



University of Alaska Fairbanks Chancellor Report

Undergraduate Academic Advising: Plan for Improvement

Submitted to:

Brian Rogers, Interim Chancellor

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Prepared by the Ad hoc Committee for Improving Undergraduate Academic Advising

Mike Daku
Jill Faudree
Rajive Ganguli
Dana Greci
Linda Hapsmith
Faith Long
Meriam Karlsson
Mike Swanson
Keith Swarner
Debbie Toopetlook
Kortnie Westfall

Justice
Mathematics & Statistics
Mining & Geological Engineering
Developmental Education
Academic Advising Center
School of Management
Plant, Animal & Soil Science
Bristol Bay Campus
Information Technology Specialist
Rural Student Services
Undergraduate Student

Introduction

In an effort to identify what can be done to improve UAF's student advising and better communicate best practices, an ad hoc committee, under the direction of the Assistant Provost for General Studies, was formed to write an initial plan for improving undergraduate academic advising at UAF. The committee represented faculty and staff advisors, Fairbanks campus, TVC and rural campuses and student interests. A final report will be completed by December, 2009. The impetus for the formation of the committee came from comments about advising (especially faculty advising) that were raised by the Interim Chancellor's transition teams during the summer of 2008.

UAF's advising structure is based on the Shared Split Model wherein undeclared (General Studies) students are advised in an advising unit and declared majors are advised by academic departments. UAF also has elements of the Shared Dual Model of advising where an advising unit (i.e. Rural Student Services, Honors, Student Support Services, rural campuses) shares advising responsibilities with the academic department (NACADA, 2006a). Even though UAF won the NACADA 1993 Outstanding Program Advising Award (UAF Academic Advising Center), the 2001 Advisor Publication Award (Faculty Advisor Manual) and the 2005 Academic Advising Administrator Category and Rola Award (Wanda Martin), there is still room for improvement.

The committee met and reviewed national standards and assessment of academic advising from the National Academic Advising Association (NACADA) www.nacada.ksu.edu and the Council for the Advancement of Standards in Higher Education (CAS) www.cas.edu. These standards as well as information gleaned from the February 2008 AcademyOne national survey on academic advising and reviews of well-regarded academic advising programs throughout the country informed the recommendations outlined in this plan.

The Ad hoc Committee on Improving Academic Advising has prepared a plan to improve UAF's academic advising and better serve student needs. Members of the committee solicited feedback from other faculty and staff advisors and departments, students, and the Core Revitalization Committee, in preparation of this report. The plan for improving undergraduate academic advising at UAF includes recommendations for six (6) areas listed below:

- 1) Web-Based Advising Resources and Training
- 2) Student Advising Development
- 3) Faculty, Staff, and Peer Advisor Development
- 4) Targeted Advising for Identified Student Populations
- 5) Academic Advising Council
- 6) Assessment

1) Web-Based Advising Resources and Training

Problem: A new web-based system that includes degree audits, educational planning, and advisor documentation has been purchased by the UA system and is currently being implemented. In the past, the Registrar's office was responsible for the training involved with these BANNER add-on systems with assistance from other academic advising units. This new program, DegreeWorks, will eventually replace the CAAP degree audit system and will be accessed through UAOnline. Students, faculty and staff advisors will have access to the DegreeWorks website with some differences in permission levels. Training for DegreeWorks, UAOnline, and BANNER is not universally accessible, resulting in some advisors who know and understand the web-based systems very well, and some who do not know the systems at all. Student training has been even spottier with most students figuring out how to use UAOnline on their own (students do not have access to BANNER).

Recommendation: Provide a three (3) part approach that would institutionalize the process involved in scheduling courses and phase-in additions to DegreeWorks, UAOnline, and BANNER addressing:

- current or immediate web-based resources
- short-term web-based resources and training
- long-term vision of Electronic Advising

Description: Phase I: This phase would call for the continuation of activities that are currently in place, which would include, but not be limited to, student orientation, student success workshops and other associated workshops and courses available to students through various advising units. In examining current registration practices, students typically have their registration form printed off, bringing the form to their academic advisor for completion of classes and advisor signature. To bring the process of change and to enhance student self-efficacy, it is recommended that students, utilizing DegreeWorks on UA Online, be able to develop a proposed course plan (indicating courses to be taken), print out the completed plan, and bring it to their academic advisor for review and signature. The key here will be to institutionalize this process, which will be further refined in Phase III. It is hoped that this change in process could be outlined in Fall, 2009 orientation, to be operational for Spring, 2010 registration. Students at rural campuses start the registration period much later than Fairbanks and TVC students and do not use UAOnline to register for courses. Furthermore, unlike Fairbanks and TVC campuses, rural student tuition must be paid prior to registration. These issues will need to be examined, and may not be resolved by fall 2009 for rural campuses to have the same web-based registration set-up as Fairbanks and TVC campuses.

Phase II: This Phase would call for on-going student and faculty/staff training in the programs/tools needed for student success. This on-line training would address, at a minimum, the Blackboard platform, Degree Works, and UA online. Currently, many students are accessing UA online to access unofficial transcript information, add/drop courses and generally begin the registration process. Blackboard training, by design, is seen as essential for student success in that an increasing number of classes, both in the university Core and programs are being conducted on-line. DegreeWorks, the newest feature, will allow students to access their academic history, along with enabling them to begin the process of completing a proposed educational plan (as noted in Phase I). To implement the training, it is recommended that course description links be established within DegreeWorks and UAOnline for

student access. Student familiarity and a sense of competence in navigating these areas can only promote student success. The phase could be started by fall 2010.

