Executive Summary

Blueprint for Academic Excellence
University Advising Center
AY2020-2021

Highlights

The University Advising Center (UAC) supports students, academic advisors, advising units, and colleges/schools through the coordination of first-year advising, transfer advising, exploratory advising, academic coaching, curriculum mapping, faculty/student mentorship, advisor training, 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 should be 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).

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Executive Summary

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 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.

Goals - Looking Back

Goals for the previous Academic Year.

Goal 1 - First-Year Advising & Transfer Advising

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. First-year students and transfer students encounter many transitions and challenges in a university setting. First-year Advisors offer individualized support as primary academic contact in the college or school.
Status	Progressing as expected (multi-year goal)
Action Plan	**FYA Allocation** **Rule #1:** In alignment with the 2015 ACT report, all USC Columbia academic colleges (i.e. 11) will be assigned a First-Year Advisor. **Rule #2:** FYA allocation is based on college/school enrollment determined by a 300:1 ratio. **Rule #3:** All first year students must be advised by a FYA. FYA's may advise beyond the freshmen year and/or in coordination with another college of the caseload is lower than 300. **Rule #4:** If a college wishes to move into sophomore advising through the UAC, the funding must come from the college to the UAC.
Achievements	2018-2019 was the third full academic year of First-Year Academic Advising implementation campus wide. First-Year Advisors (FYAs) led several academic interventions and utilized advising technologies. First-Year Advisors led strategic outreach and intervention to their advisees via "global communications" every month. Over 6,000 freshmen and over 1,000 transfer students were advised by the UAC in partnership with the Colleges/Schools.

	There were approximately two hours of advisor availability per student per semester. All first-year students were advised under similar expectations and standard appointment structures. First-Year Advising continues to lead the way in the integration and utilization of University web based advising platforms including EAB Navigate and DegreeWorks. In addition, all First-Year Advisors used the DegreeWorks audit to ground the advisement session conversation and enter recommended (advised) course schedule in the notes field. This allows for both students and advisors to refer back to DegreeWorks notes for the advised list of courses to enroll in during registration.
Resources Utilized	**Staffing**: 30 full-time first-year academic advisors, one Coordinator of First-Year Advising, and one Assistant Director of First-Year Advising, and UAC administrative team. **Hours available**: FYAs posted 11,061 hours of advising availability. In S2018, approximately 10,500 hours. **First-Year students advised by FYAs**: 5,799 freshman & 1,317 new transfers **Transfer Advisement:** Transfer cohort Fall 2018 assigned UAA: 51% (the adjusted comparison removes CRJU/HRSM due to staffing concerns.)
Goal Continuation	First-Year Advising will continue for first-time, full-time undergraduate students. Attention is needed for transfer student advising, as it varies by college.
Goal Upcoming Plans	Increased emphasis and evaluation of transfer advising. The UAC will continue to advise students towards full-time credit hour completion and promoting Winter/summer session, part term classes, accelerated study plans, and other initiatives sponsored by the Office of On Your Time Initiatives (OYT).
Resources Needed	The UAC requests support to implement a campus-wide advisor tiered model/career ladder in accordance with national best practice. Perhaps a presentation to the Council of Academic Deans can be offered.
Goal Notes	

Goals - Looking Back

Goal 2 - Exploratory Advising & Academic Coaching

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Institutional research demonstrates that 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	•Reduce number of major changes/advise students into majors in which students will succeed. •Advise students leaving competitive majors into CAS majors. •Retain academically at-risk students through comprehensive academic advisement and coaching •Cross-trained in basic career exploration (i.e. Major Explorer/ONET) •Implement a successful tiered model of training and service delivery.
Achievements	11/2017 - 11/2018, **Exploratory/Major Change (EA)** advising had 4660 visits from 3395 students; of the visits, 1809 were drop-ins. **Academic Coaching (AC)** had 1853 visits from 1075 students; of the 1705 students who attended coaching, 15% were self-selected and 85% were mandated. Of EA's total visits 61% were scheduled appointments, compared to 48% the previous year. This increase in scheduled appointments (and corresponding reduction of drop-in appointments) demonstrates that more students received a full 30 minute advising appointment and suggests a greater awareness of the EA office's availability.

