Guiding students on the journey to graduation

Lori Manson
Office of Academic Advising

The campus is preparing for new students as they begin the UO journey.

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The campus is preparing for new students as they begin the UO journey.

...and returning students are continuing their journey.

SUCCESS Starts Here

You want students to be successful!

Prepare with the big picture in mind.

Understand the main components of the bachelor’s degree.

You want students to be successful!

Understand the main components of the bachelor’s degree.
Undergraduate Degree

180 total credits (except ARCH)
Average 15 credits per term
4 years to a diploma!

Electives
General Education
Major

Develop knowledge of the tools for each point along the way.

The Introducktion advising summary provides key guiding information.

The transfer evaluation report itemizes credits earned elsewhere.

The degree audit tracks student progress toward their destination.
Which writing course should these students take and when?

1. Lori Thomas has an SAT score of 700 and no transfer credit.
2. Grant Smith has an ACT score of 32 and no transfer credit.
3. Lisa has an SAT score of 360 and transfer credit from her local community college for WR 121.
4. Cathy has a SAT score of 480, but thinks she took an AP test at her high school.
5. Jeff has an ACT score of 15 and no transfer credit.
Language and/or Math/CIS  FAM p. 5-10

Bachelor of Arts (B.A.)  Bachelor of Science (B.S.)

2 years of a second language  1 year of college-level math/CIS
(or equivalent proficiency)  (or equivalent proficiency)

Exceptions for Architecture, Music, and Education

Prior experience or credit determines where to start with second language.

Languages

<table>
<thead>
<tr>
<th>Intensive year one</th>
<th>Standard year two</th>
<th>Heritage Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
</tr>
<tr>
<td>111 (SPAN/FR/PORT)</td>
<td>112 (SPAN/FR/PORT)</td>
<td>218 (SPAN)</td>
</tr>
<tr>
<td>104 (ITAL/GER)</td>
<td>105 (ITAL/GER)</td>
<td>228 (SPAN)</td>
</tr>
<tr>
<td>101</td>
<td>102</td>
<td>201</td>
</tr>
<tr>
<td>102</td>
<td>103</td>
<td>202</td>
</tr>
<tr>
<td>103</td>
<td></td>
<td>203</td>
</tr>
</tbody>
</table>

Proficiency through “203” = Bachelor of Arts (B.A.)

What is your language recommendation?

1. Arturo wants to study Swahili, which he’s never taken before.
2. Kerry took Spanish all through high school, and is thinking about continuing.
3. Terrie has credit through French 201 from Lane Community College.
4. Megan took the Spanish CLEP test and earned credit for Spanish 201 – 203.

Math/CIS  FAM p. 8

Math/CIS

In any order*
- Math 243, 105, 106, 107
- CIS 105, 122, 111, 115*
  (preq CIS 111)

1 year of college-level math/CIS = Bachelor of Science (B.S.)
What is your math recommendation?

1. Tami placed in Math 095. She has no previous credit. She is interested in a Biology major.
2. What if Tami were interested in majoring in Spanish?
3. Karla has an AP score of 4 on Calculus AB. She is undeclared.
4. Bil placed into Math 111 and wants to major in Business or Economics.
5. Stephanie placed into Math 070. However, she feels this doesn’t reflect her Math ability.

General Education

Groups: Arts and Letters, Social Science, Science

Multicultural Courses

Minimum 15 credits (~4 courses) in each (exceptions in ARCH, MUS, ED)

Arts & Letters (>1)  Social Science (>2)  Science (>3)

American Cultures (AC)
International Cultures (IC)
Identity, Pluralism, & Tolerance (IP)

Major

Electives
First-Year Seminars

- Exclusively for first-year students
- Dedicated faculty teach topics of interest
- Offered each quarter
- Explore and define interests
- Develop critical thinking and writing skills

Electives could be...

- First-Year Seminars
- Study Skills Courses (TLC)
- Courses for a Minor or Second Major
- 100-level Language Courses
- Career Planning Courses
- Physical Education
- Music
- Art

Review the steps on the orientation advising path.

