College for all Texans

Report on Methods for Increasing Student Success and Degree Completion at Public Institutions of Higher Education

In Accordance with
Senate Bill 36, 82nd Texas Legislature

July 2012

Texas Higher Education Coordinating Board

Texas Higher Education Coordinating Board

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The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

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REPORT ON THE METHODS FOR INCREASING STUDENT SUCCESS AND DEGREE COMPLETION AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(SB 36, 82ND TEXAS LEGISLATURE)

EXECUTIVE SUMMARY

Senate Bill (SB) 36, enacted by the 82nd Texas Legislature, Regular Session, amended Subchapter C, Chapter 61 of the Texas Education Code (TEC) to include assessment of academic advising. Specifically, the Texas Legislature charged the Texas Higher Education Coordinating Board with establishing "a method for assessing the quality and effectiveness of academic advising services available to students at each institution of higher education." SB 36 requires that the method of academic advising assessment must include student surveys and "objective, quantifiable measures for determining the quality and effectiveness of academic advising services." The full text of the bill can be found in Appendix 1.

In establishing the method of assessment, the Coordinating Board was also required to "consult with representatives from institutions of higher education, including academic advisors and other professionals the board considers appropriate." The recommendations included in this report were developed with assistance from a work group convened for a series of four face-to-face meetings, as well as sub-committee work between meetings, during the period from February 2012 to April 2012.

Academic advising is typically tasked with effective guidance of students through core curriculum and degree plan requirements and other academic policies regarding academic progress and graduation, as well as helping students cultivate the skills to make informed decisions related to their educational experiences. Beginning with the fall 2011 term, advisors have had increased responsibility for assisting students in declaring their majors in a timely manner, determining their individual degree plans, and approving any subsequent changes to those degree plans (TEC §51.9685). Advisors are also generally responsible for explaining additional state-mandated policies such as:

- TEC §54.014 (Tuition for Repeated or Excessive Undergraduate Hours);
- TEC §61.0515 (Semester Credit Hours Required for Baccalaureate Degree);
- TEC §51.907 (Limitations on Number of Courses that May Be Dropped under Certain Circumstances); and
- TEC §51.3062 (Texas Success Initiative).

Institutional support for academic advising services impacts the outcomes and effectiveness of advising. The assessment of academic advising services must take into account institutional support for advising, because advisors rely on program directors, departments, faculty, and administrators for accurate and timely information in order to provide effective advising services to students. The level of support for advising services differs depending on the institutional prioritization of advising and the varied ways that advising services are structured at different institutions, or within the same institution.

The diversity of Texas institutions of higher education creates a challenging environment for the development of a standard practice in assessing academic advising services, which may vary in their structure, staffing patterns, and reporting lines. Advising services should be

assessed at the institutional level in order to account for differences in types of advising modalities, including online or automated advising, the availability of institutional support and resources, and administrative structures for the delivery of advising services. The extent of advising services may vary greatly due to the availability of resources and the level of institutional prioritization.

Because of the variation in how and where advising services are delivered, this report does not recommend specific quantitative measures of effectiveness to be used to compare institutions across the state. Instead, the report identifies *examples* of quantifiable measures that institutions may consider using as they adopt the methodology and other resources identified in this report to assess their advising services. Some institution-level examples include the following:

- By the end of the second semester of enrollment, 75 percent of students will be able to explain core curriculum requirements and make appropriate core course selections;
- By the end of the second semester of enrollment, 60 percent of students will know how to use the institution's automated degree audit system to track their academic progress;
- Seventy-five percent of community college students enrolled in an academic associate degree program will identify three potential transfer institutions before the end of their second full semester of enrollment;
- Seventy percent of full-time academic advisors in [institution or advising program unit] will participate in two or more professional development activities during an academic year;
- By the end of the first semester of enrollment, 100 percent of students will demonstrate their understanding of policies regarding dropping courses;
- Eighty percent of community college students enrolled in Associate of Applied Science degree programs will have discussed related career planning with an advisor by the end of their second semester of enrollment, or will have been referred by the advisor to the college's career center, if it is separate from the advising program;
- By the end of the semester in which a student earns a cumulative total of 45 semester credit hours, 100 percent of students will know that they must declare a major within the next two semesters, in accordance with TEC Sec. 51.9685.

Once an institutional framework has been established for the assessment of academic advising services, the institution should be able to gauge the effectiveness of the services, compare their advising services to those of other institutions, make decisions about the implementation of best practices for improving the academic advising services available to students, and determine the extent to which positive outcomes can be attributed to effective academic advising services at the institution.

Recommendations

Recommendation 1: Establishment of the Method

The Texas Higher Education Coordinating Board should establish the proposed *Method for Assessing the Quality and Effectiveness of Academic Advising Services at Texas Public Institutions of Higher Education (Texas Method)* as the method required by Senate Bill 36.

Recommendation 2: Use of the Method by Institutions of Higher Education

It is the work group's recommendation, with which staff agree, that Texas public institutions of higher education use the method established by the Texas Higher Education Coordinating Board as the foundation for developing programs, practices and quantifiable measures to assess their academic advising services.

Proposed Method

The *Texas Method* consists of a sequence of activities guided by the resources included in the NACADA *Guide to Assessment of Academic Advising, 2nd Edition* (2010), especially the assessment process defined in the Resource Tables/Worksheets published in the *Guide.* To a certain extent, the activities may be customized to serve a broad variety of institutions, various delivery models for advising services, and personnel and administrative structures, while maintaining focus on measureable deliverables, including outcomes-based results.

Method for Assessing the Quality and Effectiveness of Academic Advising Services at Texas Public Institutions of Higher Education

Activity I: Identify Reasons for Assessment & Identification of Stakeholders

- What are your three main reasons for designing an assessment plan for your academic advising services?
- Who needs to be involved in your process and why?

Activity II: Identify Advising Services Values, Vision, and Mission

- What are the values of academic advising services at your institution?
- What is your vision for academic advising services at your institution?
- What is the mission statement for academic advising services at your institution?

Activity III: Set Goals and Objectives

- What are your goals for academic advising services at your institution?
- What are your objectives for academic advising services at your institution?

Activity IV: Design Program Delivery Outcomes

- What are the program outcomes for academic advising services at your institution?
- What are the expectations for academic advisors at your institution?

Activity V: Determine Student Learning Outcomes—Cognitive Elements

- What are the student learning outcomes for academic advising services at your institution?
  - What do you expect students *to know* as a result of participating in academic advising?
  - What do you want students to demonstrate they know as a result of participating in academic advising? These will include measurable outcomes regarding the student's knowledge of academic information, such as:
    - general education/core curriculum requirements of your institution;
    - requirements for their chosen degree plan;
    - credit transfer policies, limitations, and requirements;
    - mandated policies affecting academic planning, such as declaring a major, excess hours, tuition rebate, or transferability of courses;
    - internship, coop, study abroad, or service learning experiences;
    - campus procedures related to academic disputes or appeals;
    - potential connections between degree plans/majors and career pathways; and
    - a timeline for students to demonstrate their ability to perform tasks based on this knowledge base.

    These outcomes must be able to be "mapped" and measured, that is, if it is something you expect students to know, then you need to be able to identify where in (or through) the academic advising process they will learn these things and how you will know when they've learned them. <u>This process establishes a quantifiable, outcomes-based result.</u> Examples include:
    - Eighty percent of students will be able to describe the components of the core curriculum by their second advising session; or
    - Seventy-five percent of students will be able to outline the process for adding or dropping a course by the end of their first semester of enrollment.
- What do you want students to *demonstrate they know* as a result of participating in academic advising?

