

# Executive Summary

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## Blueprint for Academic Excellence University Advising Center AY2022-2023

### Highlights

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

### Mission Statement

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

Updated: 02/01/2018

### Vision Statement

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

### Values Statement

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

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

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

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

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

All academic advisors should provide students with holistic and comprehensive advisement

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(i.e. curricular and co-curricular), interventions, outreach, and university knowledge to avoid over-referral.

All students should have a faculty mentor.

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

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

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

Updated: 02/01/2018

# Goals - Looking Back

## Goal 1 - Exploratory Advising and Academic Coaching (2020-2021)

<b>Goal Statement</b>	Provide exploratory advising and academic coaching to at-risk students and/or students in academic transition.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Approximately 50-70% of undergraduate students will change their major at least once. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors aim to be knowledgeable of all curriculums, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	All Exploratory Advisors/Academic Coaches complete a series of "mastery rubrics" to ensure they understand the curriculum and major change policies. In addition, because Arts and Sciences often presents students' quickest path to graduation, every Exploratory Advisor/Academic Coach will serve a six week rotation in Flinn Hall/Undergraduate Dean's office. At the conclusion of the six weeks, a CAS Deans advisor provides an evaluation of EA/Coach's knowledge of CAS majors. (see UAC/CAS agreement.)
<b>Achievements</b>	<p>Exploratory/Major Change Advising ("EA"):</p> <ul style="list-style-type: none"> <li>• 2893 students attended 4255 appointments</li> <li>• 92% of student visits were scheduled appointments, resulting in fewer students with shorter drop-in appointments</li> <li>• 651 incoming freshmen/transfer students attended 766 total "New Student Major Change Interest" appointments.</li> <li>• Exploratory Advisors ("EAs") listed as secondary advisors for 970 students</li> <li>• EAs provided 240 hours of drop-in advising availability per major semester, saw 309 drop-in appointments</li> </ul>

# Goals - Looking Back

	<ul style="list-style-type: none"> <li>• EAs provided 37.5 hours per week of “on-call” availability for phone, web, and in-person inquiries, attending to 3813 issues</li> <li>• 829 student curriculum changes processed into CAS majors; 607 minors added to student records</li> <li>• EA provided overflow orientation advisement and support for 104 students assisting 4 colleges and on campus</li> <li>• EA advised 124 ASPH students during their staffing transition</li> <li>• EA provided orientation advisement for 64 students assisting 4 colleges on campus             <ul style="list-style-type: none"> <li>• EA office hosted 89% virtual appts and decreased our no show rate to 8%</li> </ul> </li> <li>• Undergraduate Studies Program Advising:             <ul style="list-style-type: none"> <li>• 257 students attended a total of 380 appointments; 174 UGS students changed into degree-granting majors</li> </ul> </li> <li>• Academic Coaching:             <ul style="list-style-type: none"> <li>• 979 students (772 from mandate/partnerships, 190 from Satisfactory Academic Progress, 207 non-mandated) attended 1350 appointments</li> </ul> </li> <li>• Academic Advising             <ul style="list-style-type: none"> <li>◦ Three EA team members provided primary academic advisement to 87 students for CAS Departments during staff transitions that were put on hold and then eliminated permanently due to the COVID era budget cut</li> <li>◦ DLLC: 15</li> <li>◦ GEOG: 11</li> <li>◦ PHIL, RELG ST, CLAS: 33</li> <li>◦ ECON: 28</li> </ul> </li> </ul>
<b>Resources Utilized</b>	Hired two additional advising staff based on Undergraduate Studies fee (\$250)
<b>Goal Continuation</b>	The UAC will continue to offer exploratory advising, academic coaching, and undergraduate studies program advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.
<b>Goal Upcoming Plans</b>	<p>Goal: Increase college/school advising support during orientation.</p> <ul style="list-style-type: none"> <li>• Initiative: Coordinate with CAS to staff EA team members to all orientation registration sessions for undeclared, STEM, and liberal arts majors.</li> </ul> <p>Goal: Explore CCR capability with other colleges/schools to mirror CAS change of major process, with the long-term goal of all major change processes housed in EA.</p> <ul style="list-style-type: none"> <li>• Initiative: Introduce CCR capability with a college/school outside CAS.</li> </ul>

# Goals - Looking Back

	<p>Goal: Increase retention of at-risk students.</p> <ul style="list-style-type: none"> <li>Initiative: Collaborate with departments to increase robustness of existing Academic Coaching mandates and partnerships. Introduce new partnerships, especially for students in newly identified at-risk populations and with programs that have strict academic progression requirements.</li> </ul> <p>Goal: Increase major-interest-career exploration in all undeclared and exploratory advising appointments.</p> <ul style="list-style-type: none"> <li>Initiative: Implement team-wide use of student self-assessments, interest cards, major explorer function of EAB navigate in advising appointments.</li> </ul>
<p><b>Resources Needed</b></p>	<p>Reinstatement of two full time exploratory advisor lines lost in the 2020 budget cut.</p>
<p><b>Goal Notes</b></p>	<p>Appointment attendance rates for all services offered by the Exploratory Advising and Academic Coaching Office increased to 93% in 2020-2021, up from 91% in 2019-20. This increase is due to the EA team's successful transition to offering online appointments (exclusively during the COVID-19 shutdown and in addition to in-person availability after resumption of on-campus activities). This increased attendance rate means that more students received timely advisement and that fewer appointment slots were wasted by no-shows, thereby increasing the total availability of EAs to students.</p> <p>Exploratory Advising/Major Change scheduled appointments accounted for 93% of the student visits in 2020-2021, compared to 82% of the student visits in 2019-20. This increase (and corresponding reduction in percentage of drop-in appointments) means that more students received a full 30 minute exploratory advising appointment and also suggests a greater awareness of the exploratory advising office's availability.</p>

# Goals - Looking Back

## Goal 2 - Major Mapping and Curriculum Management (2020-2021)

<b>Goal Statement</b>	Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Eight semester major maps/repository/academic bulletin updated annually.</p> <ol style="list-style-type: none"> <li>1. Establish Faculty/Curriculum Services team.</li> <li>2. Curriculum consultation to departments/faculty.</li> <li>3. Auditing disparity in Carolina Core application.</li> <li>4. Organize Foundational and Integrative courses.</li> <li>5. Assist in new course proposals and CC application (as it relates to new budget model)</li> </ol>
<b>Achievements</b>	<ol style="list-style-type: none"> <li>1. Major Maps are available online and the Major Map Repository was visited 63,130 times.</li> <li>2. The bulletin, major maps, and DegreeWorks all follow the Program of Study format, using universal academic terminology.</li> <li>3. 407 course and program proposals were reviewed and approved through APPS and the Curricula and Courses Committee to ensure curricular accuracy, support university goals of a standard program of study format and CC learning objectives.</li> <li>4. Develop a more user-friendly review &amp; approval process for developing &amp; changing curricula, increase the accuracy of proposal submissions, &amp; develop a more efficient &amp; streamlined work process for the curricula-related faculty committees &amp; chairs.</li> </ol>

# Goals - Looking Back

	<ol style="list-style-type: none"> <li>5. Presentation to APL group on curricular transparency and advising practice.</li> <li>6. Via an audit of the CC, programs missing or not requiring an Integrative course were identified, notified, and prompted to fix any issues identified for the 2020-2021 Bulletin year.</li> <li>7. 98 curriculum consultations corrected/informed: curriculum proposal issues, curriculum change process, APPS reviews, planning for curriculum changes, DW alignment with Bulletin, course attribute designation, MM updates, integrative courses, and course prerequisite issues.</li> <li>8. A draft Curriculum Management website to establish and maintain a cohesive workflow and framework for promoting curricular cohesion was created.</li> <li>9. Created Founding Documents language and oversaw the implementation of the requirement into all undergraduate programs in the bulletin.</li> <li>10. Approval of the Additional Major/Degree Policy with course sharing rules.</li> <li>11. Serve as proxy for Dean of Undergraduate Studies regarding approval of courses and programs to ensure no budgetary conflicts, assuring letters of concurrence, and other university-wide monitoring.</li> <li>12. Consolidation of Carolina Core website: New page created on Bulletin to automatically populate new or terminations of Carolina Core courses, eliminating the chance for human error and duplication of information on two websites.</li> </ol>
<p><b>Resources Utilized</b></p>	<ol style="list-style-type: none"> <li>1. Director of Undergraduate Curriculum Management</li> <li>2. Collaboration with Registrar's Office</li> <li>3. Collaboration with Courses and Curricula Faculty Senate subcommittee</li> <li>4. Collaboration with Academic Program Manager</li> <li>5. Dean of Undergraduate Studies</li> <li>6. Technology: DegreeWorks, CourseLeaf, APPS</li> </ol>
<p><b>Goal Continuation</b></p>	<p><b>Curr Governance (Faculty &amp; Academic Programs)</b></p> <ol style="list-style-type: none"> <li>1. 100% course proposals promote curricular cohesion</li> <li>2. 100% all undgrad programs follow Prog of Study format</li> <li>3. Ac Depts trained on edu planning tools Faculty will adhere to deadlines to preserve catalog year</li> </ol> <p><b>Curr Interpretation Goals (Curr Mgmt)</b></p> <ol style="list-style-type: none"> <li>1. 100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin</li> <li>2. 100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)</li> </ol>

