



Creating Program Advising Goals

Literature:

[Council for the Advancement of Standards \(CAS\) in Higher Education- Academic Advising Programs](#)

[Faculty Advising Handbook](#)

[Constructing Learning Objectives for Academic Advising](#)

Points to Consider:

- Think about keeping a journal reflecting on your personal development as an Academic Advisor.
- If you're new to the role of Academic Advisor, find a mentor or seek assistance from the Office of Academic Advising team when you have questions, if you are fairly comfortable in your role as Academic Advisor, consider being a mentor for a new advisor.
- Programs/Schools can consider devoting a few minutes of each meeting to the role of advising, think about spending some time on the following discussion questions, or take time to develop the group's mission, vision and goals for academic advising within the team.

Resource/Tool:

Creating Advising Goals

- What do I hope students gain from their academic advising experience?
- What information/skills should the student learn through advising?
- What is our purpose, as academic advisors, within our program?
- What are our students' needs?
- What barriers or obstacles might our students face?
- What are our major program specific student learning outcomes? Departmental outcomes?
- Are there program specific timelines/requirements that First-Year students should be aware of? Sophomores? Juniors? Seniors?

Assessing Academic Advising

- How do we support special populations (transfer students, new students, BIPOC students, first generation students, etc.)?
- Are there policies/procedures/practices/systems/technologies/facilities/structures that are producing inequities or creating barrier for all students?
- How do we engage students who have, to this point, been disengaged with the program?
- How do our learning outcomes align with the six student learning and development domains from [CAS](#)?

- What learning outcomes/competencies do we expect from our students as they enter the professional field? Are there obligations we have to the field to make sure our students are prepared? How can these be discussed in advising meetings?
- How do we promote persistence and success in your advising meetings?
- What learning and development theories and approaches guide our student advising experiences?
- What steps can we take to make advising sessions safe and private for students? How do we make ourselves available to students?
- How do we make sure we have current and reliable advising information? Policy and procedure information?
- What do we need to learn or develop in order to be the best advisors we can be?