Part 1. MISSION

The primary purpose of the Academic Advising Program (AAP) is to assist students in the development of meaningful educational plans.

AAP must incorporate student learning and student development in its mission. AAP must enhance overall educational experiences. AAP must develop, record, disseminate, implement, and regularly review its mission and goals. Its mission statement must be consistent with the mission and goals of the institution and with the standards in this document. AAP must operate as an integral part of the institution’s overall mission.

The institution must have a clearly written mission statement pertaining to academic advising that must include program goals and expectations of advisors and advisees.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The Academic Advising Program (AAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relations, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

AAP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of achievement of student learning and development outcomes.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual growth</td>
<td>Examines information about academic majors and minors; Understands the requirements of an academic degree plan, as well as institutional policies and procedures; Employs critical thinking in problem solving on selection of major and course</td>
</tr>
</tbody>
</table>
selection; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Declares a major; Achieves educational goals; Applies previously understood information and concepts to a new situation or setting; Demonstrates understanding of a general education and expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences

<p>| <strong>Personal and educational goals</strong> | Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Produces a schedule of classes in consultation with advisors. Understands the effect of one’s personal and education goals on others |
| <strong>Enhanced self-esteem</strong> | Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors |
| <strong>Realistic self-appraisal</strong> | Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a course schedule; Seeks opportunities for involvement in co-curricular activities; Seeks feedback from advisors; Learns from past experiences; Seeks services for personal needs (e.g., writing labs and counseling) |
| <strong>Clarified values</strong> | Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Articulates personal values; Acts in congruence with personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and major and minor selections |
| <strong>Career choices</strong> | Describes career choice and choices of academic major and minor based on interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Identifies the purpose and role of career services in the development and attainment of academic and career goals |
| <strong>Independence</strong> | Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely manner |</p>
<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication</td>
<td>Communicates personal and academic strengths and weaknesses that affect academic plans; Demonstrates ability to use campus technology resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources</td>
</tr>
<tr>
<td>Leadership development</td>
<td>ARTICULATES LEADERSHIP PHILOSOPHY OR STYLE; SERVES IN A LEADERSHIP POSITION IN STUDENT, COMMUNITY, OR PROFESSIONAL ORGANIZATIONS; COMPREHENDS THE DYNAMICS OF A GROUP; EXHIBITS DEMOCRATIC PRINCIPLES AS A LEADER; EXHIBITS ABILITY TO VISUALIZE A GROUP PURPOSE AND DESIRED OUTCOMES</td>
</tr>
<tr>
<td>Healthy behavior</td>
<td>EXHIBITS PERSONAL BEHAVIORS THAT PROMOTE A HEALTHY LIFESTYLE; ARTICULATES THE RELATIONSHIP BETWEEN HEALTH AND WELLNESS AND ACCOMPLISHING LIFE LONG GOALS; EXHIBITS BEHAVIORS THAT ADVANCE A HEALTHY CAMPUS AND COMMUNITY</td>
</tr>
<tr>
<td>Meaningful Interpersonal Relationships</td>
<td>DEVELOPS RELATIONSHIPS WITH ACADEMIC ADVISORS, FACULTY MEMBERS, STUDENTS, AND OTHER INSTITUTION STAFF TO BE ENGAGED WITH THE INSTITUTION IN MEANINGFUL WAYS; LISTENS TO AND CONSIDERS OTHERS' POINTS OF VIEW; TREATS OTHERS WITH RESPECT</td>
</tr>
<tr>
<td>Collaboration</td>
<td>WORKS COOPERATIVELY WITH OTHERS; SEEKS THE INVOLVEMENT OF OTHERS; SEEKS FEEDBACK FROM OTHERS; CONTRIBUTES TO ACHIEVEMENT OF GROUP GOALS; EXHIBITS EFFECTIVE LISTENING SKILLS</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>UNDERSTANDS THE REQUIREMENTS OF THE CODES OF CONDUCT; UNDERSTANDS AND PRACTICES PRINCIPLES OF ACADEMIC INTEGRITY; UNDERSTANDS AND PARTICIPATES IN RELEVANT GOVERNANCE SYSTEMS; UNDERSTANDS, ABIDES BY, AND PARTICIPATES IN THE DEVELOPMENT, MAINTENANCE, AND ORDERLY CHANGE OF COMMUNITY, SOCIAL, AND LEGAL STANDARDS OR NORMS; APPROPRIATELY CHALLENGES THE UNFAIR, UNJUST, OR UNCIVIL BEHAVIOR OF OTHER INDIVIDUALS OR GROUPS; PARTICIPATES IN SERVICE AND VOLUNTEER ACTIVITIES</td>
</tr>
<tr>
<td>Satisfying and productive lifestyles</td>
<td>ACHIEVES BALANCE AMONG ACADEMIC COURSE LOAD REQUIREMENTS, WORK, AND LEISURE TIME; DEVELOPS PLANS TO SATISFY ACADEMIC REQUIREMENTS, WORK EXPECTATIONS, AND LEISURE PURSUITS; IDENTIFIES AND WORKS TO OVERCOME OBSTACLES THAT HAMPER GOAL ACHIEVEMENT; FUNCTIONS ON THE BASIS OF PERSONAL IDENTITY, ETHICAL, SPIRITUAL, AND MORAL VALUES; ARTICULATES LONG-TERM GOALS AND OBJECTIVES</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>SELECTS COURSE OFFERINGS THAT WILL INCREASE UNDERSTANDING OF ONE'S OWN AND OTHERS' IDENTITY AND CULTURES; SEEKS INVOLVEMENT WITH PEOPLE DIFFERENT FROM ONESelf; DEMONSTRATES AN APPRECIATION FOR DIVERSITY AND THE IMPACT IT HAS ON SOCIETY</td>
</tr>
</tbody>
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| Spiritual awareness | Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors |

Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.

The ultimate responsibility for making decisions about educational plans and life goals should rest with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission. AAP must:

- Promote student growth and development
- Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives
- Discuss and clarify educational, career, and life goals
- Provide accurate and timely information and interpret institutional, general education, and major requirements
- Assist students to understand the educational context within which they are enrolled
- Advise on the selection of appropriate courses and other educational experiences
- Clarify institutional policies and procedures
- Evaluate and monitor student academic progress and the impact on achievement of goals
- Reinforce student self-direction and self-sufficiency
- Direct students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary.
- Make students aware of and refer to educational, institutional, and community resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)
- Collect and distribute relevant data about student needs, preferences, and performance for use in institutional decisions and policy

AAP should provide information about student experiences and concerns regarding their academic program to appropriate decision makers.

AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and
demographic profiles of the student population, and (e) responsive to the needs of individuals, special populations, and communities.

AAP should make available to academic advisors all pertinent research (e.g., about students, the academic advising program, and perceptions of the institution).

The academic advisor must review and use available data about students’ academic and educational needs, performance, and aspirations.

AAP must identify environmental conditions that may positively or negatively influence student academic achievement and propose interventions that may neutralize negative conditions.

AAP must provide current and accurate advising information to students and academic advisors.

AAP should employ the latest technologies for delivery of advising information.

Academic advising conferences must be available to students each academic term.

Academic advisors should offer conferences in a format that is convenient to the student, i.e., in person, by telephone, or on-line. Advising conferences may be carried out individually or in groups.

Academic advising caseloads must be consistent with the time required for the effective performance of this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. For example, first year, undecided, under-prepared, and honors students may require more advising time than upper division students who have declared their majors.

Academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

When determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.

Part 3. LEADERSHIP
Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Academic Advising Program (AAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience as an advisor, personal skills and competencies, knowledge of the literature of academic advising, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for AAP leaders and fairly assess their performance.

AAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

AAP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising

AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

AAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

AAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Academic Advising Programs (AAP) must be structured purposefully and
managed effectively to achieve stated goals. Evidence of appropriate structure
must include current and accessible policies and procedures, written
performance expectations for all employees, functional workflow graphics or
organizational charts, and clearly stated service delivery expectations.

Evidence of effective management practices must include use of comprehensive
and accurate information for decisions, clear sources and channels of authority,
effective communication practices, decision-making and conflict resolution
procedures, responsiveness to changing conditions, accountability and
evaluation systems, and recognition and reward processes. AAP must provide
channels within the organization for regular review of administrative policies and
procedures.

The design of AAP must be compatible with the institution’s organizational
structure and its students’ needs. Specific advisor responsibilities must be
clearly delineated, published, and disseminated to both advisors and advisees.

Students, faculty advisors, and professional staff must be informed of their
respective advising responsibilities.

AAP may be a centralized or decentralized function within an institution, with a variety of
people throughout the institution assuming responsibilities.

AAP must provide the same services to distance learners as it does to students
on campus. The distance education advising must provide for appropriate real
time or delayed interaction between advisors and students.

