

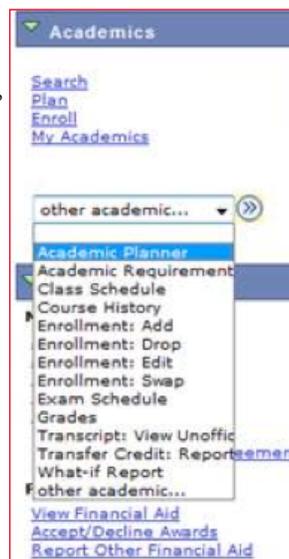
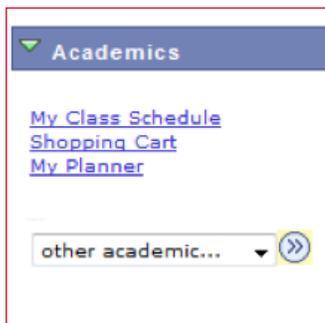


### A NEWSLETTER FOR ACADEMIC ADVISORS

## Academic Planner feature in CampusConnection

The Academic Planner is an excellent tool for students to be an active participant in their schedule-planning. Found in their Student Center in the 'other academic ...' dropdown box, the planner allows students to choose courses and plan to take them in future terms.

Academic advisors have access to look at the planner for assigned advisees; however, they cannot make changes to the student planner. On the faculty side, they need to choose the student from their advisee list and click 'My Planner' link:



## New Tutoring Model

CETL has moved to a drop-in tutoring model. Tutors for select courses are available during scheduled drop-in hours. No appointment is necessary; it is first-come, first-serve. Hours will vary each semester. There is no limit to how many times a student may meet with a drop-in tutor during the subject's availability. There is no additional fee for tutoring services.

Drop-in tutoring is subject to tutor availability; however, the following courses will likely be offered: ACCT 200, 201; BIOL 111, 150, 220, 221; BADM 226, CD 320, 341, 342, 412, 413; CHEM 110, 115, 121, 122, 341, 342; ECON 201, 202; MATH 102, 103, 107, 165, 166, 240; PHYS 203, 204; PSY 111, 241.

Please see attached documents for the current Spring Tutoring Center Schedule and tutoring policies and procedures.

## All Welcome – NACADA Drive-In Workshop

Bismarck State College (BSC) will be hosting a National Academic Advising Association (NACADA) Drive-In Workshop on Monday, Feb. 24 at the BSC campus. The workshop will focus on "Common Ground: Connecting and Advising Today's Students for Tomorrow's Success." The workshop is an opportunity for academic advisors to learn and share best practices with those in your field.

## February 2014

### Dates to Remember

#### Monday, February 17

President's Day, University Closed

#### Monday, February 24

NACADA ND Drive-In Workshop at BSC

Last day to withdraw from all classes and receive a 75% refund

## Quote of the Month

An effective advising program is one prime factor in increasing student retention. Academic advising assists students in many ways, and each campus must make a concerted effort to develop a strategy to retain students. Students who receive effective academic advising tend to feel positive about the institution as a whole.

*Noel, L. (Ed.). (1978).  
Reducing the Dropout Rate.  
San Francisco, CA: Jossey-Bass.*

### CONTACT INFORMATION

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Registration is required to attend the Drive-In Workshop, but you do not have to be a member to register. For NACADA members it is a \$20 registration fee and for non-NACADA members it is \$30 registration fee. This includes a light breakfast and lunch.

Dr. Sonia Cowen, Interim Vice Chancellor for Academic and Student Affairs at North Dakota University System will be our keynote speaker and breakout sessions will focus on advising transfer, diversity and distance education students and advising challenges.

Registration is now open until February 21. Online registration can be found at <http://bismarckstate.edu/community/nacada-at-bsc/registration/>. More information about the workshop can be found at <http://bismarckstate.edu/community/nacada-at-bsc/>. If you are interested in attending, please contact Heather Martin at [heather.martin@minotstateu.edu](mailto:heather.martin@minotstateu.edu) or 858-3265.

