



ACADEMIC ADVISING

Student Success at UO

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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)



CAMPUS DEFINITION OF STUDENT SUCCESS

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

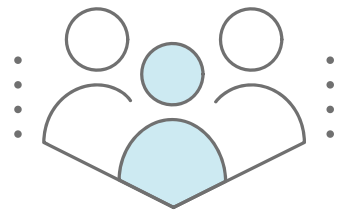
Centralized Advising



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

1

*Schedule Planning.
Academic. Curriculum.*

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

2

*Standardized Practices.
Caseloading.*

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

3

*Comprehensive. Case
Management.
Achievement Gaps.*

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.

4

*Central Coordination.
Data driven. Degree
Progress. Milestones.*

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

FIRST WEEK OF CLASSES 2019

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.

Schedule Planning

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**.

Analysis

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

Academic Probation

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**.

Analysis

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

Success Campaign

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.

Analysis

Take into consideration processes from above

AND

- Pay special attention to implications of Financial aid and Scholarship requirements
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Crisis and Complex

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.

ANALYSIS

Support. Assess Risk.
Refer. Follow up.
Advocate. Check in.

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

