Part 1: MISSION

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

AAP must incorporate student learning and student development in its mission. AAP must enhance overall educational experiences. AAP must develop record, disseminate, implement, and regularly review its mission and goals. Its mission statement must be consistent with the mission and goals of the institution and with the standards in this document. AAP must operate as an integral part of the institution’s overall 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.

<table>
<thead>
<tr>
<th>PART 1. MISSION (Criterion Measures)</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 A program mission and goals statement is in place and is reviewed regularly. Mission Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.2 Student learning, development, and educational experiences are incorporated in the mission statement. AATC Home Page; AATC Student Services; Student Success Services</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.3 The mission is consistent with that of the host institution and the CAS standards. University Mission Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.4 The program functions as an integral part of the host institution’s overall mission. AATC Home Page</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>1.5 Expectations of advisors and advisees are clearly detailed and written. Mission Statement</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 1: Mission Overview Questions

A. What is the program mission?

“Facilitate the students’ transition from their prior life role to a successful undergraduate at the university as follows: developing realistic expectations of university life, assisting students to learn about and develop a meaningful educational plan, connecting students with university faculty, staff and peers and by involving them as members of the campus community culminating as responsible citizens in our diverse global community. Discover, communicate, and collaborate with other university areas and the community to build supportive programs for all students resulting in retention and graduation”.

B. How does the mission embrace student learning and development?

The AATC program provides necessary and relevant information for student success through admissions into the university, general academic advising, transfer of credits and guides them to the appropriate departments within the campus community.

C. In what ways does the program mission complement the mission of the institution?
The AATC program mission complements the mission of the university in recruiting, retention and graduation of all students to “discover, communicate and collaborate with other university areas and the community to build supportive programs”.

Part 2: PROGRAM

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

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

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

The table below offers examples of achievement of student learning and development outcomes.

<table>
<thead>
<tr>
<th>Desirable Student Learning and Development Outcomes</th>
<th>Examples of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual growth</td>
<td>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 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</td>
</tr>
<tr>
<td>Personal and educational goals</td>
<td>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</td>
</tr>
<tr>
<td>Enhanced self-esteem</td>
<td>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</td>
</tr>
<tr>
<td>Realistic self-appraisal</td>
<td>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)</td>
</tr>
</tbody>
</table>
| Clarified values                                  | 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-
<table>
<thead>
<tr>
<th><strong>Career choices</strong></th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independence</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Effective communication</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Leadership development</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Healthy behavior</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of group goals; Exhibits effective listening skills</td>
</tr>
<tr>
<td><strong>Social responsibility</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Satisfying and productive lifestyles</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Appreciating diversity</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Spiritual awareness</strong></td>
<td>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</td>
</tr>
</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 2. PROGRAM (Criterion Measures)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The program promotes student learning and development that is purposeful and holistic. (Freshman Information; Transfer Information; Orientation Presentation; AAT Student Services; Student Success Services; Financial Aid Information; Scholarship Information; Colleges Unofficial Degree Plans; High School Transitions; AATC Home Page)</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.2 The program has identified student learning and development outcomes that are relevant to its purpose. (Student Success Services; AATC Student Services)</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes. (Student Success Services; AATC Student Services)</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td><strong>List student learning and/or developmental outcomes in spaces provided</strong></td>
<td></td>
</tr>
</tbody>
</table>

**2.4.1 X Intellectual Growth**

Sample degree plans from colleges to examine majors/minors; University core requirements (evaluation of prior work, transfer guides), HOLLAND SDS assessment.

**2.4.2 X Effective Communication**

TALK2ME telephone (general information for students, parents and faculty); Information sheets (name of academic advisor, telephone number, major) for all colleges; Assisting students with logging into S.A.I.L. (Student Academic Information Link); StrengthsQuest assessment.

**2.4.3 X Enhanced Self-Esteem**

Advising of undeclared students with course selection and course load, StrengthsQuest assessment.

**2.4.4 X Realistic Self-Appraisal**

Orientation presentation (GPA, probation/suspension status, core courses, etc); High school transition (course selection and course load); Connecting students with campus resources (Tutoring and Learning Office, University Counseling Department, Career Center, Disabilities Department); Various assessments (CSI (College Student Inventory, LASSI (Learning and Study Strategies Inventory), Rating Scale NR).
StrengthsQuest.

