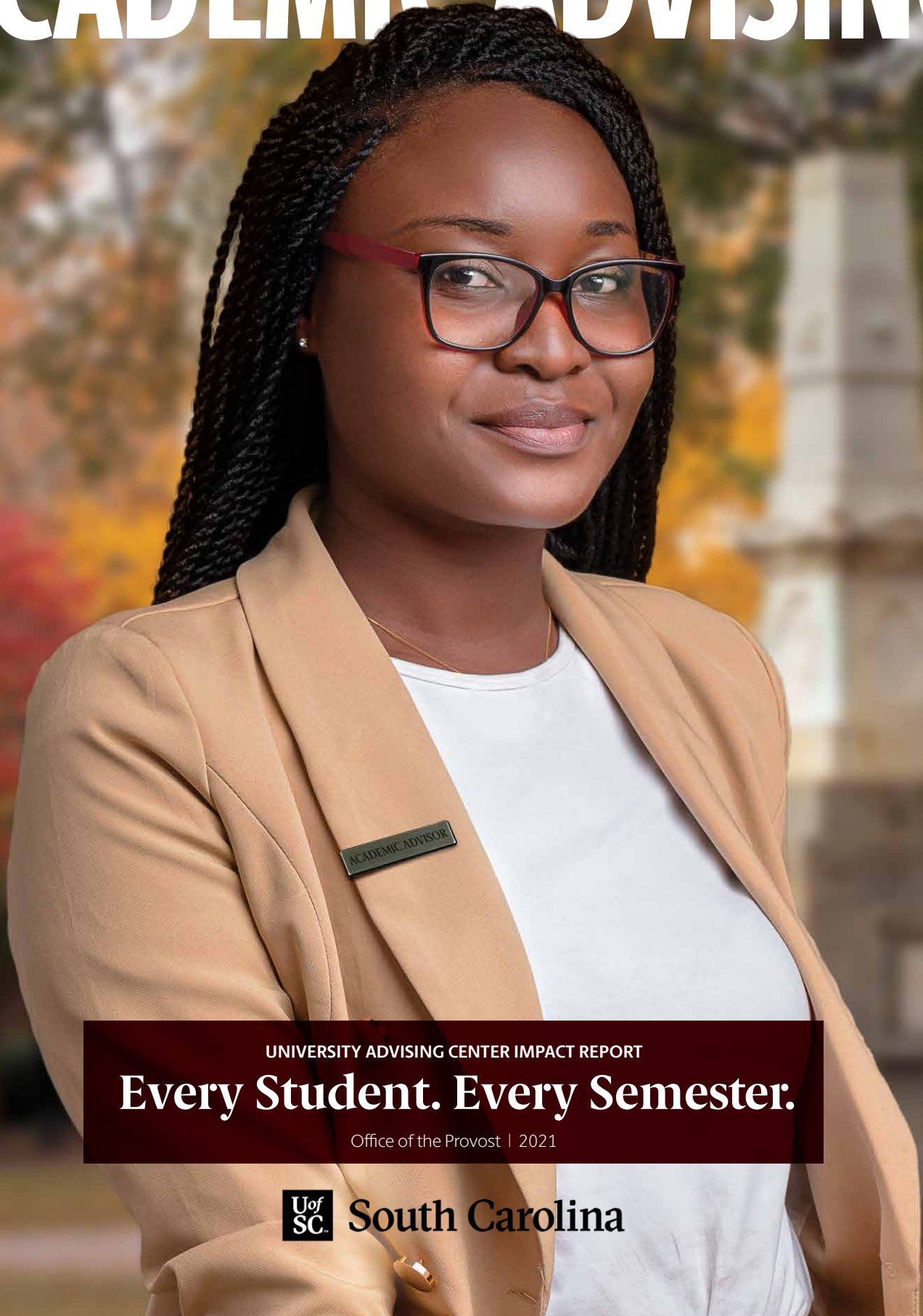


EXCELLENCE AND EQUITY IN
ACADEMIC ADVISING



UNIVERSITY ADVISING CENTER IMPACT REPORT

Every Student. Every Semester.

Office of the Provost | 2021



South Carolina



WELCOME LETTER

The following impact report is a culmination of initiatives and data reflecting thousands of connections between Academic Advisors and their student advisees. Over the last five years, the University of South Carolina has prioritized assessing the advisement experience across campus, hiring new full-time Academic Advisors, requiring advisor training and provisioning, while implementing new technologies. With this institutional investment has come an increased emphasis on expanding the role of Academic Advisors.

Now more than ever, advising conversations focus on intentional and comprehensive student support achieved through longer appointment times, manageable caseload size, proactive outreach, student monitoring, interventions and implementation of University initiatives such as supporting our Quality Enhancement Plan. Nationally, academic advising continues to be a top priority for colleges and universities. In the spirit of continuous improvement, the University Advising Center strives to offer the resources and support necessary to elevate academic advising as one of the most critical components of student success.

None of this would be possible without the support of the Office of the Provost and collaboration with the colleges/schools, the Office of the University Registrar, the Center for Integrative and Experiential Learning/My UofSC Experience, the Undergraduate Student Ombudsman, the Division of Student Affairs and Academic Support, the Office of On Your Time Initiatives, Student Government and countless others. A special thanks to Bleu Hedrick, UofSC class of 2018 and SVAD graduate who has been with the UAC from the beginning, supporting our mission through her superb design work.

Finally, our utmost gratitude goes to those who work as Academic Advisors. You are often unsung heroes spending countless hours maneuvering between college requirements and University priorities while balancing each individual student's pursuit of a degree. You are making a lasting impact on your students and the University of South Carolina. Together, we work to retain and support every student, every semester.

To all Academic Advisors, we thank you.

Claire Robinson



Claire Robinson, Ph.D.
Assistant Dean, Undergraduate Advisement
Director, University Advising Center
Office of the Provost
University of South Carolina

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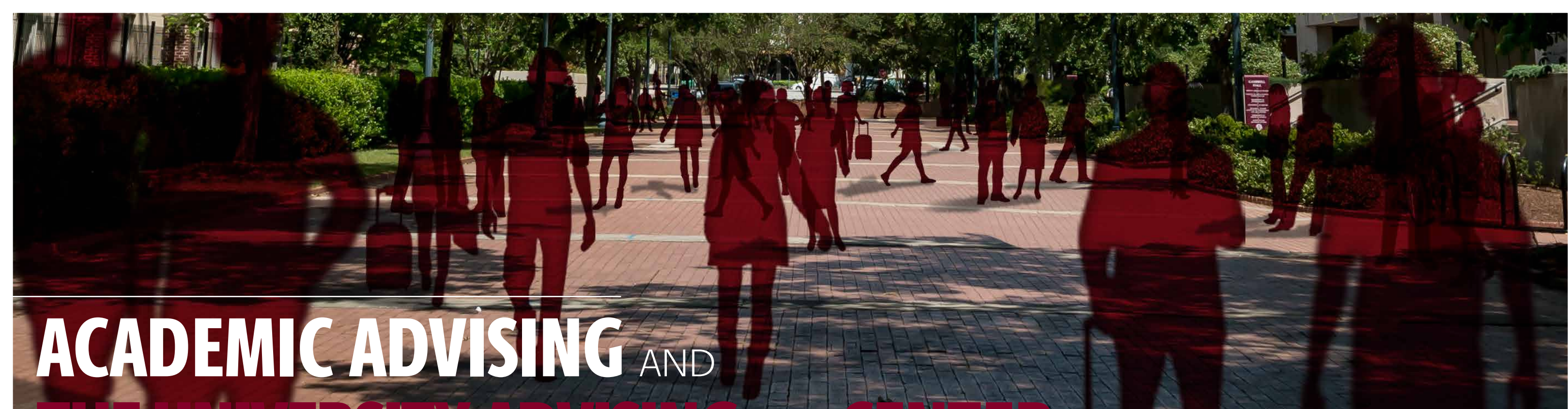
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ACADEMIC ADVISING AND THE UNIVERSITY ADVISING CENTER

AN INTRODUCTION

Claire Robinson, Ph.D.

Higher education research on undergraduate student success consistently shows

“...the quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students at four-year schools...”

(Kuh, et. al., 2006, p. 60)

Perhaps now more than ever, institutions of higher education have invested substantial resources into expanding and improving academic advising, including the University of South Carolina. In 2014, the Office of the Provost appointed the Advising Coordinating Taskforce (A.C.T.) to re-envision academic advising for our undergraduate students. The following year, the University Advising Center (UAC) was established.

In year one, the first ever standardized advising model was introduced. The goal was to ensure all first-year students on the Columbia campus have a standard advisement experience. Historically, the University’s eleven baccalaureate colleges and schools worked independently and students experienced a decentralized and disjointed advising model. Students in “College A” would have a very different experience than students in “College B,” which often led to confusion and complaints. After assembling a taskforce of faculty, staff and students—auditing advising practices, surveying students and advisors and researching national best practices—a standardized advising model was introduced across campus for all first-year students.

In year two, the University Advising Center expanded our standardized model into the sophomore year within many colleges and schools. A critical component of quality academic advising is the relationship built between advisor and student. Therefore, a multi-year standard advising model emerged at the request of students and their major departments.

In year three, supporting transfer students took on increasing significance. Transfer students have unique advising needs, and advisement often becomes highly complex and nuanced when evaluating transfer credit and degree-applicability. Therefore, the UAC introduced several new transfer advising initiatives including offering two 30-minute appointments within the first semester and expanded advisor training to include a four-part series specialized for advising transfers.

Today, academic advising at the UofSC is the strongest ever. Since the establishment of the UAC in 2015, the institution has experienced gains in both first- to second-year retention and four- to six-year graduation rates. As evidence by the Education Advisory Board (EAB), **the University witnessed a 3.7% increase in four-year graduation, as well as a 1% increase in the six-year graduation rate. Student satisfaction improved over 22% which contributed to a 0.4% increase in first-year retention** within the inaugural year of implementing first-year advising (EAB, 2018).

Advisors have adopted technology and integrated electronic processes into their workflow, rather than depending exclusively on paper. A comprehensive, four-tiered Academic Advisor Training and Certification Program

was launched to ensure Academic Advisors have essential knowledge on academic policies, procedures, campus resources, academic programs and requirements and advising technology. In addition, resources and reports provide advisors essential information on the University’s undergraduate students and special populations.

Advising conversations now focus on intentional and comprehensive student support and implementation of University initiatives, such as supporting our Quality Enhancement Plan. Without doubt, the progress made over the last five years has been a highly collaborative herculean effort at both the macro and micro-levels.

We look forward to what the next five years—and beyond—will bring to advising at the UofSC.

EXCELLENCE IN ACADEMIC ADVISING



MISSION

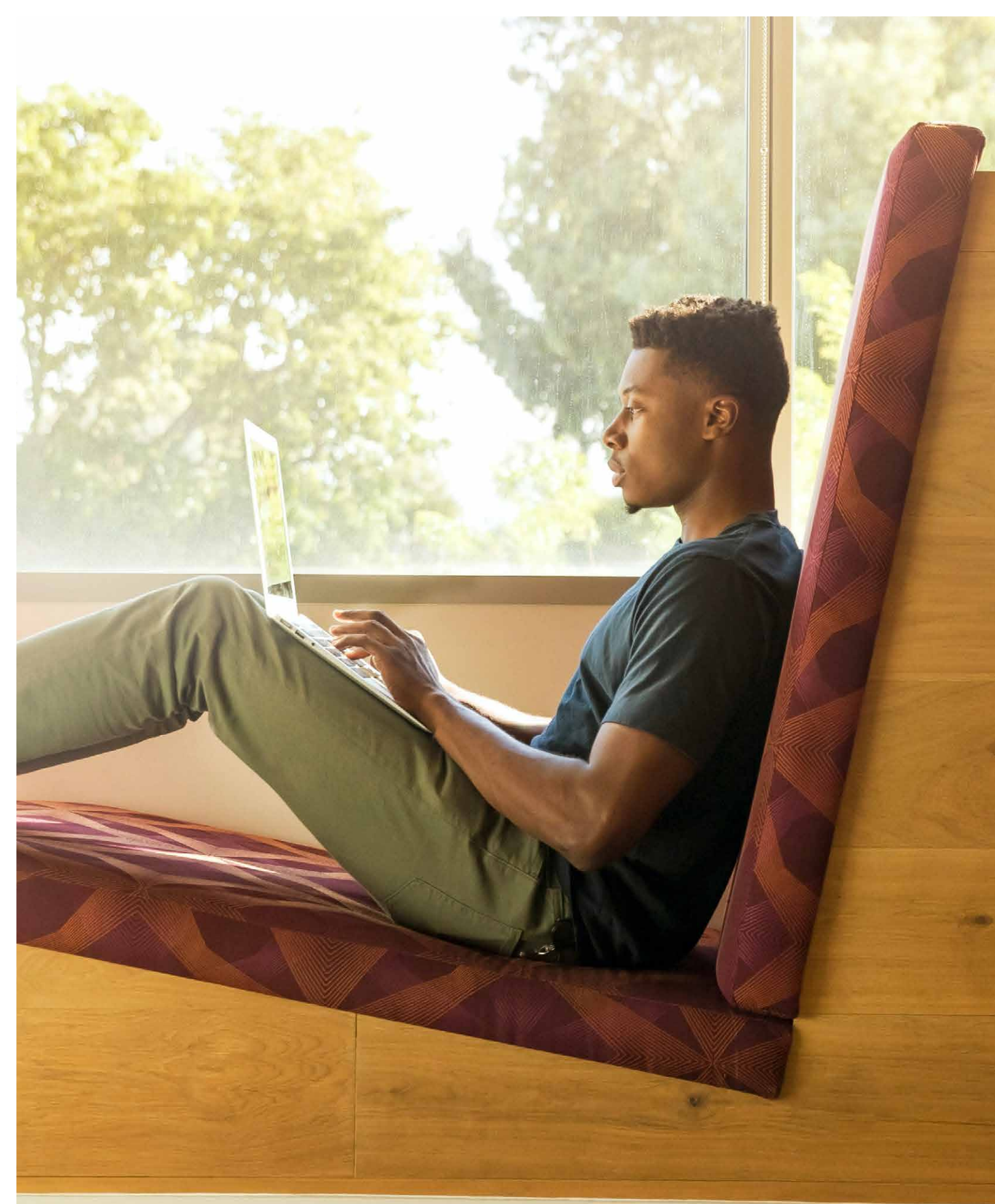
The University Advising Center (UAC) provides undergraduate students with academic advising support and coaching that guides progression towards degree completion. The UAC supports the academic mission of the University of South Carolina by providing undergraduate students, Academic Advisors and the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

VISION

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

1. The University Advising Center values universal and **standardized best practice** in undergraduate advisement offering all students a superior academic advising experience.
2. All students should have an **assigned full-time Academic Advisor** who is accessible year-round.
3. All students have an **accurate, electronic degree audit** accessible at all times. Colleges should be discouraged from using paper-only student files.
4. All **curricula** should be **universally mapped**. Curriculum should be designed and implemented based on cohesive curricular rules.
5. All Academic Advisors should be **trained, certified** and up-to-date on policies, procedures and essential information to provide accurate advisement.
6. 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.
7. All students should have a **faculty mentor**.
8. All advising appointments should be scheduled and **managed online** (including notes, referrals and record keeping.)
9. At-risk students and students changing their major receive individualized and **comprehensive coaching**.
10. Academic Advising should engage in **"systems thinking,"** rather than distinct or disjointed entities on campus. The UAC promotes advising as a comprehensive, interconnected and efficient system.



PROFESSIONALIZATION OF ACADEMIC ADVISING

PAST

Historically, academic advising was synonymous with course planning and major guidance. Under this model, students only received course recommendations and progression guidance from their Academic Advisor. Within the last decade, the role of academic advising has shifted to include a year-round approach that considers the whole student. Academic advising now provides a holistic approach to include career counseling, academic coaching, referrals, early alert tracking and intervention and more.

Expanding the Role of Academic Advising at the University of South Carolina The Strategic Approach

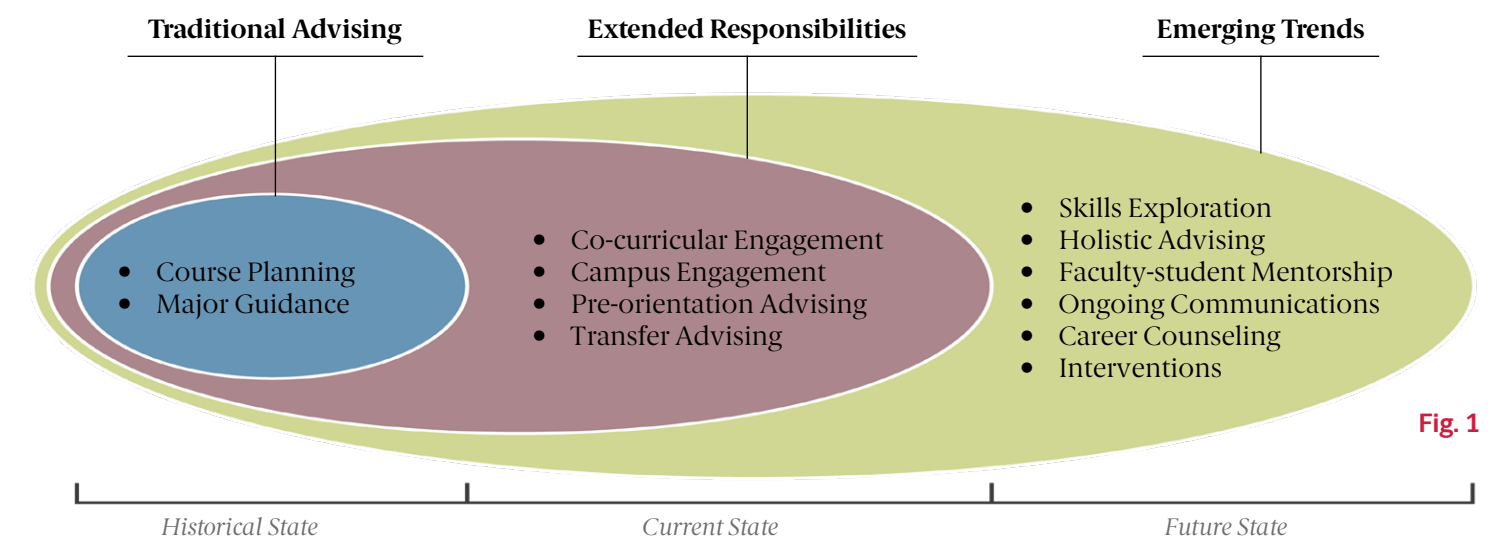


Fig. 1

Prior to the establishment of the University Advising Center in 2015, academic advising at the UofSC occurred in the individual academic colleges/schools. With no central body to standardize academic advising practices, students received different advising experiences based on their assigned college.

Fig. 1 Source: Education Advisory Board (EAB). (2013). Interviews and analysis.

ADVISING AND ACADEMIC ADVISING

“Academic advising is the only structured service on the campus in which all students have the opportunity for on-going, one-to-one contact with a concerned representative of the institution.”

(Gordon & Habley, 2000)

lina

WHAT IS ADVISING AT THE UOFS?

Advising is a **complex, multi-layered process** involving multiple stakeholders on campus. To understand the progress of academic advising efforts, it is important to understand the distinction between academic advising and other forms of advising a student may receive.

UofSC students have access to multiple advisors who specialize in topics designed to meet a student’s specific needs. Examples include student life and residence hall advising, career coaching and leadership coaching. Students who participate in special programs, like the Honors College, Opportunity Scholars program and Intercollegiate Athletics, will also receive advising through their formal participation in these programs.

A **distinguishing factor** is an Academic Advisor’s **link to curriculum**. Perhaps one of the most unique and essential aspects of academic advising is the universal nature of the requirement. While Academic Advisors are trained in policies, procedures and curriculum for academic colleges/schools, other advisors may not be.

The variety of advising offered across campus results in a complex web for students to navigate.

ACADEMIC ADVISING DEFINED

At the University of South Carolina, **academic advising connects students’ academic and career goals** by providing individualized, accurate information on majors, courses, general education, degree requirements, beyond the classroom activities, institutional policies and procedures and appropriate referral to academic and non-academic resources.

In the spirit of coordinated care, it is important to define and differentiate “academic advising” from other roles on campus to avoid student confusion. Much has been done to define the role of the Academic Advisor so students and advisors alike can share mutual expectations.

EVERY STUDENT. EVERY SEMESTER.

Academic advising affects every student, every semester. This includes some of our highest-risk students and students with achievement gaps. As such, our University has a unique opportunity to support a wide variety of student needs through academic advising.



ACADEMIC ADVISOR

PROFESSIONAL STAFF ACADEMIC ADVISOR

UAC Academic Advisor*

A staff member hired by the University Advising Center to advise on curriculum and degree progression. These professionals may be college-specific or knowledgeable of curricula across all colleges/schools.

Examples

- Undergraduate Academic Advisors
- Undeclared Academic Advisors
- Exploratory Advisors/Academic Coaches

College Academic Advisor

A staff member hired directly by the designated college/school to advise on curriculum and degree progression in that unit.

Full-time College Academic Advisor

FTE staff whose primary job duty is academic advising.

Partial-time College Academic Advisor

Staff members whose primary job duty is not academic advising. These individuals assume an advising caseload on an as-needed basis for their department.

FACULTY ADVISOR

A faculty member who advises students based on their discipline. Faculty advisors are found in the College of Arts and Sciences and the College of Engineering and Computing.

**The only FTE Academic Advisor role specifically hired, trained and maintained by the University Advising Center*



PROGRAM ADVISOR

Advisors who work with students based on the student’s formal participation in a program—not on the basis of a major or program of study. Program Advisors may or may not have a link to the curriculum.

Examples

- Honor College Advisors
- Athletics Advisors
- Study Abroad Advisors
- Opportunity Scholars Program Advisors



RESOURCE ADVISOR

Advisors who work with students to fulfill a specific student need or interest on an as-needed or drop-in basis. There are a variety of titles in this category. Resource Advisors are not trained in curriculum.

Examples

- Leadership Coaches
- Career Coaches
- Success Consultants
- Capstone Consultants

PRESENT

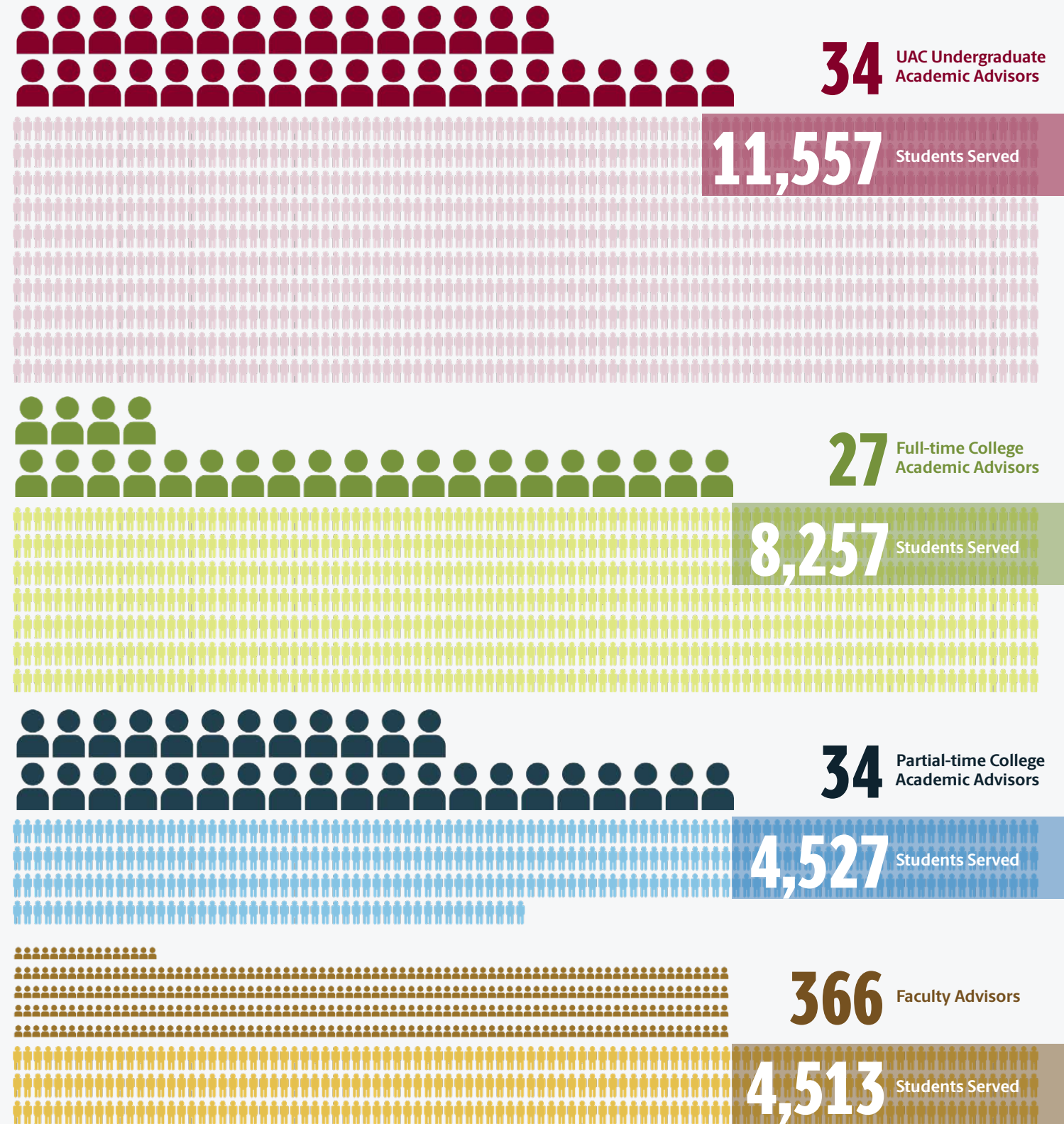
EVERY STUDENT. EVERY SEMESTER.

