



UNIVERSITY OF  
**SOUTH CAROLINA**

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Office of the Provost

Second Annual  
USC-SYSTEM ADVISERS EDUCATIONAL  
CONFERENCE  
**The Complete Adviser: Putting the Pieces Together**

Friday, February 13, 2015  
Russell House Ballroom  
USC - Columbia Campus



Care.Knowledge.Time

## OPENING SESSION

### **Envisioning the Complete Adviser: Think Big, Aim High (Russell House Ballroom)**

Dr. Ruth A. Darling, Assistant Provost for Student Success, University of Tennessee; *National Academic Advising Association (NACADA) past President.*

Dr. Darling will draw on Marc Lowenstein's (2013) challenge to the advising profession, "advisers must learn to think big and aim high." We will explore the frameworks that exist for us to examine our role within the academic advising profession and higher education as well as strategies that can guide us in our daily practice as advisors and student success advocates on our campuses.



### **Ruth A. Darling, Ed.D.**

Dr. Ruth Darling serves as Assistant Provost for Student Success at the University of Tennessee, Knoxville and as affiliate faculty in the College of Education, Health and Human Sciences, College Student Personnel Program. Previously, Darling was the Director of Advising Services for the College of Arts and Sciences and Associate Vice Provost and Director of the Thornton Athletic Student Life Center. Darling first came to the University of Tennessee in 1975 to pursue her graduate work in Educational Psychology. She has participated in and provided leadership for various initiatives and programs related to undergraduate education, student success and retention, academic advising, curriculum and policy development, and collegiate athletics. As Assistant Provost, Dr. Darling's direct reports include the Student Success Center, First-Year Programs, the Student Support Services TRIO Program, and the Office of National Scholarships and Fellowships. In addition, she coordinates university academic advising and tutoring and learning assistance initiatives.

Dr. Darling is past President of the National Academic Advising Association (NACADA) and has received the National "Service" to NACADA Award. Currently, she serves as Chair of the NACADA/NCAA Advisory Board and as a member of the NACADA Journal Editorial Board and the NACADA Consultants Bureau. Darling has served as a faculty member for the NACADA Administrator's Institute, Summer Institute, the Assessment Institute and Advising Research Seminar. She co-authored two articles in *Academic advising: New insights for teaching and learning in the first year* – "The academic advisor as teacher: First-year transitions" and "First-generation college students: First-year challenges." A pocket-guide, "Effective Academic Advising and Success Strategies for Student-Athletes" is in publication.

Dr. Darling has presented at numerous national meetings and conferences and serves as a consultant on various aspects of academic advising in higher education, student success and retention, academic support for student athletes, leadership in higher education, and first-generation college students. She received her Doctorate in Leadership Studies in Higher Education from the College of Education, The University of Tennessee, Knoxville.

# **BREAKOUT SESSION 1**

## **The Adviser's Role in Enriching Students' Education through Purposeful Engagement Beyond the Classroom (*Room 303*)**

- Dr. Irma J. Van Scoy - [ivanscoy@mailbox.sc.edu](mailto:ivanscoy@mailbox.sc.edu)  
Executive Director; USC Connect
- Nick Vaught - [nvaught@mailbox.sc.edu](mailto:nvaught@mailbox.sc.edu)  
Student Services Coordinator and Adviser; USC Connect
- Leah Miller - [lmiller@mailbox.sc.edu](mailto:lmiller@mailbox.sc.edu)  
Senior Instructor and Adviser; Languages, Literature, and Cultures; USC Columbia
- Ashley Byrd-White - [byrdac@mailbox.sc.edu](mailto:byrdac@mailbox.sc.edu)  
Leadership Coach; Leadership and Service Center; USC Columbia

This session explores the role of advisers in encouraging student engagement in beyond the classroom (BTC) experiences in ways that provide opportunities for meaningful integration with the students' majors and plans for the future. We will begin with a brief summary of USC Connect including Graduation with Leadership Distinction which is being implemented at USC Columbia, Lancaster, Salkehatchie, Sumter, and Union. *Emphasis* will be on the impact of *beyond the classroom experiences on students' educational experience and how advisers can help.*

Resources will be shared including Graduation with Leadership Distinction in DegreeWorks, USC Connect Experience Database, USC Connect by Major Recommendations, support office contacts for student referrals (where to go for what), and handouts/quick fact sheets for advisers and their students on Graduation with Leadership Distinction.

