



Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the **CAS Professional Standards for Higher Education** book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in "The Book of Professional Standards for Higher Education" by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the "CAS Self-Assessment Guides" (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Phyllis Mable, Executive Director, www.cas.edu)

THE ROLE of ACADEMIC ADVISING

CAS Standards Contextual Statement

Academic advising is an essential element of a student's collegiate experience. Advising evolves from the institution's culture, values, and practices and is delivered in accordance with these factors. Advising practice draws from various theories and strategies in the social sciences, humanities, and education (e.g., teaching and counseling, the psychology of learning, communication studies, theories of decision making and information transfer, and story telling as a mechanism for understanding human experiences). "In recent years, increasing political, social and economic demands, along with newly developed technologies, have spurred changes in educational delivery systems, student access, and faculty roles. As a result of these changes, more specialized student support opportunities have emerged, including adaptations in academic advising. And as White (2000) noted with a growing 'number of majors available on college campuses, an increasingly complex and rapidly shifting work environment..., and a dizzyingly extensive array of out-of-class educational experiences to choose from, college students are demanding more and better advising'"(NACADA, 2005).

Academic advising is one of the very few institutional functions that connect all students to the institution. As higher educational curricula become increasingly complex and as educational options expand, pressure to make the academic experience as meaningful as possible for students has increased as well. Higher education, in turn, has responded with renewed attention to the need for quality academic advising.

"Once almost exclusively a faculty function, today academic advising has come forward as a specialization within the higher education community. While remaining a role that faculty members play, academic advising has emerged as an area of expertise in and of itself" (NACADA, 2005). Habley (2005) expounds the notion that "advising bears the distinction of being the only structured activity on campus in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution, and this fact is a source of its tremendous potential today" (NACADA, 2005). This, coupled with increasing educational options, has brought pressure to make the student educational experiences as meaningful as possible.

The establishment of the National Academic Advising Association (NACADA) following the first national conference on advising in 1977 was a significant turning point in according recognition to those within higher education who consider their work in academic advising as purposeful and unique. Today, NACADA flourishes with membership numbering more than 9100 and national and regional meetings that attract more than 6000 participants annually. The NACADA Statement of Core Values, last revised in 2004, meets the need for ethical principles to guide advising practice and provides a professional framework for all academic advisors to examine their behaviors.

Academic advising became a significant category within professional literature during the 1980s, and this trend continues today. NACADA publishes the *NACADA Journal*, a juried research journal, along with books, monographs, videos and CDs that examine various aspects of advising. Some of the most referenced resources in the field include *Academic Advising: A comprehensive handbook*, *The Status of Academic Advising: The Findings from the ACT Sixth National Survey*, the *Guide to Assessment in Academic Advising*, and the resources found on the Web from the *NACADA Clearinghouse of Academic Advising Resources*. Information about NACADA's publications, as well as a link to the *Clearinghouse*, can be located electronically via

the NACADA web site on the World Wide Web at www.nacada.ksu.edu. The NACADA Executive Office is an excellent source of general information.

Academic advising is a crucial component of all students' experiences in higher education. Within this context, students can find meaning in their lives, make significant decisions about the future, be supported to achieve to their maximum potential, and access all that higher education has to offer. When practiced with competence and dedication, academic advising can enhance retention rates. In an age often characterized by impersonality and detachment, academic advising provides a vital personal connection that students need.

References, Readings, and Resources

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ACADEMIC ADVISING PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

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

AAP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. AAP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their 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, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **knowledge acquisition, integration, construction, and application**
 - **Dimensions:** understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **cognitive complexity**
 - **Dimensions:** critical thinking; reflective thinking; effective reasoning; and creativity
- **intrapersonal development**
 - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
 - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
 - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
 - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, Academic Advising Programs (AAP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, AAP must explore possibilities for collaboration with faculty members and other colleagues.

AAP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. Programs and services must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

AAP must be:

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective to needs of individuals, diverse and special populations, and relevant constituencies**

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

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

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

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

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

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

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

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

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

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

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

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Academic Advising Programs (AAP) leaders with organizational authority for the programs and services must:

- **articulate a vision and mission for their programs and services**

- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

Part 4. HUMAN RESOURCES

Academic Advising Programs (AAP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, AAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

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.

AAP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold 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 educated on how and when to refer those in need of additional assistance to qualified staff members and must 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.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

AAP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

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.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

AAP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

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

AAP must maintain position descriptions for all staff members.

To create a diverse staff, AAP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

AAP must conduct regular performance planning and evaluation of staff members. AAP must provide access to continuing and advanced education and professional development opportunities.

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 U.S. 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 (disability-related accommodations) compliance issues

Part 5. ETHICS

Persons involved in the delivery of Academic Advising Programs (AAP) must adhere to the highest principles of ethical behavior. AAP must review relevant professional ethical standards and 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 must orient new staff members to relevant ethical standards and statements of ethical practice.

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 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.

AAP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

AAP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

AAP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, 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.

Promotional and descriptive information must be accurate and free of deception.

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 6. LEGAL RESPONSIBILITIES

Academic Advising Programs (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, 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.

AAP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

AAP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

AAP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. AAP staff members must be informed about institutional policies regarding risk management, personal

liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for AAP staff members as needed to carry out assigned responsibilities.

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

Part 7. EQUITY and ACCESS

Academic Advising Programs (AAP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. AAP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

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

AAP must ensure physical and program access for persons with disabilities. AAP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

AAP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Academic Advising Programs (AAP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

AAP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. AAP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

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

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, 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 program and service delivery expectations.

AAP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

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

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 10. CAMPUS and EXTERNAL RELATIONS

Academic Advising Programs (AAP) must reach out to relevant individuals, campus offices, and external agencies to:

- **establish, maintain, and promote effective relations**
- **disseminate information about their own and other related programs and services**
- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

AAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

AAP must have procedures and guidelines consistent with institutional policy for communicating with the media.

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. FINANCIAL RESOURCES

Academic Advising Programs (AAP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

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 12. TECHNOLOGY

Academic Advising Programs (AAP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

AAP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, AAP must select technology that reflects current best pedagogical practices.

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

Technology, as well as any workstations or computer labs maintained by the AAP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When AAP provide student access to technology, they must provide:

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

AAP must ensure that on-line and technology-assisted advising includes appropriate mechanisms for obtaining approvals, consultations, and referrals.

Part 13. FACILITIES and EQUIPMENT

Academic Advising Programs (AAP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, AAP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

AAP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

AAP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

AAP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

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

Part 14. ASSESSMENT and EVALUATION

Academic Advising Programs (AAP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. AAP must conduct regular assessment and evaluations. Assessments must include 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 measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

AAP must evaluate regularly 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, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

General Standards revised in 2008; AAP content developed/revised in 1986, 1997, & 2005