Each of the 11 colleges/schools determine the academic advising structure within their unit. In the current de-centralized advising model, the University Advising Center works toward standardization of academic advising practices, and ultimately the student advising experience.

The following charts show the number of Academic Advisors based on advisor assignments, as well as the number of students served by each type, from the Fall 2019-Spring 2020 academic year. While the number of Faculty Advisors exceed Professional Staff Academic Advisors by at least 3:1, Professional Staff Academic Advisors continue to serve the majority of the undergraduate student population.

Fig. 2

	Arts and Sciences	DMSB	Education	Engin. and Comp.	HRSM	Info. and Comm.	Music	Nursing	Pharmacy	Public Health	Social Work	Total	Students Served**
UAC Undergraduate Academic Advisor	11	3	1	6	4	2	1	2	1	2	1	34	11,557
Full-time College Academic Advisor	3	10	2	-	5	3	-	2	-	2	-	27	8,257
Partial-time College Academic Advisor	14	2	-	3	2	1	-	2	2	5	3	34	4,527
Faculty Advisor	255	-	-	111	-	-	-	-	-	-	-	366	4,513
Total Academic Advisors*	283	15	3	120	11	6	1	6	3	9	4	461	
Average Undergraduate Enrollment	8,162	5,135	727	3,018	2,583	1,763	275	1,219	318	2,307	140		



Counts accurate as of November, 2020.

*Program Advisors, Resource Advisors, Undeclared Academic Advisors, Exploratory Advisors and Academic Coaches do not operate on a college-by-college basis.

**Data independent from total undergraduate enrollment data.

SUCCESS

FUTURE

BENEFITS OF STANDARDIZATION AND EQUITY

The University of South Carolina continues to support the professionalization of the Academic Advisor role with the adoption of 45 Professional Staff Academic Advisor positions within the University Advising Center. However, students assigned to Academic Advisors outside of the UAC are at risk of receiving varying levels of support depending on their assigned academic college/school. Because academic advising affects every student, every semester, the University has a significant incentive to work towards a professionalized academic advising structure at the University of South Carolina.

Over the past several years,
36% of institutions
 have increased their advising efforts to
 include Professional Staff Academic Advisors.

(Tyton Partners, 2016)

A STANDARDIZED AND UNIVERSAL DEFINITION OF AN ACADEMIC ADVISOR IS IMPERATIVE TO OVERCOMING DISCREPANCIES IN A STUDENT'S ADVISING EXPERIENCE.

VETTING PROFESSIONAL STAFF ACADEMIC ADVISORS: THE 50% RULE

The University Advising Center supports academic colleges/schools who choose to hire their own Professional Staff Academic Advisors by outlining standard criteria for Academic Advisor position descriptions. To provide consistent and accurate academic advising sessions across colleges/schools, the UAC recommends at least 50% of the employee's position description consists of the following **eight criteria**.

Eight Essential Criteria

1. Engage in **one-on-one meetings** with assigned students in their case load.
2. Serve as the official **Advisor of Record*** with the ability to lift advisement holds for the assigned students in their case load.
3. Maintain thorough knowledge for major-specific **curriculum and co-curricular activities**.
4. Perform **accurate degree guidance** and degree audits in affiliation with a student's specific major or program of study.
5. Initiate **academic interventions** and other beneficial outreach methods to assigned students in their case load.
6. Practice advanced **caseload management**, monitoring and preemptive interventions.
7. Effectively utilize **advising technologies** (EAB Navigate, DegreeWorks, Self Service Carolina, Banner, etc.) to enrich their student relationships.
8. Be **available** to each assigned student in their caseload year-round.

Academic Advisor position descriptions which meet the 50% Rule are considered Full-time (FTE) Professional Staff Academic Advisors. These criteria were developed in conjunction with Human Resources and were informed by reviewing over 118 active "Academic Advisor" positions on campus. Of the 118 positions reviewed, 70 met the 50% rule and can be classified as an FTE Professional Staff Academic Advisor.

In Fall 2020, the UAC employed 65% of all FTE Professional Staff Academic Advisors at the University of South Carolina.

Moving forward, the UAC aims to work with Human Resources, and the academic colleges/schools, to adopt the eight criteria when developing Academic Advisor positions.

Job Title	Responsibility	Job Duty	Frequency	Amount of Time
1	Academic Advising	Advise approximately 300 assigned students (first year students, transfer students, continuing students) on a combination of college, academic planning and progression, and selection of courses; provide information regarding institutional policies and procedures, and use as a primary support resource for students. Review and interpret placement and other standardized test scores, transcripts, transfer prerequisites, degree applicability of AP, IB, Dual Enrollment, and other transfer work. Review degree audits, monitor student registration activities, and recommend changes to meet with an advisor, financial aid, etc., and encourage student participation in beyond-the-classroom activities. Participate in retention and hold advising hours to promote student retention systems and frequent contact with advisors. Monitor, identify, and support students with academic difficulties in person, by phone, and via email. Keep accurate and confidential electronic records of every student interaction including in person, phone, email, and other visits. Assist students with resolution of registration holds. Utilize technologies including EAB Student Success Collaborative, Self Service Carolina, scheduling software, Degree Works, etc.	Daily	80
2	Student Monitoring & Advising Technology	Monitor, identify, and support students with academic difficulties in person, by phone, and via email. Keep accurate and confidential electronic records of every student interaction including in person, phone, email, and other visits. Assist students with resolution of registration holds. Utilize technologies including EAB Student Success Collaborative, Self Service Carolina, scheduling software, Degree Works, etc.	Weekly	10
3	Training & Development	Advise and provide on-going training to ensure information accuracy and effective advising techniques. Respond to requests for training and development opportunities. Participate in UAC training, and on-going review of assessment reports (Student Involvement and Leadership Assessment, etc.) and on-going review of student requirements, new programs, special charges, and other institutional information including degree audits, retention systems, transfer, college-wide initiatives, and other institutional information.	Monthly	5
4	Assigned College Operations	The Undergraduate Advisor will support the efforts for their assigned College/School. Duties include, but are not limited to, participating in campus events, developing advising materials, and presentations to support individual and group student success, and serving as a resource for faculty and staff.	Monthly	5*

Fig. A



*A student's assigned advisor

ADVISORS PAYING FOR THEMSELVES



Academic Advisors play a crucial role in year-to-year retention and ultimately, graduation rates, which can be linked to revenue dollars. The 2015 Re-Envisioning Academic Advising at the University of South Carolina Report led to the creation of the University Advising Center and the hiring of 25 Undergraduate Academic Advisors. The University's investment in the adoption of the professional academic advising model has proved to be well founded.

Since the UAC opened in 2015, the University of South Carolina has seen a **3.7% increase in the four-year graduation rate**. As a result, tuition revenue generated from these students proves to cover the salary and fringe of each Undergraduate Academic Advisor.

University of South Carolina

- Approximate Undergraduate Enrollment of **28,000** Students
- Approximate First-year Enrollment of **7,500** Students (First-time Freshmen and New Transfers)
- Average Net Tuition of **\$33,000***
- **25** First-year Academic Advisors Hired in 2016
- **3.7%** Increase in Four-year Graduation Rate

RETURN ON INVESTMENT

Fig. 3	2015	2016	2017	2018	2019
F14 Cohort Additional Students	657	-151	789	-102	281
F15 Cohort Additional Students		657	-151	789	-102
F16 Cohort Additional Students			657	-151	789
F17 Cohort Additional Students				657	-151
F18 Cohort Additional Students					657
Total Additional Students	657	506	1,295	1,193	1,474
Total Revenue Increase	\$21,681,000	\$16,698,000	\$42,735,000	\$39,369,000	\$48,642,000
Recurring Cost of 25 First-year Academic Advisors (\$52,000/year)**	N/A	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000
Net Tuition Revenue	\$21,681,000	\$15,398,000	\$41,435,000	\$38,069,000	\$47,342,000

*Source: Tuition and Financial Aid. (n.d.). University of South Carolina. U.S. News and World Report.
**Estimate of salary plus fringe.

STUDENT OUTCOMES

ESSENTIAL FUNCTIONS OF ACADEMIC ADVISING

The **professionalized academic advising model** offers students an opportunity to explore their interests and accept responsibility for their academic progression through goal clarification, decision making and educational planning. Differing from other sources of advising, **academic advising unites students' academic and career goals** by providing individualized, accurate information on majors, courses, general education, degree requirements, beyond the classroom activities, institutional policies/procedures and appropriate referral to academic and non-academic resources.

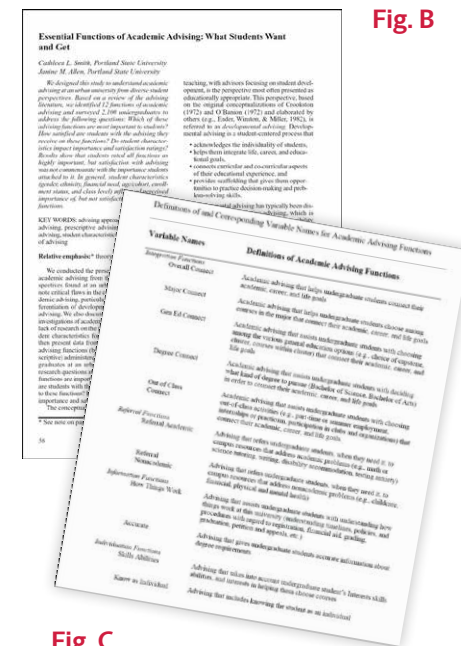
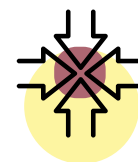


Fig. B

Integration and Connection



1. Connection of Academic, Career and Life Goals
2. Course Selection Relevant to Major
3. General Education Recommendations
4. Degree Requirements
5. Beyond the Classroom Opportunities



Referral

6. Academic Referral
7. Non-academic Referral



Information

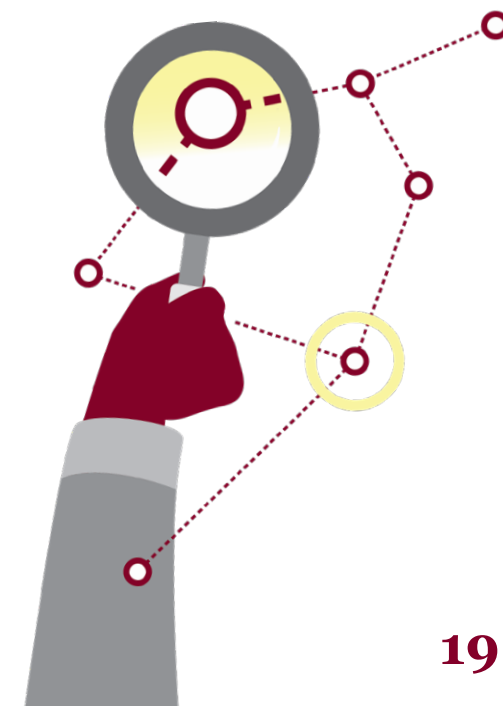
8. Institutional Policies, Procedures and Practices
9. Accurate Information about Degree Requirements



Individualization

10. Students Skills, Test Scores and Interests
11. Student as an Individual

Fig. C



TRAINING & CERTIFICATION

ACADEMIC ADVISOR PROFESSIONAL DEVELOPMENT

MULTIMODAL TRAINING MODEL

Through a multimodal, four-level structure, all Academic Advisors can participate in a variety of trainings, providing them with the knowledge and skills needed to effectively support and guide students towards degree completion.

- New Advisor Onboarding
- In-person Training and Professional Development
- Online Training Courses with Assessments
- Advisor Guidebook
- Online Training Index
- Advisor Communications



NACADA Competencies

The Academic Advisor Training and Certification Program is fully aligned with the **National Academic Advising Association (NACADA)** and their framework to support continuous learning. The core competencies for academic advising are the foundational elements for effective training programs.

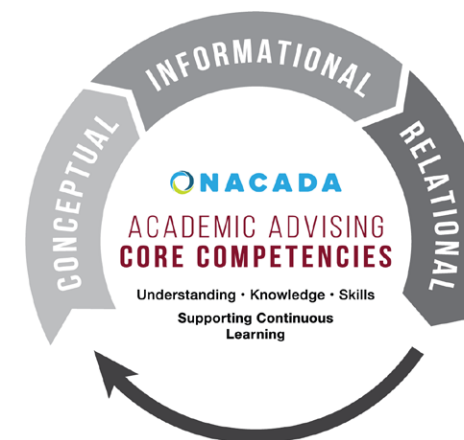


Fig. 4

Conceptual

Provide content for the delivery of academic advising, covering the ideas and theories that advisors must understand to successfully advise their students.

Informational

Provide substance for academic advising, covering the knowledge advisors must gain to be able to successfully educate the students in their caseload.

Relational

Provide skills which enable Academic Advisors to convey the concepts and information from the other two competencies, to their advisees.

CLEARLY DEFINED LEARNING OBJECTIVES

The University of South Carolina's Academic Advising Competencies

➤ The **Academic Advisor Training and Certification Program** is a direct reflection of the demand for professionalization in academic advising. Through the tiered training approach, Academic Advisors become well-rounded professionals by applying subject matter expertise.

Each level consists of online learning modules, quizzes and experiential learning components. Academic Advisors who successfully complete the specified requirements at each level achieve certification, designating their mastery in these **seven competency areas**.

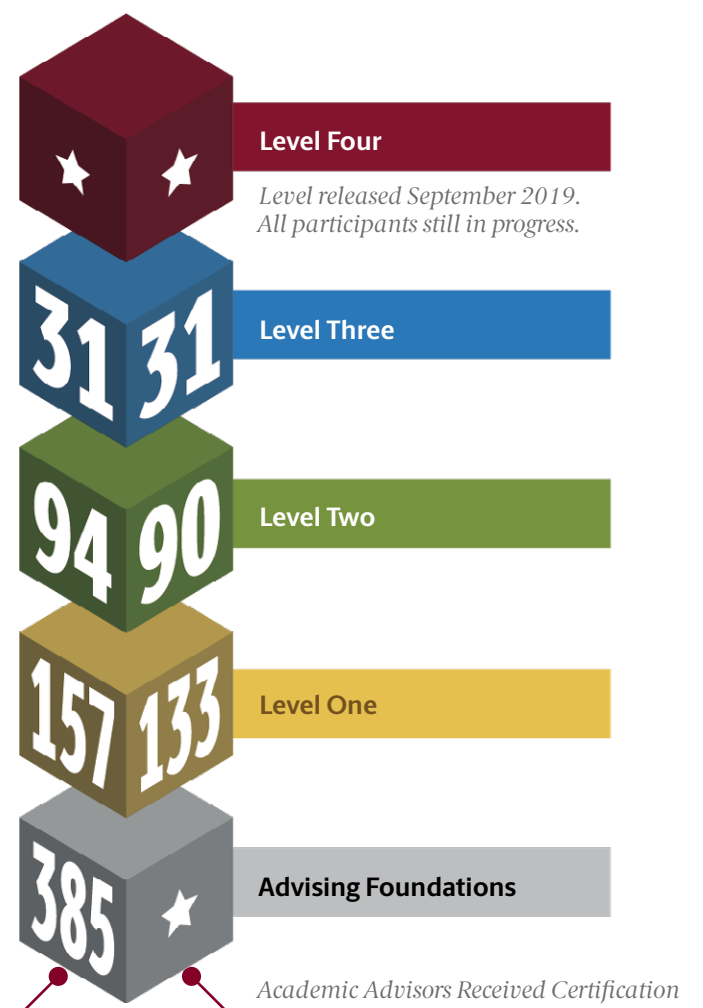
The Academic Advisor Training and Certification Program follows a robust training curriculum, with specific content and learning outcomes based on essential information advisors should learn at each level.

	ADVISING FOUNDATIONS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Competency 1 Advising at UofSC	<ul style="list-style-type: none"> Advising as an Institutional Priority Intro to Advising Structure at UofSC Intro to Academic Structure at UofSC Advising Research 	<ul style="list-style-type: none"> Advising at UofSC: FYA, Departmental, Undergraduate Studies, Exploratory, Population Specific Annual Advisement and Registration Timeline 	<ul style="list-style-type: none"> College Enrollment and Graduation Change of Major: National Data and Types 'On Your Time' Initiatives 	<ul style="list-style-type: none"> Student Responsibility for Advising 	<ul style="list-style-type: none"> UofSC Student Advising Survey Results UofSC Advisor Advising Survey Results
Competency 2 University Policies and Procedures	<ul style="list-style-type: none"> Undergraduate Studies Bulletin FERPA 	<ul style="list-style-type: none"> Academic Standards (Part 1): Probation, First-year Academic Recovery Withdrawal (Part 1): Course Withdrawal SC State Residency Requirements Grading and Grade Forgiveness <ul style="list-style-type: none"> Grading System and Grade Changes Grade Point Average Grade Forgiveness Course Numbering and Credit FERPA in Advisement: Release of Information 	<ul style="list-style-type: none"> Admissions Requirements and Processes: First-year and transfer students Academic Standards (Part 2): Suspension, Return from Suspension/Readmission to UofSC Holds and Course Restrictions Second Major and Second Degree 	<ul style="list-style-type: none"> Withdrawal (Part 2): University Withdrawal Satisfactory Academic Progress Academic Forgiveness Pass-fail Grading Senior Privilege Graduation with Honors Graduation Requirements and Application 	<ul style="list-style-type: none"> University Policy Training
Competency 3 Academic Programs and Requirements	<ul style="list-style-type: none"> Program of Study Carolina Core Overview <ul style="list-style-type: none"> Purpose Curriculum and Requirements 	<ul style="list-style-type: none"> Carolina Core in Advisement UofSC System Transfer Entering UofSC with Course Credit: AP/IB/Dual Enrollment Foreign Language Placement Test Math Placement Test 	<ul style="list-style-type: none"> Program of Study Major Maps Progression Requirements Change of Major: Policies and Procedures Course Equivalency Transfer Credit: Transfer and Transient Study Abroad: Classes and Academics Scholarships: General, State, UofSC/Departmental 	<ul style="list-style-type: none"> Accelerated Study Plans Academic Common Market (ACM) Undergraduate Studies International Accelerator Program 	<ul style="list-style-type: none"> Curriculum Approval Process
Competency 4 Advising Technology	<ul style="list-style-type: none"> Intro to SSC, DW, EAB Navigate, My UofSC Experience Self Service Carolina Overview: Student Info, View Advisees, Lift Holds, Master Schedule DegreeWorks Overview: Audit, What-if, Look Ahead, Recommended Course Schedule Notes EAB Navigate Overview: Scheduling, Risk Indicators, Notes, Referrals 	<ul style="list-style-type: none"> Self Service Carolina: Student Info, Looking Up Classes, Viewing Holds, Removing Holds DegreeWorks: Audit Review, Notes, What-if, Look Ahead, GPA Calculator EAB Navigate: Home Page, Appt Availability, Appt Management, Student Profile, Notes, Calendar Sync, Communication, Referrals Schedule Planner Overview My UofSC Experience and BTCM System 	<ul style="list-style-type: none"> Processing Curriculum Changes DegreeWorks: Catalog Year EAB Navigate: Appointment Campaigns, Advanced Search, Watch Lists Course Restrictions, Designators and Attributes Navigating the Carolina Core Website 	<ul style="list-style-type: none"> Self Service Carolina: Max Hours/Overload DegreeWorks: Processing Exceptions EAB Navigate: Reporting, Risk Levels and Indicators, Skills Analysis 	<ul style="list-style-type: none"> Self Service Carolina: Processing Course Overrides Cognos DataWarehouse Reports
Competency 5 My UofSC Experience and Campus Resources	<ul style="list-style-type: none"> My UofSC Experience Overview of My UofSC Experience Campus Resources Student Support Resources <ul style="list-style-type: none"> Registrar, Bursar, Financial Aid, Disability Resource Center, UAC, SSC, Career Center, Counseling and Psychiatry 	<ul style="list-style-type: none"> My UofSC Experience <ul style="list-style-type: none"> Using the My UofSC Experience Record in Advisement My UofSC Experience Transcript UofSC Connect Campus Resources <ul style="list-style-type: none"> Student Success Center Career Center Office of Pre-Professional Advising Student Disability Resource Center 	<ul style="list-style-type: none"> My UofSC Experience <ul style="list-style-type: none"> Study Abroad Undergraduate Research Internships/Practicums Campus Resources <ul style="list-style-type: none"> Exploratory Advising Academic Success Coaching 	<ul style="list-style-type: none"> My UofSC Experience <ul style="list-style-type: none"> Graduation with Leadership Distinction National Student Exchange Campus Resources <ul style="list-style-type: none"> National Fellowship Advising 	<ul style="list-style-type: none"> My UofSC Experience <ul style="list-style-type: none"> My UofSC Experience Response Campus Resources <ul style="list-style-type: none"> Career Advising Response
Competency 6 Undergraduate Students and Special Populations	<ul style="list-style-type: none"> UofSC Undergraduate Student Population <ul style="list-style-type: none"> Demographic Overview Retention and Graduation 	<ul style="list-style-type: none"> Special Populations with Additional Advising Support <ul style="list-style-type: none"> Honors College Students Pre-professional Students Student Athletes Opportunity Scholars Program Students 	<ul style="list-style-type: none"> Transfer students 	<ul style="list-style-type: none"> ROTC Students Student Veterans International Students 	<ul style="list-style-type: none"> Special Student Population Review Safe Zone Training Carolina Intercultural Training Green Zone Training Suicide Prevention Training Transfer student Series
Competency 7 Advising Profession and Practice	<ul style="list-style-type: none"> UAC Advisor Training and Certification Overview 	<ul style="list-style-type: none"> Professional Organizations and UofSC-specific Resources for Advisors NACADA Core Competencies Model 	<ul style="list-style-type: none"> 30-minute Advising Appointment Workflow Referrals 	<ul style="list-style-type: none"> CAS Standards for Advising Evolution of Academic Advising in Higher Ed 	<ul style="list-style-type: none"> Academic Advising Practice Response Academic Advising Relational Skills Response Advising Theory Review Professional Conference Presentation
Certification Requirements		<ul style="list-style-type: none"> Advise 50 Unique Students Since Beginning Advising at UofSC Utilization of DegreeWorks: Planner, Notes Utilization of EAB Navigate: Referrals and Notes Complete GPA Projection Case Study Complete 'Navigating the Bulletin' Exercise 	<ul style="list-style-type: none"> Advise 300 Unique Students Since Beginning Advising at UofSC Utilization of DegreeWorks: Planner, Notes Utilization of EAB Navigate: Referrals and Notes Attend Two Advisor Training/PD Series Events Case Study: Study Abroad or Transient Credit 	<ul style="list-style-type: none"> Advise 600 Unique Students Since Beginning Advising at UofSC Utilization of DegreeWorks: Planner, Notes Utilization of EAB Navigate: Referrals and Notes Attend Two Advisor Training/PD Series Events Develop Personal Philosophy of Advising 	<ul style="list-style-type: none"> No additional Experiential Learning Required
Certification Reward		<ul style="list-style-type: none"> Level One Advisor Certification: Certificate Choice of Sponsored Professional Development Opportunity 	<ul style="list-style-type: none"> Level Two Advisor Certification: Certificate Choice of Sponsored Professional Development Opportunity 	<ul style="list-style-type: none"> Level Three Advisor Certification: Certificate Choice of Sponsored Professional Development Opportunity 	<ul style="list-style-type: none"> Level Four Advisor Certification: Plaque Recognition at UofSC Advisors' Conference Choice of Sponsored Professional Development Opportunity

ONLINE UNIVERSITY



Fig. 5



BY THE NUMBERS

The Academic Advisor Training and Certification Program is available to any Academic Advisor on the Columbia campus. Completion of the Advising Foundations course is required for any Academic Advisor requesting access to advising technologies. Figure 5 shows the total number, at each level, of Academic Advisors who have completed the online learning modules as well as the total number of Academic Advisors certified.



Academic Advisors Completed Course Requirements

Academic Advisors Received Certification



Figure 6 shows the number of certified Academic Advisors by college or school as of Fall 2020.

	COMPLETED	ACADEMIC ADVISORS CERTIFIED		
	Advising Foundations	Level One	Level Two	Level Three
Arts and Sciences				
Arts	4	1	-	-
Humanities	38	-	-	-
Sciences	103	6	2	-
Social Sciences	40	8	7	1
Flinn Hall	4	3	2	1
Darla Moore School of Business	15	15	9	4
Education	2	2	2	2
Engineering and Computing	98	7	6	-
Hospitality, Retail, Sport Management	11	8	6	6
Information and Communications	6	5	4	2
Music	1	1	1	1
Nursing	6	2	1	1
Pharmacy	2	1	1	-
Public Health	11	9	5	1
Social Work	3	-	-	-

Fig. 6

CAMPUS ENGAGEMENT

THE UNIVERSITY ADVISING CENTER COLLABORATES with key partners on campus to provide meaningful campus engagement to all Academic Advisors. From professional seminars to training opportunities, Academic Advisors are equipped to support student achievement while remaining up-to-date on national best practices. These opportunities also help enhance the Academic Advisor's growth as a professional.