Phase III: Working through and successfully implementing the first two (2) phases will set the stage for Phase III - a move towards Electronic Advising. Historically, one of the chief complaints from students (to both the Registrar's Office and to Faculty) has centered around students needing to complete the registration form, obtaining an academic advisor signature, and running the form back to the Registrar (to activate the registration). Rural campuses tend to have academic advisors who can register students without running them to various offices on campus, but they could also benefit from Electronic Advising.

Essentially, Electronic Advising would become a one-stop registration venue for students. As indicated in Phase I, students would complete their proposed course plan through DegreeWorks, and forward (electronically) the plan to their respective academic advisor. The academic advisor would then review/approve the plan, and activate the plan for registration. Registration activation would be achieved through DegreeWorks by supplying an activation button for advisors. This activation would replace the student's need to be "pinned" on BANNER at the Registrar's office or at the department (then going on-line to actually register for the courses). This process would be more student- friendly, along with keeping the student engaged in the process of their education.

A significant challenge for rural students is the lack of faculty availability for advising. Especially during fall registration, faculty members are still off-contract for almost the entirety and have no availability to students. To alleviate this problem, faculty advisors should be encouraged to work with students well in advance of registration to develop long-range study plans so that registration advisors can help students pick from available classes that are part of the study plan.

Finally, for faculty and staff advisors that are located outside of Fairbanks, it is essential to have on-campus resources readily available for guidance and support. RSS and the Academic Advising Center (AAC) is a great resource for double-checking study plans and advising faculty and staff about academic petitions and keeping them apprised of changes in programs and policies. RSS (with the assistance of the AAC) seems like the logical choice to provide training on DegreeWorks to create functional degree audits.

Costs: DegreeWorks has already been bought by UA and is being implemented at this time. Updates and changes to UAOnline and BANNER require approval from all MAUs and the costs for UAF's portion would be absorbed by the Registrar's office which is the office that implements changes to UAOnline, BANNER and DegreeWorks. Costs related to training students, staff and faculty advisors on DegreeWorks would mostly be absorbed as part of the Academic Advising Center (AAC) or other advising unit's development efforts.

2) Student Advising Development

Problem: This is an expansion of an issue addressed in Web-Based Advising Resources and Training (see section 1) concerning improving student knowledge of university requirements and resources. The recommendations are motivated by the observation that degree requirements and course offerings can be very complicated and thus it is critical that students are aware of these issues early. To better ensure that all students are well informed, two recommendations are presented. The first is simple, specific, and immediate. The second is more general and longer-term.

Recommendation: Comprehensive Educational Plan: All new undergraduate students would develop an educational plan, outlining degree/major/minor requirements, semester by semester course sequence, and related professional/graduate school or career goals and activities in concert with their faculty or staff advisor. This plan would be reviewed every semester by the student and advisor and modified as needed.

Credit-based Course: A Freshman Seminar; or a stand-alone course on technology or information literacy that exposes and trains students on DegreeWorks, UAOnline, Blackboard, clickers, educational planning and university skills would facilitate the goal that all students have a functional educational plan as soon as possible. However, coordination with the Core Revitalization committee would need to be undertaken to determine if either of these two options would be part of the Core. At the very least, increasing the sections for the Rural Student Services (RSS) one-credit college success class, RD F100, under the RD program; Student Support Services (SSSP) one-credit course, DEVS F110; and Developmental Education three-credit course, DEVS F100 that covers these learning curves is needed. Another possibility is to increase the number of credits of LS F100X or LSF101X from one to two or three credits, making the course a prerequisite for ENGL F211X and ENGL F213X and integrating the student advising development topics listed above. The maximum number of students for any of these courses should be 25.

Description: UAF should set a goal that all undergraduate students new to UAF should develop a long-term comprehensive degree plan, with their advisor, in their first year at UAF. This plan should include all the courses the student needs to graduate including general degree, Core and major requirements. The plan should be detailed and should list the semesters in which the courses are to be taken and should respect issues of scheduling and prerequisites. Ideally, this plan should be in DegreeWorks so that it is accessible to both the student and the faculty advisor. For students on campuses where this technology is not available or appropriate, we suggest such a plan be written and copied so that both student and advisor have copies. The goal is that at the end of the first year, every degree-seeking student has a detailed understanding of how long it will take to obtain their intended degree and the consequences of dropping a course, deviating from the schedule, or changing a major. In some cases, this process can be started prior to arrival at UAF with a web-based academic pre-orientation program (with an alternative for completing this class for rural students who do not have access to the internet in the summer time) that students would complete before they had their first advising session. The process would be expanded at orientation. Note that some version of this can be implemented more or less immediately provided advisors buy-in. Most faculty and students are not presently aware of DegreeWorks but, (see Phase II of section one (1)), as more faculty and students gain these skills more of the process can move

on-line. However, even with DegreeWorks fully operational, the faculty and staff advisors will still be the sole gate-keepers ensuring that all their advisees have a degree plan.

