**Advising Tips**

**1 – Advising**, advising, advising. Do whatever you can in order to impress upon your students the necessity of regular advising sessions.

**2 – Write it down for the student.** Or, of course, make it digital. But never assume a student will remember anything you have said. This is foreign territory for many students and very confusing. A hard copy of what has been discussed, a follow-up email, whatever works for you. It is often helpful for you to keep a copy for yourself as well.

**3 – Placement tests.** All new college students should take Accuplacer or provide us with ACT or SAT scores.

Our Accuplacer is free, but may not be taken more than twice in a 12-month period. There is a link on our webpage to practice exams. Exception: if the student has already taken sufficient coursework, at GBC or elsewhere, to place them into college-level English and Math, then they may not need to take our placement test.

Math placement: A student may occasionally have an ALEKS score, as we used that measurement briefly, but we are back to Accuplacer for math. Direct the student to http://gbcnv.edready.org/ and strongly urge them to sign up for EdReady which helps them prepare for the Accuplacer with review, tutorials, etc. A few hours of prep might save them an entire semester or more of a basic developmental math class.

**4 – Remediation & continuous enrollment.**

* **Do what you can to convince students not to postpone developmental classes**, no matter how math- (or, less frequently, English-) phobic they are. As of Fall 2015, we have received a new mandate from NSHE: “*All degree-seeking students must be* ***continuously*** *enrolled in appropriate mathematics and English courses until the institutional core curriculum mathematics and English requirements are completed.”*  (Title 4, Ch 16, Section 1) **Students should be encouraged to enroll in math and English every semester until they have completed at least one college-level (100 or higher) math and English class** though preferably their entire**.**
* If you need additional convincing: Statistics show that GBC students who do not complete their math requirements within their first two years have a graduation rate of 1.8%!! Pretty stunning, isn’t it? We are doing our students no favors but allowing them to stall. Ignore excuses; just say MATH!
* Become familiar with the various opportunities the Math Department is offering for students, such as 8-week courses so that students can complete two math courses in one semester, or combined options, such as taking a 5-credit MATH 97 in one semester, instead of MATH 95 and 96 in two semesters.
* Nonetheless, we do not want to lose students because of this. Convey the message of the importance of getting these classes completed, but don’t scare off any students who, for some reason, just can’t manage to follow the mandate.

**5 – 15 to Finish.** As you know, the push is on to encourage students to enroll in the largest possible *reasonable* load. While we know a mother of 4 holding down a full-time job may not reasonably be able to enroll in 15 credits, it is helpful to give students an idea of how long it will take for them to complete 60 credits if they take two classes per semester, vs. three, four, etc. The quicker the student progresses, the more likely he or she will actually complete the degree and they often don’t realize that two classes per semester means five years for an associate’s degree.

**6 – MyGBC Student Center**. Make sure student knows how to access their Student Center. Have them review the information in the Student Center, especially making sure that contact information is correct. As an advisor, you should be familiar with all aspects of the Student Center so you can guide the student through it. A few significant points:

* **All GBC communication is done by email**, including warnings about overdue fees and the resulting enrollment cancellation (being dropped from classes). So it is critical we have the correct email address *and* that students check their email.
* **Advisor.** Point out the advisor information. We try to match the advisor with the major, but are always happy to change the advisor when requested by the student or faculty/department.
* **FERPA.** There is a window shade icon at the top right of the Student Center. That is the link to privacy settings. It is, of course, up to the student, but we recommend selecting “Please do not release my directory information for commercial purposes” because Nevada statutes force us to give student information to commercial entities that request it. It is generally preferable *not* to select “all” or “do not release my directory information for non-commercial purposes” because that means we cannot list the student in graduation programs, published Dean’s Lists, etc.
* **Academics.** Clicking on the Academics tab takes the student to a page where they can review their declared major, see their test scores and transfer credit, pull a copy of their GBC transcript and their WHIF (What-If degree audit) report, request a change of major and more! *It’s important that the student have the correct major declared.*
* Students new to GBC should check their **Residency status**: Personal Information 🡪 Demographic Data 🡪 Residency Status at the bottom of this page. If the student thinks s/he has been erroneously classified as out-of-state, s/he should contact Admissions & Records before the semester begins. Any changes to residency status after the beginning of the semester is not applicable until the *next* semester.

Inform students who are classified out-of-state and are veterans (discharged within the past five years) or are the spouse or dependent of a veteran, to contact Admissions & Records regarding some new potential residency benefits.

