

1 **ACADEMIC ADVISING PROGRAM**  
2 **CAS STANDARDS and GUIDELINES**  
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4 **Part 1. MISSION**  
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6 **The primary purpose of the Academic Advising Program (AAP) is to assist**  
7 **students in the development of meaningful educational plans.**  
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9 **AAP must incorporate student learning and student development in its mission.**  
10 **AAP must enhance overall educational experiences. AAP must develop, record,**  
11 **disseminate, implement, and regularly review its mission and goals. Its mission**  
12 **statement must be consistent with the mission and goals of the institution and**  
13 **with the standards in this document. AAP must operate as an integral part of the**  
14 **institution's overall mission.**  
15

16 **The institution must have a clearly written mission statement pertaining to**  
17 **academic advising that must include program goals and expectations of advisors**  
18 **and advisees.**  
19

20 **Part 2. PROGRAM**  
21

22 **The formal education of students is purposeful, holistic, and consists of the**  
23 **curriculum and the co-curriculum. The Academic Advising Program (AAP) must**  
24 **identify relevant and desirable student learning and development outcomes and**  
25 **provide programs and services that encourage the achievement of those**  
26 **outcomes.**  
27

28 **Relevant and desirable outcomes include: intellectual growth, effective**  
29 **communication, realistic self-appraisal, enhanced self-esteem, clarified values,**  
30 **career choices, leadership development, healthy behaviors, meaningful**  
31 **interpersonal relations, independence, collaboration, social responsibility,**  
32 **satisfying and productive lifestyles, appreciation of diversity, spiritual awareness,**  
33 **and achievement of personal and educational goals.**  
34

35 **AAP must provide evidence of its impact on the achievement of student learning**  
36 **and development outcomes.**  
37

38 **The table below offers examples of achievement of student learning and development**  
39 **outcomes.**  
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<b>Desirable Student Learning and Development Outcomes</b>	<b>Examples of Achievement</b>
<b>Intellectual growth</b>	Examines information about academic majors and minors; Understands the requirements of an academic degree plan, as well as institutional policies and procedures; Employs critical thinking in problem solving on selection of major and course

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selection; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Declares a major; Achieves educational goals; Applies previously understood information and concepts to a new situation or setting; Demonstrates understanding of a general education and expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences

<b>Personal and educational goals</b>	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Produces a schedule of classes in consultation with advisors. Understands the effect of one's personal and education goals on others
<b>Enhanced self-esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Evaluates reasonable risks with regard to academic course selection and course load when conferring with advisors
<b>Realistic self-appraisal</b>	Evaluates personal and academic skills, abilities, and interests and uses this appraisal to establish appropriate educational plans; Makes decisions and acts in congruence with personal values and other personal and life demands; Focuses on areas of academic ability and interest and mitigates academic weaknesses; Uses information on degree program requirements, course load, and course availability to construct a course schedule; Seeks opportunities for involvement in co-curricular activities; Seeks feedback from advisors; Learns from past experiences; Seeks services for personal needs (e.g., writing labs and counseling)
<b>Clarified values</b>	Demonstrates ability to evaluate personal values and beliefs regarding academic integrity and other ethical issues; Articulates personal values; Acts in congruence with personal values; Identifies personal, work, and lifestyle values and explains how they influence decision-making in regard to course selection, course load, and major and minor selections
<b>Career choices</b>	Describes career choice and choices of academic major and minor based on interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Identifies the purpose and role of career services in the development and attainment of academic and career goals
<b>Independence</b>	Operates autonomously by attending advising sessions or programs or by seeking the advice of advisors in a timely

