen to Career & Advising Services with initial advising occurring during a Student Advising and Registration (STAR) program;
 - (2) Transfer students with less than 14 transferable credits to Career & Advising Services with initial advising occurring during a STAR program;
 - (3) Transfer students with 14 or more transferable credits, in need of developmental math and/or English, to Career & Advising Services with initial advising occurring during a STAR program;
 - (4) Transfer students with 14 or more transferable credits, whose placement scores or transfer credit indicate readiness for college-level math (i.e. MATH 108 or higher) and English core requirements, to instructional divisions;
 - (5) Returning students with 14 or more credits, in need of developmental math and/or English, to Career & Advising Services with initial advising occurring during a STAR program;
 - (6) Returning students with 14 or more credits, ready for college-level math and English core requirements, to instructional divisions.
- B. Students advised by Career & Advising Services will complete the following prior to transition to advising by academic instructional divisions:
- (1) A Career Plan - students will be required to complete a Career Plan in which they outline what degree they wish to pursue, what career opportunities they wish to explore, and what specific experiences (e.g., service learning) they wish to have in order to provide them with appropriate and marketable experience. The Career Plan will serve as a basis for an initial conversation with a division-based advisor;

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- (2) An Academic Plan - students will be required to complete an Academic Plan in which they will account for every semester, beginning with their initial semester and including transfer work. The Academic Plan will serve as a basis for an initial conversation with a division-based advisor;
 - (a) Developmental Coursework – students will be required to successfully complete all necessary developmental math and English coursework; and
 - (b) An Exit Interview – students will be required to meet with Career & Advising Services staff. During this interview, they will answer a series of questions in regard to their career and academic goals, preparation, skills, and values.
- C. Successful completion of these steps will result in a student moving to an academic instructional division for future advising. The student will complete a Program Information Form (PIF) for the major and division of their choice, Career & Advising Services (CAS) approval will be stamped on the PIF, and the student will be provided his/her new academic advisor by academic instructional division.

3. Procedures for Students Pursuing a Technical Program

- A. At the point of college admission, technical students are referred to a Professional-Technical advisor in Career & Advising Services. Admitted technical students meet with an advisor for the purpose of career guidance, assessment, goal clarification, and information. During this meeting, admitted students will be provided with information and options regarding next steps in the registration process. Students will either:
 - (1) Transition, by Advisor referral, to the Adult Learning Center for non-credit developmental preparation courses in math, English, and/or reading, or;
 - (2) Attend a Student Advising & Registration (STAR) event during which the student will be advised and register for college courses. Subsequently, the student will be assigned an advisor within their technical program.

4. Institutional Responsibility

- A. The College recognizes its responsibilities to provide information and training for advisors. To this end LCSC will:
 - (1) provide training and information to assist advisors in improving their advising skills;

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- (2) provide accurate and up-to-date information pertaining to student advisees (i.e., credit evaluations, test scores, transcripts, etc.);
- (3) inform students as to their responsibilities related to advising.
- (4) support and enforce advising policy.

5. Mid-Term Grades

- A. Instructors assign mid-term grades in Warrior Web for all courses numbered 299 and below, to assist advisors in communicating with advisees. Faculty are strongly encouraged to enter mid-term grades for all courses.

6. Advisor Responsibilities

- A. No single advisor can be expected to fulfill all that an advisee needs during his/her educational career. Advisors are expected to support and attend to student concerns. Each advisor should know how to access student information and campus resources that address individual advisee needs and provide the following (not in priority order):
 - (1) foster the student's sense of responsibility for his/her life-long educational progress;
 - (2) review new advisee Career Plan and help the student clarify educational values and goals;
 - (3) assist the student in accessing the various educational resources and campus services of the college;
 - (4) provide accurate information about educational options, academic requirements, policies and procedures, including academic standing and financial aid;
 - (5) review the new advisee Academic Plan and help the student plan and monitor an educational program consistent with his/her interests and abilities;
 - (6) guide the progress of the student within a major field of study;
 - (7) provide assistance for career exploration, including consideration of feasibility of choice and provide support for acquiring practical experiences that will lead to employment;

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- (8) assist the student in keeping an accurate record of progress toward graduation;
- (9) take advantage of and participate in advisor training and professional development opportunities;
- (10) refer students to other campus services as needs arise;
- (11) develop student awareness and understanding that decision-making in the advising process is based on a system of shared responsibility;
- (12) understand and practice Family Education Rights and Privacy Act (FERPA) as it impacts advising;
- (13) recognize and respond to diversity in advisee needs;
- (14) keep and maintain regular office hours and be available to meet regularly with advisees;
- (15) learn and use technological advising tools such as WarriorWeb, LCMail, Student Planning, etc.;
- (16) release a student to register only after an advising appointment/contact has taken place;
- (17) review with advisees mid-term grades.

7. **Student Responsibilities**

- A. Students have a large responsibility in the advising system and should take the initiative in seeking advisement and developing positive relationships with their advisors. In order to do this effectively, students should:
 - (1) make contact with their advisor early each semester and respond to contacts made by advisor and/or program representative. It is recommended that advisees meet with their advisor twice each semester;
 - (2) be prepared for advising appointments. They should bring necessary documents, forms, questions, concerns, and be able to discuss their interests and goals with their advisor;
 - (3) become familiar with general education requirements, program requirements

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and graduation requirements;

- (4) consult with their advisor concerning changes in their approved schedule (i.e., drop/add);
 - (5) consult with their advisor when they are having academic difficulty;
 - (6) consult with their advisor before changing majors, transferring to another college, or withdrawing from college;
 - (7) learn and use technological advising tools such as WarriorWeb, LCMail, Student Planning, etc..
- B. The educational advising process is an integral part of students' educational experience. Effective advising can motivate students, enhance their learning experience, and prevent their premature departure from the institution. If it becomes necessary to suggest to a student a change of goals, institutions, type of higher education program, academic discipline, or even withdrawal from college, this would be carried out in an atmosphere of caring and trust.