Three Advisers representing different areas will share their perspectives and strategies in supporting students and promoting purposeful beyond the classroom experiences, questions, and ideas.

## **Green Zone Ally Training (*Room 305*)**

- Mary Katherine Robinson - [mrobin@mailbox.sc.edu](mailto:mrobin@mailbox.sc.edu)  
Coordinator for Transfer and Special Student Populations; USC Columbia
- Drew Savage - [asavage@email.sc.edu](mailto:asavage@email.sc.edu)  
Graduate Assistant for Transfer and Special Student Populations; USC Columbia

A key component to being a complete adviser is effectively interacting with many different types of student populations, including student veterans. Over the past several years, institutions of higher learning, including the University of South Carolina, have seen a sharp increase in the number of student veterans that are enrolling in courses and taking advantage of their post 911 GI benefits. This number is only going to continue to grow as the government works to decrease the number of active military service members. As a Military Friendly University, USC needs to work to serve this student veteran population in all aspects of academic life, including advising.

The focus of our Green Zone Ally Training is to help current advisers gain knowledge and understanding of the veteran experience and resources on campus to provide a successful transition. During our training we will focus on four main objectives:

1. Participants will understand the expectations of a Green Zone Ally.
2. Participants will become familiar with the military experience and emotional cycle of deployment.
3. Participants will enhance their knowledge of the potential issues facing student veterans and active service members as they transition from the military to academic life, as well as the strengths that student veterans and active service members possess through their military experiences.
4. Participants will have a greater awareness of the resources available to student veterans and active service members on and off campus.

Again, our veteran and active service members face unique challenges as they seek to transition not only back to civilian life, but academic life. It is our hope that with enhanced awareness and knowledge of what these potential challenges are, how these challenges may manifest in a classroom or one-on-one setting, and what resources are available to this population, advisers can help promote a safe and trusting culture for our student veterans and ultimately, help retain these students and help them achieve their academic goals.

## **Working Smarter – Not Harder: Group Advising (*Room 315*)**

- Dr. Lynne L. Ornes - [ornesl@uscb.edu](mailto:ornesl@uscb.edu)  
Associate Professor of Nursing; USC Beaufort
- Dr. Susan D. Williams - [scwill@uscb.edu](mailto:scwill@uscb.edu)  
Associate Professor of Nursing; USC Beaufort
- Kari Mau - [kmau@uscb.edu](mailto:kmau@uscb.edu)  
Assistant Professor of Nursing; USC Beaufort

This presentation will show how one small program area (nursing) in a state university used academic advising cohorts to overcome limited resources. The foundation of most academic advising programs include individual meetings with students; however, faculty in the nursing program at USC Beaufort incorporated group advising sessions to conserve limited resources and ensure that critical information and tools reach larger populations of students when they need it.

The Faculty recognized the need to develop and groom students for admission into the nursing program. This need arose from several issues that resulted from the previous semester's admission cycle into the nursing program. Several misconceptions students had surrounding the application into the program were revealed. Secondly, students were unprepared for the rigor of the program itself.

There were 170 students in this group of pre-nursing majors. Therefore, this faculty devised an advising plan that not only eased the burden on faculty members, but also assisted students in developing peer networks and in connecting academic and advising work. Group advising offered advantages in terms of time, consistency of information given, advising resources, and interactive learning potential. This presentation will present the process of when and where the group sessions were held and the process of how the sessions were conducted. Included in the discussion will be collaboration and coordination with other departments in the university system, including the Information Technology (IT) department, Associate Registrar, and department chairs.

## **The Academic Advising Inventory: A Survey of USC-Columbia Students (Room 205)**

- Dr. Claire Robinson - [claire.robinson@sc.edu](mailto:claire.robinson@sc.edu)  
Associate Director of the Student Success Center; USC Columbia

In December 2014, a survey was distributed to a random sample of 12,000 students asking for feedback regarding their experiences with academic advising on USC-Columbia's campus. The instrument was adapted from the National Academic Advising Association (NACADA) and the University of Georgia's Academic Advising Inventory (Winston & Sandor, 2002). Distributed online, the survey consisted of 25 questions evaluating various advising duties including registration, scheduling, expectations, referral, and major choice. In addition, students were asked to provide feedback on advisor availability, perceived accuracy of information received, and overall satisfaction. As Stated by the instrument authors, the purpose of the inventory is to "answer two types of questions concerning advising programs: 1) how well the program is progressing or operating on a day-to-day basis, and 2) the outcomes of the programs" (Winston & Sandor, 2002, p.4). In addition, these measures can be linked to the 12 national best-practice advising functions suggested by NACADA.

