



# College of Agriculture & Natural Resources

Academic Advising Plan for Undergraduate Students

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## Introduction

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The Academic & Student Programs Office and Faculty of the College of Agriculture and Natural Resources have a great opportunity to serve our students. With a central advising office focused on retention, recruitment, and internships, we will ensure students have the opportunity to be successful in the classroom, and be connected with more resources to enhance their education, including internships, study-abroad opportunities, and domestic travel. Department-level mentoring programs will ensure that students develop formative relationships with faculty, are exposed to undergraduate research opportunities, and receive the best contemporary career advice to support their sustained success. The combination of professional advising and faculty mentoring will ensure that students receive the professional, personalized and degree-specific attention they need to succeed during their time at UW and beyond. The College of Agriculture & Natural Resources advising plan will be grounded in structures and practices designed to meet the eight UW Undergraduate Advising Goals:

- Embrace and promote a culture of student readiness and success that overcomes barriers;
- First-year students and first-semester transfer students advising that is consistent, available, and student centered;
- Training and certification for all advisors to ensure consistency and accuracy;
- Clear governance and accountability for advising system;
- Use advising technology and communications that promote student success;
- Promoting engaged academic and career planning;
- Establishment of exploratory studies tracks;
- Assessment and continuous improvement of advising system

## Philosophy and Purpose of Undergraduate Academic Advising

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### *A SHORT DESCRIPTION OF THE COLLEGE/SCHOOL ADVISING PHILOSOPHY AND PURPOSE OF ACADEMIC ADVISING*

The COANR Academic Advising office will provide professional academic advising, giving students one significant person within the college who will assist and empower advisees to develop healthy study habits, plan for future semesters, monitor grades, and feel cared for. Professional academic advisors and faculty mentors will be trained and have broad knowledge to provide guidance on campus resources, internships, study abroad programs, and other opportunities that can enhance student educational experiences. Professional advisors and faculty mentors will partner to provide holistic support for the overall success of the students.

## Goals and Student Outcomes

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*WHAT ARE THE PRIMARY GOALS AND STUDENT OUTCOMES THE PLAN IS WORKING TO ACHIEVE? HOW WILL THIS BE MEASURED? HOW DOES THIS PLAN MEET THE 8 UNIVERSITY GOALS?*

Goals and Student Outcomes of COANR Advising Center and Faculty Mentors:

1. Teach students to understand their degree evaluation and utilize the different functions.
2. Show students how to plan ahead using their degree evaluation and the course catalog.
3. Meet with each advisee at least twice per semester to continue conversations and maintain the relationship.
4. Ensure students understand the drop/add/withdrawal deadlines for each semester.
5. Knowledge of syllabus.
6. Ability to locate and complete scholarship applications.
7. Learn how to manage Email accounts.
8. Understanding of “15 to Finish” and semester credit loads.
9. Knowledge of career opportunities, including graduate and professional schools.
10. Understanding resume components, including coursework and grades.
11. Knowledge of undergraduate research opportunities, study abroad programs, and internships.

## College Advising Model

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*DETAILED DESCRIPTION OF THE OVERALL UNDERGRADUATE ADVISING MODEL FOR THE FIRST YEAR, FIRST SEMESTER-TRANSFER STUDENT. HOW DOES THIS SUPPORT A HOLISTIC OR DEVELOPMENTAL ADVISING PROCESS WHERE ADVISORS BUILD RELATIONSHIPS WITH STUDENTS AND ENGAGE THEM IN BOTH ACADEMIC AND CAREER PLANNING? DETAILED DESCRIPTION OF THE SUBSEQUENT UNDERGRADUATE YEARS INCLUDING IF APPLICABLE THE HANDOFF AFTER THE FIRST YEAR WHAT IS THE ROLE FOR FACULTY IN THE FIRST YEAR AND SUBSEQUENT YEARS?*

The Professional Academic Advising staff in the COANR Academic Advising Office will be responsible for advising all students (majors and minors). In conjunction, each COANR department will design a faculty mentoring program to facilitate and offer opportunities for students to have faculty interactions outside of the classroom. The COANR Advising Center can help facilitate the student-faculty relationship by helping the student connect with a faculty mentor via email or face-to-face introduction. This can help alleviate any intimidation or anxiety a student might have when approaching a faculty member. Departments may choose to have individual mentors or group mentoring sessions. Whichever the method, the COANR Advising Center will mandate a number of mentor interactions before a PERC number is released. Faculty mentors must complete the necessary advisor training (Level 1), in order to be certified as a mentor in the COANR. The mentoring program should include, but not be limited to: setting individual or group

mentoring sessions with students – recommended at least once per semester (though individual department mentoring plans could have additional requirements), to have conversations about future courses to take, career paths, internships, and other professional guidance topics. These can also be opportunities for peer counseling or peer evaluation activities.