2.4.5  X  Clarified Values
Academic advising; Personal and career choices (StrengthsQuest, CSI, Holland SDS).

2.4.6  X  Career Choices
Referrals and informational brochures/flyers to the University Career Center; STAR (Success Through Academic Responsibility); Unofficial degree plans (majors/minors); HOLLAND SDS assessment.

2.4.7  X  Leadership Development
Staff serves as role models; Advisors of Phi Theta Kappa (PTK) approximately sixty (60) members; Members of various professional organizations (NACADA (National Academic Advising Association), TCA (Texas Counseling Association), TACRAO (Texas Association of Collegiate Registrars and Admissions Officers).

2.4.8  X  Healthy Behavior
Staff serves as role models; STAR workshops (stress management); Provides literature (brochures/flyers) for students from Student Affairs (W.O.W.), Health Services (meningitis information) Disabilities Office, and Wellness Center.

2.4.9  X  Meaningful Interpersonal Relationships
AATC missions statement; Freshman orientation; STAR workshops; Sponsors “Root Beer Float Day” the first week of the Fall semester.

2.4.10  X  Independence
Orientation presentation (parents/students); Orientation advising session with academic advisor; STAR Workshops (Time Management).

2.4.11  X  Collaboration
Within the campus community, Counseling and Career Center presentations in STAR Workshops; TLC (with counseling interns e-mentoring); Service on various university committees; Presentation on Employee Development Day; Monthly academic advisor meeting; Transfer Days with community colleges (Del Mar College and Coastal Bend College).

2.4.12  X  Social Responsibility
Provide students with University catalog (policy and procedures) and student code of conduct handbook. Staff participates and supports PTK fund raisers; Volunteer activities (BBQ for employees); Members of TAMUCC Alumni.

2.4.13  X  Satisfying and Productive Lifestyle
STAR Workshops (Time Management); Orientation presentation infused with success tips for students.

2.4.14  X  Appreciate Diversity
AATC mission statement; Diversity training through Human Resources; Academic
advising on course selection.

| 2.4.15 | X | Spiritual Awareness | Provide students with literature on various student organizations on campus (i.e. Faith-based organizations). |

| 2.5 | Offerings are intentional, coherent and based on theories of learning and human development. | Learning Communities; |

| 2.6 | Offerings are designed to meet the developmental needs of relevant student populations and communities. | Freshman Information; Transfer Information; AATC Home Page; Fall 2007 Recruiting Events; Fall 2007 Conference Events |

| 2.7 | Students and advisors share responsibility for the advising process. | Student Responsibility TAMUCC catalog; Freshman Information; Transfer Information |

| 2.8 | The AAP assists students to make the best academic decisions. | Freshman Information; Transfer Information; HOLLAND SDS Assessment; StrengthsQuest |

| 2.9 | The advising program: | |

| 2.9a | promotes student development | AATC Home Page; PTK sponsor; AATC Student Services; |

| 2.9b | assists students to meet their educational objectives | Freshman Information; Transfer Information; Colleges Unofficial Degree Plans; |

| 2.9c | provides students with processes for determining life goals | HOLLAND SDS Assessment; StrengthsQuest |

| 2.9d | provides timely degree requirement information | University Catalog; Colleges Unofficial Degree Plans |

| 2.9e | advises students on course selection | Scheduling Forms; |

| 2.9f | clarifies policies and procedures to students | University Catalog; Orientation Presentation |

| 2.9g | monitors and evaluates student progress against student goals | Transfer Information; Freshman Information |

| 2.9h | reinforces student responsibility in the process | Freshman Information; Transfer Information; University Catalog; STAR Workshops |

| 2.9i | provides referral for remedial coursework or personnel development | AATC Home Page |

| 2.9j | provides referral to resource services | Transfer Information; STAR Workshops |

| 2.9k | collects assessment data for policy decisions | Weave_Online_Action_Plans; Weave_Online_Analysis; Weave_Online_Measures; Weave_Online_Outcomes_Objectives |

| 2.10 | The program uses data to make advising recommendations to students. | |
CSI Results

2.11 Environmental conditions are reviewed to neutralize negative conditions.
   AATC Floor Plan

2.12 Current and accurate information is always provided to students.
   Presentations at Counselor Updates; University Catalog

2.13 Advising conferences are available to all students each term.
   AATC student sign in sheet

2.14 Advising caseload is equitable.
   AATC student sign in sheet

Part 2: Program Overview Questions

A. What are the primary elements of the program?

The primary elements of the AATC program is to assist students in understanding general education requirements,
provide options for the student to explore academic and career goals and by collaborating with other university
areas which connects the student to the various campus resources necessary for personal growth and
development.

