Session Capture: 
August & September Community Engagement
Executive Summary

The Academic and Career Advising Redesign Work Group held three community sessions on August 30th, 31st, and September 1st, 2016 to share and solicit feedback with the PSU community on their preliminary recommendations of the draft advising service model, two draft visualizations of the model, and proposed advising pathways. In total, 72 advisors, faculty, and other staff attended; a separate session was held for current and prospective students, at which 20 participated and attended.

In conjunction with these community sessions, students at PSU had the opportunity to participate in an online discussion forum aimed at providing feedback on the draft advising service model and two draft visualizations of the model. Members of the advising community who were unable to attend the August community sessions had the opportunity to provide feedback on the proposed advising service model, two draft visualizations, and the proposed advising pathways by completing a Google Form. In total, 16 students participated in the UserVoice campaign, and 3 faculty provided their input via the Google Form.
On September 20th and 21st, 2016, the Work Group held two follow up sessions to share and solicit feedback from the PSU advising community on its refined recommendations, focusing on common practices, roles, and advising pathways (including sub-groups). In total, 48 advisors, faculty, and other staff attended.

Following these sessions, the Work Group reviewed and synthesized the in-depth, valuable feedback received from the PSU community, incorporating the synthesis into the project research and findings. The five community sessions and other methods of community engagement have been integral to the refinement of the Work Group’s recommendations as the project transitions into the implementation phase. These recommendations will be incorporated into a final report and presented to the deans, Provost, and advising community in early November 2016.

**Academic & Career Advising Redesign Workgroup**

Casey Campbell, Kate Constable, Martha Dyson, Randi Harris, Kara Hayes, Sukhwant Jhaj, Lynell Spencer, Sarah Traxler, Melissa Yates
**Community Session Info**

### Introduction to Concept Sketches & Pathways

**August 30**

- 27 Advisors, Faculty and other Staff
  - Service Model Concept & Visualization: Feedback and Prioritization
  - Introduction to Pathway Model Options

**August 31**

- 20 Current and Prospective Students
  - Service Model Concept & Visualization: Feedback and Prioritization

### Feedback & Refinement

**September 20**

- 28 Advisors, Faculty and other PSU Staff
  - Deep dive into:
    - Common Practices
    - Service Model Concept Roles
    - Pathway Major and Sub-Group breakdowns

**September 21**

- 20 Advisors, Faculty and other PSU Staff
  - Deep dive into:
    - Common Practices
    - Service Model Concept Roles
    - Pathway Major and Sub-Group breakdowns

Session Capture: August & September Community Engagement
Introduction Session: Service Model Concept
Faculty, Advisors, A&A Deans, Other Staff
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>CHANGES</th>
<th>WORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Advising Relationship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the emphasis on creating and strengthening the 1:1 holistic relationship.</td>
<td>Establish long term relationship</td>
<td>Focus on relationships with advisors</td>
</tr>
<tr>
<td></td>
<td>Not having to tell one’s story again and again. Strong connection between student and advisor</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Work as a Source of Joy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity- Where is it? New positions at level 1. Lower pay, etc,... Why?</td>
<td>Source of joy in work-what about compensation (salaries) Recognizing, honoring, valuing</td>
<td>How to achieve equity for pay</td>
</tr>
<tr>
<td></td>
<td>All advisers: Masters minimum. Level II. Value our profession and our experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source of joy. Also livable wage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition of advising as a profession is undercut by new AC 1 classification</td>
</tr>
<tr>
<td><strong>Space/Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerns re: space: how will we ensure a space that encourages collaboration between APs?</td>
<td>Why not have a central location behind that front door?</td>
<td>Hub: Central quality advising location.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Changes/Multi Majors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What if an exploratory student is torn between two pathways?</td>
<td>What about students who change majors outside of their original pathway?</td>
<td>Where do pre-health students fit since pre-health isn't a major</td>
</tr>
<tr>
<td></td>
<td>How does this work for students who are pre-professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where are pre-health students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How can I be an expert and generalist at the same time?</td>
</tr>
<tr>
<td><strong>Student Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will students be assigned to an advisor? What is case load?</td>
<td>How will non-traditional or part-time students fit within this model?</td>
<td>Easily identifiable person/advisor who can be contacted in person/phone</td>
</tr>
<tr>
<td></td>
<td>Ensure all incoming students know how and when to access their advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prospective students need a place to ask pre-admissions questions and understand advising model</td>
<td></td>
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<tr>
<td></td>
<td>Require mandatory advising more than once</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mandatory advising each year</td>
<td></td>
</tr>
<tr>
<td>Feedback from Faculty, Advisors, Deans, A&amp;A Deans, other Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools, Resources, Professional Development, &amp; Shared Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Roles &amp; Responsibilities</strong></td>
<td>Role of faculty advisors?</td>
<td>How do retention focused advising staff fit into this model?</td>
</tr>
<tr>
<td>Defined advisor responsibilities.</td>
<td>Include a faculty advisor council for the hub.</td>
<td>Need explicit support of the faculty/advisor partnership to retention, belonging, and success</td>
</tr>
<tr>
<td><strong>Student Pathways &amp; Exploration</strong></td>
<td>How can students explore across pathways vs. within pathways</td>
<td>What happens to a student who switches majors? Do they stay with the original advisor?</td>
</tr>
<tr>
<td>Planting the seeds... early discussions about careers, skills, values, and interests.</td>
<td>Isolation of advisors from academic leadership in college/dept is unacceptable</td>
<td>Distinguish between totally undecided and undecided in pathway</td>
</tr>
<tr>
<td><strong>Career Counselors &amp; Team for Students</strong></td>
<td>Each student builds a team of faculty, advisor and career counselor</td>
<td>Define &quot;hand-off&quot; from career advisor to career counselor</td>
</tr>
<tr>
<td><strong>Front Door</strong></td>
<td>Front door. Love it.</td>
<td></td>
</tr>
</tbody>
</table>
Introduction Session: Service Model Concept

Current and Prospective Students
<table>
<thead>
<tr>
<th>STUDENT JOURNEY</th>
<th>QUESTIONS</th>
<th>CHANGES</th>
<th>WORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear on how and when to contact an advisor</td>
<td>Regular check ins with advisor, maybe a few times a year</td>
<td>Focus on pre-admission advising</td>
<td>Goal setting = super important</td>
</tr>
<tr>
<td>Transfer students don’t fit in on diagram</td>
<td>Emphasize transfer students and requirements in the “Student Journey”</td>
<td>Transfer students are not called out</td>
<td>Discuss academic goals and graduation early on</td>
</tr>
<tr>
<td>Advising does not guarantee quality of education</td>
<td>1st meeting should be w/ career counselor &amp; access skills, understand our learning styles and who we can be successful.</td>
<td>Topics/ Discussion circles should be talked about at all stages or years.</td>
<td>Communication or to-do items should be done throughout the years on campus, not the last few terms. I think it may bring too much pressure to both student and advisor.</td>
</tr>
<tr>
<td>Be careful about implying that success and a good reputation are only attainable through a structured college degree program</td>
<td>Info shouldn’t be laid out as so...topics should be recurring throughout every meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MILESTONES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are milestones?</td>
<td>I think Milestones would be very helpful, but maybe they could be tailored to fit the individual student (vs. just University required checkpoints)</td>
<td>Why “required” milestones? what not optional?</td>
<td>Don’t like &quot;required&quot;, what are they?</td>
</tr>
<tr>
<td>Clear and direct path to understanding what all advising does for students</td>
<td>Focus on degree to career by focusing on skills</td>
<td>Using skills and values to help determine possible pathways</td>
<td>I like the completed milestones. Is it in a worksheet or verbal? Clear targets for my degree and requirements are easier to understand</td>
</tr>
</tbody>
</table>

<p>| BOLD = Received Votes | | | | | |</p>
<table>
<thead>
<tr>
<th>ADVISING PATHWAYS</th>
<th>Advisors having knowledge over different majors</th>
<th>Having advisors know about other majors, not just what you need to get the degree, but how it will get you a job</th>
<th>I like the idea of building strong relationships and learning about new opportunities</th>
<th>I feel like things might get a little messy, or scattered, if my advisor provides advising in multiple areas of focus.</th>
<th>BOLD = Received Votes</th>
<th>Non targeted advisor may [know] nothing of my career path.</th>
<th>Non-targeted advisor may [know] nothing of my career path.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>It is u unclear who receives &quot;support&quot; or &quot;tools &amp; practices&quot;?</strong></td>
<td>How does advising work across colleges?</td>
<td><strong>Does this only matter to boost PSUs &quot;reputation / rank / standing&quot;?</strong></td>
<td>Why don’t career counselors meet with students?</td>
<td>The career counselor at my school is very helpful in helping us find jobs and internships. Every school has a career counselor, right?</td>
<td><strong>I like understanding the other side of the relationship with advisor responsibilities and satisfaction</strong></td>
<td>Advisor responsibilities spelled out helps establish expectations</td>
</tr>
<tr>
<td></td>
<td>I think advisors need more training. I once visited an advisor at another school at PSU, he judged me on my current major and told me that I wasn’t creative enough for his school.</td>
<td>We are already bloated with admin. We need more full time teaching faculty. They have more engagement and trust with us. They have experience in our field</td>
<td>Our teachers should be part of this. We need a review with them to understand how we are doing and what we need for success.</td>
<td>Faculty should really play a bigger role in advising</td>
<td>Should I have a career counselor and advisor, not two separate people</td>
<td>No career counselor - student link?</td>
<td>Clarify roles of advisors</td>
</tr>
<tr>
<td></td>
<td>Advisors will not be as experienced with new career/major path</td>
<td>Levels of advising rather than in-depth extremely guided hand holding or independent options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOOLS, RESOURCES, SHARED PRACTICES</td>
<td>How would you identify at risk students?</td>
<td>What does risk management [entail]?</td>
<td>How can advisers manage risks or target advising without patronizing?</td>
<td>Who gets shared tools and goals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Targeted financial outreach</strong></td>
<td>who would be targeted for financial outreach?</td>
<td>I like the idea of financial literacy outreach, but I'm curious about how it could be &quot;targeted&quot; effectively</td>
<td>Sharing tools and practices with each other</td>
<td>Much needed resource referral there is a current inequity in awareness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Risk Management - what risk are we talking about?</strong></td>
<td>I like the idea of risk management but need to hear more about it and how it will be done</td>
<td>Financial Literacy outreach, what is it</td>
<td>What does financial outreach mean?</td>
<td>What is EAB SSC Campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QUESTIONS

<table>
<thead>
<tr>
<th>Holistic Advising</th>
<th>Questions</th>
<th>Changes</th>
<th>Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 on 1 holistic relationship? Do we drink tea and talk about our pets, then churn out our degree plan?</td>
<td>What kind of skills will we build outside of the class through holistic advising?</td>
<td>What if I don't click with my advisor?</td>
<td>What defines a holistic relationship with an advisor? Nothing defines it except 1:1 and personalized</td>
</tr>
<tr>
<td>Meaningful connections - not as important to some students as having an advisor with a strong background in chosen major</td>
<td>This feels like hand-holding. Will advisors have to communicate with us and vice versa frequently?</td>
<td>How about considering how advisors can connect with university services?</td>
<td>What tools are needed to ensure accurate advising with 1:1 relationships?</td>
</tr>
<tr>
<td></td>
<td>Having a close community along with a relationship with our advisor is important for retention</td>
<td>I think it is very important to have a stronger relationship between students and advisors</td>
<td>Understanding who I need to meet with in the first place has been a struggle.</td>
</tr>
<tr>
<td></td>
<td>some students need hand holding. Some like hands off. How can advisor work with different decision making styles?</td>
<td>I like the idea of keeping one adviser even if you change majors</td>
<td>Do they play a role of social worker? Students need that</td>
</tr>
<tr>
<td>1 advisor even if you change your major</td>
<td>Option to have 1:1 advising relationships</td>
<td>We need much better relationships between students and advisors</td>
<td>I like the idea of a 1:1 advisor approach with one person</td>
</tr>
<tr>
<td>Not everyone wants a &quot;meaningful connection&quot; with their advisor. My friend only goes to his advisor when he’s required to.</td>
<td>Provide close knit relationship OR goal oriented options.</td>
<td>Overall, I'd like more access to my advisor. Hire more staff? Assign a student max per advisor?</td>
<td>encouraging students to be in touch with an advisor throughout their PSU experience</td>
</tr>
<tr>
<td>MISC.</td>
<td>How will we know about senate faculty? Will students be involved?</td>
<td>Building community and managing student engagement is harder than you think.</td>
<td>Being able to talk more about opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How does this help improve student agency?</td>
<td>Improved training handbook would be good. Sometimes I feel like advisors aren't as knowledgeable about the programs as I would like</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Having an accessible front door is a GOOD thing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is running campaigns?</td>
</tr>
</tbody>
</table>

