GUIDE TO

Understanding and Evaluating
Program Components (Standards)

Supporting Website: advisingworks.wordpress.com
Effective Advising Programs work within the context of a well-defined mission, stated goals, and clear objectives, which are reviewed on an annual basis.

Program Mission
An advising mission statement should include your program’s purpose (why you exist), how your program accomplishes its purpose (what you do), and reference your program’s principles and values (why you do it). A mission statement must be consistent with the mission of the University, the Berkeley advising mission, and with professional standards. It should also be clear and concise, as well as motivational and inspiring, and it should refer to student learning and development (see: CAS). The following is an example of a mission statement, for a team of advisors who manage the full array of student services, graduate and undergraduate, for a large department. The Berkeley Advising Vision has been included, for reference:

VISION: Berkeley advising helps foster the academic achievement, intellectual curiosity, personal discovery and growth of students as they develop into well-rounded global citizens and leaders.

ADVISING PROGRAM MISSION: The Student Services mission is to guide and support students by providing helpful and timely advising services, clarifying policies and procedures, and facilitating student’s progress toward achieving their educational goals. Through advising services we aspire to support the social development and transformation of students throughout their academic careers. We welcome diversity, cultivate partnership and connection, and value fairness and mutual respect.

CAS Standard: “Programs and services must develop, disseminate, implement, and regularly review their missions.”

Program Goals
A mission statement represents the key principles of an advising program, from which concrete goals, objectives, and learning outcomes follow. Goals are said to “express how the mission will be achieved” (see: NACADA) and effective programs should be “guided by a set of written goals and objectives that are directly related to its stated mission” (see: CAS). Program goals must be consistent with the program mission statement, general in nature, and typically will remain the same year to year.

There are Two Types of Goals within an Advising Program

<table>
<thead>
<tr>
<th>Program Goals and Objectives</th>
<th>See Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Goals and Outcomes</td>
<td>See Section Two</td>
</tr>
</tbody>
</table>

The following focuses on program goals/objectives; student learning goals and outcomes are addressed within the next section of the guide.

Program Objectives
Objectives are established relative to program goals and are more concrete, task-oriented, and set on an annual basis. Program objectives should also address specific needs, which can be identified in a variety of ways throughout the year, e.g. student surveys. Below are examples of program goals and objectives for an advising program:
Goal 1.0: Strengthening the operations of academic and student advising services to maximize efficiency and further meet the needs of our students.

Objective 1.1: Fully utilize undergraduate peer advisors by locating them centrally (front-line of advising) and publicizing their services more broadly.

Objective 1.2: Monitor closely recent changes to course formats in upper-division electives to ensure quality and that student needs continue to be met.

Goal 2.0: Increase proficiency and use of information technology to better serve students and faculty and more efficiently manage resources.

Objective 2.1: Review and restructure the student sections of the program website to improve accessibility to key information and ease navigation for students and faculty.

Objective 2.2: Conduct online exit-surveys of both the undergraduate and graduate students as part of the commencement registration website.

Key Point: Be sure to reference each program component when establishing goals and objectives, to ensure all key areas are addressed!

Program Evaluation Example(s):
What questions do you have about your mission, goals, and objectives? What information or data will help you to answer the questions? What methods can you use to gather the information? Below are some samples.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
</table>
| Is your program’s mission statement in-line with professional standards (e.g., NACADA and CAS), clear and concise, motivational and inspiring, and does it include student learning and development? | • Alignment between program’s mission and professional standards.  
• Advisors’ rating/perception of mission statement quality and feedback on mission improvement.  
• Students’ (and other relevant stakeholders’) perceptions and feedback on wording and clarity of the mission statement | • Checklist or mapping chart  
• Survey or meeting  
• Survey or focus group |

To what extent do the program objectives address (or are aligned with) the needs of the program? | • Alignment between stakeholder needs and objectives | • Focus groups, student behavior/performance tracking, interviews, and surveys on stakeholder needs (e.g., exit survey). |

Key Point: Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

Key Tool: Be sure to see the Program Effectiveness website for sample student surveys!

