ACADEMIC ADVISING

Provost Check-In

February 12th, 2024

Dr. Claire Robinson, Assistant Provost

UNIVERSITY OF
South Carolina

OVERVIEW

- Quick history
- Data
- Strategic Priorities/Four-Year Advising
- Faculty Involvement
- Q&A

UNIVERSITY OF
South Carolina

2015 A.C.T. Report

1. **Establish a USC Advising Center and First-Year Advisors (including Transfer Advisors)** to facilitate consistent student advising of all undergraduates, with attention to first-year and other students in transition.

2. **Establish expectations and processes** for the advising of freshman, transfer, and continuing students within their respective colleges and schools.

3. **Provide training and certification programs** for First-Year Advisors and others who advise that incorporate USC academic requirements and national best practices.

4. **Provide technology and online resources** that enable efficient and effective advising.

5. **Offer faculty-led student programs** to assist first-year and continuing students to explore and connect with their fields of study and career opportunities.

6. **Develop a culture of student responsibility** for academic and career planning.

UNIVERSITY OF SOUTH CAROLINA

Re-envisioning Academic Advising at the University of South Carolina
April 29, 2015

Advising Coordinating Taskforce (ACT)

Mr. Clay Armstrong, Secretary of Academics, Student Government Association
Ms. Stacey Bradley, Associate Vice President, Student Affairs and Academic Support
Dr. Helen Doerpinghaus, ACT Co-Chair, Senior Vice Provost and Dean of Undergraduate Studies
Dr. Yvonne Ivory, Associate Professor, German Graduate Advisor, Dean's Freshmen Advisor, Department of Languages, Literatures and Cultures
Dr. Jed Lyons, Associate Dean of Academic Affairs, College of Engineering & Computing
Dr. Dennis Pruitt, ACT Co-Chair, Vice President for Student Affairs and Academic Support, Vice Provost and Dean of Students
Dr. Claire Robinson, Associate Director, Student Success Center

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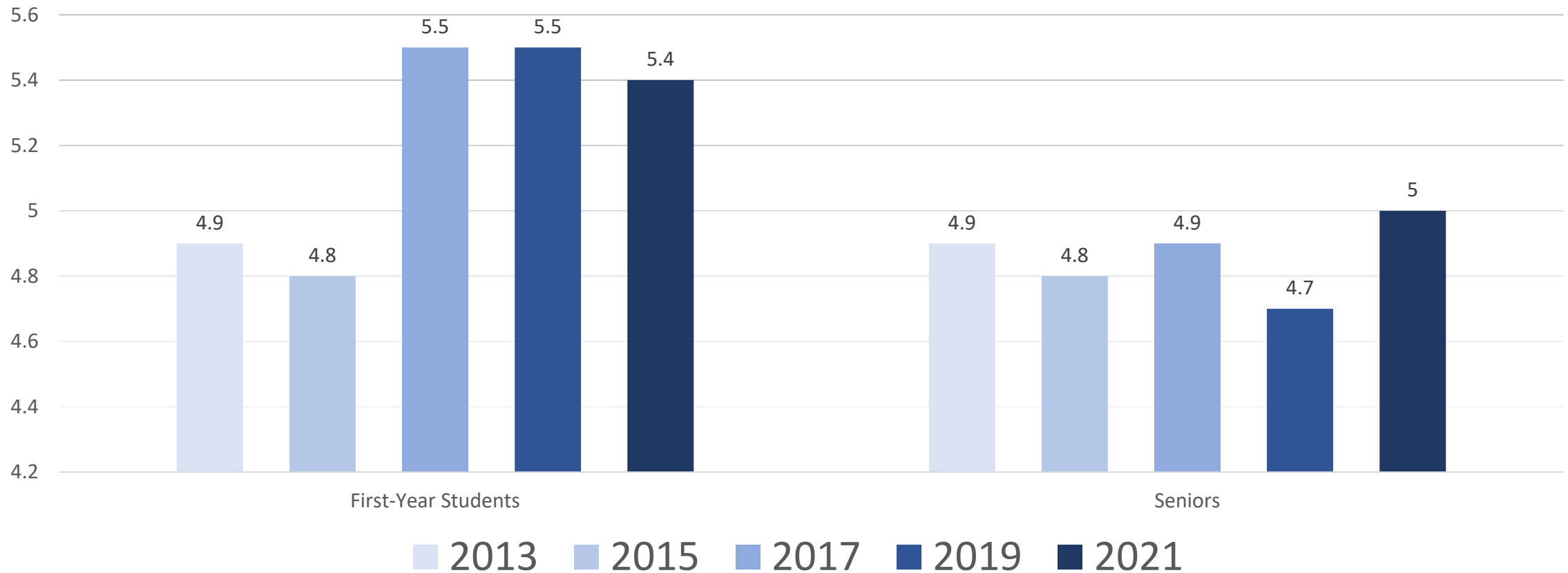
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Promoting an **excellent and equitable** student advising experience