**BOLD = Received Votes**
Introduction Session: Visualization Sketches

Current and Prospective Students
## Sketch 2 - Feedback from Students

<table>
<thead>
<tr>
<th>STUDENT JOURNEY</th>
<th>QUESTIONS</th>
<th>CHANGES</th>
<th>WORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road to student success is a nice graphic</td>
<td>Graphically reads better [than sketch 1], like the road</td>
<td>Student Experience diagram is clear</td>
<td>I like how the student journeys section is easy to follow up the steps</td>
</tr>
<tr>
<td>Yellow brick road visual is captivating</td>
<td>student experience illustration is a good visual map w/ the break between prospective and 1st year :)</td>
<td>the illustrated student journey is very helpful and easy to understand</td>
<td></td>
</tr>
<tr>
<td>No pathway for transfer student? They have to do all of this in fast-forward mode</td>
<td>Could be [clearer] on what happens at what step.</td>
<td>Topics/ Discussion circles should be talked about at all stages or years.</td>
<td></td>
</tr>
<tr>
<td>Advising bottom stage illustration is clear</td>
<td>Info about each role in advising structure</td>
<td>The 3-d advising structure is a great visual tool</td>
<td></td>
</tr>
<tr>
<td>Advising structure makes so much sense</td>
<td>Advising structure tiered illustration establishes understanding in hierarchy of roles but advising pathway is vague</td>
<td>Faculty should really play a bigger role in advising</td>
<td></td>
</tr>
<tr>
<td>Advising Pathway is difficult to understand in sketch</td>
<td>What does the advising pathway section represent</td>
<td>Adjuncts should be included in the Faculty, since they are more common</td>
<td></td>
</tr>
<tr>
<td>&quot;Holistic Advising&quot; section is repetitive and vague. It doesn’t explain what is more (vs. last year or another school)</td>
<td>Holistic advising title, rank reputation and standing comes before student readiness as opposed to result of.</td>
<td>Advising Pathway is cluttered and ambiguous</td>
<td></td>
</tr>
<tr>
<td>Advising Pathway is difficult to understand in sketch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools, Practices, and support written out</td>
<td>shared tools get lost in this sketch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horizontal / landscape layout</td>
<td>This design is way clearer. It is now clear what roles the deans and faculty play</td>
<td>Overall visuals are way better displayed in these drawings</td>
<td></td>
</tr>
<tr>
<td>Graph is too complex</td>
<td>Overall design is cluttered and gets you kind of lost in all od the info. Condense info &amp; illustrations</td>
<td>This poster looks better and is easier to read</td>
<td></td>
</tr>
<tr>
<td>More visual representation</td>
<td>reverse equation &quot;overall readiness = …&quot;</td>
<td>I like the visual design more than the skeletal bullets of sketch 1</td>
<td></td>
</tr>
<tr>
<td>OVERALL DESIGN, SMALL DETAILS, MISC.</td>
<td>The font is really condensed and hard to read. Posters should use PSU branding guide</td>
<td>Good information but could be organized better</td>
<td></td>
</tr>
<tr>
<td>Maybe change the color scheme to make it look more colorful and less &quot;dull&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More visual representation</td>
<td>I like the design more than the skeletal bullets of sketch 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOLD = Received Votes**
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>CHANGES</th>
<th>WORKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT JOURNEY</strong></td>
<td>Student Journey is well visualized</td>
<td><em>Student Experience</em> section is heavily illustrated, some objects aren't needed or are too small</td>
</tr>
<tr>
<td><strong>ADVISING STRUCTURE</strong></td>
<td>I like the hub illustrations on the left side</td>
<td>Advising Structure is an interesting element but isn't needed for students and faculty</td>
</tr>
<tr>
<td><strong>ADVISING PATHWAYS</strong></td>
<td>Advising Pathways illustration doesn't seem necessary</td>
<td></td>
</tr>
<tr>
<td><strong>HOLISTIC ADVISING</strong></td>
<td>Simple holistic advising area</td>
<td><em>1-on-1 Holistic Relationship...</em> Illustration. It's a simple, understandable visual</td>
</tr>
<tr>
<td><strong>TOOLS, RESOURCES, SHARED PRACTICES</strong></td>
<td>I like the tools, practices, &amp; support written out</td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL DESIGN, SMALL DETAILS, MISC.</strong></td>
<td>Not as easy to understand as the second sketch</td>
<td>Visuals are phenomenal</td>
</tr>
<tr>
<td></td>
<td>Light green is difficult to read all throughout</td>
<td>The left half doesn't really add anything to the designs simplicity</td>
</tr>
</tbody>
</table>

**Sketch 1 - Feedback from Students**

*BOLD* = Received Votes
Introduction Session: Pathway Options
Faculty, Advisors, A&A Deans, Other Staff
### Option 1

<table>
<thead>
<tr>
<th>Pathway #1</th>
<th>Pathway #2</th>
<th>Pathway #3</th>
<th>Pathway #4</th>
<th>Pathway #5</th>
<th>Pathway #6</th>
<th>Pathway #7</th>
<th>Pathway #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Community Development</td>
<td>Accounting</td>
<td>Arts &amp; Letters</td>
<td>Architecture</td>
<td>All other Pre-Health</td>
<td>Chemistry</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Black Studies</td>
<td>Conflict Resolution</td>
<td>Advertising Management</td>
<td>Communications (students who switch to)</td>
<td>Art History</td>
<td>Applied Health &amp; Fitness</td>
<td>Community Development (only Group students that switch to)</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td>Criminology &amp; Criminal Justice</td>
<td>Economics</td>
<td>Creative Writing</td>
<td>Art Practices</td>
<td>Biology</td>
<td>Earth Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Int. Disc. Studies (students who switch to)</td>
<td>History</td>
<td>Finance</td>
<td>English</td>
<td>Film</td>
<td>Chemistry (pre-health interest)</td>
<td>Environmental Science</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Psychology</td>
<td>International &amp; Global Studies</td>
<td>Human Resources Management</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Graphic Design</td>
<td>Health Studies</td>
<td>Environmental Studies</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>Social Science (students who switch to)</td>
<td>Political Science</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Management an</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Psychology (pre-health interest)</td>
<td>Geography</td>
<td>Int. Disc. Studies (students who switch to)</td>
</tr>
<tr>
<td>Sociology</td>
<td>World Languages &amp; Literatures</td>
<td>Leadership</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Liberal Studies</td>
<td>Psychology (pre-health interest)</td>
<td>Geology</td>
<td>Management and Leadership</td>
</tr>
<tr>
<td>Womens Studies</td>
<td></td>
<td>Marketing</td>
<td>Music</td>
<td>Music</td>
<td>Science</td>
<td>Speech and Hearing Science</td>
<td>Marketing</td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td></td>
<td>Supply &amp; Logistics</td>
<td>Theater Arts</td>
<td>Theater Arts</td>
<td></td>
<td></td>
<td>Supply &amp; Logistics</td>
</tr>
<tr>
<td>Bachelor of Urban &amp; Public Affairs</td>
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</tr>
</tbody>
</table>

### What would work to meet the redesign goals?

- Seems to model student experience more than our organization & understanding of these things
- Seems logical
- Many are like the current distribution
- This Pathway option, specific to SSW majors makes the most sense in terms of curricular & career overlap
- Specific points of contact/Pathway may make it easier to promote ACS/Employer relations events to students (& create them!)
- Groupings of majors based on student flow is spot on. Makes sense to students more than colleges/school affiliation

### What would you change about Option 1 to meet the redesign goals?

- Break Bio into Pre-Health and Non-Health
- Move History to Pathway #1 because of high number of crosslists with BST, JST, & WS
- Add PEDD to Pathway #1 and #4
- Move Math to Pathway #8 - it is common to switch from ENGR & CS majors
- One Pathway for all students in STEM disciplines (including Pre-Health)
- Community Dev #7 to be with BA UPA #2 - Civic Leadership
- Add a non-admit ENGR major for non-admit MCECS students
- Consider dual major: Physics + CMPE or EE
- Speech isn't a perfect (or even good) fit in any of these Pathways
- Tony's majors are all over the place
- Advisors can change
- No 'S' on Communication

### What questions do you have?

- How many advisors per Pathway?
- What about truly exploratory students who don't fit any group?
- Where are Pre-Ed students placed in Pathways?
- How are Departments/Faculty advisers integrated into this plan?
- Where are Pathways housed?
- Would they attempt to realign from schools? Move BR advisors to a humanities Pathway?
- There are more Pathways than ACS advisors. Will some colleges do exploratory advising w/ existing staff?
- Will advisor be trained to talk about major options outside of the Pathway?
- Will advisor be trained to talk about all minor options?
- Are double major/major minor pairs grouped together?
- How will the new AC's who are being hired for specific departments (esp. w/ CLAS) fit in, will they change case loads?
### Option 2

<table>
<thead>
<tr>
<th>Pathway #1</th>
<th>Pathway #2</th>
<th>Pathway #3</th>
<th>Pathway #4</th>
<th>Pathway #5</th>
<th>Pathway #6</th>
<th>Pathway #7</th>
<th>Pathway #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Bachelors of Urban &amp; Public Affairs</td>
<td>Accounting</td>
<td>Arts &amp; Letters</td>
<td>Architecture</td>
<td>Chemistry</td>
<td>Civil Engineering</td>
<td>Computer Engineering</td>
</tr>
<tr>
<td>Black Studies</td>
<td>Community Development</td>
<td>Advertising Management</td>
<td>Communications (students who start with)</td>
<td>Art History</td>
<td>Community Development (only Group students that switch to)</td>
<td>Computer Science</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Child &amp; Family Studies</td>
<td>Conflict Resolution</td>
<td>Communications (students who switch to)</td>
<td>Creative Writing</td>
<td>Art Practices</td>
<td>Earth Science</td>
<td>Environmental Engineering</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>Geography</td>
<td>Criminology &amp; Criminal Justice Economics</td>
<td>Economics</td>
<td>English</td>
<td>Film</td>
<td>Environmental Studies</td>
<td>Int. Disc. Studies</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>History</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Finance</td>
<td>Film &amp; Film Studies</td>
<td>Graphic Design</td>
<td>Geography</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Int. Disc. Studies (students who switch to)</td>
<td>International Studies</td>
<td>Human Resources Management</td>
<td>History</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Health Studies</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Speech and Hearing Science</td>
</tr>
<tr>
<td>Political Science</td>
<td>Political Science</td>
<td>Management and Leadership</td>
<td>Liberal Studies</td>
<td>Int. Disc. Studies (students who switch to)</td>
<td>Health Studies</td>
<td>Psychology (pre-health interest)</td>
<td>Supply &amp; Logistics</td>
</tr>
<tr>
<td>Quantitative Economics</td>
<td>Political Science</td>
<td>Marketing</td>
<td>Philosophy</td>
<td>Music</td>
<td>Social Work</td>
<td>Science (pre-health interest)</td>
<td>Theological Studies</td>
</tr>
<tr>
<td>Sociology</td>
<td>Supply &amp; Logistics</td>
<td>Supply &amp; Logistics</td>
<td>Speech</td>
<td>Theater Arts</td>
<td>Social Science</td>
<td>Supply &amp; Logistics</td>
<td>Art History</td>
</tr>
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<td>Social Work</td>
<td>Supply &amp; Logistics</td>
<td>Supply &amp; Logistics</td>
<td>Speech</td>
<td>International Studies</td>
<td>Supply &amp; Logistics</td>
<td>Theater Arts</td>
<td></td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>Supply &amp; Logistics</td>
<td>Supply &amp; Logistics</td>
<td>Speech</td>
<td>Management Sciences</td>
<td>Theater Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What would work to meet the redesign goals?
- I really like the Pre-Health Pathway in each model.
- Like the cluster of BA UPA, Comm. Dev., CCJ, ECO, PS.
- Looks very similar to the current system.

