

College of Education

University of Wyoming

Academic Advising Plan for Undergraduate Students

The College of Education's Academic Advising Plan for Undergraduate Students is grounded in structures and practices designed to meet the 8 UW Undergraduate Advising Goals:

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

This plan provides the details and roadmap for advising undergraduate students at their entry point through completion including assessment of advising at the department and college/school levels.

A. PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

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

Academic advising is an educational process that facilitates students' understanding of the meaning and purpose of higher education. It fosters intellectual and personal development toward academic success and lifelong learning (NACADA, 2004).

In the Teacher Preparation and Advising Office (TPAO), academic advising provides students with the opportunity to build interpersonal relationships with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the resources and services that are available to them on the UW campus. Advisors empower students to become self-directed learners and decision-makers who take personal responsibility for their own educational choices.

Effective academic advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, personal, and career goals that are compatible with their values, abilities, career aspirations, and life goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student's entire educational career at UW. Both parties have clear responsibilities for ensuring that this partnership is successful.

B. MEASURABLE GOALS AND STUDENT OUTCOMES

*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?*

All of the goals described above are critical to the advising work that takes place in the TPAO. In order to work toward consistent improvement, we are focused on the following college-specific goals. We have provided some suggestions for metrics, though it is our understanding that advisement assessment tools and procedures will be supported on a university-wide basis.

TPAO Goals will be evaluated through administration of an online survey to be made available to students after every advising session. The survey will ask students to respond on a scale from strongly agree to strongly disagree to prompts such as the following:

My TPAO advisor(s) provided me with information I need to be successful.

Advising sessions in the TPAO are available when I need them.

My TPAO advisor(s) are focused on my success.

I receive consistent advising information from TPAO.

TPAO Goal 1: Ensure that advising in the TPAO promotes a focus on life-long learning and professional development for college and career success, through providing information necessary to students to help them overcome barriers.

TPAO Goal 2: Ensure that first-year and first-semester transfer students receive advising in the TPAO that is consistent, available, timely, and student-centered.

TPAO Goal 3: Ensure that current and future advisors complete the appropriate level of training for their position within an appropriate time after hiring and ensure that opportunities are provided for assessment and continuous improvement of the advising system.

TPAO Goal 4: Choose appropriate advising technology and communication tools – both for advisors and for students -- that promote student success, provide adequate professional development for use of these tools, and systematically review their use for potential upgrades.

C. COLLEGE ADVISING MODEL

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 Teacher Preparation and Advising Office will be the primary academic advising center for declared College of Education undergraduate majors, post-baccalaureate certification students, and students pursuing an education minor or non-certificate endorsement.

Location

The office will remain in the current location of McWhinnie Hall, with the main office being in room 100. There is currently a large area which is where the Office Associate is located. This is the main reception area where students are able to ask initial questions, receive paperwork, check-in for advising appointments, etc. In addition, there are three offices (rooms 105, 106, and 108). These spaces are currently the offices of the Manager of Advising (108), the Coordinator of Student Advising (106) and the Office Associate, Sr. (105). There is also a small storage room (107).

With the addition of three full-time advisors in addition to the current staff, additional office space will need to be obtained. Options for new office space are being considered at this time, with the primary options potentially including modification of McWhinnie 100 to include three new offices or to integrate other office space located on the first floor of McWhinnie for new offices and collaborative space. A decision at this time is not possible, pending costs and availability.

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.

General Staffing and Position Responsibilities

Beginning summer 2018, the Teacher Preparation & Advising Office (TPAO) will continue to be located in McWhinnie Hall, room 100 and will be comprised of five full-time staff members: Manager of Student Advising, Student Advising Coordinator, Sr., three Student Advising Coordinators, Office Associate, Sr., and an Office Associate.

The Manager of Student Advising will provide day-to-day oversight of the TPAO. This position reports to the Associate Dean for Undergraduate Programs in the College of Education. The Manager will be responsible for the tracking of advisor and faculty advisor training and certifications.

