



University of Wyoming College of Health Sciences Undergraduate Academic Advising Plan

PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

The overarching purpose of undergraduate academic advising in the College of Health Sciences (CHS) is to deliver consistent and student-centric advising that improves retention, timely degree completion, graduation rates, and motivates students to set and achieve high expectations. Underpinning the CHS undergraduate advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that meets students where they are in their program of study and attends to student strengths and barriers; and 3) relational advising focused on student success, provision of support services as needed, equity and inclusivity. Quality advising is a foundational component of academic success that prepares and inspires CHS students to be future health and health care workforce leaders.

Advising is delivered from the central CHS advising office and from each of the seven divisions/schools/programs (units) on the main campus or at regional partner sites (Casper and Sheridan). The central CHS advising office primarily serves three student populations: 1) students in any major pursuing a professional health care career who will need pre-professional and professional program advising and career counseling; 2) CHS students admitted to a health or health care program needing pre-professional or professional program advising and career counseling; and 3) undeclared health science students. The central advising office also provides advising support and coverage to the seven academic units.

Pre-professional and professional health care program advising is specific to students entering undergraduate professional programs (e.g., nursing), transitional professional programs (e.g., pre-pharmacy to pharmacy), and post-graduate professional health care programs (e.g., medicine, dentistry, physical/occupational therapy, etc.) The population served is broad and includes students on the main campus (Laramie) and extends to students completing distance programs, UW Casper programs, community college students intending to transfer to UW and pursue careers in health care, and the off-campus dental hygiene and medical laboratory sciences programs. Discipline-specific advising is delivered by the seven CHS units and typically complemented by the centralized advising office Professional Advisors. Common to advising for all students is regular advisor-advisee conversations about degree expectations, program admission requirements, post-graduate professional school admission expectations, degree options if not admitted to professional programs (career alternatives and readiness), student responsibilities necessary for success, breadth of career/program opportunities, professional development (within and beyond required academic preparation), and program

accreditation standards that students must achieve. Based on students professional career interests, advising within the CHS is tailored to insure that students are advised by disciplinary experts and are informed of and acting on expectations and options to maximize success.

Advising plans from each of the seven divisions/schools/programs provide program-specific information that supports the CHS plan (see Appendices A-I).

GOALS AND OUTCOMES

Goal 1: Embrace and promote a culture of student readiness and success that overcomes barriers.

Outcomes: students are aware of and access advising and support services in a timely manner, are realistic about timelines to graduation and academic barriers/deficiencies they need to address, and are engaged in establishing a strong student-advisor relationship.

Metrics: students gain admissions to CHS programs and/or post-graduate professional programs; advisors provide specific and focused resources and referrals (e.g., financial aid, tutoring, counselling center) to maximize student success.

Goal 2: First-year and first-semester transfer student advising is consistent, available, and student-centered.

Outcomes: Students understand the path towards degree completion and timeline. First year students complete the majority of USP requirements in their first year. Issues concerning transfer courses/credits are resolved.

Metrics: 50% USP completion rate by end of 1st year in applicable majors assessed via an annual audit of 10% of sophomore class. Successful admission to CHS programs and/or transfer to another program with documented handoff.

Goal 3: Training and certification of all CHS advisors to ensure consistent, accurate, and timely advising.

Outcomes: All advisors meet University advisor training standards and expectations as described in unit plans. CHS centralized advising office is prepared and able to provide advising when unit advisors are not available. Advisors have a working knowledge of UW, CHS, and unit advising policies, procedures, and available resources.

Metrics: Advisor certification level and annual performance evaluation (advising component).

Goal 4: Clear governance and accountability for the CHS advising system that includes training, peer-mentoring/-observation, and professional development.

Outcome: All personnel involved in advising can articulate the CHS advising process, policies and procedures within specific units, and connection to and support from ACES.

Metric: Established CHS and unit advising policies/procedures are regularly reviewed and amended to align with new/contemporary advising developments (e.g., technologies, policies) that maximize student success.

Goal 5: Adopt and utilize advising technologies and communication systems that promote student success.

Outcome: All advisors are trained and proficient in using the advising technologies and platforms adopted by UW.

Metrics: System in place to allow students to schedule advising appointments. System facilitates regular advising communications with students (e.g., advising appointment reminders, scholarship information, registration/add/drop deadlines, program expectations, early alert, etc.). Advisors are able to create and easily access notes from previous advising sessions/advisors and track hand-offs to other advisors/programs.

Goal 6: Promote engaged academic and career planning that is a shared responsibility between student and advisor(s).

Outcomes: Students are able to consistently use and understand registration tools, including degree audits. Students are aware of expectations, both academic and non-academic, for the field they are pursuing. Students applying to professional programs know and understand admission requirements and know options or have alternative plans if they are not admitted.

Metrics: Student and advisor collaborate in developing a degree completion plan (e.g., 2 or 4 year degree completion maps). Clear and regular communication about professional program admission requirements and alternative plans developed for at-risk students.

Goal 7: CHS Professional Advisors are engaged with ACES and exploratory study track working groups to assist with development, implementation, and appropriateness of exploratory studies tracks that benefit students interested in health or health care professions.

Goal 8: Regular assessment of CHS advising system.

Outcomes: Maximize advising quality control, consistency, availability and effectiveness.

Metrics: Student retention, timely degree completion, graduation rates, and admission to professional programs.

COLLEGE ADVISING MODEL

First year and First semester-transfer student advising will:

- 1.** Be shared between the CHS central advising office and units within the college. This is necessary due to the number of first year and first semester-transfer students coming to the CHS, the nuances and prescriptive nature of multiple accredited professional and pre-professional programs in the college, and programs at UW Casper (Medical Laboratory Sciences and Social Work) and Sheridan College (Dental Hygiene).
- 2.** Be provided by experienced and trained Professional Advisors in the CHS central advising office and some units. CHS units providing first year and first semester-transfer student advising will insure that advisors are trained and experienced.
- 3.** Include no less than one advising appointment in the first semester and may include secondary advising from Professional Advisors in the central CHS advising office or academic unit.
- 4.** Include pre-professional and professional career planning and advising from the central CHS advising office for students pursuing careers in health care. The CHS Professional Program Advisors possess additional expertise, e.g., interstate exchange programs and non-academic expectations that provide additional value to students. While not all first year and first semester-transfer students will need this second layer of advising in their first semester/year, it will be available throughout the program of study.
- 5.** Insure that all advisors in the CHS system are trained to determine when a student, at any stage in their program of study, needs or would benefit from a referral for pre-professional/professional program advising from the central CHS office.

Health Sciences undeclared first year and first semester-transfer students will be advised by the central CHS office (Professional Advisors). A focus of this advising will be working with students and accessing other support resources to encourage career exploration that informs and leads to timely degree declaration matched to student aspirations. For the Dental Hygiene and Communication Disorders programs, first year and first semester-transfer students will be advised by Professional Advisors in the central office or collaboratively with advisors in each of the units. Advising of Dental Hygiene students will include clear communication about prerequisite coursework and developing a competitive student profile for admission to the Sheridan program and other programs. Completion of prerequisite coursework and student understanding of academic expectations to be competitive for graduate school admission in Speech-Language Pathology or Audiology will be central to advising for first year and first semester-transfer students in Communication Disorders.

Professional Advisors advising first year and first semester-transfer students (not advised within a specific unit) will insure a seamless handoff to a specific program advisor after the first semester or first year depending on student preparation and readiness to enter pre-professional or professional programs. These handoffs may be to other Professional Advisors or faculty advisors within any of the seven CHS units. For pre-professional health care students majoring outside of CHS, the central CHS advising office will provide advising that complements that of the major advisor and will insure regular and open communication with the major advisor throughout a student's program of study.

