

Executive Summary

Blueprint for Academic Excellence University Advising Center AY2021-2022

Highlights

The University Advising Center (UAC) supports students, academic advisors, advising units, and colleges/schools through the coordination of first-year and undergraduate academic advising, transfer advising, exploratory advising, academic coaching, curriculum mapping, faculty/student mentorship, academic peer mentorship, advisor training/certification, and technology. The UAC leads campus-wide advising of all first-year students requiring a 300:1 caseload. Standardized training, technologies, assessment, outreach, and appointment structure ensure advisors have the tools necessary to provide students holistic advisement. The UAC manages 8-semester major maps for over 150 majors based on a universal program of study. Finally, the UAC offers all academic advisors a five-tiered training and certification program in accordance with national best practice.

Mission Statement

The University Advising Center (UAC) provides undergraduate students with academic advising support and coaching that guides progression towards degree. The UAC supports the academic mission of the University of South Carolina by providing undergraduate students, academic advisors, and the advising community with the resources, training, services, and assessment in accordance with national best practices.

Updated: 02/01/2018

Vision Statement

Recognizing that effective academic advising is at the core of college student success, the University Advising Center aims to ensure that all undergraduate advising is holistic, standardized, accurate, and collaborative resulting in systemic campus-wide retention and graduation.

Values Statement

The University Advising Center values universal and standardized best practice in undergraduate advisement offering all students a superior academic advising experience.

All students should have an assigned full-time academic advisor who is accessible year-round.

All students have an accurate, electronic degree audit accessible at all times. Colleges are discouraged from using paper-only student files.

All curricula should be universally mapped. Curriculum should be designed and implemented based on cohesive curricular rules (not exceptions).

All advisors should be trained, certified, and up-to-date on policies, procedures, and essential information to provide accurate advisement.

All academic advisors should provide students with holistic and comprehensive advisement (i.e. curricular and co-curricular), interventions, outreach, and university knowledge to avoid

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Executive Summary

over-referral.

All students should have a faculty mentor.

All advising appointments should be scheduled and managed online (including notes, referrals, and record keeping.)

At-risk students and students changing their major receive individualized and comprehensive coaching.

Academic Advising should engage in "systems thinking" (not distinct or disjointed entities on campus.) The UAC promotes advising as a comprehensive, interconnected, and efficient system.

Updated: 02/01/2018

Goals - Looking Back

Goal 1 - First-Year/Undergraduate Academic Advising (2019-2020)

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| <p>Goal Statement</p> | <p>The UAC aims to provide comprehensive and standardized academic advising to first-year students, transfer students, various sophomore students, and additional students in colleges who chose to partner with the UAC. Comprehensive advising via the UAC is accomplished through caseload management. For example, all UAC-employed advisors have an assigned caseload of approximately 300 student advisees. This enables UAC advisors to spend 4 hours per year per student advising, monitoring, communicating, and intervening as necessary. Caseload management also enables advisors to maximize usage of technology.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>National best practice states that all students should have an assigned academic advisor to help guide undergraduates in their progression towards a degree. First-year students and transfer students encounter many unique transitions and challenges in a university setting. First-year/Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <p>Adoption of DegreeWorks Planner: UAAs continued implementation of the Degree Works Planner. The Planner allows advisors and students a more user-friendly platform for short and long range course planning and advisement, and is now the “official” note-taking platform for the advised course schedule.</p> |
| <p>Achievements</p> | <p>Students advised by the UAC: 11,557 Unique Students</p> <ul style="list-style-type: none"> • Fall 2019: 8,225 Unique Students |

Goals - Looking Back

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| | <ul style="list-style-type: none"> • Spring 2020: 8,132 Unique Students <p>Advisor Assignments: During fall 2019, FYA/UAs were the assigned advisors for 5,640 FTIC students, 793 transfer students, and 1,903 sophomores.</p> <p>Reports on Advising: 20,613 reports on advising were created by UAC Advisors</p> <p>UAC expansion into sophomore advising: partner schools/colleges include: Biological Sciences, Psychology, and Visual Art and Design, Music, College of Social Work, College of Information and Communications, and the College of Engineering and Computing.</p> <p>My UofSC Experience: In Fall 2019 and Spring 2020, UAs continued their utilization of the My UofSC Experience platform in advising sessions.</p> |
| <p>Resources Utilized</p> | <ul style="list-style-type: none"> • 30 UAC Undergraduate Academic Advisor I • 2 UAC Undergraduate Academic Advisor II • 2 UAC Undeclared Academic Advisors • Coordinator of First Year Advising and Academic Intervention • Assistant Director of First-Year Advising hired March 2019 • Collaboration with college Associate/Assistant Deans and/or Directors • Assistant Director of Transfer Advising and Retention Initiatives <p>Curriculum cross training/Lead FYAs: In Summer 2019, College of Arts and Sciences FYAs were cross-trained on all CAS curricula. Advisors who are cross-trained in multiple departments/disciplines have the ability to serve as “Lead Advisors” and assume caseloads where necessary. Additionally, 2 College of Arts and Sciences Advisors were cross-trained in the Darla Moore School of Business and in the College of Information and Communications respectively to serve as Lead Advisors when advising positions became vacant.</p> |
| <p>Goal Continuation</p> | <p>Expand sophomore advising: Several additional academic departments and colleges have expressed a desire to work with the UAC to adopt the First-Year/Undergraduate Advising framework.</p> <p>In Fall 2019, the UAC launched the Academic Advising Guidebook the first of it's kind guide to academic advising at UofSC.</p> <p>Over the course of the 2019 - 2020 AY, significant strides were made to improve and organize communication to UAs and college advising directors/AADC. Streamlined communications allow the UAC to nimbly address changing campus needs. A UAA listserv was established as well as messaging standards. Additionally, throughout the year the entire University Advising Center was brought into the Microsoft Teams application allowing for quick and efficient communication between advisors in different academic</p> |

Goals - Looking Back

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| | <p>colleges and the UAC.</p> <p>The UAA Onboarding process was also updated to include a three-day onboarding, guaranteeing that new advisors are empowered with knowledge and resources before beginning their new roles.</p> |
| <p>Goal Upcoming Plans</p> | <p>Expansion/current state of sophomore advising: This academic year has seen our further advancement into advising students in their second year and beyond (continued support by the same advisor). Pockets of continued advisement by UAC-hired advisors exist in the College of Engineering, College of Pharmacy School of Music, College of Social Work, and College of Information and Communications.</p> <p>My UofSC Experience integration into undergraduate academic advising: In collaboration with USC Connect and BTCM, first-year advisors have been trained on the BTCM student database and USC Connect opportunities database. FYAs will begin implementing BTCM into their workflow.</p> <p>The UofSC Academic Advising Database is a one-stop shop for academic advisors and advising administrators. Phase 1 of the database included modules for New Student Orientation and links to My UofSC Experience Resources.</p> |
| <p>Resources Needed</p> | <p>In partnership with colleges, hire additional Undergraduate Academic Advisors to serve continuing first through second year students (and beyond at the college's request).</p> |
| <p>Goal Notes</p> | <p>Hours available: FYAs posted approximately 14,806 hours of advising availability July 1 2019, and June 30 2020</p> <p>Outreach and Intervention: Interventions sent from UAAs based on: receipt of an “at-risk” progress report in a critical MATH course, AlcoholEdu/Haven non-compliance (students), Spring 2020 and Fall 2020 Non-Enrollment (students), placement on Academic Probation (individual students), fewer than 12 credit hours in Fall 2019 and Spring 2020. Four “Global Communication” outreaches sent with an average open rate of 81%.</p> <p>Absent and Disengaged Student Referral - At the behest of university faculty, the UAC facilitated an intervention that encouraged faculty to notify Academic Advisors when their students were not engaged or were struggling in their virtual classes. The initiative ran from March 23 – April 27, 2020. Over the duration of the initiative, the UAC received 676 referrals.</p> <p>Referrals made: FYAs issued 443 referral “Alerts” in EAB Navigate.</p> |

Goals - Looking Back

Goal 2 - Transfer Advising and Retention Initiatives (2019-2020)

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| <p>Goal Statement</p> | <p>Transfer student time to graduation is obstructed if a student must piece together course equivalencies for degree completion on their own. Undergraduate Academic Advisors in the University Advising Center recognizes the importance of accurate course equivalencies for optimum advising sessions which impacts retention and degree completion.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. Transfer students encounter many unique transitions and challenges in a new university setting. Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school. In addition to the advising experience, the UAC aims to improve communication across departments including the National Resource Center for the First Year Experience and Students in Transition, On Your Time Initiatives, Office of Undergraduate Admissions, Office of New Student Orientation, Student Success Center, Office of the University Registrar, Office of Financial Aid and University Colleges.</p> |
| <p>Status</p> | <p>Newly Established Goal</p> |
| <p>Action Plan</p> | <ol style="list-style-type: none"> 1. Intentional academic advisement to ensure 100% of all incoming transfer students have an optimized degree audit after their initial registration. 2. Coordinate efforts to inform the impact of major choice and major change to time to degree completion. 3. Monitor transfer students credit accumulation, progression towards degree and lead Undergraduate Academic Advising network on specific interventions and outreach to promote transfer progression and graduation. |

Goals - Looking Back

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| <p>Achievements</p> | <p>During 2019/ 2020, 1040 transfer students were assigned to a UAA or UAC Advisor (54%). 961 transfer students attended 2013 advising appointments.</p> <p>Extended Advising: 2 30-minute appointments, drop-in appointments, or extended appointments.</p> <ol style="list-style-type: none"> 1. No additional engagement: CEC, SW 2. Two 30-minute appointments: HRSM, 20 CAS majors, CIC 3. Extended Appointments: EDU 4. No transfer caseload for UAAs: DMSB and PH <p>Specific transfer intervention administered through UAC to review of transfer coursework accuracy.</p> <p>QEP pilot: Transfer students reflect on their academics/curriculum and their experiences/co-curriculum.</p> <p>Transfer Student Advisory Council shared a video to the campus community.</p> <p>Transfer Student Survey: 62.75% rated their experience transition to UofSC Cola above average/excellent.</p> <p>13 UofSC advisors and 8 UAAs are certified transfer advisors, and 70 UofSC advisors have participated in transfer training opportunities. UAC admin advised 45 Palmetto Pathway participants from SC.</p> <p>Transfer Student Advising Website: A collective location for transfer resources with 2,819 total page views.</p> |
| <p>Resources Utilized</p> | <ul style="list-style-type: none"> • Collaboration with college Associate/Assistant Deans and/or Directors • Assistant Director of Transfer Advising and Retention Initiatives |
| <p>Goal Continuation</p> | <ul style="list-style-type: none"> • Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors. • Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students. • Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy. |
| <p>Goal Upcoming Plans</p> | <p>Increased emphasis and evaluation of transfer advising.</p> |
| <p>Resources Needed</p> | <p>None at this time.</p> |