Activity VI: Determine Student Learning Outcomes—Skills/Psychomotor Elements

- Student learning outcomes for academic advising
  - What do you expect students *to be able to do* as a result of participating in academic advising?
  - Some examples include:
    - Eighty percent of students will be able to map courses to the core curriculum by their third advising session;
    - Seventy-five percent of students will understand the process for adding or dropping a course by the end of their first semester of enrollment;
    - Students are able to read and interpret a degree audit by [appropriate time/number of meetings/semester of enrollment]; or more generally:
    - Students can identify courses that are appropriate to fulfill core curriculum requirements by [appropriate time/number of meetings/semester of enrollment];
    - Students can locate the offices and contact information of their faculty instructors, and know how to make an individual appointment with a faculty member by [appropriate time/number of meetings/semester of enrollment];
    - Students can identify courses that will fulfill requirements in their intended majors by [appropriate time/number of meetings/semester of enrollment];
    - Students can explain essential course sequencing, including pre-requisites, for required courses in their majors by [appropriate time/number of meetings/semester of enrollment];

        - Students can describe how to use campus resources they may need (e.g., Career Center, Testing and Counseling Center, Tutoring Center, Financial Aid Counselor) by [appropriate time/number of meetings/semester of enrollment]; and
        - Students use your institution's automated registration system to prepare for an advising appointment by [appropriate time/number of meetings/semester of enrollment].
    - These outcomes must be able to be "mapped" and measured, that is, if it is something you expect students to be able to do, then you need to be able to identify where in (or through) the academic advising process they will be learn these things and how you will know when they've learned them. <u>This process establishes a quantifiable, outcomes-based result.</u>
- What do you want students to *demonstrate they are able to do* as a result of participating in academic advising?

Activity VII: Determine Student Learning Outcomes—Affective Elements

- Student learning outcomes for academic advising
    - What do you expect students to value/appreciate as a result of participating in academic advising?
    - Some examples include:
        - Students can discuss the institution's honor code and how it affects their behavior in a particular class by [appropriate time/number of meetings/semester of enrollment];
        - Students can appreciate/discuss the value of the general education/core curriculum as the basis for lifelong learning by [appropriate time/number of meetings/semester of enrollment];
        - Students can relate their educational experience to good citizenship by [appropriate time/number of meetings/semester of enrollment];
        - Students demonstrate understanding of/appreciation for the importance of persistence and timely graduation by [appropriate time/number of meetings/semester of enrollment]; and
        - Students value/appreciate the role of the academic advisor in helping to develop their educational plans by [appropriate time/number of meetings/semester of enrollment].
    - These outcomes must be able to be "mapped" and measured, that is, if it is something you expect students to value/appreciate, then you need to be able to identify where in (or through) the academic advising process they will learn these things and how you will know when they've learned them. <u>This process establishes a quantifiable, outcomes-based result.</u>

Activity VIII: Establish Accountability and Process for Mapping, Gathering Evidence, and Setting Expected Levels of Performance for Process/Delivery Outcomes

- Where will the process occur?
- Where will assessment evidence be obtained?
- From whom, when, and how often will evidence be gathered?
- How will you gather evidence? (Quantitative, qualitative, direct, indirect, student surveys)
- Determining performance criteria: How will you set the level of performance expected for attainment of each outcome?

Activity IX: Establish Accountability and Process for Mapping, Gathering Evidence, and Setting Expected Levels of Performance: Student Learning Outcomes

- What should be learned?

- What experiences are provided for learning?
- By when should learning occur?
- From whom, when, and how often will evidence be gathered?
- Where or how will you gather evidence?
- Determining Performance Criteria: How will you set the level of performance expected for attainment of each outcome?

Activity X: Determine Procedure for Sharing and Acting on Results

- Interpret how results will inform the academic advising process, student learning, and decision-making.
- Determine how and with whom you will share interpretations.
- Decide how you will follow up on implementing changes.
- Adopt a plan for continuing the cycle of assessment and improvement.

Adapted from Appendix I: Resource Tables/Worksheets, in Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising*. 2nd ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm
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Introduction

Senate Bill (SB) 36, enacted by the 82nd Texas Legislature, Regular Session, amended Subchapter C, Chapter 61 of the Texas Education Code (TEC) to include assessment of academic advising. Specifically, the legislature charged the Texas Higher Education Coordinating Board with establishing "a method for assessing the quality and effectiveness of academic advising services available to students at each institution of higher education." SB 36 requires that the method of academic advising assessment must include student surveys and "objective, quantifiable measures for determining the quality and effectiveness of academic advising services." The full text of the bill can be found in Appendix 1.

In establishing the method of assessment, the Coordinating Board was required to "consult with representatives from institutions of higher education, including academic advisors and other professionals the board considers appropriate." The recommendations included in this report were developed by a work group convened for a series of four face-to-face meetings, as well as sub-committee work between meetings during the period from February 2012 to April 2012.

Six representatives from colleges/technical schools and institutes and six representatives from universities and health-related institutions were selected to form a work group charged to make recommendations regarding the method of assessment. These representatives were invited to participate in the work group based on their professional involvement in academic advising services, as either an advisor or an administrator at their respective campuses. Several of the group participants have also been active in state and national academic advising organizations, including the Texas Academic Advising Network (TEXAAN), NACADA: The Global Community for Academic Advising (NACADA), the University of Texas Academic Counselors Association, and the Texas A&M University Advisors and Counselors Association. Leadership for the work group came from two co-chairs, one representing community/technical colleges and one representing universities and health-related institutions.

Texas is widely diversified, both in population and in the size and type of institutions of higher education throughout the state. Students generally have a broad range of educational settings and curricula available to them and are able to select from among different kinds of institutions, seeking out degree programs that meet their individual needs. The diversity of Texas institutions of higher education, however, creates a challenging environment for the development of a standard practice in assessing academic advising services, which may vary in their structure, staffing patterns, and reporting lines. Yet institutions can adopt common principles and share best practices in order to develop and implement a consistent method for appropriate assessment of academic advising services available at a particular college or university.

Best practices for the assessment of academic advising services can be implemented at every type of institution in Texas. In developing the assessment procedures for academic advising services at each institution, key factors to consider include: (1) the need for a continuous, cyclic method of assessment that is focused on outcomes; that is related to the mission of the institution; and that is informative, so the results can be useful in the evaluation of advising services; (2) the improvement of advising services based on the results of the assessment process; and (3) the recognition and use of good advising practices. Each institution should develop a system that is unique to the institution and meets its distinctive

needs. Institutions should expect to develop and use a consistent assessment process for academic advising services that is useful to each individual campus, ensuring consistency in assessment at that institution.

Based on the continuing development of assessment tools and protocols for academic advising over the past ten years, the work group fully expects that assessment of academic advising will continue to evolve. For this reason, it will be important that institutions stay well informed and current about promising new practices as they constantly review their own institutional assessment program.

Advising practices for undergraduates differ from graduate programs, where faculty generally advise all students. Across the U.S., professional academic advising services are geared toward the undergraduate population and undergraduate success. The recommendations and strategies in this report address the need of the higher education community in Texas to assess and improve academic advising services for all undergraduate students.