Second, if UAF should institute a Freshman Seminar, based on the Appalachian State or Ohio State models, a stand-alone course on technology and information literacy, or add onto the current Library Science Core course (LS F100X or LS F101X) that knowledge of Degree Works and the development of a long-term, comprehensive degree plan should be included as part of such a course. Expansion of the current student success course offerings like RD F100 would probably increase compliance with the recommendation above. More generally, since the only way to for all students to have access to these courses is for it to be required, it is important that the Core Revitalization Committee at least consider the possibility of a course that includes an academic advising curriculum. Certificate and associate degree students should also have access to the credit-based course.

Costs: If all incoming freshman take a one-credit course either as a freshman seminar, RD F100, or even an expanded LS F100X or LS F101X, it will be difficult for staff advisors to cover all the sections as part of their regular job duties. Therefore, there will be a need to hire an undetermined amount of staff advisors to teach the courses outside of their usual contract. Peer advisors who are taking the HMSV F342 practicum could assist the instructors at no cost. Other costs for supplies and equipment would also be incurred. The proposed UAF Undergraduate Academic Advising Council (see section 5) could be charged with investigating the costs and collaborating with the Core Revitalization Committee on the makeup of the credit-based course.

3) Faculty, Staff, and Peer Advisor Development

Problem: Faculty and staff advisor training in Fairbanks has mainly been done by the Academic Advising Center (AAC) through the workshop series offered by Faculty Development. New faculty and staff advisors are strongly encouraged by the Faculty Development office to attend the beginner advising workshop (Academic Advising 101), however, departmental support for advising training varies greatly for this and the rest of the advising workshop series (Academic Advising 201, 301, 401). Rural Student Services (RSS) and the Academic Advising Center have provided training to rural campuses as well. Furthermore, The Academic Advising Center offers academic advisor training and updates at the beginning of fall and spring semesters that are web-cast university-wide and linked on the AAC website. The faculty advisor manual is updated and distributed to all departments each academic year and is also available on line. In addition to the faculty advisor manual, other web-based resources, information, updates and links are available on the AAC website. Eight (8) faculty advisors, representing most colleges/schools that do not have a college staff advisor, work two (2) hours a week in the Academic Advising Center. These advisors gain advising experience for all undergraduate programs at UAF, which gives them a great advantage over their peers with their own departmental advising. Formal peer advisor training through the AAC is currently offered as a one-credit Human Services course (HMSV F340). Peer advisors also enroll in Peer Advising Practicum (HMSV F342) for 1 to 3 credits and work as peer advisors in the AAC.

Although development opportunities have increased over the past few years, accessibility is still limited (especially for rural community campuses) and only a small portion of advisors actually go through the training workshops. In order to properly train all faculty/staff advisors at UAF, these efforts need to be expanded and coordinated so that more advisor workshops could be developed and offered every semester at more locations and through various media. More faculty advisors at every campus need to have this opportunity to work in the AAC, RSS, TVC Student Assistance and Advising Center, or with their college/school staff advisors. After these advisors have completed their residency in the AAC or other advising center, they could be tapped to be the "expert" advisors for their department or college/school and mentor new advisors. In addition, peer advisors have been few and under-used by UAF. Widespread support from deans and department chairs will be necessary for advisor development to be a priority and to develop a residency and mentoring system.

Recommendation: Coordination and expansion of current advisor training and development: Coordinate training and development efforts university-wide through the proposed UAF Undergraduate Academic Advising Council (see #5) and Faculty Development. Expand current series of advisor workshops and peer advisor course offerings to other times, locations, presenters, and media.

Faculty residencies: Develop in-depth faculty advisor "residencies" for each college/school and campus similar to the AAC program. Develop mentoring system for faculty/staff advisors pairing up "expert" advisors who have completed a residency rotation with new advisors.

Expansion of peer advisor program: Expand peer advisor practicum settings for every college/school and campus.

Description: Undergraduate academic advisor training is recommended to continue to be available by the AAC, but coordinated through the newly established UAF Undergraduate Academic Advising Council (see #1). The development and incorporation of faculty advisors in a system resembling the AAC for each college and school is expected to improve advising and career planning for students with declared majors. These advisors would be identified as a key resource in each department to answer questions concerning courses offered by the department, placement, pre-requisites, and other advising issues affecting students campus-wide. Appointment and rotation through the AAC and other advising centers offer opportunities for faculty to further enhance their advising skills as undergraduate academic advisors.

Peer advising would be expanded to include practicum settings at locations other than the AAC. More sections and qualified instructors of the Peer Advisor Training class would also be necessary to accommodate expansion of peer advising. Resident hall mentors would also be targeted to take the HMSV F340 course and practice in the residence halls. Other students anticipated to work well as peer advisors would need to be identified, provided incentives, recruited and trained to assist fellow students with peer advising.

Good web-based resources and updates are also essential for accurate and timely advising information. New faculty advisors should receive training before students are assigned to them and continuing advisors need on-going refresher training. In addition to assisting students with academic progress toward graduation, career planning is an expected component of undergraduate faculty advising. Advisors involved in the faculty/staff residency would organize multiple advising events for students in the residence halls, for student athletes, for pre-professional students, and students in the same major, to engage and connect students with faculty, staff, and peer advisors.

Faculty and staff advisors need to be knowledgeable in many areas to be successful working with rural students. An advisor needs to be aware of some of the educational and cultural history of rural Alaska. Rural students are highly relational and their advisor is their mentor and support system throughout their academic career. A poor experience with an advisor can easily cause a rural student to give up. In addition to knowledge of specific academic programs, including transfer credit articulation and credit for prior learning, the rural advisor needs to be intimately familiar with financial aid regulations and sources, as well as registration procedures and practices.

