Academic and Career Advising Redesign
Supporting the Student Journey

NOVEMBER 2016
Project goals were established by the Academic Leadership Team, comprised of Academic Deans, the Provost and Vice President for Academic Affairs, the Vice Provost for Academic Innovation and Student Success, and representatives from the Office of Academic Affairs. This group met from September to December of 2015 and established the following goals as approved by the Provost:

- Enhance the 1:1 relationship between advisors and students by creating academic advising pathways or clusters consistent with student flow. Integrate services for undeclared students with advising pathways and establish major declaration policy.
- Create a unified advising framework (form to be determined) overseen centrally to create consistent advising practices and policies.
- Organize work so it is a source of joy: career advancement opportunities, create community, promote equity, and consistent position descriptions with clear expectations.
- Increase student self-efficacy and sense of agency, such that the right context, supports, and tools exist for students to access services on their own.

The Academic Leadership Team nominated advisors to form an Academic and Career Advising Redesign Work Group. The Academic and Career Advising Redesign Work Group used a co-creative process to develop specific recommendations incorporating discovery from community engagement sessions, student surveys, one on one interviews, best practices research, and internal PSU data. The work group addressed the complex, fragmented systems that have hampered advisor effectiveness. They redesigned organizational structures and clarified advising roles that have created confusion and inefficiency for students, advisors, and faculty experience. Best practices that support long-term advising relationships leading to student success were incorporated throughout. Working over an eight month period, the Academic and Career Advising Redesign Work Group developed the following recommendations:

Executive Summary

The Academic and Career Advising Redesign Project is designed to increase PSU student retention and completion rates, improve the student experience, and make advising more rewarding and effective for both professional advisors and faculty. In pursuit of these ambitions, PSU worked over the past year to redesign the advising system. The Discovery and Design phases of this project were completed with campus wide involvement and support.
1:1 ADVISING

- **Establish seven advising pathways** that enhance the 1:1 relationship between advisors and students and reflect student flow data and advisor experience. Through pathways, most students will have consistent relationship with one advisor even if they change majors.

- **Implement a major declaration policy**: Students must declare a major or a pathway upon entry. If a pathway is declared, a major must be chosen prior to completing 90 credits.

- **Pre-health students** will be advised for both their pre-health track as well as their major by a single advisor focused on their long term goals.

- **Establish assessment related practices** to support assessment of student goals and accuracy of data.

ADVISING STRUCTURE

- **Establish an advising structure** consisting of an Advising Hub and advising pathways that is overseen by the Associate Vice Provost (AVP) of Advising & Career Services. The Advising Hub will provide a central support structure while academic advising remains geographically decentralized, keeping advisors near students and faculty. The Advising Hub will house the AVP, career counselors, and support staff.

- **Invest in establishing a Transfer Success Center** that serves as a front door and resource to support prospective and incoming students with a focus on community college outreach.

- **Improve the advisor experience** through advancement opportunities, professional development, common practices, and common job descriptions.

ROLES

- **Assigned advisor, career counselor, faculty advising, and exploratory advising roles**: Define roles in which professional advisors can provide holistic services through long term relationships, and faculty can engage with students in meaningful, discipline specific ways.

- **Advising director, advising support, and transfer advisor roles**: Create an advising director position within each pathway and advising support roles within the Advising Hub. Create the position of transfer advisor within the Transfer Success Center.

- **Faculty advising**: The work group recommends that all students receive faculty advising within their major at least once in their junior or senior year. Implementation to be determined by departments.
COMMON PRACTICES

- **Establish common responsibilities** along with common data and support systems for assigned advisors (professional advisors and faculty).

- **Student milestones** are established for mandatory career exploration with assigned advisors, mandatory first year advising session, financial planning conversations, major verification process, and sign off on graduation plan.

The Academic and Career Advising Redesign Project will bring a holistic, student centered approach to the advising experience. Students will get the support and information they need when they need it through targeted delivery at each stage of enrollment, leading to increased retention and completion rates. Centralized data systems will support early interventions and greater continuity for students in the advising process. Faculty will be empowered to engage students in meaningful, discipline specific ways. Assigned advisors will leverage and expand areas of expertise to support the needs of students through a coordinated services approach. All advisors will be supported by efficient, effective systems and a more manageable caseload. The project advances PSU’s Strategic Goal #1 – Elevate Student Success, Initiative #3 – Use Best Practices to Advance Student Retention, Sub-initiative #3.1: Increase advising capacity, revitalize advising systems, and improve the visibility of student support services.

Throughout this process, the Academic and Career Advising Redesign Work Group has been dedicated to transparency and collaboration, investing time in a co-creative and productive process. The work group deeply appreciated the encouragement received from colleagues in the engagement process. Working together to change the organizational structure of advising, increase the use of predictive analytics to improve the delivery of advising services, and deploy a robust portfolio of student success initiatives, PSU will elevate student success.
Introduction

Portland State University strives to serve students and our region by helping students graduate to reap the benefits of a college degree, including increased civic engagement, greater financial stability, a deeper knowledge of the world, and by increasing completion rates to support Oregon’s 40-40-20 goals. In pursuit of these ambitions, PSU worked over the past year to redesign the advising system. Advisors are central to student success efforts, and to maximize their impact, PSU is significantly changing our approach to advising. This report offers recommendations developed over a one year period with substantial involvement and support across the university.

PROCESS AND TIMELINE

The Academic and Career Advising Redesign Project launched in September 2015. The Academic Leadership Team (Deans, Provost, Vice Provosts, Office of Academic Affairs) established project goals and was responsible for building campus-wide involvement and support. This group authorized the project and nominated advisors to join the Academic and Career Advising Redesign Work Group. Over the next year, the work group developed specific recommendations incorporating community engagement sessions with students, professional advisors, faculty, and other collaborators, student surveys, 1:1 interviews, best practices research, and internal PSU data. After final recommendations are approved by the Provost with input from the Academic Leadership Team, an Academic and Career Advising Redesign Implementation Work Group will be formed to operationalize the recommendations. Work has been carried out through the following roles and timeline:
<table>
<thead>
<tr>
<th>TEAM</th>
<th>ROLE</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| ACADEMIC LEADERSHIP TEAM (ALT) | • Project authorization  
• Develop guiding principles  
• Consider issues and approaches  
• Establish project goals for approval by Provost  
| | | Sept 2015 |
| | | Jan 2016 |
| | | Feb 2016 |
| ACADEMIC AND CAREER ADVISING REDESIGN WORK GROUP | • Discovery: Community engagement sessions, interviews, surveys, best practices, internal data  
• Design: Develop solutions aligned with the needs and strengths of students, advisors, and faculty resource gaps  
• Recommendations: Present detailed recommendations for implementation | Conduct 81 1:1 interviews,¹ five community engagement sessions, student advisement survey, best practices research in the literature and at four peer universities, PSU retention and completion data, review of three prior student surveys, OIRP analysis of patterns and flow between majors, and experience mapping with advisors from all units to determine what every advisor is and should be doing.² Engage the seven colleges, UNST, EMSA, and Student Experience & Service Design Steering Committee in plan development. Present to President’s Office and ALT. |
| | | Oct 2016 |
| PROVOST | • Approval of Advising Redesign by Provost | Review and approve recommendations after discussion with ALT |
| | | Dec 2016 |
| ACADEMIC AND CAREER ADVISING REDESIGN IMPLEMENTATION WORK GROUP | • Implementation begins  
• Detailed operational plans, procedures, and documentation developed | |
| | | Dec 2016 |
| PSU | • Campus-wide rollout | |
| | | Dec 2017 |

¹ In addition to conducting community engagement sessions, the work group individually interviewed 65 professional advisors and 16 faculty advisors.