Academic Advising Services

Academic advising is an academic service that meets the needs and goals of the student and the institution, is consistent with its mission, and is integral to the success and persistence of students. Academic advisors are typically tasked with effective guidance of students through core curriculum and degree plan requirements and other policies regarding academic success and graduation, as well as helping students cultivate the skills to make informed decisions related to their educational experiences. Beginning with the fall 2011 term, advisors have had increased responsibility for assisting students in declaring their majors in a timely manner, determining their individual degree plans, and approving any subsequent changes to those degree plans (TEC §51.9685). Advisors are also generally responsible for explaining additional state-mandated policies such as:

- TEC §54.014 (Tuition for Repeated or Excessive Undergraduate Hours);
- TEC §61.0515 (Semester Credit Hours Required for Baccalaureate Degree);
- TEC §51.907 (Limitations on Number of Courses that May Be Dropped under Certain Circumstances); and
- TEC §51.3062 (Texas Success Initiative).

"Academic Advising is the only structured activity on the campus in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution."[1] Although no single factor can guarantee student success, academic advising services contribute to student achievement, helping to ensure academic success and timely graduation. These services are most effective when they are part of a comprehensive matrix of institutional and academic services and programs that undergird consistent student achievement, persistence, and success. "Academic advisors provide students with the needed connection to the various campus services and supply the essential academic connection

[1] Habley, W.R. (1994). "Key Concepts in Academic Advising." In *Summer Institute on Academic Advising Session Guide*. National Academic Advising Association, Kansas State University, Manhattan, KS. Retrieved May 1, 2012 the *NACADA Clearinghouse of Academic Advising Resources* Web site: http://www.nacada.ksu.edu/clearinghouse/advisingissues/retentionquotes.htm

between these services and the students. In addition, academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success."[2]

Standards of Practice and Assessment Resources

The professional educational practices that constitute academic advising services are based on standards developed and promoted by The Council for the Advancement of Standards in Higher Education (CAS, or The Council). CAS (www.cas.edu) was founded in 1979 "to foster and enhance student learning, development, and achievement, and to promote good citizenship." A consortium of over 35 professional associations working collaboratively, CAS develops and promulgates standards and guidelines that encourage the establishment of best practices for institutional self-assessment. Although CAS is not an accrediting organization, it has developed and published standards for a number of programs generally administered within the areas of student affairs, student services, and student development. The Council publishes a handbook which, along with the sets of standards, is revised on a regular basis.

The CAS *Standards and Guidelines for Academic Advising Programs (Standards)* are comprehensive, including recommendations for academic advising mission, program, leadership, human resources, ethics, legal responsibilities, equity and access, diversity, organization and management, campus and external relations, financial resources, technology, facilities and equipment, and assessment and evaluation. The *Standards* are available electronically and are easily accessible. They should contribute to an assessment model for determining performance and quality at any type of institution of higher education.

Institutions should review the CAS *Standards* to identify and adopt specific standards for assessment and student learning outcomes appropriate for their institutional academic advising services. Upon adoption of standards and student learning outcomes, a periodic review should be conducted to assess academic advising services, evaluate the results, and make recommendations for program improvement.

The 35-year-old National Academic Advising Association, more recently known as NACADA: The Global Community for Academic Advising (http://www.nacada.ksu.edu/), has developed a comprehensive program to assist institutions of higher education in the assessment of the quality and effectiveness of academic advising services. The most recent publication to address this activity in a comprehensive manner is NACADA's *Guide to Assessment of Academic Advising. 2nd edition,* Monograph Series 23, ed. Sharon A. Aiken-Wisniewski, 2010.

Normed across a wide variety of institutional types throughout the United States, as well as in other countries, the NACADA assessment program has been presented in a series of annual NACADA Assessment Institutes during the past ten years. The *Method for Assessing the Quality and Effectiveness of Academic Advising Services at Texas Public Institutions of Higher Education (Texas Method)* is aligned with the NACADA model, and has drawn on the resources developed by that organization as best practices in the academic advising profession. Institutions are encouraged to take full advantage of the extensive resources regarding the

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[2] Nutt, Charlie L. (2003). *Academic advising and student retention and persistence*. Retrieved May 1, 2012 from the *NACADA Clearinghouse of Academic Advising Resources* Web site: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/retention.htm.

assessment of academic advising programs and services that are available via the organization's web site (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/assessment-Robbins-Zarges.htm).

The *Texas Method* consists of a sequence of activities guided by the resources included in the NACADA *Guide to Assessment of Academic Advising. 2nd Edition* (2010), especially the assessment process defined in the Resource Tables/Worksheets published in the *Guide.* These sequential activities are outlined in the *Texas Method*. To a certain extent, they may be customized to serve a broad variety of institutions, various delivery models for advising services, and personnel and administrative structures, while maintaining focus on measureable deliverables, including outcomes-based results.

Additional information about the process can be found in the Appendices, including examples of the use of student surveys and strategies for identifying appropriate objective, quantifiable measures of the quality and effectiveness of academic advising services at individual institutions. Best practices in academic advising, including the *Standards and Guidelines for Academic Advising Programs* developed by the Council for the Advancement of Standards in Higher Education (www.cas.edu), the NACADA *Concept of Academic Advising* (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm), and the *Statement of Core Values of Academic Advising* (http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm), are also included in the Appendices, and will provide starting points for institutional assessment processes guided by the activities that make up the *Method*.

Using the *Texas Method* at Institutions of Higher Education

Starting Points

Good academic advising contributes to student success. Numerous studies point to a relationship between successful academic advising and student persistence, grade point average, and completion rate. Students with academic deficiencies are shown to improve with increased academic advising intervention. It is important that students at Texas colleges and universities receive the best and most comprehensive academic advising services possible.

This report includes suggestions regarding the use of the proposed *Method for Assessing the Quality and Effectiveness of Academic Advising Services at Texas Public Institutions of Higher Education* at Texas colleges and universities. Assessment of the effectiveness of academic advising services at institutions of higher education in Texas should be based on common starting points that reflect institution-level support for the mission of academic advising.

Each institution of higher education should include academic advising services in its strategic planning, policy development, and budgeting. Academic advisors should be involved in the planning and implementation of institutional initiatives that affect the provision of advising services. Key advising personnel should be identified and tasked to lead the implementation of a comprehensive assessment of academic advising services. These individuals should initially review NACADA Assessment resources, including the formal NACADA assessment program (NACADA Assessment Institute), and the *Texas Method*, based on those resources. Once they

have been established, assessment programs and procedures should be reviewed periodically to reflect current nationally recognized best practices.

Institutional Support for Academic Advising Services

Academic advising programs function most effectively only when they are well integrated into the life of the institution. Academic advising services connect students to the institution. Statutory mandates such as the recent requirement that an undergraduate student must declare a major and file a degree plan after a certain length of enrollment, including the requirement to consult with an advisor in person or electronically if the degree plan has not been filed at the appropriate time, assume that advisors are able to maintain current information regarding a broad variety of academic and regulatory requirements. The implementation of a new statewide core curriculum in 2014 will necessitate even greater collaboration with academic advisors to ensure students learn and are appropriately guided through the new curricular plan.

Frequent communication with departmental offices and the registrar's office is crucial for advisors if they are to provide timely and accurate information. These connections can be facilitated by a collaborative institutional commitment that encourages the sharing of information and the recognition of advisors as professional partners in the educational enterprise.

Each institution of higher education should include academic advising services in its strategic planning, policy development, and budgeting. Academic advisors should be involved in the planning and implementation of institutional initiatives affecting the delivery of advising services, and should receive timely information regarding policy changes, curricular modifications, and other information students need to understand.

