

*2008 Blueprint for Service Excellence*

---

**Division of  
Student Affairs  
and Department of  
Academic Support**

*University of South Carolina Columbia*

*updated May 5, 2008*

# Contents

<i>Vision and Mission Statements</i> .....	3
<b>Strategic Goals</b> .....	<b>4</b>
<b>Goals, Initiatives, and Action Plans</b> .....	<b>5</b>
Goal No. 1.....	5
Goal No. 2.....	13
Goal No. 3.....	20
Goal No. 4.....	25
Goal No. 5.....	33
Goal No. 6.....	37
Goal No. 7.....	40

# *Vision and Mission*

## **Vision Statement**

*The Division of Student Affairs and Department of Academic Support fosters a community of Carolinians guided by integrity, engaged in collaboration, and dedicated to success.*

## **Mission Statement**

*The Division of Student Affairs and Department of Academic Support, through partnerships with campus and community constituents, promotes the intellectual, emotional, physical, spiritual, cultural, and social development of students, thus preparing them for a life of learning, service, and engagement. The Division supports the mission of the University of South Carolina and is guided by its dedication to learning, commitment to diversity and devotion to values of the Carolinian Creed.*

# Strategic Goals

**Goal No. 1**

Lead and manage the comprehensive and collaborative efforts of the University in meeting student enrollment goals.

**Goal No. 2**

Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing essential programs, services, and educational activities that lead to student success and satisfaction.

**Goal No. 3**

Advance a campus community that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning in a diverse global community.

**Goal No. 4**

Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.

**Goal No. 5**

Sustain a workplace environment where highly qualified staff are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.

**Goal No. 6**

Engage in constituent outreach, development, and advancement activities.

**Goal No. 7**

Support the academic mission of the University by encouraging faculty and students to engage and collaborate in teaching and learning opportunities that enhance academic studies.

# Goals, Initiatives, and Action Plans

*Goal No. 1: Lead and manage the comprehensive and collaborative efforts of the University in meeting new-student enrollment goals.*

## **Relationship to Vision and/or Mission**

This directly relates to the University's articulated 5-year goals for enrollment numbers, academic profile, and diversity.

## **Initiative #1(a): Plan and implement programs to meet university new student enrollment goals including size and quality of the class.**

### *Action Plans/Key Performance Indicators*

- Enrollment Management departments will coordinate programs and services related to new student enrollment.

### *Progress/Status Update:*

We are in the fourth year of our five-year plan which includes specific goals for the freshman class. These goals are: (1) to increase the overall size of the freshman class by 50 students/year from 3,350 to 3,600 (2) to increase the SAT mean by 5 points/year from 1149 to 1174 and (3) to increase the number of African American students in the freshman class by 5 students/year. In our third year (Fall 2007), we exceeded goals one and two enrolling 3,655 freshman with a mean SAT score of 1185. While we did not reach the third goal, we continue to implement new initiatives to increase the enrollment of African-American students. This year, we are on track to meet each of our goals. As of 5/1/08, we have received more than 17,000 applications, an increase of more than 15%.

The admissions office also continues to utilize technology to more efficiently process and review applications. This year, our

paperless scanning system for processing and reviewing applications was fully implemented. It has enabled admissions staff to process and review applications, and answer students' questions in a timely manner. We also reduced students' inquiries by creating an online status check system that allows students and parents to determine whether we received their application materials. This year approximately 11,000 unique, online status check user accounts were created. This year we have held numerous recruitment events to attract and enroll high caliber students. Admissions staff organized two open house events, McNair and Carolina Scholar recruitment weekends, Junior Preview, Summer Seniors African-American recruitment program, Scholar Day, as well as several others.

- Prepare, implement and evaluate an annual admissions marketing and communication plan.

### *Progress/Status Update:*

The Office of Undergraduate Admissions marketing and publication staff produced approximately 65 publications geared toward specific populations this year. The publications were tailored to in-state students, out-of-state students, high ability/honors students, minority students, international

students, as well as parents and high school counselors. We have also increased our use of technology as a means of communication with students. We are in the initial stages of implementing a constituent relationship management (CRM) system which will aid us with marketing to and tracking of students and specific sub-populations. We plan to begin using the CRM for recruitment of the Fall 2009 class.

Included in our marketing and communications plan is our telecounseling program where current students call prospective students. So far this year our telecounselors have made 25,238 calls; 9,710 of those were successful (we spoke to a parent or student). These calls have included event reminders, admissions congratulatory calls, deadline reminders, and campus visit calls.

One way marketing and communication efforts are evaluated is through the Admitted Student Questionnaire (ASQ), which is administered to our accepted students every two years. This survey was last administered to students accepted for Fall 2007. This survey gives us information on students' perceptions of recruitment literature, financial aid packages, academic programs, among other areas. We also measure our marketing and communication plans by observing the number of applications we receive each year. This year, applications received increased by more than 15%.

- Enrollment Management Council will hold quarterly meetings to develop actionable outcomes.

***Progress/Status Update:***

The new assistant vice provost for Enrollment Management, to be appointed in summer 2008, will be charged with conducting Enrollment Management Council meetings beginning in Fall 2008.

- Hold meetings with each undergraduate dean to develop college specific enrollment plans.

***Progress/Status Update:***

On a routine basis, an admissions staff member meets with the S.C. Honors Col-

lege to discuss recruitment. This year we have also met with HRSM and Journalism and Mass Communications to discuss recruitment and enrollment. Additionally, a meeting was held with Public Health to discuss the development of a new undergraduate degree program. In the summer, the admissions recruiting staff met with every department to learn about changes and updates and to understand their recruiting goals for the year.

- Continue refining the modified application review process introduced in 2005-2006.

***Progress/Status Update:***

This year, students' high school GPA and high school rank were used to determine if the holistic review process was appropriate. Previously, all students' weighted core GPAs were calculated. Due to this year's new process, which used existing data, applications were processed much more quickly and students were notified of admissions decisions more quickly.

This year we implemented an early answer deadline of October 1. If students applied by October 1, they were guaranteed a decision of accepted, denied, or delayed by 12/20/07. This encouraged approximately 4,000 students to apply earlier and helped us alleviate the large number of applications we typically receive at the end of the November.

Overall, the holistic process has remained the same. So far this year, 4,000 students -- about 25% of our applicant pool -- have been reviewed holistically for Fall 2008. For the second year, admissions has employed a delayed spring admission option for students meeting minimum requirement but that are not competitive for the fall class. Approximately 1,800 applicants have been offered admission for Spring 2009.

- Continue to implement first-year student residential communities such as Capstone Scholars and utilize these programs in promoting the university.

***Progress/Status Update:***

Of the 5,814 students living on campus in Fall 2007, 2,527 or 43% are participating in residential learning communities. These communities are promoted through admissions publications, special events, and tours.

An example of the success of these communities is demonstrated by the Capstone Scholars Program. 597 first-year Capstone Scholars entered the University in Fall 2007. They earned an average GPA of 3.53 for their first semester. During the same time, they participated in an average of 5.4 events sponsored by the Capstone Scholars Program and our partner offices. These students made higher grades and had a higher participation rate than the 552 first-year Capstone Scholars who entered the University in Fall 2006. The Capstone Scholars staff participated in Scholars Day and other open house events to promote the program and the university.

- Develop specific enrollment goals for new transfer students.

***Progress/Status Update:***

In June, an assistant director for transfer initiatives position was added to the admissions staff. The assistant director's goals include monitoring manageable growth opportunities for transfer students, researching and advising on trends and topics related to transfer student mobility, ensuring transfer readiness and identifying barriers in the transition of transfer students, and, during Fall 2008, fully implementing the Bridge Program at all 16 technical colleges in the state.

- Continue to expand the bridge program established with Midlands Technical College.

***Progress/Status Update:***

In the coming months, students will be able to request to be a part of the transfer student learning community for Fall 2008. This November, the University signed an agreement to create a statewide Bridge Program, which will be implemented in Fall

2008. The program will help to expand access and aid transfer students from all 16 technical colleges. Staff members from the undergraduate admissions office are meeting with representatives from all 16 technical colleges to develop plans for how the Bridge Program will be administered at each college. In February, 31 transfer and change-of-campus students attended Bridge Day. Throughout the day students participated in group activities, which included a panel discussion with students who are recent transfers to the Columbia campus, presentations from Admissions, Financial Aid, the Career Center, Housing, and the SSC. Information regarding the orientation and advising structure at Carolina was also provided, as well as an opportunity to meet with representatives from the University's colleges and schools and to participate in campus tours. Students were all contacted via e-mail to sign up for the transfer student mentoring program to be matched with a transfer student mentor.

- Conduct assessment of services/programs needed to meet the needs of bridge program and spring admits.

***Progress/Status Update:***

17 students (1 from Greenville Tech and 16 from Midlands Tech) participated in their respective bridge programs with the intention of enrolling at the University in Spring 2008. Of those 17, 6 are currently enrolled at the Columbia campus. The academic success and retention of these students will be tracked as they progress beyond their first year at the University.

**Initiative # 1(b): Develop and implement pre-enrollment programs and services.**

***Action Plan/Indicators of Success for #1(b):***

- Continue to offer robust, comprehensive visit programs through the Visitor Center.

***Progress/Status Update:***

Through 1/31/08, 4,640 people participated in group tours given by the Visitor Center, which assisted a total of 10,771 people

in the same time frame. In addition, 9,364 individual appointments were scheduled for prospective students.

A new campus-wide calendar of events was launched which includes more advanced search capabilities and allows graphics to be loaded with events. To enhance record keeping functions, a new visit reservation system allows prospective students and their parents the capability to schedule visits 24/7. A virtual tour and MP3 tour are also now available through the Visitor Center site, which provides additional tour information.

In evaluations of campus tours, 80% of participants reported that “to a great extent,” they received information to make an informed decision. Participants who requested additional information wanted more exposure to housing, athletic facilities, classrooms, academic buildings, and financial aid and scholarship information. 88% of participants said that based on their campus visit, they were more likely to apply to the University.

- Enrollment Management units will develop, coordinate and assess their Web-based communication strategies.

***Progress/Status Update:***

The Office of Financial Aid and Scholarships is currently gathering data on their Web survey tool and will use results to help drive site revisions.

In Career Services, a major revision of the Career Center Web site went live in April 2007. Included in the revision was the addition of prominent direct links to online services offered through the Career Center. A survey for site visitors was developed and distributed through the Web site. The mean responses on all but one item in the visual appeal and navigational ease section were “Strongly Agree” or “Agree,” and students and alumni indicated that they usually found the information they were seeking. The survey supports the changes that were made in redesigning and updating

the Career Center Web site. The best rated sections were resume writing, Career Center overview, information on CareerLine/JobMate, interviewing, and career field information. One information area that may need some attention is choosing a major.

The undergraduate admissions marketing team began Web site revisions last year and the new Web site was launched this September. The Web site is more user-friendly and has added information for prospective students and parents. This year approximately 85% of our applicants applied online. Student blogs were added to help communicate what it is like to be a student at Carolina. Undergraduate Admissions also utilized Instant Messenger to allow students to reach admissions counselors.

In TRIO Programs, a complete revision of the TRIO Web site occurred in Spring 2008, and links to other Enrollment Management sites and the Gamecock Guarantee site were established.

- Enrollment Management units will coordinate their marketing strategies and communications.

***Progress/Status Update***

Financial Aid and Scholarships assisted with creating/updating communications through Undergraduate Admissions and other Enrollment Management Offices.

Undergraduate Admissions staff assisted other departments in developing strategies to communicate with prospective students. The marketing team works very closely with University Publications in order to ensure consistency among branding efforts.

Departments met regularly to coordinate roles in marketing and communication of the Gamecock Guarantee and the Bridge Program, two new enrollment initiatives.

- Continue to offer and evaluate a high quality orientation program.

***Progress/Status Update:***

2007 summer orientation took place during 23 one-day sessions, serving 3,702 freshmen, 665 transfers, 4,619 freshmen parents, and

352 transfer parents (total: 4,367 students and 4,971 parents). To encourage timely registration, a \$10 late fee was charged to those who did not pre-register. Although there were far fewer walk-in registrants this year, parent attendance increased. This, in addition to increased student enrollment, taxed the capacity of our facilities on many days.

Overall, 89.3% of parents and 88.6% of students who returned surveys reported that they were either satisfied or highly satisfied with the comprehensive quality of our orientation program. Academic advisement also rated well; 93.4% of parents and 94.8% of students reported satisfaction with advisors across the various colleges.

The two biggest areas for improvement highlighted by evaluation results were the VIP registration process and Capstone conference housing. We will continue to revisit, streamline, and clarify the information available on our Web site as well as the appearance of the online registration form (in partnership with programmers at UTS) in efforts to improve the sign-up process. In addition, we have increased communication with conference housing to improve registration, information sharing, and record-keeping.

- Career Center will continue to offer career planning programs for pre-freshman students.

***Progress/Status Update:***

Since 1992, the Career Center has coordinated the University's participation in the Higher Education Awareness Program (HEAP). HEAP is designed to promote higher education opportunities to all S.C. 8th graders and their parents. The University is assigned 7 partner schools in the Columbia area, and we made presentations to students and their parents regarding college admissions and financial aid. We also coordinate campus tours for some schools. 2,010 students and parents attended 11 HEAP events in 2007-08. A staff member visited local middle schools to conduct col-

lege preparation workshops. Opportunities to visit high schools in low-income areas and speak to 9th graders about planning for college continued through our partnership with SC Gear Up.

- Pre-Professional Advising will conduct a review of other universities' pre-law pre-enrollment programs to determine how best to incorporate such programs for pre-law students at USC.

***Progress/Status Update:***

The review of pre-enrollment, pre-law programs indicates that most universities focus on undergraduates rather than pre-freshmen. The University of Mississippi offers a Summer College High School, similar to the Carolina Master Scholars Adventure Series, which includes a pre-law/paralegal institute consisting of two five-week sessions and offering college credit. The University's Adventure Series offers a week-long law-focused program for middle school students. Drexel University, Boston University, and Duke's TIP offer week-long programs for high-achieving high school students. More numerous are summer programs for current undergraduates pursuing an application to law school. Many of these programs are coordinated by the undergraduate institution and its law school. Two pre-enrollment programs have recently been canceled (Notre Dame and Dickinson) due to low enrollment. In reviewing pre-law programs at other universities, several had Web site links for high school students which led to a brief section of "hints and suggestions" about high school preparation for a pre-law university program. Currently, the Office of Pre-Professional Advising is considering enhancing our Web site to include a high school link with information and resources. We are also studying the feasibility of a one-day drive-in conference for high school students that might expand to a multi-day program. Another area of interest is a multi-day, pre-law summer program for undergraduates focusing on preparation and

development of skills needed in law school.

**Initiative # 1(c): Develop and implement plans to improve new student diversity.**

*Action Plan/Indicators of Success for #1(c):*

- Develop specific marketing program designed to meet African-American enrollment goals.

*Progress/Status Update:*

Undergraduate Admissions has developed several initiatives to recruit, enroll, and retain African American students. These initiatives include the Minority Outreach Student Team (MOST), telecounseling campaigns, Taking Carolina Home recruitment program, Minority Showcase Luncheon, intensive admissions advising, and Summer Seniors minority recruitment program.

A communication plan for minority students also has been developed. As a result, a diversity page was added to the admissions Web site to further inform minority students of our commitment to diversity. A yield letter was sent from the assistant director of recruiting and minority student engagement and the coordinator of minority recruitment and outreach to further congratulate admitted minority students. The diversity brochure highlights African-American students on campus and also conveys our commitment to diversity.

The Top 20 Minority Students program is aimed at personally recruiting the top 20 in-state and out-of-state admitted minority students. Admissions counselors select their best 20 students for personalized recruitment efforts. Personal letters, notes, and postcards are sent, as well as e-mail messages. This year, we have worked to increase the number of members and the level of student participation in MOST. Members have participated in telecounseling campaigns, a "Minority Perspective" session at fall open house, and the Taking Carolina Home recruitment initiative and will be actively involved in Showcase Luncheon and Summer Seniors. The Summer Seniors

minority recruitment program was held last summer. 54 African-American students attended a two-day summer recruitment program. All of the students applied to the university, and 48 have been accepted as of 3/11/08.

- Implement targeted recruitment plan based on international enrollment trends to increase undergraduate student enrollment on degree and non-degree basis.

*Progress/Status Update:*

The international recruitment plan is a collaborative effort among units of the university involved in international education. The main objective is to review relevant trends in international student migration, prioritize emerging markets for future travel, review advertising opportunities, and share information learned through professional-development opportunities. In Fall 2007, we identified modest growth in undergraduate enrollment and a significant decline in international graduate student enrollment. In response, we administered a survey to those students admitted to USC who did not attend. We identified our growth as coming from an increase in undergraduate student exchange activity and a rise in sponsored students and the decline from an enrollment drop in the College of Engineering and Computing. Our activity addressed both the opportunities and the weaknesses identified. Spring 2008 enrollment of new students was 40% higher than Spring 2007.