	fashion; Correctly interprets and applies degree audit information; Selects, schedules, and registers for courses in consultation with advisors-
<b>Effective communication</b>	Communicates personal and academic strengths and weaknesses that affect academic plans; Demonstrates ability to use campus technology resources; Composes appropriate questions when inquiring about particular requirements, departments, and resources
<b>Leadership development</b>	Articulates leadership philosophy or style; Serves in a leadership position in student, community, or professional organizations; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
<b>Healthy behavior</b>	Exhibits personal behaviors that promote a healthy lifestyle; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy campus and community
<b>Meaningful Interpersonal Relationships</b>	Develops relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways; Listens to and considers others' points of view; Treats others with respect
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills
<b>Social responsibility</b>	Understands the requirements of the codes of conduct; Understands and practices principles of academic integrity; Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service and volunteer activities
<b>Satisfying and productive lifestyles</b>	Achieves balance among academic course load requirements, work, and leisure time; Develops plans to satisfy academic requirements, work expectations, and leisure pursuits; Identifies and works to overcome obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
<b>Appreciating diversity</b>	Selects course offerings that will increase understanding of one's own and others' identity and cultures; Seeks involvement with people different from oneself; Demonstrates an appreciation for diversity and the impact it has on society

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<b>Spiritual awareness</b>	Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
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**Both students and advisors must assume shared responsibility in the advising process. AAP must assist students to make the best academic decisions possible by encouraging identification and assessment of alternatives and consideration of the consequences of their decisions.**

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

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

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

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

**AAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of teaching, learning and human development, (d) reflective of developmental and**

80 **demographic profiles of the student population, and (e) responsive to the needs**  
81 **of individuals, special populations, and communities.**

82  
83 AAP should make available to academic advisors all pertinent research (e.g., about  
84 students, the academic advising program, and perceptions of the institution).

85  
86 **The academic advisor must review and use available data about students’**  
87 **academic and educational needs, performance, and aspirations.**

88  
89 **AAP must identify environmental conditions that may positively or negatively**  
90 **influence student academic achievement and propose interventions that may**  
91 **neutralize negative conditions.**

92  
93 **AAP must provide current and accurate advising information to students and**  
94 **academic advisors.**

95  
96 AAP should employ the latest technologies for delivery of advising information.

97  
98 **Academic advising conferences must be available to students each academic**  
99 **term.**

100  
101 Academic advisors should offer conferences in a format that is convenient to the  
102 student, i.e., in person, by telephone, or on-line. Advising conferences may be carried  
103 out individually or in groups.

104  
105 **Academic advising caseloads must be consistent with the time required for the**  
106 **effective performance of this activity.**

107  
108 The academic status of the student being advised should be taken into consideration  
109 when determining caseloads. For example, first year, undecided, under-prepared, and  
110 honors students may require more advising time than upper division students who have  
111 declared their majors.

112  
113 Academic advisors should allow an appropriate amount of time for students to discuss  
114 plans, programs, courses, academic progress, and other subjects related to their  
115 educational programs.

116  
117 When determining workloads it should be recognized that advisors may work with  
118 students not officially assigned to them and that contacts regarding advising may extend  
119 beyond direct contact with the student.

120  
121 **Part 3. LEADERSHIP**

122

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

134  
135 **AAP leaders must exercise authority over resources for which they are**  
136 **responsible to achieve their respective missions.**

137  
138 **AAP leaders must:**

- 139 **▪ articulate a vision for their organization**
- 140 **▪ set goals and objectives based on the needs and capabilities of the population**  
141 **served**
- 142 **▪ promote student learning and development**
- 143 **▪ prescribe and practice ethical behavior**
- 144 **▪ recruit, select, supervise, and develop others in the organization**
- 145 **▪ manage financial resources**
- 146 **▪ coordinate human resources**
- 147 **▪ plan, budget for, and evaluate personnel and programs**
- 148 **▪ apply effective practices to educational and administrative processes**
- 149 **▪ communicate effectively**
- 150 **▪ initiate collaborative interactions between individuals and agencies that**  
151 **possess legitimate concerns and interests in academic advising**

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

154  
155 **AAP leaders must promote campus environments that result in multiple**  
156 **opportunities for student learning and development.**

157  
158 **AAP leaders must continuously improve programs and services in response to**  
159 **changing needs of students and other constituents and evolving institutional**  
160 **priorities.**

#### 161 162 **Part 4. ORGANIZATION and MANAGEMENT**

163  
164 **Guided by an overarching intent to ensure student learning and development,**  
165 **Academic Advising Programs (AAP) must be structured purposefully and**