B. What evidence exists that confirms the program contributes to student learning and development?

Students move from freshman status to working towards their major to achieve their educational goals and then
onto graduation.

C. What evidence is available to confirm program goals’ achievement?

Students declare a major under the college of their choice to pursue their academic pursuits.

Part 3: LEADERSHIP

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

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

AAP leaders must:
- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interactions between individuals and agencies that possess legitimate concerns and interests in academic advising
AAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

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

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

<table>
<thead>
<tr>
<th>PART 3. LEADERSHIP  (Criterion Measures)</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The host institution has selected, positioned, and empowered AAP leaders.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>Research Award; Phi Theta Kappa Award; PDQ; University Committees; University Councils and Committees</td>
<td></td>
</tr>
<tr>
<td>3.2 AAP leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>(See Human Resources for resume)</td>
<td></td>
</tr>
<tr>
<td>3.3 AAP leaders apply effective practices that promote student learning and institutional effectiveness.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>AATC Student Services; Mission Statement; Weave_Online_Outcomes_Objectives; AATC home page</td>
<td></td>
</tr>
<tr>
<td>3.4 Clearly defined leader accountability expectations are in place.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>PDQ</td>
<td></td>
</tr>
<tr>
<td>3.5 AAP leader performance is fairly assessed on a regular basis.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>Exempt Performance Appraisal</td>
<td></td>
</tr>
<tr>
<td>3.6 AAP leaders exercise authority over program resources and use them effectively.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>AATC home page; Strengthsquest; AATC Student Services</td>
<td></td>
</tr>
<tr>
<td>3.7 The AAP leader:</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served</td>
<td></td>
</tr>
<tr>
<td>Mission Statement; Weave_Online_Outcomes_Objectives; Weave_Online_Action_Plans; Weave_Online_Analysis</td>
<td></td>
</tr>
<tr>
<td>3.7b prescribes and practices appropriate ethical behavior</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>Ethics Training Site Supervisor; TAMUCC Training</td>
<td></td>
</tr>
<tr>
<td>3.7c recruits, selects, supervises, instructs, and coordinates staff members</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>Exempt Performance Appraisal; TAMUCC Training; Recruiting_Events_Fall2007</td>
<td></td>
</tr>
<tr>
<td>3.7d manages fiscal, physical, and human resources effectively</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>(Confidential budget information is filed in the AATC office and with the V.P. of Enrollment Management )</td>
<td></td>
</tr>
<tr>
<td>3.7e applies effective practices to educational and administrative processes</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>(See Human Resources for resume); University Committees; PDQ; AATC Student Services; University Councils and Committees</td>
<td></td>
</tr>
<tr>
<td>3.7f communicates effectively and initiates collaborations with individuals and agencies to enhance program functions</td>
<td>ND  1  2  3  4 NR</td>
</tr>
<tr>
<td>AATC home page; University Committees; University Councils and Committees</td>
<td></td>
</tr>
<tr>
<td>3.8 The AAP leader deals effectively with individuals and environmental conditions that inhibit goal achievement.</td>
<td>ND  1  2  3  4 NR</td>
</tr>
</tbody>
</table>
Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The Director of the AATC holds a Ph.D. in Counselor Education with 15+ years of experience in higher education. With a well-rounded educational background and a strong person-centered approach, the Director effectively communicates with students/parents/staff/faculty and with the community leaders.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The Director has held many positions within the campus community and takes an active role though participation on committees and councils. The Director goes beyond her assigned duties in sponsoring the Phi Theta Kappa (PTK) honors society and sets high goals for herself as she recently received a research award from NACADA (National Academic Advising Association).

