OPENING SESSION - THE APPRECIATIVE ADVISING REVOLUTION, presented by Dr. Jenny Bloom

Summary of presentation:

- The privilege of working in Higher Education - Education is the most powerful means of increasing individuals' rate of success.
- Dr. Bloom shared Terry O'Banion's 1972 definition of Advising - The purpose of academic advising is to help the student choose a program of study which will serve him in the development of his total potential. As such, academic advising is a central and important activity in the process of education. A process in which advisor and advisee enter a dynamic relationship respectful of the student’s concerns.

Appreciative Advising is:

- Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

6 Phases of Appreciative Advising

- **Disarm**: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
- **Discover**: Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.
- **Dream**: Inquire about students' hopes and dreams for their futures.
- **Design**: Create a plan together for making their dreams a reality.
- **Deliver**: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.
- **Don't Settle**: Advisers and students alike need to set their own internal bars of expectations high.

Pre-Appointment

- Consider your web appearance (are you smiling? Do you look friendly?)
- Put yourself in the students place (sit where they will sit so that you can see what they see)
- Is your office welcoming, clean and organized? (Is there something that may make the student uncomfortable?)
- Plan to escort the student in if there is a waiting room (go out and meet them)

Verbal Communication

- Address student by name, make small talk (share your stories if you can relate)
- Make it clear to the student how you want to be addressed.

Non-Verbal

- Pay attention you’re your gestures, smile, make good eye contact.
- Pay attention to their gestures, if they seem uneasy, assure them that they are not to be nervous.

Important

- Always look for the best in each student.
- Celebrate diversity
- Offer parallel plans instead of back-up plans
- Come up with dream questions
- Give deadlines
- Make effective referrals

All information on Appreciative Advising can be found online at [www.appreciativeadvising.net](http://www.appreciativeadvising.net)
BANNER AND DEGREE WORKS UPDATE
Presented by Aaron Marter, University Registrar, Columbia and Dawn Hiller, Director of students, CAS

Summary of Question and Answer Session:
• Banner has been live for 1 full semester and system is still being Tweeked and is right now the cascading effects.
• Problems are being identified and worked on.
• Report are behind at the moment, but that should also be resolved soon.

Dean Fitzpatrick asked presenters to share what are some of the common problems with Banner.
• Fee Assessment does not turn off, resulting in added fees and unnecessary holds.
• AP scores are not loading properly.

Q&A
• Dawn Hiller shared questions that were emailed to her from advisors. Aaron Marter gave answers to those questions

The questions and answers are as follows:

Q: What is the difference between INB and SSC?

A: **INB: Internet Native Banner**
The technology that allows all of Banner screens to be accessible via a web browser. INB typically refers to the main interface with the Banner system, which is used by back-office staff, and requires special training, as opposed to Banner Self Service, which provides access to Banner data to a wider population.

A: **SSC: Self Service Carolina**
A web-based product that allows an individual access to views of student information stored in the Banner student system. The information displayed depends on the role of the individual: student, advisor, faculty member. SSC can include admissions, records and registration, financial aid, and accounts receivable views.

Q: Do I need access to INB? If I do, what do I need access to do?

A: If you work primarily with undergraduate students, on the Columbia Campus you may contact your Assistant Dean for Undergraduate Studies to discuss your business need. If it is determined that you need access, you can submit a request through the University’s Data Access Permissions System (DAPS) www.sc.edu/daps.

Q: Will we still get reports from OnDemand?

A: No, reports will be accessed through Cognos Data Warehouse, the University’s enterprise reporting system.

Q: What is DegreeWorks?

A: DegreeWorks is the University’s new degree audit system. It replaces DARS.
Q: I viewed a student’s audit in DegreeWorks and some courses are not falling correctly. How do we get this fixed so it matches what the student has been told? Who fixes it?

A: The development of DegreeWorks and Banner are currently in the developing and testing phase. Registrar’s Office manages the ongoing maintenance of degree audits on the Columbia campus, and work with Assistant Deans for Undergraduate Studies to build audits for the University’s academic programs. Please work with your Assistant Dean for Undergraduate Studies to trouble shoot audits and relay information back to the Degree Audit Team in the Registrar’s Office.

Q: If a course is accepted one way and I as the advisor want to use it differently. What do I need to about this?

A: Courses are evaluated for USC equivalency by subject matter experts across campus. The equivalencies that are determined apply to all USC students. Degree applicability exceptions will be made in DegreeWorks.