**Warning re/ tuition:** If a student has out-of-state status, the class fees approximately double as long as the student remains under 7 credits. Once s/he hits 7 credits, the per credit fee drops down to the same as in-state, *but* there is an additional per semester fee well above $3,000. Pell Grants are not large enough to cover that additional charge and the VA does not cover out-of-state tuition. Thus some out-of-state students take <7 credits during the year in which they are establishing residency.

* **Finances**. Fees owed, financial aid information, etc.
* **And more**! Click around to explore. Try to avoid using the back button, as that doesn’t always go well.

**7 – Non-traditional credit.** Applying for non-traditional credit takes a lot of time (sometimes a few months), documentation, and cannot be done (except in the case of military transcripts) until the student has taken and/or is enrolled in at least 12 credits at GBC. Also, non-traditional credit is only applicable to an AAS, Associate of General Studies, or Certificate of Achievement. Nonetheless, it is a possibility for some students. Refer students to Admissions & Records and/or to the Petition for Obtaining Non-Traditional Credit on the GBC Admissions Forms webpage. If you read both sides of that form, you’ll learn a lot! (gbcnv.edu 🡪 Admissions 🡪 Forms)

**8 – Challenge Exams.** It is up to the appropriate department or faculty member whether or not a challenge exam will be given to a student who claims to have the knowledge of a course and wants to be tested to prove it. Lots of rules/limitations that can be read on the form, which is on the Admissions Forms webpage. E.g., a student may not challenge a course after already completing a more advanced course in the same subject.

**9 – CLEP & Advanced Placement (AP, also known as CBAPE) exams.** There are charts at the end of our catalog, and of course on our website, that lay out what courses students may receive credit for based on which exams/scores. AP Exams are given to high school students who have taken the corresponding courses. For post-high school students, CLEP exams can be arranged through the Academic Success Center. Some must be taken before completing 30 college credits. Additional information can be found on the College Board website and at the Academic Success Center.

Coming soon: we will also have grids for International Baccalaureate Exam scores. And also Dantes Subject Standardized Tests (DSST), tests that used to be available only to military, but that are now available to anyone.

**10 – What-If (WHIF) Report.** This is a degree audit that shows you and the student what courses are still required for graduation. Optimally, you can learn to pull a WHIF, though support staff and Admissions & Records can do it for you as well. You can also teach students to pull a WHIF from their Student Center (that navigation is easier than the one staff uses for reasons that only the WHIF elves know), while encouraging them to remain in touch with an advisor. Please ask questions regarding any aspect of a WHIF that does not make sense. Admissions & Records is eager to correct mistakes and provide clarifications. WHIF training is available one-on-one, for departments, on the phone, you name it!

Please use the WHIF report even if you have a degree/program checklist you prefer. The WHIF is the final document used to determine if a student will graduate, and it is important you catch potential issues as early as possible.

**11 – Financial Aid & Veterans.**

* While we leave Financial Aid to the experts, you will do the students a service to urge them to immediately begin the process of applying for financial aid, even if they do not think they will qualify. They can begin at our website ( <http://www.gbcnv.edu/financial>) where they can see the steps outlined. They should fill out the FAFSA immediately! And, of course, contact the Student Financial Services Office.
* Also be aware that rules are strict for financial aid students and even stricter for Veterans receiving financial aid. *Every class taken should be a class specifically required by the degree.* And once registered, students should always consult with the Financial Aid Office if planning on adding or dropping any classes.