C. How are program leaders accountable for their performance?

Performance reviews are evaluated by the Vice President of Enrollment Management on a yearly basis based on the PDQ.

D. What leadership practices best describe program leaders?

The Director of the AATC is a visionary that actively participates in the organization and campus community, sets high standards, not only for herself but also sets high goals for employees, models leadership skills and operates within a fluid system to meet the needs of all students.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, 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 service delivery expectations.

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

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.

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

### PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- The AAP is structured purposefully and managed effectively.  
  - Mission Statement; Weave Online Annual Report;  
  - Weave Online Action Plans; AATC Home Page

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.  
  - Job Descriptions; PDQ (Exempt & Non-Exempt Employees);

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.  
  - Orientation Presentation; Annual Performance Reviews;

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- Channels are in place for regular review of administrative policies and procedures.  
  - Annual Performance Reviews

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- Advisor responsibilities are clearly detailed and published.  
  - Job Descriptions; Annual Performance Reviews

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- Each segment of the campus population knows their advising responsibilities.  
  - PDQ; Banner Training

<table>
<thead>
<tr>
<th></th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

- The AAP provides distance learners with appropriate advising.  
  - Computer Training; Microsoft Outlook

### Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The organizational structure is defined by specific functions such as orientation advising for freshman, core curriculum evaluation and academic advising for undeclared and transfer students. The senior academic advisor and the transfer counselor hold delineated roles within the organizational structure. Both academic advisor and transfer counselor have been cross-trained with advising a diverse student population. The variety of functions the employees are required to participate in such as recruiting, committee meetings, presentations, etc. may cause a restraint on the program in their availability to be in the office.

B. What protocols or processes are in place to insure effective management of the program?

Performance reviews are evaluated by the Director of the AATC on a yearly basis based on the employees PDQ.

### Part 5: HUMAN RESOURCES

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

An academic advisor must hold an earned graduate degree in a field relevant to the position held 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 trained on how and when to refer those in need of assistance to qualified staff members and 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.

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

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.

Technical and support personnel must be carefully selected and adequately trained, supervised, and evaluated.

AAP staff must recognize the limitations of their positions and be familiar with institutional resources to make appropriate referrals.

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

AAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. AAP must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.
AAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

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

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 US 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 compliance issues

---

**PART 5. HUMAN RESOURCES (Criterion Measures)**

| 5.1 | The AAP is staffed adequately with personnel qualified to accomplish its mission.  
|     | Job Descriptions; Staff Selection |
| 5.2 | Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.  
|     | Advisor Training; Annual Performance Reviews; Staff Selection |
| 5.3 | The AAP strives to improve the professional competence and skills of all staff members.  
|     | Banner Training; TAMU System Training; TAMU-CC Training |
| 5.4 | Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience. (See Human Resources for Staff Personnel Files) |
| 5.5 | There are enough advisors to prevent unreasonable student delay.  
|     | Fall 2007 Conference_Events |
| 5.6 | Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience. (See Human Resources for Staff Personnel Files)  
|     | Practicum Internship Contract |
| 5.7 | Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.  
|     | Student Worker Contract |
| 5.8 | Student employees and volunteers are provided precise job descriptions, preservice training, and continuing staff development. |

---
Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The AATC is currently staffed with a senior academic advisor, transfer counselor, administrative assistant, a work study and three master level counseling interns. All employees have met the minimum requirements for their current position. One advisor holds a graduate degree, the other a Ph.D. in Counselor Education and both have 10+ years experience in higher education working in an advising capacity.

B. In what ways are staff members’ qualifications insured and their performance judged?

Each staff member is evaluated on a yearly basis based on either the professional or non-professional performance appraisal.

C. In what ways does the program train, supervise, and evaluate staff members?

The Director requires all employees to attend university training sessions relevant to their current positions. Additionally, each staff member is encouraged to attend one professional conference per year.