### What would you change about Option 2 to meet the redesign goals?
- Suggest that Pathways be combined.
- Would be closest to the current groupings.
- Appears to require the least amount of changes.
- This makes the most logical sense to me.
- Seem to model the student experience more

### What questions do you have?
- What about Pre-Health students who are in different majors?
- Would I change groups if I am Bio w/ Pre-Med, and drop the Pre-med?
- Do Pathways take into account double majors / major-minor pair frequencies?
- Where do students go for minor advising?
- Will we identify clusters, explicitly that don’t work with their (or any) Pathway?
- Will Pathways be physically located together?
- How will students find their advisor?
- Who is the director for each Pathway? Will they also advise?
- Would I change groups if I am Bio w/ Pre-Med, and drop the Pre-med?
- Where would the physical location for Pathways be?
OPTION 3

Pathway #1
- Anthropology
- Black Studies
- Geography
- History
- International Studies (non-policy related)
- Judaic Studies
- Social Science (students who start with)
- Women's Studies
- Bachelors of Urban and Public Affairs
- Community Development
- Conflict Resolution
- Criminology & Criminal Justice
- Int. Disc. Studies (students who switch to)
- International Studies (students in policy)
- Political Science
- Accounting
- Advertising Management
- Communication (students who switch to)
- Economics
- Finance
- Human Resources Management
- Int. Disc. Studies (students who switch to)
- Management and Leadership
- Marketing
- Supply & Logistics
- Applied Linguistics
- Arts & Letters

Pathway #2
- Pathway #3 & #5 look good
- Including Interdisciplinary Studies in all helps students who change
- Common responsibility for interdisciplinary majors
- More groups suggest less generalists.

Pathway #3
- Option 3
- Architecture
- Art History
- Art Practices
- Film
- Graphic Design
- Int. Disc. Studies (students who switch to)
- Philosophy
- World Languages & Literatures
- All other Pre-Health
- Applied Health & Fitness
- Biology (pre-health interest)
- Chemistry
- Health Studies
- Int. Disc. Studies (students who switch to)
- Psychology (pre-health interest)
- Science (pre-health interest)
- Social Work (students who switch to)
- Speech and Hearing Science

Pathway #4
- Accounting
- Creative Writing
- English
- Int. Disc. Studies (students who switch to)
- Philosophy
- World Languages & Literatures

Pathway #5
- Architecture
- Art History
- Art Practices
- Film
- Graphic Design
- Int. Disc. Studies (students who switch to)
- Philosophy
- World Languages & Literatures
- All other Pre-Health
- Applied Health & Fitness
- Biology (pre-health interest)
- Chemistry
- Health Studies
- Int. Disc. Studies (students who switch to)
- Psychology (pre-health interest)
- Science (pre-health interest)
- Social Work (students who switch to)
- Speech and Hearing Science

Pathway #6
- Architecture
- Art History
- Art Practices
- Film
- Graphic Design
- Int. Disc. Studies (students who switch to)
- Philosophy
- World Languages & Literatures
- All other Pre-Health
- Applied Health & Fitness
- Biology (pre-health interest)
- Chemistry
- Health Studies
- Int. Disc. Studies (students who switch to)
- Psychology (pre-health interest)
- Science (pre-health interest)
- Social Work (students who switch to)
- Speech and Hearing Science

Pathway #7
- Biology
- Earth Science
- Environmental Science
- Environmental Studies
- Geology
- Int. Disc. Studies (students who switch to)
- Math
- Physics
- Science

Pathway #8
- Civil Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Environmental Engineering
- Environmental Studies
- Geology
- Int. Disc. Studies (students who switch to)
- Mechanical Engineering
- Child and Family Studies
- Int. Disc. Studies (students who switch to)
- Psychology
- Social Work
- Sociology

Pathway #9
- Pathway #8
- Accounting
- Advertising Management
- Communication (students who switch to)
- Economics
- Finance
- Human Resources Management
- Int. Disc. Studies (students who switch to)
- Management and Leadership
- Marketing
- Supply & Logistics
- Applied Linguistics
- Arts & Letters

What would work to meet the redesign goals?
- Pathway #1 has many shared classes
- Pathway #3 & #5 look good
- Including Interdisciplinary Studies in all helps students who change
- Common responsibility for interdisciplinary majors
- More groups suggest less generalists.

What would you change about Option 3 to meet the redesign goals?
- Move Math to Pathway #8
- No Pathway for Elementary & Secondary education
- Pathway #9 with #7 & #8 makes no sense
- Interdisciplinary Students are still going to be lost in the shuffle
- Not sure how you are defining “Interdisciplinary”
- One Pathway for all students in STEM disciplines (including Pre-Health)
- Pathway #8
- Accounting
- Advertising Management
- Communication (students who switch to)
- Economics
- Finance
- Human Resources Management
- Int. Disc. Studies (students who switch to)
- Management and Leadership
- Marketing
- Supply & Logistics
- Applied Linguistics
- Arts & Letters

What questions do you have?
- How/why can one department be in 2 different groups?
- How do you determine which Pathway to place an International Studies student in?
- Is there no option for a student who truly does not know? Is truly “undecided”?
- Before 2 years ago, students didn’t even declare until graduation, so beware of using analytics that don’t tell the full story
- Can an ACS advisor choose a Pathway?
- It is difficult to evaluate the overall strength/credibility of individuals Pathways without seeing the related data

What role(s) do faculty advisors play in these Pathways?
- Advising for Scholarships?
- Carefully consider the Pathways: connecting Int’l Study, World Languages, UPA, SBA

How do you determine which Pathway to place an International Studies student in?
- How do the International Studies majors split?
- So is there no option for a student who truly does not know? Is truly “undecided”?
- Before 2 years ago, students didn’t even declare until graduation, so beware of using analytics that don’t tell the full story
- Can an ACS advisor choose a Pathway?
- It is difficult to evaluate the overall strength/credibility of individuals Pathways without seeing the related data
- ARR, exceptions, equivalencies within Pathway. Do we have authority?

Do students switch in and out of Pre-Health interest often?
- Non-liberal studies credits have no interdisciplinary major
- Coaching/Supporting in Grad School?
### Pathway #1
- Child & Family Studies
- Int. Disc. Studies (students who switch to)
- Psychology
- Social Science (students who start with)
- Social Work
- Sociology

### Pathway #2
- Anthropology
- Applied Linguistics
- Bachelor of Urban and Public Affairs
- Community Development
- Conflict Resolution
- Criminal Justice
- History
- Int. Disc. Studies (students who switch to)
- International Studies
- Political Science
- Speech & Hearing Science
- World Languages and Literatures

### Pathway #3
- Accounting
- Advertising
- Management Communication (students who switch to)
- Economics
- Finance
- Human Resources Management
- Int. Disc. Studies (students who switch to)
- Management and Leadership
- Marketing
- Supply and Logistics

### Pathway #4
- Arts & Letters
- Black Studies
- Communication
- Creative Writing
- English
- Int. Disc. Studies (students who switch to)
- Judaic Studies
- Liberal Studies
- Philosophy
- Womens Studies

### Pathway #5
- Architecture
- Art History
- Art Practices
- Film
- Graphic Design
- Int. Disc. Studies (students who switch to)
- Music
- Theater Arts

### Pathway #6
- All Pre-health students
- Biology
- Chemistry
- Community Development (students who switch to)
- Earth Science
- Environmental Science
- Geography
- Geology
- Health Studies
- Int. Disc. Studies (students who switch to)
- Mathematics
- Psychology (students who switch to)
- Science
- Applied Health & Fitness

### Pathway #7
- Civil Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Environmental Engineering
- Int. Disc. Studies (students who switch to)
- Mathematics (students who switch to)
- Mechanical Engineering

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### What would work to meet the redesign goals?
- Clustering of STEM disciplines w/ Pre-Health: Students who develop pre-professional track often remain in the same discipline.
- Pre-Health, Health Studies, & Applied Health are together.
- Pathways #3, #7, and #5 look good.

### What would you change about Option 4 to meet the redesign goals?
- Only 7 Pathway directors - good or bad?
- Look at minor affiliation as well: EG, EE & PH & S, CS & Math
- Move Math to Pathway #7 (not Pathway #6)
- Do not group Health Sciences with Earth Science, Geography, Geology and Math
- Department groupings do not make sense for Pathway #6. Fewer departments/to more similarity.
- Only include Health Science related sciences in Pathway #6. More Earth Science, Math, Physics to their own Pathway.
- This Pathway #6 is too large.
- Pathway #5, #6, & #7
- Consider grouping all Human Services together as they feed into similar careers
- Speech would have the 'best' fit in Pathway #1 of Option 4
- Too many majors in each Pathway, categories are very general
- Pathway #6 is too broad. HUGE!
- It is the idea/concept that is problematic, not how you divide up the majors
- We will never be able to dictate to (teaching) faculty advisors, we can’t tell faculty what to do
- I don’t think this works for Faculty Advisors (any of the Pathways)
- English & History offer many BST, JST, WS courses. Perhaps they should be in the same Pathway?

### What questions do you have?
- Are Double Major / Major & Minor pairings grouped together?
- How would Faculty & Departmental advisors fit into this model?
- In my experience, students want to see an advisor right now, rather than the best advisor for their major/program.
- If students switch outside of a Pathway, do they need to give up their advisor?
- What about Advisor change over? Even in this model, students won’t always get to keep an advisor for all 4 years.
- What happens when advisors leave PSU?
- Pathway #6 is crazy. No.
- Can a student be Pre-Health & have a major outside of Pathway #6?
- Why is Psychology (switch to) with Pathway #6?
- Where is Pre-Ed?
- Interdisciplinary majors are real majors, not toys that anyone can play with.
- Who does the cross training? How much?
- A large number of students end up with me because they hate/fear/dislike/don’t connect with their ‘real’ advisor.
- Can advisors move between Pathways if they are better suited elsewhere?
- We’re totally re-structuring advising at PSU, just so students can stick with one advisor?
- Can you explain how the Pathways in each of the options was arrived at, specifically?

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- Can you explain how the Pathways in each of the options was arrived at, specifically?
Introduction Synthesis: Next Steps

Advising Redesign Workgroup

- Clarify roles in the Service Model (Assigned Advisor, Faculty, Advising Director, and Advising Support)
- Select a visualization sketch to refine
- Select a single option of Pathways and develop subgroups within pathways
- Develop activities for additional community sessions, including taking a deeper look at common advising practices and milestones.
Feedback & Refinement: Session Handouts

- Common Practices
- Roles
- Pathway Groupings
Academic and Career Advising Redesign
Community Sessions- September 20th and 21st

Common Practices for Assigned Advisors:

INDIVIDUAL ADVISOR RESPONSIBILITIES

1:1 Student Advising

1. Use of SSC Campus/Coordinated Service Network for note-taking and CSN student support
2. Course planning and advising for academic requirements (BA/BS/BFA/BM, UNST/Honors, Major, and all PSU wide degree requirements)
3. Academic plans
4. Academic standing issues - working with students on warning, probation, dismissal
5. Academic petitions - ARC, SSC, DAP
6. Financial aid petitions - SAP, MEP
7. Co-admission advising
8. Effective handoff of students changing majors outside of pathway
9. Mentor students on how to connect and engage with faculty
10. Help students connect with advisors in second major, a minor, and support services (e.g. TRIO, Athletics, etc…).
11. Discussion about post-graduation plans (e.g. graduate school)
12. Career discussions (exploring values, interests, skills, and connection to major)
13. Support students in exploring internship opportunities
14. Letters of recommendation
15. Discuss and refer students to Campus Resources: Learning Center, Disability Resource Center, Women’s Resource Center, Queer Resource Center, Coordinated Assessment Response Education (C.A.R.E.), etc.
16. Advising milestones for students:
   - Mandatory Career Exploration Session with assigned advisor before 90 credits or by end of first term for students who enter with 90+ credits
   - Mandatory First Year Advising Session no later than second term
   - Major verification process - active process of engagement with student at 90 credits or by end of first term for students who enter with 90+ credits
   - Sign off on approved grad plan and graduation application with assigned advisor two terms prior to planned graduation date
   - Financial planning conversation to ensure students have a financial plan in place, if needed

UNIT/PATHWAY RESPONSIBILITIES

Exploratory
Pathways will determine how best to coordinate advising for Exploratory students. One or more advisors in each pathway will be assigned to support Exploratory students and coordinate with faculty and staff responsible for exploratory programming in University Studies.