² See Appendix F–Bibliography for list of research results and resources.
PROJECT GOALS

The primary purpose of this project is to increase PSU student retention and completion rates. Our graduation rates lag behind our peers. PSU is experiencing real-time demographic changes, including a flattening number of high-school graduates and an increasing number of students who come from diverse backgrounds, are first generation, and are Pell-eligible. Students will need effectively targeted and increasing levels of academic advisement. To address these issues, the following goals were established by the Academic Leadership Team and approved by the Provost:

- Enhance the 1:1 relationship between advisors and students by creating academic advising pathways or clusters consistent with student flow. Integrate services for undeclared students with advising pathways and establish major declaration policy.
- Create a unified advising framework (form to be determined) overseen centrally to create consistent advising practices and policies.
- Organize work so it is a source of joy: career advancement opportunities, create community, promote equity, and consistent position descriptions with clear expectations.
- Increase student self-efficacy and sense of agency, such that the right context, supports, and tools exist for students to access services on their own.

ISSUE IDENTIFICATION

As part of the discovery process, the work group engaged the community to get a clear understanding of the issues to be considered in the redesign. Initially, the group conducted 81 in person interviews with professional advisors and faculty. Five public presentations were held to explain the project and gather initial questions and concerns from advisors, faculty, and other collaborators. Additionally, the workgroup conducted two gallery walks to share findings and seek further feedback. In order to identify common and unique practices, advisors from all units engaged in an experience mapping activity with the work group. Surveys about advising perceptions and satisfaction were sent to all advisors.

3 See Appendix D - Graduation Rates at PSU and Comparable Institutions
faculty and every student who engaged in advising during spring 2015 term. Five community sessions were held for students, advisors, faculty and community members at various stages of the process to get more targeted feedback on specific aspects of the project. The work group further reviewed three prior PSU student advising surveys and literature in the field to identify common challenges.

Through student, advisor, and faculty interviews and surveys, the Academic and Career Advising Redesign Work Group found that practices, systems, and standards of service vary across academic units. Even as individual advisors, faculty, and departments possess the expertise to support student performance, advising effectiveness has been hampered by complex, fragmented, and unclear systems. This creates a disparity in the experience, resources, and information that students receive. Access to advisors is further hindered by a high caseload that is uneven across colleges combined with a lack of central support systems.

Students reported they frequently don’t know how to find their advisor and/or have multiple advisors. Students asked for sufficient time with their advisors: they wanted someone who knows them and can listen. They reported that it is difficult to schedule appointments or receive adequate time in sessions. Students asked for advising to address a broad range of issues within the PSU system. Ideally, students want not just course planning, but someone who can help them align life goals with academic and career goals and who can provide more notice of timing and activities (e.g. they are on track and taking the right classes, course planning reassurance). The literature shows that long-term advising relationships support improved outcomes for non-traditional students. The 1:1 advisor/student goal, centralized support systems, common practices, and increased FTE in academic advising will support meeting these needs and increase the likelihood of student self-efficacy and sense of agency.

As students progress, they require more subject and career specific advising which is a particular strength of faculty advising. This includes in-depth career advising and post-graduation planning in the junior and senior years. Faculty-student interaction is critical to student success and satisfaction. At the same time, faculty have limited hours for student advising. The proposed structure is intended to create a system where faculty can engage with students in meaningful, discipline specific ways.

Inconsistent support systems and record keeping is especially problematic in triggering and coordinating early intervention for students at risk of leaving or accumulating excess credits. Use of 12 different software tools makes it difficult to improve the quality of advising as students move between departments and colleges. PSU has also experienced considerable delay in implementing Unified Advising Records (4+ years), U.Achieve (4+ years), and U.Direct (3+years) software due to multiple computer and workflow systems. The recommendations here will bring common workflow systems and consistent use of unified advising software (SSC Campus) as a backbone of communications and data analytics.

Faculty asked for greater clarity in advising roles to assist both professional advisors and faculty in being more effective. In the Faculty Survey, faculty shared that they value the relationships with students, yet a challenge shared in the community sessions is that faculty are not compensated or recognized for advising. Professional advisors asked for more collaboration and community building across advising units while preserving their relationships with faculty. Professional advisors also asked for greater support in professional development and training. Looking to the national level, the analysis incorporated learnings from comparable institutions that have successfully redesigned their

---

advising programs. Georgia State University and Florida State University case studies, demonstrated the power of 1:1 advising (with assigned caseloads), common practices, a “hub and spoke” advising structure, and common data systems supporting early intervention serve to increase six year graduation rates.

PROGRESS TO DATE

In developing this plan, the Academic and Career Advising Redesign Work Group surveyed the work to date at PSU. Professors Emerita Janine Allen and Cathleen Smith have been conducting research on academic advising since 2003. Using their Inventory of Academic Advising Functions, PSU students were surveyed in 2003, 2010 and 2013. The 2013 results showed: “The institution has significantly improved academic advising and the student experience at PSU. On most indices—access to advising, perceived accuracy of advising, importance of advising, satisfaction with advising, and perceived advising learning—student responses showed statistically significant increases over the time period studied. Agreement also increased significantly on two retention predictors that measure students’ overall experience with the institution, ‘I am confident that I made the right decision in choosing to attend PSU’ and ‘Overall I am satisfied with my educational experience at PSU.’” The report also found gaps in service provision: “There is room for improvement: 18% of students have not seen an advisor.”

PSU retention and completion rates have also improved, yet they remain below the levels of similar institutions. The four year graduation rate for first-time freshmen at PSU stands at 18% versus 24% for comparable institutions. The six year graduation rate is nine percentage points lower at about 42% for PSU and 51% for similar universities.

PSU has been increasing the amount of resources to support advisors. The university has dedicated an additional $1,000,000 per year to support the creation of 12.4 FTE new advising positions, and PSU received a four-year, $640,000 grant from APLU (supported by the Bill & Melinda Gates Foundation) to improve completion rates and realize projects to enhance the experience of students (e.g. Coordinated Service Network, Interactive Degree Maps, Redesign of MyPSU). Finally, advisors from across PSU are developing interventions through projects such as the advisor-led Excessive Credits and Undergraduate Student Persistence projects. In conjunction with these efforts, PSU has hired more advisors. A caseload goal of 350 students per advisor, as compared with about 700 now, is being developed.

For additional information on the student and advisor discovery work, reference the project webpage here: http://www.pdx.edu/student-success/academic-and-career-advising-redesign


7 See Appendix D - Graduation Rates at PSU and Comparable Institutions
Recommendations

The Academic and Career Advising Redesign Project brings a holistic, student centered approach to academic advising.

At the heart of this proposal is a 1:1 advising goal. Each student will be matched with an assigned advisor within an academic pathway upon matriculation. Because of the high number of transfer students, students normally have an idea of their general field of interest. PSU students typically change majors within a defined group of degree programs, or pathways. Students will gain long-term advising relationships with an assigned advisor within their pathway, and there will be a defined handoff for the small number of students who change to a major outside their pathway. Advisors will benefit with professional development, advancement opportunities, closer student relationships, contact with faculty within their pathway, and the ability to more fully assist students at each step of their enrollment. Through a new Transfer Success Center, transfer students will receive outreach, transition support, and connection to their academic advisor.

An Advising Hub will provide a central support structure while academic advising remains geographically decentralized, keeping advisors near students and faculty. By centralizing support and reporting, the advising system will gain the ability to move analytics, data, and process management to one area to give advisors more time to meet with students, work more efficiently, and engage in other meaningful work—such as student service, committees, research, or assessment. Roles for assigned advisors and faculty advising, will be more clearly defined. The plan will alleviate inequitable workloads by bringing all departments up to a common level. At the same time, resources invested by individual colleges will remain within that college. The “hub and spoke” model (Appendix C – Advising Structure) will offer centralized support to advisors and consistent, high value interactions for students through the pathways.

This plan takes a strengths based approach. PSU has exceptional people. Staff and faculty are knowledgeable, high performing professionals. This plan will deploy professional and faculty advisors to better serve students. It will also preserve and build on best practices that have been established in the colleges (e.g. embedding career advising in the School of Business Administration, Pre-health advisors in the College of Liberal Arts and Sciences who serve students across all colleges, comprehensive pre-enrollment activities for programs in the School of Social Work and the College of Engineering, and engagement of faculty in advising and mentoring in the College of the Arts).