- Standardized **caseloads** (~300 students to 1 academic advisor)
- Standardized **outreach & intervention**
- Standardized **appointment time** (minimum 30 minute appts)
- Standardized **assessment** (e.g. post-appointment surveys)
- Standardized **communication/information dissemination** to advisors
- Standardized **Advising technology** (EAB Navigate, DegreeWorks)
- Standardized **Advisor training**
- Standardized **access and provisioning** requirements
- Standardized **position classifications**/advising tiers
- Standardized **student/advisor assignments**
- Standardized **curricular tools** (4-year Major Maps, DegreeWorks, bulletin)
- Standardized **college advisement plan**
- Standardized **appointment scheduling**
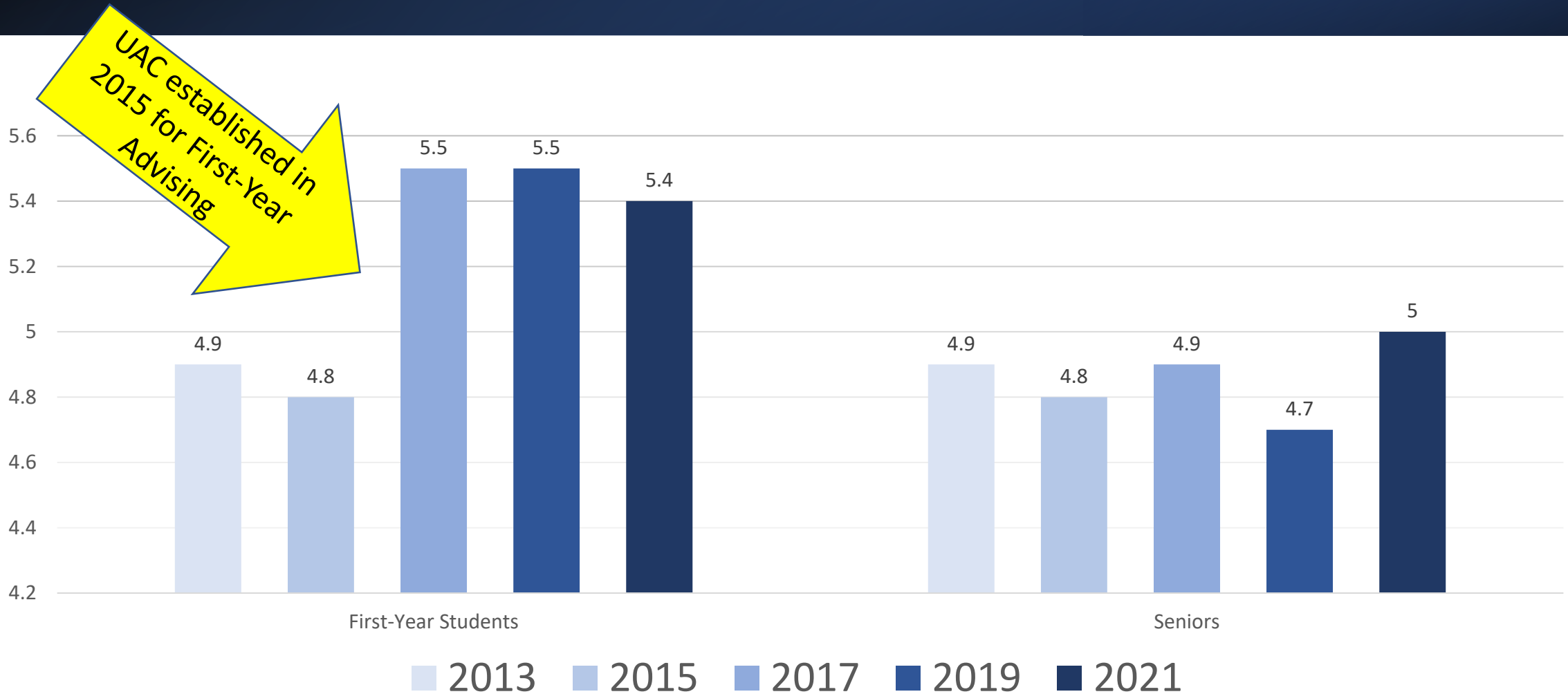- Standardized **student advising checklist**/pre-appointment preparation

Indicate the quality of your interactions with Academic Advisors at your institution.

