University Advisors' Network
Wednesday, November 20, 2019
Capstone Campus Room
9:30-11:00am

Attendees: Kay Banks, Valeria Bates, Jillian Bigony, Pam Bowers, Rebecca Boyd, Claudia Carriere, Francoise Crowell, Rachel Denmark, Mike Dial, Nora, Dragovic, Lauren Epps, Pinkney Epps, Amber Falluca, Chrissie Faupel, Travis Gardner, Gwen Geidel, Andre Grant, Jasmine Gunn, Dawn Hiller, Helen Le, Melissa Lowe, Amanda Lucas, Aaron Marterer, Jessica McCartha, Sara McConville, Tyler McNamara, Meredith McNeice, Paige McKeown, Nicole Montgomery, T'Kara Richardson, Rochelle Robinson, Lauren Sanborn, Catherine Studemeyer, Jenn Tilford, Nancy Tolson, Jeff Turner, Heidi Waltz, Donna Watson, Terry Weik, Trudie Wiertz

Welcome and approval of October minutes
> Approved

QEP update   **Dr. Amber Fallucca**
- Where we are part of SACS review needed
- Eor communication plan 2020-21
- Multi layered SACSCOC review
- We are the class if 2021
- Compliance certification report consists of
- Off-site committee review and report
- QEP
- Standard 7.2
    - Focus on student learning outcome and student success
    - Commits resources and assessment
    - Retention and graduation
    - Allowed to adapt the former QEP points – to build upon what has been accomplished
    - Timeline – outreach taking place- Fall 2019-Fall 2020
- QEP subcommittees (5 of them) 2019-20
- QEP communication plan 2020-21
- QEP proposal dye ti SACSCOC end of 2020
- On site peer review March 22-23, 2021
- USCConnect – established 2011 as QEP; integrative learning
- Major components
    - Students
        - Engagement in purposeful beyond the classroom experiences
        - Graduation with Leadership distinction established 2013
        - Experiential learning for all students (newer focus)
    - Faculty and staff professional development
    - Technology

- Assessment
- What did we learn successes -?
  - Emphasizing the "BTC" in integrative learning
  - Academic courses developed or restructured
  - Identifying faculty emphasizing study abroad and research
  - Faculty fellows
  - UNIV 101 and UNIV 401 crested
- Graduation with leadership distinction has the following–
  - honorary designator
  - official acknowledgement of within and beyond the classroom accomplishments
  - distinction on diploma and transcript
- GLD requirements
  - Core experience
  - 3 enhancement experiences
  - Coursework (6 credit hours)
  - Presentation
  - EPortfolio.
- Newest pathway (2016) diversity and social diversity advocacy
- No matter the pathway the requirements are the same. We encourage students to consider what they are most passionate about and pursue that pathway!
- Related to the rubric. Submit the findings of the 4 foci of the learning outcomes which is a 4-point scale. This is where the leadership distinction is found.
- QEP for 2021
- Taking USC Connect and extending and deepening it into something that is clearly different but related
- This first forum is to brainstorm in a group setting and discuss strengths and weaknesses of ideas
- Note that ideas in the PowerPoint are not necessarily exclusive examples
- Examples of ideas for the new QEP – extending –experiential learning initiatives to graduate students
- Enhancing – participation in integrative learning to students in groups that are showing achievement gaps in graduation rates
- Developing and teaching – interdisciplinary courses and overcoming institutional barriers to this type of course
- Developing and teaching – a preparation course and reflection course
- Requiring – experiential learning of all undergraduate students
- Advising - how do we help students in reflection
- Barriers – understands experiences and barriers ober time
- Goal – 20% we are at 8%

Undeclared student's advisement   **Dr. Catherine Studemeyer**
                                                                                                     Travis Gardner

