Student Planning Advisor Template

Meeting with Students using Student Planning

Although Advisors will have a very effective new tool, the skills Advisors use in their meetings with students and the overall processes and advising philosophy at The University of Winnipeg will not change with the release of Student Planning.

Advisors will still open meetings in a friendly manner and build rapport with students. They will continue to assess students' needs and inquire how they can be of assistance; they will be supportive and accepting of students and respectful of their situations; and they will be helpful and share information accurately. They will end meetings with a plan which will clarify directions and options as the student continues with his or her university studies or works on addressing specific issues the student has come to discuss with the advisor.

In brief, Advisors will continue to engage in the advising process now their services for students will be enhanced by Student Planning. This specialized tool is designed to support University of Winnipeg students' planning and decision making with respect to their university experience. It is students:

1. Before the meeting, open the Student Planning Report and check

toward meeting all degree requirements. Also open Student History Crystal Reports to check Current Status, as well as the total number of credit hours accumulated to date.

2. Explain what Student Planning is:

> Student Planning is the next generation of WebAdvisor. It updates/replaces many functions of the old WebAdvisor, including registration and finances, and adds some exciting new features too. A few functions of the old WebAdvisor will remain in use for now; they will gradually be phased out in the future.
>
> Student Planning lets you create a multi‐year plan of all your courses, based on pre‐requisites and on when courses are typically offered.
>
> Once the University releases the course offerings for a Term(s), you can plan the specific sections you want to take using the interactive timetable. You can save your timetable plan and then you only need to click “Register” on your registration date/time.
>
> In the meantime, the interactive view of the timetable lets you see how many students have

Clicking on the notifications icon at the top right is also the fastest way for the student to find out about any Holds on their accounts which will prevent them from registering.

3. Explain how to access Student Planning.

A link to Student Planning is in the WebAdvisor menu. Log into WebAdvisor and select the “Student Planning/Registration” tab.

Discuss the similar screens that Advisors and students see. Note that Advisors log into the Advisor View and students will log into the Student View. The views are very similar but not identical. Note that the Advisor and the student are looking at the same plan and any changes to the plan that are made in the meeting are immediate and the student will see them when they next log in at home to the student view.

4. Respond to the student’s initial questions and the reasons they came to Academic Advising.

5. If they came to Academic Advising for a reason other than degree planning, after addressing their issues, show them where to find Student Planning and show them the report it creates so they can look at it at another time.

6. Undergraduate: Ensure the declared major and program year are correct. If they have not declared a major, encourage them to declare one so degree requirements will display for them in Student Planning.
Graduate Studies: Ensure the declared additional major and program year are correct.

7. Undergraduate: Note the GPA. If GPA is low, check student status in Student History Crystal Reports and address any issues with GPA and status. Check number of credit hours of “F” grades. Address this if needed. Check appeals history in Student History Crystal Reports if relevant.

8. Refer to their webmail address and encourage students to use and check it.

9. Look at the timeline and view all the terms they have completed, are currently taking (courses registered for) and the terms planned. Note and address any error messages in the planned courses.

10. Look at student’s academic goal (their degree, as well as major subject for undergraduate studies, or additional major for graduate studies), to see how far along s/he is. Discuss the “stoplight” colours and what they mean (dark green for completed, light green for in progress, yellow for planned and red for not yet addressed.)

Review the requirements and where they are at:
For undergraduate studies π general and major degree requirements
For graduate studies π degree and additional major requirements gocompletewellstudent

12. Ensure the student knows how to search for and plan courses, register for courses and put themselves on waitlists. Explain these processes:

> The Progress page displays an at a glance overview of your GPA and program information. The progress bars provide an estimate of how far along you are in their program, the total number of credit hours you have planned, are in progress, and completed.
>
> Detailed program requirements are listed in the Requirements section. This section shows how your completed and planned courses are used towards your program.
>
> You can search for courses in two ways – by using the Progress page to search for courses by requirement, or by using the Course Catalog.
>
> You can plan sections of a course by going to Course Plan, select the desired

register for. If appropriate in the context of why the student is meeting with an advisor in this appointment, introduce the option of being assigned to a particular advisor as an advisee. Mention that one of the benefits