ADVISING FOR STUDENT SUCCESS

North Idaho College
A North Idaho College advisor is actively engaged in providing students with the educational guidance and assistance they need to be successful students. Advising is a continuous process of connecting with students, helping them clarify their academic and career goals, while also introducing and reinforcing their use of various campus resources. By collaborating with staff and faculty across campus, advisors participate in providing positive institutional experiences that aid in student academic and personal success.

Advisors may use several models of advising including developmental, appreciative, and intrusive advising. In developmental advising, problem solving is shared between the advisor and advisee while appreciative advising involves gaining a holistic understanding of the student. Intrusive or proactive advising requires advisors and the institution to initiate contact early in a student’s academic journey in order to foster persistence, retention, and success.

TIPS FOR EFFECTIVE ADVISING

- Establish rapport by preparing for the session – know something about the student.
- Empathy, understanding, and respect are vital to the needs of all individuals.
- Establish expectations of the advising relationship – your role and the advisee’s role.
- “Peel the onion” to explore interests and goals.
- Be a good listener.
- Focus on strengths and potential rather than limitations.
- Don’t be afraid to admit you don’t know! Ask questions of someone who knows or refer the student to another person or department on campus.
- Don’t make decisions for students – provide students with the support to make decisions.
- Empower the student as opposed to creating a relationship where the student is dependent on the advisor.
- Monitor progress, keep records of contacts, follow up on referrals.
- Identify resources – catalog, college calendar, advising guides, MyNIC, etc.

Advising at NIC is a team approach between faculty, staff, and students.
ADVISEE and ADVISOR RESPONSIBILITIES

ADVISEES

- Recognize that advising is a shared responsibility and accept final responsibility for all decisions.
- Clarify personal values, abilities, and goals.
- Contact and make an appointment with their advisor when in need of assistance.
- Prepare for advising sessions by researching and bringing relevant materials to the meeting.
- Identify a general idea of life and career plans, academic goals, major field interest areas, and electives.
- Become knowledgeable about policies, procedures, and requirements—i.e. add/drop deadlines, graduation, and general education policies.

ADVISORS

- Are dedicated to the advising process and exhibit a caring attitude toward advisees.
- Are accessible to students.
- Help students clarify career/life goals as well as educational goals.
- Are familiar with institutional regulations, policies, and procedures especially as they relate to academic and/or graduation requirements.
- Monitor progress toward educational and career goals.
- Assist students in selecting courses that reflect individual interests and abilities.
- Assist students in creating an educational plan.
- Assist students in decision-making skills.
- Refer students to appropriate campus resources.
- Participate in advisor training sessions to keep informed and current.
DEVELOPMENTAL ADVISING

The relationship between the advisee and the advisor is based on equal and shared problem solving with a focus on personal growth of the whole student. It includes creating awareness of the relationship between education and life, setting realistic academic and career goals and then developing specific objectives to achieve these goals, fostering an awareness of life extending beyond the college years, and achieving student awareness of rational cognitive processes for decision making as well as behaviors needed to carry them out.

Although academic advising has existed in some form throughout the history of higher education, structured, theoretical models have developed and evolved over time. Advisors should select a style of advising upon which to base their advising. Here are some models that advisors may find useful in different advising situations.

Example: Adapt your advising session to the student; if the student is non-traditional and has never attended school, ask about their background, their likes and dislikes, and outside responsibilities, what they know about their major, and its connection to their career goals.

APPRECIATIVE ADVISING

Using the six phases of appreciative advising (disarm, discover, dream, design, deliver, and don’t settle), the advisor works with students to gain a holistic understanding of the student. Appreciative advising is “the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials” (Bloom, in press).

Example: During an advising meeting ask the student positive open-ended questions to learn about their strengths and skills such as, “What would be your dream job or vacation?” Ask what they want from their college experience and co-create a plan to help them reach their educational goals.

INTRUSIVE/PROACTIVE ADVISING

This model of advising is frequently used with at-risk students, including first-generation students, students who are academically disadvantaged, or students dealing with any other factors which may interfere with academic success. Advisors and the institution take the initiative in providing support services to help these students succeed. Oftentimes at-risk students hesitate to ask for help, this model of advising brings the assistance to them.