While overall enrollment still lags, the increase in new student numbers, bolstered by long term recruitment effort, should address the problem. As part of our recruitment plan, we have targeted recruitment of students from countries offering scholarship support by conducting embassy visits in Washington, D.C., participating in recruitment fairs, and engaging in outreach to those areas; begun recruiting efforts in China; collaborated with other departments to address enrollment decline; and

strengthened support for sponsored students and their sponsors by dedicating an international student advisor to serve as an institutional liaison.

- Expand recruitment of international students as degree-seeking transfer students in collaboration with academic units seeking to develop relationships with universities in other countries.

***Progress/Status Update:***

In line with our plan, we have partnered with the College of Engineering and Computing to enhance its recruitment efforts. The collaboration includes work on an undergraduate international scholarship program for engineering students to attract new students; partnering on recruitment fairs in China and Libya, which are both growth areas; facilitating a program to bring Ph.D. students sponsored by the Egyptian government to the University; and developing a 1+1 graduate program in software engineering with Tsinghua University in China. Working with an international recruitment agency in China, we are in preliminary stages for bridge programs, one graduate and one undergraduate, with two Chinese universities. Proposals for exchange are underway with universities in Hong Kong and Beijing. Our marketing partner in China is referring undergraduate seekers to the University. Our Taiwan sister state initiatives include an undergraduate student exchange, a summer study abroad program supported by the Taiwan Ministry of Education, and referrals of degree seeking students from our partner institution. A new agreement with National Taiwan Normal University has been initiated, and opportunities exist for future growth in both degree-seeking and exchange enrollment.

- Develop strategies and enrollment plans to meet the coming increase in the population of Hispanic students.

***Progress/Status Update:***

The Office of Multicultural Student Affairs has collaborated with staff from Academic Affairs, Admissions and other Student Life

offices to form the Hispanic Advisory Committee. This committee created the 2007 Hispanic Heritage Month Calendar and have been brainstorming ways to reach incoming and prospective Hispanic students. OMSA has increased visibility of MAPP for Hispanic student leaders through partnerships with the student organization, SALA, which resulted in 3 new Hispanic MAPP counselors for 2007-08. OMSA is collaborating with the new Spanish House advisor to plan future programs.

- Conduct assessment of services/programs needed to support Hispanic students.

***Progress/Status Update:***

OMSA is collaborating with the Hispanic Advisory Committee to form a Hispanic student survey to assess what services would be most beneficial for the population as a whole. Informal assessment, which has taken place through advisement of the student group SALA, has shown that students feel isolated from social networks on campus. SALA has since formed a soccer team and working to increase the organizations' visibility.

- Develop and monitor the effectiveness of strategic opportunities for awarding scholarships and financial aid in support of university diversity goals.

***Progress/Status Update:***

The Gamecock Guarantee was developed in Fall 2007 to strategically award need-based aid on an institutional level. By guaranteeing that low-income students' tuition and required fees would be covered for four years, we are investing in the success of these students and seeking to prevent retention difficulties due to financial reasons. We will assess the program's effects once the initial cohort has enrolled.

- Develop communication and marketing programs to educate and inform students with disabilities about program opportunities at the university.

***Progress/Status Update:***

During the Spring of 2007, Disability Ser-

vices worked in conjunction with Admissions to develop and send out a letter and flyer to all incoming students informing them of the Office of Student Disability Services, the types of services provided, and how to contact and register with the office. Because of this mailing, 50% more students registered in June and July of 2007 than registered the summer before. Overall, we received documentation for 18 more students in Fall 07 (124) than we did Fall of 06 (106). Students also received services in a more timely fashion. In Fall of 2006, students were registered and began receiving services within 6 weeks of providing documentation. In the Fall of 2007, students were able to register and begin receiving services within 3 weeks of providing documentation.

**Initiative # 1(d): Pursue opportunities to enhance access to USC by expanding financial aid opportunities and student-support programs to under-served student populations.**

*Action Plan/Indicators of Success for #1(d):*

- Announce institutional need-based aid program in Fall 2007 for implementation in Fall 2008 with a goal of minimizing debt for lowest socioeconomic students.

*Progress/Status Update:*

This fall the University announced the Gamecock Guarantee program, which will begin with the Fall 2008 class. The Gamecock Guarantee promises that each eligible student's tuition and technology fee will be covered for up to four years if the student meets the program's academic, financial,

and participation criteria.

- Pursue institutional and private funding sources to support expansion of need-based grant opportunities for students lacking resources or a reasonable mix of resources to attend USC.

*Progress/Status Update:*

Requests for two gifts to the Gamecock Guarantee have been made. A program brochure is in progress to further assist with development and promotion efforts.

- Continue to offer support programs and enhance them as needed to ensure that underserved students have resources in place to secure their success at the university.

*Progress/Status Update:*

A plan was developed to expand the Opportunity Scholars Program to include a majority of the students receiving support from the Gamecock Guarantee.

Established a memorandum of understanding with the Center for Teaching Excellence on an initiative for teaching first-generation college students from low-income families.

More than 100 out-of-state students and nearly 100 transfer students have been matched with mentors.

In addition, a TRANSFERmation seminar was held to assist transfer students in the transition to the University. Students evaluating the seminar rated the usefulness of the information an average of 9.4 on a 1-10 scale. Students rated the "welcoming environment" as an average of 9.8 and the effectiveness of the seminar as an average of 9.5. 25 students attended the seminar.

*Goal No. 2: Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing essential programs, services, and educational activities that lead to student success and satisfaction.*

**Relationship to Vision and/or Mission**

This goal directly relates to the University's articulated 5-year goals for student retention and 6-year graduation rates. It also directly relates to the elements of intellectual, social, and physical development in the Division's mission statement.

**Initiative #2(a): Continue to develop the Department of Academic Support to coordinate programmatic initiatives, research/assessment projects, and policy development promoting student academic success and engagement in educationally purposeful activities.**

*Action Plans/Key Performance Indicators*

- Establish the Office of Student Engagement to develop learning outcomes related to student engagement, design strategies based on an analysis of NSSE data, and oversee the implementation of engagement strategies specifically for targeted populations.

*Progress/Status Update:*

The Office of Student Engagement develops, implements, coordinates, and assesses initiatives to encourage USC undergraduate students' engagement in curricular and co-curricular activities that facilitate their learning, academic success, and involvement on campus. The office serves as a clearinghouse for students as well as a resource and collaborative partner for faculty and staff. The goals for the spring 2008 semester include: build an office and incorporate new staff, launch the service learning Web site and obtain funding for a service-learning initiative through the Division, create three linked-course learning communities for Fall 2008, host a successful event targeting rising sophomore and begin planning for fall welcome back event, run another section of the Discover Undergraduate Research seminar and create and implement an assessment plan for the Magellan Scholars, conduct research related to students peer

leadership experience, provide leadership for the Division in developing and assessing students' out-of-classroom learning, and to research best practices related to student engagement and assess opportunities to implement. The 2007 NSSE report indicates that many South Carolina students participate in community service in the first year, however, activities such as service learning, undergraduate research, and study abroad need continued emphasis. The NSSE data supports the development of new initiatives in the Office of Student Engagement.

- Establish a coordinated system of collecting student data to assess levels of student engagement, persistence, and risk factors justifying intervention.

*Progress/Status Update:*

A departmental assessment plan is currently in development and will be available by May 2008. The 2006-07 Student Engagement Report provides a summary of student involvement on campus in activities such as research, service, and study abroad. The Office of Student Engagement conducted a survey about peer leadership. Results will be available 5/15/08. In Spring 2008, the office developed several pre- and post-assessment measures related to undergraduate research.

**Initiative #2(b): Establish and enhance student success initiatives that effectively incorporate cross campus partnerships and use data to guide decision making.**

*Action Plan/Indicators of Success for #2(b):*

- The Student Success Center and residential learning in University Housing will collaborate with the Office of Financial Aid and Scholarships as it relates to helping students meet satisfactory progress standards and assisting students in danger of losing their LIFE or Palmetto Fellows scholarships.

*Progress/Status Update:*

197 first-time freshman who earned a GPA lower than 2.0 in Fall 2006 and who returned in Spring 2007 received a letter directing them to SSC assistance. 119 (60.4%) students did return for Fall 2007. 108 (90.8%) of the 119 returning students registered for 12 or more hours for Fall 2007. 11 (9.2%) of the 119 returning students registered for fewer than 12 hours in Fall 2007. 78 (39.6%) students did not return for Fall 2007. 168 first-time freshman with less than a 2.00 GPA for Fall 2007 and who returned for Spring 2008 received a letter recommending ACE and SSC assistance.

Further review of these populations is scheduled. Information is being disseminated monthly related to academic success and academic support opportunities to students throughout the campus. A 20-hour graduate assistant has been hired to begin in Fall 2008 to assist with academic-success initiatives including the Save Your LIFE campaign that stresses the importance of retaining LIFE scholarships and making academic improvement. Passive programming has been the chosen form of communication at this time and additional ideas are being developed for Fall 2008.

- The Career Center will offer a variety of programs and services to support student success.

*Progress/Status Update:*

In July 2007, the Career Center launched JobMate, an online resource for posting

jobs, internships, and on-campus interviewing opportunities. Students were surveyed in Spring 2008 to determine its effectiveness in helping students with their job searches. Students seem to find JobMate relatively easy to use, especially registering, gaining full access, and uploading documents. Responders had more difficulty requesting on-campus interviews, navigating career events, and finding useful information in the resource library. Students and alumni may not be making the best use of JobMate given that about 1/3 of the responders had not applied for any jobs or internships and that more than 40% had made no employer contacts or been selected for any job interviews. Written comments about JobMate were generally favorable.

- A First-Year Advisory Board will be established to study the quality of the first-year experience at USC and make recommendations for improvements.

*Progress/Status Update:*

A First-Year Advisory Board will be developed in conjunction with institutional effectiveness efforts that are in formation on a University-wide level.

- The Student Success Center will coordinate a personal and academic support program for students receiving the USC Opportunity Grant through collaborations with Financial Aid and Scholarships, Opportunity Scholars, Residence Life, Multicultural Student Affairs, and University 101.

*Progress/Status Update:*

The Opportunity Awaits Bridge Program was designed to facilitate a successful transition to the university for low income and first generation college students. The program was conducted prior to Welcome Week in the summer of 2007. Students were paired with an upper-class mentor, enjoyed interactive programming, created an academic plan, learned financial aid and scholarship policies, learned about academic expectations and study skills, and became involved in student organizations. Throughout the

fall semester, e-mails about student-success resources and available opportunities were forwarded to Opportunity Awaits students. An Opportunity Awaits reunion took place in December before final exams to bring all students back together to discuss their positive and negative experiences. An end-of-semester evaluation was given to participants, and most reported that the program was helpful to them.

- The Student Success Center will coordinate the use of the GoalQuest First-Year Retention (FYRe) program with Student Affairs, Academic Support, and academic unit colleagues.

***Progress/Status Update:***

Gamecock Connection has been implemented successfully on the Columbia campus. Articles and programs have been edited and evaluated by the Gamecock Connection team and campus partners. Spring U101 instructors are using Gamecock Connection as part of their classroom design. The U101 and Gamecock Connection Team graduate students work collaboratively to create agendas and suggested syllabi for both spring and fall U101 sections. The Gamecock Connection team and the Office of System Affairs are working collaboratively to integrate change-of-campus students the semester prior to their arrival. The Student Success Center and the Gamecock Connection team are working collaboratively to integrate transfer students (via the Bridge Program) the semester prior to their arrival. The Gamecock Connection team is also continuously working with two marketing research classes to evaluate Gamecock Connection from both the student and instructor points of view. The Gamecock Connection team and Orientation and Testing work collaboratively to allow all first-year students attending orientation to sign up and create an account on Gamecock Connection.

- Develop an academic intervention program for Greek Organizations.

***Progress/Status Update:***

The coordinator of early intervention initiatives and assistant director of Greek Life developed interventions for chapters based on chapter GPA. Three academic interventions took place for chapters with average GPAs below 2.75 that failed to improve from the spring to fall semester. A Chapter Plan for Success, resources, and recommendations to the ACE Center were presented. Future plans include additional follow up on individuals attending ACE.

**Initiative #2(c): Retain students through enhanced facilities.**

***Action Plan/Indicators of Success for #2(c):***

- Commence construction on new honors residence hall, fall 2007.

***Progress/Status Update:***

The new honors residence hall is in the beginning stage of construction. The proposed completion date is July 2009.

- Develop plans for Greek Village expansion.

***Progress/Status Update:***

Currently there are 19 occupied houses and one nearing occupancy. Application packets have been turned in by two highly interested groups. An immediate goal in the expansion plan is the addition of a new sorority house.

- Obtain Board of Trustees approval for the construction of a new student health center.

***Progress/Status Update:***

A feasibility study is underway to determine programming needs and site for the building.

- Work with institutional partners to identify, renovate and prepare space for Housing, Admissions, and Financial Aid to maintain and enhance service delivery to prospective and enrolled students.

***Progress/Status Update:***

Undergraduate Admissions, which is currently located in four buildings, has been working with Campus Planning and Construction to develop a feasible plan to relocate the office. The current plan includes renovations to Hamilton College and Lieber College buildings.

University Housing plans and space for the Office of Financial Aid and Scholarships are included in the Division's capital planning list of needs.

- Complete master plan for the renovation of the Blatt PEC.

***Progress/Status Update:***

An extensive renovation plan has been submitted by Hughes Group Architects. The plan addresses maintenance (HVAC, lighting, electrical, plumbing, security and structure) and function (traffic flow, security, relocation of both activity and academic space). A detailed budget estimate also has been developed. Work has begun on securing funding.

- Conduct comprehensive study on new student union. Include a review of space needs and location.

***Progress/Status Update:***

Comprehensive study still ongoing. Approximately 32 institutions across the country already have provided valuable data and feedback including number of meeting rooms, ballroom and dining space and parking. A proposal will be submitted Fall 2008. • Develop a 10-year master plan for residential facilities.

***Progress/Status Update:***

A ten-year plan has been created to prepare for maintenance repairs to and renovation of the residence halls. These projects may be done by Housing Facilities or by outside contractors and will be developed from building inspections and needs.

**Initiative #2(d): Engage in public relations activities that advance programs, services, and activities that lead to student engagement, success, and satisfaction.**

***Action Plans/Key Performance Indicators***

- Enhance the content and effectiveness of Web sites, with a focus on improving online student services.

***Progress/Status Update:***

Web Days will be May 29 and 30 and will begin with a seminar that will include sug-

gestions for creating content appropriate for various audiences. The following departments took action to enhance their Web sites based on feedback received: Student Health Services, Admissions, Financial Aid, Capstone Scholars Program, the Student Success Center, Career Center, Healthy Carolina, National Resource Center, Housing, Student Life, TRIO Programs, and Sexual Health & Violence Prevention.

- Distribute new, high quality publications to students and other key constituents.

***Progress/Status Update:***

Tip sheets to guide departments in creating publications were posted on the Intranet, distributed to the communication team and distributed to and discussed at length in a meeting with Student Life department heads. A more extensive meeting on publications with Student Life staff took place on 3/20/08, and another seminar, open to all Division staff, will be held on 07/24/08.

A memo on naming conventions for the Division of Student Affairs and Department of Academic Support was distributed to the communications team and department heads. This memo, which outlined the use of variations of the Division's name in an assortment of publications, was posted on the Intranet and discussed in a meeting with Housing staff.

The following departments developed new publications this year: Student Health Services, Admissions, Financial Aid, Capstone, Student Success Center, Disability Services, Healthy Carolina, U101, the National Resource Center, Housing, Student Judicial Programs, Student Life, TRIO Programs, and Sexual Health & Violence Prevention.

- Increase the activity of the Student Affairs and Academic Support communications committee to coordinate and improve public relations efforts and enhance collaboration with the Associate Vice President for Marketing and Communications.

***Progress/Status Update:***

The communications team met 10/26/07

to discuss publications, crisis communications, and training needs. Team members were asked to provide facility information (info on sprinklers, number of residents, basic floor plans, exits, etc.) to have on file in the central office, but follow-up is necessary.

The training needs survey revealed that most members want/need InDesign training, and an online option has been identified.

A spring meeting on 05/23/08 will focus on Web content, design and management and will feature the Division's new Web master and the University's Web communications director. Between meetings, e-mail updates alert the communications team to training opportunities, important announcements and new resources.

- Launch and promote a student project to define the concept of being a Carolinian.

***Progress/Status Update:***

The "What makes a Carolinian?" blog was launched on 9/18/07. Since that time, three undergraduate bloggers have published 123 posts on their experiences at the University.

The blog will be evaluated this summer.

**Initiative #2(e): Partner with parents and families to inform their students of (and encourage them to engage in) the services and involvement opportunities on campus.**

***Action Plan/Indicators of Success for #2(e):***

- Increase membership of the Parents Advisory Council to assist with fund-raising efforts.

***Progress/Status Update:***

An additional parent couple, who are prospects for a major gift, have joined the Parents Advisory Council. The council comprises 25 parent members in 2007-08, up from 14 in 2006-07. The 2006-07 Parents Annual Fund raised \$181,879 from 2,428 parents (avg. gift was \$74.91). As of 4/12/08 parents have pledged \$237,728 during 07-08. A final solicitation will be mailed in early May to parents who were not reached and who did not pledge during the calling campaign.

