



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

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

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 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 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “CAS 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.

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ACADEMIC ADVISING PROGRAMS

CAS Contextual Statement

Academic advising is an essential element in the success and persistence of postsecondary students (Klepfer & Hull, 2012). Although an institution's culture, values, and practices affect the organization and delivery of advising (Habley, 1997), practitioners directly influence personal, institutional, and societal success. Specifically, they help students "become members of their higher education community, think critically about their roles and responsibilities as students, and prepare to be educated citizens of a democratic society and a global community" (National Academic Advising Association [NACADA], 2006, para. 7); that is, regardless of the delivery mechanism, through academic advising, students learn to make the most of their college experience (Miller, 2012, para. 1). As higher education curricula grow increasingly complex and constituents demand accountability, stakeholders feel the pressure to make students' academic experience as meaningful as possible. Academic advising professionals must be ready to meet these challenges.

The growth of academic advising mirrors the growth and changes in higher education (Cook, 2009; Thelin & Hirschy, 2009). In the 1870s, electives introduced in the academic curriculum meant advisors needed "to guide students in the successful pursuit of their chosen paths" (Kuhn, 2008, p. 5). The 1970s ushered in a new era for academic advising with O'Banion's (1972/1994/2009) and Crookston's (1972/1994/2009) articles advocating a developmental academic-advising approach. Today, the advising community recognizes more than a dozen relational styles of academic advising (Drake, Jordan, & Miller, 2013). Each approach encourages professional, faculty, and peer advisors to help students delineate their academic, career, and life goals as they help students craft the educational plans necessary to complete their postsecondary objectives. These approaches are often customized to meet the diverse needs of today's college student (Drake, Jordan, & Miller, 2013).

In 1977, the National Academic Advising Association (NACADA) was formed to provide direction and purpose for practicing academic advisors (Grites & Gordon, 2009). Today, NACADA flourishes with more than 12,000 members in over 30 countries. The NACADA Statement of Core Values (NACADA, 2005) offers the ethical principles that guide advising practice. Along with the NACADA Concept of Academic Advising (NACADA, 2006) and the CAS Standards, the Core Values serve as a framework all academic advisors can use to examine their professional practice. Information on the NACADA resources, programs, and services can be found at www.nacada.ksu.edu.

As those in higher education, including academic advisors, respond to a changing postsecondary environment, they must structure exemplary practices, pay particular attention to key institutional learning outcomes, serve the distinctive needs of a range of student populations, and promote national agendas on degree completion (Drake, Jordan, & Miller, 2013). The strong emphasis on research in academic advising reflects today's focus on student retention and graduation. Klepfer and Hull (2012) noted "the strength of academic advising as a factor in persistence. College students who reported visiting with advisors frequently had a much greater likelihood of persisting than their peers who never did" (para. 17). As a result, assessment and research increasingly influence the practices and processes of the field.

Today, advisors utilize many theories and strategies from the social sciences, humanities, and education to inform practice. When applying these paradigms, they foster productive relationships with students in support of their higher education goals. In fact, academic advisors provide "perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them" (Drake, 2011, p. 10). Their adherence to CAS Standards advances the common goals of academic advising. Lowenstein (2006) observed that "an excellent advisor does for students' entire education what the excellent teacher does for a course: helps them

order the pieces, put them together to make a coherent whole, so that the student experiences the curriculum not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships” (para. 5). Academic advisors meet these obligations through applying frameworks for good practice, including building partnerships with pivotal campus offices such as orientation, first-year student programs, and career services.

As the NACADA *Concept of Academic Advising* (NACADA, 2006) delineates, academic advising objectives differ among institutions based upon the particular mission, goals, curriculum, co-curriculum, and assessment methods established for the respective campus (White, 2000). However, a representative sample of learning outcomes for advising indicates that 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; and
- behave as citizens who engage in the wider world around them (NACADA, 2006, para. 10).