# Goals - Looking Back

	<p>3. 100% course/program proposals include all necessary info for curr approval process</p> <p><b>Curr Implementation Goals (Advisement)</b></p> <ol style="list-style-type: none"> <li>1. 100% students have accurate degree audits</li> <li>2. 100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.</li> <li>3. 100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major</li> <li>4. 100% of all degree candidates will have complete degree audits prior to graduation approval</li> </ol>
<p><b>Goal Upcoming Plans</b></p>	<ol style="list-style-type: none"> <li>1. Work with colleges and registrar to organize, update, and correct academic bulletin.</li> <li>2. Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0).</li> <li>3. Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments.</li> <li>4. Training for faculty on how advising practices relate to curricular design to ensure transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students.</li> </ol>
<p><b>Resources Needed</b></p>	<p>On-going support from the Provost's office when working with faculty to make cohesive curricular decisions.</p> <p>Enforcement of an accurate degree audit from the Deans is needed. UofSC is behind. UofSC was the last school in the SEC to offer a degree audit to students. Four years later only three colleges use the degree audit as an official student record.</p>
<p><b>Goal Notes</b></p>	<ol style="list-style-type: none"> <li>1. Presentation to faculty through Center for Teaching Excellence in collaboration with the Chair of the Faculty Senate Committee on Curricula and Courses.</li> <li>2. Work with Faculty Senate subcommittee Lean group to identify training needs for faculty and create tutorials to meet those needs.</li> <li>3. New curriculum management system CourseLeaf will be implemented for the curriculum approval and publication process.</li> </ol>

# Goals - Looking Back

## Goal 3 - Training and Technology (2020-2021)

<b>Goal Statement</b>	The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	There are approximately 115 professional academic advisors (full- and part-time) and approximately 450 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, Opportunity Scholars Program, International Accelerator Program, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is essential that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The UAC implemented a comprehensive training program for educating and certifying Undergraduate Academic Advisors. Online advising courses are available through Blackboard, certification is tied to advisor experiential learning and technology usage, and monthly meetings are held to inform advisors of essential information.
<b>Achievements</b>	<p><b>Training &amp; Professional Development:</b></p> <ul style="list-style-type: none"> <li>• 27 adv completed Advising Foundations</li> <li>• 17 adv completed Level One; 4 adv certified</li> <li>• 4 adv completed Level Two; 2 adv certified</li> <li>• 1 adv certified Level Four</li> </ul> <p><b>Technology:</b> 1) 116 new advisor access requests processed (faculty &amp; staff), 2) <b>EAB Navigate academic advising data 7/1/2020 thru 6/30/2021:</b> 74,446 appointments created, 28,052 Distinct Students, 72,212 Appointment Summaries Created, 82,319 Notes added to Student Profiles, 8675 Alerts issued (including progress report alerts), 7911 Cases create, 3.) 3,357 student downloads of the EAB Milestone Guidance App that went live on August 20th, 2020.</p>
<b>Resources Utilized</b>	Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Director of Advising Technology Blackboard Camtasia Microsoft Teams

# Goals - Looking Back

	<p>Zoom YouTube Corsizio</p>
<p><b>Goal Continuation</b></p>	<p>Every year USC Columbia hires dozens of new academic advisors. Therefore, <b>on-boarding, training, and access</b> provisioning will continue to be a central function of the Advising Center.</p> <p><b>Technology</b> usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies, including the implementation of the EAB Navigate Student App.</p> <p><b>Certification:</b> For 2020-2021, of the 60 full-time professional staff advisors (full-time and part-time) with assigned caseloads:</p> <ul style="list-style-type: none"> <li>• 100% completed Advising Foundations</li> <li>• 72% (n=44) of those eligible (n=60) are Level One Certified</li> <li>• 84% (n=37) of those eligible (n=44) are Level Two Certified</li> <li>• 46% (n=17) of those eligible (n=37) are Level Three Certified</li> </ul> <p><b>In-Person Training/PD</b></p> <ul style="list-style-type: none"> <li>• All sessions offered remote via Microsoft Teams/Zoom. 37 in-person training/PD sessions offered with 575 non-unique attendees. This is a 16% increase in attendees from the previous year.</li> <li>• The UAC Training &amp; PD Committee made up of UAA/EA staff assisted with the development of the in-person training calendar and planned or led 6 training sessions. Advisors are able to share their expertise and train their peers on advising related topics.</li> </ul> <p><b>2021 USC System Advisors' System-Wide Educational Conference</b></p> <ul style="list-style-type: none"> <li>• 204 individuals attended the virtual conference. 8 campuses were represented; keynote speaker was national expert in Flipped</li> </ul>

# Goals - Looking Back

	<p>Advising which was related to the conference theme.</p> <p><b>UofSC Advisor Awards</b></p> <ul style="list-style-type: none"> <li>• Launch UofSC Advisor Awards program in Fall 2021 will allow for advisors to be formally recognized at an institutional level. Six award categories are included that will recognize individual advisors, support staff, initiatives, and commitment to diversity &amp; inclusion.</li> </ul>
<p><b>Goal Upcoming Plans</b></p>	<p>The UAC Training &amp; PD committee will lead the planning and execution of the monthly UAC All Staff Meetings. The group will also contribute to the development of individual dept/college/school advisor training plans.</p> <p>The UAC will continue to work with the UAN Advising Technology Subcommittee to develop and present a strategic plan for the university on advising technology usage.</p>
<p><b>Resources Needed</b></p>	<p>None at this time.</p>
<p><b>Goal Notes</b></p>	

# Goals - Looking Back

## Goal 4 - Transfer Advising and Retention Initiatives (2020-2021)

<b>Goal Statement</b>	<p>Transfer student time to graduation is obstructed if a student must piece together course equivalencies for degree completion on their own. Undergraduate Academic Advisors in the University Advising Center recognizes the importance of accurate course equivalencies for optimum advising sessions which impacts retention and degree completion.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. Transfer students encounter many unique transitions and challenges in a new university setting. Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school. In addition to the advising experience, the UAC aims to improve communication across departments including the National Resource Center for the First Year Experience and Students in Transition, On Your Time Initiatives, Office of Undergraduate Admissions, Office of New Student Orientation, Student Success Center, Office of the University Registrar, Office of Financial Aid and University Colleges.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Intentional academic advisement to ensure 100% of all incoming transfer students have an optimized degree audit after their initial registration.</li> <li>2. Coordinate efforts to inform the impact of major choice and major change to time to degree completion.</li> <li>3. Monitor transfer students credit accumulation, progression towards degree and lead Undergraduate Academic Advising network on specific interventions and outreach to promote transfer progression and graduation.</li> </ol>
<b>Achievements</b>	<ol style="list-style-type: none"> <li>1. Advisor Assignments: 866 new transfers were assigned to an UAA.</li> <li>2. Transfer Students advisement by the UAC: 29 new transfers were advised by the UAC administration team.</li> </ol>

# Goals - Looking Back

	<p>3. Extended Advisor Engagement:</p> <ol style="list-style-type: none"> <li>1. No additional engagement: ASPH, NURS, Pharmacy.</li> <li>2. Drop-In appointments: CEC, 3 majors in the CAS, HRSM</li> <li>3. Two 30-minute appointments: 10 majors in the CAS, and CIC</li> <li>4. Extended Appointments: SOWK and EDUC</li> <li>5. No transfer caseload for UAAs: DMSB</li> </ol> <p>4. Transfer Interventions: Advisors work with transfer students for review of transfer coursework accuracy.</p> <p>5. Transfer Student Advisory Council reviewed, researched, evaluated, developed, and implemented best practices for transfer student retention and graduate. A policy recommendation to standardize of 100/200 level courses being degree applicable courses was present to the Provost's Office.</p> <p>6. Transfer Student Survey was sent April 2021 to 1363 recipients who were new transfers Fall 2020 and registered for Spring 2021 classes. Participants were asked to share their transfer experiences including what went well and what presented challenges.</p> <p>7. Transfer Student Advisor Training:</p> <ol style="list-style-type: none"> <li>1. DW exception management training offered to allow advisors to apply courses prior/during/after advisement.</li> <li>2. Transfer Advising training series launched which addressed ineffective transfer pathways i.e. credit loss, inadequate articulation and institutional barriers reflected as USC has explicit difference between accepted transfer credits and degree applicable transfer credits, varies by majors.</li> </ol> <p>8. Palmetto Pathway Fall 2020-Spring 2021: AD of Transfer Advising and Retention Initiatives, AD of UG Advising and Intervention and AD of Exploratory Advising advised 23 participants as they matriculated into their Fall 2021 UofSC Columbia major. Students who participated in Palmetto Pathway are SC residents.</p> <p>9. Transfer Student Advising Website provides a collective location for resources for new and prospective students, transfer student advisors, and the transfer council.</p>
<p><b>Resources Utilized</b></p>	<p>Staffing:</p> <ol style="list-style-type: none"> <li>1. 28 UAA's with transfer caseload</li> <li>2. Assistant Director of Transfer Advising &amp; Retention Initiatives</li> <li>3. Collaboration with college Associate/Assistant Deans and/or Directors</li> </ol>
<p><b>Goal Continuation</b></p>	<ol style="list-style-type: none"> <li>1. Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors.</li> <li>2. Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students.</li> </ol>

# Goals - Looking Back

	3. Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy.
<b>Goal Upcoming Plans</b>	Increased emphasis and evaluation of transfer advising.
<b>Resources Needed</b>	None at this time.
<b>Goal Notes</b>	<p>Transfer Advisement by college</p> <ol style="list-style-type: none"> <li>1. CEC: (127 UAA Assignments Fall 2020) New transfer students are only advised once during the major semester (Fall/Spring) as transfer advisors provide an optimized degree audit and time to degree plan during their new transfer student orientation advisement session. Drop-In appointments are available in addition to the required academic advisement appointment.</li> <li>2. HRSM: (164 UAA Assignments for Fall 2020) New transfer students are extended the opportunity to attend an additional 30-minute appointment with transfer advisor to review transfer credit and get an early start for the next term's advisement.</li> <li>3. CAS: (157 UAA Assignments Fall 2020 for 2 30-minute appointments) Majors include (Art Education, Art History, Art Studio, Biological Sciences, Cardiovascular Technology, Psychology, Film &amp; Media Studies, French, Mathematics, Media Arts, Philosophy, Political Science, and Sociology.)</li> <li>4. DMSB: Undergraduate Academic Advisors do not advise new transfer students in their caseload at the request of the college.</li> <li>5. EDUC: (0 UAA Assignments for Fall 2020) New transfer students meet with a transfer advisor for an extended 60-minute appointment to review DegreeWorks audit and cover essential policy information. College of Education did not have a UAA on staff during Fall 2020 semester.</li> <li>6. CIC: (91 UAA Assignments Fall 2020 for 2 30- minute appointments) New transfer students are extended the opportunity to attend an additional 30-minute appointment with transfer advisor to review transfer credit and get an early start for the next term's advisement.</li> <li>7. School of Music: 7 UAA Assignments Fall 2020</li> <li>8. NURS: 38 UAA Assignments Fall 2020</li> <li>9. Pharmacy: 8 UAA Assignments Fall 2020</li> <li>10. Arnold School of Public Health: 86 UAA Assignments Fall 2020</li> <li>11. College of Social Work: (15 UAA assignments for Fall 2020). New transfer students meet with a transfer advisor for an extended 60-minute appointment to review DegreeWorks audit and cover essential policy information.</li> </ol>