- Increase interaction with parents through the Parents Association and special events such as Parents Weekend. Develop strategies for communicating with and involving parents of special populations.

***Progress/Status Update:***

6,178 parents are members of the Parents Association. Monthly e-newsletters are sent to the PA. During October 2007, communication increased due to the Ocean Isle tragedy. Nearly 3,000 people participated in Parents Weekend, October 19-21. Plans for 2008-09 include increasing participation from parents of minority students and international students.

Student Health Services developed a Web site and brochure for parents, titled "Parents Guide to Health Services." Student Health Services submitted specific information regarding price and availability of Gardasil, flu shots, and the meningitis vaccines. Housing hosted a table in the Parents Weekend welcome center, staff served on a McNair/Carolina Scholars panel for prospective parents, and the University hosted special summer orientation sessions.

- Enhance communications with parents through newsletters (electronic and print), listservs, calendars and phone calls.

***Progress/Status Update:***

Carolina Ties newsletter is mailed to parents twice a year (18,424 in fall; 17,597 in spring). Parents receive monthly e-newsletters featuring a specific topic and an e-mail highlighting important campus information. Frequent contacts are made through the parent e-mail address. A welcome packet will be mailed in May to all students who have paid the admissions deposit. A number of summer send-offs will be held; these events involve incoming freshmen and their parents.

- Utilize parental notification in the Behavioral Intervention and judicial processes.

***Progress/Status Update:***

Parents are notified as needed about cases referred to the Behavioral Intervention Team

(BIT). Each case is evaluated individually. They were engaged in at least 3 BIT cases. Parental notification is an automated mechanism in the judicial process, and has been utilized 28 times thus far this year.

**Initiative # 2(f): Develop emergency procedures for crisis response.**

*Action Plans/Key Performance Indicators*

- Outline and share among departments procedures for communicating information in an emergency.

*Progress/Status Update:*

A basic information flow document was shared with departments at a crisis communications meeting on 10/17/07. Information and feedback gathered following that meeting (collected in the central office by Thanksgiving break) will be analyzed to create a complete plan this spring/summer.

- Share among departments procedures for communicating information consistent with Behavioral Intervention Protocol.

*Progress/Status Update:*

The information was provided through magnetic fliers distributed through the deans and department heads. Fall and spring trainings were conducted for Housing/residence life, teaching assistants, the Provost's Office, and new faculty. Fall training was provided for Student Life and at seven staff/departamental meetings across campus. Information about BIT protocol is also located on the Center for Teaching Excellence Web site and was provided at several seminars about responding to active shooters.

**Initiative #2(g): Evaluate existing membership education processes and initiate new programs for sororities and fraternities.**

*Action Plans/Key Performance Indicators*

- Create ways to empower chapter leaders and new members to make value-based decisions.

*Progress/Status Update:*

New member education has been a focal point since before classes started. A president and new member educator meeting

was held on 8/20/07. New members were given new brochures addressing hazing and participated in educational sessions prior to receiving bids. Greek staff members have also spoken at four informal gatherings for chapters participating in intake. Value-based decision making was a topic at Alpha Series and the New Member Seminar (freshmen target) as well as Sigma Series for chapter leaders. One outcome of these discussions has led sorority leaders to change the time of Bid Day and lengthen their programming that evening so that the freshmen women will have intentional, quality time with the other women in their chapter. In addition, no social events will occur until after the first official New Member Meetings so that expectations of behavior are clearly outlined.

**Initiative #2(h): Expand study abroad participation by developing new study abroad programs and by extensive marketing of study abroad opportunities.**

*Action Plans/Key Performance Indicators*

- Assess opportunities provided for students to participate in internationally based service learning.

*Progress/Status Update:*

To encourage and support increased interest in international service learning opportunities, International Programs has established a Web page on our Study Abroad Web site to enable advisors to more easily advise students about international service-learning opportunities; identified a preferred program provider for developing a short-term, faculty-led program; and provided students with the Teach, Volunteer, and Work Abroad workshop conducted by Study Abroad staff. Preliminary planning with the Office of Student Engagement has been conducted to partner in developing international service-learning programs. Graduate students in the Office of Student Engagement have conducted research to explore specific opportunities for an international

service-learning trip in Spring 2009.

- Increase study abroad marketing activities including workshops and presentations.

***Progress/Status Update:***

The marketing plan for Study Abroad was reviewed and enhanced and included: targeting marketing to specific academic disciplines, developing major advising sheets for most academic majors, assigning a study abroad staff member to each living learning community to design and conduct community-specific outreach, conducting workshops, in-class presentations in a number of academic fields, open houses, and fairs during both fall and spring terms, and coordinating student leaders to present Thinking Globally presentations in U101 classes. For the year, 6,431 contacts were made with students to promote study abroad participation. This activity level represents a 37% increase in contacts with students over the previous year. A documentary film, "Beyond the Classroom: China," was created in collaboration with a faculty member film maker.

The film captured the study abroad experience of freshman Capstone Scholars and was designed to be a marketing and educational tool for Study Abroad. It has been shown in a variety of venues and will be shown in the future in U101 classes as part of our ongoing marketing plan. The Study Abroad Offices also moved from Byrnes to

newly renovated 3rd floor space in Legare College. This move allowed the expansion of the Study Abroad Resource Library and student space, allowing students to be better served. Residential learning community learning outcomes were revised to reflect the importance of globalization in each community.

- Collaborate with academic areas to identify and/or develop programs complementing their disciplines.

***Progress/Status Update:***

A draft letter for the provost to send to faculty recommending appointment to the Study Abroad Advisory Committee has been created. Substantial collaboration with academic areas is a necessary component of Study Abroad. That collaboration included developing new and expanding existing exchange opportunities, including Japan, Spain and the Netherlands. Partnering to provide new Capstone Study Abroad Maymester programs in Greece and Japan; guiding the development of faculty-led study abroad Maymester and summer programs; providing guidance, including a handbook for guiding faculty-led study abroad program development, as well as workshops for faculty on aspects of program development; and forming a study abroad faculty advising committee, which has been approved and is currently identifying potential members.

*Goal No. 3: Advance a campus community that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning in a diverse global community.*

**Relationship to Vision and/or Mission**

This goal directly relates to the elements of intellectual, emotional, physical, cultural and spiritual/character development in the Division's mission statement.

**Initiative #3(a): Enhance initiatives to promote students' academic success.**

*Action Plans/Key Performance Indicators*

- Collaborate with academic partners to increase student referrals to and participation in the existing Supplemental Instruction program and Creating Academic Responsibility (CAR) initiative.

*Progress/Status Update:*

Partnership with Center for Teaching Excellence has been developed. Increased awareness and understanding through CAR Matters brochure. Increased referrals through departments such as Journalism and Mass Communications. Increased referrals through upper-class sections of business and marketing classes. Increased referrals for Supplemental Instruction (SI), tutoring and Academic Centers for Excellence (ACE) through conversations with first-year students via the First-Year Call Center (FYCC). SI participation for Fall 2007 was 2,079 students out of the 4,798 students (approximately 43.3%) enrolled in SI courses. Note: 4,798 only includes students enrolled in sections with an SI leader assigned specifically to their section. Students attending at least one SI session in Fall 2007 (n=2,079) earned an average course GPA of 2.87, compared to an average course GPA of 2.64 for students who did not attend SI sessions (n=2,719). Students attending two or more SI sessions earned an average GPA of 2.97 (n=1,298).

For Spring 2007, students attending at least one SI session (n=1,527) earned an average course GPA of 2.77, compared to an average course GPA of 2.62 for students not attending SI sessions (n=3,190).

- Expand tutoring programs and partnerships in high-risk courses currently not being served by SI or other tutoring initiatives.

*Progress/Status Update:*

Courses are added based on student demand and departments requests, as well as calculating the DFW rate for the course and verifying current academic support on campus. Fall 2007 new courses: Biology 243, Biology 244, Biology 302, Biology 460, German 100-level, History 102, Management Science 291, Math 111, Math 241, Math 242, Philosophy 102, Political Science 316. Spring 2008 new courses: Exercise Science 223 is a cross sectioned course with Biology 243 (which we already offered), Biology 303, Chemistry 102, Criminal Justice 321, Math 544, Nursing 216, Nursing 312, Nursing 412, Nursing 422, Spanish Conversation (limited to Spanish 375 students).

Course changes were made to the tutoring program to ensure that the greatest needs are being met. Several factors are taken into account when deciding to stop providing tutoring for a course, including (a) student attendance, (b) departmental support, (c) duplication of supportive programming, (d) availability of qualified tutors for the specif-

ic subject. As of 10/9/07, 137 students had met with a SSC tutor. At the end of Fall 2007 semester, 513 students had met with a SSC tutor. As of 3/7/08, 630 appointments were made using TutorTrac. Of those 630, 448 students made more than one appointment. As of 4/23/2008, 778 sessions were attended. Of those, 778, 587 students made more than one appointment.

- Expand academic coaching and academic deficiency initiatives through the Student Success Center (SSC), the Academic Centers for Excellence (ACE), and the Student Assistance Program.

***Progress/Status Update:***

SSC and ACE staff members met with the Registrar's Office and other campus partners to develop a plan for communicating new academic progress standards (as passed by faculty senate in March 2008) with students and academic departments. During required ACE interventions, coaches will refer students to academic support resources and initiatives specifically designed for students who are academically deficient (i.e. the Students Tackling Academic Recovery [STAR] faculty mentoring program). Best practices have been researched to understand how other institutions handle academic recovery on their campuses from courses, to one-on-one interventions, to mentoring programs. Currently, a faculty mentoring program is being planned. A pilot program will be launched in Fall 2008. In Spring 2008, the First-Year Call Center will contact commuter students who earned GPAs of 2.0 or lower to encourage participation in the ACE one-on-one interventions and to discuss campus resources with them. Interviews were conducted with undergraduate program directors and advisors to better understand the needs of students within each college/department that are approaching or are on academic probation.

- Enhance the intervention plan or initiative for minority students at risk of dropping out.

***Progress/Status Update:***

Through collaboration with the Student Success Center (SSC), the Office of Multicultural Affairs (OMSA) has received a list of minority students who are academically deficient (less than a 2.0). This list is being cross-referenced with our Minority Assistance Peer Program (MAPP) freshman participant list for personal contact. OMSA will continue to work with Institutional Assessment and Compliance to complete the comparison of the MAPP participants and non-participants. The University Retention Committee has a subcommittee focused on assessing the success of African-American males. The SSC has not fully developed a formal intervention program, but is involved in several initiatives that serve minority students, including Gamecock Guarantee, TRIO Programs, Hispanic Student Advisory Board, assistance with recruitment of MAPP counselors, service on the Multicultural Student Advisory Board, and student organization presentations focused on academic success. Student Health Services assists LGBTQ students through the Safezone Ally Program.

- Establish a Cross-Campus Advising Center to serve change-of-college and transfer students whose needs are not being adequately met through the current advising system. Significant numbers of first-year students either declare or change a major prior to their second year in college, and change-of-major questions are the top issue of concern expressed by students through the First-Year Call Center.

***Progress/Status Update:***

An initiative funding request has been submitted for 2008-09 that includes two advisors for students changing colleges, one advisor for transfers, and one advisor dedicated to Bridge Program participants.

**Initiative #3(b): Increase students' knowledge and practice about ethical issues regarding behavior and their disciplines.**

***Action Plan/Key Performance Indicators***

- Implement first full year of the Office of Aca-

demical Integrity including education, promotion, assessment, and adjudication of the new Honor Code.

***Progress/Status Update:***

More than 12 presentations on academic integrity were made to classes; an additional 15 including judicial programs topics were made. The office participated in the Sophomore Informational fair and will be presenting at two more faculty meetings. 123 students have been referred to date, creating 93 cases. All but four cases have been resolved informally. To date, there have been four full hearings. The Honor Code process will be assessed by an electronic evaluation over the summer. The Office is composing a new Academic Integrity Advisory Committee for the Office and the first meeting will be June 13. The committee is comprised of students, faculty, administrators, and staff. The office is creating other promotional items to promote the Honor Code to students and has met with various offices to discuss collaborations including International Student programs, Student Engagement, University Libraries, and the CTE.

- The Office of Judicial Programs and Academic Integrity will promote a recognizable institutional presence to promote ethics through the use of the Carolinian Creed, Honor Code, and Student Judicial Council.

***Progress/Status Update:***

Carolinian Creed Week and Carolinian Creed Day, coordinated through OSJP/OAI, continue to be USC's hallmark programs promoting these ideals. Additionally, more OSJP/OAI offered 20 in-class programs to promote honesty and ethics, and these ideals are integrated into all presentations related to academic integrity and the Honor Code.

- Commit university funding to the support of Carolinian Creed Week.

***Progress/Status Update:***

Student Government committed almost \$8,000 and RHA allocated \$3,000 toward

Creed Week programs and activities. The new Student Government Treasurer is working with CJC executive members to develop a proposal for some type of permanent funding for Creed Day and Creed Week.

- Encourage the Division to develop, assess, and promote opportunities for students to learn about how to be responsible citizens in a technological world.

***Progress/Status Update:***

OSJP will continue to work with UTS over the summer to evaluate the current methods of promotion.

**Initiative #3(c): Foster student engagement through enriching educational experiences.**

***Action Plan/Key Performance Indicators***

- Develop, promote, and assess opportunities that encourage students to participate in study abroad.

***Progress/Status Update:***

Based on the foundation of close collaboration with academic units and an aggressive marketing campaign, Study Abroad participation continued to grow. For 2007-08, 758 students have or will have participated in Study Abroad programs. This reflects an increase of 24 students (3.3%) from the previous year. Encouraging students to participate in semester-long programs has been a priority in recruitment. Semester-long programs are particularly rich learning opportunities because of the academic rigor and the cultural immersion they provide. A growth in semester-long programs occurred during spring semester. The participation rate was 218, an increase of 29% from the previous spring semester. Preliminary participation numbers for fall semester 2008 indicate continued growth in the semester option; we anticipate that 71 students (a 29% increase) will have participated. Timelines and guidelines were established to support the development of study abroad programs for Preston College and Green Quad in May 2009. The Green Quad held its first "Green Study Abroad Fair" in March. As

a result of the planning for the event, the Study Abroad Office now has special pamphlets and material focused on green study abroad options.

- Develop, promote, and assess opportunities that encourage students to participate in career development opportunities.

***Progress/Status Update:***

With support from the College of Engineering and Computing, a Career Center satellite office was opened in Fall 2007. This fall, there has been a 71% increase in the number of students seen, from 571 in Fall 2006 to 977 in Fall 2007. A comprehensive career services Web site was developed specifically for undergraduate students in the Moore School of Business. Specialized programs are being developed to meet the needs of students with disabilities. The Green Quad held its first “Green Career Fair” in March, attended by 70 students. As a result of the planning for the day, the Career Center now has special material on green careers and a presentation on green careers. The weekly Green Quad Newsletters links students to internship opportunities in the area. Also, our seminar sequence for first-year students facilitates research and action collaborations with non-profits and campus operations.

- The Office of Student Engagement will develop, promote, and assess opportunities that encourage students to participate in programs and services that enhance student success and engagement outside of the classroom.

***Progress/Status Update:***

Research was conducted regarding the use of e-portfolios and co-curricular transcripts and recommendations will be made by the fall for their integration in the work of the Division. The Office of Student Engagement will also assist in piloting tracking software through StudentVoice, which will allow for better assessment of student involvement on campus. Best practices regarding student engagement were researched and incorporated in the development of new initiatives from the Office of

Student Engagement.

- Develop, promote, and assess opportunities that encourage students to seek assistance from the Office of Fellowship & Scholar Programs.

***Progress/Status Update:***

OFSP programs and services are marketed in a number of ways. Carolina and McNair Scholars are a defined group and receive directed information on programs and services designed to enhance their four year university experience. Overall, there has been an increase in scholar participation this year. For example, 95% of the first-year scholars participated in the leadership retreat in comparison to 80% in 2006. Attendance at the fall dinner and play increased in Fall 2007 by 54% from Fall 2006. “Sophomore September” chats were held with 31 second year scholars – the first year this one-on-one conversation opportunity has been offered. “True Scholar,” the annual report of Carolina and McNair Scholars, was printed and distributed in August 2007. Potential national fellowship applicants are recruited from the Carolina and McNair Scholars, but these opportunities are promoted to the larger community of academically talented students on campus (SCHC, Capstone, and other high achieving students). A new full color brochure detailing the opportunities of “Engaging in the Process” of applying for national fellowships was printed. The brochure features our national winners and national finalists and is used as a marketing and recruitment piece. OFSP added two new staff positions in 2007: an administrative assistant and fellowship coordinator. The office was relocated to Legare College in January 2008, providing added space, as well as new student work space for McNair Scholars Association, Carolina Scholars Association, fellowship applicants, and students using Interview Stream. The additional staff has aided in additional outreach efforts to national fellowship applicants. Outreach and contact to students regarding national fellowship opportunities have been

in excess of 1,550 (undergraduate, graduate and non-honors). This includes participation at fellowship workshops (218 for fall and spring), Fellowships Night (90), orientation and information sessions (80), students nominated to the office (101 in fall, 181 in spring), National Signing Day (36), in addition to students advised during our drop-in hours. Currently, 830 students are in our database (710 undergraduates and 120 graduate students). We will exceed the number of student contacts from last year, which was 1,475 after the spring semester.