Professional Academic Advisors will be cross trained in all areas, but will specialize in four to five degree programs. All students will be assigned to an advisor by the first day of classes each semester. The Professional Academic Advisors will be the holder of the PERC, and will not release the PERC until the faculty mentor has confirmed successful meetings with the student.

Professional Academic Advisors, along with the Manager of Student Advising, will be assigned to specific degree programs. The professional advisors will engage themselves within their assigned programs. To do this, professional advisors will attend appropriate department meetings, and work closely with the department heads and undergraduate chairpersons for each program. It will also be expected that the chairperson, or other appointed representative from each department, will also attend meetings of the advising office. Clear, honest, and open communication will be expected from the advising office and the departments. Trust and support will be key components in this teamwork effort to helping new students feel successful and confident in their academic programs, as well as their overall success as a student in the College of Agriculture and Natural Resources at the University of Wyoming.

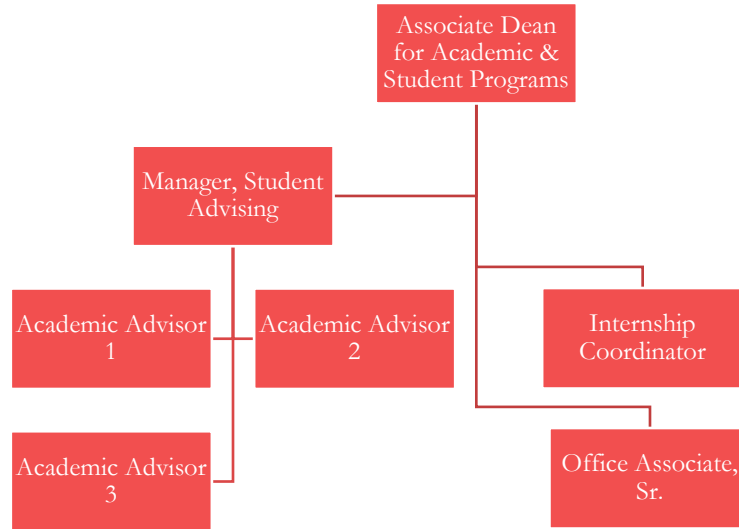
Advisee and department assignments will be as listed in the table below. The figures in the table are total Fall 2017 Undergraduate Enrollment numbers, pulled from the UBER report on 12-11-17 for the College of Agriculture & Natural Resources.

Manager, Student Advising	Academic Advisor 1	Academic Advisor 2	Academic Advisor 3
<b>AECL – 49</b>	<b>ANSC – 192 (43PVM)</b>	<b>AGBS – 173</b>	<b>FCSC - 154</b>
<b>AGCM – 33</b>	<b>VESC – 76</b>	<b>REWM – 66</b>	<b>MOLB – 78</b>
AECL – 1	ANSC – 3	<b>AGUN – 14</b>	<b>MICR – 80</b>
AGBS – 30	Horticulture – 15	Apparel Design – 17	MOLB – 3
F&R Mgmt. – 13	Human Nutrition – 15	HDFS – 19	
Natural Resource Economics – 1	REWM – 9	Interior Design – 14	
International AGECE – 0		General AGECE – 3	
Insect Biology – 1		International AGECE – 0	
Plant Protection – 3		Forest Resources – 6	
Reclamation/Restoration Ecology – 12			
Soil Science – 12			
<b>Total = 82 majors; 73 minors = 155</b>	<b>Total = 268 majors; 42 minors = 310</b>	<b>Total = 253 majors; 59 minors = 312</b>	<b>Total = 312 majors; 3 minors = 315</b>

# Staffing

*DETAILED DESCRIPTION OF STAFFING FOR THE FIRST AND SUBSEQUENT YEAR, INCLUDING POSITION TITLES, PROPOSED ADVISING CASELOADS, MONITORING ADVISOR/FACULTY CERTIFICATIONS, PLANS FOR COVERING ADVISING DURING ACADEMIC BREAKS, HOW WILL THE COLLEGE RECOGNIZE OUTSTANDING ACADEMIC ADVISORS? INCLUDE AN ORGANIZATIONAL CHART WITH REPORTING LINES. TRAINING PLAN FOR FACULTY MENTORS AND ADVISORS.*

