

Academic Advising Design Principles

1. The College will develop an integrated model, process, and language for academic advising. The model will include orientation, group advising, peer advising, faculty advising and professional advisors, and will be guided by a set of written goals and objectives.
2. Academic Advising helps students make sense of their education as a holistic experience within their personal and professional lives, not as a series of isolated experiences.
3. The integrated advising model will align with the College's Academy-Centric Structured Pathways.
4. Advising lessons and principles will be embedded into Academy Exploration courses and developmental education courses.
5. The advising syllabus will determine the minimum information that students receive at key points in their educational pathway.
6. All students pursuing a certificate or degree (matriculated) will have a relationship with someone who can guide them through their academic pathway.
7. Academic advising is a reciprocal relationship between students and staff with both having responsibilities and expectations.
8. With advice from a skillful advisor, students will be empowered from the first visit to have control over the advising interactions.
9. Advisors and students actively use technology throughout the advising process, especially where efficiencies can be gained.
10. All newly admitted students must complete orientation and participate in a group advising session prior to registration.
11. All students should be advised at the following check points: before they register for second semester classes, at 50% and prior to certificate or degree completion. This meeting may take place individually or in a group setting, and may take place in person or using technology such as Skype or WebEx.
12. All students must develop an approved Academic Plan to include course sequencing that aligns with the SLCC College Catalog, with the student's transfer plans, and the students course taking patterns (full or part-time enrollment).
13. Students on academic warning or on academic probationary status can expect additional intrusive advising sessions with prescriptive course taking requirements.
14. The advising session should incorporate different modalities of learning.

Approved by Vice President Lepper and President Huftalin

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