- Develop, promote, and assess opportunities that encourage students to participate in community service experiences.

***Progress/Status Update:***

The Dobson Volunteer Service Program funded a group of 26 individuals for a service trip to Peru through the Methodist Student Network; a group of six Higher Education graduate students for service in the Dominican Republic with a Peace Corps volunteer; and one student for service in a Katrina recovery area through Campus Crusade for Christ. Five individuals will receive funding for trips in Summer 2008. The average GPA for Dobson applicants was 3.674 in 2007-08. Students have participated in numerous service activities during 2007-08, including 970 students participating in five fall Service Saturdays. Other opportunities included Day for Dillon and MLK Day of Service. Participants strongly agreed that the program was a convenient way to volunteer and would recommend it to another student. 408 students participated in MLK Day of Service and responded positively about the experience. Students also had the opportunity to participate in both fall break and spring break service trips. Surveys demonstrate that students recognize that service is valued at the university, but also that more opportunities are needed to expose the students to a range of service experiences.

Student Health Services provides ongoing

opportunities to encourage their respective peer health organizations to serve as community health advocates, including World AIDS Day, American Heart Association's Midlands Heart Walk, and the Healthy Carolina Task Force. The Service Learning Task Force conducted research regarding the type of service learning opportunities available on campus. From this work an initiative request was submitted to fund the number of students engaged in service learning and community service activities.

- Develop, promote, and assess the quality of community service experiences.

***Progress/Status Update:***

A focus group of participants in Service Saturdays indicated they chose to participate in service to work with fellow students on a meaningful activity and form new relationships. Evaluations from alternative spring breaks demonstrated that students built friendships, learned the importance of serving and learned about the mission of the organization.

- Develop, promote, and assess opportunities that encourage students to participate in residential learning communities.

***Progress/Status Update:***

Housing provides ongoing promotional activities to encourage students to live in one of the living and learning communities. The Capstone Scholars Program is advertised through recruiting brochures, Web sites, and open houses. Students are invited to join the program based on their high SAT scores and high school grades. First-year Capstone students had an average fall semester GPA of 3.53, well above the university average. The Green Quad undertook an extensive recruitment campaign for the 2008-09 Green Learning Community, including flyers, e-mails to faculty and students, open houses, and newspaper advertisements. Over 90 students applied to the community, and 35 were accepted. At the current time, 22 students are enrolled in the community for 2008-09. A baseline

assessment survey will be administered and more extensive survey instruments will be developed in 2008-09.

- Develop, promote, and assess opportunities that encourage students to participate in student organizations, leadership positions, and student activities. Target first-year students for involvement in student organizations, leadership positions, and student activities.

***Progress/Status Update:***

Participation in Emerging Leaders program has increased – 100 students enrolled Fall 2007. Pre and post assessments demonstrate that students learned leadership style, how to become a student leader, the importance of out of the classroom involvement and available campus community and community resources. Fall 2008 planning includes 150 participants in the program, six sections (including a Capstone section), and the addition of a undergraduate peer leader. Students participated in transitional mentoring program at Hand Middle School. Student Government targets first year students through Freshman Council, which introduces freshmen to and encourages their involvement in student government and student organizations. On April 25, 2008, the Office of Student Disability Services inducted the charter class of the Pi Chapter of Delta Alpha Pi, the Honor Society for Students with Disabilities. The OSDS identified 105 potential members with 20 students submitting applications to join. Students plan to offer Start Smart Seminars this fall for incoming freshmen and students who want to improve their academic performance. The members also plan to offer Strong Finish workshops to help students in their job search, creating resumes, improving interviewing skills.

- Develop, promote, and assess opportunities that encourage students to participate in diversity opportunities.

***Progress/Status Update:***

Student Life is in the process of bringing the student organization EMPOWER

under the Office of Multicultural Student Affairs (OMSA) program umbrella. This move will allow EMPOWER to become a stronger diversity peer-educator program while maintaining its organizational structure of open meetings. EMPOWER and OMSA conducted more than 30 cultural diversity presentations during Fall 2007. EMPOWER and OMSA hosted 6th annual Diversity Retreat March 28-30. The retreat will expose students to a wide variety of events, ranging from Diversity in Art to an interactive workshop with well-know equality activist Eddie Moore, Jr. of the White Privilege Conference and Social Justice Institute. EMPOWER also held a diversity day during the fall in collaboration with Creed Week to emphasize the importance of the Carolinian Creed and its tenets on respecting others.

Photovoice is an opportunity for students in traditionally marginalized sub-populations of the campus to utilize the visual art of photography to stimulate dialogue with higher administration on policies that may negatively impact these students. In April 2007, the successful International Photovoice sparked conversations with Vehicle Management and resulted in an additional bus route during Christmas break. The LG-BTQ Photovoice project will take place in April 2008. The event in April 2007 gathered approximately 100 people.

- Enhance the Fraternity Values Conference based on feedback from previous year participants.

***Progress/Status Update:***

The Fraternal Values Seminar was held 2/29/08. Changes were made to the agenda based on the 2007 feedback. Participants requested more real-life scenarios for the next seminar.

- Provide opportunities for international and American students to interact, and for returned study abroad participants to extend their international interests by engaging students in activities focused on global issues, campus inter-

nationalization, and campus and community service.

***Progress/Status Update:***

The following opportunities for students were developed and promoted: engaging study abroad returnees in a number of activities, including re-entry programs, restaurant hops with international students, participation in the International Student Association and making presentations in classes and on panels about their study abroad experiences; expanding Thinking Globally presentations by students to 103 U101 classes, which is a 54% increase from the previous year; expanding Carolina Global Community activities; encouraging community service, especially for Carolina Global Community members, and introducing fundraising activities for an internationally directed charity; creating an inventory of opportunities for student involvement in international activities, which is now posted on the Web and can be used in classroom presentations; continuing to support international events on campus, including World Night, International Education Week, Chinese New Year's festivities, Columbia Council for International Activities, and the President's Reception for Internationals, as well as the fall Study Abroad Fair and spring Study Abroad Desert Night.

- Develop, promote, and assess specific initiatives for second-year students at USC that will improve sophomore to junior year retention and support students' academic and career exploration.

***Progress/Status Update:***

Launched Web site for current sophomore students. Created and distributed newsletter for rising sophomores in July 2007. Current student leaders and staff representing a number of university departments were recruited to participate on sophomore-year committee. Sophomore to junior year persistence rates were at an all time high of 76.3% of the 2005 cohort. Sophomore

specific planner was revised and distributed to 1,200 residential sophomores in August 2007. The first rising sophomore informational fair was developed this year and was hosted on March 25, 2008. A short needs assessment was conducted at this event and data, which will be available in early April, will inform the development of future events. Institutional sophomore welcome back event has been set for August 26, 2008 from 7-11 p.m. in the Strom Thurmond Wellness and Fitness Center. Focus group assessments will be conducted with current second-year students by the sophomore committee in late March and early April 2008. Data will be available by May 15, 2008.

- Develop, promote, and assess opportunities that encourage students to participate in the National Student Exchange.

***Progress/Status Update:***

4 Informational sessions were held and over 2,000 postcards mailed and were attended by over 200 students. In 2007-08, 31 USC students participated in the National Student Exchange program at other campuses and 40 students from other universities studied at USC.

**Initiative #3(d): Increase student participation in healthy lifestyle programs through collaboration with Healthy Carolina, Alcohol and Drug Programs, Campus Recreation, Disability Services, Student Health Services, and other key campus community partners.**

***Action Plan/Indicators of Success for #3(d):***

- Healthy Carolina will continue to research the ecological impact on student health behaviors.

***Progress/Status Update:***

Healthy Carolina task force has developed a white paper to begin discussions about moving campus towards a smoke free environment. Within this white paper are the results of an extensive benchmarking study regarding tobacco policies and enforcement on college campuses. Healthy Carolina staff is also currently researching

additional health related policies and procedures that would have a positive impact on the environment (breast-feeding mothers, utilization of Student Health Services [SHS] among students of color, etc.). In addition, student health issues are being assessed and services targeted toward high-risk groups through internal satisfaction and learning outcomes surveys administered by SHS. Tobacco referral program implemented Spring 2007. Depression and alcohol screening are being planned for Fall 08. Sexual Health and Violence Prevention (SH&VP) partnered with the School of Public Health to conduct an HPV study for all U101 classes as part of the Sex & the College Student program. The survey also included learning outcomes from the presentation. Adjustments in the program will be made accordingly in the 2008 presentation based on the survey results.

- Implement and evaluate a new social norming campaign to positively impact student health behavior.

***Progress/Status Update:***

Utilizing the 2006 USC National College Health Assessment Data several social norm campaigns have been implemented (DUI, drinking rates, importance of eating when drinking, and calorie consumption in beverages). One of which involved distributing posters to Five Points/Vista areas, residence halls, featured on the Healthy Carolina Web site and in the new Health Center publications. 40% of students surveyed in U101 reported the posters made them think about their behavior. Student Health Services developed innovative programs and events on healthy relationships and sexual health, including “Love Is” “The Elephant in the Room” documentaries and “Project Condom”. “Project Condom” event was successfully implemented to increase healthy sexual choices and promote increase of condom use among sexually active students. Abstinence was promoted as fool-proof way to avoid STD transmission.

SHS also partnered with Gardasil and the University Bookstore to promote information about cervical cancer.

- Utilize the Behavioral Intervention Protocols and Mental Health Disturbance Policies to address student situations requiring assistance.

***Progress/Status Update:***

The Behavioral Intervention Team (BIT) meets weekly to coordinate mandatory assessment sessions. To date, there have been 88 referrals this year. Two students have been repeat referrals. The policies and procedures have been publicized through the Provost’s Office, residence life and student life staff training, and incorporated into the presentations. All students have completed or are currently engaged in assessment or group treatment.

- Increase student participation in Alcohol & Drug Programs, with demonstrated reduction in student alcohol and drug use.

***Progress/Status Update:***

Significant student participation this year in ADP events. Approximately 400 attended the Great Gamecock Tailgates before each home football game. Between 75-100 students attended Friday Night Trivia. Approximately 2,000 students attended Carolina After Dark events in Fall 2007. The CORE survey did not reflect a reduction in drug and alcohol use, but did provide valuable insight for designing a high-risk behavior intervention program for fall 2008.

- Increase student participation in fitness and recreation programs.

***Progress/Status Update:***

The number of intramural sports teams for Fall 2007 was 414, an 11% increase from Fall 2006 and a 66% increase from Fall 2003. The number of participants in the Group Exercise Program from Fall 2007 was 1,320. This represents a 14% increase from Fall 2006 and an 80% increase from Fall 2003. 972 individuals joined sports clubs in Fall 2007. Exercise consultations (partnership with Campus Wellness Promotion and Campus Recreation) were pro-

moted and evaluated for students, faculty, and staff.

- Implement full service Intramural Sports administration office to meet student demand.

***Progress/Status Update:***

The number of intramural team entries during Fall 2007 exceeded Fall 2006 by 11%. The intramural office was enhanced to manage growth including: improved contract management, risk management, fee collection, and scheduling.

- Implement Mystudentbody.com - Alcohol and Drugs, an online alcohol and drugs education tool.

***Progress/Status Update:***

MSB was introduced through U101 Fall 2008. Currently, 745 students have used the online educational tool. Majority of the students are first-year, full-time, on-campus students. The online education course will be a requirement for first-year students before registering for Spring 2009 classes.

- Reinstate Risqué Business by Fall 2007.

***Progress/Status Update:***

Risqué Business, a mechanism for addressing high risk behavior through drama, was presented in a modified format during 2007-08. As of March 2008 a playwright and director have been hired to rewrite the script, hire and rehearse with professional actors (students) and be ready to perform August 2008 for students. Learning outcomes will be incorporated into the performance.

- Develop and offer programs to increase students' financial literacy, including understanding of debt information, developing spending priorities, and beginning savings early.

***Progress/Status Update:***

U101 staff partnered with Carolina Collegiate Credit Union to prepare a comprehensive power point presentation to be used in each financial literacy session delivered in U101 classes. Design staff at the Credit Union developed supplemental handouts for each student who attended the session, and U101 funded the printing

of these materials. The Credit Union's vice president for marketing conducted 21 sessions of the newly developed financial responsibility presentation. In assessing the financial responsibility initiative, students responded to the following item on the end of course evaluation: U101 helped me to improve my knowledge and understanding of financial management. The mean response for the Fall 2007 measure was 4.13 on a 5.0 scale. This indicated an increase of .15 over the Fall 2006 responses to this item (mean=3.98) and a .23 increase over the Fall 2005 responses (mean=3.90).

- Evaluate and assess services, programs, student learning outcomes, and staff referrals to promote healthier lifestyles.

***Progress/Status Update:***

Healthy Carolina helped all departments within Student Health Services in the development of their patient satisfaction surveys (which address learning outcomes). Healthy Carolina ran the data analysis on these assessments as well. Healthy Carolina conducts the post evaluation (1- and 3-month follow-up) for all exercise consultation clients from Campus Wellness Promotion. Currently there is a pilot study going on within Student Health Services regarding a physician referral program for tobacco users to measure the impact of physician referrals.

**Initiative #3(e): Increase diversity awareness and cultural sensitivity among faculty, staff, and students.**

***Action Plan/Indicators of Success for #3(e):***

- Provide diversity education to faculty, staff and students through workshops, seminars and student leader training.

***Progress/Status Update:***

The Office of Multicultural Student Affairs (OMSA) and EMPOWER provided over 30 presentations to U101 class fall 2007. The Diversity Dialogue series was held during fall semester. Unity Meetings have started this semester between OMSA and Mul-

multicultural student organization leaders to promote unity among student groups. As of March 2008, the SafeZone Ally Initiative has conducted sensitivity training regarding LGBTQ issues to over 400 participants.

- Conduct a Train the Trainers program.

***Progress/Status Update:***

Approximately 20 staff from Student Affairs and Academic Support will participate in the training May 21 - 23.

- Assess the impact of the African-American Male Institute (AAMI) on motivating African-American males to assume roles of leadership and promoting academic excellence.

***Progress/Status Update:***

The Office of Multicultural Student Affairs (OMSA) is tracking the participants and comparing them with non-participants. OMSA is exploring ideas of getting more African-American males involved in AAMI in Fall 2008.

- Develop globally focused cultural training and professional development opportunities for USC staff.

***Progress/Status Update:***

Study Abroad staff conducted site visits to Italy, Hong Kong, Macao, Taiwan, China, and Thailand. Two staff members will supervise student groups in Taiwan and Japan Maymester programs. In cooperation with an exchange partner a summer internship in Taiwan was established for a Study Abroad Graduate Assistant. Study Abroad has initiated a workshop for study abroad faculty leaders dealing with crisis and emergency preparedness. International Student Services staff have served as institution representatives for recruitment fairs in China and Mexico. A professional development series has been instituted to encourage staff to explore the intersection of their work with others involved in international education

on campus and to examine international education trends.

**Initiative #3(f): Develop coordinated electronic communications to Greek students through the Personal Growth Series.**

***Action Plans/Key Performance Indicators***

- Develop communications on intellectual, physical, emotional, cultural, spiritual, and character development, while providing discussion topics for chapter leadership.

***Progress/Status Update:***

Twenty-one You Matter! Personal Growth Series e-mails were sent to all 2,800 Greek students and hard copies were distributed to chapters. Topics include academic success, career development, social skills, self discipline, community service, high risk behavior, understanding and appreciating differences, and student engagement. The next phase for this series includes the addition of monthly educational sessions that will correspond with the monthly e-mail topic.

**Initiative #3(g): Integrate SGTV into Student Media**

***Action Plans/Key Performance Indicators***

- Develop future operating procedures for campus cable station.

***Progress/Status Update:***

SGTV constitution has been drafted and will be adopted by the station in April 2008.

- Include budget approval process and station manager selection in Board of Student Publications and Communications directives by April 2008.

***Progress/Status Update:***

SGTV budgets were included in the Board of Publications and Communications approval process on March 21, 2008.

*Goal No. 4: Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.*

**Relationship to Vision and/or Mission**

This goal directly relates to the vision and mission statements in that it is through assessment that we are able to measure the impact of and improve our initiatives so that we can continuously enhance the experience of students at USC.

**Initiative #4(a): Encourage departments, staff members, and graduate students to engage in research activities that promote student learning, success, and satisfaction.**

*Action Plans/Key Performance Indicators*

- The Office of the Vice President and Vice Provost will oversee the administration of the 2006 Cooperative Institutional Research Program (CIRP) Freshman Survey to incoming students and will collaborate with Institutional Assessment and Compliance (IAC) in the administration of the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE).