Honors
Pathways will determine how best to coordinate with the University Honors College. One or more advisors in each pathway will be assigned to develop and maintain a relationship between the University Honors College and the pathway in order to communicate curricular changes in the Urban Honors program, support Urban Honors students in their internships and theses, and possibly to help build connections between students and faculty thesis advisors.

Prospective
Pathways will determine how best to coordinate with EMSA for advising with Prospective students. One or more advisors in each pathway will be assigned to support Prospective students both on campus and on community college campus.
New Student Programs

- Foundations Presentations: Advisors in each pathway will be assigned to conduct Foundations Presentations at orientation for new students. Foundations Presentations cover curricular requirements, DARS, online class schedule, vocabulary and next steps.
- Orientation advising: Pathway directors in consultation with their team will develop standards of what to cover during orientation advising and how to assist students in selecting classes and registering for their first term. Advisors in each pathway will be assigned to conduct orientation advising.
- Advising representation in New Student Programs (e.g., Transfer Open Houses, Viking Visits, Admitted Student Receptions, etc…) focused on sharing information about PSU and introducing prospective students to campus. New Student programs in consultation with pathway directors, and advisors will develop standards on what to cover during New Student Programs. Advisors in each pathway will be assigned to participate in New Student Programs.

University Wide Student Support

- Batch audits/graduation checks: The pathway director in consultation with pathway advisors will develop protocol for completing batch audits.
- Applying for Graduation & Commencement: The pathway director in consultation with pathway advisors will develop protocol and standards for supporting students in the timing and process of applying for graduation.
- Participation in student success initiatives (campus wide initiatives set by Advising Council and others like Last Mile): The pathway director in consultation with pathway advisors will develop protocol and standards for supporting student success initiatives.
- Coordinate with PSU Student Support Programs (TRIO, DMSS, McNair, Exito, etc…): The pathway director or one or more advisors in each pathway will be assigned to coordinate with PSU Student Support Programs.
- SACM/UAE letters (when necessary): One or more advisors in each pathway will be assigned to collaborate with International Student Services to provide international students with letters listing the curriculum the student must complete to graduate. Some international students must provide such letters to their government representatives in order to receive financial support.

Outreach/Reporting

- Data analytics and reporting: The Advising Director for each pathway will work with the Associate Vice Provost to determine data analytic and reporting needs for each pathway and develop systems and protocol to collect, analyze, report.
- Community College Visits and Outreach - develop standards
Recommendations

1. Students say they want an advisor assigned to them—they don’t know who to talk to or how to find advisors. We recommend that all students have an Assigned Advisor. In some cases this will be a faculty member.
2. Faculty will continue to advise, but if they cannot commit to an Assigned Advisor role, students will work both with faculty and an Assigned Advisor.
3. Students want more engagement with faculty, and faculty value their individual work with students. We recommend that all students meet with a faculty member within their major at least once in their junior or senior year. Implementation to be determined by departments.
4. The pathways model will need Advising Directors to lead advising initiatives, and these directors will need to have supervisory duties for advisors in their pathways. (See Role—Faculty in Advising on page 2).
5. An Advising Hub will coordinate advising initiatives at PSU, community college outreach, and provide support to advisors in all the pathways. This will include the AVP, Career Counselors, and Advising Support Roles.
6. Advising in honors, athletics, TRIO, multicultural services, and in transfer admissions will work with the pathway, but are not part of the pathways.
7. All Pathways will need FTE dedicated to the following roles/tasks:
   a. Assigned advisors
   b. Faculty liaison
   c. Director/lead
   d. Curriculum committee participation
   e. Exploratory
   f. Prospective
   q. Orientation

ROLE—ASSIGNED ADVISOR

Assigned advisor—students will have an assigned advisor upon entry to PSU. Assigned advisors will engage in the Common Advising practices identified for PSU.

Of Note for Faculty in Assigned Advisor Role:
- Although responsible for all common practices, faculty will not have to advise for majors outside of their department. They are not responsible for other majors in the pathways
- Be available 12 months a year
- FTE dedicated to advising, to be determined by department
- Participate in professional advisor training
- Use SSC campus and other tools and analytics
- Engage in the common practices identified

Of Note for Department Advisors as Assigned Advisor:
- We propose that department advisors are part of the pathway, which will include advising for more than one major.

ISSUES IN IMPLEMENTATION

- Does PSU have the capacity to create equitable workloads with assigned student caseloads (includes prospective, current, and post-bacc students)?
- Will there be adequate funding for faculty to serve as an assigned advisor over the summer?
- Who will supervise assigned advisors embedded in departments?
- There are issues about funding and oversight of departmental advisors that the cannot be addressed until implementation
ROLE—FACULTY

**Faculty**—faculty that cannot take on an assigned advisor role will still work with students, together with the Assigned Advisor.

The goal is for all students to be able to work with a Faculty member within their Junior and/or Senior years (implementation to be determined by departments). Faculty will continue to:

- mentor in field
- deepen connection to major
- provide info on internship and research opportunities
- participate in career discussions
- grad school exploration
- course recommendations
- discuss pertinent curriculum choices
- discuss goals
- collaborate with assigned advisors
- inspire students and work to develop a community of faculty and students in the academic discipline
- write letters of recommendation for grad school and assist with application process.

For this to work, faculty and assigned advisors will need to practice intentional communication and handoff for students.

**Faculty liaison**: Each pathway will decide how to implement a role that links assigned advisors to the faculty. To support faculty each pathway will include a faculty liaison, a person(s) who connects with faculty about curriculum changes, equivalencies, ARRs, etc. and disseminates information to the advisors within the pathway. In some pathways, individuals will be assigned to the faculty liaison role. In others, all advisors might have faculty liaison duties.

**ISSUES IN IMPLEMENTATION**

- How will faculty engage and coordinate with assigned advisors and/or faculty liaisons?
- Different departments have different student to faculty ratios. This will need to be addressed to increase PSU's capacity for student/faculty engagement in the junior and/or senior year.

ROLE—ADVISING DIRECTOR

**Advising Director Role:**
ISSUES IN IMPLEMENTATION (ADVISING DIRECTOR)

- Need to ensure that deans and departments have the ability to establish desired outcomes for the pathway and have the ability to provide input on advisor’s performance, despite advisors reporting directly to directors/AVP.
- Clear reporting lines need to be established, working with HR, AAUP, schools/colleges, and OAA.
- Will advising directors have a student caseload?
- How will advising directors be hired?

ROLE—ADVISING SUPPORT

The idea of Advising Support Roles is new. Tasks they would support include:

- Campaign support
- Data analytics and reporting
- Professional development and training
- Community building (internal)
- Coordinating community college relations
- Partnering and coordinating with Orientation and New Student Programs
- Partnering and coordinating with Admissions and Welcome Center

ISSUES IN IMPLEMENTATION

- What are these specific roles, classification, and oversight?
- Will these be new positions, and is there capacity to add these?
- How will they engage with pathways?
- Will these recommendations enhance PSU’s ability to have a true “front door”?

ROLES OF NOTE

**Exploratory advising:**
The team recommends that exploratory advising is embedded within the pathways. In some pathways, individuals will be assigned to exploratory advising. In others, all advisors might have exploratory advising duties. Pathways will have some flexibility in how exploratory advising is implemented. The AVP and Advising director for a pathway will decide how exploratory advising will be implemented in the pathway.

**Prospective student advising:**
The team recommends that prospective student advising (not admissions) is embedded within the pathways. A prospective student advising role will capture individual student advising, but also be involved with Admissions in coordinating community college visits and events that enhance PSU’s ability to support students planning their transfer. In some pathways, individuals will be assigned to prospective student advising. In others, all advisors might have exploratory advising duties. Pathways will have some flexibility in how prospective student advising is implemented. The AVP and Advising director for a pathway will decide how exploratory advising will be implemented in the pathway.
Pathways with subgroups and export data

**DRAFT**

Percentages represent students who changed to and graduated from that major.

### Pathway 1:

- Child & Family Studies (21% Interdisciplinary majors, 5% Psych)- for both CFS and SW
- Social Work
- Psych (students who switch to)
- Sociology (16% Interdisciplinary, 7% Psychology, 6% Social Work/CFS)
- Psych (11% Interdisciplinary)
- Speech & Hearing Science (15% Interdisciplinary)
- Social Science (6% Psychology, 5% other Interdisciplinary)

*Pre-Education and Interdisciplinary majors throughout this pathway

### Pathway 2:

- Anthropology (21% Interdisciplinary, 5% each WLL, History, Sociology)
- History (12% Interdisciplinary)
- World Languages & Literatures (WLL) (13% Interdisciplinary, 5% Applied Linguistics)
- International Studies (13% Interdisciplinary, 8% WLL, 5% History, 6% Political Science)
- Applied Linguistics (8% Interdisciplinary, 8% WLL)
- Community Development (16% Interdisciplinary, 3% Political Science)
- Political Science (11% Interdisciplinary, 5% CCJ)
- Criminology & Criminal Justice (3% Interdisciplinary)
- Conflict Resolution
- Urban and Public Affairs

*Interdisciplinary majors throughout this pathway

### Pathway 3:

- Accounting (17% Management, 10% Interdisciplinary, 8% Finance, 4% Interdisciplinary)
- Economics (8% Interdisciplinary, 7% Management, 6% Accounting, 6% Finance, 6% Health Studies)
- Finance (24% Management, 7% Accounting, 6% Marketing, 6% Interdisciplinary)
- Marketing (18% Management, 6% Communication, 6% Finance, 6% Interdisciplinary)
- -students who switch to Communication
- Advertising Management
- Management & Leadership (11% Marketing, 8% Interdisciplinary, 7% Finance)
- Human Resource Management
- Supply & Logistics

*Interdisciplinary majors throughout this pathway
### Pathway 4:

- Arts & Letters (16% other Interdisciplinary)
- Black Studies (Small number of students to Communication, Social Work/Child & Family Studies)
- Judaic Studies
- Women’s Studies (Small number of students to Health Studies)
- Philosophy (18% Interdisciplinary)
- Communication (10% Interdisciplinary)
- Liberal Studies (27% other Interdisciplinary)
- English (16% Interdisciplinary)
- Creative Writing

*Pre-Education and Interdisciplinary majors throughout this pathway*

### Pathway 5:

- Architecture (7% Interdisciplinary, 5% Art & Design)
- Art & Design: Practices, Art History, Graphic Design (8% Interdisciplinary)
- Music (12% Interdisciplinary)
- Theater & Film: Theater Arts and Film (10% Interdisciplinary)

*Interdisciplinary majors throughout this pathway*

### Pathway 6:

- All pre-health students (any major)
- Health Studies: Health Science (13% Interdisciplinary, 4% Psychology)
- Geology (11% Interdisciplinary, 9% Geography, small numbers to Biology, Philosophy)
- Geography (13% Interdisciplinary, 5% Community Development)
- Earth Science
- Environmental Sciences & Management: Studies and Sciences (10% Interdisciplinary, 9% Geography, 4% Community Development)
  - students who switch to Community Development
- Science (non-pre-health) (8% Environmental Studies/Sciences, 7% Biology)
- Chemistry and Biochemistry (non-pre-health) (17% Interdisciplinary, 15% Biology, 6% Psychology)
- Biology (non-prehealth) (15% Science, 5% Psychology)
- Biomedical Informatics
- Health Studies: Aging Services, Community Health Education, School Health, or Physical Activity/Exercise
- Applied Health & Fitness