Institutional support for academic advising services impacts the outcomes and effectiveness of advising. Institutional commitment to academic advising services should be a fundamental element of an institution-level self-assessment. Institutionally appropriate commitments supporting effective academic advising services should be included in the institutional strategic planning process, policy development, and budgeting. Institutional commitments could include:

- a demonstrated commitment of institutional leadership to supporting academic advising services;
- specific resources dedicated to academic advising services; and
- specific expectations for the use of academic advising services by students.

These institution-level initiatives could lead to specific actions such as:

- ensuring that the values, vision, mission, and goals for academic advising services across the institution are modeled upon NACADA's recommended method;
- acknowledgement of appropriate workload, including recognition of good practices for student/advisor ratio;
- a commitment to staffing academic advising with individuals qualified to accomplish the missions and goals of the institution;

- an institutional career path for academic advisors, to include training and development, along with regular performance appraisals appropriately adapted to academic advising, including:
  - the promotion and tenure process (for faculty advisors), and
  - the merit and promotion process (for professional advisors); and
- regular and deliberate assessment of academic advising services.

A mission statement is crucial to the success of assessment of academic advising services. The mission statement of academic advising serves as a guide to determine what functions and services academic advising provides, often referred to as outcomes or goals, and how academic advising accomplishes those goals (measureable, outcomes-based results). The mission statement provides a direction for advising at the institution and may be unique to each institution, depending on the type, size, and priorities of the institution.

As each institution develops its advising mission statement, input from all constituents (administration, academic advisors, students, and faculty) should be sought. The advising mission statement should be reviewed on a regular basis. Each institution should ensure that all academic advising programs and processes reflect the mission statement. The mission statement should actively guide the practice and programs of academic advising at each public institution of higher education, including expectations of advisors and advisees.

Measureable Outcomes

Outcomes are the foundations by which institutions, programs, and student learning are assessed in higher education. Outcomes-based assessment of academic advising services is a nationally recognized best practice in higher education. The assessment of academic advising services should focus on program delivery and student learning. All academic advising services at institutions of higher education should have deliverable student learning outcomes, based on student experiences of academic advising, that can be measured for both short-term and long-term results. Achievement of these outcomes can provide indicators of the effectiveness of advising services.

Each institution of higher education should develop quantitative and qualitative measures to capture student learning outcomes that are consistent with the institutional vision and mission. Academic advising services should develop appropriate outcomes to ensure that student and institutional academic advising needs are met. Outcomes should encompass all aspects of undergraduate academic advising services at an institution.

Program delivery outcomes should

- reflect the values, vision, mission, and goals consistent with those of the institution;
- address various forms and stages of academic advising;
- be measurable and based on best practices;
- ensure consistency and accuracy of program information; and
- promote and develop student self-sufficiency.

Examples of program commitments to these outcomes include

- establishing values, vision, mission, and goals and continuously reviewing them to ensure consistency with those of the institution;

- availability of appropriate modalities for offering academic advising services (e.g., face-to-face, online, group, and peer advising);
- evaluation of the frequency with which students are participating in academic advising services;
- regular and deliberate assessment of academic advising services; and
- support for the institutional career path for professional academic advisors, to include program level training and development, along with regular performance appraisals appropriately adapted to academic advising professionals.

Student learning outcomes should

- reflect the values, vision, mission, and goals consistent with those of the institution;
- reflect what students know as a result of the academic advising process (cognitive outcomes);
- reflect what students do as a result of the academic advising process (behavioral outcomes); and
- reflect what students value or appreciate as a result of the academic advising process (affective outcomes).

Examples of student commitments to these outcomes generally include

- quantifiable cognitive learning outcomes such as:
  - within academic planning and registration contexts, knowing how to access and use the catalog and course schedule documents;
  - knowing when and how to use automated degree audits to track their academic progress;
  - knowing when and how to use student support services; and
  - understanding their academic records;
- quantifiable behavioral learning outcomes such as:
  - staying up-to-date about core curriculum and degree plan requirements, including what they still need to complete their program;
  - building decision-making skills through consultation with an advisor and individual research and reflection; and
  - seeking timely academic advising services; and
- quantifiable affective learning outcomes such as:
  - appreciating the learning process and their educational experience; and
  - valuing academic advising services.

Appendix VII provides several examples of student surveys used at various institutions to determine the level of achievement for these and similar outcomes.

Objective and Quantifiable Measures

Assessment in academic advising is an ongoing, systematic process of collecting and analyzing data and information used for informed decision-making in order to improve an advising program's operations and increasing student learning. The assessment of academic advising services should include the use of targeted outcomes related to the advising process for the institution, program, and student. Collecting and analyzing data leads to informed decision-making for improving program delivery and student learning, and the establishment of

benchmarks targeting best practices and successful programs. Assessment of academic advising services should incorporate existing institutional data that are central to the institution's mission and goals.

The methodology for determining the quality and effectiveness of academic advising services should include both direct and indirect objective measures that further the mission of the institution and inform academic advising services delivery for continuous development and improvement. These objective measures should include both qualitative and quantitative factors, including the use of student surveys.

Academic advising programs should establish accountability and process for mapping, gathering evidence, and setting expected levels of performance for designated outcomes. Academic advising programs should work with institutional research representatives to determine which existing data would be appropriate for inclusion in an assessment plan. Existing data could include student persistence, retention, success/completion rates in various courses/degree programs, and transfer success. This plan should include direct, indirect, qualitative, and quantitative measurements for each outcome.

Measures of program delivery outcomes generally include

- extent of use of academic advising services;
- available forms of advising delivery;
- accuracy and timeliness of program information; and
- increased improvement of student learning outcomes within the academic advising experience, including achievement of required milestones such as each student's
    - timely declaration of a major,
    - filing of a degree plan, and
    - consultation with an advisor for any changes to the plan.

Data-Driven Improvement

The collection of data is only effective if the data are evaluated as part of an on-going process and used to implement program improvements. Each institution should develop a continual process to evaluate the assessment data and implement institutional changes in academic advising services, based on the results of qualitative and quantitative measures, including student surveys to determine the achievement of student learning outcomes based in advising experiences.

As part of the assessment cycle, advising services should

- determine whether outcomes have been achieved by examining assessment data;
- determine whether the results of the data analysis indicate that academic advising services have effectively addressed the intended objectives;
- ensure that assessment data are available to administrators, academic advisors, faculty, and students; and
- develop and continuously improve programs and services in response to the outcomes and results.

The *Texas Method* enables assessment of advising services, recognizing the diversity of the Texas public institutions, so that Texas public institutions can provide high-quality, effective academic advising. By using the *Texas Method*, institutions of higher education will identify

program delivery and student learning outcomes, map out current and potential opportunities for achieving these outcomes, and determine ways to measure each outcome. Because each institution of higher education in Texas is unique, it is vital for the key advising personnel leading the implementation of a comprehensive assessment of academic advising services and other relevant stakeholders to work through the entire method to produce appropriate measurements for identified outcomes.

In order to facilitate the use of the *Texas Method* by institutions across the state, the Coordinating Board expects to develop a web page with resources for the assessment of academic advising services, including examples of institutional identification of quantifiable, objective measures to help determine the effectiveness and quality of academic advising services at various institutions. Institutions could propose a set of sessions for the annual Assessment Conference hosted by Texas A&M University, to share best practices in the assessment of academic advising services. The Coordinating Board and/or individual institutions could support NACADA bringing the annual Assessment Institute to Texas, as it has done in the past, with special sessions for Texas institutions. The Coordinating Board could consider co-sponsoring or co-hosting events with NACADA.

