

# ADVISEMENT CHECKLIST RETURNING STUDENT

## Welcome – engagement

\_\_\_ How is current program progressing?

\_\_\_ Change of major?

\_\_\_ If student is returning from a stop out of one year or more, the student must adhere to the newest version of the program. Check webpage for newest version.

\_\_\_ Pull up transcript in DATATEL – STAC will show all work – be aware of grades in far right column.

\_\_\_ Go to Image Now and open last checksheet.

\_\_\_ Open catalog to description of the program

\_\_\_ Is student still working through the developmental course sequence?

\_\_\_ Check Image Now for scanned flow chart

\_\_\_ Developmental courses still required?

\_\_\_ Update scanned Development course flow chart or pull a new one if none scanned.

\_\_\_ Give copy to student when done.

\_\_\_ Circle or check courses student has completed.

\_\_\_ CHECK TRANSCRIPT FOR PREVIOUS COURSEWORK.

BE AWARE OF GRADES, INCLUDING MINIMUM GRADE REQUIRED IN  
DEVELOPMENTAL SEQUENCE

\_\_\_ Review definition of and explain significance of General Education courses.

\_\_\_ Complete registration form. Check for pre-requisites.

\_\_\_ **Indicate in white space on the registration form any interactions that should be recorded for future reference:**

--student comments on schedule

--problems or disagreements over scheduling, etc.

\_\_\_ Any questions on program and course selections?

\_\_\_ **PULL ROADMAP – where is student on Roadmap**

\_\_\_ Does student need referrals to any services? If so – write out referral on written referral sheet -- contact person, location, phone number, etc.

\_\_\_ Print your name and date on the checksheet

\_\_\_ Copy checksheet or save updated version in Perceptive Content. Remember to put your name and date updated. Copy developmental course flow chart if appropriate; written referrals, and other instructions.

\_\_\_ Staple flow chart (if appropriate), list of electives, and written instructions or referrals to checksheet and give to student. Tell them to keep forms in the red folder and bring to next advising session. Explain importance of record keeping.

\_\_\_ Walk student to front of advising area and point way to staff who will process forms. Shake hands, “good luck,” “don’t hesitate to stop back if you have any questions.”

\_\_\_ Return to your station and make any additional notes (using written instructions form that you think may be important at a later date.

\_\_\_ Place originals of documents in box for scanning