

## **Final Draft Revised 10/26/10**

### **DACC Academic Advising Statement**

#### **Definition, Description and Desired Learning Outcomes of Academic Advising at DACC**

A **Definition** of academic advising at DACC is needed to clarify roles and responsibilities between students and advisors, as well as to communicate the value of academic advising as part of the educational experience.

A **Description** of academic advising at DACC is needed to answer the question: “What is the process within academic advising?” These specific descriptions of activities in an advising session would help with roles, responsibilities and expectations for both students and advisors.

Creating **Desired Learning Outcomes** of academic advising answers the question: “What specifically is academic advising trying to accomplish?” It expands the definition and ties academic advising to the educational process, while also setting the stage for assessment of effective advising practices.

It seems logical that a DACC Academic Advising Definition, Description and Statement of Desired Outcomes need to be:

- Aligned with the institutional DACC Vision, Mission and Values Statement
- Aligned with the DACC Institutional Strategic Plan
- Aligned with Council for the Advancement of Standards in Higher Education (CAS) & the National Academic Advising Association (NACADA) standards
- Developed in consideration of peer institution models
- Developed with input from the DACC community

#### **Definition**

Academic advising at DACC is an ongoing partnership between a student and an advisor that focuses on enabling the student to identify, plan and achieve academic goals aligned with his/her career and life aspirations. Academic advising at DACC is part of the educational process that aims to assist the student to become an active and effective agent of his/her own learning.

#### **Description**

In the academic advising process, students and advisors engage in:

- Developing an awareness of values, interests, abilities, skills and potential
- Identifying academic and career goals and options
- Choosing an academic program
- Strategically planning out steps toward graduation or the completion of an academic goal
- Identifying effective academic study skills and habits
- Empowering students to solve problems that impede progress toward an academic goal
- Referring to appropriate campus resources
- Learning how to use the my.NMSU.edu account and the STAR Degree Audit
- Selecting courses
- Registering for classes

## **Desired Learning Outcomes**

The following are the predominant targeted student learning outcomes underlying the DACC academic advising process. These outcomes are the ideal product of quality academic advising.

### **Critical Thought**

- Learns and understands how a system works
- Solves problems using reason
- Relates concepts, both concrete and abstract
- Uses logic and reasoning skills in navigating academic requirements
- Reads and understands degree plan, catalog and schedule
- Generalizes previously learned information or concepts to a new situation or setting
- Understands general education and accepts the reason for it in selected program
- Uses degree program requirements, course load, and course availability to construct a course schedule
- Integrates learning as a permanent fixture in life

### **Self-Appraisal**

- Evaluates personal and academic skills, abilities, values and interests
- Uses self-appraisal to establish appropriate educational plans
- Focuses on areas of academic ability and interest
- Improves academic weaknesses
- Seeks feedback from advisors
- Learns from past experiences

### **Decision Making**

- Makes decisions and acts in accordance with values and other personal and life demands
- Takes data from multiple sources, including own experiences, and organizes/analyzes into an informed, independent choice.
- After utilization of campus and community resources, chooses career, major, and courses
- Understands the consequences of choices
- Determines appropriate balance between academic load, work and leisure time
- Decides to focus on academics to achieve goal

### **Healthy Independence**

- Operates autonomously by seeking the advice of academic advisors in a timely fashion
- Initiates questions and seeks help when needed
- Correctly interprets and applies degree requirements
- Selects, schedules and registers for courses in consultation with advisors
- Initiates contact with campus and community resources when referred by advisor

### **Responsibility**

- Owns thoughts, words, actions, behaviors, and habits
- Understands the value of ethics, and appropriate academic and personal conduct
- Sets, articulates and pursues individual goals
- Learns responsible citizenship within a community
- Seeks services for personal needs (e.g., writing lab, counseling)

### **Respect**

- Exhibits self-respect
- Develops self-esteem
- Demonstrates respect for diversity of differences in others and groups of others
- Shows appropriate respect for rules and authority
- Develops a sense of integrity and ethics inside and outside the classroom