The following positions will report to the Manager of Student Advising. The positions will be responsible for achieving and maintaining level 4 advising status, capable of responsibly, professionally, ethically and accurately advising all College of Education teacher preparation students in a timely manner, from those inquiring about programs through to those pursuing the Graduate Certificate in Teaching program, and includes advising for College of Education approved minors. Cross-training among these positions will be completed in order to safeguard against significant restrictions in office services due to illness, vacation or longer-term vacancies in any one position.

Student Advising Coordinator, Sr.

Student Advising Coordinator 1, 2 & 3 (these are new positions funded by program fees)

Office Associate, Sr. - responsible for mentor teacher honorarium paperwork, residency placement coordination, budget reconciliation for TPAO

Office Associate - responsible for advising staff and faculty support, Institutional Recommendations, background check support and tracking

All professional advisors in the TPAO will be familiar with and able to advise for all undergraduate programs in the College of Education. The professional advisors in the TPAO will be supervised in similar structure as the current professional advising staff.

- Two full-time professional advisors will specialize in first-year and transfer students. These staff members would also support ACES in orientation and throughout the year, to help with advising students who are admitted to UW who are seeking Education but do not meet admissions requirements.
- Two full-time professional advisors will specialize in upper-division students and post-baccalaureate certificate students — working on clearing for degrees, etc. At least one of these staff members should be highly trained in graduate program issues, such as GRE prep, program admission requirements, timelines, and knowledge of available programs that are both campus-based and online.
- One full-time professional advisor will specialize in external communication with community colleges in Wyoming and nearby states, including recruitment through both virtual and on-site visits. This staff member will also advise students majoring in Education at UW-Casper.
- Other responsibilities will be split among all 5 professional advisors:
 - Staffing CoE tables at Discovery Days and Campus Pass;
 - Serving on CoE Recruitment and Retention committee;
 - Screening of student files for progress through program, including residency/student teaching;
 - Providing summer orientation advising for incoming first-year and transfer students;
 - Providing admissions screening and reporting, as well as working with students who are not academically ready for entry in the CoE;
 - Intrusive support for students who are struggling academically;
 - Recruitment and retention initiatives;
 - Class visits at UW-Laramie, UW-Casper, and community colleges;
 - Providing support for Institutional Recommendations for educator licensure;
 - Organizing opportunities for students to meet faculty;
 - Teaching students to use planning tools, such as Degree Works, WyoWeb, and other tools available for program and career planning; and
 - Assisting with university-wide initiatives, such as Early Alert.
- All professional advisors in TPAO (whether funded internally or externally) should go through the same training and certification process that ACES will provide. This training should include some tools for helping students take responsibility for their own programs and success, in order to support the university model of developing a culture of student responsibility.
- Invest in and use an online scheduling system and tracking system for advising meetings. This will enable us to track the time spent with students and other metrics.

- Invest in and require ongoing professional development (such as regional/national conferences focused on advising) for all professional advisors and faculty who choose to advise.

Throughout the long history of the College of Education's recognition on the importance of quality student advising, the faculty have played an indispensable role. In conjunction with establishing a larger formal advising center with the addition of three professional academic advisors, the faculty role in the success of students' degree completion and into careers as highly qualified and functioning professional teachers will not diminish. Faculty who wish to continue to advise students are very much welcome to do so.

- Training expectations for these faculty will be similar to professional advisors, depending on the class standing and numbers of students that a faculty member wishes to work with in this capacity.
- A minimum of Level Two advisor training is expected for faculty who desire to work with students from sophomore standing through senior, with exception being made for first-semester transfer students who will remain in the advising center.
- A faculty member wishes to actively advisor for a particular minor, a level two advisor training is also required.
- The advising load for a faculty member will be decided in conjunction with the other faculty member's teaching, research, and service responsibilities.
- Faculty advisors will be expected to maintain current understanding and practical application of University and College policies and procedures. They will also work and communicate closely with the staff of the advising center in regard to changes, updates, complications, etc.
- Faculty who do not wish to continue working with student as an academic advisor are welcome to serve as Mentors, upon completion of Level One training through ACES and other training specific to mentors, as available. Faculty Mentors will be critical to students in order to discuss short and long-term professional goals, graduate school or similar opportunities, questions and concerns related to classroom teaching experiences, faculty research areas, etc.