Part 6: FINANCIAL RESOURCES

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

<table>
<thead>
<tr>
<th>Part 6: Financial Resources Overview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. What is the funding strategy for the program?</td>
</tr>
<tr>
<td>The Director of the AATC program stays within the budget on a yearly basis. Academic advising is charged to students in fees each semester.</td>
</tr>
<tr>
<td>B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?</td>
</tr>
<tr>
<td>Confidential budget is met with programs by the Director of the AATC.</td>
</tr>
</tbody>
</table>

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

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

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

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

Privacy and freedom from visual and auditory distractions must be considered in designing appropriate facilities.
7.1 The CSP has adequate, suitably located facilities, technology, and equipment to support its mission.
   AATC Floor Plan; Computer Support Services; Student E-Mail Notification

7.2 Program facilities, technology, and equipment are evaluated regularly.
   Annual Equipment Inventory

7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.
   SSN Compliance Guidelines; Sensitive Info Recommendations; SSN Exemption Form; FERPA Guidelines; FERPA Waiver Form; University rules/information

7.4 Technology-assisted advising is appropriately administered.
   Microsoft Outlook; E-Mentoring Program

7.5 Advisors have adequate access to technology and institutional databases.
   Banner Training; TAMU-CC Homepage; Banner Tools; Microsoft Outlook; Para-Docs; Computer Support Services

7.6 Student data on professional workstations or institutional servers is secure.
   Sensitive Information Guidelines

7.7 Advising facilities are private and free from distractions.
   AATC Floor Layout

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

   The Office of Enrollment Management is responsible for the facility, technology, and equipment inventoried and maintained on a yearly basis. The inventory list is submitted to the University Physical Plant for review.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

   All Enrollment Management staff is FERPA trained and other training is required by the Human Resources.

Part 8: LEGAL RESPONSIBILITIES

The Academic Advising Program (AAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, 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.

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Academic advisors must be informed about institutional policies regarding personal liability and related insurance coverage options.

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

The institution must inform academic advisors and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.
Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Critical areas are FERPA, e-mail notification and sensitive information (social security numbers) in working with students and their records.

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members can contact Human Resources, Equal Opportunity and Employee Relations office or Texas A&M Systems.

Part 9: EQUITY and ACCESS

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

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

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

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.
### PART 9. EQUITY AND ACCESS  
**Criterion Measures**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 9.1 | All programs and services are provided on a fair and equitable basis.  
**Mission Statement** | ND | 1 | 2 | 3 | 4 | NR |
| 9.2 | All program facilities and services are accessible to prospective user.  
**AATC Home Page** | ND | 1 | 2 | 3 | 4 | NR |
| 9.3 | Program operations and delivery are responsive to the needs of all students and other users.  
**Student Success Services** | ND | 1 | 2 | 3 | 4 | NR |
| 9.4 | All services adhere to the spirit and intent of equal opportunity laws.  
**Mission Statement; Commitment to Equal Opportunity** | ND | 1 | 2 | 3 | 4 | NR |
| 9.5 | Program policies and practices do not discriminate against any potential users.  
**Mission Statement; ADA Regulations; Commitment to Equal Opportunity** | ND | 1 | 2 | 3 | 4 | NR |
| 9.6 | The program acts to remedy imbalances in student participation and staffing.  
**STAR Workshops; University Counseling Seminars** | ND | 1 | 2 | 3 | 4 | NR |
| 9.7 | Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.  
**AATC Student Services; AATC Home Page; Presentations at Counselor Updates; Fall 2007 Recruiting Events** | ND | 1 | 2 | 3 | 4 | NR |

### Part 9: Equity and Access Overview Questions

**A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?**

The mission statement reflects the support of all students. The AATC provides an open door policy for all students/parents/faculty. Students are seen on a walk-in or by appointment basis. Programs are implemented such as STAR Workshops, TALK2ME help line, recruiting events and E-mentoring to reach out to all students.

**B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?**

The diversity of the AATC employees are varied in gender, ethnicity and ages to meet student needs. A bulletin board, located on the wall of the AATC, posts flyers to promote events within the campus community (i.e. Women’s Center, University Counseling Center, Disabilities Office, STAR workshops, etc.).

### Part 10: CAMPUS and EXTERNAL RELATIONS

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

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.
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies. AATC Home Page; Orientation Presentation; Counselor Updates; PTK sponsor; STAR Workshops; Fall 2007 Conference Events; Recruiting Events Fall 2007; University Committees; University Councils and Committees;

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Students, Parents, Faculty, Academic Advisors, University Counseling Center, Career Center, Tutoring and Learning Center, Student Affairs, Women’s Center, Financial Assistance, New Student Programs, Veterans Office, Academic Testing, Disabilities Office, University Health Clinic, Athletic Department, Graduate Studies Office, High School Counselors, Community Colleges.