ADVISING BEST PRACTICES



THEORETICAL CONCEPTS



CURRENT ADVISING TRENDS



ARTICLE/BOOK DISCUSSIONS



ACADEMIC ADVISOR PRESENTATIONS

60+

in-person training and professional development opportunities provided
Spring 2017-Spring 2020

- UofSC-System Advisors' Conference
- Lunch 'n' Learns
- Monthly University Advisor Network Meetings
- Webinars
- Academic Advisor Mentoring Opportunities

UofSC-SYSTEM ADVISORS' EDUCATIONAL CONFERENCE

Every year, the Office of the Provost, in collaboration with the University Advising Center, hosts a system-wide academic advising conference focusing on best practices, student support and innovative advising strategies. Every Academic Advisor, Faculty Advisor and campus partner from the UofSC-System is invited to attend.

Attendees can participate in a variety of concurrent sessions covering annually themed topics.

Previously Offered Concurrent Sessions

- Student's Call for Equitable Advising
- Advising the First-Generation College Student: It Matters!
- Beyond the Classroom Engagement: Creating Supportive Pathways Across Student Populations
- A Strategic Planning Model for the Complete Advisor
- Shaping the Future of the University of South Carolina: Demographic and Enrollment Trends That Impact Our Student Body

Attendance Numbers

2017:	2018:	2019:	2020:
185	171	186	203

PREVIOUS CONFERENCE THEMES

2015

The Complete Advisor: Putting the Pieces Together

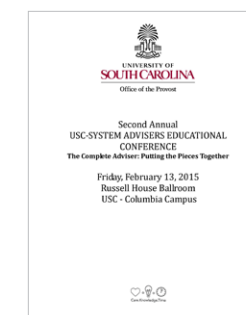


Fig. D

2016

Next Generation Advising

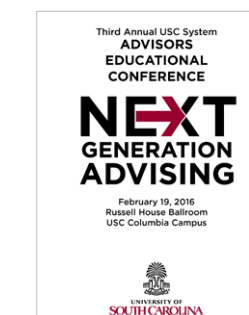


Fig. E

2017

Transfer Transitions

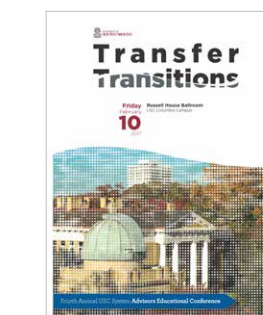


Fig. F

2018

Advising Hacks: Best Practices

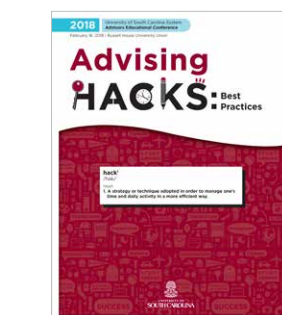


Fig. G

2020

Every Student. Every Voice. One University.

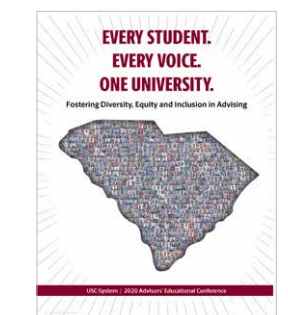


Fig. H

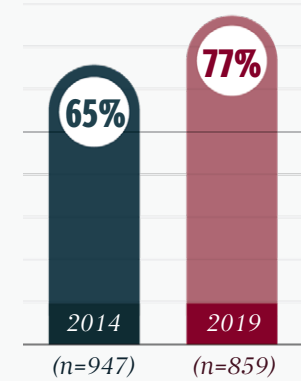


CERTIFICATION AND STUDENT OUTCOMES

COMPREHENSIVE AND ACCURATE ADVISEMENT

Supporting certification has proven to substantially impact academic advisement sessions, leading to more accurate student advisement. By investing in the robust training program, the UAC has seen a statistically significant increase in overall student satisfaction with academic advising and the information provided by their Academic Advisor.

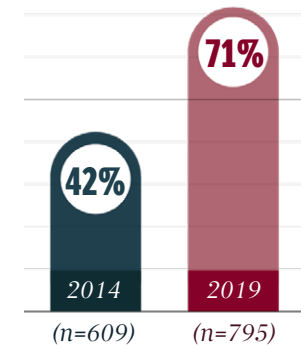
Fig. 7
Biannual Student Advising Survey Questions
Percentage Agree and Strongly Agree



My Academic Advisor provides me accurate information about courses, programs and major requirements.

Over a five-year period, students indicated a 12% increase in receiving accurate information from their Academic Advisor.

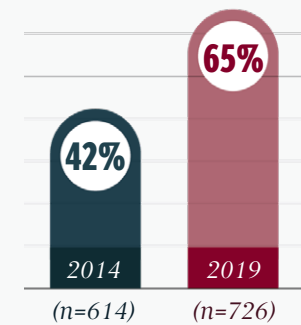
Reflects Application of Competency 2 and 3 (See Page 22)



My Academic Advisor and I discuss the purpose and expectations of academic advising.

Students also indicated a 29% increase in Academic Advisors explaining the purpose and expectations of the Carolina Core.

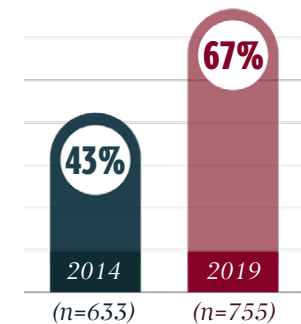
Reflects Application of Competency 3



My Academic Advisor recommends beyond the classroom/co-curricular opportunities, such as study abroad, internships, peer leadership positions, graduation with leadership distinction, etc.

Students indicated an increase in Academic Advisors recommending beyond the classroom opportunities and campus resources.

Reflects Application of Competency 5 and 6



My Academic Advisor refers me to campus resources, such as the Student Success Center, Careers Center, Counseling Center, Student Disability Services, etc.

CURRICULUM MANAGEMENT

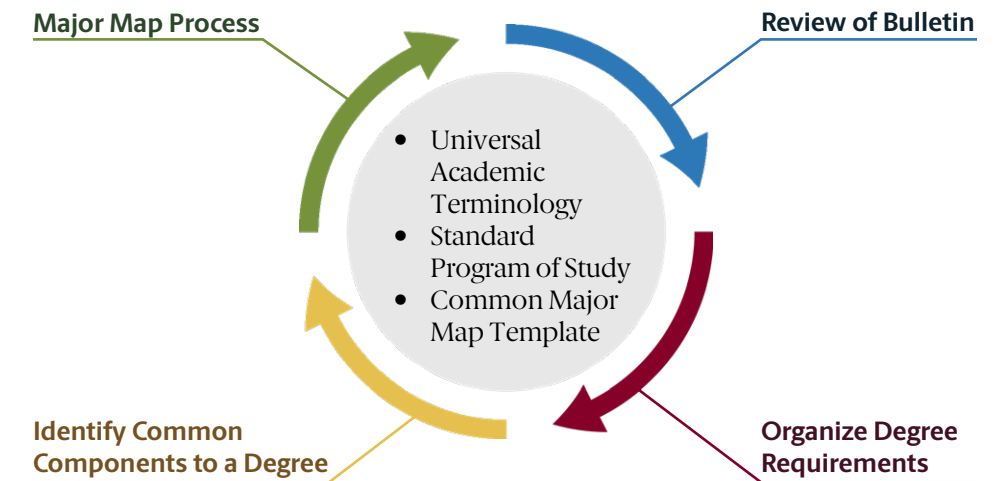
AS A FOUNDATION FOR

STUDENT SUCCESS

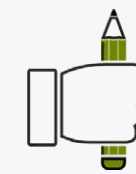
CREATING CURRICULAR COHESION

CURRICULUM MANAGEMENT DEFINED

The oversight involved in maintaining accurate, clear, consistent and cohesive curricular information with the purpose of increasing student success and enhancing the academic advising experience.



THEN (Before 2016)



No Published Pathways to Graduation
No officially published source for recommended eight-semester undergraduate program sequence.

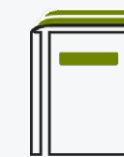


Discrepancies Among Sources
Multiple conflicting versions of curricular information.

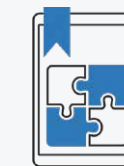


Inconsistent Program Structure
Components of degree programs vary among and within colleges.

NOW



Officially Published Major Maps
Housed in a cumulative repository on the Academic Bulletin.
136,989 Visits to Major Map Repository
January, 2018-December, 2020



Reliable Single Source
The Academic Bulletin serves as the single source for curricular information.
42% of students indicated they review the bulletin, major maps or curriculum sheets to prepare for their academic advising appointment.*



Adoption of Universal Standards
Program of Study Format (ACAF 2.00)
Universal Academic Terminology

*Source: 2019 Bi-annual student advising survey. University of South Carolina.

ADOPTION OF UNIVERSAL STANDARDS

The University Advising Center identified a **lack of consistency and clarity in academic terminology, organization of programs within the Academic Bulletin, and advising practices among colleges and departments.**

In collaboration with the Office of the University Registrar and the Office of Academic Programs, the UAC led the charge for curricular transparency and **accuracy** by creating and implementing the **Program of Study** format (ACAF Policy 2.00). As a result, all 160+ undergraduate programs and concentrations now adhere to **universal academic terminology** and are **sequenced** into a standardized, **eight-semester Major Map**.

Students, faculty and staff can discuss the degree requirements of undergraduate programs from any college or department using common terminology, and can access Major Maps from the cumulative Major Map repository by year or from the Academic Bulletin. Students are enabled to **efficiently navigate their program of study through a single source of curricular information.**

PROGRAM OF STUDY



Carolina Core



College Requirements



Program Requirements
Supporting Courses
Cognate
Minor
Electives



Major Requirements
Major Course
Major Electives
Concentration
Thesis/Dissertation/Capstone

MAJOR MAPS DEFINED

A Major Map is a layout of required courses in a given program of study, including critical courses and suggested course sequence, to ensure a **clear path to graduation.**

Over its lifetime, the Major Map Repository has recorded over 130,000 visits, with over 47,000 visits recorded for the 2019-2020 academic year alone.



Fig. 8
Major Map Repository Visits
(2017-2020)



Uof SC South Carolina
Major Map: Biological Sciences
Bachelor of Science (B.S.)
College of Arts and Sciences
Department of Biological Sciences
Bulletin Year: 2021-2022

This course plan is a recommended sequence for this major. Courses designated as critical (*) may have a deadline for completion and/or affect time to graduation. Please see the Program Notes section for details regarding "critical courses" for this particular Program of Study.

Critical	Course Subject and Title	Credit Hours	Min. Grade	Major GPA*	Code	Prerequisites	Notes
Semester One (17-16 Credit Hours)							
	ENGL 101 Critical Reading and Composition	3	C		CC-CMW		
	MATH 122 Calculus for Bus. Admin. & Soc. Sci. or MATH 141 Calculus I*	3-4			CC-ARP	MATH 111/111U/115 (MATH 122); MATH 115 (MATH 141); or Math placement test	
*	BIOL 101 & Lab - Biological Principles I or BIOL 102 & Lab - Biological Principles II	4	C		CC-SCI		
	CHEM 111 & Lab - General Chemistry I	4			PR	MATH 111, 115 or Math placement test	
	Foreign language* or other Carolina Core Requirement*	3			CC-GFL		
Semester Two (17-18 Credit Hours)							
*	ENGL 102 Rhetoric and Composition	3			CC-CMW	C or better in ENGL 101	
	MATH 142 Calculus II or MATH 170 Finite Mathematics or MATH 172 Math. Modeling for the Life Sciences*	3-4			CC-ARP	MATH 141 (MATH 142); MATH 111/111U/112 or Math placement test (MATH 170); MATH 122 or 141 (MATH 172)	
*	BIOL 101 & Lab - Biological Principles I or BIOL 102 & Lab - Biological Principles II	4	C		CC-SCI		
	CHEM 112 & Lab - General Chemistry II	4			PR	CHEM 111 or 141 and MATH 111, 115 or higher math; Prereq or Coreq: MATH 122, 141 or higher & CHEM 112L	
	Foreign language* or other Carolina Core Requirement*	3			CC-GFL		
Semester Three (16-17 Credit Hours)							
	STAT 205 Exam. Stat. for the Biol. & Life Sciences	3			CR	MATH 111 or higher	
	BIOL 301 (& optional Lab) - Ecology & Evolution or BIOL 302 (& optional Lab) - Cell & Molecular Bio. or BIOL 303 Fundamental Genetics	3-4	C		MR/CC-INT	C or better in BIOL 101 and 102 or MSCI 311; Prereq. or Coreq: CHEM 333 (BIOL 302 only)	
	CHEM 333 & 331 Lab - Organic Chemistry I*	4			PR	CHEM 112 or CHEM 142	
	Foreign language* or Carolina Core Requirement*	3			CR/CC		
	Carolina Core Requirement*	3			CC		
Semester Four (16-17 Credit Hours)							
	OSCE 102 General Applications Programming	3			CR		
	BIOL 301 (& optional Lab) - Ecology & Evolution or BIOL 302 (& optional Lab) - Cell & Molecular Bio. or BIOL 303 Fundamental Genetics	3-4	C		MR/CC-INT	C or better in BIOL 101 and 102 or MSCI 311; Prereq. or Coreq: CHEM 333 (BIOL 302 only)	
	CHEM 334 & 332 Lab - Organic Chemistry II*	4			PR	CHEM 333 & 331 Lab	
	Social Science	3			CR		
	Carolina Core Requirement*	3			CC		
Semester Five (16-17 Credit Hours)							
	BIOL 301 (& optional Lab) - Ecology & Evolution or BIOL 302 (& optional Lab) - Cell & Molecular Bio. or BIOL 303 Fundamental Genetics	3-4	C		MR/CC-INT	C or better in BIOL 101 and 102 or MSCI 311; Prereq. or Coreq: CHEM 333 (BIOL 302 only)	
	Physiology or Plant Biology course*	3	C		MR		
	Cognate or Minor Course*	3	C (minor)		PR		
	History*	3			CR		
	Humanities or Fine Arts	3			CR		
Semester Six (16-17 Credit Hours)							
	Physiology or Plant Biology course*	3	C		MR		
	Biological Sciences Elective (300-level and above)**	3-4	C		MR		
	Cognate or Minor Course*	3	C (minor)		PR		
	Cognate or Minor Course*	3	C (minor)		PR		
	Carolina Core Requirement* or Approved Elective**	3			CC/PR		
Semester Seven (12-16 Credit Hours)							
	Biological Sciences Elective (500-level and above)**	3-4	C		MR		
	Biological Sciences Elective (300-level and above)**	3-4	C		MR		
	Cognate or Minor Course*	3	C (minor)		PR		
	Carolina Core Requirement* or Approved Elective**	3			CC/PR		
Semester Eight (13 Credit Hours)							
	Biological Sciences Elective and lab (500-level and above)**	4	C		MR		
	Minor Course* or Approved Elective**	3	C (minor)		PR		
	Minor Course* or Approved Elective**	3	C (minor)		PR		
	Carolina Core Requirement* or Approved Elective** (only if needed to meet Carolina Core or hours to graduate)	3			CC/PR		

Fig. J



“We propose that the development of curriculum maps is a necessary first step in addressing AAC&U’s (2008) call for institutions to articulate clear and complementary responsibilities between general education and majors for institution-wide core competencies, thus laying out effective and efficient pathways for students to progress through the general education and major curricula. AAC&U (2007) advocates providing students with a compass to help them navigate through the complexities of the college curricula by articulating clear statements of intended learning outcomes as reference points.”

– Association of American Colleges and Universities (Curevas, 2010).



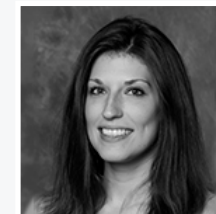
“The yearlong effort has really paid off, providing students, staff and faculty a clear and consistent picture of every program offered across the University.”

– John Gerdes Jr., Ph.D.
Undergraduate IIT Program Director, Associate Professor
and Former Chair of Faculty Senate Committee on Curricula and Courses



“Developing the Major Map was just another way to ensure consistency and accuracy of the degree.”

– Elise Lewis, Ph.D.
Instructor, School of Library and Information Science, College of Information and Communications



“Curriculum Management is my go-to resource when I encounter a curriculum issue I have no idea how to handle. I always get a quick response with a thoughtful, detailed explanation which helps me understand the whole picture and my options for resolving the issue. I have learned so much and am so grateful for the guidance and expertise.”

– Christy Stephens
Academic Resources Manager, College of Arts and Sciences



“The Major Map is a crystal clear visual ‘roadmap’ of what steps students need to take to reach the graduation podium. Without a doubt, Major Maps takes the phrase ‘seeing is believing’ to a new level. During the initial advising visit with the Director, 99.9% of the students (dare I say 100%) can clearly visualize the road ahead to graduation. Major Maps make this possible by granting clarity to the advising process with concrete steps towards graduating from the UofSC.”







– Marianne Bickle, Ph.D.
Director of Interdisciplinary Studies (B.A.I.S.) and Online Learning, Professor in the Department of Retailing, College of Hospitality, Retail and Sport Management and Chair for Faculty Senate Committee on Curricula and Courses (2019-2020, 2020-2021)











A STRONG FOUNDATION



STUDENT SUCCESS

-  **Graduate On Time Without Extra Hours**
Students complete their degree within their planned time at the University and without taking courses not needed for their given program.
-  **15 Hours to Finish**
Students need to complete at least 15 hours each semester in order to reach the minimum required degree hours to graduate in four years.
-  **Sequencing and Balancing**
The order in which courses should be taken and the distribution of credit hours for a manageable course load throughout a degree program.
-  **Student Responsibility**
Taking an active role in academic career planning and course selection and accountability for their own success.
-  **Consistent Advising Experience**
All students within the same program are given the same opportunities and held to the same degree requirements.
-  **Meaningful Advisement**
Discussion of and reflection on purposeful engagement in classroom and experiential learning activities that support student academic, professional and personal goals.

CURRICULUM MANAGEMENT

-  **Accurate Curriculum**
Curriculum is published in official University sources, as approved by faculty.
-  **Consistent Curriculum**
Curriculum is aligned throughout the various official University sources.
-  **Clear Curriculum**
Curriculum is transparent, including course options, how courses fulfill degree requirements and how degree requirements equal the total needed to graduate.
-  **Major Maps**
Provides an eight-semester sequence of courses to assist students and advisors in planning.
-  **Curricular Cohesion**
All undergraduate programs across the 11 colleges and schools share universal terminology and are organized into a single, standardized format.
-  **Universal Academic Terminology**
Consistent terms are used across the undergraduate curriculum to refer to the components of a program of study.
-  **Standard Format**
All programs are organized in the Program of Study format (ACAF 2.00) with standard components that make up a degree.
-  **University Compliance**
Curriculum is created following University policies that govern its creation and approval processes.

FACULTY/STUDENT MENTORSHIP



FACULTY MENTORSHIP

AS AN INTEGRAL PART OF

STUDENT SUCCESS

AN ESSENTIAL EXPERIENCE

Faculty play a critical role in college 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.

“College impact research has continually demonstrated a positive relationship between student-faculty interaction and a broad range of student educational outcomes, including academic achievement, educational aspirations, intellectual growth, and academic satisfaction.”

– Kim K. Young and Linda J. Sax
(Young and Sax, 2009, p. 451)

NATIONAL RESEARCH

According to the 2014 Gallup-Purdue Index Report, which included a study of more than 30,000 college graduates across the United States, **only 22% of college students indicated they felt they had a faculty mentor** during their college experience. Despite the many life-long benefits these mentorships provide, including college student success, long-term career happiness and overall satisfaction with the educational environment, very few students are able to experience quality faculty mentorship interactions. Furthermore, minority and first-generation students are less likely to engage with faculty mentors, according to the 2018 Strada-Gallup Poll.

15%
FIRST-GENERATION
GRADUATES

HAD ZERO Influential
Relationships with Faculty

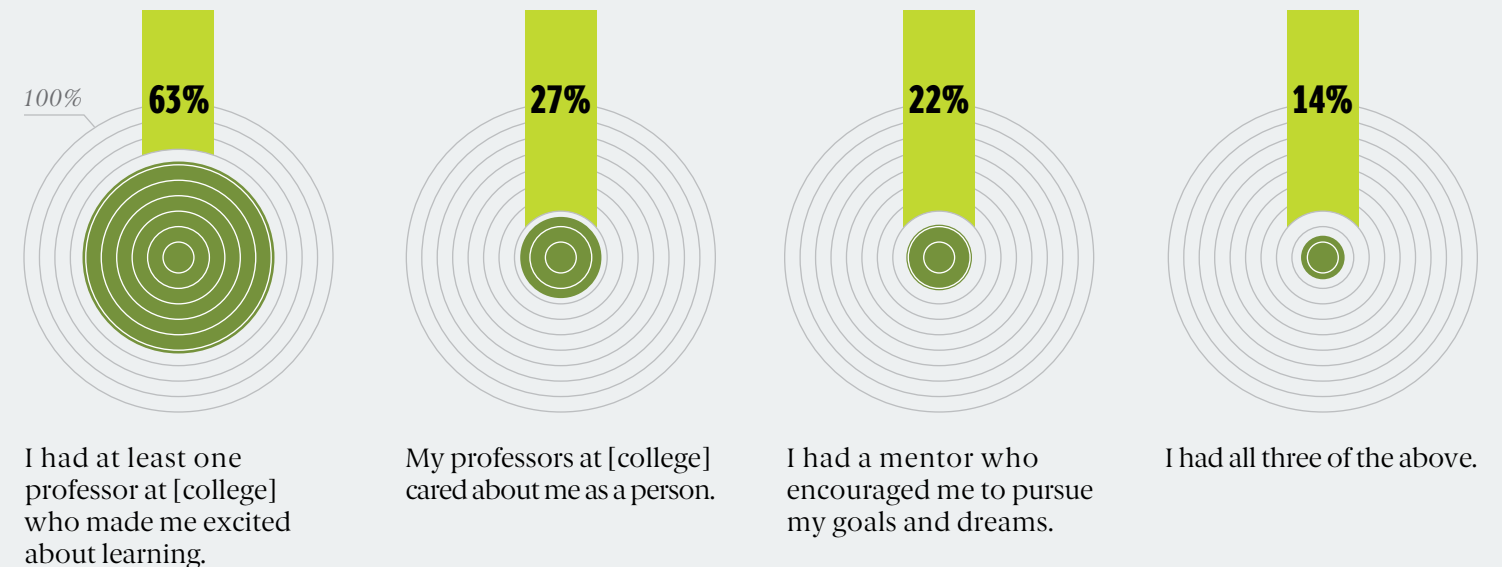
(Elon University, 2018)

25%
OF STUDENTS

HAVE A MENTOR
Who Encourages Them

(Gallup, 2019)

Fig. 9
The Gallup-Perdue 2014 Index Report on
THE UNDERGRADUATE EXPERIENCE
Percentage Strongly Agree



ENABLING FACULTY PREFERENCE

"Faculty often prefer the role of a **'mentor'** over the role of an **'advisor.'** While Academic Advisors must memorize University policies and procedures, understand the nuances of the Carolina Core, utilize advisement technologies and balance the many technical aspects of curriculum requirements, faculty mentors are free to discuss their academic discipline, research opportunities, career paths and other topics related to their **academic expertise.**"

– Claire Robinson, Ph.D.
Assistant Dean, Undergraduate Advisement
Director, University Advising Center

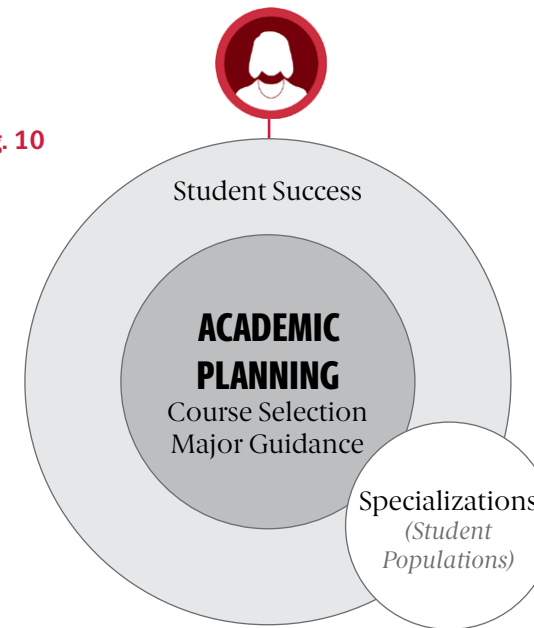


Fig.10 Source: Education Advisory Board (EAB). (2019). Interviews and analysis.

Professional Academic Advising

Provides students an overarching link between degree and graduation requirements in relationship to academic success.

Fig. 10



Academic Advising

Curricular requirements, University policies, academic planning, technology and outreach/intervention.

Career Advising

Major selection in alignment with academic strengths and career goals, review ONET Data.