Layered and consistent advising from both the major-/program-specific advisors and the central CHS advising office creates a holistic and developmental advising process. It is the intent of the CHS advising system to progress CHS students from a first semester/year advisor to discipline-specific advisors within each program once the student is pre-professional or professional program ready, while continuing to provide pre-professional and professional program advising. Within the CHS central advising office, all attempts will be made to keep students assigned to the same advisor so that relationship building occurs.

Across all CHS units, some faculty will have formal undergraduate advising responsibilities (credit awarded in job description). Faculty not formally assigned to advising will serve as professional mentors to students. Faculty assigned to formal advising will complete requisite training that is commensurate with the type and level of advising duties assigned. Faculty in some units may be engaged in first year and first semester-transfer student advising; these faculty will be expected to obtain advanced training (higher certification level) than faculty not advising first-year or first-semester-transfer students. Details about faculty participating in advising and student groups they advise are reported in Tables 1 and 2 below and in Appendices B-I. The majority of faculty advisors will advise students after the student's first semester (transfer) or first year. First year and first semester-transfer student advisors will provide a handoff to faculty advisors and communicate the change in advisor to the student.

Across the CHS, advising will be intentional and relational. It will extend beyond routine course selection and be holistic. Elements of a holistic advising include:

1. Degree completion mapping
2. Review of progress
3. Identification of barriers/struggles
4. Development of remediation plans as needed
5. Provision of support resources (e.g., financial aid, counseling center, tutoring)
6. Identification and communication about value-added educational opportunities (e.g., study abroad, interprofessional education)
7. Communication with other advisors within and outside of the CHS
8. Guidance about non-academic professional preparation (e.g., extracurricular, civic, volunteer engagement)
9. Well-being assessment within scope of expertise and referral to support resources if needed

STAFFING

College of Health Sciences Advising Organizational Chart

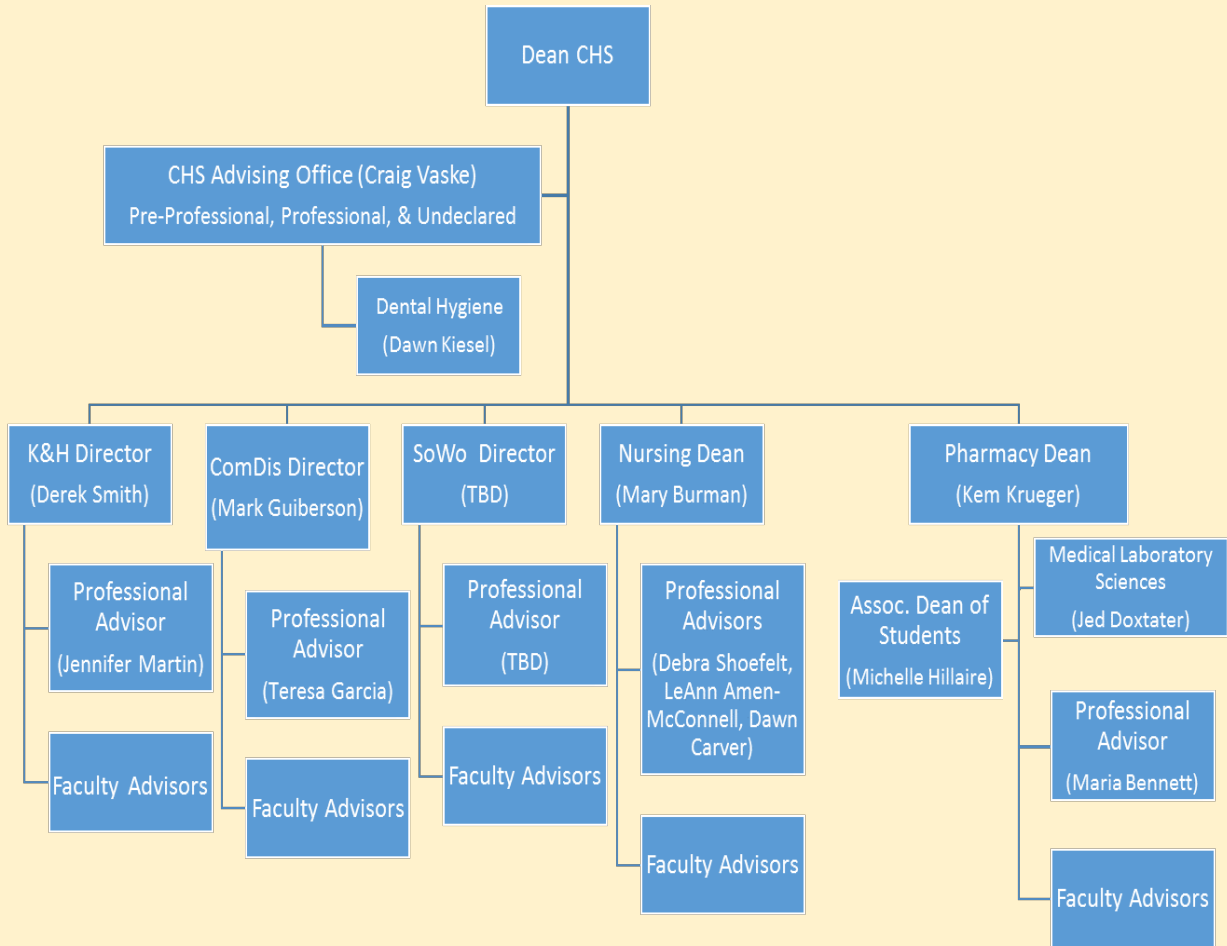


Table 1. First Year and First Semester-Transfer Student Advisors: College of Health Sciences

Program	Advisor	Caseload (#)	Certification Levels	
			Current ¹	Target
Pre-professional	Craig Vaske	125	GF	4
	TBD			
Undeclared Health Profession Anticipated	Craig Vaske	125	GF	4
	TBD			
Communication Disorders	Craig Vaske	20	GF	4
	Teresa Garcia		GF	3/4
	Mark Guiberson		GF	3/4
Dental Hygeine	Craig Vaske	5	GF	4
Kinesiology & Health	Jennifer Martin	80	GF	4
	Mark Byra	20	GF	3
Nursing - Basic	Debra Shoefelt	100	GF	4
Nursing - Completion	LeAnn Amen-McConnell	100	GF	4
Pharmacy	Maria Bennett	35	GF	4
Social Work	Valerie Thompson-Ebanks	20	GF	4
	Kym Codallos	30	None	4
Social Work - UWC	Jeremiah Volk	30	GF	4

¹ GF = Grandfather policy anticipated or known

Table 2. Subsequent Year Student Advisors: College of Health Sciences

Program	Advisors/Title	Caseload (#)	Certification Levels	
			Current ¹	Target
Pre-professional	Craig Vaske/Professional Advisor	550	GF	4
Undeclared Health Profession Anticipated	Craig Vaske/Professional Advisor		GF	4
Communication Disorders	Mary Jo Hidecker/Faculty	20-25	GF	2
	Erin Bush/Faculty	20-25	GF	2
	Breanna Krueger/Faculty	20-25	0	2
	Mary Hardin-Jones/Faculty	20-25	GF	2
	Roger Steeve/Faculty	20-25	GF	2
	David Jones/Faculty	20-25	GF	2
Dental Hygiene	Craig Vaske/Professional Advisor	10	GF	4
	Dawn Kiesel/Distance Coordinator	30	GF	3/4

