Executive Summary

Highlights

The University Advising Center (UAC) supports students, academic advisors, advising units, and colleges/schools through the coordination of first-year advising, exploratory advising, academic coaching, curriculum mapping, advisor training, and technology. The UAC leads campus-wide advising of all first-year students requiring a 300:1 caseload. Standardized training, technologies, assessment, outreach, and appointment structure ensure academic advisors have the tools necessary to provide students holistic advisement. The UAC manages 8-semester sequenced major maps for over 150 majors and concentrations 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: 12/31/2069

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.

Updated: 12/31/2069

Values

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.
All curricula should be universally mapped.
All advisors should be trained, certified, and up-to-date on policies, procedures, and essential information to provide accurate advisement.
All academic advisors should provide students with holistic and comprehensive advisement (i.e. curricular and co-curricular), interventions, outreach, and university knowledge to avoid over referral.
All students should have a faculty mentor.
All advising appointments should be scheduled and managed online (including notes, referrals, and record keeping.)
At-risk students and students changing their major receive individualized and comprehensive coaching.
Academic Advising should engage in "systems thinking" (not distinct or disjointed entities on campus.)
The UAC promotes advising as a comprehensive, interconnected, and efficient system.

Blueprint for Academic Excellence
University Advising Center
AY2019-2020

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Goals - Looking Back

Goals for the University Advising Center for the previous Academic Year.

Goal 1 - First-Year Advising & Transfer Advising

Goal Statement	Provide comprehensive and standardized academic advising to first-year students and other students in transition.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. First-year students and transfer students encounter many transitions and challenges in a university setting. First-year Advisors offer individualized support as primary academic contact in the college or school.
Status	Progressing as expected (multi-year goal)
Action Plan	**FYA Allocation** **Rule #1:** In alignment with the 2015 ACT report, all USC Columbia academic colleges (i.e. 11) will be assigned a First-Year Advisor. **Rule #2:** FYA allocation is based on college/school enrollment determined by a 300:1 ratio. **Rule #3:** All first year students must be advised by a FYA. FYA's may advise beyond the freshmen year and/or in coordination with another college of the caseload is lower than 300. **Rule #4:** If a college wishes to move into sophomore advising through the UAC, the funding must come from the college to the UAC.

Achievements	2017-2018 was the second full academic year of First-Year Academic Advising implementation campus wide. First-Year Advisors (FYAs) led several academic interventions and utilized advising technologies. First-Year Advisors led strategic outreach and intervention to their advisees via "global communications" every month. In 2017-2018, over 6,000 freshmen and transfer students were advised by the UAC in partnership with the Colleges/Schools. There were approximately two hours of advisor availability per student per semester. All first-year students were advised under similar expectations and standard appointment structures. First-Year Advising continues to lead the way in the integration and utilization of University web based advising platforms including EAB Navigate and DegreeWorks. In addition, all First-Year Advisors used the DegreeWorks audit to ground the advisement session conversation and enter recommended (advised) course schedule in the notes field. This allows for both students and advisors to refer back to DegreeWorks notes for the advised list of courses to enroll in during registration.
Resources Utilized	**Staffing**: 30 full-time first-year academic advisors, one Coordinator of First-Year Advising, and one Assistant Director of First-Year Advising. **EAB Reports on Advising**:In the F2017 = 6,972 reports. S2018 = 8,828 reports. **Hours available**: In F2017, FYAs posted 11,061 hours of advising availability. In S2018, approximately 10,500 hours. **First-Year students advised by FYAs**: F2017 = 5,799 freshman & 1,317 new transfers **Advisor Assignments**: 99% of all incoming F2017, first-year, first-time students assigned to an academic advisor.

Goal Continuation	First-Year Advising will continue for first-time, full-time undergraduate students. Attention is needed for transfer student advising, as it varies by college.
Goal Upcoming Plans	Increased emphasis and evaluation of transfer advising. The UAC will continue to advise students towards full-time credit hour completion and promoting Winter/summer session, part term classes, accelerated study plans, and other initiatives sponsored by the Office of On Your Time Initiatives (OYT).
Resources Needed	None at this time. We request support to implement a campus-wide advisor tiered model/career ladder in accordance with national best practice.
Goal Notes	**FYA Outreach/Intervention**: USC&You retention survey (666 students), >13 credits (361 students), AlcEdu/Haven (430 students), S2018 Non-Enrollment (182 students), Academic Probation (356 students), >13 credit hour (325 students), Think About It non-compliance (2,851 students), F2018 non-enrollment (605 students by 6/6/18, 33% enrolled in at least one F2018 course and 23% were enrolled full-time). "Global Communications" (7) sent open rate of 73%. **Student satisfaction:** Fall 2017, 965 students completed the Close of Appointment Survey. On average, 90% agreed/strongly agreed that they were "comfortable talking with their advisor". In S2018, 993 surveys were completed, with an average percentage of 89% agree/strongly agree "comfortable talking with my advisor"

Goal 2 - Exploratory Advising & Academic Coaching

Goal Statement	Provide exploratory advising and academic coaching to at-risk students, students seeking to change majors, and/or students in academic transition.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Institutional research demonstrates that approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
Status	Progressing as expected (multi-year goal)
Action Plan	•Reduce number of major changes/advise students into majors in which students will succeed. •Advise students leaving competitive majors into CAS majors. •Retain academically at-risk students through comprehensive academic advisement and coaching •Cross-trained in basic career exploration (i.e. Major Explorer/ONET) •Train coaches as "USC Experts" •Implement a successful tiered model of training and service delivery.