Costs: Faculty advisors working for the AAC receive \$1200 a semester for their work. Expansion of the residency program could cost \$2400 per faculty advisor per year. Currently, students taking the HMSV F340 (1 credit) and HMSV F342 (1 - 3 credits) courses obtain a tuition waiver and the text book is provided for them. In order to keep these incentives, approximately \$350 (2 credits + book) - \$670 (4 credits + book) per student would be required (based on resident tuition rates). Instructor costs would be absorbed by staff advisors teaching the course as part of their position description.

4) Targeted Advising for Identified Student Populations

Problem: Undergraduate students have varying advising needs. Some students self-advise themselves well by using UAOnline, the degree program worksheets on the Academic Advising Center (AAC) website and by meeting with their academic advisor once a semester. However, other students require more comprehensive and intensive academic advising services. A number of target populations at UAF could benefit from improved advising services. Some student populations have lower graduation rates and higher probation/academic disqualification rates than others. In addition, faculty and staff advisors need more training concerning the needs of the identified groups.

Recommendation: The ad hoc committee identified six (6) student populations that would benefit from targeted advising services:

- At-risk students
- Students experiencing academic difficulty
- Students transitioning from certificate/associate to baccalaureate degree programs
- Pre-professional students
- Non-degree students
- Rural students

Description: Pre-majors and other underprepared students are considered to be at risk. Pre-major graduation rates are shamefully in the single digits. These students have a lot of challenges: poor math, English, reading or study skills, they may be starting late, etc. Attention to this area will increase graduation rates and decrease the number of these students who end up on probation/academic disqualification. Vigilant monitoring of these students using the early warning system, freshman progress reports, and bi-weekly advising sessions would direct these students to appropriate academic and student services earlier in the semester, thereby increasing the likelihood of academic success.

Students on probation/academic disqualification are not in good academic standing and have experienced academic difficulty. During orientation and whenever possible (more than once) early on, students need to be better educated about what it takes to be successful and what it means to be on probation and disqualification. An intensification of the advising process as listed above for pre-major and underprepared students can help them change the behaviors that led to their getting on probation or disqualified in the first place. This sort of intervention with conditions that require the student to use tutoring or academic labs or review on-line advising tutorials should be required before they can return to taking classes.

Students transitioning from certificate/associate to baccalaureate degree programs would profit from greater articulation between these two systems. Faculty and staff advisors who primarily advise bachelor degree students need to include Associate of Arts (AA) and Associate of Science (AS) program requirements as part of their repertoire, since all bachelor degree students could obtain an AA if they added it as a second major and some could earn the AS. Conversely, faculty/staff advisors who typically advise certificate/associate degree students need to understand the baccalaureate Core requirements so students can more easily transition to a bachelor's degree.

Pre-professional students heading toward professional schools of medicine, dentistry, veterinary medicine, health, law, library science, and architecture receive scattered advising services. Coordination of advising between the Academic Advising Center (AAC) and academic departments is needed, with ideally a staff or faculty advisor with time in their workload dedicated to being a central location for all the pre-professional advising and information on campus. Many universities use a committee to review and evaluate student medical, health, dentistry, and veterinary applications before the student sends it in to the centralized school application service. UAF students could benefit from the creation of such a committee to track student professional school applications.

Non-degree students (NODS) are not assigned academic advisors and may register for classes without an advisor's signature on the registration form. PAIR data indicates that 18% of NODS students are intent on obtaining a degree from UAF and not taking courses for avocational reasons. Academic advisors need to reach out to these students to encourage them to apply to UAF. Furthermore, 7% of NODS students are previous degree-seeking students who have been academically disqualified. A BANNER code to distinguish these two sub-groups of faux non-degree students needs to be determined so these students could be more easily identified and advising services rendered.

Rural students encompass all the previously identified groups. The typical rural campus student is Alaska Native, in her mid-30's, working full-time, and raising a family. Taking two classes per semester, it takes a rural student 2.5 years to earn an academic certificate, 5 years to earn an associate degree and 10 years to earn a bachelor degree. Occupational endorsements, certificates and associate degrees provide great encouragement to students who have to spend many years in school to achieve their academic goals. Advising through these sequential academic steps requires careful planning with the student as changing majors or programs can add many extra years to the process.

Through no fault of their own, many rural students do not have the necessary academic background to begin college level classes. How developmental courses are delivered and the degree to which they articulate into academic programs are vital to building the foundation for student success, resilience and perseverance. The majority of rural students are first generation college students. They are often unaware of the types of academic and social support resources that are available or how to best utilize them.

There are rural students who fit the traditional student profile as well and move to the Fairbanks or TVC campus. It is essential that first-time college students get connected with on-campus support resources. Rural Student Services (RSS) in Fairbanks provides a bridge for rural Alaska students and is their lifeline to academic success. Students find advisors and staff at RSS that often already know them and their communities.

Costs: Coordination and dissemination of programs that already work with the aforementioned target populations would be low-cost since these programs are already budgeted. A half-time preprofessional advisor is also in the works through CNSM. However, more comprehensive and intensive advising for at-risk, probation/academically disqualified, non-degree, and rural students would involve at least one to three new staff positions at UAF which would be rather costly. However, if the addition of staff result in proportionately higher graduation rates and retention, with resulting tuition dollars, this would be a worthwhile investment.