Kinesiology and Health	Jennifer Martin/Professional Advisor	80	GF	4
	Mark Byra/Faculty	40	GF	3
	Marci Smith/APL	40	GF	3
	Gretchen Sewczak-Claude/APL	40	GF	3
	Tucker Readdy/Faculty	20	GF	2
	Tristan Wallhead/Faculty	20	GF	2
	Jayne Jenkins/Faculty	40	GF	2
	Boyi Dai/Faculty	20	GF	2
	Derek Smith/Faculty	20	GF	3
Med. Laboratory Sciences	Jed Doxtater/Asst. Clin. Faculty, Program Director	25	GF	3/4
Nursing Basic BSN	Elizabeth Goodwin, Assist. Lecturer	25	GF	2
	Marilyn Hall, Assist. Lecturer	25	GF	2
	Holly Miller, Sen. Lecturer	25	GF	2
	Kimberly Raska-Miller, Assoc. Lecturer	25	GF	2
	Sherrie Rubio-Wallace, Assoc. Lecturer	25	GF	2
	TBD, Assistant Lecturer	25	None	2
Nursing BSN Completion	LeAnn Amen-McConnell, Cred. Analyst & Academic Advisor	200	GF	4
	David Bodily, Assoc. Lecturer	30	GF	2
	Wendy Wood Neeson, Endowed Chair (Sheridan College)	30	GF	2
	Linda Williams, Assoc. Lecturer	30	GF	2
Nursing BRAND	Dawn Carver, Cred. Analyst & Academic Advisor	50	GF	2
	Rachel Thomas, Assoc. Lecturer	15	GF	2
	JoHanna Wedemeyer, Assoc. Lecturer	15	GF	2
Pharmacy	Maria Bennett/Professional Advisor	75	GF	4
	Brown, Travis, Faculty academic	22	GF	2
	Bruch, David, Faculty academic	28	GF	2
	Bushman, Jared, Faculty academic	12	GF	2
	Dolence, Kurt, Faculty academic	27	GF	2
	He, Guanglong, Faculty academic	11	GF	2
	Krueger, Janelle, Faculty academic	27	GF	2
	Singh, Reshmi, Faculty academic	12	GF	2
	Thyagarajan, Baskaran, Faculty	23	GF	2
	Vandiver, Jeremy, Faculty academic	16	GF	2
	Hornecker Jaimie, Faculty practice	16	GF	2
	Myran, Leena, Faculty practice	12	GF	2
	Linn, Becky, Faculty practice	22	GF	2
	Biehle, Lauren, Faculty practice	27	GF	2
	Nguyen, Thanh Nga, Faculty practice	11	GF	2
	Mahvan, Tracy, Faculty practice	27	GF	2
	Mann, Allison, Faculty practice	12	GF	2
	Zarbock, Sommer, Faculty practice	28	GF	2
Fox , Lanae - Faculty practice	23	GF	2	

Social Work	TBD, Assistant Lecturer (UW-Casper)	15	None	2
	Donna Bliss, Associate Professor	20	GF	2
	Travis Labrum, Assistant Professor	15	None	2
	Neely Mahapatra, Associate Professor	15	GF	2
	Kirsten Havig, Assistant Professor	15	GF	2

¹ GF = Grandfather policy anticipated or known

Professional Advisors in the CHS central advising office are cross-trained to provide advising coverage during academic breaks. Additionally, advisors identified above with 12-month appointments (N=14) will assist with advising coverage during academic breaks.

The CHS plans to develop two new college-level awards to recognize Outstanding Academic Advising Achievement. The college's Faculty and Staff Development committee will develop criteria and nomination process for these awards during AY 2018-19. Unit advising plans also have mechanisms in place to recognize advising performance.

All CHS advisors (main and off-campus) will complete multi-level trainings and obtain certifications that align with advising responsibilities assigned/performed (e.g., faculty level 2 certification and professional advisors level 4). After first year training and certification, advisors will complete annual professional development continuing education in advising. The CHS central advising office will coordinate and deliver advising updates to unit advisors twice per AY at least three weeks prior to the start of advising week. Professional advisors will develop 2-year professional development plans and submit them to the CHS central advising office and their supervisor.

STUDENT RESPONSIBILITIES

In the CHS, student responsibilities and expectations for advising are:

- schedule and attend at least one advising appointment per academic term
- understand progress to degree & prerequisites
- understand admissions expectations and requirements for intended field
- understand professional expectations of field
- open and honest communication with advisor
- prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Published in student handbooks
- Presented and discussed at orientation sessions

- Available via College/unit websites
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments
- With improved technology resources, responsibilities and expectations will accompany electronic communications to students reminding them about advising week/appointments and to come to their appointment prepared.

The CHS is committed to student-valued and strategic (targeted and not overwhelming) communication with students. With currently available technologies, we anticipate that communications will be largely disseminated via e-mail and will include key items such as notification of advising times, early alert, add/drop deadlines, and advising preparation checklists.

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

Supported by forthcoming guidance from the advising advisory group, ACES, and UW administration, the CHS will develop an evidence-based strategy for evaluating and assessing academic advising to inform continual improvement and quality control of advising. It is anticipated that this strategy will be developed during the 2018-19 AY and will align with key metrics and processes from forthcoming guidance. In the interim, the CHS will use the following metrics to establish baselines against which changes resulting from our re-envisioned advising system can be compared.

- Student evaluations of advising effectiveness
- Professional and pre-professional program admission rates
- Student retention rates
- Student graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Advisor evaluation (process to be determined)

Appendix A – PreProfessional Health Sciences Advising Plan

Background: While significant numbers of students enter college with the goal of matriculating into graduate health degree programs such as medical, dental and physical therapy school, the prerequisites for these fields do not constitute majors at the UW. The College of Health Sciences Advising Center offers prehealth professions advising to all interested UW students, Wyoming Community College students intending to transfer to the UW, and UW alumni, regardless of major.

1. Prehealth Professions Advising is supplemental advising in addition to advising by major departments. The Health Science Advising Center may also offer primary advising to prehealth professions students in two circumstances:

a. Students with previous bachelor's degrees returning to the UW to complete additional prerequisite coursework and/or demonstrate current academic skills – exceptions being BRAND students (advised by School of Nursing) and students pursuing a Master of Science degree in Speech-Language Pathology (advised by Division of Communication Disorders).

b. Newly admitted students (freshmen or transfer) who are unsure of what field they wish to earn their degree in, in order to reach their goal of matriculating in a health professions program.

2. Prehealth advising assists students in:

a. Identifying and navigating prerequisite coursework, in addition to major coursework.

b. Understanding academic, professional and non-academic requirements and expectations to become competitive candidates for graduate health professions.

c. Realistically assessing competitiveness for graduate health professions programs and plotting out realistic paths to reach goals.

d. Considering alternative health and other professions when student determines initial goal is no longer appropriate.

e. Navigating the admissions process including, but not limited to, standardized test preparation, interview preparation, essay writing, understanding admissions data, constructing application packages, soliciting letters of evaluating and evaluating multiple school and financial offers.

f. Locating and obtaining shadowing, research, volunteer and other opportunities that may aid in exploration of possible health care careers and to become a more competitive candidate.

3. Prehealth Professions Advising also serves as the liaison concerning the WICHE Professional Student Exchange, WWAMI Medical Education, Western Regional Graduate and WYDENT Dental Education Program and Wyoming residents considering these programs.

4. PreProfessional Advising will:

a. Conduct routine outreach to Wyoming Community Colleges to assist prehealth professions students in creating the necessary academic and experiential foundations to successfully navigate prehealth curriculums at the university level.

b. Work to identify UW, and potential UW, students interested in graduate health programs and offer them services.

5. Coordination of Prehealth Professions services such as essay review and interview preparation will be offered to students pursuing programs on the UW campus including sophomore admit BSN, pharmacy, dental hygiene and MS in Speech Language Pathology.