Achievements	Major change advising, academic success coaching, and the Undergraduate Studies Program continued to offer comprehensive academic advisement to at-risk students or students in academic transition. Compared to the 2016-17 academic year, major change advising saw a 13% increase in student visits but a 6% decrease in follow up appointments, suggesting an increase in efficiency of major change advising. Major change advising in 2017-18 saw 4,742 appointments scheduled, with 4,337 student visits made by 3,596 unique students. Academic success coaching conducted 2,059 appointments. In its first full year of operation the Undergraduate Studies Program had 296 students enrolled. By the end of the 2017-18 academic year 159 UGS students, or 53%, had successfully changed into a degree-granting program. Exploratory Advising participated in a LEAN Six Sigma project in collaboration with Human Resources. Eleven recommendations were made to improve the process for students changing majors. (Current state = up to 5 advising sessions. Desired future state = 1 advising session.)
Resources Utilized	Hired two additional full-time advising staff based on Undergraduate Studies fee ($250)
Goal Continuation	The UAC will continue to offer exploratory advising and academic coaching based on student and college need. (i.e. Colleges do not advise outside of their discipline, thus making a referral to exploratory advising.)
Goal Upcoming Plans	Colleges do not advise outside of their programs, instead referring students to exploratory advising for inter-college major changes.As such, the UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need.
Resources Needed	Support needed to implement the Advisor Tiered Career Ladder.

Goal Notes	Exploratory Advising continues to serve as a central advising office for students changing their major and needing supplemental advising support. As such, this office advises all majors, all levels, all standings, etc. thus serving as the only advising entity on campus that is tasked with advising all undergraduate students.

Goal 3 - Withdrawal Services

Goal Statement	Provide withdrawal support to undergraduate students leaving the University.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Academic Advisors are often asked about withdrawal, including withdrawal from courses and withdrawal from the university. In many instances, academic advisors are the first person a student discloses interest in withdrawing. Advisors must be aware of policy and give accurate advice on procedure.
Status	Progressing as expected (multi-year goal)
Action Plan	Established online petition access for students. Fall 2017: student needed an appointment with withdrawal coordinator before access to hardship withdrawal information and petition. Established online (& live) agenda for Hardship Withdrawal Committee and Dean of Students. Fall 2017: committee members only had access to paper petitions once a month. Currently, they login to Maxient and to view upcoming petitions ready for review.

Achievements	A new policy provides updated language, changing 'Withdrawal for Extenuating Circumstances' to 'Hardship Withdrawal'. In addition, the new 'Hardship Withdrawal' process was streamlined and will be centrally managed and approved through the new Dean of Students position. In Fall 2017, 85 Hardship Withdrawal Petitions reviewed which included 82 approved petitions, 2 denied petitions, and one petition held until Hardship Withdrawal Committee meeting. 278 Withdrawal Student Appointments were held during the Fall 2017 semester. Revisited the current WF Policy revision and suggested extending WF deadline to 72% of Part of Term. AADC passed approval and policy revision to be heard by Scholastic Standards and Petitions Committee.
Resources Utilized	Coordinator of Withdrawal, Collaboration with Ombudsmen, Collaboration with UAC advising staff
Goal Continuation	Will continue based on new Hardship Withdrawal policy.
Goal Upcoming Plans	Withdrawal Services will continue to work with the Dean of Students Office to manage phone calls, inquiries, and sensitive student situations. Also, given the rise in mental health concerns, there is discussion regarding if a mental health professional should be part of the Hardship Withdrawal Committee.
Resources Needed	None at this time.
Goal Notes	

Goal 4 - Enable Students via Major Mapping and Degree Audit

Goal Statement	Enable and empower students to monitor their progression towards degree through sequenced major mapping and accurate degree audit. •All undergraduate majors are organized in a **universal program of study**. •All undergraduate majors are **mapped** in a universal 8-semester template. •College **source documents** are reduced/eliminated, thus decrease/eliminating contradictory curricular information. •Degree Works is scribed to mirror Program of Study, thus replacing the need for major check-sheets (and enabling the use of course projections) •*Universal curriculum mapping, single-source major requirements, and an accurate degree audit leads to more student self-advising, thus enabling advisors to have richer conversations (outside of course requirements).
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Students share responsibility for successful advising. As such, students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond coursework requirements. The major maps and program of study use academic terminology that is universal across all colleges and programs, which promotes student understanding in comparison of majors and consistent language in discussions with various student services units on campus.
Status	Progressing as expected (multi-year goal)

Action Plan	Work with colleges and registrar to organize, update, and correct academic bulletin. Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0).
Achievements	Major Maps and Programs of Study are available online via the Major Map Repository for all of 2017-2018. 2017-2018 was the second full academic year of Major Map creation and implementation. The major map layout showing required courses in a given program of study was developed and 147 major maps were created with input from individuals in each academic unit for the undergraduate majors and concentrations at USC. The online major map repository was created and major maps are added as approved by departments. The major map initiative created a universal understanding of the purpose of eight-semester course sequencing to promote on-time graduation. The Program of Study was developed to establish universal academic terminology used identify the common components of each degree program at USC. The Program of Study format and terminology was reviewed by the Academic Program Liaisons (APLs) and was adopted as part of the ACAF 2.00 policy. Major mapping identifies inconsistencies in source documents: department materials, college and department websites, guidelines books, in contradiction to the Undergraduate Bulletin.
Resources Utilized	Director of Undergraduate Curriculum Management, Collaboration with Registrar's Office, Collaboration with Courses & Curricula, Collaboration with Academic Program Manager
Goal Continuation	Major Maps and Standard Programs of Study will become available via the Academic Bulletin beginning Fall 2018.
Goal Upcoming Plans	Launch of Major Maps and Program of Study on Bulletin beginning Fall 2018

Resources Needed	On-going support from the Provost's office when working with faculty to make cohesive curricular decisions.
Goal Notes	DegreeWorks, the bulletin, Major Maps, and department information continue to include discrepant information thus complicating advisement. When encountering an anomaly, three questions should be asked: 1) is this an advising issue? 2) is this a curricular issue? 3) is this a DegreeWorks issue? (or combination) The UAC works to organize student registration issues into the above three categories and then trouble-shoot as appropriate.