Additional Resources:
Please see Program Effectiveness Website for additional information, examples, resources, and methods.
ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!
Component 2: Organization and Structure ➔

Effective Advising Programs are well organized and structured.

Program Organization and Structure
Any effective advising program must define and review how it organizes and delivers its services. The success of each structure depends on alignment with the mission of the unit that provides the services, the population of students being served and the resources available. There are three overall structures: decentralized, centralized, and shared, and UC, Berkeley represents a hybrid approach with a wide variety of advising delivery models.

<table>
<thead>
<tr>
<th>CENTRALIZED</th>
<th>Advising services delivered by advisors in one central academic and/or co-curricular unit. Examples @ UCB: CED &amp; CNR, centralized undergraduate advising offices. EOP/TRSP, centralized academic and co-curricular advising services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECENTRALIZED</td>
<td>Advising services delivered by professional or faculty advisors in separate academic or co-curricular units. Examples @ UCB: CED &amp; CNR, decentralized graduate student advising offices.</td>
</tr>
<tr>
<td>SHARED</td>
<td>Advising services split between advisors in individual departments and central offices Examples @ UCB: College of Letters &amp; Science: Centralized L&amp;S Advisors; decentralized UMA’s. COC: Shared Split: 1 professional and 1 faculty.</td>
</tr>
</tbody>
</table>

CAS Standard: “Programs and services must be structured purposefully and organized effectively.”

Two organizational tools are provided on the Program Effective website to assist with visualizing and understanding the overall organization and purpose of advising at UC Berkeley:

1. Advising Organization Chart: To understand how your advising program fits into the campus wide organization, see the Program Effectiveness Website for a bubble diagram of all advising programs by structure.
2. Advising Purpose Matrix: To understand how your advising program fits campus wide, according to objective and purpose, see the Program Effectiveness Website for a matrix diagram of all advising programs by purpose.

The Basics

✓ Create an Organizational Chart with Clear Channels of Authority
   **CAS Standards:** “The design of an Academic Advising Program must be compatible with the institution’s organizational structure and its students’ needs. Organizational charts must demonstrate clear channels of authority. Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management.”

✓ Clarify and Balance Advisor Responsibilities
   **CAS Standards:** “Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and advisees. 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.”

✓ Determine Physical Space Needs
   **CAS Standards:** “Programs and services must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals.”

✓ Know Your Budget
   **CAS Standards:** “Programs and services must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.”

Key Resources: Be sure to see the Program Effectiveness Website for examples of curricular and co-curricular organizational charts. Be sure to see the Program Effectiveness Website for lists of advisor responsibilities.
Key Point: Many programs and departments at UC Berkeley utilize frontline intake advisors or peer advisors. Graduate student and faculty mentors may also enhance the advising experience through a variety of formal and informal programs. Often, on the curricular side, multiple faculty chairs and committees will work in conjunction with advisors. It is important to account for these additional advising roles in analyzing a program’s organizational effectiveness.

Key Questions
Use the following questions to begin to evaluate the advising organization and structure.

Understanding Organization and Structure

1. Who is advised? (Do advisors know who their advisees are?)
2. Who advises? (Advisors, faculty, intake or peer advisors, graduate mentors?)
3. Where is advising done? What is the delivery model? (centralized, satellite, departments, residence halls?)
4. How are advising responsibilities divided? (Undeclared/1st Years only? Faculty advisors?)
5. What is the mode of advising? (appointments, drop-in, workshops, social media?)
6. Is the current structure working? (Do students know who their advisors are? Are they receiving accurate information?)
7. Is the advisor-to-student ratio appropriate? (NACADA 2011 Survey median case load: 1:300)
8. Does the physical space support the needs of the advising program?
9. Are advisors accessible when and where students seek academic guidance?
10. Are financial, personnel, and physical resources available to support and to staff the current or intended structure?
11. Are reporting lines clear to all advisors?
12. Is it clear to students where they obtain advising for their various needs, such as general education requirements, major and minor subject areas, honors courses, pre-law or pre-medicine curriculum, exceptions to policies, academic probation, graduation, etc.?
13. Do advisors understand the structure and their role within the larger system? If the structure is decentralized, is there an advising resource and training center?
14. If the structure is decentralized or shared, does the structure promote communication and cooperation among advisors in all units?
15. Is the structure conducive to sharing information and collaborating with other academic and student service units?