Goals - Looking Back

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| Goal Notes | Transfer Advisement by college 1.CEC: (158 UAA Assignments Fall 2019) Advised once during the major semester 2.HRSM: (60 UAA Assignments for Fall 2019) Additional 30-minute appointment 3.CAS: (313 UAA Assignments Fall 2019 for 2 30-minute appointments) Additional 30-minute appointment for some majors 4.DMSB: UAAs do not advise new transfer students in their caseload at the request of the college 5.EDUC: (60 UAA Assignments for Fall 2019) Extended 60-minute appointment to review DegreeWorks audit and cover essential policy information 6.CIC: (139 UAA Assignments Fall 2019 for 2 30- minute appointments) Additional 30-minute appointment 7.Music: 12 UAA Assignments Fall 2019 8.Nursing: 12 UAA Assignments Fall 2019 9.Pharmacy: No UAA Assignments Fall 2019 10.Public Health: No UAA Assignments Fall 2019 11.Social Work: (20 UAA assignments for Fall 2019). New transfer students were only advised once during the major semester. |
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Goals - Looking Back

Goal 3 - Exploratory Advising, Undeclared Advising, and Academic Coaching (2019-2020)

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| Goal Statement | Provide exploratory advising and academic coaching to at-risk students, students changing majors, and/or students in academic transition. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| Alignment with Mission, Vision, and Values | <ul style="list-style-type: none"> • Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | All Exploratory Advisors/Academic Coaches complete a series of "mastery rubrics" to ensure they understand the curriculum and major change policies. In addition, because Arts and Sciences often presents students' quickest path to graduation, every Exploratory Advisor/Academic Coach will serve a six week rotation in Flinn Hall/Undergraduate Dean's office. At the conclusion of the six weeks, a CAS Deans advisor provides an evaluation of EA/Coach's knowledge of CAS majors. (see UAC/CAS agreement.) |
| Achievements | <p>Exploratory/Major Change Advising ("EA"):</p> <ul style="list-style-type: none"> • 3026 students attended 4686 appointments • 83% of student visits were scheduled appointments, resulting in fewer students with shorter drop-in appointments • 383 incoming freshmen/transfer students attended 416 total "New Student Major Change Interest" appointments • Exploratory Advisors ("EAs") listed as secondary advisors for 1137+ students • EAs provided 240 hours of drop-in advising availability per major semester, saw 817 drop-in appointments |

Goals - Looking Back

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| | <ul style="list-style-type: none"> • EAs provided 37.5 hours per week of “on-call” availability for phone, web, and in-person inquiries, attending to 2189 issues • 712 student curriculum changes processed into CAS majors; 781 minors added to student records • EAs provided overflow orientation advising and support for CAS-Undeclared, BIOL, PSYC, & NURS • EA advised 124 students for ASPH during their staffing transition <p>Undergraduate Studies Program Advising:</p> <ul style="list-style-type: none"> • 329 students attended a total of 565 appointments; 226 UGS students changed into degree-granting majors <p>Academic Coaching:</p> <ul style="list-style-type: none"> • 728 students (518 from mandate/partnerships, 166 from Satisfactory Academic Progress, 44 non-mandated) attended 1167 appointments |
| Resources Utilized | <p>10 full time exploratory advisors/academic coaches, one Coordinator, and one Associate Director. A student fee of \$250 for students enrolled in Undergraduate Studies Undeclared</p> |
| Goal Continuation | <p>The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.</p> |
| Goal Upcoming Plans | <p>Implementation of EA Tiers model (Advisor I, Advisor II, Advisor III) Utilization of BTCM advisor dashboard. Cross-training with Career Center.</p> |
| Resources Needed | <p>None at this time.</p> |
| Goal Notes | <p>Exploratory Advising scheduled appointments accounted for 70% of the student visits in fall 2018, compared to 48% of the student visits in fall 2017. This increase (and corresponding reduction in percentage of drop-in appointments) means that more students received a full 30 minute advising appointment and also suggests a greater awareness of the exploratory advising office’s availability.</p> |

Goals - Looking Back

Goal 4 - Major Mapping and Curriculum Management (2019-2020)

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| <p>Goal Statement</p> | <p>Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit. Support faculty through strategic curriculum management and faculty resources. Ensure transparent degree requirements to create universal understanding and consistency in advising and across curricular sources, promote a culture of student responsibility, and support university initiatives for curricular cohesion.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <ul style="list-style-type: none"> • Eight semester major maps/repository/academic bulletin updated annually. • Establish Curriculum Management team. • Curriculum consultation to departments/faculty. • Auditing disparity in Carolina Core application. • Organize Foundational and Integrative courses. • Ensure accuracy of curricular information through review of undergraduate course and program proposals • Assist in new course proposals and CC application |
| <p>Achievements</p> | <p>Major Maps are available online for all of 2019-2020 and the Major Map Repository was visited 63,130 times. The bulletin, major maps, and DegreeWorks all follow the Program of Study format, using universal academic terminology. 407 course and program proposals were reviewed and approved through APPS and the Curricula and Courses Committee to ensure curricular accuracy, support university goals of a standard program of study format and</p> |

Goals - Looking Back

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| | <p>CC learning objectives. Presentation to APL group on curricular transparency and advising practice. Via an audit of the CC, programs missing or not requiring an Integrative course were identified, notified, and prompted to fix any issues identified for the 2020-2021 Bulletin year. 98 curriculum consultations corrected/informed: curriculum proposal issues, curriculum change process, APPS reviews, planning for curriculum changes, DW alignment with Bulletin, course attribute designation, MM updates, integrative courses, and course prerequisite issues. A draft Curriculum Management website to establish and maintain a cohesive workflow and framework for promoting curricular cohesion was created.</p> |
| <p>Resources Utilized</p> | <p>Director of Undergraduate Curriculum Management Collaboration with Registrar's Office Collaboration with Courses and Curricula Faculty Senate subcommittee Collaboration with Academic Program Manager</p> |
| <p>Goal Continuation</p> | <p>Curr Governance (Faculty & Academic Programs)100% course proposals promote curricular cohesion 100% all undgrad programs follow Prog of Study format Ac Depts trained on edu planning tools Faculty will adhere to deadlines to preserve catalog year Curr Interpretation Goals (Curr Mgmt)100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin 100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf) 100% course/program proposals include all necessary info for curr approval process Curr Implementation Goals (Advisement)100% students have accurate degree audits 100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration. 100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major 100% of all degree candidates will have complete degree audits prior to graduation approval</p> |
| <p>Goal Upcoming Plans</p> | <ul style="list-style-type: none"> • Work with colleges and registrar to organize, update, and correct academic bulletin. • Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0). • Establish an undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments. |
| <p>Resources Needed</p> | <p>On-going support from the Provost's office when working with</p> |

Goals - Looking Back

| | <p>faculty to make cohesive curricular decisions.</p> <p>Enforcement of an accurate degree audit from the Deans is needed. UofSC is behind. UofSC was the last school in the SEC to offer a degree audit to students. Four years later only three colleges use the degree audit as an official student record.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|---------------|---------------------|-------------------|----|----------------------|----|-------------------------|---|------------|----|---------------|-----|-------------------------------|----|------------------|----|-------------|---|----------------|----|-------------------|---|------------------------|------------|
| <p>Goal Notes</p> | <p>APPS proposal and curriculum management</p> <ul style="list-style-type: none"> USC-Columbia 2019-2020 <table border="1" data-bbox="516 464 1500 1190"> <thead> <tr> <th>Proposal Type</th> <th>Number of Proposals</th> </tr> </thead> <tbody> <tr> <td>New Carolina Core</td> <td>10</td> </tr> <tr> <td>Change Carolina Core</td> <td>17</td> </tr> <tr> <td>Terminate Carolina Core</td> <td>0</td> </tr> <tr> <td>New Course</td> <td>67</td> </tr> <tr> <td>Change Course</td> <td>200</td> </tr> <tr> <td>Change Course (Delivery Only)</td> <td>19</td> </tr> <tr> <td>Terminate Course</td> <td>32</td> </tr> <tr> <td>New Program</td> <td>4</td> </tr> <tr> <td>Change Program</td> <td>58</td> </tr> <tr> <td>Terminate Program</td> <td>0</td> </tr> <tr> <td>Total Proposals</td> <td>407</td> </tr> </tbody> </table> | Proposal Type | Number of Proposals | New Carolina Core | 10 | Change Carolina Core | 17 | Terminate Carolina Core | 0 | New Course | 67 | Change Course | 200 | Change Course (Delivery Only) | 19 | Terminate Course | 32 | New Program | 4 | Change Program | 58 | Terminate Program | 0 | Total Proposals | 407 |
| Proposal Type | Number of Proposals | | | | | | | | | | | | | | | | | | | | | | | | |
| New Carolina Core | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| Change Carolina Core | 17 | | | | | | | | | | | | | | | | | | | | | | | | |
| Terminate Carolina Core | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| New Course | 67 | | | | | | | | | | | | | | | | | | | | | | | | |
| Change Course | 200 | | | | | | | | | | | | | | | | | | | | | | | | |
| Change Course (Delivery Only) | 19 | | | | | | | | | | | | | | | | | | | | | | | | |
| Terminate Course | 32 | | | | | | | | | | | | | | | | | | | | | | | | |
| New Program | 4 | | | | | | | | | | | | | | | | | | | | | | | | |
| Change Program | 58 | | | | | | | | | | | | | | | | | | | | | | | | |
| Terminate Program | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Proposals | 407 | | | | | | | | | | | | | | | | | | | | | | | | |

Goals - Looking Back

Goal 5 - Training and Technology (2019-2020)