*Interdisciplinary majors throughout this pathway*
Pathway 7:

Mechanical Engineering (5% Civil Engineering)
Civil Engineering (4% Interdisciplinary)
Computer engineering
Computer science (7% Mathematics, 6% Management, 4% Psychology)
Environmental Engineering
Electrical Engineering (4% Interdisciplinary, 6% Management)
Mathematics (13% Interdisciplinary, 8% Psychology)
Physics (7% Electrical Engineering, small numbers to Anthropology, Biology, Psychology)

*Interdisciplinary majors throughout this pathway
Feedback & Refinement Session: Common Practices
# Common Practices Synthesis

<table>
<thead>
<tr>
<th>VOTES (to move to another category)</th>
<th>INDIVIDUAL ADVISOR RESPONSIBILITIES (1:1 STUDENT ADVISING)</th>
<th>VOTES (to move to another category)</th>
<th>UNIT/PATHWAY RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use of SSC Campus/Coordinated Service Network for note-taking and CSN student support</td>
<td>4</td>
<td>New Student Programs</td>
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<td></td>
<td>Course planning and advising for academic requirements (BA/BS/BFA/BM, UNST, Major, and all PSU wide degree requirements)</td>
<td>4</td>
<td>Foundations Presentations</td>
</tr>
<tr>
<td></td>
<td>Academic standing issues - working with students on warning, probation, dismissal</td>
<td>1</td>
<td>Orientation advising - develop standards of what to cover</td>
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<td>1</td>
<td>Academic plans</td>
<td>1</td>
<td>Advisor in New Student Programs (e.g, Transfer Open Houses, Viking Visits, Admitted Student Receptions, etc…)</td>
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<td></td>
<td>Academic petitions - ARC, SSC, DAP</td>
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<tr>
<td>4</td>
<td>Financial aid petitions - SAP, MEP</td>
<td>4</td>
<td>Batch audits/graduation checks - need to develop standards</td>
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<tr>
<td>2</td>
<td>Prospective student advising</td>
<td>1</td>
<td>Applying for Graduation &amp; Commencement - develop standards re: advisor sign-off</td>
</tr>
<tr>
<td></td>
<td>Co-admission advising</td>
<td>1</td>
<td>Participation in student success initiatives - (campus wide initiatives set by Advising Council and others like Last Mile)</td>
</tr>
<tr>
<td>2</td>
<td>Effective handoff of students changing majors outside of pathway</td>
<td></td>
<td>Coordinate with PSU Student Support Programs - TRIO, DMSS, McNair, Exito, etc…</td>
</tr>
<tr>
<td></td>
<td>Discussion about post-graduation plans (e.g, graduate school)</td>
<td>2</td>
<td>Outreach/Reporting</td>
</tr>
<tr>
<td>2</td>
<td>Career discussions (exploring values, interests, skills, and connection to major)</td>
<td>1</td>
<td>Data analytics and reporting</td>
</tr>
<tr>
<td>1</td>
<td>Support students in exploring internship opportunities</td>
<td></td>
<td>Community College Visits and Outreach - develop standards</td>
</tr>
<tr>
<td>1</td>
<td>Letters of recommendation</td>
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<tr>
<td></td>
<td>Discuss and refer students to Campus Resources - Learning Center, DRC, WRC, CARE, etc.</td>
<td></td>
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<tr>
<td>2</td>
<td>Advising milestones for students:</td>
<td></td>
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<tr>
<td></td>
<td>Mandatory Career Exploration Session with assigned advisor</td>
<td></td>
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<td></td>
<td>Mandatory First Year Advising Session in second term</td>
<td></td>
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<td></td>
<td>Major verification process - active process of engagement with student at 90 credits or by end of first term for students who enter with 90+ credits</td>
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<tr>
<td></td>
<td>Sign off on approved grad plan and graduation application with academic advisor</td>
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</tbody>
</table>
Common Practices Synthesis

QUESTIONS

Mid-term check-in
Mandatory advising in each term first year? Advising milestones?

At minimum every advisor needs to make the student feel welcomed and listened to
forming a relationship that fosters trust and inclusion
Add honors to 1:1 advising point #2
Assigned advisors should coordinate with student support programs as it relates to
students on their caseloads
Target communications campaign
Drop-in advising won't work for the milestones
Mandatory meeting for AW, AP, AD students

Early warning signs to catch students before AW, AP, AD (hold for students)

Co-term forms: Pathway coordination | Advising stay (i.e not all)
Co-enrollment verification form
Military veteran letters of verification
Batch audits - advisors who knows major should do

Relationships with Community Colleges
Building collegial relationships with community college advisors and partners
Communication with community college advisors

Career
What do you envision mandatory career explorations looking like?
What's the timeline for career exploration sessions? For incoming transfer students, would
they need to do this, FYE, and major verification within 1st two terms at PSU?
How in-depth is the career exploration session? Basic or MBTI?
How will the career exploration take place? In person or online module? How will it be
coordinated between advisor and counselor?
Will all academic advisors be trained in career development and counseling theories?
Can major and career exploration be done in groups?
How would you define "support" for students exploring internships with individual advisor?
(i.e: informational interviews, resume, cover letter, internship protocol)
Needs to be made clear when discussion moves from advisor to career counselor
If all advisors are doing #12 career - are they fully trained?

Scholarships & Fellowships
Fellowship and national scholarships advising (Marshall Rhodes Truman)
To post-grad plans, add specifically education about fellowship opportunities (Fulbright)
Talking about scholarships

Where do co-admission approval of courses for financial aid approval go that financial aid
needs?
Financial literacy
Brief, thorough introduction to higher education, academic responsibility and consequences
of poor academic choices
Common Practices Synthesis

QUESTIONS

Grad Plan

How do you identify when they need a grad plan?
Approval of graduation plan: is this a sign-off on degree maps? What happens if not approved? Block registration?
Graduation Application: Do want to prevent students from using online graduation application unless they are "approved"?

Exploratory

When do students explore majors across disciplines?
What if students are interested in programs beyond one pathway?
Where do students go that don't want their pathway anymore and have no idea?

Milestones

Student support programs often require advisor meetings once or more per term - would students be able to reach milestones with these advisors? If not, would risk over-burdening students with advising appointments (especially transfer students)
What is the time expectation for mandatory milestone meetings? (i.e 30 min? 1hr?)
Could students receive "exception" for milestones addressed with other advisors? (i.e faculty, student support programs)
Are all four milestones required / will students potentially receive four holds?
<table>
<thead>
<tr>
<th>Likes</th>
<th>Missing</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love the career piece and major verification</td>
<td>Do all the units have the resources to meet the milestones?</td>
<td>Not sure about career experience session with academic advisor instead of career counselor</td>
</tr>
<tr>
<td>Major verification as a collaboration with advisor, career counselor and faculty is great</td>
<td>Needs holds (teeth)</td>
<td>Not just &quot;career&quot; advisors, but future planning (grad school, intern, etc.)</td>
</tr>
<tr>
<td>Yes to signing off on grad app</td>
<td>Could be done in groups or online modules to avoid workload issues (if done well)</td>
<td>Major verification: Faculty role in major verification process? Advisors do not necessarily know all aspects of a major and career options</td>
</tr>
<tr>
<td>Yes to major/program verification</td>
<td>Meeting with a financial aid counselor</td>
<td>As part of the major verification process, require a meeting with faculty?</td>
</tr>
<tr>
<td>Really like major verification</td>
<td>reg holds?</td>
<td>What about mandatory advising session beyond first year, 2nd term?</td>
</tr>
<tr>
<td>Major verification process = code program in Banner</td>
<td>Yearly advising requirement</td>
<td>Mandatory advising session every year.</td>
</tr>
<tr>
<td>If all goes well, this may help more than hinder :) Proactive vs. reactive</td>
<td>Mandatory meeting with dismissed students</td>
<td>Major verification more about fit with the major, or about whether they are on track?</td>
</tr>
<tr>
<td>I like all four milestones; they are proactive</td>
<td>Registration holds for students on warning and probation</td>
<td>First and third points are career related. How do career counselors fit in?</td>
</tr>
<tr>
<td>Like required practices, uniformity, and early advising/relationship-building</td>
<td>Where/when could we require a degree map/grad plan?</td>
<td>Can transfer students combine the MFYA and major verification (and grad plan)?</td>
</tr>
<tr>
<td>Career exploration! Yay!</td>
<td>Post orientation check in to ensure students are enrolled in right classes and answer further questions before the term begins</td>
<td></td>
</tr>
<tr>
<td>Major verification and sign-off on graduation plan</td>
<td>The essence of advising in professional schools is different and not clear where is represented</td>
<td></td>
</tr>
<tr>
<td>Major verification - Grad plan</td>
<td>The bulk of engineering/computer science advising is around selective admissions. Not sure where this goes</td>
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<td></td>
<td>Career session- worried about amount of training needed and what happens if this is done poorly</td>
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<td></td>
<td>Career advising milestone should be specific to students with junior/senior class standing</td>
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<td></td>
<td>Outreach to students at risk (be of financial or academic factors)</td>
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<td></td>
<td>Checking in on students with excess credits?</td>
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<td></td>
<td>Discuss with students the different competencies they should develop-how to use electronics well</td>
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<td></td>
<td>Follow up with students who have stopped out?</td>
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<tr>
<td></td>
<td>I think there needs to be an additional mandatory advising term 4.</td>
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<tr>
<td></td>
<td>Mandatory advising at least once per year.</td>
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<tr>
<td></td>
<td>If major verification is an important milestone at 90 credits why not have an academic goal &quot;check in&quot; at 45 credits.</td>
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<tr>
<td></td>
<td>Would like to see mandatory advising every term during the first year. Given the low retention between 1st and 2nd year, it is important to have student and advisor interaction in spring</td>
<td></td>
</tr>
</tbody>
</table>
Feedback & Refinement Session: Roles