Experiential Learning Referral

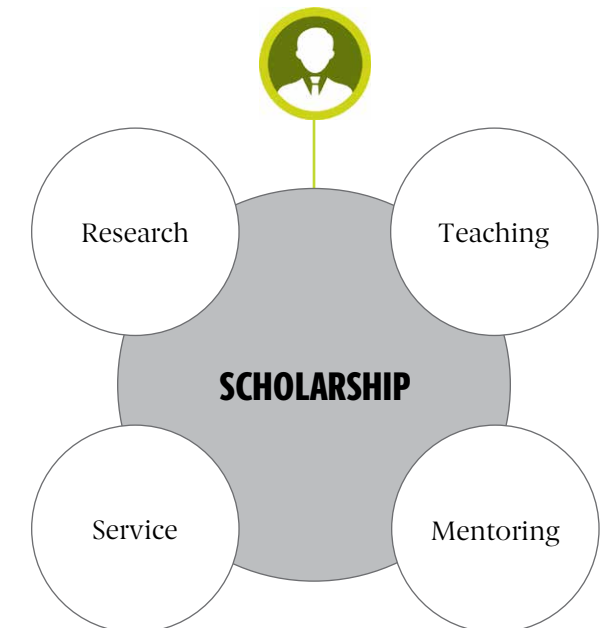
Review of My UofSC Experience records, suggestions of high impact practices, co-curriculum.

“The jaw dropping complexity of advising is very much impossible to master from the point of view of professors who teach the proper number of students (70 per. semester), and research/creative production. It seems more like it should be a full time job for a dedicated professional.”

– Tenured Faculty Member
College of Arts and Sciences

Faculty/Student Mentorship

Provides students resources for career opportunities and specialization requirements in relationship to personal goals.



Academic Mentorship

Understanding the discipline, exposure to faculty expertise, discussion of courses and learning outcomes.

Career Mentorship

Understanding career trends and required skill sets, overview of graduate school opportunities.

Research Mentorship

Understanding R1 faculty research and participating in undergraduate research.

“Other teaching functions and the weight to be given to them in evaluating teaching performance must be specified in the unit criteria. These include, but are not limited to, advisement and mentoring of students.”

– The Faculty Manual
(University of South Carolina, 2020, p. 24)

FACULTY
MENTORSHIP



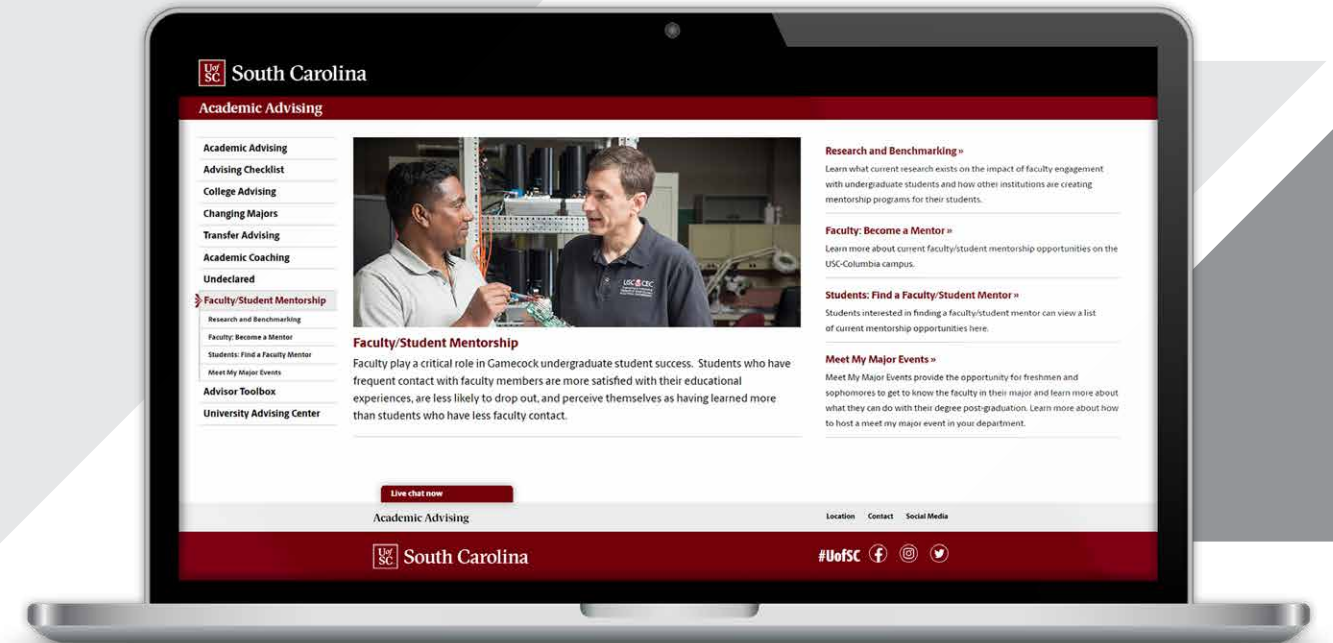
ACADEMIC
ADVISING



THE
BEST
OF
BOTH
WORLDS

THE VALUE IN MENTORSHIP

20+ Different Programs and Initiatives
[SC.EDU/ADVISING](https://sc.edu/advising)



➤ The UAC aims to increase the number of positive student-faculty interactions through a variety of initiatives. By working with the colleges/schools to highlight successful faculty/student mentorship programs, the UAC has collected a repository of over 20 different programs and initiatives to offer additional support. The online repository is accessible anytime at sc.edu/advising in the **Faculty/Student Mentorship** section.

FACULTY/STUDENT MENTORSHIP PAIRING

Faculty may choose to have on-going, one-on-one meetings to provide academic mentorship to undergraduate students. Topics may include learning about the discipline, understanding coursework content and relevancy to major and establishing pathways to academic and career opportunities.

COFFEE CHATS

The UAC supports mentoring opportunities in the form of Coffee Chats where both the student and faculty mentor are treated to one free Starbucks® beverage from an on-campus partner. During these causal engagements, students can feel more comfortable catching up on smaller concerns.



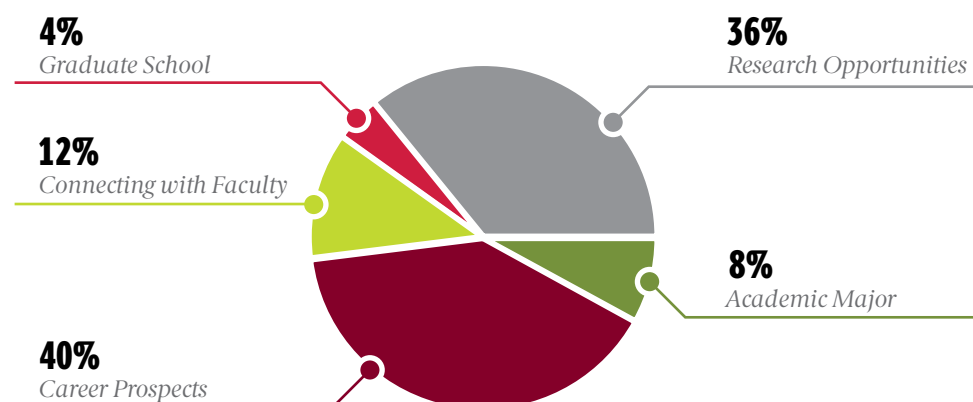
MEET MY MAJOR EVENTS

The UAC offers all academic departments and majors an opportunity to collaborate in hosting **Meet My Major** events to encourage undergraduate students to interact with faculty outside of the classroom. During these events, students are exposed to various topics relevant to their chosen area of study.

(Right) English Faculty with current students during Fall 2019 Meet My Major event.



Fig. 11
Student Outcomes
Meet My Major Events Topic Breakdown



STUDENT TESTIMONIALS

“It was interesting to learn what my major can lead to in the future.”

– Biological Sciences Major
Meet My Major Event,
Spring 2020

“I loved hearing about the different stories from faculty members and learning about their paths to becoming a professor and researcher.”

– Psychology Major
Meet My Major Event,
Fall 2019



BY ASSIGNING UNDERGRADUATE STUDENTS WITH BOTH A FACULTY MENTOR AND A PROFESSIONAL STAFF ACADEMIC ADVISOR, STUDENTS RECEIVE HOLISTIC SUPPORT THAT GUIDES THEIR ACADEMIC PERFORMANCE, CAREER READINESS AND OVERALL SUCCESS IN COLLEGE.

English Major Faculty with current students during Fall 2019 Meet My Major event.



ADVISING TECHNOLOGY

TECHNOLOGY

AS A STIMULANT FOR

SUCCESS

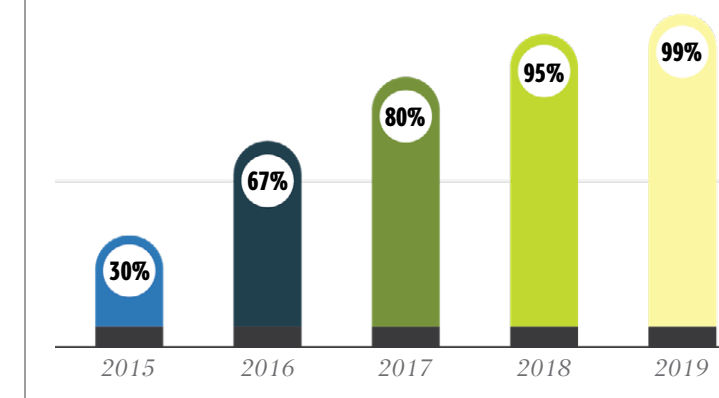


Technology has grown to be one of the most critical tools advisors use on UofSC campuses, particularly as students move to mobile forms of communication and information access. The University Advising Center, Office of the University Registrar and other institution partners work to provide the most robust technologies to aid in advising our students.

IMPROVING ACADEMIC ADVISOR ASSIGNMENTS

Accurate assignments are critical to successful advisement. Students must be able to quickly identify their advisor and understand how to reach them. The UAC continues to manage this key initiative to unify assignment efforts and improve both the numbers and accuracy of advisor assignments.

Fig. 12 All Undergraduate Students Assigned an Advisor
Fall 2015-Fall 2019



In Fall 2019

99% of students had an assigned Academic Advisor
(n=27,918)

A 227% IMPROVEMENT!*

*Compared to Fall 2015

THEN

(Prior to 2015)

VS

NOW

(2021 and Beyond)

10+ STEPS

De-centralized Access Process



3 STEPS

Centralized Access Process

30%

Undergraduate Students
with Advisor Assignments



99%

Undergraduate Students
With Advisor Assignments

6+ VARIED METHODS

For Scheduling
Advising Appointments



1 SCHEDULING SOFTWARE

EAB Navigate (with 52/56
Department Adoption)

NO

Required Technology Training



YES

Foundational Training
Mandated for Access

NO REPRESENTATION

for Advisors



ADVISOR REPRESENTATION

University Advisors
Network (UAN) Advising
Technology Subcommittee

TECHNOLOGY TOOLBOX

EAB NAVIGATE

The EAB Navigate platform serves as both the scheduling tool for all advisors, as well as a notes repository (among its many other features). Students can schedule appointments online, using their phone or computer. Advisors can manage appointments and caseloads and access critical information about their advisees.

Beginning in Fall 2016, colleges, departments and support offices launched the migration to this new software, and a year later, nearly all (52 of 56 offices) moved to EAB Navigate.

Appointment Notes

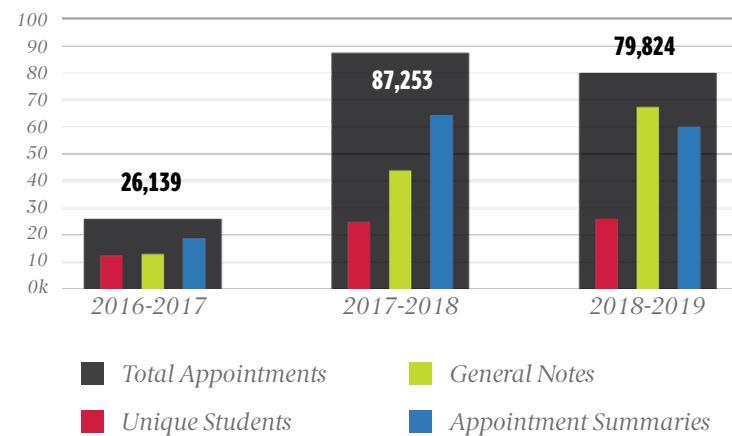
As advisors meet with their students, a summary of the appointment is generated. These logs are specifically related to what was discussed during the appointment, are developmental in nature and can also include recommended course scheduling information.

General Notes

General Notes are typically not associated with appointments and are added to the student's record at any time. Most tend to include information such as uploaded forms, email communications and key information shared with the advisor outside of a traditional appointment.

Fig. 13 EAB Navigate Overview

Fall 2016-Spring 2019



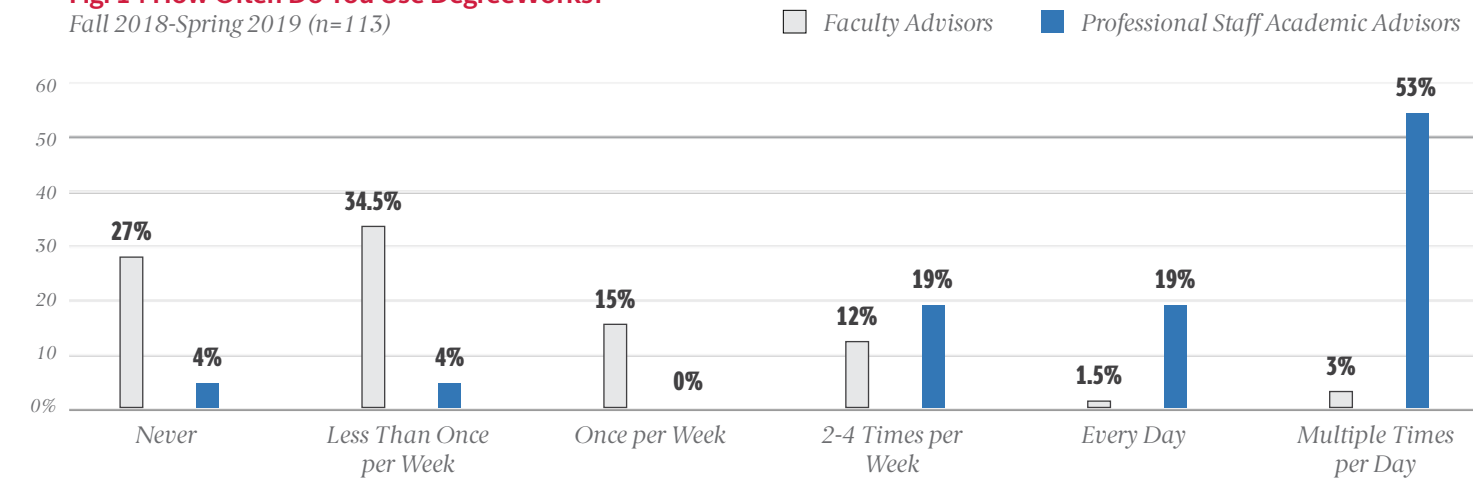
DEGREEWORKS

Serving as the home for advised course schedules, recorded notes and structural course information, students use DegreeWorks to prepare for advisement and monitor their degree progression.

Professional Staff Academic Advisors are more likely to use DegreeWorks than Faculty Advisors.

Fig. 14 How Often Do You Use DegreeWorks?

Fall 2018-Spring 2019 (n=113)



STREAMLINING THE

ACCESS PROCESS



Prior to the creation of the UAC, no formal training process existed for Academic Advisors.

In order to establish a “current state” analysis and a “desired future state,” the University Advising Center, the Office of the University Registrar and Human Resources engaged in a **LEAN Six Sigma process**. Through this exercise, a team reviewed advisor roles, position descriptions and office functions. Gaps in the process were clearly marked, elaborated upon and consolidated. Clear workflows for training were defined and the **Process Steward** role was created to help guide advisors towards gaining access to the various advising technology platforms. As a result, the steps towards granting advisor access were drastically reduced from 44 to 14 steps. Advisors are now able to complete three simple tasks to gain access to the platforms, and are fully supported by the Process Steward.

New Advisors Complete Only Three Tasks



Access Approval Form



Complete Advisor Foundations Training



Accept Terms and Conditions

ADVISOR UTILIZATION

Assessing the impact technology plays on academic advising is vital to the success of the UAC’s technology initiatives. In 2018, the UAC surveyed advisors to gain a better understanding of how technology benefited each advisor. Today, the advising community consistently provides their feedback and experiences with each system to help guide future initiatives.

Fig. 15 Questions from Advisors

2018 Advisor Outreach Data

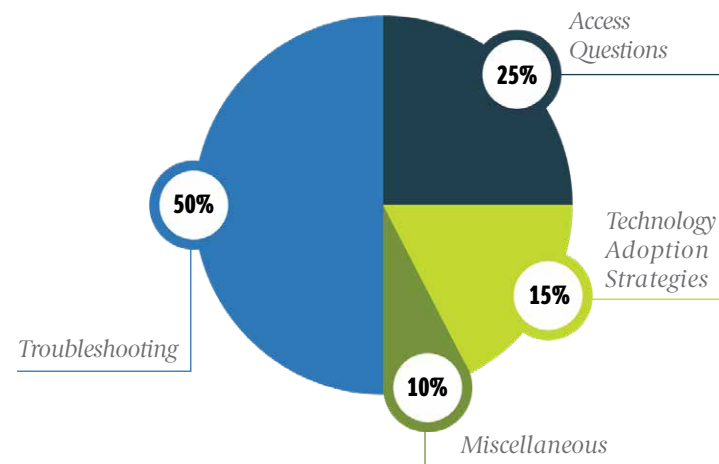
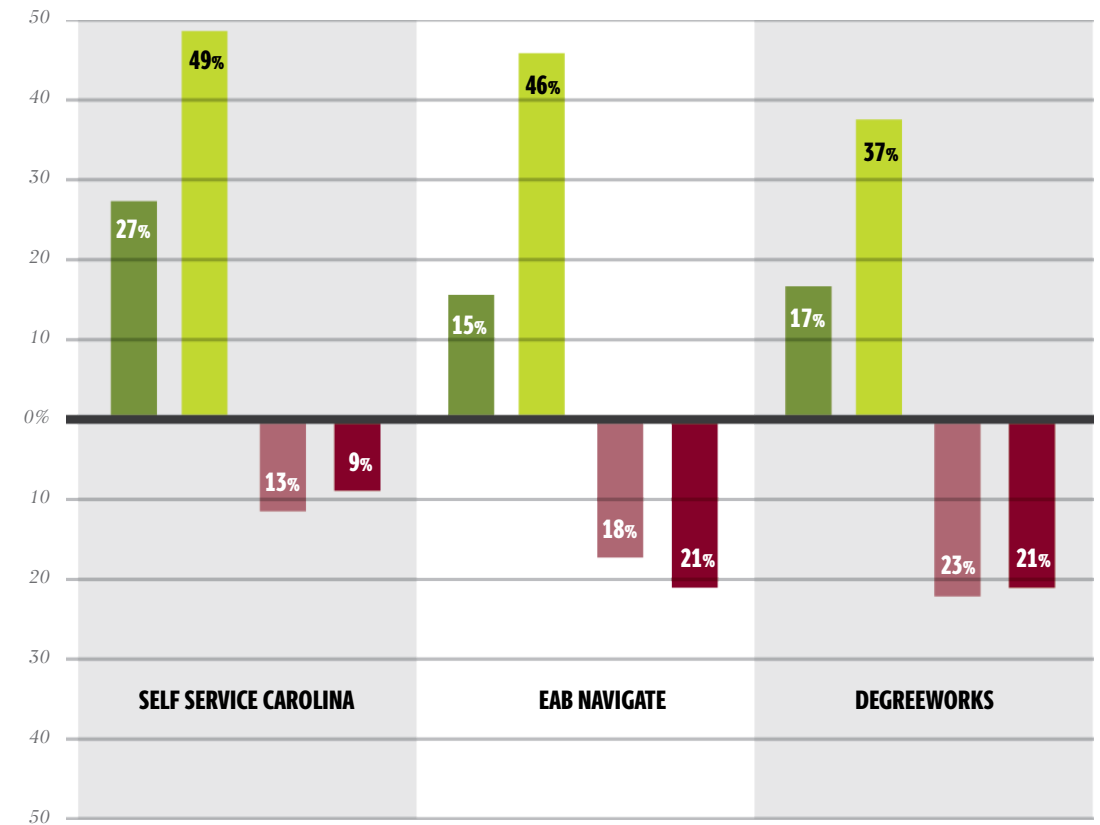


Fig. 16 Technology Improves/Enhances Workflow in Academic Advising

2018 Advisor Outreach Data (n=113)



STUDENT OUTCOMES

REFERRALS AND ALERTS

EAB Navigate offers advanced case management solutions, including the administration, tracking and resolution of student referrals. Before the implementation of EAB Navigate, advisors had no centralized referral system. Often, students would fail to connect with the referred office, leaving many issues unresolved during their next advising appointment. EAB Navigate helps close the gap, offering an automated referral system which sends student reminders, tracks appointment attendance and ensures cases remain open until they have been appropriately resolved.

Fig. 17 Coordinated Care Network

Without a Case Management System



With a Closed-loop Case Management System

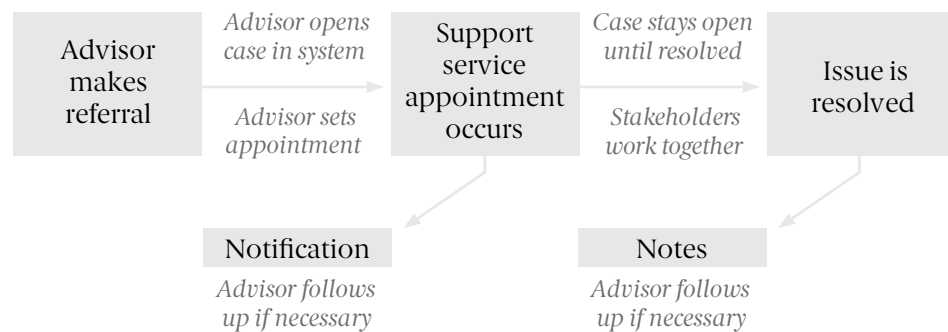
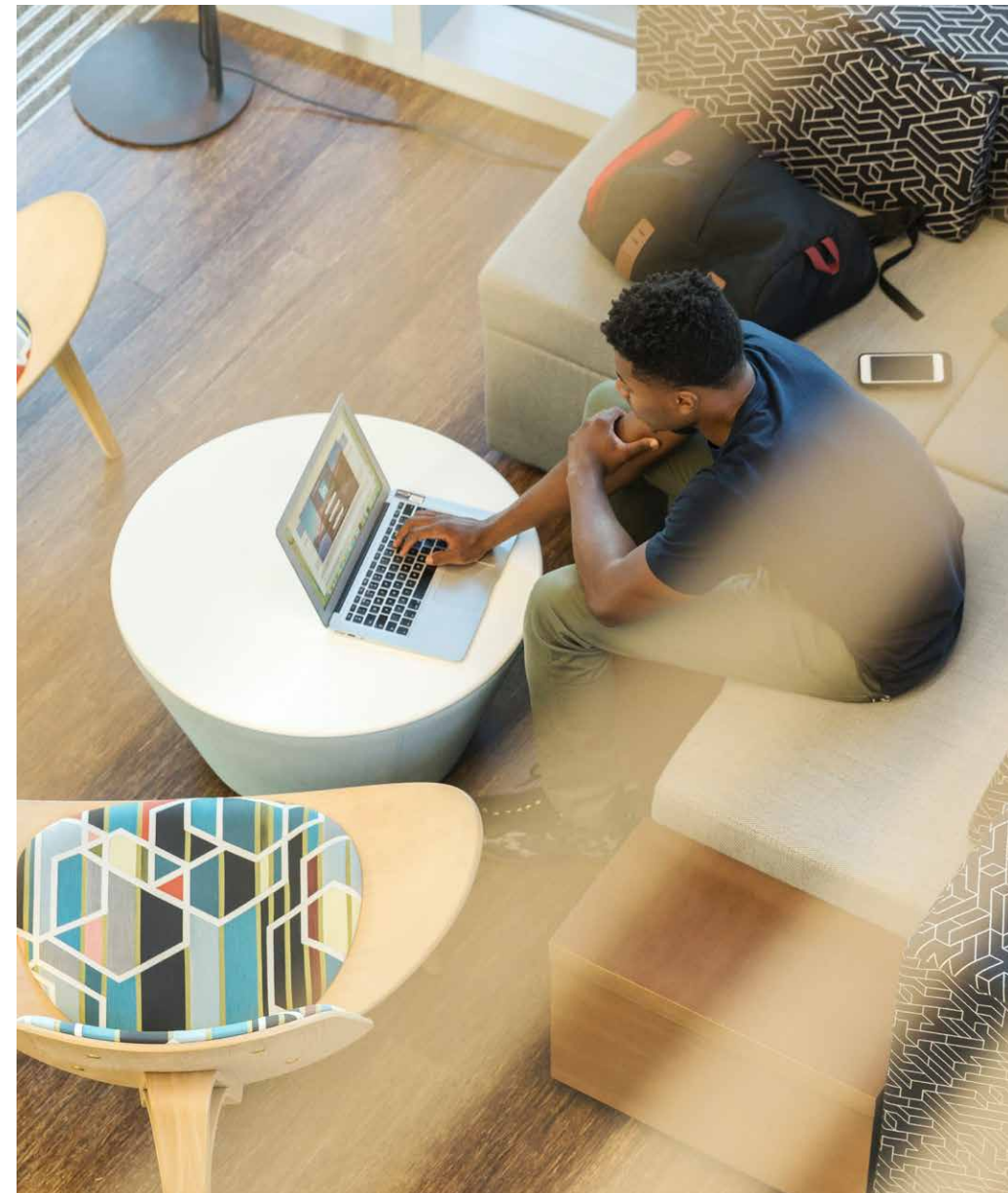


Fig. 17 Source: Education Advisory Board (EAB). (2020). *What Can Health Care Teach Us About Student Success?* (p. 6).