Example: Obtaining progress reports from instructors and reaching out to struggling students to connect them with tutoring, Disability Support Services, or other services that can aid in their success.

PRESCRIPTIVE ADVISING

The relationship between the advisee and the advisor is based on authority and the handing down of advice. Advising sessions are almost exclusively related to courses and the requirements of a particular degree. Registration cycles drive this form of advising. This type of advising does not empower students to develop a sense of personal responsibility regarding their educational choices. The student assumes no responsibility for decision making and relies on the advisor’s recommendations. Prescriptions focus on course selection, degree requirements, and registration.

Example: In response to impending deadlines and delayed registration, advisors assist students on a walk-in basis to create a one-semester plan.
An advisor will be one of the few constants for a student pursuing a degree at NIC. The pathway to a student’s educational goal is a joint effort between the student and their advisor. This section will review some tips for effective advising as well as tips for educational planning.

SUCCESS TIPS FOR STUDENTS

- Plan for 3 hours outside of the classroom for homework and studying per credit.
- Schedule study time as a “required” class. This will help ensure you make time each week to study.
- Even if an instructor does not take attendance, go to every class every time it meets.
  “80 percent of the final exam will be based on the one lecture you missed and the one book you didn’t read.”
- Attend class! If you just stop attending you will receive an F.
- Pick a few extracurricular activities and get involved. This increases the likelihood of success due to a deeper connection with your institution.
- Talk to your instructors, they are there to help if you have questions.
- Be sure to take notes and review them daily – Repetition is key!
TIPS FOR EDUCATIONAL PLANNING

- Math and English sequences should be started as soon as possible.
- Suggest a balance between major requirements and general education requirements.
- Balance the types of courses taken each semester. Try to pair difficult courses with courses that may be less difficult for you.
- Students should be mindful of their available time.

3 Credits = 6-9 hours of homework/study time outside of the classroom.

12 Credits = 24-36 hours of homework/study time outside of the classroom.

If a student would like to take more than the allowed credits, they must receive approval from an advisor.

USE YOUR ADVISING TOOLS

- **Test Interpretation Sheet**
  Use this form to know which math and English course a student should take based on their placement.

- **Progress**
  Take all the guesswork out of course planning. Use a student’s progress to determine which courses they still have remaining for their degree.

**TIP** – Progress has a “What If” option. If your advisee is looking to change their major, you and the student have the ability to see how their completed courses fit into this new major!

- **NIC Catalog**
  [www.nic.edu/catalog](http://www.nic.edu/catalog)

MAX CREDIT LOADS

**SUMMER SESSION**

7 CREDITS

**FALL OR SPRING SEMESTER**

18 CREDITS

PLANNING TIP

Summer Session is an accelerated session and often times students struggle with the change in pace. If a student has never taken summer courses before it may be beneficial for them to take only one course.

Student should not use Summer Session to catch up if they have had an unsuccessful semester. If a student was unable to pass a course during a 16-week semester, their likelihood of passing the same course condensed into 8 weeks will be low.
VETERANS

Veterans Services is committed to the success of active and former military members, Guard and Reservist, and military dependents. The mission is to provide the resources for Veterans to reach their goals.

Veteran Services employs two full-time staff members to assist Veterans with their educational needs:

Veterans Advisor: (208) 666-8027
Veterans Coordinator: (208) 769-3281

Veteran Center
Mission – To provide those who have served or are currently serving, their families, and supporters a Veteran-centric enriching social environment, knowledge, and resources to reduce or overcome barriers that could prevent them from attaining their higher education or identified goal.

Edminster Student Union Building
Lower Level
www.nic.edu/veterans

ATHLETES

Did you know...

- Student-athletes must maintain a certain level of credits and GPA to be eligible to play.
- All athletes are assigned to a major advisor and an athletic advisor.
- Coaches must approve all schedule changes for student-athletes.
- Athletes will have a hold restricting their registration. This hold can be removed only by their athletic advisor and/or coach.
UNDECIDED STUDENTS

When working with an undecided student, assure them that it is OK to be undecided for a semester or two. Undecided students will often feel pressured to make a decision and will find themselves in a cycle of frequently changing their major.

**Tips for Educational Planning with Undecided Students**

- Help students select courses that meet general education or GEM requirements.
- Encourage students to explore different fields by taking introduction courses in areas they may have an interest.

