

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 advisors, mentors, and students, as well as outcomes of the college advising experience.

Point of Contact: The Advising Center

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

Date of approval by LCSC authority: September 3, 2019

Date of State Board Approval: N/A

Date of Most Recent Review: September, 2019

Summary of Major Changes incorporated in this revision to the policy: Updated policy reflects Advisor Coaching Model of advising for freshmen beginning fall 2019.

Policy

1. Purpose and Philosophy

- A. At Lewis-Clark State College, advising is central to the educational experience. Educational advising and mentoring are a fundamental, collaborative responsibility of full-time faculty members (mentors and advisors), professional advising staff, student peer advisors, and division chairs, supporting the general education mission of the College. Advisors share in this important responsibility with students, and evaluation of their advising and mentoring performance is part of their professional contributions to the College.
- B. Educational advising is a comprehensive process encompassing all forms of advising, including mentoring, 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 student and advisor. Advisors and mentors are responsible for comprehensive and correct information. Advisors and mentors are facilitators of communication, coordinators of the student learning experience, and referral agents, who help the student define and develop realistic academic and career goals, assist in identifying the needs of the student in attaining these goals, and help the student successfully match available resources to these needs. Students gather and evaluate information, consider

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their personal values and goals, and make the final decision.

- C. 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 mutual respect, caring, and trust.

2. Procedures for Students Pursuing an Academic Program

At the point of college admission, academic students are provided with an advisor as follows:

- A. First time freshmen, returning students, and transfer students with less than 14 transferable/earned credits to The Advising Center with initial advising occurring during a Student Advising and Registration (STAR) program.
- B. Transfer and returning students with 14 or more transferable/earned credits to instructional divisions.

3. Academic Coaching Model

- A. Academic coaching is a holistic, hands-on model. It expands the role of academic advisor from helping students select majors, minors, and semester class schedules to helping students utilize appropriate resources to benefit all facets of their college experience. Upon their initial semester at LCSC, students (freshmen) advised through The Advising Center will be provided with an Advisor, a Faculty Mentor, and a Peer Mentor.
- B. Freshmen will complete a semester long, for-credit orientation course prior to transitioning to advising by academic instructional divisions. Minimal components completed will include the following: career plan, academic plan, resume-building engagement activity, and a final culminating assignment demonstrating readiness for pursuit of their major.
- C. Occasionally, new, direct from high school freshmen will earn, or be close to earning, an associate degree while in high school and will wish to pursue a degree and receive advising through the LCSC CDA campus location. In these cases, the student will be required to take the orientation course offered through the LCSC CDA Center, will be advised directly by a faculty or program advisor, and will be required to meet at least twice during their initial semester with the Director of Student Services at the LCSC CDA Center.

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4. **Procedures for Students Pursuing a Technical Program**

- A. Newly admitted CTE freshmen will meet with a CTE faculty or staff advisor for the purposes of career guidance, assessment, and goal clarification. During this meeting, admitted students will be provided with information regarding developmental course preparation, next steps in the registration process, and other facets of their college experience. Once registered through a STAR program, students will be assigned to a faculty advisor. Additionally, freshmen will be assigned a peer mentor. If registered as a pre-program student, students will be provided with a staff advisor and faculty mentor until fully admitted to their program.
- B. Transfer or returning admitted CTE students with over 14 credits will be directed to the appropriate CTE division for advising.

5. **Institutional Responsibility**

The College will:

- A. provide training and information to assist advisors and mentors in improving their skills;
- B. provide accurate and current information pertaining to student advisees (i.e., credit evaluations, test scores, transcripts, etc.);
- C. inform students as to their responsibilities related to advising and mentoring; and
- D. support and enforce advising policy.

6. **Mid-term Grades**

Faculty 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.

7. **Advisor Responsibilities**

- A. Advisors 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. work with students to build a course schedule and prepare a course plan;
 - 2. approve semester course schedules and release to register;

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3. provide assistance with navigating financial aid, tuition/fee payment, and housing processes;
4. work with students to build a career plan and find opportunities for career growth;
5. contact students about key campus events and deadlines;
6. direct students to campus resources;
7. use enrollment confirmation, grade checks, mid-term and final grades to inform interaction with advisees;
8. answer questions relating to courses and policies;
9. encourage students to fulfill aspirations and goals; and
10. respect, listen, and respond to students.

8. Faculty Mentor Responsibilities

Faculty mentoring takes multiple forms, both formal and informal. Mentors support and attend to student concerns. Mentors should know how to access student information, institutional policies, and campus resources that address individual mentee needs and provide the following (not in priority order):

- A. work with students to identify academic, professional, and personal goals;
- B. help students explore career or graduate school opportunities in their majors;
- C. provide information about students' majors;
- D. answer questions relating to majors and career goals;
- E. encourage students to fulfill their aspirations and goals; and
- F. respect, listen, and respond to students.

9. Student Responsibilities

Students have a large responsibility in the advising system and should take the initiative in seeking advisement and developing positive relationships with their advisors and mentors.

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In order to do this effectively, students should:

- A. set appointment times to meet and get to know advisors and mentors;
- B. share interests and goals with advisors and mentors;
- C. prepare questions and ideas for meetings with advisors and mentors;
- D. explore interest in majors, minors, or certificates;
- E. know major degree requirements;
- F. develop a course plan for meeting graduation requirements;
- G. ask advisors or mentors for help when needed;
- H. be familiar with institutional policies relating to students;
- I. stay current with LCSC communication (texts, email, etc.);
- J. know LCSC deadlines and important dates; and
- K. respect, listen, and respond to advisors and mentors.

10. **Peer Mentor Responsibilities**

Peer Mentors are current LCSC students who will work with freshmen to:

- A. answer questions students have that relate to student life;
- B. assist students in completing SD107 requirements;
- C. guide students in making connections on campus;
- D. support and respect advisor's recommendations when interacting with students; and
- E. respect, listen, and respond to students.