166 managed effectively to achieve stated goals. Evidence of appropriate structure  
167 must include current and accessible policies and procedures, written  
168 performance expectations for all employees, functional workflow graphics or  
169 organizational charts, and clearly stated service delivery expectations.  
170

171 Evidence of effective management practices must include use of comprehensive  
172 and accurate information for decisions, clear sources and channels of authority,  
173 effective communication practices, decision-making and conflict resolution  
174 procedures, responsiveness to changing conditions, accountability and  
175 evaluation systems, and recognition and reward processes. AAP must provide  
176 channels within the organization for regular review of administrative policies and  
177 procedures.  
178

179 The design of AAP must be compatible with the institution's organizational  
180 structure and its students' needs. Specific advisor responsibilities must be  
181 clearly delineated, published, and disseminated to both advisors and advisees.  
182

183 Students, faculty advisors, and professional staff must be informed of their  
184 respective advising responsibilities.  
185

186 AAP may be a centralized or decentralized function within an institution, with a variety of  
187 people throughout the institution assuming responsibilities.  
188

189 AAP must provide the same services to distance learners as it does to students  
190 on campus. The distance education advising must provide for appropriate real  
191 time or delayed interaction between advisors and students.  
192

## 193 Part 5. HUMAN RESOURCES

194

195 The Academic Advising Program (AAP) must be staffed adequately by individuals  
196 qualified to accomplish its mission and goals. Within established guidelines of  
197 the institution, AAP must establish procedures for staff selection, training, and  
198 evaluation; set expectations for supervision; and provide appropriate  
199 professional development opportunities. AAP must strive to improve the  
200 professional competence and skills of all personnel it employs.  
201

202 Academic advising personnel may be full-time or part-time professionals who have  
203 advising as their primary function or may be faculty whose responsibilities include  
204 academic advising. Paraprofessionals (e.g., graduate students, interns, or assistants)  
205 or peer advisors may also assist advisors.  
206

207 An academic advisor must hold an earned graduate degree in a field relevant to  
208 the position held or must possess an appropriate combination of educational

209 **credentials and related work experience.**

210  
211 Academic advisors should have an understanding of student development, student  
212 learning, career development, and other relevant theories in education, social sciences,  
213 and humanities.

214  
215 Academic advisors should have a comprehensive knowledge of the institution's  
216 programs, academic requirements, policies and procedures, majors, minors, and  
217 support services.

218  
219 Academic advisors should demonstrate an interest and effectiveness in working with  
220 and assisting students and a willingness to participate in professional activities.

221  
222 **Sufficient personnel must be available to address students' advising needs**  
223 **without unreasonable delay.**

224  
225 **Degree or credential-seeking interns must be qualified by enrollment in an**  
226 **appropriate field of study and by relevant experience. These individuals must be**  
227 **trained and supervised adequately by professional staff members holding**  
228 **educational credentials and related work experience appropriate for supervision.**

229  
230 **Student employees and volunteers must be carefully selected, trained,**  
231 **supervised, and evaluated. They must be trained on how and when to refer those**  
232 **in need of assistance to qualified staff members and have access to a supervisor**  
233 **for assistance in making these judgments. Student employees and volunteers**  
234 **must be provided clear and precise job descriptions, pre-service training based**  
235 **on assessed needs, and continuing staff development.**

236  
237 **AAP must have technical and support staff members adequate to accomplish its**  
238 **mission. Staff members must be technologically proficient and qualified to**  
239 **perform their job functions, be knowledgeable of ethical and legal uses of**  
240 **technology, and have access to training. The level of staffing and workloads must**  
241 **be adequate and appropriate for program and service demands.**

242  
243 Support personnel should maintain student records, organize resource materials,  
244 receive students, make appointments, and handle correspondence and other  
245 operational needs. Technical staff may be used in research, data collection, systems  
246 development, and special projects.