*Progress/Status Updates:*

The CIRP survey was administered and results were loaded into IAC's Assessment Warehouse for analysis by all university departments. NSSE data was reviewed and evaluated by the Office of Student Engagement. The Office of the VPSA also conducted the PACS survey for the second consecutive year, which will begin to provide longitudinal data.

- Conduct workshops and training sessions at both the Division and Department levels to develop consistency in assessment throughout Student Affairs and Academic Support.

*Progress/Status Update:*

Creating learning outcomes brochure to distribute to faculty and staff about how to write good learning outcomes. Anticipated publication date 5/15/08. Strategic planning and assessment meetings were held with department heads across the division in June 2007 and December 2007.

- Clearly articulate assessment goals, with the expectation that all departments conduct assessment and use data.

*Progress/Status Update:*

Through the June 2007 and December 2007 meetings with department heads, expectations for departmental assessment plans, annual reports, and division Blueprint assessments were communicated. A presentation was prepared for the October 2007 division meeting to explain the Blueprint; the role of departmental staff, department heads and AVPs; the types of assessment data expected and examples of how that information could be measured and gathered; and the link between the strategic planning process and the budget process. Plans and expectations for more cohort-driven assessment were also shared through the Strategic Planning & Assessment Committee.

- The Student Success Center's First-Year Call Center will gather student perception data each semester and during the summer between the first year and sophomore year.

*Progress/Status Update:*

FYCC contacted all first year students to discuss social, academic, and advisor satisfaction during fall semester. FYCC is currently contacting 4,093 first year students returning for Fall 2008 semester to discuss expectations, satisfaction, and areas of improvement. FYCC is currently contacting all 615 first semester Spring 2008 students twice to discuss experiences, expectations, to remind them of important dates, and to

answer questions. FYCC e-mailed all first-year students as a reminder of the last day to withdraw without penalty. In response to the mass e-mail nearly 402 e-mails were returned with thank you, questions for next steps, and desire for contact information.

- Develop a measure for assessing educational and cultural outcomes for students in participating in study abroad.

***Progress/Status Update:***

Planning for an effective assessment program in Study Abroad has been conducted, including literature review, running focus groups with students and identifying existing assessment tools. A learning outcomes survey has been identified and USC has been chosen to take part in the pilot study for the Beliefs, Events, and Values Inventory (BEVI) survey being conducted by the Forum on Education Abroad and the Office of International Programs at James Madison University. The pilot study, currently underway, will establish a baseline for future test administration with the Spring 2009 cohort of study abroad participants to use the finalized BEVI as an assessment tool for study abroad learning outcomes. A student blog assessment project will begin on a pilot basis with Summer 2008 study abroad participants.

**Initiative #4(b): Develop a comprehensive plan to disseminate research and assessment findings.**

***Action Plans/Key Performance Indicators***

- Update the Student Affairs assessment Web site to include both national and division survey results.

***Progress/Status Update:***

The 2007 Profile of the American College Student, National Survey of Student Engagement, and the Student Engagement Report have been posted to the Division of Student Affairs & Department of Academic Support Intranet which is accessible to all Division employees. Departments will continue to be encouraged to post additional survey results to the Intranet for Division

use.

- At a faculty senate meeting, share data from the annual Cooperative Institutional Research Project (CIRP) Freshman Survey, the bi-annual National Survey of Student Engagement (NSSE), and the National College Health Association (NCHA) survey, in addition to other institutional student data, with the goal of applying assessment findings in the improvement of learning strategies.

***Progress/Status Update:***

The National Resource Center is one of five USC departments/units that is being featured in a nationwide public relations campaign that includes advertisements on National Public Radio as well as in The Chronicle of Higher Education, AAUP Academe, and Inside Higher Education.

2007 NSSE, CIRP & PACS data is accessible to University faculty and staff through data warehouse on the Institutional Assessment and Compliance Web site. 2007 NSSE, CIRP and PACS data have been distributed to faculty in many issues of "Causerie" throughout the 2007-08 academic year.

A readership survey of "Causerie" has been conducted, and the results were positive. Twice as many (69.3%) faculty report receiving "Causerie" as last year, and the majority agree/strongly agree that the information in "Causerie" is presented clearly (92%), increased their understanding of students (68%), increased their knowledge about Student Affairs and Academic Support Programs and services (72%), is relevant to their roles at the University (66.2%) and is relevant to their work with students (61.8%). The survey helped to identify possible areas of improvement. Based on survey results, we will provide full (data) citations online, better promote the online archives of "Causerie" and investigate methods of delivering "Causerie" electronically.

- Create PR materials that showcase student affairs research and assessment projects, educate faculty and administrators about the character-

istics of the student body and their experiences at USC, highlight survey results from national assessment tools, and illustrate the way data is applied to enhance student learning, success, and satisfaction.

***Progress/Status Update:***

2007 National Survey of Student Engagement (NSSE), Cooperative Institutional Resource Program (CIRP) and Profile of the American College Student (PACS) data are accessible to University faculty and staff through data warehouse on the Institutional Assessment and Compliance Web site. 2007 NSSE, CIRP and PACS data have been distributed to faculty in many issues of "Causerie" throughout the 2007-08 academic year. A readership survey of "Causerie" has been conducted, and the results will be used to enhance the publication's effectiveness.

**Initiative #4(c): Examine university policies, procedures, and communications affecting the student experience.**

***Action Plans/Key Performance Indicators***

- All departments will coordinate efforts to examine university policies, procedures, and communications affecting the student experience.

***Progress/Status Update:***

In Student Health Services, ongoing studies on patient satisfaction are being conducted, committee on quality improvement meets regularly to discuss and execute new policies to improve patient care and a quality improvements study was implemented to address "no show" rates for Registered Dietitian and Counseling. The implementation of document scanning in the Undergraduate Admissions Office has helped communication with other offices regarding students' status and an Intranet was developed to improve internal communication. Financial Aid restructured the student lender process and adjusted the VIP "Finance" page to improve the student experience. Healthy Carolina Task Force is currently working on a white paper to expand the current to-

bacco policy to move towards a completely smoke free campus. The university policy on dual employment was revised during the current reporting period. It is a policy that dramatically affects University 101 programs and our ability to staff sections of the classes. Our input was sought during the revision process, and the final version of the revised policy presents opportunities for University 101. International Student Services, in conjunction with the Graduate School, streamlined the process for approving requests from international students for exemption from full-time enrollment. Those international students who have completed all coursework and are working on their thesis, may now submit only one request, rather than requests each semester. Housing developed a timeline outlining the review process for policies and procedures for the Carolina Community and the Office of Student Engagement conducted a thorough review of the Carolina Community. In Greek Life, discussions have begun to develop an anonymous hazing reporting policy. A policy draft will be submitted by 5/1/08. The impact of such a policy will assist parents, students, faculty, and staff, and other constituents in understanding the scope of response when anonymous information is received. The Office of Student Judicial Programs and the Office of Academic Integrity moved to an electronic mail notification of appointments for students to reduce the number of "no-show" appointments in both offices and to better serve the students. Sexual Health and Violence Prevention reviewed and updated the University sexual assault and relationship violence/stalking policies in collaboration with Student Judicial Programs.

- Initiate a comprehensive off-campus student services study.

***Progress/Status Update:***

Survey has been created and was distributed in April to approximately 195 property managers. Results will be compiled over

the summer. The goal of the study is to evaluate the current relationships between community and university partners and the expectations that exist among community partners.

A professional staff member will be hired Spring 2008 to assist in the creation of the Off-Campus Student Services office, which will serve the needs of students living off campus, while also strengthening relationships with community partners.

- Create an online process for students to submit suggestions for improvement.

***Progress/Status Update:***

A number of model processes have been identified at other institutions. The recently filled positions of executive assistant to the vice president/vice provost and division Web master will be charged with this initiative.

**Initiative #4(d): Re-establish the Strategic Planning and Assessment Committee, which will be responsible for the organization and analysis of assessment data related to the Division.**

***Action Plans/Indicators of Success for #4(d):***

- The Strategic Planning and Assessment Committee will create an assessment calendar at both the Division and Department levels.

***Progress/Status Update:***

A division document is completed on an annual basis which outlines the surveys and assessments planned by each department for the year. This encourages departments to collaborate with one another when as-

sessing similar topics and populations. It also helps to prevent the over-assessment of students which will in turn raise participation rates of surveys.

- The Strategic Planning and Assessment Committee will research the possibility of a purchase of a Web-based assessment tool, such as Student Voice.

***Progress/Status Update:***

The best-value-bid process has been completed for an assessment Web-based system for the Division of Student Affairs and Department of Academic Support. The Division will begin a contract with StudentVoice in Spring 2008 which includes fundamental, management, and tracking functions. The fundamental component includes expert assessment consultation, survey templates, and data reporting technologies. A management tool allows survey results to be linked directly to the Division Blueprint for Service Excellence. Planning for initial pilot of the tracking function will include the Capstone Scholars Program, Study Abroad Office, and Carolina Productions for the fall of 2008.

- Determine the best mechanism for sharing assessment findings with targeted audiences in Spring 2008.

***Progress/Status Update:***

Assessment results will continue to be posted on the Division of Student Affairs & Department of Academic Support Intranet. Data findings will also be shared at the Idea POP! Conference held in May 2008.

*Goal No. 5: Sustain a workplace environment where highly qualified staff are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.*

**Relationship to Vision and/or Mission**

This goal is directly related to the vision and mission statements in that it is through our professional expertise that we are able to maximize the impact of our initiatives for students and attract and retain students at USC.

**Initiative #5(a): Promote the initiatives of the Division of Student Affairs and Department of Academic Support's nationally recognized professional development program.**

*Action Plans/Key Performance Indicators*

- Bring to campus a minimum of 3 national experts on issues of critical importance to higher education professionals.

*Progress/Status Update:*

The following national experts have been to campus this year or will come this semester to speak at division meetings.

David Callahan, September 14, 2007 (Academic Integrity); Gregory Blimling, November 30, 2007 (Accountability on College Campuses); Edward Spencer, February 29, 2008 (Emergency/Crisis Response and School Shootings); John Schuh, May 13-14, 2008 (Assessment in Student Affairs, IdeaPOP!)

- Coordinate an on-campus conference on issues of assessment.

*Progress/Status Update:*

IdeaPOP! 2007 (May 13-14) will focus on assessment. Programs will enable staff members to understand the process of assessment and know the importance of data in action. John Schuh will be the keynote speaker.

- Increase the number of professional staff members who complete the Individual Development Plans (IDP) process.

*Progress/Status Update:*

155 Division employees have completed

their Individual Development Plans.

- Increase the number of individuals whose EPMS reviews are completed annually.

*Progress/Status Update:*

As of December 14, 2007 55% of the due EPMS documents had been completed for the Division, ranging from 100% completion in some departments to a low of 5% completion in one department. Completion rates will be provided to AVPs with the expectation of improved performance in departments with low compliance.

- Departmental annual reports will include a staff development plan and summary.

*Progress/Status Update:*

The departmental annual report model is currently being revised by the Strategic Planning and Assessment Committee. This component will be included to provide management of productivity contributions from each staff member.

**Initiative #5(b): Encourage staff to earn recognition as campus and national experts.**

*Action Plan/Key Performance Indicators*

- Number of conference presentations will increase annually.

*Progress/Status Update:*

Twenty-seven Division staff members presented at national conferences and 33 presented at regional/state conferences on a variety of issues in higher education.

- Number of leadership roles within profession-

al organizations will increase annually

***Progress/Status Update:***

Thirty-three Division staff members hold leadership roles within professional organizations.

- Number of publications will increase annually.

***Progress/Status Update:***

Fifteen Division staff members have published works throughout the year.

- Number of awards of recognition will remain constant or increase annually.

***Progress/Status Update:***

Twenty-one recognition awards were received this year. Highlights include: Bob Godfrey – Southern Association of Student Financial Aid Administration leadership award; Patricia Willer – NAFSA Outstanding leadership service award; Andy Fink – Southeastern Association of Housing Officers Mid-level professional award; Barbara Tobolowsky – Higher Education & Student Affairs Outstanding 2007 faculty member; Elise Hammonds – Paul Fidler Fellowship; Jennifer Elliott – International Student Affairs Academic & Professional Honor Society of Student Affairs inductee; Vicki Hamby – Leadership SC Class of 2007 nominated most likely to make a difference; Student Health Services – Eat Smart, Move More SC silver award; Rico Reed – USC Office of Student Life Outstanding Greek Advisor; Jennifer Latino – South Carolina Personnel Association Clarice W. Johnson Outstanding Professional Award; Penny Smoak – South Carolina Student Personnel Association Support Staff Award.

- Number of grant applications will remain constant or increase annually.

***Progress/Status Update:***

Nine grant applications have been submitted by division departments.

- Continue to develop a database to track staff expertise and professional activity/recognition.

***Progress/Status Update:***

The recognition program database has been rebuilt in order to better track staff expertise

in specific areas. The new format will allow us to capture the great work being done.

- Promote the National Healthy Campus Clearinghouse and Resource Center.

***Progress/Status Update:***

Healthy Carolina worked with University Publications and developed promotional postcard for the Clearinghouse. These have been sent and we are in the follow-up process. The Clearinghouse Web site has had 100+ scholarly publications added to the resource list.

- Increase participation in the Student Affairs and Academic Support professional development programs.

***Progress/Status Update:***

Participation in division sponsored professional development programs has remained constant throughout 2007-08. Division meeting attendance has been approximately 183 for the five division meetings as of 2/29/08. Between 20-40 staff members have participated in Practically Speaking sessions following each division meeting. Attendance at Especially 4 U events has been between 2-6 attendees per event.

**Initiative #5(c): Promote wellness activities for staff through Healthy Carolina.**

***Action Plans/Key Performance Indicators***

- Review existing programs and implement new programs based on assessment findings

***Progress/Status Update:***

Healthy Carolina worked closely with Faculty/Staff Wellness Promotion to utilize the data from the Faculty/Staff Health Assessment to develop and implement appropriate programming and services. The newly announced restructuring of Campus Wellness Promotion will more easily allow for this to occur.

- Develop marketing plan to promote campus recreation services to faculty and staff.

***Progress/Status Update:***

Starting in January 2008, Healthy Carolina sends monthly postcards to all 6,000 faculty and staff promoting a prevention based ser-

vice on campus. The March issue of this publication is specifically about Campus Recreation services. Healthy Carolina has been working with University Publications to develop several promotional pieces (including a brochure and posters) to promote 9 activity paths (walking, running, etc.) on campus.

Campus Recreation collaborated for the Strom Thurmond Wellness and Fitness Center 5th year anniversary event. Student Health Services promotes health and wellness opportunities at new staff orientation sessions.

- Include Healthy Carolina information in staff recruitment materials.

***Progress/Status Update:***

Healthy Carolina participated in University Benefits Fair and continues to work closely with Faculty/Staff Wellness Promotion to promote Healthy Carolina since FSWP has a slotted time during new staff orientation.

- Document staff health activity goals in professional development plans.

***Progress/Status Update:***

The Core Competencies are being reviewed so that they reflect healthy lifestyles.

**Initiative #5(d): Provide programs to raise the skill level of operations and support staff.**

***Action Plans/Indicators of Success for #5(d):***

- Develop core curriculum for University Housing's apprenticeship program.

***Progress/Status Update:***

There are 9 staff members in the Apprenticeship Program (6 custodial and 3 maintenance). Midlands Tech is conducting classes for those that did not score high enough on the test to be in the Apprenticeship Program. They are working on reading and math skills.

- Increase development activities/efforts to support professional development of support and/or operations staff.

***Progress/Status Update:***

The Professional Development Team is currently assessing what is offered for support

and operations staff in an effort to better address their professional development needs.

- Conduct a review of professional development activities conducted for operations and support staff.

***Progress/Status Update:***

An assessment for administrative and support staff has been developed and was distributed in May 2008. The results of the assessment will determine the level of professional development activities that are currently offered for administrative and support staff and the level and type of programs suggested by these staff members. The professional development team will evaluate the feedback and make a recommendation to the Office of the Vice President for Student Affairs and Vice Provost for Academic Support regarding the next step, if the results merit additional programs and services.

- At the beginning of each semester, conduct Division-wide meetings that include all staff.

***Progress/Status Update:***

Two division-wide staff meetings were held this year—one in August as a kick-off to the new academic year and one in January. Both meetings provided an opportunity for area updates from the AVPs, while also introducing new staff. Approximately 189 staff members attended the August meeting, which represents an increase from the previous year.

**Initiative #5(e): Increase the retention of staff members in the division.**

***Action Plans/Key Performance Indicators***

- Increase the number of participants in annual recognition event.

***Progress/Status Update:***

The annual recognition event was held April 25, 2008 in Capstone Campus Room. Total attendance was 114, which represents an increase of 28 from 06-07. The total number of staff members who submitted a recognition form was 78.

- Conduct a review of internal promotions within division departments.

***Progress/Status Update:***

In FY08, the Division of Student Affairs and Department of Academic Support initiated 27 internal promotions through March 31, 2008.