Session Capture: August & September Community Engagement
<table>
<thead>
<tr>
<th>Assigned Advisor (Column Header)</th>
<th>What WORKS WELL to meet the goals of Advising Redesign?</th>
<th>What ISSUES need to be RESOLVED?</th>
<th>What SUGGESTIONS do you have to RESOLVE these ISSUES?</th>
<th>What's MISSING?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common practices among all advisors</td>
<td>Build relationship with their advisor. 1:1 relationship.</td>
<td>Funding for advisors currently paid through the department</td>
<td>Admission application does not reflect student's intended major nor does the major they enter in orientation database</td>
<td>Transition center - place for students when they change their mind about their path</td>
</tr>
<tr>
<td>Common practices and benchmarks are good for consistency</td>
<td>Good for students to have consistent advising relationship</td>
<td>Why would a department fund a department advisor who is advising for other majors?</td>
<td>students &quot;change major&quot; without declaring this in Banweb = wrong advisor assignment</td>
<td>What about students with two majors? or an English major who is pre-health?</td>
</tr>
<tr>
<td>Year round advising</td>
<td>Students knowing advisors and vice versa = JOY</td>
<td>Funding source? Budget issues?</td>
<td>Don't want to lose the individual strength of each advisor</td>
<td>Personality fit</td>
</tr>
<tr>
<td>Consistent information</td>
<td>Students have a name of who can help…(maybe it's correct or maybe it's not ))</td>
<td>Contracts would need to be updated/changed to fit this plan - has the union been consulted?</td>
<td>What if students have too many majors that are not in the same pathway?</td>
<td>What if students change majors into another pathway?</td>
</tr>
<tr>
<td>Increased clarity for students</td>
<td>Having one assigned *** This is really important **</td>
<td>Technology - keeping this accurate</td>
<td>What about truly exploratory students? Not enough attention to exploratory studies.</td>
<td>Backup if advisor is away?</td>
</tr>
<tr>
<td>Increases accountability</td>
<td>Training for advisors will be provided (&amp; mandatory)</td>
<td>Equity of # advisees per trained advisor. Complexity</td>
<td>Supervision across college/schools &amp; ACS</td>
<td>How to ensure that the assigned advisor (faulty) don't push this off to the office staff</td>
</tr>
<tr>
<td>Lends itself to effective case mgmt. &amp; outreach</td>
<td>Keeping content expertise (smaller # of majors) to continue providing level of depth that students currently have</td>
<td>Professional advisors are easier to get ahead of for apps, than faculty advisors, but that doesn't mean the professional advisor is the right person for the student to see.</td>
<td>Doesn't allow for peer advising, faculty support, etc. OR could create an under use</td>
<td>Students can have 2-5 advisors assigned to them and there is no hierarchy or why for them (if it's ever shown to the students) who is their &quot;primary&quot; of for FA or RO to know who to send student to</td>
</tr>
<tr>
<td>All of it - we like this</td>
<td>Students have an expert</td>
<td>Assigned advisors does not include faculty advisors</td>
<td>Can student change their advisor?</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>WORKS WELL</td>
<td>ISSUES</td>
<td>SUGGESTIONS</td>
<td>MISSING</td>
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</tr>
<tr>
<td>Works best w/ programs that already have required internship or career course with pre-course advising component</td>
<td>We have faculty advisors now who just do what they want (and don't do what they don't want to do). What will change with this redesign?</td>
<td>Faculty are not rewarded for important work that can create problems w/ meeting student advising needs</td>
<td>Strengthen relationships with advisors (advising faculty, etc.)</td>
<td>How will pathways work in departments with high volume of majors? Will these departments be &quot;punished&quot; because there's not enough advisors to provide the students advising?</td>
</tr>
<tr>
<td>Clarity expectations of what Faculty advisors are supposed to do</td>
<td>Faculty do not always have extensive career advising knowledge outside of academia</td>
<td>Inconsistent commitment depending on the time of year, duties, strengths</td>
<td>Early relationship w/ faculty is important</td>
<td>Especially FRINQ &amp; SINQ faculty - should have a role in advising working with their students' advisors to increase retention</td>
</tr>
<tr>
<td>All the goals especially mentoring, deep dept. connections &amp; liaison model</td>
<td>What they should do is well described. How it happens is unclear</td>
<td>Are faculty being trained? Offered assistance on expectations? Advising?</td>
<td>Role of chairs to coordinate</td>
<td>Are faculty assigned to students?</td>
</tr>
<tr>
<td>Mentorship opportunities for students</td>
<td>How will faculty be compensated and appreciated for this role?</td>
<td>Every unit is so unique</td>
<td>Doubt faculty buy-in re: standard advising practiced and curriculum</td>
<td>Assessment of advisors</td>
</tr>
<tr>
<td>Collaboration between faculty and professional advisors</td>
<td>Faculty recommending courses that may not be applicable to degree plan. Unclear on requirements</td>
<td>Too many students in some majors for effective faculty advising</td>
<td>Needs to be flexible/different for different departments</td>
<td>Faculty feedback on proposed roles?</td>
</tr>
<tr>
<td>Still involved if on 9 month or no FTE for assigned advisor</td>
<td>How will other advisors &amp; office staff be protected from picking up the slack when Faculty advisors don't advise?</td>
<td>Faculty advising is more important for upper division students. - Curricular expertise - career guidance - relationships</td>
<td>I prefer the pair of PA &amp; FA if funds are not available to support faculty advising</td>
<td>Currently Advising is considered one more component of their work (not very use for promotion or tenure)</td>
</tr>
<tr>
<td>Differentiation between different departments depending on preferences</td>
<td>Will this be mandatory?</td>
<td>How is this communicated to faculty &amp; students?</td>
<td>Better communication re: roles &amp; responsibilities (how they differ from professional advisor expectations)</td>
<td>Clarity around curriculum/advising approvals (i.e., where does the authority for exemptions to policy come from? Overrides, ARRs rest?)</td>
</tr>
<tr>
<td></td>
<td>Will students get a hold? Is it structured or adhoc?</td>
<td>Strong relationships between faculty, advisors &amp; pathway</td>
<td>Possible to differentiate between lower division advising within major and upper-division? Advising professionals for first two years and faculty for second two</td>
<td>Faculty Liaison to train advisors with new program requirements. Who is this liaison? Who decides? when communication occurs? FTE?</td>
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<tr>
<td>Advising Support</td>
<td>What WORKS WELL to meet the goals of Advising Redesign?</td>
<td>What ISSUES need to be RESOLVED?</td>
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<tr>
<td>Can take care of more administrative duties and free up time</td>
<td>Last three bullets - community college outreach - orientation &amp; New Student Programs</td>
<td>Are they assigned to a Pathway, student, assigned advisor or free floating?</td>
<td>What/Who? Where/How?</td>
<td>No curricular piece. UNST can help provide that</td>
</tr>
<tr>
<td>streamline communication to students</td>
<td>Admission &amp; Welcome Ctr. vital to informing prospective students of PSU, majors, faulty, etc.</td>
<td>Access to student records?</td>
<td>What goes in &quot;The Hub&quot;</td>
<td>Career Counselors in Hub makes little sense if it is an administrative unit. But thank you for including them somewhere!</td>
</tr>
<tr>
<td>Central responsibility, especially with communication/campaign</td>
<td>Particularly important for departments w/ large majors where advisors may not have capacity to attend all of these orientations &amp; advisor current students</td>
<td>What do you mean by &quot;partnering&quot; with ORN, ADM? How is it different from Advising Director responsibility?</td>
<td>How Many people?</td>
<td>How is this different than now?</td>
</tr>
<tr>
<td>Great to coordinate these functions centrally to help increase consistent practice &amp; eliminate workload in units</td>
<td>Good to streamline communications and standardize them</td>
<td>Don't call 'Advising Hub' if there are no advisors there. Is this just a placeholder for now?</td>
<td>Equitable distribution across the pathway</td>
<td>This is more than 1 job</td>
</tr>
<tr>
<td>I think these support roles would free up advisor time for advising students</td>
<td>In pathway or hub?</td>
<td>Career Center? Is this where students will go?</td>
<td>Model assumes student-advisor interactions.</td>
<td></td>
</tr>
<tr>
<td>&quot;Front Door&quot;</td>
<td>These tasks are essential and should have clearly defined ownership</td>
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<tr>
<td>What WORKS WELL to meet the goals of Advising Redesign?</td>
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<tr>
<td>----------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>I think having a supervisory relationship/role made sense given the number of roles and responsibilities</td>
<td>Coordination</td>
<td>Will AD's supervise &quot;Faculty&quot; serving in advising roles?</td>
<td>Advisors should be highly encouraged to connect with AVP as well.</td>
<td>Job description needs to be more robust</td>
</tr>
<tr>
<td>Helps with organization &amp; gives a point person for all this change</td>
<td>Allowing advisors to share responsibility</td>
<td>Advising directors be hired through internal search process? What is the selection process?</td>
<td>These should be hired/promoted from within PSU. Provide Mgmt. training</td>
<td>These roles should still advise so the continue to understand the role</td>
</tr>
<tr>
<td>Central coordinating role</td>
<td>Supports cohesion within the pathway &amp; across pathways and advising in general</td>
<td>Advising director working in close partnership with career counselors</td>
<td>Appropriate training for anyone transitioning from peer to supervisor.</td>
<td>CUPA seems to have a good model, follow it</td>
</tr>
<tr>
<td>Advising director meeting with students or having a small caseload</td>
<td>Accountability &amp; structure will help avoid current inconsistencies with results from reporting to Deans</td>
<td>Communication must be transparent</td>
<td>Thorough analysis of current advisor job responsibilities</td>
<td>Clear articulation of selection process so that Advisors feel empowered</td>
</tr>
<tr>
<td>Yes, we need leadership, who coordinates all the project ideas that are assigned to us</td>
<td>Better support &amp; early intervention for advisors</td>
<td>Would current advisors be promoted to these roles?</td>
<td>Use &quot;Assistant Dean&quot; as title</td>
<td>New job descriptions &amp; families?</td>
</tr>
<tr>
<td>Directors continue to have advising contact</td>
<td>Adding the &quot;ladder&quot; &amp; promotional opportunity</td>
<td>Would they be responsible for assessment &amp; annual reviews of the team below them?</td>
<td>Clarity of reporting lines - A servant of multiple masters</td>
<td>Who would fill these roles? professional advisors? Faculty?</td>
</tr>
<tr>
<td>This feels top heavy</td>
<td>Balancing depth of knowledge in major with broader role</td>
<td>I always worry about adding a layer of bureaucracy between students and faculty, or between advisors and departments</td>
<td>Strong relationships with department chairs and faculty</td>
<td></td>
</tr>
<tr>
<td>Position classification (Of all positions outlines)</td>
<td>Who is eligible to be a director?</td>
<td>Hiring selection process (needs advisor input/recommendations)</td>
<td>Possible challenges in transition from peer to supervisor</td>
<td></td>
</tr>
</tbody>
</table>
Feedback & Refinement Session: Pathway Groupings
<table>
<thead>
<tr>
<th>Pathway #</th>
<th>Student Needs</th>
<th>Advisor Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Internships &amp; volunteer support, research &amp; Co-curricular opportunity (especially where required: CFS, SW, Ed)</td>
<td>Need to know about opportunities they should participate in</td>
</tr>
<tr>
<td>1</td>
<td>Grad school preparation &amp; support</td>
<td>Need to know about grad school expectations</td>
</tr>
<tr>
<td>1</td>
<td>How does a student know which pathway to pick?</td>
<td>Advisors needing to be aware of 2 colleges?</td>
</tr>
<tr>
<td>1</td>
<td>How will exploratory students be served/advised prior to entering into a pathway?</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>How do the pathways align with matching Interests to PSU majors (John Holland &amp; SII)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Providing students with relevant info on international options (Study Abroad, International Internships)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>High number of academically underprepared students in CCJ</td>
<td>There is a lot of curricular commonalities between WLL, APLN, &amp; SPHR (ie. ASHA Req'd, electives) that your data has no way of knowing about.</td>
</tr>
<tr>
<td>2</td>
<td>Significant # of veterans in CCJ</td>
<td>Advisor director meeting to be aware of 2 colleges</td>
</tr>
<tr>
<td>2</td>
<td>Athletes in CCJ - support &amp; coordination with Athletics advisors and their coaches</td>
<td>Speech &amp; Hearing needs to be in the same pathway as WLL &amp; APLN</td>
</tr>
<tr>
<td>2</td>
<td>Support for required internships and other Experiential Ed PS (CCJ, Urban &amp; Public Affairs, Comm Dev.)</td>
<td>Faculty advisor needs a point person (assigned advisor) to help manage common double majors, in particular, Speech &amp; Hearing Science &amp; Applied Linguistics, WLL &amp; LING</td>
</tr>
<tr>
<td>2</td>
<td>Incorporating international programs (ie. Study Abroad &amp; International Internships) into initial advising to ensure integration into degree plan</td>
<td>INTL is inter-disciplinary. Advisors would need to be aware of courses that work towards the major - COMMUNICATION with department</td>
</tr>
<tr>
<td>2</td>
<td># of Vets in INTL</td>
<td>Subgroups are VERY different / hard for an advisor who may have to split</td>
</tr>
<tr>
<td>2</td>
<td>Would be very helpful to consider students' interests &amp; how they overlap to create a strong program - E.g. Double majors or major/minor combinations that are common &amp; open up more Post-BA opportunities, careers (e.g. LING &amp; WLL, LING &amp; INTL). A very common double major.minor combo is LING &amp; SPHR because students can double-dip credits. Although the data does not reflect this, as the LING faculty advisor, I have met with many students who are doing both LING &amp; SPHR, or end up switching from one to the other.</td>
<td>It doesn't seem as though anyone is taking into consideration the negative impact (in student success and advisor joy) to rupture relationships between Professional Advisors and Majors that took many years to foster and develop. Please include Speech and Hearing in this pathway</td>
</tr>
<tr>
<td>2</td>
<td>Languages, Study Abroad, TESL Certificate</td>
<td>Please put SPRH in the same Pathway as LING &amp; WLL (International Studies also)</td>
</tr>
<tr>
<td>2</td>
<td>International students (visa issues, requirements, etc.)</td>
<td>Advisors need background in languages</td>
</tr>
<tr>
<td>2</td>
<td>Red Group (Anthro, Hist, WLL, App Ling, Int St): Moving from major to career- students in these majors need help navigating a transition that is less clearly obvious than for some disciplines.</td>
<td>Not a large number of advisors. How will they share the outreach expectations, so that their workload remains manageable (admissions events, community colleges, etc.)</td>
</tr>
<tr>
<td>2</td>
<td>Need flexibility to deal with high workloads- possibly advisor support staff could help cover when work gets high</td>
<td></td>
</tr>
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<td>Student Needs</td>
<td>Advisor Needs</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Very talented career advising</td>
<td>Advisor director needing to be aware of 3 schools/colleges?</td>
</tr>
<tr>
<td>3</td>
<td>Clarity around who is the go-to for overrides/exceptions (SBA vs. ECON)</td>
<td>SCh, Initiatives...</td>
</tr>
<tr>
<td>3</td>
<td>ACTG: career advising: ACTG recruiting, advertising, networking, etc.</td>
<td>Where does the authority rest for overrides/exceptions, course equivalency approvals?</td>
</tr>
<tr>
<td>3</td>
<td>How do differential tuition remissions/International Communications change to reach different audiences?</td>
<td>Supporting various Academic Standing policies (from SBA to Comm to Econ)</td>
</tr>
<tr>
<td>3</td>
<td>Where do students go to complain about classes, curriculum, faculty behavior and advising? Chair, Advising director, dean?)</td>
<td>Professional development is critical w/ respect to knowing the field</td>
</tr>
<tr>
<td>3</td>
<td>Thorough employer relations - dedicated to business engagement - Is that lost &amp; rolls into more centralized career services?</td>
<td>Tutoring - currently provided in SBA Advisor Center for Finance, Adg, SLM. Provided in learning Center for Econ. Does that get moved over to SBA tutoring ($)?</td>
</tr>
<tr>
<td>3</td>
<td>Marketing of services/workshops at a level representative of a business school (AKA modeling proc. behavior/practices)</td>
<td>Advisors need to be geographically close to director/faculty</td>
</tr>
<tr>
<td>3</td>
<td>Providing students with info early on related to International Opportunities (Study Abroad/International Internships)</td>
<td>For Director: Budget currently funded via SBA for services, marketing, etc. - When Econ &amp; COMM are lumped in does SBA continue to foot the bill?</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Who si the Faculty go-to? Director?</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Peer advising - Are ECON &amp; COMM okay w/ this model?</td>
</tr>
<tr>
<td>4</td>
<td>Career Counseling</td>
<td>Need to know about career opportunities/exploration since these are non-career specific majors</td>
</tr>
<tr>
<td>4</td>
<td>Support for experiential Ed</td>
<td>More pre-secondary ed Career COunseling</td>
</tr>
<tr>
<td>4</td>
<td>Internships</td>
<td>Need capacity to advise pre-elementary / pre-special ed</td>
</tr>
<tr>
<td>4</td>
<td>Pre-ed advising/support (especially secondary)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Career Counseling for pre-secondary ed students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Providing students with info early on related to International Opportunities (Study Abroad/International Internships)</td>
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<td>Advisor Needs</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Does admission counselor know about the upcoming changes in application form? Has this info been communicated to EMSA?</td>
<td>Career support - knowledge of opportunities</td>
</tr>
<tr>
<td>5</td>
<td>What about students who need support in determining pathway?</td>
<td>Understanding of students in the arts</td>
</tr>
<tr>
<td>5</td>
<td>Students may need additional career advising/counseling as they may be discouraged by family etc. Tran, art majors</td>
<td>Advising directors supervisory role will vary as some pathway have more advisors and some have less</td>
</tr>
<tr>
<td>5</td>
<td>How do we educate students about Pathway? What does it mean to a student to be part of a pathway? Is this a behind the scenes thing? If it is for students - what do you all the Pathways?</td>
<td>Advisors; knowledge of different local/national scholarships for these majors</td>
</tr>
<tr>
<td>5</td>
<td>Support for required internships (ARCH.) and other experiential ed?</td>
<td>Course articulation agreement needs to be in place to help transfer students complete degree efficiently</td>
</tr>
<tr>
<td>5</td>
<td>Career Support - different needs in the arts (portfolio, audition, etc.)</td>
<td>Advisors' knowledge on the industry that these students are likely to be employed</td>
</tr>
<tr>
<td>5</td>
<td>Financial - these majors often required supplies that cost $, financial wellness, budgeting, etc.</td>
<td>Idea to have Advising Directors oversee schools/colleges and not pathways</td>
</tr>
<tr>
<td>5</td>
<td>Where do undeclared/exploratory students start?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Where do interdisciplinary majors start?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>How will students be given information about pathways prior to choosing theirs? Suggestion: Students who come in exploratory are assigned an exploratory advisor for first year, then choose their prospective pathway</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Knowledge of sequences courses required for their major</td>
<td>Are we all going to be pre-health advisors?</td>
</tr>
<tr>
<td>6</td>
<td>CC advising so students take the right classes prior to transfer to PSU</td>
<td>All of these majors &amp; programs are incredibly complex</td>
</tr>
<tr>
<td>6</td>
<td>Required internships/volunteering/shadowing experience for many of these majors/concentrations</td>
<td>Students often jump back and forth between Health Sciences and other H.S. Majors</td>
</tr>
<tr>
<td>6</td>
<td>minor that best support a Health Studies major are not in this pathway</td>
<td>Advisor director needs to be aware of 4 Schools/colleges</td>
</tr>
<tr>
<td>6</td>
<td>Having Biomedical Informatics in this group seems like a HUGE disconnect since these students are supported by Computer Science &amp; Engineering? Would fit better in Pathway 7</td>
<td>Knowledge of multiple career options</td>
</tr>
<tr>
<td>6</td>
<td>Why the need to separate out &quot;Pre-Health&quot; from the majors? What does this accomplish? Why is pre-health being looked at as a major separate from the others? (Since it is NOT a major)</td>
<td>Understanding between science and social sciences to reduce Student confusion and ultimate errors in Pathways.</td>
</tr>
<tr>
<td>6</td>
<td>Support for required internships and other experiential ed (Comm dev, Health Sciences)</td>
<td>Understanding of the culture</td>
</tr>
<tr>
<td>6</td>
<td>Providing students with info early on related to International Opportunities (Study Abroad/International Internships)</td>
<td>Field experience requirement for all students so external relationships needed</td>
</tr>
<tr>
<td>Pathway #</td>
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<tr>
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</tr>
<tr>
<td>6</td>
<td>Pre-health students need both major/academic help and career/grad school&gt; they need big picture and short term which can be challenging to cover in 30 minute appointments</td>
<td>International students = cultural competencies for advisors</td>
</tr>
<tr>
<td>6</td>
<td>Biomedical informatics isn’t really science track</td>
<td>How much cross-training and expertise is expected in this large pathway?</td>
</tr>
<tr>
<td>6</td>
<td>Students who drop pre-health&gt; where do they go for career advising? Stay with pre-health?</td>
<td>Will all advisors in this pathway be able to be physically located together?</td>
</tr>
<tr>
<td>6</td>
<td>Pre-health &gt; lots of post bac and prospective</td>
<td>Can pre-health students be assigned two advisors? Pre-health and major?</td>
</tr>
<tr>
<td>6</td>
<td>How much cross-training and expertise is expected in this large pathway?</td>
<td>Support for interdisciplinary degrees</td>
</tr>
<tr>
<td>6</td>
<td>Students who drop pre-health&gt; where do they go for career advising? Stay with pre-health?</td>
<td>How is career advising done in such a large pathway?</td>
</tr>
<tr>
<td>6</td>
<td>Biomedical informatics isn’t really science track</td>
<td>Students in this pathway need pre-transfer support. Advisors in the pathway should be involved in outreach/collaboration with community colleges</td>
</tr>
<tr>
<td>6</td>
<td>Pre-health &gt; lots of post bac and prospective</td>
<td>Help with post-bac student needs</td>
</tr>
<tr>
<td>6</td>
<td>How much cross-training and expertise is expected in this large pathway?</td>
<td>Who do prospectives contact for advising?</td>
</tr>
<tr>
<td>7</td>
<td>Advisors who champion their goals for a long, long time; help their persistence, believe in themselves</td>
<td>To have clear info for Departments re: catalog year, blue sheets, admissions requirements</td>
</tr>
<tr>
<td>7</td>
<td>Guaranteed articulation agreements &amp; maintenance</td>
<td>Involvement in curriculum to identify impact on students of changes</td>
</tr>
<tr>
<td>7</td>
<td>Big focus on prospective transfer students &amp; transfer guides.</td>
<td>close partnerships with departments</td>
</tr>
<tr>
<td>7</td>
<td>Selective Admission! (Engineering Majors only) Understanding of their chances, which requirements they are held to when departments make changes, back up plans...</td>
<td>Chance to build relationships with ENGR, CS, Com., Col. Counterparts</td>
</tr>
<tr>
<td>7</td>
<td>Females and ethnically underrepresented students: Focus on connections, support, rapport, etc.</td>
<td>Support working with international students (transfer evals, letter writing for scholarships, etc)</td>
</tr>
<tr>
<td>7</td>
<td>Better knowledge of curriculum/foster curriculum changes (if necessary)</td>
<td>Partnering with Math &amp; PH departments to know what's going on in those units</td>
</tr>
<tr>
<td>7</td>
<td>Better understanding of course requirements</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>High attrition in a few courses</td>
<td>Expert on sequencing</td>
</tr>
<tr>
<td>7</td>
<td>Transfer support</td>
<td>Need to understand career paths</td>
</tr>
<tr>
<td>7</td>
<td>Limited upper division admissions- where do they go if they aren't admitted?</td>
<td>Faculty role is essential</td>
</tr>
<tr>
<td>7</td>
<td>Sequencing is key- starting late or missing/failing courses can seriously delay graduation</td>
<td>Outreach/collaboration with community colleges</td>
</tr>
<tr>
<td>7</td>
<td>Transfer students are generally(?) way behind. (E.G. yesterday met a student with senior status starting freshman courses)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Heavy course loads</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hard to transfer out (or even between engineering paths) without losing ground</td>
<td></td>
</tr>
</tbody>
</table>
Feedback & Refinement Session: Next Steps