6. Prehealth professions advising will serve as the liaison between academic departments and graduate level health professional programs that routinely accept UW graduates concerning availability and appropriateness of courses to meet prerequisites.

7. Prehealth Professions Advising will act as an advocate for prehealth students on campus, and with outside entities including organizations representing graduate health professions program, enrichment programs, and potential work, volunteer and shadowing sites.

8. Create, maintain and analyze data sets to better advise prehealth professions students and predict success.

Staffing: All advisors in the Health Sciences Advising Center will be fully qualified advisors and be able to advise prehealth professions students. At least one individual in the center will also be qualified to conduct workshops for prehealth students. At least one individual in the center will be an active member of the National and Western Associations of Advisors for the Health Professions.

All prehealth professions advisors will routinely work with UW departments, advisors and distance coordinators. The HS Advising Center will provide basic training in prehealth professions advising to interested faculty and staff advisors (including at the community colleges if desired).

Appendix B – Dental Hygiene Advising Plan

Background: The UW Dental Hygiene (DHYG) program is administered through a cooperative degree with Northern Wyoming Community College's (NWCC) DHYG program in Sheridan, WY. Students must:

1. Complete prerequisites for the NWCC DHYG program,
2. Apply and be competitively admitted to NWCC DHYG.
3. Complete the NWCC DHYG program.

This program results in an Associates of Applied Science, which is the entry level degree for DHYG. The UW enables students to complete additional upper division electives (typically 3 to 5 classes) to earn their bachelor's degree in DHYG. While most applicants to the NWCC/UW DHYG program will complete their prerequisites elsewhere, a small number do so at the UW Laramie Campus. Therefore there are two populations for advising in the DHYG program:

1. preDHYG students in Laramie completing prerequisites and applying to the DHYG programs.
2. UW Distance students enrolled in the clinical DHYG program in Sheridan, on the NWCC campus.

preDHYG students in Laramie:

1. Advised by Health Sciences Advising Center.
2. Advised towards preprofessional model of understanding competitiveness, researching and applying to multiple schools and considering alternative careers and majors if applications to DHYG programs are unsuccessful.
3. Students who do apply to the NWCC DHYG program will be guided towards completion of upper division requirements and all USP courses, except the C3, prior to admissions to NWCC DHYG in order to expedite completion of the bachelors degree.
4. Students who enter Associates level DHYG (e.g. LCCC – Cheyenne), or other allied health associates degrees, will be informed about their options for obtain bachelors degrees either in their professional fields or via the UW BAS degree.

DHYG students in Sheridan

1. Advised by Northern Wyoming Community College Distance Coordinator. Currently Dawn Keisel. If the NWCC Distance Coordinator is not available, the Health Science Advising Office will be available via phone and email to provide advising.
2. Since the Bachelors of DHYG is not required for students entering the profession, the NWCC Distance Coordinator will work to clarify the benefits and requirements of earning the bachelors degree to all students admitted NWCC DHYG program.
3. Students in NWCC DHYG program will be encouraged to take upper division electives in addition to DHYG courses, or over the summer semester, to expedite completion of the bachelors degree.

Staffing: Laramie preDHYG and Sheridan DHYG Advisors

Program	Advisor	Caseload (#)	Certification Level	
			Current ¹	Target
preDHYG Laramie	HS Advising Office Staff	10	GF	4
DHYG Sheridan	Dawn Kiesel	30	GF	3

¹ GF = Grandfather policy anticipated or known

Appendix C – Medical Laboratory Sciences Advising Plan

Background: The UW Medical Laboratory Science (MLSK) program is administered through a cooperative degree with Casper College’s MLTK program in Casper, WY. Students must:

1. Complete prerequisites for the UW MLSK program, located in Casper, Wyoming. Typically this will be by obtaining the Associate of Science Medical Laboratory Technician from Casper College.
2. Apply and be admitted to UW MLSK program.
3. Complete the UW MLSK program.

Since the MLSK program requires either a prior completed bachelors degree or an Associates of Science in Medical Laboratory Technician, which is not offered by the UW, there are no lower division UW students to be advised.

The MLSK will program will maintain one faculty member, with an appointment at the UW, who will complete advisor training up to at least level 3. This individual will be responsible for advising all MLSK program students. If the primary advisor is not available, advising will be provided by the UW Distance Coordinator located at Casper College.

Students completing upper division electives (junior level coursework) will be advised as Health Sciences Undeclared by the Health Sciences Advising Office (if located in Laramie), or the appropriate Distance Coordinator, if completing courses at a UW Outreach Center.

Staffing: Medical Laboratory Science

Program	Advisor	Caseload (#)	Certification Level	
			Current ¹	Target
Med. Laboratory Sciences	Jed Doxtater/Asst. Clin. Faculty, Program Director	25	GF	3/4

¹ GF = Grandfather policy anticipated or known

Appendix D – Communication Disorders Advising Plan

PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

The goal of undergraduate advising for the BS in Speech, Language, and Hearing Sciences (SPPA) is to develop mentoring relationships with students that will help students attach to the Division and faculty and identify the careers that they will pursue. Student retention, course sequencing, and timely degree completion are all key to this endeavor. Underpinning the advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that takes into account a student's strengths, interests, as well as any existent barriers; and 3) relational advising focused on student success, provision of support services as needed, and equity and inclusivity. SPPA students generally track to advanced degrees in speech-language pathology (MS) or Audiology (AuD); with occasional students pursuing a clinical doctorate in speech-language pathology (SLP-D), or a research doctorate in Speech, Language, and Hearing Sciences. Many students also identify related *allied fields* that they ultimately pursue after completing a BS in SPPA. These tend to fall in the fields of health and education.

At the MS level these careers may include:

- Special Education/Intervention Services
- Occupational Therapy
- Gerontology
- Reading Teacher
- English as a Second Language Teacher
- Public Health or Allied Field (E.G., Health Promotion).
- Mental Health/ Counseling
- Rehabilitation Counseling
- Disability Studies
- Physician's Assistant
- Social Work
- Deaf Education
- Student Affairs
- Criminal Justice
- Human Resource Management

Some students may prepare for certification programs or certificates, these may include:

- Programming for Autism Spectrum Disorder
- Child Life Specialist
- Behavioral Analyst
- Sign Language Interpreter
- Speech-language pathology assistant

Division advisors must be knowledgeable about both UW student success resources, the BS degree requirements and curriculum, and individualization that students may pursue to prepare for a range of career tracks that students may pursue. The Division of Communication Disorders BS advising plan

aligns with and is supported by the College of Health Sciences (CHS) advising system (central CHS advising office). This includes: regular advisor-advisee communication about:

- degree expectations and progress to date
- program admission requirements
- post-graduate professional school admission expectations
- degree/career options if not admitted to professional programs (career alternatives and readiness)
- student responsibilities necessary for success
- breadth of career/program opportunities
- professional development (within and beyond required academic preparation)
- program accreditation/certification standards that students may have to achieve

Division of Communication Disorders ADVISING MODEL

First year and transfer student advising will:

1. be provided by experienced CHS professional advisors (detailed in Table 1 Staffing) who will comply with training, certification, and continuing education aligned with policies of *Re-envisioning Academic Advising at the University of Wyoming*;
2. include no less than one advising appointment in the first semester and may include meeting with Division Faculty advisors for career mentorship and to discuss students' interests and opportunities within the Division (student groups and other);
3. include pre-professional or professional career planning and advising from the central CHS advising office for students pursuing careers in health care. The CHS Professional Program Advisors possess expertise, e.g., interstate exchange programs and non-academic expectations that provide additional value to Communication Disorders undergraduate students.