- Conduct a review of temporary staff members promoted/hired to permanent positions.

***Progress/Status Update:***

In FY08, the Division of Student Affairs and Department of Academic Support hired 21 temporary employees into permanent positions through March 31, 2008.

**Initiative #5(f): Evaluate staffing needs for maintaining the safety and security of 1,000 students living in the Greek Village.**

***Action Plans/Key Performance Indicators***

- Hire Associate Director for Greek Housing and secure on-campus housing for this live-in position. Begin discussions for securing a permanent site near the Greek Village.

***Progress/Status Update:***

A full-time temporary position was filled 8/1/07 and an apartment on Greene Street was secured for the year. A permanent full-time position will post Spring 2008. Discussions for permanent housing are underway.

**Initiative #5(g): Develop a plan to support the federal minimum wage increase.**

***Action Plans/Key Performance Indicators***

- Identify any employees below eventual federal minimum wage of \$7.25 per hour and establish plan to adjust salaries.

***Progress/Status Update:***

All departments have reviewed employee rosters for those making less than \$7.25 per hour. Only students and temporary employees are at issue, as all permanent employee wages have been raised above \$7.25 per hour. Departments such as Admissions, the Student Success Center, and Student Disability Services have identified the student workers impacted and have a plan established to raise wages accordingly.

**Initiative #5(h): Encourage division staff to take advantage of the resources available at the National Resource Center for The First-Year Experience and Students in Transition**

***Action Plans/Key Performance Indicators***

- Inform all division professional staff of current and new resources.

***Progress/Status Update:***

A presentation was made at the October Division meeting in which the assistant vice provost for U101 and the National Resource Center for The First-Year Experience and Students in Transition (NRC) presented Division employees with information and a handout describing the variety of resources available through the department. Additionally, the NRC has used the division's "Stay Informed" to inform division personnel about current and new NRC resources. Also, the division's AVP group is provided resources to share with their employees. These resources include University 101 workshops, NRC-sponsored conferences and events, and new publications. All events and resources are available to division employees at no cost or at greatly reduced cost (only to recoup our actual cost).

- Increase requests for information, resources, and event participation.

***Progress/Status Update:***

Web site hits for the NRC Web site increased 50.18% in 2007 over 2006 (1,433,477 vs 2,152,728). Hits for the U101 Web site decreased 18% for the same period (246,664 vs 201,618). We tracked requests from USC employees for NRC publications to set a baseline in the current year. To date during the reporting period, 138 publications were distributed on a complimentary basis to 33 individuals in the USC system. Total participation in NRC conferences and events increased from 2955 in 2006-2007 to 3138 in 2007-08, even though one less event was held during the current period. Participation in NRC-sponsored events by USC system employees increased in the current year from 82 in 2006-2007 to 87 in 2007-2008.

## *Goal No. 6: Engage in constituent outreach, development, and advancement activities.*

### **Relationship to Vision and/or Mission**

This directly relates to the University's articulated 5-year goals regarding fundraising. Additionally it relates to the Division of Student Affairs and Department of Academic Support mission statement in that it is through the effective raising and managing of resources that we are able to establish and sustain engaging environments that maximize student learning and success.

### **Initiative #6(a): Develop a comprehensive fundraising strategy that will result in an increase in the number of funding requests made to potential donors and the dollars raised through fundraising efforts.**

#### *Action Plans/Key Performance Indicators*

- Reconfigure the Student Affairs and Academic Support Case Statement to include all fundable areas of the division.

#### *Progress/Status Update:*

The Division's case statement was revised in August 2007. The following areas have been identified as fundable: undergraduate student scholarships, student success programs, and learning beyond the classroom.

- Hold an annual development planning meeting with key division staff to review the year and plan for the upcoming year.

#### *Progress/Status Update:*

The annual planning meeting will be scheduled for June 2008. The June 2007 planning meeting resulted in revisions to the division's Case statement.

- Hold a minimum of 2 trainings to inform and update staff on strategies to enhance Student Affairs and Academic Support development efforts.

#### *Progress/Status Update:*

One training was held on 2/26/08 (Professional Development Especially For You Training). A second training will be held once new Development Officer is hired.

- Increase the number of prospects, cultivation activities, and asks to achieve the \$700,000 financial goal for the division.

#### *Progress/Status Update:*

Financial goal needs to be raised to \$900,000

and include all monies raised through annual giving, major gifts, special fundraising projects, etc.

- Increase communication and development coordination efforts with other colleges and schools on campus.

#### *Progress/Status Update:*

This effort will be a major focus for the new division development officer when the position is filled. At the departmental level, the Career Center has increased coordination efforts with the director of corporate relations, development office, and with the School of Engineering and Computing, where the Career Center now has an office.

### **Initiative #6(b): Engage in public relations and marketing efforts to promote the value of Student Affairs and Academic Support services to potential donors and other constituents.**

#### *Action Plans/Key Performance Indicators*

- Develop a comprehensive annual magazine and a revised Student Affairs and Academic Support brochure for distribution to targeted audiences.

#### *Progress/Status Update:*

"Essay," the Division's annual magazine, was mailed in October 2007 to 2,200 University faculty, staff and administrators; 500 prospective donors; and 300 colleagues, professional counterparts and off-campus partners. Departments have requested additional copies for distribution at meetings and conferences. The magazine's articles gave equal representation to Student Life,

Academic Support Student Development and University Housing, and the diversity among profiled students was particularly strong. Topics in “Essay” included Dinner Dialogues, the Capstone Scholars Program, Study Abroad, the African-American Male Institute, the Student Success Center, TRIO programs, Dance Marathon, Tigerburn, Rotary scholarships/Fellowships and Scholar Programs, Healthy Carolina and the new no-tobacco policy, the Be-Well Project, the Towers demolition and Honors College residence hall plans, the Student Government safety walk and awards for Student Media and Enrollment Management. Revisions to the Division brochure are scheduled for this summer.

- Develop and distribute to potential donors a brochure and Web site highlighting our new institutional aid program for low socioeconomic students.

***Progress/Status Update:***

For the launch of the Gamecock Guarantee, a two-color one-sheet/flier and basic Web site were created, and prospective donors are given informational packets, which include the one-sheet, a general funding proposal letter, fact sheet, press clippings, statements from Congressmen James Clyburn and Joe Wilson, the freshman prospectus, “Essay” magazine, the Division brochure, Undergraduate Admissions’ “community” brochure (which highlights African-Americans at the University) and relevant issues of “Causerie” (on topics including financial aid, academic success and programs for special student populations). The packets have been well received by development officers and prospective donors. A full-color publication and enhanced Web site will be designed late this summer.

- Enhance department and division Web sites to highlight key measures of success, demonstrate effective utilization of resources, and provide opportunities for online giving.

***Progress/Status Update:***

Web Days will be held May 29 – 30 and

will begin with a seminar that will include suggestions for creating content appropriate for various audiences.

The SHS Web site was redesigned and is updated regularly with current event promotions. SSC will be updating their Web site this summer to include student feedback and success stories. The NRC enhanced its Web site providing online access to its resource library.

Additionally, both the Journal of the First Year Experience and Students in Transition and E-Source for College Transitions are now available online. Student Life included a feature to make donations to the Parents Annual Fund online.

- Create a strategic development communication plan, including a Web page, for donors, prospects, parents, alums and friends of Student Affairs and Academic Support to keep them informed of activities, areas of need, and updates.

***Progress/Status Update:***

The new division development officer will be charged with creating a strategic communication plan.

- Offer six staff training sessions on topics including basic PR tactics, publications and Web site development.

***Progress/Status Update:***

July 6, 2007 - publications, Student Life department heads; Oct. 10, 2007 - crisis communications, Division department heads, select others; Dec. 3, 2007 - blog readers and bookmarking, open to all staff (sponsored by PD team); Feb. 6, April 16, May 15 and June 25, 2008 - media training, AVPs, potential spokespeople (Note: training was coordinated by Division and conducted by Frenche Brewer and John Brunelli, Office of Media Relations); ongoing - online InDesign training at [www.lynda.com](http://www.lynda.com), communications team and all staff (Note: this online resource was identified as the best means of delivering InDesign training. Training options are limited because of scarcity of software and varying

levels of knowledge among staff); June 12, 2008 – student success stories, open to all staff; June 26, 2008 – writing, open to all staff; July 10, 2008 – news releases, open to all staff; July 24, 2008 – publications, open to all staff.

- Enhance communication strategies to all Greek constituents by developing a comprehensive communication plan to address prospective students, Greek students, volunteers, alumni, parents, and international organizations.

***Progress/Status Update:***

A new member brochure was developed and distributed August 2007 and throughout the semester to all incoming new members. A president and new-member edu-

cator session was held 8/20/07 to discuss expectations. Greek staff have attended all informational gatherings and educated prospective members about risk management issues. Prospective members of the NPA and NIC participated in risk-management education prior to receiving bids. The You Matter! personal growth series was sent throughout the fall 2007 semester to all Greek students. A new Greek list serve was created and has been utilized extensively. An Alumni Reception was held during the 10th Anniversary of Dance Marathon and a Greek Alumni Reunion will be held May 17 in conjunction with May Carolina Spring Reunions.

*Goal No. 7: Support the academic mission of the University by encouraging faculty and students to engage and collaborate in teaching and learning opportunities that enhance academic studies.*

**Relationship to Vision and/or Mission**

This directly addresses the programs and services that support the teaching mission of the University and faculty involvement, and the encouragement of student potential toward academic goals.

**Initiative #7(a): Develop, promote, and assess opportunities that encourage and support academically talented students' consideration and pursuit of national fellowship competitions.**

*Action Plans/Key Performance Indicators*

- Increase the number of applications submitted for national fellowship competitions.

*Progress/Status Update:*

To date, 163 applications for national fellowship competitions have been submitted. The application number was achieved by recording each University student (undergraduate and graduate students) as well as alumni we advised who completed the application and submission process. This exceeds the 146 applications that were submitted last year.

**Initiative #7(b): Recognize, promote, and increase faculty relationships and involvement in programs and initiatives in the Division.**

*Action Plans/Key Performance Indicators*

- Develop a coordinated effort to recruit high quality faculty to participate in Fellowships and Scholar Programs guidance committees.

*Progress/Status Update:*

To date in the academic year, OFSP has had 284 faculty contacts through committees, mentoring programs and other special activities as detailed below. These faculty represent: 100% of the colleges and schools on campus that have undergraduate programs; twelve (12) colleges on campus (all except the Graduate School and Social Work which do not have undergraduate programs); and

dozens of various departments including 18 of the 19 departments in the College of Arts and Sciences.

Faculty Support for Scholars Programs includes 53 top faculty members serving as first-year scholar mentors. These faculty are selected by a committee including the associate provost and dean of undergraduate affairs, assistant vice provost for academic support services, assistant dean of the SCHC, and the director and associate director of OFSP. Faculty selected are then sent a letter from the associate provost and dean of undergraduate affairs asking them to serve as mentors.

10 prominent faculty also provided lectures for the Last Lecture Series and Tea & grits Lecture Series sponsored by the Carolina Scholar Association and McNair Scholars Association, respectively. Faculty are selected and personally invited to speak by the student leaders. 10 additional faculty participated in a first-time yoga workshop for faculty and scholars.

Faculty Support for National Fellowship Competitions included 211 faculty serving as follows: Advisory Committee –21 faculty includes scholarship advisors and key academic and administrative contacts related to OFSP. Advisory Committee members are personally invited to serve by the director. Appointment letters are sent to their department heads and deans by the Associate Provost and Dean of Undergraduate Affairs.

Scholarship Committees – 48 faculty – Members are invited by scholarship advisors and/or OFSP staff members. They are also sent an appointment letter as noted for Advisory Committee members.

Fulbright Faculty Support – 82 faculty: Fulbright requires individual campus evaluation meetings for each applicant including committee members to serve as the discipline specialists, country specialist, and language specialist (if non-English speaking). These faculty members are individually contacted by OFSP staff and/or the Fulbright Program advisors. In the Fall 2006 process, 82 USC faculty contacts provided support for USC's 15 Fulbright applicants.

National Interview Preparation- 10 faculty: – In addition to advisory and scholarship committee members, these faculty have served on practice interview committees for students selected for national interviews. They are all personally asked by the director to participate.

Nomination Process – 50 faculty: Through direct mailings (hard copies and e-mail) faculty are invited twice a year to nominate academically talented students to use the services of the Fellowships Office.

Nominations are accepted throughout the year and each student nominated is contacted individually and the faculty member is copied on this communication.

- Expand and promote opportunities for faculty members to serve as faculty associates within Residence Life and Residential Learning Communities

***Progress/Status Update:***

A brochure is being developed to be distributed in Fall 2008 promoting faculty involvement in Living and Learning Communities. The Green Quad has developed an email list of 220 faculty who are interested in our programs and receive weekly updates. We have Faculty Associates who teach courses in the learning center (five in 2007-2008) and participate as guest speakers in our semi-

nars sequence for first-year students (nine in 2007-2008). We are hosted a luncheon in April to formalize membership in our Faculty Associate program. Altogether, approximately thirty faculty have participated in Green Quad programs.

- Develop and implement a Visiting Scholar program to enhance Residential Learning Communities.

***Progress/Status Update:***

Capston hosted a visiting French scholar, Dr. Mucchehielli, throughthrough collaborations with French and European Studies departments. The Green Quad Visiting Scholar Program included both long-term and short-term residencies. Alfred Nordmann (visiting professor in philosophy) was in residence for two months and team-taught a course in the Green Quad on “Science, Technology, and the Environment”, which included three films and three speakers open to Green Quad residents and the public. Jeni Wightman, an artist-in-residence for two months, participated with Green Quad students in developing environment art and led a poetry workshop. In short-term residencies, Harry Wray (visiting professor of political science) and Chris Bedford (visiting filmmaker) gave public presentations and spoke to the Green Learning Community and several classes.

- Research best practices and possibilities regarding expansion of faculty's role in residence programs.

***Progress/Status Update:***

The Green Quad is developing a database of peer organizations across the country, to facilitate an understanding of best practices in a variety of areas. We will be organizing a meeting of green/environmental residential learning communities at the Association for the Advancement of Sustainability in Higher Education (AASHE) national conference in November 2008.

- Develop a coordinated effort to recruit high quality faculty to participate in the Faculty Associates/Judicial Council.

***Progress/Status Update:***

Letters were sent to each Dean, Associate Dean, and Assistant Dean for nominations. This resulted in an additional 36 faculty members to the current 13 members CJC/faculty Associates. There are an additional 23 staff members.

- Distribute a brochure to faculty detailing information about opportunities to be involved in Resident Student Learning Initiatives in University Housing.

***Progress/Status Update:***

Developing a brochure to be distributed in Fall 2008 promoting faculty involvement in Living and Learning communities.

**Initiative #7(c): Educate new and current faculty on complexities of services offered throughout the Division in prevention, intervention and recovery services.**

***Action Plans/Key Performance Indicators***

- Recruit new faculty to participate in programs and services offered.

***Progress/Status Update:***

Assistant Director for Academic Success Initiatives in the SSC communicated with faculty in departments, such as Journalism and Electrical Engineering, interested in offering SI for their courses. SI Faculty Guide is distributed to all SI faculty each semester to provide information on communicating with SI leaders and tips for encouraging students to attend SI sessions. The SSC also established partnership with the Nursing department to provide tutoring for Nursing 216, 312, 412, and 422 and the Spanish department to provide a Spanish conversation tutor for a required portion of their Spanish 375 course. Faculty are involved in all living and learning communities. The department conducts the perception study survey in the fall of each academic year. These results, which include the number of students that have participated in an activity with a faculty member, will not be available until mid-April 2008.

A course summary and request to teach for

Fall 2008 was sent in Fall 2007 to all faculty/staff who have completed the Teaching Experience Workshop for the U101 series of classes. 158 requests were returned and 173 sections are planned for Fall 2008. Additional faculty were recruited through a mailing advertising the 2008 Teaching Experience Workshops. This mailing was sent to faculty and staff on all USC campuses. 27 staff and faculty from the Columbia campus participated in the January 2008 workshop with 3 participants from system campuses and 2 from Greenville Tech. The May 2008 workshop is currently at capacity with 28 USC Columbia participants, 3 system employees, and 3 State Tech participants, and 3 from outside SC expected. Increased faculty involvement on program planning committees including Photovoice, Smoking Cessation & Body Image Awareness Week. Healthy Carolina postcards were sent to promote prevention services, a session in new faculty orientation was conducted and faculty members participate in advisory activities such as the Healthy Carolina Task Force. Healthy Carolina has also been working with USC Times on the publication of their article series called "Healthy Carolina," in which they spotlight faculty and staff making healthy choices.

The Office of Student Engagement developed service-learning initiative request to engage faculty in the creation of service learning experiences within their courses. The Office of Student Engagement developed link-course proposal and met with Associate Provost and Dean of Undergraduate Studies, Asst./Assoc. Deans group, the Center for Teaching Excellence and other stakeholders to create support for faculty to participate. Worked with faculty principals of Green Quad and Preston to develop Maymester study abroad proposals for each residential learning community. Parents Programs supported the Dinner Dialogue program in which 25 faculty members participated in Fall 2007. 6 faculty members

are scheduled so far for Spring 2008. The TRIO McNair Program has recruited new faculty in the departments of religion and psychology to participate in its summer research component. The Office of Financial Aid and Scholarship recruits faculty to serve on its advisory committee, which hears student appeals.