Student reported using DegreeWorks to monitor progress towards graduation and prepare for advisement.

Hospitality, Retail and Sport Management (n=118)

64% STRONGLY AGREE

Arts and Sciences (n=463)

35% STRONGLY AGREE

Student reported that advisor uses DegreeWorks during advising appointment.

Hospitality, Retail and Sport Management (n=118)

57% STRONGLY AGREE

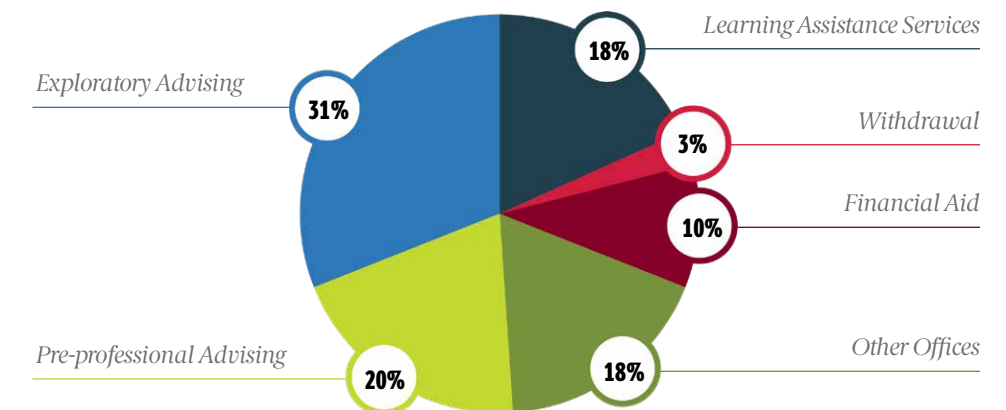
Arts and Sciences (n=463)

24% STRONGLY AGREE

Source: 2018 Bi-annual student advising survey. University of South Carolina.

Fig. 18 Academic Advisor Referral Offices
Fall 2019-Spring 2020

DURING THE FALL 2019–SPRING 2020 ACADEMIC YEAR, OVER 120 ACADEMIC ADVISORS REFERRED 1,264 STUDENTS TO DIFFERENT CAMPUS OFFICES.





UNIVERSITY ADVISING CENTER

UNDERGRADUATE
ACADEMIC ADVISORS

AMBASSADORS FOR STUDENT ACHIEVEMENT



The Undergraduate Academic Advising (UAA) Program was established in Spring 2016 upon hiring 25 new Professional Staff Academic Advisors, officially titled as Undergraduate Academic Advisors (UAA). All UAC UAAs serving schools and colleges across campus are **assigned a case load of 300:1**, including first-year students, sophomores and incoming transfer students.

The UAA initiative at the UofSC encompasses all **six ACT recommendations** and operates within a shared-split model of academic advising (King, 2008). During the early years of this initiative, the University Advising Center faced challenges promoting buy-in to this new model of professionalized advising. However, to date, the UAC has seen a **54% growth** in Undergraduate Academic Advisors since the initial cohort of 25 UAAs were hired; a testament to both the University's and individual colleges' belief in the mission. With this model, the UAC works collaboratively with the eleven colleges and schools to recruit, onboard and support the now 34 UAAs who provide holistic advisement to approximately 11,557 students—roughly 40% of the undergraduate population.

UNDERGRADUATE ACADEMIC ADVISING WAS FORMERLY CALLED FIRST-YEAR ADVISING

For the 2019-2020 Academic Year...

34	UAC Undergraduate Academic Advisors on Staff
292:1	Average Ratio of Students to each UAA
11,557	Total Students Served by UAAs
40%	of All Undergraduate Students Assigned to UAAs
22,926	Total Advising Appointments
8,079	Hours in Advising



PRESCRIPTIVE ADVISING

Course Selection and Degree Requirements



INTRUSIVE ADVISING

Proactive Outreach and Academic Interventions



APPRECIATIVE ADVISING

Using Narrative Inquiry

UNDERSTANDING THE ROLE OF THE UNDERGRADUATE ACADEMIC ADVISOR

HOLISTIC ADVISING

Undergraduate Academic Advisors are professionals with 80% of their position description dedicated to student advising (60% term advising and 20% Orientation advising). UAAs provide holistic advising to students in their caseload by **providing a combination of prescriptive, intrusive and appreciative advising** that supports the student's whole academic experience in- and beyond the classroom. UAAs advise on progression requirements and course selection, provide information regarding institutional policies and procedures and serve as a primary support resource for their advisees. They review and interpret placement and standardized test scores, transcripts, course prerequisites and degree applicability of AP, IB, Dual Enrollment and other transfer work. UAAs perform degree audits, monitor student registration activities and recommend strategies to assist with academic struggles. Additionally, UAAs refer students to appropriate campus partners, (counseling, financial aid and other key support offices) and encourage student participation in beyond the classroom activities. With a caseload of approximately 300 students, UAAs can **dedicate, on average, four hours per student, per year**. Through this predetermined student-to-advisor ratio, all incoming undergraduate students have access to a trained and certified Undergraduate Academic Advisor.

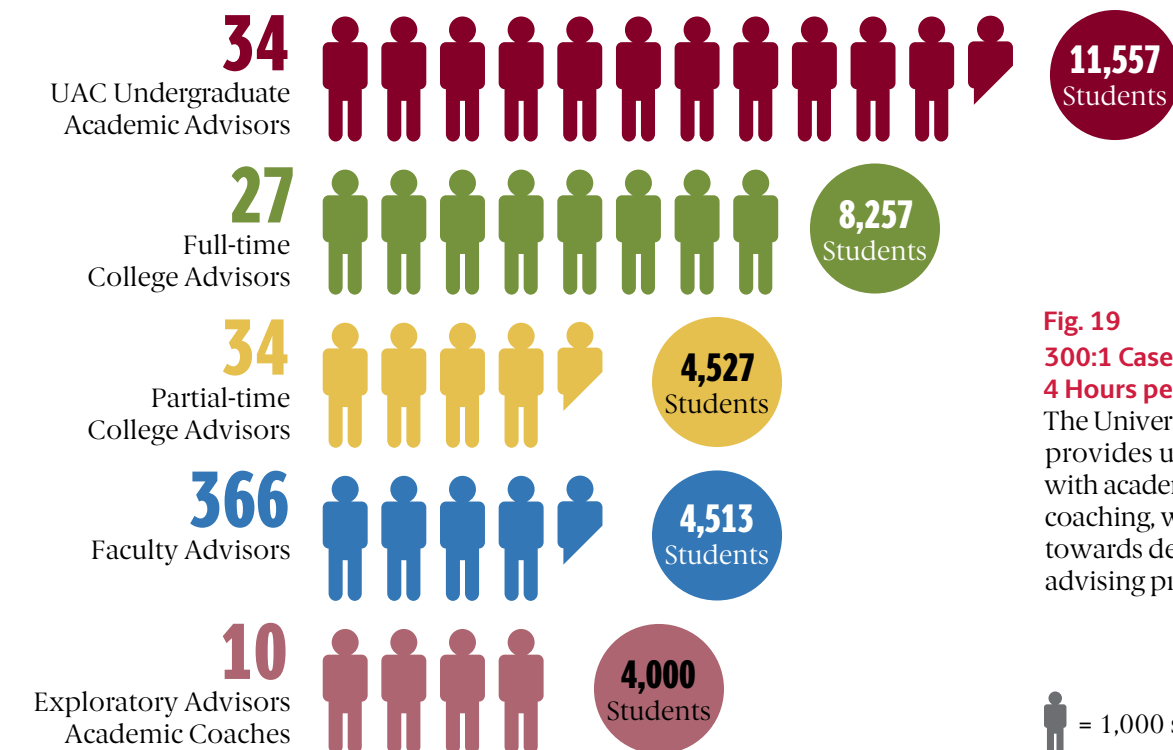


Fig. 19
300:1 Caseload = 4 Hours per Year, per Student.
The University Advising Center (UAC) provides undergraduate students with academic advising support and coaching, which guides progression towards degrees, through standard advising practices and technologies.

PROFESSIONAL QUALIFICATIONS ▶

The 34 UAAs who comprise the Undergraduate Academic Advising team have made their way to academic advising from diverse backgrounds. At minimum, UAAs have earned a master's degree, in addition to one year of related experience; or a bachelor's degree, paired with three years of related experience. The team is strengthened by lifelong higher education professionals with experience in student affairs, academic affairs and enrollment management. Academic Advisors have joined the UAC from various fields outside of higher education, including the military and K-12 schools. Meet a small sample of the team dedicated to supporting roughly 11,000 students through their journey at Carolina.



Lori Giordano

College of Arts and Sciences
Former Director of Admission at the University of Illinois, Springfield



Annastasia Murphy

Darla Moore School of Business
Academic Advisor II
Former Financial Aid Counselor



Shane Prater

College of Engineering and Computing
Former Director, Secretary of the Air Force Personnel Council



Kelsey Grant

College of Arts and Sciences
Academic Advisor II
Former High School Social Studies Teacher



Viviana Williams

College of Hospitality, Retail and Sport Management
Former Admissions Counselor

“...Whereas the individual course is the domain of the professor, the overall curriculum is most often the domain of the academic advisor, and the excellent advisor coaches the student through the process of learning the curriculum...”

(Lowenstein, 2005, p. 69)

EXEMPLARY ADVISING SESSIONS

YEAR-ROUND SUPPORT

One profound benefit from the integration of UAAs for colleges is the availability these advisors offer their students, year-round. UAAs have the ability to serve a vast population of students with varying needs throughout the Fall and Spring semesters, and even over the Summer.

THE 30-MINUTE ADVISING APPOINTMENT

The UAC ensures 30-minute appointment slots as a best practice for advising appointments. Within 30 minutes, UAAs have the time to welcome students, learn about students' strengths and goals, troubleshoot challenges and help them chart a path towards their degree. According to Lowenstein (2005), “...Whereas the individual course is the domain of the professor, the overall curriculum is most often the domain of the academic advisor, and the excellent advisor coaches the student through the process of learning the curriculum,” (p. 69). Advisors contribute to student learning by helping them make meaningful connections between classes. Internal research suggests student satisfaction with advising is positively linked to duration of advising sessions, and UAAs are more likely than other advisors to host advising sessions that are 30 minutes or longer.

CO-CURRICULAR PLANNING AND EMPLOYABILITY

Beginning in students' first semester at the UofSC, students are introduced to **My UofSC Experience**, a system where UAAs and other Academic Advisors help students plan and engage in educationally purposeful experiential activities, including study abroad, student organization membership, undergraduate research and campus leadership opportunities.

Data from the 2019 Bi-annual Student Advising Survey exemplifies that **UAAs are more likely to have beyond the classroom discussions** compared to other advisors on campus. In addition, the discussion of beyond the classroom activities and post-graduation opportunities during advisement is positively linked to greater overall satisfaction with advising. The integration and reflection on experiential education—in the advising setting—is being written into the University's new Quality Enhancement Plan, and as a result, UAAs will play a key role in the University's reaccreditation.

Fig. 21 Impact of Advisors Discussing Beyond the Classroom Activities and Post-graduation Options on Overall Satisfaction with Advising
2019 Bi-annual Student Advising Survey
Four-point scale; Four being highly satisfied (n=1,087)

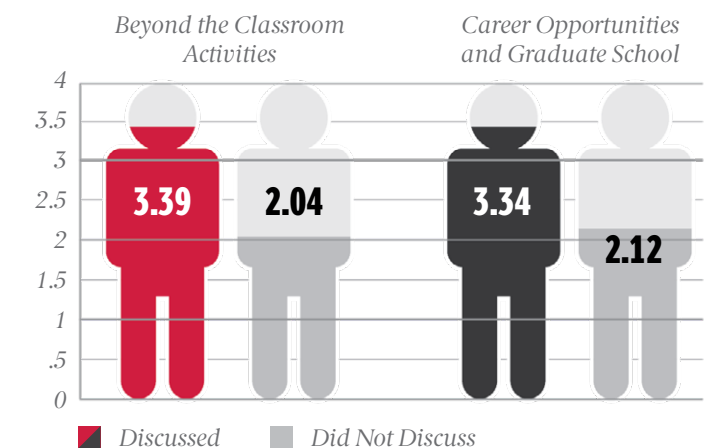
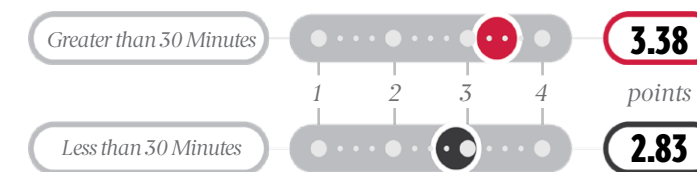


Fig. 20 Impact of Duration of Advisement Session on Overall Satisfaction with Advising
2019 Bi-annual Student Advising Survey
Four-point scale; Four being highly satisfied (n=1,087)



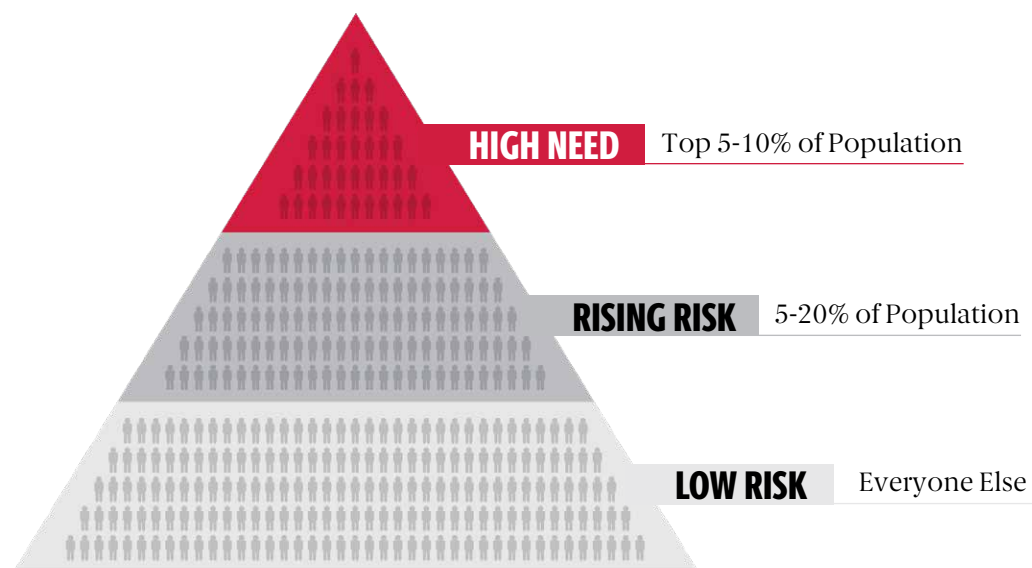
!!!!!!! ACADEMIC INTERVENTIONS

PROACTIVE VS REACTIVE

The University Advising Center has worked in conjunction with key stakeholders to identify points for the most **effective intervention** to take place, and to standardize delivery at critical junctures. This proactive approach influences intentional, calculated outreach and intervention with students who may become at-risk. UAAs are the conduit for several strategic, standardized intervention and outreach efforts to their assigned advisees. UAAs monitor, identify and support students with academic difficulties as it pertains to progression and graduation requirements. These Academic Advisors regularly monitor credit hour enrollment, course applicability for degree, holds and non-registration—among other factors—and intervene accordingly to ensure **students are encouraged to persist and succeed**.

According to the results of the 2017 National Survey on the First-Year Experience, Academic Advisors participate in early intervention efforts at 88.3% of colleges and universities. (Estrada & Latino, 2019)

CASELOAD MANAGEMENT



PYRAMID OF RISK



As noted in Dial and McKeown (2019), advisors can design and implement student interventions using readily-available data from advising technologies. Whereas faculty observe and support students in a singular course, advisors, as the holistic purveyors of a student's record, can identify opportunities for effective interventions that support the whole student.

UAAs are uniquely qualified to intervene due to the relationships they form with students, beginning at Orientation. The **300:1 student-to-advisor caseload** allows advisors to dedicate four hours per year to each student. However, not every student needs four hours of an advisor's time, empowering advisors to dedicate the most time to their rising risk and high-need students.



DEGREE-APPLICABLE COURSES

Every Fall and Spring semester, prior to the deadline to add and drop courses, UAAs verify that students are enrolled in degree applicable courses.



NON-REGISTRATION IN UPCOMING TERM

UAAs reach out to students who are not registered, following their time ticket providing support. Outreach is a simple nudge, "I see you're not registered. Is there anything I can do to help?"



FACULTY SUBMITTED "AT-RISK" PROGRESS REPORTS/ATTENDANCE REFERRALS

UAAs respond to faculty reports of student "at-risk" status based on course grades, classroom behavior and attendance concerns. UAAs follow up with referring faculty.



REGISTERED IN FEWER THAN 13 CREDIT HOURS

UAAs have the positioning to examine students' credit hour enrollment in aggregate, where faculty and other stakeholders may only be looking at students through the lens of a particular course. By establishing a standard number of credit hours (13), at which a student is most likely to balance the ability to succeed with timely completion of a program and graduation, UAAs intervene when students fall below this threshold early, and oftentimes, catch a student that may otherwise have exhibited no other early risk factors.



STUDENT SURVEY RESPONSE

A 39-question survey distributed to all new students. UAAs use results to coordinate with campus partners to align efforts to better support students.

Intervention Results

Non-registration in Upcoming Term Intervention

Spring 2018

855 Students Received Outreach from their UAA

85% Were Then Enrolled in Fall 2018 Semester (n=495)

Spring 2019

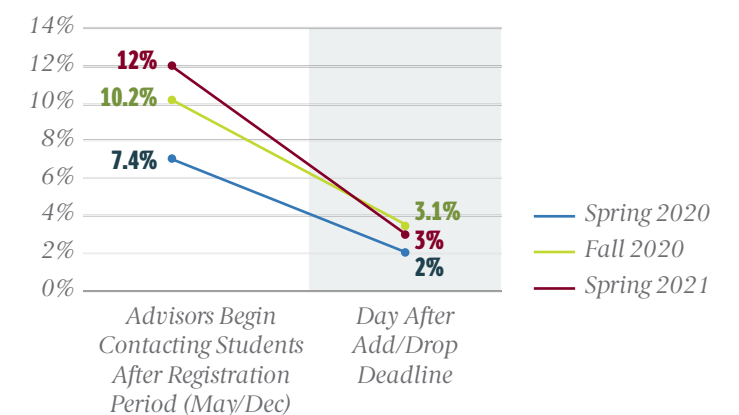
782 Students Received Outreach from their UAA

11% of First-year Students Were Non-registered

51% Were Then Enrolled in Fall 2019 Semester (n=402)

Source: University Advising Center. (2019). 2018-2019 Interventions report: Non-registered in upcoming term. University of South Carolina.

Fig. 22 Percentage of Eligible Students Not Enrolled Spring 2020, Fall 2020, and Spring 2021 Registration



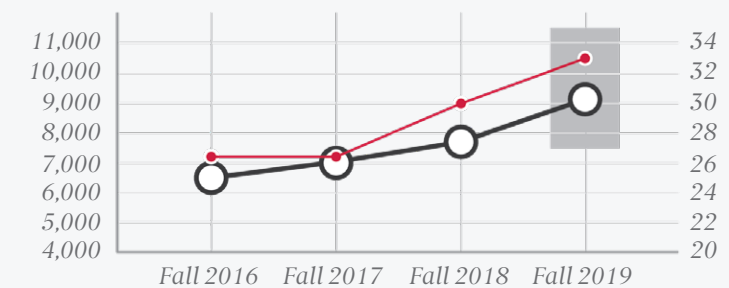
STUDENT OUTCOMES

SUCCESS IN THE MODEL

Since the establishment of the UAC, the institution has experienced gains in both first- to second-year retention, as well as four- and six-year graduation rates. As evidence, the UofSC attained a 3.7% increase in four-year graduations, as well as a 1% increase in the six-year graduation rate (EAB, 2018). Adoption of the Undergraduate Academic Advising model has increased steadily since Fall 2016, reflecting both the growth in the first-year cohort and colleges' investment in the model. Thus, additional UAAs have been hired to advise a growing number of advisees each semester.

Fig. 24 Adoption of UAA Model

Assigned Advisees (Left) in proportion to UAAs (Right)



We see a significant increase in first-year student satisfaction, which can be directly linked to the relationship with their assigned UAC Undergraduate Academic Advisor, a resource that was not available to prior first-year cohorts. When compared to the University satisfaction as a whole, first-year students show greater satisfaction within advising sessions.

Percentage Satisfied or Extremely Satisfied*

2014
66% of All Respondents
(n=1,448)

2019
71% of All Respondents
(n=1,289)

85% of FTIC Students
(n=250)

IN ADDITION TO PROGRAM GROWTH, THE QUALITY OF ACADEMIC ADVISING AND STUDENT SATISFACTION HAS IMPROVED.

ABSENT OR DISENGAGED STUDENT REFERRAL INITIATIVE IMPACT

As part of the University's response to COVID-19, and at the request of faculty, the University Advising Center facilitated an intervention that encouraged faculty to notify Academic Advisors if their students were not engaged or were struggling in their virtual classes.

This highly successful initiative enabled Academic Advisors to conduct interventions, contributing to student retention.

Fig. 23 Students Referred by Faculty for Non-Attendance or Missing Assignments

POPULATION	Description	% Who Passed Course
POPULATION A	Responded to advisor calls, texts or emails	42% (n=116)
POPULATION B	Did not respond to advisor calls, texts or emails	33% (n=94)
POPULATION C	Unknown whether they responded to advisor calls, texts or emails	35% (n=41)

GLOBAL COMMUNICATIONS

All UAC Undergraduate Academic Advisors maintain systematic and frequent contact with their advisees through Global Communications; **standardized outreach sent to all students in the advisor's caseload.** Approximately once per month, UAAs reach out through these customized Global Communications, with focus around upcoming academic calendar dates/deadlines, such as the add/drop deadline, the "WF" deadline, midterms and final exams. Each outreach contains useful information and connections to appropriate campus resources to help guarantee students **receive the information they need, when they need it.**

The global communications platform allows the University Advising Center to quickly, and efficiently, share information related to institutional priorities with all new first-year students and one-third of the total undergraduate population.

AVERAGE OPEN RATE: 69%

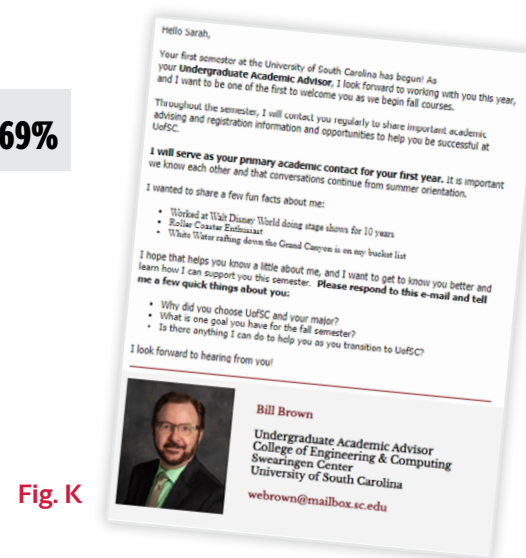


Fig. K

Fig. 25

Bi-annual Student Advising Survey Questions

Question	2014 Percentage Agree All Respondents (n=1,448)	2019 Percentage Agree All Respondents (n=1,445)	2019 Percentage Agree FTIC Only (n=1,289)
I receive accurate information through academic advising.	65%	77%	86%
My advisor explains the purpose and requirements of the Carolina Core (UofSC General Education).	55%	82%	91%
My advisor recommends beyond the classroom/co-curricular opportunities.	42%	65%	78%
My advisor and I talk about career opportunities and/or graduate school.	42%	61%	70%
My advisor is available when I need to meet with them.	72%	84%	90%

*Source: 2014 Bi-annual student advising survey. University of South Carolina. 2018 Bi-annual student advising survey. University of South Carolina.

NEW STUDENT ORIENTATION

In addition to their work during the Fall and Spring semesters, UAC UAAs are all hands on deck during the Summer months for New Student Orientation. The University welcomed approximately 7,000 new students in Summer 2020, with 4,064 being individually advised UAC UAAs. The data exemplifies the critical role UAC UAAs play in relation to the overall success of incoming students, showing positive trends for appointment satisfaction.

