

**SAN JOSÉ STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSÉ, CA 95192**

**S24-2, University Policy, Student Advising and Holistic
Student Support Services Policy**

Rescinds:S89-10

Legislative History:

On May 6, 2024, the Academic Senate approved University Policy Student Advising and Holistic Student Support Services Policy presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee.

ACTION BY UNIVERSITY PRESIDENT:

Signed and approved by President Cynthia Teniente-Matson, President, San José State University, on May 24, 2024.

University Policy

Student Advising and Holistic Student Support Services Policy

Whereas, Advising of students is critical to their academic and personal success at SJSU;
and

Whereas,
in their chosen program, and progress towards a timely graduation; and

Whereas, Supporting the student beyond their academics more holistically is also crucial
to their educational journey and success in their chosen program; and

Whereas, One of the most important relationships between students and advisors,
whether faculty or staff, is that which develops during the cooperative planning
of their educational journey, and this relationship can have far reaching
consequences in student success beyond academics; and

Whereas, Over 30 years has passed since the approval of S89-10: Undergraduate
Academic Advisement; Advising. Many of the challenges related to faculty and
staff advising

with the greater campus community in August 2019¹ and February 2024². These include lack of an advising curriculum, disparate participation in advisor training for all advisors, inaccessibility of advisors, inconsistency in the quality of advising, and a lack of a cohesive advising strategy; and

Whereas, The 2019 report lists the following recommendations:

- Establish campus-wide leadership and strategic planning efforts to enhance academic advising.
- Consider an exclusively professional advisor model to more effectively meet the needs of students.
- Create SJSU advising definition, vision, mission, goals and learning outcomes that apply across the university.
- Clearly define roles and responsibilities of academic advisors.
- Provide a framework to evaluate and assess academic advising success.
- Create a comprehensive, ongoing, advisor training and professional development program for all faculty and professional academic advisors.
- Expand the role and responsibilities of the Academic Advising and Retention Services Office to support the leadership and campus framework of academic advising.
- Reaffirm the Advising Council to support the advancement of established university-wide strategic goals and learning outcomes related to academic advising and student success.
- Develop an advising communication plan for the institution appropriate for all constituencies.
- Revise and implement a comprehensive orientation program that gives equal

Develop and implement a technology plan for academic advising.

Whereas, advising at SJSU are related to the 1) Organization and 2) Collaboration and Communication conditions.

- There needs to be transparency and sharing of the overall strategic plan and direction for academic advising.
- To foster effective communication, it's essential to consistently share thoughts and needs. Clear and frequent communication, both in writing and verbally, is key to ensuring that your intentions and desires are well-understood by others.
- It is absolutely essential to create ways for faculty and staff to collaborate and communicate to improve your academic advising programs and systems. It is impossible for excellent advising to occur in a siloed

¹ NACADA Consultants SJSU Report Final 2019

² NACADA Consultants SJSU Report Final 2024

Additional, more detailed suggestions are included throughout the body of the report; and,

Whereas,

NACADA report. Most notable, the policy was restructured to include both undergraduate and graduate advising across campus.

University Policy

Student Advising and Holistic Student Support Services

I. Tenets of Advising

San Jose State University shall be a student-ready⁴ campus and provide excellent advising and holistic support for students throughout their educational

University resources, including both financial resources and appropriate staffing hours, that support advising goals and objectives should be a priority and appropriate to the work required.

All advisors within the SJSU advising community shall act as a source of referral to other forms of advising and holistic student support services as needed.

SJSU will require comprehensive on-boarding/training appropriate to each
e quality of advising and leads to

and support staff. Comparable continuous professional development programs will also be required for those within the comprehensive advising structure. Such

ensure that they are up-to-date on current advising standards, have training and development opportunities to engage with those outside the SJSU community, have awareness of the roles of others in the SJSU advising community, and the referral system as well as promoting a collaborative mindset.

SJSU will develop an assessment program that evaluates the quality, effectiveness, and availability of advising and support services to all student populations at various stages of their academic career. Student satisfaction will be a significant component of this assessment program.

Online and special session programs may have their own advising structures and access to support services that are unique to their program. Students should consult with their programs to determine which advising and services apply based on their program and standing.

II. Support Services for All Students

Career Advising. Career advising is defined as professional guidance for students to prepare for career success through personal and professional explorations and skill development. It further includes connections to employers and professional networks that align with the career objectives of the student.

Career advising should be supported at the university level and conducted by professional career center counselors, advisors, and faculty. Career advising should be connected to college and department-level activities with support from the career center, as faculty play a critical role in career mentoring and exploration, and as recognized student organizations sponsor activities that lead to interactions with indon,468. (orat)4.0Tf1

cultural identity groups. Holistic student advising requires comprehensive knowledge of the many offices and programs that provide holistic support, including, but not limited to: SJSU Cares; Student Wellness Center; Counseling and Psychological Services (CAPS); Accessible Education Center (AEC); Peer Connections; Education Opportunity Program (EOP); Burs Aid Office; Cultural Centers and other Resource Centers.

Members of the SJSU advising community should be capable of providing appropriate referrals to a variety of offices based on student needs.

III. Undergraduate Academic Advising

Major/minor Advising. Major and minor advising is defined as the utilization of program information and advising tools in partnership with student information to design a pathway to completion of their academic program(s).

Major and minor advising should be governed by curriculum and policies as described in the university catalog. Major and minor curriculum is developed by the faculty and is department-driven. Advising may be formal or informal and shall be conducted by staff advisors and/or faculty.

General Education Advising. General Education advising is defined as the utilization of General Education and SJSU Studies guidelines to assist students in identifying coursework that satisfies these requirements. Such guidance requires specialized knowledge for select programs that have General Education requirements met within the major.

General Education advising should be primarily staff advisor-driven, with appropriate consultation with departments, at the college level in the student success centers.

IV. Graduate Academic Advising and Research Advising

Effective academic advising is an important aspect of all successful graduate degree and credential programs. While graduate students should receive strong advising at all stages of their educational career, their advising needs vary as they progress through their programs.

There are two types of advisors that the majority of graduate programs utilize: Graduate Program Coordinator and Graduate Research Advisor. Departments may have additional faculty or staff advisors. Students should consult with their students.

Graduate Program Coordinator. The Graduate Program Coordinator (also sometimes called a Graduate Advisor or Graduate Director) is the primary point

of contact for graduate students at the program level and serves as a liaison between programs/departments and the College of Graduate Studies. While the specific responsibilities of Graduate Program Coordinators vary across programs, they are generally responsible for supporting academic student success, assisting students in making timely progress towards degree,