**12 – Transfer students – transferring in**.

* Make sure transfer students **send us their transcripts** immediately. They need to have applied to GBC and declared a major in order to have their transcripts evaluated. (Exception: If they went to a college from which they don’t want any courses articulated and/or is not regionally accredited. Although, *occasionally,* a student might receive nontraditional credit from a non-regionally accredited college.)
* **Transferring to GBC with an A.A., A.S., Bachelor’s**. If a student already has an A.A. or A.S. from another (regionally accredited) college, we can waive most/all lower division Gen Ed requirements, unless the course is also a program requirement. If a student has a bachelor’s degree, we can waive lower *and* upper division Gen Ed requirements, including the Integrative Seminars. The advisor or student should alert Admissions & Records so that the appropriate waivers/substitutions are done; these are not necessarily done automatically.
* **US/NV Constitution requirement**. If a student has courses equivalent to our PSC 101 or HIST 101-102 sequence in another state, they may only need our 1-credit PSC 100. On their WHIF, you will see PSC LELC or HIST LELC (lower division elective); you or the student should alert Admissions & Records to determine what the student needs to take.
* **General Education courses taken elsewhere**. If the student took a course that met the previous institution’s General Education/Core requirements, we do our best to apply it to GBC Gen Ed requirements but, again, Admissions & Records needs to be alerted, as it is not a process that always occurs automatically.
* **Orientation – INT 100.** Students who have taken at least 24 credits at another institution do not have to take INT 100. However, occasionally we will have, perhaps, just articulated fewer than 24 degree-applicable credits (we try to bring the minimum number of credits so as not to end up charging the student Excess Credit Fees). The student is always welcome to check with A & R to request that more credits be articulated or that the INT 100 requirement be waived based on previous coursework.
* **Reverse transfer.** If a student is nearing completion of a GBC degree, but needs/chooses to transfer to another institution, s/he can still obtain a GBC degree by taking their last requirements at the new institution and sending us a transcript (and applying for graduation). Please be sure to suggest that option. This can also be discussed with high school students, or any other students, who have completed at least 15 credits at GBC before transferring to another 4-year institution.

**13 – Transfer students – transferring out.** Emphasize to students who are planning on transferring to another college/university after GBC that it is ultimately their responsibility to find out what classes their next institution will require. Nonetheless, if they think they’ll go to UNR or UNLV, those universities have articulation agreements with GBC and you can help the student figure out what might be the most helpful for them to take at GBC. Also, urge the completion of an A.A. or A.S., a transfer degree, rather than an A.A.S., which is not. UNR and UNLV should automatically waive their Gen Ed/Core requirements for GBC students with an A.A. or A.S., but sometimes they need to be reminded, thus it is important that our students know to ask the university.

**14 – Drop Policy**. Remind students that they should drop a course before the 60% deadline in order to avoid an F. If you teach classes, be sure to mention the policy in your syllabus.

**15 – Enrollment Cancellation (AKA Purge).** Warn students that if they don’t pay, they are “purged” from the class and lose access to WebCampus. Although they can reinstate by paying the owed fees, they sometimes lose valuable class time, miss tests, etc. Accommodating students who miss class assignments, deadlines, tests due to enrollment cancellation is at the discretion of the instructor. This is another chance to remind students that all communications, including warning of imminent purging, occur *by email*. **New beginning Fall 2015: the first purge will occur the Thursday before the semester begins.** We recommend you print out your rosters immediately before your class begins, as there may be a last-minute flurry of dropping/re-registering due to this new policy.

**16 – Excess Credit Fee.** Students should know from the beginning that when they reach the time they have attempted more than 150% of the credits required for a degree, their fees will increase 50%. So for a 60-credit associate’s degree, the threshold 90 credits. Bachelor’s: 180 credits. *This includes all W’s, F’s, repeats, credits accumulated due to multiple major changes, courses transferred in to GBC, etc.* The ECF Appeal Form on the Admissions Forms webpage provides more information.

**17 – Graduation.** Remind students they actually have to apply to graduate. “Deadline” dates are March 15 (Spring graduation) and October 15 (December graduation), but the little secret is that we will accept the graduation application any time. We post degrees in August as well.

* Urge a student to apply to get their certificate on their way to an associate’s degree, and to get an associate’s on their way to the baccalaureate. This not only is good for the institution (completion rates!), but is helpful to students who may need to move unexpectedly, may be motivated by milestones, may find it to their advantage to have an A.A. or A.S. if they decide to transfer, etc.
* Students must use the catalog year when they declare their major, or they may request to move to the current catalog year.
	+ An associate’s degree or certificate must be completed within 6 years; a bachelor’s degree within 10 years.
	+ Exception re/ catalog years: if a student is entering a program requiring a separate application process (e.g., Nursing, Radiology, baccalaureate degrees), the catalog year is the year of acceptance into the program, not the year the degree was declared.
* To obtain two associate’s degrees, a student must have at least a total of 75 college credits (60 for the first one, plus 15); to obtain two bachelor’s degrees, a student must have at least a total of 152 credits (120 + 32). And, yes, the formula continues with the third and fourth degrees (e.g., a total of 90 credits for 3 associate’s degrees).