- Distribute a brochure to faculty detailing information on new Creating Academic Responsibility program.

***Progress/Status Update:***

The Creating Academic Responsibility Matters brochure merged two previous documents, Attendance and Feedback Matters, while highlighting new steps and features to enhance faculty and instructor participation in CAR. This document was distributed to all faculty and adjunct faculty at University of South Carolina Columbia campus.

- In conjunction with the Center for Teaching Excellence, host seminars and distribute resources for faculty describing classroom management and the Behavioral Intervention Protocol.

***Progress/Status Update:***

To date, there have been 7 seminars, and 3 Web seminar promotions. Attendance has ranged from 50-200 (via Web). This activity is in addition to the presentations for Academic Integrity and the Honor Code previously referenced. More than 1,000 informational magnets and pens were distributed. A file folder of crisis information is being created for distribution. All feedback from faculty to date has been positive.

- Host seminars and distribute educational resources promoting the new honor code.

***Progress/Status Update:***

To date, there have been 7 seminars, and 3 Web seminar promotions. Attendance has ranged from 50-200 (via Web). This activity is in addition to the presentations for Academic Integrity and the Honor Code previously referenced. More than 1,000 informational magnets and pens were distributed. A file folder of crisis information is being

created for distribution. All feedback from faculty to date has been positive.

**Initiative #7(d): Enhance collaboration with faculty to encourage study abroad, international exchange activity, and campus internationalization**

***Action Plans/Key Performance Indicators***

- Increase the number of faculty seminars on developing and managing study abroad programs.

***Progress/Status Update:***

The faculty seminars have been established to engage faculty members in the study abroad process; provide training to faculty about study abroad marketing, recruitment, fee and payment logistics; as well as operating safe programs and managing emergencies. Following the initial workshop on program planning in Spring 2007, two workshops were scheduled for 2007-2008: Fall semester Faculty Leader Workshop – Marketing and Recruitment and Spring semester Faculty Leader Workshop – Crisis/Emergency Management

- Involve faculty in internationally focused campus-based activities and programs.

***Progress/Status Update:***

A Scholar in Residence program was established by linking the faculty members assigned to the University through the US Department of State's Junior Faculty Development Program to serve as mentors to the Carolina Global Community. The scholars assigned were from Serbia and Bosnia-Herzegovina.

**Initiative #7(e): Encourage students and faculty to engage in team teaching relationships in all UNIV courses**

***Action Plans/Indicator of Success of #7(e):***

- Evaluate efforts to recruit students to serve as peer leaders for UNIV courses.

***Progress/Status Update:***

90 students served as undergraduate peer leaders in the fall 2006 semester. Due to innovative recruitment efforts, 130 peer lead-

ers served in the fall 2007 semester. For the fall 2008 semester, we expect 139 peer leaders and 35 graduate leaders to serve as co-instructors for the University 101 course. Three Fall 2006 peer leaders returned to serve a second term in Fall 2007. Due to a more strategic effort to encourage interest in a second term, it is expected that approximately 30 Fall 2007 peer leaders will return to serve for the fall 2008 semester. The University 101 staff has collected and is evaluating data regarding which marketing efforts are most effective.

- Recruit an increased number of instructors who will teach UNIV courses with peer leaders.

***Progress/Status Update:***

In the fall 2007 semester, 40 additional instructors had the opportunity to teach with peer leaders due to an increase in the number of students accepted to the peer leader program. With an increased number of peer and graduate leaders for the coming year, it is possible that all sections of UNIV 101 for Fall 2008 could have peer or graduate leaders. Schedule issues sometimes make it impossible for all sections to have a peer/graduate leader, but the staff works hard to ensure that the maximum number of sections have a diverse teaching team.

- Provide informational resources and experiences to enhance team-teaching relationships.

***Progress/Status Update:***

As the peer leader program continues to grow in size and strength, the University 101 staff will make a stronger effort to prepare instructors to work with peer co-instructors. After a critical review of the team-builder workshop curriculum, including collecting feedback from current peer leaders, the following enhancements will be made to this workshop: Students and Instructors will continue to be encouraged to attend these sessions as a teaching team. During the workshop, an increased amount of attention will be placed upon the “Roles and Responsibilities” flow sheet

for effective classroom management. Peer leaders are given an initial copy of the roles and responsibilities worksheet during their initial training. Peer leaders will be familiar with classroom tasks and ready to discuss their goals with their instructors at the team building workshop. Teams will be guided through action-oriented activities including but not limited to the initial development of a course syllabus.

- Provide special materials and information for division employees that will enable them to enhance their teaching skills.

***Progress/Status Update:***

Many of the materials provided during the initial and ongoing training events for University 101 are designed to enhance teaching skills of all instructors. The comprehensive workshop notebooks, instructor toolkits, and information sent to instructors over the instructor listserv all serve to enhance teaching skills of departmental instructors.

**Initiative #7(f): Enhance the effectiveness of the academic advising process by coordinating educational resources for advisors and students.**

***Action Plans/Indicator of Success of #7(f):***

- Create and distribute an advising guide for transfer students.

***Progress/Status Update:***

The Student Success Center and Enrollment Management departments are collaborating to identify what information should be included in the guide and which departments should contribute to the drafting of the publication.

- Create and distribute an advising guide for students who are changing their major.

***Progress/Status Update:***

The Majors Fair, organized by the academic advising sub-committee of the Retention Committee, took place on 3/19/08. Advisors from colleges across campus provided students with information on course/progression requirements. A Career Center representative also was present to discuss ca-

reers that relate to various majors. Change-of-major tips sheet was updated in Spring 2008 to include more specific steps and questions to ask. This document was distributed at Majors Fair. In Spring 2008, an additional document will be developed that includes specific contact information, office location, and steps to declaring a major for each college. This information will be posted on Academic Success Web site once it has been reviewed by each college representative.

- Develop an academic advisors brochure that refers advisors to resources such as the academic advisors Web site, the Academic Success Web site, and the academic advisors listserv.

***Progress/Status Update:***

After conversations with Jennifer Bloom (president of the National Academic Advisors Association), we developed a one-page referral guide for advisors. This guide directs advisors to campus resources and is organized by topic area (academic assistance, counseling, diversity services, and student health). We determined that a one-page guide would be more user-friendly than a brochure. The guide will be distributed to advisors via the academic advisers listserv and new faculty orientation.

- Develop an academic advising syllabus to outline mutually agreed upon responsibilities of students and advisors.

***Progress/Status Update:***

Research has been conducted through advising syllabi on the NACADA Clearinghouse Web site and other supplemental materials purchased from NACADA. Additional research will be conducted, a draft document will be created, and feedback will be obtained from the President of the National Academic Advisors Association and advisors on campus in remaining half of Spring 2008.

- Offer the Noel-Levitz academic advising Webinar series during Fall 2007.

***Progress/Status Update:***

35 people registered for the Webinar series. Links were sent via academic advisors listserv to allow other advisors to view the Webinars from their offices. Presentation handout and other supplemental materials were provided for each Webinar. All advisors (via the listserv) were invited to view the materials as well. Feedback from advisors: "The Webinars help keep me more up to date on various topics in the field." "It was useful to hear how others are implementing theories in advising with students."

NACADA academic advising Webinars are offered in the spring 2008 semester. Topics include helping students succeed academically, advising transfer students, and making career advising integral to academic

# *Resource Requirements*

## Initiative Funding Requests

### *Essential Priorities (in order)*

#### **Admissions Operations**

*Requesting \$330,000 recurring and \$26,000 one-time*

Strategic Goal #1

The Office of Undergraduate Admissions needs to manage inflationary cost increases, significantly expand its marketing and publications, increase recruitment of minority and high-ability students and continue to utilize advanced technology. A 30% increase in admissions applications over the last three years requires more recruitment events and staffing to manage those functions. Due to volume and cost increases, operating costs such as postage, printing, and recruitment events have escalated over the last three years and have been managed primarily with carry forward funds. Minority recruitment efforts must continue to be enhanced with designated staff, specialized programs and specialized publications. We are requesting a phased approach to the funding needs of the Office of Admissions. \$330,000 of this request represents funding needs that have accumulated over the last few years and have previously been managed with diminishing carry forward funds; this amount is essential to continue existing operations. The remaining portion is further described below in the “Initiatives to be Delayed” section.

#### **Gamecock Guarantee**

*Requesting \$157,423 recurring and \$175,000 one-time*

Strategic Goals #1, #2 and #3

This request provides for the expansion of Opportunity Scholars Program services to establish a viable services component for Gamecock Guarantee recipients. It directly addresses our recruitment initiative to pursue opportunities to enhance access to USC by expanding financial aid opportunities and student-support programs to under-served student populations. These operational funds would complement the resources of the Opportunity Scholars Program to offer students a comprehensive program of academic courses, support services, and connections with other campus offices. The request will allow the University to achieve its objective of providing Gamecock Guarantee recipients not only access but also the opportunity for a quality educational experience. Without these resources, we will be unable to provide the level of support to ensure that these students have every opportunity to succeed.

#### **Institutional Effectiveness**

*Requesting \$266,994 recurring and \$4,320 one-time*

Strategic Goals #4 and #6

The activity of the Office of the VPSA/VPAS has grown considerably over the last few years

with no adjustments in funding. We've added a public relations component, which informs our internal and external constituents about the programs and services offered and the measurable ways in which those activities impact the success of our students. In addition, with the development of the Student Success Center, our previous planning and assessment position in the central office moved over to lead our essential efforts in the Student Success Center resulting in a void in the central office. It is essential to have a planning and assessment expert in our central office, as our ability measure institutional effectiveness and demonstrate the value added among all 42 of our department is critical. We have also absorbed a tremendous amount of activity in the last few years with the growth and evolution of programs and services as well as the addition of new areas. Our current infrastructure has not kept pace with the needs for compliance verification, monitoring, training, and advisement in the financial and human resources areas.

#### **Financial Aid Data Management**

*Requesting \$80,634 recurring*

Strategic Goals #1, #2, #3 and #4

The OSFAS faces numerous emerging administrative responsibilities, some of which have resulted from changing federal regulations, from institutional policy revisions, from new institutional programs and retention efforts, and from the need to proactively provide data about our student population and respond quickly to legislative inquiries, BOT inquiries, rating agency requests, and other important information needs. It is important to generate new and better data on our students' borrowing habits for compliance purposes, but also to better assist our students. With the implementation of new federal programs such as ACG and SMART grants, data reporting needs have expanded. In addition, new institutional efforts such as the Gamecock Guarantee, the revised academic progression policy, and the efforts to identify and support students that are struggling academically (either academic progression or scholarship retention) have also heightened the need for better data management

and analysis. The addition of a data management position and adjustments to the responsibilities of a few other positions in the office will enable us to keep pace with these demands.

#### **Study Abroad Data Management**

*Requesting \$10,000 recurring and \$60,000 one-time*

Strategic Goal #3

Specialized software to manage data related to participation in study abroad programs is critically needed. Currently, all participation information is entered manually into an Access data base, which is both time consuming and unwieldy. It does not provide flexibility for retrieving information needed for assessment and planning purposes. The software request will operate on a stand-alone basis and has the flexibility to eventually be connected to the student data base when the One Carolina system is fully implemented. As the volume of students participating in study abroad continues to increase and the need for outcomes and accountability continues to expand, we must have accessible and meaningful data on this student population.

#### **Mystudentbody.com Alcohol Education**

*Requesting \$14,330 recurring and \$48,680 one-time*

Strategic Goal #3

The purpose of MSB - Alcohol is to give incoming USC students formal education about the use of alcohol and its associated consequences. Students will be required to complete MSB - Alcohol with a passing score before matriculating at the USC (as a condition of registration). Both incoming first year students and transfer students will be required to complete this online educational tool. Each year, over 1,700 college students die from alcohol-related unintentional injuries. Over 599,000 college students are unintentionally injured in alcohol related incidences and approximately 1 out of every 4 college students experiences academic problems as a consequence to their drinking habits. According to information gathered in the 2007 administration of the Core Alcohol & Drug Survey, 52%

of USC students reported binge drinking during the past two weeks. In addition, USC students on average consumed approximately 7.4 drinks a week. Both of these measures are above the national average.

#### **Visitor Center Operations**

*Requesting \$25,000 recurring  
and \$5,000 one-time*

Supporting Goal #1

The campus visit program continues to grow at an exponential rate and requires additional resources for publications, weekend tour guides, a larger Ambassador cohort, and operating costs directly associated with tours. The funding requested will be used to manage the growth and insure that we can continue a strong weekend program, which has proven to be critical in meeting the needs of our prospective families.

#### **BASICS**

*Requesting \$49,070 recurring  
and \$10,000 one-time*

Strategic Goal #2

BASICS (Brief Alcohol Screening and Intervention of College Students) is a harm reduction approach performed as a preventive intervention for college students 18 to 24 years old. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault, and violence. BASICS is designed to help students make better alcohol-use decisions. BASICS is a Substance Abuse and Mental Health Services Association Model Program that has been tested and proven to: 1) Reduce the adverse effects of alcohol consumption; 2) Promote reduced drinking; 3) Promote healthier choices among young adults; 4) Provides important information and coping skills for risk reduction. Screening can be administered in key campus departments to identify at-risk students, which serves as a gateway to providing students the help they need through BASICS. According to the Center for Substance Abuse Research at the University of Maryland, College Park, targeted interventions

that are tailored to distinct drinking profiles may prove to be effective in reducing risky drinking behavior.

### *Initiatives to be Delayed (not in priority order)*

#### **Admissions Operations (Phase II)**

*Requesting \$332,309 recurring  
and \$35,000 one-time*

Strategic Goal #1

The Office of Undergraduate Admissions has experienced a 30% increase in applications over the last three years, requiring a more strategic, data-driven approach to recruiting, further expansion of marketing and publications, increased recruitment of minority and high-ability students, and continued application of advanced technology. Due to the magnitude of this funding need, a phased approach is being requested and these needs represent Phase II of the request. We must respond to students' demand for more information and personal Web site contact through enhanced marketing research, Web content, and real-time interaction with a staff member trained to engage and provide information in a virtual setting. The escalating costs of publications and events requires full funding, as Phase I of this request addressed only the most immediate needs. Minority recruitment efforts must continue to be enhanced with specialized programs and specialized publications beyond the initial Phase I necessities.

#### **Visitor Center Assessment and Public Relations**

*Requesting \$35,092 recurring  
and \$3,500 one-time*

Supporting Goal #1

To further support the mission of the Visitor Center and to insure that all activities are directly aligned with the needs of the University's recruitment program, an additional full-time position is requested. This individual would be responsible for developing and editing all office

publications that are distributed through the Visitor Center and involved in the recruitment of prospective students to include appropriate Web applications like a campus virtual tour and MP3 player tours. This individual will also be responsible for conducting ongoing assessment that will inform the current operation and facilitate better planning and informed decision making in the delivery of visitor services, most especially in the area of campus recruitment.

**Fellowships & Scholar Programs Office Relocation and Beyond the First Year Scholars Support**

*Requesting \$33,852 recurring and \$3,000 one-time*

Strategic Goals #3 and #7

When the FY08 initiative request to expand staff in the OFSP as submitted in Spring 2007, the unit's move to Legare was not anticipated. Many costs were shared with or provided by the Honors College previously and now they must be managed independently. There are also additional infrastructure costs and costs associated with staff growth. For the programmatic portion of the request, including current Carolina and McNair Scholar finalists in programs beyond the first year will cost approximately \$190/scholar or \$7,600 across all four cohorts. This inclusion will enable all of these exceptional students to be supported programmatically for all four year of their Carolina experience rather than only in the first year. This initiative also requests funding for the "In for Dinner" program which provides up to \$750 of reimbursement for Carolina and McNair Scholars living on campus to host faculty members in their apartments for dinner and dialogue and the "Sophomore Suppers" which provide a venue for top sophomores to be introduced to national fellowship competition opportunities.

**Cross-College Advising**

*Requesting \$330,690 recurring and \$138,060 one-time*

Strategic Goal #2

This initiative will serve change of college students and transfer student whose needs are not

being adequately met through the current advising system. Colleges/schools often accept new majors only after current majors are advised and pre-registered, thus leaving prospective majors to be advised in their former college/school. Significant numbers of freshmen either declare or change their major prior to their second year in college. Of the Fall 2006 cohort, 1,253 students (31%) either did not have a major or were conditionally admitted to their respective school. By Fall 2007, of the declared majors, 438 students (23%) changed their major from their declared Fall 2006 major. By Fall 2007, of the no major/conditional admit students, 873 students (70%) had not declared a major. Change of major questions are the top issue of concern expressed by students through the First Year Call Center. Over 1000 students transfer to Carolina annually, the majority of whom are coming from technical/two-year community colleges. These students need additional academic guidance and support as they enter the university and navigate a complex academic system. Additionally, the creation of transfer student bridge programs with Greenville Technical College and Midlands Technical College will require enhanced advising assistance for students transferring to the University.