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| Goal Statement | The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. |
| Alignment with Mission, Vision, and Values | There are approximately 200 professional academic advisors and approximately 450 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, Opportunity Scholars Program, International Accelerator Program, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is essential that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | The UAC implemented a comprehensive training program for educating and certifying Undergraduate Academic Advisors. Online advising courses are available through Blackboard, certification is tied to advisor experiential learning and technology usage, and monthly meetings are held to inform advisors of essential information. |
| Achievements | <p>Training & Professional Development:</p> <ul style="list-style-type: none"> • 52 adv completed Advising Foundations • 16 adv completed Level One, 20 certified • 17 adv completed Level Two, 23 certified • 11 adv completed Level Three, 16 certified • Level 4 Adv certification launched <p>Technology: 1) 143 new advisor access requests processed (faculty & staff), 2) EAB Navigate looking back 7.1.2019-6.30.2020: 142,008 appointments created, 28,960 Distinct Students, 66,587 Appointment Summaries Created, 94,700 Notes added to Student Profiles, 7747 Alerts issued (including progress report alerts), 1136 Cases create</p> |
| Resources Utilized | Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Director of Advising Technology Blackboard Camtasia Microsoft Teams YouTube |

Goals - Looking Back

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| | <p>ABC Sign-Up 25 Live</p> <p>28 in-person training/PD sessions offered with 498 attendees (non-unique)</p> <p>2020 USC System Advisors' System-Wide Educational Conference</p> <ul style="list-style-type: none"> • 206 individuals attended (10% increase from 2019), 8 campuses represented; keynote speaker was former Chief Diversity Officer & Sr. Assoc. Provost for Inclusion <p>Advising Resources website created for students - videos & print resources to assist students with academic planning and advisement.</p> <p>Campus Partner Resources: Collaborated with the University Registrar and New Student Orientation to create videos & resources to meet remote needs due to COVID-19. Videos & resources were created for both staff and student audiences.</p> |
| <p>Goal Continuation</p> | <p>Every year USC Columbia hires dozens of new academic advisors. Therefore, on-boarding, training, and access provisioning will continue to be a central function of the Advising Center.</p> <p>Technology usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies.</p> <p>Certification:In S2020, of the 89 total professional staff advisors with assigned caseloads</p> <ul style="list-style-type: none"> • 100% completed Advising Foundations • 82% of those eligible (n=73) are Level One Certified • 60% of those eligible (n=53) are Level Two Certified • 27% of those eligible (n=24) are Level Three Certified <p>The 'New Advisor Series' training series was introduced in</p> |

Goals - Looking Back

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| | August 2019. The series is intended for advisors to complete within their first year of employment and includes six in-person training sessions. The goal is to have all new academic advisors complete both the in-person new advisor training series and obtain Level One certification in the first year of advising. |
| Goal Upcoming Plans | The UAC Training & Professional Development committee of UAC professional advisor staff was initiated to guide the development & maintenance of the training & certification program. Committee members will provide feedback & recommendations, identify training needs, provide input for in-person training development. |
| Resources Needed | None at this time. |
| Goal Notes | |

Goals - Looking Back

Goal 6 - Academic Advising as a System (2019-2020)

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| <p>Goal Statement</p> | <p>The UAC provides oversight, targeted initiatives, and management of campus-wide advisement administration that affects all advisors' workflow (N=600+). In addition, the UAC supports undergraduate student success through enhanced college/school academic advising, faculty/student mentorship programs, and an overall coordinated retention efforts.</p> <p>Two initiatives where highlighted in 2019/2020: 1) Transfer Student Advisory Council 2) implementation of an Academic Advisor Career Tiered ladder</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>Although the UAC only receives direct funding for salaries and FTE of First-Year Advisors, our mission of comprehensive and standardized academic advising applies to non-UAC advisors also.</p> <p>Through consultation with Human Resources and a review of 108 campus-wide “advisor” position descriptions, varying types of advisor positions were identified and defined. Providing clear definition to the three different advisor types on campus ensures advisors are receiving appropriate training and essential information for their role and allows for role-based access to student information through the advising technologies.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <p>Appreciating Academic Advisors, recognition program. Advisor Assignments Tiered career ladder for advisors Transfer Study Advisory Council</p> |
| <p>Achievements</p> | <p>Looking Back (FY20): Of the 7 (3EAs +4 UAAs) UAC Academic Advisors eligible for promotion through the UAC Career Ladder, 3</p> |

Goals - Looking Back

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| | <p>advisors were successfully promoted</p> <p>Tiered career ladder: A comprehensive analysis was conducted of all Advising and advising-related position descriptions. Results showed there are 70 FTE Academic Advisors. The UAC employees 46 of the 70 (66%). Full-time Academic Advisor positions were defined by the UAC as FTE (full-time equivalent) positions in which 50% or more of the PD is related to academic advising/job duty must include: meeting 1:1 with students, managing/monitoring assigned caseload of students, leading interventions and outreach to students, conducting accurate degree audits and providing accurate degree guidance in affiliation with a student’s major/program of study, and serving as the advisor of record in Banner.</p> |
| <p>Resources Utilized</p> | <p>2019/2020 Transfer Student Advisory Council members: Amanda Lucas (Advising) CHAIR, Mike Dial (First-Year Advising), Representatives from Office of Undergraduate Admissions, Aaron Marterer (University Registrar), Jackie Bonilla (Orientation), Amanda Therrell (On Your Time Initiatives), Representatives from Student Success Center Transfer Student Services, Representative from the Association of Transfer Students Organization/Transfer Honors Society, Kathy Smiling (HRSM), Marla Mamrick (Data Analytics), Dawn Hiller (CAS), Claire Robinson (UAC), Lauren Writer (National Resource Center), Danielle Rymer (Office of Student Financial Aid and Scholarships).</p> <p>Tiered Career Ladder: Collaboration with Human Resources, Position descriptions from Human Resources, UAC Administrative Coordinator</p> <p>In Fall 2019, 29,029 undergraduate students had an assigned advisor out of 29,810 total. This equates to 97% of the undergraduate student population (including non-degree seeking) having an assigned advisor. Overall, a 2% increase from Fall 2018 (95%).</p> |
| <p>Goal Continuation</p> | <p>The UAC continues to work in close collaboration with Human Resources to assure that academic advisor position descriptions align with the definition of academic advising outlined above. Other “advisor” positions aimed at supporting special student populations and/or academic programs were defined as Academic Program Advisors. Examples include Opportunity Scholars advisors, Honors College advisors, and Athletics advisors. “Advisor” positions that support niche needs such as success consultants, leadership coaches, etc are defined as Resource Advisors.</p> |
| <p>Goal Upcoming Plans</p> | <p>Installation of the Transfer Student Advisory Council who are leading</p> |

Goals - Looking Back

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| | <p>and guiding the following:</p> <ol style="list-style-type: none"> 1. Review and disseminate national literature on transfer student success. 2. Research, develop, and implement best practice for transfer students' retention and graduation. 3. Review the needs of transfer students from recruitment through graduation, with special emphasis on their retention and degree completion. 4. Coordinate efforts across multiple offices and departments to improve communication and streamline transfer support efforts. 5. Coordinate communication to transfer students. 6. Evaluate the current transfer experience at the University. Create and distribute a survey for transfer students. 7. Review and utilize data and/or assessment from students, OIRAA, Data Analytics, Admissions, etc. related to transfer student data trends. 8. Review policies and procedures related to transfer student experience and make recommendations where appropriate. |
| <p>Resources Needed</p> | <p>Transfer Advisors (in coordination with the University Registrar's office)</p> |
| <p>Goal Notes</p> | <p>The tiered career ladder continues to be used as a recruitment and retention tool for UAC advisor positions. Applications for advancement are housed on the UAC website and are accessible at any time to all UAC academic advisors. Employees are encouraged throughout their employment to gain experiences and compile responses for inclusion in the tier application, even if they do not yet meet the criteria to apply for advancement. Of the 6 Undergraduate Academic Advisors eligible for advancement in the career ladder, 2 advisors have successfully been promoted.</p> |

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - First-Year/Undergraduate Academic Advising (2020-2021)

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| <p>Goal Statement</p> | <p>The UAC aims to provide comprehensive and standardized academic advising to first-year students, transfer students, various sophomore students, and additional students in colleges who chose to partner with the UAC. Comprehensive advising via the UAC is accomplished through caseload management. For example, all UAC-employed advisors have an assigned caseload of approximately 300 student advisees. This enables UAC advisors to spend 4 hours per year per student advising, monitoring, communicating, and intervening as necessary. Caseload management also enables advisors to maximize usage of technology.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>National best practice states that all students should have an assigned academic advisor to help guide undergraduates in their progression towards a degree. First-year students and transfer students encounter many unique transitions and challenges in a university setting. First-year/Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <p>Adoption of DegreeWorks Planner: FYAs implemented a new technology, the Degree Works Planner. The Planner allows advisors and students a more user-friendly platform for short and long range course planning and advisement, and is now the “official” note-taking platform for the advised course schedule.</p> <p>Intentional Advisement in CAS Undeclared: The hiring of a second FYA for undeclared students in Spring 2019, enabled undeclared caseloads to stay around 150:1, which will in turn allow for 60-minute appointments and ample follow-up.</p> |

Goals - Real Time

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| <p>Achievements</p> | <p>Advisor Assignments: During fall 2020, FYA/UAs are the assigned advisors for 8,965 total students - 4,886 FTIC students, 768 new transfer students, and 3,237 sophomores or above.</p> <p>Reports on Advising: 2,842 reports on advising were created by UAC Advisors (7/1/2020 - 9/10/2020). Anticipate over 20,000 reports this academic year.</p> <p>UAC expansion into sophomore advising: partner schools/colleges include: Biological Sciences, Psychology, and Visual Art and Design, Music, College of Social Work, College of Information and Communications, and the College of Engineering and Computing.</p> <p>My UofSC Experience: FYA/UAs are trained and utilize the My UofSC Experience platform in advising sessions.</p> |
| <p>Resources Utilized</p> | <ul style="list-style-type: none"> • 27 Undergraduate Academic Advisor I • 7 Undergraduate Academic Advisor II • 2 Undeclared Academic Advisors • Coordinator of First Year Advising and Academic Intervention • Assistant Director of First-Year Advising hired March 2019 • Collaboration with college Associate/Assistant Deans and/or Directors • Collaboration with Assistant Director of Transfer Advising and Retention Initiatives |
| <p>Goal Continuation</p> | <p>Expand sophomore advising: Several additional academic departments and colleges have expressed a desire to work with the UAC to adopt the First-Year/Undergraduate Advising framework. Currently three departments in the College of Arts and Sciences have requested an additional Undergraduate Academic Advisor (Psychology, Visual Art and Design, and Political Science).</p> |
| <p>Goal Upcoming Plans</p> | <p>Expansion/current state of sophomore advising: This academic year has seen our further advancement into advising students in their second year (continued support by the same advisor). The College of Engineering and Computing fully adopted this model over Summer 2018, and some departments in the College of Arts and Sciences are moving towards a similar model. We will be staffed to support this change for Biological Sciences majors by Summer 2019; other departments including Political Science and the visual and performing arts have also expressed interest. Pockets of continued advisement by UAs exist in the School of Music, College of Social Work, and College of Information and Communications.</p> <p>My UofSC Experience integration into First-year advising: In</p> |