## CampusConnection Hold — Provisional Credit Enroll Lmt

Some students may have a “Provisional Credit Enroll Lmt” on their CampusConnection account. This hold is placed by the Registrar’s Office in CampusConnection for those students who are accepted with an enrollment credit limit of 15 or 17 credits in their first term. In the Advisor Center, academic advisors can view holds for each of their assigned advisees. When viewing holds, click on the “details” link to view the term this hold is effective. Students can also click on the “details” icon under their holds in their Student Center to view the effective term. This hold will not impact students’ ability to register for classes, as long as they are not exceeding their maximum credit limit.

## CampusConnection Degree Audit Training

The Registrar’s Office will be holding degree audit training for both faculty and students this spring. The training will be held on March 3rd and 4th from 1:00-2:30 P.M. with faculty training at 1:00 and student training at 1:30 P.M. in the Missouri Room of Conference Center. Please come learn how to use this great tool which will assist you in the work you do as an academic advisor!

## Supplemental Instruction (SI) Schedule

The POWER Center and the Center for Engaged Teaching and Learning (CETL) are currently offering sections of Supplemental Instruction (SI).

Unlike other forms of assistance, SI targets high risk courses rather than high risk students. ALL students are encouraged

to attend SI sessions because the courses being targeted have shown to have historically high D/F/W rates for a large number of Minot State University students. The ultimate goal is to provide every individual in the targeted course the opportunity to develop proper study skills, learn material with and through peers, and go beyond the lectures to focus on content relevancy. SI will not replace classroom instruction. Students will still be expected to attend every class session, take notes, and actively participate in class discussions. SI teaches students how to learn while teaching them what to learn. Instead of teaching students study skills in isolation from content material, SI sessions are focused on using study strategies during sessions. Students are then able to transfer those learning capabilities to other disciplines.

SI is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by SI leaders; students who have previously done well in the course and who attend many class lectures, take notes, and help students meet the expectations for the course.

Research validated by the U.S. Department of Education shows that students who participate in SI earn higher final course grades, withdraw at a lower rate, and also persist at a higher rate than students who do not attend SI.

## Making Effective Referrals

In academic advising we depend a great deal on faculty and staff in other departments to help us serve our advisees. But we also know the frustration of trying to help students make effective contacts in other departments and seeing our attempts fail. Here is a set of tips on making effective referrals, tips that can result in a higher success rate in this area:

- Inform yourself of campus resources thoroughly, paying particular attention to the names of contact people and the chain of command in various offices.
- Keep a list of names, offices, and telephone numbers at hand for quick reference.
- When talking with students, pay particular attention to their expressed and implied needs. Often students won’t ask to be referred for help, but they very much need a referral.
- Students are often uneasy about following through with a referral. Try to make them comfortable with the idea, pointing out the friendliness, accessibility, and helpfulness of the people you are sending them to. This task can be crucial in the case of faculty and upper-level administrator referees, since students often find these people intimidating.

- Try to keep the chain of referrals as simple as possible. Often students will have to visit several offices to complete referral procedures. Help students reduce the “runaround” by finding out ways to eliminate steps. Also, work out with students a proper sequence of steps, so that they don’t have to backtrack to accomplish their ends. Help students draw up agendas for referrals. Have them jot down crucial questions and procedures for getting the most of their visits with the people to whom you send them.
- Facilitate referrals by telephoning the parties to whom you are sending students while those students are with you. Telephoning can be helpful in two ways: It can help you to be sure that you are sending students to the right people for help, and it can give you the opportunity to make an appointment for the students on the spot, which will dramatically improve the contact rate for referrals. In fact, a good strategy for referrals is to make telephone calls and then hand the receiver to your students, encouraging them to set up appointments themselves.
- When you make referrals, jot down notes in your advising files that will remind you to ask students on their next visit about the results of their contacts. If students report that they haven’t followed through, find out why not, and discuss the reasons. See if you should make a different referral, or if you need to become more involved in ensuring contact. Don’t take the process over from your students, however, since it is their responsibility to see that their needs are met.
- Check your records every so often to get a sense of the referrals you have made. Student development is an ongoing process, and patterns of need and growth can be observed in the sequence of referrals you have made. Need for further direction can often be discovered in the referrals you have already made.

Roundy, J. (2007) Making Effective Referrals. In Folsom, P. and Chamberlain, B. (Eds.) *The new advisor guidebook: Mastering the art of advising through the first year and beyond* (p 125). Manhattan, KS: National Academic Advising Association.