Using this framework, results of the survey will be shared. In addition, participants will have an opportunity to engage in discussion and develop strategies based on student feedback.

Learning outcomes of the presentations are as follows:

- Understand the Academic Advising Inventory (AAI)
- Interpret and analyze results from Fall 2014 USC-Columbia student survey.
- Knowledge of NACADA's 12 Advising Core Functions as a framework for assessment
- Develop strategies and suggestions for improvement and enhancement of current advising services.

## BREAKOUT SESSION 2

### A Strategic Planning Model for the Complete Adviser (*Room 303*)

- Dr. Pam Bowers - [pjbowers@mailbox.sc.edu](mailto:pjbowers@mailbox.sc.edu)  
Associate Vice President for Planning, Assessment and Innovation; USC Columbia
- Dr. Claire Robinson - [claire.robinson@sc.edu](mailto:claire.robinson@sc.edu)  
Associate Director; Student Success Center; USC Columbia

Academic Advising is recognized as an educationally purposeful, beyond the classroom activity that is a crucial component of a student's collegiate experience. As with any educationally purposeful activity, clearly articulated statements of purpose and intended outcomes provide the foundation for evaluating and improving practice and achievement of results.

The presentation will provide participants with a conceptual framework for their advising practices using Alexander Astin's Input-Environment-Outcomes (IEO) model. Participants will identify characteristics of students they advise that affect the achievement of advising goals (I), specific tasks or interactions they use to engage students in the advising session (E), and how they currently implement assessment for improvement in their advising practice (O). Additionally, participants will consider conditions of the broader environment that affect their advising practices, such as technology, student-adviser ratios, time constraints, availability of resources for advisers, etc.

After introducing the IEO framework, presenter will engage participants in an activity to identify core functions in their current advising environment. According to NACADA, there are twelve advising functions that define the profession; these will be presented and discussed, to advance a shared understanding of the core functions of advising at USC.

The Learning outcomes of the presentation are as follows:

- Understand Inputs-Environment-Outcomes (IEO) model
- Identification of current student characteristic (inputs) at USC that may influence an advising session.
- Shared understanding of current advising environment at USC
- Knowledge of NACADA's advising core functions
- Identification of potential methods of measurement and outcome data to enhance effective advising practices

At the conclusion on the presentation, participants will leave the session with a tool that outlines I-E-O in their advising current role. This resource can be used as a tangible, reflective document to help generate discussions on continuous improvement and strategic planning.

## **Disability Services: How We Can Help You (*Room 305*)**

- Charlotte Helms - [helmsc@mailbox.sc.edu](mailto:helmsc@mailbox.sc.edu)  
Disability Resource Coordinator; Student Disability Services; USC Columbia
- Sonia Badesha - [badesha@mailbox.sc.edu](mailto:badesha@mailbox.sc.edu)  
Disability Resource Coordinator; Student Disability Services; USC Columbia

Students face academic issues every semester. When facing problems, students are not aware of what questions to ask or who to ask said questions. They get stuck in limbo, and create bigger problems than necessary. The big topics that come through our office that we have to work with advisors on are:

1. Pass/Fail for foreign language
2. Course Substitution for foreign language
3. Incompletes: Forms and requirements
4. Medical Withdrawals: Forms, requirements, documentations, etc.
5. Reduced Course Load: Prerequisites, graduations timeline
6. Early Registration: when to do this, overrides
7. Senior Checklist

We will take this opportunity to go over what our office can and cannot do. With all of these topics, each student is re-evaluated on a case by case basis. We look at documentation, both old and new, what accommodations were given and used, have they spoken with professors and taken advantage of all opportunities and resources on campus, discussed concerns with all professionals involved (counseling services, psych services, professors, etc.) before any decision is made. We want to do what is best for the students, as well as what is appropriate in a timely fashion.