Goal 5 - Campus-wide advisor training, technology, and initiatives

Goal Statement	The UAC provides a framework to enable accurate and effective undergraduate academic advising for all academic advisors across USC-Columbia's campus.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	There are approximately 150 professional academic advisors and approximately 600 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, OSP, IAP, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is imperative that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.
Status	Progressing as expected (multi-year goal)
Action Plan	**Technology**: The UAC will continue to work towards debugging Degree Works software and campus-wide implementation. **Advisor Training**: 25 advisors completed Level One (18 certified). 24 advisors completed Level two (20 certified.)

Achievements	Advisor training courses cover seven competency areas. Each section includes learning outcomes, a video, script and quiz. A second course for faculty advisors includes the Advising Foundations with specific edits to meet faculty advisor needs.

91 advisors completed introduction to advising course (59 staff advisors, 32 Faculty advisors)
25 advisors completed Level 1 advising course (18 certified). 24 advisors completed level 2 advising course (20 certified.)
Advisor training/PD: 37 training events with 361 attendees. 7 webinars.
2018 Advisors' Educational Conference #: 171 attended, 11 Colleges/schools/8 campuses represented, 33 Sessions provided
Fall 2017 Advisors' Social: 48 attendees
An advisor training online Index table was made available on the UAC website so that training resources can be easily searched. |
| **Resources Utilized** | Blackboard in partnership with CTE, Assistant Director of Training & Outreach, Director of Academic Advisor Training, Travel incentives and certification rewards, Coordinator of Advising Technology, |
| **Goal Continuation** | The UAC will continue to build, revise, and promote advisor training program campus wide. |
| **Goal Upcoming Plans** | Ongoing. Level 4 launched September 2018. The UAC submitted Advisor Training program for awards and continue to offer multiple venues for advisor training, including online and in-person opportunities.
In conjunction with the integration of EAB Navigate, much work has been committed to getting academic units accessing and using the DegreeWorks system. Given the complementary nature of these two advising technologies, time has been invested in getting campus-wide "buy-in" for both platforms. The Director of Advising Technology was involved in a process improvement project with the task of streamlining the technology access procedures at USC. One improvement derived from that project was to assign the role of Process Steward to the Director of Advising Technology role, allowing for centralized management for granting technology access to academic advisors. |

Resources Needed	No financial resources needed. Further understanding of why some colleges do not adopt DegreeWorks (i.e. CAS and CEC)
Goal Notes	To receive certification, advisors had to complete all online training modules and quizzes with a score of 100%. They also had to meet experiential learning requirements including advising a minimum number of students and utilizing the advising technologies. With each level of certification, advisors are eligible to receive rewards including such things as a one year membership to NACADA. Ten in-person training sessions were offered beginning Spring 2017. The UAC was able to utilize the University's Professional Development Office's online registration system, ABC Sign-Up, to assist in the management of in-person training including participant registration, communication, and attendance tracking.

Goals - Real Time

Goals for the University Advising Center that are in progress for AY2019-2020.

Goal 1 - First-Year Advising & Transfer Advising

Goal Statement	Provide comprehensive and standardized academic advising to first-year students and other students in transition.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	National best practice suggests that students should have an assigned academic advisor to help guide them in their progression towards a degree. First-year students encounter many transitions and challenges in a university setting. First-year Advisors offer individualized support as primary academic contact in the college or school.
Status	Progressing as expected (multi-year goal)
Action Plan	**Adoption of DegreeWorks Planner:** In Summer 2018, FYAs were trained on the adoption and implementation of a new technology, the Degree Works Planner. The Planner allows advisors and students a more user-friendly platform for short and long range course planning and advisement, and is now the "official" note-taking platform for the advised course schedule. The UAC will continue to work with Colleges/Schools on the adoption of the DW Planner (outside the first-year advising program).

Achievements	**Students advised by the UAC**: In Fall 2018, 7,318 first-year students (5,845 freshman & 1,473 new transfer) were advised by the UAC in partnership with the Colleges/Schools **FY Advisor Assignments**: 95% of all students and 100% of all incoming Fall 2018 first-year, first-time students assigned to an academic advisor. **Reports on Advising:** In Fall 2018, 10,507 reports on advising were created by FYAs and FYA advising partners. **Winter & Part Term Session promotion:** For the second academic year, the UAC assisted On Your Time to fill the Winter and Summer sessions by advising students in need of credit. **Filling MATH 116:** For the first time recorded, the MATH 116 course (2nd half-term "Brief Precalculus") filled to beyond capacity in Fall 2018. This is largely attributed to First-Year Advisors' outreach/intervention based on students' "at-risk" Math Progress Reports received.
Resources Utilized	30 First year Advisor, Lead FYA/Coordinator of First Year Advising and Academic Intervention, Assistant Director of First Year Advising, Collaboration with college Associate/Assistant Deans and/or Directors, Assistant Director of Transfer Advising and Retention Initiatives.
Goal Continuation	•**FY undeclared**: Of 368 students admitted in Fall 2018 as Undeclared, 46 had declared majors for the Spring 2019 semester. The UAC will continue to partner with Admissions and CAS to support undeclared students. •**Hiring AD of Transfer:** As we continue to increase focus on the transfer advisement, the UAC hired a new role: Assistant Director of Transfer Advising and Retention Initiatives. This person will work closely with established first-year leadership in the UAC, as well as campus partners and advisors, to take stock of transfer advising's current state and develop further partnerships and initiatives to support transfer student success.