CAS Standard: “Programs and services must be structured purposefully and organized effectively.”

Program Evaluation Example(s):
How functional is the structure and organization of your unit? Below is a sample question that can be asked, information that can be gathered, and information-gathering options.

Questions to Ask
How effective is the program in communicating to students where they can obtain advising for their various needs? (e.g., wellness and health, leadership opportunities, general education requirements, the major and minor subject areas, honors courses, student conduct policies, graduation)

Information Needs
- Students’ awareness about where to go for each advising need (centralized UG advising center, departmental advisor, co-curricular advisor, central services office)
- Students’ self-reports on their areas of need and perceived success of each referral
- Students’ self-report on how they found the service.

Methods to Use
- Advising session log, focus group, interview, survey

Sample questions: (a) What do students expect from the office or advisor they visit? (b) How often did students follow up on the advisor’s referral? (c) How often do students consult websites before visiting an advisor? (d) Do students rely on their UMA for L&S advising? (e) Do students rely on a co-curricular advisor to help with curricular advising, and vice versa?

Key Point: Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

Additional Resources:
Please see Program Effectiveness Website for additional information, examples, resources, and methods. ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!
Component 3: Tools and Technology

Effective Advising Programs use tools and technologies to help advisors communicate with students, campus partners, and other stakeholders; to manage student information; and to share information and resources.

Program Tools and Technology
Technology permeates our students’ lives, and plays an essential role in their educational experiences. Consequently, advising units need to integrate appropriate communication and information tools in all aspects of the advising process, from outreach, recruitment, and retention, to management, delivery, and evaluation of the unit’s services and programs. To achieve this, units should regularly evaluate their technological capacities and evaluate their students’ technological preferences.

CAS Standard: “Programs and services must have adequate technology to support the achievement of their mission and goals.”

When implementing new programs and systems, it’s important to consider how advising technologies might affect the quality of communication, as well as connectivity and efficiency.

Advising technologies are the communication and information hardware and software used to deliver advising services to students. These tools impact three aspects of advising in particular:

- **Communicating Information**
  - For example, direct communication between students and advisors via email.
  - Relies on clear, effective writing skills.

- **Managing Information**
  - For example, student records, databases.
  - Should be interactive (i.e., connected, related, not siloes)
  - Accessible by all relevant advisors (curricular and co-curricular)

- **Sharing Information and Resources**
  - For example, departmental and social media web sites (Facebook; Twitter) which provide access to institutional requirements and opportunities.
  - Content and layout should be accessible, engaging, current.
  - Includes policies and procedures relevant to advising.
  - Integrates multi-media where appropriate.

Key Point: New technologies can produce significant change in the everyday advising experience.

Example: The Program Effectiveness website is one example of web-based information sharing.

CAS Standard: “Programs and services must explore the use of technology to enhance delivery of programs and services.”

CAS Standard: “Academic Advising Programs 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.”
**Key Questions**

Use the following questions to begin to evaluate the advising technologies within each of the areas mentioned above.

**Communicating Information**

1. How do students and advisors communicate?
2. Do advisors and students use the same tools to communicate?
3. Do the technologies support fast and easy communication?
4. Do advisors communicate effectively?
5. Are advisors trained to use current modes of communication?

**Managing Information**

1. How do advisors access and manage student information?
2. Do information management tools provide fast and effective access to relevant information?
3. Do information management technologies work together to facilitate reporting and analysis?
4. Is student information secure and confidential?

**Sharing Information and Resources**

1. Is your program information (print publications, web-based information, etc.) accessible to all stakeholders?
2. Is the information complete, current, and visually engaging?
3. Does your program information use a variety of methods of communication (e.g. text and video content)?
4. Is your program information linked to other relevant programs and sources of information on campus and beyond?