# Goals - Looking Back

## Goal 5 - First-Year/Undergraduate Academic Advising (2020-2021)

<b>Goal Statement</b>	<p>The UAC aims to provide comprehensive and standardized academic advising to first-year students, transfer students, various sophomore students, and additional students in colleges who chose to partner with the UAC. Comprehensive advising via the UAC is accomplished through caseload management. For example, all UAC-employed advisors have an assigned caseload of approximately 300 student advisees. This enables UAC advisors to spend 4 hours per year per student advising, monitoring, communicating, and intervening as necessary. Caseload management also enables advisors to maximize usage of technology.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>National best practice states that all students should have an assigned academic advisor to help guide undergraduates in their progression towards a degree. First-year students and transfer students encounter many unique transitions and challenges in a university setting. First-year/Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. ~100% of undergraduate students assigned to academic advisors</li> <li>2. Undergraduate Academic Advisors recruited, matched with best-fit colleges, and trained to provide curricular expertise and holistic advising to undergraduate students.</li> <li>3. Support academic advisor retention and development.</li> <li>4. Facilitate academic intervention with students who exhibit behaviors that may lead to attrition.</li> </ol>
<b>Achievements</b>	<p><b>Students advised by the UAC:</b> 10,008 Unique Students</p> <ol style="list-style-type: none"> <li>1. Fall 2020: 8,961 Unique Students</li> <li>2. Spring 2021: 7,597 Unique Students</li> </ol> <p><b>Advisor Assignments:</b> During fall 2020, UAAs were the assigned advisors for 5,448 FTIC students, 1,051 transfer students, and 2,418</p>

# Goals - Looking Back

	<p>sophomores.</p> <p><b>Reports on Advising:</b> 19,418 reports on advising were created by UAC Advisors</p> <p><b>UAC expansion into sophomore advising:</b> partner schools/colleges include: Biological Sciences, Psychology, Visual Art and Design, Music, College of Social Work, College of Information and Communications, and the College of Engineering and Computing.</p> <p><b>My UofSC Experience:</b> In Fall 2020 and Spring 2021, UAAs continued their utilization of the My UofSC Experience platform in advising sessions.</p>
<p><b>Resources Utilized</b></p>	<ul style="list-style-type: none"> <li>• ~32 UAC Undergraduate Academic Advisors</li> <li>• 2 UAC Undeclared Academic Advisors</li> <li>• Assistant Director of Undergraduate Advising and Academic Intervention</li> <li>• Associate Director of Undergraduate Academic Advising</li> <li>• Collaboration with college Associate/Assistant Deans and/or Directors</li> <li>• Assistant Director of Transfer Advising and Retention Initiatives</li> </ul>
<p><b>Goal Continuation</b></p>	<p><b>Expand sophomore/4-year advising:</b> Several additional academic departments and colleges have expressed a desire to work with the UAC to adopt the First-Year/Undergraduate Advising framework.</p> <p>Over the course of the 2020-2021 AY, significant strides were made to improve and organize advisors' ability to influence <b>organizational development</b> through the enactment of three new internal committees and five communities of practice.</p> <p>The <b>UAA Onboarding</b> process continues to be refined, guaranteeing that new advisors are empowered with knowledge and resources before beginning their new roles.</p>
<p><b>Goal Upcoming Plans</b></p>	<p><b>Expansion/current state of sophomore advising:</b> This academic year has seen our further advancement into advising students in their second year and beyond (continued support by the same advisor). Pockets of continued advisement by UAC-hired advisors exist in the College of Arts and Sciences, College of Information and Communications, College of Engineering, College of Pharmacy School of Music, College of Social Work, and College of Information and Communications.</p> <p><b>My UofSC Experience</b> integration into undergraduate academic advising: Advisors continue to utilize My UofSC Experience in</p>

# Goals - Looking Back

	<p>Advising Sessions. The UAC has formed a Community of Practice focused on embedding experiential learning in academic advising.</p> <p><b>UofSC Academic Advising Database</b> is a one-stop-shop for academic advisors and advising administrators. Over the past year, the database expanded to include student surveys, advisor profiles tracking training and technology, and student files for the College of Engineering and Computing.</p>
<p><b>Resources Needed</b></p>	<p>In partnership with colleges, hire additional Undergraduate Academic Advisors to serve continuing first through second-year students (and beyond at the college's request).</p>
<p><b>Goal Notes</b></p>	<p><b>Outreach and Intervention:</b> Interventions sent from UAAs based on: receipt of an “at-risk” progress report, Spring 2021 and Fall 2020 Non-Enrollment, fewer than 13 credit hours in Fall 2020 and Spring 2021, Scholarship Risk in Spring 2021, and Readmission Eligibility in Spring 2021.</p> <p><b>Absent and Disengaged Student Referral</b> - In fall 2020 and Spring 2021, the UAC facilitated an intervention that encouraged faculty to notify Academic Advisors when their students were not engaged or were struggling in their virtual classes. Beginning fall 2021, lessons learned from this initiative are being folded into the university’s progress report and alert intervention efforts.</p> <p><b>Intervention Repository</b> - Over the summer of 2021, the UAC launched an intervention repository to serve the needs of UofSC advisors and external audiences.</p> <p><b>Referrals made:</b> UAAs issued 700 referral “Alerts” in EAB Navigate.</p>

# Goals - Real Time

Goals for the current Academic Year.

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

<p><b>Goal Statement</b></p>	<p>The UAC aims to provide comprehensive and standardized academic advising to first-year students, transfer students, various sophomore students, and additional students in colleges who chose to partner with the UAC. Comprehensive advising via the UAC is accomplished through caseload management. For example, all UAC-employed advisors have an assigned caseload of approximately 300 student advisees. This enables UAC advisors to spend 4 hours per year per student advising, monitoring, communicating, and intervening as necessary. Caseload management also enables advisors to maximize usage of technology.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>National best practice states that all students should have an assigned academic advisor to help guide undergraduates in their progression towards a degree. First-year students and transfer students encounter many unique transitions and challenges in a university setting. First-year/Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<ol style="list-style-type: none"> <li>1. ~100% of undergraduate students assigned to academic advisors</li> <li>2. Undergraduate Academic Advisors recruited, matched with best-fit colleges, and trained to provide curricular expertise and holistic advising to undergraduate students.</li> <li>3. Support academic advisor retention and development.</li> <li>4. Facilitate academic intervention with students who exhibit behaviors that may lead to attrition.</li> </ol>
<p><b>Achievements</b></p>	<p><b>Advisor Assignments:</b> During fall 2021, UAAs are the assigned advisors for 8,242 total students – 5,541 FTIC students, 698 new transfer students, and 2,003 sophomores or above.</p>

# Goals - Real Time

	<p><b>Reports on Advising:</b> 2,665 reports on advising were created by UAC Advisors (7/1/2021 - 9/20/2021). Anticipate over 20,000 reports this academic year.</p> <p><b>UAC expansion into sophomore/four-year advising:</b> partner schools/colleges include: Biological Sciences, Psychology, and Visual Art and Design, Music, College of Social Work, College of Information and Communications, and the College of Engineering and Computing.</p> <p><b>My UofSC Experience:</b> FYA/UAs are trained and utilize the My UofSC Experience platform in advising sessions.</p>
<p><b>Resources Utilized</b></p>	<ul style="list-style-type: none"> <li>• ~40 UAC Undergraduate Academic Advisors</li> <li>• 2 UAC Undeclared Academic Advisors</li> <li>• Assistant Director of Undergraduate Advising and Academic Intervention</li> <li>• Associate Director of Undergraduate Academic Advising</li> <li>• Collaboration with college Associate/Assistant Deans and/or Directors</li> <li>• Assistant Director of Transfer Advising and Retention Initiatives</li> </ul>
<p><b>Goal Continuation</b></p>	<p>Expand <b>sophomore/four-year advising:</b> Several additional academic departments and colleges have expressed a desire to work with the UAC to adopt the First-Year/Undergraduate Advising framework. Previously three departments in the College of Arts and Sciences have requested an additional Undergraduate Academic Advisor (Psychology, Visual Art and Design, and Political Science).</p>
<p><b>Goal Upcoming Plans</b></p>	<p>Significant efforts have been made to improve <b>UAA retention.</b> Better compensation and recognition structures as well as committees, communities of practice, and advisor mentoring opportunities are all fully implemented and should aid in retaining high-quality advisors in their positions.</p>
<p><b>Resources Needed</b></p>	<p>In partnership with colleges, hire additional Undergraduate advisors to serve first-year students, transfers, and continuing students.</p> <p>Specifically, advisors are critically needed in the Political Science and Psychology Departments in the College of Arts and Sciences.</p>
<p><b>Goal Notes</b></p>	<p><b>Outreach and Intervention:</b> Interventions will be facilitated by UAs based on: Enrollment in fewer than 13 credit hours in Fall 2021 and Spring 2022, receipt of an “at-risk” progress report from faculty in Fall 2021 and Spring 2022, Fall 2021 and Spring 2022 Non-Enrollment, outreach to students eligible to re-enroll in Spring 2022, and outreach to students at-risk of losing their scholarship in Spring 2022. Collaborative process and advisor involvement in responding to faculty referred students has been enhanced and</p>