Goals - Real Time

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| | <p>collaboration with CEIL and BTCM, undergraduate academic advisors have been trained on the BTCM student database and USC Connect opportunities database. UAAs are implementing BTCM into their advising workflow.</p> <p>Hiring additional advisor in DMSB to better support student need.</p> |
| <p>Resources Needed</p> | <p>In partnership with colleges, hire additional First-Year/Undergraduate advisors to serve continuing first through second year students.</p> <p>Specifically, hire 3 more full-time First-Year/Undergraduate Advisors in the College of Arts and Sciences to advise in Psychology, Visual Art and Design, and Political Science</p> |
| <p>Goal Notes</p> | <p>Outreach and Intervention: Interventions will be facilitated by UAAs based on: Enrollment in fewer than 12 credit hours in Fall 2020 and Spring 2021, receipt of an “at-risk” progress report from faculty, Spring 2021 and Fall 2021 Non-Enrollment, student placement on Academic Probation. 8 Global Communications will be sent from advisors to their entire caseloads.</p> <p>New modules will be added to the Academic Advising Database this fall including modules tracking advisor rosters, training and certification, and technology access.</p> |

Goals - Real Time

Goal 2 - Exploratory Advising and Academic Coaching (2020-2021)

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| Goal Statement | Provide exploratory advising and academic coaching to at-risk students, students changing majors, and/or students in academic transition. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | All Exploratory Advisors/Academic Coaches complete a series of "mastery rubrics" to ensure they understand the curriculum and major change policies. In addition, because Arts and Sciences often presents students' quickest path to graduation, every Exploratory Advisor/Academic Coach will serve a six week rotation in Flinn Hall/Undergraduate Dean's office. At the conclusion of the six weeks, a CAS Deans advisor provides an evaluation of EA/Coach's knowledge of CAS majors. (see UAC/CAS agreement.) |
| Achievements | <p>Exploratory/Major Change Advising ("EA"):</p> <ul style="list-style-type: none"> • 355 students attended 401 appointments in July & August. • EA offering both in-person and remote advising appointments for all services • EA pilots new services: "New Student Major Change Interest" (NSMC) (for incoming freshmen/transfers) & Hardship Withdrawal Consultations • EA saw 265 incoming students for 348 NSMC appointments in July & August • EAs became secondary advisors to 17 students, processed 77 minor requests and changed 72 students into CAS majors • EA assumed primary academic advising roles for students in 13 majors across CAS and ASPH |

Goals - Real Time

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| | <ul style="list-style-type: none"> EA provided overflow summer 2020 orientation advising for Undeclared, BIOL, PSYC, & NURS EA Office responds to an average 70 phone calls per week <p>Academic Coaching:</p> <ul style="list-style-type: none"> 132 students attended 148 appointments in July and August. 65% of those students completed coaching as part of Satisfactory Academic Progress <p>Undergraduate Studies (“UGS”) Advising:</p> <ul style="list-style-type: none"> 56 students attended 61 appointments in July & August, with 15 students successfully changed into degree-granting programs 142 students enrolled in UGS for fall 2020 semester |
| Resources Utilized | <p>10 full time exploratory advisors/academic coaches, one Coordinator, and one Associate Director. A student fee of \$250 for students enrolled in Undergraduate Studies Undeclared</p> |
| Goal Continuation | <p>The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.</p> |
| Goal Upcoming Plans | <p>Implementation of EA Tiers model (Advisor I, Advisor II, Advisor III) Utilization of BTCM advisor dashboard. Cross-training with Career Center.</p> |
| Resources Needed | <p>During the budget cut exercise, the UAC reduce two FTE Advisor positions. Given that student demand of Exploratory Advising and Academic Coaching exceeds the current staffing structure (i.e. we are often unable to meet students in a timely way), the UAC requests that EA receive funding to re-hire 2 FTE Advisor positions.</p> <p>*See student demand chart below:</p> |
| Goal Notes | <p>Exploratory Advising scheduled appointments accounted for 70% of the student visits in fall 2018, compared to 48% of the student visits in fall 2017. This increase (and corresponding reduction in percentage of drop-in appointments) means that more students received a full 30 minute advising appointment and also suggests a greater awareness of the exploratory advising office’s availability.</p> |

Goals - Real Time

Goal 3 - Transfer Advising and Retention Initiatives (2020-2021)

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| Goal Statement | <p>Transfer student time to graduation is obstructed if a student must piece together course equivalencies for degree completion on their own. Undergraduate Academic Advisors in the University Advising Center recognizes the importance of accurate course equivalencies for optimum advising sessions which impacts retention and degree completion.</p> |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| Alignment with Mission, Vision, and Values | <p>National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. Transfer students encounter many unique transitions and challenges in a new university setting. Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school. In addition to the advising experience, the UAC aims to improve communication across departments including the National Resource Center for the First Year Experience and Students in Transition, On Your Time Initiatives, Office of Undergraduate Admissions, Office of New Student Orientation, Student Success Center, Office of the University Registrar, Office of Financial Aid and University Colleges.</p> |
| Status | <p>Progressing as expected (multi-year goal)</p> |
| Action Plan | <ol style="list-style-type: none"> 1. Intentional academic advisement to ensure 100% of all incoming transfer students have an optimized degree audit after their initial registration. 2. Coordinate efforts to inform the impact of major choice and major change to time to degree completion. 3. Monitor transfer students credit accumulation, progression towards degree and lead Undergraduate Academic Advising network on specific interventions and outreach to promote transfer progression and graduation. |
| Achievements | <p>As of 9/15/2020, 720 new fall 2020 transfers are assigned to a UAA. Extended Advisor Engagement: 2 30-minute appointments, drop-in appointments, or extended appointments.</p> <ol style="list-style-type: none"> 1. No additional engagement: CEC, others TBD. |

Goals - Real Time

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| | <p>2. Two 30-minute appointments: HRSM, CAS, CIC, others TBD</p> <p>3. Extended Appointments: EDU</p> <p>4. No transfer caseload for UAAs: DMSB, others TBD</p> <p>Specific transfer intervention to work with transfer students for review of transfer coursework accuracy.</p> <p>QEP pilot: To Be Determined</p> <p>Transfer Student Advisory Council continues to assess transfer cohort and survey, UofSC Carolina Core Transferability, and new Transfer students recruitment.</p> <p>Transfer Student Survey to be sent out Spring 2021.</p> <p>Transfer Student Advisor Training continued to offer Transfer Advisor Training Series.</p> <p>UAC Admin to advise Palmetto Pathway SC students.</p> <p>Transfer Student Advising Website continues to provide a collective location for resources for new and prospective transfer students, transfer student advisors and the transfer council. Page views to be determined.</p> |
| <p>Resources Utilized</p> | <ul style="list-style-type: none"> • 31 UAA's with transfer caseload • Assistant Director of Transfer Advising & Retention Initiatives with a fall 2020 advisor assignment of 25 new biological science transfer students. • Collaboration with college Associate/Assistant Deans and/or Directors |
| <p>Goal Continuation</p> | <ul style="list-style-type: none"> • Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors. • Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students. • Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy. |
| <p>Goal Upcoming Plans</p> | <p>Increased emphasis and evaluation of transfer advising.</p> |
| <p>Resources Needed</p> | <p>None at this time.</p> |
| <p>Goal Notes</p> | <p>Transfer advisement by college.</p> <ul style="list-style-type: none"> • CEC: (128 UAA Assignments Fall 2020) Advised once during the |

Goals - Real Time

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| | <p>major semester.</p> <ul style="list-style-type: none">• HRSM: (165 UAA Assignments Fall 2020) 172 transfers invited to review transfer credit prior to Fall 2020 advisement.• CAS: (178 UAA Assignments Fall 2020) 12 majors offer 2 30 minute appointments.• DMSB: UAAs do not advise new transfer students in their caseload at the request of the college.• EDUC: (TBD UAA Assignments Fall 2020) Extended 60-minute appointment to review DegreeWorks Audit and cover essential policy information. UAA to be hired.•CIC: (92 UAA Assignments Fall 2020) Additional 30 minute appointment•Music: (7 UAA Assignments Fall 2020)•Nursing: (38 UAA Assignments Fall 2020)•Pharmacy: (9 UAA Assignments Fall 2020) New college for transfer assignments.•Public Health: (88 UAA Assignments Fall 2020) New college for transfer assignments.•Social Work: (15 UAA Assignments Fall 2020) New hire, appointments TBD. |
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Goals - Real Time

Goal 4 - Major Mapping and Curriculum Management (2020-2021)

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| Goal Statement | Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <ul style="list-style-type: none"> • Eight semester major maps/repository/academic bulletin updated annually. • Establish Faculty/Curriculum Services team. • Curriculum consultation to departments/faculty. • Auditing disparity in Carolina Core application. • Organize Foundational and Integrative courses. • Assist in new course proposals and CC application (as it relates to new budget model) |
| Achievements | Major Maps are available online for 2020-2021 & the Repository is used daily by advisors, faculty, & administrators to assist in interactions with students & provide guidance in planning for course & program updates. The bulletin, major maps, & DgW all follow the Program of Study format, using universal academic terminology. Course and program proposals are reviewed & approved through APPS & the C&C Committee to ensure curricular accuracy, support university goals of a standard program of study format & CC learning objectives. Implement CourseLeaf bulletin software in July 2020. Participate in Lean process improvement to develop a more user-friendly review & approval process for developing & changing curricula, increase the accuracy of proposal submissions, & develop a more efficient & streamlined work process for the curricula-related faculty committees & chairs. Create video tutorials related to the Program of Study format & how curricular design is linked to |