8 Transfer students accounted for 72 percent of PSU’s Fall 2015 admissions
This project will build on the data and management systems that have been introduced through campus initiatives over the past four years (e.g. expanding upon the SSC Campus analytics, tracking, and note taking functionalities to develop a Coordinated Service Network that links the Registrar’s Office, Financial Aid, and the Bursar’s Office to assigned advisors and other student support services).

The Academic and Career Advising Redesign project will build a student focused advising system through five key recommendations:

I. 1:1 ADVISING RECOMMENDATIONS

Advising Pathways – Establish seven advising pathways that enhance the 1:1 relationship between advisors and students and reflect student flow data and advisor experience.

Pathways are a way to reconfigure advising services so that they are more reflective of the choices students make when they change majors at PSU. Because advising is currently structured around departments, students who change majors have to change advisors. It is often difficult to identify who to connect with, and students have to start all over with someone new. Pathways regroup advisors into units that include multiple majors that students frequently move between, making it more likely that students can change majors but keep the same advisor and stay within a pathway that supports their overall interests. By acknowledging common student paths (tied to their area of interest, often beyond college/school boundaries), this structure can improve student experience not only by increasing long-term advising and decreasing bouncing between offices but also by:

- Focusing on the student’s end goals since pathways are tied to student field of interest (not just the chosen major but also bigger picture goals/career)
- Helping students to remain with one advisor for continuity and relationship building by being matched with an easily identifiable assigned advisor
- Increasing collaboration between assigned advisors, career counselors, faculty, and other services

The pathways model allows students to be part of a community that is larger than just their major and extends to their overall area of interest, because students who switch majors often stay within a related area. Although pathways will be invisible to many students, the pathways model will support quality services through increased collaboration. Advisors working with similar fields and student populations will serve as resources for one another within their pathway. Structured communications will reinforce connections between faculty/departments and advisors. Formal ties will be developed between advisors and career counselors. Connections with other campus services will be established through coordinated service networks.
The pathways and assigned advisor model provides an opportunity to address significant barriers to student success, namely organizational silos, advisor time and support resources, the need to identify underlying (nonacademic) causes of attrition, and missed opportunities in early warning systems.\(^9\)

The seven pathways reflect student flow data and advisor experience. Data provided by the Office of Institutional Research and Planning (OIRP) was used to group majors in a way that will keep the highest number of students who change majors within the same pathway. The work group also built pathways based on advisor experience with similar majors, content areas, overlapping degree requirements, etc. The findings based on advisor experience aligned with the student data analysis. The data showed that PSU students change majors an average of 1.8 times\(^{10}\) and most students would stay within their pathway. Due to the relatively low rate of change and the tendency of students to stay in a pathway, a manageable process for assigning and maintaining advisors is anticipated. A list of pathways is available in Appendix B – Pathways with Subgroups and Export Data.

This model requires advisors (in most cases) to advise for more than one major. To reduce workload, subgroups have been created within pathways. These subgroups minimize the number of majors an advisor will work with (for example, in pathway 6, there are 11 total majors, but within a subgroup, advisors will only need to know the five majors that are most connected through student flow). Additionally, each advisor will need training to advise for PSU’s interdisciplinary majors (Liberal Studies, Social Science, Science, and Arts and Letters). Students from all majors switch in the highest numbers to interdisciplinary majors, and advising for them in each pathway will help students make connections to their interests and career goals and make use of the classes they have already taken to tailor their interdisciplinary degree. Workload will remain an important consideration for project implementation. When assigning resources it will be important to consider not only student advisor ratios but also the different needs and unique practices in each pathway.

**Major Declaration Policy** – Students must declare a major or a pathway upon entry to PSU; if a pathway is declared, a major must be chosen prior to completing 90 credits:

- Require students to declare either a pathway or a major upon matriculation
- Require freshman students to declare a major by 90 credits
- Require transfer students to declare a major by 90 credits
- Implement a major change mechanism

Because students with a declared major may or may not be aware of the advising pathway, it is recommended that visibility of the pathways be reassessed in the future based on opportunities to improve outcomes for students. If a double major and/or minor is outside of the pathway, the primary

---

\(^9\) In EAB’s “A Student-Centered Approach to Advising: Redeploying Academic Advisors to Create Accountability and Scale Personalized Intervention,” a key strategy to address these issues is to restructure advising by ensuring that each student has one primary advisor, aligning advisor assignments with student major migration patterns, and tracking and analyzing student data throughout enrollment. This approach supports continuity and personal relationships.

\(^{10}\) Students who graduate change majors an average of 1.8 times. The average is 1.4 times for those who do not graduate.
advisor will advise students on how to connect with their secondary advisor(s). No policy on major declaration currently exists at PSU, and it is anticipated that this recommendation will be considered by faculty senate through the shared governance process.

**Pre-health students** – Pre-health students will be advised for both their pre-health track as well as their major by a single advisor focused on their long term goals.

This strategy supports the emphasis of the pathways model by remaining focused on the student’s long term goals, regardless of the major and pre-health track they have selected. Maintaining a long-term relationship with an advisor also helps to support the integration of extracurricular and volunteer experiences that support the student’s long term aspirations within a holistic advising experience. Advisors will work together within the pathway to strengthen relationships with departments, maintain awareness of curricular changes, and ensure they have the information necessary to be successful in advising the most common majors represented in the pre-health populations. Majors that are uncommon (e.g. Film) will still be connected with an advisor in that major, while maintaining a primary advising relationship with their pre-health focused advisor. Students of any major will be encouraged to connect with their departments to continue to benefit from resources and events that are available.

**Assessment Related Practices** – The following recommendations support assessment of student goals and accuracy of data:

- Students are prompted to confirm their pre-professional track in Banweb along with the prompt regarding major.
- Add an additional pre-professional track for “other healthcare career” to more accurately identify students’ long term goals so they can be matched with the appropriate assigned advisor.
- A reporting mechanism should be designed to acknowledge the positive contributions departments make to persistence and degree completion of interdisciplinary majors.

Ongoing assessment of the pathways will be necessary in order to revise and adapt pathways over time. Data regarding student flow will help to highlight changes in pathways that may be necessary as majors change or popularity shifts.
II. ADVISING STRUCTURE RECOMMENDATIONS

Advising Hub and Pathways – Establish an advising structure consisting of an Advising Hub and advising pathways that is overseen by the AVP of Advising & Career Services.

To implement the pathways model, an Advising Hub will be created using resources in the current Advising and Career Services office, with the AVP overseeing the Hub and the advising pathways. As part of the yearly Integrated Planning of Enrollment and Budget process, deans will establish student success goals and outcomes for their schools/colleges. Once the enrollment plans are approved by the Provost, these goals will be shared with the AVP, who will help advising directors of the pathways create plans to support those goals. The AVP will provide regular updates to the dean, or their designee, on the implementation of college specific initiatives. The “hub and spoke” model will ensure that there is not a dual reporting structure and reporting structure is clear. It will create consistency through central planning, support, and oversight while building on the unique strengths and needs of each college.11

The Advising Hub will house the AVP, career counselors, and advising support roles. Career counselors will remain in the Hub and work with students from all pathways. Because every student will declare a major or a pathway upon entry to PSU, exploratory advisors, currently housed in Advising & Career Services (ACS), will join one of seven advising pathways. The new Transfer Success Center, outlined below, will also be housed in the Advising Hub.

Each pathway will have an advising director, who will be seated in the pathway, report to the AVP, and work closely with the AVP to implement university wide initiatives. Each advising pathway will have the advising director and a group of assigned advisors (the number will vary depending on the size/number of students in the pathway).12 Exploratory advising may be assigned to dedicated advisors or become a shared job function, depending on the pathway. The pathway may also contain other support and administrative roles (e.g. the business pathway has an Employment Outreach Specialist position funded by the School of Business). At each level of the advising process, university employees will report to one designated supervisor. The advising organizational structure is illustrated in Appendix C – Advising Structure.