Professional Academic Advisors will report to the Manager of Student Advising. The Manager then reports to the Associate Dean and Director of Academic & Student Programs. The office will also have an Office Associate, Sr. on staff to assist with overrides, degree evaluations, recruitment, T&P, and college events. Funding from an alternative source will provide an Internship Coordinator position, which will be an integral part of the COANR Advising Center, and will be expected to also work closely with professional advisors and faculty mentors.



Location – Agriculture Building, first floor, west side. The Advising Center staff will utilize the offices of AG 161 through 157, and likely also AG 139 and 140. The idea of the location is to have the advisors close together, as well as the internship coordinator, so that students can easily access their needs.

## **Monitoring Advisor/Faculty Certifications**

The Manager of Student Advising will keep record along with performance evaluations of the professional advisors to ensure they are current with ACES trainings and possible NACADA trainings. Faculty advisors training records will also be kept with the Manager of Student Advising, but department heads will be provided the information for their own performance reviews and any T&P requirements.

## **Coverage During Academic Breaks**

Professional Academic Advisors will be 12 month employees and will be expected to advise for all June orientation sessions and any one-day orientation sessions at the beginning of semesters. They will follow University of Wyoming Administrative Holidays and Summer Hours memo from the President's Office. With these expectations, advisors will also be available in January for spring orientations when students are still gone for winter break.

## **Recognition of Outstanding Academic Advisors**

The college currently has an Outstanding Advisor award program, and will continue to keep doing so. This gives students the opportunity to nominate their advisor and to provide feedback on the impact the advisor had on the student.

The college could also look into the retention rates of their respective assigned programs and award based on positive progression.

The college will explore avenues to reward both professional advisors and faculty mentors, with the intent to offer advising awards based on more intrusive criteria – considering caseloads, student feedback, checklist completions, and other successful markers that have been best practice nationwide.

## **Training Plans for Faculty mentors and Advisors**

Training for faculty mentors and advisors will be provided through ACES and will be monitored by the advising manger. All professional advisors will be a member of NACADA and attend workshops as resources allow. We will also participate and host NACADA webinars to continue professional development. These trainings will be required for all advisors.

## **Student Responsibilities**

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*HOW WILL THE COLLEGE/SCHOOL COMMUNICATE THESE RESPONSIBILITIES AND EXPECTATIONS TO THE STUDENTS?*

The college will incorporate first year checklists into their advising sessions. This can be handed out to students during the college open house portion of Cowboy Connect. Advisors can begin to communicate to advisees over the summer and set up a first meeting before the drop/add date. This meeting will cover the checklist and allow advisors to assign tasks, reschedule follow-up meetings, and connect the student with their faculty mentor..

## Evaluation and Assessment of Academic Advising

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*WHAT MEASURES WILL BE USED TO EVALUATION/ASSESS/IMPROVE UNDERGRADUATE ACADEMIC ADVISING?*

- Student, Peer, and Self - evaluations
- Retention rates
- First year checklist completion
- Progression to degree completion

# First Semester Check Sheet

College of Agriculture & Natural Resources Academic Advising Center; AG 158

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student W#

\_\_\_\_\_  
Student Email

Action to be completed, witnessed by advisor:	Date Completed:	Advisor Initials
Successful Login to UW Email		
Ability to get to degree evaluation		
Knowledge of Add/Drop Date		
Academic Advisor Meeting #1		
Academic Advisor Meeting #2		
Academic Advisor Meeting #3		
Faculty Mentor Meeting #1		
Faculty Mentor Meeting #		
Review of Course Syllabus with Academic Advisor		
Demonstrated ability to create an academic plan		
Knowledge of University Studies Program		
Successful registration of at least 12 credits		

Successful completion of the checklist, including signatures from both student and advisor, will result in the release of the student's PERC prior to their designated registration date and time. Failure to complete the checklist will result in a delay of issuing the PERC until the checklist has been completed.

Signatures from the student and advisor indicate that the student agrees to successfully completing each action in the presence of the advisor, and the advisor approving the completion of each action. The advisor signature allows for the release of the PERC to the student.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date