The increasing public attention placed on college completion means increased visibility for academic advising. Reports such as *Guided Pathways to Success* (Complete College America, 2013) point to academic advising as vital to degree completion. As institutions seek to increase and diversify enrollments, academic advisors are vital to ensuring appropriate matriculation and transfer leading to degree completion for all students. The evolving manner by which students complete college degrees, including the blending of courses offered on a variety of campuses and online, places new challenges on academic advisors, who must possess the tools needed to meet the demands of students in virtual space and across multiple institutions (Compete College America, 2013).

A crucial component of the college experience, academic advising encourages students to cultivate meaning in their lives, make significant decisions about their futures, and access institutional resources. When practiced with competence and dedication, academic advising is integral to student success, persistence, retention, and completion. Therefore, academic advisors must develop the tools and skills necessary to address the many issues that influence student success and do so with respect to the increasing diversity on college and university campuses. The standards and guidelines in the Academic Advising Program Standards provide a framework for developing strong academic advising programs.

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ACADEMIC ADVISING PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence.

AAP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

The specific model used for AAP should be consistent with the mission, structure, and resources of the institution.

Part 2. PROGRAM

To achieve their mission, Academic Advising Programs (AAP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, AAP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: 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

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: 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**

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

AAP should determine which of the CAS learning and development domains and dimensions are most relevant to the advising functions on their campus and develop appropriate outcomes.

AAP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**
- **designed to provide universal access**

AAP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

AAP must provide the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus.

Advisors must engage students in the shared responsibility of academic advising.

Advisors must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.

Advisors should inform students that the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student.

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

Academic advisors should offer advising sessions in a format that is private and safe. Sessions should be convenient and accessible to the student, employing the use of electronic and multimedia formats and traditional in-person or telephone interactions as appropriate. Advising information sessions may be carried out individually or in groups, depending on the needs of the student and always with the student's consent.

Programs and materials associated with the AAP must

- **promote student learning, development, and personal growth to encourage self-sufficiency**
- **support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals**
- **assist students in identifying the realistic timeframe to complete their educational goals and support their efforts**
- **provide current and accurate advising information**
- **raise awareness of institutional and community resources and services for students**
- **provide advisors with training and development for making effective referrals to both on- and off-campus services and agencies**
- **make advising available to students throughout their time at the institution**
- **proactively identify academically at-risk students and connect those students with appropriate resources to facilitate student success**
- **employ appropriate and accessible technology to support the delivery of advising information**
- **clarify institutional policies and procedures for students**
- **monitor academic progress and direct students to appropriate resources and programs**
- **advocate for appropriate resources to facilitate student success**
- **support learning and professional development for those involved in delivery of academic advising**
- **collect and distribute relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy**

AAP must provide adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.

When institutional policy or process interferes with students' learning and development, the AAP must advocate for change using appropriate institutional means.

Factors that affect determination of advising caseloads include mode of delivery, advising approach used, additional advisor responsibilities, student needs, and time required for this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. Specific students groups (e.g., undecided students or students on academic probation) may require more advising time than upper-division students who have declared their majors.

Workloads should reflect that advisors may work with students not officially assigned to them and that advising related responsibilities may extend beyond direct contact with students.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Academic Advising Programs (AAP) must be purposefully structured for effectiveness. AAP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for AAP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements**
- **assess and take action to mitigate potential risks**

Program Advancement

- **advocate for and actively promote the mission and goals of the programs and services**
- **inform stakeholders about issues affecting practice**
- **facilitate processes to reach consensus where wide support is needed**
- **advocate for representation in strategic planning initiatives at divisional and institutional levels**

The campus community must be able to identify the individual or group coordinating academic advising.

AAP may be a centralized or decentralized function with a variety of employees throughout the institution assuming responsibilities.

Specific advisor responsibilities must be clearly delineated, published, and disseminated to the campus community.

Advisors must determine and articulate the need for administrative, technological, and executive support of advising.