Freshmen students will be advised by the CHS professional advisors before handoff to a discipline-expert advisors after the freshman year. Freshmen will also be invited to meet with Division advisors* (Guiberson or Garcia), to discuss student interests and opportunities. Transfer and change of major students will meet with Division advisors for "new to the major advising" so that their degree plan can be closely monitored and individualized, this will assist in ensuring no delays in graduation because of course sequencing errors or other oversights.

Six trained and certified advisors (Table 2 Staffing) will advise BS students after the first year or first semester-transfer handoff. These six advisors will also serve as *Faculty Mentors* (Table 2 Staffing), providing discipline-specific career mentorship, and this advisor-advisee assignment will remain in place until the student graduates. Division advisors will assist students as they consider and decide upon career tracks and/or next steps after graduation for graduate studies or work towards a certificate. Division advisors also are trained and aware of the pre-requisites or course work that may be beneficial in pursuing a given career track. These efforts will help students have a sense of direction for what they will do after graduation from the BS program, and will also assist with degree completion and graduation rates. Other advising elements that will be individualized based upon student needs will include:

1. provision of support resources (e.g., financial aid, counseling center, tutoring)

2. identification and communication about value-added educational opportunities (e.g., research opportunities, study abroad, teaching and internship experiences)
3. guidance about non-academic professional preparation (e.g., extracurricular, civic, volunteer engagement)
4. well-being assessment within scope of expertise and referral to support resources if needed

STAFFING

Table 1

Freshmen Student Advisors				
Program	Advisor	Caseload (#)	Certification Levels	
			Current ¹	Target
CHS	Craig Vaske*	125	GF	4
	CHS Advisor TBD*	125	GF	4
"New to the major advising" for transfer Students Advisors				
Program	Advisor	Caseload (#)	Certification Levels	
			Current ¹	Target
Communication Disorders	Mark Guiberson*	15	GF	3/4
	Teresa Garcia*	15	GF	3/4

¹ GF = Grandfather policy anticipated or known

*Advisors identified above with 12-month appointments will assist with advising coverage during academic year breaks, and the CHS Advisors will fill in during any time when Division advisors are not available.

Table 2

Subsequent Year Student Advisors					
Program	Advisors/Title	Caseload (#)	Certification Levels		Faculty Mentor
			Current ¹	Target	
Communication Disorders	Mary Jo Hidecker/Faculty	20-25	GF	2	
	Erin Bush/Faculty	20-25	GF	2	
	Breanna Krueger/Faculty	20-25	0	2	
	Mary Hardin-Jones/Faculty	20-25	GF	2	
	Roger Steeve/Faculty	20-25	GF	2	
	David Jones/Faculty	20-25	GF	2	

¹ GF = Grandfather policy anticipated or known

Division advisors and faculty mentors will complete trainings and obtain training/certification aligned with assigned/performed responsibilities as detailed in Tables 1 and 2. After initial training and certification, advisors will complete continuing education in advising consistent with policies of Re-

envisioning Academic Advising at the University of Wyoming. Division advisors will engage in advising update sessions twice per AY .

STUDENT RESPONSIBILITIES

Division of Communication Disorders BS student responsibilities and expectations for advising are:

- schedule and attend at least one advising appointment per academic term
- understand progress to degree & prerequisites;
- understand admissions expectations and requirements for intended field;
- understand professional expectations of field;
- open and honest communication with advisor;
- prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Communications through email blasts from the Division main office, including advising reminders and other information to assist with planning
- Presented and discussed at orientation sessions
- Available via College/unit websites
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments
- Using new technology resources (TBD)

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

As more information becomes available for the advising advisory group, ACES, and UW administration, the Division will participate in processes for assessing academic advising to inform continual improvement and quality control of advising.

In establishing advising metrics to be used for this purpose, the Division will review the following data:

- Undergraduate student retention rates
- Undergraduate graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Peer-advisor evaluation (process to be determined)

Appendix E – Kinesiology and Health Advising Plan

PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

The overarching purpose of undergraduate academic advising in the Division of Kinesiology and Health (DK&H) is to deliver consistent and student-centric advising that improves retention, timely degree completion, graduation rates, and motivates students to set and achieve high expectations. Underpinning the advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that meets students where they are in their program of study and attends to student strengths and barriers; and 3) relational advising focused on student success, provision of support services as needed, equity and inclusivity. Quality advising is a foundational component of academic success that prepares and inspires DK&H students to be future leaders in diverse disciplines. DK&H undergraduate programs educate and equip students to pursue a broad range of careers:

- Therapeutic sciences – physical/occupational therapy, cardiopulmonary rehabilitation, clinical exercise physiology, chiropractic, etc.
- Medical sciences – medicine, physician assistant, pharmacy, nursing, etc.
- Sport and exercise science performance
- Health and wellness
- Community and public health
- Physical education teaching
- Health education teaching
- Higher education teaching and research

Accordingly, advising in DK&H requires discipline-specific and evidence-based guidance that aligns with student career aspirations. Advisors must be knowledgeable, able to build long-term relationships with students grounded in trust, and informed of University support resources available to students. The DK&H advising plan aligns with and is supported by the College of Health Sciences (CHS) advising system (central CHS advising office). Common to advising in DK&H and CHS is regular advisor-advisee communication about:

- degree expectations and progress to date
- program admission requirements
- post-graduate professional school admission expectations
- degree/career options if not admitted to professional programs (career alternatives and readiness)
- student responsibilities necessary for success
- breadth of career/program opportunities
- professional development (within and beyond required academic preparation)
- program accreditation/certification standards that students may have to achieve

Advising within the DK&H is relational and tailored to insure that students are advised by disciplinary experts and are informed of and acting on expectations and options to maximize success.

DK&H ADVISING MODEL

First year and first semester-transfer student advising will:

1. be provided by two experienced professional advisors (detailed in Table 1 Staffing) who will comply with training, certification, and continuing education aligned with policies of *Re-envisioning Academic Advising at the University of Wyoming*;
2. include no less than one advising appointment in the first semester and may include secondary advising from pre-professional and professional program advisors in the central CHS advising office and/or referrals to disciplinary experts within DK&H for career mentorship (Faculty Mentors);
3. include pre-professional or professional career planning and advising from the central CHS advising office for students pursuing careers in health care. The CHS Professional Program Advisors possess expertise, e.g., interstate exchange programs and non-academic expectations that provide additional value to DK&H students. While not all first year and first semester-transfer students will need this second layer of advising in their first semester/year, it will be available throughout the DK&H program of study.

A focus of first year and first semester-transfer student advising will be working with students and accessing other support resources to encourage career exploration that assists students and advisors in developing academic success plans that meet student needs. While many DK&H students enter our programs with clear career goals, even these students benefit from informed advising that sets them up for academic and career success should they change their career focus. DK&H advisors are attentive and trained to assist students with academic and career planning that is specific enough to meet prescriptive pre-requisite requirements for post-graduate professional programs but also broad enough to position students for success should they change career focus without significant delay in degree completion and career readiness. First year and first semester-transfer student advisors will insure a seamless handoff to a discipline-expert advisors and faculty mentors after the first semester or first year. Eight trained and certified advisors (Table 2 Staffing) will advise DK&H students after the first year or first semester-transfer handoff. These eight advisors in addition to four faculty members will also serve as *Faculty Mentors* (Table 2 Staffing), providing discipline-specific career mentorship.

For DK&H students, layered and consistent advising from DK&H advisors, faculty mentors, and pre-professional advisors in the central CHS advising office (for students pursuing professional programs after DK&H degree completion) creates a holistic and developmental advising process. This process extends beyond course requirements for degree completion and includes:

- provision of support resources (e.g., financial aid, counseling center, tutoring)
- identification and communication about value-added educational opportunities (e.g., research opportunities, study abroad, teaching and internship experiences)
- guidance about non-academic professional preparation (e.g., extracurricular, civic, volunteer engagement)
- well-being assessment within scope of expertise and referral to support resources if needed

All attempts will be made to keep students assigned to the same advisor after the first year or first semester so that advisee-advisor relationship building occurs.