We understand every school is different and has its own set of regulations. We want to be able to work with everyone, and have a general understanding about what our office can and cannot do, so that students understand from the beginning what they need to do.



## **Degree Works: The Bridge to Degree Completion (*Room 315*)**

- Rachel Beach - [rbeach@uscb.edu](mailto:rbeach@uscb.edu)  
Lead Academic Adviser & Athletics Adviser; USC Beaufort
- Gary Sutton - [suttong2@uscb.edu](mailto:suttong2@uscb.edu)  
Assistant Registrar; USC Beaufort

Over the past couple of years, the USC system has undergone a large technological change as we transitioned from IMS to Banner as well as from DARS to Degree Works. As advisers, utilizing the technological tools that are available is paramount to the success of our students. As USC Beaufort was the first USC campus to go live with launching Degree Works to its students, we've experienced many ups and downs with the implementation. Despite the challenges that come with change, specifically in technology, the tools to serve our students better are available. This session will offer a reflection on the uses of Degree Works, the challenges of its implementation, and advice as others begin to utilize this technology,

- What is it?
- Tools available in Degree Works
- Past experience with other degree auditing tools (DARS, CAPP, etc.)
- Pros & cons of Degree Works
- Advisors interaction with Registrar staff
- Student perceptions
- Ups and downs as Degree Works went live with students
- Advice moving forward
- Biggest challenges with Degree Works
- Reflection and Q&A

## **A Research Study Examining Students' Transition Experiences (Room 205)**

- Dr. Helen Mulhern Halasz - [halasz@mailbox.sc.edu](mailto:halasz@mailbox.sc.edu)  
Student Services Coordinator, College of Nursing PhD Program; USC Columbia

Pressure to pursue and stay in business, nursing, or other selective majors may complicate students' decisions to switch degree programs. How do students cope after deciding their current major doesn't fit the puzzle of intended academic plans and degree completion? This qualitative research study examined how undergraduates at two state flagship universities described the resources they utilized during the transition of switching academic programs. The study also investigated which resources were most valuable, and factors most influential in students' decisions to persist at their current institutions. We will highlight research results and recommendations based on findings of the study. If you advise students in a selective major or those who switched out, find out more about the factors influencing academic choice and gain insight about students' transition experiences into a new degree program. Come share your strategies to enhance success with students in major transition!

## **Ask the Experts: Best Practices from the USC System (Room 203)**

Moderator:

- Dr. Charles Bierbauer – [bierbau@mailbox.sc.edu](mailto:bierbau@mailbox.sc.edu)  
Dean of College of Mass Communications and Information Studies

Panel:

- Dr. Robin Morris - [morris@mailbox.sc.edu](mailto:morris@mailbox.sc.edu)  
Advisor and Professor; USC Columbia
- Melissa Lowe - [lowem@mailbox.sc.edu](mailto:lowem@mailbox.sc.edu)  
Director of Adult Student Services Extended University, Past Ada B Thomas Award Winner; USC Columbia
- Dr. Robert B. Castleberry - [rcastle@uscsumter.edu](mailto:rcastle@uscsumter.edu)  
Faculty advisor; USC Sumter
- Mary Claire Millies - [marym@usca.edu](mailto:marym@usca.edu)  
Palmetto College; USC Aiken
- T'Kara Richardson - <mailto:richa425@email.sc.edu>  
Faculty Nursing Advisor; USC Columbia

## **BREAKOUT SESSION 3**

### **USC, Banner, and Advisement - Notable Achievements, Challenges and a Look Ahead (*Room 303*)**

- Aaron Marterer - [marterer@sc.edu](mailto:marterer@sc.edu)  
University Registrar; USC System

The modern college student experience has grown more complex, both in and beyond the classroom, than ever before. To ensure that our students are thoroughly equipped to navigate and track their wide-ranging educational experiences, USC must provide robust self-service educational planning tools for students to guide them from admission through graduation. Borrowing from the concept of USC Connect, these web-based self-service tools should empower students to become “managers of their own learning.” Likewise, advisors must have adequate web-based planning tools to prepare for advisement appointments and track students’ progress-toward-degree.