Goals - Looking Back

Resources Utilized	Hired two additional full-time advising staff based on Undergraduate Studies fee ($250) The **Undergraduate Studies Program (UGS)** had 804 visits/455 students year one. UGS had 321 students enrolled, a 25% increase. UGS saw 455 students total but 321 were enrolled in the program demonstrates that that 134 students were successfully advised into a degree seeking program by UGS advisors before the add/drop deadline. Fall 2018 EA were listed as secondary advisors for students changing majors process, which provided those students with dedicated major change advisement and the removal of their advisement holds. In fall 2018, Exploratory Advisors had secondary advisor status for 461 students. This not only decreased the burden on those students in terms of the number of advising appointments they were required to attend, but also decreased the workload for departmental advisors in the students' original major.
Goal Continuation	The UAC will continue to offer exploratory advising and academic coaching based on student and college need. (i.e. Colleges do not advise outside of their discipline, thus making a referral to exploratory advising.)
Goal Upcoming Plans	Colleges do not advise outside of their programs, instead referring students to exploratory advising for inter-college major changes.As such, the UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need.
Resources Needed	Continued support needed from Human Resources to implement the Advisor Tiered Career Ladder. New support needed from Deans to streamline and integrate existing advisor FTE's with systematic tiered system.
Goal Notes	Exploratory Advising continues to serve as a central advising office for students changing their major and needing supplemental advising support. As such, this office advises all majors, all levels, all standings, etc. thus serving as the only advising entity on campus that is tasked with advising all undergraduate students.

Goals - Looking Back

Goal 3 - Enable Students via Major Mapping and Degree Audit

Goal Statement	Enable and empower students to monitor their progression towards degree through sequenced major mapping and accurate degree audit.

- All undergraduate majors are organized in a **universal program of study**.
- All undergraduate majors are **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 (and enabling the use of course projections)
- *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 (outside of course requirements).

Linkage to University Goal

- Educating the Thinkers and Leaders of Tomorrow
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
- Building Inclusive and Inspiring Communities
- Ensuring Institutional Strength, Longevity, and Excellence

Alignment with Mission, Vision, and Values

Students share responsibility for successful advising. As such, 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 coursework requirements. The major maps and program of study use academic terminology that is universal across all colleges and programs, which promotes student understanding in comparison of majors and consistent language in discussions with various student services units on campus.

Status

Progressing as expected (multi-year goal)

Action Plan

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).

Achievements

Major Maps and Programs of Study are available online via the Major Map Repository for all of 2018-2019.

Goals - Looking Back

2018-2019 was the third full academic year of Major Map creation and implementation. The major map layout showing required courses in a given program of study was developed and 154 major maps were created with input from individuals in each academic unit for the undergraduate majors and concentrations at USC. The online major map repository was created and major maps were added as approved by departments. The major map initiative created a universal understanding of the purpose of eight-semester course sequencing to promote on-time graduation. The Program of Study was developed to establish universal academic terminology used identify the common components of each degree program at USC. The Program of Study format and terminology was reviewed by the Academic Program Liaisons (APLs) and was adopted as part of the ACAF 2.00 policy. Major mapping identifies inconsistencies in source documents: department materials, college and department websites, guidelines books, in contradiction to the Undergraduate Bulletin.

Resources Utilized Director of Undergraduate Curriculum Management, Collaboration with Registrar's Office, Collaboration with Courses & Curricula, Collaboration with Academic Program Manager

Goal Continuation Major Maps and Standard Programs of Study will become available via the Academic Bulletin with the 2019-2020 bulletin. In collaboration with the University Registrar and Academic Programs, UofSC will move towards CourseLeaf software.

Offering "Curriculum Management" training to faculty, academic departments, Academic Program Liaisons, and others involved with designing and change curriculum.

Goal Upcoming Plans

Goals - Looking Back

Goal 4 - Campus-wide advisor training, technology, and initiatives

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	There are approximately 150 professional academic advisors and approximately 600 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, OSP, IAP, and supplemental offices such as Capstone and the Career Center. 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.
Status	Progressing as expected (multi-year goal)
Action Plan	**Technology**: The UAC will continue to work towards debugging Degree Works software and campus-wide implementation. **Advisor Training**: 25 advisors completed Level One (18 certified). 24 advisors completed Level two (20 certified.)
Achievements	Advisor training courses cover seven competency areas. Each section includes learning outcomes, a video, script and quiz. A second course for faculty advisors includes the Advising Foundations with specific edits to meet faculty advisor needs. 91 advisors completed introduction to advising course (59 staff advisors, 32 Faculty advisors) 25 advisors completed Level 1 advising course (18 certified). 24 advisors completed level 2 advising course (20 certified.) Advisor training/PD: 37 training events with 361 attendees. 7 webinars. 2018 Advisors' Educational Conference #: 171 attended, 11 Colleges/schools/8 campuses represented, 33 Sessions provided