## Goals - Real Time

	<p>improved for Fall 2021 and beyond - to date in Fall 2021, advisors have closed 18 cases for at-risk students and 12, or 67% have utilized the resources provided to them, significantly increasing their chances of succeeding in that course.</p> <p>New modules will be added to the <b>Academic Advising Database</b> this fall including modules geared to improve the non-registered initiative and other data tracking efforts. Additionally, in collaboration with the College of Arts and Sciences, the database will include student facing forms.</p>
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# Goals - Real Time

## Goal 2 - Exploratory Advising, Undeclared Advising, and Academic Coaching (2021-2022)

<b>Goal Statement</b>	Provide exploratory advising and academic coaching to at-risk students, students changing majors, and/or students in academic transition.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	All Exploratory Advisors/Academic Coaches complete a series of "mastery rubrics" to ensure they understand the curriculum and major change policies. In addition, because Arts and Sciences often presents students' quickest path to graduation, every Exploratory Advisor/Academic Coach will serve a six week rotation in Flinn Hall/Undergraduate Dean's office. At the conclusion of the six weeks, a CAS Deans advisor provides an evaluation of EA/Coach's knowledge of CAS majors. (see UAC/CAS agreement.)
<b>Achievements</b>	<p>Exploratory/Major Change Advising ("EA"):</p> <ul style="list-style-type: none"> <li>• 486 students attended 560 appointments in July &amp; August.</li> <li>• EA offering both in-person and remote advising appointments for all services</li> <li>• EA new services: "New Student Major Change Interest" (NSMC) (for incoming freshmen/transfers) &amp; Hardship Withdrawal Consultations (HWDC)</li> <li>• EA saw 307 incoming students for 326 NSMC appointments in July &amp; August</li> <li>• EA saw 46 students for HDWC in July &amp; August</li> <li>• EAs became secondary advisors to 78 students, processed 86</li> </ul>

# Goals - Real Time

	<p>minor requests and changed 114 students into CAS majors</p> <ul style="list-style-type: none"> <li>• EA assumed primary academic advising roles for students in 9 majors across CAS</li> <li>• EA provided overflow summer 2021 orientation advising for 98 across Undeclared, POLI SCI, Carolina Online, and Palmetto Pathways</li> <li>• EA Office responds to an average 186 phone calls per month</li> <li>• EA Office fielded 1,756 LiveChat conversations</li> </ul> <p>Academic Coaching:</p> <ul style="list-style-type: none"> <li>• 251 students attended 276 appointments in July and August. 47% of those students completed coaching as part of Satisfactory Academic Progress</li> </ul> <p>Undergraduate Studies (“UGS”) Advising:</p> <ul style="list-style-type: none"> <li>• 55 students attended 61 appointments in July &amp; August, with 33 students successfully changed into degree-granting programs</li> <li>• 141 students enrolled in UGS for fall 2021 semester</li> </ul> <p>3 Exploratory Advisors moved through Advisor Tiers professional career ladder program and assumed additional duties and responsibilities.</p>
<b>Resources Utilized</b>	<p>8 full time exploratory advisors/academic coaches, one Program Manager, one Assistant Director, and one Associate Director. A student fee of \$250 for students enrolled in Undergraduate Studies Undeclared</p>
<b>Goal Continuation</b>	<p>The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.</p>
<b>Goal Upcoming Plans</b>	<p>Goal: Streamline major change processes across colleges and schools beyond CAS.</p> <ul style="list-style-type: none"> <li>• Initiative: Develop and implement “one stop” major change process in conjunction with college/school in question.</li> </ul> <p>Goal: Meet the needs of at-risk students in a growing and increasingly diverse Academic Coaching population.</p> <ul style="list-style-type: none"> <li>• Initiative: Update Academic Plan for adaptability to unique student needs and promotion of student buy-in and pilot “Campus</li> </ul>

# Goals - Real Time

	<p>Resource Spotlight” training series with various campus partners.</p> <p>Goal: Assess EA’s service to incoming freshman and transfer students in major transition before, during, and after Orientation.</p> <ul style="list-style-type: none"> <li>• Initiative: Expand data and impact assessment through analysis of Slate Application Major Change Report and EA appointment data.</li> </ul> <p>Goal: Continue widening and deepening level of support to students in transition through Exploratory Advisor professional development and specialization</p> <ul style="list-style-type: none"> <li>• Initiative: Support and encourage all eligible EAs to apply for Tier II advisor status and assume additional duties.</li> </ul>
<p><b>Resources Needed</b></p>	<p>During the budget cut exercise, the UAC reduce two FTE Advisor positions. Given that student demand of Exploratory Advising and Academic Coaching exceeds the current staffing structure (i.e. we are often unable to meet students in a timely way), the UAC requests that EA receive funding to re-hire 2 FTE Advisor positions.</p> <p>*See student demand chart below:</p>
<p><b>Goal Notes</b></p>	<p>Initiative: Increased college/school advising support during orientation by providing overflow Orientation advising services for CAS and SOWK</p> <ul style="list-style-type: none"> <li>• Goal Met: Increased major program awareness and support for incoming freshmen and transfer students by offering NSMC appointments for incoming freshmen/ transfers in summer 2021. Provided 136 Orientation Advising appointments on behalf of CAS and SOW.</li> </ul> <p>Initiative: Piloted Hardship Withdrawal Consultations mandate, Veterans Academic Coaching mandate, &amp; “Suspension Prevention” Academic Coaching outreach program</p> <ul style="list-style-type: none"> <li>• Goal Met: Piloted HWDC mandate, Veterans Academic Coaching mandate, &amp; “Suspension Prevention” Academic Coaching outreach program.</li> </ul> <p>Initiative: Expanded advising support to departments/colleges/schools via primary advising caseloads, assistance during Admitted Student/Open House days</p> <ul style="list-style-type: none"> <li>• Goal Met: Increased advising support/assistance by advising students from ASPH, CAS, Palmetto Pathways, and Carolina Online</li> </ul>

# Goals - Real Time

	<p>Initiative: Created areas of interest that outline different major groups under one umbrella.</p> <ul style="list-style-type: none"><li>• Goal Met: Increase awareness of alternative pathways into business and nursing/health career fields besides DMSB and NURS major programs.</li></ul>
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# Goals - Real Time

## Goal 3 - Transfer Advising and Retention Initiatives (2021-2022)

<b>Goal Statement</b>	<p>Transfer student time to graduation is obstructed if a student must piece together course equivalencies for degree completion on their own. Undergraduate Academic Advisors in the University Advising Center recognizes the importance of accurate course equivalencies for optimum advising sessions which impacts retention and degree completion.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. Transfer students encounter many unique transitions and challenges in a new university setting. Undergraduate Academic Advisors offer individualized support as primary academic contact in the college or school. In addition to the advising experience, the UAC aims to improve communication across departments including the National Resource Center for the First Year Experience and Students in Transition, On Your Time Initiatives, Office of Undergraduate Admissions, Office of New Student Orientation, Student Success Center, Office of the University Registrar, Office of Financial Aid and University Colleges.</p>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Intentional academic advisement to ensure 100% of all incoming transfer students have an optimized degree audit after their initial registration.</li> <li>2. Coordinate efforts to inform the impact of major choice and major change to time to degree completion.</li> <li>3. Monitor transfer students credit accumulation, progression towards degree and lead Undergraduate Academic Advising network on specific interventions and outreach to promote transfer progression and graduation.</li> </ol>
<b>Achievements</b>	<ol style="list-style-type: none"> <li>1. Advisor Assignments: As of 9/15/2021, 559 new fall 2021 transfers are assigned to a UAA.</li> <li>2. Transfer Students advisement by the UAC: As of 9/15/2021, 11 new fall 2021 transfers are assigned to UAC staff</li> </ol>

# Goals - Real Time

	<p>3. Extended Advisor Engagement:</p> <ol style="list-style-type: none"> <li>1. No additional engagement: TBD</li> <li>2. Drop-In appointments: CEC, 3 majors in the CAS, HRSM, additional majors to be determined.</li> <li>3. Two 30-minute appointments: 5 majors in the CAS, CIC, additional majors to be determined.</li> <li>4. Extended Appointments: SOWK, EDUC, additional majors to be determined.</li> <li>5. No transfer caseload for UAAs: DMSB</li> </ol> <p>4. Transfer Interventions: Advisors to work with transfer students for review of transfer coursework accuracy.</p> <p>5. Transfer Student Advisory Council created subcommittees to address Transfer Data Assessment; Carolina Core Transferability; New Transfer Students; other transfer initiatives to include Transfer Orientation</p> <p>6. Transfer Student Survey to be sent out Spring 2022 to new transfer Fall 2021 and registered for Spring 2022 classes.</p> <p>7. Transfer Student Advisor Training:</p> <ol style="list-style-type: none"> <li>1. DegreeWorks exception management training for all Undergraduate Academic Advisors and any department/faculty advisors with transfer caseloads that allows advisors to change how courses are applied to the degree prior/during/after advisement appointments.</li> <li>2. Continued offering of Transfer Advisor Training Series with an interactive workshop to provide UAAs and any other advisors an understanding of transfer students on a national and university level; understanding of the process from application to advisement; and customization of an academic advising plan.</li> </ol> <p>8. Palmetto Pathway Fall 2021-Spring 2022: AD of Transfer Advising and Retention Initiatives will advise new participants as they matriculated into their Fall 2022 UofSC Columbia Major.</p> <p>9. Transfer Student Advising Website provides a collective location for resources for new and prospective transfer students, transfer student advisors and the transfer council. Page views TBD.</p>
<p><b>Resources Utilized</b></p>	<p>Staffing:</p> <ol style="list-style-type: none"> <li>1. 25 UAA's with transfer caseload as of 9/15/2021</li> <li>2. Assistant Director of Transfer Advising &amp; Retention Initiatives with a fall 2021 advisor assignment of 33 Sociology transfer and freshman students</li> <li>3. Collaboration with college Associate/Assistant Deans and/or Directors</li> </ol>
<p><b>Goal Continuation</b></p>	<ul style="list-style-type: none"> <li>• Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors.</li> <li>• Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree</li> </ul>