NSSE 2013-2021 – University of South Carolina Columbia

Longitudinal Student Data

	Accurate Curriculum Information	Carolina Core	Campus Resources	Experiential Learning	Student Preparation	Career Opportunities	Advisor Availability	Overall Student Satisfaction
2014	65%	55%	43%	42%	74%	42%	72%	66%
2017 (UAC FYA)	81%	80%	67%	63%	92%	61%	86%	74%
2019 (UAC)	86%	90%	83%	78%	92%	70%	90%	85%
2021 (UAC)	90%				94%	79%	90%	88%
2023 (UAC)	92%		85%	81%			94%	88%
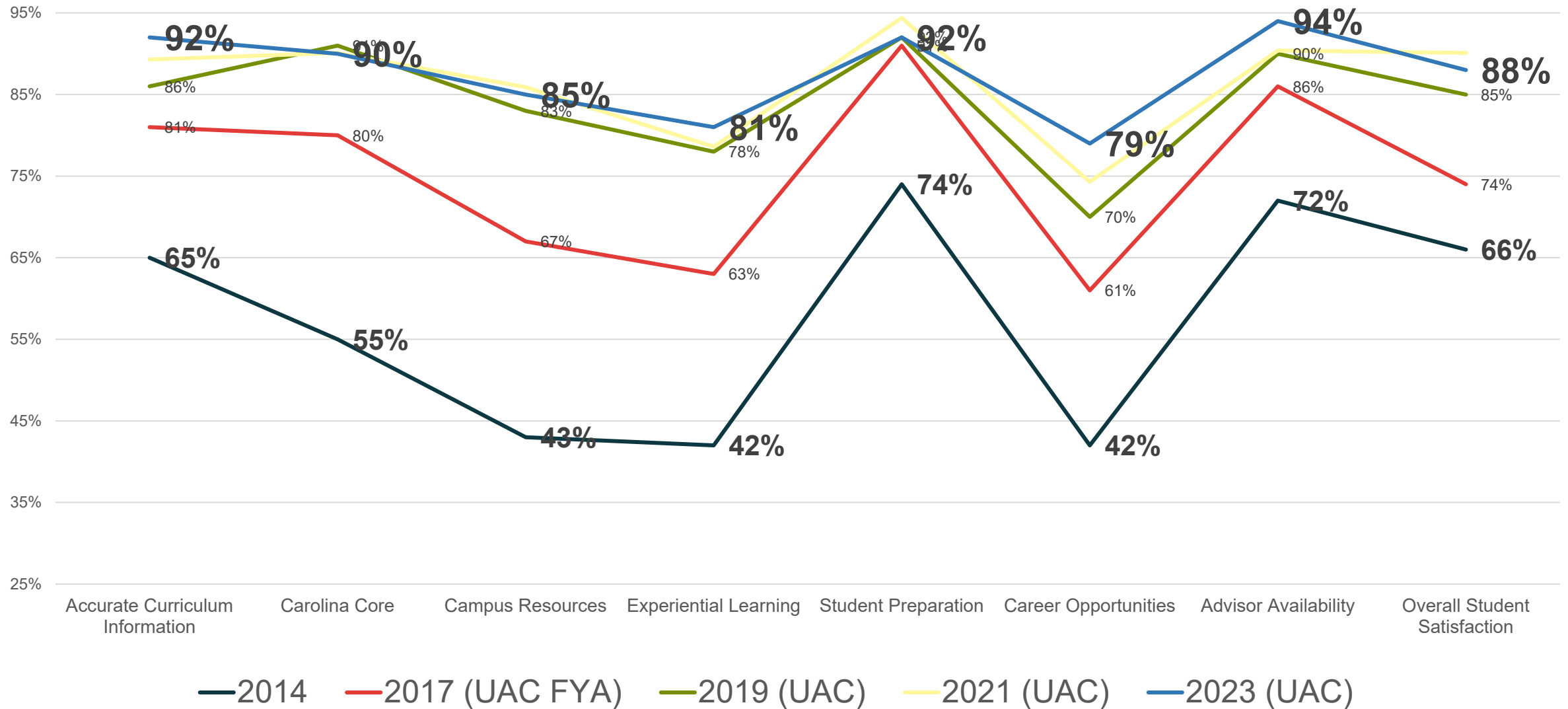
2022 Imagine Carolina: Student feedback

Plenary Sli.do Poll #4: What is the one thing that would make the biggest difference in enhancing the student experience at UofSC?

The final poll prompted a diverse set of suggestions for enhancements to the student experience. Ranging from free parking to the cost of attendance, and better mental health resources and academic and career advisors – students offered a plethora of opportunities that they believed would greatly impact the overall student experience at UofSC.