	Fall 2017 Advisors' Social: 48 attendees An advisor training online Index table was made available on the UAC website so that training resources can be easily searched.
Resources Utilized	**Blackboard** in partnership with CTE, Assistant Director of Training & Outreach, Director of Academic Advisor Training, Travel incentives and certification rewards, Coordinator of Advising Technology, **Website**: A Training Index table that includes over 200 videos and resources was made available on the UAC website. This allows advisors to easily search training resources. **23 in-person trainings** were provided to 152 faculty in CAS and CEC. This met the Advising Foundations completion requirement to gain access to advising technologies. Level 3 was complete and made available to advisors in September 2018. Level 3 includes 30 training videos and related quizzes that measure advisor understanding of subject matter.
Goal Continuation	The UAC will continue to build, revise, and promote advisor training program campus wide.
Goal Upcoming Plans	Ongoing. Level 4 launched September 2018. The UAC submitted Advisor Training program for awards and continue to offer multiple venues for advisor training, including online and in-person opportunities. In conjunction with the integration of EAB Navigate, much work has been committed to getting academic units accessing and using the DegreeWorks system. Given the complementary nature of these two advising technologies, time has been invested in getting campus-wide "buy-in" for both platforms. The Director of Advising Technology was involved in a process improvement project with the task of streamlining the technology access procedures at USC. One improvement derived from that project was to assign the role of Process Steward to the Director of Advising Technology role, allowing for centralized management for granting technology access to academic advisors.
Resources Needed	No financial resources needed. Further understanding of why some colleges do not adopt DegreeWorks (i.e. CAS and CEC)
Goal Notes	To receive certification, advisors had to complete all online training modules and quizzes with a score of 100%. They also had to meet experiential learning requirements including

	advising a minimum number of students and utilizing the advising technologies. With each level of certification, advisors are eligible to receive rewards including such things as a one year membership to NACADA. Ten in-person training sessions were offered beginning Spring 2017. The UAC was able to utilize the University's Professional Development Office's online registration system, ABC Sign-Up, to assist in the management of in-person training including participant registration, communication, and attendance tracking.

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - First-Year Advising & Transfer Advising: *Note: because 70% of First-Year Advisors advise beyond the freshmen year, the UAC has changed their titles to "Undergraduate Academic Advisors." The UAC advises sophomores in the following colleges: CAS, CEC, HRSM, CIC, Music, Social Work.

Goal Statement	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 no more than 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.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	**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. **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.

Goals - Real Time

Achievements	**Students advised by the UAC**: Since November 1, 2018, FYA/UAAs have advised 17,977 unique students. Nov 2018 – Dec 2018 = 2,681, Jan 2019 – Apr 2019 = 7,062, May 2019 – Aug 2019 = 7,978, Aug 2019 – Oct 2019 = 7,754 **Advisor Assignments:** During fall 2019, FYA/UAAs are the assigned advisors for 5,640 FTIC students, 793 transfer students, and 1,903 sophomores. **Reports on Advising**: 19,244 reports on advising were created by UAC Advisors (11/2018 - 10/2019) **Transfer Interventions**: Specific transfer intervention administered through UAC Advisors to work with transfer students for review of transfer coursework accuracy. **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. **My UofSC Experience:** In Spring 2019, FYA/UAAs were trained and began utilizing the My UofSC Experience platform in advising sessions.
Resources Utilized	• 55% of all transfer students were assigned a UAC Advisor. • 30 Undergraduate Academic Advisor I • 2 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 • Assistant Director of Transfer Advising and Retention Initiatives **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.
Goal Continuation	**Transfer Advising: 1)** launched transfer advising website, **2)** pilot two 30 minute advising appointments for first time transfer students. Early adopters include POLI/CIC/SOWK/BIOL/PSYC. HRSM hosted a week long transfer advisement initiative to address any concerns related to transfer credit, major progression, etc. EDUC hosted one extended advisement appointment to address any issues with transfer credits, major progression and college policies. **3)** Specific

	interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy. **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. The UAC will continue to invest in hiring new advisors to support caseload size
Goal Upcoming Plans	• **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 chance 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 UAC-hired advisors exist in the School of Music, College of Social Work, and College of Information and Communications. • **My UofSC Experience integration into First-year 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.
Resources Needed	• In partnership with colleges, hire additional First-Year/Undergraduate advisors to serve continuing first through second year students. • Specifically, hire 2 more full-time First-Year/Undergraduate Advisors in the College of Arts and Sciences to advise all freshmen, sophomores, and transfer students (except in the Department of Chemistry and BioChem) and 1 more full-time advisor the Arnold School of Public Health to advise all first-year students and to move into sophomore and transfer advising.
Goal Notes	• **Hours available:** FYAs posted approximately 13,659 hours of advising availability in Fall 2018. • **Outreach and Intervention:** Interventions sent from FYAs based on: Enrollment in less than 12 credit hours in Fall 2017 (individual students), receipt of an "at-risk" progress report in a critical MATH course, AlcoholEdu/Haven non-compliance (students), Spring 2019 Non-Enrollment (students), placement on Academic Probation (individual students), less than 12 credit hours in Spring 2019 (325 students), receipt of an "at-

	risk" progress report in a critical MATH course, and non-enrollment in Fall 2019. Four "Global Communication" outreaches sent with an average open rate of 81% • **Referrals made:** FYAs issued 472 referral "Alerts" in EAB Navigate in the Fall 2018 semester.

Goals - Real Time

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
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	**Exploratory/Major Change Advising:** 3265 students in 30-minute appointments for a total of 4490 visits. Scheduled appointments accounted for 75% of the student visits, compared to 61% of the students in the previous year. This increase in scheduled appointments (and corresponding reduction of drop-in appointments) demonstrates that more students received a full 30 minute advising appointment and suggests a continued growth in awareness of the EA office's availability. **The Undergraduate Studies program**: 484 students in 60-minute appointments, for a total of 875 visits. 339 UGS students changed into a degree granting major. The top 5 majors UGS students are pursuing include PUBH, ADVT, SPTE, ECON, and MASS COMM. Academic Coaching: 905 students for 1458 60-minute

	appointments across 8 partnerships and mandates for at-risk student populations. 22.5% of students self-selected into Academic Coaching, compared to 15% in the previous year, demonstrating an increased awareness and value of the service.
Resources Utilized	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
Goal Continuation	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.
Goal Upcoming Plans	Implementation of EA Tiers model (Advisor I, Advisor II, Advisor III) Utilization of BTCM advisor dashboard. Cross-training with Career Center.
Resources Needed	None at this time.
Goal Notes	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.

Goals - Real Time

Goal 3 - Enable Students via Major Mapping & Degree Audit

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
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	• 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 all of 2018-2019 and the Major Map Repository was visited 19,876 times during 2018. All undergraduate programs have been reviewed by their respective departments and organized into the Program of Study format for publication on the Bulletin. 507 course and program proposals have been 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 Carolina Core learning objectives.
Resources Utilized	Curriculum Coordinator; Collaboration with Registrar's Office; Collaboration with Courses and Curricula Faculty Senate subcommittee; Collaboration with Academic Program Manager Major maps and the Program of Study format will be included the 2019-2020 Academic Bulletin.

Goals - Real Time

Goal Continuation

Goals - Real Time

Goal 4 - Training and technology

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
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 First-Year 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	**Training & Professional Development:** • 71 adv completed Advising Foundations • 21 adv completed Level One • 11 adv completed Level Two • 16 adv completed Level Three • Level 4 Adv certification launched • **2019 Conference**. 186 attended; 8 campuses represented; Keynote speaker, NACADA Executive Director. **Transfer Advising** 1) DW exception management training offered to allow advisors to apply courses prior/during/after advisement, 2) Transfer Advising 4-part training series launched. Address ineffective transfer pathways i.e. credit loss, inadequate articulation and institutional barriers reflected as USC has explicit difference between accepted transfer credits and degree applicable transfer credits, varies by majors. **Technology**: 1) 137 new advisor access requests processed