Fig. 26 First Time in College Students
Summer 2020 (n=5,719)

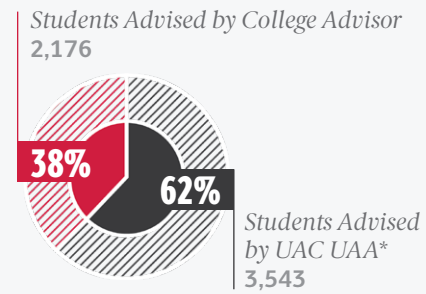


Fig. 27 Transfer Students
Summer 2020 (n=1,155)

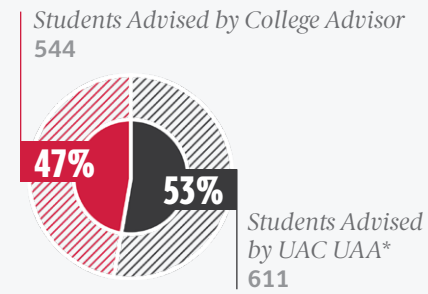
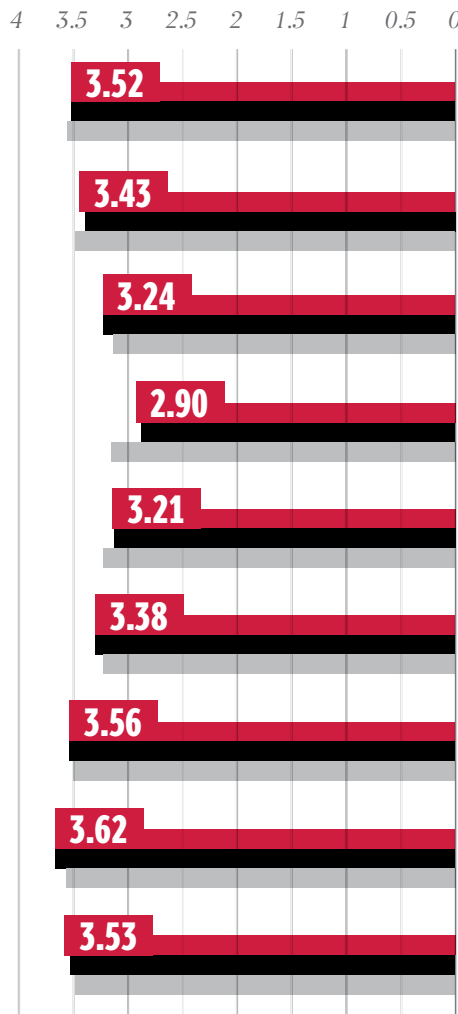


Fig. 28 New Student Orientation
Summer 2020 (n=1,639)



Legend: ■ All ■ FTIC ■ Transfer

Overall, I am **satisfied with my academic advisement** at Orientation.

I understand the **degree requirements** for my major (for example: progression requirements, prerequisite courses, etc.)

I had ample **course options** to register for a full schedule.

I understand how to use **DegreeWorks** and the DegreeWorks Planner to view my advised course plan and monitor my degree progress.

I can identify the requirements of the **Carolina Core**.

I discussed my **educational goals** and interests with my advisor.

I am comfortable **talking with my advisor** about my transition to college.

My **questions** were answered.

I understand my **advised course plan**.

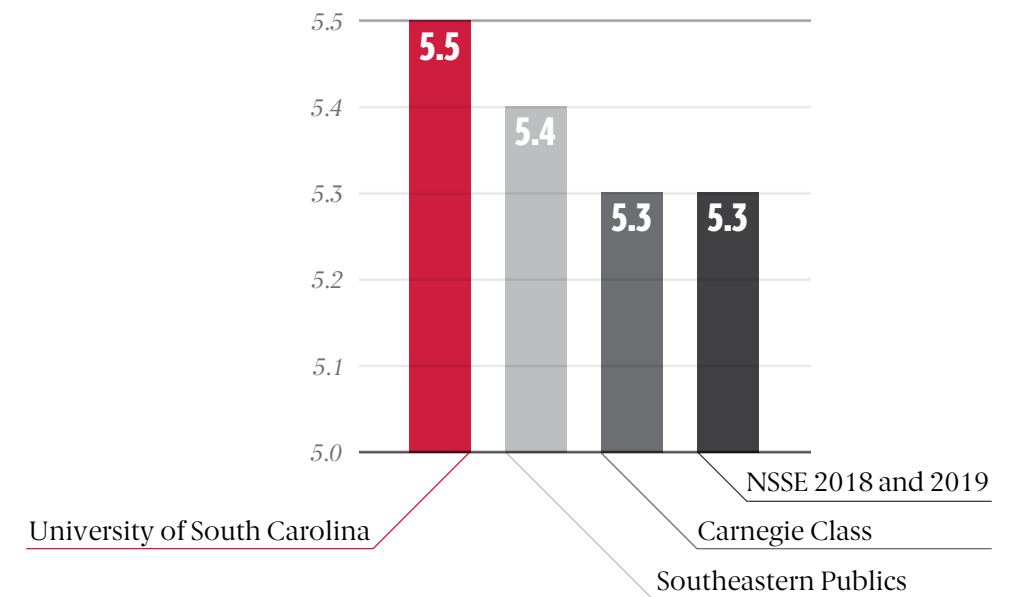
*Including Exploratory Advisors

SETTING THE BENCHMARK

The University Advising Center's approach to the undergraduate experience ranks higher than other southeastern public secondary institutions and institutions in the University's Carnegie Class. Advising reform efforts track directly with other leading institutions, topping the charts for first-year student interaction with Academic Advisors.

Fig. 29
National Survey of Student Engagement

INDICATE THE QUALITY OF YOUR INTERACTIONS WITH THE ACADEMIC ADVISORS AT YOUR INSTITUTION.



TRANSFER ADVISING

REDUCING THE GRADUATION GAP

for Transfer Students

TRANSFERS GRADUATE AT A LOWER RATE THAN NON-TRANSFERS.

Transfer students exhibit unique hardships compared to other First Time in College (FTIC) students, which can lead to attrition. These students frequently experience "transfer shock" while navigating a new institutional culture.

Transfer students need to know two key things:

1. What prior-earned credit is degree applicable?
2. How long is my time to degree?

The University Advising Center is dedicated to the success of transfer students by offering tailored academic advisement and specific transfer-success resources. By focusing on major selection, customized degree plans and overall transfer student success, the UAC aims to reduce the graduation gap of this student population.



EARNING THE DEGREE The Institutional Outlook

65.5%
OF ALL TRANSFER STUDENTS
GRADUATE FROM THE UOFSC

3.4 YEARS
TO GRADUATE AFTER INITIAL
ENROLLMENT AT THE UOFSC

Source: (2020). Fall 2006, fall 2011, fall 2016 transfer student cohort at UofSC-Columbia. University of South Carolina.

The National Outlook

**STUDENTS WHO BEGIN AT A
TWO-YEAR INSTITUTION**

Only 14% of transfer students earn their Bachelor's Degree within six years

Only 8% of transfer students earn their Bachelor's Degree following the traditional 2+2 pattern*

**STUDENTS WHO BEGIN AT A
FOUR-YEAR INSTITUTION**

60% earn their Bachelor's Degree within six years

*Attending a community college for two years, then transferring to a university for remaining two years. (Jenkins, D., & Fink, J., 2016)



ONE IN EVERY FIVE STUDENTS

Transfers make up a large portion of our undergraduate population

As of Fall 2020, the University of South Carolina currently enrolls 5,081 transfer students.

1,410 NEW STUDENTS

3,671 CONTINUING STUDENTS

According to the National Center for Education Statistics 2017-2018 Report, nearly 17,000 students were enrolled in a postsecondary institution as a transfer student in the state of South Carolina, with over 7,500 enrolled at a public four-year institution. As of Fall 2020, the University of South Carolina fosters many of those enrolled at a public four-year institution. This population makes up one-fifth of the entire undergraduate student body on campus.

The University has reported significant trends which allows us to better understand the multifarious nature of these students' backgrounds.

1/5 of the UofSC's undergraduate enrollment are transfer students

Transfer student enrollment has generated \$71,606,195 tuition dollars since Fall 2016

Previously attended 282 unique institutions
36% transferring from Midlands Technical College
58.5% transferring from 271 other institutions*

Transfers students who graduate with a degree from the UofSC have an average accumulation of 138 UofSC credit hours,** which is much higher than the required 120 credit hours.

*Remaining percentage from other in-state institutions.
**Based on average time to graduation once enrolled at the UofSC. Source: (2020). Fall 2006, fall 2011, fall 2016 transfer student cohort at UofSC-Columbia. University of South Carolina.



UNIVERSAL EXPERIENCE

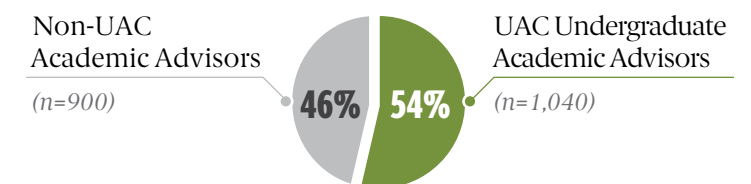
Transfers need high-quality, individualized advisement.

Each transfer student, with their own unique concerns and goals, demands greater time and attention from Academic Advisors across campus. Of those newly enrolled at the University of South Carolina during the Fall 2019-Spring 2020 semesters, 1,040 students had access to a dedicated UAC Undergraduate Academic Advisor. Advisement is the only universal experience transfer students can count on, meaning, the only way to support these student is at the individualized level.

The Hardships for Transfers

- Admitted with credit that is not degree applicable
- Difficulty building community connections
- Trouble identifying available resources
- Seeking a fast-track degree

Fig. 30 Transfer Student Caseload Distribution Fall 2019-Spring 2020



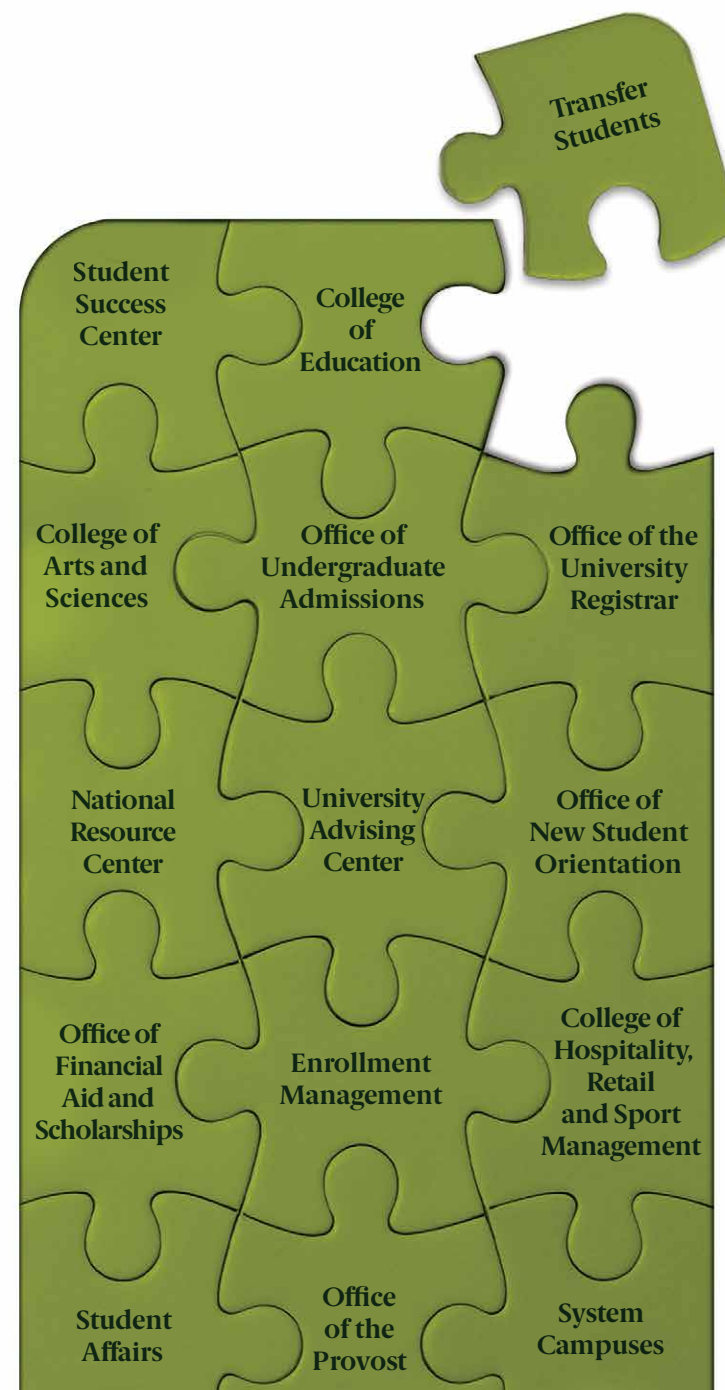
INITIATING THE ACTION

TRANSFER STUDENT ADVISORY COUNCIL

The Transfer Student Advisory Council was formed in March 2019, by the Office of the Provost, to address transfer students' experiences from admission through graduation. Leveraging program-level assessments and student surveys, the Council reviews emerging trends and provides curated recommendations to be shared across campus.

Under the establishment of the Office of the Provost, the Transfer Student Advisory Council is charged to:

1. Review and disseminate **national literature** on transfer student success.
2. Research, develop and **implement best practices** 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.
9. Publish a **report** and offer a forum presentation on the state of supporting transfer students to the UofSC campus community.



INTENTIONAL ADVISEMENT

WHO ADVISES TRANSFER STUDENTS?

UAC Undergraduate Academic Advisors (UAAs) serve as a primary support resource and are trained to handle the extensive needs of transfer students. UAC UAAs provide an opportunity for students to discuss how their transfer credit is applied to their UofSC degree by reviewing the student's DegreeWorks degree audit during the first few weeks of the semester. During their advising appointment, transfer students are introduced to transfer student organizations and encouraged to participate in beyond the classroom activities (My UofSC Experience). Additionally, UAAs offer insight to opportunities related to degree completion—including career development resources and information about departmental scholarships—and can refer students to helpful campus offices, such as the counseling center or financial aid office.

TRANSFER STUDENT SERIES

The Transfer Student Series provides training and consistent communications to over 250 Academic Advisors across campus. Developed training consists of a four-part series dedicated to identifying the Academic Advisor's role in addressing transfer students' unique academic needs at the University. Upon completion, advisors become **UAC-certified, Transfer Friendly Academic Advisors**, experts in intentional methods to retain transfer students and drive academic success.

It is important to understand the relationship UAC-certified, Transfer Friendly Academic Advisors can foster with newly arriving transfer students. With the transfer student graduation rate sitting at 65.5%, and credit hour accumulation at 138+ hours, the time to act is now. Building a transfer friendly campus through intentional advisement is vital to help mitigate additional challenges for transfer students and provide support when needed.

PART 1

What is a Transfer Student?

PART 2

Understanding the UofSC Transfer Process from Application to Enrollment

PART 3

Intentional Advisement of Transfer Students

PART 4

What Do We Do Next for Our Transfer Students?
Discussion Workshop: Transfer Caseload Management

Extended Transfer Primary Advisement

The University Advising Center offers students a wide range of academic and personal support through UAC-certified, Transfer Friendly Academic Advisors. One-on-one Advising Sessions are offered in the following formats:

- One 60 Minute Appointment;
- Two 30 Minute Appointments; or
- Drop-in/Transfer Week Appointments

Transfer Secondary Advisement

Assisting new transfers during their initial semester of transition is vital to help mitigate additional challenges. UAC UAAs, who previously had no transfer students included in their caseloads, can provide additional support early in the semester, prior to department or faculty advisement.

- Early Access Drop-in Appointments
- Preliminary Advisement



TRANSFER STUDENT OUTCOMES

“Academic and Career Advisors at Midlands Technical College use the major maps as a tool during advising appointments to help students understand the ‘why’ behind course selection. Major Maps provide the transparency needed to navigate transfer to Carolina while highlighting how the technical college can better prepare the student and reduce time to degree and transfer shock.”

— Gina Polizzi, M.Ed.

Associate Director, Advisor Training and Operations, Academic and Career Advising at Midlands Technical College

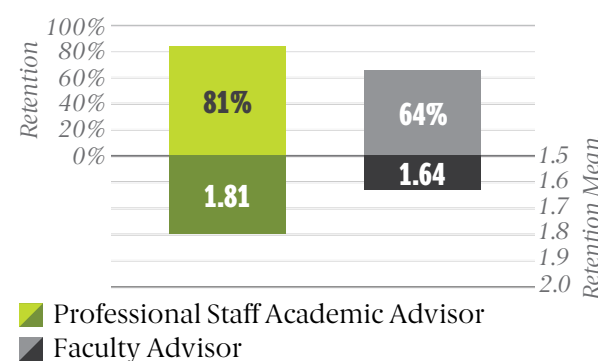
TRANSFER RETENTION

IN THE COLLEGE OF ARTS AND SCIENCES

Retention data suggests that new transfer students in the College of Arts and Sciences who are advised in their first semester by a Professional Staff Academic Advisor are more likely to be retained to a second year than those who are advised by a Faculty Advisor.

In Fall 2019, 25 new transfer students were assigned to a Faculty Advisor and 528 were assigned to a Professional Staff Academic Advisor in the College of Arts and Sciences. Of new transfer students assigned to a Professional Staff Academic Advisor, **81% were retained** to the Fall 2020, compared to **64%** of new transfer students assigned to Faculty Advisors.

Fig. 31
Transfer Retention in the College of Arts and Sciences
Impact of the Professionalization of Advising
Fall 2019-Fall 2020



The Independent Samples T-test yielded significant differences in retention between new transfer students assigned to Professional Staff Academic Advisors¹ and new transfer students assigned to Faculty Advisors^{2,3}

¹ (M=1.81, SD=0.39)

² (M=1.64, SD=0.49)

³ t(551)=2.069, p=0.039.

REFLECTION ACTIVITY FOR THE QEP

In anticipation of the upcoming Quality Enhancement Plan, the University Advising Center is dedicated to addressing transfer students with significant achievement gaps. These students graduate at a 10% lower rate than other First Time in College (FTIC) students. As a qualitative measurement, this series of reflective questions offer our transfer students the opportunity to generate helpful feedback about their personal growth and professional goals.

Sample questions provided during the advisement session

1. Why have you chosen your current major? What are you most excited to learn?
2. What are your upcoming academic or professional plans and/or goals?
3. Please identify a person or resource that has aided in your success in your college career so far and describe how this has contributed (or will contribute) to your academic success.
4. Share 1-2 skills or things you have learned from a past academic, personal and/or professional experience that could be valuable in future academic, personal and/or professional experiences? Briefly describe how these might be useful and/or valuable to your future experiences and/or goals.

37 TRANSFER STUDENTS COMPLETED PILOT

Source: Transfer Student Advisory Council. (2020). Reflection activity: Transfer student survey. University of South Carolina.

TRANSFER STUDENT SURVEY

2020

62.75%
of respondents rate their experience transition to the UofSC Columbia **above average and excellent.**

Admissions
83% Very Satisfied/Satisfied

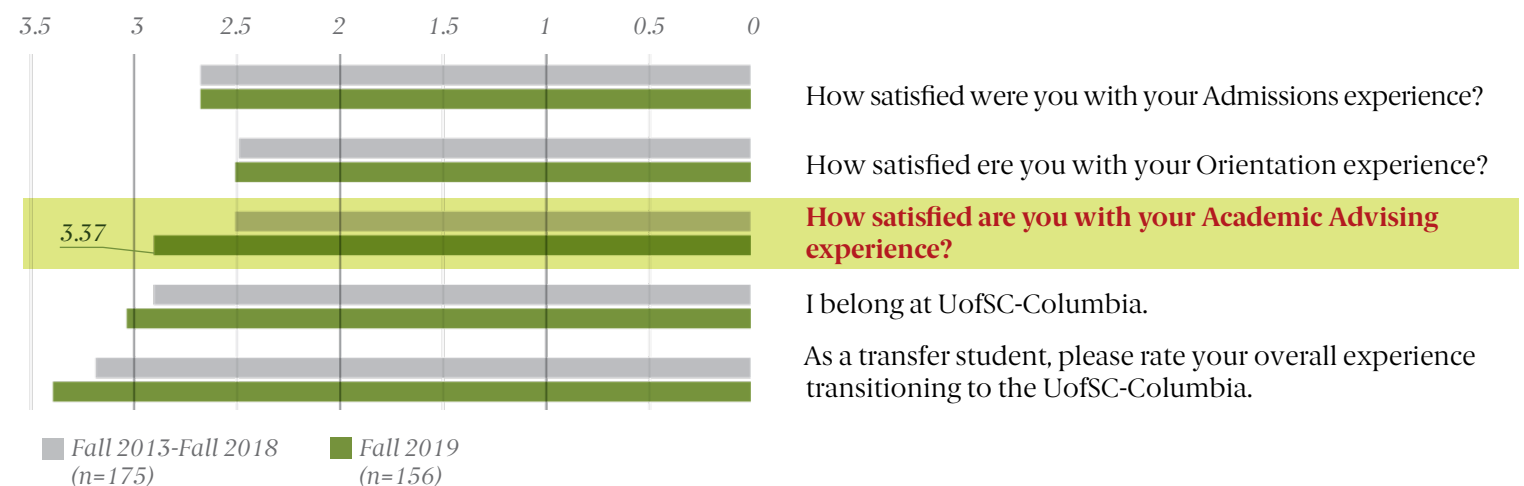
Orientation
78% Very Satisfied/Satisfied

Academic Advising
89% Very Satisfied/Satisfied

Source: University Advising Center. (2020). Transfer student survey. University of South Carolina.

Fig. 32 Transfer Student Perceptions

2013-2018 Transfer Student Cohort vs. Fall 2019 Transfer Student Cohort





EXPLORATORY ADVISING

PROMOTING INTENTIONAL MAJOR CHANGE

EXPLORATORY ADVISING PROVIDES STUDENTS WITH THE OPPORTUNITY TO MEET WITH A SPECIALIZED ACADEMIC ADVISOR AND DISCUSS THE PROCESS OF SWITCHING MAJORS AT THE UNIVERSITY OF SOUTH CAROLINA.

Exploratory Advisors

Specialized Professional Staff Academic Advisors

- Advisement for the UofSC's 140+ Majors/Curricula
- Major Exploration
- Major Change Advisement, known as Exploratory Advising
- Course Planning and Major Guidance
- Prescriptive Advising
- Referrals

EMPOWERING STUDENT DECISIONS

According to the National Center for Education Statistics (2018), one-third of college students change their major at least once within three years. On average, one in 10 students change their major twice while in college. The University Advising Center supports **Exploratory Advisors**, who help students make informed, intentional major change decisions. **Empowering students to make confident decisions** about their academic journey is an important part of influencing the thinkers and leaders of tomorrow. Exploratory Advising promotes the understanding that learning can happen not just inside the classroom, but throughout the academic journey.

STREAMLINED APPOINTMENTS

Exploratory Advisors can help answer a variety of questions about switching majors at the UofSC-Columbia campus. For students who prefer to address their new path in one sitting, 30-minute appointment options are available. Students may also take advantage of drop-in hours to address general questions, get clarification on coursework concerns and receive supplemental advisement for new major decisions.

PRE-ORIENTATION MAJOR CHANGE SUPPORT

In 2020, Exploratory Advisors, in collaboration with the Office of New Student Orientation, began offering Exploratory Advising services to incoming freshmen and transfer students. This service meets a critical need for incoming students by ensuring they make intentional, informed decisions about changing their major before starting at Carolina in the Fall semester.

During these appointments, incoming students learn the potential implications changing their major may have on their academic and career goals, financial aid and scholarship packages and time to graduation. By the end of June 2020, Exploratory Advising met with over 400 incoming students, which, at the time, accounted for 6.5% of all students registered with the Office of New Student Orientation. Crucially, the vast majority of incoming students who met with an Exploratory Advisor did so prior to attending Orientation. This helped ensure those students went on to meet with the correct Academic Advisor on Orientation day, leading to a clear, productive and stress-free Orientation experience.