Goals - Real Time

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| | advising practices. Implement CourseLeaf curriculum management software in spring 2021 to improve the efficiency & accuracy of the curriculum approval process. |
| Resources Utilized | Director of Undergraduate Curriculum Management Collaboration with Registrar's Office Collaboration with Courses and Curricula Faculty Senate subcommittee Collaboration with Academic Program Manager |
| Goal Continuation | <p>Curr Governance (Faculty & Academic Programs)100% course proposals promote curricular cohesion100% all undgrad programs follow Prog of Study formatAc Depts trained on edu planning toolsFaculty will adhere to deadlines to preserve catalog year</p> <p>Curr Interpretation Goals (Curr Mgmt)100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)100% course/program proposals include all necessary info for curr approval process</p> <p>Curr Implementation Goals (Advisement)100% students have accurate degree audits100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major100% of all degree candidates will have complete degree audits prior to graduation approval</p> |
| Goal Upcoming Plans | <ul style="list-style-type: none"> • Work with colleges and registrar to organize, update, and correct academic bulletin. • Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0). • Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments. • Training for faculty on how advising practices relate to curricular design to ensure transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students. |
| Resources Needed | <p>On-going support from the Provost's office when working with faculty to make cohesive curricular decisions.</p> <p>Enforcement of an accurate degree audit from the Deans is needed. UofSC is behind. UofSC was the last school in the SEC to offer a degree audit to students. Four years later only three colleges use</p> |

Goals - Real Time

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| | the degree audit as an official student record. |
| Goal Notes | <ul style="list-style-type: none">• Presentation to faculty through Center for Teaching Excellence in collaboration with the Chair of the Faculty Senate Committee on Curricula and Courses.• Work with Faculty Senate subcommittee Lean group to identify training needs for faculty and create tutorials to meet those needs.• New curriculum management system CourseLeaf will be implemented for the curriculum approval and publication process. |

Goals - Real Time

Goal 5 - Training and technology (2020-2021)

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| Goal Statement | The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | There are approximately 200 professional academic advisors and approximately 450 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, Opportunity Scholars Program, International Accelerator Program, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is essential that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | The UAC implemented a comprehensive training program for educating and certifying Undergraduate Academic Advisors. Online advising courses are available through Blackboard, certification is tied to advisor experiential learning and technology usage, and monthly meetings are held to inform advisors of essential information. |
| Achievements | <p>Training & Professional Development:</p> <ul style="list-style-type: none"> • 1 adv completed Advising Foundations • 1 adv completed Level Two; 1 adv Certified • 1 adv completed Level Four • *data from July 1, 2020 - Sept 1, 2020 <p>Technology: 1) 20 new advisor access requests processed (faculty & staff), 2) EAB Navigate real time 7/1/2020 thru 9/15/2020: 15,120 appointments created, 9,133 Distinct Students, 8,375 Appointment Summaries Created, 15,203 Notes added to Student Profiles, 353 Alerts issued (including progress report alerts), 316 Cases create, 3.) 831 student downloads of the EAB Milestone Guidance App that went live on August 20th, 2020</p> |

Goals - Real Time

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| <p>Resources Utilized</p> | <p>Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Director of Advising Technology Blackboard Camtasia Microsoft Teams YouTube ABC Sign-Up Corsizio</p> <p>In-Person Training/PD All sessions offered remote via Microsoft Teams. 3 in-person training/PD sessions offered with 43 attendees (non-unique) from July 1 - Sept 1, 2020. 19 in-person training/PD sessions scheduled through December 2020 and 157 registrants (non-unique).</p> <p>2020 USC System Advisors' System-Wide Educational Conference</p> <ul style="list-style-type: none"> Planned to be a virtual conference. |
| <p>Goal Continuation</p> | <p>Every year USC Columbia hires dozens of new academic advisors. Therefore, on-boarding, training, and access provisioning will continue to be a central function of the Advising Center.</p> <p>Technology usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies, including the implementation of the EAB Navigate Student App.</p> <p>Certification: For 2020-2021, of the 89 total professional staff advisors with assigned caseloads in SP2020,</p> <ul style="list-style-type: none"> 6 are eligible & projected to receive Level One Certification 20 are eligible & projected to receive Level Two Certification 29 are eligible & projected to receive Level Three Certification 18 are eligible & projected to receive Level Four Certification <p>Collaborated with UofSC Student Gov't to develop Academic Peer Mentorship resources & website.</p> <p>Collaborated with the University Registrar & Legal Counsel to develop online advisor FERPA form and process for release of FERPA protected information.</p> |
| <p>Goal Upcoming Plans</p> | <p>The UAC UAA/EA Training & PD committee was convened & will help to identify new/con't training needs. The group will also contribute to</p> |

Goals - Real Time

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| | <p>the development of individual dept/college/school advisor training plans.</p> <p>The UAC will continue to work with the UAN Advising Technology Subcommittee to develop and present a strategic plan for the university on advising technology usage.</p> |
| Resources Needed | None at this time. |
| Goal Notes | |

Goals - Real Time

Goal 6 - Academic Advising as a System (2020-2021)

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| Goal Statement | <p>The UAC provides oversight, targeted initiatives, and management of campus-wide advisement administration that affects all advisors' workflow (N=600+). In addition, the UAC supports undergraduate student success through enhanced college/school academic advising, faculty/student mentorship programs, and an overall coordinated retention efforts.</p> |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | <p>Although the UAC only receives direct funding for salaries and FTE of First-Year Advisors, our mission of comprehensive and standardized academic advising applies to non-UAC advisors also.</p> <p>Through consultation with Human Resources and a review of 108 campus-wide “advisor” position descriptions, varying types of advisor positions were identified and defined. Providing clear definition to the three different advisor types on campus ensures advisors are receiving appropriate training and essential information for their role and allows for role-based access to student information through the advising technologies.</p> |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | Appreciating Academic Advisors, recognition program. Advisor Assignments Tiered career ladder for advisors Transfer Study Advisory Council Transfer Communications Audit Transfer Study Survey Transfer Strategic Plan/Action Plan for Advising |
| Achievements | <p>Real time (FY21): 14 UAC Academic Advisors (13 UAAs + 1 EA) will be eligible for promotion through the UAC Career Ladder. At the time of publication, 6 advisors have been promoted (all in Undergraduate Academic Advising).</p> <p>Tiered career ladder: A comprehensive analysis was conducted of all Advising and advising-related position descriptions. Results</p> |

Goals - Real Time

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| | <p>showed there are 70 FTE Academic Advisors. The UAC employees 46 of the 70 (66%). Full-time Academic Advisor positions were defined by the UAC as FTE (full-time equivalent) positions in which 50% or more of the PD is related to academic advising/job duty must include: meeting 1:1 with students, managing/monitoring assigned caseload of students, leading interventions and outreach to students, conducting accurate degree audits and providing accurate degree guidance in affiliation with a student’s major/program of study, and serving as the advisor of record in Banner.</p> <p>Non-Registered outreach/intervention:</p> |
| <p>Resources Utilized</p> | <p>2019/2020 Transfer Student Advisory Council members: Amanda Lucas (Advising) CHAIR, Mike Dial (First-Year Advising), Representatives from Office of Undergraduate Admissions, Aaron Marterer (University Registrar), Jackie Bonilla (Orientation), Amanda Therrell (On Your Time Initiatives), Representatives from Student Success Center Transfer Student Services, Representative from the Association of Transfer Students Organization/Transfer Honors Society, Kathy Smiling (HRSM), Marla Mamrick (Data Analytics), Dawn Hiller (CAS), Claire Robinson (UAC), Lauren Writer (National Resource Center), Danielle Rymer (Office of Student Financial Aid and Scholarships).</p> <p>Tiered Career Ladder: Collaboration with Human Resources, Position descriptions from Human Resources, UAC Administrative Coordinator</p> <p>In Fall 2020, 26,158 undergraduate students had an assigned advisor out of 26,805 total. This equates to 98% of the undergraduate student population (not including non-degree seeking) having an assigned advisor. Overall, a 1% increase from Fall 2019 (97%).</p> |
| <p>Goal Continuation</p> | <p>The UAC continues to work in close collaboration with Human Resources to assure that academic advisor position descriptions align with the definition of academic advising outlined above. Other “advisor” positions aimed at supporting special student populations and/or academic programs were defined as Academic Program Advisors. Examples include Opportunity Scholars advisors, Honors College advisors, and Athletics advisors. “Advisor” positions that support niche needs such as success consultants, leadership coaches, etc are defined as Resource Advisors.</p> |

Goals - Real Time

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| <p>Goal Upcoming Plans</p> | <p>Installation of the Transfer Student Advisory Council who are leading and guiding the following:</p> <ol style="list-style-type: none"> 1. Review and disseminate national literature on transfer student success. 2. Research, develop, and implement best practice for transfer students' retention and graduation. 3. Review the needs of transfer students from recruitment through graduation, with special emphasis on their retention and degree completion. 4. Coordinate efforts across multiple offices and departments to improve communication and streamline transfer support efforts. 5. Coordinate communication to transfer students. 6. Evaluate the current transfer experience at the University. Create and distribute a survey for transfer students. 7. Review and utilize data and/or assessment from students, OIRAA, Data Analytics, Admissions, etc. related to transfer student data trends. 8. Review policies and procedures related to transfer student experience and make recommendations where appropriate. |
| <p>Resources Needed</p> | <p>Transfer Advisors (in coordination with the University Registrar's office)</p> |
| <p>Goal Notes</p> | <p>The tiered career ladder continues to be used as a recruitment and retention tool for UAC advisor positions. Applications for advancement are housed on the UAC website and are accessible at any time to all UAC academic advisors. Employees are encouraged throughout their employment to gain experiences and compile responses for inclusion in the tier application, even if they do not yet meet the criteria to apply for advancement. Of the 6 Undergraduate Academic Advisors eligible for advancement in the career ladder, 2 advisors have successfully been promoted.</p> |

Goals - Real Time

Goal 7 - Faculty/Student Mentorship and Academic Peer Mentorship (2020-2021)