**18 – Credits in Residence.** (Credits obtained from GBC – not related to the physical location of the student.

* First degree: To obtain an associate’s degree or a certificate of achievement, the student must have taken at least 15 credits from GBC. These 15 credits *cannot* be developmental/remedial, non-traditional credit, credit awarded by exam (challenge exam, CLEP, AP, etc.). For a bachelor’s degree, the student must have obtained at least 32 credits at GBC.
* Additional degrees: For a student to obtain a second associate’s or a second certificate of achievement, s/he must have an *additional* 15 in residence credits for each additional degree; a second bachelor’s degree requires a second 32 GBC credits. E.g., Two associate’s degrees – 30 in residence credits. Three certificates of achievement – 45 in residence credits. Two bachelor’s degrees – 64 GBC credits.

**19 – Catalog & webpages.**

* When advising, it is always safest to *use the current online GBC catalog* for the appropriate catalog year. Sad but true, not everyone is conscientious about keeping up program web pages. And once in a while, we have to make changes to the catalog after it has been printed.
* Which brings me to another reminder: *Please* check the webpages relevant to your program against the current catalog and make sure everything is updated regularly and that it matches the catalog.

**20 – MATH 126E.** Beginning Spring 2016, a new course will be offered: MATH 126E. It is a course for students whose scores didn’t quite allow them to register for MATH 126, so it is five credits and has some additional material. Upon the completion of MATH 126E, the student will have all the content of MATH 126 and will be able to move on to MATH 127, etc., and enroll in courses that have a MATH 126 prerequisite. However, only three of the five MATH 126E credits will apply toward the degree math requirement; the remaining two credits can only be used as an elective.

**21 – ENG 100.** Beginning Spring 2017, ENG 100 will be offered. This course is five credits, three of which are equivalent to ENG 101 in all ways (will meet 101 requirements, can be used as a prerequisite for 102, etc.) and two of which can be used as elective credits. ENG 100 is recommended for almost any student who has not placed into ENG 101, as it saves students time and money. But the student should be warned that it will be approximately the amount of work of two classes, with additional Academic Success Center requirements. For an associate’s degree, a student who completes ENG 100 will still need ENG 102. The current plan is that ENG 100 will be offered online very semester and live during fall semesters but check the schedule for current information.

**22 – ENG 103.** This is a relatively new course that meets the English requirement for a few Career and Technical Ed Certificates of Achievement. ENG 103 can be used as a prerequisite for ENG 101 or ENG 107. It is a computer-based, self-paced class with an instructor available for help (live in Elko, online elsewhere). This class will work well for self-motivated students who might be able to finish in fewer than 15 weeks, or for students who just want to work individually. ENG 103 and 95 are interchangeable in terms of their use as a prerequisite for ENG 101 or 107. ENG 95 will take the full semester and is probably the best option for students who are not entirely comfortable taking college English. Once ENG 100 is available, that is the recommended choice for students who are willing to put in the extra time.

**22 – Long Term Course Schedule.** Be sure to refer to the Long Term Course Schedule on our website. Upon occasion, a student’s graduation has been delayed when that final required class was not offered in what would have been the student’s final semester. (And while you’re referring to the schedule, please be sure that the information from *your* department is correct.)If the necessary courses are not on the long term schedule, check with the department, or direct the student to do so, to see if there are any available substitutions.

**23 –** **Keeping track.** It is helpful to you, your students, and, let’s face it, your supervisor if you keep track of the students you advise. There are many non-onerous ways to do this. Find one you dislike the least and use it regularly.

**24 –Who are my advisees?** You can see a list of your advisees in PeopleSoft by going to the Advisor Center. However, it is not set up in an optimal way if you want, for example, to send out a mass email to them all. To obtain a spreadsheet of your advisees with lots of information (email address, declared major, last semester attended GBC, etc.), there is a query that support staff can pull (GBC\_SR\_ADVISOR\_BYID). Many faculty email their advisees at least once a semester to urge them to come in for advisement. While not many students immediately respond to this ‘cold call’, it’s a start.

**25 – Navigations:**

* An updated copy of these ever-changing **Advising Tips** can be found as follows: www.gbcnv.edu 🡪 Faculty & Staff 🡪 Workorders & Forms
* A WHIF **Cheat Sheet** can be found on the same Workorders & Forms page. This is the shortened version of instructions. They must be followed precisely as PeopleSoft tries to lure you off the correct pathway.
* In PeopleSoft, to view the **Student Center** which contains a great deal of helpful information (test scores, contact information, declared major, transfer classes, student ID #, etc. – See #6): Main Menu 🡪 Campus Community 🡪 Student Services Center.
* In PeopleSoft, the **Academic Advising Summary** has some of the same information, plus you can pull the student’s GBC transcript, which is often a helpful way to view academic progress: Main Menu 🡪 NV Customizations 🡪 Academic Advisement 🡪 Academic Advising Summary.

