

POLICY ON UNDERGRADUATE STUDENT ACADEMIC ADVISING

I. Policy Statement

Academic advising complements academic instruction and is thus a faculty responsibility. The California State University System recognizes this responsibility by allocating 3 WTU for indirect instructional activity, which includes student advising, as part of the total 15 WTU faculty instructional workload. Further, for an academic advising program to meet students' educational needs effectively, students and the administration must share joint responsibility with faculty although faculty are considered to be the key element. The above statements, however, are not intended to reduce students' basic responsibility for initiating academic advising contacts with faculty, and for knowing and completing all degree requirements.

The primary purposes of academic advising are to help students to select appropriate academic courses and programs, to establish effective mentor relationships, to use support services effectively, and to plan for the future. Therefore, an effective academic advising program will:

- 1) Assist students in designing an academic program for timely fulfillment of their degree goals, including selection of appropriate courses singly and in sequence;
- 2) Provide faculty advisers with adequate training and materials with which to advise students appropriately;
- 3) Assist students and faculty advisers in learning how to use the catalog and schedule of courses effectively in the advising process;
- 4) Provide students with timely and accurate information regarding University academic policies and procedures;
- 5) Assist students to select educational and professional career objectives commensurate with their interests and abilities;
- 6) Inform students of the wide variety of student support services and extra-curricular educational opportunities that may help them reach their personal, academic, and career goals;
- 7) Assist students to explore and understand possible short- and long-range implications and consequences of their choices.

II. The Advisement Program

- A. Each school, department or program will prepare and implement a written plan for advising students in their majors. The plan should include the following elements:
 - 1) How faculty advisers will be selected, assigned and trained to provide academic advising;
 - 2) How students will be notified of the advising policy and procedures;

- 3) What materials will be used in the advising process;
 - 4) What students should do in case an adviser is not available;
 - 5) How students will be introduced to the major;
 - 6) What is expected of students to help make the plan work; and
 - 7) How advising will be evaluated.
- B. The Division of Student Affairs will continue to provide orientation programs to inform new students of registration procedures and degree requirements, and direct them to academic departments/programs for initial advising on major requirements.
- C. The Office of the Vice President for Academic Affairs and school deans will provide the following services to ensure that faculty are appropriately equipped to advise students:
- 1) On-going, in-service workshops for faculty academic advisers;
 - 2) Annual in-service workshops for department chairs on academic policies and procedures including recent changes and additions;
 - 3) A comprehensive orientation for newly appointed faculty which would include an overview of University academic policies, practices and student support services.

III. Statements of Responsibility

A. Student Responsibilities

Students should:

- 1) Attend a summer new student orientation program* or Advising Day provided by the Office of Advising and Orientation prior to their first semester of attendance;
- 2) Purchase a catalog once upon entering the University and a schedule of courses every semester; **
- 3) Meet at least once each semester with their departmental academic advisers, beginning with the first semester. Undeclared majors should contact the Office of Advising and Orientation for academic advising assistance until they declare a major. ***

*International students and students in the Educational Opportunity Program have their own required orientation programs.

**Transfer students should be aware that the catalog governing their graduation degree requirements may not be the current catalog.

***International students and students in the Educational Opportunity Program are also required to maintain regular contact with their respective advisers.

- 4) Maintain their own personal academic advising folders and take them to every advising appointment. Documents placed in this folder should include prior college/university transcripts, semester grade reports, add/drop form receipts, official registration confirmation cards, transfer/90-unit evaluation sheet; and
- 5) Realize that, ultimately, knowing and completing all degree requirements are their responsibility.

B. Faculty Responsibilities

Faculty advisers are the key element in providing academic advising to students. Therefore, they are expected to participate in periodic in-service training sessions to improve their advising skills and to remain current on policies, procedures and degree requirements including general education. Further, they are expected to maintain regular and reasonable office hours during which they will be available to meet with individual advisees.

C. Departmental/Program Responsibilities

Academic departments/programs should routinely provide majors with description of their advising program. In addition, they are encouraged to conduct their own introduction/orientation to the major on a regular basis.

D. Administrative Responsibilities

The Office of the Vice President for Academic Affairs and school deans should ensure that academic advising of students is fully recognized, duly supported and periodically evaluated. In addition, the Division of Student Affairs should provide the following services in support of the advising process: Office of Advising and Orientation, Student Counseling Center, Career Planning and Placement, International Student Services and Programs, and the Educational Opportunity Program.

Approved by the Academic Senate
Approved by the President

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