**Program Evaluation Example(s):**

Do advising technologies help the program achieve its mission and goals? Below is a sample question that can be asked to enhance effective use of technologies, information that can be gathered, and information-gathering options.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which communications technologies support fast and easy personal communication between students and advisors?</td>
<td>• Volume of phone calls, emails, and other forms of electronic communication between students &amp; advisors&lt;br&gt;• Average turn-around time for each mode (i.e., how much time elapses between responses)&lt;br&gt;• Track when “communication” has occurred when information is posted by listserv, Facebook (or other social media)&lt;br&gt;• Student perceptions about and preferences for certain modes of communication&lt;br&gt;• Advisor perceptions about and preferences for certain modes of communication</td>
<td>• Advisor log&lt;br&gt;• Self-report, short student survey, etc.&lt;br&gt;• Listserv and social media logs&lt;br&gt;• Student survey, focus group&lt;br&gt;• Advisor meeting or survey</td>
</tr>
</tbody>
</table>

**Key Point:** Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

**Additional Resources:**

Please see Program Effectiveness Website for additional information, examples, resources, and methods. **ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!**
Component 4: Policy and Procedures

Effective Advising Programs rely on clear, documented and widely publicized policies and procedures.

Program Policy and Procedures
Relevant and timely advising policies and procedures comprise the foundation of all sound advising programs and will address legal and ethical issues in higher education and advising. The policies must reflect and maintain compliance with federal and state laws, such as FERPA, and local regulations and policies specific to the university, college, school or unit. The procedures need to support the students’ progress through academic milestones and/or social learning development.

CAS Standard: “Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations.”

Policy and Procedure Competency
Central to advising is communicating policies and procedures. The Advising Council Development Working Group sees ‘policy and procedures’ as one of five core advisor competencies. See below:

Key Point: Clear communication is essential to this component!

Levels of Policy and Procedure

State and Federal

University and Campus

Program

External Policy and Procedures
FERPA, ADA, etc.

College, Student Conduct, Graduate Division, Academic Senate, etc.

Internal Policy and Procedures
Core and Major requirements, Student handbook, etc.

Policy and Procedures Competencies: Policy and procedure competencies are essential for advisors to complete their work. These competencies include knowledge about policies and regulations specific to the university, college, school or unit (e.g., co-curricular functions within student affairs or student service units); an understanding of procedures related to a student’s progress through their degree at UC Berkeley; information about the technology used in one’s work; and awareness of the legal and ethical issues in higher education and advising.
Key CAS ‘Policy and Procedures’ Standards

- “Academic advisors should have a comprehensive knowledge of the institution’s programs, academic requirements, policies and procedures, majors, minors, and support services.”
- “Staff members must be knowledgeable about internal and external governance systems that affect programs and services.”
- “Programs and services must have procedures and guidelines consistent with institutional policy…”
- “Programs and services must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education…”
- “Programs and services must have written policies on all relevant operations, transactions, or tasks that have legal implications…”
- “Programs and services must review relevant professional ethical standards…”
- “Programs and services must have procedures and guidelines consistent with institutional policy…”

Key Questions
To begin to evaluate the policies and procedures within an advising program, the following questions provide a start:

<table>
<thead>
<tr>
<th>Key Questions for Policies and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who writes the policies, procedures, and regulations for your unit? (Committee, Director/Manager, Team Leaders?)</td>
</tr>
<tr>
<td>2. What are the policies, procedures, and regulations applicable to your unit?</td>
</tr>
<tr>
<td>3. How do you disseminate policies and procedures to students and other stakeholders, e.g., faculty, peer advisors, parents, cross-campus colleagues?</td>
</tr>
<tr>
<td>4. How do you communicate internal policies amongst the advising staff?</td>
</tr>
<tr>
<td>5. How do you document changes to policies and notify your stakeholders?</td>
</tr>
<tr>
<td>6. Do your advisors understand the Family Educational Rights and Privacy Act (FERPA) and other relevant laws?</td>
</tr>
<tr>
<td>7. When do you update your policies and procedures documents, e.g. handbooks, policy and case logs, websites, checklists, worksheets, social media sites, etc.?</td>
</tr>
</tbody>
</table>