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| <p>Goal Statement</p> | <p>Faculty play a critical role in Gamecock undergraduate student success. Students who have frequent contact with faculty members are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves as having learned more than students who have less faculty contact.</p> <p>In addition, Academic Peer Mentors discuss majors, academic opportunities, coursework, transition to college, campus resources, procedures, and other essential information for student success. All Academic Peer Mentors work with Academic Advisors and/or a college contact to offer undergraduate students comprehensive and streamlined academic support.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>As the university professionalizes academic advising, it is important that students also have the opportunity to interact with and learn from faculty and peers within their major. The UAC partners with colleges and schools to offer faculty mentoring programs of undergraduate students. In addition, the UAC partners with Student Government to identify and promote opportunities for undergraduates to be mentored by other undergraduate students within the same major.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <p>Faculty/Student Mentorship: Develop a marketing plan for Meet My Major events to use with departments to increase awareness and attendance at events by both faculty and students. Continue “Audit” faculty/student mentorship relationships that have developed through the UAC initiative. Continue to host and increase the number of Meet My Major events across campus.</p> <p>Academic Peer Mentorship: Create resources and a toolbox for college to use when developing APM programs. Launch APM website.</p> |

Goals - Real Time

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| Achievements | 7 faculty/student "Meet My Major" events occurred in the Fall 2019 semester. |
| Resources Utilized | In collaboration with the Career Center, the UAC purchased a group page on the software system, People Grove AKA "UofSC Mentorship Hub" for the purposes of connecting faculty and students in a mentor/mentee relationship. |
| Goal Continuation | |
| Goal Upcoming Plans | |
| Resources Needed | |
| Goal Notes | The tiered career ladder continues to be used as a recruitment and retention tool for UAC advisor positions. Applications for advancement are housed on the UAC website and are accessible at any time to all UAC academic advisors. Employees are encouraged throughout their employment to gain experiences and compile responses for inclusion in the tier application, even if they do not yet meet the criteria to apply for advancement. Of the 6 Undergraduate Academic Advisors eligible for advancement in the career ladder, 2 advisors have successfully been promoted. |

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - First-Year/Undergraduate Academic Advising (2021-2022)

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| Goal Statement | The University Advising Center provides comprehensive and standardized academic advising to all first-year students, transfer students, select sophomore students, and other college-identified student populations. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | <p>Academic advisors have a one-on-one relationship with their advisees (especially those with a 300 student caseload.) Because advisors understand both curricular requirements and the individual student needs and interests, they are uniquely positioned to advise students on both curricular and co-curricular opportunities.</p> <p>Over 70% of new students come to USC with transfer credit and/or AP/IB credit. USC-Columbia enrolls approximately 2,000 transfer students per year. Advisement plays a critical role in helping transfer students obtain the coursework they need to graduate on time and to make a successful transition to the University.</p> |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <p>FIGS: The Undergraduate Academic Advising program and Faculty/Student Mentoring will support the expansion of Freshmen Interest Groups.</p> <p>Advising Tech committee: Will meet monthly to discuss Self-Service, EAB, DW, and BTCM in advisor workflow.</p> <p>The Undergraduate Academic Advising Consulting Group is a group of advisors who provide non-binding guidance to the UAC on the needs of UAAs. This group will be instrumental in rolling out new initiatives and supporting the needs of UAAs.</p> |
| Achievements | 1) Freshman-sophomore year retention rates, 2) Student satisfaction with Academic Advising, 3) Advisor satisfaction with the UAC, 4) Full time enrollment for first-year students (i.e. 15 credit hours per |

Goals - Looking Ahead

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| | <p>semester), 4) Applicable enrollment to degree progression, 5) Advisor assignments, 6) Documenting advising/advisor availability, 7) Referrals made, 8) Demonstrates strong efforts of collaboration with other student resource offices on campus (SSC, Career Center, OPPA, Financial Aid, Exploratory Advising), 9) Intervention campaigns monitored and sent by UAAs, 10) Students advised by UAC advisors (with support of colleges)</p> |
| <p>Resources Utilized</p> | <p>36 Undergraduate Academic Advisors, all UAC administrative staff, College Supervisors</p> |
| <p>Goal Continuation</p> | <p>EAB risk analysis - fully implement the EAB “risk analysis” function in the 2019-2020 academic year, which will be useful for advisors to conduct early and appropriate intervention with their advisees.</p> |
| <p>Goal Upcoming Plans</p> | <ul style="list-style-type: none"> • Continuation of expanding sophomore (and junior/senior) advising - New departments continue to get “on board” with first and second year advising, investment in hiring new advisors to support caseload size • Advisors trained to complete senior checks to understand comprehensive curricula/degree requirements • Expansion of progress reports/intervention - Continued collaboration with the Student Success Center and faculty on expanding the utilization of progress reports by advisors. Moving into the 2021-2022 AY the UAC intends to utilize case management in EAB Navigate. • Expansion/growth of advising career ladders - As UAAs continue to be eligible to advance to Advisor II (and III) status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities. • Curriculum cross training: In Summer 2021, all College of Arts and Sciences FYAs will be cross-trained on all CAS curricula. Advisors outside the College will be welcome to attend. |
| <p>Resources Needed</p> | <p>More FTE Undergraduate Academic Advisors are needed continue supporting the needs of students and academic departments in the College of Arts and Sciences. The UAC is close to reaching its capacity to continue taking on more students in UAA caseloads.</p> <p>EAB Case Management - The University Advising Center needs to begin utilizing case management in EAB Navigate (or a similar platform) to efficiently and effectively track advisor progress in in intervening with at-risk students.</p> |

Goals - Looking Ahead

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| Goal Notes | <p>Expansion/growth of advising career ladders - As UAA's continue to be eligible to advance to Advisor II and III status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities.</p> <p>Advisors trained to complete senior checks to understand comprehensive curricula/degree requirements</p> |
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Goals - Looking Ahead

Goal 2 - Transfer Advising and Retention Initiatives (2021-2022)

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| Goal Statement | <p>Transfer student time to graduation is obstructed if a student must piece together course equivalencies for degree completion on their own. Undergraduate Academic Advisors in the University Advising Center recognizes the importance of accurate course equivalencies for optimum advising sessions which impacts retention and degree completion.</p> |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. |
| Alignment with Mission, Vision, and Values | <p>National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. Transfer students encounter many unique transitions and challenges in a new university setting. Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school. In addition to the advising experience, the UAC aims to improve communication across departments including the National Resource Center for the First Year Experience and Students in Transition, On Your Time Initiatives, Office of Undergraduate Admissions, Office of New Student Orientation, Student Success Center, Office of the University Registrar, Office of Financial Aid and University Colleges.</p> |
| Status | <p>Progressing as expected (multi-year goal)</p> |
| Action Plan | <ol style="list-style-type: none"> 1. Intentional academic advisement to ensure 100% of all incoming transfer students have an optimized degree audit after their initial registration. 2. Coordinate efforts to inform the impact of major choice and major change to time to degree completion. 3. Monitor transfer students credit accumulation, progression towards degree and lead Undergraduate Academic Advising network on specific interventions and outreach to promote transfer progression and graduation. |
| Achievements | <p>Advisor Assignments and advisement: TBD Extended Advisor Engagement: 2 30-minute appointments, drop-in appointments, or extended appointments.</p> <ol style="list-style-type: none"> 1. No additional engagement: TBD |

Goals - Looking Ahead

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| | <p>2. Two 30-minute appointments: TBD 3. Extended Appointments: TBD 4. No transfer caseload for UAAs: TBD</p> <p>Specific transfer intervention administered through UAC Advisors to work with transfer students for review of transfer coursework accuracy. QEP pilot: TBD Transfer Student Advisory Council: TBD Transfer Student Survey: Survey to be sent out Spring 2022. Transfer Student Advisor Training: Continued offering of Transfer Advisor Training Series. UAC admin advisement for Palmetto Pathway students who are SC residents. Transfer Student Advising Website: Provides a collective location for resources for new and prospective transfer students, transfer student advisors and the transfer council. Page views to be determined.</p> |
| <p>Resources Utilized</p> | <ul style="list-style-type: none"> • UAA's with transfer caseload to be determined • Assistant Director of Transfer Advising & Retention Initiatives • Collaboration with college Associate/Assistant Deans and/or Directors |
| <p>Goal Continuation</p> | <ul style="list-style-type: none"> • Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors. • Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students. • Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy. |
| <p>Goal Upcoming Plans</p> | <p>Increased emphasis and evaluation of transfer advising.</p> |
| <p>Resources Needed</p> | |
| <p>Goal Notes</p> | <p>Transfer Advising Initiatives:</p> <ol style="list-style-type: none"> 1. Transfer Student Advisory Council 2. Palmetto Pathway advisement during summer transition 3. Transfer Probation 4. QEP Reflection Pilot with Transfers and other selected populations 5. Transfer Student Survey 6. Transfer Advising Website 7. Orientation Advising: Transcript process to provide advisors more accurate transcript information for use during orientation advising. 8. Transfer Advising Training Series 9. UAA transfer advising |

Goals - Looking Ahead

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| | 10. National Transfer Student Week UAC social media campaign |
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Goals - Looking Ahead

Goal 3 - Exploratory Advising, Undeclared Advising, and Academic Coaching (2021-2022)

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| Goal Statement | Provide exploratory advising and academic coaching to at-risk students, students changing majors, undeclared students, and/or students in academic transition. |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program. |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | <p>Implement Exploratory Advisor Career Tiered model (EA Advisor I, Advisor II, Advisor III, Advisor IV)</p> <p>Reduce number of major changes/advise students into majors in which students will succeed.</p> <p>Advise students leaving competitive majors into CAS majors.</p> <p>Retain academically at-risk students through comprehensive academic advisement and coaching</p> <p>Cross-trained in basic career exploration (i.e. Major Explorer/ONET)</p> <p>Train coaches as "USC Experts"</p> <p>Implement a successful tiered model of training and service delivery.</p> |
| Achievements | <p>Goal: Increase college/school advising support during orientation</p> <p>Initiative: Expand overflow Orientation advising services for departments/colleges/schools that are at capacity during Orientation Sessions.</p> <p>Goal: Increase major program awareness and support for incoming freshmen and transfer students.</p> <p>Initiative: Continue offering New Student Major Change Interest appointments for incoming freshmen/ transfers in summer; increase number of New Student Major Change Webinar Info sessions offered in spring</p> <p>Goal: Increase retention of at-risk students.</p> <p>Initiative: Pilot Hardship Withdrawal Consultations mandate,</p> |