# Goals - Real Time

	<p>applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students.</p> <ul style="list-style-type: none"> <li>• Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy.</li> </ul>
<b>Goal Upcoming Plans</b>	Increased emphasis and evaluation of transfer advising.
<b>Resources Needed</b>	<p>Given the expanded role of the Assistant Director of Transfer Advising (i.e. helping to launch and manage the 2+2 agreements with Midlands Technical College through MOUs and major maps; in addition to improving Orientation Transfer Advising, continuing work with Palmetto Pathways, expanded UAA involvement with Transfer Advising, etc. etc) the UAC requests a Coordinator of Transfer Academic Advising Services position.</p> <p>In addition, 3-5 Transfer Advisors are needed to offer specialized advising.</p>
<b>Goal Notes</b>	<p>Extended Advisor Engagement: 2 30-minute appointments, drop-in appointments or extended appointments</p> <ul style="list-style-type: none"> <li>• College of Engineering &amp; Computing: (128 UAA Assignments Fall 2021) New transfer students are only advised once during the major semester (Fall/Spring) as transfer advisors provide an optimized degree audit and time to degree plan during their new transfer student orientation advisement session.</li> <li>• College of Hospitality, Retail &amp; Sport Management: (40 UAA Assignments Fall 2021) transfers invited to review transfer credit prior to Fall 2021 advisement as an opportunity to respond to any outstanding questions they may have concerning course applicability, progression, and time to graduation.</li> <li>• College of Arts &amp; Sciences: (129 UAA Assignments Fall 2021) Biological Sciences, Cardiovascular Technology, Marine Science, Psychology, and Sociology. Additional Majors TBD</li> <li>• Darla Moore School of Business: Undergraduate Academic Advisors do not advise new transfer students in their caseload at the request of the college.</li> <li>• College of Education: (22 TBD UAA Assignments Fall 2021) New transfer students meet with a transfer advisor for an extended 60-minute appointment to review DegreeWorks audit and cover essential policy information.</li> <li>• College of Information &amp; Communications: (94 UAA Assignments Fall 2021)</li> <li>• School of Music: (13 UAA Assignments Fall 2021)</li> <li>• College of Nursing: (11 UAA Assignments Fall 2021)</li> <li>• College of Pharmacy: (0 UAA Assignments Fall 2021) New college</li> </ul>

# Goals - Real Time

	<p>for transfer assignments.</p> <ul style="list-style-type: none"><li>• Arnold School of Public Health: (107 UAA Assignments Fall 2021) New college for transfer assignments.</li><li>• College of Social Work: (14 UAA Assignments Fall 2021)</li></ul>
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# Goals - Real Time

## Goal 4 - Training and Technology (2021-2022)

<b>Goal Statement</b>	The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	There are approximately 115 professional academic advisors (full- and part-time) and approximately 450 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, Opportunity Scholars Program, International Accelerator Program, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is essential that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The UAC implemented a comprehensive training program for educating and certifying Undergraduate Academic Advisors. Online advising courses are available through Blackboard, certification is tied to advisor experiential learning and technology usage, and monthly meetings are held to inform advisors of essential information.
<b>Achievements</b>	<p><b>Training &amp; Professional Development:</b></p> <ul style="list-style-type: none"> <li>• 22 adv completed Advising Foundations</li> <li>• 4 adv completed Level Two; 2 adv Certified</li> <li>• 2 adv completed Level Two; 2 adv Certified</li> <li>• <i>*data from July 1, 2021 - Sept 21, 2021</i></li> </ul> <p><b>Technology:</b> 1) 38 new advisor access requests processed (faculty &amp; staff), 2) <b>EAB Navigate real time 7/1/2021 thru 9/24/2021:</b> 13,039 appointments created, 10,233 Distinct Students, 12,882 Appointment Summaries Created, 17,106 Notes added to Student Profiles, 1,989 Alerts issued (including progress report alerts), 1,255 Cases created, 3.) 2,669 student downloads of the EAB Milestone Guidance App</p>
<b>Resources Utilized</b>	Senior Program Manager of Advisor Training & Development Coordinator of Advisor Training & Outreach Director of Advising Technology Blackboard Camtasia

# Goals - Real Time

	<p>Microsoft Teams          YouTube          ABC Sign-Up          Corsizio          UAC Training Room space &amp; Technology</p>
<p><b>Goal Continuation</b></p>	<p>Every year USC Columbia hires dozens of new academic advisors. Therefore, <b>on-boarding, training, and access</b> provisioning will continue to be a central function of the Advising Center.</p> <p><b>Technology</b> usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies, including the promotion of the EAB Navigate Student App. <b>The UAC is working closely with the UAN Advising Technology Subcommittee to develop a strategic plan</b> focusing on the major advising tech: Self Service Carolina, DegreeWorks, EAB Navigate, and MyUofSC Experience.</p> <p><b>Certification:</b> For 2021-2022, of the 69 total professional staff advisors with assigned caseloads in FA2021,</p> <ul style="list-style-type: none"> <li>• 25 are eligible &amp; projected to receive Level One Certification (44 already certified)</li> <li>• 16 are eligible &amp; projected to receive Level Two Certification (37 already certified)</li> <li>• 20 are eligible &amp; projected to receive Level Three Certification (17 already certified)</li> <li>• 17 are eligible &amp; projected to receive Level Four Certification</li> </ul> <p><b>In-Person Training/PD</b>          All sessions offered remote via Microsoft Teams/Zoom. 10 in-person training/PD sessions offered with 96 attendees (non-unique) from July 1 - Sept 22, 2021. 12 in-person training/PD sessions scheduled through December 2021 and 139 registrants (non-unique) to date.</p> <p><b>2022 USC System Advisors' System-Wide Educational</b></p>

# Goals - Real Time

	<p><b>Conference</b></p> <ul style="list-style-type: none"> <li>Planned to be a virtual conference in February 2022 due to continued COVID restrictions and positive feedback from the 2021 conference.</li> </ul>
<p><b>Goal Upcoming Plans</b></p>	<p><b>Advisor Training &amp; PD</b></p> <ol style="list-style-type: none"> <li>The UAC Training &amp; PD committee will lead the planning and execution of the monthly UAC All Staff Meetings. The group will also contribute to the development of individual dept/college/school advisor training plans.</li> <li>An increased focus on providing DEIA related advisor education &amp; training. A 3-part DEIA professional development series for advisors will be piloted in Spring 2021. Other DEIA expert/speaker-led training events are also scheduled.</li> </ol> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>The UAC will continue to work with the UAN Advising Technology Subcommittee to develop and present a strategic plan for the university on advising technology usage.</li> <li>Refresh &amp; update of the success markers in EAB Navigate to reflect changes in college/department considerations and major map critical courses.</li> <li>UAC will continue to coordinate with the Registrar's Office on updates/upgrades to Banner &amp; Self Service Carolina that impact advisor and student workflow, including phasing out 'old' Banner 8 tools.</li> </ul>
<p><b>Resources Needed</b></p>	<p>None at this time.</p>
<p><b>Goal Notes</b></p>	

# Goals - Real Time

## Goal 5 - Major Mapping and Curriculum Management (2021-2022)

<b>Goal Statement</b>	Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Eight semester major maps/repository/academic bulletin updated annually.</li> <li>2. Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments.</li> <li>3. Work with colleges and registrar to organize, update, and correct academic bulletin.</li> <li>4. Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0).</li> <li>5. Serve as a rapid response expert to faculty in matters relating to curriculum.</li> <li>6. Coordination with colleges/schools and Registrar to identify curricular discrepancies in DegreeWorks, bulletin, major maps, and "source documents."</li> <li>7. Director of Undergraduate Curriculum Management provides individual assistance to faculty and resources to understand the curriculum management process.</li> <li>8. Serve as proxy for Dean of Undergraduate Studies regarding approval of courses and programs to ensure no budgetary conflicts, assuring letters of concurrence, and other university-wide monitoring.</li> </ol>

# Goals - Real Time

<p><b>Achievements</b></p>	<ol style="list-style-type: none"> <li>1. Major Maps are available online for 2021-2022 &amp; the Repository is used daily by advisors, faculty, &amp; administrators to assist in interactions with students &amp; provide guidance in planning for course &amp; program updates.</li> <li>2. The bulletin, major maps, &amp; DgW all follow the Program of Study format, using universal academic terminology.</li> <li>3. Course and program proposals are reviewed &amp; approved through APPS/CourseLeaf &amp; the C&amp;C Committee to ensure curricular accuracy, support university goals of a standard program of study format &amp; CC learning objectives.</li> <li>4. Assist Academic Programs Office with resources and content for the faculty “one-stop-shop” website.</li> <li>5. Implement CourseLeaf curriculum management software in Spring 2022 to improve the efficiency &amp; accuracy of the curriculum approval process.</li> <li>6. Meet with multiple departments/colleges and the Office of the University Registrar to create curriculum solutions for ambiguous requirements and document any advising policies for course articulation in preparation for CPOs implementation.</li> <li>7. Serve as administrator in APPS and CIM to assist faculty and the Academic Programs Office with ensuring an efficient and accurate curriculum approval process.</li> <li>8. Serve as rapid response guidance expert for faculty in matters relating to curriculum.</li> <li>9. Serve as contact for information regarding the Founding Documents requirement.</li> </ol>
<p><b>Resources Utilized</b></p>	<p>Director of Undergraduate Curriculum Management            Collaboration with Registrar’s Office            Collaboration with Courses and Curricula Faculty Senate subcommittee            Collaboration with Academic Program Manager            Dean of Undergraduate Studies            Technology: DegreeWorks, CourseLeaf, APPS</p>
<p><b>Goal Continuation</b></p>	<p><b>Curr Governance (Faculty &amp; Academic Programs)</b>100% course proposals promote curricular cohesion100% all undgrad programs follow Prog of Study formatAc Depts trained on edu planning toolsFaculty will adhere to deadlines to preserve catalog year  <b>Curr Interpretation Goals (Curr Mgmt)</b>100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)100% course/program proposals include all necessary info for curr approval process  <b>Curr Implementation Goals (Advisement)</b>100% students have accurate degree audits100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.100% of all continuing students who change majors will</p>