Advising Structure and Processes

Three new academic advisors (Coordinator Student Advising) will be hired and trained during the spring 2018 term. The training will be conducted through the training program being assembled by ACES, as well as college-specific training handled by the current advising team. The fully staff TPAO office will be in place to handle the June Freshman Orientation programs, as currently planned. Additional training will continue, whether through campus, college or professional network options throughout the summer and the following academic terms.

Over the course of the summer, the bulk of the undergraduate students in the College will be reassigned to the professional advisors in the established advising center. Students whose class standing is sophomore or above and are beyond their first semester at UW if a transfer student, may be assigned to faculty who have completed the appropriate training. Trained faculty may also serve as advisors for students who have declared specific college minors. The anticipated advisor to student ratio for the advising center staff at this time is approximately 130 to 1 given. We anticipate growth in the undergraduate population and will be able to accommodate with the current plan.

Advising appointments in the College of Education for all undergraduate majors are scheduled in one-hour blocks. This allows time to discuss topics that affect each student's academic success. It allows time to formulate long-term plans that may include the addition of minors, professional endorsements, additional majors, student exchange opportunities, and other measures.

All declared secondary education majors have a concurrent major in either the College of Arts and Sciences or the College of Agriculture. The professional advisors in the Teacher Preparation and Advising Office will be responsible for working with contacts in these other colleges, departments, and programs to best assist students with plans for completion as all as other opportunities, such as additional content specific internships. On average, over half of a secondary education major's total credits hours are completed outside of the College of Education.

D. STUDENT RESPONSIBILITIES

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

College of Education students, as future educators, are responsible for knowing and meeting all of the requirements of their degree programs. Students must maintain a minimum 2.75 UW Total Institution grade point average to enter Phases II and III of the Wyoming Teacher Education Program and to graduate from the University of Wyoming. Prior to enrolling in professional education courses, students are expected to have met the specific program and course prerequisites as listed on the program sheets for their respective teacher education programs, endorsement(s), and/or minor(s). Students are expected to make reasonable academic progress toward completion of a degree.

It is critical to our students' success to take the initiative to ask questions if they do not understand an issue or have a specific concern, to be open and willing to consider advice from faculty, advisors, and other mentors, and to be an active learner by participating fully in the advising experience. To this end, College of Education students should make an appointment to meet with their assigned advisor at least once per semester and be prepared for each advising session with questions. As a professional courtesy, students who are unable to attend an appointment, should promptly notify the advisor of this and re-schedule as necessary.

College of Education students are expected to model professional and ethical behavior, both in and outside of the classroom. They should accept responsibility regarding the investments they are making in their future careers, as well as accepting responsibility for their decisions and actions. Being open to learn more and grow in the areas of appreciation of individual differences and inclusiveness is one of the most valuable outcomes in their journey to become a professional educator.

These expectations will be communicated to students through interactions during Orientation sessions, and through the development of a short online module for advising. The online module will be sent to all students, but particular effort will be made to ensure that students who don't come to Orientation, or who change their majors into the College of Education, will complete the module. In addition, advisors in TPAO will revise the existing advising syllabus, which could be part of the advising module as needed.

E. EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

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

We expect that evaluation of academic advising will take place at both a university-wide and a college-based level. The College of Education already uses an advising evaluation survey that was developed by a group of faculty and staff several years ago and is implemented through EvaluationKit. This evaluation survey will be modified to align with the TPAO goals described above. In addition, TPAO staff will receive data from the university-wide evaluation system, which we expect will be designed by the Advising Council and will also be reviewed annually.