A benefit of the pathways model and “hub and spoke” structure is in supporting collaboration: “To provide non-traditional students with an academic success support system, advisors must develop a collaborative network system across campus and advocate for their unique needs. Collaboration with Career Services, the office of Academic Success and Tutoring Center, Admissions, Registrar, the Financial Aid office, Housing, Academic Units, Veteran’s Affairs, Counseling Services, and the Disability Resource Center enables advisors to provide information and connect students to essential resources.”

Best Practices in Advising Non-traditional Students. Lisa C. Sapp and Stephanie A. Williams, Georgia Southern University

---

11 At Florida State University, the “hub and spoke” (or “satellite”) model and assigned caseloads for 1:1 advising, produced “one of the largest increases in six-year graduation rates in the nation—increasing from 63.2 percent for the 1988 entering cohort to 79.1 percent for the 2008 entering cohort.” Broad-Based and Targeted: Florida State University’s Efforts to Retain Every Student. April 28, 2016. Martin Kurzweil. Daniel Rossman

12 See Appendix E Advisor Allocation Plan
All Pathways will have FTE dedicated to the following roles/tasks: (a) Assigned advisors, (b) Liaison to faculty, (c) Advising director, (d) Curriculum committee participation, (e) Exploratory advising, (f) Prospective student support, (g) Orientation, and (h) Career conversations.

**Transfer Success Center** – Invest in establishing a Transfer Success Center that serves as a resource to support prospective and incoming students with a focus on community college outreach.

The Transfer Success Center (TSC) will focus on helping prospective students transition smoothly to PSU. The TSC will be housed in the Advising Hub. Staff will serve any incoming undergraduate student but will primarily work with prospective transfer students, providing outreach and recruitment, academic advising, and planning for the transfer process. Functions of the TSC will be designed to improve recruitment, enrollment, and student success.

The TSC will play an important role in helping students avoid excess credits. More than 90% of students with excessive credit are transfer students who entered PSU with more credits than necessary. Students who spend more time than required at the community college often exhaust available financial aid before they graduate from the four year institution. Thus the TSC will connect students with accurate information from an advisor earlier, before they enter PSU, to help students make informed decisions and understand how their classes transfer.

The TSC will work to improve the student experience prior to admission with the following objectives:

- Assist students transferring from community colleges or other institutions to PSU
- Provide support for students at community colleges
- Serve as a welcoming point of entry for prospective transfer students
- Direct students to a major (or pathway if exploratory)
- Help prospective students understand the importance and role of advising
- Educate prospective students on strategies to avoid excessive credit prior to enrollment

A new position of transfer advisor will be established, a position that combines the roles of transfer admission counselor and academic advising with the ability to answer basic financial aid questions. People in these positions will conduct unofficial evaluations of transfer credit as well as answer admissions and financial aid questions. Transfer advisors will connect with community college staff and students on a regular basis, spending time at community colleges. They will be trained by Admissions, Financial Aid, and career counselors. Each transfer advisor will be connected to a pathway in which they specialize to ensure quality control, so that these advisors will be familiar with curriculum changes and provide up-to-date information. Transfer advisors will be aware of their boundaries, and hand-off points to the Office of the Registrar, Financial Aid, and advising will be well documented. After pre-admission questions are addressed, students will be referred to the pathways for long-term planning. The AVP in conjunction with each pathway will determine the appropriate time to connect
prospective students with an assigned advisor. Because all students will be required to choose a major or pathway upon matriculation, students who have not been previously connected to a pathway will be referred to an assigned advisor at that time. Transfer advisors will know the basics of financial aid but also make proper referrals to Financial Aid. The TSC is primarily focused on assisting students with the transition to PSU: in-depth academic advising will be provided through advising pathways.

**Improve advisor experience** – Through this restructuring, the university is committed to improving the experience of advisors, creating a space where work can truly be a source of joy. The following recommendations are offered to support an improved professional experience for advisors:

- The University and the American Association of University Professors (AAUP) actively work together to create a promotional structure for professional advisors through Academic Professional Advisory Committee (APAC)
- Provide training and professional development opportunities
- Establish common practices that will help clarify and guide the work
- Common job description

Development and implementation of a promotional structure for professional advisors is a necessity to improve their experience. The Collective Bargaining Agreement between Portland State University and the American Association of University Professors, PSU Chapter, includes Letter of Agreement #8, Academic Professional Pay and Promotion Structure. PSU has committed to a Job Family and Compensation Study analysis. It is understood that the University and the Association have established the Academic Professional Advisory Committee (APAC) and PSU has hired Sibson Consulting as an external consultant. This analysis is being conducted in a joint effort by APAC (a committee made up of four University representatives and four AAUP representatives) to clarify roles and create promotional structure for academic professionals within the PSU community. The work group requests that APAC and the external consultant take into consideration the substantial work done by the committee on clarifying advising roles. The work group recommends that APAC direct the external consultant to include academic advising in that project and not only look at advising position descriptions and job families, but also help establish a clear promotional structure for Academic and Career Advisors.

Centralized oversight will help all assigned advisors receive the same training and allow for a greater number of professional development opportunities to be established for professional advisors. It is our hope that going forward, the AVP will work in conjunction with the Deans and advising directors to identify areas where professional development is needed and create specific programs to meet those needs.
The establishment of common practices, job descriptions, and supervisory structure will provide clarity, structure, and shared experience for advisors across all areas of the institution. Role clarity has been shown to be a “primary predictor of job satisfaction.” Please see section “IV. Common Practices Recommendations,” below, for specific recommendations.

III. ROLES RECOMMENDATIONS

Establish roles for assigned advisor, career counselors, faculty advising, and exploratory advising.

Create advising director, advising support, and transfer advisor roles.

The current structure of advising at PSU does not have clearly defined roles. Professional advisors and faculty both noted in surveys and engagement sessions that they would like more clarity and definition around roles and expectations. In many cases, work is being duplicated between professional advisors and faculty, and in other cases, students are not getting services that they need, because everyone assumes that someone else is doing it. The Academic and Career Advising Redesign Work Group looked closely at how advising is currently happening across campus, and saw a need to clarify and revise roles of those engaged in advising activities to create consistency and better serve our students.

Assigned advisors can be faculty or professional advisors. Professional advisors will be called Academic and Career Advisors (ACAs). Faculty who are assigned advisors will retain their academic rank and title. Assigned advisors will support students throughout their time within an academic pathway. Mandatory first year advising will be moved earlier in the year to establish connection with the student. To connect ACAs with faculty, the advising director will work with faculty and the AVP to create a system that works within their pathway. Most students will have a consistent relationship with one advisor even if they change majors.

“To better serve the non-traditional student population, advisors should seek opportunities for professional development in targeted areas, including transfer credit evaluation, diversity training, and relationship development training. The responsibility of advisors is to share knowledge and best practices with others in the field and to continue to advocate for non-traditional students...NACADA’s Statement of Core Values of Academic Advising (2005) states, ‘Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.’”

Best Practices in Advising Non-traditional Students. Lisa C. Sapp and Stephanie A. Williams, Georgia Southern University

An assigned advisor (professional or faculty) must:

- Be available 12 months per year (12 month contract or summer contract for faculty)
- Have FTE dedicated to advising
- Participate in professional advisor training
- Use SSC Campus and other common tools and analytics
- Engage in proposed common practices

Assigned advisors will also help students with certain career readiness functions, building on the work of career counselors in identifying career interests. Assigned advisors will engage in career discussions with students to explore values, interests, and skills in connection to their major and/or pathway. Through individual appointments or workshops, students will have the opportunity to work with an assigned advisor on job readiness activities that may include résumé and cover letter review, interview preparation, job search skills, and networking strategies. Advisors will further develop job readiness skills in career and degree specific ways. As an example, in the School of Business Administration, an advisor might work with a student not just on a general résumé, but on how an accounting résumé needs to look, or why a marketing/advertising résumé might require more creative flair. These activities will help students prepare to get hired in a career/field they have already identified.