247  
248 **Technical and support personnel must be carefully selected and adequately**  
249 **trained, supervised, and evaluated.**

250  
251 **AAP staff must recognize the limitations of their positions and be familiar with**

252 **institutional resources to make appropriate referrals.**

253  
254 **Salary levels and fringe benefits for all AAP staff members must be**  
255 **commensurate with those for comparable positions within the institution, in**  
256 **similar institutions, and in the relevant geographic area.**

257  
258 **AAP must institute hiring and promotion practices that are fair, inclusive, and**  
259 **non-discriminatory. AAP must employ a diverse staff to provide readily**  
260 **identifiable role models for students and to enrich the campus community.**

261  
262 **AAP must create and maintain position descriptions for all staff members and**  
263 **provide regular performance planning and appraisals.**

264  
265 **AAP must have a system for regular staff evaluation and must provide access to**  
266 **continuing education and professional development opportunities, including in-**  
267 **service training programs and participation in professional conferences and**  
268 **workshops.**

269  
270 **AAP must strive to improve the professional competence and skills of all**  
271 **personnel it employs.**

272  
273 Continued professional development should include areas such as the following and  
274 how they relate to academic advising:

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

## 286 **Part 6. FINANCIAL RESOURCES**

287  
288 **The Academic Advising Program (AAP) must have adequate funding to**  
289 **accomplish its mission and goals. Funding priorities must be determined within**  
290 **the context of the stated mission, goals, objectives, and comprehensive analysis**  
291 **of the needs and capabilities of students and the availability of internal and**  
292 **external resources.**

293  
294

295 **AAP must demonstrate fiscal responsibility and cost effectiveness consistent**  
296 **with institutional protocols.**

297  
298 Special consideration should be given to providing funding for the professional  
299 development of advisors.

300  
301 Financial resources should be sufficient to provide high-quality print and web-based  
302 information for students and training materials for advisors. Sufficient financial  
303 resources should be provided to promote the academic advising program.

## 304 **Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT**

305  
306  
307 **The Academic Advising Program (AAP) must have adequate, suitably located**  
308 **facilities, adequate technology, and equipment to support its mission and goals**  
309 **efficiently and effectively. Facilities, technology, and equipment must be**  
310 **evaluated regularly and be in compliance with relevant federal, state, provincial,**  
311 **and local requirements to provide for access, health, safety, and security.**

312  
313 **AAP must assure that online and technology-assisted advising includes**  
314 **appropriate mechanisms for obtaining approvals, consultations, and referrals.**

315  
316 **Data about students maintained on individual workstations and departmental or**  
317 **institutional servers must be secure and must comply with institutional policies**  
318 **on data stewardship.**

319  
320 **Academic advisors must have access to computing equipment, local networks,**  
321 **student data bases, and the Internet.**

322  
323 **Privacy and freedom from visual and auditory distractions must be considered in**  
324 **designing appropriate facilities.**

## 325 **Part 8. LEGAL RESPONSIBILITIES**

326  
327  
328 **The Academic Advising Program (AAP) staff members must be knowledgeable**  
329 **about and responsive to laws and regulations that relate to their respective**  
330 **responsibilities. Staff members must inform users of programs and services and**  
331 **officials, as appropriate, of legal obligations and limitations including**  
332 **constitutional, statutory, regulatory, and case law; mandatory laws and orders**  
333 **emanating from federal, state, provincial, and local governments; and the**  
334 **institution's policies.**

335  
336 **Academic advisors must use reasonable and informed practices to limit the**  
337 **liability exposure of the institution, its officers, employees, and agents.**

338 **Academic advisors must be informed about institutional policies regarding**  
339 **personal liability and related insurance coverage options.**

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

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

## 348 **Part 9. EQUITY AND ACCESS**

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

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

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

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

## 374 **PART 10. CAMPUS and EXTERNAL RELATIONS**

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

379 **Academic advising is integral to the educational process and depends upon close**  
380 **working relationships with other institutional agencies and the administration. AAP**

381 should be fully integrated into other processes of the institution. Academic advisors  
382 should be consulted when there are modifications to or closures of academic programs.

383  
384 For referral purposes, AAP should provide academic advisors a comprehensive list of  
385 relevant external agencies, campus offices, and opportunities.