Join University Registrar, Aaron Marterer, and his team and to hear about the recent achievements, key challenges, and a look-ahead regarding advisement and Banner.

### **Advising Honors Students: Making Sense of the Puzzle (*Room 305*)**

- Dr. Kay Banks - [kay@schc.sc.edu](mailto:kay@schc.sc.edu)  
Clinical Assistant Professor, Academic Adviser; USC Columbia
- Dr. Rebecca Sanders - [rebecca@schc.sc.edu](mailto:rebecca@schc.sc.edu)  
Director of Pre-Medical Advisement; USC Columbia

According to the NACADA website, “high-achieving students seek out and excel at more than the usual opportunities and challenges”.

So, what is the best way to approach advising an honors student? How do you fit together the pieces that honors students bring: extensive AP credit, understanding how the Honors curriculum can match the Carolina Core/major requirements, and engaging them in Beyond the Classroom opportunities? Two honors college advisors and one advisor from an academic department will facilitate this session with real life examples.

## **Making the Orientation Pieces Fit (*Room 315*)**

- Art Farlowe - [farlowe@sc.edu](mailto:farlowe@sc.edu)  
Director of Student Services School of Journalism and Mass Communications,  
Conference and Planning Committee Co-Chair
- Chris Huebner - [huebnerc@mailbox.sc.edu](mailto:huebnerc@mailbox.sc.edu)  
Academic Adviser, School of Journalism and Mass Communications

According to Mullendore and Banahan (2005), it is new student orientation that ends the recruitment process and begins the first steps toward retention. Considering that new student orientation has the power to connect new students with support staff and facilitates the academic component of their continued success, it is important to understand what pieces are most important and ways to fit them together in a coherent, help, friendly manner.

A successful new student summer orientation program requires that all the pieces fit together in a coherent, helpful, friendly manner. Trying to process hundreds of students can make putting these pieces together a challenge. Students, parents and Orientation Leaders have reported having a positive experience with the SJMC orientation program.

This session will highlight pre-orientation planning strategies, helpful tips on making the student scheduling process less stressful and ways to provide students with a personalized introduction to their academic home.

## Engaging Students Beyond-the-Classroom: Point Them in the Right Direction (*Room 203*)

Moderator:

- Dr. Damara Hightower-Davis - [damara@sc.edu](mailto:damara@sc.edu)  
Assistant Director; USC Connect

Panel:

- Mark Anthony - [manthony@mailbox.sc.edu](mailto:manthony@mailbox.sc.edu)  
Associate Director for Career Development & Experiential Education, Career Center; USC Columbia
- Dr. Jimmie Gahagan - [gahagan@sc.edu](mailto:gahagan@sc.edu)  
Director, Office of Student Engagement; USC Columbia
- Susan Hochreiter - [hochreit@mailbox.sc.edu](mailto:hochreit@mailbox.sc.edu)  
Senior Student Adviser, Office of Study Abroad; USC Columbia
- Dr. Julie Morris - [jmorris@sc.edu](mailto:jmorris@sc.edu)  
Director, Office of Undergraduate Research; USC Columbia
- Beth Hutchison Watson - [watsonbh@mailbox.sc.edu](mailto:watsonbh@mailbox.sc.edu)  
Director, Alumni Engagement, SC Honors College
- Kelly Wuest - [kwuest@mailbox.sc.edu](mailto:kwuest@mailbox.sc.edu)  
Director, Leadership and Service Center; USC Columbia

This session provides an opportunity for advisers to learn more about the services and people available to support student engagement in beyond the classroom experiences. The offices highlighted serve USC Columbia with some outreach and support for other campuses. A brief overview of how each office works with students (and faculty) will be shared. Learn how to connect your students with people who can support their interests. For example,

- Grant programs and support sessions or students who want to get involved in research
- Peer leadership programs that provide students with an opportunity to learn about themselves and others
- International study opportunities (how to get started!)
- Meaningful internship and community service experiences

# CLOSING SESSION

## Putting the Pieces Together

- Dr. Loren Knapp – [lwknapp@mailbox.sc.edu](mailto:lwknapp@mailbox.sc.edu)  
Assistant Dean for Academic Affairs and Advising, Conference and Planning  
Committee Co-Chair
  - Reflection on conference session discussions
  - Concluding observations from participants
  - Q&A