5) Academic Advising Council

Problem: Currently, advising training, publications and programs have been developed and disseminated by several advising offices, academic departments and community campuses. The Academic Advising Center, Rural Student Services, and TVC Student Assistance and Advising Center have been at the forefront of this process for the Fairbanks area, while the rural campuses and some academic departments or colleges/schools developed their own advising materials and processes. There have been attempts to collaborate and unify these efforts, but there is still confusion over whom or what department is really "in charge" of undergraduate academic advising at UAF. At times, these localized efforts have unwittingly been at cross-purposes with other departmental efforts and result in duplication of services and confusion for students as well as advisors.

Recommendation: Establish a campus-wide UAF Undergraduate Academic Advising Council to include resident experts on academic advising from each college/school, a rural community campus advisor, Rural Student Services, Academic Advising Center, a department or college-based staff advisor, and a freshman/sophomore and junior/senior student for a maximum of fifteen members. Based in conjunction with the Provost's office, this group would collectively focus on academic advising issues that impact the entire undergraduate university community.

Description: To coordinate academic advising efforts, communication lines, and delivery and assessment of academic advising services to faculty, staff, and students. The Council would meet on a regular basis to:

- address advising accessibility
- establish university-wide academic advising mission, goals and learning outcomes
- develop academic advising curriculum with corresponding learning outcomes, including workshops, courses, on-line modules and tutorials and the peer advising class
- Coordinate advising publications including the faculty/staff advising manual and student advising manual
- develop and oversee student and institutional evaluations of academic advising
- review policies related to academic advising and provide recommendations to the appropriate governance body (Faculty Senate, Staff Council, ASUAF)
- identify best practices from other universities with quality academic advising programs that are similar to UAF
- establish an "experts" list of faculty/staff advisors with areas of expertise highlighted and possible formation of a speaker's bureau
- explore feasibility of career ladders for faculty and staff advisors taking into account budget restraints, union issues, and promotion and tenure issues and standardization of staff academic advisor position descriptions, grades, and recruitment materials as well as incentives for faculty advising
 - actively pursue grants for funding travel to NACADA conferences/institutes and other special projects

Advising Accessibility: There are three (3) aspects to accessibility of advising services: location, time, and delivery method. Academic advisors (especially peer advisors) can be placed in high-traffic areas

during peak registration and advising times such as residence halls, one-stop kiosk in Signers' hall, shuttle stops and buses, coffee houses, and rural villages, If advising was situated closer to Admissions/registrar/business office area, students would likely appreciate the “one-stop shop” feel of the University.

Location is one issue related to accessibility; time is another accessibility issue to consider. For some students, the 8-5 weekday hours are not only inconvenient but almost impossible to access. Evening and weekend hours, especially during peak advising periods as exemplified by Rural Student Services (RSS) and SOM need to be considered. Furthermore, many academic departments and rural campuses shut down over the summer/winter/spring break. A back-up advising system needs to be developed to assist students who require academic advising assistance during those down times.

Even though the most advantageous advising is face-to-face, other delivery methods need to be expanded and developed such as telephone, mail, fax, email, listserv, instant messaging/chat, and web-based social networking sites.

Evaluations of Academic Advising: The Council would work closely with PAIR to determine who, what, and how to assess academic advising at the institutional level and provide various evaluation tools for departmental/college/school evaluations of advising (see section #6).

Best Practices: Continual involvement in NACADA, and like programs will foster identification and implementation of best practices from sister institutions with similar advising requirements and practices. A dialogue of evaluations among the advising council will encourage continued best practices and find necessary practices for gradual elimination.

Expert List: Develop and distribute an expert list of advisors at UAF campus-wide so that faculty, staff, and students have a quick, accurate source of information. The list should be web-based, regularly updated and made readily available to students.

Academic Advisor Career Ladder: Investigate the feasibility and costs of developing a staff and faculty advisor career ladder. The career ladder would allow staff advisors some degree of upward mobility, while creating more advisors campus wide. Staff advisors can train student workers to be peer advisors. A career ladder for faculty would provide a monetary incentive for seasoned faculty advisors to mentor new faculty, adjunct faculty and other departmental administrators in specific facets of academic advising. The career ladder would also serve to provide continual incentive to all advisors. The ongoing motivation, training, and skill building can be viewed as a benefit of working as a staff or faculty advisor.

Costs: The initial set up of the Council would have little cost since it would be composed of members who volunteer their time and energies. There would be costs for supplies, postage, printing, audio/videoconferencing and web page maintenance. However, most of these costs are already part of current advising department budgets. There may need to be a shift of some funds already being used for these purposes (ex. advising newsletters and manuals) to the council. One of the first tasks of the Council would be to determine sources of funding and possibly pursue grants to cover general costs as well as special projects

6) Assessment of Academic Advising at UAF

Problem: There is no overarching assessment program at UAF to evaluate academic advising. Some of the national surveys administered at UAF like the National Survey of Student Engagement (NSSE) (Kuh, 2005) have a few questions related to advising, but these tend to focus on student engagement and satisfaction and not on learning outcomes associated with academic advising. Evaluation of advising at the department level is patchwork at best. Academic advising is part of the teaching component of faculty work and should be evaluated as such in faculty promotion and tenure considerations and advancement.