Goal Upcoming Plans	•**Expansion/current state of sophomore advising:** This academic year has seen our further advancement into advising students in their second year (continued support by the same advisor). The College of Engineering and Computing fully adopted this model over Summer 2018, and some departments in the College of Arts and Sciences are moving towards a similar model. We will be staffed to support this chance for Biological Sciences majors by Summer 2019; other departments including Political Science and the visual and performing arts have also expressed interest. Pockets of continued advisement by UAC-hired advisors exist in the School of Music, College of Social Work, and College of Information and Communications. •**My UofSC Experience integration into First-year advising: In collaboration with** USC Connect and BTCM, first-year advisors have been trained on the BTCM student database and USC Connect opportunities database. FYAs will begin implementing BTCM into their workflow.
Resources Needed	•In partnership with colleges, hire additional First-Year/Undergraduate advisors to serve continuing first through second year students.
Goal Notes	•**Hours available:** FYAs posted approximately 13,659 hours of advising availability in Fall 2018. •**Outreach and Intervention:** Interventions sent from FYAs based on: Enrollment in less than 12 credit hours in Fall 2017 (individual students), receipt of an "at-risk" progress report in a critical MATH course, AlcoholEdu/Haven non-compliance (students), Spring 2019 Non-Enrollment (students), placement on Academic Probation (individual students), less than 12 credit hours in Spring 2019 (325 students), receipt of an "at-risk" progress report in a critical MATH course, and non-enrollment in Fall 2019. Four "Global Communication" outreaches sent with an average open rate of 81% •**Referrals made:** FYAs issued 472 referral "Alerts" in EAB Navigate in the Fall 2018 semester.

Goal 2 - Exploratory Advising & Academic Coaching

Goal Statement	Provide exploratory advising and academic coaching to at-risk students and/or students in academic transition.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
Status	Progressing as expected (multi-year goal)
Action Plan	All Exploratory Advisors/Academic Coaches complete a series of "mastery rubrics" to ensure they understand the curriculum and major change policies. In addition, because Arts and Sciences often presents students' quickest path to graduation, every Exploratory Advisor/Academic Coach will serve a six week rotation in Flinn Hall/Undergraduate Dean's office. At the conclusion of the six weeks, a CAS Deans advisor provides an evaluation of EA/Coach's knowledge of CAS majors. (see UAC/CAS agreement.)

Achievements	In fall 2018, exploratory/major change advising had 2,147 student visits. In fall 2018 academic success coaching conducted 706 appointments with 473 unique students. The Undergraduate Studies Program had 321 students enrolled in the fall 2018, a 25% increase in enrollment from fall 2017 demonstrating the continued demand. Fall 2018 was the first semester in which Exploratory Advisors were able to be listed as secondary advisors for students in the major change process, which provided those students with dedicated major change advisement and the removal of their advisement holds. In fall 2018, Exploratory Advisors had secondary advisor status for 461 students. This not only decreased the burden on those students in terms of the number of advising appointments they were required to attend, but also decreased the workload for departmental advisors in the students' original majors.
Resources Utilized	10 full time exploratory advisors/academic coaches, one Coordinator, and one Associate Director. A student fee of $250 for students enrolled in Undergraduate Studies Undeclared
Goal Continuation	The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies program advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.
Goal Upcoming Plans	Implementation of EA Tiers model (Advisor I, Advisor II, Advisor III) Utilization of BTCM advisor dashboard. Cross-training with Career Center.
Resources Needed	None at this time.
Goal Notes	Exploratory Advising scheduled appointments accounted for 70% of the student visits in fall 2018, compared to 48% of the student visits in fall 2017. This increase (and corresponding reduction in percentage of drop-in appointments) means that more students received a full 30 minute advising appointment and also suggests a greater awareness of the exploratory advising office's availability.

Goal 3 - Withdrawal Services

Goal Statement	Provide withdrawal support for undergraduate students leaving the university or seeking a hardship withdrawal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Academic Advisors are often asked about withdrawal, including withdrawal from courses and withdrawal from the university. In many instances, academic advisors are the first person a student discloses interest in withdrawing. Advisors must be aware of policy and give accurate advice on student procedure
Status	Progressing as expected (multi-year goal)
Action Plan	•Centralize Hardship Withdrawal process •Educate academic advisors on hardship and non-hardship withdrawal process. •Hardship withdrawal committee •Withdrawal consultations •Withdrawal Website •Maxient software •Training and outreach •Referrals via EAB (hardship and non-hardship)