Part 5. HUMAN RESOURCES

The Academic Advising Program (AAP) must be staffed adequately by individuals
qualified to accomplish its mission and goals. Within established guidelines of
the institution, AAP must establish procedures for staff selection, training, and
evaluation; set expectations for supervision; and provide appropriate
professional development opportunities. AAP must strive to improve the
professional competence and skills of all personnel it employs.

Academic advising personnel may be full-time or part-time professionals who have
advising as their primary function or may be faculty whose responsibilities include
academic advising. Paraprofessionals (e.g., graduate students, interns, or assistants)
or peer advisors may also assist advisors.

An academic advisor must hold an earned graduate degree in a field relevant to
the position held or must possess an appropriate combination of educational
credentials and related work experience.

Academic advisors should have an understanding of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities.

Academic advisors should have a comprehensive knowledge of the institution’s programs, academic requirements, policies and procedures, majors, minors, and support services.

Academic advisors should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities.

Sufficient personnel must be available to address students’ advising needs without unreasonable delay.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

AAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Support personnel should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical and support personnel must be carefully selected and adequately trained, supervised, and evaluated.

AAP staff must recognize the limitations of their positions and be familiar with
institutional resources to make appropriate referrals.

Salary levels and fringe benefits for all AAP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

AAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

AAP must strive to improve the professional competence and skills of all personnel it employs.

Continued professional development should include areas such as the following and how they relate to academic advising:

- theories of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities
- academic policies and procedures, including institutional transfer policies and curricular changes
- legal issues including US Family Education and Records Privacy Act (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and other privacy laws and policies
- technology and software training (e.g., degree audit, web registration)
- institutional resources (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- ADA compliance issues

Part 6. FINANCIAL RESOURCES

The Academic Advising Program (AAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal and external resources.
AAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Special consideration should be given to providing funding for the professional development of advisors.

Financial resources should be sufficient to provide high-quality print and web-based information for students and training materials for advisors. Sufficient financial resources should be provided to promote the academic advising program.

Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

The Academic Advising Program (AAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

AAP must assure that online and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.

Data about students maintained on individual workstations and departmental or institutional servers must be secure and must comply with institutional policies on data stewardship.

Academic advisors must have access to computing equipment, local networks, student data bases, and the Internet.

Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.

Part 8. LEGAL RESPONSIBILITIES

The Academic Advising Program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial, and local governments; and the institution’s policies.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents.
Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for academic advisors as needed to carry out assigned responsibilities.

The institution must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUITY AND ACCESS

The Academic Advising Program (AAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. AAP must adhere to the spirit and intent of equal opportunity laws.

AAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must especially be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with the mission and goals, AAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

PART 10. CAMPUS and EXTERNAL RELATIONS

The Academic Advising Program (AAP) must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Academic advising is integral to the educational process and depends upon close working relationships with other institutional agencies and the administration. AAP
should be fully integrated into other processes of the institution. Academic advisors should be consulted when there are modifications to or closures of academic programs.

For referral purposes, AAP should provide academic advisors a comprehensive list of relevant external agencies, campus offices, and opportunities.

Part 11. DIVERSITY

Within the context of the institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore the Academic Advising Program (AAP) must nurture environments where similarities and differences among people are recognized and honored.

AAP must promote educational experiences that are characterized by open and continuous communication that deepen understanding of one’s own identity, culture and heritage, and that of others. AAP must educate and promote respect about commonalities and differences in historical and cultural contexts.

AAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

Part 12. ETHICS

All persons involved in the delivery of the Academic Advising Program (AAP) must adhere to the highest of principles of ethical behavior. AAP must develop or adopt and implement appropriate statements of ethical practice. AAP must publish these statements and ensure their periodic review by relevant constituencies.

Advisors must uphold policies, procedures, and values of their departments and institutions.

Advisors should consider ethical standards or other statements from relevant professional associations.

AAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. AAP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or
relevant law.

When emergency disclosure is required, AAP should inform the student that it has taken place, to whom, and why.

All AAP staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

All AAP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

All AAP staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. AAP staff members must not participate in nor condone any form of harassment that demeans persons or creates intimidating, hostile, or offensive campus environment.

When handling institutional funds, all AAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

AAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

AAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

AAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Part 13. ASSESSMENT and EVALUATION

The Academic Advising Program (AAP) must conduct regular assessment and evaluations. AAP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.
AAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performance of academic advisors.