Of Note for Faculty in Assigned Advisor Role: In some cases, the assigned advisor will be a faculty member. Although responsible for all common practices, faculty will not be expected to advise majors outside of their department (i.e. faculty are not responsible for other majors in the pathways). The size of their advising caseload will be based on their FTE dedicated to advising. The FTE dedicated to advising will be determined by their department.

Of Note for Department Advisors as Assigned Advisor: Department advisors will join their designated pathway. This role will include advising for more than one major.

**FACULTY**

**Faculty advising** – All students should receive faculty advising within their major at least once in their junior or senior year. Implementation to be determined by departments.

For faculty who are not taking on an assigned advisor role, the work group recommends that faculty advising is highlighted in the junior and senior year for students. Students will still access their assigned advisor, but will work with faculty in a variety of ways, depending largely on the nature of the department. The work group recommends that each department/college create specific plans both to foster student engagement with faculty, connect advisors with faculty, and develop intentional communications.

Students spend the majority of their time each term with faculty and really need and value opportunities to engage with faculty: “As important as academic advising is to student success, students might spend only 1 or 2 hours per term with their designated advisor. In contrast, a
student taking a full course load might spend [120-160] contact hours with faculty in the classroom over the course of a term.” Classroom interaction provides not only a context for learning but also the opportunity for faculty to identify and provide support for students at risk of failure or non-completion. Therefore, providing a focused framework for faculty advising and developing connections between academic advisors and faculty to leverage faculty/student contact hours will enhance the advising process.

The proposed advising structure aims to create space for faculty to have high quality interactions with students around the complex academic and career issues that arise in their junior and senior years. With specific plans for engagement, assigned advisors can help connect students in their junior year with faculty members so that faculty can:

- Mentor in the field
- Deepen connection to the major
- Provide information on internship and research opportunities
- Participate in career discussions
- Explore grad school options, write letters of recommendation
- Discuss course recommendations and curriculum choices
- Collaborate with assigned advisors
- Develop community for faculty and students within the discipline
- Inspire students
- Discuss career and life goals

Career counselors will continue to help students with general career exploration, identifying strengths and skills, conducting personality assessment, etc. and choosing a major that supports their goals. Career counselors (there are currently four) will not be assigned to individual pathways for student facing work. They will work with students from all pathways. Additionally, career counselors will serve as a resource for the pathways (e.g. providing information on career specific job fairs to the assigned advisors), and each pathway will work with one career counselor in this information and support role. Career counselors will be located in the Advising Hub.

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, registration and records updates, 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.
Advising directors will lead and supervise the advisors and other personnel within the pathway. This role is critical in creating a cohesive system across units. Advising directors will be the link between the AVP and the pathway, and will work closely with directors of other units to build community, participate in strategic planning, and work on university wide initiatives. These directors will need to have supervisory duties for advisors in their pathways; they will not supervise faculty. The advising directors will:

- Oversee implementation of advising and retention initiatives
- FTE dedicated to student facing work
- Assist each department or college in developing plans for faculty/student and faculty/advisor communications
- Work with the AVP to determine data analytics and reporting needs for each pathway and develop systems and protocol to collect, analyze, and report
- Oversee roles and delegate duties within each pathway, including:
  - Curriculum committee participation (where appropriate)
  - Faculty liaison
  - Diversity recruitment and retention
  - Campaigns
  - Transfer/community college partnerships
  - Peer advisor coordination
  - Working with exploratory and prospective students
  - Staffing, orientation, and new student programs
Advising support roles in the Hub are being defined. As needs emerge, there should be an ongoing effort to identify which functions can be centralized, and where the greatest support needs are in the new structure. Roles are expected to include:

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

Honors advisors will retain the same roles they have now. 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. Recommendations:

- Honors advisors assigned responsibility for lifting first year mandatory hold for honors students (Revisit decision in 2 years)
- Honor advisors serve as a resource in training academic advisors on honors advising
- No other changes to honors advising role

Honors, University Studies, Athletics, TRIO, DMSS, and Pre-admissions: Career counseling and advising in Honors, University Studies, Athletics, TRIO, Diversity and Multicultural Services (DMSS), and pre-admissions, specifically transfer admissions, are not part of the pathways but will connect with the pathways. These collaborations are critical, and the AVP will work with these departments to develop protocols to improve and support the student experience.

Additionally, the University Studies Department will partner with the advising community, assisting with research and collaborating with the Hub about student success.

Transfer advisors: In order to enhance advising for prospective students, the team recommends new roles dedicated to transfer advising. Transfer advisors will be housed in the Transfer Success Center (TSC), collaborating and connecting with transfer admissions counselors in Enrollment Management and Student Affairs (EMSA). This will increase PSU’s ability to provide pre-admissions advising for prospective transfer students both on-campus and at community colleges. Transfer advisors will work with community colleges, the Office of Admissions, and other units (Advising Pathways, Financial Aid, Office of the Registrar) to enhance PSU’s ability to support students planning their transfer to PSU. Transfer advisors will report to the AVP, who together with advising directors, will help develop a plan for coordinating and connecting transfer advisors with advising in pathways. The transfer advisors engagement with admissions will be focused on cross-training and collaboration. The transfer advisor would not have specific recruitment goals. Rather, this role will focus on improving admission rates by increasing student success and retention.
**Exploratory advising**: The work group recommends that exploratory advising (undeclared majors) is integrated within the pathways. 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. In some pathways, individuals will be assigned to exploratory advising. In others, all advisors might have exploratory advising duties. The AVP and advising director for a pathway will decide how exploratory advising will be implemented in the pathway. Advising for exploratory students also includes career development/exploration, so career counselors will also help each pathway in developing protocols for supporting exploratory students. Additionally, University Studies will partner with the AVP and advising directors in supporting students through their exploratory studies program, and the existing University Studies Advising Hub which currently aims to provide advising services to undeclared students.

### IV. COMMON PRACTICES RECOMMENDATIONS

**Common Practices** – Establish common responsibilities for assigned advisors (professional and faculty) at PSU.

**Milestones** – Establish student milestones for mandatory career exploration with assigned advisors, mandatory first year advising session, financial planning conversations, major verification process, and sign off on graduation plan.

Through student, advisor, and faculty interviews and surveys, the work group concluded that advising is currently happening in vastly different ways from unit to unit. This creates a disparity in the experience, resources, and information that students receive. A service blueprinting activity was used to identify practices that are currently common across most units and to identify where units felt their practices were unique. This information was combined with the advising needs that students identified to create a list of common practices.

Common practices for individual advisors will set a floor for the basic minimum services that a student will receive and for the activities that an advisor will engage in. All advisors will receive training and are expected to engage in the common practices. Common practices will reduce complexity for students and advisors. Shared, centrally supported data systems will support data analytics and early intervention for students at risk of failure or disengagement. In addition to common practices, each pathway will have practices (determined by the advising director and the AVP) that meet the unique needs of their student population.

14 Georgia State University, an early adopter of EAB’s SSC, illustrates the power of data analytics to “make the advising process ‘proactive rather than reactive,’ allowing advisers to identify potential obstacles to success and intervening before they become acute.” Early warnings through data analytics (along with centralized advising structures and a variety of supportive initiatives) has been a significant factor in increasing GSU’s six year graduation rate from 32 percent in 2003 to 54 percent in 2014. Building a Pathway to Student Success at Georgia State University. April 23, 2015 Martin Kurzweil. D. Derek Wu).
COMMON PRACTICES:

Individual Advisor Responsibilities

1. Use of SSC Campus/Coordinated Service Network for note-taking and 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. Engage students at five advising milestones

ADVISING MILESTONES

In response to feedback from students and the advising community, the group is recommending that specific advising milestones be established to connect students with advising resources earlier and to support student progress throughout their time at PSU.