Achievements	Trained campus partners on withdrawal consultations: Exploratory Advising Staff, staff/clinicians at Counseling and Psychiatry, Student Disability Resource Center, other campus partners as-needed. Starting Fall 2018, EA staff at the UAC were the initial contact for students with general withdrawal questions/concerns and pre-petition (hardship) submission with withdrawal coordinator. **Official** hardship withdrawal consultations commenced with new process launch in Spring 2019. There were 34 instances of "Withdrawal Support" in EAB (EA advisor appointments) and 32 Non-Hardship Withdrawal Cases. Fall 2017: Approved: 84/Denied: 2 Fall 2018: Approved: 91/Denied: 19 Expanded timeline of petition review. Reviews were originally 4-6 times a year. To best meet the timely academic needs of students, petitions (particularly retroactive requests) are now (Spring 2019) reviewed once a month by the Hardship Withdrawal Committee and the Dean of Students.
Resources Utilized	Coordinator of Withdrawal, Dean of Students, Executive Assistant to Dean of Student, Software: Dynamic Forms, EAB, Maxient, Collaboration with Ombudsman, Collaboration with UAC advising staff
Goal Continuation	Hardship Withdrawal process and policy will continue based on Fall 2017 policy in academic bulletin.
Goal Upcoming Plans	Further integration of Maxient software. Setting standards for petition review.
Resources Needed	Integration of Banner feed for Maxient software
Goal Notes	

Goal 4 - Enable Students via Major Mapping & Degree Audit

Goal Statement	Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.
Status	Progressing as expected (multi-year goal)
Action Plan	•Eight semester major maps/repository/academic bulletin updated annually. •Establish Faculty/Curriculum Services team. •Curriculum consultation to departments/faculty. •Auditing disparity in Carolina Core application. •Organize Foundational and Integrative courses. •Assist in new course proposals and CC application (as it relates to new budget model)

Achievements	Major Maps are available online for all of 2018-2019 and the Major Map Repository was visited 19,876 times during 2018. All undergraduate programs have been reviewed by their respective departments and organized into the Program of Study format for publication on the Bulletin. 507 course and program proposals have been reviewed and approved through APPS and the Curricula and Courses Committee to ensure curricular accuracy, support University goals of a standard program of study format and Carolina Core learning objectives.
Resources Utilized	Curriculum Coordinator; Collaboration with Registrar's Office; Collaboration with Courses and Curricula Faculty Senate subcommittee; Collaboration with Academic Program Manager
Goal Continuation	Major maps and the Program of Study format will be included the 2019-2020 Academic Bulletin.
Goal Upcoming Plans	•Work with colleges and registrar to organize, update, and correct academic bulletin. •Provide departments with "curriculum consultations" to ensure course additions, program changes, course changes, etc. fall into the correct component of the universal program of study (ACAF 2.0). •Establish an undergraduate curriculum management team to avoid making multiple, disjointed requests of faculty and the departments.
Resources Needed	On-going support from the Provost's office when working with faculty to make cohesive curricular decisions.

Goal Notes	APPS proposal and curriculum management•USC-Columbia 2018 to date •New Courses = 308 •Course Modifications = 602 •CCORE Course Modification = 17 •CCORE New Courses = 7 •New Programs = 11 •Program Modifications = 293 •USC-Columbia 2017 to date •Course Terminations = 92 •Program Terminations = 9

Goal 5 - Campus-wide advisor training, technology, and initiatives

Goal Statement	The UAC provides a framework to enable accurate and effective undergraduate academic advising for all academic advisors across USC-Columbia's campus.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	There are approximately 200 professional academic advisors and approximately 518 faculty academic advisors on USC-Columbia's campus. Advisors are housed in many offices including the college/school, Honors college, athletics, OSP, IAP, and supplemental offices such as Capstone and the Career Center. Because a single student may have multiple advisors, it is imperative that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training.
Status	Progressing as expected (multi-year goal)
Action Plan	Advisor Assignments have increased to cover approximately 95% of undergraduate students as of Fall 2018. (up from 30% in 2015.) 40 Staff Advisors/Undergraduate Coordinators are trained in individual assignments using Banner 9 INB. The UAC implemented a comprehensive training program for educating and certifying First-Year Advisors. Online advising courses are available through Blackboard, certification is tied to advisor experiential learning and technology usage, and monthly meetings are held to inform advisors of essential information.

Achievements	•While the UAC has made strides in launching a **four-phase training and certification program for advisors**, we had lower than desired participation in 2018-2019 for the online courses. Participation numbers include: 10 advisors completed level one training, 8 advisors completed level two training. 58 advisors (25 Professional advisors, 33 Faculty advisors) completed Advising Foundations. The UAC offered nine total in-person training/PD events with 162 attendees •**2019 Advisors' Educational Conference**. 186 attended; 11 Colleges/schools/8 campuses represented; 25 Sessions provided. Charlie Nutt NACADA Executive Director was Keynote SpeakerLevel 3 Launched September 2018 •Launched a new recognition program titled "**Appreciating Academic Advisors**." Over 119 registered. (77 of whom were students thanking their academic advisor.) •Successful implementation of **non-registered outreach** (see notes) •217 new advisor access requests processed (faculty & staff) •3.2 Million clicks were recorded in EAB Navigate, with 20,000 distinct users in a month •Chem/Biochem paired with the UAC to host first "**Meet My Major**" event
Resources Utilized	Senior Program Manager of Advisor Training & Development, Coordinator of Advisor Training, Blackboard, Camtasia, 25 Live