STAFFING

Table 1. First Year and First Semester-Transfer Student Advisors

Program	Advisor	Caseload (#)	Certification Levels	
			Current ¹	Target
Kinesiology & Health	Jennifer Martin	80	GF	4
	Mark Byra	20	GF	3

¹ GF = Grandfather policy anticipated or known

Table 2. Subsequent Year Student Advisors

Program	Advisors/Title	Caseload (#)	Certification Levels		Faculty Mentor
			Current ¹	Target	
Kinesiology & Health	Jennifer Martin/Professional Advisor	80	GF	4	
	Mark Byra/Faculty	40	GF	3	X
	Marci Smith/APL	40	GF	3	X
	Gretchen Sewczak-Claude/APL	40	GF	3	X
	Tucker Readdy/Faculty	20	GF	2	X
	Tristan Wallhead/Faculty	20	GF	2	X
	Jayne Jenkins/Faculty	40	GF	2	X
	Boyi Dai/Faculty	20	GF	2	X
	Derek Smith/Faculty	20	GF	3	X
	Evan Johnson/Faculty	0	NA	1	X
	Christine Porter/Faculty	0	NA	1	X
	Arthur Zhu/Faculty	0	NA	1	X
TBD/Faculty	0	NA	1	X	

¹ GF = Grandfather policy anticipated or known

Advisors identified above with 12-month appointments (N=2) and faculty with summer advising/orientation job duties (e.g., Undergraduate Program Coordinator) will assist with advising coverage during academic year breaks.

DK&H advisors and faculty mentors will complete trainings and obtain training/certification aligned with assigned/performed responsibilities as detailed in Tables 1 and 2. After initial training and certification, advisors will complete continuing education in advising consistent with policies of *Re-envisioning Academic Advising at the University of Wyoming*. DK&H advisors will engage in advising update sessions twice per AY – coordinated by the central CHS advising office.

STUDENT RESPONSIBILITIES

DK&H student responsibilities and expectations for advising are:

- schedule and attend at least one advising appointment per academic term

- understand progress to degree & prerequisites;
- understand admissions expectations and requirements for intended field;
- understand professional expectations of field;
- open and honest communication with advisor;
- prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Published in student handbooks
- Presented and discussed at orientation sessions
- Available via College/unit websites
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments
- Using new technology resources (TBD)

DK&H is committed to student-valued and strategic (targeted and not overwhelming) communication with students. With currently available technologies, we anticipate that communications will be largely disseminated via e-mail and will include key items such as notification of advising times, early alert, add/drop deadlines, and advising preparation checklists.

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

Supported by forthcoming guidance from the advising advisory group, ACES, and UW administration, the DK&H will participate in the CHS evidence-based strategy (TBD) for evaluating and assessing academic advising to inform continual improvement and quality control of advising. In the interim, the DK&H will use the following metrics to establish baselines against which changes resulting from our re-envisioned advising practice can be compared.

- Student evaluations of advising effectiveness
- Professional and pre-professional program admission rates
- Student retention rates
- Student graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Peer-advisor evaluation (process to be determined)

Appendix F – Fay W. Whitney School of Nursing Academic Advising Plan

PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

The Fay W. Whitney School of Nursing (SON) reaffirms the College of Health Science (CHS) advising philosophy to:

deliver consistent and student-centric advising that improves retention, timely degree completion, graduation rates, and motivates students to set and achieve high expectations. Underpinning the CHS undergraduate advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that meets students where they are in their program of study and attends to student strengths and barriers; and 3) relational advising focused on student success, provision of support services as needed, equity and inclusivity. Quality advising is a foundational component of academic success that prepares and inspires CHS students to be future health and health care workforce leaders.

The SON has three quite different program options that lead to the BSN and consequently have different advising needs (described below):

- Basic BSN: A four-year on-campus program for students who desire to become a registered nurse.
- BRAND: An accelerated outreach program for students with a previous non-nursing baccalaureate degree who desire to become a registered nurse. This is a 2nd degree baccalaureate program.
- BSN Completion: For Wyoming community college nursing students or RNs with an associate degree who desire to complete the BSN.

The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE standards speak specifically to advising:

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate (<http://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Amended-2013.pdf>).

MEASURABLE GOALS AND STUDENT OUTCOMES

See CHS Plan.

ADVISING MODEL

The three BSN program options target different student populations and, consequently, have different approaches to advising.

Basic BSN: Most of the students in the Basic BSN program option are now admitted directly into the program as freshmen. A smaller number of students are admitted to the program option during the spring of their sophomore year. There are few transfer students in this program.

- First year students admitted to the SON will be advised by the Credentials Analyst/Academic Advisor (Debra Shoefelt), who will have Level 4 certification as an advisor. The Credentials Analyst/Academic Advisor meets with students at a minimum of one time per semester face-to-face generally for 30 minutes. During these visits, she develops and/or reviews student semester by semester plans, addresses any student challenges, and works with the program director if students need remediation plans.
- Any students admitted into the “pre-nursing” category, will be advised primarily by the central CHS advising office (and/or ACES, TBD) to ensure that these students receive broader career advising since generally there will not be enough spots available in nursing to accommodate all of these students. For those pre-nursing students who are admitted into the SON, there will be a handoff from the central CHS advising office to the SON Credentials Analyst/Academic Advisor, which will be facilitated by electronic documentation, the 4-year plan and ongoing collaboration between the CHS and the SON advisors.
- By the time students are in their second year of the program, their academic advising needs are significantly less given the lock-step nature of the curriculum. During the spring semester of the sophomore year, students will be handed off from the staff advisor to faculty advisors with the focus shifting to student success and career advising. To maximize academic and career advising for upper division students, faculty are exploring group academic and career advising, still ensuring that each student has an individual faculty advisor who meets with the student at minimum one time per semester to monitor their progression in the program. This handoff should be relatively smooth since FWWSO faculty and staff advisors work closely together throughout the program. The use of electronic records and a clear 4-year plan facilitate this handoff.

BSN Completion: All the students in the BSN Completion program will be transfer students with a large number coming from Wyoming community colleges as part of ReNEW, the statewide BSN program offered in collaboration between UW and the community colleges

- The Credentials Analyst/Academic Advisor (LeAnn Amen-McConnell) works with BSN Completion students prior to and after they begin their nursing courses at UW while they are completing their ADN degrees at Wyoming community colleges and/or while they are completing prerequisite courses at UW. These contacts are generally through phone calls and/or email communication. Her work focuses on transcript analysis and ensuring that students have the necessary courses completed when they start their nursing courses at UW.
- In addition, faculty advisors do monthly face-to-face recruiting and advising sessions face-to-face at the community colleges or by ZOOM video-conferencing.
- The BSN Completion program faculty are considering development of coaches for students since the most common reason for not completing the program is the pile up of personal, professional and student demands. These coaches would monitor students for progression through the program and work closely to help them actively manage the challenges of on-line learning.

BRAND: All students in this program are 2nd degree baccalaureate students. Moreover, the curriculum is very prescribed so that academic advising is minimal.

- The Credentials Analyst/Academic Advisor (Dawn Carver) works with applicants to ensure that they have the necessary prerequisites completed when they apply to the program. In addition, she provides the basic academic advising needed during the program. This is done each semester electronically.
- All students are also assigned a faculty advisor who focuses on career advising.