- Undeclared at usc - prospective and incoming freshmen
  - Current student

- Resources on website
- Prospective and incoming freshmen
  - Before 2016 no dedicated advisor for undeclared advisees only
  - At that time 30 students at orientation needed group advisement
  - In the past were not but that is now changing to selecting classes to inform about majors
  - Doing a separate break out section with questionnaires to do customized advisement
  - This past summer offered a separate college section for the undeclared
  - Has a second undeclared advisor
- Of those declaring, CASs largest declared at 40% then BADM then HRSM
- 60 % of the students are not going into CAS
- If a student does enter into a major, they cannot switch to undeclared but must go to the EA
- Current student or upper classman can become undeclared in Undergraduate Studies
- EAs are the advisors for the Undergraduate Studies
- 2 ways that the students get in the program – dismissal by their college for missing academic progression or self-elect
- Some are immediately able to go into the new major
- Students who are in a transition period can spend up to 2 semesters and move them through the program
- A smaller percentage are electing to come into the program that want to change into a different major but waiting to become eligible for another major or they need a holistic advisement
- 348 students in the program when they transition out 60% go into a variety – 40% go into Public Health, Economics, SPTE, Advertising, or Mass Communication
- College of Nursing upper division competitive cannot get in and are dismissed go into Public Health program
- Resource on UAC page – left hand menu click on undeclared – they are good for prospective and current undeclared.

UAN Subcommittee on Advising Technology   **Rachel Denmark**
                                                              Lauren Sanborn

- Committee charge
  - implement evaluate and enhance current and new advising tech
  - provide – EAB navigate best practice for notes
  - recommendations to vendors
  - review and utilize assessment
  - Meet monthly for an hour
  - Overall ideal workflow recommendations
- Before starting of advisement season -
  - Email advisees prior to start
  - Some department advisor meet as a team to review curriculum, policies, discuss DW audits, and create calendar of events
  - Create appointment availability

- Create and update watchlists
- Review their audit prior to appointment
- Pre advise students as necessary
- Tara George would love it if all department's advisors would meet to go over the DW and make recommendations for changes
- Before the appointment - Review the audit and transcript and EAB notes
- During the appointment –
  - use a checklist to guide conversation,
  - remove hold in front of student,
  - ensure the student know where they are in the program,
  - make sure the student knows how to access
- After the appointment -
  - submit curriculum changes,
  - crate EAB appointment notes,
  - make exceptions,
  - follow-up with student
- Set up an advisement checklist to know what to discuss before after and follow-up
- EAB notes – 2 types –
  - general notes when it is not tied to an appointment;
  - email correspondence, student forms, can make them available to students when appropriate; discretion when documenting some sensitive issues such health and disability documents
  - Report summary notes – tied to an advising session include referrals
  - Proposed language for these sensitive notes "Student disclosed a personal issue and I made a referral to the appropriate campus resource."
  - Session notes – course recommendations, graduation timelines, future goals and plans, campus involvement, financial concerns and scholarships, interest in major change, etc.
  - Student attributes such as preferred name and pronouns of students, personal background information – that you want to comment on next time
  - Can be seen in the EAB advising Care Unit cannot be seen by the student and not make
  - Only include fact-based notes
- Degreeworks –
  - Before – instruct student to review audit; encourage students to id a list of courses they are interested in taking;
  - they can change the view to "registration checklist" to see what is remaining to be completed; review Fall Through courses;
  - check student gpa;
  - anticipate possible questions the student might have
  - During - educate student on how to use the audit;
  - applied exception;
  - Educate and Empower your students;
  - demonstrate how to view the course descriptions

- After – process exceptions;
- enter course recommendations a s a note if not using the student education planner;
- freeze the audit – this keeps a snapshot of the audit at that time.
- EAB app
- MyUofSC experience
- Student Educational Planner

- Banner 9 roll out – one of the biggest contribution was the transactions on the left hand side of the student profile
- Another meeting of the committee will be on Dec. 6th
- UAC is working with student government to discuss the role of the students
- MyUofSC training will be in the spring semester
- Make sure to notify the student when a major change in Banner is made like Banner 9 changes which did not happen.
- Variable credit feature was problematic for the student.

UAN Announcements
- Feb 14 conference – John Dozier keynote speaker
- In person training calendar on the site
- 2 announcements –
  - Some may have been contacted by the member of daily gamecock and he is doing a lot of digging – Claire has met with him; he contacted NACADA and Jenny Bloom at FAU;
  - Advising has a dedicated welcome and well wishes page on their site. Transitions and staff change know that person is moving or new hire.

Adjourn
> **Reminder: Upcoming Advisor Trainings** - Please Register Online
> - **Recognizing and Responding to Students in Distress** (Dec 10th 2:00-3:30)