Goal Continuation	Every year USC Columbia hires dozens of new academic advisors. Therefore, **on-boarding, training, and access** provisioning will continue to be a central function of the Advising Center. **Technology** usage continues to expand and upgrade. The UAC will continue to support advisor and student utilization of technologies. **Faculty/Student Mentorship:** 12 colleges were cataloged to determine the current faculty/student initiatives, 10 faculty/student mentorship opportunities created to provide new avenues of engagement for faculty and undergraduate students, A mentor-opportunity database was created on the UAC website for students to learn about the current faculty/student mentorship opportunities that exist in their academic departments
Goal Upcoming Plans	The training team plans to meet individually with the colleges and schools in an attempt to increase participation in advisor training and certification. We will also use survey data to make adjustments and improvements in the training course curriculum.
Resources Needed	None at this time.
Goal Notes	**Non-Registered Student Initiative (Non-registered):** •Spring 2018 NRSI Results â€" there was a 74.28% decrease in the number of students who did not register for fall courses in Spring 2018: •May 2018 (Beginning of Outreach): 1011 Students Not Registered •As of August 23, 2018 (End of Outreach): 260 Students Not Registered •Fall 2018 NRSI Results â€" there was a 73.58% decrease in the number of students who did not register for spring courses in Fall 2018: •As of December 21, 2018 (Beginning of Outreach): 848 Students Not Registered •As of January 25, 2019 (End of Outreach): 224 Students Not Registered

Goals - Looking Ahead

Goals for the University Advising Center that are slated for the upcoming year.

Goal 1 - First-Year Advising & Transfer Advising

Goal Statement	Provide comprehensive and standardized academic advising to first-year students and other students in transition
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Academic advisors have a one-on-one relationship with their advisees (especially those with a 300 student caseload.) Because advisors understand both curricular requirements and the individual student needs and interests, they are uniquely positioned to advise students on both curricular and co-curricular opportunities. Over 70% of new students come to USC with transfer credit and/or AP/IB credit. USC-Columbia enrolls approximately 2,000 transfer students per year. Advisement plays a critical role in helping transfer students obtain the coursework they need to graduate on time and to make a successful transition to the University.
Status	Progressing as expected (multi-year goal)
Action Plan	FIGS: The First-Year Advising program and Faculty/Student Mentoring will support the expansion of Freshmen Interest Groups. Transfer Advising: The AD of Transfer Advising will shadow transfer appointments, meet with constituents, and determine what changes and improvements are needed. In addition, a "Transfer Student Advisory Council" has been formed and will meet monthly to better coordinate retention efforts. Advising Tech committee: Will meet monthly to discuss Self-Service, EAB, DW, and BTCM in advisor workflow.
Achievements	TBD
Resources Utilized	32 First-Year Advisors, Assistant Director of First-Year Advising, Coordinator of First-Year Advising, College Supervisors

Goal Continuation	•**EAB risk analysis** - we are hopeful to be able to fully implement the EAB "risk analysis" function in the 2019-2020 academic year, which will be useful for advisors to conduct early and appropriate intervention with their advisees •**Transfer advising expansion/focus** â€" With the hiring of the AD of Transfer Advising, we will continue to deepen our knowledge of and focus on current transfer advising practices across the University. •**Expansion of CAS Undeclared** â€" With the hiring of a second FYA for undeclared students in Spring 2019, we will be able to enhance the focus on this population. Two advisors will enable undeclared caseloads to stay around 150:1, which will in turn allow for 60 minute appointments and ample follow-up.
Goal Upcoming Plans	•**Continuation of expanding sophomore advising** â€" New departments continue to get "on board" with first and second year advising, investment in hiring new advisors to support caseload size •**Advisors trained to complete senior checks to understand comprehensive curricula/degree requirements** •**Expansion of progress reports/intervention** â€" Continued collaboration with the Student Success Center and faculty on expanding the utilization of progress reports by advisors. Advisors will use progress reports to create early intervention outreach to students at risk. •**Expansion/growth of advising career ladders** â€" As FYAs continue to be eligible to advance to Advisor II status, we will continue to support career growth and development in the field, as well as offer new resources, trainings, and professional development opportunities. •**Curriculum cross training:** In Summer 2019, all College of Arts and Sciences FYAs will be cross-trained on all CAS curricula. .
Resources Needed	HR support of Advising Career Ladder/Tiered model.

Goal Notes	Key Performance Indicators of First-Year/Transfer Advising •Freshman-sophomore year retention •Overall student satisfaction (Measured via Close of Appointment Survey) •Full time enrollment for first-year students •Applicable enrollment to degree progression •Advisor assignments •Documenting advising/advisor availability (gathered from FYA Reflection Tools) •Referrals made in EAB •Demonstrates strong efforts of collaboration with other student resource offices on campus (SSC, Career Center, OPPA, Financial Aid, Exploratory Advising) •Intervention campaigns monitored and sent by FYAs •Students advised by UAC advisors and partners

Goal 2 - Exploratory Advising & Academic Coaching

Goal Statement	Provide exploratory advising and academic coaching to at-risk students and/or students in academic transition.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Approximately 50-70% of undergraduate students will change their major at least once. And, an individual student will change his/her major an average of 3-5 times. Students change their major for various reasons, including program dismissal, poor academic performance, and/or change in interest. Exploratory Advisors and Academic Coaches aim to be knowledgeable of all curricula, requirements, and pertinent policies and procedures. Retention of at-risk students is the top priority for this advising program.
Status	Progressing as expected (multi-year goal)
Action Plan	Implement Exploratory Advisor Career Tiered model (EA Advisor I, Advisor II, Advisor III, Advisor IV) Reduce number of major changes/advise students into majors in which students will succeed. Advise students leaving competitive majors into CAS majors. Retain academically at-risk students through comprehensive academic advisement and coaching Cross-trained in basic career exploration (i.e. Major Explorer/ONET) Train coaches as "USC Experts" Implement a successful tiered model of training and service delivery.
Achievements	TBD