Advising Redesign Workgroup

- Meet with EMSA, ACS, Honors, and UNST to discuss feedback and understand how best to incorporate units in advising redesign recommendations
- Review and synthesize feedback from community sessions
- Finalize feedback on advising service model visualization
- Develop implementation principles

Session Capture: August & September Community Engagement
UserVoice Feedback: Students

Service Model Concepts & Visualizations
<table>
<thead>
<tr>
<th>Question/Suggestion Source</th>
<th>Title</th>
<th>Body</th>
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</table>
| Workgroup Question          | Feedback on Visualization #1 | Click on the following link to view the Visualization #1 (please use your keyboard to zoom into the image)  

  What features of Visualization #1 work and provide value to you? What features would help build relationships to improve the experience of students and advisors?  

  What features of Visualization #1 surprise or concern you? Is there anything you dislike or does not provide value to you? If so, what features would you change to improve the experience of students and advisors?  

  What questions do you have regarding Visualization #1? What needs clarification?  

  I think completing targeted milestones and also having close contact and being assisted with the last year of schooling is a great idea. Very important in helping juniors/seniors not waste any time and take the classes and schedules they need.  

  I think the four 'Majors' outputs in the middle diagram under 'Advising Structure' is a little awkward. It kind of looks like those extensions were forgotten to be labeled. I recommended combining the extensions to symbolize one area of 'Majors' as a source in the diagram or, rather, distinguishing each extension somehow (e.g., 'Major 1, Major 2 or Double-Major, Minor, Pre-req').  

  This visual tool is almost entirely dedicated to the structure of advising and gives very little visual real estate to the student experience. If this were exclusively for advisors it might be appropriate, but if it is intended to inform all audiences (advisors, faculty, students, and/or parents), then it is far too concerned with with the advisors experience. This visualization hides the clues on the interaction stages of the student and the advisor. It appears that advisors have their structure and students have theirs, and the only emphasis on the interactions between the two experience structures are the tiny dialogue boxes buried in smallest text of the "student journey" section.  