CONCLUSION

Describing her expectations for SB 36 in a press release dated March 31, 2011, Senator Judith Zaffirini said, "This bill [will] provide the first step in developing a system that can assess and evaluate academic advising fairly. To improve graduation rates, student success and the quality of education at our colleges and universities, we must ensure that students are receiving effective, appropriate academic advising from qualified academic advisors….A system to evaluate academic advising would not only help achieve these goals, but also enhance accountability in higher education."[3]

The proposed method for assessing academic advising services at institutions of higher education provides a flexible model suitable for evaluating academic advising services across the diverse range of higher education institutions in Texas. Based on national standards and a nationally normed assessment model identified as a best practice in advising, the proposed method promotes self-assessment and goal setting appropriate to institution, delivery model, and institutional setting. It requires outcomes-based assessment conducted with the use of quantitative and qualitative data, including existing institutional data reflecting student persistence and success. The use of student surveys to measure the achievement of student learning outcomes based in advising experiences reflects goals appropriate to each institution of higher education.

Texas has taken a bold step in advocating for the appropriate assessment of academic advising services, and in doing so, it has set a benchmark for the rest of the nation. Academic advising has a unique and crucial role in connecting students to their college or university. Good advising experiences can be an important factor in assisting students to become better academic planners, more responsible for their own success, and more mature in their decision-making practices. As the report outlines recommendations for the establishment and institutional use of the assessment method, it also acknowledges the role of academic advising

[3] *News Release from the office of State Senator Judith Zaffirini*, March 31, 2011. Retrieved on May 2, 2012 from http://www.zaffirini.senate.state.tx.us/pr11/p033111a.htm.

services within the institutional strategic planning, policy development, and budgeting frameworks. Student persistence, retention, and completion can be positively affected by accurate, appropriate, and timely advising experiences that encourage student learning and achievement. Advising services work best, though, when they are part of a collaborative, pervasive, institution-wide set of programs designed to improve student learning and the quality of the undergraduate experience.

APPENDICES FOR INSTITUTIONAL USE

These Appendices should be used along with the Method to guide the development of assessment plans and programs for academic advising services at institutions of higher education in Texas. They include essential source materials cited in the Method itself, and examples for each activity included in the Method, based on best practices from institutions of higher education across the United States.

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APPENDIX I: SB 36, 82nd Texas Legislature, Regular Session (2011)

AN ACT

relating to methods for increasing student success and degree completion at public institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter C, Chapter 61, Education Code, is amended by adding Section 61.077 to read as follows:

Sec. 61.077. ACADEMIC ADVISING ASSESSMENT. (a) The board shall establish a method for assessing the quality and effectiveness of academic advising services available to students at each institution of higher education. In establishing the method of assessment, the board shall consult with representatives from institutions of higher education, including academic advisors and other professionals the board considers appropriate.

(b) The method of assessment established under this section must:

(1) include the use of student surveys; and

(2) identify objective, quantifiable measures for determining the quality and effectiveness of academic advising services at an institution of higher education.

(c) Not later than September 1, 2012, the board shall establish a method of assessment as required by this section. This subsection expires October 1, 2012.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2011.

_____ _____

President of the Senate Speaker of the House

I hereby certify that S.B. No. 36 passed the Senate on March 31, 2011, by the following vote: Yeas 31, Nays 0.

_____

Secretary of the Senate

I hereby certify that S.B. No. 36 passed the House on May 20, 2011, by the following vote: Yeas 146, Nays 3, one present not voting.

_____

Chief Clerk of the House

Approved:

_____

Date

_____

Governor

APPENDIX II: Work Group Roster

Colleges/Technical Schools & Institutes	Universities & Health-Related Institutions
Frances Ahearn Lamar State College-Orange Director of Advising, Counseling & Testing	Lauren Campbell The University of Texas at Austin Advising Coordinator, Academic Initiatives School of Undergraduate Studies
Carie Dippel Collin College Assistant Director, Academic Advising/Student Services	Kristin Harper Texas A&M University Executive Director for Undergraduate Studies
Criquett Lehman, Co-chair Vernon College Director of Quality Enhancement & Chair, Academic Advising Task Force 2009-10	William (Bill) Fleming Sam Houston State University Executive Director, Student Advising & Mentoring (SAM) Center Professor, Department of English
Misty Taylor Cisco College Counselor	Perry Moore Texas State University System Vice Chancellor for Academic Affairs
Jeremy Thomas Angelina College Director, Admissions & Enrollment Services	**Barbara Smith, Co-chair** The University of Texas at San Antonio Executive Director of Advising Undergraduate Studies Support & Technology Services
Terry Walch San Antonio College (Alamo College District) Articulation & Transfer Officer	Naoma Clark Midwestern State University Director/Advisor/Instructor
Staff Support: Catherine Parsoneault Senior Program Director Workforce, Academic Affairs & Research	

Schedule of Meetings

The SB 36: Assessment of Academic Advising Services Work Group met on four separate occasions:

Thursday, February 2, 2012
Friday, March 2, 2012
Wednesday, March 28, 2012
Friday, April 20, 2012

APPENDIX III: CAS STANDARDS & GUIDELINES FOR ACADEMIC ADVISING PROGRAMS

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Council for the Advancement of Standards in Higher Education

www.cas.edu

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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.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 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 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 ongoing, 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 nondiscriminatory 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 commonalties 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.
© Council for the Advancement of Standards in Higher Education

APPENDIX IV: NACADA CONCEPT OF ACADEMIC ADVISING and CORE VALUES

I. Source: National Academic Advising Association. (2006). NACADA Concept of Academic Advising. Retrieved from http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm and reproduced here by permission.

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.

II. Source: NACADA. (2005). NACADA Statement of Core Values of Academic Advising. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm and reproduced here by permission.

National Academic Advising Association

THE STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

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.