STAFFING

Name, Title	Caseload	Current Certification Level	Expected Certification Level	First year/first semester/ transfer advising
Basic BSN Program				
Elizabeth Goodwin, Assistant Lecturer	25	GF	Level 2	
Marilyn Hall, Assistant Lecturer	25	GF	Level 2	
Holly Miller, Senior Lecturer	25	GF	Level 2	
Kimberly Raska-Miller, Associate Lecturer	25	GF	Level 2	
Sherrie Rubio-Wallace, Associate Lecturer	25	GF	Level 2	
TBA, Assistant Lecturer	25	None	Level 2	
Debra Shoefelt, Credentials Analyst and Academic Advisor	100	GF	Level 4	X
BSN Completion Program				
LeAnn Amen-McConnell, Credentials Analyst and Academic Advisor	300	GF	Level 4	X
David Bodily, Associate Lecturer	30	GF	Level 2	
Wendy Wood Neeson, Edward A. Whitney Nursing Endowed Chair (at Sheridan College)	30	GF	Level 2	
Linda Williams, Associate Lecturer	30	GF	Level 2	
BRAND Program				
Dawn Carver, Credentials Analyst and Academic Advisor	50	GF	Level 2	
Rachel Thomas, Associate Lecturer	15	GF	Level 2	
JoHanna Wedemeyer, Associate Lecturer	15	GF	Level 2	

We have three staff advisors in the School of Nursing who have been cross-trained for advising in the three BSN program options. There is rarely a time when none of these advisors is available during normal business hours when UW is open, including summer and in-between fall and spring semesters. In addition, the central CHS advising office will provide back up in the rare case in which none of the staff advisors are available.

SON staff and faculty advisors will complete trainings and obtain training/certification aligned with assigned/performed responsibilities as detailed in Table above. After initial training and certification, advisors will complete continuing education in advising consistent with policies of Re-envisioning Academic Advising at the University of Wyoming. SON advisors will engage in advising update sessions twice per AY – coordinated by the central CHS advising office.

STUDENT RESPONSIBILITIES

SON student responsibilities and expectations for advising are:

- Schedule and attend at least one advising appointment per academic term
- Understand progress to degree & prerequisites;
- Understand admissions expectations and requirements for BSN program;
- Understand professional expectations of nursing;
- Open and honest communication with advisor;
- Prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being.

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Published in BSN student handbooks
- Presented and discussed at orientation sessions
- Available via SON website
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments
- Using new technology resources (TBD)

The SON is committed to student-valued and strategic (targeted and not overwhelming) communication with students. With currently available technologies, we anticipate that communications will be largely disseminated via e-mail and will include key items such as notification of advising times, early alert, add/drop deadlines, and advising preparation checklists.

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

Supported by forthcoming guidance from the advising advisory group, ACES, and UW administration, the SON will participate in the CHS evidence-based strategy (TBD) for evaluating and assessing academic advising to inform continual improvement and quality control of advising. In the interim, the SON will

use the following metrics to establish baselines against which changes resulting from our re-envisioned advising practice can be compared.

- Student evaluations of advising effectiveness
- BSN program admission rates
- Student retention rates
- Student graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Peer-advisor evaluation (process to be determined).

Appendix G – Social Work Advising Plan

PHILOSOPHY AND PURPOSE OF UNDERGRADUATE ACADEMIC ADVISING

The Division of Social Work (DOSW) reaffirms that College of Health Science (CHS) advising philosophy to:

deliver consistent and student-centric advising that improves retention, timely degree completion, graduation rates, and motivates students to set and achieve high expectations. Underpinning the CHS undergraduate advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that meets students where they are in their program of study and attends to student strengths and barriers; and 3) relational advising focused on student success, provision of support services as needed, equity and inclusivity. Quality advising is a foundational component of academic success that prepares and inspires CHS students to be future health and health care workforce leaders.

The DOSW offers the BSW program on-campus in both Laramie and Casper, although it is one program accredited by Council for Social Work Education (CSWE). Complementary to the CHS advising philosophy, the DOSW aspires to educate ethical leaders to inform social justice and social change across multiple environmental systems. The BSW program is a professional program requiring discipline-specific advising by knowledgeable advisors with long-term relationships with students. Advisors not only need to be knowledgeable of UW resources, but also professional standards and career opportunities.

MEASURABLE GOALS AND STUDENT OUTCOMES

See CHS plan.

COLLEGE ADVISING MODEL

The BSW program is an upper division major. Students start as pre-admitted social work major or tracking students at both Casper and Laramie. Because the program is a professional program, faculty are engaged with academic advising early on to ensure that students are on-track to apply in their sophomore year to start the BSW program in the fall of their junior year. A BSW Advising Team (Thompson-Ebanks, Codallas, Volk) will provide initial first year and first semester-transfer advising and work closely to provide ongoing collaboration, continuing education and backup.

Laramie: First year, change of major and first semester-transfer students will be advised by two faculty advisors who will comply with the training, certification and continuing education expectations outlined in the Re-envisioning Academic Advising at the University of Wyoming to ensure that these students have the necessary courses to apply to the program. This early advising also provides students the opportunity to meet faculty and begin to be socialized into the social work profession. First year students will be handed off at the ending of their first year to faculty advisors/mentors. Change of major and transfer students will be handed off at the ending of their first semester. This handoff of advisees will be facilitated by electronic documentation of advising and advisor-advisor contacts as needed. All

attempts will be made to keep students assigned to the same mentor after the first year or first semester so that advisee-advisor relationship building occurs.

Faculty advisors will meet face-to-face at a minimum of one time each semester to monitor student semester by semester plans, monitor progress towards applying to the upper division major, and work with students to address academic and other challenges. Faculty advisors/mentors will also provide academic and career advising to junior and senior students after they have been admitted to the BSW program.

Casper: The majority of the students in Casper will be transfer students from Casper College who have completed an associate degree. While they are working on their associate degrees, they will be advised about the BSW program, including the admissions process, by UW-Casper faculty (Volk). Once they are in the BSW Program, they will be advised by UW-Casper faculty (Volk, TBA).

Faculty advisors will meet face-to-face each a minimum of one time per semester to monitor student semester by semester plans, monitor progress towards applying to the upper division major, and work with students to address academic and other challenges.

There are several potential hand-offs for students in Casper. First, there will be the transfer from Casper College to UW. The second potential hand-off is for students who have been advised by the UW-Casper advising office who decide to apply to the BSW program. These handoffs will be facilitated by the 2+2 plan in place with Casper College.

STAFFING

Name, Title	Caseload	Current Certification Level	Expected Certification Level	First year, first semester advisor
Valerie Thompson-Ebanks, Assistant Professor	20	GF	Level 4	X
Kym Codallos, Assistant Lecturer	30	None	Level 4	X
Jeremiah Volk, Assistant Lecturer	30	GF	Level 4	X
Donna Bliss, Associate Professor	20	GF	Level 2	
Travis Labrum, Assistant Professor	15	None	Level 2	
Neely Mahapatra, Associate Professor	15	GF	Level 2	
Kirsten Havig, Assistant Professor	15	GF	Level 2	
TBA, Assistant Lecturer (UW-Casper)	15	None	Level 2	

The BSW Advising Team will be trained across settings, so that they can advise for students in either Laramie or Casper and provide back up for each other. Faculty with 12-month appointments (N=2) and faculty with summer advising/orientation responsibilities will assist with advising coverage during academic breaks. In addition, the central CHS advising office will provide back up in the rare case in which none of the BSW Advising Team is available.

DOSW advisors and faculty mentors will complete trainings and obtain training/certification aligned with assigned/performed responsibilities as detailed in Table above. After initial training and certification, advisors will complete continuing education in advising consistent with policies of Re-envisioning

Academic Advising at the University of Wyoming. DOSW advisors will engage in advising update sessions twice per AY – coordinated by the central CHS advising office.