	(faculty & staff), 20 xxx Million clicks were recorded in EAB Navigate, with 20,000 distinct users in a month, 3) **EAB Navigate real time 11/1/2018 thru 11/1/2019:** 148,258 appointments created, 29,624 Distinct Students, 77,501 Appointment Summaries Created, 85,681 Notes added to Student Profiles, 8390 Alerts issued (including progress report alerts), 1265 Cases create
Resources Utilized	Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Assistant Director of Transfer Advising & Retention Initiatives Director of Advising Technology Blackboard Camtasia 25 Live **18 in-person training/PD sessions offered with 360 attendees (non-unique)** **2019 USC System Advisors' System-Wide Educational Conference** • 186 individuals attended (9% increase from 2018) **Advising Resources website** created for students - videos to assist students with academic planning and advisement. **Banner 9 upgrade Videos**: Collaborated with the University Registrar to create how-to videos for utilization of upgraded features in Self Service Carolina. Videos were created for both advisor and student audiences. Introduced the '**Three Things Weekly' video series.** A new video is available every Monday that highlights the three advising related items to know about for that week. 25 videos released to date with over 500 total views.
Goal Continuation	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. **Technology** usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies. **Certification:** In F2019, of the 99 total professional staff advisors with assigned caseloads • 100% completed Advising Foundations • 84% of those eligible (n=90) are Level One Certified • 64% of those eligible (n=76) are Level Two Certified • 33% of those eligible (n=49) are Level Three Certified The '**New Advisor Series' training series** was introduced in 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 the online Advising Foundations course.
Goal Upcoming Plans	The training team plans to meet individually with the colleges and schools in an attempt to increase participation in advisor training and certification. We will also use survey data to make adjustments and improvements in the training course curriculum.
Resources Needed	None at this time.
Goal Notes	

Goals - Real Time

Goal Statement	**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.**

Linkage to University Goal

- Educating the Thinkers and Leaders of Tomorrow
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
- Spurring Knowledge and Creation
- Building Inclusive and Inspiring Communities
- Ensuring Institutional Strength, Longevity, and Excellence

Alignment with Mission, Vision, and Values

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - First-Year Advising & Transfer Advising

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	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. 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.
Status	Progressing as expected (multi-year goal)
Action Plan	**FIGS**: The First-Year Advising program and Faculty/Student Mentoring will support the expansion of Freshmen Interest Groups. **Transfer Advising:** The AD of Transfer Advising will shadow transfer appointments, meet with constituents, and determine what changes and improvements are needed. In addition, a "Transfer Student Advisory Council" has been formed and will meet monthly to better coordinate retention efforts. **Advising Tech committee:** Will meet monthly to discuss Self-Service, EAB, DW, and BTCM in advisor workflow.
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 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)
Resources Utilized	32 First-Year Advisors, all UAC administrative staff, College Supervisors
Goal Continuation	**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 **Transfer advising expansion/focus** – Continued increase of transfer students assigned a UAC Advisor. Intentional caseload management for CAS specifically to provide approximately 70% of transfer cohort students assignment to an UAA. Further adoption of UAC pilot of two 30 minute advising appointments for first time transfer students to address transfer credit, major progression, college policies, etc. Expand specific transfer interventions via UAC to work with transfers for review of transfer coursework accuracy. **Expansion of CAS Undeclared** – Two advisors will enable undeclared caseloads to stay around 150:1, which will in turn allow for 60 minute appointments and ample follow-up.
Goal Upcoming Plans	• **Continuation of expanding sophomore 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. Advisors will use progress reports to create early intervention outreach to students at risk. • **Expansion/growth of advising career ladders –** As FYAs continue to be eligible to advance to Advisor II 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 2019, all College of Arts and Sciences FYAs will be cross-trained on all CAS curricula. .
Resources Needed	HR support of Advising Career Ladder/Tiered model.

Goals - Looking Ahead

Goal Notes	**Expansion/growth of advising career ladders –** As UAA's continue to be eligible to advance to Advisor II status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities. **UofSC Advising Guidebook –** In spring 2019, the UAC will launch a printed resource binder to accompany and complement the online advisor training and certification program. **Microsoft Teams Adoption –** To date, 21 FYA/UAAs have begun using Microsoft Teams application to communicate across colleges and with the UAC Administrative Team. Moving forward, we hope to bring all 34 FYA/UAAs onto the platform. **Advisors trained to complete senior checks to understand comprehensive curricula/degree requirements**