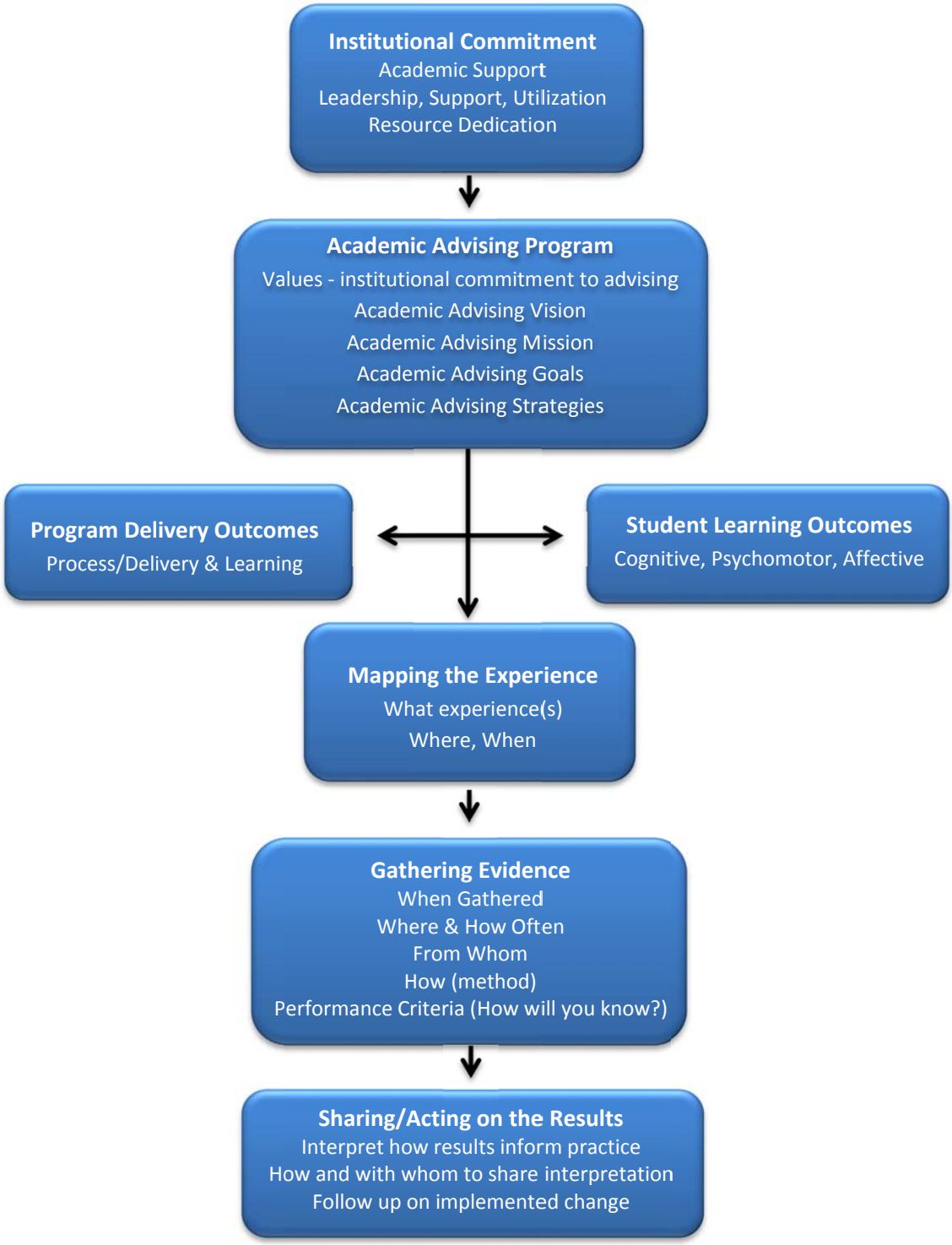
NACADA provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society

The Statement of Core Values consists of three parts:

- **Introduction**
- **Declaration**
- **Exposition**

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.

APPENDIX V: FLOWCHART FOR ASSESSMENT OF ACADEMIC ADVISING



Adapted from *Flowchart of Assessment in Academic Advising* by Ruth Darling, NACADA President, 2003-2004

APPENDIX VI: EXAMPLES: OUTCOMES

These links provide examples of student learning outcomes for the advising process developed by institutional academic advising services. They can serve as starting points and examples for Texas institutions as they implement the *Texas Method*. Other examples can be found at the Academic Advising Assessment web page.

(1) Nutt, Charlie. *Assessing Student Learning in Academic Advising.* Retrieved May 3, 2012 from http://www.nacada.ksu.edu/AAT/NW27_4.htm#6

(2) Oregon State University: Retrieved April 17, 2012 from: http://oregonstate.edu/ap/NACADATeamVMVGO101105.pdf

(3) Texas A&M University: (this is the complete document)

Student Learning Outcomes for Academic Advising
Texas A&M University

Campus Resources

- Students are aware of and, as appropriate, access programs and experiences that enhance degree programs, such as internships, study abroad, student and professional organizations, counseling and career services, etc.

Critical Thinking

- Students realistically self-assess and recognize how their level of performance contributes to educational and personal goals
- Student identify opportunities that support their values, ambitions and aspirations
- Students use critical thinking skills to make informed independent decisions and take ownership of them

Degree Requirements

- Students know their degree requirements
- Students are able to generate and interpret a degree audit
- Students are able to develop an appropriate schedule and register for classes
- Students understand the purpose of the courses required for their degree plan

Policy

- Students understand and follow the academic rules of the university, college and department

Prospective Students

- Prospective students know the available academic opportunities
- Prospective students understand the major components of a degree in the intended major
- Prospective students make informed decisions about Texas A&M University

APPENDIX VII: EXAMPLES:
STUDENT SURVEYS MEASURING STUDENT LEARNING THROUGH THE ADVISING PROCESS

(1) State University of New York (Albany): Retrieved May 3, 2012 from http://www.nacada.ksu.edu/Commissions/C32/documents/albany_Exit_Survey.pdf

(2) Winston, Roger B., Jr., and Janet A. Sandor. *Academic Advising Inventory.* Retrieved May 3, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/AAI-IdealAdvisor.pdf.

(3) Vernon College Compiled Survey Questions (using selected items from various assessment instruments)

CCSSE – Community College Survey of Student Engagement
13.1a . Indicate how often you use the following services: Academic advising/planning
13.2a . How satisfied are you with the services: Academic advising/planning
13.3a . How important the services are to you at this college: Academic advising/planning

CCSSE – Texas Small Colleges Consortium Custom Survey Items
17. How satisfied are you with the advising you receive at this college with regard to course requirements and scheduling?
18. When I experience academic difficulties, I seek assistance from a faculty member or college person, such as my academic advisor.
19. How would you rate the quality of your academic advising provided by your college?
20. Has your academic advisor benefited you with course selection and registration while you've attended this institution?

SENSE – Survey of Entering Student Engagement
18. This set of items asks you about your earliest experiences *at this college*. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.

- 18d. Able to meet with an academic advisor at times convenient for me
- 18e. An advisor helped me to select a course of study, program, or major
- 18f. An advisor helped me to set academic goals and to create a plan for achieving them
- 18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter
- 18h. A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take

SIR II – Student Instructional Report
52. Vernon College has adequately assisted me with advising relative to my degree and course scheduling.

(4) Clark State University: Retrieved May 3, 2012 from http://www.surveymonkey.com/s/CPBLB8T

(5) Gulf Coast Community College: Retrieved May 3, 2012 from http://sd.gulfcoast.edu/academic_advising_survey.asp

(6) University of Hawaii: Retrieved May 3, 2012 from http://www.advising.hawaii.edu/nacada/assessmentIG/pdf/Cuseo_Marymount2.pdf

Some Examples of How the Results from Student Surveys Can Be Used (Quantifiable, Measurable Results)

(1) University of North Dakota: Retrieved May 3, 2012 from http://und.edu/research/institutional-research/_files/docs/presentations/survey-findings-2012-advising.pdf

(2) Washington State University: Retrieved May 3, 2012 from http://ir.wsu.edu/utils/File.aspx?fileid=5679

(3) University of Washington: Retrieved May 3, 2012 from http://www.washington.edu/oea/pdfs/reports/advisingselfstudy_prelim.pdf

(4) San Jose State University: Retrieved May 3, 2012 from http://www.sjsu.edu/advising/docs/Advising_Survey_Highlights.pdf

(5) Hudson Valley Community College: Retrieved May 3, 2012 from https://www.hvcc.edu/issr/survey_advise.pdf

APPENDIX VIII: ACTIVITY I RESOURCES

(Reasons for Assessment & Identification of Stakeholder)

Examples of offices and key stakeholders to include in the development and implementation of an assessment plan:

Academic Advisors
Admissions
Alumni
Athletics
Career Services
Current students
Deans/Directors
Employers
Financial Aid
Institutional Research
Orientation or New
Student Services
Parents
Peer advisors/student workers
Physical/Mental Health Office
Registrar
Study Abroad Office

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual referred journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising*. 2nd ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Bova, Karen and Gita Maharaja. (2010) *Assessing Academic Advisement of First-Year Students: What to and Not to Do.* Retrieved April 19, 2012 from www.nacada.ksu.edu/AnnualConf/2010/handouts/C190-H01.ppt

Campbell, S. (2005) "Why do assessment of academic advising?" *Academic Advising Today,* 28(3).