MAJOR MIGRATION

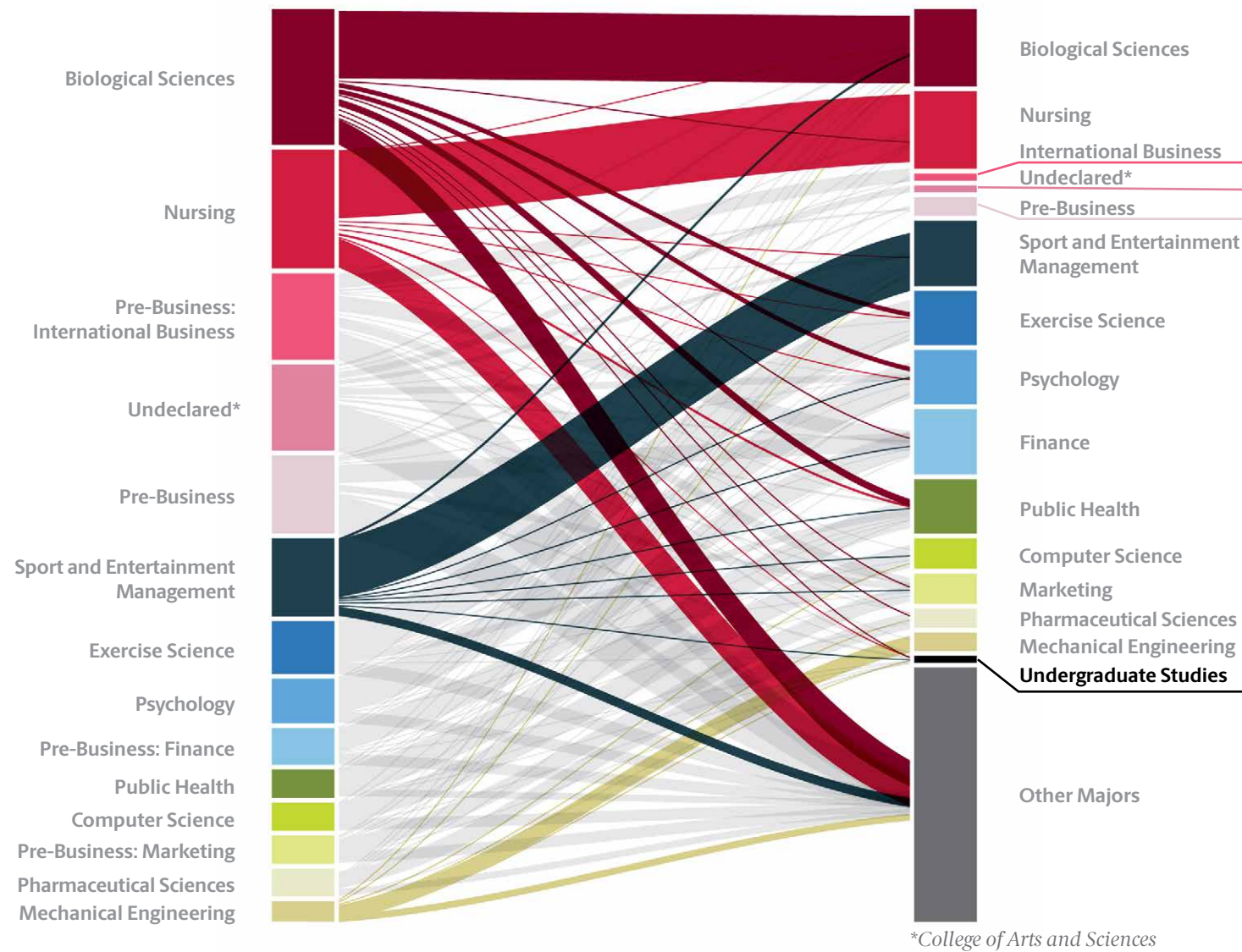
PATTERNS

(n=3,770)

Fig. 33

FALL 2019
Top 14 Donor Majors

FALL 2020
Destination Majors



FALL 2019

MAJOR MIGRATION DATA

Exploratory Advisors support students during the transition between programs, ensuring the change of major fits their unique strengths, supports their academic and career goals, maximizes the application of existing credits and supports as timely a graduation as possible. In one visit, students learn the requirements to change their major, how their existing credits would apply to the new program and receive course advisement for the upcoming semester.

Of the students who attended Exploratory Advising between Fall 2019 and Fall 2020, over 2,000 changed their major. The University Advising Center's Exploratory Advisors guided these students into 81 different majors across the 11 colleges and schools, demonstrating the campus-wide reach of our office. **Fig. 33 demonstrates the top 14 programs students exited between Fall 2019 and Fall 2020 and the subsequent migration patterns into other programs.**

PRIOR TO FALL 2019, students had to take **at least** three steps to change majors and receive advisement for courses in their new major for the upcoming semester. The University Advising Center participated in a Lean Six Sigma improvement project to streamline the process for undergraduate students changing majors. The project eliminated unnecessary steps and improved students' transition to their new program.

August 2018-August 2019
Students used
Exploratory Advising

3,600+

August 2019-June 2020
Students used
Exploratory Advising

5,400+

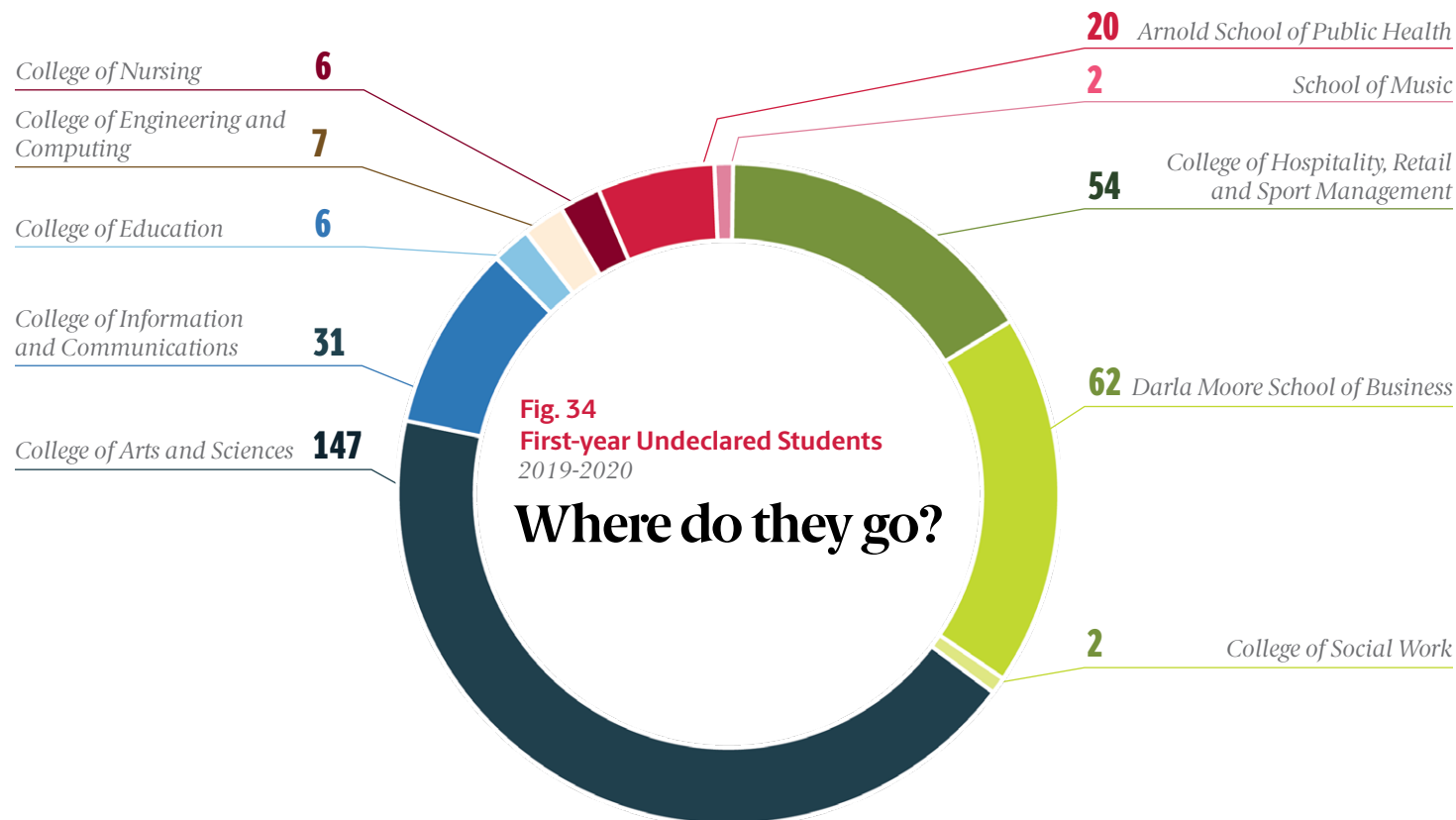
GUIDING UNDECLARED STUDENTS

NAVIGATING STUDENT INTEREST DURING THEIR FIRST YEAR

For incoming freshmen, choosing a major before they even step foot on campus can be daunting.

Prospective freshman can apply to the University of South Carolina as an "Undeclared" student in the College of Arts and Sciences. Students who are admitted as Undeclared are assigned an Undeclared Academic Advisor. **Undeclared Academic Advisors guide students who span the "exploratory" spectrum**, from those who are highly undecided to those who are choosing between two programs.

Undeclared first-year students have access to hundreds of classes and benefit from a strong, flexible general education curriculum. The Carolina Core allows students to explore potential majors within and outside the College of Arts and Sciences, while maintaining a path toward graduation. Undeclared students declare a major after accumulating 30 credit hours with the guidance of their Undeclared Academic Advisor, who helps students determine which major at the UofSC is the best fit.



The Undeclared Academic Advisor supports this unique student population through intense and intentional advisement designed to help "demystify" the major selection process. One of the most often used tools is the **Undeclared Interest Form**, which students submit prior to being advised at New Student Orientation. The form is a short survey of incoming students' interests, hobbies, talents and reasons for being undeclared. Together with the appreciative advising techniques employed by all Exploratory Advisors, the form helps Undeclared Academic Advisors better understand their students and craft a major exploration strategy that leads to a solid major choice and fulfilling experience at the UofSC.



"I was not admitted to my chosen major."

Let's look at other options that are similar to that path.



"I want time to explore all my options."

We can work together to find the best fit for you.



"I haven't thought about my interest, values, skills and abilities."

We can map out your preferences and explore classes that align with you.



"From one Carolinian to another, I want you to know that I am here to guide you through the variety of courses we offer and the major selection process. This is a great time to uncover what truly interests you—on your terms. I'll also connect you with many of the University's outstanding resources. Together, we will work to discover the right major for you by the end of your first year."

— Adam "Travis" Gardner, M.A.
CAS Undeclared Academic Advisor I



"I've been in your shoes before and understand how it feels to enter college as an undeclared student. We'll be here with you every step of the exploration process from orientation to declaring your major. We have several resources at your fingertips to help identify your interests, abilities and values, and then we'll work with you to align them with a great major fit. I'm excited to meet you and guide you through your first year here at the UofSC!"

— Alexis Mynio, M.Ed.
CAS Undeclared Academic Advisor II

ACADEMIC COACHING

DEVELOPMENTAL, APPRECIATIVE AND HOLISTIC ADVISEMENT



GET ON COURSE

Academic Coaching is a service designed to provide holistic, **individualized support for at-risk students** as they work to get on course in their academic careers. Academic Coaching empowers each student by developing an overarching strategy for success through a comprehensive, appreciative style of advising that goes beyond mere course planning. Rather than a one-size-fits-all approach that treats every 'at-risk' student similarly, Academic Coaching is tailored to fit the unique needs of each student.

During Academic Coaching appointments, students partner with their Academic Coach to co-develop an academic success plan that encompasses goal-setting, academic advising and major exploration, academic success strategies, strengths identification, navigation of campus resources, co-curricular engagement and campus involvement opportunities. Students leave their Academic Coaching sessions with actionable strategies for reaching their academic goals at Carolina.

ADVISING SESSIONS FOR THE DEEP DIVE

ACADEMIC COACHING

1. Connect with Mandated At-risk Populations
2. Complete Self Assessments
3. Discuss Academic Success Strategies by Major
4. Explore Interests
5. CliftonStrengths® for Students
6. Create Academic and Engagement Plans
7. Set Strategic Goals
8. Plan Co-curricular Engagement and Experiential Learning



[Exploratory Advising Benefits]

9. Explore Major and Degree Programs
10. Advisement for UofSC's 140+ Majors and Degree Programs
11. Discuss the Major Change Process

Academic Coaching is offered in 60-minute appointment formats to allow optimal time to explore and address the student's needs.

	Exploratory Advising (15-30 Minute Appointments)	Academic Coaching (60 Minute Appointments)
Advisement for the UofSC's 140 Majors/Curricula	X	X
Major Exploration	X	X
Changing Majors Advisement/Exploratory Advising	X	X
Course Planning and Major Guidance	X	X
Referral	X	X
Navigating Campus Resources		X
Mandate At-risk Populations		X
Undeclared Academic Advisor (Undergraduate Studies)		X
Co-Curricular Engagement/Engagement Planning		X
Academic Success Strategies as Related to Major		X
Interest Exploration		X
Clifton Strengths® for Students		X
Self-assessments		X
Prescriptive Advising	X	X
Developmental, Appreciative Holistic Advisement		X

ACADEMIC COACHES: ONE PERSON, MULTIPLE CREDENTIALS

THE PREMIER AMBASSADORS FOR STUDENT SUPPORT

Academic Coaches help set students back on track in their academic journey. These Academic Advisors have dual roles, titled as both an **Academic Coach** and as an **Exploratory Advisor**—depending on the student's need. Serving a significant portion of the undergraduate student population, Academic Coaches combine powerful working knowledge of the curriculum with individualized attention to guide students towards appropriate progression.



ACADEMIC COACHES

High Risk Students

- First-year Students on Academic Probation
- Satisfactory Academic Progress (SAP) Appeals
- Undeclared, Undergraduate Studies
- College-specific Mandates
- Returning from Suspension
- Special Admits
- Seniors with More Than 120 Credit Hours



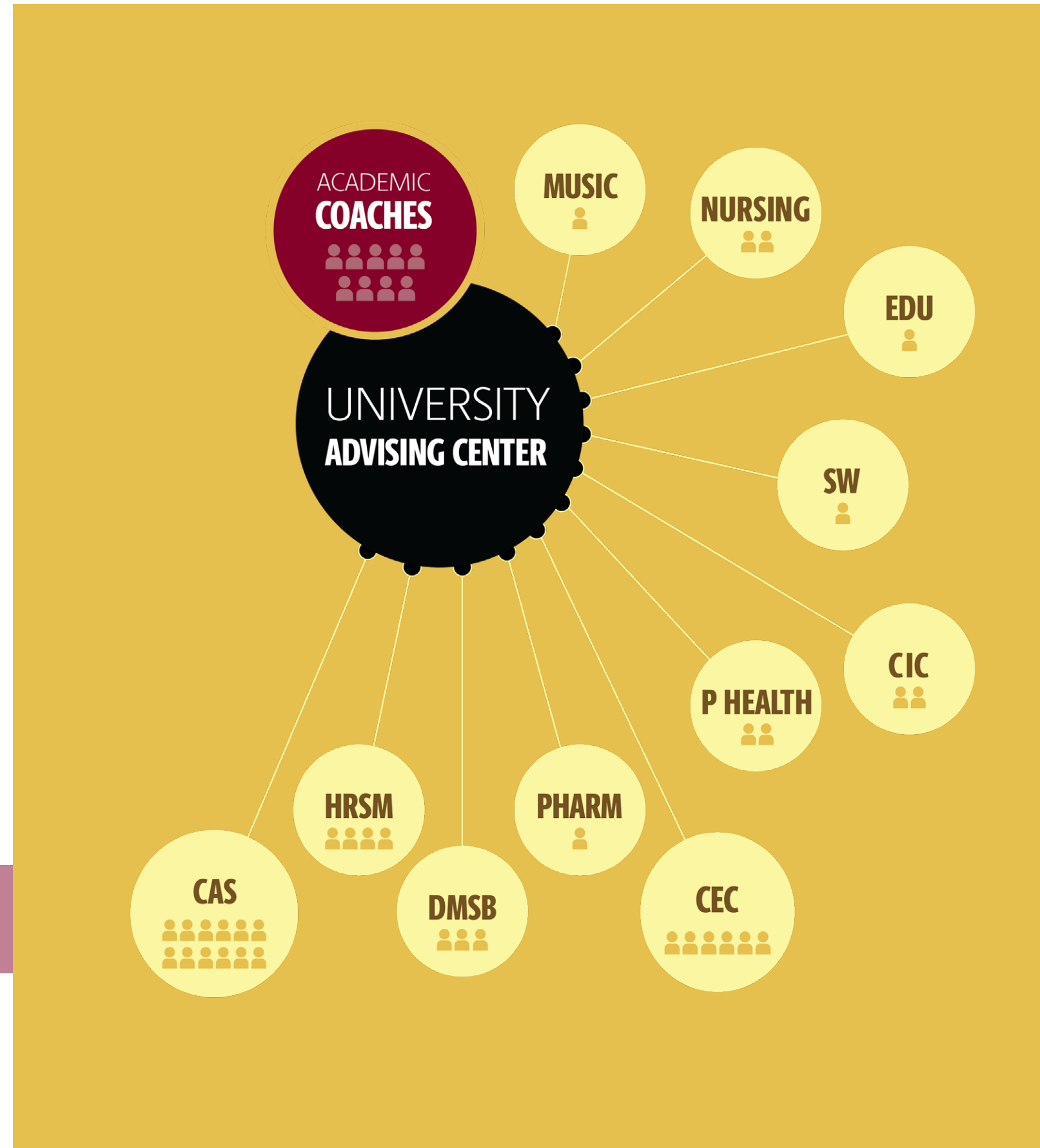
ACADEMIC ADVISORS

All Undergraduate Students

Engage with students, either directly or indirectly, on matters of curriculum and degree progression.

Fig. 35

9 Academic Coaches



CAMPUS-WIDE PARTNERSHIP

By partnering with various offices and initiatives across campus, the Academic Coaching program is able to provide a consistent safety net to students who are required to attend an Academic Coaching session.

Yearly Projected Students Served by Partnership

Sport and Entertainment Management Students	70
College of Information and Communication Students	150
At-risk Satisfactory Academic Progress (SAP) Students	1,000
Gamecock Guarantee Students (including Opportunity Scholars)	50-70
International Accelerator Program Students	25
First-year Academic Probation Students	325
Students Returning from Academic Suspension	150
Transfer Academic Probation Students	40

10 YEARS OF IMPACT

Within the Academic Coaching program, the University mandates that first-year students on academic probation (freshmen who earn less than a 2.0 cumulative UofSC GPA) are required to attend at least one Academic Coaching appointment and complete an **Academic Plan**. These students have demonstrated a strong correlation between at least one Academic Coaching session and increased cumulative GPA by the end of their first semester on academic probation.

Fig. 36 GPA Outcomes
First-year Students on Academic Probation*

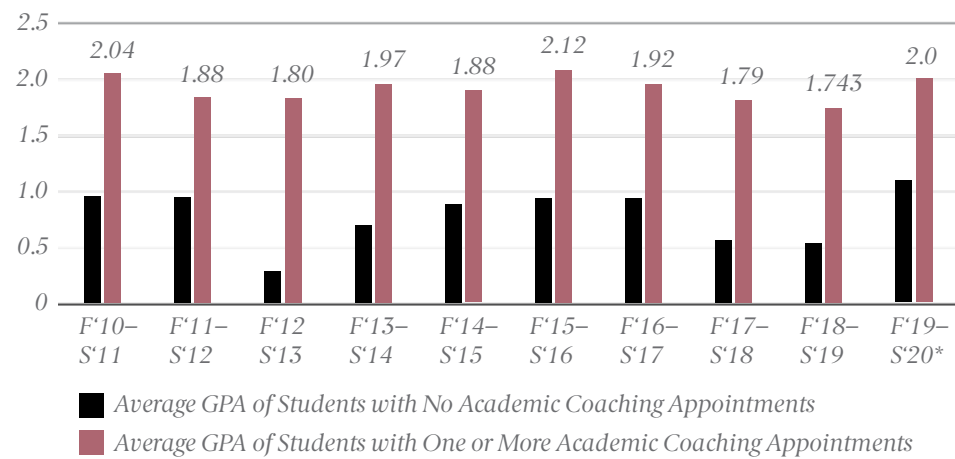


Fig. L

THE ACADEMIC PLAN IS A UAC-CURATED, COMPREHENSIVE 10-PAGE DOCUMENT GEARED TOWARDS OUTLINING A DETAILED PLAN FOR ACADEMIC RECOVERY.

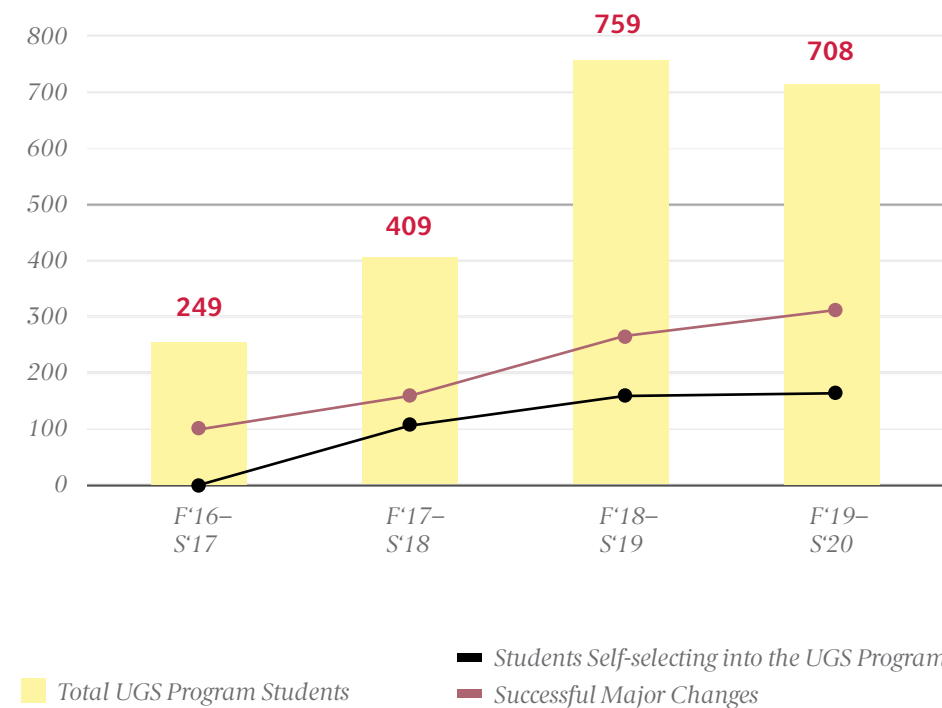
*2019-2020 data is impacted by COVID 19-related special provisions for expanded pass/fail grading approved by the Faculty Senate for the spring 2020 semester.

UNDERGRADUATE STUDIES PROGRAM

The Undergraduate Studies Program (UGS) is designed for **students in transition between degree-granting programs**. Combining the benefits of both Academic Coaching and Exploratory Advising, the UGS Program provides students-in-transition with holistic, appreciative advising from an Academic Coach who also serves as their primary Academic Advisor. Students in the UGS Program spend up to two major semesters working closely with their Academic Coach to identify a degree-granting major that complements the student's strengths, matches their academic and career goals and encourages timely graduation. **Since its inception in Fall 2016, the UGS Program has served over 2,100 individual students.**

The UGS Program grew from 249 students in the 2016-2017 academic year, to over 700 students in the 2019-2020 academic year. By Fall 2019, Academic Coaches facilitated over 500 successful major changes into degree granting programs. The steady increase in the number of students who have self-selected into the UGS Program demonstrates growing awareness and student buy-in to the program's role as a supportive, productive space where they can realize their academic goals and thrive as Gamecocks.

Fig. 37 Undeclared Undergraduate Studies Program Growth
Fall 2016-Spring 2020



STUDENT OUTCOMES

Over 95% of students felt more motivated to work toward their academic goals than prior to their Academic Coaching appointment.

Over 97% of students felt like they developed a detailed plan for achieving their academic goals after meeting with their Academic Coach.

Over 97% of students felt their Academic Coach was concerned about their overall well-being.

Over 98% of students felt comfortable sharing information with their Academic Coach.

“[MY ACADEMIC COACH] WAS VERY GOOD IN COMMUNICATING AND HELPING ME UNDERSTAND MORE ABOUT MY MAJOR AND THE OPTIONS I HAVE.”

“[Academic Coaching] was very helpful! Always good to have a solid connection you can come back to if needed.”

“I really feel prepared to do well in my classes now.”

-Students' Feedback

Source: University Advising Center. (2020). 2019-2020 Close of appointment survey: academic coaching. University of South Carolina.

NATIONAL CONTRIBUTIONS,

AWARDS AND RECOGNITION

APPRECIATING ACADEMIC ADVISORS PROGRAM

Appreciating Academic Advisors is a recognition program designed to provide undergraduate students, staff and faculty an opportunity to show their appreciation of Academic Advisors and highlight the positive impact they have on our campus community. All undergraduate students can thank their Academic Advisor at any time throughout the semester by submitting an **Appreciating Academic Advisors card**. Academic Advisors may also send cards show their appreciation to colleagues for extraordinary advising service to students.

August 2018–June 2020

460

Appreciating Academic Advisors Cards Submitted

149

Unique Academic Advisors Recognized

418

Students Recognized Their Academic Advisor



Fig. M

“I was very stressed and concerned with my course schedule and doing well in my classes, and you responded so quickly and helped me to find a solution that worked where I didn't see one. It made me feel so much better, and I am so thankful and so glad to have you as my advisor.”

– Daniel
Computer Science

“Thank you so much for everything you do. From the beginning, you have helped me navigate through college. From guiding me through all the classes to answering all my questions, I could not have asked for a better advisor. I can't wait for our next advising meeting and to sign up for the next round of classes. Thank you.”

– Jack
Business, Honors

NACADA GLOBAL AWARDS

The University Advising Center has been awarded three Certificates of Merit by the NACADA Global Awards Program, which recognizes advisors and institutions who are making significant contributions to the field of academic advising.

Outstanding Advising Program

The Outstanding Advising Program award is presented to a program which shows adoption and documentation of integrated practices which lead to a significant improvement in academic advising services.

- 2020 Certificate of Merit, **Undergraduate Academic Advising Program**
- 2018 Certificate of Merit, **Exploratory Advising Program***

Outstanding New Advisor

This award recognizes individual Academic Advisors who demonstrate phenomenal academic advising of students for a period of three or fewer years.