# Goals - Real Time

	<p>be required to attend advisement to readjust edu plan in their new major          100% of all degree candidates will have complete degree audits prior to graduation approval</p>
<p><b>Goal Upcoming Plans</b></p>	<ul style="list-style-type: none"> <li>• Work with colleges and registrar to organize, update, and correct academic bulletin.</li> <li>• Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0).</li> <li>• Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments.</li> <li>• Training for faculty on how advising practices relate to curricular design to ensure transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students.</li> <li>• College Source documents are reduced/eliminated, thus decreasing/eliminating contradictory curricular information.</li> <li>• The Academic Programs website is being updated to with information and resources to provide a one-stop-shop to faculty on the curriculum process.</li> <li>• Collaborate with Academic Programs, MTC, and AD of Transfer Advising on transfer pathways major maps.</li> <li>• Assist CAS with implementing changes to the program requirements language and hours through change program proposals for every undergraduate CAS program.</li> </ul>
<p><b>Resources Needed</b></p>	<p>Enforcement of the Following Goals:</p> <p><b>Curr Governance (Faculty &amp; Academic Programs)</b></p> <ol style="list-style-type: none"> <li>1. 100% course proposals promote curricular cohesion</li> <li>2. 100% all undgrad programs follow Prog of Study format</li> <li>3. Ac Depts trained on edu planning tools Faculty will adhere to deadlines to preserve catalog year</li> </ol> <p><b>Curr Interpretation (Curr Mgmt)</b></p> <ol style="list-style-type: none"> <li>1. 100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin</li> <li>2. 100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)</li> <li>3. 100% course/program proposals include all necessary info for curr approval process</li> </ol> <p><b>Curr Implementation (Advisement)</b></p> <ol style="list-style-type: none"> <li>1. 100% students have accurate degree audits</li> </ol>

# Goals - Real Time

	<ol style="list-style-type: none"> <li>2. 100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.</li> <li>3. 100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major</li> <li>4. 100% of all degree candidates will have complete degree audits prior to graduation approval</li> </ol>
<p><b>Goal Notes</b></p>	<ul style="list-style-type: none"> <li>• Created separate page in bulletin for CC U.S. and Non-U.S. History courses. This will allow for one bulletin update as courses are added or removed, instead of having to update all CAS undergrad programs. Originally created for CAS, but recommended making it more general later in the summer, as other colleges have the same requirement (SCHC and CIC). SCHC and all CAS programs link to the new page.</li> <li>• Agreement of DMSB to change curriculum to be more prescriptive and have fewer behind-the-scenes sharing by advisors.</li> <li>• Audit of CAS major maps for any information out of alignment with the bulletin and for any requirements needing clarification. List of curricular items provided to CAS for submitting proposals to correct before CPoS. (Audit still ongoing for other colleges)</li> <li>• New team in Teams for Curricula and Courses for committee communication created at my recommendation.</li> <li>• Created questions and decision tree for C&amp;C program review form.</li> <li>• CPoS Contributions/Bulletin clarifications:             <ol style="list-style-type: none"> <li>1. AFAM course options for major electives</li> <li>2. PSYC, BA and BS course options for Animal Kingdom science in CC-SCI</li> <li>3. Art Studio, BFA: College Requirement, Fine Arts or Humanities: Modern Art History requirement needs a list of course options.</li> <li>4. Geography, BS GIS Concentration: List of course options needed for “Non-GIS Elective at the 200-level or above”</li> <li>5. International Studies: Major electives language was confusing. Suggested update that did not require proposal, since it wasn’t changing the requirement, just the explanation to make it clearer.</li> <li>6. PSYC, BS: Corrected misunderstanding/issue with major electives “laboratory science” and “PSYC 501 or above” requirement that was listed incorrectly in bulletin and in APPS proposal.</li> <li>7. Cyber Intelligence Integrative course added.</li> <li>8. LLC, French and French PK-12 Concentrations: remove “with approval of the French Program Director” to make programmable for DgW</li> <li>9. LLC: Change Integrative course designations from individual majors to new consolidated major.</li> <li>10. Social Work to reduce degree hours from 121 to 120.</li> </ol> </li> </ul>

# Goals - Real Time

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

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

# Goals - Real Time

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

# Goals - Real Time

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

# Goals - Real Time

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

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

# Goals - Real Time

<b>Achievements</b>	3 "Meet My Major" events occurred in a virtual format. (via Zoom)
<b>Resources Utilized</b>	In collaboration with the Career Center, the UAC purchased a group page on the software system, People Grove AKA "UofSC Mentorship Hub" for the purposes of connecting faculty and students in a mentor/mentee relationship.
<b>Goal Continuation</b>	More partnership is needed with the Colleges to better understand their initiatives. Specifically, CEC and CAS have plans for extended faculty mentorship.
<b>Goal Upcoming Plans</b>	CEC has developed a plan for enhancing Faculty Mentorship as part of the ABET accreditation. The UAC will support their efforts however we can.
<b>Resources Needed</b>	None at this time.
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

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

<b>Goal Statement</b>	The University Advising Center provides comprehensive and standardized academic advising to all first-year students, transfer students, select sophomore students, and other college-identified student populations.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Academic advisors have a one-on-one relationship with their advisees (especially those with a 300 student caseload.) Because advisors understand both curricular requirements and the individual student needs and interests, they are uniquely positioned to advise students on both curricular and co-curricular opportunities.</p> <p>Over 70% of new students come to USC with transfer credit and/or AP/IB credit. USC-Columbia enrolls approximately 2,000 transfer students per year. Advisement plays a critical role in helping transfer students obtain the coursework they need to graduate on time and to make a successful transition to the University.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. ~100% of undergraduate students assigned to academic advisors</li> <li>2. Undergraduate Academic Advisors recruited, matched with best-fit colleges, and trained to provide curricular expertise and holistic advising to undergraduate students.</li> <li>3. Support academic advisor retention and development.</li> <li>4. Facilitate academic intervention with students who exhibit behaviors that may lead to attrition.</li> </ol>
<b>Achievements</b>	1) Freshman-sophomore year retention rates, 2) Student satisfaction with Academic Advising, 3) Advisor satisfaction with the UAC, 4) Full time enrollment for first-year students (i.e. 15 credit hours per semester), 4) Applicable enrollment to degree progression, 5) Advisor assignments, 6) Documenting advising/advisor availability,

# Goals - Looking Ahead

	<p>7) Referrals made, 8) Demonstrates strong efforts of collaboration with other student resource offices on campus (SSC, Career Center, OPPA, Financial Aid, Exploratory Advising), 9) Intervention campaigns monitored and sent by UAAs, 10) Students advised by UAC advisors (with support of colleges)</p>
<p><b>Resources Utilized</b></p>	<p>~40 Undergraduate Academic Advisors, all UAC administrative staff, College Supervisors</p>
<p><b>Goal Continuation</b></p>	<p><b>Expand sophomore/four-year advising:</b> Several additional academic departments and colleges have expressed a desire to work with the UAC to adopt the First-Year/Undergraduate Advising framework. Previously three departments in the College of Arts and Sciences have requested an additional Undergraduate Academic Advisor (Psychology, Visual Art and Design, and Political Science).</p>
<p><b>Goal Upcoming Plans</b></p>	<p><b>Continuation of expanding sophomore (and junior/senior) advising</b> - New departments continue to get “on board” with first and second year advising, investment in hiring new advisors to support caseload size Advisors trained to complete senior checks to understand comprehensive curricula/degree requirements</p> <p><b>Expansion of progress reports/intervention</b> - Continued collaboration with the Student Success Center and faculty on expanding the utilization of progress reports by advisors. The UAC is facilitating advisor usage of case management in EAB Navigate.</p> <p><b>Expansion/growth of advising career ladders</b> - As UAAs continue to be eligible to advance to Advisor II (and III) status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities.</p> <p>Advising Tech committee: Will meet monthly to discuss SelfService, EAB, DW, and BTCM in advisor workflow.</p> <p>The Undergraduate Academic Advising Consulting Group is a group of advisors who provide non-binding guidance to the UAC on the needs of UAAs. This group will be instrumental in rolling out new initiatives and supporting the needs of UAAs.</p> <p>Further embed advisors in the organizational development of the UAC through other committee work and communities of practices.</p>

# Goals - Looking Ahead

<b>Resources Needed</b>	<p>In partnership with colleges, hire additional Undergraduate advisors to serve first-year students, transfers, and continuing students.</p> <p>Specifically, advisors are critically needed in the Political Science and Psychology Departments in the College of Arts and Sciences.</p>
<b>Goal Notes</b>	<p><b>Expansion/growth of advising career ladders</b> - As UAA's continue to be eligible to advance to Advisor II and III status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities.</p>