This article examines why we assess academic advising, the steps for assessment, and the value of assessment to and for academic advising.

Cartwright, Carol A. (2004) "Supporting Academic Advising: Serving our Stakeholders." *Academic Advising Today*, 27(3).

The president of Kent State University when she contributed this article, Cartwright makes a case for the strongly positive effect of a personal connection for student success. She wrote, "Our studies show that students succeed most often when we have made some personal connection that ties them to the university. Academic advisors play a crucial role in linking this human touch with our university mission."

Ford, Susan. (2007) *The Essential Steps for Developing the Content of an Effective Advisor Training and Development Program*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/advisingissues/AdvTrng-Steps.htm

Grites, T. (2003) "Determining the worth of an advising unit." *Academic Advising Today,* 26(1).

Determining the worth of a program involves identifying the areas the program serves, and, in some cases, does not serve but should. This is the first step in determining who needs to be involved in assessment.

Higa, Lynne and Michael Kirk-Kuwaye. (2002) *Assessment of Advising: A Call for Wider Participation*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/advisingissues/assessment.htm

Iten, C., & McMahan, A. (2007) "The "Who, What, When, How, and Why" of a Program." *Academic Advising Today,* 30(3).

The nuts and bolts of program review, beginning with answering the question of why conduct a review, what the review can accomplish, and who should be involved.

McGillin, V. A. (2003) *Research versus Assessment: What's the Difference? Academic Advising Today,* 26(4).

Explains the differences between research on academic advising and assessment of academic advising, which includes program accountability and data to use in making decisions about the program.

Messia, Julianne. (2010) *Defining Advising Stakeholder Groups*. Retrieved April 19, 2012 from NADACA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Stakeholders.htm.

Modrich, Karen. (2008) *Examples of Qualitative Assessment Methods*. Retrieved April 19, 2012 from www.nacada.ksu.edu/annualConf/2008/Handouts/S244H3.doc

Musser, Terry, Tracy Hoover, and Marcos Fernandez. (n.d.) *Get the Horse Before the Cart: Conducting Assessment of Advisor Development Needs*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/advisingissues/Needs-Assessment.htm

Includes a very helpful case study with a detailed example of an institutional advising needs assessment.

Robbins, Rich and Kathy M. Zarges. (2011) *Assessment of Academic Advising: A Summary of the Process*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/advisingissues/assessment-Robbins-Zarges.htm

Rhorer, Marc A. (2005) *Assessment: A Tool of Progress of Oppression?* Retrieved April 19, 2012 from www.nacada.ksu.edu/NationalConf/2005/handouts/S094H2.ppt.

Additional Resources:

Suskie, L. (2009) *Assessing Student Learning: A Common Sense Guide* (2nd ed.). San Francisco, CA, US: Jossey-Bass, San Francisco, CA. (Chapters 1, 2, 3, 4, 5, 6, and 7)

Keeling, R. P., & International Center for Student Success and Institutional Accountability. (2008). *Assessment Reconsidered: Institutional Effectiveness for Student Success*. United States: ICSSIA. (Chapter 1)

Schuh, J. H., & Upcraft, M. (2001) *Assessment Practice in Student Affairs: An Application Manual.* First Edition. The Jossey-Bass Higher and Adult Education Series. (Chapter 1)

APPENDIX IX: ACTIVITY II RESOURCES
(Advising Services Values, Vision, and Mission)

General Resources:
A comprehensive list of resources that address academic advising standards and values can be found at http://www.nacada.ksu.edu/Resources/Standards.htm.

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual referred journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising*. 2nd ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Mission and Vision Statements for Academic Advising. Samples collected by National Association of Academic Advising (NACADA). Retrieved April 19, 2012 from NACADA Clearinghouse of Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/Links/Mission_statements.htm.

Habley, W.R. (2005) *Developing a mission statement for the academic advising program*. Retrieved April 17, 2012 from NACADA Clearinghouse of Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Mission-Statements.htm.

Miller, Barb and Kathy M. Zarges. (2006) *Advising as Teaching: The Process of Developing a Mission Statement and Assessment Plan Around a New Paradigm*. (PowerPoint Presentation). Retrieved April 19, 2012 from www.nacada.ksu.edu/NationalConf/2006/handouts/S289H1.ppt

Miller, Marsha. (n.d.) *Developing a Mission Statement for Academic Advising*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: www.nacada.ksu.edu/clearinghouse/08%20Mission%20final.ppt

Sample Academic Advising Mission Statements. Developed at the 2005 Summer Institute. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/links/sample-mission.htm

APPENDIX X: ACTIVITY III RESOURCES

(Goals and Objectives)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Academy of Dental Therapeutics and Stomatology. *Educational Goals and Objectives: A Guide to Developing Learner-Based Outcomes*. (2008?) Retrieved April 19, 2012 from http://www.ineedce.com/courses/1561/PDF/ed_goals_objctvs.pdf.

> An easy to view slide show that gives the history of educational goals and learning outcomes (or objectives) developed by the Academy's continuing education on-line presence, www.ineedce.com.

Council for the Advancement of Standards in Higher Education, *Standards and Guidelines for Academic Advising Programs*. (See Appendix II above)

Goal Setting Resources. Retrieved April 19, 2012 from NACADA Clearinghouse of Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/Links/Goal-Setting.htm

NACADA Commission and Interest Group Division. *Assessment of Advising Commission Goals and Objectives*. Retrieved April 19, 2012 from http://www.nacada.ksu.edu/commissions/c32/goals.htm

National School Boards Association, *Setting Goals and Objectives*. Retrieved April 19, 2012 from http://www.nsba.org/sbot/toolkit/sgno.html.

Guidelines for setting goals and objectives that include a simple explanation and diagram that distinguishes vision, goals, and objectives.

Nutt, Charlie and Eric White. *Using the CAS Standards, NACADA Core Values, and Concept of Academic Advising to Assess Your Advising Program*. Webcast synopsis retrieved April 19, 2012 from http://www.nacada.ksu.edu/Webinars/Recordings/assessment.htm;
Presentation Handout retrieved April 19, 2012 from
http://www.nacada.ksu.edu/Webinars/Recordings/documents/W28Handout.pdf;
Presentation slides retrieved April 19, 2012 from
http://www.nacada.ksu.edu/Webinars/Recordings/documents/W28slides-3perpage.pdf

Additional Resources:

Upcraft, M., Gardner, J. N., & Barefoot, B. O. (2004) *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*. Jossey-Bass, An Imprint of Wiley.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998) *Student Development in College: Theory, Research, and Practice.* Jossey-Bass Higher and Adult Education Series.

APPENDIX XI: ACTIVITY IV RESOURCES
(Design Process/Delivery Outcomes)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Campbell, S. M., & Nutt, C. L. (Winter 2008) "Academic Advising in the New Global Century: Supporting Student Engagement and Learning Outcomes Achievement." *Peer Review*. pp. 4-7. Retrieved on April 19, 2012, from http://www.aacu.org/peerreview/pr-wi08/pr-wi08_AcAdv.cfm.

Martin, H. (2007) *Constructing Learning Objectives for Academic Advising*. Retrieved April 17, 2012 from NACADA Clearinghouse of Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Learning-outcomes.htm.

Focus on the purpose, content and development of student learning outcomes for academic advising.