Q: A grade was on a student’s transcript that I have never seen – F_N. What is a grade of F_N?

A: The “F_N” grade is an internal grade that can be awarded by an instructor if a student has earned an “F” but stopped attending the class. When an instructor assigns this grade he/she assigns a last date of attendance. The grade will appear as “F_N” in Self Service Carolina, but an “F” on the official transcript.

Q: I have a student emailing me about dropping classes and getting a refund. Where do we find the Refund Schedule?

A: The refund schedule is included in the Part-of-Term dates available under “Calendars” on the Registrar’s website.

Q: In the old system, I was able to see all courses dropped and added and how they were dropped and added. I cannot find that in the new system.

A: We are developing a “CUMTRANS” style report. In the interim, my view Registration History in SSC which has the most current transactions.

Q: Student has asked for a letter of recommendation. I want to confirm that the student has applied to graduate. Where do I find this?

A: It will show up on the Self Service Carolina transcript as pending once the application information has been entered into Banner.

Q: I ran a list of enrolled students with their GPA to offer scholarships. It gave their email address but I need their physical mailing address. How do I get this?

A: Addresses are provided in the Enrolled Student Demographic report in Datawarehouse along with student GPAs.
Q: Our department pulls the graduated student files out and places them in another location. How do I get a list of those that officially graduated?

A: A Data Warehouse report will be in production shortly.

Q: I need to write a letter of recommendation. I believe the student graduated with an approved area of emphasis along with honors. How do I find this information?

A: You may contact the registrar’s office for degree verification.

Q: Student has 2 instances of ENGL 101 AP credit on their transcript.

A: Students often receive double credit because of scores they receive on multiple English and Math tests. We are working on a fix to remove AP duplicates.

Q: I have an advisee who wants to pick up a class for the second half of the semester. Is there an easy way to find the classes that are offered during the second half of the semester without having to search each subject individually?

A: The part-of-term filter is located on SSC under class schedule, both secure and public.

Q: We needed to find out a student’s past professors to contact them about the grades given. I looked on the transcript not there, active registration – spring only, registration history – courses but no professors. I clicked the CRNs – no information; finally I clicked on the course title and found the professor.

A: Self Service Carolina, Student Information Menu, Student Schedule
Panel Discussion – The Reality of Advising Students in the University Today
Moderator: Dr. Loren Knapp, Assistant Dean for Undergraduate Student Affairs, College of Arts & Sciences

Panel guests
- Dr. Chris Nesmith, Assistant Vice Provost for Extended University, USC Columbia
- Dr. Stacie Williams, Director, Academic Success Center, USC Aiken
- Ms. Rachel Beach, Lead Academic Advisor and Athletics Advisor, Student Success Center, USC Beaufort
- Ms. Hannah Terpack, Advisor and Student Services Coordinator for the Johnson College of Business and Economics, USC Upstate

Dr. Nesmith gave an overview of the extended university
- The Extended University focuses on making USC’s undergraduate course offerings and related services more accessible to students who don’t fit the traditional undergraduate student.
- They service students that are continuing education, older student, transfer student, students that want to finish up their degree and may not have access to campus.
- They offer the Adult Student Advancement Program which offers a second opportunity to those whose past college experiences have not been successful.
- Adult Student Services also advises non-degree seeking students.
- The Evening and Weekend Programs serve students, whatever their age, whose schedules require that they take classes at other than the usual Monday-Friday daytime hours.

Dr. Stacie Williams gave an overview of some of the services that are offered at the ASC on the Aiken Campus
- By Aiken being a smaller campus, they can offer more services to students.
- Communicating to students through Social Media.
- Using student workers to “tweet” important information to students.
- Using funny, unusual poster to grab student’s attention.
- Currently looking into an appointment scheduling system.

Ms. Rachel Beach gave a quick overview of her office at USC Beaufort and the Bluffton campus.

Ms. Hannah Terpack shared several helpful tips on communicating with students and shared some of the daily issues that she deals with.
- Discussed having boundaries between work and home.
- Be careful not to take the problems of your student’s home with you.
- Be mindful as how you react to student issues and concerns.
- Suggest internships to your advisees
- Be aware that there are some students that need some hand holding.

Each campus gave an overview of what goes on during orientation, and what is expected from staff and faculty members during the times that this may be a student’s first time stepping on to a college campus.
- Peer education is important. Utilize student leaders and student workers.
- Reading and understanding FERPA laws. Relaying to parents the FERPA laws
- Getting proper documentation to waive FERPA and giving parents information on behalf of the student.