Program Component Evaluation Example(s):
Are the program and services in compliance with internal and external guidelines and policies? Below are sample questions, information that can be gathered, and information-gathering options that can be used to evaluate your unit’s level of compliance.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the current program policies in compliance with the institutional regulations and policies?</td>
<td>A list of institutional policies the program should adhere to.</td>
<td>An audit checklist</td>
</tr>
<tr>
<td>To what extent are the advisors up to date with the institutional policies (risk management, liability, etc.)?</td>
<td>Advisor’s knowledge and awareness about internal external policies.</td>
<td>A survey on advisors’ awareness of the policies</td>
</tr>
<tr>
<td></td>
<td>A list of internal and external policies the program should adhere to.</td>
<td></td>
</tr>
</tbody>
</table>

Key Point: Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

Additional Resources:
Please see Program Effectiveness Website for additional information, examples, resources, and methods. ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!
Component 5: Diversity and Inclusiveness

Effective Advising Programs acknowledge the diversity of student values, experiences, and motivations as they move in and through the university.

Program Diversity and Inclusiveness

“Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance.” Awareness of one’s personal notions regarding diversity and inclusiveness are critical as we interact with students from diverse backgrounds and experiences. Greater awareness with regard to how we understand and interpret diversity can lead to diminished instances of stereotyping and fewer misunderstandings. Programs and services must not discriminate on the basis of race; ethnicity; gender; gender identity and expression; sexual orientation; abilities/disabilities; age; cultural identity; family educational history (e.g., first generation college); language; religion; nationality; socioeconomic, or veteran status; or any other basis included in institutional policies, codes and laws (See: CAS). Advisor’s can demonstrate respect and sensitivity by approaching individual sessions with students with as few preconceived notions as possible.

Program Values

- Establishes relationships with students based on respect, trust, an understanding of their needs, and an appreciation for the complexity and richness of their experience.
- Values diversity and understands the role it plays in enriching the living, learning, teaching, and working experience.
- Interacts effectively across multiple differences.
- Demonstrates cultural competencies as reflected in the ability to understand, communicate with, and effectively interact with people across distinct backgrounds and experiences.
- Is aware of his/her own attitudes and assumptions toward cultural, racial, social, and gender diversity.
- Recognizes demographic profiles and emerging trends in the student population.
- Is aware of language as it pertains to multiple identities.
- Engages in opportunities to increase one’s understanding of the experiences of students coming from diverse backgrounds.
- Represents the university’s values towards access and inclusiveness for all.
- Knows about campus resources that support and advocate for diversity.

CAS Standard: “Within the context of each institution’s unique mission and in accordance with institutional polices and all applicable codes and laws, programs and services must create and maintain educational and work environments that are (a) welcoming, accessible, and inclusive to persons of diverse backgrounds, (b) equitable and non-discriminatory, and (c) free from harassment.”
Key Questions
To begin to evaluate the awareness of diversity and inclusiveness within an advising program, the following questions provide a start:

<table>
<thead>
<tr>
<th>Diversity and Inclusiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How is diversity defined?</td>
</tr>
<tr>
<td>2. Are diversity goals clearly articulated?</td>
</tr>
<tr>
<td>3. How is diversity manifested in your program?</td>
</tr>
<tr>
<td>4. How will diversity training be implemented?</td>
</tr>
<tr>
<td>5. How will teaching moments/points be introduced?</td>
</tr>
<tr>
<td>6. Are there opportunities for discussing complex student issues?</td>
</tr>
<tr>
<td>7. Do policies/procedures reflect the needs of diverse populations of students?</td>
</tr>
<tr>
<td>8. How do we learn about trends in the student population?</td>
</tr>
<tr>
<td>9. How do we express sensitivity?</td>
</tr>
<tr>
<td>10. How do we show respect for diversity?</td>
</tr>
<tr>
<td>11. What efforts is the program making at inclusivity?</td>
</tr>
<tr>
<td>12. Where do advisors go for support?</td>
</tr>
<tr>
<td>13. Are advisors familiar with the campus’ diversity and inclusivity goals and efforts?</td>
</tr>
<tr>
<td>14. Are services easily accessible to all?</td>
</tr>
<tr>
<td>15. Does the program reflect demographic profiles of the student population?</td>
</tr>
<tr>
<td>16. How is diversity reflected in the program’s strategic plans?</td>
</tr>
</tbody>
</table>

CAS Standard: “Programs and services must modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities.”