Recommendation: Conduct the CAS self-assessment for academic advising programs for UAF as a whole (CAS 2005b). Advising units could also use the self-assessment guide as a tool for evaluating their program. Focus groups containing current students, advisors, and alumni and other qualitative measures would also be implemented to round out the assessment. The proposed UAF Undergraduate Academic Advising Council (see section 5) would oversee university-wide assessments, contribute to items in the national student success surveys in use at UAF, and request data from PAIR (funnel reports, graduation reports, retention information) to evaluate advising holistically. The Council would also provide assistance to departments (and ASUAF) to implement surveys and evaluate advising at that level. Summative and formative assessment evaluations would be used and include three (3) levels:

- student learning outcomes
- academic advisor effectiveness
- advising program effectiveness

Description: Student learning outcomes - The Council for the Advancement of Standards in Higher Education (CAS 2005b) has identified sixteen (16) student learning outcomes associated with academic advising. Since there is no standardized model of advising nationally, some of these outcomes are the primary focus of other departments (i.e. Career Services, Registrar, Health & Counseling) and would be a peripheral aspect of advising under the current UAF advising model. However, Intellectual growth, Personal and educational goals, Realistic self-appraisal, Clarified values, Career choices, Independence, Effective communication, and Collaboration are learning outcomes directly related to academic advising. Quantitative and qualitative measures of these outcomes need to be identified.

Academic advisor effectiveness - Evaluating advisor skills and competencies is important as well as the advisor's impact on his or her advisees and their behavior. Student satisfaction surveys give an incomplete picture of advising since one of the important roles of an advisor is to help the student realistically assess his or her academic progress and at times provide negative feedback or constructive criticism. The assessment of advisors would come from students, peers, and the institution, campus, or department.

Advising program effectiveness - Assessment at the institution or department level should include feedback on efficiency, effectiveness and impact. Efficiency and effectiveness measure process improvement and impact measures outcomes improvement. Furthermore, areas of the advising program itself need to be assessed including, mission; program; leadership; organization and management; human resources; financial resources; facilities, technology, and equipment; legal responsibilities; equity

and access; campus and external relations; diversity; ethics; and assessment and evaluation. The Council would prioritize which elements would be assessed, as well as how often and how intensive the evaluation would be.

Costs: Incentives for taking surveys or for being involved in focus groups or interviews will need to be ascertained for students and advisors alike. Home-grown surveys using free web programs like SurveyMonkey and reports from PAIR would keep costs low. UAF involvement in national surveys on student success are already being used and paid for by the Provost's office or Student and Enrollment Services. The Community College Survey of Student Engagement (CCSSE) may be a valuable addition for rural campuses to use. The ACT also has surveys that include questions on academic advising that have been administered by UAF in the past.

Conclusion

There are many facets to quality academic advising that are dependent upon institutional support, advisor knowledge and communication skills, and student expectations and academic motivation. The six areas discussed in this report address improvements for all three levels of advising. Some recommendations will be more costly than others. Some recommendations may be implemented more readily than others, but the ad hoc committee members were unanimous in their support for all the solutions represented in this report.

Other areas of concern were identified by the committee but not outlined in this report. The committee believes these areas warrant further study.

- Military student transition into and away from UAF
- Non-traditional age students (especially students with child or elder care responsibilities)
- Articulation of transfer credits into UAF and transfer student advising services
- student athlete advising
- Engaging commuter students
- Distance advising

Appendix A

References & Suggested Readings

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APPENDIX B

National Academic Advising Association THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

INTRODUCTION

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

NACADA recognizes and celebrates the contributions of professional, faculty, para-professional, and peer advisors to the advising profession. NACADA acknowledges the complex nature of higher education institutions and the role academic advising plays within them, the wide variety of settings and responsibilities of academic advisors, and advisors' diverse backgrounds and experiences. NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of three parts: 1) Introduction, 2) Declaration, and 3) Exposition, a descriptive section expanding on each of the Core Values. While each part stands alone, the document's richness and fullness of meaning lies in its totality.

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values does not attempt to dictate the manner in or process through which academic advising takes place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, the Core Values do not carry equal weight. Advisors will find some Core Values more applicable or valuable to their situations than others. Advisors should consider each Core Value with regard to their own values and those of their institutions.

Advising constituents, and especially students, deserve dependable, accurate, timely, respectful, and honest responses. Through this Statement of Core Values, NACADA communicates the expectations that others should hold for advisors in their advising roles. Advisors' responsibilities to their many constituents form the foundation upon which the Core Values rest.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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DECLARATION

1) Advisors are responsible to the individuals they advise.

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting. Advisors' work is guided by their beliefs that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs
- hold their own beliefs and opinions
- responsible for their own behaviors and the outcomes of those behaviors
- can be successful based upon their individual goals and efforts
- have a desire to learn
- have learning needs that vary based upon individual skills, goals, responsibilities, and experiences
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the cooperative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes.

Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution. Advisors encourage, respect, and assist students in establishing their goals and objectives.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

2) Advisors are responsible for involving others, when appropriate, in the advising process.

Effective advising requires a holistic approach. At many institutions, a network of people and resources is available to students. Advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for student benefit. Advisors recognize their limitations and make referrals to qualified persons when appropriate. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

3) Advisors are responsible to their institutions.

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions.

4) Advisors are responsible to higher education.

Academic advisors honor academic freedom. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. They are free to base their work with students on the most relevant theories and on optimal models for the delivery of academic advising programs. Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

5) Advisors are responsible to their educational community.