Goals - Looking Ahead

Goal 2 - Exploratory Advising & Academic Coaching

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
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	Implement Exploratory Advisor Career Tiered model (EA Advisor I, Advisor II, Advisor III, Advisor IV) Reduce number of major changes/advise students into majors in which students will succeed. Advise students leaving competitive majors into CAS majors. Retain academically at-risk students through comprehensive academic advisement and coaching Cross-trained in basic career exploration (i.e. Major Explorer/ONET) Train coaches as "USC Experts" Implement a successful tiered model of training and service delivery.
Achievements	TBD
Resources Utilized	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.
Goal Continuation	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.
Goal Upcoming Plans	*Goal:* Increase college/school advising support during orientation.
	Initiative: Coordinate with CAS to staff EA team members to all orientation registration sessions for undeclared, STEM, and liberal arts majors.
	Goal: 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.
	Initiative: Introduce CCR capability with a college/school outside CAS.
	Goal: Increase retention of at-risk students.
	Initiative: 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.
	Goal: Increase major-interest-career exploration in all undeclared and exploratory advising appointments.
	Initiative: Implement team-wide use of student self-assessments, interest cards, major explorer function of EAB navigate in advising appointments.
Resources Needed	None at this time.
Goal Notes	

Goals - Looking Ahead

Goal 3 - Enable Students via Major Mapping & Degree Audit

Goal Statement

Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit.

- 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.

Linkage to University Goal

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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.

Training for faculty on how advising practices relate to curricular design leads to transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students.

Status

Progressing as expected (multi-year goal)

Action Plan

Implement Course Leaf bulletin software in 2020. Coordination with colleges/schools and Registrar to identify curricular discrepancies in DegreeWorks, bulletin, major maps, and "source documents."

Goals - Looking Ahead

Director of Undergraduate Curriculum Management will train faculty to understand the curriculum management process.

Achievements

Goals - Looking Ahead

Goal 4 - Training and Technology

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	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	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. 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.
Status	Progressing as expected (multi-year goal)

Action Plan	**EAB Navigate (11.1.2019-11.1.2020)**
	
	1. EAB Navigate App – Milestone Guidance Summer/Fall 2020
	  ◦ Incorporates the following tools:
	    ▪ Scheduling, Push notifications/alerts (reminders, confirmations, messages), Pivotal Moments, To Do List
	    ▪ Class Schedule (quick view of current semester schedule)
	    ▪ Holds
	    ▪ Resources
	2. Success Marker Refresh
	  ◦ Dec/Jan meetings with departments/colleges to review current success markers and make any additions or changes as needed. Institutional Reports will be a key component of historical trend discussion.

Achievements	**Transfer-specific Advisor Training - Looking ahead** • DegreeWorks exception management training for all Undergraduate Academic Advisors and any department/faculty

Goals - Looking Ahead

	advisors with transfer caseloads that allows advisors to change how courses are applied to the degree prior/during/after advisement appointments. • Continued offering of 3 Part Series Transfer Training session with an interactive workshop to provide Undergraduate Academic Advisors and any department/faculty advisors a thorough understanding of transfer students on a national and university level; understanding of the process from application to advisement; and customization of an academic advising plan. **Student Training** 1. Develop advising resources for students including online, video, and print media. 2. Collaborate with USC Student Government **FERPA Training:** Collaborate with Legal Counsel & University Registrar to propose a standardized online FERPA form and process for release of FERPA protected information. **Overall goal:** Increase training certification by 10% of eligible professional staff advisors for all training courses.
Resources Utilized	Pending Purchase of People Grove (shared cost). 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
Goal Continuation	**Advisor training,** certification, and technology provisioning will all continue with the goal of getting all full-Time professional staff certified at Level 4. **EAB Navigate goals**: • Goal 1: Improve the student advising experience by providing a common scheduling and tracking platform. • 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. A team has been assembled to review "**Access Principles**" to the various technologies. Currently there is not criteria for 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.
Goal Upcoming Plans	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.** **Advisor Awards** to be presented at annual Advisors' Educational Conference **Advising technology** 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) 3. Establish a comprehensive approach to record keeping, advisor notes, and referrals. 4. Integrate *MyUofSC Experience* into advisor workflow 5. Improvement management Advisor assignments campus-wide.For Spring 2020, the UAC will roll out a new timeline for advisor assignment processing, Advisor assignments will begin earlier than previous semesters (end of December for Spring, May for Summer, start of August for Fall) and "NoAdvisor Email Advising@sc.edu" will be assigned to any student who does not have an advisor assigned in Banner.
Resources Needed	Support of Advisor Awards proposal.
Goal Notes	Will continue to moniter technology usage trends. Goals: 100% of academic advising scheduling is done online via EAB Navigate.