(Word cloud: emergency medical care, genuine socialization opportunity, financial support, change leadership, lower acceptance rate, representation, transparency, expand access, highlight minority organizations, better advisors, tuition, free parking, better resources, better representation, more opportunity, stop racism, less money, action, better wi-fi, diversity)

Strengths Highlighted by Students	Challenges Highlighted by Students
- Smaller programs and class sizes offered by UofSC - One-on-one and small-group time with faculty and advisors - Some faculty are responsive, engaged, and empathetic, and employ effective learning approaches including "think-pair-share" exercises - Students have access to resources that help with mastery of content, study habits, and writing skills including the Supplemental instructor (SI) program and the Student Success Center - Online and hybrid learning can be beneficial in case of student absences or illnesses and to supplement in-person classes - Free Office 365 packages are a helpful tool	- Perceived quality of academic advising including advisors who are focused on the mechanics of scheduling and course selection rather than academic success or degree planning - High turnover among academic advisors - Infrequency of course offerings, which can delay time-to-graduation "Inconsistent and unfair" grading scales - Quality and level of investment of instructors with some students feeling that an instructor's priority is "clearly research" - Efficacy of the instructor's pedagogy is generally attributed to the size of the class (i.e. smaller class size resulting in more effective and invested instructor, larger lecture classes resulting in greater reliance on slides) - Feedback regarding faculty and advisors is not taken more seriously and little to no action is taken by the University following consistent and/or serious complaints - Lower quality of online and hybrid learning compared to in-person learning - Poor Wi-Fi connectivity for online classes - High cost of education including cost of textbooks and course materials - Lack of gender diversity in certain majors (e.g., physics)

Opportunities for Enhancements Suggested by Students:

1. Create greater consistency in the **availability and awareness** of academic advising, supplemental instructor (SI); and tutoring resources (i.e., most students know they exist but access to them and awareness of when/how to use them varies widely)
2. Standardize **academic advising** services and share best practices across colleges/schools
3. Train faculty and advisors in responding to students' **different needs** more effectively (i.e., accessibility and accommodations)
4. Enhance **curricular innovation**, including discussion-based classes and applied methods
5. Expand training and support for faculty teaching **hybrid and online** classes
6. Limit class sizes to enable one-on-one **student-teacher interaction** and mentoring
7. Evaluate and standardize **grading scales** across colleges/schools

Breakout Discussion: Careers and Post-Graduate Readiness

The careers and post-graduate readiness sessions centered on topics including career services, internship opportunities, and academic advising. There was strong consensus among students around the desire for more career-preparation support with students highlighting the School of Business at UofSC as a model for other colleges/schools. A narrow majority (56%) of students "agreed" or "strongly agreed" that they have the support and resources they need to identify and explore career paths at the University and 53% reported that their education is effectively preparing them for future careers or graduate school (see polling results below).

Strengths Highlighted by Students	Challenges Highlighted by Students
- Opportunities for real-life experiences and connections including internships and networking events - Career services in the School of Business at UofSC - Student Success Center and National Fellowships and Scholar Programs connect students to meaningful opportunities - Handshake platform is a very helpful tool and should be promoted further	- Limited communication to students regarding availability and accessibility of career resources - Inequity of career resources across colleges/schools is perceived to cause unnecessary stress for the student body - Inadequate advising services across most colleges/schools including "disinterested and unresponsive" advisors - Limited support services for undecided majors and students switching majors - Gaps in pre-professional advising for students (e.g., pre-law, pre-med, and pre-dental) - Limited resources for students applying to graduate school including test prep (e.g., LSAT, GMAT, GRE)

Opportunities for Enhancements Suggested by Students:

1. Provide a more hands-on and targeted **advising** approach, including proactive outreach by academic advisors to students at key milestones during their studies
2. Enhance **pre-professional advising** support services
3. Improve advising for students applying to **graduate school**
4. Establish direct connections for students with **employers in industry**, including through additional co-op, internship, job shadowing, or networking opportunities

STRATEGIC PRIORITIES
2023-2028

STRATEGIC PRIORITY:

Reimagining the Student Experience and Advancing Post-Graduate Success

Signature Initiatives

- **Foster Access and Belonging:** Enhance student access, affordability, and sense of belonging for all students including low-income, first-generation, international, and underrepresented students.
- **Empower Diverse Students:** Recruit, retain, and graduate a diverse undergraduate and graduate student body and address opportunity gaps.
- **Support Student Excellence:** Strengthen student support services and infrastructure including academic and career advising and student wellness to reduce barriers to retention and graduation.
- **Promote Teaching Excellence:** Continue to foster excellence in teaching and curricular design and delivery by supporting faculty's application of best-practice pedagogy.
- **Drive Post-Graduate Success:** Enhance post-graduate outcomes by developing intentional experiences beyond the classroom that prepare students for all aspects of their future lives.