Goals - Looking Ahead

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| | <p>Veterans Academic Coaching mandate, & “Suspension Prevention” Academic Coaching outreach program Goal: Increase advising support/assistance to departments/colleges/schools Initiative: Expand advising support to departments/colleges/schools via primary advising caseloads, assistance during Admitted Student/Open House days Goal: Increase awareness of alternative pathways into business and nursing/health career fields besides DMSB and NURS major programs. Initiative: Redesign and publicize alternative pathways brochures.</p> |
| <p>Resources Utilized</p> | <p>10 Exploratory Advisors & Academic Coaches Advising technologies Associate Director Coordinator Strengths Quest Strengths Finder self-assessment Partnership with the Career Center, Student Success Center, and Colleges.</p> |
| <p>Goal Continuation</p> | <p>The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies/undeclared advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.</p> |
| <p>Goal Upcoming Plans</p> | <p><i>Goal:</i> Increase college/school advising support during orientation.</p> <p><i>Initiative:</i> Coordinate with CAS to staff EA team members to all orientation registration sessions for undeclared, STEM, and liberal arts majors.</p> <p><i>Goal:</i> Explore CCR capability with other colleges/schools to mirror CAS change of major process, with the long-term goal of all major change processes housed in EA.</p> <p><i>Initiative:</i> Introduce CCR capability with a college/school outside CAS.</p> <p><i>Goal:</i> Increase retention of at-risk students.</p> <p><i>Initiative:</i> Collaborate with departments to increase robustness of existing Academic Coaching mandates and partnerships. Introduce new partnerships, especially for students in newly identified at-risk populations and with programs that have strict academic progression requirements.</p> |

Goals - Looking Ahead

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| | <p><i>Goal:</i> Increase major-interest-career exploration in all undeclared and exploratory advising appointments.</p> <p><i>Initiative:</i> Implement team-wide use of student self-assessments, interest cards, major explorer function of EAB navigate in advising appointments.</p> |
| Resources Needed | None at this time. |
| Goal Notes | |

Goals - Looking Ahead

Goal 4 - Major Mapping and Curriculum Management (2021-2022)

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| Goal Statement | <p>Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit. Support faculty through strategic curriculum management and faculty resources. Ensure transparent degree requirements to create universal understanding and consistency in advising and across curricular sources, promote a culture of student responsibility, and support university initiatives for curricular cohesion.</p> |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | <p>Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.</p> |
| Status | <p>Progressing as expected (multi-year goal)</p> |
| Action Plan | <ul style="list-style-type: none"> • Eight semester major maps/repository/academic bulletin updated annually. • Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments. • Work with colleges and registrar to organize, update, and correct academic bulletin. • Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0). • Serve as a rapid response expert to faculty in matters relating to curriculum. • Coordination with colleges/schools and Registrar to identify curricular discrepancies in DegreeWorks, bulletin, major maps, and "source documents." • Director of Undergraduate Curriculum Management will train faculty to understand the curriculum management process. |

Goals - Looking Ahead

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| | <ul style="list-style-type: none"> • Ensure accuracy of curricular information through review of undergraduate course and program proposals |
| Achievements | <ul style="list-style-type: none"> • All undergraduate majors organized in a universal program of study. • All undergraduate majors mapped in a universal 8-semester template. • College source documents are reduced/eliminated, thus decrease/eliminating contradictory curricular information. • Degree Works is scribed to mirror Program of Study, thus replacing the need for major check-sheets • Universal curriculum mapping, single-source major requirements, and an accurate degree audit leads to more student self-advising, thus enabling advisors to have richer conversations • Faculty training on curricular design. |
| Resources Utilized | <p>Director of Undergraduate Curriculum Management Collaboration with Registrar's Office Collaboration with Courses and Curricula Faculty Senate subcommittee Collaboration with Academic Program Manager Dean of Undergraduate Studies</p> |
| Goal Continuation | <p>Curr Governance (Faculty & Academic Programs)</p> <ol style="list-style-type: none"> 1. 100% course proposals promote curricular cohesion 2. 100% all undgrad programs follow Prog of Study format 3. Ac Depts trained on edu planning tools 4. Faculty will adhere to deadlines to preserve catalog year <p>Curr Interpretation Goals (Curr Mgmt)</p> <ol style="list-style-type: none"> 1. 100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin 2. 100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf) 3. 100% course/program proposals include all necessary info for curr approval process <p>Curr Implementation Goals (Advisement)</p> <ol style="list-style-type: none"> 1. 100% students have accurate degree audits 2. 100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration. 3. 100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major 4. 100% of all degree candidates will have complete degree audits prior to graduation approval |

Goals - Looking Ahead

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| <p>Goal Upcoming Plans</p> | <p>2021-2022 Looking Ahead:</p> <ul style="list-style-type: none"> • Work with colleges and registrar to organize, update, and correct academic bulletin. • Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0). • Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments. • Training for faculty on how advising practices relate to curricular design to ensure transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students. • College Source documents are reduced/eliminated, thus decreasing/eliminating contradictory curricular information. • A draft of the curriculum manual in progress. • Serve as rapid response guidance expert for faculty in matters relating to curriculum. |
| <p>Resources Needed</p> | <p><u>Enforcement of the Following Goals:</u></p> <p>CurrGovernance (Faculty&Academic Programs)100% course proposals promote curricular cohesion100% all undgrad programs follow Prog of Study formatAc Depts trained on edu planning toolsFaculty will adhere to deadlines to preserve catalog year</p> <p>CurrInterpretation (Curr Mgmt)100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)100% course/program proposals include all necessary info for curr approval process</p> <p>Curr Implementation (Advisement)100% students have accurate degree audits100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major100% of all degree candidates will have complete degree audits prior to graduation approval</p> |
| <p>Goal Notes</p> | |

Goals - Looking Ahead

Goal 5 - Training and Technology (2021-2022)

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| <p>Goal Statement</p> | <p>The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement.</p> |
| <p>Linkage to University Goal</p> | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| <p>Alignment with Mission, Vision, and Values</p> | <p>There are approximately 200 full-time professional academic advisors and approximately 450 faculty academic advisors on USC-Columbia's campus. Because a single student may have multiple advisors, it is imperative that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.</p> <p>In addition, as colleges begin to invest in professional staff advising through the UAC, we want to assure faculty/student interaction remains part of the student experience, especially in the freshmen and sophomore year. As such, new faculty/student mentoring programs will be developed.</p> |
| <p>Status</p> | <p>Progressing as expected (multi-year goal)</p> |
| <p>Action Plan</p> | <p>Advisor Training</p> <ul style="list-style-type: none"> • Update & maintain training resources to provide accurate information • Collaborate with campus partners to provide updated information to advisors via training modules, resources, in-person training & listserv communication • Provide robust in-person training opportunities that includes advisors as presenters <p>EAB Navigate (7.1.2021-6.30.2022)</p> <ol style="list-style-type: none"> 1. EAB Navigate App - Milestone Guidance Adoption Continues <ul style="list-style-type: none"> ◦ Incorporates the following tools for students: <ul style="list-style-type: none"> ▪ Scheduling, Push notifications/alerts (reminders, confirmations, messages), Pivotal Moments, To Do List ▪ Class Schedule (quick view of current semester schedule) ▪ Holds |

Goals - Looking Ahead

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| | <ul style="list-style-type: none"> ▪ Resources <p>2. Implementation of UAN Advising Technology Subcommittee Strategic Plan</p> |
| <p>Achievements</p> | <p>Advisor Training</p> <ul style="list-style-type: none"> • 100% assigned advisors completed Advising Foundations • 80% adv. certified at highest level eligible • Increase in number of non-unique attendees at in-person training events • Expand training support to dept/college/school level to develop on-boarding & training plans at local level. <p>Advising Technology</p> <ul style="list-style-type: none"> • Increase in number of student downloads of EAB Navigate App • Expansion of Advising Technology Strategic Plan and adoption by all colleges/departments |
| <p>Resources Utilized</p> | <p>Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Director of Advising Technology Blackboard Camtasia Microsoft Teams YouTube ABC Sign-Up Corsizio EAB Navigate Degree Works - audit and planner Self-Service Carolina/Banner 9 BTCM & USC Connect Experiential Learning (My UofSC Experience) Schedule Planner Advising Technology UAN sub-committee Advisor Assignments Access provisioning/Access steward Training and troubleshooting Website management</p> |
| <p>Goal Continuation</p> | <p>Advisor training Training & certification will continue with the goal of all full-time professional staff completing training through level four and obtaining certification as they are eligible.</p> <p>EAB Navigate goals:</p> <ul style="list-style-type: none"> • Goal 1: Improve the student advising experience by providing a common scheduling and tracking platform. |

Goals - Looking Ahead

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| | <ul style="list-style-type: none"> • Goal 2: Supply technology that improves the advisor user experience through improved workflow, access to comprehensive student data, and electronic tracking/documentation. • Goal 3: Promote student responsibility in scheduling and attending advising appointments. • Goal 4: Offer a platform that assists in facilitating a coordinated care network approach as it relates to student messaging, outreach, and referrals. <p>Continued action on "Access Principles" to the various technologies. Criteria have been developed on the when/how/why staff get access to various technologies. A goal is to automate the many of the manual steps involved in the advisor access process.</p> |
| <p>Goal Upcoming Plans</p> | <p>Development of a robust Advisor Recruitment and Retention Plan for the University Advising Center based on employee engagement, college needs, and advisor tiered career ladder.</p> <p>Advisor Appreciation & Awards to highlight specific advisors/advising units who are positively impacting students & the advising community. Establish awards to be presented at annual Advisors' Educational Conference</p> <p>Advising technology</p> <ol style="list-style-type: none"> 1. Simplify and streamline all advising technologies to maximize workflow for both students and academic advisors. 2. Enable students to access curricular and advising information to guide their progress towards degree. (DegreeWorks) |
| <p>Resources Needed</p> | <p>Support of Advisor Awards proposal.</p> |
| <p>Goal Notes</p> | <p>Will continue to monitor technology usage trends.</p> <p>Goals: 100% of academic advising scheduling is done online via EAB Navigate. 100% of colleges/departments will invest in curriculum management (Major Maps and Bulletin updates), therefore leading to an accurate degree audit in DegreeWorks.</p> |

Goals - Looking Ahead

Goal 6 - Academic Advising as a System (2021-2022)