- 2019 Certificate of Merit, **Michael Burgos**, Undergraduate Academic Advisor, College of Education



(Left to Right) Rachel Bradley, M.Ed., Coordinator for Exploratory Advising, and Jane Bouknight, M.S., M.Ed., Senior Program Manager for Advisor Training and Development, attending the 2018 NACADA Global Awards ceremony.



ALUMNA DEDICATED

TO THE VISION

A graduate from the School of Visual Art and Design with a Bachelors of Fine Arts, **Bleu Hedrick** has served as the University Advising Center's in-house graphic designer for over five years. Beginning her role as a sophomore, Bleu continues to work hand-in-hand to support the UAC's strategic goals through delightfully powerful creatives that drive engagement and awareness. Bleu has set the benchmark for excellence, asking questions and digging for answers to ensure she always produces the highest quality work.

Collaborative and highly flexible, Bleu extends her craft for the UAC's external partners, providing resources and expertise when needed. This powerhouse designer has served as an integral piece for various flagship University initiatives, some including: The official My UofSC Experiential Learning Transcript; the USC-System Advisors' Educational Conferences; the Academic Advisor Training and Certification Program; and this very report. To date, she has catalogued over 300 individual projects aimed towards the office's evolving needs with no intention of slowing down.

*Officially awarded to the program's previous name: Major-Change Advising

SUPPORTING THE QUALITY ENHANCEMENT PLAN

THE QEP

SUPPORTING THE QUALITY ENHANCEMENT PLAN THROUGH COMPREHENSIVE ACADEMIC ADVISING

By capping caseload assignments to 300 students per advisor, University Advising Center Undergraduate Academic Advisors (UAC UAA) are able to offer comprehensive support, including academic and co-curricular information, reflection, intervention and individualized outreach. Because of the UAC's standardized advising model, all first-year students, all transfer students and approximately 60% of sophomore students—totaling nearly 12,000 undergraduates—receive continuous global communications from their Academic Advisor, promoting beyond the classroom experiences every semester.

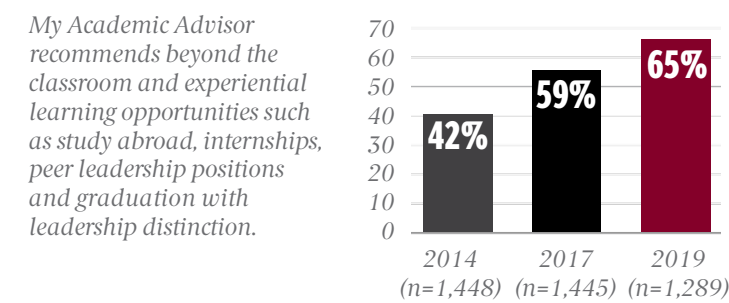
ADVISING SUPPORT OF THE QEP: EXPERIENCE BY DESIGN

- 1. Student Website:** Guidance on the experiential transcript, search engine for engagement opportunities and learning about student records.
- 2. Advisor Website:** Training videos, advisor-only login, reflection questions, referrals to opportunities and making meaning of students' advisees co-curricular experiences.
- 3. Promotion of Experience by Design:** Every semester approximately 14,000 undergraduate students receive communications about My UofSC Experience opportunities from the Advising Center.
- 4. Advisor Training:** On-going training by University experts from the Center for Integrative and Experiential Learning and Beyond the Classroom Matters® (BTCM).
- 5. Graduation Gaps:** Advisors are uniquely positioned to promote experiential learning of all students, including those who experience graduation gaps.
- 6. 35% increase** in experiential conversations incorporated into advisement over a three-year period.
- 7. Four-year advising plan** for incorporating reflection and integrative learning into advisement every semester.



Over time, Academic Advisors have increased their emphasis on conversations related to beyond the classroom experiences. Prior to the UAC opening in 2015, the majority of student reported their advisor did not recommend beyond the classroom or experiential opportunities. In years 2017 and 2019, this trend changed to nearly two-thirds of students indicating advisors discussed opportunities such as study abroad, peer leadership or Graduation with Leadership Distinction (GLD) during their appointment.

Fig. 38 Bi-annual Student Advising Survey
Percentage Strongly Agree/Agree



The discussion of beyond the classroom experiential learning opportunities is positively correlated to overall student satisfaction with advising.

Fig. 39 Advising Students on Beyond the Classroom Opportunities
Impact of Advisors Discussing Beyond the Classroom Activities on Overall Satisfaction with Advising Academic Advising Student Survey. (Four-point Scale) (2019)

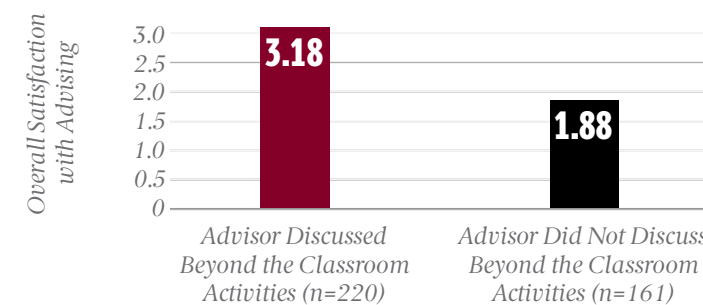


Fig. N

Today, Academic Advisors have dedicated tools to promote integrative and experiential learning.

- Beyond the Classroom Matters® (BTCM) Student Dashboard
- My UofSC Experience Transcript

The **Beyond the Classroom Matters®** system offers advisors an opportunity to view each individual advisees' level of engagement within the interactive online database.

ADVISING INITIATIVES TO HELP CLOSE GRADUATION GAPS

Transfer Students

UAC Undergraduate Academic Advisors are responsible for advising nearly 54% of all transfer students. Transfer students who are assigned a UAC UAA have access to a minimum of two 30-minute advising sessions in their first semester to offer individualized support.

Transfer students also receive specialized advising through the UAC's Transfer Advising initiatives (see page 79). With oversight from the Office of the Provost, the Transfer Student Advisory Council offered the campus community a video update on how we can better support, retain and graduate transfer students on the UofSC's Columbia campus. In addition, a pilot was led by the Center for Experiential and Integrative Learning to promote reflection in advising.

ADVISING STUDENTS TO THRIVE AT A RESEARCH ONE UNIVERSITY

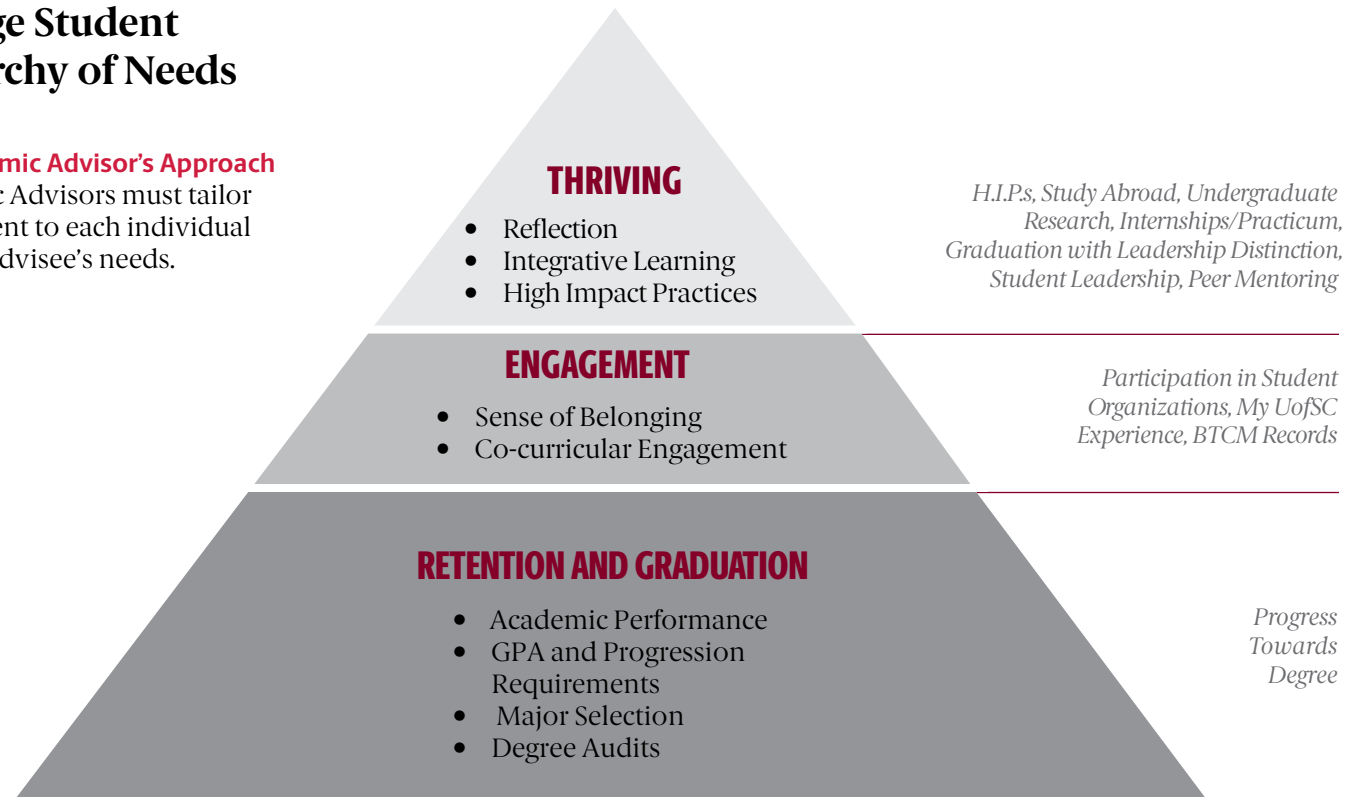
The pyramid below depicts a college student's probable hierarchy of needs. The base of the pyramid illustrates how all college students must first perform academically in order to be retained and remain enrolled. Students must meet GPA and progression requirements to move through their chosen program of study. Once retained, students have a plethora of engagement opportunities available to them. The UofSC offers various student organizations, peer leadership opportunities, campus employment and hundreds of additional ways to get involved on campus. Furthermore, research demonstrates that participation in beyond the classroom experiences often leads to greater success in the classroom.

Students who have achieved academic success, and are engaged in campus experiences, are poised to reach the top of the pyramid. Academic Advisors are often uniquely positioned to have individual conversations with students about their academic degree program, current engagement on campus and promote high impact practices (HIPs) in order to make the most of their college career. Ultimately, the goal is to have students reflect on their various colleges experiences and integrate learning to gain a deeper understanding of their discipline.

College Student Hierarchy of Needs

An Academic Advisor's Approach

Academic Advisors must tailor advisement to each individual student advisee's needs.



“Your experiences will mean much more to you and your future if you can articulate and demonstrate what you’ve learned, how you’ve changed, and how your experiences have influenced you and your plans.”

– Center of Integrative and Experiential Learning

EQUITY IN ACADEMIC ADVISING

WHY PARTNER WITH THE UNIVERSITY ADVISING CENTER

WITH THE

ENSURING EQUITABLE ADVISING EXPERIENCES ACROSS CAMPUS

STANDARDIZING AND CENTRALIZING ADVISING

The University Advising Center ensures standardized, quality advising across campus. By taking a University-wide approach to advising structure (rather than a segmented, departmental approach), all undergraduate students benefit from a consistent experience. A partnership between the University Advising Center and individual colleges/departments benefits students, the department, and Academic Advisors hired as a result of this agreement.

Organizational Efficiency

Negotiations with Deans pave the way for mutually beneficial organizational change

Formal Partnership Agreement
What the Deans Negotiated for:

- Advisors remain in colleges
- Collaboration with departments
- Defined roles and responsibilities
- Budget and mindshare relief

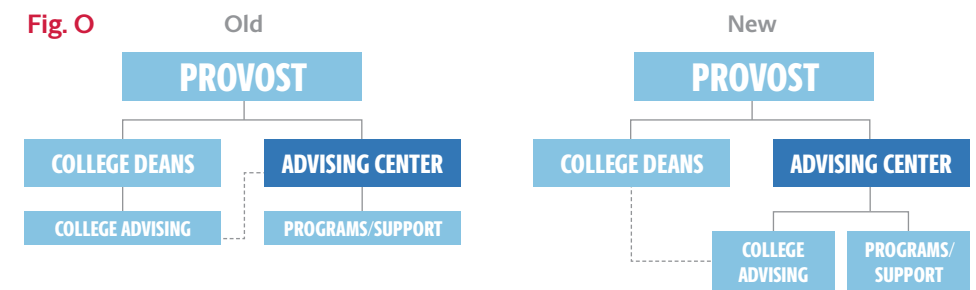


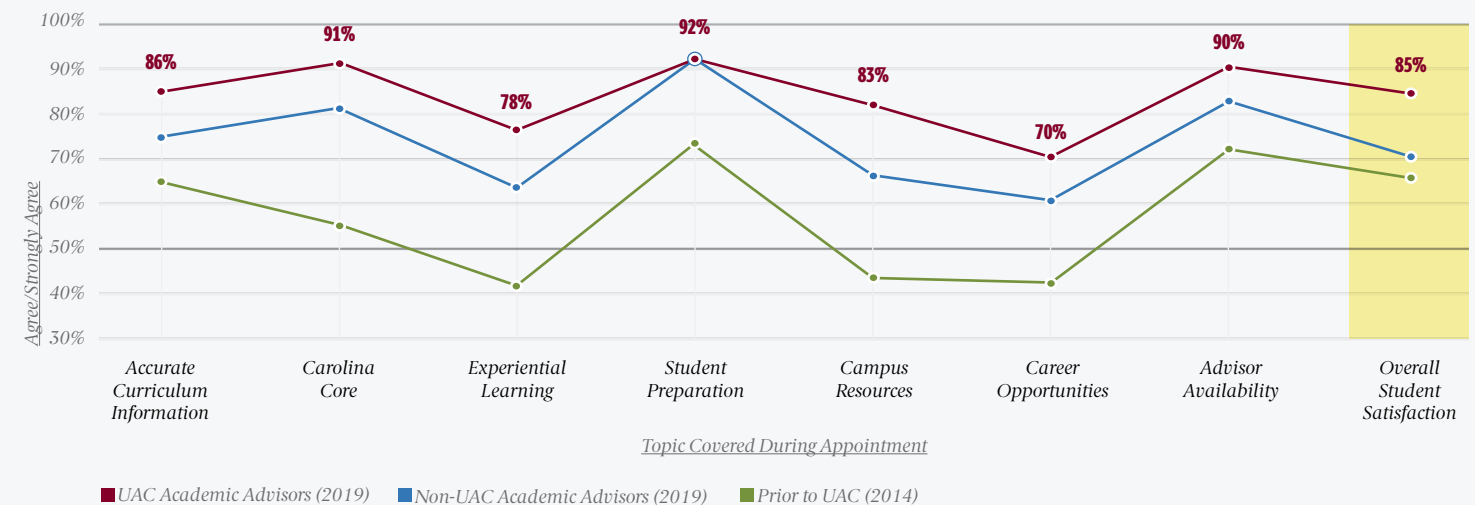
Fig. O Source: Education Advisory Board (EAB). (2019). Interviews and analysis.

Does your Academic Advisor provide you...

University Advising Center Impact: Raising the Bar

IMPACT ON STUDENT ADVISING OUTCOMES

Student survey results suggest students assigned to a UAC UAA were more likely to indicate their advisor provided them with knowledge in each topical area when compared to non-UAC Academic Advisors.

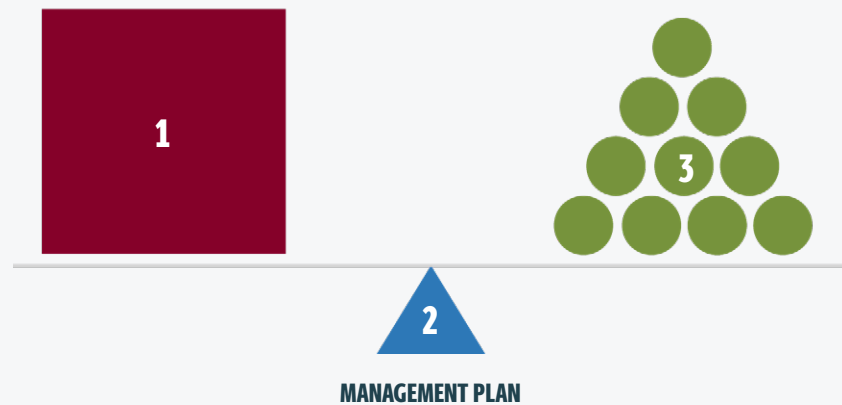


A SYSTEM-WIDE PERSPECTIVE

In addition to standardizing the student advising experience, the UAC also works to standardize processes and procedures affecting all Advisors on campus.

BEST PRACTICE STANDARDIZED

Training, on-boarding, technology, ratios, outreach, interventions, etc.



MANAGEMENT PLAN

Memorandum of Collaboration, position descriptions, performance reviews, tiered career ladders, funding, and assessments

COLLEGE/CURRICULAR SPECIFICS

Day-to-day operations, application of University policies and procedures, determining degree applicability, nuances of curriculum, etc.

Standardized Technology Use

Use of DegreeWorks for degree auditing purposes and EAB Navigate for online appointment scheduling, notes entry and referrals to campus offices.

Standardized Training

Online and in-person training and professional development, access training, certification and rewards.

Standardized Major Change

Working towards a seamless approach to major change through Exploratory Advisors.

Standardized Advisor Assignments

Each student can identify their advisor in DegreeWorks and EAB; currently 98% of all undergraduate students have an assigned advisor.

Standardized Growth Opportunities

Adoption of a tiered career ladder.

Standardized Curricular Tools

Major Maps, DegreeWorks and updated bulletin. Ridding advisement of "source documents" such as internal worksheets, departmental websites, curricular handbooks, etc.

Standardize Initiative Implementation

My UofSC Experience, DegreeWorks, EAB Navigate and Provost's initiatives.

Standardized Access Requirements

To gain access to advising technologies, satisfying college approvals, training and terms and conditions is required.

Standardized Student Resources

Advising checklist, pre-advisement checklist, pre-registration checklist, student videos and more. Working towards sophomore advisement module.

And more...

ADVISOR COMPARISON CHECKLIST

Advisor Comparison Checklist

		Benefits for the...		UAC Undergraduate Academic Advisor	College/Department Advisor
Student	Communication and Outreach: Communications to students is standardized, including important University-wide advising related updates, ensuring all students receive critical information at the correct time in the semester.	✓	✗		
	Standard Appointment Structure: Assigned caseloads of approximately 300 students per 1 advisor, allowing for additional appointments or caseload monitoring as necessary and year-round availability.	✓	?		
	Multi-year Advisor: Student retains their assigned advisor for multiple years. (i.e. Reduces the "hand-off" model to a Faculty or Departmental Advisor)	✓	?		
	Interventions: Students assigned to a UAA receive proactive outreach and intervention through a variety of caseload monitoring techniques, such as faculty referrals, scanning of degree-applicable credit, etc.	✓	✗		
	Transfer Extended Advisement: Transfer students advised by a UAC UAA receive an extended advising appointment, such as two 30-minute appointments and/or 60 minute advisement and/or dedicated transfer drop-in.	✓	?		
College, Department and University	Technology Utilization: Universal adoption of campus technologies by advisors. Students have access to online appointments, advised course schedules, and other online resources.	✓	?		
	Funding Allocation: Ensure funding secured for academic advising is spent on FTE Academic Advisor positions. (i.e. currently some college advisors become more administrative and less advising/student-facing focused.)	✓	✗		
	Supported Equality: Employee equity issues that arise across campus, such as salary disparities, can be universally monitored and addressed.	✓	✗		
	Clear Expectations: Advisor position descriptions are standardized with clear success criteria and metrics to evaluate performance focusing on students success and comprehensive, holistic advisement.	✓	✗		
Advisor	Standardized Assessments: From student post-appointment surveys and internal advisor reflection tools.	✓	✗		
	UAC Career Ladder: Eligible for promotion through the UAC Career Ladder, extending tenure in position and offering advisor pay raises in association with additional duties and responsibilities within college/department.	✓	✗		
	Professional Development: Eligible for all UAC-funded conference travel or professional development opportunities.	✓	✗		
	Connection: Part of larger UAC team and UAA advising community.	✓	✗		
	Comprehensive Advisor Training: Including a three-day onboarding, completion of four-level advisor training and certification process, thus leading to consistency in job knowledge and expectations.	✓	?		
Best Practices: Attend UAC monthly staff meetings that offer valuable information and establish an advising team and community of practice.	✓	✗			
Advising Associate Positions: Eligible for opportunity to gain specialization in areas such as advisor training, technology, curriculum management and communication.	✓	✗			

✓ UAC Management Assurance

✗ Not Available

? Unknown/Unclear Status

CAREER LADDERS

FOR ACADEMIC ADVISORS



ON THE HORIZON

A TIERED APPROACH

The University Advising Center recognizes Academic Advisors play a crucial role in undergraduate retention, timely degree progression and ultimately, student success. By providing Academic Advisors with a clear path for promotional opportunities, the UAC aims to provide stability to the student experience by **retaining Academic Advisors in their current, student-facing position.**

Nationally, institutions are adopting the tiered career ladder approach as a mechanism for retaining successful advisors in their current roles. It is the goal of the UAC career ladder to build advancement opportunities for Academic Advisors who focus the majority of their position on students and student success.

BUILDING THE FOUNDATION

Prior to the launch of the UAC Career ladder in May 2019, Academic Advisors could leave their current advising position to accept another position on campus with similar job responsibilities at a higher salary. With the UAC career ladder, UAC Academic Advisors apply for promotion in their current position after meeting several advancement requirements, including time in current position, number of students advised, participation in training and campus engagement events, etc. Advisors demonstrate their interest in advancement and document completion of all requirements by submitting an internal application. The committee reviews each application and interviews the advisor to determine applicable additional duties that serve both the department and the advisor's career interests.

Additional compensation is certainly a crucial part of any career ladder. While additional compensation at the UofSC is not guaranteed, the UAC works closely with Human Resources to provide solid justification for a pay increase associated with a career ladder promotion. The UAC also makes room in its annual budget to allow for proper compensation for advisors going through the advancement process.

Currently at the UofSC, career ladders are only available to UAC Academic Advisors. The UAC will continue to work with Human Resources to develop a process for extending career ladder opportunities to all Academic Advisors campus-wide.

**SINCE ITS LAUNCH IN MAY 2019,
13 UAC Academic Advisors
have advanced through the UAC Career Ladder.**



CAREER LADDERS REWARD HIGH PERFORMERS

What Good Career Ladders Have in Common

- Potential for career advancement (signal value more important than large salary increases)
- Tied to competencies and performances metrics, not tenure
- Each step adds new responsibilities (e.g., leading training, participating in working groups, mentoring, or managing peers)

Fig. P Formal Pathways Critical to Motivating and Retaining Success Advisors
EAB Research

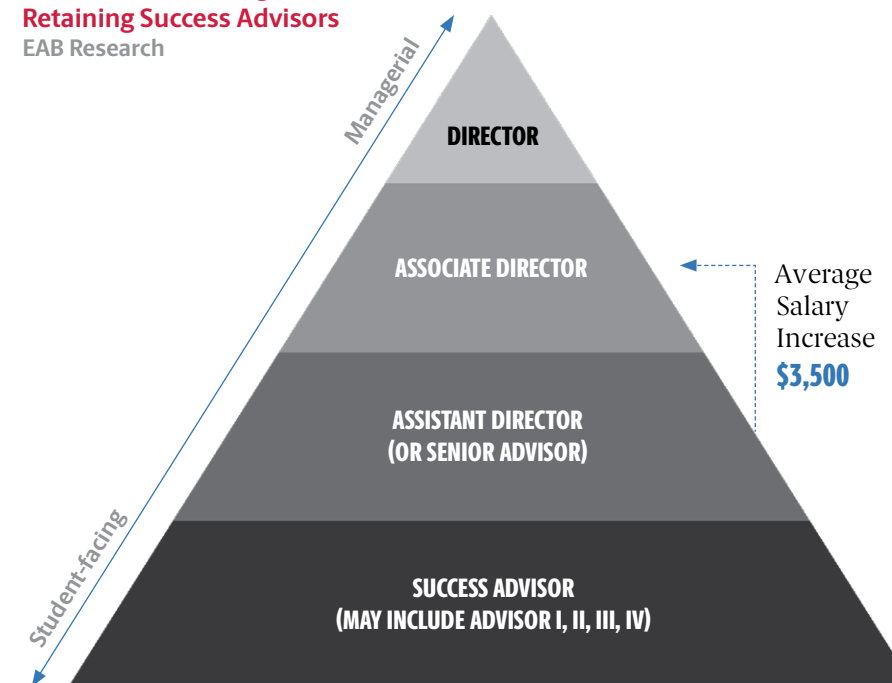


Fig. P Source: Education Advisory Board (EAB). (2017). Interviews and analysis.

1. Expand faculty mentorship
2. Expand multi-year, holistic advising
3. Continued work with Student Government
4. Expansion of technology
5. Academic Peer Mentorship
6. Strategic outreach and early intervention
7. Supporting the QEP: integrative learning and advisement
8. Expand advisor career ladder opportunities to Academic Advisors in the colleges/schools
9. Closing graduation gaps through quality advising
10. Assessing advising through undergraduate retention and graduation metrics

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FIGURES

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