- 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
  - The current requirement is that students have one mandatory advising session before the end of their first year. The work group recommends that be moved up to the end of their second term.
  - For all students, the process of developing a degree map will begin with this session.

- Financial planning conversations/connections/tools to enhance financial literacy
  - Student Financial Services, Financial Aid, and the advising community work together on how to implement.
  - Curricular plan and financial plan should go hand in hand.
  - Advisor role: conversation with students around the need for financial planning.
  - Financial planner role: support student in creating a financial plan.
• Major verification process – Active process of engagement between student and assigned advisor to validate that the declared major is a good fit for student’s skills, values, interests, and career goals. Process to be completed by 90 credits or by end of first term for students who enter with 90+ credits.

• Sign off on approved graduation plan and graduation application with assigned advisor two terms prior to planned graduation date.

UNIT/PATHWAYS RESPONSIBILITIES

Each pathway will provide support and coordination for transfer, honors, and exploratory students as outlined in the “Roles” section. Additionally, each pathway will have common responsibilities for new student programs and university wide student support:

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, Degree Audit Reporting System (DARS), online class schedule, vocabulary, and next steps.

• Orientation advising: Advising 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.) will focus 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 advising director in consultation with assigned advisors will develop protocol for completing batch audits.

• Applying for Graduation & Commencement: The advising director in consultation with assigned 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 advising director in consultation with assigned advisors will develop protocol and standards for supporting student success initiatives.
• Coordinate with PSU Student Support Programs (TRIO, DMSS, McNair, EXITO, etc.): The advising
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.

V. IMPLEMENTATION PRINCIPLES
The Academic and Career Advising Redesign Work Group offers the following principles to consider
through each stage of implementation:

1. Focus efforts on improving student experience, persistence, and degree completion.
2. Maintain clear communication and consultation with units to ensure smooth transition.
3. Support advisors through clear workload expectations, common and unique practices, faculty
integration, and professional development.
4. Ensure accountability in implementation of Academic and Career Advising Redesign
recommendations.
5. Maintain service levels while ensuring equity.

As the project moves forward, the implementation team may work with the AVP in the Advising Hub to
develop an improvement framework to chart progress.
Appendices
APPENDIX A

Project Leadership

PROJECT SPONSOR
Sona Andrews, Provost, Office of Academic Affairs

ACADEMIC LEADERSHIP TEAM
Sona Andrews, Provost and Vice President of Academic Affairs
Cliff Allen, Dean, School of Business Administration
Elena Andreson, Interim Dean, School of Public Health (former)
David Bangsberg, Founding Dean, OHSU-PSU School of Public Health
Robert Bucker, Dean, College of the Arts
Shelly Chabon, Vice Provost for Academic Personnel and Leadership Development
Daniel Connelly, Dean, School of Business Administration (former)
Margaret Everett, Vice Provost for International Affairs and Dean of Graduate Studies
Randy Hitz, Dean, Graduate School of Education
Sukhwant Jhaj, Vice Provost for Academic Innovation and Student Success
Karen Marrongelle, Dean, College of Liberal Arts and Sciences
Scott Marshall, Vice Provost for Academic and Fiscal Planning
Marilyn Moody, Dean, University Library
Laura Nissen, Dean, School of Social Work
Stephen Percy, Dean, College of Urban and Public Affairs
Renjeng Su, Dean, Maseeh College of Engineering & Computer Sciences

PROJECT LEAD
Sukhwant Jhaj, Vice Provost for Academic Innovation and Student Success

ACADEMIC AND CAREER ADVISING REDESIGN WORK GROUP
Casey Campbell, Lead Advisor, College of Urban & Public Affairs
Kate Constable, Undergraduate Advisor, School of Social Work
Martha Dyson, Professional Advisor, College of Liberal Arts & Sciences
Karen Haley, Associate Professor, Graduate School of Education
Randi Harris, Special Assistant to the Vice Provost, Office of Academic Affairs
Kara Hayes, Student Success Coordinator, Office of Academic Affairs
Lynell Spencer, Career & Academic Advisor, School of Business
Melissa Yates, Coordinator, Health Sciences Advising, College of Liberal Arts & Sciences

PROJECT MANAGER
Sarah Traxler, Office of Academic Affairs

PROJECT COORDINATOR
Kara Hayes, Student Success Coordinator, Office of Academic Affairs

KEY STAKEHOLDERS
Deans & Department Chairs
Professional & Faculty Advising Community
Students
Alumni
### APPENDIX B

**Pathways with Subgroups and Export Data**

Percentages represent students who changed to and graduated from that major (e.g. of the students who started with Child & Family Studies and graduated, 21% switched to and graduated from interdisciplinary majors).

Please note that advisors would not be expected to advise for every major within each pathway—subgroups exist that are not represented in all pathways below due to overlapping majors within subgroups. When forming subgroups, the goals of maintaining long-term advising relationships, advisor expertise, and manageable workload will be considered.

**PATHWAY 1:**
- Child & Family Studies (21% Interdisciplinary majors, 5% Psych)—for both CFS and SW
- Social Work
- Sociology (16% Interdisciplinary, 7% Psychology, 6% Social Work/CFS)
- Women’s Studies (Small number of students to Health Studies)
- Black Studies (Small number of students to Communication, Social Work/Child & Family Studies)
- Social Science (6% Psychology, 5% other Interdisciplinary)
- Psych (11% Interdisciplinary)

*Pre-Education and Interdisciplinary majors throughout this pathway*

**PATHWAY 2:**
- International Studies (13% Interdisciplinary, 8% WLL, 5% History, 6% Political Science)
- 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*
### APPENDIX B

Pathways with Subgroups and Export Data

<table>
<thead>
<tr>
<th>PATHWAY 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Letters (16% other Interdisciplinary)</td>
</tr>
<tr>
<td>Judaic Studies</td>
</tr>
<tr>
<td>Philosophy (18% Interdisciplinary)</td>
</tr>
<tr>
<td>Anthropology (21% Interdisciplinary, 5% each WLL, History, Sociology)</td>
</tr>
<tr>
<td>History (12% Interdisciplinary)</td>
</tr>
<tr>
<td>World Languages &amp; Literatures (WLL) (13% Interdisciplinary, 5% Applied Linguistics)</td>
</tr>
<tr>
<td>Applied Linguistics (8% Interdisciplinary, 8% WLL)</td>
</tr>
<tr>
<td>Speech &amp; Hearing Sciences (15% Interdisciplinary)</td>
</tr>
<tr>
<td>Communication (10% Interdisciplinary)</td>
</tr>
<tr>
<td>Liberal Studies (27% other Interdisciplinary)</td>
</tr>
<tr>
<td>English (16% Interdisciplinary)</td>
</tr>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>*Pre-Education and Interdisciplinary majors throughout this pathway</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture (7% Interdisciplinary, 5% Art &amp; Design)</td>
</tr>
<tr>
<td>Art &amp; Design: Practices, Art History, Graphic Design (8% Interdisciplinary)</td>
</tr>
<tr>
<td>Music (12% Interdisciplinary)</td>
</tr>
<tr>
<td>Theater &amp; Film: Theater Arts and Film (10% Interdisciplinary)</td>
</tr>
<tr>
<td>*Interdisciplinary majors throughout this pathway</td>
</tr>
</tbody>
</table>
## APPENDIX B