Part 4. HUMAN RESOURCES

Academic Advising Programs (AAP) must be staffed adequately by individuals qualified to accomplish mission and goals.

AAP must have access to technical and support personnel adequate to accomplish their mission.

Support personnel and technical staff may maintain student records, organize resource materials, receive students, make appointments, handle correspondence, and meet other operational needs, as well as assist with research, data collection, systems development, and special projects.

Within institutional guidelines, AAP must

- **establish procedures for personnel recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**

- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of AAP must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of AAP must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

AAP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

AAP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

AAP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Continuing and regular professional development should address

- theories of student development, student learning, career development, and other relevant theories
- academic advising approaches and best practices
- research, assessment, and evaluation processes
- widely adopted purposes of academic advising and its relevance to student success at the institution

- strategies that contribute to achievement of student learning outcomes
- academic policies and procedures, including institutional transfer policies and curricular changes
- ethical and 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., to perform degree audits, web registrations)
- comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and certificate programs
- institutional and community resources and services (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- non-discrimination and accommodations laws and directives (e.g., Americans with Disabilities Act (ADA)/Canadian Human Rights Act)
- strategies for building strong relationships and connections with students from diverse backgrounds through a variety of advising interactions

Administrators of AAP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

AAP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

AAP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Academic advising personnel may be full-time or part-time professionals for whom advising is a primary or secondary function; they also may be faculty members whose responsibilities include advising. Paraprofessionals (e.g., graduate students, interns, or assistants) and peer advisors may assist advisors.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- **adhere to parameters of students' job descriptions**
- **articulate intended learning outcomes in student job descriptions**
- **adhere to agreed-upon work hours and schedules**

- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Academic Advising Programs (AAP) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

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

Statements of ethical standards must

- specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

AAP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation

- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

AAP personnel must recognize their responsibility to ensure the privileged, private, or confidential nature of advisors' interactions with students is not sacrificed.

Part 6. LAW, POLICY, AND GOVERNANCE

Academic Advising Programs (AAP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

Advisors must be knowledgeable about and sensitive to laws, regulations, policies, and procedures, particularly those governing harassment, use of technology, personal relationships with students, privacy of student information, non-discrimination, and equal opportunity policies.

AAP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

AAP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

AAP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

AAP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

AAP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

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, other members of the institutional community, and appropriate external organizations during emergency situations.

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

AAP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

AAP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

AAP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

AAP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. INTERNAL AND EXTERNAL RELATIONS

Academic Advising Programs (AAP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services

- **garner support and resources for programs and services as defined by the mission**
- **collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**
- **disseminate information about the programs and services**

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

AAP must have procedures and guidelines consistent with institutional policy for

- **communicating with the media**
- **distributing information through print, broadcast, and online sources**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

For referral purposes, AAP should maintain strong working relationships with relevant external agencies and campus offices. AAP should then provide comprehensive referral information to all who advise.

Part 9. FINANCIAL RESOURCES

Academic Advising Programs (AAP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, AAP must conduct comprehensive analyses to determine

- **unmet needs of the unit**
- **relevant expenditures**
- **external and internal resources**
- **impact on students and the institution**

AAP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

AAP must administer funds in accordance with established institutional accounting procedures.

AAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial resources should be used to raise awareness of the academic advising program and its value to a range of stakeholders.

Sufficient institutional and financial resources must be provided to assist professional development of academic advisors.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 10. TECHNOLOGY

Academic Advising Programs (AAP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

AAP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

AAP must employ technologies that facilitate interaction with students in the advising process.

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

AAP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, AAP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in-accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Academic Advising Programs' (AAP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

AAP must provide work space that is private and free from visual and auditory distractions.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

AAP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety and security.

When acquiring capital equipment, AAP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Academic Advising Programs (AAP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

AAP must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

AAP must employ ethical practices in the assessment process.

AAP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

AAP content developed/revised in 1986, 1997, 2005, and 2013