# Goals - Looking Ahead

## Goal 2 - Transfer Advising and Retention Initiatives (2022-2023)

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

# Goals - Looking Ahead

	<p>2. Two 30-minute appointments: TBD          3. Extended Appointments: TBD          4. No transfer caseload for UAAs: TBD</p> <p>Specific transfer intervention administered through UAC Advisors to work with transfer students for review of transfer coursework accuracy.</p> <p>Transfer Student Advisory Council: TBD</p> <p>Transfer Student Survey: Survey to be sent out Spring 2023.</p> <p>Transfer Student Advisor Training: Continued offering of Transfer Advisor Training Series.</p> <p>UAC admin advisement for Palmetto Pathway students who are SC residents.</p> <p>Transfer Student Advising Website: Provides a collective location for resources for new and prospective transfer students, transfer student advisors and the transfer council. Page views to be determined.</p>
<b>Resources Utilized</b>	<ul style="list-style-type: none"> <li>• UAA's with transfer caseload to be determined</li> <li>• Assistant Director of Transfer Advising &amp; Retention Initiatives</li> <li>• Collaboration with college Associate/Assistant Deans and/or Directors</li> </ul>
<b>Goal Continuation</b>	<ul style="list-style-type: none"> <li>• Continued outreach to colleges and departments for transfer student advising who are currently utilizing faculty advisors.</li> <li>• Continued progress in reviewing and establishing best practices for transfer students through the Transfer Student Advisory Council which include further assessment of transfer student data, degree applicable course transfer and the fulfillment of the University strategic plan to recruit more transfer students.</li> <li>• Specific interventions administered through Undergraduate Academic Advisors to work with transfer students for review of transfer coursework accuracy.</li> </ul>
<b>Goal Upcoming Plans</b>	Increased emphasis and evaluation of transfer advising.
<b>Resources Needed</b>	<p>Given the expanded role of the Assistant Director of Transfer Advising (i.e. helping to launch and manage the 2+2 agreements with Midlands Technical College through MOUs and major maps; in addition to improving Orientation Transfer Advising, continuing work with Palmetto Pathways, expanded UAA involvement with Transfer Advising, etc. etc) the UAC requests a Coordinator of Transfer Academic Advising Services position.</p> <p>In addition, 3-5 Transfer Advisors are needed to offer specialized advising.</p>
<b>Goal Notes</b>	<p><b>Transfer Advising Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Transfer Student Advisory Council</li> <li>2. Palmetto Pathway advisement during summer transition</li> <li>3. Transfer Student Survey</li> </ol>

# Goals - Looking Ahead

	<ol style="list-style-type: none"><li>4. Transfer Advising Website</li><li>5. Transfer Orientation Advising</li><li>6. Transfer Advising Training Series</li><li>7. UAA transfer advising</li><li>8. MOUs with Midlands Technical College</li><li>9. UAC website maintaining all MTC 2+2 major maps.</li></ol>
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# Goals - Looking Ahead

## Goal 3 - Exploratory Advising, Undeclared Advising, and Academic Coaching (2022-2023)

<b>Goal Statement</b>	Provide exploratory advising and academic coaching to at-risk students, students changing majors, undeclared students, and/or students in academic transition.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Implement Exploratory Advisor Career Tiered model (EA Advisor I, Advisor II, Advisor III, Advisor IV)</p> <p>Reduce number of major changes/advise students into majors in which students will succeed.</p> <p>Advise students leaving competitive majors into CAS majors.</p> <p>Retain academically at-risk students through comprehensive academic advisement and coaching</p> <p>Cross-trained in basic career exploration (i.e. Major Explorer/ONET)</p> <p>Train coaches as "USC Experts"</p> <p>Implement a successful tiered model of training and service delivery.</p>
<b>Achievements</b>	<p>Goal: Increase college/school advising support during orientation. Initiative: Coordinate with CAS to staff EA team members to all orientation registration sessions for undeclared, STEM, and liberal arts majors. Goal: Explore CCR capability with other colleges/schools to mirror CAS change of major process, with the long-term goal of all major change processes housed in EA. Initiative: Introduce CCR capability with a college/school outside CAS. Goal: Increase retention of at-risk students.</p> <ul style="list-style-type: none"> <li>• Initiative: Collaborate with departments to increase robustness of existing Academic Coaching mandates and partnerships. Introduce new partnerships, especially for students in newly</li> </ul>

# Goals - Looking Ahead

	<p>identified at-risk populations and with programs that have strict academic progression requirements.</p> <p>Goal: Increase major-interest-career exploration in all undeclared and exploratory advising appointments. Initiative: Implement team-wide use of student self-assessments, interest cards, major explorer function of EAB navigate in advising appointments.</p>
<p><b>Resources Utilized</b></p>	<p>8 Exploratory Advisors &amp; Academic Coaches          Advising technologies          Program Manager          Assistant Director          Associate Director          Strengths Quest Strengths Finder self-assessment          Partnership with the Career Center, Student Success Center, and Colleges</p>
<p><b>Goal Continuation</b></p>	<p>The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies/undeclared advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.</p>
<p><b>Goal Upcoming Plans</b></p>	<p><i>Goal:</i> Increase college/school advising support during orientation.</p> <p><i>Initiative:</i> Coordinate with CAS to staff EA team members to all orientation registration sessions for undeclared, STEM, and liberal arts majors.</p> <p><i>Goal:</i> Explore CCR capability with other colleges/schools to mirror CAS change of major process, with the long-term goal of all major change processes housed in EA.</p> <p><i>Initiative:</i> Introduce CCR capability with a college/school outside CAS.</p> <p><i>Goal:</i> Increase retention of at-risk students.</p> <p><i>Initiative:</i> Collaborate with departments to increase robustness of existing Academic Coaching mandates and partnerships. Introduce new partnerships, especially for students in newly identified at-risk populations and with programs that have strict academic progression requirements.</p> <p><i>Goal:</i> Increase major-interest-career exploration in all undeclared and exploratory advising appointments.</p> <p><i>Initiative:</i> Implement team-wide use of student self-assessments, interest cards, major explorer function of EAB navigate in advising appointments.</p>

# Goals - Looking Ahead

<b>Resources Needed</b>	During the budget cut exercise, the UAC reduce two FTE Advisor positions. Given that student demand of Exploratory Advising and Academic Coaching exceeds the current staffing structure (i.e. we are often unable to meet students in a timely way), the UAC requests that EA receive funding to re-hire 2 FTE Advisor positions.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 4 - Major Mapping and Curriculum Management (2022-2023)

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

# Goals - Looking Ahead

	<p>curriculum management process.</p> <ul style="list-style-type: none"> <li>• Serve as proxy for Dean of Undergraduate Studies regarding approval of courses and programs to ensure no budgetary conflicts, assuring letters of concurrence, and other university-wide monitoring.</li> </ul>
<p><b>Achievements</b></p>	<ul style="list-style-type: none"> <li>• All undergraduate majors organized in a universal program of study.</li> <li>• All undergraduate majors mapped in a universal 8-semester template.</li> <li>• College source documents are reduced/eliminated, thus decrease/eliminating contradictory curricular information.</li> <li>• Degree Works is scribed to mirror Program of Study, thus replacing the need for major check-sheets</li> <li>• Universal curriculum mapping, single-source major requirements, and an accurate degree audit leads to more student self-advising, thus enabling advisors to have richer conversations</li> <li>• Faculty training and resources on curricular design.</li> <li>• Implementation of CPOS.</li> <li>• Implementation of new Additional Major/Degree Policy with course sharing rules.</li> <li>• Oversee and enforce implementation by advisors, the bulletin, and DgW of CAS changes to the program requirements language and hours for every undergraduate CAS program.</li> </ul>
<p><b>Resources Utilized</b></p>	<p>Director of Undergraduate Curriculum Management            Collaboration with Registrar’s Office            Collaboration with Courses and Curricula Faculty Senate subcommittee            Collaboration with Academic Program Manager            Dean of Undergraduate Studies            Technology: DegreeWorks, CourseLeaf, APPS</p>
<p><b>Goal Continuation</b></p>	<p><b>Curr Governance (Faculty &amp; Academic Programs)</b></p> <ol style="list-style-type: none"> <li>1. 100% course proposals promote curricular cohesion</li> <li>2. 100% all undgrad programs follow Prog of Study format</li> <li>3. Ac Depts trained on edu planning tools</li> <li>4. Faculty will adhere to deadlines to preserve catalog year</li> </ol> <p><b>Curr Interpretation Goals (Curr Mgmt)</b></p> <ol style="list-style-type: none"> <li>1. 100% of Univ curr resources (DegreeWorks/DW, Major Maps, Banner Catalog) aligned with Bulletin</li> <li>2. 100% course/curr changes pre-approved by depart with Bulletin, Major Maps, DW, Catalog prior to entry into the Curr Mgt Tool (currently APPS, future CourseLeaf)</li> <li>3. 100% course/program proposals include all necessary info for curr approval process</li> </ol>

# Goals - Looking Ahead

	<p><b>Curr Implementation Goals (Advisement)</b></p> <ol style="list-style-type: none"> <li>1. 100% students have accurate degree audits</li> <li>2. 100% students have a locked edu plan by primary Advisor specifying courses to be taken prior to registration.</li> <li>3. 100% of all continuing students who change majors will be required to attend advisement to readjust edu plan in their new major</li> <li>4. 100% of all degree candidates will have complete degree audits prior to graduation approval</li> </ol>
<p><b>Goal Upcoming Plans</b></p>	<p><b>2021-2022 Looking Ahead:</b></p> <ul style="list-style-type: none"> <li>• Work with colleges and registrar to organize, update, and correct academic bulletin.</li> <li>• Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0).</li> <li>• Work with the undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments.</li> <li>• Training for faculty on how advising practices relate to curricular design to ensure transparent degree requirements, clean curriculum for programming DegreeWorks, and a consistent experience for students.</li> <li>• College Source documents are reduced/eliminated, thus decreasing/eliminating contradictory curricular information.</li> <li>• A draft of the curriculum manual in progress.</li> <li>• Serve as rapid response guidance expert for faculty in matters relating to curriculum.</li> <li>• Serve as administrator in APPS and CIM to assist faculty and the Academic Programs Office with ensuring an efficient and accurate curriculum approval process.</li> <li>• Collaborate with Academic Programs, Midlands Technical College, and AD of Transfer Advising on transfer pathways major maps.</li> <li>• Serve as contact for information regarding the Founding Documents requirement.</li> </ul>
<p><b>Resources Needed</b></p>	<p>On-going support from the Provost's office when working with faculty to make cohesive curricular decisions.</p> <p>Enforcement of an accurate degree audit from the Deans is needed. UofSC is behind. UofSC was the last school in the SEC to offer a degree audit to students. Four years later only three colleges use the degree audit as an official student record.</p>
<p><b>Goal Notes</b></p>	