Resources Utilized	10 Exploratory Advisors & Academic Coaches Advising technologies Associate Director Coordinator Strengths Quest Strengths Finder self-assessment Partnership with the Career Center, Student Success Center, and Colleges.
Goal Continuation	The UAC will continue to offer exploratory advising, academic success coaching, and undergraduate studies/undeclared advising based on student and college need. As Colleges do not advise outside of their programs college/department advisors refer students to exploratory advising for inter-college major changes.
Goal Upcoming Plans	*Goal*: ensure institutional strength, longevity and excellence*Initiative*: implement advising tiers program to provide clear professional development path for exploratory advisors and academic coaches; implement advising mastery rubrics as training tool for exploratory advising team to establish mastery of all curriculums, policies, and procedures. *Goal*: Increase retention of at-risk students. *Initiative*: Make all academic coaching partnerships mandated. *Goal*: Decrease number of student appointments needed for College of Arts and Sciences majors to change majors within the college. *Initiative*: Implement exploratory advisor rotations in College of Arts and Sciences to deepen familiarity with the nuances of 40+ curricula in the university's largest college.
Resources Needed	None at this time.
Goal Notes	

Goal 3 - Withdrawal Services

Goal Statement	Provide withdrawal support for undergraduate students seeking to leave the university or a hardship withdrawal.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Academic Advisors are often asked about withdrawal, including withdrawal from courses and withdrawal from the university. In many instances, academic advisors are the first person a student discloses interest in withdrawing. Advisors must be aware of policy and give accurate advice on procedure.
Status	Progressing as expected (multi-year goal)
Action Plan	Monthly meetings with Hardship Withdrawal committee, a site visit to FSU (an institution with an established withdrawal office), benchmarking, and data dissemination. Look into the possibility of conducting exit interviews with targeted student populations (such as transfer students and first-gen male students) who leave the university. Integrate advisor feedback to better understand why advisees withdrawal. (non-hardship) Work towards establishing an online module for withdrawal. (See Pudue example)
Achievements	TBD
Resources Utilized	Maxient software, Ombudsmen, Dean of Student Offices, Advising Center.

Goal Continuation	Due to the new policy published in the academic bulletin, centralized hardship withdrawal will continue. •Educate academic advisors on hardship and non-hardship withdrawal process. •offer basic withdrawal consultations (via Advisors) •Withdrawal Website •Maxient software •Training and outreach •Referrals via EAB (hardship and non-hardship)
Goal Upcoming Plans	•Establish a standard review criteria for WD committee. •Refine the online petition process/protocol including integration of a Banner feed and loading petition forms. •Train campus partners on the updated petition criteria. •Establish routine community reports
Resources Needed	Data feed to Maxient software.
Goal Notes	For future blueprints, Withdrawal services will not be a stand-alone goal. Rather, it will be considered an initiative within campus-wide advisement and initiatives.

Goal 4 - Enable Students via Major Mapping & Degree Audit

Goal Statement	Enable and empower students to monitor their progression towards degree through sequenced major mapping and an accurate degree audit. •All undergraduate majors are organized in a **universal program of study**. •All undergraduate majors are **mapped** in a universal 8-semester template. •College **source documents** are reduced/eliminated, thus decrease/eliminating contradictory curricular information. •Degree Works is scribed to mirror Program of Study, thus replacing the need for major check-sheets (and enabling the use of course projections) •*Universal curriculum mapping, single-source major requirements, and an accurate degree audit leads to more student self-advising, thus enabling advisors to have richer conversations (outside of course requirements).
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Students share responsibility for successful advising. Students should come prepared to their advising sessions with a plan for course selection, co-curricular engagement, and professional and personal development. Students must be able to access information to ensure their own success. Curriculum information must be accessible to students beyond one-on-one advisement. As such, tools like DegreeWorks and the Academic Bulletin must be accurate and accessible. This enables students to be better advisees, and advisors to have meaningful conversations beyond registration.
Status	Progressing as expected (multi-year goal)

Action Plan	Implement Course Leaf bulletin software Fall 2019. Coordination with colleges/schools and Registrar to identify curricular discrepancies in DegreeWorks, bulletin, major maps, and "source documents." Director of Undergraduate Curriculum Management will develop a training for faculty to understand the curriculum management process.
Achievements	TBD
Resources Utilized	Director of Undergraduate Curriculum Management, Registrar, Academic Programs
Goal Continuation	Major Mapping will continue every year in coordination with bulletin updates. •Eight semester major maps/repository/academic bulletin updated annually. •Implement Course Leaf bulletin software (convert from Aculog) •Train all faculty/APLs/C&C staff on curriculum mapping policy/procedures, thus establishing a standard approach for approval. •Faculty/Curriculum Services team. •Curriculum consultation to departments/faculty. •Auditing disparity in Carolina Core application. •Organize Foundational and Integrative courses. •Assist in new course proposals and CC application (as it relates to new budget model) •Develop one ticketing system for DegreeWorks and Curriculum Management.
Goal Upcoming Plans	**2019-2020 Looking Ahead:** •Move towards implementing bulletin software Course Leaf. •All undergraduate programs will be in the Program of Study format on the Bulletin. •DegreeWorks is scribed to mirror the Program of Study format, thus replacing the need for major check-sheets (and enabling the use of course projections). •College Source documents are reduced/eliminated, thus decreasing/eliminating contradictory curricular information. •New curriculum management system will be implemented for the curriculum approval and publication process. •A draft of the curriculum manual in progress.