Success Indicators

- Student retention and graduation rates
- Career placement rates
- Demographics of freshman class
- Students participating in experiential learning
- Four-year student advising satisfaction rates

Four-Year Advising

- 100 full-time professional staff Academic Advisors
- ~280 student: 1 advisor caseload
- Assigned by student's major/college/intended degree
- Required 30-min every semester (more time if needed)
- As of Sp2024, four-year advising ~72% implemented
  - (inc. Nursing 2+2 Advising model, Pharm/PharmD Advising model)
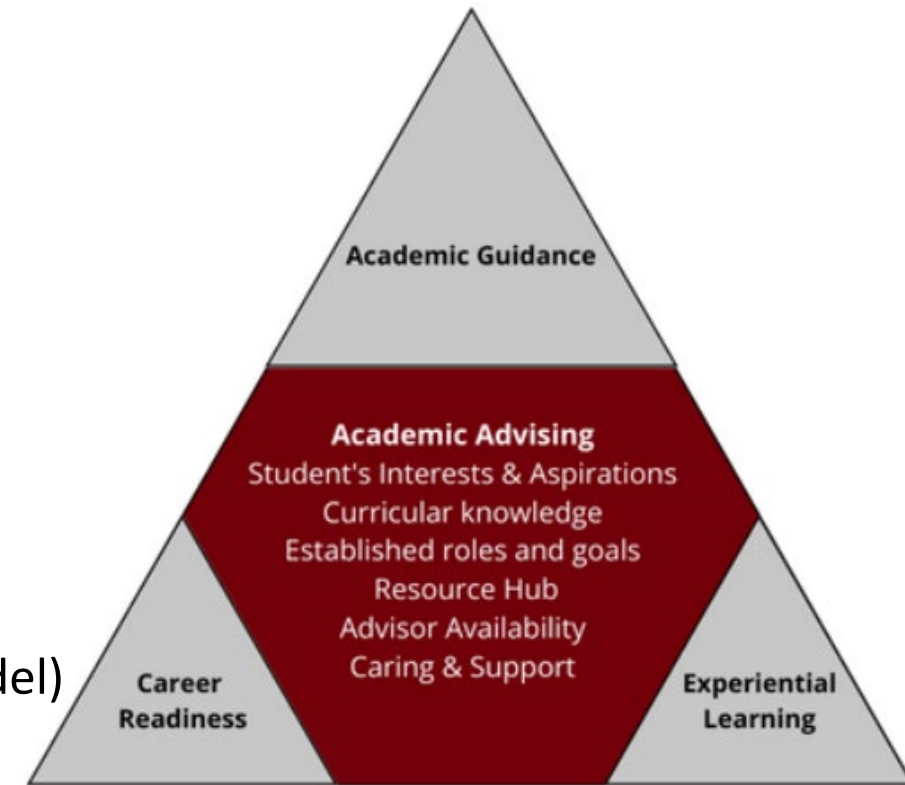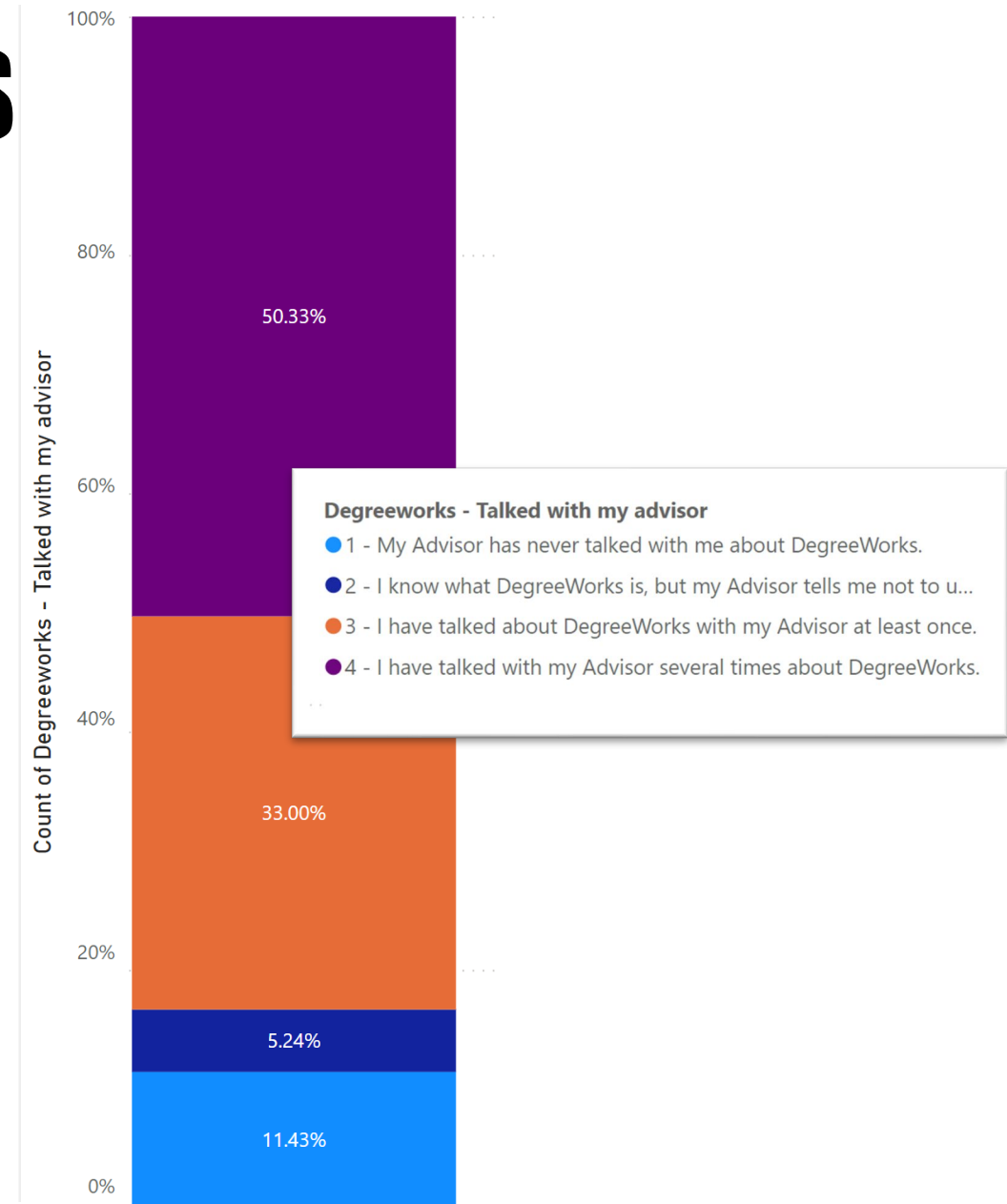
Of note:

- Advising is still embedded in the colleges (not centralized)

- 46% of Advisors have a related background in the discipline they advise

- Several Advisors teach within the department they advise

- Advisor turnover reduced ~38% over last four years

- ~ 90% of first-year students and 60%+ of continuing students advised in person (Fall 2023)

Academic Guidance

Academic Advising
Student's Interests & Aspirations
Curricular knowledge
Established roles and goals
Resource Hub
Advisor Availability
Caring & Support

Career Readiness

Experiential Learning

COLLEGE ADVISING CONTACTS (ADVISING DIRECTORATE)

College	Advising Leadership Contact(s)
College of Arts and Sciences	Christy Friend, Nora Dragovic
College of Education	Lauren Sanborn
Engineering and Computing	Ruthie Patterson, Sarah Jusiewicz
HRSM	Kathy Smiling
CIC	Rushondra James, Rebecca Boyd
Music	Tina Stallard, Jillian Bigony
Nursing	Heidi Waltz
Pharmacy	Kristi Kinslow
ASPH	Bridget Miller
Social Work	Terry Wolfer, Sonya Singleton, Anna May
DMSB	Jan Bass, Brian Shelton

CONSIDERATIONS/CHALLENGES

- DegreeWorks (Title IV funding/CPoS)
- Curricular Complexity (structural)
- Program Changes per year
- Course availability
- Banner/technology challenges
  - (on-going registration outages)

Count of Degreeworks - Talked with my advisor

50.33%
33.00%
5.24%
11.43%

Degreeworks - Talked with my advisor
- 1 - My Advisor has never talked with me about DegreeWorks.
- 2 - I know what DegreeWorks is, but my Advisor tells me not to u...
- 3 - I have talked about DegreeWorks with my Advisor at least once.
- 4 - I have talked with my Advisor several times about DegreeWorks.

Undergraduate Program Changes

College	Program	Total Credits (Min)	Curricular Complexity Score 2023	Total Progam Changes 2016-2023	Program Changes per Year
CEC	Biomedical Engineering	130	517	8	100.00%
CEC	Civil Engineering	124	190	8	100.00%
CEC	Chemical Engineering	131	402	7	87.50%
CEC	Computer Science	125	234	7	87.50%
CEC	Integrated Information Technology	120	111	7	87.50%
DMSB	Management	122	101	7	87.50%
CIC	Mass Communications	120	54	7	87.50%
CIC	Advertising	120	128	6	75.00%
CEC	Computer Engineering	125	290	6	75.00%
CEC	Computer Information Systems	120	167	6	75.00%
COE	Middle Level Education BA	122	41	6	75.00%
COE	Middle Level Education BS	122	41	6	75.00%
DMSB	Accounting	125	132	5	62.50%
CAS	Biochemistry & Molecular Biology	128	256	5	62.50%
CIC	Broadcast Journalism	120	186	5	62.50%
CAS	Chemistry BS	120	204	5	62.50%
CAS	Chemistry BS Chem	120	246	5	62.50%
COE	Elementary Education	120	54	5	62.50%
DMSB	Finance	122	118	5	62.50%

Curricular Complexity Audit

Bulletin Year: 2023-24
Major: Nursing, BSN
College: College of Nursing
Current degree hours: 120
Curricular complexity score: 505
Curricular complexity rating: High structural complexity

Conditional Statements:
- If a student has credit for CHEM 111+L and CHEM 112+L, that student is not required to complete CHEM 102.