# Goals - Looking Ahead

## Goal 5 - Training and Technology (2022-2023)

<p><b>Goal Statement</b></p>	<p>The University Advising Center provides comprehensive training, professional development, certification, technology, and provisioning for all Academic Advisors on UofSC Columbia's campus to enable accurate and effective undergraduate advisement.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>There are approximately 115 professional academic advisors (full- and part-time) and approximately 450 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, Opportunity Scholars Program, International Accelerator Program, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is essential that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p>Advisor Training &amp; PD</p> <ul style="list-style-type: none"> <li>• Update &amp; maintain training resources to provide accurate information</li> <li>• Utilize UAC Training Room to provide space for more in-person training &amp; PD opportunities for the whole advising community. Provide hybrid training attendance options by allowing individuals to come in-person and join remotely with room technology.</li> <li>• Collaborate with campus partners to provide updated information to advisors via training modules, resources, in-person training &amp; listserv communication</li> <li>• Increase having advisors as facilitators of trainings to share their expertise</li> </ul> <p><b>EAB Navigate (7.1.2021-6.30.2022)</b></p> <ol style="list-style-type: none"> <li>1. EAB Navigate App – Milestone Guidance Adoption Continues             <ul style="list-style-type: none"> <li>◦ Incorporates the following tools for students:                 <ul style="list-style-type: none"> <li>▪ Scheduling, Push notifications/alerts (reminders, confirmations, messages), Pivotal Moments, To Do List</li> <li>▪ Class Schedule (quick view of current semester schedule)</li> </ul> </li> </ul> </li> </ol>

# Goals - Looking Ahead

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

# Goals - Looking Ahead

	<p><b>EAB Navigate goals:</b></p> <ul style="list-style-type: none"> <li>• Goal 1: Improve the student advising experience by providing a common scheduling and tracking platform.</li> <li>• Goal 2: Supply technology that improves the advisor user experience through improved workflow, access to comprehensive student data, and electronic tracking/documentation.</li> <li>• Goal 3: Promote student responsibility in scheduling and attending advising appointments.</li> <li>• Goal 4: Offer a platform that assists in facilitating a coordinated care network approach as it relates to student messaging, outreach, and referrals.</li> </ul> <p>Continued action on "<b>Access Principles</b>" to the various technologies. Criteria have been developed on the when/how/why staff get access to various technologies. A goal is to automate the many of the manual steps involved in the advisor access process.</p>
<p><b>Goal Upcoming Plans</b></p>	<p><b>Advising Training</b></p> <ol style="list-style-type: none"> <li>1. Increase training participation for non-FTE professional advisors so all advisors are receiving accurate information.</li> <li>2. Utilize communication channels to provide small bits of training information (i.e. Microsoft Teams channels).</li> <li>3. Collaborate with UAC &amp; campus partners to provide resources for specific student populations (i.e. potential and new transfer students, major specific, etc.)</li> </ol> <p><b>Advising technology</b></p> <ol style="list-style-type: none"> <li>1. Simplify and streamline all advising technologies to maximize workflow for both students and academic advisors.</li> <li>2. Enable students to access curricular and advising information to guide their progress towards degree. Over this timeframe, the Course Program of Study Implementation by the Registrar's DegreeWorks team will greatly increase student and advisor usage of the degree audit.</li> </ol>
<p><b>Resources Needed</b></p>	<p>None.</p>
<p><b>Goal Notes</b></p>	<p>Will continue to monitor technology usage trends.</p> <p>Goals: 100% of academic advising scheduling is done online via EAB</p>

# Goals - Looking Ahead

	<p>Navigate. 100% of colleges/departments will invest in curriculum management (Major Maps and Bulletin updates), therefore leading to an accurate degree audit in DegreeWorks.</p>
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# Goals - Looking Ahead

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

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

# Goals - Looking Ahead

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

# Programs or Initiatives

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## Effective Programs or Initiatives

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

Advising database: The UAC created a new Advising database in partnership with IBM, CAS, and CEC to store student files and records in an role-based access repository.

EAB cases and alerts: Academic Advisors now manage cases and alerts in EAB Navigate allowing administration to see intervention effectiveness.

Salary increase of Academic Advisors: In partnership with HR, the UAC worked with implement a salary adjustment for all UAAs based on national benchmarking and market analysis.

MTC collaboration: Amanda Lucas, AD of Transfer Advising, partnered with Midlands Technical College to help develop 2+2 agreements.

New UAC office suite: One September 17th, 2021 the University Advising Center opened an official office suite and welcomed over 100 campus partners.

UAC Advisors continue to lead the way on incorporating DegreeWorks and EAB Navigate into their advising sessions with students. The UAC creates and manages student advising tools available online (videos, modules, resources, etc.)

## Program Launches

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

Carolina Online Advising: Hundreds of hours, meetings, and plans were made for the launch of Carolina Online advising.

Orientation 1-1 summer advisement: to continue with the success of two summers of one-on-one advisement, the UAC continued to organize and collaborate with the colleges to ensure quality advisement of new students.

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

Transfer Student Advisory Council (new) - Launches April 2019

Advisor training online index - Launched August 2018

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

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

Faculty/student mentor programs - Launched Spring 2019

# Programs or Initiatives

DegreeWorks Student Education Planner - Launched August 2018

## Curriculum Management Initiatives:

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

## Transfer Advising Initiatives:

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

## Program Terminations

*List any programs that were newly terminated or discontinued during the Academic Year.*

*Provide justification as to why the program was discontinued.*

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

Withdrawal responsibilities moved to the Dean of Students office.

The Absent or Disengaged Student form was terminated and moved to EAB Navigate.

## Program Rankings

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

# Programs or Initiatives

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The University Advising Center won two national awards in 2021, including the best Advisor training program in the country.

The UAC has won 5 national awards in four years.

# Initiatives and Fees

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## Initiatives

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

The UAC requests funding for three new/expanded initiatives:

- 1) Transfer Advising and Transfer Success initiatives (to support new 2+2 agreements with Midlands Technical College)
- 2) Expanded professional Advising in CEC and CAS (see letters of support from both Deans.)
- 3) Expanded Exploratory Advising through re-instatement of two FTE Advisors.

## Fees

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

The UAC requests no new fees.

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

# Community Engagement

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## **Community Perceptions**

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

# Collaborations

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## Internal Collaborations

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

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

**Family and Parent Programs:** The UAC will begin offering parent events and webinars to help educate families on the importance of Academic Advising.

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

**Office of Financial Aid:** The UAC partners with the Office of Financial Aid to perform outreach to undergraduate students at risk of losing LIFE, Palmetto Fellows, and/or General University Scholarships.

**Enrollment Management:** The UAC partners with Undergraduate Admissions to perform outreach to students who miss a major semester to encourage re-enrollment.

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

## External Collaborations

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

Midlands Technical College - Amanda Lucas, AD of Transfer Advising partnered with MTC, Academic Programs, and VP Sandra Kelly to develop 2+2 agreements.

# Campus Climate and Inclusion

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## Campus Climate and Inclusion

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

### **Support of Transfers, non-Caucasian - data comparison and additional layers of advising.**

502 non-Caucasian transfer students admitted Fall 2019. **29.8% of transfers are non-Caucasian.** 1178 Caucasian transfer students admitted Fall 2019.

814 non-Caucasian freshman students admitted Fall 2019. **13% of freshman are non-Caucasian.** 5406 Caucasian freshman students admitted Fall 2019.

The UAC offers transfer students additional advising sessions to ensure transfer credit is applied to their degree program and to assist students in their transition.

Underrepresented minority students and male students are over-represented in UAC academic interventions as compared to the general student population. Inclusion in UAC facilitated interventions positively impacts student progression toward a degree.

# Concluding Remarks

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## Weaknesses and Plans for Improvement

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

**Ensuring in-person meeting types:** With the pivot to virtual advising in Spring 2020, some non-UAC Advisors continue to only offer online/virtual meetings for students. The UAC will continue to work with Advising leadership in the colleges to promote student-choice in meeting types.

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

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

**Transfer advising.** 250 staff/faculty are assigned as advisors of record for transfer students. This variety in roles presents unique challenges to the transfer population. Specifically, retention data demonstrates the value of assigning professional advisors to Transfer students. In the College of Arts and Sciences: transfer students advised by a professional staff member = 81% retention rate. Transfer students advised by a faculty member = 64% retention rate.

## Key Issues

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

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

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

## Quantitative Outcomes

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

- In Fall 2020, 98% of all undergraduate students had an assigned academic advisor (up from 30% in 2015).

91% freshmen enrolled in 15 or more credit hours. First-Year Advisors led the way with course forecasting. 358 College of Arts and Science freshmen received outreach from their FYA for schedule changes (i.e. the student was enrolled in a course he/she did not need.) Due to this

# Concluding Remarks

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proactive advisement, registration was corrected.

## Cool Stuff

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

- The University Advising Center won the Outstanding Advising Program Award from the National Academic Advising Association (NACADA). This is the 5th national award won by the UAC in four years.

- The UAC published a comprehensive impact report detailing six years of contributions to UofSC through expanded academic advising. The report can be found online:

[https://sc.edu/about/offices\\_and\\_divisions/advising/documents/impact\\_report\\_webversion.pdf](https://sc.edu/about/offices_and_divisions/advising/documents/impact_report_webversion.pdf)