

**Transformational Student Experience – Three Pillars of Advising Workstream Report  
October 25,2024**

Workstream leads met twice since the full workstream committee met in September. Leads met to further develop holistic advising model.

DRAFT

In support of the college’s mission and the desire for all foresters to have a transformational student experience, we strive to build a student advising model that is developmental, integrated, and individualized.

Developmental

Student advising occurs across all four years and is designed to support students in setting goals, exploring opportunities, and leveraging resources. Developmental advising is holistic and supports the student in achieving academic, professional, and personal growth.

Integrated

Student advising occurs through the many relationships students build with faculty and staff across the college. Ensuring that there is a structured and shared set of expectations, resources, and training across all faculty and staff will be a critical step toward fulfilling an integrated experience of advising.

Individualized

Meeting students where they are at is a hallmark of effective advising. Equipping faculty and staff with the training and tools necessary to meet the diverse advising needs of students is essential. Thinking holistically about the needs of our students and creating appropriate mechanisms to globally meet the needs that will support student growth

As we look to flesh out the details of the developmental advising model, we want to align the model’s outcomes with institutional learning outcomes across all four years. The table below is in an early draft form. This table will have specific, common events/experiences listed in the open cells by year so that we are intentional about developing specific competencies through common experiences.

COMPETENCIES	YEAR 1	YEAR 2	YEAR3	YEAR4
CRITICAL THINKING				
ARTICULATE COMMUNICATORS				
GLOBALLY ENGAGED				
RESPONSIBLE COMMUNITY MEMBERS				
LIFE LONG LEARNERS				
CONFIDENT IN GOAL SETTING AND PROBLEM SOLVING				
COMPASSIONATE				
CULTURALLY ATTUNED				
ENGAGED MEMBERS OF SOCIETY				
SELF AWARENESS				
DEVELOPING PURPOSE				
INTEGRITY				

### Potential Strategies to Support Holistic Advising

- Professional advising center for students prior to declaring a major
  - The advising center would be a way to better coordinate the early needs of students with regard to orientation, campus engagement, early career preparation
  - Advisors would work with incoming first years and transfer students to best support their early academic needs and support students in establishing their goals
- Partial credit courses designed to support students' holistic success and address known challenges
  - Partial credit courses would leverage the expertise across campus to directly support students' learning in arenas that hold them back from fully reaching their academic potential (e.g. managing stress, conflict resolution techniques, public speaking, professional habits et al.)
- Mapped opportunities/pathways to support students' general goals across their years at the college
  - Increasing the early and continuing opportunities on and off campus for students to challenge themselves (e.g. community work study jobs, campus leadership jobs, funding to present research at conferences etc.)

We would like to develop a set of easily remembered questions that align with the model's overall outcomes and reflect the developmental nature of the model. For example, ...

1. *Who am I -what are my strengths and my challenges and how do I want to grow over the next 4 years?*
2. *How am I a contributing member of my community – learning from, listening to, and sharing in the diversity of my peers, faculty and staff.*
3. *How am I challenging myself to deepen my skills and experience to reach my full potential?*

The workstream leads will continue to meet in order to more fully flesh out the details of a holistic advising model. We plan to share the draft of the model with the full workstream committee prior to the end of the semester.