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| Goal Statement | <p>The UAC provides oversight, targeted initiatives, and management of campus-wide advisement administration that affects all advisors' workflow (N=600+). In addition, the UAC supports undergraduate student success through enhanced college/school academic advising, faculty/student mentorship programs, and an overall coordinated retention efforts.</p> |
| Linkage to University Goal | <ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. |
| Alignment with Mission, Vision, and Values | <p>Although the UAC only receives direct funding for salaries and FTE of First-Year Advisors, our mission of comprehensive and standardized academic advising applies to non-UAC advisors also.</p> |
| Status | <p>Progressing as expected (multi-year goal)</p> |
| Action Plan | <ol style="list-style-type: none"> 1) Advisor Tiers (career ladders) 2) Advisor Assignments 3) Appreciating Academic Advisors 4) Transfer Retention initiatives |
| Achievements | <p>Transfer Retention Initiatives</p> <ul style="list-style-type: none"> • The Transfer Student Advisor Council will publish a report and offer a forum presentation on the state of supporting transfer students to the UofSC campus community. • Expansion of specific transfer student communication administered through Assistant Director of Transfer Advising and Retention Initiatives. • Implementation of Transfer Advising Action Plan to address ineffective transfer pathways including credit loss, inadequate articulation and structural and institutional barriers which is reflected current as the University has an explicit difference between accepted transfer credits and degree applicable transfer credits, which can also vary by major choice. • Further expansion of the Transfer Student Advisory Council into subcommittees who will lead, and guide initiatives recommended/established by the council. <ol style="list-style-type: none"> 1. Promotion of 2 + 2 pathways with SC Technical Colleges. 2. Addition of faculty and staff advisors on the council to |

Goals - Looking Ahead

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| | <p>contribute to the success of transfer transition.</p> <p>3. Assessment of equivalency policies for possible improvement to benefit the transfer student transition.</p> |
| Resources Utilized | Looking Forward (FY22): 12 UAC Academic Advisors will be eligible for promotion through the UAC Career Ladder, 8 from Exploratory Advising and 4 from Undergraduate Academic Advising. |
| Goal Continuation | |
| Goal Upcoming Plans | <p>Expansion of Tiered Career Ladder: Six of the academic colleges/schools have expressed interest in a standardized career ladder for all academic advisors across campus. The UAC, Human Resources, and these colleges will work toward implementation of the career ladder campus-wide.</p> <p>Hiring of Additional FTE Academic Advisor Positions: Additional FTE Academic Advisor positions are needed in the College of Arts & Sciences and the Arnold School of Public Health to support first-year, second-year, and transfer advising initiatives in these colleges.</p> |
| Resources Needed | HR and Dean-level support for a tiered career ladder to be implemented campus-wide; 3-5 FTE positions (including funding for salary and fringe) for placement in the Arnold School and the College of Arts & Sciences |
| Goal Notes | |

Goals - Looking Ahead

Goal 7 - Faculty/Student Mentorship and Academic Peer Mentorship (2021-2022)

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| Goal Statement | |
| Linkage to University Goal | |
| Alignment with Mission, Vision, and Values | |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | Faculty/Student Mentorship: Develop a marketing plan for Meet My Major events to use with departments to increase awareness and attendance at events by both faculty and students. Continue "Audit" faculty/student mentorship relationships that have developed through the UAC initiative. Continue to host and increase the number of Meet My Major events across campus. |
| Achievements | |
| Resources Utilized | |
| Goal Continuation | |
| Goal Upcoming Plans | |
| Resources Needed | |
| Goal Notes | The tiered career ladder continues to be used as a recruitment and retention tool for UAC advisor positions. Applications for advancement are housed on the UAC website and are accessible at any time to all UAC academic advisors. Employees are encouraged throughout their employment to gain experiences and compile responses for inclusion in the tier application, even if they do not yet meet the criteria to apply for advancement. Of the 6 Undergraduate Academic Advisors eligible for advancement in the career ladder, 2 advisors have successfully been promoted. |

Programs or Initiatives

Effective Programs or Initiatives

List your most effective programs/initiatives toward fulfillment of mission.

UAC Advisors continue to lead the way on incorporating DegreeWorks and EAB Navigate into their advising sessions with students. The UAC creates and manages student advising tools available online (videos, modules, resources, etc.) The UAC collaborated with the Registrar to launch of the Student Education Planner (SEP) in DegreeWorks.

Program Launches

List any programs/initiatives that were newly launched during the Academic Year or any programs/initiatives you would like to launch in the coming year(s). Describe the program/initiatives, provide financial requirements (including additional staff), and academic year in which you would launch. What key performance indicators are you utilizing to track the success of this program?

Advising Technology sub-committee (with college representation) - Launched March 2019

Transfer Student Advisory Council (new) - Launches April 2019

Advisor training online index - Launched August 2018

Integration of My UofSC Experience into FYA workflow (in collaboration with BTCM and USC Connect) - Launched March 1st 2019

FYA Intervention using midterm grades/progress reports. - Launched Fall 2018

Faculty/student mentor programs - Launched Spring 2019

DegreeWorks Student Education Planner - Launched August 2018

Curriculum Management Initiatives:

1. Training (videos, faculty, advisors - implementation of LEAN onboarding of department chairs, APL, proponents)
2. Curriculum consultations (Rapid response, one-on-one)
3. Presentations (APL, CTE, CAS undergrad directors, xxx running list, etc. on-demand, as needed/requested from departments)
4. Course Leaf implementation (Jenn's role)
5. Curriculum analytics
6. Major Maps (Repository, updating annually, website)
7. Committee membership (APL, Courses and Curricula, Carolina Core Committee)
8. Bulletin audit and management (Identify and correct curricular discrepancies, reduce source documents, etc.)
9. Provost's Projects, as needed (e.g. Carolina Core website audit, CC Committee minutes, CC Requirements Summary by College, Integrative audit, ARP and SCI audit)

Transfer Advising Initiatives:

1. Transfer Student Advisory Council
2. Palmetto Pathway advisement during summer transition

Programs or Initiatives

3. Transfer Academic Probation
4. QEP Reflection Pilot with Transfers and other selected populations
5. Transfer Student Survey
6. Transfer Advising Website
7. Orientation Advising: New transcript process to provide advisors more accurate transcript information for use during orientation advising.
8. Transfer Advising Training Series
9. UAA transfer advising
10. National Transfer Student Week UAC social media campaign

Program Terminations

List any programs that were newly terminated or discontinued during the Academic Year. Provide justification as to why the program was discontinued.

First-Year Advisors stopped sending the EAB "USC and You" survey. Rather, it was distributed by U101 instructors yielding the same response rate.

Program Rankings

List any nationally ranked or external recognition during the Academic Year. For each, provide the formal name of the program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.

The Exploratory Advising/Major Change Advising program won a national award in 2018 from NACADA (the National Academic Advising Association).

Initiatives and Fees

Initiatives

Describe any new initiatives your unit will need for the coming year.

In partnership with the University Registrar, the UAC requests additional resources for Transfer Advisors.

Fees

List any new or changed fees that your unit has implemented or had to take on in the last academic year.

The UAC requests no new fees.

Currently the UAC has an approved fee for Undeclared, Undergraduate Studies of \$250 per student, per semester.

Community Engagement

Community Perceptions

Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.

Collaborations

Internal Collaborations

List your Unit's most significant internal collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.

External Collaborations

List your Unit's most significant external collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.

Campus Climate and Inclusion

Campus Climate and Inclusion

Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.

Concluding Remarks

Weaknesses and Plans for Improvement

What is your unit struggling with? What plans do you have to overcome the weakness that you have faced in the next academic year.

Curricular complexity continues to challenge advisors and students in understanding requirements. The UAC has made strides in streamlining curriculum mapping with the Courses & Curricula committee, Registrar, and academic departments. More work is needed to ensure consistent information is included on the Academic Bulletin and advising tools. Currently, discrepant information exists, primarily in the College of Arts & Sciences.

Technology adoption continues to challenge some departments and faculty advisors. More clarity is needed in academic primary contacts (ideally the department chair/faculty member). A new Advising Technology committee was formed to address gaps in utilization and advisor workflow. In addition, the UAC will continue to work with the Registrar's office to understand gaps in DegreeWorks utilization.

Transfer advising. As of February 2019, there are 250 staff/faculty assigned as advisors of record for transfer students. Transfer students have complained about their experience. A new "Transfer Student Advisory Council" has been formed and chaired by the AD of Transfer Advising to implement strategic initiatives to increase transfer student retention.

Key Issues

Identify key issues or potential challenges your unit will encounter this coming year and the steps you plan on initiating.

DegreeWorks continues to be inaccurate for several departments. The UAC works one-on-one with departments to map their majors and assure the bulletin is accurate.

Advisor turn-over and advisor "shuffling" in the colleges makes for a very reactive system. The UAC has put forth a proposal for "Advising tiers/career ladders."

Advisor coordination: Given that an undergraduate student often has five academic advisors while enrolled at USC, it is important that all advisors are issuing accurate information. EAB Navigate, Major Maps, monthly training, weekly listservs, and regular communication aim to coordinate advising efforts across campus.

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

- In Fall 2019, 97% of all undergraduate students had an assigned academic advisor (up from 30% in 2015).
- Students open their emails from their first-year academic advisor 81% of the time.
- Summer 2019 orientation advisement success: Only 10 freshmen were enrolled in fewer than 12 credit hours. 542 freshmen enrolled in 12-14 credit hours (9%) and 91% freshmen enrolled in 15 or more credit hours. First-Year Advisors led the way with course forecasting. 358 College of Arts and Science freshmen received outreach from their FYA for schedule changes (i.e. the student was enrolled in a course he/she did not need.) Due to this proactive advisement, registration was corrected.

Concluding Remarks

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

- 2020 NACADA Outstanding Advising Program Award Certificate of Merit Recipient•
- 6,288 new students submitted the UAC Pre-Orientation Advising Worksheet
- Staff presented the preconference workshop, Designing Early Alert Programs Aimed at Fostering Student Success and Persistence, at the Annual Conference for the First-Year Experience
- staff published Beyond Faculty Referrals: Advisor Facilitated Early Intervention in Academic Advising Today
- According to the 2019 NSSE the quality of UofSC first-year students' interactions with their academic advisors meets or slightly exceeds that of peers at Southeast Public Institutions and other Carnegie R1s
- UAA Michael Burgos was recognized by NACADA as a 2019 Outstanding New Advisor Award
- The Advising Center is partnering with Student Government to address inequity in advising experiences.
- Several departments in the College of Arts and Sciences are interested in working with the UAC on sophomore advisement.