Academic advisors interpret their institution's mission as well as its goals and values. They convey institutional information

and characteristics of student success to the local, state, regional, national, and global communities that support the student body. Advisors are sensitive to the values and mores of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors may become models for students by participating in community activities.

6) Advisors are responsible for their professional practices and for themselves personally.

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health. Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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EXPOSITION

Core Value 1: Advisors are responsible to the individuals they advise.

- Academic advising is an integral part of the educational process and affects students in numerous ways. As advisors enhance student learning and development, advisees have the opportunity to become participants in and contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.
- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
 - Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
 - Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
 - Advisors respect students' rights to their individual beliefs and opinions.
 - Advisors guide and teach students to understand and apply classroom concepts to everyday life.
 - Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
 - Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change. When the needs of students and the institution are in conflict, advisors seek a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.
 - Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
 - Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
 - Advisors are encouraged to investigate all available avenues to help students explore academic opportunities.
 - Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
 - Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
 - Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs

of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

- Because of the nature of academic advising, advisors often develop a broad understanding of an institution and a detailed understanding of student needs and the resources available to help students meet those needs. Based upon this understanding:

- advisors can have an interpretative role with students regarding their interactions with faculty, staff, administrators, and fellow students, and
- advisors can help the institution's administrators gain a greater understanding of students' needs.

- Students involved in the advising process (such as peer advisors or graduate assistants) must be adequately trained and supervised for adherence to the same policies and practices required of the professional and faculty advisors and other specially trained staff advising in the unit/institution.

Core Value 3: Advisors are responsible to their institutions.

- Advisors work in many types of higher education institutions and abide by the specific policies, procedures, and values of the department and institution in which they work. When circumstances interfere with students' learning and development, advisors advocate for change on the advisees' behalf with the institution's administration, faculty, and staff.

- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.

- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.

- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.

- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions.

- Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

Core Value 4: Advisors are responsible to higher education in general.

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.

- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.

- One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making.

- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.

- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

- Advisors use the Statement of Core Values to guide their professional actions.
- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.
- Advisors are alert to the demands surrounding their work with students and the necessity of taking care of themselves physically, emotionally, and spiritually to best respond to high level demands. They learn how to maintain listen and provide sensitive, timely responses that teach students to accept their responsibilities. Advisors establish and maintain appropriate boundaries, nurture others when necessary, and seek support for themselves both within and outside the institution.

The Statement of Core Values provides the guidance academic advisors seek from the National Academic Advising Association. The Statement is reviewed periodically to ensure its alignment with current professional practices and philosophies. The National Academic Advising Association encourages institutions to adopt the Statement of Core Values and support the work of those who provide academic advising.

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APPENDIX C

National Academic Advising Association CONCEPT OF ACADEMIC ADVISING

INTRODUCTION

The National Academic Advising Association Board of Directors endorses three documents that champion the educational role of academic advising in a diverse world.

The three documents are:

- Concept of Academic Advising
- Statement of Core Values
- Council for the Advancement of Standards in Higher Education: Standards and Guidelines for Academic Advising

These sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions.

They can be used for a variety of purposes including professional development of academic advisors and program assessment. They also can be used when implementing a new advising program or revising a current one.

Academic advising is carried out by a vast array of individuals, including faculty and staff members. These guiding principles are intended for use by all who advise.

These documents support all categories of institutions with every type of advising delivery system. Intentionally, they do not address every detail and nuance of academic advising. Rather they should be used as starting points and references for a discussion of academic advising, providing the framework for a coherent approach to implementing a well-functioning academic advising program that would meet any specified institutional goals.

PREAMBLE

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

THE CURRICULUM OF ACADEMIC ADVISING

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

THE PEDAGOGY OF ACADEMIC ADVISING

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them. The following is a representative sample. Students will:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements
- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them

SUMMARY

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes.



APPENDIX D

ACADEMIC ADVISING PROGRAM CAS STANDARDS and GUIDELINES

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.

Desirable Student Learning and Development Outcomes	Examples of Achievement
Intellectual growth	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 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
Personal and educational goals	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

Enhanced self-esteem	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
Realistic self-appraisal	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)
Clarified values	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
Career choices	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
Independence	Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely fashion; Correctly interprets and applies degree audit information; Selects, schedules, and registers for courses in consultation with advisors
Effective communication	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
Leadership development	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
Healthy behavior	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
Meaningful Interpersonal Relationships	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
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills
Social responsibility	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
Satisfying and productive lifestyles	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

Appreciating diversity	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
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 online. 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.

APPENDIX E

Advising Definitions

A NACADA Task Force has studied the comprehensive and complex task of defining academic advising. Their efforts have garnered the NACADA Concept of Academic Advising. Below are some of the definitions compiled for the Task Force's use in its endeavor.

