**Academic Advising Proposed Pilot Model for BCC - Senate Recommendation 3-19-2014**

The purpose of academic advising is to help students select a program of study to meet life and vocational goals. The Academic Senate of BCC recommends that the college pilots an advising model that will aid in exploring the possibilities of providing various and eclectic methods to assist students toward these goals. The advising pilot program will address students’ life, academic, and career/vocational goals which are prerequisites to their identifying a program of choice. The pilot will include specific and intentional counseling and instructional contact opportunities for students as well several other possible opportunities for advisement throughout the academic year.

Non-counseling instructional faculty shall be referred to as Academic Advisors. Through Academic Senate and PFT1603 consultation, formal agreements shall be created between the college and those faculty members volunteering to participate as Academic Advisors during the piloting period. The formal agreement shall make explicit details such as the description of Academic Advisors’ roles and duties as well as compensation plans.

During the terms in which the advising model will be piloted, the scope of work is to be defined and listed in the following areas:

**Exploration of Life Goals and Vocational Goals**

1. Counseling and participating instructional faculty from the disciplines will develop a veritable referral process utilizing informative, user-friendly prescribed forms. Training to streamline who and where to refer when is in order and will be collaboratively developed and documented. During the student’s first year, the referral process should be active in order to foster proactive involvement on the part of all parties.
2. Designated counselors for program disciplines to work as specific liaisons with instructional advisors/mentors[[1]](#footnote-1).

**Program Choice**

1. Academic Advisors from the disciplines will develop advisement sheets that include the career pathways, Associate Degrees for Transfer information, employment outlooks, major preparatory coursework, necessary skills, professional associations, websites.
2. The Counseling Department in collaboration with the Academic Advisors from the disciplines will produce and participate in workshops, career fairs, and orientations. To be included in their formal agreement of participation, Academic Advisors are expected to attend or designate an attendee for these events.
3. Academic Advisors will create FAQs for their discipline for publication and distribution throughout the campus. Counseling faculty will distribute the FAQs when they meet with students.
4. Academic Advisors will facilitate and conduct informational interviews.

**Choose Courses**

1. Academic Advisors will advise students on developmental/prerequisite coursework necessary to be successful in discipline and/or transfer level coursework.
2. Counselors will work with the office of instruction to coordinate and schedule classroom visits to do information sessions on general education breadth to the maximum number of first year students possible.
3. Designated counselor liaisons to disciplines will attend department meetings to learn particulars of discipline and share pertinent information.
4. The Counseling department will maintain a counseling representative on the college Curriculum Committee.
5. Academic Advisors may be called upon to attend Counseling department meetings to share pertinent information not available during the departmental meetings at the beginning of the term.

**Schedule Courses**

Academic Advisors should mentor and advise students **only** with respect to the requirements for the major for AA/AS degrees and certificates. Course planning and scheduling details such as blending GE with major preparation, creating manageable and balanced schedules, requirement nuances as transfer institutions, etc. are strictly functions of the Counseling department faculty.

Counseling faculty and Academic Advisors will also work in collaboration with the college Learning Assessment Coordinator to create formative and summative assessment tools to be used to inform the development of the pilot, professional development, and potential expansion of the voluntary advising model after a three-term piloting period. (This follows the current policy regarding new experimental curriculum development.)

References:

“Be Advised” Community College Journal (October/November 2012).

“Role of Counseling Faculty and Delivery of Counseling Services” Academic Senate for the California Community Colleges. Adopted Spring 2012.

Student Transfer Achievement Reform Act, (SB1440, Padilla)

1. This requires an re-organization of the Counseling department. [↑](#footnote-ref-1)