### Pathways with Subgroups and Export Data

#### PATHWAY 6:

<table>
<thead>
<tr>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pre-health students (any major)</td>
</tr>
<tr>
<td>Health Studies: Health Science (13% Interdisciplinary, 4% Psychology)</td>
</tr>
<tr>
<td>Geology (11% Interdisciplinary, 9% Geography, small numbers to Biology, Philosophy)</td>
</tr>
<tr>
<td>Geography (13% Interdisciplinary, 5% Community Development)</td>
</tr>
<tr>
<td>Earth Science</td>
</tr>
<tr>
<td>Environmental Sciences &amp; Management: Studies and Sciences (10% Interdisciplinary, 9% Geography, 4% Community Development)</td>
</tr>
<tr>
<td>-students who switch to Community Development</td>
</tr>
<tr>
<td>Science (non-pre-health) (8% Environmental Studies/Sciences, 7% Biology)</td>
</tr>
<tr>
<td>Chemistry and Biochemistry (non-pre-health) (17% Interdisciplinary, 15% Biology, 6% Psychology)</td>
</tr>
<tr>
<td>Biology (non-prehealth) (15% Science, 5% Psychology)</td>
</tr>
<tr>
<td>Health Studies: Aging Services, Community Health Education, School Health, or Physical Activity/Exercise</td>
</tr>
<tr>
<td>Applied Health &amp; Fitness</td>
</tr>
<tr>
<td>*Interdisciplinary majors throughout this pathway</td>
</tr>
</tbody>
</table>

#### PATHWAY 7:

<table>
<thead>
<tr>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering (5% Civil Engineering)</td>
</tr>
<tr>
<td>Civil Engineering (4% Interdisciplinary)</td>
</tr>
<tr>
<td>Computer Engineering</td>
</tr>
<tr>
<td>Computer Science (7% Mathematics, 6% Management, 4% Psychology)</td>
</tr>
<tr>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>Electrical Engineering (4% Interdisciplinary, 6% Management)</td>
</tr>
<tr>
<td>Mathematics (13% Interdisciplinary, 8% Psychology)</td>
</tr>
<tr>
<td>Physics (7% Electrical Engineering, small numbers to Anthropology, Biology, Psychology)</td>
</tr>
<tr>
<td>Biomedical Informatics</td>
</tr>
<tr>
<td>*Interdisciplinary majors throughout this pathway</td>
</tr>
</tbody>
</table>
APPENDIX C

Advising Structure

The Faculty Senate establishes curriculum, policies, and academic requirements.

The AVP provides leadership and oversight for academic and career advising and implementation of goals set by deans.

Deans set outcomes and expectations for the school/college.

The ADVISING HUB is the central point for shared tools and practices.

ADVISING DIRECTORS

ASSIGNED ADVISOR

Mentor, teach, and advise for the discipline.

STUDENT

EXPLORATORY

MAJORS

ADVISING PATHWAY

Advising Pathways are groups of majors that relate to student interests. Pathways are designed to align with student major changing patterns. This can allow a student to stay with one advisor throughout their time at PSU.

FACULTY

MAJORSEXPLORATORY

APPENDIX C

Advising Structure
### APPENDIX D

**Graduation Rates at PSU and Comparable Institutions**

#### REGIONAL

<table>
<thead>
<tr>
<th>College</th>
<th>% Graduating in six years</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Portland State University</td>
<td>41.7%</td>
</tr>
<tr>
<td>1 University of Oregon</td>
<td>66.5%</td>
</tr>
<tr>
<td>2 Oregon State University</td>
<td>61.5%</td>
</tr>
<tr>
<td>3 Western Oregon University</td>
<td>44.4%</td>
</tr>
<tr>
<td>4 Oregon Institute of Technology</td>
<td>43.3%</td>
</tr>
<tr>
<td>6 Southern Oregon University</td>
<td>36.7%</td>
</tr>
<tr>
<td>7 Eastern Oregon University</td>
<td>23.2%</td>
</tr>
</tbody>
</table>


#### NATIONAL

<table>
<thead>
<tr>
<th>College</th>
<th>Grad. rate 150% time (6-year)</th>
<th>Grad. rate 100% time (4-year)</th>
<th>Completions per 100 students</th>
<th>Spending per completion</th>
<th>Student aid per recipient</th>
<th>Students with Pell Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland State University</td>
<td>41.70%</td>
<td>17.70%</td>
<td>23.9</td>
<td>$41,935</td>
<td>$5,948</td>
<td>40.20%</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>53.50%</td>
<td>29.40%</td>
<td>20.9</td>
<td>$136,546</td>
<td>$6,088</td>
<td>35.10%</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>66.20%</td>
<td>32.70%</td>
<td>25.6</td>
<td>$47,319</td>
<td>$9,645</td>
<td>39.60%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>53.20%</td>
<td>21.40%</td>
<td>20.1</td>
<td>$49,608</td>
<td>$5,995</td>
<td>50.90%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>56.70%</td>
<td>29.90%</td>
<td>23.1</td>
<td>$140,990</td>
<td>$12,029</td>
<td>49.10%</td>
</tr>
<tr>
<td>Indiana University-Purdue University at Indianapolis</td>
<td>41.80%</td>
<td>15.10%</td>
<td>22.8</td>
<td>$102,349</td>
<td>$7,669</td>
<td>36.60%</td>
</tr>
<tr>
<td>Wichita State University</td>
<td>46.20%</td>
<td>21.50%</td>
<td>20.2</td>
<td>$52,344</td>
<td>$4,668</td>
<td>36.00%</td>
</tr>
<tr>
<td>University of Massachusetts at Boston</td>
<td>43.60%</td>
<td>15.20%</td>
<td>21.1</td>
<td>$72,033</td>
<td>$8,028</td>
<td>38.30%</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>54.90%</td>
<td>24.20%</td>
<td>21.5</td>
<td>$61,374</td>
<td>$6,217</td>
<td>39.70%</td>
</tr>
<tr>
<td>University of Missouri at St. Louis</td>
<td>45.70%</td>
<td>20.30%</td>
<td>24.1</td>
<td>$48,640</td>
<td>$6,556</td>
<td>30.40%</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>61.50%</td>
<td>29.60%</td>
<td>19.6</td>
<td>$76,041</td>
<td>$7,040</td>
<td>33.40%</td>
</tr>
<tr>
<td>University of Memphis</td>
<td>43.20%</td>
<td>13.10%</td>
<td>18.8</td>
<td>$66,593</td>
<td>$6,618</td>
<td>47.10%</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>40.40%</td>
<td>16.90%</td>
<td>26.1</td>
<td>$34,531</td>
<td>$6,301</td>
<td>40.40%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>66.70%</td>
<td>43.30%</td>
<td>24.1</td>
<td>$54,211</td>
<td>$6,609</td>
<td>26.80%</td>
</tr>
</tbody>
</table>

*Source: The Chronical of Higher Education- College Completionm Link: http://chroni.cl/Js8x8y
Jhaj/March 9, 2015*
## Advisor Allocation Plan

### APPENDIX E

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing Advising Positions</td>
</tr>
<tr>
<td>FR</td>
<td>SO</td>
</tr>
</tbody>
</table>

### CLAS
- **TOTAL**: 714, 1,068, 2,121, 3,246, 7,149
- **Advisor to Student Ratio**: 14.0, 510.0, 3.0, 2.0, 376.3

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>21</td>
<td>15</td>
<td>38</td>
<td>72</td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>17</td>
<td>30</td>
<td>47</td>
<td>64</td>
</tr>
<tr>
<td>Biology</td>
<td>126</td>
<td>160</td>
<td>238</td>
<td>358</td>
</tr>
<tr>
<td>Black Studies</td>
<td>9</td>
<td>14</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>39</td>
<td>37</td>
<td>66</td>
<td>121</td>
</tr>
<tr>
<td>Chicano/Latino Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>43</td>
<td>84</td>
<td>187</td>
<td>198</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>1</td>
<td>17</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>53</td>
<td>83</td>
<td>143</td>
<td>180</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>26</td>
<td>21</td>
<td>47</td>
<td>66</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>20</td>
<td>29</td>
<td>39</td>
<td>57</td>
</tr>
<tr>
<td>Environmental Management</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>17</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td>Geology</td>
<td>6</td>
<td>12</td>
<td>20</td>
<td>57</td>
</tr>
<tr>
<td>General Studies: Arts &amp; Letters</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Studies: Liberal Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Studies: Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General Studies: Social Science</td>
<td>12</td>
<td>28</td>
<td>127</td>
<td>282</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>20</td>
<td>26</td>
<td>77</td>
<td>118</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>19</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td>17</td>
<td>36</td>
<td>63</td>
</tr>
<tr>
<td>Psychology</td>
<td>147</td>
<td>201</td>
<td>384</td>
<td>457</td>
</tr>
<tr>
<td>Sociology</td>
<td>29</td>
<td>45</td>
<td>101</td>
<td>122</td>
</tr>
<tr>
<td>Speech &amp; Hearing Sciences</td>
<td>11</td>
<td>30</td>
<td>63</td>
<td>83</td>
</tr>
<tr>
<td>Systems Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Womens Studies</td>
<td>11</td>
<td>16</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>World Languages &amp; Literatures</td>
<td>45</td>
<td>71</td>
<td>110</td>
<td>184</td>
</tr>
</tbody>
</table>