Program Evaluation Example(s):
Is your program creating and maintaining a diverse, inclusive, and equitable advising program and work environment? To evaluate diversity in your program, see sample questions below, as well as information that can be gathered and information-gathering options.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
</table>
| What are the program’s diversity goals? How is diversity reflected in the program’s strategic plan? How are the diversity goals addressed and implemented in program operation? | • Unit’s mission and vision statements  
• Programs strategic plan  
• The current and ongoing diversity goals for the unit  
• Examples of policies that reflect a commitment to diversity and diversity awareness  
• Examples of how unit is fostering respect and appreciation for diversity | • Document analysis of mission, vision, and policy statements (including hiring policies) using a checklist of ways diversity is supported and encouraged.  
• Alignment between institutional diversity goals and HR’s strategies for managing diversity in the workplace |
| How does the program stay abreast of changing demographics/trends in the student population? | • Student profile data  
• Advising student access and use data  
• Frequency of contact and information-exchange opportunities with programs that serve diverse populations of students | • CalAnswers  
• Intake form, advising session access tracking  
• Meeting tracking, tracking of emails and information-sharing |

Key Point: Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

Additional Resources:
Please see Program Effectiveness Website for additional information, examples, resources, and methods. ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!
Component 6: Training and Development

Effective Advising Programs ensure advisors are well trained and have regular access to professional development.

Program Training and Development
The definition of advising as an academic discipline is best situated within the context of Advisor Competencies.

The Advising Council Development Working Group defines a “competency” as the skill or capacity required to complete one’s work effectively, and has identified the following five core competencies.

Be sure to see the Advising Council Development Working Group website for a full overview and definition of these advising professional competencies.

### Professional Competencies:
Professional competencies form the base of knowledge that advisors need to do their job. This includes knowledge of best practice advising research and college student development theory, broad issues and trends in higher education, and the UC Berkeley Advising Vision.

### Practice Competencies:
Practice competencies enable advisors to use their subject matter knowledge to provide a safe space for students that promotes exploration, development, and intellectual growth. Advisors should have an understanding of the barriers to academic success, and the ability to evaluate and monitor students’ holistic growth. Advisors should have a general understanding of, and a willingness to explain how students create their own career paths by combining the curricular and co-curricular experience.

### Policy and Procedures Competencies:
Policy and procedure competencies are essential for advisors to complete their work. These competencies include knowledge about policies and regulations specific to the university, college, school or unit (e.g., co-curricular functions within student affairs or student service units); an understanding of procedures related to a student’s progress through their degree at UC Berkeley; information about the technology used in one’s work; and awareness of the legal and ethical issues in higher education and advising.

### Interpersonal Competencies:
Interpersonal competencies such as clear communication, counseling skills, and effective information-giving skills allow advisers to build strong and sustainable relationships with students, in addition to establishing effective working relationships. Advisors should create an inclusive environment at UC Berkeley, through an awareness of the issues facing different student populations, such as various social identities, and through an understanding of the cultural lenses the advisors themselves bring to the workplace.

### Institutional Competencies:
Institutional competencies allow advisors to conduct their work within the context of the institutional culture and history. These competencies require that advisors understand our student demographics; current campus issues that are relevant to the student experience; the role of the student voice within the shared governance process of the campus; and how our unique history as a city, institution, and system influences our focus on access and excellence. This set of competencies also enables advisors to know and use appropriate campus resources in their work. Finally, advisors will embrace the Principles of Community and the Principles of Excellence, Equity and Inclusion, which are promoted to create a civil and open campus environment.

