



Haub School of Environment & Natural Resources University of Wyoming Academic Advising Plan for Undergraduate Students

The college/school undergraduate advising plan will be available to all interested parties and details the college/school advising structure and responsibilities to the student. The plan 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

Because the Haub School Academic Programs are deeply interdisciplinary¹, we take an individualized, holistic, and in-depth approach to advising.

For undergraduate students, we utilize a holistic advising model wherein dedicated advisors (currently two staff members, and one APL) work with all undergraduate students across 4 degree and minor programs. Haub School advisors work with students on their academic, professional/career, and personal needs and goals from the student's first interest/point of contact in the Haub School through graduation. We provide a high level of individualized service to all students, and have emphasized personal and academic relationships with first-year and transfer students (through orientation, first-year seminar advising integration, field opportunities, individual transcript reviews, cohort and co-curricular activities, and freshman interest groups).

All Haub School advisors engage in a wide range of other duties (teaching, curriculum and course management, recruitment and retention, event planning, field course design and planning, programmatic assessment, etc.), and as such integrate resources and opportunities to student advisees.

The purpose of advising for Haub School students is to 1) provide clear and consistent direction to students' interdisciplinary areas of study and interest; 2) support students in accessing support and

¹ Haub School Undergraduate Programs:
- BS in Environmental Systems Science (ESS)
- Major (concurrent) in Environment and Natural Resources (ENR)
- Minors in ENR, Sustainability, Outdoor Leadership

opportunities tailored to their needs and goals; 3) empower students to take responsibility for their education and participate as active members of the Haub School and university communities.

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?*

1. Embrace and promote a culture of student readiness and success that overcomes barriers;
 - a. *Haub School goal:* Students will receive the highest level of advising service
 - b. *Student outcome:* Students will have a heightened state of readiness and will make well informed enrollment, major and career decisions
 - c. *Metric:* Meet or exceed UW graduation rate
2. First-year student and first-semester transfer student advising that is consistent, available, and student centered;
 - a. *Haub School goal:* Timely, personal advising services delivered with a high degree of professionalism
 - b. *Student outcome:* Streamlined articulation for transfer students, clear pathways to complete and explore majors for first year students
 - c. *Metric:* Meet or exceed UW first year and transfer retention rates, high satisfaction, low frustrations expressed by both first year and transfer
3. Training and certification for all advisors to ensure consistency and accuracy;
 - a. *Haub School goal:* All advisors complete (or are grandfathered into) level 4 trainings and maintain current certification status
 - b. *Student outcome:* Students receive excellent information with minimal curricular detours
 - c. *Metric:* Students express high confidence in advising information and processes
4. Clear governance and accountability for advising system;
 - a. *Haub School goal:* Invest in hiring, training, retaining best possible advisors. Remain committed to outstanding advising services
 - b. *Student outcome:* Students receive consistent high quality advising services regardless of advisor
 - c. *Metric:* Measures of student satisfaction and advisors' professional practice are consistently high
5. Use advising technology and communications that promote student success;
 - a. *Haub School goal:* Provide students with accurate information and efficient communication
 - b. *Student outcome:* Students receive excellent information in a timely manner with clear understanding and actionable direction
 - c. *Metric:* Measures of student satisfaction and understanding are consistently high
6. Promoting engaged academic and career planning;
 - a. *Haub School goal:* Emphasize student success at UW and after graduation
 - b. *Student outcome:* High academic success and clear understanding of career options and skills needed to successfully achieve career goals
 - c. *Metric:* High rates of employment in appropriate career fields

7. Establishment of exploratory studies tracks;
 - a. *Haub School goal:* Develop or adopt and implement a set of exploratory tracks in the areas of environment and natural resources
 - b. *Student outcome:* Experiential opportunities to integrate their education across disciplines
 - c. *Metric:* Successful completion rates of exploratory studies
8. Assessment and continuous improvement of advising system
 - a. *Haub School goal:* Develop and implement an assessment system for our advising program
 - b. *Student outcome:* Incremental improvement in advising systems giving students increased levels of service
 - c. *Metric:* Gather and analyze advising data from students annually. Adapt advising program based on assessment results

C. COLLEGE ADVISING MODEL

FIRST-YEAR STUDENTS

In addition to the model described for all students below, the Haub School facilitates two (2) Freshman Interest Groups (ENR and Sustainability) and manages an additional cohort-based, co-curricular experience for students in the BS in Environmental Systems Science, connected to student enrollment in ESS 1000.