Nutt, Charlie. (n.d.) *Academic Advising as a Comprehensive Campus Process*. Retrieved April 19, 2012 from: http://www.nacada.ksu.edu/commissions/C06/documents/C06-AdvOrgntlModels.pdf

Nutt, Charlie. (2004) "Assessing student learning in academic advising." *Academic Advising Today,* 27(4).

A summary of the assessment of academic advising process which defines outcome as "what do we want students to know, learn, do and demonstrate."

Robbin, Rich. (2011) *Assessment Matrices for Process/Delivery and Student Learning Outcomes in Academic Advising*. Retrieved April 19, 2012 from http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/documents/Assessment-Robbins-Figure3-Robbins.pdf

Rodriguez, Jose and Susan Kolls. (2010) *Breaking Bad News: Delivery Techniques that Help Student Make Good Alternative Choices*. Webinar. Retrieved April 19, 2012 from http://www.nacada.ksu.edu/Webinars/Recordings/communication.htm#REC033CD.
Presentation Handouts:
http://www.nacada.ksu.edu/Webinars/recordings/documents/W31ResourcesHandout.pdf;
Presentation Slides:
http://www.nacada.ksu.edu/Webinars/recordings/documents/W31slides-3perpage.pdf

Additional Resources:

A list of URLs from a broad variety of institutions, illustrating content and delivery issues. Retrieved April 19, 2012 from http://www.nacada.ksu.edu/AboutNACADA/staff/documents/12-Handbook-draft-Content-Delivery.doc.

Suskie, L. (2009) *Assessing Student Learning: A Common Sense Guide* (2nd ed.). San Francisco, CA, US: Jossey-Bass, San Francisco, CA. (Chapters 7 & 8)

Schuh, J. H., & Upcraft, M. (2001) *Assessment Practice in Student Affairs: An Application Manual.* First Edition. The Jossey-Bass Higher and Adult Education Series. (Part 3)

APPENDIX XII: ACTIVITY V RESOURCES
(Student Learning Outcomes – Cognitive Elements)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal, the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Martin, Holly. (2007) *Constructing Learning Objectives for Academic Advising*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/clearinghouse/advisingissues/learning-outcomes.htm

Burton, Shannon Lynn. (2011) *Added Value: Advocating for Academic Advising's Role in Learning Outcomes Assessment*. Retrieved April 19, 2012 from www.nacada.ksu.edu/AnnualConf/2011/handouts/C163-H03.doc

APPENDIX XIII: ACTIVITY VI RESOURCES
(Student Learning Outcomes – Behavioral Elements)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Adams, Tomarra. *Student Learning Outcomes: Evidence of the Teaching and Learning Components of Academic Advising*. Retrieved April 19, 2012 from
Webcast Synopsis:
http://www.nacada.ksu.edu/Webinars/recordings/outcomes.htm;
Presentation Handout:
http://www.nacada.ksu.edu/Webinars/Recordings/documents/W04Handout.pdf.

Martin, Holly. (2007) *Constructing Learning Objectives for Academic Advising*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources:
http://www.nacada.ksu.edu/clearinghouse/advisingissues/learning-outcomes.htm

University of Iowa. (2010) *What are students learning at The University of Iowa?* Retrieved April 19, 2012 from http://www.uiowa.edu/~outcomes/papers/Advising.pdf

University of Washington. (2006) *Student Learning Goals*. Retrieved April 19, 2012 from http://depts.washington.edu/learning/.

APPENDIX XIV: ACTIVITY VII RESOURCES
(Determine Student Outcomes – Affective Elements)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Adams, Tomarra. *Student Learning Outcomes: Evidence of the Teaching and Learning Components of Academic Advising*. Retrieved April 19, 2012 from
Webcast Synopsis:
http://www.nacada.ksu.edu/Webinars/recordings/outcomes.htm;
Presentation Handout:
http://www.nacada.ksu.edu/Webinars/Recordings/documents/W04Handout.pdf

APPENDIX XV: ACTIVITY VIII RESOURCES
(Establish Accountability and Process for Mapping, Gathering Evidence, and Setting Expected Levels of Performance for Program /Delivery Outcomes)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Nutt, Charlie, Rich Robbins, Sharon Aiken Wisniewski, and Karen Boston. (2011) *Steps in Developing an Assessment Plan for Academic Advising*. Retrieved April 19, 2012 from Webcast: http://www.nacada.ksu.edu/Webinars/Recordings/assessment.htm#REC040CD; Resources Handout: http://www.nacada.ksu.edu/Webinars/Recordings/documents/W43ResoursesHandout.pdf; Presentation slides: http://www.nacada.ksu.edu/Webinars/Recordings/documents/StepsinDevelopinganAssessmentPlanSlides.pdf

Keeling, Richard P. ed. (2006) Mapping the Learning Experience," *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience.* American College Personnel Association. Retrieved April 19, 2012 from www.myacpa.org/pub/documents/LearningReconsidered2.pdf.

APPENDIX XVI: ACTIVITY IX RESOURCES
(Establish Accountability and Process for Mapping, Gathering Evidence, and Setting Expected Levels of Performance: Student Learning Outcomes)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Winston, Roger B., Jr., and Janet A. Sandor. *Academic Advising Inventory.* Retrieved May 3, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/AAI-IdealAdvisor.pdf.

APPENDIX XVII: ACTIVITY X RESOURCES
(Determine Procedure for Sharing and Acting on Results)

General Resources:

Academic Advising Today, the quarterly electronic publication (e-zine) for NACADA: The Global Community for Academic Advising, can be searched here: http://www.nacada.ksu.edu/AAT/index.htm. Retrieved April 19, 2012.

Assessment and Evaluation of Academic Advising Instruments and Resources. NACADA Clearinghouse Academic Advising Resources. Retrieved April 17, 2012 from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm.

Gordon, Virginia, Wesley Habley, and Tomas J. Grites. (2008) *Academic Advising: A Comprehensive Handbook.* 2nd ed. Jossey-Bass.

NACADA Journal , the biannual refereed journal of the National Academic Advising Association, can be searched here: http://www.nacada.ksu.edu/Journal/journal_help.htm. Retrieved April 19, 2012.

Sharon Aiken-Wisniewski, Ed. (2010) M23CD: *Guide to Assessment of Academic Advising. 2nd* ed. NACADA Resources. http://www.nacada.ksu.edu/monographs/M23.htm

Specific Resources:

Robbins, Rich and Kathy M. Zarges. (2011) *Assessment of Academic Advising: A Summary of the Process*. Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/assessment-Robbins-Zarges.htm.

Robbins, Rich. (n.d.) *Utilizing Institutional Research in the Assessment of Academic Advising.* Retrieved April 19, 2012 from NACADA Clearinghouse Academic Advising Resources: http://www.nacada.ksu.edu/Clearinghouse/M02/assess.htm.
Includes an annotated bibliography.

Nutt, Charlie, Rich Robbins, Sharon Aiken Wisniewski, and Karen Boston. (2011) *Steps in Developing an Assessment Plan for Academic Advising*. Retrieved April 19, 2012 from Webcast: http://www.nacada.ksu.edu/Webinars/Recordings/assessment.htm#REC040CD; Resources Handout: http://www.nacada.ksu.edu/Webinars/Recordings/documents/W43ResoursesHandout.pdf; Presentation slides: http://www.nacada.ksu.edu/Webinars/Recordings/documents/StepsinDevelopinganAssessmentPlanSlides.pdf

Kathryn Martin. (2004) *Academic Advising: Responding from an Administrative Perspective*. *Academic Advising Today* 27(4).

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