Program changes: Yes, 6 changes in 8 years
- 2016: Yes
- 2017: No
- 2018: Yes
- 2019: Yes
- 2020: Yes
- 2021: Yes 2 program changes
- 2022: No
- 2023: No

Consideration for Major Changes:
- CHEM 102 is not accepted as CC-SCI by any other Bachelor of Science program on campus.
- Considerations for popular Nursing alternative majors:
  - The BIOL major does not accept 200 level BIOL courses towards it's major (i.e. BIOL 243/L, BIOL 243/L, BIOL 250/L, and BIOL 206 do not transfer from Nursing to BIOL).
  - ASPH Majors
    - EXSC does not accept BIOL 243/L or BIOL 244/L for its anatomy and physiology requirements.
    - EXSC does not accept NURS courses towards its cognate requirement.
    - PUBH BS and PUBH BA require special approval to have NURS 100 and/or 200 levels count towards their programs (all 300 and above are accepted as cognate or program elective credits).

Recommendations:
- No recommendations made due to the strict credentialling requirements associated with this major.

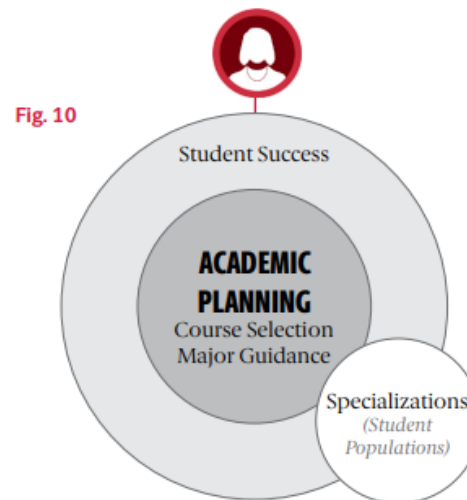Fall 2022 to Fall 2023 College Migration
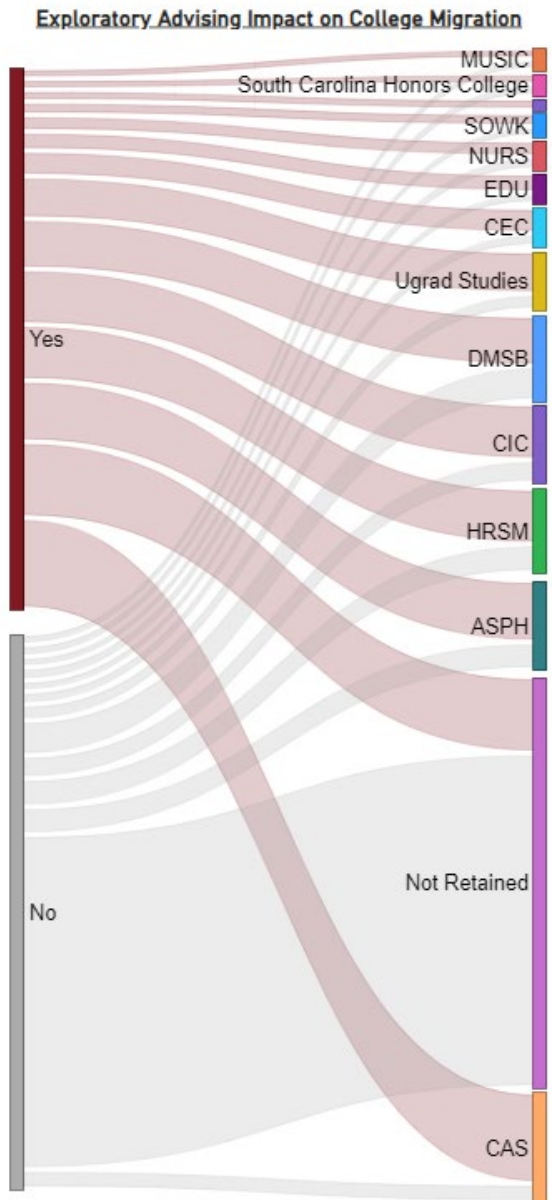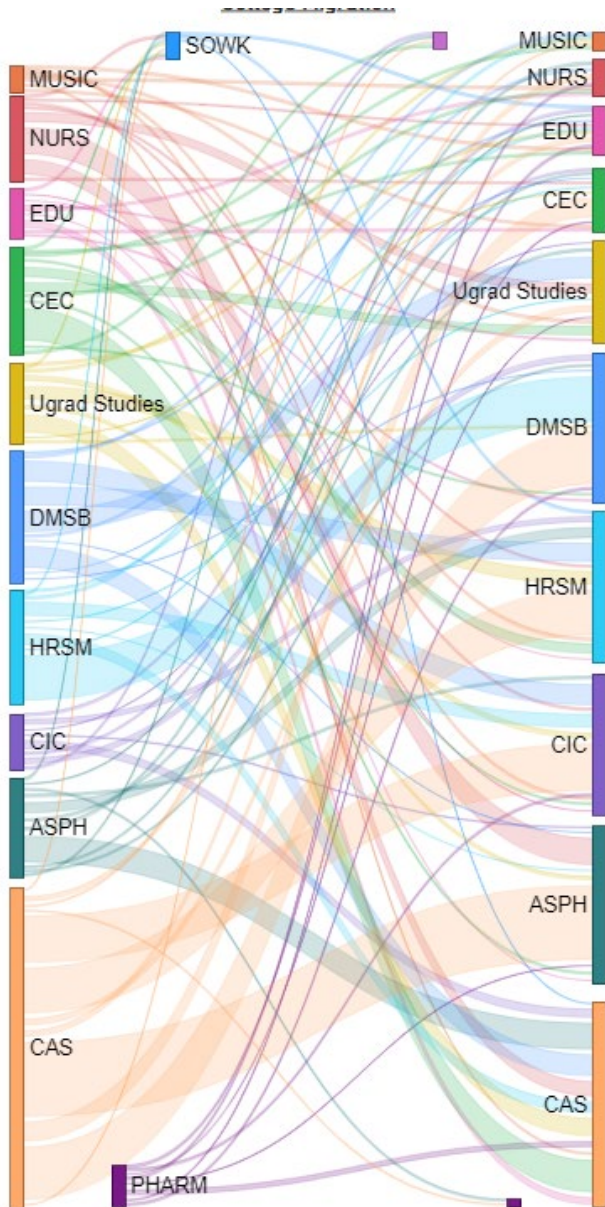
Exploratory Advising & Academic Coaching