FIRST-SEMESTER TRANSFER STUDENTS

In addition to the model described for all students below, Haub School advisors participate in the articulation process with community college partners, creating a higher level of context and understanding of transfer curriculum and institutional variability. Transfer advising (before arrival on campus) is offered via Skype and/or distance communication; transfer and degree evaluations are discussed in detail with each student, including a tutorial on how to navigate UW systems; and an individualized digital transfer plan, including substitutions and remaining courses with a completion timeline is co-created with each student and advisor during the initial advising session.

Additionally, for students transferring into the BS in Environmental Systems Science, we offer a section of the course aimed at transfer and continuing students, separately from the first-year student-only section.

ALL STUDENTS

From the first point of contact in recruitment visits, through orientation advising and first-year/first-semester advising, students interact with trained Haub School advisors in an ongoing relationship. Advisors interact with students in the following venues

1. Recruitment visits (prospective student visits, Discovery Days, etc.)
2. Pre-orientation welcome information (sent from advisors)
3. New Student Orientation (resource fair, College Connect, and advising)

4. Individual advising meetings (scheduled throughout the semester)
5. Career-specific resources (online and in-person) and advising (typically during the student's second or third year, often related to internship requirements in the Haub School)

Documentation and Planning

During the initial advising session in the fall semester (or during a first meeting), students and advisors co-create a digital 4-year plan specific to the student's program of study in the Haub School. That plan is revisited with each subsequent advising meeting and is adjusted to reflect individual areas of interest and emergent opportunities.

Relationship-building

Beyond the first year, students *retain* their Haub School advisor throughout the remainder of their academic career at UW. Students can choose to change their advisor, though typically advisors will work with students from the first point of contact with the Haub School through graduation.

Utilizing a holistic advising model, the Haub School trains advisors in inquiry-based discussion, with the practice of engaging students in describing their experiences, performance, interests, and challenges in each meeting/advising session. Throughout the advising relationship, Haub School advisors seek to provide students with

1. Accurate and timely information about their programs of study;
2. Information about, connections to, and personal contacts with other major/minors, departments, faculty, opportunities, and programs that may be of interest to the student;
3. Resources and support regarding professional experiences and directions (including use of the EPIC system and referral to Haub School and UW job listings and support services);
4. Holistic, individualized support that encourages students to take an active role in their learning, seek opportunities to enrich their educational experiences, and thrive as members of an engaged community.

Advisors & Faculty

Advisors in the Haub School are available throughout the semester (not only during heavy advising times), and encourage multiple meetings as student questions and needs arise. Advisors each have an online calendar for students to sign up for appointments throughout the semester.

Faculty teaching in first-year courses also communicate with advisors (and, in some cases, are themselves advisors) which increases the knowledge-sharing and individualized, interventionist approach of first-year advising. Faculty teaching in the Haub School internship courses also interact closely with advisors (and in some cases, are themselves advisors) regarding student career preparation and professional advising.

All Haub School advisors have:

1. Level 4 certification through ACES advisor training modules
2. Access to all student data via digital records, four-year plans, and individualized advising summaries
3. Expectations for communication across advisors to discuss student needs and strategies for supporting individuals