- **CAS Standard**: “Programs and services must be staffed adequately by individuals qualified to accomplish mission and goals.”
- **CAS Standard**: “Professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.”
Key Questions
The following questions help units to begin to evaluate the advisor training and development within each competency area.

### Examples of Questions for Each Competency

#### Professional Competencies
1. Do you know the UC Berkeley Advising Vision Statement?
2. Are you familiar with foundational theories related to advising? How do you apply these theories?
3. How does California governance relate to UCB as a public institution?
4. How do you manage stress on the job? What are your own limitations as an advisor?
5. Are you able to take advantage of professional development opportunities?

#### Practice Competencies
1. How do you encourage exploration of diverse viewpoints and questions?
2. How do you assist students in translating their academic experiences into real world skills?
3. What are some factors from outside the classroom that can become barriers to academic success?
4. How do you use databases, communication tools, and other technology required your job?

#### Policy and Procedure Competencies
1. What are the policies, regulations, and work tasks that are specific to your unit?
2. What are the appropriate actions to take when a student is having a crisis?
3. Do you understand the Family Educational Rights and Privacy Act (FERPA)?
4. Do you know your own rights and legal protections? Are you aware of student conduct policies?

#### Interpersonal Competencies
1. Do you have a working knowledge of baseline counseling and communication techniques (e.g. effective listening, attending skills, paraphrasing, etc.)?
2. Do you communicate effectively in multiple modes including email and other media formats?
3. How do you build professional relationships for the benefit of students being advised?
4. What are some of the activities for learning about diversity on campus?

#### Institutional Competencies
1. What are some of the characteristics that define our student profile (e.g. age, race, ethnicity, geography, etc.)?
2. What are the primary problems facing your students?
3. Do you understand the role that students play in the shared governance process?
4. What is the Master Plan?

### Program Evaluation Example(s):
Does the advising staff have the knowledge and skills to work effectively? To identify and learn what advising staff need, below are sample questions, information that can be gathered, and information-gathering options.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the expected performances of advising staff? Do they have the background and skills to perform all the tasks? Are there any areas advisors feel the need to build their knowledge and skills?</td>
<td>A list of performance outcomes and tasks</td>
<td>Document analysis of performance goals and necessary competencies.</td>
</tr>
<tr>
<td>Does your program provide sufficient training for peer advisors to perform their duties?</td>
<td>Advisors’ self-assessment of their skills and knowledge to fulfill the tasks. Perceived needs to build their skills and knowledge.</td>
<td>Survey to staff advisors of their competencies and needs.</td>
</tr>
<tr>
<td>Does your program provide sufficient training for peer advisors to perform their duties?</td>
<td>Peer advisors’ background</td>
<td>Document analysis of peer advisor application</td>
</tr>
<tr>
<td>Does your program provide sufficient training for peer advisors to perform their duties?</td>
<td>Peer advisors’ knowledge about the program-internal and external policies, etc.</td>
<td>Selection interview</td>
</tr>
<tr>
<td>Does your program provide sufficient training for peer advisors to perform their duties?</td>
<td>Peer advisors’ self-report on challenging advising questions and scenarios</td>
<td>Peer advisor and staff meeting, focus group, survey</td>
</tr>
</tbody>
</table>

**Key Point:** Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

**Additional Resources:**
Please see Program Effectiveness Website for additional information, examples, resources, and methods. 

ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!
Component 7: Evaluation and Assessment

Effective Advising Programs regularly conduct program-level evaluations in order to identify program needs and issues and to engage in continuous self-improvement.

Program Evaluation and Assessment

Program-evaluation is a process of systematically gathering information about various elements of an advising program (e.g., goals, objectives, policies and procedures, staff training, technologies, outreach, etc.) to improve program effectiveness. Student learning outcomes (SLO) assessment is a particular type of program evaluation that is focused on student learning.

CAS Standard: “Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services.”