#### 386 387 **Part 11. DIVERSITY**

388  
389 **Within the context of the institution's unique mission, diversity enriches the**  
390 **community and enhances the collegiate experience for all; therefore the**  
391 **Academic Advising Program (AAP) must nurture environments where similarities**  
392 **and differences among people are recognized and honored.**

393  
394 **AAP must promote educational experiences that are characterized by open and**  
395 **continuous communication that deepen understanding of one's own identity,**  
396 **culture and heritage, and that of others. AAP must educate and promote respect**  
397 **about commonalities and differences in historical and cultural contexts.**

398  
399 **AAP must address the characteristics and needs of a diverse population when**  
400 **establishing and implementing policies and procedures.**

#### 401 402 **Part 12. ETHICS**

403  
404 **All persons involved in the delivery of the Academic Advising Program (AAP)**  
405 **must adhere to the highest of principles of ethical behavior. AAP must develop or**  
406 **adopt and implement appropriate statements of ethical practice. AAP must**  
407 **publish these statements and ensure their periodic review by relevant**  
408 **constituencies.**

409  
410 **Advisors must uphold policies, procedures, and values of their departments and**  
411 **institutions.**

412  
413 Advisors should consider ethical standards or other statements from relevant  
414 professional associations.

415  
416 **AAP staff members must ensure that privacy and confidentiality are maintained**  
417 **with respect to all communications and records to the extent that such records**  
418 **are protected under the law and appropriate statements of ethical practice.**  
419 **Information contained in students' education records must not be disclosed**  
420 **without written consent except as allowed by relevant laws and institutional**  
421 **polices. AAP staff members must disclose to appropriate authorities information**  
422 **judged to be of an emergency nature, especially when the safety of the individual**  
423 **or others is involved, or when otherwise required by institutional policy or**

424 **relevant law.**

425  
426 When emergency disclosure is required, AAP should inform the student that it has taken  
427 place, to whom, and why.

428  
429 **All AAP staff members must be aware of and comply with the provisions**  
430 **contained in the institution's human subjects research policy and in other**  
431 **relevant institutional policies addressing ethical practices and confidentiality of**  
432 **research data concerning individuals.**

433  
434 **All AAP staff members must recognize and avoid personal conflict of interest or**  
435 **appearance thereof in their transactions with students and others.**

436  
437 **All AAP staff members must strive to ensure the fair, objective, and impartial**  
438 **treatment of all persons with whom they deal. AAP staff members must not**  
439 **participate in nor condone any form of harassment that demeans persons or**  
440 **creates intimidating, hostile, or offensive campus environment.**

441  
442 **When handling institutional funds, all AAP staff members must ensure that such**  
443 **funds are managed in accordance with established and responsible accounting**  
444 **procedures and the fiscal policies or processes of the institution.**

445  
446 **AAP staff members must perform their duties within the limits of their training,**  
447 **expertise, and competence. When these limits are exceeded, individuals in need**  
448 **of further assistance must be referred to persons possessing appropriate**  
449 **qualifications.**

450  
451 **AAP staff members must use suitable means to confront and otherwise hold**  
452 **accountable other staff members who exhibit unethical behavior.**

453  
454 **AAP staff members must be knowledgeable about and practice ethical behavior**  
455 **in the use of technology.**

456  
457 **Part 13. ASSESSMENT and EVALUATION**

458  
459 **The Academic Advising Program (AAP) must conduct regular assessment and**  
460 **evaluations. AAP must employ effective qualitative and quantitative**  
461 **methodologies as appropriate, to determine whether and to what degree the**  
462 **stated mission, goals, and student learning and development outcomes are being**  
463 **met. The process must employ sufficient and sound assessment measures to**  
464 **ensure comprehensiveness. Data collected must include responses from**  
465 **students and other affected constituencies.**

466

467 **AAP must evaluate periodically how well they complement and enhance the**  
468 **institution's stated mission and educational effectiveness.**

469  
470 **Results of these evaluations must be used in revising and improving programs**  
471 **and services and in recognizing staff performance and the performance of**  
472 **academic advisors.**