### SBA
- **TOTAL**: 381, 485, 897, 1,471, 3,234

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52</td>
<td>90</td>
<td>173</td>
<td>346</td>
</tr>
<tr>
<td>Business Administration</td>
<td>110</td>
<td>119</td>
<td>221</td>
<td>306</td>
</tr>
<tr>
<td>Finance</td>
<td>54</td>
<td>80</td>
<td>133</td>
<td>248</td>
</tr>
<tr>
<td>Management</td>
<td>35</td>
<td>68</td>
<td>147</td>
<td>254</td>
</tr>
<tr>
<td>Marketing</td>
<td>130</td>
<td>131</td>
<td>223</td>
<td>317</td>
</tr>
</tbody>
</table>

### MCECS
- **TOTAL**: 334, 331, 491, 914, 2,070

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>51</td>
<td>52</td>
<td>87</td>
<td>179</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>32</td>
<td>27</td>
<td>39</td>
<td>54</td>
</tr>
<tr>
<td>Computer Science</td>
<td>132</td>
<td>112</td>
<td>201</td>
<td>292</td>
</tr>
<tr>
<td>Engineering Certificate Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
<td>47</td>
<td>70</td>
<td>62</td>
<td>155</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>71</td>
<td>70</td>
<td>102</td>
<td>234</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### COTA
- **TOTAL**: 313, 303, 475, 670, 1,761

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>68</td>
<td>51</td>
<td>57</td>
<td>87</td>
</tr>
<tr>
<td>Art + Design</td>
<td>90</td>
<td>143</td>
<td>237</td>
<td>356</td>
</tr>
<tr>
<td>Music</td>
<td>49</td>
<td>47</td>
<td>101</td>
<td>242</td>
</tr>
<tr>
<td>Theater + Film</td>
<td>106</td>
<td>64</td>
<td>114</td>
<td>123</td>
</tr>
</tbody>
</table>

### SSW
- **TOTAL**: 65 | 80 | 172 | 197 | 514 |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child &amp; Family Studies</td>
<td>18</td>
<td>31</td>
<td>78</td>
<td>100</td>
</tr>
<tr>
<td>Social Work</td>
<td>45</td>
<td>43</td>
<td>94</td>
<td>298</td>
</tr>
</tbody>
</table>

### CUPA
- **TOTAL**: 146, 241, 480, 606, 1,473

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development</td>
<td>7</td>
<td>26</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>Criminology and Criminal Justice</td>
<td>67</td>
<td>86</td>
<td>228</td>
<td>270</td>
</tr>
<tr>
<td>Political Science</td>
<td>38</td>
<td>48</td>
<td>92</td>
<td>117</td>
</tr>
<tr>
<td>Public Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>14</td>
<td>25</td>
<td>56</td>
<td>90</td>
</tr>
<tr>
<td>International Studies</td>
<td>20</td>
<td>56</td>
<td>50</td>
<td>67</td>
</tr>
</tbody>
</table>

### SPH
- **TOTAL**: 174, 184, 312, 508, 1,178

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies</td>
<td>174</td>
<td>184</td>
<td>312</td>
<td>508</td>
</tr>
</tbody>
</table>

### Honors
- **NA**: 1.0

### Undeclared
- **TOTAL**: 479, 197, 161, 140, 977

<table>
<thead>
<tr>
<th>Subject</th>
<th>Existing</th>
<th>Advisor Initiative #2</th>
<th>Flexible Degree Support</th>
<th>Updated Advisor to Student Ratio</th>
</tr>
</thead>
</table>

### Notes:
- CLAS advises 1342 total students outside of CLAS for Pre-Health. Dedicates .5FTE for Pre-Education
- Some CLAS departments use faculty exclusively. Students from those departments not excluded from the overall count.
- CLAS advisor FTE includes professional advisors, lead advisor, staff with supporting roles and others. FTE count may vary based on the approach.
- MCECS faculty advise juniors and seniors. This group of students, as well as 1FTE advisor excluded from the overall count.
- COTA faculty also do advising (ex. Music) that group of students or FTE not included.
- Anticipated move of INTL and ECON to CUPA from CLAS reflected in CUPA, SPH and OAA in discussion on assignment of advising resources.*
- *On April 25th, 2016, the decision was made to reallocate one position from CUPA in anticipation of the creation of the SPH.
- Fractional INTL advising FTE not included.
- Undeclared/ACS intersection with advising clusters/pathways not clarified.
- Advisors in specialized programs (ex. Exito) not included.
- Total count of students, 16,951, does not include Juniors and Seniors in MCECS.
- NU students (2391), non-admitted students at PSU using quick admit entry form not included in the count.
APPENDIX E

Advisor Allocation Plan*

Notes:

1. CLAS advises 1342 total students outside of CLAS for Pre-Health. Dedicates .5FTE for Pre-Education
2. Some CLAS departments use faculty exclusively. Students from those departments not excluded from the overall count.
3. CLAS advisor FTE includes professional advisors, lead advisor, staff with supporting roles and others. FTE count may vary based on the approach. MCECS faculty advise juniors and seniors. This group of students, as well as 1FTE advisor excluded from the overall count.
4. COTA faculty also do advising (ex. Music) that group of students or FTE not included. Anticipated move of INTL and ECON to CUPA from CLAS reflected
5. CUPA, SPH and OAA in discussion on assignment of advising resources.*
6. *On April 25th, 2016, the decision was made to reallocate one position from CUPA in anticipation of the creation of the SPH. Fractional INTL advising FTE not included.
7. Undeclared/ACS intersection with advising clusters/pathways not clarified. Advisors in specialized programs (ex. EXITO) not included
8. Total count of students, 16,951, does not include Juniors and Seniors in MCECS.
9. NU students (2391), non-admitted students at PSU using quick admit entry form not included in the count.

* Advisor allocation plan included as part of memo from Sukhwant Jhaj issued to Provost & Vice President of Academic Affairs and Academic Leadership Team on March 7, 2016, updated on April 25, 2016
APPENDIX F

Advising Service Model Visualization

Building strong advising relationships and experiences.

Student Experience
- Required Milestones
- Ongoing Support
- Advising Structure

Advisor Experience

Advising Redesign: Supporting the Student Journey

HOLISTIC ADVISING
- GREAT ADVICE + MEANINGFUL ACADEMIC AND CAREER PLANNING + DEMONSTRATED INSTITUTIONAL COMMITMENT = HIGH STUDENT SATISFACTION AND DEGREE COMPLETION

Advising Structure
- Advising Model
- Common Practices

Advising Pathways
- Advising Directors
- Associate Vice Provost
- Deans

Advising Responsibilities
- Connect with prospective students to help plan transition to PSU
- Review academic plan and consider experiences that build skills outside of class
- Build ongoing relationships, foster skill development, and support academic, career, and life goals
- Confirm graduation plan and next steps for achieving post-graduation goals

Advising Hub
- Co-Created with Student Experience
- Advisor Experience
- Ongoing Support
- Required Milestones

Appendix F
APPENDIX G

Resources


APPENDIX G

Resources


Portland State University, Office of Institutional Research and Planning (2016). Student flow data. Personal communication.