B. What evidence confirms effective relationships with program constituents?

An assessment for the AATC may be warranted.

Part 11: DIVERSITY

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

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

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

<table>
<thead>
<tr>
<th>Part 11. DIVERSITY (Criterion Measures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored. AATC Home Page; Freshman Information; Transfer Information; AATC Student Services; STAR Workshops;</td>
</tr>
<tr>
<td>11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage. Job Descriptions</td>
</tr>
<tr>
<td>11.3 The program promotes respect for commonalities and differences in historical and cultural contexts. Job Descriptions</td>
</tr>
<tr>
<td>11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures. Orientation Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ND 1 2 3 4 NR</td>
</tr>
</tbody>
</table>

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The staff is trained in working with diverse populations.

B. How does the program serve the needs of diverse populations?
The diversity of the employees in the AATC are varied in age, gender, ethnicity, educational backgrounds and life experiences to meet the needs of the students.

**Part 12: ETHICS**

All persons involved in the delivery of the Academic Advising Program (AAP) must adhere to the highest of principles of ethical behavior. AAP must 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 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 without written consent except as allowed by relevant laws and institutional polices. 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.

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

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

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

When handling institutional funds, all 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.

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 12. ETHICS (Criterion Measures)

12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.

TAMUCC Home Page

12.2 The program has a written statement of ethical practice that is reviewed periodically.

FERPA Guidelines; FERPA Waiver Form

12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.

FERPA Waiver Form; Practicum Internship Contract; E-Mail Confidentiality Statement

12.4 Advisors uphold departmental and institutional policies, procedures, and values.

Practicum Internship Contract; Student Worker Contract

12.5 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.

FERPA Waiver Form; FERPA Guidelines

12.6 Information judged to be of an emergency nature when an individual’s safety or that of others in involved is disclose to appropriate authorities.

TAMU-CC Emergency Procedures Handbook

12.7 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.

IRB Research Guidelines

12.8 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.

Harassment Training

12.9 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.

University Catalog

12.10 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.

DCBA Training

12.11 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.

AATC Student Services; PDQ (Exempt & Non-Exempt Employees)

12.12 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.

Texas A&M Systems Training;

12.13 Staff members practice ethical behavior in the use of technology.

Ethics Training

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Human Resources and Texas A&M Systems require all employees to have training in specific areas
regarding ethical principles and standards. Human Resources require an on-line ethics training session every two years.

B. What is the program’s strategy for managing student and staff member confidentiality issues?

All Enrollment Management employees are required to have Ferpa training, email confidentiality statements and knowledge of sensitive information regarding social security numbers when working with students' records.

C. How are ethical dilemmas and conflicts of interest managed?

Employees are required to follow the proper chain of command.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Human Resources and Texas A&M Systems require all employees to have ethic training every two years.

Part 13: ASSESSMENT and EVALUATION

The Academic Advising Program (AAP) must conduct regular assessment and evaluations. AAP must employ effective 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 assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

AAP must evaluate periodically 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 and in recognizing staff performance and the performance of academic advisors.

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 13. ASSESSMENT AND EVALUATION** *(Criterion Measures)*

13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.

Weave Online Annual Report
Weave Online Outcomes Objectives
Mission_Statement_2006_2007

13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.

Weave Online Measures

13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.

Weave Online Action Plans
University Mission Statement

13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.

Weave Online Analysis

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>
Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?
   - Implement an assessment (sign in sheet) to advise undergraduate students.
   - Group presentation, parents and students together, during orientation presentation.
   - Enter a specific number (9) of core curriculums from Texas institutions in the Banner system in order to provide timely information for students transferring into the University.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?
   - Evaluations on freshman orientation presentation are provided and assessed by New Student Programs.

C. How are student learning and development outcomes determined to ensure their level of achievement?
   - “The AATC program provides necessary and relevant information for student success through admissions into the university, general academic advising, transfer of credits and guides them to the appropriate departments within the campus community”.