FACULTY/STUDENT MENTORSHIP

Professional Academic Advising

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

Fig. 10

Student Success

ACADEMIC PLANNING
Course Selection
Major Guidance

Specializations
(Student Populations)

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

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

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

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

– **Tenured Faculty Member**
College of Arts and Sciences

Faculty/Student Mentorship

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

Research

Teaching

SCHOLARSHIP

Service

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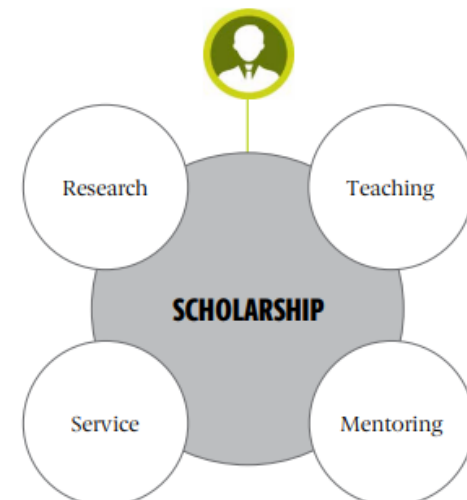
Academic Mentorship
Understanding the discipline, exposure to faculty expertise, discussion of courses and learning outcomes.

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

Research Mentorship
Understanding R1 faculty research and participating in undergraduate research.

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

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

FACULTY INVOLVEMENT

- **Faculty/Ung. Student Mentorship**   Faculty/Student Mentorship - Academic Advising | University of South Carolina (sc.edu)

- **Curricular Analytics**   (Curricular Analytics - Academic Advising | University of South Carolina (sc.edu)
  - Ugd program complexity
  - Number of program changes
  - Degree audit

- **Get to know your Advisor(s)!**   (Our Advisors and Staff - Academic Advising | University of South Carolina (sc.edu))
  - Conversation
  - Coordination
  - Collaboration

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ADDITIONAL UAC INITIATIVES

- Advisor Training and Certification
- Undeclared Advising
- Curricular Analytics, Major Maps, Ung Curriculum Support
- Transfer Support, Direct Transfer Tracks, CHE Taskforce
- Technology support (EAB Navigate, DegreeWorks, Banner)
- Hardship WD consultations
- Live-Chat
- Probation/suspension academic mandates
- Academic interventions
- Advising Student Council, Student Government
- University Advisors Network (UAN)
- Awards and recognition
- 11th annual System-wide Advisors conference this Friday, Feb 16 in the RH!

THANK YOU!

WWW.SC.EDU/ADVISING

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