Students will come prepared with ideas for their fall schedules.

Advising discussions will focus on preparation and plans for fall term.

Complete the advising worksheet.
Learn the key first-year student landmarks.

First-Year Interest Group (FIG)

A complete fall term schedule = FIG + 2 courses

Academic Residential Programs

- 15 Academic Residential Communities (2015-2016)
- Range in size from 15 to 300 participants
- ~ 950 students participating in ARCs or ~ 25% of residential students
- [http://housing.uoregon.edu/academics](http://housing.uoregon.edu/academics)

Determine if the student has earned college credit.

Discuss major intention.

Establish departure points for writing, language, and math.
Plan additional general education courses and electives to balance schedule.

Master route details to guide transfer students as they continue their journeys.

Understand total degree credit requirements.

Some credit minimums are particularly important for transfer students.

Guide students through Writing, Multicultural, and BA language.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>EARNED:</th>
<th>NEEDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 Credits</td>
<td>136.00 CREDITS</td>
<td></td>
</tr>
<tr>
<td>62 Upper Division Credits</td>
<td>62.00 CREDITS</td>
<td></td>
</tr>
<tr>
<td>UO Residency Credits</td>
<td>45.00 CREDITS</td>
<td></td>
</tr>
<tr>
<td>168 ABCDP® Credits</td>
<td>124.00 CREDITS</td>
<td></td>
</tr>
<tr>
<td>45 ABCD Credits at UO</td>
<td>30.00 CREDIT EARNED</td>
<td></td>
</tr>
</tbody>
</table>

Students need to meet credit and GPA minimums to earn a degree.

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**WARNING**: 100 or 200 level courses used to satisfy upper-division course requirements will not be counted toward this university requirement.
Writing 121 and 122/123 complete written English.

Students complete two multicultural courses.

<table>
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<tr>
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<th>Grade</th>
<th>Title</th>
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<tbody>
<tr>
<td>WR 121</td>
<td>A-00</td>
<td>College Composition I Multicultural Environments Asian</td>
</tr>
<tr>
<td>WR 122</td>
<td>A-00</td>
<td>College Composition II Multicultural Environments African American</td>
</tr>
<tr>
<td>WR 123</td>
<td>A-00</td>
<td>College Composition III Multicultural Environments Latin American</td>
</tr>
</tbody>
</table>

What does this student need to complete the Multicultural requirement?

Extra credit: Could this student use GEOG 143T for his/her major as well as for the Multicultural requirement?

Bachelor of Arts requires second language proficiency.

What do these students need to complete the BA requirement?

1. James has completed Russian 101, 102, and 103.
2. Gloria would like to take Italian. She has not studied it previously.
3. Kaylee took Spanish in high school and took a UO placement test for Spanish. It shows she’s ready for Spanish 201.

Extra credit:
1. River is an international student from China. He is a native Chinese speaker.

Chart a route to complete the BS Math/CIS and group requirements.
Bachelor of Science requires Math and/or CIS proficiency.

What do these students need to complete the BS math requirement?

1. Frank has completed Math 105. He is earning a BS, however his major does not require particular math courses.
2. Mary has credit for Math 251 from Lane Community College. She is earning a BS, however, her major does not require particular math courses.
3. Pat has completed Math 111. He wants to major in Human Physiology, which requires students to complete either Math 251 or Math 246.
4. Samantha has completed Math 111 and Math 243. She is a Psychology major.
Extra Credit:
1. Megan is an Education Foundations major. She has completed Math 211 (the first in the elementary mathematics sequence, Math 211-213).
2. Andrew has completed CIS 122. He is a Spanish major.

What is needed to complete each group?

1. What is needed to complete each group?

Extra Credit: If student in #3 were an Anthropology major, how would this affect what courses(s) she could take to complete the group?

AAOT/ASOT

Extra credit: If student in #1 were an Anthropology major, how would this affect what courses(s) she could take to complete the group?
You still might wonder if you are ready to meet with students.

There is much to master as you guide students to the end of their journeys...

...ask questions anytime

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GO DUCKS!