TOPICS WE'LL COVER

- Learning Outcomes for Training Advisors
- Advising Mapped Out
- Professional Advisor Practices
- Day in the Life of a Professional Advisor
- Q/A
STUDENT SUCCESS BY THE NUMBERS

57.4%

4-year graduation rate
FTFT2014 cohort

4-year FTFT2010 cohort 49.9%

72.8%
6-year Graduation (69.1 FTFT 2008)

15.2
Average carrying load (14.4 FTFT2015)

45.9
First year students average credit accumulated in full academic year (44.2 FTFT2015)
Our students will graduate from the University of Oregon having had a positive experience and will be well educated, socially responsible, and career ready.
GUIDING PRINCIPLES.

1. OUR STUDENTS ARE OUR STUDENTS
2. EVERY STUDENT CAN SUCCEED
3. WE REMOVE INSTITUTIONAL BARRIERS
4. STUDENT SUCCESS IS EVERYONE’S EVERYDAY WORK

Advisors at the University of Oregon are dedicated to helping students achieve their personal goals, academic potential, and professional success. Our coordinated approach to advising strives to be student-centered, caring, holistic, inclusive, and culturally-aware.
ADVISING @ PUBLIC INSTITUTIONS

Demographics
Financial Resources
Career Implications
Academic Barriers
Accessibility
Diversity
Sense of Belonging
Personal Well Being
Safety and Basic Needs
Student Trends and Motivations

ADVISING AS A COORDINATED NETWORK OF CARE

Every student has an academic home
Standardized training for all professional advisors
Linked network with advisors and resources
Culturally responsive
Accessible
Bridge between resources
Communication and interpersonal skills
Data driven
Proactive outreach
Addressing barriers and roadblocks
Institutional translators
Advising Mapped out

Colleges and Schools
- College of Arts and Sciences
- College of Education
- College of Design
- Honors College
- Lundquist College of Business
- School of Journalism and Communication
- School of Music and Dance
  - Award Degrees
  - Academic discipline/study
  - Exploration of interests
  - Major/minor requirements
  - Core Education
  - Career connections
  - Curricular/co-curricular

Centralized Advising
- Office of Academic Advising+
- Accessibility Education Center+
- Center for Multicultural Academic Excellence+*
- International Student and Scholar Services
- Tykeson College and Career +
  - Comprehensive
  - Wrap around support
  - Navigating complex processes
  - Access and Inclusion
  - Accommodations
  - Sense of belonging
  - Advocacy

Program Specific
- PathwayOregon+
- Diversity Excellence Scholars+*
- McNair Scholars Program+
- TRIO Student Support Services+
- Services for Student Athletes
  - Defined Population
  - Selection process
  - Multiple touchpoints
  - Consistent monitoring and outreach
  - Financial implications
  - Specific program parameters
  - Navigating campus with more support

+ UESS *DEI
# Advisor Practices


Major, Minor, Core Education, academic resources, degree seeking. Faculty and professional advisors have these conversations. The depth in certain areas might vary.


Consistent and accessible quality advising for students. Reasonable advisor to student ratios. Ensuring access year round and increased during critical times. Timely communication.


Developing relationship or trust and rapport so students can disclose complex barriers to success. Conversations around imposter syndrome, climate, access, inclusion, academic challenges, personal, mental, health related concerns, financial barriers, familial obligations, homelessness, food insecurity.


Strategic interventions and proactive outreach. Utilizing data to inform policy and practice. Targeted initiatives to narrow systemic barriers. Leverage technology and tools to improve our practices.
DAY IN THE LIFE OF A PROFESSIONAL ADVISOR

Scenario
Summary notes of an advisor in the Office of Academic Advising during first few days of fall term.

Analysis
Breakdown process of a professional advisor, knowledge used, factors to clue in on, emphasis in advising session.
Declared student came in to discuss classes for Fall term. No registration due to holds on their account. Reports major is not a good fit, but family pressure to complete something “practical,” especially since they are the first in their family to go to college and family is making a lot of financial sacrifices for her to be here. Student works 25+ hours a week and reports dedicating more effort to work than class since she feels more at home with her coworkers than she does with other UO students. Comes from a tight knit community of color and hasn’t felt a sense of belonging at UO. Explored major options and courses she feels more passionate about. Has strong grades in writing and reading based courses so set up her schedule to include more of those with less math. Sent her list of counseling and other resources.

Things advisors are commonly considering:

- Students’ academic and career interests and degree requirements
- Upper division, residency credit requirements, ABCDP* requirements, double counting policies, academic standing, etc.
- Policies and procedures: financial aid, add/drop deadlines, course repeat policies
- Salient factors: financial pressures, social identities and backgrounds, family pressure and relationships, outside obligations (work, student groups, nontraditional students)
- Noncognitive factors: academic skills, commitment to college goals, self-management, and social support.
- Wellness and resources utilized
Student petitioned to cancel their disqualification. Advisor tracked their progress and outreached to ensure they have support for a successful term since they are still on probation. Student within 12 credits of graduating. Enrolled in courses not fulfilling degree requirements and were in subjects they had a history of failing. Worked with student to contact department head to discuss options for completing last major course - was given permission to sub a course but required instructor approval. Provided coaching on how to do that. Worked with Career Center to get student enrolled in internship credit as they are working full time this Fall as they are no longer eligible for financial aid. Student of color who has not felt supported at the UO. Needed to be in all online courses.

Take into consideration process from above AND

- Pay special attention to implications of Financial aid and Scholarship requirements
- Work/obligations
- Academic barriers
- Repeat patterns
- Resources not utilized
- study habits
- Academic policies
- Interpreter--navigate campus
Student made online appt at 3am through Navigate Campaign email advisor sent. They met with a faculty advisor during orientation over summer and registered for Math, Chemistry, and a WR class. Student took ALEKS chem test and scored low. Is nervous that she’s not prepared for the course. She’s from a rural community and is having a lot of anxiety around being at UO. Reports difficulty leaving residence hall. Advisor helped change class schedule to a lower CH introductory class. Discussed small group tutoring in TAEC and CMAE. Encouraged her to apply for TRIO/SSS as a first generation college student.

Take into consideration processes from above AND

• Pay special attention to implications of Financial aid and Scholarship requirements
• Work/obligations
• Academic barriers
• Repeat patterns
• Resources not utilized
• Study habits
• Academic policies
• Interpreter--navigate campus
Student came in to discuss withdrawing from a class this term. Disclosed severe mental health issues and a previous suicide attempt and subsequent hospitalization. Student reports having a difficult time at UO more broadly. Has difficulty concentrating on classes because she works a lot and sends much of her money home to her mom and younger siblings. She is often not able to pay her bills or eat and doesn’t have a lot of social support. Advisor completed suicide risk assessment. Discussed her academic options for this term including deadlines for withdraw and financial aid considerations. Called Accessible Education Center together to make an appointment and connected her with a counselor in the University Counseling Center. Sent list of basic needs resources and highlighted some of the most relevant. Advisor set up a weekly meeting time to check in this term.
2,633

Students advised week 1 of fall term by professional advisors

Does not include SSAS, AEC, or ISSS

928 Oregon Hall (101)
774 Tykeson Hall
497 LCB
178 SOJC
184 COD
47 COE
25 SOMD
QUESTIONS?

Student Success  Coodinated Network  Advising Mapped Out  Advisor Analysis