**26 – General Education.** Beginning Fall 2018, significant general education changes were made for Associate of Arts and Associate of Science students. While many changes are conceptual, here are some of the practical ramifications.

|  |  |
| --- | --- |
| **Pre-2018-2019 Catalog Year** | **2018-2019 Catalog year** |
| **Oral Communications:**Not a Gen Ed requirement for AA and AS students. | **Oral Communications:**Required of all AA and AS students. Current options are COM 101, THTR 102, or THTR 221. |
| **Oral Communications:**Listed as a Gen Ed requirement for all BA, BS, and BSN students. | **Oral Communications:**May be part of a BA, BS, or BSN requirement, but would need to be listed under Program Requirements, rather than Gen Ed.It is still required for BAS students. |
| **Social Science: AA Students**9 credits from a group of Social Science course choices, which must include the US/NV Constitution requirement. | **Social Science: AA Students**Still 9 credits, but grouped differently (see grid!), including the two sub-categories of **Structure of Societies** and **American Constitutions and Institutions** |
| **Social Science: AS Students**6 credits from the provided list, which must include either PSC 101 or HIST 101 & 102. | **Social Science: AS Students**3 credits from **Structure of Societies** and 3 credits from **American Constitutions and Institutions.** Note: If an AS student takes HIST 101 & 102 for their Constitution requirement, they will need to take a third Social Science class for Structure of Societies, thus their more expedient route would be to take PSC 101 to meet the Constitution requirement. |
| **MATH: AA Students**3 credits of MATH 120 or 5-6 credits of MATH 126, 126E, or higher, including STAT 152 | **MATH: AA Students**3 credits of MATH 120, 126, 126E, or higher, including STAT 152. Thus for the first time, MATH 126 *alone* is sufficient to meet the requirement. Consider student’s ultimate academic goal when deciding whether MATH 120 or 126 be taken, as 126 is increasingly required by some bachelor’s programs and as a prerequisite for STAT 152. |
| **SCIENCE: AA Students**6 credits of Science from provided lists | **SCIENCE: AA Students**6 credits of Science, but the lists are a little different, broken into **Scientific Reasoning** and **Scientific Data/Interpretation**.  |
| **SCIENCE: AS Students**“More than 12 credits,” distributed over provided lists. | **SCIENCE: AS Students**Minimum 12 credits, with changes in the lists, and two subcategories: **Scientific Reasoning** and **Scientific Data/Interpretation.** Note that a student could meet this requirement with three 4-credit science courses which was not previously the case. |
| **HUMANITIES & FINE ARTS: AA & AS**3 credits Humanities, 3 credits Fine Arts for AS; 3 credits Humanities, 3 credits Fine Arts, and 3 credits from larger list of Humanities & Fine Arts for AA. | **HUMANITIES & FINE ARTS: AA & AS**Same credit requirement as previous years, but once again, there have been a few changes regarding which courses are considered Humanities and which Fine Arts. Any time you are advising a student and discover *that when they took the course,* GBC classified it as a Fine Arts, but now it’s a Humanities (or vice versa), please submit a substitution form so that our students are not penalized by our changing classifications.  |
| **FOUNDATIONS:**Not used.  | **FOUNDATIONS:**You will see the Foundations courses at the bottom of the grid. This is a way to make the distinction between an AA and an AS. It allowed us, with a couple small exceptions, to display the identical 11 AA and AS Gen Ed requirement objectives. Then within the Foundations area of the grid are the courses that distinguish between the two degrees (more Social Science & Humanities/Fine Arts for AA students and more Math & Science for AS students). |
|  | **AA FOUNDATIONS: Humanities/Fine Arts:** Note that two courses, GRC 103 and GRC 156, have been added as options for the AA Foundations Humanities/Fine Arts category. |
| **Substitutions/Waivers:** Historically, a substitution or waiver applied to a student’s record, would *often* (no such thing as always) carry over to a new catalog year. A 2016 substitution would usually appear on the 2017 WHIF. | **Substitutions/Waivers:****No previous AA or AS substitutions will carry over to the 2018 catalog year** (due to all new WHIF coding for the Gen Ed changes). If you are aware of a student with substitutions/waivers who decides to move to the 2018 catalog year, you or the student will need to notify Admissions & Records, requesting that the sub/waiver be re-applied to the new catalog year. There could be a situation in which this would not work due to the Gen Ed changes, but generally it should not be a problem. |

Admissions & Records, Rev. 12/5/2017