

Advisor Training – June 2016



Role of advisors in student retention and time to degree

Increasing 4 Year Graduation by 2020

Returned Fall Year 2	Returned Fall Year 3	Graduated 4 Years	Graduated 5 Years	Graduated 6 Years
87%	79%	50%	68%	70%
INCREASE RETENTION		Graduate 4 Years 60%	DECREASE TIME TO DEGREE	

Fall 2013 FTF Cohort - UO Office of Institutional Research

400 Students = 10 Percentage Point Increase

Lose 20% of FTF in first two years ≈
800 students

Another 20% graduate beyond four years
≈ **800 students**

Two leverage points

Moving the Dial: Key Factors

(1) Academic Preparedness and Early Academic Success

- HS GPA and SAT
- First term UO GPA
- Credit Accumulation

(2) Degree Pathways and Course Milestones

- Pre-majors, Undeclared, Natural Sciences
- Prerequisites and course readiness
- Major Success Markers and Milestones

(3) Achievement Gaps

- Belonging and Involvement
- At-Risk Populations

Primary Factors

Indicator	Milestone	4-Year Grad Rate
HS GPA	<3.2	33%
SAT	<900	39%
1 st UO Term GPA	<2.5	35%
1 st Term Credits	12-15.5	47%
1 st Year Reg Credits	<40	30%
Underrepresented	--	20-46%
Pre Majors	Don't get in	-10%

How You Can Help

Promoting 4 Year Graduation

- Be a Full-Time Student
- Financial aid only requires students to take 12 credits to be full time **so we have to redefine full time for students**
- Takes 15 credits/term to graduate in 4yrs – **Encourage full loads (4 4-credit courses)**

Early Academic Success Matters

- Encourage **attendance** – evidence suggests that as few as 3 absences/term has a significant impact on grades
- **Normalize failure** – part of college experience, good students ask for help when they need it. Provide academic support resources.
- Notice **indicators of inadequate preparation** for college work (HS GPA <3.0, SAT < 1000) and encourage early and often contact. Promote early course grades as indicators to seek help.

Connections are Critical – Advisors are a key connection

- IntroDUCKtion is the only time we require advising for all students
- Be sure to connect students to their advisor - if it's not going to be you, be the bridge to someone in your department. **Give them contact information and encourage them to be in touch early.**



One more thing

New Course Repeat Policy and AP/IB/CLEP Credits

The University has a new policy that prevents students who have taken a course and earned a C or better from registering for the course again without a petition. This includes repeating transfer credits.

This affects incoming students who want to take courses for which they have AP/IB/CLEP credit because those credits come in as transfer credits.

If incoming students have AP/IB/CLEP credits that count toward specific UO courses, they will be blocked from registering for those courses, and will need to submit an ARC petition through the registrar's office.

If you are advising a student during IntroDUCkTion who has AP/IB/CLEP credit that counts for a specific UO course, and they want to take the UO course or are being advised to take that course, please observe the guidelines on the handout.



One more thing

New Course Repeat Policy and AP/IB/CLEP Credits

1. Advise students as you normally would as to whether taking the UO course is advisable for them given their educational goals.
2. Make sure the student understands that if they take the UO course, the AP/IB/CLEP credit will be deducted from their total credits once they successfully complete the UO course.
3. If the student decides to take the UO course, help them complete the petition (these will be available during IntroDUCkTion).
4. Once the student completes the petition, advise them to go to the registrar's table at the registration lab, and they can process the petition right there and add the course. Make it very clear to the student that they will not be able to register for the UO course on their own – they must present the petition in person and have the registrar's staff process it. If they leave IntroDUCkTion without completing this step, they risk the class filling up.