Goals - Looking Ahead

	100% of colleges/departments will invest in curriculum management (Major Maps and Bulletin updates), therefore leading to an accurate degree audit in DegreeWorks.

Goals - Looking Ahead

Goal 5 - Initiatives Supporting All Advising

Goal Statement 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.

Linkage to University Goal
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Alignment with Mission, Vision, and Values 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.

Status Progressing as expected (multi-year goal)

Action Plan
1) Advisor Tiers (career ladders)
2) Advisor Assignments
3) Appreciating Academic Advisors
4) Transfer Retention initiatives

Achievements Transfer Retention Initiatives

- 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.
    1. Promotion of 2 + 2 pathways with SC Technical Colleges.
    2. Addition of faculty and staff advisors on the council to contribute to the success of transfer transition.
    3. Assessment of equivalency policies for possible improvement to benefit the transfer student transition.

Goals - Looking Ahead

Resources Utilized

Goal Continuation   **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.

Goal Upcoming Plans

Programs or Initiatives

Effective Programs or Initiatives

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

First-Year 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

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

This section was deemed nonessential by this unit.

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.

The University Advising Center formally partners with all **11 colleges and schools** via a Memorandum of Collaboration renewed every two years. College of Arts & Sciences, Darla Moore School of Business, College of Education, College of Engineering and Computing, College of HRSM, College of Information and Communications, School of Music, College of Nursing, College of Pharmacy, Arnold School of Public Health, College of Social Work.

Office of On Your Time Initiatives: Collaborate for promotion of Summer and Winter session, part-term courses, summer Transfer Bridge program, and Accelerated Study Plans.

Office of New Student Orientation: Collaboration with First-Year Advising, messaging to new students, pre-orientation advisement modules/videos, presentations during orientation, and review of changing majors process.

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.

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Campus Climate and Inclusion

Campus Climate and Inclusion

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

The **2020 system-wide advisors educational conference** is titled "*Every Student. Every Voice. One University. Fostering Diversity, Equity, and Inclusion*" and will include academic advisors from all 8 USC System campuses. Dr. John Dozier, Chief Diversity Office will serve as the keynote speaker. Presentation topics include: creating an inclusive advising environment, assessing students diverse needs, effective intercultural communication, community engagement, empowering marginalized student, different advising styles for different students, the multi-generational workplace, ethical & legal issues, providing accessible resource, and self and student advocacy.

FIGS (Freshmen Interest Groups) targeting first-generation students are supported by the Advising Center through funding of 10 faculty mentors, promotion of the program through first-year advising, and regular collaboration with University Housing.

Support of Transfers, non-Caucasian - data comparison and additional layers of advising.
502 non-Caucasian transfer students admitted Fall 2019. **29.8% of transfers are non-Caucasian.** 1178 Caucasian transfer students admitted Fall 2019.
814 non-Caucasian freshman students admitted Fall 2019. **13% of freshman are non-Caucasian.** 5406 Caucasian freshman students admitted Fall 2019.
The UAC offers transfer students additional advising sessions to ensure transfer credit is applied to their degree program and to assist students in their transition.

Academic Coaching and Exploratory Advisors supported UofSC's

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

Concluding Remarks

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.

Cool Stuff

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

- The UofSC Board of Trustees received an update on Advising on 9/13/2019
- The Advising Center is partnering with Student Government to address inequity in advising experiences.
- Major maps were downloaded 20,000 times in an 8 month period.
- Several departments in the College of Arts and Sciences are interested in working with the UAC on sophomore advisement.
- Boston University, Notre Dame, and University of Pittsburgh are coming to UofSC for a site visit to study the success of the University Advising Center.
- 26 institutions contacted the UAC this year to interview our staff and benchmark our services.
- Charlie Nutt, the Executive Director of the National Academic Advising Associate (a 14,000 member organization) was our keynote speaker for the USC Advisors conference.
- The Director of the Advising Center was invited by the Education Advisory Board to present a case study at the annual connected conference. (invitation only)
- The UAC launched "three things in advising this week" as part of the advisor weekly listserv. These are two minutes videos (or less) with essential and timely information.