“Without evaluation, how do you know what you’re doing is working? You can help people until you’re blue in the face, but if it’s not the help they want or need, then you’re just wasting your time.” (UCB Advisor)

Definition:
Program evaluation is an essential tool that helps managers and advisors review and improve the state and effectiveness of their advising program by systematically gathering evidence to inform program decisions. When evaluating advising units, we collectively look into our advising mission and goals, as well as the processes currently in place to deliver services. Evaluation helps advising units appraise the strengths and weaknesses of their programs, policies, procedures, personnel, and organizational structure. More importantly, it provides managers and staff the opportunity to identify problems and suggest potential courses of action and solutions. If done correctly and continuously, evaluation may help improve effectiveness and efficiency, and support the adoption of new and innovative strategies. Overall, evaluation helps advising units identify best practices and find how best to deliver services.

Example:
A series of internal office surveys and focus groups reveals high levels of dissatisfaction among the advising staff. The survey also reveals that advisors are not sure if their efforts are making a difference in the life of students. In addition, advisors feel they are overworked, and asked to perform too many administrative tasks. Furthermore, advisors feel that their work is not valued, and there are no clear career opportunities. A manager can use this information to develop and implement changes that can create a productive work environment to motivate and engage their staff and to highlight their contributions.

This example reveals that to conduct a successful evaluation, the institution or program needs to have a clear understanding of the advising processes as well as the needs of its advisors.
"...because assessment makes me proud to work here....It’s important to feel that we’re making a difference [in students’ lives].” (UCB Advisor)

**Definition:**
Outcomes assessment can reveal the impact of the services you provide, with the intent to improve student learning in the advising context. The process of assessment includes identifying expected student learning in advising programs, and gathering evidence about student experience, perceptions, and performance. Units can take advantage of existing locally-held information or institutional databases (UCUES data, CalAnswers, GLOW survey, etc.). If existing data does not provide the information you need to make advising improvements, then consider gathering your own data using the most appropriate method (e.g., focus group, interview, e-portfolio).

**Example:**
One of the student learning outcomes for the advising program in the College of Environmental Design is career preparation (e.g., at the time of graduation, students are well-prepared for the transition to career and/or graduate school). The advising unit found that the proportion of students graduating with a job offer is lower than other Colleges. They engaged in assessment to design interventions and effectively deploy resources to support students for their pathways after graduation. They first contacted the Berkeley Career Center to gather information about their students’ career preparation behaviors. They then gathered information via senior exit survey to find out more specifically about their job applications and job offers. These results justified setting up a satellite career services in the College.

**Key Questions**

1. Does your organization have a set of program objectives and student learning outcomes?
2. How do you know that your program is achieving stated program goals? Do you measure and track your progress toward your program goals and student learning outcomes? Do evaluate the services you provide to your students?
3. How does your organization identify problems and explore alternative solutions? On what basis do you make your decisions? Do you gather evidence to make decisions?
4. Do you have a person or a team dedicated to systematically gather, analyze, and interpret student and program information on a regular basis?
5. What information-gathering methods do you use? How reliable and accurate are the information?
6. Does your unit produce an annual report? Who is the audience and what is the purpose?
7. Is your unit in compliance with UC, California, and Federal laws, rules, regulations and policies?
8. To what extent is the program assessment and evaluation useful, flexible, and meaningful to the advising staff?

**Program Evaluation Example(s):**
How do you know that your program is effective and working? Below are sample questions, information that can be gathered, and information-gathering options that can be applied to improve your program.

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Information Needs</th>
<th>Methods to Use</th>
</tr>
</thead>
</table>
| How do you know that the changes or actions taken in student advising are successful? | • Pre/post changes in student perceptions and experiences.  
• Pre/post changes in student performance (e.g., time to degree, job placement, etc.) | • Exit survey, focus group, interview  
• Central student data, behavior tracking, etc. |

**Key Point:** Be sure to see the Program Effectiveness website for more sample evaluative questions and methods.

**Additional Resources:**
Please see Program Effectiveness Website for additional information, examples, resources, and methods.  
ASK QUESTIONS AND/OR UPLOAD YOUR OWN EXAMPLES TOO!