**Employer Development**

*Requesting \$245,100 recurring and \$8,940 one-time*

Strategic Goal #2

This initiative will establish an employer development program which will result in increased internship, co-op and full-time employment opportunities for students. It will also serve as a catalyst for new partnerships between employers and areas such as faculty research and service, alumni and development. At the same time, this initiative will create a career counselor to student contact ratio that will address the increased student need for services. Data in "College Search and the Millennial Generation" reports that 93% of students entering college rate "career preparation" as the top factor influencing their decision to select a school

while 65% indicate “prospective internships” as the key co-curricular factor influencing their decision. This information is supported by the fact that student contact with the Career Center has increased by a total of 26.7% over the last two years and is currently on pace to increase by nearly 20% from last year. The University of South Carolina ranks 13th among 15 SEC/ACC schools in career counselor to student contact ratio. At the same time student demands have increased, Career Center staff have been drawn upon to develop and implement new programs for the Bridge Program, Capstone Scholars, the newly created Gamecock Guarantee, the Sophomore Initiative, and admission programs. The drain of resources to provide direct student services and programs leaves a gap in opportunity for employer development and impairs opportunities to provide an individualized approach to assisting students with career planning.

#### **Academic Bulletin Support**

*Requesting \$53,552 recurring and \$6,750 one-time*

Strategic Goals #1 and #2

The Office of the University Registrar will be assuming the responsibility of maintaining content for Undergraduate and Graduate academic bulletins, on behalf of Academic Affairs, who is pursuing funding for a third-party solution to maintaining the bulletins on the Internet. The accuracy and accessibility of program and course data will improve greatly, along with software features that will assist with recruiting, degree completion, decision-making, and planning. Recurring funding for a position is required to support this effort.

#### **Carolina Service Learning**

*Requesting \$181,394 recurring and \$7,000 one-time*

Strategic Goal #2

This proposal would raise the level of community service and academic service-learning occurring across campus through the Carolina Service-Learning Initiative. Through a campus-

wide effort, this initiative was developed by defining learning outcomes, researching best practices, completing an inventory of current activity, and determining interest in, difficulties of, and barriers to developing service-learning opportunities. Increasing students’ awareness of issues facing the state and nation while increasing their own civic engagement and self-efficacy has proven to be an effective mechanism to enhance students’ persistence and overall academic achievement. Broad support can be found for this initiative through the University’s mission statement, new general education learning outcomes, Student Affairs and Academic Support’s strategic goals, as well as President Sorensen’s 2003 Excellence in Engagement report.

#### **Linked Course Initiative**

*Requesting \$42,000 recurring*

Strategic Goals #1, #2, #3 and #7

Linked-course learning communities cluster 20-25 first-year students together in 3 common courses. These courses are connected by a theme or academic discipline. Research has shown that these types of linked-courses can enhance student success, learning, and persistence. Funding from this initiative will provide the necessary resources to develop a pilot for the 2009-2010 academic year. We anticipate piloting 3 linked course clusters, one in each of the following areas: Engineering, Arts and Sciences, and Capstone Scholars.

#### **EMPOWER**

*Requesting \$14,900 recurring*

Strategic Goal #3

EMPOWER is currently a student organization, but funding is requested to broaden its efforts through an institutionally-supported program. The program involves peer leaders, a diversity retreat, diversity week and U101 presentations to advance a campus community that is inclusive, welcoming and supportive of differing backgrounds and life experiences. EMPOWER seeks to help develop in students the skills and attitudes they need to understand each other and

to act with justice and compassion. The world in which we live today consists of many different backgrounds, ethnicities, religions, sexual orientations, and cultures. It is imperative for students to be able to understand and cope with these differences that make us all unique. A gathering of a diverse population in any setting brings about diverse ideas, concepts, and opinions, which, in turn, bring about more engaged and thought-provoking discussions. Diversity is not only what helps to shape our minds intellectually and socially, but it is fundamental to the pursuit of excellence and success in both professional and personal life.

### **Student Life Operations**

#### ***Requesting \$200,243 recurring***

Strategic Goals #3 and #5

The demand created by an increasing number of students, the complexity of the responsibilities assigned to the department of student life and the delegation of tasks to the department (student athletic ticket process, high risk activity intervention, off-campus student services) have created the need for additional staff. Staff have been added and the duties of existing staff have increased. This has been financially managed over the past few years by utilizing a variety of one-time sources such as lag funds, grant funds, and student activity dollars. In addition, the Russell House University Union and Campus Recreation are two of the largest student employers on campus. Over the last year, these areas not only had to absorb the increase in the federal minimum wage, but also increased student staff to provide enhanced safety, security, and supervision of the facilities. We cannot continue to rely on one-time resources to address these needs and recurring funds are required.

### **PE Center Renovations**

#### ***Requesting \$9,568,506 one-time***

Strategic Goal #2

The Blatt PE Center was constructed in 1971 and expanded in 1975. It currently houses Exercise Science, Physical Education, Dance, Varsity Swimming and Campus Recreation. Forty

years of use and an ever increasing demand for its space have left the center deficient in many critical areas. Deficiencies include: inadequate HVAC and electrical systems; lack of a fire suppression system; lack of adequate air circulation in major programming areas; inferior facility security systems; non-functional user circulation patterns; program spaces are deficient in quality and quantity; quality of air, water, and lighting in the natatorium do not meet established guidelines. The Hughes Group Architects was commissioned to develop a renovation plan and budget analysis. Highlights of the plan include: upgrade academic teaching facilities; improve the quality of the natatorium water, air, and lighting to acceptable levels; install security cameras, biometric readers, and door alarms; upgrade facility HVAC and electrical systems; relocate center entrance and simplify circulation patterns; install fire suppression system. The total estimated cost for the renovation is \$35,813,678. Estimate for the natatorium portion is \$7,381,052. This total amount would be divided between Student Affairs, Athletics, and the University. Student Affairs' percentage of the natatorium would be \$2,460,350 and our portion of the remainder of the renovation, based on the percentage of assignable square footage, would be approximately \$7,108,156 (25%).

### **Healthy Carolina**

#### ***Requesting \$209,721 recurring and \$6,050 one-time***

Strategic Goals #3, #4, and #5

The Healthy Carolina initiative is driven by the national Healthy People 2010 and Health Campus 2010 initiatives. To be a leader in advancing the health and well-being of our students, faculty and staff populations, this institutional initiative focuses on the collaborative development, promotion and assessment of programs and services that encourage the development and maintenance of a health mind, body, and spirit. This initiative spans the entire University population (students, faculty and staff) and also has benefits for the community and state. Healthy Carolina's focus is collaborative and comprehensive, meet-

ing the needs of our populations and benefiting all. Due to the scope and scale of this initiative, full institutional support and coordination is required. This support includes the financial commitment to be a national model for community health promotion. We are currently leveraging this program with one-time auxiliary resources, which is a financial model that cannot sustain itself permanently.

**Faculty/Staff Wellness**

*Requesting \$202,914 recurring  
and \$4,200 one-time*

Strategic Goal #5

Research has indicated the health and wellbeing of faculty and staff is directly linked to the success of the academic environment for students. Therefore, worksite wellness programs at colleges and universities are growing in need and popularity. The worksite is perhaps the single most important setting for initiating chronic disease

prevention and health promotion programs for adults. Wellness programs in the workplace have great potential to impact employees' lifestyle choices because the average employee spends 50 hours-a-week at work and eats one third of his/her meals at work (Stokes, Henley, & Herget, 2006). As overtime, commuting time, and demands of family life increase, the time available for physical activity and healthy eating has become increasingly diminished. In Spring 2007, Healthy Carolina conducted the Faculty & Staff Health Assessment and it indicated that there are significant chronic disease risk factors present among faculty and staff at USC. The good news is that chronic disease is preventable. As a large state institution with a diverse population, this initiative will increase access to preventative health services that will have a significant impact on the health status of our employees as well as the academic success of our students.

Housing Fees

# Fee Increase Requests

## **Weighted average increase of 4.5%**

Annual operating increases in utilities, supplies, and contractual services, and the rising minimum wage are primarily driving the requested increase. The state's cost of living increase for non-student staff and associated benefits must also be managed. Continued investment in renovation of existing facilities on an annual basis is also critical as our facilities age and the competition from off-campus housing providers becomes even more intense.

## **Full-time Health Fee**

### *Increase to \$153 from \$151*

Revenue generated from this increase will be used to support the building of a new Student Health Center, which will enhance our efforts to provide high quality, accessible, and comprehensive health care to our students. Our current building and our inability to locate all health services departments and other on-campus health service providers in one facility are barriers to expansion, collaboration, efficient and effective service delivery, effective communication, and prevention efforts.

## **Part-time Health Fee**

### *New fee of \$102*

This fee would enable undergraduate students taking 6-11 hours and graduate students taking 6-8 hours to have access to pre-paid health care. We are currently servicing these students on a fee-for-service basis, so they often do not seek care until their symptoms have escalated to a more extreme level requiring further intervention and treatment. Funds will be used to add clinical and mental health personnel to manage growing demand for services, as there has been a 14% increase in patient utilization of services

at the Health Center from last year and a 62% increase in utilization at the Counseling and Human Development Center. Technology staffing, software and hardware maintenance, and equipment replacement are also critical needs that will be addressed.

## **Summer Health Fee**

### *Increase per-credit hour rate to \$8 from \$6*

The current summer health fee of \$6.00 per credit hour requires the health services provided during the summer to be subsidized by students who pay the fall/spring fee. An increasing number of students are accessing the Health Center during the summer months and we must have clinic operations to support the student demand.

## **Summer Health Daily Rate for Summer Camp / Summer Program Participants**

### *New fee of \$2 per participant per day*

Last year the first responder coverage was altered to 24 hours a day, 7 days a week, primarily to support the needs of summer camp and summer program participants. It is unfair for our students enrolled during the fall and spring semesters to fully subsidize the first responder coverage for summer program participants. This fee will help support the cost of the first responders.

## **Student Activity Fee**

### **Increase full-time rate to \$72 from \$70**

This \$2 adjustment in the full-time rate for the Student Activity Fee has been requested by Student Government and funds an evening shuttle to transport students between the University and the downtown dining and entertainment areas, Five Points and The Vista. The shuttle will be operated by the regional transit authority (RTA).

The shuttle will increase student safety and convenience, reduce crowded parking conditions in the dining areas and reduce the number of vehicles operating in the city which will provide for a cleaner environment.

**Student Activity Fee**

**Increase PT rate to \$6 from \$5**

This adjustment in the part-time rate is to provide equity between the rate full-time students pay and the per-credit hour rate charged to part-time students. There have been a series of small increases to the full-time rate over the last few years that have resulted in the part-time rate falling out of alignment with the full-time rate. These additional funds will be used to support the programs funded by the Student Activity Fee such as Student Life, Alcohol & Drug Programs, Student Media, Student Government, Carolina Productions, the Russell House, and Student Organizations.

**Orientation Fees**

Increase student orientation fee to \$70 from \$60 and parent orientation fee to \$40 from \$30. Orientation fees have not been raised in six years and costs have escalated considerably over that period of time. Student staffing, transportation, facility reservations and food costs have all experienced market rates of increase. In addition, plans to offer online placement testing for math courses during June 2009 Orientation will result in software, server, maintenance and staffing costs that must be managed.

**Orientation Housing Fee**

*Increase to \$30 from \$25*

This fee increase is due to an increase in the per

person, per night charge to stay in a residence hall room. The cost increases annually, yet we did not increase the fee that we passed along to participants last year. The Office of Orientation needs to recoup the total cost of the fee this year.

**Capstone Scholars Program Fee**

*New fee of \$100 for freshman and sophomore Capstone Scholars*

The Capstone Scholars Program has grown rapidly during its brief history. Originally designed to attract 300 talented students per year, we enrolled 597 students in the program in Fall 2007. This fee will enable the funding of three assistant principals to enhance direct interaction with these students and to provide an infrastructure that can properly support these top scholars. The funding includes a summer travel grant component and a speaker series component, both designed to further engage our students.

**International Student Fee for Specialized International Study Programs**

*New fee of \$125 for international students on specialized programs of one term or less*

Non-degree seeking students in specialized programs of one term or less utilize the services of our International Programs Office and should pay a fee that is appropriate given their length of involvement with the university. The \$500 international student fee paid by degree-seeking students is cost prohibitive, but this short-term fee (equivalent to the fee for IMBA students) would be appropriate given the reduced length of these programs and the service necessary to support those students during their coursework.

# Space Needs

## **Undergraduate Admissions**

The Admissions Office has a critical need for space, as we have staffing in four different locations across campus; three of these locations are temporary. By placing employees in multiple buildings, we create communication and efficiency challenges. Our ability to adequately train, integrate, and fully utilize new employees is hampered by geographic distance. Space has been identified in Hamilton to accommodate our processing staff, but renovations to Lieber will also be required to enable our recruitment staff to function appropriately. Funds have not yet been identified for the Lieber portion of the renovations. As the institutional recruitment goals continue to expand, it is essential that the effectiveness and operating capacity of the Admissions Office is also able to expand.

## **Housing Offices**

University Housing has relocated to temporary space in the McBryde Quad, fragmenting staff and operations. Temporary relocations are costly in terms of financial resources, personnel resources and lost time. Our ability to coordinate between facilities, residence life, assignment operations, and administration has been greatly hampered and the coordination challenges eventually impact our overall service delivery to students. Housing funds have been identified to support the renovation of a facility or the development of a new facility, but a location must be determined. We cannot afford to continue to operate without a permanent location, as the division of staff and services will take its toll on operations over time.

## **Gamecock Guarantee**

With the announcement of the Gamecock Guarantee and the corresponding growth of the

Opportunity Scholars Program to effectively support these students and deliver on the institutional commitment, additional space is required for TRIO Programs. This need could be managed under two possible scenarios. Surge space outside of central campus would enable the outreach staff (ETS, Upward Bound, Educational Opportunity Center) to move out of the Booker T. Washington building and make space available for additional staff and classrooms. Another option would be to identify additional classroom space for the expanded OSP classes. A solution is necessary to properly support our Fall 2008 entering class of Gamecock Guarantee recipients.

## **Counseling Services**

Lack of space for practitioners and lack of properly configured space makes meeting the mental-health demand of our students a challenge. In addition, the separation of the Health Center and the Counseling Center poses many logistical challenges as the overlap of physical health and mental health grows. A new Health Services facility would address the existing problems.

## **Financial Aid and Scholarships**

Not only is the Office of Financial Aid and Scholarships in buildings that have continual repair needs and have had ongoing sewage backup issues, but the growth we are experiencing due to enrollment increases and more financial aid applications and awards cannot be effectively managed in these facilities. Obtaining space to enable efficient workflow and expansion of student and staff labor will make a tremendous difference in our ability to serve students in an efficient and effective manner.

**First-Year Call Center**

The First Year Call Center is currently operating in temporary space in the back of the Student Success Center office suite. This area is a fire exit and is an open space where the callers are forced to take turns calling due to the background noise. Callers often end-up rotating among the offices of permanent staff members, which is inefficient and very difficult to schedule. The information gathered by the FYCC thus far has been tremen-

dously valuable in better serving our students. Identification of a room or a space that could be partitioned with cubicles in the Library would resolve this issue. Carry forward funds exist to manage the potential renovation costs.

**Blatt PE Center**

Please see full explanation in initiative funding request section.

# Other Issues

## **Scholarship Needs**

Our recurring scholarship budget for FY08 will be approximately \$13 million, of which over \$6 million is 4% fee-waiver resources. As anticipated, estimated scholarship expenditures will exceed available funds by approximately \$305,000. The estimated expenditures include approximately \$600,000 in need-based aid. As projected, our FY09 deficit will be approximately \$1.2 million. Resources have been identified to meet this need. We have implemented an approach to award fixed numbers of students in each scholarship category, regardless of the number of eligible recipients in order to control costs. The Fall 2008 class will be awarded with approximately the same number of recipients as Fall 2006 (two years prior) despite the fact that the academic credentials of our students have increased dramatically in three years. As we balance the expectations for continued growth in the academic qualifications of each incoming class while maintaining or expanding head count, our ability to fully fund the institutional scholarship program is perhaps the most critical factor.

## **Passport Travel Grant Funding (summer study abroad)**

In FY04, we received \$1 million of one-time funding to support summer study abroad fellowships for our McNair Scholars, Carolina Scholars, Lieber Scholars, and Capstone Scholars. We anticipate that the balance will need to be replenished by FY10 in order to continue our recruitment efforts and enhance the educational experiences of these top scholars. There is increasing competition for the portion of these fellowships that are awarded on a competitive basis to the Capstone Scholars group, as we had 114 well qualified applications this year and were only able to fund 57. In the next few years, we will be allocating a portion of these funds to begin a program to encourage our first-generation, low socioeconomic students to participate in summer study abroad. Since we are now awarding resources that will be used by the students over the next two to three years, it is essential that we secure an ongoing commitment.