  The graphics at the top showing the advising hub and pathways have too much meaningless chart junk (lines and shapes that serve NO informational purpose other than decoration), and the script type font is infantilizing and potentially difficult to read for students whose primary language is non-english.  

  I agree with the commenter below, andey--I don't think that this visualization gives enough weight to the student experience. The advising structure/advising pathways section is confusing and inaccessible to students who aren't familiar with the ins and outs of PSU advising lingo.  

  I do like the stair-step visualization of the student pathway, I find that portion easy to understand. I wish it was larger. I also think that the vertical structure of this poster suggests a top-down hierarchy of importance (i.e. the deans and faculty senate are more important than the advisors and students). I think that you guys are trying to suggest more of a partnership approach, where individuals from every level of the advising team are working together to improve student success. I don't get that from this visualization.  

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<tr>
<td>Workgroup Question</td>
<td>Feedback on Visualization #2</td>
<td>Click on the following link to view the Visualization #2 (please use your keyboard to zoom into the image)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What features of Visualization #2 work and provide value to you? What features would help build relationships to improve the experience of students and advisors?</td>
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<td>What features of Visualization #2 surprise or concern you? Is there anything you dislike or does not provide value to you? If so, what features would you change to improve the experience of students and advisors?</td>
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<tr>
<td></td>
<td></td>
<td>What questions do you have regarding Visualization #2? What needs clarification?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I like the element of discreet milestones that are communicated to students. The advising structure diagram is a little vague. I don’t know if it is all necessary to communicate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Too much emphasis is given to the meaningless graphics and chart junk. The text information itself is minimized in contrast to the graphics and it should be exactly the opposite, I should be able to clearly read all the necessary information without being distracted by graphics that force the eye to bounce between the actual information and a diagram that does not provide additional information (a simple time-line would suffice). The student journey is given almost 1/2 of the visual space which is better than the other visual model, but the information needs to be forefront (not the decorations). The advising structure is more clear than in the first visualization, but again, the graphics could be simplified to allow the information to stand out. Overall I think this version shows the interaction of the advisor &amp; the student better, but again, the real information is overshadowed by inappropriate font for the headings (difficult for non-english speakers) and the overemphasis of the graphics.</td>
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<td></td>
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<td>I much prefer this visualization the the first one. I like how much weight is given to the student experience, and the layout has more breathing room, which makes it easier for me to read. It is a good basic outline of the advising experience, but I think new students would want to be given access to further reading (either in the form of links or physical pamphlets) alongside this visual. There is so much information and unfamiliar terminology, it’s kind of a lot to process.</td>
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<td>Question/Suggestion Source</td>
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<tr>
<td>Workgroup Question</td>
<td>Notes/Comments</td>
<td>Are there any additional comments and/or suggestions you would like to share with us regarding the advising redesign model and visualizations? This is a great idea as I've been hoping PSU had a career advising revamp since I've attended PSU. Currently the visualizations contain too much clutter of unnecessary graphics and hard to read font. They are more of a reflection of the organization (PSU advising and graphics designers interest in being entertaining) than they are of the student experience at PSU. While it may be helpful to all audiences to understand the advising structures, pathways, responsibilities and satisfaction, it is unclear how any of those parts of the model engage with the student experience. If this visual model is intended for students, their experience needs to be the primary lens of the graphics, not a sandwich feature for the advising organization. Following the advice of information display expert Dr. Edward R. Tufte of Yale and Princeton, I would recommend the following changes: 1) Let the information be the display: before adding any graphics, the text should convey all the necessary information, details, and key interactions of the model. Use a single serif (or otherwise easy to read) font throughout the display and use only bold or font size for emphasis, any color should convey additional information (not simply make pretty). Graphics should consist of only what is necessary to support the information in the text. Decoration is a distraction that takes away from retaining the information. 2) Provide the information in a top-to-bottom and left-to-right order if there is to be an order of events (i.e. the student journey) and avoid using character keys or other devices that force the reader to bounce between sections to assimilate the information. The information should present like a storyline or highlights of a narrative where the graphics support the conveyance of the story rather than slice it up into parts that the reader has to put back together in order to see the whole integrated picture. 3) The purpose of the model and how the user is expected to use the information or interact with the model should be stated concisely in the header along with the title. The &quot;equation&quot; given under the holistic advising title conveys a vague sentiment of a goal but gives the reader no clues as to how this information is designed to assist students or advisors.</td>
</tr>
<tr>
<td>Student Suggestion</td>
<td>A very helpful idea would be to have advisors reach out to students via email once a month to check up on each students classes and schedules to make sure everything is meshing well and that the student is getting the most out of their education.</td>
<td>A very helpful idea would be to have advisors reach out to students via email once a month to check up on each students classes and schedules to make sure everything is meshing well and that the student is getting the most out of their education. I think this is key! I agree that it would be really helpful if advisors made the effort to reach out to me, even if it was just once per term!</td>
</tr>
<tr>
<td>Student Suggestion</td>
<td>PSU can improve academic and career advising by relying on the departments themselves to do the advising.</td>
<td>PSU can improve academic and career advising by relying on the departments themselves to do the advising.</td>
</tr>
<tr>
<td>Student Suggestion</td>
<td>Feature advising appointments with guest professionals</td>
<td>Beta Alpha Psi and the SBA: Accounting department hold resume critique and mock interview events during recruiting season that allow students to sign up to meet with professionals with a variety of organizations. These events helped me get some temp work, two internships and a full-time job to begin after graduation.</td>
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<tr>
<td>Student Suggestion</td>
<td>Create a sheet of general requirements for employment.</td>
<td>Expose students to the general requirements of entering workforce, especially for international students who are not familiar with this world.</td>
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<tr>
<td><strong>Student Suggestion</strong></td>
<td><strong>Checklist of classes needed toward degree and suggestion feed back per term</strong></td>
<td>An online checklist of classes still needed towards degree, such as <a href="https://github.com/login?client_id=2e66e44b32a5f95d26b3&amp;return_to=%2Flogin%2Foauth%2Fauthorize%3Fclient_id%3D2e66e44b32a5f95d26b3%2Fredirect_uri%3Dhttp%252F%252Fappacademy.io%252Fstudents%252Fauth%252Fgithub%252Fcallback%26response_type%3Dcode%26scope%3Duser%252Cpublic_repo%26state%3De0489f772441a04945caec06844aabdb94ce4472b$$8$$d">https://github.com/login?client_id=2e66e44b32a5f95d26b3&amp;return_to=%2Flogin%2Foauth%2Fauthorize%3Fclient_id%3D2e66e44b32a5f95d26b3%2Fredirect_uri%3Dhttp%252F%252Fappacademy.io%252Fstudents%252Fauth%252Fgithub%252Fcallback%26response_type%3Dcode%26scope%3Duser%252Cpublic_repo%26state%3De0489f772441a04945caec06844aabdb94ce4472b$$8$$d</a> but with area’s for feedback from the academic advisor and suggestions on which course’s might be overwhelming and better paired with easier course.</td>
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<tr>
<td><strong>Student Suggestion</strong></td>
<td><strong>Help students build a resume by actively being involved with the process</strong></td>
<td>I think this is a great idea! I think a checklist would be an effective tool to keep students on track. Maybe, the checklist could be designed to be viewed as a &quot;4-year academic schedule&quot; and &quot;per term&quot; with suggested and relevant classes as well. As you finish each term, only the classes that you have yet to complete will show up; it’s a pain scrolling through my DARs to see what I have left.</td>
</tr>
<tr>
<td><strong>Student Suggestion</strong></td>
<td><strong>A few different thoughts</strong></td>
<td>This would be really helpful! I make my own combination of this now, between the PDF of classes for my major, DARs, and an Excel spreadsheet. It is always very confusing to me which classes qualify for my overall Bachelor requirements. (e.g. science and the inquiry clusters.)</td>
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<tr>
<td><strong>Student Suggestion</strong></td>
<td><strong>Make DARs more clear</strong></td>
<td>DARs can feel very clear when I’m speaking with my adviser, but as soon as I leave his office, I’m confused again. It would be helpful if they were more clear, maybe even formatting would be helpful</td>
</tr>
</tbody>
</table>

- I have often found that, as I got farther along in school, my most necessary advising came from my specific department. BUT, not when I had questions about bigger bureaucratic issues I guess. |
- Advisers being well versed in the course catalog as well as extracurricular activities and groups; it is nice to have an adviser that can help you_enjoy_school and get the most out of it instead of just following the basic degree requirements. |
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<td><strong>Student Suggestion</strong></td>
<td>Unable to access video on this computer. Will try on a computer at PSU!</td>
<td>Watch the spelling and grammar on your posting! It is confusing and distracting! I do not appreciate student advisers as they are not mature enough to advise! Furthermore, there needs to be good, competent advising prior to declaring a major. PSU demands regarding math is inappropriate and unattainable. Professors also should NOT use substitutes because everyone has their own individual way of teaching. It is SO unhelpful! It does not encourage students with learning disabilities. Some professors are also ignorant of what learning disabilities are. PSU makes it very difficult for professors to mark and grade papers when students are forced into inappropriate writing classes and when courses such as conflict resolution are all on line! How can conflict resolution take place via online communication? That is no way to teach such a course. Advising would be much simpler if PSU had a fair and just system rather than one that only helps those who line their pockets with STUDENT TUITION AND FEES.</td>
</tr>
<tr>
<td><strong>Student Suggestion</strong></td>
<td>Online scheduling for advising appointments</td>
<td>It would be helpful if students had the option to look at an advisor's calendar of availability and schedule appointments online. The current system of emailing advisors for appointments is convoluted and more time-consuming than necessary.</td>
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<tr>
<td><strong>Student Suggestion</strong></td>
<td>More Availability</td>
<td>With this new way of advising would it make so that students who are not freshman or incoming students have more availability to meet with their adviser. It just seems that is really hard to get appointments and the drop in times are when I work. More availability would just help out</td>
</tr>
</tbody>
</table>
Thank You for Attending!

PSU Community Members

Abel de la Cruz
Alyse Collins
Alyssa Dart
Andrew Longholds
Anna Pittioni
Anne Mestrovich
Ari Douangpanya
Barbara Sabath
Beatriz Lafferriere
Becki Ingersoll
Becky Einolf
Becky Sanchez
Belinda Zeidler
Ben Anderson-Nathe
Benji Alberts
Betsy Natter
Brandon DePaepe

Brett McKinney
Brianna Avery
Caitlin Sweeney
Carla Harderoad
Cathy LaTourette
CeCe Ridder
Charles Daniel
Chris Shortell
Cindy Baccar
Dean Atkinson
Donald Duncan
Doug Siegler
Elizabeth Benner
Frank Goovaerts
Gina Greco
Greg Stoltz
Hans VanDerSchaaf
Holly Moraes
Ian Garrett
Ilka Bailey
Jane Mercer
Janet Cowal
Jason Podrabsky
Jeanne Ellis
Jim Hook
Jodi Stiegemeyer
Jon Rousseau
Joanna Lynn Bransford
Joseph Maser
Julie Huan
Karen Haley
Karen Kennedy
Katherine Barick
Kimberly Felipe
Kris Henning
Kris Lucht Adams
Laura Marsh
Leah Tuor
Leena Shrestha
Liane O’Banion
Lisa Aasheim
Liz Shatzer
Louise Paradis
Marie Fiorillo
Mary Vance
Maurice Hamington
Michael Brown
Nate Rochester
Nathanial Garrod
Paloma Harrison
Phil Lesch
Rachel Godlove
Regina Arellano
Robert Mercer
Roxanne James
Sarah Whisenhunt
Scott Broussard
Shannon Aniciete
Staci Kiker
Stephanie Hamington
Stephanie Blair
Sue Ginley
Sy Adler
Tanya Romaniuk
Tony Lewis
Tracy Braden
ZoeAnn Dimond

Session Capture: August & September Community Engagement