- O'Banion: Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment. O'Banion, T. (1972). An academic advising model. *Junior College Journal*, 42, 62-69. Also quoted by Burton and Wellington. Burton, John and Wellington, Kathy, (1998). The O'Banion model of academic advising: An integrative approach. *NACADA Journal*, 18(2),13-20.
- Burns Crookston's definition of developmental advising: " ... Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills." Crookston, B.B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, volume 13, pp. 12-17. Article reprinted in *NACADA Journal*, 14 (2), 5-9. Quoted by William G. Hendy. *Developmental Advising: A Practical View*. Published in *The Mentor* on January 20, 1999 <http://www.psu.edu/dus/mentor/990115wh.htm>.
- Developmental Advising - A Definition "...A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. Miller, T. K. (Eds.) (March 1982). Developmental approaches to academic advising. *New Directions for Student Services*, 17. Quoted on the PBS teleconference: *Academic Advising: Campus Collaborations to Foster Retention* aired via satellite . November 4, 1999.
- Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. David S. Crockett, Ed. (1987). *Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Services*. Iowa City, Iowa . ACT Corporation.
- Academic advising is a process of information exchange that empowers students to realize their maximum educational potential. The advising process is student-centered and will result in the student gaining a clearer understanding of himself/herself, and the experience of higher education. University of Michigan - Dearborn (2002).
- Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing goals, **the academic advisor is granted formal authority by an academic unit (college, school, department) to approve the student's academic program of study and assist the student in progressing toward the appropriate degree.** University of Arizona. As retrieved 06/07/05 <http://info-center.ccit.arizona.edu/~uge/aatf/progressrptappxc.htm>
- Academic Advising is a process in which students seek and receive guidance with academic program planning, usually from a faculty advisor. Meaningful educational planning is compatible with a student's life goals, therefore academic advising encompasses discussion of life goals and assistance with the developmental process of life goals

clarification. The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. Assistance with the clarification of life goals is not limited to the academic advising relationship, and may include staff in areas such as career development, residential life, and counseling. For academic advisors, assisting students in the clarification of life goals means helping students explore and define their educational and career goals in an atmosphere of mutual respect and learning. Advising, while non-prescriptive, encourages students to think critically, seek out resources, and develop action steps. The desired result is that students will feel a sense of connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions. University of Vermont. As retrieved 07/08/05 from <http://www.uvm.edu/~facsen/?Page=Advising.html>

- The following are all excerpts from the Noel-Levitz Participant Book/Resource Guide (1997). Introduction and Foundation, *Academic Advising for Student Success and Retention*. Iowa City, Iowa : USA Group Noel-Levitz. Academic advising is a planning process that helps students to approach their education in an organized and meaningful way. Advising brings together all of the major dynamics in a student's life. Edward "Chip" Anderson . (Noel-Levitz, 1997, p. 1 & 3.) Academic advising is a process of teaching students how to become responsible consumers of their own educations. It's also a process that involves teaching students how to make viable academic decisions. Juliet Kaufmann (Noel-Levitz, 1997, p. 1 & 3.). Advising is a process of giving students guidance, support and encouragement. (Noel-Levitz, 1997, p. 3.). Advising is a process of helping students diminish the confusion that comes with a new environment, clarify their goals and get the most out of their education. (Noel-Levitz, 1997, p. 3.).
- Academic advising is an interactive process in which the adviser helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with interests, goals, abilities, and degree requirements. Decisions concerning careers and/or graduate study may be part of the advising process. Advising should be personalized to consider the special needs of each student, which may include appropriate referral services. University of Oklahoma as retrieved on 07/08/05 <http://www.ou.edu/provost/pronew/content/pacaa.html>
- Academic Advising is the process of helping students match the College's resources to their needs and goals so that they get the maximum benefit from their college experience and, at graduation, are prepared for life after college. Academic advisors help students plan their academic careers through the creation of a partnership. This includes preparing for registration, resolving academic problems, and offering academic/educational advice. Academic advisors should also be able to assist students with planning for internships and employment opportunities within their disciplines as well as advising about graduate and professional school applications. Also, academic advisors should listen carefully when personal problems are revealed and, when necessary, make referrals to the relevant office. The College of New Jersey (2002).
- Academic advising goes beyond the clerical functions of scheduling classes and preparing degree plans. Good academic advising assists students in clarifying personal and career goals, developing consistent educational goals, and evaluating the progress toward established goals. Academic advising utilizes the resources of the University and refers students to the appropriate academic support services. It is a decision -making process in which the sharing of information between student and advisor promotes responsible and appropriate choices and facilitates a successful academic experience. Western New Mexico University as retrieved on 07/08/05 <http://www.wnmu.edu/admin/forums/AdvisingTaskForce/01Feb19Minutes.htm>

APPENDIX F

UNESCO Descriptions of Academic Advising (Education Counseling)

Purpose/functions

1. To assist students in developing educational plans that are consistent with their life goals.
2. To provide students with accurate information about academic progression and degree requirements.
3. To assist students in understanding academic policies and procedures.
4. To help students access campus resources that will enhance their ability to be academically successful.
5. To assist students in overcoming educational and personal problems.
6. To identify systemic and personal conditions that may impede student academic achievement and developing appropriate interventions.
7. To review and use available data about students academic and educational needs, performance, aspirations and problems.
8. To increase student retention by providing a personal contact that students often need and request, thereby connecting them to the institution.

Typical activities:

1. Assisting students with decision-making and career direction.
2. Helping students understand and comply with institutional requirements.
3. Providing clear and accurate information regarding institutional policies, procedures and programmes.
4. Assisting students in the selection of courses and other educational experiences (e.g. internships, study abroad).
5. Referring students to appropriate resources, on and off campus.
6. Evaluating student progress towards established goals.
7. Collecting and distributing data regarding student needs, preferences and performance for use in refining or revising institutional/agency decisions, policies and procedures.
8. Interpreting various interest/ability inventories that provide students with information related to their career choices.
9. Utilizing a variety of supplemental systems such as online computer programmes to deliver advising information.