STUDENT RESPONSIBILITIES

DOSW student responsibilities and expectations for advising are:

- Schedule and attend at least one advising appointment per academic term
- Understand progress to degree & prerequisites;
- Understand admissions expectations and requirements for BSW program;
- Understand professional expectations of social work;
- Open and honest communication with advisor;
- Prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being.

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Published in BSW student handbook
- Presented and discussed at orientation sessions
- Available via DOSW website
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments
- Using new technology resources (TBD)

DOSW is committed to student-valued and strategic (targeted and not overwhelming) communication with students. With currently available technologies, we anticipate that communications will be largely disseminated via e-mail and will include key items such as notification of advising times, early alert, add/drop deadlines, and advising preparation checklists.

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

Supported by forthcoming guidance from the advising advisory group, ACES, and UW administration, the DOSW will participate in the CHS evidence-based strategy (TBD) for evaluating and assessing academic advising to inform continual improvement and quality control of advising. In the interim, DOSW will use the following metrics to establish baselines against which changes resulting from our re-envisioned advising practice can be compared.

- Student evaluations of advising effectiveness

- BSW program admission rates
- Student retention rates
- Student graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Peer-advisor evaluation (process to be determined)

Appendix H – Pharmacy Advising Plan

PHILOSOPHY AND PURPOSE

Preprofessional Pharmacy and Professional Pharmacy Advising

The overarching purpose of preprofessional pharmacy and professional pharmacy advising in the School of Pharmacy is to deliver consistent and student-centric advising that improves retention, timely degree completion, graduation rates, and motivates students to set and achieve high expectations.

Underpinning the Preprofessional Pharmacy and Professional Pharmacy advising plan are the principles of: 1) evidence-based and informed professional advising; 2) consistent and tailored advising that meets students where they are in their program of study and attends to student strengths and barriers; and 3) relational advising focused on student success, provision of support services as needed, equity and inclusivity. Quality advising is a foundational component of academic success that prepares and inspires Pharmacy students to be future health and health care workforce leaders.

Advisors must be knowledgeable, able to build long-term relationships with students grounded in trust, and informed of University support resources available to students. The School of Pharmacy advising plan aligns with the College of Health Sciences Advising plan and supports the central College of Health Sciences plan as needed.

SCHOOL OF PHARMACY ADVISING MODEL

All Professional, and Faculty advisors in the School of Pharmacy are experienced and will comply with training and certification and CE aligned with policies of the University of Wyoming.

Preprofessional Advising

Students in the preprofessional phase of the pharmacy program are advised in by the professional advisor in the School of Pharmacy. This includes freshman and transfer students. Students are advised on the following;

1. Student responsibilities
2. University Studies Program Requirements for graduation
3. School of Pharmacy Prerequisites and program admission requirements
4. University resources
5. Degree/career options
6. Change of major options
7. Assistance with application, job shadowing, interview skills, essay review
8. Academic Plans for success.
9. Transfer Assistance:

Students are required to see the professional advisor once during advising. The professional advisor does not have office hours, student are encouraged to drop as needed.

Professional Advising

Students in the professional phase of the pharmacy program are advised by two faculty members, an academic advisor and a practice advisor. Faculty work as a pair to make sure each student has a balance of academic and career advising. This includes all students admitted into the professional pharmacy program. The professional advisor assists faculty advisors with degree management, and advising students as needed. Students are advised on the following:

ACADEMIC/PRACTICE ADVISORS

1. Student Responsibilities
2. Degree requirements and progression
3. School Policy
4. breadth of career/program opportunities
5. professional development
6. post-graduation education
7. University Resources
8. Academic Plans for success

Students meet their advisors during P1 orientation. Students are given contact information and office hours of each advisor and are encouraged to utilize office hours as needed. Students are only required to meet for advising during advising week.

Staffing:

Pharmacy Advisors		Caseload	Certification Level	
Preprofessional			Current	Target
Bennett		75	GF	4
Professional Advisors		Caseload	Certification Level	
academic	practice		Current	Target
Baski	Fox	23	GF	2
Brown	Linn	22	GF	2
Bruch	Zarbock	28	GF	2
Bushman	Mann	12	GF	2
Dolence	Mahvan	27	GF	2
He	Nguyen	11	GF	2
Krueger J	Biehle	27	GF	2
Singh	Myran	12	GF	2
Vandiver	Hornecker	16	GF	2

Preprofessional/Professional STUDENT RESPONSIBILITIES

In the School of Pharmacy, student responsibilities and expectations for advising are:

- schedule and attend at least one advising appointment per academic term
- understand curriculum and degree requirements

- understand admissions expectations and requirements
- understand professional expectations of field
- open and honest communication with advisor
- prepare for advising appointments – questions, concerns, proposed schedules, pre-advising worksheet (if applicable), barriers, thoughtful review and reflection of academic status and progress, opportunities to access, financial aid, personal well-being

Responsibilities and expectations related to advising will be regularly communicated in several ways:

- Published in student handbooks
- Presented and discussed at orientation sessions
- Available via College/unit websites
- Emphasized at the first advising appointment and reviewed at subsequent advising appointments

EVALUATION AND ASSESSMENT OF ACADEMIC ADVISING

The School of Pharmacy will use the following metrics to establish baselines against which changes resulting from our re-envisioned advising system can be compared.

- Student evaluations of advising effectiveness
- Professional and pre-professional program admission rates
- Student retention rates
- Student graduation rates
- Timely degree completion
- >50% completion of USP requirements at start of sophomore year
- Advisor evaluation

Appendix I – Wyoming Institute for Disabilities (WIND) – advising information for minor

The Minor in Disability Studies is an excellent complement to academic majors across the university. An interdisciplinary field that explores the social, cultural, historical, political, and global dimensions of disability, this minor provides students with a unique and valuable knowledge base to participate successfully in increasingly diverse and complex working environments. In the last ten years, over 100 students have completed the minor, and this area of specialization has strengthened their graduate school competitiveness, and provided substantive knowledge and experience toward employment. The minor requires 18 credit hours (usually 6 courses), two of which can be non-WIND electives, including approved courses in students' major area of study. Faculty advisors in disability studies will work with students to tailor elective courses to their individual interests. As a capstone component of the minor, students complete a practicum where they learn from professionals in a variety of school, agency, and workplace settings. This opportunity enhances students' work and relational experiences, and provides important insights as graduating students set goals for future academic and employment opportunities.

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INFORMATION IMPORTANT TO PRIMARY AND SUPPORT ACADEMIC ADVISORS

Disability Studies examines disability from multiple perspectives:

- **Health sciences** explore “biocultural” frameworks, integrating the knowledge of people with disabilities into health care and pre-professional training.
- **Humanities** perspectives examine multi-cultural representations and meanings of disability, and highlight cultural insight from disability communities.
- **Social science** frameworks explore disability rights and policy, and investigate national and global issues facing people with disabilities and their families.

Students in different majors benefit from the Disability Studies Minor:

- **Health Science** and **pre-med** students better understand non-medical contexts of disability including the strengths and specific concerns of individuals and families;
- **Education** students explore disability as diversity, and gain knowledge in creating inclusive environments;
- **Psychology** students gain insight into social contexts of diagnostic categories;
- **Arts & Sciences** students explore evolving and competing meanings of disability, historical and culturally diverse contexts, and examine the relevance of disability to public policy, social dynamics, and advocacy movements;
- **Business or engineering** students explore assistive technologies, accessible design, and inclusive employment strategies;
- **School of Culture, Gender & Social Justice** students gain more understanding of the complex intersections between disability, gender, race/ethnicity, sexuality, class, and nation.