D. STAFFING

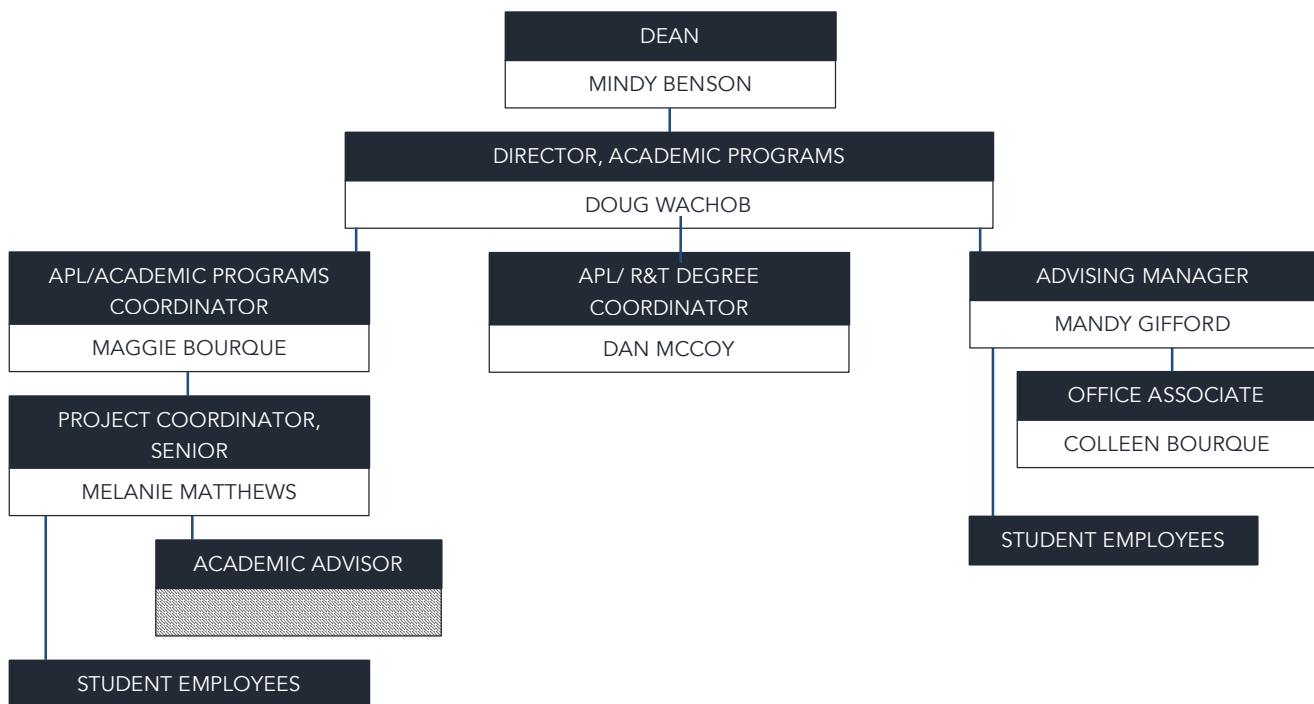
DETAILED DESCRIPTION OF STAFFING FOR THE FIRST AND SUBSEQUENT YEAR, INCLUDING POSITION TITLES, PROPOSED ADVISING CASELOADS, MONITORING ADVISOR/FACULTY CERTIFICATIONS, PLANS FOR COVERING ADVISING DURING ACADEMIC BREAKS. HOW WILL THE COLLEGE RECOGNIZE OUTSTANDING ACADEMIC ADVISORS? INCLUDE AN ORGANIZATIONAL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

For undergraduate students, we utilize a holistic advising model wherein dedicated advisors (currently two staff member, one APL) work with all undergraduate students. Haub School Advisors work with students on their academic, professional/career, and personal needs and goals from the student's first interest in the Haub School through graduation.

We maintain integrated and holistic advising, provided by advisors who also have a wide range of other duties (teaching, curriculum and course management, recruitment and retention, event planning, field course design and planning, programmatic assessment, etc.). The advising load (30% FTE job description = 90 students/advisor) is at the maximum of or beyond a sustainable capacity, particularly when combined with other duties.

Manager, Student Advising – Coordinator –APLs

Advising is available 12 months of the year; while individual advisors are split on 12-month and 9-month appointments, there is always a fully-trained, informed advisor available in the Haub School.



E. STUDENT RESPONSIBILITIES

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

1. Expectation of student communication and preparation before advising sessions communicated via directions on the appointment calendars and in advising emails
2. WyoCourse site information utilization

F. EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

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

Training and Professionalization

We see increasing need for periodic formal training sessions with all advisors to supplement our communicative culture wherein practices, challenges, and norms are discussed regularly and consistently amongst the staff and faculty advisors. With differentiation and program growth, coordination among the advisors is essential to maintain clarity, consistency, and quality, and this is achieved through periodic (~1 meeting every 6 weeks) advising group meetings. The undergraduate APL advisor currently functions as the advising coordinator and disseminates relevant information that may come from institutional sources, and both the undergraduate advisors (and occasionally the Director of Academics) attend the monthly Advising Conversations meetings. Advisors have also participated in national advising conferences and workshops/professional development opportunities.

Assessment and Evaluation

Every undergraduate student is given an annual, online advising evaluation through EvaluationKit, specifically for his/her Haub School advisor and advising experience. We also ask questions regarding advising efficacy in each student's Haub School exit interview (grad and undergrad), and track comments, suggestions, and feedback received informally throughout the year. We also include advising (as appropriate) in surveys to alumni and current students.

This will be approved by the Advising Council and will also be reviewed annually.