**Resources for Undecided Students**

- Encourage your undecided students to meet with a career counselor. This is a great way to start the process of career exploration.
- Career Services offers career intake appointments and career assessments.

  Career Center  
  (208) 769-7821 career@nic.edu

STUDENTS TRANSFERRING FOR A BACHELOR’S DEGREE

The earlier a student identifies their transfer institution the less likely they are to take courses they do not need for their educational goals. Encourage students to begin researching transfer schools as soon as they have a declared major and/or career goal. Every transfer school’s requirements will be different. Students should be mindful of this when planning their courses, especially their electives. It is ultimately the student’s responsibility to ensure they are taking the appropriate courses for their transfer institutions, but many of them will not know where to start and will seek assistance from their advisor. Here are a few suggestions for getting them started:

- Searching for transfer schools can be overwhelming to students. They are not always sure where to start. Here are some great web searches to get them started on their research.

  - [www.collegeboard.org](http://www.collegeboard.org)
  - Idaho Career Information System (CIS) – available through NIC’s Career Services (208) 769-7821
  - Students will want to make sure their institutions have their intended majors.
  - They will apply to their transfer schools the same as they did to North Idaho College.

  Apply
  
  - Pay the application fee (if their school has one)
  - Send official transcripts from all colleges attended and/or high school transcripts – this varies per transfer institution
  - If applying for financial aid, make sure FAFSA information is sent to the new transfer institution.
  - Refer students to the Advisor for Transferability and Completion (208) 769-7821.

STUDENTS WITH DISABILITIES

The North Idaho College Disability Support Services (DSS) Office facilitates reasonable accommodations, services, and access for students with qualifying disabilities to ensure they have equal access to all NIC programs, services, and activities. DSS also provides disability services to students attending Boise State University, Lewis-Clark State College, and Idaho State University campuses in North Idaho. DSS provides services in accordance with The Americans with Disabilities Act and the ADA Amendments Act, and Section 504 of the Rehabilitation Act. DSS services are designed to support students throughout their academic careers. For more information, visit [www.nic.edu/dss](http://www.nic.edu/dss) or call (208) 769-5974.
ACADEMIC SUPPORT

COMPUTER LAB
Molstead Library
www.nic.edu/it/computing

INTERNET CLASS SUPPORT
eLearning, Molstead Library (second floor)
www.nic.edu/eLearning
(208) 665-5095

MATH STUDY CENTER
College Skills Center
Lee-Kildow Hall (first floor)
www.nic.edu/collegeskills

PEER TUTORING
College Skills Center
Lee-Kildow Hall (first floor)
www.nic.edu/collegeskills
(208) 769-3206

TESTING CENTER
Molstead Library
www.nic.edu/testingcenter
(208) 676-7203

WRITING CENTER
Lee Hall Annex (behind Lee-Kildow Hall)
www.nic.edu/writingcenter
(208) 769-3298

SERVICES ON CAMPUS

AMERICAN INDIAN SUPPORT
Edminster Student Union Building (lower level)
www.nic.edu/aisa
(208) 769-3365

CAREER SERVICES
Edminster Student Union Building (second floor)
www.nic.edu/career
(208) 769-7821

CENTER FOR NEW DIRECTIONS
Lee-Kildow Hall, Room 126
www.nic.edu/cnd
(208) 769-3445

CHILDREN’S CENTER
www.nic.edu/childcenter
(208) 769-3471

DISABILITY SUPPORT SERVICES
Seiter Hall (first floor)
www.nic.edu/dss
(208) 769-5947

FINANCIAL AID
Lee-Kildow Hall (first floor)
www.nic.edu/financialaid
(208) 769-3368

MOLSTEAD LIBRARY
www.nic.edu/library
(208) 769-3355

TRIO SUPPORT SERVICES
Edminster Student Union Building (second floor)
www.nic.edu/trioss
(208) 769-5979

VETERANS SERVICES
Edminster Student Union Building (lower level)
www.nic.edu/veterans
(208) 666-8027

THERAPEUTIC COUNSELING SERVICES
Seiter Hall (first floor)
www.nic.edu/counseling
(208) 665-4520

From time to time, it may be necessary to refer students to other offices on campus. Here are some references that may be helpful.