Resources Needed	Enforcement of an accurate degree audit. Require all colleges to update the academic bulletin avoid creating external source documents (such as major checksheets) that conflict with the bulletin.
Goal Notes	

Goal 5 - Campus-wide advisor training, technology, and initiatives

Goal Statement	The UAC provides a framework to enable accurate and effective undergraduate academic advising for all academic advisors across USC-Columbia's campus.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	There are approximately 200 full-time professional academic advisors and approximately 518 faculty academic advisors on USC-Columbia's campus. Because a single student may have multiple advisors, it is imperative that formal advisement does not deviate from an established and transparent curriculum. All advisors should work from uniform technologies, curricular tools, and comprehensive training. In addition, as colleges begin to invest in professional staff advising through the UAC, we want to assure faculty/student interaction remains part of the student experience, especially in the freshmen and sophomore year. As such, new faculty/student mentoring programs will be developed.
Status	Progressing as expected (multi-year goal)
Action Plan	**Faculty/Student Mentorship**: The College of Hospitality, Retail, and Sport Management is working with the University Advising Center to develop a formal faculty/student mentorship program for undergraduate majors (Fall 2019). The University Advising Center is providing support to the Career Center for the purchase and usage of the People Grove mentorship management software. **Banner 9 upgrade** will provide advisors with an enhanced interface and an improved, streamlined approach towards registration.
Achievements	TBD

Resources Utilized	Purchase of People Grove (shared cost). EAB Navigate Degree Works â€" audit and planner Self-Service Carolina/Banner 9 BTCM & USC Connect Experiential Learning (My UofSC Experience) Schedule Planner Advising Technology UAN sub-committee Advisor Assignments Access provisioning/Access steward Training and troubleshooting Website management
Goal Continuation	Advisor training and technology will all continue. New initiatives will be formed, specifically increasing faculty/student mentorship programs. EAB Navigate goals: •Goal 1: Improve the student advising experience by providing a common scheduling and tracking platform. •Goal 2: Supply technology that improves the advisor user experience through improved workflow, access to comprehensive student data, and electronic tracking/documentation. •Goal 3: Promote student responsibility in scheduling and attending advising appointments. •Goal 4: Offer a platform that assists in facilitating a coordinated care network approach as it relates to student messaging, outreach, and referrals.

Goal Upcoming Plans	Development of a robust Advisor **Recruitment and Retention Plan** for the University Advising Center based on employee engagement, college needs, and advisor **tiered career ladder.** **Level 4 advisor training/**certification creation and launch **New Advisor Awards** to be presented at annual Advisors' Educational Conference **Advising technology** •Simplify and streamline all advising technologies to maximize workflow for both students and academic advisors. •Enable students to access curricular and advising information to guide their progress towards degree. •Establish a comprehensive approach to record keeping, advisor notes, and referrals. •Integrate BTCM to advisor workflow
Resources Needed	Support of Advisor Awards proposal. (pending)
Goal Notes	Will continue to moniter technology usage trends. EAB Navigate stats: •60,521 appointment reports were recorded across campus as well as 70,834 supplemental general notes logged. •69,118 total appointments took place on the Columbia campus across advising units and student support officesWe hope to work towards all academic advising scheduling being housed online via EAB Navigate. We hope colleges will invest in curriculum management (Major Maps and Bulletin updates), therefore leading to an accurate degree audit in DegreeWorks.

Programs or Initatives

Effective Programs or Initatives

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

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

Program Launches

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

Advising Technology sub-committee (with college representation) - Launched March 2019
Transfer Student Advisory Council (new) - Launches April 2019
Advisor training online index - Launched August 2018
Integration of My UofSC Experience into FYA workflow (in collaboration with BTCM and USC Connect) - Launched March 1st 2019
FYA Intervention using midterm grades/progress reports. - Launched Fall 2018
Faculty/student mentor programs - Launched Spring 2019
DegreeWorks Student Education Planner - Launched August 2018

Program Terminations

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

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

Program Rankings

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

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

Community Engagement

Community Perceptions

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

Collaborations

Internal Collaborations

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

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

Office of On Your Time Initiatives, Office of New Student Orientation, Housing, Student Success Center, International Accelerator Program, Career Center, USC Connect, BTCM, University Registrar, Admissions.

External Collaborations

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

Midlands Technical College Academic Advising

Campus Climate & Inclusion

Activities the unit conducted that were designed to improve campus climate and inclusion.

Initiatives and Fees

Initatives

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

Fees

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

Concluding Remarks

Weaknesses and Plans for Improvement

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

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

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

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

Key Issues

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

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

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

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

Quantitative Outcomes

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

- In Fall 2018, 95% of all undergraduate students had an assigned academic advisor (up from 30% in 2015).
- Students open their emails from their first-year academic advisor 81% of the time.
- Summer 2018 orientation advisement success: Only 10 freshmen were enrolled in fewer than 12 credit hours. 542 freshmen enrolled in 12-14 credit hours (9%) and
91% freshmen enrolled in 15 or more credit hours. First-Year Advisors led the way with course forecasting. 358 College of Arts and Science freshmen received outreach from their FYA for schedule changes (i.e. the student was enrolled in a course he/she did not need.) Due to this proactive advisement, registration was corrected.

Cool Stuff

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

your reporting.

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